

THE CHILDREN'S TRUST BOARD OF DIRECTORS
RACIAL EQUITY AND SOCIAL JUSTICE
AD HOC COMMITTEE MEETING
BOARD TELECONFERENCE
"VIRTUAL MEETING VIA ZOOM WEBINAR"

The Children's Trust Racial Equity and Social Justice Ad Hoc Committee Meeting was held on August 12, 2020, commencing at 3:30 p.m., in teleconference via Zoom Webinar. The meeting was called to order by Tiombe Kendrick-Dunn, Chair.

COMMITTEE MEMBERS:

Tiombe-Bisa Kendrick-Dunn, Chair
Dr. Daniel Bagner
Constance Collins
Richard P. Dunn II
Mindy Grimes-Festge
Nelson Hincapie
Pamela Hollingsworth
Dr. Monique Jimenez-Herrera
Marissa Leichter
Dr. Susan Neimand
Mark Trowbridge
Karen Weller

1 COMMITTEE MEMBERS: (Continued)

2 Sandra West

3 Kenneth C. Hoffman (ex-officio)

4

5 STAFF:

6 Amanda Gorski

7 Bevone Ritchie

8 Donovan Lee-Sin

9 Felix Becerra

10 Imran Ali

11 James Haj

12 Joanna Revelo

13 Juana Leon

14 Juliette Fabien

15 Lisanne Gage

16 Lisete Yero

17 Lori (Katherine) Hanson

18 Muriel Jeanty

19 Sabine Dulcio

20 Sebastian del Marmol

21 Sheryl Borg

22 Stephanie Sylvestre

23 Vivianne Bohorques

24 William Kirtland

25 Ximena Nunez

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

GUESTS:

Leigh-Ann Buchanan, Facilitator

Walter Richardson, Consultant

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

PROCEEDINGS

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

MS. KENDRICK-DUNN: Okay. Welcome, everyone, to our third Ad Hoc Committee meeting. I thank you all for taking the time to be here today. Okay. I see your message, Stephanie. Thank you.

So I think before we started broadcasting, I was informed that we do not currently have any public comments, and so I want to officially bring the meeting -- I want to officially open the meeting, and it's 3:33 p.m. and so everyone should see the agenda, and let's see.

I think I'm going to ask Stephanie to, you know, talk about who the process observers will be for today. And then I think at some point last week, we developed some group norms, and I think Leigh-Ann is going to just remind us of those before we get started.

And also, I just want to -- want us to take a moment -- to have a moment of silence. Last week one of our board members shared, Dr. Bendross, that there were some children in our community that transitioned from their physical space on this earth. And if we could just have a moment of silence to just note -- just for that purpose.

1 Okay. I wanted to mention that hopefully, maybe
2 by the next time we meet, we will actually --
3 possibly have the names of the children so we can at
4 least speak their names which gives purpose, you
5 know, to their lives that were taken too soon.

6 And so I guess we will move on to Stephanie
7 about the process observers, and then we'll go with
8 Leigh-Ann, of reminding us about the norms and then
9 we'll get started with the meeting.

10 MS. SYLVESTRE: So, the process observers for
11 this meeting, and as we have been doing for the past
12 meetings, are Dan Bagner and Monique Jimenez-Herrera.
13 And so, again, they are just basically keeping an eye
14 on how things are going and providing feedback at the
15 end of the meeting so we can continue improving this
16 process, and ensuring that everybody feels heard,
17 that their input is valued, and that we feel -- we
18 leave this -- the conversation fulfilled with our
19 dignity intact. So Leigh-Ann, you want to go ahead
20 and talk about the meeting norms?

21 MS. BUCHANAN: Well, thank you, Stephanie and
22 hello, everybody. I'm actually really getting
23 excited about these meetings. I look forward to our
24 conversations each time, and so it felt off in a bi-
25 week when we didn't have a meeting last time.

1 And so just really quickly, today we're talking
2 -- we're continuing our conversation from last time
3 to words -- the topic of how do we create value
4 through a lens of --

5 And so, we're going to talk a little bit more in
6 reflection of the five why's exercise we did but as
7 we all agreed, we want to revisit the group norms at
8 the beginning, you know, primacy and recency are
9 really important so let's make sure that we just
10 double down on them.

11 And so Vivianne, I'll have you skip over to the
12 group norms and then we'll go back to what's next in
13 a minute.

14 So just a reminder, and feel free to give a
15 thumbs up at the end if you agree with them, if you
16 have something to add. This is an iterative process,
17 so perhaps there's something we didn't think of last
18 time and we can make this less of a dictate and more
19 of a living document.

20 So the concept of moving forward and moving
21 back, we've got a big group here. I see we have a
22 lot of people. I'm just looking at the numbers. We
23 already have 26. So that's a big, big group, and we
24 want to make sure that we hear from as many folks as
25 possible.

1 So the idea is, we're going to move forward when
2 we have a point and move back, and I'll try my best
3 to norm number two, to utilize the Socratic method to
4 deepen our conversation.

5 So I'll call on folks if we haven't heard from
6 someone. I'll solicit your thoughts, your feedback,
7 your input so that we all can contribute to the
8 conversation.

9 As a reminder, and we all know, the work that
10 we're doing is not easy work. It's interesting. I
11 think I might have said this last time, but I saw --
12 I'm a big fan of Instagram as you guys know by now,
13 but I saw a post on Instagram that really resonated
14 and it said, "It's an anti-racist work, inclusion
15 work. Work to fix social injustices is relational
16 work."

17 And as you know, relationships aren't built in a
18 snap moment. They require a deep level of intimacy,
19 discomfort and so the idea is, let's make this a no
20 fear zone, and a space where we could say what we
21 think and not feel, like, we may be judged or
22 penalized or people might seek retribution.

23 The goal is we should be open to share because
24 diversity of opinions help us get to the most
25 innovative and effective solutions. The other piece

1 is that we have a collective responsibility to
2 contribute.

3 Just as Tiombe mentioned from the outset, the
4 reality of this work is people are dying, children
5 are dying. Either their lives are being lost or
6 their opportunities to maximize their potential and
7 to maximize their genius are being cut short.

8 And so, this work requires all of us to
9 contribute meaningfully, honestly, openly and fully,
10 so that we can collectively come up with the best
11 framework for how we become more inclusive and social
12 justice minded and thinking about the role that
13 racial equity plays in the trust engagement going
14 forward.

15 And I love this last one that Tiombe added to
16 the conversation was, "Let's be here now. Let's be
17 fully present, prepared." We didn't have very much
18 reading. It was more of a recap in case you hadn't
19 got to some of the reading from the big dump that we
20 gave for the second session, and let's be attentive.

21 I put my phone away. I put my -- closed all my
22 windows. Let's be here now and be fully present.
23 And I would add another one. Let's have fun where
24 appropriate. Let's make this an engaging, exciting
25 dialogue even though it's a tough discussion. Tough

1 discussions are had with love in my mind and much
2 better in an accepting, loving environment.

3 So that's it for the group norms. Does anyone
4 have anything to add? Feedback or thoughts at this
5 point before we just do a quick roadmap of what we
6 can expect today?

7 Thumbs up? Visible thumbs up if you're with me.
8 I see Pamela, Constance. You've given me a thumbs
9 up. Thank you. Marissa, Karen, all right. Awesome.
10 I'm not going to go through everybody, but I'm seeing
11 thumbs ups as I scroll along.

12 So Vivianne, if you wouldn't mind just going
13 back to that "what to expect" slide. Perfect. So
14 today we are continuing our conversation, and again
15 as I mentioned, the goal for this session is to talk
16 about inclusive value creation.

17 So roadmap, that's what I'm doing now. I kind
18 of switch -- switched it around. We already went
19 through the group norms. What I want us to jump off
20 with in a moment, is just going through a recap and
21 reflection of our last conversation.

22 So a quick recap of the exercise that we did,
23 and then -- and the content that we went over, and
24 then also a little bit of personal reflections on
25 that root cause awareness; the five why's exercise

1 that we did.

2 I know a lot of us kind of wish that we had more
3 time. We were not saved by the bell. We were cut
4 off by the bell and that conversation could have
5 continued. And so the goal is to see what about that
6 root cause question framework landed on you
7 differently. Did it cause you to think about your
8 work differently?

9 So we'll as a group share that, and then we'll
10 talk a little bit about this inclusive value creation
11 model and that is the next step in that framework
12 that we looked at last time.

13 So Vivienne, if you don't mind just going to the
14 recap slide. Any -- everybody cool with that
15 roadmap? If you want to give me a thumbs up, drop in
16 the chat that you're okay with it. If you have
17 anything to add, feel free to jump in. If not, I'll
18 just quickly go through our recap so we can get to
19 talking. Sound good? Yes? No? I'm seeing --
20 awesome.

21 Okay. So, a little bit of recap because it's
22 been a minute and a lot has happened in the world
23 since the last time we were together. We talked a
24 lot about the idea of systems.

25 So there's a lot of different systems in which

1 inequities, racial inequities, you know, economic
2 inequities, all sorts of inequities can show up. And
3 so we just use this framework of looking at some of
4 the larger social systems like housing, education,
5 criminal justice, public health, banking and finance,
6 for example.

7 And then we talked a little bit about the
8 different types of biases that often manifest from
9 systemic so that ongoing racial inequities that are
10 maintained by society, institutional, which are often
11 the hardest to shake. Discriminatory practices and
12 policies within organizations and institutions.

13 One of the examples that came up was the idea of
14 redlining for example, the practice of discriminatory
15 housing. We talked about interpersonal biases very
16 briefly and just touched on that. That's a type of
17 bias that can exist shown between individuals.

18 And then there's internalized, which is some of
19 what came up when we did that five why's exercise.
20 The race based beliefs and feelings within
21 individuals.

22 Somebody brought up that self-esteem perhaps was
23 one of the underlying why's when we saw the example
24 of over representation of black youth in the foster
25 care system. So that was the systemic framing that

1 we wanted to look at so we can identify an inequity,
2 tie it to a system that we're all familiar with, and
3 then really begin to unpack the why's around the
4 inequity.

5 Vivianne, if you don't mind just flipping to the
6 next slide. So this probably looks familiar because
7 this is the framework that we walked through last
8 time where we picked one experience with a racial
9 inequity, and then we all went down the line and
10 began to unpack some of the why's.

11 And what we're going to focus on today is that
12 big box on the right side, which is the systemic
13 intervention opportunity. That's our opportunity to
14 create value through a lens of inclusion.

15 But just to recap where we got to -- Vivianne,
16 if you want to switch to the next slide. What I went
17 ahead and did is, took a lot of the comments that we
18 shared or the justifications or reasons that we
19 walked through as a group last week, and then just
20 tied them to the why's because if you remember, we
21 were doing this verbally.

22 And so now this is a visual representation of
23 our conversation last time. You remember, Nelson,
24 you know, gave us the example that we were working
25 with, which is why is there an over representation of

1 black youth in the foster care system? That was the
2 inequity that we unpacked using the root cause
3 awareness question framework.

4 And the first set of why's said potentially
5 domestic violence, substance abuse, unaddressed
6 mental health, and I think when we went further,
7 there was this idea that maybe there's extraordinary
8 inter or generational trauma that people are
9 experiencing, which is one of the reasons why we're
10 seeing this phenomenon.

11 Another potential reason that was raised was the
12 erosion of the family unit. So looking at the
13 broader cultural context around what is happening
14 with the family unit, other reasons that came up were
15 poverty, low economic mobility, mass incarceration,
16 housing insecurity, inequitable access to
17 opportunities, bias.

18 And then ultimately, where a lot of us ended on
19 was some systemic racism might exist there. But
20 through this framework of the root cause awareness,
21 that is a way for us to take many phenomenon that we
22 might see and begin to unpack where -- why this
23 exists. Why is there an inequity and get to some of
24 the root causes.

25 So Vivianne, I think for that, we'll just shut

1 off the PowerPoint for a moment and get into a bit of
2 the conversation which is some reflections from last
3 week because I know we left a little abruptly and I
4 want to -- I would love to hear from the group some
5 of the reflections from that root cause framework
6 that we talked about, and Tiombe, why don't we start
7 off with you?

8 MS. KENDRICK-DUNN: Yes. So, my reflection
9 regarding the root cause piece, I think was
10 phenomenal. I think it's an extremely important
11 whenever you're involved in problem solving that
12 there's always the piece of kind of looking at, you
13 know, the possibilities of why something is
14 occurring.

15 And I think, you know, I'm glad that we're
16 continuing this conversation today, but I'm even more
17 glad that we started it last week, and so as far as
18 my reflection I think we're on, you know, on the
19 right path, and I think for me was a positive
20 experience.

21 MS. BUCHANAN: Thank you, Tiombe. Marissa, why
22 don't we jump over to you for some reflections from
23 that exercise that we went through last week because
24 admittedly, I don't think it's an exercise we do
25 every day.

1 In our work if you do, yes. Kudos, great. I
2 love it, but it's probably a new way of just kind of
3 zoning in on challenges. So I'd love to hear your
4 feedback and thoughts or if anything landed with you,
5 between the last time we chatted and now.

6 MS. LEICHTER: Well, you know, like Nelson, I do
7 a lot with foster care and child welfare, and I
8 thought it was interesting that that's the subject we
9 decided to focus on.

10 I think that that system does get overlooked a
11 lot. When we talk about racial inequity. Education
12 comes to mind first. Prison and child welfare kind
13 of takes a backseat, and I'd like to share it with
14 the group and because of sunshine laws, I had to send
15 it to you.

16 But this week, as you know, I found an article
17 that actually echoed that same sentiment that the
18 child welfare system does get overlooked a lot about
19 -- when it comes to racial inequities.

20 And I have -- and like I said, I have thought
21 about it, but it sometimes takes you to read
22 something or to, like, verbalize it to actually,
23 like, bring it to the front of your brain, even
24 though like in the back of your brain, you've thought
25 about it a lot and, like, you spend every single day

1 of your life doing it. So -- I don't know. That's
2 just a Marissa deep thoughts.

3 MS. BUCHANAN: I want to go to Dan. Dan, why
4 don't you share with us just your feedback,
5 reflections on that exercise, anything that landed or
6 came up during our last conversation and now?

7 MR. BAGNER: Sure. Thanks, Leigh-Ann. Yeah, I
8 mean -- so, in my career -- in my field, I'm a
9 researcher and a scientist. I think about these
10 issues a lot and I try to address them in my work.

11 But I think when you get into the root cause
12 like this, it actually -- to be honest, gets
13 overwhelming to think about how deep these things go
14 and just, you know, I know I could say that I feel
15 very limited in my ability to impact change and
16 that's frustrating for me.

17 That's, you know, in my field, I want to create
18 change. I want to do everything I can to create
19 change, and so it gets overwhelming. So I'm kind of
20 looking forward to the action phase, but I think it
21 was a healthy exercise. I think it's an important
22 exercise.

23 I think, you know, we're frequently seeing these
24 things front and center. You know, the news, this
25 past couple -- I don't even remember. I can't keep

1 track of the days but we had, you know, commenting on
2 housing issue.

3 I was one I think that brought up redlining and
4 housing and sure enough -- I don't want to get
5 political, but we do have folks in office, you know,
6 bringing up racial undertones of creating these
7 issues of very front and center. So it's certainly
8 on my mind.

9 MS. BUCHANAN: Thanks, Dan. I'd love to go to
10 Pamela next but before we do, you brought up
11 something that -- I was waiting for it to come up,
12 which is this idea of like, whoa, where do we even
13 begin?

14 Where do we start because the rabbit hole goes a
15 lot deeper than we often acknowledge or realize, and
16 so that's why it's a two part.

17 It's a multi part conversation, but I think that
18 idea of overwhelm is helpful for us to understand the
19 weight of import and why it's so important that we at
20 least begin to incrementally look at what are the
21 interventions and maybe rethink the way that we're
22 intervening so that it's systemic versus surgical.
23 But Pamela, I'd love to hear from you as well.

24 MS. HOLLINGSWORTH: Thank you. And Leigh-Ann,
25 that's exactly what I was thinking. I actually

1 enjoyed the exercise last week, and I felt it was
2 certainly relevant, and at the same time I worry that
3 in do -- when -- as we identify the why's, each why,
4 and all of the descriptions were deficit based.

5 So the victim becomes the perpetrator, you know,
6 so we're kind of switching roles there. So, you
7 know, when you when you talked about taking a deeper
8 approach as opposed to a surgical approach, I mean,
9 that's --

10 We have to -- I think we have to be very careful
11 that yes, of course, it's obvious that there are deep
12 issues and there are deep manifestations of years,
13 you know, of great systemic and institutional racism,
14 the impact on communities. Redlining being just one
15 of those.

16 So obviously, programmatically, interventions
17 are necessary but it has to be a two pronged
18 approach. So we need to be looking at systemic and
19 institutional solutions along with that, which takes
20 us even deeper, you know, then we go deeper into the
21 why's. So I just think it's important that we
22 remember that as we kind of navigate this process.

23 MS. BUCHANAN: Excellent. I think that you
24 raised a good point about the often -- our first
25 inclination is to frame from negative. One, because

1 negative -- negativity actually connects with us more
2 emotionally than positivity.

3 They say it takes, you know, five positive
4 affirmations to counter one negative. And so we are
5 often conditioned to think about deficit and that's
6 why today we're thinking about value or asset from a
7 systemic lens.

8 So we went down to go back up, but I also think
9 the is an up and down up and down exercise not a one
10 time you go down into this -- to the depths of the
11 wise and then back up to one formal solution.

12 Constance, I'd love to hear from you around any
13 reflections or thoughts that you might have from our
14 exercise last week, or any of your experience.

15 MS. COLLINS: Thank you, Leigh-Ann. Yeah, I
16 mean, I will just say this whole process, I find
17 incredibly valuable on so many different levels, and
18 it's causing a lot of internal reflection within our
19 organization.

20 At the same time that we're all going through
21 this process with the Children's Trust, for 15 years
22 I feel like I have lived truthfully, the consequences
23 of systemic racism and social inequities and gender-
24 based violence as well as special needs and abilities
25 issues within our community.

1 And there are times where yeah, it does feel
2 completely overwhelming and yet I, you know, it's
3 really one person at a time at the level that I'm
4 working. One family at a time. One youth at a time.

5 And yet you can look back over 15 years and say,
6 "Okay. That -- those were actually thousands of
7 people, women and children who came through." So
8 sometimes it can feel overwhelming and you feel like
9 you can't do anything, and yet every day passes and
10 you can.

11 And I think, you know, I just -- to some degree
12 if I only focused on the stories coming in, I would
13 drown in it. But you can also see the positive
14 results of work that is culturally competent and
15 affirming and respectful and filled with dignity and
16 real tools and resources and you know that lives
17 change because of it. So I try to remember the end,
18 not just the beginning.

19 MS. BUCHANAN: Reverend Dunn, I'd love to hear
20 from you about any reflections from this exercise
21 that we did around root cause awareness, if that
22 brought up anything for you. Although it looks like
23 maybe he's frozen? Yes. So, why don't we just jump
24 over to Nelson. You were like this -- I was like, is
25 Nelson frozen too?

1 MR. HINCAPIE: No. Yeah, my brain is frozen.
2 But no, I'm okay. So, I think one of the -- and the
3 reason why I brought -- I've only been involved in
4 the child welfare system for 12 years, but I have
5 seen multi-generate -- seen and heard some judges
6 speak to the multi-generational involvement of young
7 people in the foster care system.

8 So, when judges have to remove kids and then
9 later remove those kids from those kids, we -- did --
10 what are we doing and it's not right. And so, I
11 think, you know, the root cause awareness was amazing
12 and I need to look at the first system that I came
13 into contact with.

14 In my case, was my father and my mother and my
15 sister. That was my system. And my system was
16 broken because my dad wanted to kill my mom and if he
17 hadn't abandoned us, she would have killed him. That
18 was my -- that is my story. That is my system.

19 So in order for me to fix the system, first I
20 have to fix my own system, but I have to see where
21 the wounds are, and so I think it was a great
22 beginning and I think it's where, you know, and -- I
23 think it's where we need to begin.

24 Now in these 12 years, I've yet to meet a family
25 that purposely hurts their kids. And let me tell you

1 those TPR -- the -- actually, I have not been to a
2 TPR hearing, but during -- when TPR and its
3 termination of parental rights, when those things
4 come up, you see the pain in the parents when the
5 kids are taken away.

6 And so, you know, there's so much and it's so
7 complex and so multi layered that there's nowhere
8 else to begin but at the root, and the root is that
9 first system. And I believe that the absence of
10 fathers is it's causing great pain.

11 Okay. So that's -- but I really enjoy where
12 we're going. Thanks, Leigh-Ann. Thank you for, you
13 know, taking us down the rabbit hole. And listen,
14 it's only going to get messier before we're able to
15 really, really rise, you know, above these things.

16 And listen, at the end of the day, frankly, I'm
17 leading -- I'm a -- I'm -- I, you know, I'm a brown
18 guy that's sometimes, you know white, but I lead an
19 organization that works directly, and it's mostly
20 African Americans.

21 And I guarantee you that those babies that I
22 feed and I carry and I play with and those young men
23 and women that I mentor, do not care that I'm a white
24 guy, and I do not care that they're black. We need
25 to -- and listen, I know that there's systemic

1 racism, I know.

2 But we need to look at it and we need to be
3 fair, and we need to understand where everybody's
4 coming from. And again, I, you know, I say this
5 because I'm in it and I'm deep -- knee deep in it.

6 But I love the -- where, you know, where we're
7 heading and it has to get, you know, a little bit --
8 more murkier before I guess, it gets clear.

9 MS. BUCHANAN: Thank you, Nelson. That's
10 helpful. And I think I recall from the conversation
11 last time, you mentioned the family unit erosion,
12 because even though it's not one of those social or
13 public systems that we just reviewed in our recap, I
14 also think that there is another layer of systems
15 like culture.

16 When we talk about systems of oppression or
17 marginalization, we often talk about institutional or
18 larger systems like I just -- like we just reviewed,
19 but I think culture is one of the biggest
20 institutions or one of the biggest systems that has
21 an influencing factor on people's lived experiences.

22 And I think part of culture is kind of the
23 social dynamics, the family dynamics, the idea of
24 representation, the population demographics. So
25 there's all of these intricacies or nuances in this

1 work that makes it a lot to unpack.

2 And before we kind of switch gears in a moment,
3 I want to hear from a couple other folks. Ken, you
4 raised your hand as I'm calling on you? So we're in
5 sync today?

6 MR. HOFFMAN: I just anticipated that. So I
7 think your original question was to talk about how we
8 felt about the unpacking exercise. And I know we've
9 all been, for whatever we've read or done in our
10 past, we've been challenged to do a lot of reading
11 some very, you know, interesting perspectives in
12 areas showing and demonstrating systemic and
13 institutional racism.

14 I think when Nelson introduced his question, it
15 brought us into an area that at least I hadn't seen
16 in most of the readings and what struck me the most
17 is, besides us coming up with the exercise and
18 obviously reflecting on those reasons, is that the --
19 just the commonality of the root causes with the
20 other areas of systemic racism, institutional racism.

21 So I think it was, again, important just as a
22 group because this is an area that that we directly
23 are involved in as an organization, that we explored
24 an area that we just wouldn't have otherwise gone
25 down that rabbit hole.

1 And again, found that the -- there's not much
2 different there, which does tell us -- it does tell
3 me at least, that there's a lot of work to do. And
4 maybe again, from our perspective we can work on some
5 of the institutions that we have influence on. So
6 that was my takeaway from it.

7 MS. BUCHANAN: Excellent. And before I turn it
8 back over to Tiombe and me to just kind of unpack
9 this second level of this conversation, Karen, I'd
10 love to hear from you around reflections, unpacking.

11 One of the things Ken, you mention that I think
12 is important to elevate before we turn to Karen is,
13 this idea of intersectionality. Right?

14 There's so many issues topically that the trust
15 may choose to address through its providers and
16 partners that when you look at a specific program it
17 may seem very surgical.

18 But when we unpack, we see that the larger
19 systems are reasons for inequities that we're trying
20 to address are actually all of the same or they all
21 overlap.

22 A lot of the things that we talked about, family
23 unit erosion, substance abuse, intergenerational
24 trauma, economic mobility challenges, bias, mass
25 incarceration, we will see those as the root causes

1 of many of the manifestations.

2 Now, on the surface seem like they relate to a
3 particular subject matter, so I think it's important
4 Ken, that you mentioned that inner -- underlying
5 inner -- intersectionality as something that actually
6 bodes in the favor of those that are trying to help
7 change the system because then it's the universe of
8 underlying systemic challenges we need to address
9 that's a little bit limited. It's not as large as we
10 might realize. So Karen, why don't you jump in here
11 and share?

12 MS. WELLER: Well, I am -- I really appreciate
13 the "why" exercise because I feel like this --
14 overwhelmed, like, many people mentioned because when
15 you look at the foster care system, we're talking
16 about where we are today.

17 But I did do a lot of the reading from the --
18 from some of the literature that was shared, and when
19 I read about the history about children being taken
20 away from their parents and looking at what happened
21 during slavery and just the whole history that goes
22 along with it, I can understand why we have so much
23 of the problems now.

24 And so, you know, I think that we need to look
25 at the past and really, you know, understand why it

1 is that we are where we are now.

2 Why we have the poverty, why we have the -- even
3 with the foster care, why people turn to violence
4 and, you know, there's just so much from the past
5 that can explain why we have some of the behaviors
6 that we have today.

7 And in some cases, society needs to own up to
8 what took place in the past so that we can move
9 forward, and I don't even know if, you know, how that
10 can be done.

11 So it's been -- so that -- personally, I've done
12 quite a bit of reflection and definitely don't have
13 all the answers, but I am hopeful that because we as
14 a group, we're looking at this, but I'm hopeful
15 because it's not just us that's looking at it.

16 I think society as a whole is beginning to get
17 more into the realization that something needs to be
18 looked at. It's just a question of being able to
19 move forward in a way that's going to be positive.

20 MS. BUCHANAN: Excellent, excellent, and that's
21 helpful. I think the idea that reflection is not a
22 one-time thing, just like you get up, you know, I
23 don't know if anybody does daily gratitudes.

24 I do, you know, for my faith. I do my prayers.
25 I do my gratitude. I do my reflection, but it's a

1 day by day thing, right? It's not something we just
2 do once, and then say, "Okay, we're done. We've
3 reflected."

4 It is -- and you notice the more that you
5 continue to reflect continuously, the more that
6 you're adding on and your thoughts deepen, and your
7 perspective shifts, and your understanding expands.

8 And so it's almost that we need to create a
9 cadence of reflection, and a cadence of responding to
10 this work, and a cadence of learning that helps us
11 become more comfortable, and then more adept at
12 solving some of these challenges.

13 I want to ask Vivianne -- and I'm sorry, I
14 didn't send you a message in the chat. I was just
15 really caught up in what Karen was saying to just
16 bring the PowerPoint back up for a moment because I
17 want us to -- I don't even know what slide we're on.
18 If you can -- yes, go to the next slide. Next one.

19 I don't know why I put so many colored slides in
20 here. Next one. The next one. The reason why is we
21 got to a lot of what I was going to say in the
22 conversation. So thank you for sharing your
23 reflections.

24 Actually, this is going to be a continued
25 reflection. Respond, engage but as you know, we like

1 to do a little bit of work, and so let's get to work.
2 The reason why I wanted to us to start with the root
3 cause analysis is so it opens our minds to
4 understanding that systems play an important role.

5 They're not just out there and divorced from
6 some of the manifestations of inequities or racism
7 that we're addressing programmatically, but that --
8 there's an opportunity to reframe.

9 And as Pamela mentioned, from an asset
10 perspective, reframe the value we create as an
11 organization in how we fund, how we partner, and how
12 we think systemically about what we're addressing.

13 And so this is -- honestly, this is something I
14 just plotted out on my whiteboard because I was
15 trying to think about what is a diagram that could
16 explain what I'd like for us to get to today.

17 So one circle is the root cause. So one circles
18 the inequity and problem. If you remember, that was
19 the issue that Nelson asked us to unpack, which is
20 why is there an over representation of black youth in
21 the foster care system?

22 So that lines up squarely with the inequity
23 problem, right? We see it, we're wondering why.
24 Then we went through the exercise of the five why's,
25 ten why's -- actually it was closer to 20 why's.

1 What is the root cause? Because we know it's
2 not that, you know, this particular population should
3 be in foster care. We all know that that is not a
4 truth and so we unpacked what was the root cause.

5 And so where I'd like for us to go today is if
6 we're looking at an inverted Venn diagram approach,
7 right at the overlap of the problem and the root
8 cause there's an opportunity.

9 And that's what I'd like for us to talk about
10 which is this idea of a systemic intervention defined
11 as, just for purpose of our discussion, this is how I
12 would define it. As a solution or input that
13 addresses both the problem on its face and then also
14 the underlying root causes.

15 It could be all the root causes, a handful of
16 the root causes, but it's -- a systemic intervention
17 is addressing both. And that is where we can see, as
18 you'll see this definition below that I've created,
19 this idea of inclusive value creation; that's our
20 opportunity.

21 Funding or investing in systemic interventions
22 versus programs that address surface problems of
23 racial inequity or social justice. So that is the
24 opportunity.

25 How might we reframe? Think about the asset and

1 address the challenges that on their face seem like
2 an inequitable problem that a program should address,
3 whereas we could look at a systemic intervention.

4 Vivianne, if you'll go to the next slide really
5 quickly which is more illustrative of the next part
6 of our conversation than anything. This is what
7 we're going to try to fill out today.

8 What are our inclusive value creation
9 opportunities? Where might we begin to look at some
10 systemic interventions that can address some of the
11 challenges that we see that we've been talking about
12 for the last couple of sessions?

13 So that's it. Before I ask Vivienne to close
14 the slide deck, any questions, thoughts,
15 clarifications or feedback on the model,
16 understanding that we're going to dive into it a
17 little bit now. No question? Okay. So great.

18 Hopefully it makes sense. If it makes sense to
19 you, we want to do a thumbs up; double thumbs up to
20 be absolutely clear. Does it not make sense to
21 anybody somewhere in the middle? Okay.

22 We're going to unpack it a little bit. So, I
23 thought the best way to unpack this and help us get
24 to thinking, brainstorming, coming up with some
25 examples of systemic interventions is to go through

1 some examples.

2 So Tiombe and I, of course, in co-facilitating,
3 we thought that we would each share some examples
4 just to kick off the conversation with some
5 illustrations of what might work.

6 So I'll start and then Tiombe, I'll turn it over
7 to you. I'm actually going to drop this in the chat
8 function. So, there's -- so the Atlanta Police
9 Foundation -- has anybody heard of the At-Promise
10 Center in Atlanta?

11 So, I had a chance, I think was last year, maybe
12 the year before, to visit and just see the ecosystem
13 around kind of social impact, community orgs in
14 Atlanta, and I got a chance to meet the visionary
15 behind the At-Promise Center.

16 And to me this is -- when I think about systemic
17 interventions, like immediately this is what always
18 comes to mind. And so the At-Promise Center is on
19 kind of the west side of Atlanta. And what the
20 Atlanta Police Foundation realized is they were
21 looking at issues of school to prison pipeline.

22 They were looking at issues of over
23 representation of youth, you know, in referrals in
24 the criminal justice system, and they said, "What can
25 we do to fix it?"

1 And so what they actually created was a
2 wraparound facility. And a lot of you all are
3 familiar with the idea, particularly if you're
4 dealing with youth in foster care, wraparound
5 support, you know, wraparound services.

6 They actually created a new type of community
7 facility and they worked principally with youth that
8 were referred or at risk that were in diversion
9 programs, youth that have truancy issues; at risk
10 youth specifically.

11 During their first year, they enrolled 347. And
12 they're mostly young adults that are on the west side
13 from you know, 12 to 24. And what I love about the
14 model is when -- if you literally walk into the
15 building, it's designed in a circle.

16 So you walk in, there's reception. Every youth
17 is given a case manager or a caseworker. Then you go
18 to the left, there's the GED educational section that
19 is giving tutoring, STEM programs, high school
20 recovery -- high school credit recovery, GED,
21 academic success.

22 Then you walk a little bit down and it's
23 literally like a circle. You walk down the ramp, and
24 then there's the arts and crafts, the radio station,
25 the music studio, the team sports clubs, and the

1 gardening.

2 Then you head out back. There's more sports,
3 more activities. Then you head to the left. There's
4 workforce development. So I think Chick Fil A had
5 sponsored a kitchen. There was an area where you
6 could learn about career readiness and vocational
7 classes that happen in that, you know, left hand
8 side.

9 You walk up a ramp, then it's the social,
10 emotional, and therapy area. You have clinical
11 assessments, child's family group counseling,
12 wraparound services, and social emotional support.
13 All in one physical building where the case worker,
14 so to speak, for the enrolled youth are understanding
15 what services each youth is provided, what resources
16 they're getting.

17 It's a holistic approach to understanding -- you
18 can't just give them a GED and think that they're
19 going to succeed or there can't just be, you know,
20 therapy without understanding the opportunities for
21 exposure for skills development, for trade services.

22 And so, the reason why I bring up this example
23 is because they -- once they completed their first
24 year, their recidivism rate went down to two percent.
25 And if you're thinking about a population of at risk

1 or, you know, prior juvenile offenders, that was huge
2 to get to a recidivism rate of two percent. A 92
3 percent high school graduation rate which is
4 significant.

5 Twenty-four of the families associated with the
6 youth because of this wraparound service were safely
7 housed, and then 95 percent of the youth received
8 behavioral health assessments which might have fallen
9 through the cracks unless you had the systemic
10 intervention approach.

11 So that's an example for us too, and we don't
12 have to say we're creating an At-Promise youth
13 center, but I wanted to share that example because I
14 saw with my own eyes.

15 I was like, wow, this is amazing. What if every
16 program looked like this. Imagine what success we
17 would see, but that's an example of instead of
18 looking at appropriate programmatic inequity which is
19 okay.

20 Kids don't graduate or kids are not getting
21 their GED at a certain rate, let's just address that
22 to a systemic intervention that's thinking about what
23 are all the nodes of this ecosystem around the child,
24 ecosystem around thriving?

25 And then how do we make sure that there's

1 connectivity and data sharing and continuity of
2 service in even how we design a physical place to put
3 the child at the center and the child's welfare at
4 the center versus the program at the center.

5 So that's the example to kick off the
6 discussion. Tiombe, I want to turn it over to you to
7 maybe share an example that you've seen and then
8 let's open it up for -- let's envision what we might
9 do here in Miami. And Tiombe, you're still on mute.

10 MS. KENDRICK-DUNN: And now I'm not. Okay.
11 Thank you for that example, and I just wanted to say
12 because I was monitoring the chat I guess, and I
13 provided some comments through some of our board
14 members that spoke and gave some amazing feedback.

15 And so, I kind of was typing in some things, so
16 I wanted to also say thank you to all of you that
17 just -- that provided your feedback.

18 So, I also put something in the chat that's
19 related to the Center for Youth Wellness which is
20 located San Francisco, California.

21 And so, there is a book. The name of the book
22 -- I think I've mentioned it before, but it's called
23 "The Deepest Well," and it talks about adversity at -
24 - childhood adversities and how it impacts the health
25 of children.

1 And so, I think is definitely being that we
2 are the Children's Trust, the health of the children
3 that we work with are -- is extremely important
4 obviously because without help everything else is
5 just really going to be a struggle and by health I
6 mean, physical and mental.

7 And so this particular Dr. Nadine Burke Harris,
8 who wrote the book "The Deepest Well," she is a
9 pediatrician, has done a lot around the work of the
10 ACEs study that's like -- I think all of you know
11 about the ACEs study, but this is the reason why she
12 wrote the book.

13 The reason why she also created the Center for
14 Youth Wellness because we know that when children
15 experience extreme stress, whether it's poverty,
16 whether it is racial inequities discrimination,
17 issues within educational systems, that and things
18 that may be happening also in their communities and
19 their families may have a detrimental impact on the
20 health, the physical and mental health of the child.

21 And then, you know, as they become adults, then
22 you can definitely see how in many ways how the
23 health that many people of different racial
24 backgrounds, especially if you're Black or African
25 American, if you're indigenous, a lot of times if

1 you're from Hispanic or Latinic (sic) origin, there
2 are a lot of health disparities and we're seeing that
3 in the news today with this COVID-19.

4 But because of many of the issues, I think that
5 what she talks about is that she -- you can tie a lot
6 of these chronic health conditions, the heart
7 disease, the hypertension, the obesity and kidney
8 issues, diabetes.

9 A lot of times, in people of color in
10 particular, you can begin to tie that back to adverse
11 issues that a person experienced when they were a
12 child.

13 Because when you experience this toxic stress,
14 and I know some of us that are on this conference
15 call, especially the psychologists because I know
16 there are two other ones, but you -- we know the
17 research and if you're involved in constant stress
18 how it begins to change the brain, you know, when
19 you're young and, you know, maybe like she talks
20 about in the book.

21 It begins to affect the endocrine system. So,
22 maybe now you're going to have, you know, issues that
23 are related to your immune system which can have
24 significant effects on your health later.

25 So this particular center, which I hope -- I put

1 the link in the chat box, it was created by the same
2 individual that wrote the book, "The Deepest Well"
3 that deep as well.

4 And obviously, this particular center, they're
5 working together to advance the equitable and just
6 policies to reduce the frequency of ACEs and toxic
7 stress in children, and in particular, those children
8 of color because that is where we see the most, you
9 know, the damage, you know, begins to manifest
10 itself, especially later on in life.

11 So, I just -- I guess I wanted to share that
12 because I think sometimes kind of like the issue of
13 the foster care that we -- that we've talked about
14 last week and then a little bit -- that I think the
15 health disparities is something that is not well
16 addressed in our country and especially among
17 children.

18 And this is something that is extremely
19 important because if we don't get a handle on these
20 -- the stress and ACEs and things like that, that are
21 affecting the children or reducing number making sure
22 there's some prevention -- intervention surrounding,
23 then we'd know that life expectancy is most likely
24 going to be cut short.

25 Then we know that most likely they're going to

1 end up with some kind of chronic medical condition
2 that may have a detrimental impact on their physical
3 and mental health and then their families.

4 And so, I just wanted to mention Dr. Nadine
5 Burke because she is doing amazing work and trying to
6 address this on a national.

7 When you're talking about systemic because the
8 healthcare system in our country is a particular
9 system, and there has always been inequalities in our
10 healthcare system, and from the very beginning and
11 there still are.

12 But this is a good example of a medical
13 professional working alongside with other
14 organizations to try to address something that is
15 very institutionalized, but something that is very
16 important. And so I guess I'll leave it there.

17 MS. BUCHANAN: Tiombe, that's such a great
18 example, and so I'll let the group know.

19 We coordinated on the concept of sharing
20 examples, but we actually didn't -- like, I didn't
21 know her example until right now and she didn't know
22 my example until right now, and I remember when I
23 first heard about Dr. Nadine Burke Harris, which was,
24 I think it was MPR and then I saw her TED talk.

25 And my mom's a psychologist that works in trauma

1 with children, and I remember sending it immediately
2 to my mom, I was like, "Oh my gosh, this is what
3 you're talking about, you need to follow her."

4 And so I think that's such a great example. I
5 -- and what I want to elevate from your points
6 Tiombe, in that example, is looking at that idea that
7 you were looking holistically or interdisciplinary
8 and that was something that came up.

9 And I can't recall who, at the very beginning of
10 our conversation was, how might we take a
11 multidisciplinary, interdisciplinary approach to the
12 well-being of the children we serve?

13 And so now I really want to open it up for
14 ideas. If you could, this is the question. If you
15 could design a systemic intervention what would it be
16 and what are the top, you know, three to four
17 elements that have to be included in this
18 intervention?

19 And I know that's a tough question, but you got
20 to --

21 REVEREND DUNN: Wow.

22 MS. BUCHANAN: -- why now? I'm going to keep
23 everybody on their toes. So Reverend Dunn, you are
24 the master designer. Give us a systemic --

25 REVEREND DUNN: No.

1 MS. BUCHANAN: -- intervention because you were
2 paused before and talk to us about in that
3 intervention what are the three or four areas that
4 you need to make sure you're hitting? Thinking about
5 the At-Promise Center or Dr. Burke Harris's work that
6 we just talked about as guideposts for us?

7 REVEREND DUNN: Well, let me say I lived in
8 Atlanta for three years. My wife is from Atlanta. I
9 studied theology in Atlanta, and one of the things
10 about the greater Atlanta or greater Fulton County
11 area, DeKalb, whichever one you -- Cobb, whatever
12 county you want to pull it in on that.

13 It's the demographics. The demographics are
14 quite distinctly different from South Florida's
15 Miami-Dade or Broward counties. And I think that
16 plays a major role. You say, well, you know, with
17 this At-Promise Center, what made it so successful?

18 And the first thing I would venture to say,
19 without really knowing all of the details about it
20 would be the demographics, the political wheel. You
21 have to have the political wheel which is driven by
22 the demographics because politicians and public
23 officials vote to their constituents.
24 I mean, that's just a natural thing. I mean, nobody
25 can deny that and it's really -- that's the way you

1 do it. You vote for the people who you represent,
2 and you vote their interests because they're going to
3 hold you accountable.

4 So when you have a primarily predominant,
5 strong, middle class, upper middle class, community
6 like educated -- let me throw that in there too --
7 community like Atlanta, Georgia where many of our
8 young black professionals are fleeing to from South
9 Florida.

10 They go to Atlanta and places like Atlanta
11 because they don't have the same opportunities here.
12 And so they go to places to go to work, for back --
13 for lack of a better term, greener pastures.

14 So it would take a different type of
15 demographics or political wheel I believe, for
16 something like that to work here in South Florida or
17 Miami-Dade County. And quite frankly, quite
18 honestly, I don't believe it's there yet. It's
19 getting there, but it's not there yet.

20 Because often times what happens is, it will
21 require a -- more attention to -- paying more
22 attention to one area than another, and that may mean
23 other areas.

24 Say like, if you have in Miami-Dade County, and
25 let me -- I'm going to get to the point and quickly

1 but let me -- I think this is necessary to point out.

2 When I served as the City of Miami Commissioner
3 for District 5, we had something called a CRA funds
4 available; The Community Redevelopment Agency. And
5 that was the four -- that was 100 million to \$500
6 million opportunity for redevelopment activities in
7 the Overtown area.

8 Many of my colleagues and not just Richard Dunn,
9 any Commissioner that serves District 5, probably has
10 run into or will run into this problem. They faced a
11 lot of envy because other districts were not privy to
12 that kind of --

13 MS. BUCHANAN: Oh, Reverend Dunn, you're on
14 mute.

15 REVEREND DUNN: -- it created a lot envy. And
16 even to some extent, you had some public officials --
17 and it's on record so you can -- it's documented.
18 I'm not just making this stuff up -- who wanted to
19 end the community redevelopment age data.

20 They didn't want us -- they wanted to stop the
21 funding because they felt that, hey, it doesn't
22 really benefit my district or my area, so I don't
23 really care about Overtown or Liberty City, or Little
24 Haiti, or whatever other areas that really, based on
25 the statistical data and based on even the census

1 report, needed it more.

2 So I don't know if this model could work here in
3 Miami-Dade County because I don't believe we have the
4 political wheel yet overall. And I'm just speaking
5 honestly and candidly.

6 That's a -- you know, it's going to really take
7 strong people of goodwill who are willing to do that,
8 and most people aren't willing to do that. And so --
9 and especially in the political arena. So, with that
10 being said --

11 MS. BUCHANAN: So Reverend Dunn, it kind of
12 wants to mute again, but we're going to try to
13 transition to another concept, but I want to elevate
14 something that you said. Drop me a note in the chat
15 or wave your hand.

16 I can't see everybody's screen, because there's
17 so many of us but if you want to jump in with a
18 solution, I put the question of the moment in the
19 chat in case you don't recall.

20 But -- so Reverend Dunn says, "My solution
21 potentially could be the At-Promise Center. But
22 instead of saying -- but he says the challenges for
23 replicating that solution -- and if I hear you
24 correctly, you like it. It's a solution that works.

25 REVEREND DUNN: I love it.

1 MS. BUCHANAN: The political will, the funding
2 support, the funding mechanism, and the community
3 support that's going to take to get that up and
4 running, I want to -- and so, the question I just
5 dropped in the chat was reciting what I said.

6 Imagine we don't have a limit. So, let's take
7 the limit deficit and we're going to we're going to
8 use Pamela's approach. Let's think about assets.

9 Let's take an asset framing approach. We're the
10 designers. So, imagine the limits don't exist and
11 we're the designers. Share an example of a systemic
12 solution that touches on at least three to four areas
13 of impact. And so Constance?

14 MS. COLLINS: Yes?

15 MS. BUCHANAN: We're over to you.

16 MS. COLLINS: Okay. All right. So, I'm going
17 to offer an example of using the foster care sort of
18 fundamental issue that we've been talking about.

19 And that is, how do we prevent children from
20 having to be removed from families or how do we
21 reunify children that have been removed with their
22 families?

23 We see a lot of families here in our shelter and
24 one way we make sure that those families stay
25 together is we provide the actual shelter. Meals,

1 clothing, keeping the family together. In our case,
2 mothers with children who had some, in many cases
3 domestic violence issue.

4 We provide mom with educational opportunities,
5 GED classes, vocational training, culinary programs,
6 security guard training, retail training, hospitality
7 training.

8 We ensure, thanks to the Children's Trust that
9 children's needs are individually assessed and that
10 they get the evidence-based child and family
11 therapies to mend broken bonds of attachment and to
12 help children and mothers thrive together.

13 We provide individual and group counseling for
14 moms in -- on their own, so that they have the
15 opportunity to deal with their own trauma issues and
16 heal.

17 There are lots of arts and activities because we
18 know that women who are homeless survived by being
19 invisible, so it's about creative expression.

20 A farm program, again thanks to the Children's
21 Trust, focusing on nutrition, on the seed to harvest
22 cycle, and taking all those fresh vegetables that our
23 children raised into the culinary program.

24 So we approached homelessness from the
25 perspective of realizing it's not just one thing.

1 There are multiple root causes of homelessness, and
2 how do we address those?

3 We address them holistically and it does take a
4 lot of resources, no question about it. A lot of
5 political will.

6 The combination of government, business,
7 philanthropy, and individuals in the community coming
8 together, so I know that there are a lot of
9 challenges. But what that does is allow families to
10 stay together instead of children being removed or in
11 -- with the court's permission that children get
12 reunified with their mothers here.

13 So I would say that's an example, by no means
14 perfect. Let me just emphasize that. But an example
15 of taking a holistic approach.

16 MS. BUCHANAN: Excellent. I want to go to
17 Pamela because you put something in the chat but we
18 want to -- let's talk about it. But Constance,
19 breaking down what you just mentioned your framing is
20 shelter plus.

21 So similar to this At-Promise Center, you're
22 thinking about not just providing shelter, but how do
23 we address social, emotional. How do we address
24 therapy? How do we address economic opportunity?
25 How do we address this idea of exposure expression?

1 It's interesting. I'll share with you all
2 before we go to Pamela, something that I've been
3 working on which is how do we serve innovators. So
4 my job, you guys know, Venture Café, and I've been
5 thinking a lot for the last five years, who is an
6 innovator and how do we serve them?

7 And so this framework that I've developed is
8 called innovation currency, which looks at not just
9 providing people with connections or helping them
10 with their business idea, but the whole innovator has
11 multiple forms of capital that they have to develop,
12 and I think I might have mentioned this in passing
13 before.

14 So thinking about financial capital, thinking
15 about social capital, thinking about capacity,
16 creativity, which is your ability to create
17 something.

18 Political capital is important and inspiration
19 capital, that idea, I mean for me, you know, seeing a
20 black woman in an important role is inspiring for me
21 to think that I could do that.

22 So a lot of systemic interventions are looking
23 at multiple nodes of how you address -- we're talking
24 about people. The whole person and understanding
25 that people are multifaceted; their needs are

1 multifaceted.

2 Pamela, I'd love for you to share as the
3 ultimate designer, what your potential solution or
4 approach would be.

5 MS. HOLLINGSWORTH: I think, I that it's always
6 valuable to be inspired by best practice models, and
7 there are a lot of them around the country.

8 At the same time, I think that the Children's
9 Trust over time has developed an enormous capacity
10 and impact inside of Miami-Dade County, and has
11 developed and is leading the way in so many ways of
12 doing business and has become increasingly more
13 focused in the community.

14 So I'm wondering if identifying pillars of
15 equity that are important to us, much like the
16 Kellogg Foundation did years ago.

17 They made, you know, a foundation-wide decision
18 that they would only fund certain kinds of projects
19 and programs and organizations, and there were a
20 whole list of things that were important to them and
21 the focus on equity was paramount inside of that.

22 So maybe as Tiombe had mentioned, maybe
23 childhood trauma is something that we're kicking the
24 tires on everything that we fund. How are you
25 dealing with that? How is that embedded in the work

1 that you're doing? And maybe there are five or six
2 or ten other pillars that are important.

3 The trust currently does that in the area of
4 special needs, you know, in providing, you know,
5 literacy and requiring literacy program inside of the
6 after school programs.

7 You know, equity, I think at its best is deeply
8 embedded in all of the work that we do. We may
9 ultimately decide to fund new and innovative programs
10 like we did with the childhood research model -- in
11 the early childhood research model, and I think that
12 would be terrific.

13 And then the other thing that I just want to
14 say, we also have the power to say to organizations
15 that we fund is equity mentioned clearly and
16 explicitly in your mission and in your values is it's
17 demonstrated in who runs your agency and your board
18 of directors, and the people that work for you.

19 Is it demonstrated in the way that you
20 compensate your staff? And so there -- I feel that
21 there are many interventions that may not be
22 programmatic, but they may be more systemic -- pardon
23 me, institutional, that will ultimately lead to a
24 systemic we could identify things, specific outcomes,
25 that we want to achieve in the community and at its

1 best, achieve those outcomes to existing programs as
2 opposed to new programs.

3 MS. BUCHANAN: Pamela, I love so much of what
4 you've said and I want to pull out a couple of really
5 great nuggets.

6 The first of which is you don't have to go wider
7 but you can go deeper. This idea that you can have a
8 cross functional framework of equity, that maybe
9 shifts behavior.

10 If -- for those that are in psychology or
11 behavioral psychology, you know that there are
12 interventions that will shift behavior but the
13 interventions have to be made. Otherwise, behavior
14 doesn't have an incentive to change.

15 That's -- we think about the Civil Rights Act.
16 There were -- that was an intervention that was
17 designed to shift behavior and incentivize negative
18 incentive, but you can do it positively to change
19 culture and change the way we're doing things.

20 And so perhaps the outcome, as Pamela has
21 mentioned, is to look at what does equity look like
22 in practice? And what does it look like for a five
23 year or ten year or, you know, long term vision of
24 the trust to spell out and say, we're focused on
25 equity, maybe even racial justice, social justice,

1 and this is how we're redesigning what we want to do.

2 At the same time obviously, working with
3 providers to true up to this new standard, but being
4 very clear that it's not just a lip service, but we
5 want you to be living out those values.

6 And another opportunity might be something we've
7 done at Venture Café since the pandemic and said
8 we're not going to host sessions with one
9 organization.

10 We're going to require that there's three or
11 four organizations that are working as a
12 collaborative. So that collective impact is baked
13 into the opportunity to access, you know, two to 300
14 people online every week.

15 The trust might think about doing the same thing
16 to say, the incentive to access these dollars is to
17 work collectively. And that's what we saw in the At-
18 Promise Center. It's not one organization.

19 There are six or seven partners that come
20 together and service, you know, a pocket of the
21 experience of the children that are enrolled, but
22 that is incentivized by the dollars that come out.

23 And I think on the trust side for efficacy
24 purposes, that gives you better data. If
25 organizations are working towards equity and working

1 collaboratively, the alignment of data that comes out
2 allows you to understand what systemic improvements
3 are actually being made because it's not just
4 programmatic data but it's looking at how things
5 integrate.

6 So I love, love, love, all of what you said and
7 I want to go to Monique because Monique, you
8 mentioned in the chat a potential solution that I
9 want us to elevate. And have you dive into. So,
10 Monique?

11 MS. JIMENEZ-HERRERA: So, yes. So, thank you.
12 So, I am a psychologist and some of the things that
13 were mentioned are resonating with me. Having the
14 child at the center thinking of -- that's where we
15 start; the children.

16 So I wonder if we, as an organization, can think
17 -- change our -- the way we define or even consider
18 what programs or intervention.

19 And so when I think about a child and their
20 psychological and physical health, food is a, you
21 know, the foundation. If they don't have healthy
22 food available to them, and we know that they can't
23 learn. And I'm also an educator, so learning is at
24 the core of, you know, what I go -- what I think
25 about when I think about children and their

1 development.

2 So we know it will impact physical,
3 psychological and beyond. And so, if we start
4 thinking where are the good grocery stores? Those
5 that have healthy foods that are reasonably priced,
6 they're not in the areas where our -- the children
7 that we serve live.

8 And so, if we're thinking different on how can
9 the Children's Trust fund, I think we should consider
10 how can we work with other organizations or have
11 collaborations of institutions and businesses that
12 will work to develop healthy food options within the
13 communities.

14 And so I see it as a foundational piece to
15 healthy children and to improving the development of
16 children. So those were the thoughts I was having
17 regarding the food desert.

18 MS. BUCHANAN: Monique, thank you. I think that
19 what elevated for me from your comments is this idea
20 of how might we redefine what a whole child looks
21 like?

22 Instead of thinking through programmatic but
23 thinking through the whole child at the center, what
24 do they need and basics, you know, as you think about
25 Maslow's hierarchy. I think it's more of a continuum

1 than a hierarchy because I don't think that you
2 should only look at the top as the aspiration.

3 I think it's all required, but how might we
4 redefine what the whole child needs? Just like I
5 told you the example, how might I redefine the whole
6 innovator entrepreneur understanding.

7 It's not just about the thing that they do which
8 is maybe go through the educational system or go
9 through various systems that they interact with but
10 as a person, what do they need?

11 And something that might seem as basic as food,
12 we know all the research says as Monique mentioned,
13 kids can't concentrate in school let alone on this
14 virtual program if they're hungry.

15 That's why we see all these drop -- these food
16 deliveries, these pickups. Kids also can't thrive if
17 they're malnourished. And so they're not going to be
18 able to play sports or have any of these additional
19 exposure opportunities. They're more susceptible to
20 preventable diseases if they don't have healthy food
21 access.

22 There's actually a federal funding program
23 called the Healthy Food Access Grant. I think it's
24 the USDA that puts out the circular. What might it
25 look like for the trust to begin to evaluate some of

1 these federal funding models and maybe look at a
2 collaborative cooperative approach.

3 So thinking very innovatively and differently,
4 Monique. I love the concepts around what does a
5 whole child need and how do we just not think about
6 education or staying out of the criminal justice
7 system for example, as what we're prioritizing.

8 Just a bit of a foreshadow for our next
9 conversation, although we're not done this one yet.
10 We are going to be talking about the platforms and
11 the priorities. So, we're slowly -- I know this has
12 a lot to unpack.

13 I think Nelson, one of the things that we've
14 talked about is it's a long process and so slowly
15 we're getting there but we'll talk more about the
16 platforms and the priorities.

17 But the goal of today's conversation and there's
18 a couple folks that we didn't hear from yet. So, Dr.
19 Richardson, I'm coming to you. Mark Trowbridge, I'm
20 going to come to you before we transition to hearing
21 from our observers, so you've been forewarned.

22 So one of the goals for today when, you know, I
23 talked to Stephanie and Tiombe was, how do we begin
24 to think about the whole child framing? Literally
25 what I was wanting us to get to was how do we begin

1 to think about the child at the center?

2 The services at the wraparound, and not just
3 services individually, but an integrated system and
4 ecosystem? That's the work I do. It's an ecosystem
5 development.

6 How do we think about the ecosystem around the
7 child as the way of funding, investing these
8 solutions because you can't -- programs don't solve
9 systemic challenges. Ecosystem solutions can help to
10 make movement towards addressing systemic challenges.

11 So real quick, Dr. Richardson. We haven't heard
12 from you what I want. I want you to jump in. We'll
13 go to Mark and then also Sandra, and then I'll turn
14 it back over to Tiombe to close it out with our
15 observers.

16 DR. RICHARDSON: What has impacted -- by the way
17 hello to everybody. What has impacted me over the
18 last few minutes is the idea of having a model of
19 what a what a healthy child looks like, physically
20 and mentally. I love that.

21 I think that's brilliant. And I think once we
22 determine what a healthy child looks like
23 objectively, we can see where the -- where members of
24 our community, particularly young people may not
25 measure up in certain ways.

1 For example, I know that for most -- I use the
2 word "privileged" lightly here, but for most
3 privileged families, I know that the children are
4 getting yearly checkups. I know they're going to see
5 their doctors, their pediatricians. I have family
6 that are pediatricians and they see their white
7 clients more often than they see their black clients.

8 I think that's an -- it's an obvious inequity
9 for me, just from the standpoint of healthy bodies
10 producing healthy minds. And so I'll stop with that,
11 but that's one of the take-away's that I'm getting
12 now that I think is very impactful.

13 And I think we can be of tremendous impact and
14 influence in that area of making sure -- I mean, it's
15 mandatory that children that going to public school
16 have immunizations. I mean, they have to go at least
17 once to a doctor, at least that's my understanding,
18 have to go at least once to a doctor to get those
19 immunizations.

20 But what about yearly checkups? Could we make
21 that mandatory just like you make any other things
22 mandatory? It becomes a part of our new quote
23 unquote system of making sure that children are
24 healthy.

25 MS. BUCHANAN: That's an excellent point. And

1 Mark, I want to come to you before ending with
2 Sandra. One of the things that we do -- I work with
3 an organization that I founded that works with youth
4 before we take them abroad, they need to go to the
5 doctor.

6 I need a full medical evaluation before I accept
7 the liability of taking, you know, a young kid to
8 another country. So we require an immunization
9 record. I require a checkup. I require a flu shot.
10 If there's extra vaccines, we pay for that.

11 But that idea that at the minimum, every kid
12 that goes through this fellowship program is having a
13 checkup at least once during their time with us,
14 allows us maybe to spot things that we can keep an
15 eye on.

16 Maybe just to be aware that this child has had
17 this challenge, so that we're following up with them
18 from a very relational standpoint.

19 So Mark, I'd love to hear what -- from you if
20 you are available, just to jump in. I think Mark has
21 us muted. We'll give him ten seconds. All right.
22 So we'll move on to Sandra West who may have also
23 dropped off too. All right.

24 Okay. So that's actually -- that's fine. We'll
25 end on that point. We're exactly at time to allow us

1 to hear from our process observers. Talk a little
2 bit about next steps.

3 Vivianne, if you don't mind just throwing up the
4 PowerPoint, the second to last slide just to
5 reiterate again where we're going in this
6 conversation. Perfect.

7 So just to recap, we talked about purpose and
8 vision on session number one. Session two, we talked
9 about activating human capital. We went through
10 those five why's and thinking about the root cause
11 analysis.

12 Today, we were focused on this inclusive value
13 creation model. Looking at how we might reframe our
14 thinking from addressing surface problems to
15 understanding that ecosystem approaches or systemic
16 interventions are necessary to address systemic
17 challenges which is what we saw from the root cause.

18 Next conversation is all about road mapping.
19 We're going to dive deeply into what are the
20 priorities. What are the platforms? Maybe we say we
21 want to define what that healthy and whole child
22 looks like through a lens of equity, inclusion and
23 justice.

24 Maybe that's where we end up, and then we begin
25 to prioritize what platforms are we activating both

1 within the trust. Not just as a funder, but our
2 partner network. Maybe federal opportunities.

3 Whatever it is, what are we activating in terms
4 of platforms? And then, how are we prioritizing the
5 interventions or the ecosystem of interventions
6 around the healthy child?

7 Because as we talked about today, some things
8 fall lower on the list of priorities if we're viewing
9 the experience of children through a different lens.

10 And then last, we'll talk about defining
11 success. What our pipeline strategy looks like, and
12 we may feel the need to tack on another conversation.
13 I've been given the green light to say okay, we need
14 to tack another one on if we don't quite unpack what
15 success and measurement looks like. We may tack more
16 on but that's where we are in the five session
17 facilitated conversation.

18 So, thank you again. I love these
19 conversations. They are fun, but also deeply
20 engaging and deeply purposeful.

21 So Vivianne, that's all with the PowerPoint, and
22 thank you all for your time. I'm going to turn it
23 back over to Tiombe.

24 MS. KENDRICK-DUNN: Okay. Thank you, Leigh-Ann
25 for that amazing conversation with the entire board.

1 I think I've learned quite a bit and I'm, you know,
2 really pleased with everyone's participation.

3 I've been taking notes and trying to respond in
4 a chat where I can. So -- but now comes the
5 important time to hear from our board members. So
6 Dr. Bagner and then Dr. Jimenez-Herrera.

7 So, I think both of you are process observers
8 today. So if you both, one at a time, can just give
9 us your feedback about how you feel things with?

10 MR. BAGNER: Sure. I guess I could start. I
11 wanted to use like a minute of my time just to add
12 one thing because I don't want this to be left out.

13 Such as, I agree with everything that everyone's
14 said and such a focus of what we do is for the
15 children and families, but I don't think we should
16 forget the providers, and they're trained in a system
17 that we know is inherently racist, right?

18 And so I think we want to think about, if we
19 want to think about it really holistically, we also
20 want to think about it from their perspective and
21 what kind of things could we do to support them in
22 addressing many of these inequities?

23 So I just wanted to add that before I talk about
24 process, but I do want to talk about what I observed
25 today, that I felt like everyone had an opportunity

1 to speak. It seems that everyone who wanted to speak
2 had an opportunity to speak at some point.

3 I felt like it was a very smooth transition from
4 one east to the next. And that the chats were also
5 -- I think someone mentioned, the chats were really
6 nicely woven into the discussions. It wasn't
7 disruptive at all.

8 And Leigh-Ann and Tiombe, you both continue to
9 amaze me and do an excellent job keeping everyone
10 engaged and active in this conversation, which is
11 hard to do with Zoom as we're all getting zoom
12 fatigue, but I don't feel it on these calls. So
13 thank you very much.

14 MS. KENDRICK-DUNN: Thank you, Dr. Bagner.
15 Thank you, thank you, thank you for that feedback.
16 That's important for us to hear. And thank you. I
17 just responded in a chat but thank you for that point
18 about the providers because absolutely, yes.

19 And I think, you know, we do have some of the
20 staff that is on the call, but definitely the
21 providers will definitely be in the mix so we
22 definitely won't forget them but thank you for
23 bringing that point up. Dr. Jimenez-Herrera?

24 MS. JIMENEZ-HERRERA: Yes. My feedback is very
25 similar. I observed that members were able to share

1 freely about their thoughts and views even if their
2 thoughts and views perhaps could have been
3 interpreted as controversial or difficult, so it is
4 an open and safe space to speak up.

5 It sounded that the people were -- that the
6 readings now have been recommended. That people are
7 reading them and so additional resources, perhaps as
8 a feedback to continue to provide resources such as
9 readings or other resources.

10 And overall, I think it was smooth, engaging and
11 it feels that we're all moving towards the goal which
12 we have identified.

13 MS. KENDRICK-DUNN: Okay. Thank you, thank you.
14 Thank you for that feedback. So, thank you so much,
15 and I definitely took notes. So, we need to
16 continue to provide reading and resources. So -- but
17 -- and for everything else that you said as well.

18 So, thank you both. I think we're happy to hear
19 that for the most part that this is a good space, a
20 positive space and that we're all continuing to learn
21 and walk on this journey together.

22 So for -- from my end, I think that's it. We
23 will have another meeting I think in two weeks but
24 that information will come out from Muriel.

25 And in the meantime, if anyone has any questions

1 or concerns, I know that we're all attached to a
2 staff member due to Sunshine and I know we can't
3 speak to each other, but please, if you -- if there
4 are any concerns any of you have, or any
5 recommendations or suggestion, just let your board
6 member know or let Stephanie know, and I think that's
7 it.

8 So, Stephanie, I always want to turn it over
9 just in case I'm leaving something out. But Jim or
10 Stephanie, do you have anything or Ken, any of the
11 three of you have anything that you want to share
12 before we close the meeting?

13 MR. HOFFMAN: Nothing. Nothing in particular
14 for my end, except I feel that this has been a very
15 productive conversation. And I think that
16 particularly at the end when we talk about values,
17 that the trust can use its funding and its power to
18 help disseminate in our community.

19 I think that this is a powerful thing that we
20 should all be proud of. Again, having this
21 conversation and ultimately coming up with ideas and
22 hopefully solutions to help implement social justice
23 in our community. So thank you, Tiombe for again,
24 for hosting this.

25 MR. BAGNER: Tiombe, I just wanted to thank you

1 as the chair. You know, I know the work that goes on
2 before the meeting starts. So I thank you for
3 leading this group. Thank you for listening to all
4 the voices. Leigh-Ann, you are truly exceptional at
5 your craft. So congratulations.

6 And you know, I think someone pointed out
7 earlier today, I think it was Dan and others, how
8 overwhelming this is and how much information is
9 coming at us.

10 But to listen to the leadership of the board and
11 the intellect and kind of, you know, the different
12 perspectives of where everybody on this board comes
13 from and the lens that they, you know, their work,
14 their upbringing, I think it really adds value.

15 I think that's the essence of what the Trust
16 Board was, you know, it's a huge board, -- but it
17 really was to bring everybody's lens and I think
18 we're going to be better for it.

19 This is going to be churned. It's going to be a
20 lot of work in between. But I think, I'm just very
21 proud of this board and to be a part of it.

22 MS. KENDRICK-DUNN: Thank you.

23 MR. BAGNER: I would be remiss if I didn't thank
24 Stephanie, Vivianne, Donovan, and the rest of the
25 team who makes this possible. Thank you, Madame

1 Chair.

2 MS. KENDRICK-DUNN: Thank you. And yes, we can
3 never leave out Stephanie. Donovan, one of -- I --
4 hopefully maybe in our last meeting maybe Donovan
5 will say something to us. But Stephanie and Donovan
6 and Vivienne, thank you. Stephanie, do you want to
7 say anything before we close?

8 MR. BAGNER: Madame Chair, would you point out
9 that Donovan doesn't shut his mouth during that work.
10 I don't know what happens.

11 MS. KENDRICK-DUNN: Okay. All right. Thank you
12 for knowing that.

13 MS. SYLVESTRE: We're good, Tiombe. I -- this
14 is like a humbling experience and I am very grateful
15 that I get to be part of this. So, I just continue
16 to live in and processes from a position of
17 gratitude. So thank you.

18 MS. KENDRICK-DUNN: Well, thank you all. And
19 so, until the next time and we will definitely try to
20 keep more things coming for you to read. Okay.

21 So, we will officially adjourn the meeting,
22 Muriel. And thank you all again, okay? Have a good
23 evening.

24 Ms. JIMENEZ-HERRERA: Bye. Good evening.

25 MS. BOHORQUES: Bye.

1 MS. JEANTY: Thank you, Tiombe. Bye-bye.

2 MS. KENDRICK-DUNN: Bye.

3 UNKNOWN: I was going to sign in, but you can
4 skip her. She says you get better features.

5 REVEREND DUNN: Bye-bye. Thank you.

6 (Whereupon, at 5:00 p.m., the meeting was
7 adjourned.)

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

CERTIFICATE OF TRANSCRIBER

The above and foregoing transcript is a true and correct typed record of the contents of the file, which was digitally recorded in the proceeding identified at the beginning of the transcript, to the best of my ability, knowledge, and belief.

Signed this 1st, day of September 2020.

Brenda Saliba

Brenda Saliba, Transcriptionist

\$	5	accept 60:6	23	advance 39:5
\$500 44:5	5 44:3,9	accepting 9:2	added 8:15	adverse 38:10
1	5:00 69:6	access 13:16 53:13, 16 56:21,23	adding 28:6	adversities 36:24
100 44:5	9	accountable 43:3	additional 56:18 65:7	adversity 36:23
12 21:4,24 33:13	92 35:2	ACES 37:10,11 39:6,20	address 16:10 25:15, 20 26:8 30:22 31:1,2,10 35:21 40:6,14 48:2,3,23,24, 25 49:23 61:16	affect 38:21
15 19:21 20:5	95 35:7	achieve 51:25 52:1	addressed 39:16	affecting 39:21
2	A	acknowledge 17:15	addresses 30:13	affirmations 19:4
20 29:25	abandoned 21:17	Act 52:15	addressing 29:7,12 30:17 58:10 61:14 63:22	affirming 20:15
24 33:13	abilities 19:24	action 16:20	adds 67:14	African 22:20 37:24
26 6:23	ability 16:15 49:16	activating 61:9,25 62:3	adept 28:11	age 44:19
3	abroad 60:4	active 64:10	adjourn 68:21	agency 44:4 51:17
300 53:13	abruptly 14:3	activities 34:3 44:6 47:17	adjourned 69:7	agenda 4:11
347 33:11	absence 22:9	actual 46:25	admittedly 14:24	agree 6:15 63:13
3:30 4:2	absolutely 31:20 64:18	Ad 4:4	adults 33:12 37:21	agreed 6:7
3:33 4:11	abuse 13:5 25:23	add 6:16 8:23 9:4 10:17 63:11,		ahead 5:19 12:17
	academic 33:21			alignment 54:1
				alongside

40:13	24:12,20 42:3	attention	11:5	10:3,4
amaze	43:23 44:24	43:21,22	based	Bendross
64:9	46:12 55:6	attentive	11:20 18:4	4:21
amazing	arena	8:20	19:24 44:24, 25	benefit
21:11 35:15	45:9	aware	basic	44:22
36:14 40:5	article	60:16	56:11	bi-
62:25	15:16	awareness	basically	5:24
American	arts	9:25 13:3,20	5:13	bias
37:25	33:24 47:17	20:21 21:11	basics	11:17 13:17
Americans	aspiration	awesome	55:24	25:24
22:20	56:2	9:9 10:20	began	biases
analysis	assessed		4:2 12:10	11:8,15
29:3 61:11	47:9	<hr/> B <hr/>	begin	big
answers	assessments	babies	12:3 13:22	6:21,23 7:12
27:13	34:11 35:8	22:21	17:13,20	8:19 12:12
anti-racist	asset	back	21:23 22:8	biggest
7:14	19:6 29:9	6:12,21 7:2	31:9 38:10	23:19,20
anticipated	30:25 46:9	9:13 15:24	56:25 57:23, 25 61:24	bit
24:6	assets	19:8,11 20:5	beginning	6:5 9:24
approach	46:8	25:8 28:16	6:8 20:18	10:10,21 11:7
18:8,18 30:6	At-	34:2 38:10	21:22 27:16	14:1 23:7
34:17 35:10	53:17	43:12 58:14	40:10 41:9	26:9 27:12
41:11 46:8,9	At-promise	62:23	begins	29:1 31:17,22
48:15 50:4	32:9,15,18	backgrounds	38:18,21 39:9	33:22 39:14
57:2	35:12 42:5,17	37:24	behavior	57:8 61:2
approached	45:21 48:21	backseat	52:9,12,13,17	63:1
47:24	Atlanta	15:13	behavioral	black
approaches	32:8,10,14,	Bagner	35:8 52:11	11:24 13:1
61:15	19,20 42:8,9,	5:12 16:7	behaviors	22:24 29:20
area	10 43:7,10	63:6,10 64:14	27:5	37:24 43:8
24:15,22,24	attached	66:25 67:23	beliefs	49:20 59:7
34:5,10 42:11	66:1	68:8	11:20	board
43:22 44:7,22	attachment	baked	bell	4:21 36:13
51:3 59:14	47:11	53:12		51:17 62:25
areas		banking		63:5 66:5
				67:10,12,16,

21	13:13	Bye-bye 69:1,5	career 16:8 34:6	challenged 24:10
bodes 26:6	broken 21:16 47:11	<hr/>	careful 18:10	challenges 15:3 25:24 26:8 28:12 31:1,11 45:22 48:9 58:9,10 61:17
bodies 59:9	brought 11:22 17:3,10 20:22 21:3 24:15	C <hr/>	carry 22:22	
BOHORQUES 68:25		cadence 28:9,10	case 8:18 21:14 33:17 34:13 45:19 47:1 66:9	
bonds 47:11	Broward 42:15	Café 49:4 53:7	cases 27:7 47:2	chance 32:11,14
book 36:21 37:8,12 38:20 39:2	brown 22:17	California 36:20	caseworker 33:17	change 16:15,18,19 20:17 26:7 38:18 52:14, 18,19 54:17
box 12:12 39:1	BUCHANAN 5:21 14:21 16:3 17:9 18:23 20:19	call 7:5 38:15 64:20	caught 28:15	chat 10:16 28:14 32:7 36:12,18 39:1 45:14,19 46:5 48:17 54:8 63:4 64:17
brain 15:23,24 21:1 38:18	23:9 25:7 27:20 40:17 41:22 42:1 44:13 45:11 46:1,15 48:16 52:3 55:18 59:25	called 36:22 44:3 49:8 56:23	causing 19:18 22:10	
brainstorming 31:24		calling 24:4	census 44:25	
breaking 48:19	building 33:15 34:13	calls 64:12	center 16:24 17:7 32:10,15,18 35:13 36:3,4, 19 37:13 38:25 39:4 42:5,17 45:21 48:21 53:18 54:14 55:23 58:1	chats 64:4,5
briefly 11:16	built 7:17	candidly 45:5	chair 67:1 68:1,8	chatted 15:5
brilliant 58:21	Burke 37:7 40:5,23 42:5	capacity 49:15 50:9	challenge 60:17	checkup 60:9,13
bring 4:9 15:23 28:16 34:22 67:17	business 48:6 49:10 50:12	capital 49:11,14,15, 18,19 61:9		checkups 59:4,20
bringing 17:6 64:23	businesses 55:11	care 11:25 13:1 15:7 21:7 22:23,24 26:15 27:3 29:21 30:3 33:4 39:13 44:23 46:17		Chick 34:4
broadcasting 4:7	Bye 68:24,25 69:2			child 15:7,12,18 21:4 35:23 36:3 37:20
broader				

38:12 47:10 54:14,19 55:20,23 56:4 57:5,24 58:1, 7,19,22 60:16 61:21 62:6	circles 29:17	Cobb 42:11	Committee 4:4	40:1
child's 34:11 36:3	circular 56:24	collaborations 55:11	commonality 24:19	conditioned 19:5
childhood 36:24 50:23 51:10,11	City 44:2,23	collaborative 53:12 57:2	communities 18:14 37:18 55:13	conditions 38:6
children 4:22 5:3 8:4 20:7 26:19 36:25 37:2,14 39:7,17,21 41:1,12 46:19,21 47:2,12,23 48:10,11 53:21 54:15, 25 55:6,15,16 59:3,15,23 62:9 63:15	Civil 52:15	collaborativel y 54:1	community 4:22 19:25 32:13 33:6 43:5,7 44:4, 19 46:2 48:7 50:13 51:25 58:24 66:18, 23	conference 38:14
children's 19:21 37:2 47:8,9,20 50:8 55:9	clarifications 31:15	colleagues 44:8	compensate 51:20	congratulations 67:5
choose 25:15	class 43:5	collective 8:1 53:12	competent 20:14	connections 49:9
chronic 38:6 40:1	classes 34:7 47:5	collectively 8:10 53:17	completed 34:23	connectivity 36:1
churned 67:19	clear 23:8 31:20 53:4	COLLINS 19:15 46:14, 16	completely 20:2	connects 19:1
circle 29:17 33:15, 23	clients 59:7	color 38:9 39:8	combination 48:6	consequence s 19:22
	clinical 34:10	colored 28:19	comfortable 28:11	Constance 9:8 19:12 46:13 48:18
	close 31:13 58:14 66:12 68:7	combination 48:6	commenting 17:1	constant 38:17
	closed 8:21	combination 48:6	comments 4:9 12:17 36:13 55:19	constituents 42:23
	closer 29:25	combination 48:6	Commissione r 44:2,9	contact 21:13
	clothing 47:1	combination 48:6	concerns 66:1,4	content 9:23
	clubs 33:25	combination 48:6	condition	context 13:13
	co-facilitating 32:2	combination 48:6		continue 5:15 28:5

64:8 65:8,16 68:15	coordinated 40:19	33:24	currency 49:8	15:9
continued 10:5 28:24	core 54:24	create 6:3 12:14 16:17,18 28:8 29:10 49:16	cut 8:7 10:3 39:24	decision 50:17
continuing 6:2 9:14 14:16 65:20	correctly 45:24	created 30:18 33:1,6 37:13 39:1 44:15	cycle 47:22	deck 31:14
continuity 36:1	counseling 34:11 47:13		<hr/> D <hr/>	deep 7:18 16:2,13 18:11,12 23:5 39:3
continuously 28:5	counter 19:4	creating 17:6 35:12	dad 21:16	deepen 7:4 28:6
continuum 55:25	counties 42:15	creation 9:16 10:10 30:19 31:8 61:13	daily 27:23	deeper 17:15 18:7,20 52:7
contribute 7:7 8:2,9	country 39:16 40:8 50:7 60:8	creative 47:19	damage 39:9	Deepest 36:23 37:8 39:2
controversial 65:3	county 42:10,12 43:17,24 45:3 50:10	creativity 49:16	Dan 5:12 16:3 17:9 67:7	deeply 51:7 61:19 62:19,20
conversation 5:18 6:2 7:4,8 8:16 9:14,21 10:4 12:23 14:2,16 16:6 17:17 23:10 25:9 28:22 31:6 32:4 41:10 57:9,17 61:6,18 62:12,17,25 64:10 66:15, 21	couple 16:25 24:3 31:12 52:4 57:18	credit 33:20	data 36:1 44:19,25 53:24 54:1,4	deficit 18:4 19:5 46:7
conversations 5:24 62:19	court's 48:11	criminal 11:5 32:24 57:6	day 14:25 15:25 20:9 22:16 28:1	define 30:12 54:17 61:21
cool 10:14	COVID-19 38:3	culinary 47:5,23	days 17:1	defined 30:10
cooperative 57:2	CRA 44:3	cultural 13:13	deal 47:15	defining 62:10
	cracks 35:9	culturally 20:14	dealing 33:4 50:25	definition 30:18
	craft 67:5	culture 23:15,19,22 52:19	decide 51:9	degree 20:11
	crafts		decided	

Dekalb 42:11	develop 49:11 55:12	11:11,14	doctors 59:5	45:11,20,25 69:5
deliveries 56:16	developed 4:16 49:7 50:9,11	discussion 8:25 30:11 36:6	document 6:19	dying 8:4,5
demographics 23:24 42:13, 20,22 43:15	development 34:4,21 55:1, 15 58:5	discussions 9:1 64:6	documented 44:17	dynamics 23:23
demonstrated 51:17,19	diabetes 38:8	disease 38:7	doesn't 68:9	<hr/> E <hr/>
demonstrating 24:12	dialogue 8:25	diseases 56:20	dollars 53:16,22	earlier 67:7
deny 42:25	dictate 6:18	disparities 38:2 39:15	domestic 13:5 47:3	early 51:11
depths 19:10	dialogue 8:25	disruptive 64:7	Donovan 67:24 68:3,4, 5,9	earth 4:23
descriptions 18:4	didn't 67:23	disseminate 66:18	double 6:10 31:19	east 64:4
desert 55:17	differently 10:7,8 57:3	distinctly 42:14	driven 42:21	easy 7:10
design 36:2 41:15	difficult 65:3	district 44:3,9,22	drop 10:15 32:7 45:14 56:15	echoed 15:17
designed 33:15 52:17	dignity 5:19 20:15	districts 44:11	dropped 46:5 60:23	economic 11:1 13:15 25:24 48:24
designer 41:24 50:3	directly 22:19 24:22	dive 31:16 54:9 61:19	drown 20:13	ecosystem 32:12 35:23, 24 58:4,6,9 61:15 62:5
designers 46:10,11	directors 51:18	diversion 33:8	due 66:2	educated 43:6
details 42:19	discomfort 7:19	diversity 7:24	dump 8:19	education 11:4 15:11 57:6
determine 58:22	discrimination 37:16	divorced 29:5	Dunn 20:19 41:21, 23,25 42:7 44:8,13,15	educational 33:18 37:17
detrimental 37:19 40:2	discriminator y	doctor 59:17,18 60:5		

47:4 56:8	ending 60:1	envy 44:11,15	exceptional 67:4	experiencing 13:9
educator 54:23	endocrine 38:21	equitable 39:5	excited 5:23	explain 27:5 29:16
effective 7:25	engage 28:25	equity 8:13 50:15,21 51:7,15 52:8, 21,25 53:25 61:22	exciting 8:24	explicitly 51:16
effects 38:24	engaged 64:10	erosion 13:12 23:11 25:23	exercise 6:6 9:22,25 11:19 14:23, 24 16:5,21,22 18:1 19:9,14 20:20 24:8,17 26:13 29:24	explored 24:23
efficacy 53:23	engagement 8:13	essence 67:15	exist 11:17 13:19 46:10	exposure 34:21 48:25 56:19
elements 41:17	engaging 8:24 62:20 65:10	evaluate 56:25	existing 52:1	expression 47:19 48:25
elevate 25:12 41:5 45:13 54:9	enjoy 22:11	evaluation 60:6	exists 13:23	extent 44:16
elevated 55:19	enjoyed 18:1	evening 68:23,24	expands 28:7	extra 60:10
embedded 50:25 51:8	enormous 50:9	everybody's 23:3 45:16 67:17	expect 9:6,13	extraordinary 13:7
emotional 34:10,12 48:23	enrolled 33:11 34:14 53:21	everyone's 63:2,13	expectancy 39:23	extreme 37:15
emotionally 19:2	ensure 47:8	evidence-based 47:10	experience 12:8 14:20 19:14 37:15 38:13 53:21 62:9 68:14	extremely 14:10 37:3 39:18
emphasize 48:14	ensuring 5:16	examples 11:13 31:25 32:1,3 40:20	experienced 38:11	eye 5:13 60:15
end 5:15 6:15 20:17 22:16 40:1 44:19 60:25 61:24 65:22 66:14, 16	entire 62:25	excellent 18:23 25:7 27:20 48:16 59:25 64:9	experiences 23:21	eyes 35:14
ended 13:18	entrepreneur 56:6			<hr/> F <hr/>
	environment 9:2			face 30:13 31:1
	envision 36:8			faced

44:10	fathers 22:10	felt 5:24 18:1 24:8 44:21 63:25 64:3	12:11 15:9 50:21 63:14	15:7 21:7 26:15 27:3 29:21 30:3 33:4 39:13 46:17
facilitated 62:17	fatigue 64:12	field 16:8,17	focused 20:12 50:13 52:24 61:12	found 15:16 25:1
facility 33:2,7	favor 26:6	Fil 34:4	focusing 47:21	foundation 32:9,20 50:16 54:21
factor 23:21	fear 7:20	fill 31:7	folks 6:24 7:5 17:5 24:3 57:18	foundation- wide 50:17
fair 23:3	features 69:4	filled 20:15	follow 41:3	foundational 55:14
faith 27:24	federal 56:22 57:1 62:2	finance 11:5	food 54:20,22 55:12,17 56:11,15,20, 23	founded 60:3
fall 62:8	feed 22:22	financial 49:14	foods 55:5	frame 18:25
fallen 35:8	feedback 5:14 7:6 9:4 15:4 16:4 31:15 36:14, 17 63:9 64:15,24 65:8,14	find 19:16	foreshadow 57:8	framework 8:11 10:6,11 11:3 12:7 13:3,20 14:5 49:7 52:8
familiar 12:2,6 33:3	feel 5:17 6:14 7:21 10:17 16:14 19:22 20:1,8 26:13 51:20 62:12 63:9 64:12 66:14	fine 60:24	forewarned 57:21	framing 11:25 46:9 48:19 57:24
families 35:5 37:19 40:3 46:20, 22,23,24 48:9 59:3 63:15	feelings 11:20	fix 7:15 21:19,20 32:25	forget 63:16 64:22	Francisco 36:20
family 13:12,14 20:4 21:24 23:11, 23 25:22 34:11 47:1,10 59:5	feels 5:16 65:11	flipping 12:5	formal 19:11	frankly 22:16 43:17
fan 7:12	fellowship 60:12	Florida 43:9,16	forms 49:11	free 6:14 10:17
farm 47:20		Florida's 42:14	forward 5:23 6:20 7:1 8:14 16:20 27:9,19	freely 65:1
father 21:14		flu 60:9	foster 11:24 13:1	
		focus		

frequency 39:6	62:1	33:19	21:21 22:10 31:17 40:17 41:4 52:5	H
frequently 16:23	funding 30:21 44:21 46:1,2 56:22 57:1 58:7 66:17	glad 14:15,17	greater 42:10	hadn't 21:17
fresh 47:22	funds 44:3	goal 7:23 9:15 10:5 57:17 65:11	green 62:13	Haiti 44:24
front 15:23 16:24 17:7	<hr/> G <hr/>	goals 57:22	greener 43:13	hand 24:4 34:7 45:15
frozen 20:23,25 21:1	gardening 34:1	good 10:19 18:24 40:12 55:4 65:19 68:13, 22,24	grocery 55:4	handful 30:15
frustrating 16:16	gave 8:20 12:24 36:14	goodwill 45:7	group 4:16 6:7,12, 21,23 9:3,19 10:9 12:19 14:4 15:14 24:22 27:14 34:11 40:18 47:13 67:3	handle 39:19
fulfilled 5:18	gears 24:2	gosh 41:2	guarantee 22:21	happen 34:7
full 60:6	GED 33:18,20 34:18 35:21 47:5	government 48:6	guard 47:6	happened 10:22 26:20
fully 8:9,17,22	gender- 19:23	graduate 35:20	guess 5:6 23:8 36:12 39:11 40:16 63:10	happening 13:13 37:18
Fulton 42:10	generational 13:8	graduation 35:3	guard 47:6	happy 65:18
fun 8:23 62:19	genius 8:7	Grant 56:23	grateful 68:14	hard 64:11
function 32:8	Georgia 43:7	gratitude 27:25 68:17	guideposts 42:6	hardest 11:11
functional 52:8	give 6:14 10:15 34:18 41:24 60:21 63:8	gratitudes 27:23	guy 22:18,24	Harris 37:7 40:23
fund 29:11 50:18, 24 51:9,15 55:9	giving	great 15:1 18:13	guys 7:12 49:4	Harris's 42:5
fundamental 46:18				harvest 47:21
funder				head 34:2,3

heading 23:7	helpful 17:18 23:10 27:21	63:19	68:14	imagine 35:16 46:6,10
heal 47:16	helping 49:9	HOLLINGSWORTH 17:24 50:5	hungry 56:14	immediately 32:17 41:1
health 11:5 13:6 35:8 36:24 37:2,5,20,23 38:2,6,24 39:15 40:3 54:20	helps 28:10	homeless 47:18	hurts 21:25	immune 38:23
healthcare 40:8,10	hey 44:21	homelessness 47:24 48:1	hypertension 38:7	immunization 60:8
healthy 16:21 54:21 55:5,12,15 56:20,23 58:19,22 59:9,10,24 61:21 62:6	hierarchy 55:25 56:1	honest 16:12	I	immunization s 59:16,19
hear 6:24 14:4 15:3 17:23 19:12 20:19 24:3 25:10 45:23 57:18 60:19 61:1 63:5 64:16 65:18	high 33:19,20 35:3	honestly 8:9 29:13 43:18 45:5	I's 7:14	impact 16:15 18:14 32:13 37:19 40:2 46:13 50:10 53:12 55:2 59:13
heard 5:16 7:5 21:5 32:9 40:23 58:11	HINCAPIE 21:1	hope 38:25	idea 7:1,19 10:24 11:13 13:7 17:12,18 23:23 25:13 27:21 30:10, 19 33:3 41:6 48:25 49:10, 19 52:7 55:19 58:18 60:11	impacted 58:16,17
hearing 22:2 57:20	Hispanic 38:1	hopeful 27:13,14	ideas 41:14 66:21	impactful 59:12
heart 38:6	history 26:19,21	hospitality 47:6	identified 65:12	impacts 36:24
	hitting 42:4	host 53:8	identify 12:1 18:3 51:24	implement 66:22
	Hoc 4:4	hosting 66:24	illustrations 32:5	import 17:19
	HOFFMAN 24:6 66:13	housed 35:7	illustrative 31:5	important 6:9 14:10 16:21 17:19 18:21 24:21 25:12 26:3 29:4 37:3 39:19 40:16 49:18,20 50:15,20 51:2
	hold 43:3	housing 11:4,15 13:16 17:2,4		
	hole 17:14 22:13 24:25	huge 35:1 67:16		
	holistic 34:17 48:15	human 61:9		
	holistically 41:7 48:3	humbling		

63:5 64:16	39:2 47:13	innovative 7:25 51:9	intact 5:19	intervening 17:22
improvements 54:2	individually 47:9 58:3	innovatively 57:3	integrate 54:5	intervention 12:13 30:10, 16 31:3
improving 5:15 55:15	individuals 11:17,21 48:7	innovator 49:6,10 56:6	integrated 58:3	35:10,22 39:22 41:15, 18 42:1,3
incarceration 13:15 25:25	inequalities 40:9	innovators 49:3	intellect 67:11	52:16 54:18
incentive 52:14,18 53:16	inequitable 13:16 31:2	input 5:17 7:7 30:12	inter 13:8	interventions 17:21 18:16 30:21 31:10, 25 32:17
incentivize 52:17	inequities 11:1,2,9 15:19 19:23	insecurity 13:16	interact 56:9	49:22 51:21
incentivized 53:22	25:19 29:6 37:16 63:22	inside 50:10,21 51:5	interdisciplina ry 41:7,11	52:12,13 61:16 62:5
inclination 18:25	inequity 12:1,4,9 13:2, 23 15:11	inspiration 49:18	interesting 7:10 15:8 24:11 49:1	intimacy 7:18
included 41:17	29:18,22 30:23 35:18	inspired 50:6	interests 43:2	intricacies 23:25
inclusion 7:14 12:14 61:22	59:8	inspiring 49:20	intergeneratio nal 25:23	introduced 24:14
inclusive 8:11 9:16 10:10 30:19 31:8 61:12	influence 25:5 59:14	Instagram 7:12,13	internal 19:18	inverted 30:6
increasingly 50:12	influencing 23:21	institutional 11:10 18:13, 19 23:17	internalized 11:18	investing 30:21 58:7
incredibly 19:17	informed 4:8	24:13,20 51:23	interpersonal 11:15	invisible 47:19
incrementally 17:20	inherently 63:17	institutionaliz ed 40:15	interpreted 65:3	involved 14:11 21:3 24:23 38:17
indigenous 37:25	injustices 7:15	institutions 11:12 23:20 25:5 55:11	intersectionali ty 25:13 26:5	involvement 21:6
individual	innovation 49:8			issue 17:2 29:19 39:12 46:18

47:3	14:22 20:23	50:23		leave
issues	26:10 45:17	kid	L	5:18 40:16
16:10 17:7	58:12 60:20	60:7,11		68:3
18:12 19:25	justice	kidney	lack	leaving
25:14 32:21,	8:12 11:5	38:7	43:13	66:9
22 33:9 37:17	30:23 32:24	kids	landed	left
38:4,8,11,22	52:25 57:6	21:8,9,25	10:6 15:4	14:3 33:18
47:15	61:23 66:22	22:5 35:20	16:5	34:3,7 63:12
iterative	justifications	56:13,16	large	LEICHTER
6:16	12:18	kill	26:9	15:6
it's	juvenile	21:16	larger	Leigh-ann
36:22 42:13	35:1	killed	11:4 23:18	4:16 5:8,19
44:17 58:4		21:17	25:18	16:7 17:24
59:8 67:16,19	K	kind	Latinic	19:15 22:12
		9:17 10:2	38:1	62:24 64:8
J	Karen	14:12 15:2,12	laws	67:4
	9:9 25:9,12	16:19 18:6,22	15:14	lens
JEANTY	26:10 28:15	23:22 24:2	layer	6:4 12:14
69:1	keeping	25:8 32:13,19	23:14	19:7 61:22
Jim	5:13 47:1	36:15 39:12	layered	62:9 67:13,17
66:9	64:9	40:1 44:12	22:7	let alone
Jimenez-	Kellogg	45:11 63:21	lead	56:13
herrera	50:16	67:11	22:18 51:23	level
5:12 54:11	Ken	kinds	leadership	7:18 20:3
63:6 64:23,24	24:3 25:11	50:18	67:10	25:9
68:24	26:4 66:10	kitchen	leading	levels
job	KENDRICK-	34:5	22:17 50:11	19:17
49:4 64:9	DUNN	knee	67:3	liability
journey	4:3 14:8	23:5	learn	60:7
65:21	36:10 62:24	knowing	34:6 54:23	Liberty
judged	64:14 65:13	42:19 68:12	65:20	44:23
7:21	67:22 68:2,	Kudos	learned	life
judges	11,18 69:2	15:1	63:1	16:1 39:10,23
21:5,8	kick	learning	learning	light
jump	32:4 36:5	28:10 54:23		62:13
9:19 10:17	kicking			

lightly 59:2	5:5 8:5 20:16	60:19 62:18	33:17	means 48:13
limit 46:6,7	living 6:19 53:5	loving 9:2	mandatory 59:15,21,22	meantime 65:25
limited 16:15 26:9	located 36:20	low 13:15	manifest 11:8 39:9	measure 58:25
limits 46:10	long 52:23 57:14	lower 62:8	manifestation s 18:12 26:1 29:6	measurement 62:15
lines 29:22	looked 10:12 27:18 35:16	<hr/> M <hr/>	mapping 61:18	mechanism 46:2
link 39:1	lost 8:5	Madame 67:25 68:8	marginalization 23:17	medical 40:1,12 60:6
lip 53:4	lot 6:22 10:2,22, 24,25 12:17 13:18 15:7, 11,18,25 16:10 17:15 19:18 24:1,10 25:3,22 26:17 28:21 33:2 37:9,25 38:2, 5,9 44:11,15 46:23 48:4,8 49:5,22 50:7 57:12 67:20	made 42:17 50:17 52:13 54:3	Marissa 9:9 14:21 16:2	meet 5:2 21:24 32:14
list 50:20 62:8		maintained 11:10	Mark 57:19 58:13 60:1,19,20	meeting 4:2,4,10 5:9, 11,15,20,25 65:23 66:12 67:2 68:4,21 69:6
listen 22:13,16,25 67:10		major 42:16	Maslow's 55:25	meetings 5:12,23
listening 67:3		make 6:9,18,24 7:19 8:24 31:20 35:25 42:4 46:24 58:10 59:20, 21	mass 13:15 25:24	member 66:2,6
literacy 51:5		makes 24:1 31:18 67:25	master 41:24	members 4:21 36:14 58:23 63:5 64:25
literally 33:14,23 57:24	lots 47:17	making 39:21 44:18 59:14,23	matter 26:3	men 22:22
literature 26:18	love 8:15 9:1 14:4 15:2,3 17:9, 23 19:12 20:19 23:6 25:10 33:13 45:25 50:2 52:3 54:6 57:4 58:20	malnourished 56:17	maximize 8:6,7	mend 47:11
live 55:7 68:16		manager	Meals 46:25	mental 13:6 37:6,20
lived 19:22 23:21 42:7			meaningfully 8:9	
lives				

40:3	61:3	moms 47:14	multifaceted 49:25 50:1	19:1
mentally 58:20	minded 8:12	Monique 5:12 54:7,10 55:18 56:12 57:4	multiple 48:1 49:11,23	Nelson 12:23 15:6 20:24,25 23:9 24:14 29:19 57:13
mention 5:1 25:11 40:4	minds 29:3 59:10	monitoring 36:12	Muriel 65:24 68:22	network 62:2
mentioned 8:3 9:15 23:11 26:4,14 29:9 36:22 48:19 49:12 50:22 51:15 52:21 54:8,13 56:12 64:5	minimum 60:11	mother 21:14	murkier 23:8	news 16:24 38:3
mentor 22:23	minute 6:13 10:22 63:11	mothers 47:2,12 48:12	music 33:25	nicely 64:6
message 4:6 28:14	minutes 58:18	mouth 68:9	mute 36:9 44:14 45:12	nodes 35:23 49:23
messier 22:14	mission 51:16	move 5:6 7:1,2 27:8,19 60:22	muted 60:21	norm 7:3
method 7:3	mix 64:21	movement 58:10	<hr/> N <hr/>	norms 4:16 5:8,20 6:7,12 9:3,19
Miami 36:9 44:2	mobility 13:15 25:24	moving 6:20 65:11	Nadine 37:7 40:4,23	note 4:24 45:14
Miami-dade 42:15 43:17, 24 45:3 50:10	model 10:11 31:15 33:14 45:2 51:10,11 58:18 61:13	MPR 40:24	names 5:3,4	notes 63:3 65:15
middle 31:21 43:5	models 50:6 57:1	multi 17:17 22:7	national 40:6	notice 28:4
million 44:5,6	mom 21:16 41:2 47:4	multi-generate 21:5	natural 42:24	nuances 23:25
mind 9:1,12 10:13 12:5 15:12 17:8 32:18	mom's 40:25	multi-generational 21:6	navigate 18:22	nuggets 52:5
	moment 4:20,24 7:18 9:20 14:1 24:2 28:16 45:18	multidisciplin ary 41:11	needed 45:1	number 7:3 39:21 61:8
			negative 18:25 19:1,4 52:17	numbers 6:22
			negativity	

nutrition 47:21	53:14	organizations 11:12 40:14 50:19 51:14 53:11,25 55:10	pain 22:4,10	past 5:11 16:25 24:10 26:25 27:4,8
<hr/> O <hr/>	open 4:10 7:23 36:8 41:13 65:4	orgs 32:13	Pamela 9:8 17:10,23 29:9 48:17 49:2 50:2 52:3,20	pastures 43:13
obesity 38:7	openly 8:9	origin 38:1	Pamela's 46:8	path 14:19
objectively 58:23	opens 29:3	original 24:7	pandemic 53:7	paused 42:2
observed 63:24 64:25	opinions 7:24	outcome 52:20	paramount 50:21	pay 60:10
observers 4:14 5:7,10 57:21 58:15 61:1 63:7	opportunities 8:6 13:17 31:9 34:20 43:11 47:4 56:19 62:2	outcomes 51:24 52:1	pardon 51:22	paying 43:21
obvious 18:11 59:8	opportunity 12:13 29:8 30:8,20,24 44:6 47:15 48:24 53:6,13 63:25 64:2	outset 8:3	parental 22:3	pediatrician 37:9
occurring 14:14	opposed 18:8 52:2	overlap 25:21 30:7	parents 22:4 26:20	pediatricians 59:5,6
offenders 35:1	oppression 23:16	overlooked 15:10,18	part 17:16,17 23:22 31:5 59:22 65:19 67:21 68:15	penalized 7:22
offer 46:17	options 55:12	Overtown 44:7,23	participation 63:2	people 6:22 7:22 8:4 13:8 20:7 21:7 26:14 27:3 37:23 38:9 43:1 45:7,8 49:9, 24,25 51:18 53:14 58:24 65:5,6
office 17:5	order 21:19	overwhelm 17:18	partner 29:11 62:2	people's 23:21
officially 4:9,10 68:21	organization 19:19 22:19 24:23 29:11 53:9,18 54:16 60:3	overwhelmed 26:14	partners 25:16 53:19	percent 34:24 35:2,3, 7
officials 42:23 44:16		overwhelming 16:13,19 20:2,8 67:8	passes 20:9	
one-time 27:22		<hr/> P <hr/>	passing 49:12	
ongoing 11:9		p.m. 4:2,11 69:6		
online				

perfect 9:13 48:14 61:6	physically 58:19	44:1 59:25 60:25 64:2, 17,23 68:8	post 7:13	prevention 39:22
permission 48:11	picked 12:8	pointed 67:6	potential 8:6 13:11 50:3 54:8	priced 55:5
perpetrator 18:5	pickups 56:16	points 41:5	potentially 13:4 45:21	primacy 6:8
person 20:3 38:11 49:24 56:10	piece 7:25 14:9,12 55:14	Police 32:8,20	poverty 13:15 27:2 37:15	primarily 43:4
personal 9:24	pillars 50:14 51:2	policies 11:12 39:6	power 51:14 66:17	principally 33:7
personally 27:11	pipeline 32:21 62:11	political 17:5 42:20,21 43:15 45:4,9 46:1 48:5 49:18	powerful 66:19	prior 35:1
perspective 25:4 28:7 29:10 47:25 63:20	place 27:8 36:2	politicians 42:22	Powerpoint 14:1 28:16 61:4 62:21	priorities 57:11,16 61:20 62:8
perspectives 24:11 67:12	places 43:10,12	population 23:24 30:2 34:25	practice 11:14 50:6 52:22	prioritize 61:25
phase 16:20	platforms 57:10,16 61:20,25 62:4	position 68:16	practices 11:11	prioritizing 57:7 62:4
phenomenal 14:10	play 22:22 29:4 56:18	positive 14:19 19:3 20:13 27:19 65:20	prayers 27:24	prison 15:12 32:21
phenomenon 13:10,21	plays 8:13 42:16	positively 52:18	predominant 43:4	privileged 59:2,3
philanthropy 48:7	pleased 63:2	positivity 19:2	prepared 8:17	privy 44:11
phone 8:21	plotted 29:14	possibilities 14:13	present 8:17,22	problem 14:11 29:18, 23 30:7,13 31:2 44:10
physical 4:23 34:13 36:2 37:6,20 40:2 54:20 55:2	pocket 53:20	possibly 5:3	prevent 46:19	problems 26:23 30:22 61:14
	point 4:15 7:2 9:5 18:24 43:25		preventable 56:20	PROCEEDING S

4:1	Promise 53:18	30:11 61:7	24:25	real 20:16 58:11
process 4:14 5:7,10, 16 6:16 18:22 19:16,21 57:14 61:1 63:7,24	pronged 18:17	purposeful 62:20	race 11:20	reality 8:4
processes 68:16	proud 66:20 67:21	purposely 21:25	racial 8:13 11:1,9 12:8 15:11,19 17:6 30:23 37:16,23 52:25	realization 27:17
producing 59:10	provide 46:25 47:4,13 65:8,16	purposes 53:24	racism 13:19 18:13 19:23 23:1 24:13,20 29:6	realize 17:15 26:10
productive 66:15	provided 34:15 36:13, 17	put 8:21 28:19 36:2,18 38:25 45:18 48:17	racist 63:17	realized 32:20
professional 40:13	providers 25:15 53:3 63:16 64:18, 21	puts 56:24	radio 33:24	realizing 47:25
professionals 43:8	providing 5:14 48:22 49:9 51:4	<hr/> Q <hr/>	raised 13:11 18:24 24:4 47:23	reason 13:11 21:3 28:20 29:2 34:22 37:11, 13
program 25:16 31:2 35:16 36:4 47:20,23 51:5 56:14,22 60:12	psychological 54:20 55:3	question 10:6 13:3 24:7,14 27:18 31:17 41:14, 19 45:18 46:4 48:4	ramp 33:23 34:9	reasons 12:18 13:9,14 24:18 25:19
programmatic 35:18 51:22 54:4 55:22	psychologist 40:25 54:12	questions 31:14 65:25	rate 34:24 35:2,3, 21	recall 23:10 41:9 45:19
programmatic ally 18:16 29:7	psychologists 38:15	quick 9:5,22 58:11	read 15:21 24:9 26:19 68:20	recap 8:18 9:20,22 10:14,18,21 12:15 23:13 61:7
programs 30:22 33:9,19 47:5 50:19 51:6,9 52:1,2 54:18 58:8	psychology 52:10,11	quickly 6:1 10:18 31:5 43:25	readiness 34:6	received 35:7
projects 50:18	public 4:8 11:5 23:13 42:22 44:16 59:15	quote 59:22	reading 8:18,19 24:10 26:17 65:7,16	recency 6:8
	pull 42:12 52:4	<hr/> R <hr/>	readings 24:16 65:6,9	reception 33:16
	purpose 4:25 5:4	rabbit 17:14 22:13		recidivism

34:24 35:2	reflected 28:3	4:17	11 56:12	reunify 46:21
reciting 46:5	reflecting 24:18	reminder 6:14 7:9	researcher 16:9	Reverend 20:19 41:21, 23,25 42:7 44:13,15 45:11,20,25 69:5
recommendations 66:5	reflection 6:6 9:21 14:8, 18 19:18 27:12,21,25 28:9,25	reminding 5:8	resonated 7:13	
recommended 65:6		remiss 67:23	resonating 54:13	
record 44:17 60:9	reflections 9:24 14:2,5, 22 16:5 19:13 20:20 25:10 28:23	remove 21:8,9	resources 20:16 34:15 48:4 65:7,8,9, 16	reviewed 23:13,18
recording 4:2		removed 46:20,21 48:10		revisit 6:7
recovery 33:20	reframe 29:8,10 30:25 61:13	replicating 45:23	respectful 20:15	Richard 44:8
redefine 55:20 56:4,5		report 45:1	respond 28:25 63:3	Richardson 57:19 58:11, 16
redesigning 53:1	reiterate 61:5	represent 43:1	responded 64:17	rights 22:3 52:15
redevelopment 44:4,6,19	relate 26:2	representation 11:24 12:22, 25 23:24 29:20 32:23	responding 28:9	rise 22:15
redlining 11:14 17:3 18:14	related 36:19 38:23		responsibility 8:1	risk 33:8,9 34:25
reduce 39:6	relational 7:15 60:18	require 7:18 43:21 53:10 60:8,9	rest 67:24	road 61:18
reducing 39:21	relationships 7:17	required 56:3	results 20:14	roadmap 9:5,17 10:15
referrals 32:23	relevant 18:2	requires 8:8	retail 47:6	role 8:12 29:4 42:16 49:20
referred 33:8	remember 12:20,23 16:25 18:22 20:17 29:18 40:22 41:1	requiring 51:5	rethink 17:21	roles 18:6
reflect 28:5	remind	research 38:17 51:10,	retribution 7:22	root 9:25 10:6 13:2,20,24
			reunified 48:12	

14:5,9 16:11	9:11	session	11:2	28:17,18
20:21 21:11	seconds	8:20 9:15	showing	31:4,14 61:4
22:8 24:19	60:21	61:8 62:16	24:12	slides
25:25 29:2,17	section	sessions	shown	28:19
30:1,4,7,14,	33:18	31:12 53:8	11:17	slowly
15,16 48:1	security	set	shut	57:11,14
61:10,17	47:6	13:4	13:25 68:9	smooth
run	seed	shake	sic	64:3 65:10
44:10	47:21	11:11	38:1	snap
running	seek	share	side	7:18
46:4	7:22	7:23 10:9	12:12 32:19	social
runs	self-esteem	15:13 16:4	33:12 34:8	7:15 8:11
51:17	11:22	26:11 32:3	53:23	11:4 19:23
	send	35:13 36:7	sign	23:12,23
S	15:14 28:14	39:11 46:11	69:3	30:23 32:13
	sending	49:1 50:2	significant	34:9,12 48:23
safe	41:1	64:25 66:11	35:4 38:24	49:15 52:25
65:4	sense	shared	silence	66:22
safely	31:18,20	4:21 12:18	4:20,24	society
35:6	sentiment	26:18	similar	11:10 27:7,16
San	15:17	sharing	48:21 64:25	Socratic
36:20	serve	28:22 36:1	single	7:3
Sandra	41:12 49:3,6	40:19	15:25	solicit
58:13 60:2,22	55:7	shelter	sister	7:6
saved	served	46:23,25	21:15	solution
10:3	44:2	48:20,22	skills	19:11 30:12
school	serves	shift	34:21	45:18,20,23,
32:21 33:19,	44:9	52:12,17	skip	24 46:12 50:3
20 35:3 51:6	service	shifts	6:11 69:4	54:8
56:13 59:15	35:6 36:2	28:7 52:9	slavery	solutions
scientist	53:4,20	short	26:21	7:25 18:19
16:9	services	8:7 39:24	slide	58:8,9 66:22
screen	33:5 34:12,	shot	9:13 10:14	solve
45:16	15,21 58:2,3	60:9	12:6,16	58:8
scroll		show		solving

14:11 28:12	sports 33:25 34:2 56:18	step 10:11	stuff 44:18	24:2
sort 46:17	spot 60:14	Stephanie 4:6,13 5:6,21 57:23 66:6,8, 10 67:24 68:3,5,6	subject 15:8 26:3	switched 9:18
sorts 11:2	squarely 29:22	steps 61:2	substance 13:5 25:23	switching 18:6
Sound 10:19	staff 51:20 64:20 66:2	stop 44:20 59:10	succeed 34:19	SYLVESTRE 5:10 68:13
sounded 65:5	standard 53:3	stores 55:4	success 33:21 35:16 62:11,15	sync 24:5
South 42:14 43:8,16	standpoint 59:9 60:18	stories 20:12	successful 42:17	system 11:25 12:2 13:1 15:10,18 21:4,7,12,15, 18,19,20 22:9 26:7,15 29:21 32:24 38:21, 23 40:8,9,10 56:8 57:7 58:3 59:23 63:16
space 4:23 7:20 65:4,19,20	start 14:6 17:14 29:2 32:6 54:15 55:3 63:10	story 21:18	suggestion 66:5	systemic 11:9,25 12:12 13:19 17:22 18:13,18 19:7,23 22:25 24:12,20 26:8 30:10,16,21 31:3,10,25 32:16 35:9,22 40:7 41:15,24 46:11 49:22 51:22,24 54:2 58:9,10 61:15,16
speak 5:4 21:6 34:14 64:1,2 65:4 66:3	started 4:7,18 5:9 14:17	strategy 62:11	sunshine 15:14 66:2	support 33:5 34:12 46:2,3 63:21
speaking 45:4	starts 67:2	stress 37:15 38:13, 17 39:7,20	surface 26:2 30:22 61:14	surrounding 17:22 18:8 25:17
special 19:24 51:4	station 33:24	strong 43:5 45:7	surgical 17:22 18:8 25:17	survived 47:18
specific 25:16 51:24	statistical 44:25	struck 24:16	struggle 37:5	susceptible 56:19
specifically 33:10	stay 46:24 48:10	studied 42:9	studio 33:25	switch 9:18 12:16
spell 52:24	staying 57:6	study 37:10,11	switch 9:18 12:16	systemically 29:12
spend 15:25	STEM 33:19			systems
spoke 36:14				
sponsored 34:5				

10:24,25 11:4 23:13,14,16, 18,20 25:19 29:4 37:17 56:9	talking 6:1 10:19 26:15 31:11 40:7 41:3 46:18 49:23 57:10	thing 27:22 28:1 42:18,24 47:25 51:13 53:15 56:7 63:12 66:19	thriving 35:24	tires 50:24
<hr/> T <hr/>	talks 36:23 38:5,19	things 5:14 16:13,24 22:3,15 25:11,22 36:15 37:17 39:20 42:9 50:20 51:24 52:19 54:4,12 57:13 59:21 60:2,14 62:7 63:9,21 68:20	throw 43:6	today 4:5,15 6:1 9:6,14 12:11 14:16 19:6 24:5 26:16 27:6 29:16 30:5 31:7 38:3 57:22 61:12 62:7 63:8,25 67:7
tack 62:12,14,15	team 33:25 67:25		throwing 61:3	
take-away's 59:11	TED 40:24		thumbs 6:15 9:7,8,11 10:15 31:19	
takeaway 25:6	ten 29:25 51:2 52:23 60:21		tie 12:2 38:5,10	
takes 15:13,21 18:19 19:3	term 43:13 52:23		tied 12:20	today's 57:17
taking 4:5 18:7 22:13 47:22 48:15 60:7 63:3	termination 22:3	thinking 8:12 17:25 19:6 31:24 34:25 35:22 42:4 48:22 49:5,14,15 54:14 55:4,8, 22,23 57:3 61:10,14	time 4:5 5:2,24,25 6:2,18 7:11 10:3,12,23 12:8,23 15:5 18:2 19:10,20 20:3,4 23:11 50:8,9 53:2 60:13,25 62:22 63:5,8, 11 68:19	toes 41:23
talk 4:14 5:20 6:5 9:15 10:10 15:11 23:16, 17 24:7 30:9 40:24 42:2 48:18 57:15 61:1 62:10 63:23,24 66:16	terms 62:3			told 56:5
	terrific 51:12			tools 20:16
	that's 16:17 22:18 26:9 27:15 36:18 45:6 54:14 59:11	thought 15:8,20,24 31:23 32:3	times 20:1 37:25 38:9 43:20	top 41:16 56:2
	theology 42:9	thoughts 7:6 9:4 15:4 16:2 19:13 28:6 31:14 55:16 65:1,2	Tiombe 8:3,15 14:6, 21 25:8 32:2, 6 36:6,9 40:17 41:6 50:22 57:23 58:14 62:23 64:8 66:23,25 68:13 69:1	topic 6:3
talked 10:23 11:7,15 14:6 18:7 25:22 39:13 42:6 57:14,23 61:7,8 62:7	therapies 47:11	thousands 20:6		topically 25:14
	therapy 34:10,20 48:24	thrive 47:12 56:16		touched 11:16
				touches 46:12
				tough 8:25 41:19
				toxic 38:13 39:6
				TPR

22:1,2	30:4	understandin	56:24	65:1,2
track	truthfully	g	utilize	violence
17:1	19:22	28:7 29:4	7:3	13:5 19:24
trade	turn	31:16 34:14,		27:3 47:3
34:21	25:7,12 27:3	17,20 49:24	<hr/> V <hr/>	virtual
trained	32:6 36:6	56:6 59:17		56:14
63:16	58:13 62:22	61:15	vaccines	Visible
training	66:8	undertones	60:10	9:7
47:5,6,7	tutoring	17:6	valuable	vision
transition	33:19	unit	19:17 50:6	52:23 61:8
45:13 57:20	Twenty-four	13:12,14	valued	visionary
64:3	35:5	23:11 25:23	5:17	32:14
transitioned	type	universe	values	visit
4:22	11:16 33:6	26:7	51:16 53:5	32:12
trauma	43:14	UNKNOWN	66:16	visual
13:8 25:24	types	69:3	vegetables	12:22
40:25 47:15	11:8	unpack	47:22	Vivianne
50:23	typing	12:3,10 13:22	Venn	6:11 9:12
tremendous	36:15	24:1 25:8,18	30:6	12:5,15 13:25
59:13	<hr/> U <hr/>	29:19 31:22,	venture	28:13 31:4
Trowbridge		23 57:12	42:18 49:4	61:3 62:21
57:19	ultimate	62:14	53:7	67:24
truancy	50:3	unpacked	verbalize	Vivienne
33:9	ultimately	13:2 30:4	15:22	10:13 31:13
true	13:18 51:9,23	unpacking	verbally	68:6
53:3	66:21	24:8 25:10	12:21	vocational
trust	unaddressed	unquote	versus	34:6 47:5
8:13 19:21	13:5	59:23	17:22 30:22	voices
25:14 37:2	underlying	upbringing	36:4	67:4
47:8,21 50:9	11:23 26:4,8	67:14	victim	vote
51:3 52:24	30:14	upper	18:5	42:23 43:1,2
53:15,23 55:9	understand	43:5	viewing	<hr/> W <hr/>
56:25 62:1	17:18 23:3	ups	62:8	waiting
66:17 67:15	26:22,25 54:2	9:11	views	
truth		USDA		

17:11	WELLER	52:6	workforce	years
walk	26:12	wife	34:4	18:12 19:21
33:14,16,22, 23 34:9 65:21	Wellness	42:8	working	20:5 21:4,24
	36:19 37:14	windows	12:24 20:4	42:8 49:5
walked	west	8:22	39:5 40:13	50:16
12:7,19	32:19 33:12	wise	49:3 53:2,11, 25	young
wanted	60:22	19:11	works	21:6 22:22
5:1 12:1	we'd	woman	22:19 40:25	33:12 38:19
21:16 29:2	39:23	49:20	45:24 60:3	43:8 58:24
35:13 36:11, 16 39:11 40:4	we'll	women	world	60:7
44:18,20	5:9	20:7 22:23	10:22	youth
63:11,23 64:1	we're	47:18	worry	11:24 13:1
66:25	26:15 28:2	wondering	18:2	20:4 29:20
wanting	46:9 53:8	29:23 50:14	wounds	32:23 33:4,7, 9,10,16
57:25	60:25 62:8	word	21:21	34:14,15
wave	wheel	59:2	woven	35:6,7,12
45:15	42:20,21	words	64:6	36:19 37:14
ways	43:15 45:4	6:3	wow	60:3
37:22 50:11	whichever	work	35:15 41:21	you're
58:25	42:11	7:9,10,14,15, 16 8:4,8 10:8	wraparound	36:9
week	white	15:1 16:10	33:2,4,5	You've
4:15,20 5:25	22:18,23 59:6	20:14 24:1	34:12 35:6	9:8
12:19 14:3, 17,23 15:16	whiteboard	25:3,4 28:10	58:2	<hr/> Z <hr/>
18:1 19:14	29:14	29:1 32:5	wrote	zone
39:14 53:14	whoa	37:3,9 40:5	37:8,12 39:2	7:20
weeks	17:12	42:5 43:12,16	<hr/> Y <hr/>	zoning
65:23	why's	45:2 50:25	year	15:3
weight	6:6 9:25	51:8,18 53:17	32:11,12	zoom
17:19	11:19,23	55:10,12 58:4	33:11 34:24	64:11
welfare	12:20 29:24	60:2 67:1,13, 20 68:9	52:23	
15:7,12,18	61:10	worked	yearly	
21:4 36:3	why's	33:7	59:4,20	
well-being	12:3,10 13:4	worker		
41:12	18:3,21 29:25	34:13		
	wider			