

THE CHILDREN'S TRUST BOARD OF DIRECTORS
RACIAL EQUITY 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 26, 2020, commencing at 3:30 p.m., in teleconference via Zoom Webinar. The meeting was called to order by Tiombe Kendrick-Dunn, Chair.

BOARD MEMBERS:

Tiombe Bisa Kendrick-Dunn, Chair

Dr. Magaly Abrahante

Dr. Daniel Bagner

Dr. Dorothy Bendross-Mindingall

Constance Collins

Richard P. Dunn II

Lourdes P. Gimenez

Nelson Hincapie

Pamela Hollingsworth

Steve Hope

Marissa Leichter

Dr. Susan Neimand

1 BOARD MEMBERS: (Continued)

2 Mark Trowbridge

3 Karen Weller

4 Sandra West

5 Kenneth C. Hoffman (ex-officio)

6 STAFF:

7 Amanda Gorski

8 Bevone Ritchie

9 Donovan Lee-Sin

10 Felix Becerra

11 Imran Ali

12 James Haj

13 Jennifer Ulysse

14 Joanna Revelo

15 Jorge Gonzalez

16 Juana Leon

17 Lisanne Gage

18 Lori (Katherine) Hanson

19 Maria-Paula Garcia

20 Muriel Jeanty

21 Rachel Spector

22 Sabine Dulcio

23 Sheryl Borg

24 Stephanie Sylvestre

25 Tatiana Canelas

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STAFF: (Continued.)

Vivianne Bohorques

William Kirtland

Willmeisha Hall

Ximena Nunez

GUESTS:

Leigh-Ann Buchanan, Facilitator

Walter Richardson, Consultant

Janice Bell, Mount Sinai MBC

Alicia Curtis, Citrus FCN

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PROCEEDINGS

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

MS. KENDRICK-DUNN: It's okay now?

MS. JEANTY: Yes.

MS. KENDRICK-DUNN: Okay. Good afternoon, everyone. I apologize.

MS. HOLLINGSWORTH: Good afternoon.

MS. KENDRICK-DUNN: I'm trying to get my dog to get out so he wouldn't disturb all of us. And so I guess we will bring the meeting to order now. And I guess we have to find out if we have any public speakers, right, Muriel?

MS. JEANTY: We don't have any public speakers. We don't have any public speakers, Tiombe.

MS. KENDRICK-DUNN: Okay. So no public speakers. Awesome.

MS. JEANTY: And we have quorum.

MS. KENDRICK-DUNN: And we do have quorum, right?

MS. JEANTY: Right.

MS. KENDRICK-DUNN: And thank you, Muriel. So before we get started, I just wanted to mention, I'm wondering if all of you saw the front page story of the Miami Herald this past Sunday. I'm going to hold it up to my camera. Maybe you'll be able to read it.

1 Let me see. Probably not.

2 But the front page story on the Miami Herald
3 it's called "Separate and Unequal Blacks in Miami
4 Left Behind and Last in Line."

5 I'm not sure, like, if you know, I still get the
6 paper on the weekends, but a lot of times I still
7 miss it because I'm so busy. But I happened to go
8 get allergy shots yesterday and I took the paper with
9 me, and when I opened -- when I saw the story, I was
10 like, "wow."

11 And I read the whole entire article and I just
12 want to say that it was -- it's very eye opening. I
13 think it's a very important article. If you have not
14 read the article, please read it.

15 It talks a lot about the economic divide between
16 whites and Hispanics, actually in black. So, you
17 know, the article shows just in this county. It's
18 not the same like next door in Broward County but
19 economically, blacks are suffering in Miami-Dade
20 County, the children -- even had information there
21 regarding the public education and some of the
22 ramifications.

23 So, I thought it was something I think I knew,
24 but to actually see journalists actually put the pen
25 to paper and to actually memorialize it and make it

1 front page news, which I think it was worthy of.
2 Please, please, please read it.

3 I know one of our members had asked in the
4 beginning when we started this work, you know, do we
5 have, you know, is there racism or the consequences
6 of it in Miami-Dade County?

7 And when you read this article, you're
8 definitely -- all of the statistics, all of the
9 history -- a lot of the history, it definitely will
10 answer the, you know, answer that question.

11 So with that said, that's the only thing.
12 Please read the article and maybe the next time, you
13 know, if we're able to give a link, we'll probably
14 make it something that might be part of the packet
15 for all of you to read.

16 So, I think I just want to go with Leigh-Ann, if
17 you're here, if you, you know, if you want to just go
18 over what we always do, the norms. And then
19 Stephanie, if you want to talk about the process
20 observers, who they will be for this meeting, and
21 then I'm going to be quiet.

22 MS. BUCHANAN: Well, Stephanie, I'll defer to
23 you to just share the process observers for the
24 meeting, and then we can get into our fun discussion
25 for today, and then I'll allow some time for Vivianne

1 to get the slide deck up.

2 MS. SYLVESTRE: So, Constance and Marissa are
3 going to be our process observer for today. And if
4 somebody feels the need to want to be a process
5 observer that hasn't been called on before, please
6 let me know before the next meeting.

7 MS. BUCHANAN: Excellent. Thank you. Thank
8 you, Constance. Thank you, Marissa. And as always,
9 I'm really -- as I mentioned last time, I'm really
10 enjoying our sessions. Eventually, they will come to
11 an end, but for now we're going to keep them going,
12 and super excited about today.

13 So, I think there's -- Vivianne, if you could
14 just switch to the next slide. Just what to expect
15 so we can level set and be on the same page. So
16 today, now, this is the roadmap of what we're going
17 to go into.

18 We'll discuss -- I will review the group norms
19 because I know from time to time people can't make
20 it, so we always want to make sure that group norms
21 are top of mind.

22 We will read a little bit last week. I think
23 that the sessions, when we're able to recap what
24 happened and kind of dive in a little bit deeper,
25 into our reflections from prior conversations really,

1 it's a good foundation for where we're going to do
2 some work today.

3 And so we'll do personal reflections on that
4 inclusive value creation, discussion, and exercise we
5 went through last time. Today, for those of you that
6 have been saying, "Let's get to the how, let's get to
7 the what, let's get to the blueprint," we are one
8 step closer.

9 Today we're going to start diving into platforms
10 and priorities, beginning to build that roadmap for
11 inclusive strategies around how we can incorporate
12 racial equity and social justice into the work that
13 we do, and of course, a preview of what's next.

14 So we'll flip over the slide two more to the
15 group norms just so that we can refresh our
16 recollection. It should be slide four -- perfect.

17 So group norms again, move forward, move back.
18 That idea is that we want to make sure that we allow
19 for everybody to share their insights and
20 perspectives.

21 Again, we know the most innovative, impactful
22 and effective ideas come from a diverse body of
23 people. There's a lot of research on it, and
24 actually is in a statistically significant amount to
25 show how much more innovative and practical solutions

1 come out of diverse groups.

2 The Socratic method, you guys know I'm a lawyer.
3 So I'm just going to use that old tactic of making
4 sure that we hear from everyone to deepen the
5 conversation, to pull out nuggets, and to make sure
6 that we're looping in important insights that come
7 out of this conversation.

8 It's a safe space, and safe spaces mean that we
9 can all be vulnerable and we can all speak without
10 fear of judgment, retribution, or shame, right?

11 That idea, I think I shared this last week and
12 it's still sticking with me, Brittany Brown, and
13 Toronto Burks were having a really pivotal
14 conversation and they said that shame is not a tool
15 of social justice.

16 And so this idea that if we're trying to achieve
17 justice in our conversations through designing a
18 blueprint that's going to have a going forward
19 impact, we need to take off that cloak of shame and
20 really focus on doing the best we can do in this
21 moment.

22 Additionally, we all got to be here. Collective
23 responsibility to contribute. So all of us have
24 something to add. We wouldn't -- you would not be on
25 this board if you didn't have a perspective and

1 experience. And then being fully present, prepared
2 and attentive.

3 Now I know we sent a lot of reading. You do not
4 have to have read all of the reading. We're
5 beginning to build out a reference toolkit for you to
6 begin to go deeper into some of the topics that we
7 touch on to make yourself more conversant and
8 knowledgeable on these issues.

9 And so, these resources are there to enhance and
10 enrich this experience, but let's all be fully
11 present. We're only here for another, what is it?
12 And hour and 20 minutes, so we can do this.

13 And then, I think the last one I'll kind of add
14 is this idea of expertise that really came out of the
15 conversation that we had last time which is the
16 expertise that we're really seeking lies in the lived
17 experiences of those we seek to impact as well as the
18 leaders that are that are part of this Ad Hoc
19 Committee in this board.

20 So let's really elevate our lived experience as
21 a source of expertise that will definitely inform the
22 strategy going forward. So if you'll skip over two
23 slides -- I don't know why I put title slides in that
24 -- really quickly before we go into a recap. Any
25 questions, additional comments on the group norms?

1 Additions that you think we've forgotten about
2 or just give me a thumbs up if you're all on board
3 with the group norms? I'm scrolling through. I'm
4 seeing a ton of thumbs up. Awesome. Okay.

5 So just to recap, because it's been a minute
6 since we last got together. Last time, we talked
7 about this idea of inclusive value creation
8 opportunities, which is, you know, how do we identify
9 those systemic interventions that are solutions that
10 address both the problem and the root cause.

11 If you remember before that we went through that
12 very deep root cause exercise where we began to ask
13 why, why, why, why, why? And then we took some of
14 those why's and began to look at what are those
15 systemic interventions that we can focus on in terms
16 of funding, catalytic support and engagement around
17 ensuring that the children and families in Miami-Dade
18 County have the best possible experiences and
19 welfare.

20 And so, if you'll go to the next slide. What I
21 went ahead and did is -- just to slide seven or
22 eight. There it goes. So what I did is, if you
23 remember when we last met, this slide was blank and
24 we came up with different value creation
25 opportunities in our discussion.

1 So I -- what I did is, I distilled at least five
2 of those, because those are the five main suggestions
3 or ideas that came up from our discussion, and I want
4 to read them and use that to frame where we're going
5 to go next.

6 So, if you recall that -- I think it was
7 Constance that shared this opportunity that existed
8 to incentivize holistic solutions that address
9 numerous root causes. Root causes that are specific
10 to issues around child homelessness.

11 So she shared looking at the point of
12 displacement, how we serve mothers, how we create
13 empowerment, how we look at things along the
14 continuum rather than just one point of intervention.

15 Another opportunity that I believe Pamela shared
16 was to identify cross functional pillars of equity
17 that operate, that facilitate behavior change in both
18 theory and practice.

19 So the idea is we devise pillars that are
20 operational and that help facilitate behavior change
21 that are focused on multiple points of equity.

22 Another point that came out was to focus on the
23 whole child, including preventative medical support
24 and healthy food access. I remember Dr. Richardson,
25 you talked about that preventive medical support, and

1 I believe -- I need to look at my notes -- another
2 person mentioned that healthy food access is critical
3 to that idea that we need to look at the whole
4 child's welfare.

5 Another idea that came out of this was to look
6 at the providers. So, beginning to engage multiple
7 parties to serve child welfare needs including
8 families, institutions and providers, and beginning
9 to look holistically around the points of
10 intersection rather than looking at how we engage
11 with providers, how we engage with institutions with
12 the school district, and how we engage with families,
13 and looking at those as more interconnected.

14 And then closing out with this idea that we
15 might look -- explore how to develop ecosystem
16 solutions to systemic challenges versus siloed
17 programs and resource delivery.

18 So similarly, looking at how we see ecosystems
19 around the challenges that children and their
20 families experience rather than individual points of
21 intervention.

22 And so we'll close out the PowerPoint for a
23 moment, and just kick off the conversation there.
24 And I wanted to hear from several folks, and maybe
25 we'll kick it off with Tiombe as well for your

1 reflections.

2 So, we went through a pretty robust exercise.
3 We did not solve all the problems in Miami-Dade
4 County as it relates to children and their families
5 and their welfare, but we started to begin to think
6 about systems and begin to think about different
7 approaches to how we might how we might codify this
8 into a blueprint.

9 And so, I wanted to get some reflections on the
10 experience last week. If anything landed with you
11 out of the readings or out of your experiences this
12 week that you think would inform our discussion going
13 forward.

14 So we'll start with Tiombe, and then we'll bring
15 in a couple other voices. Ping me in the chat or
16 raise your hand so I can see you. Otherwise, I'll
17 just call people as they appear on my screen.

18 MS. KENDRICK-DUNN: I'm going to probably be
19 more interested in hearing what the rest of the
20 committee says, so I'll keep it like very brief. But
21 the biggest reflection that I have is, you know, just
22 hearing where everybody is. Everybody on the
23 committee, where they currently are in the process.

24 And so that is just kind of helping me because
25 as I'm learning, you know, where people are in the

1 process and listening to the questions that they have
2 and some of the responses that they provide me kind
3 of, you know, it kind of helps me to kind of
4 understand, you know, how we will continue to move
5 this forward once we're done with this process.

6 So, that's the biggest thing I can -- that's the
7 most I can explain because that is what's helped me
8 just to kind of hear and listen. So -- and it's been
9 helpful.

10 MS. BUCHANAN: Dan Bagner, do you want to jump
11 in and share your reflections either from the
12 exercise last week, the readings, or anything around
13 the systemic approaches that we're looking at?

14 MR. BAGNER: Sure. I mean, to be honest, what
15 -- one thing on my mind right now is just the recent
16 shooting that occurred that's probably on a lot of
17 our minds, and thinking about the children who
18 witnessed it from the car made me think a lot about
19 intergenerational violence and intimidation, and
20 intergenerational exposure to violence meaning,
21 specifically.

22 So, I'm not sure really where that will go in
23 terms of discussion but that's certainly been on my
24 mind in terms of thinking about what we end up doing.

25 And on a related note, I -- at the end of the

1 call last time, I was one that brought up the
2 providers. I think that that is a -- an important
3 piece that we can't forget because I think these
4 things don't occur in a vacuum and that there is, I
5 think, issues related to the providers that we need
6 to address as well whether it be them feeling as
7 victims of racism or being in a system that's racist.
8 So I think we I think that is something that we want
9 to make sure we address as a group.

10 MS. BUCHANAN: Excellent, excellent. Why don't
11 we go now to Mark? Mark, are you with us? Maybe
12 not. Okay. Well, Marissa, you're right above Mark
13 on my screen. Why don't you jump in and share a
14 little bit of your reflections as we think about this
15 opportunity for inclusive value creation in our
16 conversations last week, and what is also continuing
17 to go on in the world.

18 MS. LEICHTER: I actually kind of wanted to
19 share last week, but I didn't because we were running
20 out of time but the -- when you gave your example and
21 Tiombe gave her example, the Harlem Children's Zone,
22 like, totally popped into my mind, and we were
23 talking about holistic.

24 I mean, I don't really know what's going on with
25 that program right now, but I remember when it first

1 came out. It was like everyone was talking, you
2 know, I read the book, and I don't -- I guess it was
3 kind of the start of the movement of like, the whole,
4 like, you know, looking at the child as a whole and
5 looking at systemic everything as a whole and trying
6 to, you know, really cradle, for lack of a better
7 word, the family right at the beginning of the
8 child's birth and working with the family, and so
9 that program really, like, popped right into my head
10 when we were having the discussion last week.

11 And then also, you know, I don't know where
12 everyone else has their deep thoughts, whether it's
13 in the shower on a walk, or whatever, but I think it
14 was Dan, and maybe it was also Pam, who kind of like
15 sprinkled us with the thoughts of the providers, and
16 I hadn't even really thought about that.

17 And so I've been thinking about that too, and
18 just, you know, kind of the different ways that they
19 plan. Whether or , you know, like, what can we do
20 when we were talking about what can we do as a board
21 to kind of promote understanding or what can we do?

22 And, you know, I don't know if we could -- I
23 don't know if we would make it like a prerequisite or
24 some sort of training or some sort of -- I don't
25 know, but just, you know, what -- and then to what

1 Dan just said too, whether or not there are some
2 organizations that feel like they're part of a racist
3 system or systemic, you know, but maybe like how --
4 what we can -- solutions.

5 What we can do to kind of try to -- for those
6 that don't feel that way, but that may be using, I
7 don't want to say like racist practices or just you
8 know, don't have full understanding or cultural -- I
9 am --

10 I -- the words are not coming to me so easily
11 right now, but just an understanding if we can
12 provide trainings for them or make it mandatory that
13 they provide cultural sensitivity trainings for their
14 staff and employees or their boards.

15 So, I don't know, those were kind of just
16 thoughts after the last meeting that were going
17 through my mind, and I don't -- and I'm your note
18 taker today, so --

19 MS. BUCHANAN: Well -- and we're going to jump
20 into this as we get into the blueprint building
21 blocks a little bit around the "how," and what it
22 looks like to be perhaps more interconnected in the
23 way in which you fund and engage rather than silo.

24 Looking at how it all works together, which is
25 sometimes difficult from a structural perspective,

1 but then structures evolve, right? I see that
2 Pamela; you are nodding your head. Do you want to go
3 ahead and jump in and give some reflections and we'll
4 hear from a couple other people because we've
5 allotted some time for that.

6 MS. HOLLINGSWORTH: Sure, thank you. So, one
7 thing that I took away from our last session that has
8 just really struck with me, and it's become kind of
9 my persistent --

10 I've just been pondering it, is you know, the
11 reference that I made to the deficit based approach
12 that we often have that seemed to be so deeply
13 embedded inside of equity and social justice work,
14 and how we can elevate into your point, Leigh-Ann,
15 the lived experiences which are so broad and so rich,
16 and so much a part of our culture and in part of our
17 history.

18 So, every conversation and I have -- I've been
19 having way too many racial equity conversations for
20 the over the past couple of months. I brought that
21 to the table and I'm just really trying to work it
22 through.

23 And then the other reflection was, you know, I
24 had a really amazing opportunity to hear Nadine Burke
25 Harris speak at a Clinton Foundation summit about

1 five years ago, and that was the first time I'd ever
2 heard of the ACEs. And I've been -- I've, you know,
3 been able to learn a lot more about her and her work
4 recently.

5 And I was in a meeting -- on a Zoom meeting with
6 some folks from Flagler-Volusia last week, and one
7 woman, as part of her introduction, said that she had
8 a ten on her ACEs score, and that just blew me away,
9 you know, and thinking about what the impact of that
10 could have been.

11 So I think, you know, coming back to the pre-
12 reading for this week and having an opportunity to
13 read -- to revisit Nadine's TED talk really had a
14 powerful impact on me.

15 So those aren't necessarily too really
16 connected, but that's what I've been pondering since
17 the last time we were together.

18 MS. BUCHANAN: I want to go now to Susan.

19 MS. NEIMAND: Yes, good afternoon. So, I have
20 lived in Miami-Dade County for most of my life, and I
21 am an old woman now. And I do recall the history of
22 Miami and maybe why some of this racial inequity
23 exists.

24 And part of that happens to be with what was
25 going on historically with Cuba when the civil rights

1 movement was starting in this community, and the fact
2 that African Americans did not have their fair share
3 of opportunities as a result of that, and I'm sorry
4 if anyone was very insulted by that statement, but
5 that's what history tells us on.

6 I do see pockets of wonderful things happening
7 in our community, and I think we always forget to
8 talk about this. We have wonderful principals who
9 act as tremendous role models to African American
10 boys.

11 We have the Aristy (ph) brothers at
12 Northwestern, and he -- the other one used to be at
13 Booker T. He's somewhere else right now. Really
14 turning around schools, making students work hard if
15 they want to improve their lives. And if they want to
16 play football, you got to do the work in schools.

17 I see the 500 male role models, that
18 representative for Reba Douglas has set up. I think
19 that is a magnificent, magnificent program.

20 I work at Miami-Dade College. I've been here
21 for 14 years, and 17 percent of our students are
22 African American students and graduating with
23 associates degrees.

24 In my program, which trains teachers, 23 percent
25 of our graduates are African American. And I don't

1 want to get away from these ideas that there is now a
2 better graduation rate, that children, as a result of
3 money, that has been put forth by the Children's
4 Trust and the training that they have received
5 through the Early Learning Coalition.

6 Children are starting school more ready to learn
7 and able to be successful in schools. We tend to
8 forget about this. We always look at the glass being
9 half full.

10 We -- the Children's Trust itself throws money
11 in parenting classes, and after school programs and
12 programs for youth employment. And all of these, are
13 they change -- are they moving the bar? Yes, they
14 are moving the bar ever so slightly, and I think we
15 can't forget to look at these kinds of things. It's
16 not always, you know, it's so terrible.

17 I don't believe that there's virtual in
18 sympathy. I think that we have to look at what works
19 and thread some of those wonderful things together.
20 And the questions that are on my mind -- this is not
21 my first conversation about equity. This isn't even
22 my first conversation about equity this year.

23 One of the ways that I got to know Pam is
24 through some work we did with the Kellogg Foundation
25 years ago. And there was much success in terms of

1 what was achieved there.

2 But the -- my question is, why is it us who is
3 meeting and why doesn't it go beyond these walls?
4 And why doesn't it go to bring in people who have
5 radically different ideas on, you know, people that
6 we call white supremacists?

7 It's very troubling for -- to me. We are the
8 same. Where are the non-saved? Where are those
9 people? And why can't we impact on them?

10 MS. BUCHANAN: Susan, thank you so much. I want
11 to go -- hear from a couple other folks, but also
12 elevate a couple points that you made which is this
13 idea that how might we reconcile the pace of change
14 with an idea -- with the reality of what's actually
15 happening and not discounting some of the
16 advancements and positive things that are happening
17 in our community.

18 And also this concept that by elevating, again
19 to that positive asset framing approach, by elevating
20 what is working and looking at how we can amplify the
21 impact by connecting those things, then we may
22 actually have a greater impact on the community
23 instead of trying to reinvent the wheel.

24 And how do we resource better programs that are
25 effective and that are getting to the root of the

1 problem. And I think that I want to put a push pin
2 your point that why doesn't the conversation go
3 beyond the four walls of the Zoom?

4 Yes. I -- yes, yes, and yes. And I think
5 that's what we will ultimately incorporate into our
6 blueprint is, so we have one, maybe two sessions left
7 of this particular conversation.

8 But as we've said, like ad nauseum, this is very
9 much a continuing marathon, not a sprint. And so how
10 do we think about making sure that this type of space
11 does not stop because we've finished my engagement
12 work with the group and facilitating a philosophical
13 framework for a blueprint. I'd also love to hear --
14 who have we not heard from yet? Maggie? I think
15 you're on my screen too. Are you here?

16 MS. ABRAHANTE: I am here.

17 MS. BUCHANAN: There you are.

18 MS. ABRAHANTE: I was trying to multitask. Shame
19 on me. I apologize. We're opening school in two
20 days, so life is a little complicated right now. But
21 this is such an important topic because it really
22 impacts everything we do as a public educational
23 system.

24 And I see many opportunities for collaboration
25 between the council -- the trust and the district in

1 making sure that in all the collaborative efforts
2 that we have, we always keep the cultural sensitivity
3 and the racial sensitivity aspect of the product that
4 we're trying to get in mind.

5 I was not able to participate in the last
6 meeting because I again, we're at a very crucial
7 point in our rolling out of a very, very difficult
8 school year. But I'd be more than happy to
9 collaborate with a group in any possible way.

10 I still have a little time left with the
11 district so as long as I'm around, I am a supporter
12 of what we're doing and want to make sure that
13 whatever the district can do to assist in this
14 process that we do.

15 MS. BUCHANAN: Excellent. And you're here now
16 and that's the most important thing.

17 MS. ABRAHANTE: Yes.

18 MS. BUCHANAN: And before we move on to the real
19 work today --

20 DR. BENDROSS-MINDINGALL: Excuse me, excuse me.
21 Can you hear me?

22 MS. BUCHANAN: You were next on my list.

23 DR. BENDROSS-MINDINGALL: Oh, I was going to ask
24 you because I'm giving honor and due diligence to
25 everyone and listening carefully. So if it's okay,

1 I'll go on right now.

2 MS. BUCHANAN: Go ahead. , please feel free to
3 share your reflections from the last session as well
4 as -- I'm kind of thinking about the reading
5 materials and this real opportunity we have to design
6 a more impactful solution for our kids.

7 DR. BENDROSS-MINDINGALL: Okay. But let me see
8 if I can pull that together. Part of the reading,
9 I've done a lot of it. I'm a graduate of Tuskegee
10 University and part of our curriculum, of course,
11 included reading all that we can or could, as should
12 about Negro history.

13 And as we all know, those of us who are on this
14 call, we all know about the racial inequities and
15 systemic racism. We know that. That's why I do a
16 lot of listening to see if there's anything that I
17 can add to what we were talking about.

18 But since Maggie was the last speaker, I'm going
19 to talk a little bit about what she said. Of course,
20 I am one of the school board members for Dade County
21 Public Schools. Passed an item in June, H9 that
22 covers pretty much what we're talking about.

23 However, we've got to monitor that item and
24 we've got to make sure that it's executed properly.
25 Now the item is one that caused a lot of discussion

1 in the community.

2 I don't know if anyone on the call read about
3 the feelings of many different communities and how
4 they felt about my proffering that item but I
5 definitely know it's needed.

6 And of course, we have groups of students right
7 now meeting, and we'll have the students meet once a
8 month and bring back their thoughts and discussions
9 quarterly to the school board.

10 We've got to start with the children because I'm
11 a firm believer that you're not going to racists.
12 Many people have been taught to be a racist. Someone
13 mentioned something about white supremacist. That's a
14 biggie. That's hard.

15 We live in splintered communities. Someone made
16 mention of the fact of what the Miami Herald wrote
17 about on Sunday. Yes, I did read it but of course, I
18 was not surprised at anything that I read because
19 I've been in Miami all of my life.

20 Also want to make mention of MCI, Miami
21 Children's Initiative. As a state -- former state
22 representative in 2008, I passed that law, and we
23 know now that that agency is still running well.

24 It's just so much to talk about, and how we get
25 to where we need to be. I'm almost certain that

1 everyone on this call has a solution for what we're
2 talking about. And I know we'll get there. We're
3 going to have to get there as a group, not in silos,
4 and not in splintered areas.

5 Also, I want to make mention of speaking with
6 some of my speaking with some of our programs, our
7 providers, and they're not too sure as to where they
8 will land in terms of what we talked about. And it
9 was about systemic racism and of course, what we're
10 talking about today.

11 When someone made mention of cultural training,
12 should that happen? Absolutely, absolutely. A
13 former principal, I am also. Knowing what I know,
14 knowing that if you have a school bus in Miami-Dade
15 County where 99 percent of your children are of
16 African American descent, you had to call in the
17 wonderful people who chose to work at that school.

18 And of course we taught African and African
19 American history every day. Now will that be
20 something that is ongoing unless it's monitored? It
21 will not happen.

22 There will be reasons, there will be excuses,
23 but it takes the entire school system to get it done,
24 and the agencies, and people who really want this to
25 happen, it will take all of us to make sure of that

1 because of the pandemic we can't visit homes as I did
2 as a principal.

3 But we've got to find a way to teach the whole
4 child, and of course to teach the entire family
5 otherwise, it's not going to happen. I'm not a
6 pessimist, but I know the truth. I'm a realist.

7 I just wanted to make mention of some of those
8 thoughts that I heard and to someone who mentioned
9 the Aristy brothers. William is at Law Enforcement
10 Academy, which is one of the schools that I
11 represent. Yes, they are doing extremely well.

12 We do not have enough African American leaders
13 in the school system. That is something that we're
14 going to have to work on. It is doable, but we've
15 got to be able to legislate our hearts to get it
16 done.

17 So those are my thoughts, and I think it ties
18 into everything that you asked me to talk about but
19 to be very honest and transparent, I've got to come
20 out of this with some responses to share with the
21 schools that I represent and the school board.

22 That's why I am sitting here on this call. I've
23 got to come up with some solutions. And the question
24 might be, well, what do you think the solutions might
25 be? It's a lot of hard work. It's crossing

1 boundaries.

2 It's not just having different thoughts about --
3 well, different thoughts about what we should do. We
4 should add them, but we've got to make sure that
5 they're going to work for the benefit of saving all
6 of our children because right now, that's not
7 happening.

8 MS. BUCHANAN: Yes.

9 DR. BENDROSS-MINDINGALL: Those are my thoughts.

10 MS. BUCHANAN: Exactly.

11 DR. BENDROSS-MINDINGALL: Those are my thoughts.
12 Okay.

13 MS. BUCHANAN: Thank you so much for sharing.
14 Vivianne, if you want to go ahead and --

15 MS. KENDRICK-DUNN: Leigh-Ann, can I just
16 mention something real quick?

17 MS. BUCHANAN: Yes, yes.

18 MS. KENDRICK-DUNN: Okay. So, I just wanted to
19 mention because now that I had a chance to hear
20 everyone and I -- when you're talking about the
21 reflections and maybe if I have time I'll speak a
22 little bit more.

23 But in that article that I read, I wanted to
24 just reflect on one of the things that stood out to
25 me and I think our school district is also seeing the

1 experience.

2 Right now, there appears to be a huge exodus of
3 black residents out of Miami-Dade County. Not
4 necessarily -- I mean, some of them may be going over
5 to another county -- a neighboring county like
6 Broward. Maybe they're leaving the state.

7 I think the article talked about that. But
8 also, I think, of course, if they're leaving that
9 impacts the school district because people are going
10 to also take their children.

11 But it's important to know that yes, an article
12 does talk about it. We know this. There have
13 definitely have been positive things that have come
14 about. But the biggest concern is that with this
15 specific population in Miami-Dade County in
16 comparison to the white population, which is about 13
17 percent according to the article and the Hispanic
18 population and Latina's population which is much,
19 much larger because the majority here -- you've seen
20 improvements in those two populations at a much
21 faster rate than we've been -- has been the case for
22 black people that reside in Miami-Dade County.

23 So I just wanted to mention that because we
24 never can take away from the positive that has
25 happened. But even with that, we still are losing

1 too many children. There's still lots of issues
2 regarding the economics and being able to have your
3 fair share of understanding how to have a business,
4 run a business, be able to get the contracts.

5 There are still issues that have a detrimental
6 impact on the generations of black individuals
7 regardless of ethnic background that do reside --
8 that decide to live in Miami-Dade County, which in
9 essence, it affects the children.

10 And so -- and again, this is not something that
11 is unique I think, to Miami-Dade County, because
12 again we're talking about some systemic issues. But
13 please, you know, remember for me, the biggest thing
14 is history has a way of telling a story, and what may
15 have happened in our community 40 years ago -- and
16 there are people on this call that can tell you
17 better than me.

18 I -- you know, I'm not a native of Miami, but
19 I've been here since about 14. But there are people
20 on this call that have been in this community longer
21 than I have and that can tell you that, you know, the
22 experiences, it -- it's been a real challenge.

23 So, I just wanted to mention that because, you
24 know, we still have a lot of -- we still -- despite
25 the positive, there's still a lot of work for

1 improvement, in particular with this population.

2 We see -- even read it from this article, and
3 other things that thank goodness -- that are the
4 majority of our Hispanic population, you're seeing
5 really good increases as far as education beyond
6 post-secondary education.

7 Being able to create businesses and to create
8 wealth for their families, as -- and that just has
9 not happened at the same numbers. And so I just
10 wanted to, you know, to share that.

11 MS. BUCHANAN: I think that ties in very nicely
12 to where we're going to go to. So, it's work time
13 where we're actually going to go through another
14 series of exercises.

15 And in full disclosure, what I wanted us to
16 focus on, if you can just go to the next slide or the
17 next one. Yeah, this is fine. Today, talking about
18 platforms and priorities and I want us to start to
19 think about what that blueprint building block looks
20 like for our work.

21 And I think, Pam, you mentioned this example and
22 I wanted to throw it up there because I thought it
23 was really helpful. And in full disclosure, I don't
24 think we're going to get through this today. So this
25 may be a twofer because we want to go pretty deep.

1 I explained to Stephanie, I was like, I'm going
2 to put it all out there. But I think we may have --
3 make this a two part conversation where maybe we
4 focus more on platforms this time, and the next time
5 on really identifying our key priorities and what
6 those indicators are.

7 But Pam had mentioned this Kellogg example and
8 what I -- why I wanted to show it to you was not
9 necessarily for the articulation of the text on the
10 left hand side, but the image on the right hand side
11 which I think really speaks to an idea of where we
12 could go.

13 So, you know, the priorities or the pillars that
14 they focus on in terms of funding are very similar to
15 the Children's Trust. Thriving children, working
16 families, equitable communities.

17 I don't think anybody would disagree that we
18 don't care about those three priorities. When we
19 talk -- when they talk about thriving children, it's
20 focusing on a healthy start, and quality learning
21 experiences for all children, working families,
22 invest in help families obtain stable, high quality
23 jobs.

24 Literally mirroring the same thing that Tiombe
25 just mentioned, which was elevated in that recent

1 Miami Herald article. Equitable community thinking
2 back to the point that Susan made. We want all
3 communities to be vibrant, engage in equitable, and
4 thinking about how equity goes beyond this
5 conversation.

6 But what I love about their image is it's
7 interesting. It's an infinity. So, it's this idea
8 that this is a continuous cycle, and it will continue
9 to loop together.

10 The image also shows that these are not pillars
11 that are separate in literally silos as like you
12 would think about a pillar. But it's -- but they're
13 interconnected.

14 And so, that idea that even though you're
15 funding these priority areas, they're very much
16 overlapping. And there's very much as we looked at
17 that example of the problem, the inequity, and the
18 root cause and we saw the interconnection point where
19 there's a systemic opportunity for intervention.

20 What I loved about this example is it does a
21 great visual representation. So, if we'll go to the
22 next slide just to frame the next 45 minutes or so of
23 our conversation is just some definition.

24 There are many definitions for the word
25 platform. There are many definitions for the word

1 priority, but what I wanted to do was call out a
2 couple that I think will help us level set our
3 conversation.

4 And when I'm talking about platforms, I'm -- I
5 live, I operate, I work in the tech and innovation
6 space. So, platforms are words that I use every
7 single day.

8 But the work that I do is in systems change but
9 thinking about ecosystems and we do ecosystem work
10 and so, we're not a direct service provider. We are
11 thinking about from a 40,000, hundred thousand foot
12 view, how do we see the system? Apps, challenges,
13 opportunities and collaborative connected networks.

14 And so when we talk about platforms, I like to
15 think about envisioning platforms much like -- I
16 don't know if you see my very broken iPhone. I
17 dropped it last week, so it's totally cracked.

18 But if you think about your iPhone, the iOS is
19 the platform. It is the operating system that is
20 used as a base upon which other applications
21 processes or technologies are developed.

22 And I know I've said this before, but I think it
23 bears worth repeating. The idea of an operating
24 system or platform is not exclusive to the tech
25 world. It can be translated to the work that we're

1 talking about. If we begin to see either anchor
2 projects or anchor priorities or anchor organizations
3 as platforms upon which different providers,
4 different programs, connected interventions can
5 operate.

6 I'll give the example, you know, that Constance
7 gave by thinking about her organization as that
8 platform where they've got many different programs
9 that are serving -- that looked to be serving kind of
10 specific points.

11 But when you see them totally together under the
12 umbrella of one organization, you really see that as
13 a platform that is serving a lot of systemic
14 challenges.

15 And then the second point that I wanted us to
16 really focus in on today as and also part of the next
17 conversation is a priority. And so, a lot of times
18 funders will say, "We fund these things. This is our
19 funding priorities. We fund, you know, healthy
20 children, we fund educational opportunity, we fund x,
21 y or Zed."

22 And so a priority means something given or
23 meriting attention before competing alternatives.
24 And what I loved about this definition, is it's not
25 saying that the alternatives aren't worthy, or they

1 don't have merit, or they're not great ideas, but the
2 priority is really elevating that we believe racial
3 equity, and social justice is a priority, right?

4 And so we're going to give it an elevated focus
5 and merit additional attention because it is so
6 pervasive and because it is infiltrating all aspects
7 of what we do. And that doesn't necessarily mean
8 that other things are not important.

9 And so, I love that definition because I want us
10 as we think about how we begin to identify some key
11 priorities that speak to racial equity, social
12 justice, and equity more broadly, that we don't think
13 about it as a zero sum game where because we're
14 focusing on one, we lose out on the other. I want us
15 to think about it as let's elevate this so we can
16 elevate all opportunities.

17 We'll go to the next slide. This is where I
18 want us to focus our conversation. So what I've done
19 is, obviously I've been listening to the replays and
20 doing a lot of recaps for each conversation, and
21 there's four themes that as I look through all my
22 notes and I've reviewed a lot of our conversations
23 that keep coming up.

24 These four themes -- and there may be more and
25 so we can say is there more I want to focus on, but

1 these are four, like, key pillars that just keep
2 coming up in everything.

3 So the first pillar is equity. And we again, as
4 we do our reflections, it's a very clear focus point
5 is this idea of equity. And what I did is I broke
6 down these four pillars or themes, and then I
7 identified a couple of focus areas that also have
8 been cycling through our conversations thus far.

9 So on the equity point, some of the things that
10 we've talked about is justice. Now, we can define
11 further what that looks like in terms of platforms
12 and priorities but for now, that idea is we got to
13 see some justice.

14 I know Dorothy had mentioned, like, in one
15 conversation that she was going to go, you know,
16 console the families of a child that was shot.

17 You know, we're looking at the national news,
18 and Dan mentioned at the outset there are children
19 that saw a parental figure or father shot eight --
20 seven, eight times in front of them; literally in
21 front of their very faces.

22 So, how do we begin to think about justice? The
23 other thing that I know we've all talked about is
24 addressing the historical context for these racial
25 inequities. When we think about equity, we're not

1 divorced from the focus of the historical context.
2 We can't ignore it.

3 On the front page of the Miami Herald on a
4 Sunday, and this idea that systemic racism is a
5 problem. And it's not just a problem elsewhere, it's
6 a problem here. So how might we incorporate that
7 into our understanding of equity.

8 The second theme or pillar that has arisen from
9 our conversation that I've been able to tease out is
10 this idea of being holistic. And the focus being
11 connected interventions, that multiple nodes of a
12 problem cycle.

13 So not just, you know, a one intervention that
14 is separate and divorced from looking at the entire
15 problem or the root cause but thinking about this
16 holistic approach.

17 The third pillar that has really been front and
18 center since the very beginning when I said, "What
19 are your goals for the series of conversations?" If
20 you think back to session one, child centering
21 continues to be something we always go back to.

22 So framing service delivery around the physical,
23 psychological and opportunistic well-being of
24 children and all of those pieces being very
25 important.

1 And this last pillar that has come up -- and I
2 know I've been definitely injecting this because that
3 is a lens that I think is not elevated enough but
4 it's so impactful when you're looking at systems
5 change work, is this idea of ecosystem, right?

6 How do we elevate ecosystem solutions to address
7 systemic challenges rather than focusing on
8 programmatic solutions to address systemic challenges
9 because we don't see that alignment. They're
10 unequally yoked concepts. Programs are a band aid.
11 Ecosystems are really the right type of solve that
12 can address systemic -- deep rooted systemic hurt.

13 And so, where I wanted to go with this
14 conversation, and if we'll -- well, before I go to
15 the next slide, any quick reactions, responses,
16 thoughts on these four pillars?

17 Are there any pillars that are missing that
18 we've completely overlooked? Feel free to just jump
19 in or otherwise give me a thumbs up and let me know
20 if you're -- you think that these pillars kind of
21 align with our conversations. Anything glaring,
22 like, that we've overlooked? Okay. That's positive.
23 All right.

24 So, if we'll go to the next slide. What I
25 wanted to do for the rest of our time, and clearly

1 based off the time we're going to continue this
2 conversation is, at the end to think of a series of
3 questions, and around how we can begin to dive deeper
4 into what are the platforms that exist in our sphere
5 of influence or sphere of connectivity and then what
6 are the priorities?

7 Now I'm going to read these questions and we'll
8 take the slide presentation down. I have them on the
9 side. I'll keep asking them for the remainder of our
10 conversations, but I do want to read them out so
11 we're all on the same page.

12 And I think it makes sense to read out the
13 platforms and the priority questions, although I
14 think for our next conversation, we'll dive into the
15 priorities and just focus on platforms today. But I
16 do think that seeing them contextually together makes
17 the most sense.

18 So under platform, some of the questions that I
19 want us to begin to answer in this next 30 minutes or
20 so, is how do we differentiate between a platform and
21 a program, right? I just gave you the iPhone
22 example, but what does that look like in practice as
23 it relates to the well-being of children and their
24 families and our work?

25 Secondly, what platforms do we have at our

1 disposal? This is an old version. I think I've
2 updated it. But what platforms do we have at our
3 disposal? What platforms do we use the most? What
4 platforms do we use the least? And what platforms do
5 we overlook?

6 So beginning, thinking about what do we use?
7 What are we not using? What are we overlooking? As
8 it relates to priorities what are indicators of a
9 priority?

10 So yes, we know a priority is elevated focus,
11 but like how do we identify that? How do we know
12 that it's a real priority? What are those indicators
13 that tell us this a priority? What problems do we
14 currently prioritize?

15 So what things are we really focused on now?
16 What problems we not prioritize? What things have we
17 been overlooking? And I know our conversations have
18 shifted a lot to us thinking about, whoa, maybe
19 there's some systemic problems that we thought were
20 too big, that we're just not touching, and maybe
21 there's an opportunity there.

22 And then what problems should we prioritize? And
23 then this other exercise around what are the top two
24 to three indicators for each new priority? Kind of
25 thinking back to that first question, how do we begin

1 to identify some indicators around our priorities?

2 So we'll go ahead and close out that slide
3 presentation, and just start the conversation really
4 around this idea of platforms. And the first
5 question is, how do you in practice differentiate
6 between a program and a platform? And this may be a
7 philosophical question, so who do I want to call on
8 first?

9 Karen, you are dead center in my screen. So,
10 the Zoom Gods have appointed you as the first person
11 to begin to think through. There are no right or
12 wrong answers, but just from your context, how would
13 you begin to think about differentiating between a
14 platform and a program?

15 MS. WELLER: I was afraid you were going to call
16 me as I didn't have a chance to think about this.
17 But when I think of a program, I think about a
18 curriculum that's already made out for you, and that
19 you have to follow, and do it according to how they
20 have -- whoever it is that has written the program
21 has done it.

22 So some sort of curriculum, some sort of
23 strategy that has already been developed for you or
24 that you're in the process of developing. A platform
25 to me is more of a building block and looking at what

1 forms that building block in -- where -- well, how to
2 look at it as you move forward. So, what is going to
3 be the building blocks to move things forward?

4 MS. BUCHANAN: Excellent. And I and I love that
5 idea that programs are more structured prescribed and
6 platforms or maybe more dynamic, malleable, agile.

7 Constance, I'd love to hear from you. How do
8 you begin to think because I kind of gave your
9 example, platform. But how do you think about the
10 divided platform versus program so we can begin to
11 get our awareness strengthened in this area?

12 MS. COLLINS: So if -- I think it's easy in our
13 context because we think of our village at -- here at
14 Lotus Village as the platform for innovation, for
15 showcasing best -- practices for delivering services,
16 research, a whole range of things.

17 And then of course, the individual aspects or
18 components of what we do as the programming piece.
19 When I think of this in the context of the Children's
20 Trust, it's a little bit more challenging for me.

21 I think of actually the trust as the platform,
22 the Children's Trust as the platform, and I think
23 about, let's say, the early childhood research and
24 family strengthening, and the innovation programs,
25 youth development, those as sort of the program

1 pieces, even though I suppose each one of those is a
2 platform by itself, as well. So I guess that's
3 what's going through my mind.

4 MS. BUCHANAN: I think you hit on the point of
5 my trick question, at least as it relates to the
6 trust, which is how do we see the trust? Is the
7 trust itself a platform or is there a unique
8 opportunity for our pillars or priority areas to
9 become platforms for others?

10 And can they be one in the same or are they
11 different? And again, like I said, this is a
12 philosophical, esoteric exercise, but beginning to
13 identify, you know, where we might have platforms
14 that we're not seeing as platforms, I think helps us
15 expand our view of how we might shift our impact.

16 We haven't heard -- I don't think we've heard
17 from Steve yet, because I don't have you checked off
18 on my handy dandy, like, roster. But Steve, how do
19 you begin to think about the difference between the
20 platform and the program, maybe as it relates to the
21 trust or another example? And Steve, you're still on
22 mute.

23 MR. HOPE: So, before I answer the question,
24 here's the challenge that I face with the process we
25 have right now. And I apologize if my view might be

1 different to most of those participating. And I
2 think I expressed this at the early stages.

3 Given everything that is happening, I tend to
4 find that the process we have right now is more of an
5 academic process than one that kind of looks at
6 identifying what is some of the key challenges we
7 face in the community.

8 And all rule as board members, given the power
9 or given the authority we have, how can we use that
10 how can we use that authority to bring about change
11 from the board member perspective?

12 So while I value the academic discussion, I'm a
13 kind of action oriented person. So there's a certain
14 level of frustration for me, and I apologize again
15 for that, but we've spent a lot of time of an
16 academic discussion than spending time clearly
17 identifying challenges and solutions.

18 And I think you mentioned there are two
19 additional sessions, and I'm hoping that as a board
20 and other members were participating that we can
21 shift away from a more academic type of conversation,
22 the one that, you know, gets to the root of the
23 problem and --

24 Look, as a board member I cannot change -- we as
25 a board cannot change the hearts of people. But

1 true, the policy that we put into place, we can maybe
2 influence behaviors.

3 So for example, you know, if we're funding
4 certain agencies and they do not demonstrate
5 diversity, how can we influence that? So, that is
6 my, I guess, my level of frustration.

7 So, perhaps you can help me here or someone can.
8 Maybe I'm thinking of moving a little too fast, but
9 time is important, and I hope we can kind of shift
10 more to kind of a more action oriented discussion
11 that leads to realistic solutions.

12 MS. BUCHANAN: Thank you, Steve. And I think
13 that's a good point. As we mentioned at the outset,
14 this is a process. And so as we're talking about
15 next week in the final week are what are the specific
16 priorities.

17 But I think that there's -- there is -- it's
18 difficult to identify priorities if we're not all on
19 the same page as to what our philosophical approach
20 is going to be which is, we talked a lot about root
21 causes, beginning to think about identifying
22 priorities as divorced from root causes or our
23 awareness of where we can fund differently, might be
24 perpetuating a lot of the same ways that we've been
25 funding.

1 And we're trying to think about how do we do
2 things differently, you know. The definition of
3 insanity is doing the same thing over and over again,
4 and expecting, you know, a different result.

5 And so as we think about platforms, I think that
6 identifying where we have platforms that may have
7 been overlooked, allow us to think about new ways and
8 more innovative ways, and potentially more effective
9 ways to influence behavior change, and impact our
10 community.

11 If we're not focused on platforms that might
12 actually speak to racial justice, or social justice
13 or racial equity, then we might just continue to do
14 the same thing.

15 I think that's -- that is a point of
16 frustration, and we hear it all the time. But that's
17 why we actually set it over a course of conversation,
18 so that we're not just rushing. 400 year old
19 problems do not have four week solutions is kind of
20 how I begin to think about this.

21 They are -- they require a process that allows
22 us to shift the way we're thinking to go deeper
23 around thinking about the depth of the problem,
24 rather than just saying, okay, here's our solution.
25 This will solve it.

1 But I do appreciate and want to elevate the
2 point that you made around, yes, problem solutions
3 and getting into action is definitely something that
4 we're slowly moving towards.

5 And I think that through this conversation and
6 the one next week and following, we will begin to
7 have our blueprint where we can say this is what
8 we're going to prioritize, incorporate the providers,
9 bring it to the community, and begin to direct
10 resources so we can actually begin to make that
11 change. I also found --

12 MR. HOPE: If I may? Just -- I'm sorry to
13 interrupt. If I may just add just one thing. If I
14 may just add just one thing.

15 I think that -- and my understanding when this
16 committee was put together, the intent is to look at
17 -- we cannot as a board change, you know, society's
18 behavior, but we can definitely as a board influence
19 the -- hopefully influence the agencies that we fund.
20 And we can influence the culture within the
21 organization.

22 And so -- and hopefully as board members, we can
23 take some of the information derived from this
24 conversation into other forums that we participated.
25 But my understanding or perception is that we have to

1 narrowly look at what are the influence we have as a
2 board in impacting changes that we can.

3 So, while it's great to look at the problems in
4 Miami-Dade County, as a board, we may not have the
5 ability to influence the county issue, but we may
6 have the ability to start by influencing this --
7 those things that we can change.

8 So, if the intent is a more broad parameters,
9 I'd be interested to see how, as a board member, I
10 would have the ability or we as a board would have
11 the ability to do so. So, thanks for the time.

12 MS. BUCHANAN: Excellent. I want to go to Ken
13 next as well to weigh in, particularly with the board
14 perspective because he can speak to it much better
15 than I.

16 But I do think that there's an important point,
17 Steve, which is the county and the community are made
18 up of people. And if we're incrementally looking at
19 the way in which we impact the lives of people,
20 children, the programs that they interact with, you
21 begin to think about that ripple effect as eventually
22 creating systems change.

23 And so this idea that it's maybe -- it's too
24 big, or it's larger than the scope is something we
25 want to balance with this idea that how might we have

1 a larger ripple effect by being very intentional with
2 a systems lens in the way that we interact, in the
3 way that we intervene and incentivize behavior change
4 on the provider level, or the target population or
5 demographic level is how we're beginning to think
6 about it, but Ken, feel free to jump in.

7 MR. HOFFMAN: Yeah. So, Steve, I wanted to
8 address directly what you what you just said because
9 I think we all feel some level of, let's say
10 frustration, where we see problems, issues, whether
11 it's social justice, systemic racism and say, I want
12 to fix that, and there are things we can do to fix
13 it.

14 But I think, you know, when I take a step back
15 first I say, "We've been doing this in some fashion
16 every year when we do our strategic planning, check
17 in, or every number of years when we've done a
18 strategic plan.

19 And as the board, and you and I have sat
20 together for quite a while now, we focused on some of
21 these issues, sometimes in a different -- with a
22 different lens.

23 I think that the -- I won't say that I think
24 this is broaden to other aspects, but I think the
25 initial purpose or my purpose at least was to let the

1 board inform itself.

2 And so that we could have a better education,
3 understand each other, understand the issues that
4 we've been talking about, and as we're starting to
5 do, bring it back to the organization, the platform;
6 if the trust is a platform and use what we've learned
7 to make our judgments as we go forward in our
8 strategic planning and our funding decisions.

9 And I think -- I don't necessarily share your
10 sense of frustration. I think it's been very
11 informative in understanding some of my individual
12 directors because we've all seen people come from
13 different perspectives in actual discussions about
14 either what types of programs we should fund or
15 whether we should be doing targeted funding, either
16 to, you know, certain zip codes or certain types of
17 communities.

18 So I do understand your point of view and your
19 frustration, but I also think that when I take a look
20 back at where we've come in this group, we've come a
21 tremendous way at least in my perspective and
22 understanding both the issues that we're -- we would
23 like to confront as a trust, but also what our fellow
24 board members for perspectives are on those issues.

25 So, I'm very pleased with where we've come so

1 far. I don't know that I would say that that the out
2 product of this particular committee will be the two
3 or three things that we are going to do this as much
4 as a perspective on informing us as we tell the staff
5 going forward what we want and whether it's adopting
6 pillars.

7 And I like that idea as we've talked about
8 before or it's looking at different types of programs
9 or communities and focus. I think that'll be up to
10 the board. But I think to me, this has been an more
11 of an informational process.

12 MR. HOPE: So if I may just respond briefly, and
13 I know I don't want to take up a lot of time, you
14 know, but I think it was James Baldwin that said, not
15 everything that his face can be changed. Nothing can
16 be changed until it is face.

17 As we look at the issues of equity and racial
18 justice, we tend to look at it from two different
19 lens. So for example if I'm looking at it, I'm not
20 looking at it from the perspective where I need to be
21 educated on the issue because I experienced the
22 issue.

23 The people that I have, my family, experienced
24 that issue. So we look at it from two different lens
25 as a board member. The question is, what exactly is

1 the intent of this forum to educate board members on
2 social justice? If that's the intent, then that's
3 good idea.

4 However, I was of the opinion that coming out of
5 this also would be some action items that can -- that
6 we as a board member can bring about additional
7 changes to what we are already doing from a
8 programmatic standpoint.

9 So maybe that's where this communication but my
10 perception. Thanks again, and I think that would be
11 I'll be my contribution on the issue for the rest.

12 MS. BUCHANAN: So Steve, I think that's a good
13 point. And I want to go to Maggie because you put
14 something in the chat that I really wanted to elevate
15 and actually hear from you around.

16 And you raised the point that we've got about
17 eight, nine minutes left to dive in a little bit more
18 on these platforms. But Steve -- Steve talked about
19 what's the goal, what's the intent, and I think that
20 they're -- I don't actually think there has to be a
21 singular goal for any forum.

22 I think you can actually have multiple goals
23 that have clear outcomes and clear outputs. And I
24 think what Steve has articulated is wanting to get to
25 some of the outputs which are those tangible,

1 measurable, quantifiable deliverables.

2 And I think what Ken was able to articulate is
3 the outcomes which are often qualitative, but speak
4 to the way in which we interact, the way in which we
5 understand and shift our perspectives.

6 But Maggie, if you -- you put a good example of
7 the differentiation between platforms and programs in
8 the chat, and also raise the question around what's
9 the purpose of the platform. So, if you want to just
10 share with us in person --

11 MS. ABRAHANTE: I think this hit a home today
12 because we are in the midst of launching a platform,
13 a learning platform in the fourth largest school
14 district in the nation that is going to uncover --
15 include a variety of programs that support the
16 education of students.

17 But the platform will make the integration and
18 the connection between the programs. And so, as I'm
19 seeing the conversation through this meetings, I
20 think we're at this point in the platform development
21 process, where we're trying to identify which tenants
22 of this issue can we put together as target areas.

23 And then once we have that in place, we can
24 deploy programs that can implement those tenants in
25 different, you know, in different areas of the

1 community that deal with parents, families, children,
2 cultural sensitivity, and all those sort of things.

3 So, just as I was listening and you were posing
4 your questions, it made me think of what we're going
5 through right now trying to integrate, you know.

6 We offer 17,000 courses in Miami-Dade County
7 Public Schools from everything you can imagine and
8 trying to integrate all of that content into one
9 platform that meets everyone needs.

10 And it is very challenging to develop that
11 platform, but if it is a solid platform and it takes
12 into account all the different components that -- and
13 all the different stakeholders, you have a solid plan
14 because no matter what the issue is, you have an arm
15 that can deal with it.

16 So I see our work at the platform level at this
17 point and it is important to have the conversation
18 everybody feels in order to develop that platform.

19 What's important to include, and then it is --
20 it takes time. It can become -- you become
21 impatient, because putting a program together is much
22 easier. You're addressing a specific need. This is
23 a comprehensive approach, and so that was just my
24 thinking.

25 MS. BUCHANAN: I thank you so much and I want to

1 go -- Walter, you're up next so be prepared. I'll
2 give you a little bit of a head start. But I think
3 that that raises an important point, which is the
4 whole point of this conversation.

5 Have we been thinking in a platform approach or
6 have we been thinking in a programmatic approach?
7 And those are two very different lenses through which
8 you view opportunities for funding to incentivize
9 behavior change, and also to enable systems change.

10 Programmatic is a -- very different than
11 platform. Platform is hard. Platform is
12 intentional. Platform requires broad pillars that
13 you can be able to see connection points at --
14 through all programs.

15 So there's more continuity from the value
16 standpoint, and there's more continuity to making
17 sure program isn't just singularly addressing
18 something.

19 So when I look at my example, Adventure Cafe,
20 we've got a couple of core pillars that we focus on.
21 Access, inclusion, equity, racial equity, and
22 connectivity. And so anytime we think about a
23 program and collaboration, it has to touch every
24 single one of those core pillars.

25 Otherwise, it's not maximizing the platform that

1 we are putting out to build an ecosystem and address
2 systemic gaps. And so that's kind of where --

3 REVEREND DUNN: Hello?

4 MS. BUCHANAN: -- we're heading to. So, Walter,
5 if you want to jump in.

6 REVEREND DUNN: Hello?

7 MR. RICHARDSON: It sounds like Reverend Dunn's
8 trying to get in.

9 REVEREND DUNN: No.

10 MR. RICHARDSON: Okay. Well, you're on speaker,
11 sir. I think I recognize your voice. Thank you.
12 Thank you, Ms. Buchanan.

13 I've listened intently today and last week. In
14 fact, since this series of meetings started, the Ad
15 Hoc Committee, and I'm assured of several things.

16 The first is how much our experiences are varied
17 and for this very critical time in the world -- in
18 our world's history, I think the timing is right to
19 have this conversation.

20 And I think probably, to the dismay of you Ms.
21 Buchanan and others, I think it's time we kind of
22 wind down the discussions about the theoretical and
23 philosophical and really come up with some congruent
24 language.

25 All of us are skilled in different areas, and I

1 think we can make this -- this can be a very circular
2 conversation going forward, so we could spend weeks
3 and months talking about philosophical things.

4 I feel based on today's conversation and last
5 week that we're at a place now where we could
6 probably start drilling down on some doable's.

7 Having identify two key areas, this has been
8 consistent since I've been on the area of social
9 justice and racial equity, and I think we need to
10 come up with those things that we agree upon. This
11 is my -- this is just my perspective and my response
12 to what I've seen today and heard today and last week
13 and beyond.

14 Come up with some doable's that we can get
15 started on, and I think we can apply the appropriate
16 non theoretical, less esoteric language so that
17 others outside of this informed circle can really
18 understand and we can get some short range things
19 done while we're working on so long -- longer range
20 goals.

21 That sounds very convoluted perhaps, those of
22 you that are scholars but it's my takeaway from
23 what's been gone on over the past four weeks that
24 I've been apart, at least a listener to the
25 conversation.

1 I really think particularly, as it was reflected
2 upon early in light of what just happened yesterday
3 or the day before with the man being shot seven times
4 in the back, there needs to be some response from
5 groups like this to say how we how we will deal with
6 this, our providers and others on how we respond to
7 issues like that. And perhaps I'm disconnected from
8 the conversation altogether because again, we all
9 speak different languages.

10 Here are some of the terms that are being used
11 in my context as a minister. We don't use language
12 like programs and platforms; we don't. A totally
13 different language. Vocabulary is completely
14 different.

15 So for one, I'm having to learn a new vocabulary
16 and listening to too much talk about this. And I
17 don't think I'm the only one that's having to
18 transfer knowledge from one discipline to another.

19 And so I think the sooner we come up with some
20 general -- a general glossary of terms, if that makes
21 sense, Ms. Buchanan, and kind of synchronize the
22 conversation and drill down. I think we're going to
23 have a circular conversation. That's just my --
24 that's just one man's view.

25 MS. BUCHANAN: That's super helpful. And I

1 think as we begin to talk about priorities, because
2 we are out of time for today is, giving you some
3 homework which is -- what I'll do is I'll share this
4 deck and you can begin to think about what are the
5 priorities?

6 Like, what do you individually suggest that we
7 begin to prioritize in terms of the issues, and
8 that's the conversation for next week is, drilling
9 down into a core list of priorities.

10 And I also identify, you know, how we define
11 those priorities. So you could say we're defining
12 social -- we're prioritizing social justice, but
13 like, what does that really mean?

14 MR. RICHARDSON: Exactly.

15 MS. BUCHANAN: What are these leaders? So, that
16 next week is, we begin to think about platforms. I
17 think not having a context that, you know, where
18 they're focused on platforms or focused on programs.

19 If you say we're only focused on programs, then
20 the way that you frame your priorities and the way
21 you frame, what does a priority look like in practice
22 based off of indicators are two different
23 conversations.

24 If you're saying we're focused on platforms
25 where we can think -- make things connected, give

1 building blocks, create places for interconnected
2 change, then the way you identify your priorities,
3 even if it's racial equity, what that looks like in
4 practice are two different things.

5 And so that was the purpose of really
6 differentiating today between a priority and a
7 platform. At -- or a platform and a program, so that
8 when we begin to give our lists of priorities, the
9 homework is each person should identify, you know,
10 two to three priorities of areas that we need to
11 focus on in the context of some of these building
12 blocks and themes, and system change and larger
13 challenges.

14 And then we'll begin to distill that list. I
15 might try something a little bit different next week
16 and I'll try to work -- or next time work with
17 Vivianne and Stephanie around a tool, provided you're
18 on your computer that will allow us to visualize
19 connection points between priorities as part of the
20 conversation.

21 I don't control the computer. So it's a little
22 bit different, but I'll work to see if we can use
23 this polling tool, or you come up with your top three
24 priorities, and we begin to see the overlap through a
25 visual representation in our next conversation.

1 And then we'll drill down into which ones we
2 will carry forward into identifying what our
3 blueprint is for accountability, and what our
4 blueprint is for understanding how we can benchmark
5 growth in those in those top areas.

6 MR. RICHARDSON: Ms. Buchanan, if you don't
7 mind, I just like to add this little caveat to what I
8 said. My comments were hopefully deemed observations
9 rather than criticisms.

10 MS. BUCHANAN: Always.

11 MR. RICHARDSON: Okay. Thank you.

12 MS. KENDRICK-DUNN: Leigh-Ann, can I say
13 something?

14 MS. BUCHANAN: Let me switch over and --

15 MS. KENDRICK-DUNN: Okay. I just wanted to
16 mention that -- I mean, I want to thank you all for
17 your comments because definitely they are extremely
18 important for us to hear.

19 And I want us to just keep in mind that we have
20 a number of people that serve on this committee that
21 come from all different walks of life and
22 professional backgrounds and experiences.

23 And so although some of us may be ready to move
24 because of our lived experiences per se, we may have
25 some people, some of our colleagues on this call that

1 may not be in that same space yet, right? They're on
2 their way there.

3 So, please just -- I just ask that we all keep
4 in mind that, you know, there are going to be some of
5 us on this committee that are in different places in
6 this process, and so that we make sure that we want
7 to arrive hopefully where we want to go at the end of
8 this process together.

9 And of course, some people are ahead and then we
10 maybe have some people that are in the middle, and
11 then we have some people that still need a little bit
12 more time.

13 But we want to be able to make sure that all of
14 us that have the time that we need to process the
15 information so that we can all make the best informed
16 decisions that later will trickle down to the
17 families and children in the communities that we
18 serve because we're all not in, you know, in the same
19 place but our goal is that we're going to get there.

20 And so, I'm so glad to hear the frustrations, to
21 hear about -- I'm not happy to hear about the
22 frustration, but I'm happy that those of you that
23 experience frustration brought that up because that
24 is definitely part of the process.

25 And so that is something that we did anticipate

1 in it and expected, and so we're so glad that you let
2 us know your thoughts and feelings about that.

3 We have approximately two more sessions. But
4 what we don't want to do is rush the process because
5 we know that there are people in different places. I
6 just wanted to -- I just wanted to mention.

7 MS. BUCHANAN: Thank you, Tiombe, and I also
8 want to turn it back over to you to have the process
9 observers share their feedback, and also to say thank
10 you.

11 I always think about this like track and field.
12 I used to run track and field. If you notice in
13 track and field, starting blocks are staggered,
14 right? You all end up at the same -- you're all
15 running the race.

16 You all end up at the same place at the end, but
17 not everybody's starting at the exact same point on
18 the track. And so that to me is the best example of
19 thinking about equity is that we've got staggered
20 starting blocks but we're all going in the same
21 direction.

22 And so it's funny in our prep calls, like, I
23 think we're going to start to get to that point,
24 foreshadowing. But I do think that each element of
25 this conversation, I think, when we're done, it'll

1 all makes sense.

2 Oh, that's why we went there. When we finally
3 put this blueprint together, but yes, definitely
4 appreciate the feedback, and I'm really looking
5 forward to diving in your priorities so we can begin
6 to distill what we'll come out with which is a pretty
7 clear blueprint.

8 So if you want to hear from the process
9 observers, Tiombe, feel free to take over the rest of
10 the meeting.

11 MS. KENDRICK-DUNN: Yes, thank you.

12 REVEREND DUNN: May I jump in, please? And I
13 know, I've been all over the place today. And first
14 of all, I can appreciate the process and I'm one that
15 needs more strengthening. I'm talking about me
16 personally, on processes and processes.

17 However, I tend to agree with my elder statesman
18 brother, Walter T. Richardson, who I consider to be
19 one of the brightest minds in Miami-Dade County,
20 South Florida, maybe the State of Florida, maybe this
21 nation. He's very, very bright and I respect him
22 highly.

23 I respect this process This has been a
24 wonderful process and certainly our moderator, you've
25 done a marvelous job in keeping us, you know, focused

1 and prioritized. All this is great.

2 However, I think what we deal with from our
3 standpoint, particularly as ministers of the gospel,
4 as community people who are out here on the ground,
5 and we've dealt with these kinds of things over and
6 over and over again, we're talking about --
7 truthfully, we're talking about 400 years of this and
8 when the question was raised even biblically by one
9 of the prophets, "How long Lord, how long?" How
10 long, you know?

11 I mean, at what point do we say, you know, we
12 just need to do what is right. It's really not
13 rocket science. We just need to do what's right and
14 we have models.

15 The process, I'm not knocking the process. I'm
16 not criticizing the process. I'm just talking about
17 the vantage point of which I come from and others who
18 may be seemingly a bit anxious about this.

19 We've seen this happen. We bury, we preach
20 eulogies of young men who were gunned down by police
21 officers who are unarmed. We presided over a
22 district where seven black men were killed in seven
23 months right here in Miami-Dade County.

24 And now you see deja vu happening all over the
25 country. It's nothing new, and so -- and that's just

1 one aspect of it. We're not even talking about the
2 economic disparities.

3 We're not talking about the other kinds of
4 things where we witness even in our educational arena
5 where we were told that you had to have "X" number of
6 educational degrees and expertise in order to qualify
7 for this position.

8 And when a African American in the personage of
9 the late Dr. Tias Grim (ph) met those qualifications
10 and met that prerequisite, they looked over him and
11 picked a young man, a Cuban American, this is not
12 racist, this is truth, who had not achieved the
13 doctoral degree. And the boy changed it during the
14 selection process from required to prefer just to get
15 their person.

16 So we've witnessed these kinds of things over
17 and over and over and over and over again. In fact,
18 one of the reasons why we have single member
19 districts and we push so hard for it as a plaintiff
20 in the school board because blacks could not win -- a
21 black -- a qualified black person could not win a
22 county wide race in Miami-Dade County unless they had
23 to totally acquiesce to other communities and almost
24 mortgage or sell their souls in order to get the
25 support.

1 We had a time. I can give you some history
2 quickly. We had a time in 1996 when we did not have
3 one single African American on the City of Miami
4 Commission. We went back -- the clock was dialed
5 back 30 years, and we had to sue the City of Miami.
6 I was a plaintiff in that when we sued the City of
7 Miami so that we could get representation.

8 And so I think our anxiety or our impatience to
9 a certain extent with process and processes stems
10 from the fact that we've been talking this talk for a
11 long time and I'm not saying this -- there's going to
12 be a replica that.

13 I really appreciate what Children's Trust is
14 doing. I really appreciate what you've done Ms.
15 Dunn. I really appreciate what our host has done in
16 our facility. Done a marvelous job. And I really
17 appreciate everyone who's participating in this
18 process.

19 But the question looms, how long? How long for
20 God's sake? How long? When are we going to just do
21 what is right? It's really simple. Do the right
22 thing. Be fair. Do the kind of things that -- we
23 want the same kind of things that everybody else
24 wants.

25 We want fairness, equality, we want the pursuit

1 of happiness. We want the great -- we want a quality
2 of life for our children. We want a great education.
3 We want all of these things. And I've said it in a
4 chat and I think I need to say just once more.

5 I don't know how we can, but I think we've got a
6 -- we got a template, our proposed template in place
7 and someone said it earlier, with the fourth largest
8 school district that was proposed by one of our board
9 members here and the school board member with the
10 proposal of Dr. Dorothy Bendross-Mindingall.

11 I don't see why we can't try to somehow, some
12 way, link up to that supplement that supports that,
13 instead of trying ourselves to reinvent the wheel.
14 This is a mammoth task. But the bottom line is, we
15 just need to do the right thing in support.

16 As Dr. Richardson said, when we see these type
17 of injustices, we've got to speak out against it. I
18 don't care if it's falls -- goes against party lines.
19 I don't care if it's not popular. I don't care if it
20 goes against what President Trump or somebody is
21 saying.

22 If it's right, it's right. If it's wrong, it's
23 wrong and we need to call it out. And until we do
24 that, we're going to be in the same -- we're going to
25 see deja vu all over again.

1 I mean, look at how -- I don't want to get in
2 politics, but look how the Senate in the Republican
3 Party just goes along with everything that President
4 Trump proposes and they know it's wrong. They know
5 it's wrong.

6 If you ask them privately if their life depended
7 on it, they will tell you, say, you know what? "I
8 just can't go against him publicly," but it's wrong.
9 And Dr. King said years ago, it's a sin to remain
10 silent when in fact, it is our duty to protest.

11 So I know I preached a little bit, but I believe
12 that's the vantage point that Dr. Richardson and I
13 and others -- we've been around here for a long --
14 we've seen injustice over and over. We saw the
15 McDuffie riots. We saw the riots from Nevel --
16 students, and then there's some we don't even know
17 about.

18 African Americans not get chosen for the
19 position, the top position because of -- simply not
20 because of the content of their character but because
21 of the color of their skin.

22 So, we've dealt with this and so, there is a
23 fire burning inside of us that says how long. I just
24 needed to say that.

25 MS. KENDRICK-DUNN: Thank you, Pastor Dunn.

1 Thank you for sharing that with all of us. And we
2 can pick up the conversation when we meet the next
3 time. We do -- we are over time, and so I want to
4 apologize for that to all of you because I know a
5 couple of people did have to drop off the call.

6 But I wanted to still get the information from
7 our process observers. So I believe Marissa and
8 Constance, correct? Can you please give us your
9 feedback, your honest feedback about how you think
10 the meeting went today?

11 MS. COLLINS: Okay. I guess I'll go first.
12 Okay. My honest feedback is that the process that
13 I'm seeing is exactly what all of the materials that
14 we've been reading indicated, that this is not an
15 easy process, that we are going to learn new things.

16 And we are going to be challenged to perhaps
17 approach our mutual desire for racial equity and
18 social justice from a different lens or different
19 perspectives, or we're just simply being challenged
20 to process both a larger world that is incredibly
21 disappointing and frustrating in the context of our
22 work together.

23 And so, I do -- I hear all of that and I share
24 the level of frustrations to the degree that I can.
25 An empathy for what I do not know but can only

1 imagine from the perspectives of others.

2 And that said, I sense also there is a desire in
3 this Ad Hoc Committee to try to do something
4 concrete. To have real -- a real blueprint, a real
5 outcome that I think we probably all recognize is
6 something that's happening at multiple levels,
7 multiple ecosystems, and that's going to challenge us
8 to think outside the box.

9 It's going to challenge us to be as inclusive as
10 possible. To listen to those served those serving
11 and those funding, and that this is not going to be a
12 quick process.

13 To me, I think whatever blueprint comes out of
14 this from observing, all the things we're being asked
15 to consider is one that is a blueprint. Just that, a
16 blueprint. That the building is something that is
17 going to be long term and we know it's overdue, long
18 overdue.

19 But I just want to say I'm very grateful for
20 these conversations as someone who's both a provider
21 and on the board. I'm taking what I'm learning here,
22 and we are working internally to strengthen our own
23 racial diversity and inclusive culture within our own
24 organization.

25 So, I'm doing this on a parallel track now, and

1 I think the process is challenging as it is, is a
2 really valuable one. So I just want to express
3 gratitude for that process.

4 MS. KENDRICK-DUNN: Thank you for that extremely
5 important feedback. Thank you, Marissa. I'm sorry.

6 MS. LEICHTER: It's okay. There's not much to
7 add. Just maybe to get a little bit more specific.
8 In the words of Leigh-Ann, on the most important or
9 most striking nugget that came out to me today was,
10 and Constance hit on it.

11 Just that some folks on the board voiced their
12 frustration with maybe stopping a little bit of the
13 more theoretical and academic conversation and coming
14 up with some doable's which brings us to the last
15 point in our assignment which Stephanie put in the
16 chat is to make a list of three priorities and to
17 bring them with us to the next meeting. So, thank
18 you all.

19 MS. KENDRICK-DUNN: Thank you. Thank you,
20 Marissa and Constance. And thank you all.

21 DR. BENDROSS-MINDINGALL: Madam Chair?

22 MS. KENDRICK-DUNN: Yes?

23 DR. BENDROSS-MINDINGALL: This is Dorothy
24 Bendross-Mindingall.

25 MS. KENDRICK-DUNN: Yes?

1 DR. BENDROSS-MINDINGALL: I would -- may I have
2 about ten seconds?

3 MS. KENDRICK-DUNN: Yes.

4 DR. BENDROSS-MINDINGALL: Thank you. I'd like
5 to offer for reading -- your reading pleasure and of
6 course homework, to peruse at your leisure June H9
7 police, Miami-Dade County Public Schools.

8 You have to look in the June agenda, H9 Dade
9 County Public Schools. It would be worth your time,
10 and as Dr. Dunn said -- Richard Dunn said, "It is an
11 action item."

12 Steve, I thank you for probably expressing some
13 of my thoughts; some of my thoughts. Thank you,
14 Madam Chair for those few seconds. Please avail
15 yourself. Please avail yourself of that item. It's
16 now a policy. Thank you. Thank you, everyone.

17 MS. KENDRICK-DUNN: Thank you for sharing. We
18 will make sure that we can maybe get that part of our
19 readings for the next time because I'll make sure
20 that we get that item, the policy pulled up. So
21 thank you for sharing.

22 DR. BENDROSS-MINDINGALL: Sure.

23 MS. KENDRICK-DUNN: And then Stephanie and Jim
24 and Vivianne and -- do you guys have anything to say
25 because I wanted to say thank you, and -- yeah. I'll

1 turn it over to you because I think that we're going
2 to -- we're done with the meeting because we're past
3 time, but I always ask if Stephanie or Jim, Kenneth,
4 if our leaders have anything to say before we close
5 out.

6 MR. HOFFMAN: No. For today, I would just say
7 thank you again, and I do appreciate the conversation
8 and certainly that the depth in which our board has
9 been willing to go into this topic and the sort of
10 the self-examination of what we can do.

11 And I am confident whether it's coming out of
12 this committee, or our normal planning or strategic
13 planning that we will be doing things as a result of
14 this.

15 MR. BAGNER: I just want to thank everybody for
16 their time.

17 MS. KENDRICK-DUNN: Thank you. Stephanie? Is
18 Stephanie still here?

19 MS. SYLVESTRE: I am. Taking furious notes. I
20 have nothing else to add. Thank you.

21 MS. KENDRICK-DUNN: Okay. And your two
22 counterparts that help out? Especially the quiet
23 one? No? Okay.

24 MR. LEE-SIN: Thank you. Thank you for your
25 time, though.

1 MS. KENDRICK-DUNN: Oh, thank you. You spoke
2 this time. Well, I want to thank you. I know that
3 that you and Vivianne are really helping out along
4 with Stephanie and Jim. So, thank you all.

5 Leigh-Ann, thank you and we will conclude this
6 meeting, and you will receive some information for
7 the next time that we meet. Okay? Thank you all.
8 Bye-bye.

9 (Whereupon, at 5:00 p.m., the meeting was
10 adjourned.)

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Signed this 14th, day of September 2020.

Brenda Saliba

Brenda Saliba, Transcriptionist

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