



Ad Hoc Committee on Racial Equity and Social Justice Meeting Transcript

July 13, 2020

1 THE CHILDREN'S TRUST
2 AD HOC COMMITTEE ON SOCIAL JUSTICE AND EQUITY MEETING

3 BOARD TELECONFERENCE

4 "VIRTUAL MEETING VIA ZOOM WEBINAR"
5

6 The Children's Trust Ad Hoc Committee on Social
7 Justice and Equity meeting was held on July 13, 2020,
8 commencing at 3:31 p.m., in teleconference via Zoom
9 Webinar. The meeting was called to order by Tiombe
10 Kendrick-Dunn, Chair.

11
12 COMMITTEE MEMBERS:

13 Tiombe-Bisa Kendrick-Dunn, Chair

14 Dr. Magaly Abrahante

15 Dr. Daniel Bagner

16 Dr. Dorothy Bendross-Mindingall

17 Constance Collins

18 Richard P. Dunn II

19 Rep. Juan Fernandez-Barquin

20 Lourdes P. Gimenez

21 Mindy Grimes-Festge

22 Nelson Hincapie

23 Pamela Hollingsworth

24 Steve Hope

25 Dr. Monique Jimenez-Herrera

1 COMMITTEE MEMBERS: (Continued.)

2 Marissa Leichter

3 Dr. Susan Neimand

4 Mark Trowbridge

5 Karen Weller

6 STAFF:

7 Aundray Adams

8 Bevone Ritchie

9 Destiny Westbrook

10 Donovan Lee-Sin

11 Imran Ali

12 Jennifer Ulysse

13 Joanna Revelo

14 Juana Leon

15 Lisanne Gage

16 Lisete Yero

17 Lori (Katherine) Hanson

18 Marden Munoz

19 Muriel Jeanty

20 Rachel Spector

21 Sabine Dulcio

22 Samuel McKinnon

23 Sebastian del Marmol

24 Sheryl Borg

25 Stephanie Sylvestre

1 STAFF: (Continued.)

2 Susan Marian

3 Tatiana Canelas

4 Vivianne Bohorques

5 William Kirtland

6 Willmeisha Hall

7 Ximena Nunez

8

9 GUESTS:

10 Shirley Plantin, U-turn Youth Consulting

11 Countess Balogun, National Black Child Development

12 Institute, Inc.

13 Tisa McGhee, Tisa McGhee

14 Gisela Salas, It's a Small World Elementary

15 Jacqueline Mastangelo, It's a Small World Learning

16 Center

17 Marie Flore Lindor Latortue, AEDAP

18 Emani Jerome, Bridge Builders 305

19

20

21

22

23

24

25

1 PROCEEDINGS

2 MS. KENDRICK-DUNN: Okay. So, hello, everyone.

3 I want to welcome everybody to the first Ad Hoc
4 Committee that's going to address social justice and
5 issues that surround race and discrimination.

6 So I just, you know, want to thank you all who
7 signed up from our board members who decided to be
8 members of this Ad Hoc Committee.

9 I think that this is an exciting time for all of
10 us to be able to bring this issue to the forefront.
11 I really commend the staff of the Children's Trust as
12 well for making all of this happen.

13 So with that said, I just want to thank you all
14 for being here, and I think we're going to have a
15 great time here this afternoon. So, I'd have to ask
16 now for public comments. Muriel, are there public
17 comments?

18 MS. JEANTY: We have public comments. But if
19 the one who is -- I don't see the one that had
20 requested before. They are not on yet.

21 MS. KENDRICK-DUNN: Okay. So no one --

22 MS. JEANTY: I don't know if you want to proceed
23 whenever they come up. If you will allow them to
24 speak, I don't know.

25 MS. KENDRICK-DUNN: Okay. So, what's the

1 process? Do we allow them to speak if they come up
2 later?

3 MS. JEANTY: Usually they have their moments.
4 It's 10 minutes, but it's up to you.

5 MS. KENDRICK-DUNN: Okay. Well, if they're not
6 available to speak right now, I think that, you know,
7 if they become available, we can definitely allow
8 them to speak, you know, after, so.

9 MS. JEANTY: And then I believe that two of
10 them, they requested to speak but they wanted to know
11 how the meeting was going on, and then they will ask
12 their questions then.

13 MS. KENDRICK-DUNN: Okay. As long as that's
14 allowed. So, if that's allowed, then that's okay
15 with me.

16 MS. JEANTY: All right.

17 MS. KENDRICK-DUNN: Okay. Thank you, Muriel.

18 MS. JEANTY: You're welcome.

19 MS. KENDRICK-DUNN: Okay. So, the next item on
20 our agenda is ground rules. So, ground rules. So I
21 think as we go through the process, I think that the
22 co-facilitator, Leigh-Ann will speak a little bit
23 about this, but we, Stephanie, her, and I, talked
24 about the possibility of assigning process observers.

25 So, some of the ground rules will probably

1 relate to that. I'm hoping that today we would have
2 to -- Stephanie, you can let me know -- I know
3 Stephanie had some ideas about two people that could
4 serve as process observers so, I'm not sure if she
5 spoke with them or made contact with them.

6 MS. SYLVESTRE: So Constance Collins, and Pam
7 Hollingsworth will be your process observers.

8 MS. KENDRICK-DUNN: Okay. So everyone -- so,
9 Constance and Pam will be our process observers. And
10 just to ensure everyone understands, you know, when
11 we have this meeting, we want to, you know, have
12 some of our Ad Hoc Committee members be able to
13 report at the end how their thoughts about how the
14 meeting went, and so they will provide us with
15 feedback towards the end of the meeting.

16 And some of the other ground rules. So, you
17 know, I -- what we're going to be discussing is a
18 very sensitive topic. And basically, the ground
19 rules, I think are going to be the same as with any
20 other committee meeting, or board meeting.

21 That we just make sure that we're respectful of
22 everyone that's sharing thoughts and opinions, that
23 we listen to attentively to everyone.

24 That we make sure that we're in the present and
25 the here and now and, and we want everybody to

1 participate, and we want everybody to learn.

2 So, I think those are, you know, the basic
3 ground rules. This is the first meeting so
4 obviously, we will get some feedback from our process
5 observers about how things went. If there are things
6 that we need to approve or we're missing something we
7 need to add, but we'll get that information from the
8 -- our two process observers that will speak towards
9 the end. Stephanie, do you want to add any
10 information to that for the ground rules?

11 MS. SYLVESTRE: You're pretty good. I think
12 you're good.

13 MS. KENDRICK-DUNN: Okay. As far as purpose,
14 vision, and strategy, so I'm going to -- Leigh-Ann,
15 because I know we -- that's why we have the
16 PowerPoint, correct?

17 MS. BUCHANAN: That's correct.

18 MS. KENDRICK-DUNN: Okay. So I wanted to also -
19 - which I failed to do in the welcome and opening
20 remarks -- so, I wanted to also introduce Leigh-Ann
21 Buchanan who will be the co-facilitator throughout
22 this process, and since Leigh-Ann is going to discuss
23 the purpose, and vision, and strategy, I want her to
24 take some time to introduce herself to the group and
25 give you some background about herself, and then we

1 can move into the purpose, vision, and strategy. Is
2 that okay, Leigh-Ann?

3 MS. BUCHANAN: It works perfectly well. Thank
4 you.

5 Okay. Excellent. Well, good afternoon,
6 everybody. As Tiombe mentioned, my name is Leigh-Ann
7 Buchanan, and I'm super excited to actually see quite
8 a few familiar faces here today, and I'm honored to
9 be able to help us guide this conversation.

10 So, it's not me speaking, it's actually going to
11 be all about you speaking and participating. But my
12 background is really in strategy through a lens of
13 inclusion, innovation, racial equity, and social
14 justice.

15 I'm the former Chair of the American Bar
16 Association's Coalition on Racial and Ethnic Justice,
17 where I've worked very closely on issues relating to
18 school, to prison pipeline, law enforcement related
19 violence, as well as stand your ground laws.

20 And so, through that work over the last ten
21 years, I've had the pleasure of facilitating a
22 variety of conversations and processes around
23 achieving stronger strategies for impact through a
24 lens of racial equity and social justice.

25 And what I've learned from that work is that

1 these processes are best done in an interactive
2 format. So, that it's not just that we're reading
3 and writing a mission statement and putting on
4 aspirations onto a board.

5 I like to say it's very much informed by one of
6 my favorite quotes which, if you're a fan of jazz,
7 you know who Charlie Parker is. And one of the
8 things that he said is, "If you don't live it, it
9 will not come out of your horn."

10 And I think that is the quote that I would use
11 to describe how we're going to approach this process
12 together, is we have to put a little bit of ourselves
13 into it. We have to understand the personal context
14 and ensure that our perspectives and expertise inform
15 where we ultimately will come out with a blueprint.

16 And so, that's a bit of -- a little bit about
17 me. I want to go ahead and get started with --
18 Tiombe, if it's okay to get started with walking
19 through with what we're going to do over the next
20 hour or so is, I've put together just not really a
21 presentation, but really some scaffolding to help us
22 have a conversation that can get us to understand why
23 we're here, what are some of the values that will
24 underline this renewed vision around achieving racial
25 equity, diversity, inclusion, and social justice in

1 the work of the trust, and then I think most
2 importantly, being able to hear from you.

3 So, I think Vivianne, if you want to just go to
4 the next slide. Perfect. So what to expect. Here's
5 just the roadmap and feel free and -- I know
6 everybody's on mute. Feel free to unmute, and jump
7 in. I'm hopefully going to talk way less than
8 everybody that's participating.

9 So, basically the roadmap for today is
10 understanding where we're going. What we're going to
11 address is through a series of interactive exercises
12 getting to our shared vision for what we hope this
13 conversation will ultimately result.

14 We also want to get to a shared definition of
15 racial equity, diversity and inclusion. So that's
16 why I do RDI because we want to make sure we add the
17 racial equity component.

18 We want to get a little bit below the surface of
19 what we mean when we're talking about this definition
20 and then most importantly, we're going to do some
21 work. So what I'll say is, let's just start off with
22 a -- first off, is there any questions from those
23 that are participating about what we're going to do
24 today, what I just shared with you in terms of our
25 roadmap, or anything else at this point?

1 Hearing none, I'm assuming we can proceed. Feel
2 free to just give me a thumbs up visibly or use the
3 reaction if you're good to go. So Vivianne, if you
4 wouldn't mind going to the next slide. Okay.

5 So, the first exercise -- and we're actually
6 going to take about three minutes or so. If you have
7 a piece of paper or you could use your computer
8 because you're already on it. I like to cheat using
9 my computer.

10 But just take a minute or two and write down
11 what your vision or goal for this work is. And this
12 can be -- it doesn't have to be a dissertation. It
13 doesn't have to be a complete sentence.

14 But what is your personal vision and goal for
15 this work, and then we're going to share out in about
16 a minute or so, so that we can level set and
17 understand where folks are coming from.

18 So I'll set my timer. And once you're done, if
19 you're done if you want to just kind of raise your
20 head, wave your hand, drop in the chat to the other
21 panelists that you're done, and let us know. We'll
22 give it about 30 more seconds.

23 Excellent. So it looks like a lot of folks are
24 getting close to being finished. Do I have a brave
25 volunteer who wants to go first and share out what

1 your vision or goal for this work is?

2 MS. HOLLINGSWORTH: I'd be happy to go first.

3 Thank you. Hi. Hello, everyone. So, this is always

4 so hard for me. But I guess just, you know, starting

5 at the beginning I would say, you know, that my

6 goal --

7 The simple goal is that we, this committee, this

8 Ad Hoc Committee would act as a collective to achieve

9 or supersede whatever the agreed upon shared goals

10 are. And since you asked, because my vision, you

11 know, when I think about my vision, ultimately for

12 me, as a member of this society, would be that race

13 no longer influences how one fares especially how

14 children fare in society. Thank you.

15 MS. BUCHANAN: Thank you, Pamela. And I

16 particularly want to elevate that point about race

17 not being that determining factor in the welfare of

18 children and society. I think that's important. Who

19 wants to go next? Or actually, let's try this

20 differently.

21 Pamela, would you mind just tagging whoever you

22 think should go next. Oftentimes when I facilitate,

23 the best way is to give the next person power. So,

24 Pamela, who do you --

25 MS. HOLLINGSWORTH: Who stole the cookie? Steve

1 Hope. Tag, you're it.

2 MR. HOPE: I'm not surprised that Pam would do
3 that. Good afternoon, everyone. You know, when it
4 comes to, you know, topics like these, I think one of
5 the most difficult conversations to have is topics
6 that leads to race, religion, and politics and I
7 think today's discussion is sort of intertwined with
8 the other, with the other two.

9 I'm a bit -- and I must make a confession. I'm
10 a bit of a skeptic when it comes to forums like these
11 given over the years participating in forums, and at
12 the end of the day I have not seen significant
13 changes but I am optimistic.

14 And I was looking at a quote from James Baldwin
15 that says, "Not everything that is faced can be
16 changed, but nothing can be changed until it is
17 faced."

18 So given that, you know, I come here being
19 optimistic that at the end of participating in this
20 forum that we will see some type -- that we as a
21 board at the Children's Trust, will be able to maybe
22 influence some tangible change.

23 It is my hope that from this forum that there
24 will be some direct action item that the board with
25 its power can influence and back with the appropriate

1 funding.

2 So you know, looking for example at, you know,
3 the agency we fund, do they demonstrate inclusiveness
4 in terms of their hiring practice? When we look at,
5 you know, the trust programmatic development, does it
6 have the level of diversity that when programs are
7 designed it is reflective of the community we serve?

8 So, these are just some of the areas that, you
9 know, I have an interest in. But I must say, I would
10 be disappointed if at the end of the day that this
11 conversation just become one from an academic
12 standpoint, and there's no direct action item backed
13 by the board and backed by the Children's Trust
14 funding.

15 So, hopefully as we get into further discussion,
16 I might be able to add more to the discussion, but
17 that is just my hope. Thank you.

18 MS. BUCHANAN: Thank you, Steve. And Steve, who
19 do you want to tag to share their vision next?

20 MR. HOPE: I would love to hear the chair's view
21 on this. Ken?

22 MS. KENDRICK-DUNN: Okay. Thank you, Steve.

23 MR. HOFFMAN: Right.

24 MS. KENDRICK-DUNN: Oh, you meant Ken. Oh, I'm
25 sorry.

1 MR. HOFFMAN: Oh, well we could tap the chair of
2 the committees, which is the --

3 MS. KENDRICK-DUNN: No, no, no.

4 MR. HOFFMAN: -- chair of this committee.

5 MR. ALI: No, the chair of the board Ken.

6 MS. KENDRICK-DUNN: Okay, Ken?

7 MR. HOFFMAN: I'll turn it over to you, Tiombe.

8 MS. KENDRICK-DUNN: No, no, no. You can go and
9 then --

10 MR. HOFFMAN: No, no. I said I will tag you
11 after this. I mean, first of all, I do want to thank
12 Tiombe and appreciate that were -- we've got this
13 forum and this format because I think this is very
14 helpful for what I thought the goals were.

15 And I will articulate, which is I'm thinking,
16 for me to be able to gain a better understanding as a
17 group of how we as board members, and of course as
18 individuals, can consciously and conscientiously act
19 together to ensure that the trust is acting in an
20 anti-racist manner.

21 And we've always had voices on the board who
22 have, you know, guide -- tried to guide us in this
23 but I think that this takes a little bit more
24 consciousness and a little bit more effort in what we
25 do. And with that, I will tag and turn it over to

1 Tiombe.

2 MS. KENDRICK-DUNN: Okay. Thank you. Okay.

3 So, let me just chime in here and I'll be succinct.

4 So as far as goals, one of the goals that I see is

5 our hope that we will be able to as a collective

6 group, conduct a root cause analysis which of --

7 related to some of the issues that we see as regard

8 -- in regard to race and oppression and

9 marginalization.

10 So we could just, you know, maybe kind of

11 solidify, you know, exactly why we see some of the

12 things that we see in society, so that would be one

13 goal.

14 The other goal is to -- or I guess vision, to

15 formally acknowledge the impact of structural and

16 systemic racism. You know, how those things impact

17 children and families and the institutions that serve

18 our children and families because I think, you know,

19 the Children's Trust is a -- an -- is like a

20 microcosm of just, you know, just our society.

21 So, just having a better understanding of the

22 impact of structural and systemic racism, oppression,

23 marginalization. And then as a vision, I'm hoping

24 that what we come up with as a collective group will

25 inform the work of all of our providers. Will inform

1 the work moving forward of all of our wonderful staff
2 at the trust.

3 And in regard to, you know, making sure that all
4 of our programs or organizations that we may fund,
5 acknowledge many of the issues that impact a lot of
6 our children and as it relates to the conditions that
7 they're in as far as society, whether it's dealing
8 with substance abuse or dealing with, I don't know,
9 being in foster care or whatever.

10 So -- but my vision is that what we are going to
11 do is going to inform, you know, the work that we do
12 as a trust. And then, I'll tag Pastor Dunn.

13 PASTOR DUNN: That was a good move. Good
14 afternoon, everyone. Certainly, we thank God for
15 this marvelous opportunity to share and thank God we
16 were able to vent quite honestly and transparently
17 previously in our first Ad Hoc Committee meeting.

18 I want to thank our chair lady and I want to
19 thank the Children's Trust as a whole, our chair and
20 everyone for even endeavoring to face this kind of
21 and have this kind of conversation.

22 If I may indulge just for a moment, please. I
23 was thinking this morning of my life. I grew up in
24 an area called Gladeview, which is in the same
25 neighborhood of Congresswoman Carrie Meek; that's

1 where I grew up.

2 However, I went to Holy Redeemer Catholic
3 School, which was a predominantly black catholic
4 school from K to eighth grade. Robert E. Lee and the
5 then Miami Northwestern where, you know Miami
6 Northwestern was predominantly black as well.

7 And from there, I went to an HBCU Central State
8 University, and then from there to Morehouse School
9 Religion in Atlanta, Georgia, the Interdenominational
10 Theological Center in Atlanta.

11 I'm not patting myself on the back. I just want
12 to give a little historical perspective. However, as
13 a child, I grew up Presbyterian. I'm really was a
14 Presbyterian as a child. My parents were both elders
15 in the Presbyterian church at the New Covenant
16 Presbyterian Church on 43rd Street in 12th Avenue,
17 here in Miami.

18 We had a marvelous and wonderful pastor by the
19 name of Dr. Irvin Elligan. Some of you may remember
20 that name if you've been in Miami long enough. He
21 was one of the first chairperson's of the community
22 relations board. A very even handed level temperate,
23 guy. I wish I was the guy -- I wish I was what he --
24 the guy that he was. I'm telling -- he was just so
25 smooth and calm and knew how to get along with

1 everybody.

2 Case in point. At that church, the church motto
3 was, "A church for all people." And what happened,
4 the people in the Allapattah area, when blacks
5 started moving in, there was white flight. This is
6 like in the mid-60s.

7 And there were a few who -- a few whites who
8 stayed around. And so, it was a very homogenous
9 relationship at that church. In fact, my deceased
10 baby brother had white godparents, by church order.

11 I mean, we used to -- so, I don't know anything.
12 I'm going somewhere. That's why I'm laying it out
13 like this. He had white godparents. We would go to
14 Bill and Helen Smith, who used to own Florida Filters
15 lived in Morningside when Morningside was very
16 exclusive.

17 And we would go over to Morningside many nights
18 and have dinners over there and it was like family.
19 I mean, I can't make this stuff up. And I can
20 remember, one summer there was some type of culture
21 or racial exchange and some Asians, some people came
22 over from -- some Asians came to -- and they stayed
23 in our home and I can remember my mother getting her
24 best china out and us -- and we -- we were able to
25 eat grits on her best china at night for breakfast

1 and -- I mean it was just amazing.

2 And so, I said all that to say hatred, racism,
3 bigotry, superiority, all those are learned
4 behaviors; they're taught. They're taught, they're
5 learned. And so, I believe maybe if the Children's
6 Trust would stay true to our charge to primarily deal
7 with children, what are the prospects of us being
8 able to put together some type of deliberate
9 cultural, racial exchange program.

10 Now I don't know how that's -- I don't know what
11 that looks like, and I don't know how that will be
12 hashed out but, you know, politics did a lot for me
13 here in Miami-Dade County because I've been very
14 vocal for the past quarter of a century on racial
15 issues.

16 But at the same time, in looking at a person
17 who got appointed twice by a majority Cuban Americans
18 to be able to serve on the City of Miami Committee.
19 That's unheard of. Two times, in 1996 and in 2010,
20 when both times there was no African American
21 representation.

22 It took three Cuban Americans and one Anglo to
23 support me to get the appointment. And so -- and
24 I've been in it. It wasn't because I was, you know,
25 quiet or just kind of went along to get along. No, I

1 was very vocal on on racial issues for African
2 Americans.

3 And one of the things that I -- and I still
4 cherish that today. I cherish all of my
5 relationships. And I gotta tell you, some of my
6 relationships with Cuban Americans and Anglo
7 Americans, and I'm not just saying it to patronize
8 anybody right now, are better than some with my -- of
9 my own African American brothers and sisters.

10 I live in Liberty City right now. I live in
11 Liberty for the last 25 years, and some of my
12 relationships are better with Cuban Americans and
13 Anglo Americans and other ethnicities than sometimes
14 even with my own ethnicity.

15 So, I believe there's something that we need to
16 look at. How -- maybe, if we could develop some kind
17 of program. I don't know, I don't know what that
18 looks like. I'm not the expert of starting our
19 children out young.

20 The Bible tells us, "Train up a child in the way
21 that he should go, and when he is old it shall not
22 depart from it." So, I believe that we've got to be
23 deliberate and intentional about this.

24 We can talk about it, we could talk all around
25 it, but I think if we can create some kind of

1 situations where we can bring costs, cross
2 culturalization, and cross racialization efforts, I
3 believe that could help in the development of helping
4 to alleviate some of the hatred and racism that
5 people are taught.

6 MS. BUCHANAN: Well, thank you so much for
7 sharing your perspective and your suggestions, Pastor
8 Dunn. I think we're going to move on to the next
9 phase of our conversation, and I want to turn it over
10 to Tiombe to share a little bit briefly about her
11 personal why which I think is important.

12 Often times, we forget that these conversations
13 can happen, you know, on a stage or in a zoom call
14 and we're somewhat divorced from the personal lived
15 experience.

16 I know Bryan Stevenson, I'm sure most of you
17 have seen just Just Mercy. He's spoken quite often
18 at the American Bar Association and the last time I
19 heard him speak and wrote -- and he says this in his
20 book is that we have to be proximate to the problems
21 that we seek to solve and it's through that proximity
22 that we're able to really understand the work that we
23 need to do and feel more invigorated and motivated to
24 really make things change.

25 So Tiombe, before I turn it over to you, I just

1 want to elevate because we didn't get to hear from
2 everybody. I took note of who we heard from, so for
3 those that didn't speak, in the next phase we want to
4 make sure to hear from you all, eventually through
5 this conversation.

6 But there's a couple of themes that arose from
7 the shared -- from the vision for this work. One of
8 which is this concept of accountability. So, let's
9 talk more action. How are we actually going to
10 create a system of accountability so that what we say
11 we're going to do is actually done.

12 The second thing is facing racism and systemic
13 inequity head on. So, not just kind of sugarcoating
14 or dancing around the problem but having real honest
15 -- honesty in our dialogue, so there's honesty in our
16 outcomes.

17 The third -- and I'm not going to be able to hit
18 on all of them, but the third major one that surfaced
19 was to Pastor Dunn's point, opportunities to shift
20 culture through experiential and educational
21 platforms.

22 Some of you don't know this about me, and I
23 didn't mention at the beginning, but one of the
24 things that I do is I take high potential black and
25 brown youths to Africa every year as part of an

1 experiential leadership development program and one
2 of the things that you see is, that the stateless
3 nature of their psychological identity shifts when
4 they're on a continent where those in leadership and
5 those with the power and influence are who they're
6 interacting with.

7 And so, to that point perhaps one of the
8 outcomes of our blueprint through a series of
9 conversations may be the opportunity for more
10 experiential learning.

11 And the last thing is deliverables. Actionable
12 deliverables. So again, not a lot of talk about a
13 whole lot of action, so Tiombe, if you want to just
14 very briefly give a little bit more context to your
15 why.

16 Less the kind of mechanics of the vision, but
17 you personally. Why this matters to you before we
18 start getting into the work portion.

19 MS. KENDRICK-DUNN: Yes. Okay. Thank you,
20 Leigh-Ann, and thank you everybody that shared so far
21 their thoughts on vision -- on their vision and
22 goals.

23 So, I wanted to just start by saying there's an
24 African proverb that says that if you want to know
25 the end, you have to focus on the beginning. And the

1 moment that I read that, it has always stuck with me
2 because I have a huge understanding of if you want to
3 know how things are going to end up for an individual
4 or a group of people, then you have to know how
5 things looked at the beginning.

6 So with that said, I want to mention that this
7 conversation that we will be having will be different
8 from what we are all used to having, especially among
9 The Children's Trust.

10 My life experiences as an African American has
11 been very painful, but I also would be very remiss if
12 I didn't say that along the ways I've also had --
13 I've also experienced some joy.

14 But during my lifetime, I have bore witness to
15 the consequences of systemic and structural racism,
16 oppression, and marginalization and I have had to
17 watch how this has impacted many individuals, but
18 most painful for me is to watch how these things
19 impact children -- and children and families because
20 I never want to separate children from their family.

21 And so for me, it's a big deal because I think
22 every human being regardless of what they look like
23 have, you know, -- if life is given to them, that
24 they have a right to be able to reach their full
25 potential, and there should be absolutely little to

1 no barriers in their way from realizing their
2 potential.

3 And that has not been the case for people of
4 African descent in this country. So, I just wanted
5 to -- I want to say that's probably the biggest
6 piece. And it's not just African American, but you
7 know, I want to say the same for our indigenous
8 brothers and sisters and our Hispanic and Latino
9 brothers and sisters and those regardless of race who
10 experience economic marginalization, but in
11 particular, African American people in this country
12 have suffered.

13 So this is important to me because I do want to
14 see this change for children. So, it can be a change
15 I think, in our county and our city and then in our
16 country. So, that's -- and the last piece is, you
17 know, I have to say that, you know, that I do have
18 some fears. Kind of what Leigh-Ann was sharing, that
19 people are wanting things to be action -- wants
20 action and less talk.

21 And so I have that same, you know, kind of fear
22 because for me when it comes to things like this, in
23 the past -- I'm not talking about The Children's
24 Trust, but in our society. That's what you usually
25 see. A lot of lip service paid, but not a lot of

1 action.

2 And so I guess in a way, you know, I'm allowing
3 myself to be vulnerable here. I am, one of the
4 leaders, you know, in this forum and in this space,
5 and so, you know, it's going to be incumbent upon
6 myself and of course, all the rest of us to make sure
7 that we are going to be held accountable for this.

8 MS. BUCHANAN: Thank you, Tiombe. And I
9 appreciate that last point about vulnerability. I
10 think if we want this process to be effective, we
11 collectively need to get a little bit vulnerable,
12 which is so uncomfortable, and it's so not what we
13 want to do but it's what we need to do.

14 Be honest about our fears that perhaps this
15 process won't work, because then we know where we're
16 starting from in terms of expectations. And I think
17 it's important for us to make some agreements around
18 being radically transparent because to the point that
19 was made at the beginning by many of the folks that
20 shared their vision for this work is we're not new to
21 this table.

22 It's not like these conversations haven't been
23 happening for forever, really, and in this context,
24 perhaps even with this organization, and so I think
25 collectively, we all need to decide whether or not

1 we're going to ensure that this process is different.

2 My role is to help facilitate. My goal is by
3 the end of these conversations, and maybe we add more
4 if we need to, we will have a conceptual blueprint.
5 What I really like to focus on is strategy, and so we
6 will have a conceptual blueprint around how racial
7 equity, diversity inclusion and social justice is not
8 just lip service, but really baked into everything
9 that the trust does.

10 From its funding decisions to its interactions
11 with staff, to the goals of the board members. How
12 do we make sure that it becomes a cultural shift
13 within the organization and that's kind of the goal
14 of where we ultimately want to end up.

15 And cultural shifts don't happen overnight and
16 that's why it's a blueprint. It is a blueprint for
17 the organization, and you all to continue to refer
18 back to, to continue to refine, to continue to use as
19 a benchmark and revisit as needed.

20 But it will hopefully give us a great foundation
21 that focuses on elevating the importance of racial
22 equity. So really quickly before we get into the
23 fun, fun stuff, Vivianne, if you want to just advance
24 the slide. Thank you.

25 So there's two pieces of information that I just

1 wanted to share. We're not going to dig too deep
2 into it today, but I think it's important for us to
3 keep in mind and Tiombe you referenced this a little
4 bit in sharing your perspective.

5 You can probably not see much of the text. I'm
6 -- I actually can't see much of this text, but I
7 think it's indicative of an important point that we
8 should all keep in mind.

9 So, there are dozens and dozens of cognitive
10 biases that shaped the way we think, the way we
11 interpret and process information, the way we behave,
12 and even the way we evaluate conversations like this.

13 And so I bring this slide up. It's a cognitive
14 bias Codex. You can find it online. There's a
15 really great book that I highly recommend by a
16 gentleman named Rolf Dobelli called, "The Art of
17 Thinking Clearly," and in it he talks about 99 of
18 many cognitive biases that really impact your
19 decision making process.

20 For those that are psychologists, you know,
21 this. There's a part of your brain called the
22 reticular activating system that is really the --
23 it's kind of like the filter, right? And these
24 biases act on that filter for how we process
25 information. So, we all need to be aware of this

1 because we all have biases.

2 How we show up in this conversation, in this
3 work, and even in the vision value setting work that
4 we're about to do, we must understand that we have
5 biases that are acting on our behavior.

6 And so the more we're aware of them, then the
7 more we can account for them and, and try to design a
8 process that is not driven by biases but is more
9 aware that biases exist.

10 Importantly, there's implicit bias that we've
11 been having a lot of conversation about in the media,
12 in the news, even among this committee, the role that
13 implicit bias plays. And it's kind of sneaky.

14 It's very hard to see where implicit bias is
15 acting in terms of even the funding decisions or even
16 the way we respond to comments, even the way that we
17 respond to each other, and so being aware of the role
18 of biases is important.

19 Vivianne, if you want to go ahead and advance
20 the slide. The next one I wanted to share, and we're
21 not going to dive too deeply into it, but I think
22 it's really illustrative of where we actually want to
23 focus our efforts. And so this is something you've
24 probably seen on social media, a lot of people use in
25 presentations, but it is this triangle of white

1 supremacy.

2 And white supremacy is not necessarily a
3 terminology that's designed to be an attack against
4 people that are white. It's really an understanding
5 that the systems and structures in this country were
6 designed not to benefit people that were not white.

7 And it's just kind of the foundation where when
8 we're talking about racial equity. If we can
9 acknowledge that fact, then it's very hard to
10 dismantle and identify where racism is -- has been
11 systematized in the law. They say, "de jure," is --
12 it's where it has become institutionalized.

13 And our goal, I hope collectively, is to look at
14 where does institutional racism manifests itself as
15 it relates to the outcomes, welfare, and educational
16 and life opportunities of the youth in this county,
17 right? And so, being aware that everything above the
18 line, that's just the tip of the iceberg, right?

19 There's so much more that are manifestations and
20 what we're focused on, which is the covert white
21 supremacy that we want to be aware of because there
22 -- it's really hard to identify but, you know, things
23 like even the school to prison pipeline, for example,
24 which is one topic of conversation.

25 That's a disproportionate referral of black and

1 brown youth to law enforcement. And referral could
2 be something as simple as over disciplining. It
3 could be something as simple as not having
4 representation at the point of out of school
5 suspension, for example.

6 So we want to keep that in mind, and so I bring
7 up the importance of implicit bias and the role that
8 white -- that supremacy and systemic racism plays, so
9 that we can use that to inform our thinking.

10 Vivianne, if you want to advance to the next
11 slide.

12 MR. HINCAPIE: Leigh-Ann, can -- I have a
13 question.

14 MR. BUCHANAN: Yes. Go ahead. Jump on. Jump
15 on it. Everybody feel free to jump in whenever you
16 want.

17 MR. HINCAPIE: So, when you were speaking you
18 mentioned that, that one of the things that we want
19 to look is a culture shift or a paradigm shift. I
20 have a question for the Children's Trust. Is there
21 systemic racism at the Children's Trust?

22 MS. BUCHANAN: Nelson, I'm never surprised that
23 when you when you bring up a question, but that's an
24 important one. I don't know if the folks on the line
25 are prepared to answer that. So I don't want to, I

1 don't want to put them on the hot seat.

2 But I think what's important is -- that is a
3 question we need to use to inform our work. If
4 that's a way to kind of make sure that we don't lose
5 sight of it. That part of what we're -- what our
6 outcome of these conversations, this action plan,
7 this blueprint will be, can we surface out where
8 systemic racism may or not be evident in the
9 operational structure of the trust, as well as the
10 funding structure, and the way that it interacts with
11 different entities. Does that work for you, Nelson?

12 MR. HINCAPIE: That it -- it does, but I also
13 have some questions about some of the -- on the
14 pyramid in terms of some of the socially acceptable,
15 quote unquote, covert white supremacy. Specifically,
16 the spiritual bypassing, the paternalism, the denial
17 of white privilege, you know, even the Make America
18 Great Again.

19 I, you know, I just want to understand and I
20 love what Pastor Dunn said, and I always follow his
21 lead and Pastor Dunn, you're not -- you may not be
22 Pastor Elligan, but you're definitely, you know, one
23 who I certainly admire.

24 And what I want to see is, how is this, what
25 we're doing, going to improve the lives of the

1 children who we are tasked with serving and just
2 improving their lives.

3 And that's why I asked the question about, you
4 know, about the systemic racism at, you know, at the
5 Children's Trust because I think that that's where it
6 needs to start, and, you know, and then we can move
7 forward.

8 MS. BUCHANAN: Excellent. I think that's a good
9 point.

10 MS. KENDRICK-DUNN: So, can I jump in just a
11 little bit to see if I can maybe try to give a
12 response? But I'll make sure to keep it brief.

13 MS. BUCHANAN: Yeah, Tiombe. Go ahead.

14 MS. KENDRICK-DUNN: So I wanted to say, Nelson,
15 that in reference to your questions -- so, I want to
16 say that I think the perspective that maybe we could
17 consider looking at it from is that the Children's
18 Trust provides funding that helps to service many
19 children in our community that do experience -- and
20 the children and or their families that may
21 experience marginalization, oppression and racism.

22 Or you know, there are definitely -- they are
23 intermingled in between some of the institutions and
24 structures in society that may that may relate to
25 these experiences. And so, I think at the end of the

1 day, and not getting into like if the Children's
2 Trust is -- I think you used the term if they're
3 dealing with -- oh, gosh, like being racist or how --
4 the way that you termed it but looking at a much
5 broader sense.

6 A lot of the issues that many of our children's
7 and family deal with, even something Like foster care
8 system, right? Understanding that some of the
9 structures and oppression and marginalization and
10 things like that in our society, how does that play
11 into the fact of the number of children in foster
12 care or the number of children that are living in low
13 income housing, and then looking at the disproportion
14 -- the disproportionate number.

15 So you're kind of -- we're looking at a broader
16 sense of society because our county, our city, is
17 just is just a microcosm of the bigger picture of
18 what the United States -- like the different cultures
19 of the different things that people experience.

20 If you, Nelson, were to pull data from most of
21 the major urban cities in this country, New York
22 City, Chicago, Illinois, Boston, Massachusetts,
23 Detroit, Michigan, Los Angeles, California,
24 Patterson, Newark, New Jersey Patterson, too, but I'm
25 just giving an example.

1 If you were to pull some of the data from those
2 same places, and look at some of the issues that are
3 happening in public education and the school to
4 prison pipeline, and the number of children that are
5 black that are involved in the Department of Juvenile
6 Justice, or the number of black people in those
7 cities that are low income -- and the list can go on;
8 health disparities, blah, blah, blah, you're going to
9 see that there is definitely a trend.

10 So that lets us know that we're dealing with
11 something systemic. Not like putting a blame on a
12 particular organization or a person, but we're
13 looking at our society as a whole, and that you're
14 going to see.

15 So when you see that that trend and that pattern
16 in one country or across many major urban cities with
17 the same demographic of people, then you know that
18 there's something systemic going on.

19 At least that would be the theory. So that's
20 what I wanted to just -- I hope that helps a little
21 bit.

22 MS. BENDROSS-MINDINGALL: Hello?

23 MS. BUCHANAN: Yeah. That is --

24 MR. HINCAPIE: Yeah, somewhat.

25 MS. BENDROSS-MINDINGALL: Yes. This is Dorothy

1 Bendross-Mindingall.

2 MS. BUCHANAN: Yes, Dorothy. Feel free to jump
3 in.

4 MS. BENDROSS-MINDINGALL: I do appreciate it. I
5 thought I was going to be tagged, but I was not so --
6 I'm going to have to jump in.

7 I'm representing Miami-Dade County Public
8 Schools. I've listened to a lot of the comments, and
9 of course, I keep hearing the work education so I
10 want to just say, last month I passed a piece of
11 legislation, the number H-9.

12 It has gotten quite a lot of conversation and
13 feedback on what was meant by that item. I'm not
14 going to go into that because as someone said
15 earlier, we need to do some research and then you can
16 draw your opinions, your opinions and conclusions.

17 But H-9 item passed by Dade County Public
18 Schools, eight board members to one who did not feel
19 that it was needed, felt that we were doing quite a
20 bit to bridge the gap, of course, between children of
21 color and others, but I passed that item. I
22 proffered that item because I knew it was needed.

23 Growing up in Miami, having some of the same
24 experiences as Reverend Dunn and others, I knew it
25 had not changed drastically. There have been

1 changes, why? because as a school board member, I
2 serve the same community that evicted my family and
3 34 others, during the time that they were building
4 schools in what is now called Allapattah. At the
5 time we were evicted. It was called Railroad Shop
6 Colored Addition.

7 And why I mentioned that is because they were
8 evicting us so that, again, they could build schools.
9 While the very same school system that evicted us is
10 a school system that I serve on the board, very, very
11 proud, not laying any blame but it was not necessary
12 that they did that, but they did it. It was what it
13 was.

14 So the item passed, as I said, the staff will
15 bring back a report August 12th in August 12th's
16 board meeting. I'm sure their responses and how they
17 put this together will be helpful for all because one
18 of the directives that I've asked of the
19 superintendent is that we pull together a group of
20 children, a task force, so that we can hear from
21 them.

22 Some of their responses and thoughts I know will
23 be helpful. We're talking about children all day and
24 we know that hate and other behaviors are taught.
25 We're working on this as we speak. Some of our

1 brightest teachers have started meeting with
2 children, getting their ideas and making sure that
3 they are heard.

4 So speaking from that perspective, I just know
5 we need to give this these opportunities to the
6 children and since the Children's Trust works with a
7 whole lot of our children, I believe some way we can
8 partner and not have to reinvent the wheel.

9 So we need to create the opportunity so we can
10 have open conversations that will benefit, but we're
11 looking at diversity and inclusion. We have to have
12 many speaking engagements, but we have to hear from
13 other -- from everyone.

14 Last point, our rookie Teacher of the Year, has
15 been quite open with articles in the Miami Herald and
16 of course being interviewed by WLRN, and she is
17 proposing a proffering offering an opportunity for us
18 to hold a town hall meeting.

19 There are many ways we can approach this, but as
20 someone said earlier, what do we do after this?
21 What's our next step? I will not take up any more
22 time on this issue, but I will probably come back in
23 at another time. Thank you very much for listening.

24 MS. BUCHANAN: Thank you very much. I think
25 you've shifted us a bit forward in our conversation

1 to talking about the what. One of the things that I
2 was going to have you do is, and Dorothy, if you want
3 to go ahead and start thinking about who you want to
4 hear next.

5 The question that I'd like for us all to be able
6 to answer, and you can do it in a variety of ways,
7 and we want to try to keep each comment brief so we
8 can hear from as many of the committee members as
9 possible.

10 So, try to keep it to 30 to 45 seconds or so in
11 your comments, is what platforms can we activate to
12 support racial equity, diversity and inclusion?
13 Because we've talked a little bit about why we're
14 here, why it matters. Why this work is important,
15 but separately, we need to begin to think about what
16 are the specific platforms that the trust has access
17 to that we as committee members have access to, that
18 can be activated.

19 And so, the first one on the table is school
20 board member, Dorothy Bendross-Mindingall says, "We
21 -- the platform she says we need to activate is the
22 children, the very beneficiaries of this work. We
23 need to hear from them perhaps in the form of a task
24 force, perhaps in the form of something else, but we
25 need to activate the children.

1 Tiombe, do you want to go ahead and tag someone
2 else to share what other platforms they think we
3 should be activating?

4 MS. KENDRICK-DUNN: Yes. Dr. Bagner. Is he on?
5 I have cam -- I'm trying to see if I can see
6 everybody.

7 MR. BAGNER: I am here. Thanks, Tiombe.

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

9 MR. BAGNER: I'll be brief. Great question. I
10 do want to back up quickly as it relates to this. I
11 think what Nelson raised; the question is there
12 systemic racism at the trust?

13 I would say that's the wrong question. I would
14 say that, of course, that is kind of similar to what
15 Tiombe was saying. Of course, there's systemic
16 racism at the trust. We know it's widespread. We
17 know it's everywhere.

18 And so I think the question really becomes, what
19 is the systemic racism at the trust? What does it
20 look like and then that can help us figure out how to
21 address the issues that we know exist.

22 You know, I think in addition to hearing from
23 the children and education, like Tiombe, I'm a
24 psychologist so I think mental health is a really
25 important area to address. We address a lot of it in

1 -- at the trust.

2 But we also know in the mental health field that
3 black and brown kids are at extremely greater
4 disadvantage and higher risk for all the mental
5 health problems that we deal with as psychologists.
6 And so I think, I think addressing that would be
7 important.

8 MS. BUCHANAN: Thank you. And think about who
9 you want to tag, but before you go ahead and tag
10 another one of your fellow committee members -- and I
11 just want to elevate that Pamela says that funding is
12 also a powerful platform that we need to keep in
13 mind. And Dan, do you want to go ahead and tag?

14 MR. BAGNER: I will tag Karen.

15 MS. WELLER: Okay. That's a very good question
16 as to the platform, but I think the Children's Trust
17 as a trust is really a great platform.

18 So just because of the fact that as Pam wrote
19 that we do provide funding and people will listen. So
20 I think that that's something that we -- where we can
21 use it.

22 But I think the answer about systemic racism, we
23 were asking if that was at the trust. I think it's
24 in all of the organization's because it's so
25 prevalent and I think it's really something that we

1 don't talk about.

2 So I think if we even look at our own biases,
3 you know, it's they -- even acknowledging that, that
4 is, is not just the trust, it's everywhere, okay.

5 So I'm sure, you know, that would be something,
6 but I do appreciate the fact that this body is
7 looking to do something. So I would think that a
8 platform that the trust can take as a leadership is
9 to have other professionals really start looking at
10 this.

11 MS. BUCHANAN: Karen, if my -- if I hear you,
12 it's looking at perhaps an interdisciplinary or
13 multidisciplinary platform that's not just the trust,
14 but all of those fields that intersect around the
15 issues of systemic racism. Is that a good
16 restatement?

17 MS. WELLER: That's a very good statement
18 because I think the trust is made up of a great deal
19 of the professional platform.

20 You have healthcare, you have the social
21 workers. You also have justice. I mean, it's very
22 well rounded, but I think just being able to have
23 more multidisciplinary people, it would be a great
24 platform.

25 MS. BUCHANAN: Excellent. Now who else do you

1 want to bring into this conversation to share very
2 briefly what platforms they believe we should be
3 activating?

4 MS. NEIMAND: Can you tag me? This is Susan
5 Neimand.

6 MS. WELLER: I can tag you.

7 MS. BUCHANAN: I love that approach, people.

8 MS. NEIMAND: So I am the Dean of the School of
9 Education at Miami Dade College, and we -- I oversee
10 teacher training. And so I'm the other half of the
11 coin from our school board person.

12 And we recently, at Miami Dade College, looked
13 at our conceptual frameworks for the program and two
14 of our frameworks happened to be social justice and
15 equity.

16 And we just went through every one of our
17 syllabi, and I'm not talking five syllabi, I'm
18 talking close to 60 syllabi, and looked to see that
19 those two pillars upon which our program are built,
20 are actually there.

21 And I think if you begin to infuse this into
22 teacher training, and this is the way that teachers
23 think, that teachers think that all children can
24 learn, but that really has to be in your core, and
25 that's what we did not just one pillar, but two

1 pillars.

2 And the evidence that we really do believe this
3 is, we send our interns to some of the most
4 challenged and delicate schools, whereas other
5 programs do not because we believe that our students
6 need to give back to our community and back to the
7 children.

8 And so teachers are an important platform, but
9 not besieging and beleaguering them with more
10 information and more requirements but threading it
11 through everything that they do when they're being
12 trained, and that's what we do at the college.

13 MS. BUCHANAN: Excellent. Susan, we have time
14 for one more person before we jump to the next
15 question. Who do you want to tag to share their --
16 what platform they believe we should activate?

17 MS. BENDROSS-MINDINGALL: Is Marissa here?
18 Marissa --

19 MR. HOPE: Is retagging allowed?

20 MS. LEICHTER: I'm here.

21 MS. BUCHANAN: Marissa, go --

22 MS. BENDROSS-MINDINGALL: Because of the work
23 that you do, I would want to hear from you. So
24 that's why I tagged you, Marissa.

25 MS. LEICHTER: Well, you know, I was actually

1 thinking when you were speaking, it made me think of
2 the judicial system. And that's the system that I've
3 had the most -- because I -- you -- I had an ah-ha
4 moment when you were speaking and, you know, to look
5 at your practices in academia.

6 And I apologize, I don't have the best reception
7 where I'm at. So if I go in and out, I apologize. So
8 I think, you know, this question -- the question was
9 a little confusing.

10 I didn't know if you wanted us to specifically
11 address it as a member of the board of the Children's
12 Trust or more, you know, from our discipline of where
13 we, you know, our professional --

14 And I definitely think, you know, in child
15 welfare, you can look at the statistics and the
16 disproportionate amount of children in care who, you
17 know, are African American, you know, and how we do
18 address that either through different programs or you
19 know, it's a platform.

20 The judicial system is a platform. I don't have
21 all the answers of how to go about making it more
22 equitable. But just like Dr. Neimand comes from, you
23 know, academia, I come from another system that is
24 also meeting a lot of -- that's broken in this realm.
25 I don't have the answers, but --

1 MS. BUCHANAN: Thank you, Marissa. Good
2 question -- conversation. Just one quick second is
3 we don't have the answers. That's why we're having a
4 series of conversations. But if we don't start it
5 with maybe a different lens, we won't actually be
6 able to get to the answers. And I know somebody was
7 jumping in. I can't quite see who it is because --

8 MR. HOPE: This is Steve.

9 MS. BUCHANAN: Okay, Steve.

10 MR. HOPE: My apology. I know I had a chance to
11 speak before so I'll try to be short. One of the
12 things over the last six weeks that we saw is that a
13 lot of the changes that are taking place was as a
14 result of a lot of youth activism throughout the
15 country.

16 And I think they have been the major change
17 agents. Some of us may disagree with some of the
18 things that have occurred, but a lot of the changes
19 that has occurred has been because of young people's
20 engagement and awareness, and as a result have
21 captured the attention of corporate America.

22 And I think that we can build upon that from the
23 trust standpoint maybe in funding a leadership
24 program that bring teenagers together with a very
25 structured curriculum that is geared towards bringing

1 greater understanding of inclusion.

2 I think that, you know, most of us after a
3 certain age are entrenched in our beliefs. I think
4 the younger minds are the ones who are basically
5 going to be the future and I think they have
6 demonstrated the ability to bring about change.

7 You've seen it in Parkland. You've seen it over
8 the last six weeks. And I think that the trust
9 putting money behind a leadership program that is
10 geared towards molding the kind of leaders we would
11 like to see for the future, would be a very good
12 investment. Thank you very much for the time.

13 MS. BUCHANAN: Thank you, Steve. And you
14 actually were the perfect segway to the next set of
15 questions. So I'll use what you just said to
16 illustrate very briefly.

17 We'll just take about three to four minutes to
18 jump around and hear from folks on the committee,
19 which is -- often times, we talk about the why, the
20 what, but very rarely do we zoom out and think about
21 the characteristics and attributes that best describe
22 who we serve.

23 So Steve, to your point, you talked about youth
24 activists, and if I had to elevate some of the words
25 that you use to describe their characteristics,

1 changemakers, leaders, boldness.

2 Those will be some of the characteristics of who
3 you believe we are serving and we ought to be
4 serving. So I want to use as an example -- Tiombe,
5 I'm going to go to you to just kick this next round,
6 and we'll hear from two or three people.

7 But what are the -- what are those fundamental
8 characteristics that best describe who we serve? It
9 could be aspirational like Steve says, which is
10 changemakers leaders, very bold, engaged.

11 But it could also be, if you think about some of
12 the youth that feel marginalized, scared, not
13 supported, fearful. So I want to just use some, some
14 very basic terminology. You don't have to speak in
15 paragraphs, but just give one or two kind of
16 adjectives to describe who we serve. And Tiombe, I
17 want to start with you, if you wouldn't mind.

18 MS. KENDRICK-DUNN: Yes. I want to say the
19 first one would be marginalized. And I know like,
20 you know, what Steve said about like a leadership
21 program, but usually when we have children in
22 leadership programs, they usually are the ones that
23 make all the A's and they're, you know, at this
24 school and have high GPAs.

25 But we're not pulling those kids. We're not

1 going over to the Department Juvenile Justice and
2 pulling those kids out or maybe bringing out some of
3 the kids in foster care.

4 So let me just say, marginalized would be one,
5 and then you said two. The other would be oppressed
6 because I know they're -- that -- I mean, I know
7 there's some similarities, but they're two different
8 things.

9 MS. BUCHANAN: Do you want to go ahead and tag
10 very briefly to share one or two words that describe
11 the "who" we serve? Tiombe, I think you're still on
12 mute.

13 MS. KENDRICK-DUNN: Okay, Lori Hansen. I'm
14 sorry.

15 MS. BUCHANAN: Okay. Lori, are you with us?

16 MS. HANSEN: I think we -- can you hear me?

17 MS. BUCHANAN: Oh, yep. Yep, Lori, go ahead.

18 MS. HANSEN: Sorry. So, I'm not sure Tiombe, if
19 you're looking for, like, the description of our
20 participants in programs?

21 MS. BUCHANAN: It could be either. It could be
22 the participants, it could be this -- the end
23 student, the end children. It could be even the
24 organizations we work with. What are some of the
25 characteristics that describe who we serve?

1 MS. HANSEN: Diverse.

2 MS. BUCHANAN: Uh-huh. Excellent. And then I
3 just want to lift up before we shift quickly to the
4 next question. In the chat, you know, Dan says,
5 "Vulnerable children and families." Pamela says,
6 "Dynamic learners and full of promise," so we're not
7 -- we're asset framing not deficit based assumptions.

8 So the reason why I wanted to elevate this
9 exercise and you all have kind of the PowerPoint you
10 can continue to do that on your own, is just to
11 highlight that the words we use often represent the
12 values that we ascribe to who we serve.

13 And so beginning to understand that how we begin
14 to think about our beneficiaries, our constituents,
15 these youth, start with the words that we use to
16 describe them. Very briefly for the last five
17 minutes or so, before we hear from our process
18 observers, I want to -- and we started to get into
19 this part of the conversation, but add some room for
20 a couple more folks to jump in.

21 Vivianne, if you want to just shift to -- the
22 last slide, is -- to the next slide rather, is this
23 conversation of how do we want our partners, team,
24 and stakeholders to feel when they interact with the
25 trust, because we talked a little bit about the how

1 we should be serving.

2 But how do we want, you know, the kids, the
3 funding partners and the board members and the staff
4 to feel when they interact with this organization?

5 Tiombe, I'm going to kick it over to you to kick
6 us off, and we'll hear from about two to three people
7 in the time we have left.

8 MS. KENDRICK-DUNN: Okay. So, I'm going to say
9 empowered. I think I would want all of our partners,
10 teams, and stakeholders to feel that our
11 organization, the trust, can empower them to reach
12 their potential.

13 MS. BUCHANAN: Excellent. Who do --

14 MS. KENDRICK-DUNN: Okay. Let's see. Who do I
15 want? I'm looking, I'm looking. Let's go with --
16 oh, goodness. I lost the name. Sorry, this -- my
17 little thing is going crazy here. Let's go with Ms.
18 Ritchie. And I'm always interested in the staff too,
19 so.

20 MS. RITCHIE: Could you repeat the question,
21 Tiombe?

22 MS. BUCHANAN: How do we want people to feel?
23 So either staff, partners, team, youth. How do we
24 want them to feel when they interact with the trust?

25 MS. RITCHIE: Well, I would say we want them to

1 feel that they're, they're heard, right? That their
2 voice has power and that they're included. And it's
3 not just that we are giving sort of lip service,
4 they're giving lip service, that we are listening and
5 taking that information and using it to guide you the
6 programming that we deliver in the community.

7 And I think it's also very important that we
8 have youth voice because we deliver our services to
9 many youth. And it's important that we listen to what
10 they are saying and the experiences that they're
11 having so that we are informed by the community.

12 MS. BUCHANAN: Excellent. I also want to hear
13 from a couple folks that we haven't heard from quite
14 yet. Mark, are you with us?

15 MR. TROWBRIDGE: I am with you. How are you?

16 MS. BUCHANAN: Good. Thank you for joining in.
17 So, just give us a couple of words on how do we want
18 people to feel.

19 MR. TROWBRIDGE: I think I want people to always
20 feel that their voice matters, that they're respected
21 in their thoughts, and that they are safe in sharing
22 what is on their mind.

23 MS. BUCHANAN: Excellent. Mark, who do you want
24 to go ahead and tag in?

25 MR. TROWBRIDGE: I'm going to go with Rachael.

1 MS. BUCHANAN: Rachel, are you with us?

2 MS. SPECTOR: I am. Sorry. Can you hear me?

3 MS. BUCHANAN: Yes, we can hear you.

4 MR. TROWBRIDGE: Yes.

5 MS. SPECTOR: Okay, sorry. I was looking for
6 the mute button. So thank you, Mark. I would
7 basically agree with Bevone. I think that the work
8 that we do is so important, and I feel like we make a
9 lot of decisions. Me, particularly around the early
10 childhood space.

11 And so, I feel like it's so important to listen
12 to our constituents, if you will, the people that we
13 serve the, children and families that we serve, the
14 early learning community that we serve. And really
15 to not make assumptions about the needs of our
16 community but take the time and really understand.

17 And I really like the -- what you mentioned in
18 the beginning, Leigh-Ann, about being proximal to the
19 work that we're doing. And so, I think spending time
20 in the environments and the communities is also
21 something that we should be pretty intentional about
22 as well.

23 MS. BUCHANAN: Excellent. And I just want to
24 elevate in the chat. We've got a very active chat.
25 So, thank you for all of you that are jumping in.

1 Pastor Dunn is saying that -- I hear that we
2 need to be respected. Marissa says included. Pamela
3 says safe. Tiombe retweets and seconds that idea of
4 safety.

5 I don't know if we talk a lot about
6 psychological safety, but a lot of times before we
7 get into action plans and programs, we need to think
8 about even whether or not we're creating spaces for
9 psychological safety.

10 And just elevating what many of you all said,
11 there's some common themes. It's about being heard,
12 being included, being respected, and it's something
13 my mom has always said that you need to move through
14 the world with the idea that everybody has an
15 individual sign on their forehead that says, "Make me
16 feel valued, make me feel seen, make me feel heard,
17 and make me feel respected."

18 And so that same approach is perhaps the lens if
19 I hear from you, of how we want to do this work. I
20 think often times we get into the nitty gritty of,
21 okay, what's the action plan? What are the
22 processes?

23 And we don't take an opportunity to zoom out and
24 say, "Before we design, let's understand how we want
25 people to feel as the end user of the design of our

1 programs, of our deliverables, of our blueprint.”

2 And so, that's really why I wanted to kick off
3 our first conversation by kind of getting back to
4 basics. Vivianne, if you want to just advance to the
5 next slide.

6 There's a little bit of homework for all of you
7 to do on your own time because we didn't get a chance
8 to do it all today, which is just taking some time in
9 reflection to think about some of the foundational
10 questions.

11 For those that are journalists, you know, the
12 what, the why, the who, the how. These are
13 foundational questions, but instead of writing like a
14 dissertation, just pick five words just as we did
15 this exercise as a group today.

16 What are the five words that best correspond
17 with each of the questions that we went through?
18 Because obviously, we didn't have time to hear from
19 everybody, but I wanted us to kick off this exercise
20 so that when we when we come back for our next
21 session, you will have had a chance to have some
22 guided reflection.

23 A little bit of contemplation around how we go
24 deeper into the conversation. Vivianne, if you want
25 to also just go to the next slide because I

1 definitely want to make sure that we leave room for
2 our process observers to give us a little bit of
3 feedback.

4 So where we envision -- and this process is
5 really -- it's very much driven by our conversation.
6 Nothing is set in stone, but I've thought about a
7 couple of focus areas and ideal outcomes that we can
8 aim to reach together through a series of facilitated
9 conversations, plus a little homework each time for
10 you to begin to reflect in between meetings.

11 And the first one is really around purpose and
12 vision. An outline of our framework is actually kind
13 of what we just did. Your framework starts with your
14 why, your what, we can activate who are we actually
15 serving, and how do we serve.

16 And you talked about our shared vision and some
17 of the themes that are very important for this work
18 for all of us. And so we've actually started with a
19 little bit of an outline of where we're going to go
20 for our blueprint.

21 Then we're going to get into activating human
22 capital. Thinking about how do we re-tool our
23 funding or investment philosophy. I'm from the
24 startup world, so we talk a lot about your, you know,
25 your philosophy of investment.

1 How do we ensure that to Nelson's point, that
2 the structural racism that exists everywhere is not
3 also hiding in the way that we serve and deploy
4 resources to better the needs of the youth in our
5 community?

6 Then we'll talk a little bit about value
7 creation. So value chains, how do -- how are we
8 creating value and are we creating value literally to
9 a select group or are we thinking more broadly, more
10 diverse, and more inclusive around how we're creating
11 value?

12 And then we'll walk through our roadmap. What
13 are our priorities? What are the platforms that we're
14 actually going to use, and then we'll talk about
15 defining success.

16 And so, Tiombe is your chair. She is my
17 copartner in purpose in this work. So feel free to
18 make sure that we are keeping in communication with
19 the staff around where you want to see additional
20 support.

21 If there are additional topics, we want to make
22 sure are -- because this is a collective effort
23 because collective efforts equal collective impact.

24 So with that, I just want to turn it over you,
25 Tiombe, to kind of close us out and hear from our

1 observers. And I thank you all for allowing me to be
2 here and help guide us through the first
3 conversation.

4 MS. KENDRICK-DUNN: So, Leigh-Ann, I just want
5 to thank you so much for co facilitating our first
6 meeting. I think that you did a fabulous job. We
7 will wait to also hear from our process observers,
8 but I just, you know, really want to thank you for
9 partnering with the Children's Trust to co-facilitate
10 this conversation.

11 I also want to thank all of you board members as
12 well as the Ad Hoc Committee members because I think
13 we have some of our board members that are on the
14 committee present, as well as some of our board
15 members who are not, but they're here.

16 And then also, I want to thank all the staff
17 that made the time to also be here today. We're very
18 grateful because, you know, everybody's time is
19 precious, but that you that you all thought enough to
20 participate in this meeting today.

21 And I want to give a special thank you to
22 Stephanie because I think Stephanie has definitely
23 been the backbone to make sure that this whole
24 process happens.

25 She is the person that did the groundwork to

1 find Leigh-Ann and come up with the ideas behind the
2 co-facilitator. So, I just want to acknowledge all
3 of the work that Stephanie has put into this.
4 Stephanie and -- it's not only Stephanie. Stephanie
5 and Donovan. I think Donovan is the silent partner,
6 but I want to also thank Donovan as well.

7 So, with that said, I don't know if our chair,
8 Kenneth, if you have anything that you would like to
9 say, or any of the staff, Stephanie or Imran before
10 we close. And before we go to the process observers,
11 I'm sorry.

12 MR. HOFFMAN: I don't, except thank you for
13 bringing on Leigh-Ann. I think this has been very,
14 very productive and helpful, and I look forward to
15 continuing the discussion. Thank you, Tiombe.

16 MS. KENDRICK-DUNN: Thank you. Stephanie or
17 Imran, if not --

18 MR. ALI: Thank you, Tiombe. And I think you'll
19 accolades to Stephanie and Donovan, and also Vivianne
20 has been working behind the scenes on this too.

21 Ans so, I think our staff has been fully
22 embedded in this project. It's an ongoing
23 discussion, but I think today was really good.
24 Leigh-Ann, thank you for joining us. Happy to have
25 you with us today.

1 MS. BUCHANAN: Thank you.

2 MS. KENDRICK-DUNN: Thank you. And so, our
3 process observers, Constance and Pam, so we'd like to
4 hear from both of you about your thoughts about how
5 everything went today.

6 MS. HOLLINGSWORTH: Thank you, thank you, Tiombe
7 and Leigh-Ann, Stephanie, Donovan, Vivianne. What a
8 rich conversation and what a great dialogue took
9 place today.

10 We're early adopters and innovators, you know,
11 those are the folks that come to the table early on
12 with new and sometimes sensitive discussions, and
13 it's so exciting to see the numbers are big here
14 today.

15 I felt for me that the process was smooth. It's
16 always a little bit of a lot of things early on in a
17 strategic planning process, so you're a little bit
18 retreat. You're a little bit Town Hall. It's
19 essential that everybody has an opportunity to be
20 heard, but we're a lot strategic planning, and very
21 much a committee meeting.

22 I feel that we have great leadership leading
23 this effort. The final slide really helps pull
24 things together for me. I felt that the triangle at
25 the beginning kind of gave us a point, you know, to

1 kind of rally around a conversation to rally around.

2 It was certainly contextualizing for me, and I hope

3 for my fellow committee members.

4 I -- and then, so I think the process went

5 great. I'm happy to kind of sign on as a critical

6 friend in terms of being involved in the process.

7 And then I would just lay the challenge to our -- to

8 Tiombe, to Leigh-Ann, Stephanie and Donovan.

9 Now the key is to truly keep this committee

10 engaged and keep us focused on the work that you're

11 laying forward for us. And I think that the dye is

12 cast for that, so I commend you all and I'm loving

13 the process. Thank you.

14 MS. KENDRICK-DUNN: No, thank you so much, Pam.

15 That really -- I can't speak for Leigh-Ann and

16 Stephanie and Donovan, but I think for me, that

17 really helps because I think I have the feedback.

18 It's very important for all of us. And Constance?

19 MS. COLLINS: All right. Okay, I want a second

20 what Pamela just shared. This has been such a

21 meaningful conversation, and I know Leigh-Ann said

22 early on that she felt like maybe this is an old

23 conversation, but I actually think it's a really new

24 conversation on a different level.

25 In one in which voices of many who have not been

1 heard before are being heard now, and I think that's
2 what's making this so impactful. I look forward to
3 seeing how the process unfolds.

4 I'm hopeful that there's something that we will
5 receive out of today's session that kind of
6 synthesizes some of the key points that were shared.

7 I just think that would be useful for
8 understanding where we're going next in this process,
9 and yeah, I think it's a new conversation on so many
10 levels, and that's what makes it exciting.

11 It gives us the opportunity to see meaningful
12 change on every level, in every platform that you
13 describe. And my only hope is, is that we dedicate
14 the resources, the enriched resources, that will make
15 the conversation turn into action, meaningful action
16 that I think all of us feel is long overdue on so
17 many levels. So thank you, everyone. It feels like
18 very much an honor and a privilege to be part of it.

19 MS. KENDRICK-DUNN: Well, thank you Constance,
20 very much for your feedback. To both you and Pam.
21 So, we truly appreciate the feedback and we also hope
22 that for the most part, that every one of you that
23 attended today also feels that this was a positive
24 experience.

25 Stephanie, do you want to mention the issue,

1 like, with the next date? I mean, I have it here,
2 but do you want to mention the -- see if the 28th is
3 going to -- let everyone know that -- wait, we can't
4 do it on the 29th, but it would have to be on the
5 28th. Do you want to mention that real quick before
6 we adjourn?

7 MS. SYLVESTRE: Sure. So, we want to create
8 some cadence. And we started with Tiombe and Leigh-
9 Ann's calendar to get dates that make sense.

10 And our cadence is going to be every other
11 Wednesday until the fifth of September. However, so
12 the next Wednesday from today would be the 29th of
13 July. However, on the 29th of July there's a
14 conflict, so we want to move the meeting to the 28th
15 of July.

16 And then from there, we're going to go every
17 other Wednesday. That gives us enough time to unpack
18 the meeting, have people do their homework, ask
19 follow up questions and prepare for the subsequent
20 meeting so that we are able to march forward and have
21 everybody believe and feel that their hour-and-a-half
22 was well spent, and that we're really moving the
23 Children's Trust into the direction and as Constance
24 says, "Bringing a new conversation to a topic that's
25 been around for a long period of time."

1 So, Muriel will send you all of this detailed,
2 so that you can have it and I believe you have the
3 PowerPoints as well.

4 MS. KENDRICK-DUNN: Okay, thank you so much,
5 Stephanie. And so with that, can I ask Mr. Hoffman,
6 can I ask for us to adjourn the meeting? Do I need
7 to ask for an adjournment?

8 MR. HOFFMAN: It's your meeting.

9 MS. KENDRICK-DUNN: Okay. So, okay. So, I will
10 make a motion for us to adjourn the meeting. And
11 thank you all, and so hopefully we'll see all of you
12 on July 28th, same time. Okay? Thank you,
13 everybody.

14 MS. WELLER: Thank you.

15 MS. HOLLINGSWORTH: Thank you. Leaving the
16 meeting.

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

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 28th day of July, 2020.

Brenda Saliba, Transcriptionist

<hr/> 1 <hr/>	40:10	60:19	activating 29:22 41:3 44:3 57:21	admire 33:23
10 5:4	<hr/> 5 <hr/>	account 30:7	active 54:24	adopters 61:10
12th 18:16 38:15	5:00 65:17	accountability 23:8,10	activism 47:14	advance 28:23 30:19 32:10 56:4
12th's 38:15	<hr/> 6 <hr/>	accountable 27:7	activists 48:24	Africa 23:25
1996 20:19	60 44:18	achieve 12:8	Ad 4:3,8 6:12 12:8 17:17 59:12	African 20:20 21:1,9 24:24 25:10 26:4,6,11 46:17
<hr/> 2 <hr/>	<hr/> 9 <hr/>	achieving 8:23 9:24	add 7:7,9 10:16 14:16 28:3 51:19	afternoon 4:15 8:5 13:3 17:14
2010 20:19	99 29:17	acknowledge 16:15 17:5 31:9 60:2	addition 38:6 41:22	age 48:3
25 21:11	<hr/> A <hr/>	acknowledging 43:3	additional 58:19,21	agency 14:3
28th 64:2,5,14 65:12	A's 49:23	act 12:8 15:18 29:24	address 4:4 10:11 41:21,25 46:11,18	agenda 5:20
29th 64:4,12,13	ability 48:6	acting 15:19 30:5,15	addressing 42:6	agents 47:17
<hr/> 3 <hr/>	absolutely 25:25	action 13:24 14:12 23:9 24:13 26:19,20 27:1 33:6 55:7,21 63:15	adjectives 49:16	agree 54:7
30 11:22 40:10	abuse 17:8	Actionable 24:11	adjoin 64:6 65:6,10	agreed 12:9
34 38:3	academia 46:5,23	activate 40:11,21,25 45:16 57:14	adjourn 65:17	agreements 27:17
<hr/> 4 <hr/>	academic 14:11	activated 40:18	adjournment 65:7	ah-ha 46:3
43rd 18:16	acceptable 33:14			ahead
45	access 40:16,17			
	accolades			

9:17 30:19 32:14 34:13 40:3 41:1 42:9, 13 50:9,17 53:24	Anglo 20:22 21:6,13	39:15	attributes 48:21	barriers 26:1
aim 57:8	Ann's 64:9	articulate 15:15	August 38:15	based 51:7
ALI 15:5 60:18	Ans 60:21	ascribe 51:12	Avenue 18:16	basic 7:2 49:14
Allapattah 19:4 38:4	answers 46:21,25 47:3, 6	Asians 19:21,22	aware 29:25 30:6,9, 17 31:17,21	basically 6:18 10:9 48:4 54:7
alleviate 22:4	anti-racist 15:20	aspirational 49:9	awareness 47:20	basics 56:4
allowed 5:14 45:19	apologize 46:6,7	aspirations 9:4	<hr/> B <hr/>	begin 40:15 44:21 51:13 57:10
allowing 27:2 59:1	apology 47:10	asset 51:7	baby 19:10	beginning 12:5 23:23 24:25 25:5 27:19 51:13 54:18 61:25
amazing 20:1	appointed 20:17	assigning 5:24	back 13:25 18:11 28:18 38:15 39:22 41:10 45:6 56:3,20	behave 29:11
America 33:17 47:21	appointment 20:23	Association 22:18	backbone 59:23	behavior 30:5
American 8:15 20:20 21:9 22:18 25:10 26:6,11 46:17	approach 9:11 39:19 44:7 55:18	Association's 8:16	backed 14:12,13	behaviors 20:4 38:24
Americans 20:17,22 21:2, 6,7,12,13	approve 7:6	assuming 11:1	background 7:25 8:12	beleaguering 45:9
amount 46:16	area 17:24 19:4 41:25	assumptions 51:7 54:15	Bagner 41:4,7,9 42:14	beliefs 48:3
analysis 16:6	areas 14:8 57:7	Atlanta 18:9,10	baked 28:8	benchmark 28:19
Angeles 35:23	arose 23:6	attack 31:3	Baldwin 13:14	Bendross- mindingall 36:22,25 37:1, 4 40:20 45:17,
	Art 29:16	attended 63:23	Bar 8:15 22:18	
	articles	attention 47:21		
		attentively 6:23		

22	39:25 40:13	bore	brothers	calendar
beneficiaries	51:25 56:6,23	25:14	21:9 26:8,9	64:9
40:22 51:14	57:2,19 58:6	Boston	brown	California
benefit	61:16,17,18	35:22	23:25 32:1	35:23
31:6 39:10	black	brain	42:3	call
besieging	18:3,6 23:24	29:21	Bryan	22:13
45:9	31:25 36:5,6	brave	22:16	called
Bevone	42:3	11:24	Buchanan	17:24 29:16,21
54:7	blacks	breakfast	7:17,21 8:3,7	38:4,5
bias	19:4	19:25	12:15 14:18	calm
29:14 30:10,	blah	bridge	22:6 27:8	18:25
13,14 32:7	36:8	37:20	32:14,22 34:8,	cam
biases	blame	briefly	13 36:23 37:2	41:5
29:10,18,24	36:11 38:11	22:10 24:14	39:24 42:8	capital
30:1,5,8,9,18	blueprint	44:2 48:16	43:11,25 44:7	57:22
43:2	9:15 24:8 28:4,	50:10 51:16	45:13,21 47:1,	captured
Bible	6,16 33:7 56:1	brightest	9 48:13 50:9,	47:21
21:20	57:20	39:1	15,17,21 51:2	care
big	board	bring	52:13,22	17:9 35:7,12
25:21 61:13	4:7 6:20 9:4	4:10 22:1	53:12,16,23	46:16 50:3
bigger	13:21,24 14:13	29:13 32:6,23	54:1,3,23 61:1	Carrie
35:17	15:5,17,21	38:15 44:1	build	17:25
biggest	18:22 28:11	47:24 48:6	38:8 47:22	case
26:5	37:18 38:1,10,	bringing	building	19:2 26:3
bigotry	16 40:20 44:11	47:25 50:2	38:3	cast
20:3	46:11 52:3	60:13 64:24	built	62:12
Bill	59:11,13,14	broader	44:19	catholic
19:14	body	35:5,15	button	18:2,3
bit	43:6	broadly	bypassing	Center
5:22 9:12,16	bold	58:9	33:16	18:10
10:18 13:9,10	49:10	broken	<hr/>	Central
15:23,24 22:10	boldness	46:24	C	18:7
24:14 27:11	49:1	brother	<hr/>	century
29:4 34:11	book	19:10	cadence	20:14
36:21 37:20	22:20 29:15		64:8,10	

chains 58:7	cheat 11:8	china 19:24,25	Collins 6:6 62:19	complete 11:13
chair 8:15 15:1,4,5 17:18,19 58:16 60:7	cherish 21:4	church 18:15,16 19:2, 3,9,10	color 37:21	component 10:17
chairperson's 18:21	Chicago 35:22	cities 35:21 36:7,16	Colored 38:6	computer 11:7,9
chair's 14:20	child 18:13,14 21:20 46:14	city 20:18 21:10 26:15 35:16,22	commend 4:11 62:12	concept 23:8
challenge 62:7	childhood 54:10	close 11:24 44:18 58:25 60:10	comment 40:7	conceptual 28:4,6 44:13
challenged 45:4	children 12:14,18 16:17,18 17:6 20:7 21:19 25:19,20 26:14 34:1,19,20 35:11,12 36:4 37:20 38:20,23 39:2,6,7 40:22, 25 41:23 44:23 45:7 46:16 49:21 50:23 51:5 54:13	closely 8:17	comments 4:16,17,18 30:16 37:8 40:11	conclusions 37:16
chance 47:10 56:7,21	children's 25:9 32:20,21 34:5,17 35:1,6 39:6 42:16 46:11 59:9 64:23	co-facilitate 59:9	committee 4:4,8 6:12,20 12:7,8 15:4 17:17 20:18 30:12 40:8,17 42:10 48:18 59:12,14 61:21 62:3,9	conditions 17:6
change 13:22 22:24 26:14 47:16 48:6 63:12	changed 13:16 37:25	co-facilitator 5:22 7:21 60:2	committees 15:2	conduct 16:6
changemakers 49:1,10	Children's 4:11 13:21 14:13 16:19 17:19 20:5 26:23	Coalition 8:16	common 55:11	confession 13:9
characteristics 48:21,25 49:2, 8 50:25	Children's 4:11 13:21 14:13 16:19 17:19 20:5 26:23	Codex 29:14	communication 58:18	conflict 64:14
charge 20:6	Children's 4:11 13:21 14:13 16:19 17:19 20:5 26:23	cognitive 29:9,13,18	committees 15:2	confusing 46:9
Charlie 9:7	Children's 4:11 13:21 14:13 16:19 17:19 20:5 26:23	coin 44:11	common 55:11	Congresswom an 17:25
chat 11:20 51:4 54:24	Children's 4:11 13:21 14:13 16:19 17:19 20:5 26:23	collective 12:8 16:5,24 58:22,23	community 14:7 18:21 34:19 38:2 45:6 53:6,11 54:14,16 58:5	conscientiousl y 15:18
	chime 16:3	collectively 27:11,25 31:13	communities 54:20	consciously 15:18
		college 44:9,12 45:12	community 14:7 18:21 34:19 38:2 45:6 53:6,11 54:14,16 58:5	consciousness 15:24
				consequences 25:15

Constance 6:6,9 61:3 62:18 63:19 64:23	27:22 28:3 29:12 33:6 39:10 47:4 57:9	create 21:25 23:10 39:9 64:7	data 35:20 36:1	29:1
constituents 51:14 54:12	cookie 12:25	creating 55:8 58:8,10	date 64:1	deeper 56:24
contact 6:5	copartner 58:17	creation 58:7	dates 64:9	deeply 30:21
contemplation 56:23	core 44:24	critical 62:5	day 13:12 14:10 35:1 38:23	deficit 51:7
context 9:13 24:14 27:23	corporate 47:21	cross 22:1,2	de 31:11	defining 58:15
contextualizing 62:2	correct 7:16,17	Cuban 20:17,22 21:6, 12	deal 20:6 25:21 35:7 42:5 43:18	definition 10:14,19
continent 24:4	correspond 56:16	cultural 20:9 28:12,15	dealing 17:7,8 35:3 36:10	deliberate 20:8 21:23
continue 28:17,18 51:10	costs 22:1	culturalization 22:2	Dean 44:8	delicate 45:4
continuing 60:15	country 26:4,11,16 31:5 35:21 36:16 47:15	culture 19:20 23:20 32:19	deceased 19:9	deliver 53:6,8
conversation 8:9 9:22 10:13 14:11 17:21 22:9 23:5 25:7 30:2,11 31:24 37:12 39:25 44:1 47:2 51:19,23 56:3, 24 57:5 59:3, 10 61:8 62:1, 21,23,24 63:9, 15 64:24	county 20:13 26:15 31:16 35:16 37:7,17	cultures 35:18	decide 27:25	deliverables 24:11,12 56:1
conversations 8:22 13:5 22:12 24:9	couple 23:6 51:20 53:13,17 57:7	curriculum 47:25	decided 4:7	demographic 36:17
	Covenant 18:15	<hr/> D <hr/>	decision 29:19	demonstrate 14:3
	covert 31:20 33:15	Dade 37:17 44:9,12	decisions 28:10 30:15 54:9	demonstrated 48:6
	crazy 52:17	Dan 42:13 51:4	dedicate 63:13	denial 33:16
		dancing 23:14	deep	depart 21:22
				Department 36:5 50:1
				deploy 58:3

descent 26:4	direction 64:23	46:16	17:12,13 22:8 33:20,21 37:24 55:1	18:4
describe 9:11 48:21,25 49:8,16 50:10, 25 51:16 63:13	directives 38:18	dissertation 11:12 56:14	Dunn's 23:19	elders 18:14
description 50:19	disadvantage 42:4	dive 30:21	dye 62:11	elevate 12:16 23:1 42:11 48:24 51:8 54:24
design 30:7 55:24,25	disagree 47:17	diverse 51:1 58:10	Dynamic 51:6	elevating 28:21 55:10
designed 14:7 31:3,6	disappointed 14:10	diversity 9:25 10:15 14:6 28:7 39:11 40:12	<hr/> E <hr/>	Elligan 18:19 33:22
detailed 65:1	discipline 46:12	divorced 22:14	earlier 37:15 39:20	embedded 60:22
determining 12:17	disciplining 32:2	Dobelli 29:16	early 54:9,14 61:10, 11,16 62:22	empower 52:11
Detroit 35:23	discrimination 4:5	Donovan 60:5,6,19 61:7 62:8,16	eat 19:25	empowered 52:9
develop 21:16	discuss 7:22	don't 4:19 60:12	economic 26:10	end 6:13,15 7:9 13:12,19 14:10 24:25 25:3 28:3,14 34:25 50:22,23 55:25
development 14:5 22:3 24:1	discussing 6:17	Dorothy 36:25 37:2 40:2,20	education 36:3 37:9 41:23 44:9	endeavoring 17:20
dialogue 23:15 61:8	discussion 13:7 14:15,16 60:15,23	dozens 29:9	educational 23:20 31:15	enforcement 8:18 32:1
differently 12:20	discussions 61:12	drastically 37:25	effective 27:10	engaged 49:10 62:10
difficult 13:5	dismantle 31:10	draw 37:16	effort 15:24 58:22 61:23	engagement 47:20
dig 29:1	disparities 36:8	driven 30:8 57:5	efforts 22:2 30:23 58:23	engagements 39:12
dinners 19:18	disproportion 35:13	drop 11:20	eighth	enriched
direct 13:24 14:12	disproportionate 31:25 35:14	Dunn		

63:14	everybody's 10:6 59:18	10:4	57:8	fears 26:18 27:14
ensure 6:10 9:14 15:19 28:1 58:1	evicted 38:2,5,9	expectations 27:16	facilitating 8:21 59:5	feedback 6:15 7:4 37:13 57:3 62:17 63:20,21
entities 33:11	evicting 38:8	experience 22:15 26:10 34:19,21 35:19 63:24	facing 23:12	feel 10:5,6 11:1 22:23 32:15 37:2,18 49:12 51:24 52:4,10, 22,24 53:1,18, 20 54:8,11 55:16,17,25 58:17 61:22 63:16 64:21
entrenched 48:3	evidence 45:2	experienced 25:13	fact 19:9 31:9 35:11 42:18 43:6	feels 63:17,23
environments 54:20	evident 33:8	experiences 25:10 34:25 37:24 53:10	factor 12:17	fellow 42:10 62:3
envision 57:4	Excellent 8:5 11:23 34:8 43:25 45:13 51:2 52:13 53:12,23 54:23	experiential 23:20 24:1,10	failed 7:19	felt 37:19 61:15,24 62:22
equal 58:23	exchange 19:21 20:9	expert 21:18	familiar 8:8	field 42:2
equitable 46:22	excited 8:7	expertise 9:14	families 16:17,18 25:19 34:20 51:5 54:13	fields 43:14
equity 8:13,24 9:25 10:15,17 28:7, 22 31:8 40:12 44:15	exciting 4:9 61:13 63:10	extremely 42:3	family 19:18 25:20 35:7 38:2	figure 41:20
essential 61:19	exclusive 19:16	F	fan 9:6	filter 29:23,24
Ethnic 8:16	exercise 11:5 51:9 56:15,19	fabulous 59:6	fare 12:14	Filters 19:14
ethnicities 21:13	exercises 10:11	face 17:20	fares 12:13	final 61:23
ethnicity 21:14	exist 30:9 41:21	faced 13:15,17	favorite 9:6	
evaluate 29:12	exists 58:2	faces 8:8	fear 26:21	
eventually 23:4	expect	facilitate 12:22 28:2	fearful 49:13	
		facilitated		

find 29:14 60:1	formally 16:15	fully 60:21	12:23 18:12 24:14 28:20 34:11 39:5 45:6 49:15 53:17 57:2 59:21	GPAS 49:24
finished 11:24	format 9:2 15:13	fun 28:23		grade 18:4
flight 19:5	forum 13:20,23 15:13 27:4	fund 14:3 17:4	giving 35:25 53:3,4	grateful 59:18
Florida 19:14	forums 13:10,11	fundamental 49:7	Gladeview 17:24	great 4:15 28:20 29:15 33:18 41:9 42:17 43:18,23 61:8, 22 62:5
focus 24:25 28:5 30:23 57:7	forward 17:1 34:7 39:25 60:14 62:11 63:2 64:20	funding 14:1,14 28:10 30:15 33:10 34:18 42:11,19 47:23 52:3 57:23	goal 11:11,14 12:1, 6,7 16:13,14 28:2,13 31:13	greater 42:3 48:1
focused 31:20 62:10	foster 17:9 35:7,11 50:3	future 48:5,11	goals 12:9 15:14 16:4 24:22 28:11	grew 17:23 18:1,13
focuses 28:21	foundation 28:20 31:7	<hr/> G <hr/>	God 17:14,15	grits 19:25
folks 11:17,23 27:19 32:24 48:18 51:20 53:13 61:11	foundational 56:9,13	gain 15:16	godparents 19:10,13	gritty 55:20
follow 33:20 64:19	framework 57:12,13	gap 37:20	good 7:11,12 8:5 11:3 13:3 17:13 34:8 42:15 43:15,17 47:1 48:11 53:16 60:23	ground 5:20,25 6:16, 18 7:3,10 8:19
force 38:20 40:24	frameworks 44:13,14	gave 61:25	goodness 52:16	groundwork 59:25
forefront 4:10	framing 51:7	geared 47:25 48:10	gosh 35:3	group 7:24 15:17 16:6,24 25:4 38:19 56:15 58:9
forehead 55:15	free 10:5,6 11:2 32:15 37:2 58:17	gentleman 29:16	gotta 21:5	Growing 37:23
forever 27:23	friend 62:6	Georgia 18:9		guess 12:4 16:14 27:2
forget 22:12	full 25:24 51:6	get along 18:25 20:25		
form 40:23,24		give 7:25 11:2,22		

guide 8:9 15:22 53:5 59:2	31:9,22	41:22	historical 18:12	honor 63:18
guided 56:22	hashed 20:12	held 27:7	hit 23:17	honored 8:8
guy 18:23,24	hate 38:24	Helen 19:14	Hoc 4:3,8 6:12 12:8 17:17 59:12	hope 10:12 13:1,2, 23 14:17,20 16:5 31:13 36:20 45:19 47:8,10 62:2 63:13,21
<hr/> H <hr/>	hatred 20:2 22:4	helpful 15:14 38:17,23 60:14	Hoffman 14:23 15:1,4,7, 10 60:12 65:5, 8	
H-9 37:11,17	haven't 27:22	helping 22:3	hold 39:18	hopeful 63:4
half 44:10	HBCU 18:7	helps 34:18 36:20 61:23 62:17	Hollingsworth 6:7 12:2 61:6 65:15	hoping 6:1 16:23
hall 39:18 61:18	head 11:20 23:13	Herald 39:15	HOLLINGWORTH 12:25	horn 9:9
hand 11:20	health 36:8 41:24 42:2,5	He's 22:17	Holy 18:2	hot 33:1
handed 18:22	healthcare 43:20	hiding 58:3	home 19:23	hour 9:20
Hansen 50:13,16,18 51:1	hear 10:2 14:20 23:1,4 38:20 39:12 40:4,8, 23 43:11 45:23 48:18 49:6 50:16 51:17 52:6 53:12 54:2,3 55:1,19 56:18 58:25 59:7 61:4	high 23:24 49:24	homework 56:6 57:9 64:18	hour-and-a-half 64:21
happen 4:12 22:13 28:15	heard 22:19 23:2 39:3 53:1,13 55:11,16 61:20 63:1	higher 42:4	homogenous 19:8	housing 35:13
happened 19:3 44:14		highlight 51:11	honest 23:14 27:14	huge 25:2
happening 27:23 36:3		highly 29:15	honestly 17:16	human 25:22 57:21
happy 12:2 60:24 62:5		HINCAPIE 32:12,17 33:12 36:24	honesty 23:15	<hr/> I <hr/>
hard 12:4 30:14	hearing 11:1 37:9	hiring 14:4		iceberg 31:18
		Hispanic 26:8		idea

55:3,14	9 54:8,11	17:22	interacting	invigorated
ideal	57:17 62:18	inequity	24:6	22:23
57:7	importantly	23:13	interactions	involved
ideas	10:2,20 30:10	influence	28:10	36:5 62:6
6:3 39:2 60:1	improve	13:22,25 24:5	interactive	Irvin
identify	33:25	influences	9:1 10:11	18:19
31:10,22	improving	12:13	interacts	issue
identity	34:2	inform	33:10	4:10 39:22
24:3	Imran	9:14 16:25	Interdenominat	63:25
Illinois	60:9,17	17:11 32:9	ional	issues
35:22	included	33:3	18:9	4:5 8:17 16:7
illustrate	53:2 55:2,12	information	interdisciplinary	17:5 20:15
48:16	inclusion	7:7,10 28:25	y	21:1 35:6 36:2
illustrative	8:13 9:25	29:11,25 45:10	43:12	41:21 43:15
30:22	10:15 28:7	53:5	interest	item
impact	39:11 40:12	informed	14:9	5:19 13:24
8:23 16:15,16,	48:1	9:5 53:11	interested	14:12 37:13,
22 17:5 25:19	inclusive	infuse	52:18	17,21,22 38:14
29:18 58:23	58:10	44:21	intermingled	it's
impacted	inclusiveness	innovation	34:23	9:18 22:21
25:17	14:3	8:13	interns	31:12 43:4,12
impactful	income	innovators	45:3	61:18 62:18
63:2	35:13 36:7	61:10	interpret	65:8
implicit	incumbent	institutional	29:11	I'm
30:10,13,14	27:5	31:14	intersect	13:9 15:15
32:7	indicative	institutionalize	43:14	I've
importance	29:7	d	intertwined	20:24
28:21 32:7	indigenous	31:12	13:7	<hr/> J <hr/>
important	26:7	institutions	interviewed	James
12:18 22:11	individual	16:17 34:23	39:16	13:14
26:13 27:17	25:3 55:15	intentional	introduce	jazz
29:2,7 30:18	individuals	21:23 54:21	7:20,24	9:6
32:24 33:2	15:18 25:17	interact	investment	JEANTY
40:14 41:25	indulge	51:24 52:4,24	48:12 57:23,25	4:18,22 5:3,9,
42:7 45:8 53:7,				

16,18	42:14 43:11	41:14 48:10	leads	lets
Jersey	keeping	49:15 51:9	13:6	36:10
35:24	58:18	56:3 57:12	learn	Let's
job	Ken	58:25 61:25	7:1 44:24	52:14
59:6	14:21,24 15:5,	62:1,5 63:5	learned	level
joining	6	knew	8:25 20:3,5	11:16 14:6
53:16 60:24	KENDRICK-	18:25 37:22,24	learners	18:22 62:24
journalists	DUNN	<hr/>	51:6	63:12
56:11	4:2,21,25 5:5,	L	learning	levels
joy	13,17,19 6:8	<hr/>	24:10 54:14	63:10,17
25:13	7:13,18 14:22,	lady	leave	Liberty
judicial	24 15:3,6,8	17:18	57:1	21:10,11
46:2,20	16:2 24:19	Latino	Leaving	life
July	34:10,14 41:4,	26:8	65:15	17:23 25:10,23
64:13,15 65:12	8 49:18 50:13	law	Lee	31:16
jump	52:8,14 59:4	8:18 31:11	18:4	lifetime
10:6 32:14,15	60:16 61:2	32:1	left	25:14
34:10 37:2,6	62:14 63:19	laws	legislation	lift
45:14 48:18	65:4,9	8:19	37:11	51:3
51:20	Kenneth	lay	LEICHTER	lip
jumping	60:8	62:7	45:20,25	26:25 28:8
47:7 54:25	key	laying	Leigh-	53:3,4
jure	62:9 63:6	19:12 38:11	64:8	list
31:11	kick	62:11	Leigh-ann	36:7
justice	49:5 52:5 56:2,	lead	5:22 7:14,20,	listen
4:4 8:14,16,24	19	33:21	22 8:2,6 24:20	6:23 42:19
9:25 28:7 36:6	kids	leaders	26:18 32:12	53:9 54:11
43:21 44:14	42:3 49:25	27:4 48:10	54:18 59:4	listened
50:1	50:2,3 52:2	49:1,10	60:1,13,24	37:8
Juvenile	kind	leadership	61:7 62:8,15,	listening
36:5 50:1	11:19 16:10	24:1,4 43:8	21	39:23 53:4
<hr/>	17:20,21 20:25	47:23 48:9	lens	literally
K	21:16,25 23:13	49:20,22 61:22	8:12,24 47:5	58:8
<hr/>	24:16 26:18,21	leading	55:18	live
Karen	28:13 29:23	61:22		
	30:13 31:7			
	33:4 35:15			

9:8 21:10	loving 62:12	manner 15:20	15,20 7:3 17:17 38:16 39:1,18 46:24 59:6,20 61:21 64:14,18,20 65:6,8,10,16, 17	35:23 microcosm 16:20 35:17
lived 19:15 22:14	low 35:12 36:7	march 64:20		mid-60s 19:6
lives 33:25 34:2	<hr/> M <hr/>	marginalization 16:9,23 25:16 26:10 34:21 35:9		mind 11:4 12:21 29:3,8 32:6 42:13 49:17 53:22
living 35:12	made 6:5 27:19 43:18 46:1 59:17	marginalized 49:12,19 50:4	meetings 57:10	member 12:12 38:1 40:20 46:11
long 5:13 18:20 63:16 64:25	major 23:18 35:21 36:16 47:16	Marissa 45:17,18,21,24 47:1 55:2	members 4:7,8 6:12 15:17 28:11 37:18 40:8,17 42:10 52:3 59:11,12,13,15 62:3	minds 48:4
longer 12:13	majority 20:17	Mark 53:14,23 54:6	mention 23:23 25:6 63:25 64:2,5	minute 11:10,16
looked 25:5 44:12,18	make 6:21,24 10:16 13:9 19:19 22:24 23:4 27:6,17 28:12 33:4,17 34:12 49:23 54:8,15 55:15,16,17 57:1 58:18,21 59:23 63:14 64:9 65:10	marvelous 17:15 18:18	mentioned 8:6 32:18 38:7 54:17	minutes 5:4 11:6 48:17 51:17
Lori 50:13,15,17	makes 63:10	Massachusetts 35:22	mental 41:24 42:2,4	missing 7:6
Los 35:23	making 4:12 17:3 29:19 39:2 46:21 63:2	matters 24:17 40:14 53:20	Mercy 22:17	mission 9:3
lose 33:4	manifestations 31:19	meaningful 62:21 63:11,15	Miami 18:5,17,20 20:18 37:23 39:15 44:9,12	molding 48:10
lost 52:16	manifests 31:14	meant 14:24 37:13	Miami-dade 20:13 37:7	mom 55:13
lot 11:23 17:5 20:12 24:12,13 26:25 30:11,24 35:6 37:8,12 39:7 41:25 46:24 47:13, 14,18 54:9 55:5,6 57:24 61:16,20		mechanics 24:16	Michigan	moment 17:22 25:1 46:4
love 14:20 33:20 44:7		media 30:11,24		moments 5:3
		Meek 17:25		money 48:9
		meeting 5:11 6:11,14,		month 37:10

Morehouse 18:8	24:3	<hr/> O <hr/>	oppression 16:8,22 25:16 34:21 35:9	painful 25:11,18
morning 17:23	necessarily 31:2	observers 5:24 6:4,7,9 7:5,8 51:18 57:2 59:1,7 60:10 61:3	optimistic 13:13,19	Pam 6:6,9 13:2 42:18 61:3 62:14 63:20
Morningside 19:15,17	28:19 37:19,22	offering 39:17	order 19:10	Pamela 12:15,21,24 42:11 51:5 55:2 62:20
mother 19:23	neighborhood 17:25	occurred 47:18,19	organization 27:24 28:13,17 36:12 52:4,11	panelists 11:21
motion 65:10	Neimand 44:4,5,8 46:22	 Oftentimes 12:22	organization's 42:24	paper 11:7
motivated 22:23	Nelson 32:22 33:11 34:14 35:20 41:11	ongoing 60:22	organizations 17:4 50:24	paradigm 32:19
motto 19:2	Nelson's 58:1	online 29:14	outcome 33:6	paragraphs 49:15
move 8:1 17:13 22:8 34:6 55:13 64:14	Newark 35:24	open 39:10,15	outcomes 23:16 24:8 31:15 57:7	parents 18:14
moving 17:1 19:5 64:22	news 30:12	opening 7:19	outline 57:12,19	Parker 9:7
multidisciplina ry 43:13,23	night 19:25	operational 33:9	overdue 63:16	Parkland 48:7
Muriel 4:16 5:17 65:1	nights 19:17	opinions 6:22 37:16	overnight 28:15	part 23:25 29:21 33:5 51:19 63:18,22
mute 10:6 50:12 54:6	nitty 55:20	opportunities 23:19 31:16 39:5	oversee 44:9	participants 50:20,22
<hr/> N <hr/>	Northwestern 18:5,6	opportunity 17:15 24:9 39:9,17 55:23 61:19 63:11	<hr/> P <hr/>	participate 7:1 59:20
named 29:16	note 23:2	oppressed 50:5	p.m. 65:17	participating 8:11 10:8,23 13:11,19
nature	number 35:11,12,14 36:4,6 37:11		paid 26:25	
	numbers 61:13			

partner 39:8 60:5	55:25 64:18	37:10	8:21	precious 59:19
partnering 59:9	people's 47:19	pieces 28:25	point 10:25 12:16 19:2 23:19 24:7 27:9,18 29:7 32:4 34:9 39:14 48:23 58:1 61:25	predominantly 18:3,6
partners 51:23 52:3,9, 23	perfect 10:4 48:14	pillar 44:25		prepare 64:19
passed 37:10,17,21 38:14	perfectly 8:3	pillars 44:19 45:1		prepared 32:25
past 20:14 26:23	period 64:25	pipeline 8:18 31:23 36:4	points 63:6	Presbyterian 18:13,14,15,16
pastor 17:12,13 18:18 22:7 23:19 33:20,21,22 55:1	person 12:23 20:16 36:12 44:11 45:14 59:25	place 47:13 61:9	politics 13:6 20:12	present 6:24 59:14
paternalism 33:16	personal 9:13 11:14 22:11,14	places 36:2	portion 24:18	presentation 9:21
patronize 21:7	personally 24:17	plan 33:6 55:21	positive 63:23	presentations 30:25
pattern 36:15	perspective 18:12 22:7 29:4 34:16 39:4	planning 61:17,20	possibility 5:24	pretty 7:11 54:21
Patterson 35:24	perspectives 9:14	plans 55:7	potential 23:24 25:25 26:2 52:12	prevalent 42:25
patting 18:11	phase 22:9 23:3	platform 40:21 42:12, 16,17 43:8,13, 19,24 45:8,16 46:19,20 63:12	power 12:23 13:25 24:5 53:2	previously 17:17
people 6:3 19:3,4,21 22:5 25:4 26:3, 11,19 30:24 31:4,6 35:19 36:6,17 42:19 43:23 44:7 49:6 52:6,22 53:18,19 54:12	philosophy 57:23,25	platforms 23:21 40:11,16 41:2 44:2 58:13	powerful 42:12	primarily 20:6
	pick 56:14	play 35:10	Powerpoint 7:16 51:9	priorities 58:13
	picture 35:17	plays 30:13 32:8	Powerpoints 65:3	prison 8:18 31:23 36:4
	piece 11:7 26:6,16	pleasure	practice 14:4	privilege 33:17 63:18
			practices 46:5	problem 23:14

problems 22:20 42:5	programming 53:6	29:20 42:5	13,17 64:19	34:4,21 41:12, 16,19 42:22 43:15 58:2
proceed 4:22 11:1	programs 14:6 17:4 45:5 46:18 49:22 50:20 55:7 56:1	public 4:16,18 36:3 37:7,17	quick 47:2 64:5	racist 35:3
PROCEEDING S 4:1	project 60:22	pull 35:20 36:1 38:19 61:23	quickly 28:22 41:10 51:3	radically 27:18
process 5:1,21,24 6:4, 7,9 7:4,8,22 9:11 27:10,15 28:1 29:11,19, 24 30:8 51:17 57:2,4 59:7,24 60:10 61:3,15, 17 62:4,6,13 63:3,8	promise 51:6	pulling 49:25 50:2	quiet 20:25	Railroad 38:5
processes 8:22 9:1 55:22	proposing 39:17	purpose 7:13,23 8:1 57:11 58:17	quote 9:10 13:14 33:15	raise 11:19
productive 60:14	prospects 20:7	put 9:12,20 20:8 33:1 38:17 60:3	quotes 9:6	raised 41:11
professional 43:19 46:13	proud 38:11	putting 9:3 36:11 48:9	<hr/> R <hr/>	rally 62:1
professionals 43:9	proverb 24:24	pyramid 33:14	race 4:5 12:12,16 13:6 16:8 26:9	rarely 48:20
proffered 37:22	provide 6:14 42:19	<hr/> Q <hr/>	Rachael 53:25	RDI 10:16
proffering 39:17	providers 16:25	quarter 20:14	Rachel 54:1	re-tool 57:22
program 20:9 21:17 24:1 44:13,19 47:24 48:9 49:21	proximal 54:18	question 32:13,20,23 33:3 34:3 40:5 41:9,11,13,18 42:15 45:15 46:8 47:2 51:4 52:20	racial 8:13,16,24 9:24 10:15,17 19:21 20:9,14 21:1 28:6,21 31:8 40:12	reach 25:24 52:11 57:8
programmatic 14:5	proximate 22:20	questions 5:12 10:22 33:13 34:15 48:15 56:10,	racialization 22:2	reaction 11:3
	proximity 22:21		racism 16:16,22 20:2 22:4 23:12 25:15 31:10,14 32:8,21 33:8	read 25:1
	psychological 24:3 55:6,9			reading 9:2
	psychologist 41:24			real 23:14 64:5
	psychologists			realizing 26:1

realm 46:24	39:8	20:21 32:4	61:18	rules 5:20,25 6:16, 19 7:3,10
reason 51:8	relate 6:1 34:24	representing 37:7	retweets 55:3	
receive 63:5	related 8:18 16:7	requested 4:20 5:10	Reverend 37:24	<hr/> S <hr/>
recently 44:12	relates 17:6 31:15 41:10	requirements 45:10	revisit 28:19	safe 53:21 55:3
reception 46:6	relating 8:17	research 37:15	rich 61:8	safety 55:4,6,9
recommend 29:15	relations 18:22	resources 58:4 63:14	risk 42:4	scaffolding 9:21
Redeemer 18:2	relationship 19:9	respected 53:20 55:2,12, 17	Ritchie 52:18,20,25	scared 49:12
refer 28:17	relationships 21:5,6,12	respectful 6:21	roadmap 10:5,9,25 58:12	scenes 60:20
reference 34:15	religion 13:6 18:9	respond 30:16,17	Robert 18:4	school 8:18 18:3,4,8 31:23 32:4 36:3 38:1,9,10 40:19 44:8,11 49:24
referenced 29:3	remarks 7:20	response 34:12	role 28:2 30:12,17 32:7	schools 37:8,18 38:4,8 45:4
referral 31:25 32:1	remember 18:19 19:20,23	responses 38:16,22	Rolf 29:16	seat 33:1
refine 28:18	remiss 25:11	rest 27:6	rookie 39:14	seconds 11:22 40:10 55:3
reflect 57:10	renewed 9:24	restatement 43:16	room 51:19 57:1	seek 22:21
reflection 56:9,22	repeat 52:20	result 10:13 47:14,20	root 16:6	segway 48:14
reflective 14:7	report 6:13 38:15	retagging 45:19	round 49:5	select
regard 16:7,8 17:3	represent 51:11	reticular 29:22	rounded 43:22	
reinvent	representation	retreat		

58:9	set 11:16,18 48:14 57:6	sight 33:5	social 4:4 8:13,24 9:25 28:7 30:24 43:20 44:14	specifically 33:15 46:10
send 45:3 65:1	setting 30:3	sign 55:15 62:5	socially 33:14	SPECTOR 54:2,5
sense 35:5,16 64:9	shaped 29:10	signed 4:7	society 12:12,14,18 16:12,20 17:7 26:24 34:24 35:10,16 36:13	spending 54:19
sensitive 6:18 61:12	share 11:15,25 14:19 17:15 22:10 29:1 30:20 41:2 44:1 45:15 50:10	significant 13:12	solidify 16:11	spent 64:22
sentence 11:13	shared 10:12,14,24 12:9 23:7 24:20 27:20 57:16 62:20 63:6	silent 60:5	solve 22:21	spiritual 33:16
separate 25:20	sharing 6:22 22:7 26:18 29:4 53:21	similar 41:14	sort 13:7 53:3	spoke 6:5
separately 40:15	shift 23:19 28:12 32:19 51:3,21	similarities 50:7	space 27:4 54:10	spoken 22:17
September 64:11	shifted 39:25	simple 12:7 32:2,3	spaces 55:8	staff 4:11 17:1 28:11 38:14 52:3,18,23 58:19 59:16 60:9,21
series 10:11 24:8 47:4 57:8	shifts 24:3 28:15	sisters 21:9 26:8,9	speak 4:24 5:1,6,8, 10,22 7:8 22:19 23:3 38:25 47:11 49:14 62:15	stage 22:13
serve 6:4 14:7 16:17 20:18 38:2,10 48:22 49:8,16 50:11,25 51:12 54:13,14 57:15 58:3	Shop 38:5	situations 22:1	speaking 8:10,11 32:17 39:4,12 46:1,4	stakeholders 51:24 52:10
service 26:25 28:8 34:18 53:3,4	short 47:11	skeptic 13:10	special 59:21	stand 8:19
services 53:8	show 30:2	slide 10:4 11:4 28:24 29:13 30:20 32:11 51:22 56:5,25 61:23	specific 40:16	standpoint 14:12 47:23
serving 34:1 49:3,4 52:1 57:15		Smith 19:14		start 10:21 24:18,23 34:6 40:3 43:9 47:4 49:17 51:15
session 56:21 63:5		smooth 18:25 61:15		started 9:17,18 19:5
		sneaky 30:13		

39:1 51:18 57:18 64:8	Stevenson 22:16	19:19 28:23	surface 10:18 33:7	<hr/> T <hr/>
starting 12:4 21:18 27:16	stole 12:25	subsequent 64:19	surfaced 23:18	table 27:21 40:19 61:11
starts 57:13	stone 57:6	substance 17:8	surprised 13:2 32:22	tag 13:1 14:19 15:10,25 17:12 41:1 42:9,13, 14 44:4,6 45:15 50:9 53:24
startup 57:24	strategic 61:17,20	success 58:15	surround 4:5	tagged 37:5 45:24
State 18:7	strategies 8:23	succinct 16:3	Susan 44:4 45:13	tagging 12:21
stateless 24:2	strategy 7:14,23 8:1,12 28:5	suffered 26:12	suspension 32:5	takes 15:23
statement 9:3 43:17	Street 18:16	sugarcoating 23:13	syllabi 44:17,18	taking 47:13 53:5 56:8
States 35:18	stronger 8:23	suggestions 22:7	SYLVESTRE 6:6 7:11 64:7	talk 10:7 21:24 23:9 24:12 26:20 43:1 48:19 55:5 57:24 58:6,14
statistics 46:15	structural 16:15,22 25:15 58:2	summer 19:20	synthesizes 63:6	talked 5:23 40:13 48:23 51:25 57:16
stay 20:6	structure 33:9,10	super 8:7	system 23:10 29:22 35:8 38:9,10 46:2,20,23	talking 10:19 26:23 31:8 38:23 40:1 44:17,18
stayed 19:8,22	structured 47:25	superintendent 38:19	systematized 31:11	talks
step 39:21	structures 31:5 34:24 35:9	superiority 20:3	systemic 16:16,22 23:12 25:15 32:8,21 33:8 34:4 36:11,18 41:12,15,19 42:22 43:15	
Stephanie 5:23 6:2,3 7:9 59:22 60:3,4,9, 16,19 61:7 62:8,16 63:25 65:5	stuck 25:1	supersede 12:9	systems 31:5	
Steve 12:25 14:18,22 47:8,9 48:13, 23 49:9,20	student 50:23	support 20:23 40:12 58:20		
	students 45:5	supported 49:13		
	stuff	supremacy 31:1,2,21 32:8 33:15		

29:17	termed 35:4	thinking 15:15 17:23 29:17 32:9 40:3 46:1 57:22 58:9	18 52:5,21 55:3 58:16,25 60:15,18 61:6 62:8 64:8	30:25 61:24
tangible 13:22	terminology 31:3 49:14			TROWBRIDGE 53:15,19,25 54:4
tap 15:1	terms 10:24 14:4 27:16 30:15 33:14 62:6	thought 15:14 37:5 57:6 59:19	tip 31:18	true 20:6
task 38:20 40:23	text 29:5,6	thoughts 6:13,22 24:21 38:22 53:21 61:4	today 6:1 8:8 10:9,24 21:4 29:2 56:8, 15 59:17,20 60:23,25 61:5, 9,14 63:23 64:12	trust 4:11 10:1 13:21 14:5,13 15:19 16:19 17:2,12,19 20:6 25:9 26:24 28:9 32:20,21 33:9 34:5,18 35:2 39:6 40:16 41:12,16,19 42:1,16,17,23 43:4,8,13,18 46:12 47:23 48:8 51:25 52:11,24 59:9 64:23
tasked 34:1	that's 5:14 20:19 26:16 42:15	threading 45:10	today's 13:7 63:5	
taught 20:4 22:5 38:24	themes 23:6 55:11 57:17	thumbs 11:2	topic 6:18 31:24 64:24	
teacher 39:14 44:10,22	Theological 18:10	time 4:9,15 7:24 20:16 22:18 38:3,5 39:22, 23 45:13 48:12 52:7 54:16,19 56:7,8,18 57:9 59:17,18 64:17,25 65:12	topics 13:4,5 58:21	
teachers 39:1 44:22,23 45:8	theory 36:19	timer 11:18	town 39:18 61:18	
team 51:23 52:23	there's 21:15	times 20:19,20 22:12 48:19 55:6,20	Train 21:20	turn 15:7,25 22:9, 25 58:24 63:15
teams 52:10	they're 5:5 20:4 59:15		trained 45:12	type 13:20 19:20 20:8
teenagers 47:24	thing 23:12 24:11 52:17		training 44:10,22	
telling 18:24	things 7:5 9:8 16:12, 16 21:3 22:24 23:24 24:2 25:3,5,18 26:19,22 31:22 32:18 35:10,19 40:1 47:12,18 50:8 61:16,24	Tiombe 8:6 9:18 15:7, 12 16:1 22:10, 25 24:13 27:8 29:3 34:13 41:1,7,15,23 49:4,16 50:11,	transparent 27:18	<hr/> U <hr/>
tells 21:20			transparently 17:16	Uh-huh 51:2
temperate 18:22			trend 36:9,15	ultimately 9:15 10:13 12:11 28:14
ten 8:20			triangle	
term 35:2				

uncomfortable 27:12	<hr/> V <hr/>	voices 15:21 62:25	weeks 47:12 48:8	12:1 16:25 17:1,11 22:22 23:7 24:18 27:15,20 30:3 33:3,11 37:9 40:14,22 45:22 50:24 54:7,19 55:19 57:17 58:17 60:3 62:10
underline 9:24	valued 55:16	volunteer 11:25	welfare 12:17 31:15 46:15	
understand 9:13,22 11:17 22:22 30:4 33:19 51:13 54:16 55:24	values 9:23 51:12	vulnerability 27:9	WELLER 42:15 43:17 44:6 65:14	
understanding 10:10 15:16 16:21 25:2 31:4 35:8 48:1 63:8	variety 8:22 40:6	vulnerable 27:3,11 51:5	we'll 49:6 65:11	worked 8:17
understands 6:10	vent 17:16	<hr/> W <hr/>	we're 7:6 22:22 59:17	workers 43:21
unfolds 63:3	view 14:20	wait 59:7 64:3	wheel 39:8	working 38:25 60:20
unheard 20:19	violence 8:19	walk 58:12	white 19:5,10,13 30:25 31:2,4,6, 20 32:8 33:15, 17	works 8:3 39:6
United 35:18	visibly 11:2	walking 9:18	whites 19:7	world 55:14 57:24
University 18:8	vision 7:14,23 8:1 9:24 10:12 11:11,14 12:1, 10,11 14:19 16:14,23 17:10 23:7 24:16,21 27:20 30:3 57:12,16	wanted 5:10 7:18,20 24:23 26:4 29:1 30:20 34:14 36:20 46:10 51:8 56:2,19	widespread 41:16	write 11:10
unmute 10:6	Vivianne 10:3 11:3 28:23 30:19 32:10 51:21 56:4,24 60:19 61:7	wanting 26:19	WLRN 39:16	writing 9:3 56:13
unpack 64:17	vocal 20:14 21:1	watch 25:17,18	wonderful 17:1 18:18	wrong 41:13
unquote 33:15	voice 53:2,8,20	wave 11:20	words 48:24 50:10 51:11,15 53:17 56:14,16	<hr/> Y <hr/>
urban 35:21 36:16		ways 25:12 39:19 40:6	work 8:20,25 10:1, 21 11:11,15	year 23:25 39:14
user 55:25		Wednesday 64:11,12,17		years 8:21 13:11 21:11

York

35:21

young

21:19 47:19

younger

48:4

youth

31:16 32:1

47:14 48:23

49:12 51:15

52:23 53:8,9

58:4

youths

23:25

you'll

60:18

you're

5:18 7:11 13:1

41:8 50:19

Z

zoom

22:13 48:20

55:23