

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 Board of Directors Ad
7 Hoc Committee Meeting was held on June 16, 2020,
8 commencing at 3:31 p.m., in teleconference via Zoom
9 Webinar. The meeting was called to order by
10 Kenneth Hoffman, Chair.

11
12 BOARD MEMBERS:

13 Kenneth C. Hoffman, Chair

14 Mark A. Trowbridge, Vice-Chair

15 Steve Hope, Treasurer

16 Karen Weller, Secretary

17 Dr. Magaly Abrahante

18 Laura Adams

19 Matthew Arsenault

20 Dr. Daniel Bagner

21 Hon. Dorothy Bendross-Mindingall

22 Constance Collins

23 Mary Donworth

24 Rev. Richard P. Dunn II

25 Hon. Juan Fernandez-Barquin

1 Gilda Ferradaz
2 Lourdes P. Gimenez
3 Nicole Gomez
4 Mindy Grimes-Festge
5 Nelson Hincapie
6 Pamela Hollingsworth
7 Dr. Monique Jimenez-Herrera
8 Tiombe-Bisa Kendrick-Dunn
9 Marissa Leichter
10 Dr. Susan Neimand
11 Javier Reyes
12 Emily Rosendo
13 Hon. Isaac Salver
14 Sandra West
15 David Lawrence Jr.
16 Shanika Graves
17 Leigh Kobrinski
18
19 STAFF:
20 Bevone Ritchie
21 Donovan Lee-Sin
22 Felix Becerra
23 Garnet Esters
24 Imran Ali
25 James Haj

1 STAFF CONTINUED:

2 Joanna Revelo

3 Jorge Gonzalez

4 Juana Leon

5 Juliette Fabien

6 Lisete Yero

7 Maria-Paula Garcia

8 Muriel Jeanty

9 Rachel Spector

10 Sabine Dulcio

11 Samuel McKinnon

12 Sebastian del Marmol

13 Sheryl Borg

14 Stephanie Sylvestre

15 Susan Marian

16 Tatiana Canelas

17 Vivianne Bohorques

18 William Kirtland

19 Willmeisha Hall

20 Ximena Nunez

21

22 GUESTS:

23 Charles Bethel, Richmond-Perrine Optimist Club

24 Belkis Torres, Dade/Monroe

25 Nadjejda Chapoteau, Hermantin Consulting LLC

1 GUESTS CONTINUED:

2 Leonie Hermantin, Sant La Haitian Neighborhood Center

3 Nikki Knoll, Cgcc

4 Countess Balogun, National Black Child Development
5 Institute, Inc. - Miami Affiliate

6 Tish M., Municipal Government

7 Robert Joaquin Willis, Collective Empowerment Group
8 of So. Fl

9 Diana Lores, Project RISE

10 Phillip Murray, Retired

11 Ruban Roberts, The Miami Dade Branch of the NAACP

12 Jennifer Clarin, Boardroom PR

13 Aixa Marchand, Rhodes College

14 Shari Allison, The Alliance for GLBTQ Youth

15 Hilda Hall, Sisters United Network

16 Sam Heastie, Helpful Heastie, Inc.

17 N. Lamour Cross, Town Enrichment Center

18 J. Martinez, Inc.

19 Rose Hedgemond, Avenues of Excellence, Inc.

20 Laurinda Hafner, Coral Gables Congregational Church

21 Sheleathia Watts, GSM

22

23

24

25

1 PROCEEDINGS

2 (Recording of the meeting began at 3:31 p.m.)

3 MS. BOHORQUES: We just started. I just started
4 broadcasting.

5 MR. HOFFMAN: Okay.

6 MS. JEANTY: Ken, I have to tell you that
7 Tiombe's not in yet.

8 MR. HOFFMAN: Excuse me?

9 MS. JEANTY: Tiombe is not on the meeting yet.

10 MR. HOFFMAN: Okay. Let's give her a minute to
11 show since we've asked her to chair which she --

12 MS. JEANTY: She just got in. She's in.

13 MR. HOFFMAN: Oh.

14 MS. KENDRICK-DUNN: Good afternoon.

15 MR. HOFFMAN: I take it you have joined us?

16 MS. KENDRICK-DUNN: Yes, I'm here. Hi,
17 everybody.

18 MR. SALVER: How are you?

19 MS. KENDRICK-DUNN: Okay.

20 MR. HOFFMAN: Okay. All right. So on the
21 agenda, let me just say briefly, as I mentioned
22 during yesterday's board meeting, we had been
23 planning to devote a portion of our next board
24 meeting to discuss the role of the Children's Trust
25 in addressing racism and discrimination.

1 Instead, we've established this Ad Hoc Committee
2 of which this will be the first meeting. And the
3 purpose here is I think, to establish a working group
4 of our directors to address these issues.

5 I have selected Tiombe-Bisa Kendrick-Dunn to
6 chair the meeting, and she'll lead us through the
7 agenda for today. One administrative item I wanted
8 to mention before we get into the substance of the
9 meeting.

10 I did not want to handpick a select group of
11 board members. I felt this was a type of issue that
12 would be better that everybody who wanted to
13 participate have a voice at the table be able to do
14 so.

15 I will be asking through staff following this
16 meeting that those directors who would like to attend
17 and participate as a board member in subsequent
18 meetings to this committee register to be a member of
19 the committee so that when we do, if and when we do
20 come to action items, items that we want to recommend
21 to the board or staff, that we're able to take a
22 formal vote for that purpose.

23 Since we are in a public meeting context, before
24 we start the meeting, do we have any public comments,
25 Muriel?

1 MS. JEANTY: Mr. Chair, yes, as a matter of
2 fact. Vivianne just informed me that Mr. Phillip
3 Murray has a public comment.

4 MR. HOFFMAN: Okay. So, can we allow him to
5 make that comment and please, as is the case in our
6 public board meetings, if you could limit your
7 comments to three minutes that would be appreciated.

8 MR. MURRAY: Yeah.

9 MS. BOHORQUES: He has been made available to
10 speak. He just needs to unmute.

11 MS. HOLLINGSWORTH: This one -- my accountants,
12 from -- email. Can I give it to you?

13 MR. HOFFMAN: Okay, we're having technical
14 difficulty.

15 MS. BOHORQUES: It shows that he's unmuted. Mr.
16 Murray, if -- you can go ahead and speak.

17 MR. HAJ: Mr. Murray, if you can go ahead and
18 speak, I'm up here on mute, but this is your time to
19 speak.

20 MR. HOFFMAN: Okay. Well, we must be
21 experiencing technical difficulties. Let's see if we
22 can find an opportunity to allow him to speak later
23 on in the meeting. And with that, I will turn it
24 over to you, Tiombe.

25 MS. KENDRICK-DUNN: Okay. Thank you. So, I

1 wanted to first say to everybody that -- and all of
2 the staff as well as directors that are on this
3 conference, and I just want to say thank you all for
4 attending.

5 I think in my discussion with Jim, and then also
6 with Stephanie who is my contact, that what I want to
7 focus more on today is probably hearing from the
8 board and even staff, if that's appropriate, but
9 definitely hearing from the board, their thoughts,
10 because my thoughts and, you know, part of my
11 training as a school psychologist.

12 And then the other piece is just who I am. You
13 have to -- I believe you have to listen first and
14 hear, and then, you know, maybe in future meetings
15 we'll come back and, you know, we'll definitely work
16 on as a committee some action plan.

17 But there can be no action unless we give
18 everybody an opportunity to hear their thoughts in
19 regards to the effects of social and racial in
20 equities in children that live in our community here
21 in Miami-Dade County, and so I just wanted to start
22 with that.

23 Then I'll just say this is a topic and area that
24 is something that is important I think, to me, but
25 also just on a societal level because just, you know,

1 understanding a lot of what this country was founded
2 on. Historically speaking, if you talk to certain
3 groups of people, probably indigenous, probably
4 people that are from African American backgrounds in
5 particular, its been a struggle.

6 The struggle has -- hasn't -- has never ceased
7 because civil rights came, because there was a
8 president voted in that was biracial. I can tell you
9 this, I don't really refer to, I know this has
10 nothing to do with it, but our previous president as
11 black per se, because I think in some ways it takes
12 away from who he is because he was biracial.

13 His mother was white and his father was African,
14 and so you know, the kind of -- he -- kind of like to
15 erase somebody's background because of what they look
16 like I think is just kind of ludicrous anyway.

17 So, but anyway, so -- but thank you all. This
18 is a very important topic. We have structural
19 racism, systemic racism and discrimination. It does
20 exist in all of our institutions in this country. It
21 has not escaped our county.

22 If we look at outcomes for education, outcomes
23 for health, outcomes for nutrition, just outcomes for
24 infant mortality, I mean, if you look at some of the
25 issues that we struggle with as a country, you will

1 see a lot of it coincides or intersects with race or
2 ethnic background, income level, things like that.

3 And I think, you know, at least we can have the
4 conversation because Miami-Dade County is not -- it
5 still has to deal with what the rest of the country
6 has to deal with.

7 So with that said, Mr. Hoffman, if you think
8 it's appropriate, we could just open it up to just to
9 hear what people have to say before I think, at this
10 point for this, it's just to hear people's feedback
11 and, you know, whether they feel this is an issue in
12 Miami-Dade County or maybe some people feel that it's
13 not but, you know, we could --

14 I think that would be more appropriate right now
15 for today's meeting. And Jim, please chime in if you
16 if you think that's okay, as well.

17 MR. HAJ: Thank you, Madam Chair. You know, as
18 we discussed, this meeting is just really for us to
19 listen. We did not prepare any information. It
20 really is speaking about to Tiombe and her direction.

21 I think, you know, we can have follow up
22 meetings where we do take some action items or bring
23 things back. But this is really just to listen to
24 the inside of the board and the direction of the
25 board.

1 PASTOR DUNN: I don't know. Is there any
2 protocol for raising -- I should have raised my hand
3 through -- via the Zoom. I'm not that good at this
4 yet, so please bear with me. Let me know if I can
5 chime in. I would love to chime in.

6 MR. HOFFMAN: I think you're there.

7 MS. KENDRICK-DUNN: Yes.

8 PASTOR DUNN: Okay. Thank you. First of all,
9 let me thank the Children's Trust as a whole for
10 broaching this very sensitive, delicate and often
11 times uncomfortable subject on both sides of the
12 aisle.

13 It's uncomfortable because my experience has
14 been that many times our white brothers and sisters
15 don't want to own up to the reality that racism still
16 exists as we now see more blatantly exposed than ever
17 before in recent history.

18 And then it's uncomfortable because as a black
19 person, you know, you don't want to be labeled as a
20 rebel without a cause even though you know, as a
21 black person, you have lived this.

22 No, I have to slightly disagree with gentle
23 effect and with due respect to my surname sister, Ms.
24 Dunn on Dr. Dunn, from the standpoint that she didn't
25 see President Barack Obama as black.

1 Well, if you don't see him as black, this is
2 just a little humor for today, what does that make
3 me? Because I know down in my ancestry there was
4 some there's some white blood. There's no if, ands,
5 and buts about it.

6 It's demonstrated in the color of my eyes which
7 are green-gray. The hue of my skin complexion, which
8 is light. In fact, there are some Cuban Americans
9 and Hispanic brothers who are almost darker than me.
10 In some cases, perhaps darker than I am and I always
11 used to have a running joke, I'm going to get to the
12 crux of it; just a moment.

13 I always had a running joke with many of the
14 political players in the city of Miami. I'd say,
15 "Why do you guys like me so much? Is it because I
16 look like you-all?" That was that was one of the
17 jokes we used to have among ourselves, off the
18 record.

19 But in all seriousness, I see this as a great
20 opportunity for those of us who are in a position of
21 influence or authority to do what we can to be
22 recorded on the right side of history. You know, we
23 all like to talk about how bad it is, but those of us
24 -- each of us can do in our own small way, our own
25 large way, whatever capacity that we're serving in,

1 to make a difference, to make sure that we do not
2 perpetuate the biases -- the biasness and the
3 discriminatory practices that have been passed down
4 through generations.

5 And it's so easy to, you know, just kind of go
6 with the flow that, you know. And this is my -- I'm
7 going to say it like it -- I feel it. That black
8 people are supposed to be secondary. Black people
9 are supposed to be less than. Black people are not
10 supposed to have the same level playing field as
11 though as our white brothers and sisters or our
12 Hispanic brothers and sisters who have a lighter
13 complexion.

14 And so, you know, that's the part I believe that
15 we've got to make sure that we don't get caught up in
16 going with, because there's a feeling of, and I'm
17 going to use this word, I believe sometimes a feeling
18 of superiority among whites and other white
19 ethnicities of a white -- people from other countries
20 who feel superior to black people.

21 They -- it's almost like, you know, a black man
22 isn't supposed to be intelligent or a black woman
23 isn't supposed to have a doctorate degree. They're
24 not supposed to care about their children, like
25 everybody wants to care, you know, pursuit of

1 happiness and peace and prosperity, you know. That's
2 the subtle side of racism that we don't talk about
3 often times.

4 That, you know, black -- I'm going to -- now,
5 let's bring it closer to the home with the Children's
6 Trust. Blacks are not supposed to be able to
7 participate with all of the opportunities that may
8 avail themselves through the Children's Trust.

9 And if you notice, often times I always ask, you
10 know, have we reached out to certain areas that I
11 know, certain zip codes that I know, have been
12 discriminated against in the past. Are they getting
13 a fair opportunity to participate?

14 I always ask those questions. Not from a
15 standpoint of just having an axe to grind but I know
16 the practices. I've seen it. I've seen it over and
17 over again, and it's unfortunate. Perhaps maybe
18 sometimes, there's a little paranoia on our side.

19 Even politically, there was a running joke among
20 ourselves that if you're black and you're a
21 politician or you serve in public service, you're
22 more likely to get indicted or convicted of some type
23 of crime compared to your white or Hispanic brethren.

24 And you know, and I'm not going to call names
25 because that's not what -- we're not here to do that

1 today. I can give you a litany and list of names.
2 Now, I'm not saying they were not guilty, but I was
3 -- they were cases where there was some white and
4 Hispanic politicians who, in my eyesight and my
5 opinion they got a pass, you know? And I'm like,
6 wait a minute. What is this?

7 You know, I saw a black guy do the same thing,
8 but he didn't get the same level of mercy or same
9 level of leniency as our as our white or Hispanic
10 counterparts. So I think that's where we are now
11 today is, what can I do to make sure that I want to,
12 if I'm in a position of influence and many of us on
13 this board are, how can I play a role in leveling the
14 playing field?

15 We cannot recoup the 400 years of racism and
16 hatred against black people in this country starting
17 from slavery. And as I stated earlier or I stated in
18 another form, no other race of people, I respect all
19 people who have been in bondage. I respect that, and
20 I get that, but I will say this unequivocally.

21 There's no other race of people who've endured
22 slavery in this country like black. No other race of
23 people. Know that I don't care. Nobody can even
24 come close to that and we're still being hated upon
25 and, you know, racist behavior.

1 You know, what happened in Atlanta was an
2 atrocitiy. What happened in Minneapolis was an
3 atrocitiy. What happened in Louisville, Kentucky,
4 with the young lady was an atrocitiy. What happened
5 in in Brunswick, Georgia was an atrocitiy. And last
6 but not least, I -- our church is a part of the
7 National Baptist Convention, which is the primarily
8 black convention.

9 But we are also a part of the Southern Baptist
10 Convention, which is predominantly white. And it is
11 the largest Protestant, organized group of body in
12 the world next -- only second to the Catholic Church.

13 And about six weeks ago, we had a similar
14 conversation with most of the black pastors and some
15 of the white pastors who are leaders, and they wanted
16 to allow us to vent. And we had a -- it was
17 beautiful because, you know, the fact that we're even
18 talking about this is a starting point.

19 But after the conversation was over, the
20 question was raised, "Okay, now what are we going to
21 do about it?" And then you know, some of the
22 brothers -- some of the white brethren started
23 humming and horting, you know, they all blah, blah,
24 blah, blah.

25 But then things got worse, and I say, "Okay, now

1 you see what happens when we're silent?" You know,
2 as Dr. King says, "It is a sin to remain silent when
3 in fact it is our duty to protest." So we cannot be
4 silent in this moment regardless, and we have to
5 spell it like it is.

6 Last point and I'm finished. I'm glad I know a
7 little bit of history. I understand that the little
8 bit of freedoms that black people have experienced in
9 this country has always come at the hands of goodwill
10 people of all colors.

11 You can go back to William Lloyd Garrison in the
12 abolitionist movement with Frederick Douglas and the
13 Underground Railroad with Harriet Tubman. That was
14 supported by the abolitionists and the Quakers or you
15 can go back to the Freedom Riders. Those white
16 people who gave their lives to walk and to march and
17 protest with black people because of racism.

18 And now today, we're seeing an unprecedented
19 effort led by all people. And I believe when all
20 people get involved, it's going to be a difference
21 because black people alone cannot fix the problem
22 that we did not -- we didn't create this problem.

23 Racism was thrust upon us. This system was
24 created by racist, hateful white people and it's
25 been perpetrated on for years. We didn't create this

1 problem. So we can't undo this problem by ourselves.

2 We're going to need people of goodwill --
3 people of goodwill of all races, all ethnic, all
4 ethnicities, as Dr. King -- white men, black men,
5 Jews, Gentiles, Protestants and Catholics to be able
6 to say, "Free at last, Free at last, thank God
7 Almighty, we're free at last."

8 It's going to take everybody to bring about a
9 change, and I believe -- I'm a little bit optimistic.
10 I believe a change is finally about to come.

11 MS. KENDRICK-DUNN: Thank you.

12 PASTOR DUNN: I'm finished. Never give a
13 Baptist preacher a microphone.

14 MS. KENDRICK-DUNN: No, but thank you, Reverend
15 Dunn. I mean thank you for that because I'm -- I
16 definitely -- I think we share a similar -- I think
17 we share the same ethnic background, so -- because
18 I'm African American too and so anything that you
19 said I definitely identify with.

20 And I just wanted to clarify like what the
21 President -- it's not that I don't see him as black,
22 but I -- I'm very sensitive to what people see
23 themselves as.

24 And so, it just -- it felt to me like the media
25 just put this thing because I've read some stuff, you

1 know, about the things he struggled with, with his,
2 you know, his background of both of his parents which
3 sometimes people that are racial, biracial struggle
4 with.

5 And so I think it's more fair, you know, if it
6 comes from that person, I think the person should be
7 able to define who they are. Not the society or not
8 people, and I think that's what our society just --
9 that's what was thrust upon him and so -- and you
10 rarely heard about the other -- the other part of his
11 heritage of, you know, the very people who raised
12 them and loved him and cared for him wasn't
13 necessarily his African side.

14 So you know, I just -- I -- and that's the
15 psychologist, that's the training in me because we
16 have to remember that you can't ask somebody who is
17 part of two different races if that's -- even if
18 that's a term that we believe in, right, race?

19 Because is that even something that's real? And
20 in some places, in countries, it's not. They don't
21 use that terminology. But here, we do in this
22 country and so, you know, you can't ask somebody who
23 has parentage of white and black or Asian and
24 indigenous or that to choose.

25 And you know, I always have that talk with

1 people you can't get mad, you know, and tell them how
2 it would be if someone's biracial, they're black and
3 white. And then if they decide to date either or,
4 they have that -- they're part of both, and so there
5 should never be an argument, but that's just my
6 opinion.

7 But I definitely think that everything that you
8 said -- I'm glad that you said that because in my
9 respect, you're an elder to me, right? And so even
10 understanding the structure of, you know, people of
11 African descent or indigenous descent because, you
12 know, I have to, you know, remember you walk before
13 me and if Pam walked before -- everybody that has --
14 that where we share similar backgrounds, they walked
15 this road before me, and so I have to understand that
16 that is important because it just is and that's how I
17 was raised.

18 So everything that she said is critical. I
19 think for children -- I don't think much -- I'm not
20 sure on the Children's Trust when we do this work if
21 we factor in -- a lot of the work I think that we do
22 on the trust results from some of these things that
23 are -- that are systemic issues in our country and in
24 our local county regarding to racism and
25 discrimination.

1 And just like Reverend Dunn said, it's been long
2 standing. And then this is the -- we live in a
3 southern state which everyone knows that the history
4 is even deeper in the southern states. But you know,
5 I'm from Boston, Massachusetts.

6 That's where I was born by way of -- my father
7 was born in Georgia. Mother born in Chicago, but my
8 mom's people came from Louisiana who left there to go
9 to Houston to have a better life, and my
10 grandmother's people left to go to Boston to have a
11 better life, and was that actually true?

12 Maybe you can find better paying jobs, but then
13 you had to deal with the drugs and all the other
14 stuff that if we were to get into. If you want to
15 talk about trauma, my whole childhood I've watched my
16 family get decimated with the stuff we deal with
17 today; drugs and alcohol. All the stuff that I
18 believe is put there to do that, to destroy us.

19 It is not to me, and I think most of us that are
20 in this community, we know that it's not a mistake.
21 I don't know an African country that makes guns or
22 bad -- you go and you get the -- whatever you're
23 going to make heroin with or cocaine with, that you
24 -- you're going to somebody's country. That's -- it
25 doesn't come from there, so --

1 But I watched that my whole life, and then I
2 became a psychologist, a school psychologist because
3 of the very things I saw as a child. So that's why I
4 wanted us to talk about this because this stuff --
5 children are not blind from that they're seeing in
6 society, that they see in the schools.

7 The children are watching the media, and then
8 the social media and the media. They're seeing all
9 of this and they have fears and they wonder what that
10 means for them.

11 And I want us as a trust that deals with
12 children to kind of understand, we have to
13 acknowledge that and kind of -- maybe talk about or
14 figure out how do we address the population of
15 children that have been dealing with these problems
16 for generations?

17 It -- yes, we can put after school programs
18 there. We can give parents access to parenting. We
19 can, you know, make sure the organizations that are
20 serving them, they get our money, that they have
21 capacity building.

22 But I think that we have to also think about the
23 actual individuals that we're serving, and come from
24 a historical standpoint because children, they're not
25 blind. And even the children who are not black or

1 are not Hispanic Latino, are not indigenous, so even
2 white children, they see these things too, and so
3 it's even hard for them to even process, well, why
4 are things this way and not that way or why.

5 Can I be friends with this person when I'm in
6 kindergarten or first grade? But then when we get to
7 middle and high school people start to pair off in
8 corners, or my mom says, "I want to go to
9 Northwestern High School, but they're not going to
10 let me go there because of x, y and z."

11 I know in the schools, I've heard that parents
12 will call and they want to know, and I'm sure many of
13 you on the trust know, people know, want to know,
14 okay, that school, what's the percentage of children
15 there that qualify for free or reduced lunch? What's
16 the percentage of black children in that school?

17 Why? Because we even have people that live in
18 our community, and some of them may be leaders in
19 that community that don't want their children to be
20 exposed, to attend school with that group because,
21 I'm going to guess, of implicit bias. I'm not saying
22 explicit, but you know, our society sends out
23 messages about people. And you know -- or sometimes
24 we may have negative experiences with groups of
25 people.

1 And so, you know -- but there is that very real,
2 you know, I don't want my children in that
3 neighborhood. I don't want my children going to
4 those schools. I don't want my children around these
5 people. I don't want to work in that school because
6 those parents, and if I can tell you how many times I
7 hear this. And I don't speak about parents like this,
8 those parents, they don't care about their kids.
9 That must be their culture.

10 I had to correct somebody one day when they said
11 that for black people it must be their culture not to
12 care about education. And I said, then you don't
13 understand where black people come from if not even
14 understanding the foundation of the African society.
15 Where do you think knowledge actually comes from?

16 So we have to, you know, though if someone
17 appears not to care about their children. I've never
18 met a parent that did not. I've worked in drug
19 rehab. I've worked I've worked with parents that have
20 lost their children, but I've never met a parent that
21 didn't love their child and didn't care.

22 Maybe we don't think about the circumstances
23 that happened in their life that may be related to
24 the structural and systemic discrimination or racism
25 that that person may have experienced and how now

1 that has affected their ability to parent or has
2 affected their ability to understand how to deal
3 with, you know, stress or what's happening?

4 So I think for us, we have to think about what
5 is this? What are these --identifying what are the
6 things that are harming our children that are related
7 to systemic, right?

8 Racism and discrimination because it exist and
9 so that is the big piece. We identify it and not
10 saying, you know, in many systems now you're not
11 looking at explicit, but it's not intentional, but
12 some things have just happened, have happened for a
13 long time.

14 And so how do we change parents mindset that
15 there's nothing wrong with your child going to school
16 with black children or Hispanic children or children
17 that may experience economic marginalization or kids
18 at a school where the majority of their parents may
19 be single parents. I don't -- there's just all these
20 many negative thoughts, and then -- and how it
21 affects our kids.

22 But I think the biggest pieces, you know, for us
23 to really talk about how this is affecting the
24 children because it does. And how does it affect the
25 children? How does it affect the systems in our

1 community that help children?

2 Is it -- how does it impact the healthcare
3 system? How does it impact the education system,
4 whether it was public school or private because
5 private school is not exempt from discrimination and
6 racism at all.

7 So you know, how does it affect, you know,
8 dealing with nutrition and food? What's the term
9 they like to use now? I can't think of the
10 politically correct -- food security. So, how does
11 it impact food security?

12 I live in Liberty City. All you guys know that.
13 For me to -- let me tell you what's in my
14 neighborhood. Churches Chicken, McDonalds, Burger
15 King, Snappers, which I don't eat at that place at
16 all because everything is fried. To me, all the
17 stuff mostly in a black -- it's just -- it's killing
18 us health wise.

19 But all of those places, I think the only
20 healthy options you might have might be Pollo
21 Tropical which on, like, 79th and 27th and I think
22 there may be a couple of Subways, but everything
23 else?

24 We don't have Whole Food over here. I don't
25 have a Publix. Some companies probably wouldn't even

1 bother putting their companies here because maybe --
2 not Chipotle. Maybe they're thinking they, you know,
3 those people, they're not interested eating healthy.

4 But when my husband and I have to shop, I have
5 to get in my car and I have to either drive to Miami
6 Beach to go to the Whole Food there or drive to
7 Aventura. And if we really feel like taking a field
8 trip, I go to Pembroke Pines because, you know,
9 there's places you can go and everything's there.

10 But we shop at Whole Food. We go to Publix and
11 every now and then Winn-Dixie, but the Winn-Dixie by
12 my house, they don't sell organic stuff. I don't eat
13 fruit and vegetables that's not organic.

14 I just -- I've made that choice for my family
15 and so, I don't have any issues spending money where
16 people think that black folk, oh, they don't want to
17 spend money on their food. They don't care about
18 that. But we have to spend a lot of money in gas
19 just traveling to get to a quality of food so we can
20 have in our family.

21 And then, some people in our community, they
22 don't have that ability. So, you have to go to Winn-
23 Dixie or you have to go to, I don't know, Prices
24 Choice or one of these places that's on 62nd, which I
25 probably would never shop there for my own reasons

1 and it has to do with --

2 MR. HOFFMAN: I know that place, yes.

3 MS. KENDRICK-DUNN: -- food quality, right?

4 Even meat, and I don't eat a lot of it, but I have to
5 cook. But if we're going to eat -- if I have to cook
6 ground beef for the family, it needs to be grass fed,
7 not fed from grain because, you know, I understand
8 the differences between the grass fed and the grain
9 fed and don't want the grain fed meat but, whatever.

10 So, we have to -- but what happens to the kids
11 that their parents have not been afforded that
12 knowledge? And then we have kids -- the parents
13 don't eat well or they live in environments that are
14 not great. Then, sometimes they may be attending
15 schools that don't service their particular needs for
16 where there are.

17 Every school has their own community. Every
18 single one is different, so you can't say one -- the
19 same size fits all for everyone, but in certain
20 places, the needs may be greater than others. But,
21 you know, how do you do that? How do you educate
22 parents, you know, if your child has asthma for
23 example or allergies?

24 I don't know if many of you know -- I don't
25 think we -- I don't know if you have a doctor on the

1 board. I know we used to. But what allergies really
2 are -- I mean, and why we see them disproportionately
3 in income -- I mean, in children of color and
4 children not of color, but who come -- that are maybe
5 experience economic marginalization.

6 But if we could get them to understand what it
7 is and how you can environmentally treat your house,
8 you know. Take the chemicals out of your home that
9 may be dealing with this, you know. Do this, do
10 that.

11 I've had to do it. I've had to learn because
12 I'd lived with that growing up. All these allergies,
13 asthma, eczema, all this stuff and finally, as an
14 adult I understand what it is and what in my
15 environment may cause that to happen and now I
16 understand. I'm getting the proper medical care as
17 an adult that I should have got as a kids, but I
18 didn't have insurance as a child.

19 My father was one of those people that took us
20 to the emergency room every time something was wrong
21 because he didn't have that knowledge. So, that's
22 probably kind of, you know, the part of, you know,
23 just our kids.

24 How are these systems -- how can we help to
25 address, you know, making -- preparing a path to try

1 to address systems change which can take a long time.

2 It's not going to be something that's overnight.

3 It may take years. It may take when I'm no
4 longer on this board, but if we don't do it as a
5 Children's Trust being the stewards and guardian of
6 the children in our community, who's going to do it?

7 And I think we're the best people to at least
8 begin to have the conversation and kind of identify
9 and bring up -- okay, this are the systems that we
10 can look at and then maybe we work alongside, you
11 know, some of the players in the system because we
12 already do, you know.

13 But maybe extending the conversations, you know,
14 to them and then eventually, how do we make this a
15 community effort to look at the changes so we can
16 improve -- so we can on the long term, not short
17 term, improve the quality of life of these children
18 so they're not going to grow up to become diabetic
19 because the food they ate when they were little, like
20 what happened to my husband when he moved here from
21 Jamaica.

22 I'm living this stuff in real time. Like, real
23 time. I see what happens when your parents come as
24 an immigrant. All they do is work and now, you
25 didn't eat poorly in your country because you ate

1 from the land, but then you come here and everything
2 is processed and then your mom and dad got to work
3 50-60 hours a week.

4 So then, they don't have time and now, you know,
5 as a adult look. So, how do we stop the -- how do we
6 interrupt? Let me just not say stop. How do we --

7 MR. HOFFMAN: Stifle.

8 MS. KENDRICK-DUNN: Well, that. So, we don't
9 have our kids having to deal with these things, you
10 know, these life circumstances that are preventable.
11 Some of these things can be prevented.

12 How do we do that so we can give them a fair
13 shot regardless of what they look like, you know, who
14 they are. What communities they live in. What
15 schools they attend. How, you know, I guess that's
16 the big piece.

17 MR. HOFFMAN: So Tiombe, let me interject for --
18 because I do think the conversation we're having is
19 very important firsthand. That everybody understands
20 what we're talking about.

21 The Children's Trust is about outcomes.
22 Improving the outcomes of children and certainly
23 structural, the discrimination and racism affects
24 outcomes of children, of families, of ourselves.

25 My goal ultimately, not necessarily for this

1 meeting, is for us to give guidance to the trust on
2 what we can do. I think -- I look around, I want to
3 say the room, but I look around my screen and I see
4 what I consider people of good will as Reverend Dunn
5 used that phrase, and I believe that we're in a
6 position of influence to be able to tell this
7 organization what we believe is the appropriate
8 guidance on how to address either very specific
9 issues or in more general terms how we approach the
10 community.

11 So, I would like to -- I certainly think this is
12 a good dialogue and understanding and making sure
13 that we all understand the elements of the
14 discrimination and racism and what the effects are,
15 but I also want to ultimately, hopefully focus the
16 board on the things that we think we can influence or
17 do or guide our staff and management to influence.

18 So I do again, I welcome any discussion, you
19 know, in this meeting but ultimately I think I'd like
20 to make sure that we're answering part of those
21 questions that you're asking. What is it that we can
22 do or what should we be doing?

23 MS. KENDRICK-DUNN: Yeah. I think that's
24 important and while we look at that, you know, I
25 think I shared probably, I don't know, board

1 meetings ago, but you know, if we -- and I think this
2 is a beginning of looking at the root cause and in my
3 belief and then even looking at literature.

4 So forget my belief because, you know, being a
5 scientist practitioner, right, we have to also --
6 feelings are great, but where's the evidence? And
7 so, looking at, you know, evidence there is quite a
8 bit of it.

9 And I know Jim has wonderful staff including
10 Lori who's a psychologist, so this stuff is easy,
11 like to find, but like, you know, evidence that
12 suggests that, you know, some of the real causes to
13 some of the issues we see in our community are steep
14 in systemic issues with a number of institutions.

15 And I kind of think that's where we have to
16 start, you know? In the institutions and if you want
17 to dig deeper, that just goes back to historical
18 stuff with this country but, you know, we want to --
19 it's important for us to be honest with ourselves and
20 I know it's uncomfortable.

21 But I'm hoping that, you know, all of us --
22 that, you know, it's uncomfortable even, you know,
23 for me and I think it is for everybody, but if we
24 don't do the uncomfortable work then children will
25 suffer. And that's not fair because again, we're

1 their stewards.

2 They're looking to us and I always tell my
3 husband, "We can't get mad at children when they do
4 wrong if the people that are supposed to protect them
5 for real, are not really doing it." So, I agree with
6 you.

7 And that root case piece is the big piece of,
8 you know, why do we see these things because before
9 we can talk about what we can do is kind of having
10 that understanding, a real, true, truthful
11 conversation on this as to why might be these things
12 even in the first place.

13 MR. HOFFMAN: Understood.

14 MS. HOLLINGSWORTH: I'd like to say something.

15 MR. HOFFMAN: Pam?

16 MS. GIMENEZ: I'm sorry, go ahead.

17 MS. HOLLINGSWORTH: Oh, thank you. I'm going to
18 speak very briefly. Thank you, Madam Chair and thank
19 you, Ken. First of all, I also -- and I'm also going
20 to be very brief.

21 I do want to thank Jim and the staff and Ken for
22 pulling this meeting together today for creating this
23 Ad Hoc Committee; it's bold and I appreciate it. I
24 think Tiombe, I think you're doing an awesome job and
25 thank you so much for reminding me how much older I

1 am than you today.

2 But I mean, I'm just going to say what Reverend
3 Dunn said and what Tiombe said. I can't say it any
4 better than that, and I think what is evident is that
5 we're living this. This -- we -- this is -- this has
6 been our legacy. This is our family history, you
7 know.

8 Research shows us that as early as 18 months
9 children understand difference in skin color. That
10 biases can take hold as early as between 18 months
11 and three years, and when we talk about children
12 suffering, you know that across this country,
13 children are suffering. That's why we have word --
14 that's why we have so much work to do.

15 And I -- and Ken, I love what you said about,
16 you know, kind of opening up the conversation and
17 listening to I mean, I'm so excited that there are
18 fewer black folk on this zoom screen today than those
19 who are not and so, I think what you're hearing from
20 us is probably not surprising to you.

21 I'm really interested in hearing from, you know,
22 my fellow board members, my fellow directors that
23 have shown great courage and great interest and great
24 compassion in -- to this forum today and expressing
25 an interest in the committee.

1 I think there's no question that, you know, this
2 legacy of institutional and structural racism that
3 has, you know, had this country in a tailspin, you
4 know, the intersectionality of COVID-19 in the
5 disproportionality -- disproportionate impact on
6 communities of color.

7 We've been talking about that for months now and
8 you know that intersecting with the events in
9 Minneapolis and, you know, let's say all their names,
10 and as recently as this weekend.

11 So, that's all I'm going to say. I just -- I'm
12 proud to call all of you colleagues. I'm so glad to
13 be in this fight with you, and I'm now going to mute
14 myself and go into listening mode but thank you to --
15 thank you to the -- to Jim and the staff of the trust
16 for calling this Ad Hoc Committee together. Thank
17 you for Tiombe -- thank you, Tiombe for
18 sharing and --

19 MS. BENDROSS-MINDINGALL: Hello?

20 MS. HOLLINGSWORTH: I'm listening.

21 MS. KENDRICK-DUNN: Hello.

22 MS. BENDROSS-MINDINGALL: This is member
23 Bendross-Mindingall.

24 MS. HOLLINGSWORTH: Yes, ma'am. I'm --

25 MS. BENDROSS-MINDINGALL: I am -- I want you to

1 know that I am on and I definitely will continue to
2 listen. I haven't been on very long, but I will
3 continue to listen and when it's my time
4 appropriately, I will make some remarks. Thank you
5 very much. Lourdes?

6 MS. GIMENEZ: Yes, Madame Chair and Mr. Chair.
7 I would just like to say -- well, first of all --
8 just to make sure we all agree and I know we all do.

9 Any type of discrimination, whether it's racial
10 discrimination, language discrimination, religious
11 discrimination, religious discrimination, gender, you
12 know, sexual orientation is unacceptable. Period and
13 end of the story.

14 I really believe our country was founded on the
15 ideals of opportunity and of equality, and that is
16 something that -- and Tiombe, you may want to listen
17 to some of my answers to some of your questions.

18 I had the opportunity and the privilege of
19 serving as principal at George Washington Carver
20 Elementary which is -- you don't know, in Coconut
21 Grove, the west side of the grove.

22 And in my years of service there, I was in what
23 they call in the school system a school of choice
24 situation and what that meant was that the boundaries
25 were shared with three schools.

1 The only two schools that remain paired for a
2 long time, Judge Atkins had ruled for desegregation,
3 and Carver and Coral Gables remained together because
4 of the proximity of the schools. The children didn't
5 have to wake up so early in time.

6 When they dismantled that school, they made it a
7 school of choice and they took the three boundaries
8 for Coral Gables, Sunset Elementary, and Little
9 Carver and made one big boundary, and it was a school
10 of choice. Parents would sign up for first, second
11 and third choice.

12 I have to tell you, the first year that I was
13 there we were -- we went into school of choice, we
14 were the last choice. And what we did, and my
15 teachers were amazing, my staff members, you know,
16 custodians, security guards, everybody who went out
17 to the community, we started marketing our school and
18 letting them know.

19 And yes, you're right, Tiombe, I had parents at
20 the end that did not get their first or second choice
21 and had to come to my school; crying, coming into the
22 office. I don't want my children -- the perception
23 was that it was a horrible neighborhood. The kids
24 were fighting all the time. That was the perception
25 and we changed that perception.

1 It was not overnight, but we did change it to
2 the point where we were able -- and I can tell you
3 all the strategies that we put into place, but we
4 probably would be here for a longer time that you
5 would want me to speak.

6 I know Reverend, you're a Reverend and a
7 preacher, but I'm an educator, and we talk a lot too.
8 So, I don't want to bore you all but I can tell you
9 honestly, it took work and we did.

10 We were able to -- it was also the year when
11 they started with uniforms and I had parents that
12 were very upset at me because we voted as a school
13 etcetera, and it was perfect because nobody knew who
14 had money and who didn't have money or were you --
15 everybody was wearing the same and in addition to the
16 fact that it was also a safety piece.

17 I knew all those children belonged in our school
18 because they were dressed with the same uniform and
19 we were all, quote unquote, "little peanuts." That
20 was what, you know, George Washington Carver,
21 discovery of the peanut and so, you know, everybody
22 was one big happy family when they were inside.

23 But the key to that was, I will tell you
24 honestly, not only our staff but our parents had to
25 reflect that because the children don't care what you

1 say. They're going to do what they you see you do.

2 You can tell them whatever you want to tell them
3 about anything. Oh, do this and do that but if they
4 see that you're not doing this or that, they're not
5 going to do it because you have to walk the talk.

6 Our teachers all got along together. Our
7 teachers were like one big family. I mean, there's
8 teachers there that you can go to now that are still
9 living, in the program and will tell you how
10 everybody just united, we were "the school."

11 We were not outsiders. Everyone that came in
12 there was part of the family and it starts with us at
13 a small scale but it can go on to another area if we
14 follow those ideals and shared values.

15 And to me, I think one of the important things
16 that needs to be done is we have to identify what are
17 those shared values that we care about. And we're
18 going to see that everybody cares about the same
19 thing. We want the same thing for all of our
20 children.

21 You know, I believe then and I still do that our
22 school was a much better place because we all cared
23 about every child reaching for potential. Not just a
24 gifted program child, or an ESL child.

25 It was every child and we worked very, very hard

1 in order to make sure that our children that needed
2 the tutoring service would receive those tutoring
3 services and needed after school care, we would get
4 together with a Boys and Girls Club, which they were
5 amazing and took care of a lot of our children. And
6 it was something that I believe has to happen from
7 inside.

8 It cannot be someone else telling you what to
9 do. You have to be the one. And I have to -- I'm
10 going to finish because I know I can go on and on,
11 especially as I'm talking about education.

12 And one of the things that came over because
13 again, it took a while but towards the end of the
14 second year, we were being selected as the first
15 choice. We were the best kept secret.

16 Nobody knew it until they finally came and took
17 a tour of the school and realized the kind of
18 teachers and staff that was there, and what a
19 wonderful job and work they were doing with our
20 children.

21 And that year, somebody came from the Gables
22 Gazette to do an article, and so I just said what
23 naturally came to me when, you know, I was talking
24 about both, you know, the three schools are great
25 schools.

1 My sister happened to be the principal at Sunset
2 at the time, you know. My former boss was at Coral
3 Gables, so I wasn't going to minimize what they were
4 doing but I said, "Every school has something
5 special." Not just basically -- I said, "You know,
6 it's like choosing between Harvard, Yale and Duke,
7 and we're Harvard."

8 And so I got some backlash from the other
9 principals and I said, "Listen, every time I answer
10 the phone, I go 'Carver Elementary.'" It sounds like
11 Harvard doesn't it? Carver Elementary? And we
12 picked up on that and we kept telling our children,
13 you guys are going to go to the best colleges.

14 Expectations of what you tell children, they
15 will rise to the occasion of what you expect. If you
16 expect you get, when you don't you won't. If you
17 tell a child, you can do anything, you're wonderful,
18 you're this, and you keep telling them that, that
19 child is going to do a lot better.

20 And I'm honest, I know we cannot make a child go
21 from average, you know, to rocket science, you know.
22 That would be -- to me, it's reaching their potential
23 whatever that potential is.

24 But to empower that child in knowing and feeling
25 that they are worth it, that they're good, that they

1 can make it. That they can, you know, be somebody
2 important. That you could be the next president.

3 I would go in the classrooms and say, "Oh, my
4 gosh, you're going to be the one that's going to
5 discover this, and you can be the astronaut that goes
6 and walks, you know, in Mars," or you know, those
7 expectations have to be there, our providers.

8 And as we get into that, you know, when we -- I
9 think what we should do with one of the things is
10 identify those shared values and make sure that all
11 of our providers are aligned to what those shared
12 values are, you know.

13 Educational opportunity, work opportunity,
14 justice, all of those things that we value for all of
15 our kids and all of our families need to be happening
16 in those places.

17 I believe we need to have maybe training, and
18 you know, I would love to see us taking some funding
19 to make sure that if we have certain providers that
20 need training and sensitivity and cultural
21 sensitivity and understanding, you know, differences,
22 or whatever it is that -- that's where we should put
23 some of our funding, to make sure that those things
24 happen.

25 And then we need to monitor and we need to see,

1 you know. Our staff, I know, is -- has a lot a lot
2 on their plate but if we could find some way of
3 making sure that these things are happening in all
4 these places that we provide, you know, funding to,
5 and that they understand this is going to be part of
6 our mission to make sure that there's equity in all
7 the places that we have.

8 So that's -- you know, I'm not going to keep
9 going because if I do I probably won't stop. There's
10 a lot more that I could say, and I just -- I am glad
11 that we are doing this meeting. Thank you, Jim.
12 Thank you, Pam, and to Ali for chairing our
13 committee.

14 And you know, it starts with us. And I think if
15 we start doing simple steps, we'll get to finish the
16 journey. But unfortunately, it's not going to be
17 overnight but those steps that we take are going to
18 take us in that direction. Thank you.

19 MR. HOFFMAN: All right. Dr. Bendross-
20 Mindingall, would you like to take this opportunity?

21 MS. BENDROSS-MINDINGALL: I would appreciate it.
22 But I'm a little bit concerned that I didn't hear the
23 beginning. So I want to just -- and make mention,
24 you probably know because we're not living under
25 rocks, that I have a -- I've offered an item that

1 will be discussed yesterday for voting.

2 Our second reading is about what we do as a
3 school system, and how we get involved with what
4 we're talking about right now, with the racial issues
5 and being sensitive, and of course, looking for
6 parity and equity.

7 So I wanted to just mention that. So there are
8 those of you who are interested in listening. You
9 can't speak on it now, because the last day for
10 getting in your comments was yesterday about four
11 o'clock was the last moment.

12 But I do want to say that I am happy that we're
13 having this discussion. It is timely. There's no
14 other way that we're going to get this done unless we
15 talk about it. And the saddest part of it all is
16 that we know what to do. We just must have a mind to
17 do it.

18 Thank you, everyone. Maybe next time being a
19 teacher, and a principal, and on and on, I will not
20 be late so that you don't have to keep me after.
21 Thank you again for all that you do; for all of our
22 children.

23 PASTOR DUNN: Let me try to get a comment in.
24 And I do want to say something. I want to first of
25 all commend all of you for your multiple

1 contributions. And I'm not just saying this in a
2 form of patronization. Many of you have been
3 champions for equality, justice and freedom for a
4 long time, and I do want to commend you.

5 However, I have to say this and it's not an
6 attempt to be combative, who I have a great deal of
7 respect for. And I do know your background as an
8 educator, but Mrs. Jimenez, I have to say this.

9 When you talked about what this country was
10 founded on, this country was founded on racism. This
11 country was founded on thievery. It stole the
12 country from the Native Americans, the Indians and
13 then it was -- and racism and slavery was perpetual
14 -- perpetuated by some of our fore-parents.

15 So, when President Donald Trump says, "Make
16 America Great Again," for who? Not for black people.
17 It's never been great for black people.

18 Now, I'll say this. This is perhaps the
19 greatest country in the world and there may be only
20 one country or two countries that I would maybe
21 consider living in and that's the Bahamas and since I
22 went to the Holy Land back in January in Israel, Jim,
23 I made -- that may be the only other countries that I
24 might prefer to live in.

25 But make this country great again, it's never

1 been great for black people. We have to own the
2 fact, and I think that's a good starting point. Even
3 as we move forward educationally, our dealing with
4 children, we have to own the fact that this
5 foundation of this country was rotten.

6 It reeked with hatred and racism and venom. Our
7 women and young girls were raped by white -- I don't
8 want to get into because sometimes I get a little
9 angry talking about it, and this was perpetuated for
10 years, and black men were lynched and hung and their
11 genitals were cut out all kinds of vicious stuff.

12 They were made -- they had to watch -- another
13 man had to watch them, the slave master, make love to
14 his wife and his daughter and couldn't say a word. I
15 mean, how heinous is that?

16 So, this country -- I think we got to get to the
17 core of this country was founded on dirt. You know,
18 I got to say there were a few founders that had good
19 intentions, but a lot of it went south. It was
20 founded on dirt.

21 And the same opportunities that were afforded to
22 other people who may have come into this country were
23 never afforded to black people of color. We were
24 brought here as slaves. I want that to -- we got to
25 -- we can't get past that in moving forward and see.

1 I think what we're facing now as Dr. King said,
2 "Truth crust to the earth shall rise again." What
3 we're seeing now is these children, these white
4 children and white grandchildren, and white grand --
5 great-grandchildren and Asian and Hispanic of other
6 cultures, they now see it for what it really is, and
7 until we own it, then we can move forward.

8 You know, one of the first steps in recovery is
9 you have to admit that there is a problem. America
10 has not been kind to black. It's been nasty to black
11 people. And I know I'm getting a little insistent --
12 a little sensitive here because it's a sensitive
13 issue because we've seen it, we watched it, we've
14 lived it.

15 When I was the City of Miami Commissioner in
16 just 18 months, seven black men were killed by white
17 or Hispanic police. That happened right here in the
18 City of Miami in 2010-2011. It's documented.

19 And bless God not one rock was thrown because I
20 was trying to work for peace, but you could imagine
21 how difficult it was and I was trying to get my
22 colleagues in District 1, 2, 3 and 4 to understand.

23 Hey guys, we're suffering over here in Liberty
24 City, in Overtown and Little Haiti. And they didn't
25 see it because they didn't have those kinds of

1 problems. Their young men were not being confronted
2 with violence or forced -- their hand wasn't being
3 forced to be in a gunfight with police, but that was
4 happening regularly in District 5.

5 We had seven shootings, killings of black
6 unarmed, black men in seven months. Have you ever
7 heard anything that atrocious? It happened right
8 here in the City of Miami, and it's not the first
9 time.

10 The McDuffie Riots started because of police
11 brutality. The Neville Johnson Riots started because
12 of police brutality, and the list goes on and on and
13 on. And there are many cases that were not even
14 publicized that took place.

15 So I think we have to own up to the fact that
16 this country's foundation was rotten. And I'm saying
17 it graphically, but I need to say it. It was rotten,
18 and we got it -- we got to own that now.

19 It's not our fault, but we can do better.
20 Whatever we can. Those of us who are in position of
21 authority and influence moving forward, we got to
22 make sure that we don't perpetuate those kind of
23 nasty biases and hatreds and racisms against people
24 of color.

25 MS. GIMENEZ: And Reverend Dunn, I agree with

1 you. That is why we are having these conversations
2 and why -- my statement was that our country was
3 founded on ideals.

4 I didn't say that it happened the way that it
5 was founded but I think that at this point, we need
6 to make sure that those ideals of opportunity and
7 equality are happening and will happen the way they
8 should have happened.

9 And that's -- these conversations are good
10 because we are talking about it and we are trying to
11 find a way, in a small way where we can touch what we
12 hear as a board can do in a lot of different
13 providers and with the children in those, whatever --

14 Wherever it is that the children go, whatever
15 after school care program, whatever thing, anything
16 that we fund, we can have a say into it as to how
17 we're going to make sure that it's equitable across
18 the board.

19 That there is no racism. That they're -- even
20 the people they hire, that there are, you know,
21 looking at the person. Not up to where necessity or
22 the, you know, race or the religion of the person.

23 MR. HOFFMAN: All right. Constance, you have
24 your hand up?

25 MS. COLLINS: Yes, thank you. (Inaudible

1 13:47:40 audio problem.) I think that if we don't --
2 action, (inaudible audio problem.)

3 MR. HOFFMAN: Thank you.

4 MS. COLLINS: Oh, okay. Yeah, all right. So,
5 first, I just want to say I think this is a
6 conversation long overdue, and I'm very grateful to
7 the trust and everyone who's participating in this
8 conversation because I know if -- I know we're all
9 hurting and it's visceral and we have to do better
10 and that's part of why this conversation is
11 happening. We all want to do better.

12 I think finding that way forward is actually
13 predicated on recognizing the depth of our historical
14 wounds and the persistent and pervasive ongoing
15 racism violence and the inequity in our county. And
16 we have to find ways I think, as the trust, to
17 support our children, to support their healing, their
18 growth, and their future. And we do it as a village.
19 We do it coming together for sure.

20 I have witnessed for the past 15 years the depth
21 of our historical wounds and this discrimination and
22 racism and gender-based violence visited upon women
23 and children.

24 75 percent of our children are black at Lotus
25 House, 20 or more percent are Latina. That is no

1 accident, and it is because their mothers and their
2 fathers and the mothers and fathers before them have
3 born the weight and impact of racism and
4 discrimination in our country.

5 And I ask myself every day, "What can I do to
6 make a difference?" And part of what I do is just
7 show up every day and listen. Just listen and see
8 what our women and children have gone through, what
9 their struggles are and try to bring the resources
10 from the trust and other places to bear.

11 To support their healing and their journey and
12 their thriving, to give them an opportunity to
13 reclaim lives marked by so much violence and to find
14 their resiliency which I am in awe of every day.

15 I think when it comes to what we can do at the
16 trust, this is, of course, a beginning, a
17 conversation that has to be had. An honest
18 conversation and it's painful for everyone.

19 I see a woman who lies on the street and she is
20 me. I mean, we are one. The children that come
21 rushing through our door or running down the hallways
22 this afternoon because we are a summer program, no
23 camp around here, are my children, our children.

24 I think we need to be having deeper
25 conversations with our providers in all communities,

1 but especially in marginalized communities. I think
2 we need to be investing more deeply in communities of
3 color, and communities who are suffering poverty. I

4 I think we need to be sure that our services are
5 culturally competent and sensitive on every level,
6 race and gender and sexual orientation, and class for
7 social equity.

8 I think we need to invest in our frontline
9 service providers to be sure that they have the
10 resources. That those people who are working on the
11 front line are not making minimum wage. That they're
12 making a living wage. That all our providers have
13 the resources to do that.

14 We need to look at the distribution of our
15 services more carefully. I know we look at it now,
16 but we need to look at it even more deeply and when
17 we talk about capacity building, we need to be sure
18 that we're building capacity in the communities where
19 our children are suffering the most.

20 I know we are for all children, but all children
21 benefit when the poorest children, when our black
22 children, when our brown children, when our children
23 of every color thrive.

24 And so, I think this is an opportunity, a moment
25 for us to really look hard at ourselves. And I

1 appreciate the opportunity to be part of that
2 conversation because there's so much pain and we need
3 to move forward in ways that are about love and our
4 unity together. And so, I guess that's all I wanted
5 to say.

6 MS. KENDRICK-DUNN: I wanted to say so far and I
7 just say thanks to all of you that have made
8 comments. They're so inspiring and to hear everyone
9 and everything that everyone has said so far is very
10 powerful. Some just like conferences, very painful.
11 And so, but very powerful indeed.

12 I just wanted to quickly say in this so someone
13 else can speak that I wanted to comment on Reverend
14 Dunn, so yes, and I just wanted to say some of the
15 pain that some of us do experience and I just -- I'm
16 just going to throw this out there as the board, is
17 that some of us that sit on the board the pain is
18 deep.

19 I know my family background because I've been
20 studying my genealogy for nine years. If I were to
21 tell you the level of pain, I don't even know. I
22 mean, once you find out, it's different to know, oh,
23 you know, maybe you know you descend from people who
24 were slaves.

25 But then when you get back records and when you

1 get marriage records, divorce records, when you get
2 social security claims, when you look at the census,
3 when you -- and I've done all that research and when
4 you see when it's documented, what happened to your
5 great-great grandparents or great grandparents or you
6 find one that actually lived on a reservation in
7 Louisiana, that's kind of a different level.

8 And so I want to say I just -- so people can
9 just know my place. As Reverend Dunn said, this
10 country was not -- I don't believe that this country
11 was founded on great ideals either.

12 It wasn't because I also understand. My mother
13 made me as a child read about the indigenous people
14 and she wanted as a kid, my mother made me read stuff
15 that I didn't even understand why she made me read.
16 But I know why now, but even in that community, and
17 that's why.

18 Some of you don't know this, but on -- I
19 attended a finance committee meeting, I think last
20 week, whatever the most recent one was, but I did
21 inquire and asked Jim because I believe we have two
22 reservations where -- in Miami-Dade County where
23 people of indigenous background, where they live and
24 knowing that they all obviously don't live on the
25 reservation, but we have them.

1 And I did make an inquiry because do we even
2 serve that population? And if not, and I don't even
3 know like I told Jim because I understand the
4 cultural structure there too, because there's a
5 lot of mistrust within that community and rightfully
6 so. If they would even want to even have a
7 conversation with the Childrens Trust.

8 But I think one of the commissioners mentioned
9 he was going to talk to Jim about speaking with one
10 of the chiefs. I think one of them, but I wanted to
11 just say, you know, that I -- if you talked
12 to -- we --

13 I just want to say that for some of us, so some
14 people on the board can understand. We don't have
15 that mentality, because we have like -- I think like
16 he said or like Pamela said, this is something -- and
17 it's not that we lived past tense. We live it right
18 now, every single day, every day, every single day,
19 that you see what this stuff continues.

20 How it continues to ravage my family and how I'm
21 never going to be in a position to think oh, I should
22 be lucky because I have degrees and because I have
23 money sitting in the bank because I have all that
24 stuff.

25 But I don't feel lucky at all. You know why?

1 Because African people like from a sense, you're
2 talking about a collective. And so if anyone in your
3 group is not doing what that means, that affects all
4 of us and that's how it affects. It doesn't stop.

5 I, you know, from what I understand I understand
6 the reason why this country was formed. I have a
7 good understanding of that and why the people came,
8 some people from Europe came, and why they needed to
9 do this.

10 But in the midst of creating something that was
11 great, the live -- millions of lives were taken.
12 Millions, and some of the worst ways as Reverend Dunn
13 talked about slavery.

14 If you talk about the indigenous, it was
15 horrible too. I think we probably step it up some
16 but what happened to them, and even in the Caribbean,
17 if you even go deeper because I know we have probably
18 some people of African descent on this call that come
19 from -- that are from Caribbean nations. There was
20 slavery there too.

21 I mean, they're horrible things happen there and
22 still do because of countries like the United States.
23 If you go to the Dominican Republic, if you go to
24 Jamaica, Bahamas. I don't care. Whichever one, if
25 you look at their economy, it's tourists based. Most

1 of their resorts, they're not owned by the people.

2 I've traveled there. I've talked to the people.
3 I -- my husband is Jamaican. When you go, if you see
4 the depth of the poverty -- when I went to the
5 Dominican Republic, I was like, are you kidding me
6 that this is happening?

7 And when one of the gentlemen sat down and said,
8 "Yeah, well, it's kind of like in the US." Yeah, but
9 we want to make sure people have jobs but if you want
10 -- if not, that you want the people to have wealth
11 because people in the US, people in European
12 countries, they're the ones that own a lot of these
13 places.

14 And then of course, you give the locals jobs and
15 you want to make it sound like oh, we're doing
16 something great when you're consistently oppressing
17 the people, and the United States oppresses people
18 too around the world.

19 And I live in a house with somebody who is an
20 immigrant from a country, and to -- why -- the reason
21 why he had to move to this country is because first
22 of all, it was probably the UK that was doing the
23 oppression and then when they lifted that and gave
24 them some pseudo freedoms, so to speak or
25 independence, they left the country in ravages.

1 And then today, you see what's happening over
2 there. So, many of them have to come to countries
3 like the United States. Leave the country that they
4 love to come here because they don't have the
5 opportunity.

6 But it still goes back to countries like this
7 one, or maybe some European countries, if you
8 understand the history. The suffering is still the
9 same that you have to leave your beloved place to
10 come to another place and hope that you can do some
11 of the things that you should be able to do in your
12 country, but you have other countries around the
13 world that are oppressing you. And still to this day
14 in 2020, that's happening.

15 So I just, you know, for some of us it's hard to
16 talk about because when you really know your history
17 and if you are a descendant of someone that is from
18 slavery, or if you are a descendant of someone that
19 is from an indigenous background from the United
20 States, it's hard.

21 I just want people to know it's hard to have
22 these conversations because we don't have that same
23 lens of greatness. It has not been great. My
24 experience in this country, and I was born here and
25 many --

1 I can trace my mother's side back to like the
2 1400s. My father's side is harder because of
3 slavery. I can only give back to the 18th. But my
4 mother, because Louisiana was a little bit different
5 in their slavery tactic from the rest of the country.

6 But it has been painful, very painful. From
7 going to college, from working, from being in
8 situations where you're discriminated against or
9 people are telling you that you can't do this or
10 everything is thrown in your path to try to disrupt
11 you and that's just -- that's the reality for some of
12 us. Not for all of us, but for many of us that are
13 of color.

14 In particular, I never want to leave out the
15 indigenous because indigenous people, I think in this
16 country, they struggle severely still just like
17 people that are black.

18 And then I think with some Hispanic ethnicities
19 you see the same depending on where you go in the
20 country, you know, if you're of Mexican descent, if
21 you're from Honduran descent, if you're from
22 Nicaraguan descent, if you're from Dominican, it's
23 kind of like if you're Hispanic or Latin next, but
24 you have some of that color and they can see that
25 black, and you might experience some of the same

1 stuff.

2 So -- but it's hard when you move here to have a
3 better life and you lose your children to drugs.

4 It's hard when you move here to have a better life
5 and you lose your children to prisons. It's hard
6 when you come here because you've been given -- found
7 a better life and then you're thinking, oh well, you
8 know, color doesn't make a difference.

9 But if you have a black son, listen, I don't
10 care what ethnic background if it's a male, and he's
11 black, Jamaican, Haitian Cuban, Dominican, it doesn't
12 matter.

13 That's -- that right there, you talk about black
14 men? They are at like the highest risk of this.
15 They're considered in this world, like the -- a huge
16 threat.

17 I think, which I'm not going to discuss here, I
18 think now in my studies I'm starting to understand a
19 little bit better now why. Possibly there's this
20 perception of threat. It's not that I've always
21 understood, but it's there.

22 And so just -- and I understand the piece about
23 why the company was created. I understand the
24 ideals. I grew up in Boston, Massachusetts. One of
25 the most patriotic cities in this country, and so

1 studied all that, did all that but this
2 understanding that for some of us, that is just so,
3 you know -- when we hear it we're always respectful
4 of -- and I always will be; how other people view
5 things.

6 But just understand that some of us, if we had
7 an indigenous person on this call, it probably would
8 have probably been extremely hard for them to process
9 something like that because, you know, even within
10 their communities their beliefs or --

11 I think black people, you know, they're -- I
12 don't know if I should say this, Reverend Dunn is
13 probably wrong. But I don't know if we're like more
14 forgiving or understand -- I don't know, because
15 there's been so much.

16 There's so much differences within the black
17 community and you can have the same in indigenous
18 nations as well but there is something that ties
19 those indigenous communities together.

20 And unlike African Americans, I think where a
21 lot of our culture has been stolen also from us, they
22 were able to, despite that stuff that happened to
23 them, they were still able to keep language.

24 They were able to still keep religious practices
25 that were native to them. They were able to still

1 keep certain things that me as an African American, I
2 will never know the languages that my forefathers
3 spoke because English I know wasn't it or what were
4 their religious practices because I don't think
5 Christianity necessarily was it, you know.

6 Or what is your thoughts of -- how do you handle
7 marriage? How do you raise children? All of those
8 things that come with the culture. Some of that was
9 stolen from us. And so, we could read books and
10 learn about history, but it's a kind of different
11 thing when it is stolen from you and it's something
12 that you can never get back.

13 And so I just wanted to just share that piece
14 of, you know, hopefully people can -- some of us --
15 we can understand that some of us don't have that
16 notion of the greatest or -- it's because we know our
17 cultural background is -- it's no hate for the
18 country. It's nothing like that because it would
19 never be but one part about understanding yourself is
20 you understand your background.

21 And so I -- it would be hard to say those things
22 when I have records sitting under my bed knowing what
23 this country did to my family that were Americans.
24 They didn't come -- they were American people that
25 were right here, helped build this -- slavery

1 happened before this country was formed.

2 We formed July 4th, 1776. Slaves came here I --
3 they believe starting in the 1600s. So even before
4 our country was formed, my ancestors were building
5 this and then come forward 2020, and you still have
6 systems in place that try to keep you -- to keep the
7 majority of you from getting a piece of the pie.

8 That's kind of hard to fake. So...

9 PASTOR DUNN: Wow.

10 MR. HAJ: Madam Chair, I think there is people
11 with their hands up if you'd like to address.

12 MS. KENDRICK-DUNN: Okay. Yes, I'm done.

13 MR. HOFFMAN: Okay.

14 MR. HAJ: Well Ken, do you want to call? Do you
15 have --

16 MR. HOFFMAN: No, I see Karen. Karen Weller,
17 looking for the hand. Karen?

18 MS. WELLER: Well, I had wanted to say from the
19 beginning how much I appreciate the fact that we're
20 even having this conversation. It is a very, very
21 hard conversation to have.

22 My background, my parents were Haitian and so --
23 and I don't want to take the time now to, you know go
24 through that, but enough to know that there's
25 different kinds of hurts in the immigrant population

1 and being able to come to this country and being able
2 to have opportunities that, you know, we are able to
3 have the opportunities.

4 However, there was a lot of difficulties growing
5 up and so, I want to say that we need to look at
6 ourselves personally and look at some things that
7 might be -- that might reflect on us that we need to
8 deal with.

9 But at the end of the day, I think I am so proud
10 to be a member of this board because we are having
11 those hard conversations and it's not going to it's
12 not going to heal overnight. But we are in a
13 position where we can do -- make policy systems and
14 environmental change.

15 As many of you know, I work for the health
16 department. And so health equity is something that I
17 really believe in and I know the neighborhoods. I
18 know, of course, we're dealing with COVID.

19 So I know exactly where we're having problems
20 and the problems are in those neighborhoods that --
21 the neighborhoods of color, but it's not, you know,
22 we -- and those immigrants that are coming in that
23 are from other countries where there is poverty and
24 other types of oppressions.

25 So we have a lot of work to do and I think as we

1 go forward, I think we need to be able to learn those
2 values and maybe have an opportunity to even define
3 some things as well.

4 What are the different definitions? Learn about
5 the culture, learn about the history, and then as we
6 move forward, to really look at health equity and
7 looking at those different things because I know
8 Tiombe talked about food insecurities.

9 And, you know, we have that capability of making
10 really -- real policy changes for our children. I do
11 believe that we have looked as a board and as a
12 community, that we have done quite a bit of work.

13 Or there -- is there opportunity? I'm sure
14 there is opportunity for improvement, but the fact
15 that we're really focusing on children and focusing
16 on them, especially in the younger years, I think we
17 are ahead of the game.

18 And so I do want to thank the leadership of the
19 Children's Trust for even bringing us together to
20 have this conversation and I definitely want to be a
21 part of us moving forward.

22 MR. HOFFMAN: Dr. Richardson is part of the
23 Children's Trust. Would you like to say something?

24 DR. RICHARDSON: Thank you, Mr. Chair and to
25 each one of you. Greetings to my good friend, Mr.

1 Haj and to the staff. I've been sitting and I've
2 been relieved that a board such as prestigious as the
3 Children's Trust is tackling such a difficult
4 subject.

5 It's a good day in my life to hear these kind of
6 conversations going on, and as has been said, I think
7 these kinds of conversations are long overdue.

8 By way of introduction, I'm a native Miamian and
9 even though I was partly raised in Puerto Rico and in
10 Haiti. I'm very familiar with all of those cultures.
11 I would also say I'm a fifth generationist in the
12 Americas as my great-great grandfather was born in
13 1802.

14 His name was changed to Richardson in 1804
15 because the slave owners name was Richardson. So,
16 I'm a fifth generation Richardson. He, by the way,
17 was a preacher. His son, by the same name, Frank
18 Richardson was a preacher. His son, my grandfather,
19 Frank Richardson, a preacher. My dad, a preacher,
20 and here I am now five generations later and I'm a
21 preacher.

22 So that tells you a bit about my background.
23 All of this happening in the context of a racist
24 country. Having heard the conversations before, I
25 just want to offer three suggestions on how we might

1 move forward Children's Trust.

2 Number one, I think every white person ought to
3 buy a book that's been out now for two years written
4 by a Dr. Robyn D'Angelo. It's called White
5 Fragility. If you haven't read that book, please get
6 it as soon as you can.

7 It will expose from a white woman, some
8 assumptions that most white people have, that if
9 they're progressive, they're not racist. And her
10 conclusion is that most progressives are the real
11 problem because they don't know that they're racist.

12 I would advise everybody, if you're not black,
13 and if you are black, you might want to read it.
14 It's very excellent. It's excellent reading to read
15 this book.

16 It just exposes the assumptions. People saying
17 to me, when they meet me, you're not like the others.
18 When I see you, I don't see color. Those kind of
19 conversations are very, very telling about the nature
20 of our of our country.

21 She said something else in that book and I'll
22 make it very brief. She says, "America and racism
23 are synonymous. There can be no America without
24 racism, and there's no racism like American racism."

25 She says that, and she documents it well. It's

1 a well-documented book. Very well written. So
2 that's my first suggestion, that everybody get that
3 book and read it as soon as you can.

4 My second suggestion is having heard the
5 discussion is that the Children's Trust might be in a
6 position where they can influence the curriculum of
7 Dade County Schools.

8 I think we -- I know for a fact, listening to
9 the educators talk that our children are still not
10 getting, particularly in American history a well
11 picture of it. It's been whitewashed.

12 The history that is taught in Dade County
13 Schools and throughout this country is a whitewashed
14 history. We're still teaching and we're still
15 honoring Columbus Day. That's sinful. That's
16 sinful.

17 When you know the history of Columbus and his --
18 and what his intentions were when he came here, it's
19 sinful for us in this day and time to still not know
20 the real history of Christopher Columbus.

21 Perhaps a very good Catholic, a very good man, a
22 good father, but not to be honored in this time in
23 history. But I think if we -- it would take a
24 revolution throughout the country and I think we can
25 start here. We have enough scholars, enough

1 researchers to really go back and help us rewrite
2 American history.

3 I would offer this as a challenge to the
4 Children's Trust to get involved in curriculum,
5 particularly with education. We're starting at four
6 years old with our preschoolers. I think that would
7 be a good place to start. So, that's a suggestion.

8 Thirdly and finally, I think that there's a lady
9 in this country who has her hands around the issues
10 that affect young people, particularly black people,
11 black young people. Her name is Miriam Wright
12 Edelman. She happens to be a personal friend of
13 mine. I know her brother, I know her family. I've
14 been with her in conversations. I've been to her
15 camp. I've spent time with her.

16 She's been to Miami before. She was a guest of
17 David Lawrence when this actual start -- when this
18 committee, when this group, before it was even a part
19 of Dade County coffers. She came here to talk to us.
20 I think she needs to be invited back and I think she
21 can help us tremendously with this.

22 So I'm trying to come up with some solutions.
23 And I will tell you in conclusion, and I don't want
24 to take all the time because it's time for you to get
25 off the call, that I am right now a very angry man,

1 but I'm also very happy man.

2 It's a bittersweet experience because I think
3 the tipping point of the death of George Floyd opened
4 up so many areas of pain for black people
5 particularly, and for -- to take that act makes me
6 very angry, very angry.

7 I cry every day when I just revisit mentally.
8 In my mind, reviewing that video. The bend of the
9 situation since and before, but nothing touched me
10 the way that the George Floyd murder did.

11 And so I'm a very angry man but I'm also a very
12 happy man because I think it takes a tipping point
13 like that to change us all around, to change us all,
14 and hopefully, we're going to see a road that is much
15 brighter ahead than the dark roads we've had behind
16 us.

17 So thank you, Brother Chair for allowing me to
18 say these few words. I try to context it within for
19 four minutes. I think I did well. It's got on it
20 455 and it's 459, so I think I did okay. Thank you.

21 MS. BENDROSS-MINDINGALL: Mr. Chair?

22 MR. HOFFMAN: Yes?

23 MS. BENDROSS-MINDINGALL: This is board member
24 Bendross-Mindingall. Dr. Richardson, I'm asking that
25 you would look and listen to our school board meeting

1 tomorrow as I discuss an item that I mentioned
2 earlier that I have proffered.

3 And I would like to have a conversation with you
4 after you have been a part of that, looking and
5 listening at the item. And I say that because you
6 mentioned the curriculum and that is exactly what I'm
7 speaking on. It is a --

8 DR. RICHARDSON: Brilliant minds -- brilliant
9 minds think alike.

10 MS. BENDROSS-MINDINGALL: So please take some
11 time and look at what we're doing tomorrow. The
12 board meeting starts at 1 p.m. I look forward, it's
13 8989. Please do that. We have a lot of work to do.
14 I formed some years back as the chair for the Florida
15 Commission on African American Affairs.

16 DR. RICHARDSON: I'm aware that --

17 MS. BENDROSS-MINDINGALL: Lawton Chiles. Yes,
18 and so -- you're absolutely right. We have decided
19 that we're just now going to do it but we always come
20 back to those who really care. We will do it. We
21 cannot give up. We won't stop because we can't stop.
22 I will be speaking with you. Yes, sir?

23 MR. RICHARDSON: Doctor, this is my fourth
24 webinar today dealing with racism. I have one more
25 at six and I have another one at seven tonight.

1 Tomorrow, I have six meetings again dealing with
2 racism. Three of them with police departments, so
3 unfortunately I won't be able to join you tomorrow.

4 MS. BENDROSS-MINDINGALL: Well we can join
5 later, Dr. Richardson.

6 DR. RICHARDSON: Thank you so much.

7 MS. BENDROSS-MINDINGALL: We're going to do it.
8 I need you. Thank you very much. Thank you, Mr.
9 Chair.

10 DR. RICHARDSON: God bless you.

11 MS. BENDROSS-MINDINGALL: God bless you.

12 MR. HOFFMAN: It's -- I'm glad to hear that Dr.
13 Bendross-Mindingall that there's effort underway in
14 the curriculum at the Miami-Dade County's Public
15 School System. I don't think that's something we can
16 directly influence.

17 I do believe, and again I don't have any
18 specific proposals nor do I intend to make any at
19 this meeting, but I do believe is we have a budget of
20 I think, Jim you said yesterday, 160 plus million
21 dollars.

22 We have an ability to influence a lot of what
23 goes on in our community particularly what goes on
24 with our children and I think whether that's as
25 someone mentioned providing guidance to childcare

1 providers on what we require as part of their
2 curriculum, whether it's changing the way our
3 childcare providers look in terms of their own
4 staffing and their own sensitivities to issues of
5 racism, discrimination, other cultures and the like.

6 I think we have a tremendous ability to make an
7 influence and that's a large part of why I tried to
8 put together the list of committees so that we could
9 get those ideas into our system and have our staff
10 work on some of them.

11 I would point out Dr. Richardson, that
12 appreciate you bringing up the curriculum for our
13 reading. There are two other excellent books not
14 just for people like myself who are not of color,
15 that I think are very informative on this topic.

16 One is called, "How To Be an Anti-Racist," and
17 the other is called, "So You Want To Talk About
18 Race."

19 DR. RICHARDSON: I have both of those. Yes,
20 sir.

21 MR. HOFFMAN: And all three of those books are
22 just excellent for teaching those of us, again and
23 did not suffer through the structural discrimination
24 who are maybe privileged to have been and had
25 privilege about these issues but also to help us have

1 a conversation and be able to discuss these issues
2 and understand.

3 But again for me, we're in the position as a
4 board to make changes within our sphere of influence,
5 and I think that to me that's the important thing of
6 why we're here on a committee and why we'll continue
7 on a committee. But I do believe that it's important
8 to understand each other as well.

9 DR. RICHARDSON: Thank you, sir.

10 MR. HAJ: Mr. Chair, are you still on? I know
11 we're running a little late, but we have two board
12 members with their hand up and are public speakers
13 now on board, Philip Murray too, so...

14 MR. HOFFMAN: Let's ask first our public speaker
15 that was Philip Murray, I believe?

16 MR. HAJ: Mr. Murray, correct.

17 MS. JEANTY: Mr. Chair, I'm going to read the
18 public comment from Philip Murray.

19 MR. HOFFMAN: Okay. Thank you.

20 MS. JEANTY: This is what he wants us to know.
21 "For one to watch death perpetrate on one's race by
22 another race without due process is wrong. This
23 leaves a scar, so what's next?" This is his public
24 comment.

25 MR. HOFFMAN: Okay. Thank you. Who else had

1 their hands up, Jim?

2 MR. HAJ: You have Nelson and Dan.

3 MR. HOFFMAN: Nelson?

4 MR. HINCAPIE: Thank you, thank you, Mr. Chair
5 and thank you Madam Chair. I think this is so very
6 good for all of us and for our community. I will
7 never know what it's like to have to walk into a
8 elevator and look down because I don't want to
9 intimidate the white people in the elevator or to
10 have to slow down as I'm walking through downtown on
11 a dark night and there are white people ahead of me,
12 so they're not startled. I will never know that, but
13 this is what I do know.

14 I came to this country when I was ten years old
15 because my mom had abandoned me and she went back to
16 get me from Columbia and she took me to Texas where I
17 didn't speak a word of English, and I was never white
18 enough to be American, brown enough to be Mexican, or
19 black enough to be black.

20 So, I didn't have a single friend for a long
21 time and I got bullied all the time and it hurt. And
22 it hurt a lot. So, I know a little bit about pain.

23 Here's what I know. I've been working with the
24 foster care system for over 12 years where 55 percent
25 or more of the children and young men and women are

1 African American.

2 The general population of African American
3 children in Miami Dade counties 14 percent. That is
4 disproportionate. If we want to do something, we
5 need to start looking and how do we support the
6 families and how do we keep families together?

7 That's what the Children's Trust can do. Now,
8 years ago, some years ago there was funding for in-
9 kind services and for us to be able to provide
10 services for parents of these kids or caretakers,
11 grandparents, aunts, uncles and that funding was
12 taken away.

13 That was one of my first times before the
14 Children's Trust meeting advocating for a population
15 that I really on the surface couldn't relate to.
16 However, on the pain level I could very relate to.

17 So, I am so thankful for this opportunity. I
18 think this is where the conversation begins. I think
19 healing begins with dealing with our own pain, and
20 until we do that we're not going to be able to do
21 anything and further, you know, for the people who
22 know God and believe in God, there's a --

23 I recently become a man of faith and recently as
24 of maybe, six years ago I returned to my faith and
25 there's a saying where someone is asked how many

1 times should I forgive.

2 I know we're not in -- we're not, you know,
3 there's a lot of pain. I know it's not 1955 or '65
4 or '75. It's 2020 and we need to be able to have a
5 better vision for the future and I believe that this
6 is a good first step.

7 I need -- I think we need to have an in-person
8 meeting and I think there's a lot of healing that
9 needs to occur and I'm speaking from my personal
10 experience, but from all the comments that I've heard
11 today.

12 So, I'm looking forward to really healing and
13 making sure that every child in this community has
14 the opportunity that they need to be able to be happy
15 and be the best that they can be.

16 MR. HOFFMAN: Thank you. Who else, Jim was --

17 MS. KENDRICK-DUNN: Dr. Bagner, I think.

18 DR. BAGNER: Thank you. Well, thank you, Mr.
19 Chair for putting this together and thank you Madam
20 Chair for leading this. I just wanted to say briefly
21 that this is such a helpful and meaningful and
22 important conversation.

23 Dr. Richardson, thanks for the recommendation.
24 I actually started that book last night and as a
25 white male I think my role right now is to do a lot

1 more listening than talking, and as many of you know
2 I like to talk on this board and make suggestions and
3 recommendations.

4 But I think a lot more listening is real
5 important and so, I'm really helpful -- really glad
6 to see this conversation starting. One thought and
7 suggestion that I think may be helpful at a future
8 meeting would be to talk with frontline providers who
9 are black and who are serving the black communities
10 and the brown communities and we need to hear from
11 them what our services look like.

12 I've of course, a lot of times on this board
13 have emphasized the importance of investing and
14 funding the high risk and marginalized communities
15 and we can make an impact in that capacity.

16 But if the frontline providers are not feeling
17 supported and they're not -- and their feeling
18 challenged by what they're doing and how we -- I
19 think we need to learn from them and I don't want to
20 be presumptuous as a board in saying we know what
21 they're dealing with on a day to day basis.

22 So, if there's any opportunity that we can do
23 that in a meaningful way, in a way that's not -- in a
24 way that they don't feel intimidated by all these
25 established board members and I'm not sure how we do

1 that, but I think we should think about a way to
2 bring providers and maybe even families to hear from
3 them and learn from them. Thank you.

4 MR. HOFFMAN: I do. Anybody else?

5 MS. KENDRICK-DUNN: I'm so glad you mentioned
6 that, Dr. Bagner because I think as far as the black
7 community and it's not the only community, so it's
8 given as example.

9 I think in this country there's been this
10 thought of, you know, less intelligent, we can't fix
11 our own problems. Somebody else has to go in there
12 and help and rescue, and so that's why my -- I've
13 always come, you know, to the board to make sure that
14 we understand exactly what you said Dr. Bagner.

15 We have to go to, you know, there's a respect
16 factor in going to the very people that are going to
17 be impacted by a program. So we should hear from the
18 workers and the families. We should hear from the
19 children in particular. That's a big one for me.

20 But we do need to go to the very people that
21 we're talking about that we want to have a positive
22 impact on their life. We need to bring them into the
23 fold because historically, especially for black
24 people in this country it has always been we don't
25 have the ability or someone else is going to make the

1 laws, make the procedures, make the policies, and
2 then they're going to come in and then they're going
3 to tell us how we should raise our children, what's
4 your child rearing should look like, blah, blah,
5 blah, without even having a conversation.

6 And one thing about people of African descent
7 and indigenous descent, I think Hispanic, Latin
8 descent and even Asian descent, there's that piece
9 that you have to take the time to build trust in
10 relationships.

11 If you don't build those things with certain
12 people of certain cultures, you're never going to
13 reach them a hundred percent. And that's just I
14 think a cultural piece because in history, just
15 because of some of the things that have happened,
16 some of us have learned that we have to be very
17 careful with who we trust because we know what
18 happens.

19 Some of us realize what may happen if we don't
20 do that, and so then we may put up this shield, a
21 psychologically and maybe even sabotage ourselves,
22 right, at some point because we feel like, you know,
23 these people didn't even ask our opinion or come and
24 talk to us, so why should we, you know, listen to
25 them.

1 I think what you just said was extremely
2 important. We have to -- all of them that's
3 involved, at some point we do our work and then we
4 look into the community.

5 And even with the very children, if we're
6 talking about children that are being impacted by
7 crime, they're committing it, then we need to go into
8 DJJ and talk to them. We need to go talk to these
9 babies that are being direct filed at 12, 13, or 14
10 that's in the TGK because those children, they
11 deserve us too.

12 And we need to talk to the kids that are pushed
13 out of school or that are dropouts and we have to
14 talk to the very ones that are the least desired
15 already in our community going over to the schools
16 where the young ladies are pregnant at 12 and 13
17 because we -- they are.

18 But who -- when do we go and talk to those young
19 women and those young men that are in those
20 situations and like society just figures, oh, we're
21 just going to throw you away.

22 Well, we go to the drug rehabilitation centers
23 where adolescents are and we talk to them too. So, I
24 think we want to make sure we don't leave any
25 children out. We don't want children -- like, I

1 think that even for our -- the position we have on
2 the board, you know, do we -- should we have -- we
3 have students that are excellent.

4 They go to ASAS and they have 5.0 GPA's and
5 they're in dual enrollment, but I also want to have
6 that kid that has a 2.5 GPA sitting there too or that
7 kid that may be in an alternative setting too because
8 you know what? Some of those babies are angry
9 because they see exactly what we're talking about.

10 We value the children that are in magnet
11 programs that do well. They get great grades,
12 they're on this team and they're on that -- and what
13 about me over here that's not? Am I less value
14 because I don't -- I'm not involved in those things
15 because I don't want to be or I can't be?

16 But I think we have to, you know, we have to
17 really make sure we're including all children and all
18 spaces whether they're, you know, we have -- I think
19 we have a judge that sits on our board. I don't know
20 if he's here today but, you know, and the work -- and
21 he's been doing that work a long time, but those
22 children -- how many of us hear the voices of the
23 children that are sitting in the jails, whether the
24 adult or the juvenile?

25 We need to hear from them. We want to service

1 them but then how much do we go out and have a
2 conversation and go behind those locked doors and
3 say, "Let's put a focus group together and let's
4 speak to these kids that are sitting in DJJ so we can
5 understand better how did they get here."

6 And most of those is over there too are black.
7 So -- but thank you, Dr. Bagner. That was
8 phenomenal. Yes, we need to go to -- we need to be
9 out going to the very people that we're talking about
10 wanting to improve their life.

11 MS. BENDROSS-MINDINGALL: Excuse me, Mr. Chair.
12 I have one last closing remark, if I may?

13 MR. HOFFMAN: Sure. Yes, please.

14 MS. BENDROSS-MINDINGALL: Okay. Thank you. I
15 heard you say that we the board can -- may not have
16 any say on curriculum as it relates to Dade County
17 public schools. I can clearly understand that,
18 however as the speakers have said, we must find out
19 roll as individuals.

20 We must ask ourselves what can I do? So, that's
21 what I'm looking for. As I said tomorrow, I'll be
22 presenting my item and right now, we have a ton of
23 speakers who want their remarks read into the record.

24 So, I maintain probably not as a board but as
25 individuals. We've got to help our children and I

1 believe someone mentioned starting at four years old?
2 I agree children cannot be taught this kind of
3 behavior until they reach a certain age and four
4 years old is not that age. We can start to make
5 changes there. Thank you very much, Mr. Chair.

6 MR. HOFFMAN: Thank you. Would anybody else
7 like to speak at this time?

8 MS. KENDRICK-DUNN: Ken, let me just throw out
9 some -- since people were throwing books out, I have
10 two. So, if people are interested in reading
11 something more of a different theory of why you may
12 see some of the struggles that you see, that black
13 Americans, the struggles that they -- that we see in
14 a country.

15 I recommend reading the book "Post-traumatic
16 Slave Syndrome." It is theory-based and so, it's by
17 Dr. Joy and her last name is DeGruy, I think. But
18 it's Post-traumatic Slave Syndrome.

19 It's a book that really changed my life and
20 helped me to understand things that even when I went
21 through college and I learned about all these things
22 and I'm like, how can I apply this to this population
23 because it doesn't make sense to me? And then when I
24 read that book I said, okay maybe this making some
25 sense.

1 And then, there's another book by a psychologist
2 and she's a doctor, social worker, Dr. Joy Devoir
3 (sp) and the other book is "The Falsification of the
4 Afrikan Consciousness," and that's written by Dr.
5 Amos Wilson who -- he was unfortunately, he's, you
6 know, transitioned many years ago to become an
7 ancestor, but he -- Dr. Amos Wilson wrote the
8 Falsification of the Afrikan Consciousness.

9 I think that book may be a good start, you know,
10 if there are some of us here that want to, kind of
11 understand the impact of just the slavery, the mental
12 part of everything that is going on. Psychological
13 and the mental part of what has happened among people
14 even in the African Diasporas.

15 So another book that touched me deeply because
16 it gave me just another lens and I think, you know,
17 for all of us that -- and even me being black, I
18 still didn't understand a lot of stuff but that
19 helped me to begin to inform some of the things that
20 I saw because I, myself, I have limitations because
21 my education mostly is from the US and so I didn't
22 understand a lot of those things and when I read, you
23 know, those two things. And I read a lot of other
24 stuff. I do a lot of self-study, but those two books
25 I recommend if anyone wants to read them.

1 MR. HOFFMAN: Right.

2 PASTOR DUNN: If I may because others are
3 throwing out books and I certainly don't want to seem
4 unacademician in this matter. There's a book by John
5 Hope Franklin, "From Slavery to Freedom." I think
6 that kind of brings us -- it's a little bit older
7 now, but at least it takes us to the beginning. It
8 takes us to the foundation.

9 And you know, sometimes when you get to the
10 beginning you get a better grasp in understanding
11 where you are because you can see from whenst (sic)
12 we've come from.

13 But it's entitled, "From Slavery to Freedom" by
14 John Hope Franklin. One of the foremost academicians
15 in write --

16 MS. BENDROSS-MINDINGALL: Required reading.
17 Required reading, Reverend Dunn.

18 PASTOR DUNN: That's right. That's right. It's
19 necessary reading. It's entitled, "From Slavery to
20 Freedom," by John Hope Franklin.

21 MS. BENDROSS-MINDINGALL: Yes.

22 PASTOR DUNN: And let me say one thing that was
23 mentioned by my sister surname, sister Dunn, Mrs.
24 Dunn and I think someone else mentioned about the
25 fact of forgive -- I heard the word forgiveness

1 opined and certainly that is one of the primary
2 tenants of our faith as a believer, as a Christian.

3 And I do practice, and I understand that it is
4 mandatory that we forgive and that's -- and I do
5 forgive and that's why I've been able to live without
6 a lot of bitterness, of course.

7 Of course, the pain is still there and when you
8 scratch in the area, you rub in the area it can come
9 out, but I would venture to say, "Thank God" that I
10 am a Christian because I probably, if I were not a
11 Christian and one who is a practitioner of
12 forgiveness, I probably would have been back in the
13 old days in the Black Panther Party of maybe if you
14 bring it up to this time, I probably would be a part
15 of some black military group. But I do thank
16 God for --

17 MS. KENDRICK-DUNN: You would be a pan-
18 Africanist. I think that's what they call them now.

19 PASTOR DUNN: Okay. Well, help the old man out.
20 Help me out, you know. That's a little bit -- I'm a
21 little bit outdated now, but I would be on the
22 extreme side of it and so, it has always been my goal
23 and objective.

24 In fact, one of my greatest moments in Miami --
25 and let me just say this quickly, talking about

1 history, did many of our panelist know -- do you know
2 that one-third, 33 percent of the incorporators of
3 the City of Miami were black men of Bahamian descent.

4 I don't know if everybody knows that. That's
5 not a record that we reflect on, but the City of
6 Miami was incorporated by thirty-three and a third
7 black men from the Bahamas who were incorporates for
8 the City of Miami.

9 I think they were trying to help Henry Flagler
10 build the bridge from Key West in the Keys or
11 something and a lot of them came over to Miami and
12 they were incorporators for the City of Miami.

13 I think I just need to, you know, throw that out
14 for -- since we're talking about the history and that
15 black men were a third of it were -- a third of the
16 incorporators were black men from the Bahamas. Those
17 of us who have Bahamian descent.

18 And then, of course being a black father of two
19 black males, I can remember vividly one day after my
20 mother passed, it will be 13 years ago on August the
21 11th; 13 years ago.

22 Thirteen years ago, I live in Liberty City too,
23 Ms. Dunn. I live, you know, right kind in the heart
24 of it. On - at the Kentucky Fried Chicken on 62nd
25 Street and 27th Avenue, both of my sons, my nephew,

1 my baby brother whose deceased now, son and daughter
2 were in the car and they was stopped by some white
3 and Hispanic Miami-Dade County Police Officers at the
4 Kentucky Fried Chicken.

5 And I got a call saying that they getting ready
6 to take us to jail and so I'm saying, about what now?
7 I'm grieving the death of my mother. It just so
8 happened that I was able to retrieve the cell number
9 of the late police director Robert Parker and I
10 called him frantically.

11 I said, "Man, they trying to -- they messing
12 with my son and I just my mother. I'm not in no good
13 mood right." So, I say, "Please let them know I'm
14 headed over there to try to" -- I came over to the
15 site.

16 I flew over almost I my car. I don't know how I
17 did it, but God was with me. I flew over in my car
18 to the site on 62nd Street and 27th Avenue and only
19 to find my nephew fussing back and forth with the
20 police officer.

21 And I screamed at it, "Be quiet. Shut up. If
22 you want to live to see another day, we can deal with
23 it afterward, but don't say nothing when the police
24 officers saw that I was really trying to be a peace
25 maker and mediate, you know, some please in the

1 matter, they let him go.

2 But that was -- I have numerous experiences as a
3 black father of two black males in growing up in
4 Liberty City where my sons were profiled simply
5 because they were black.

6 I can count on any black parent of any sons and
7 daughters know exactly what I'm talking about.

8 Nobody knows that unless they were -- well, I think
9 we're clear on that. We get an understanding.

10 Nobody knows unless you walked in these moccasins.

11 But I think, going back to my original premise,
12 please read John Hope Franklin's book, From Slavery
13 to Freedom. It will be eye opening for you and I
14 think it would help us moving forward. But I do
15 practice forgiveness. That's why I'm working now
16 diligently to provide peace on all sides and
17 understanding.

18 And one of the most -- I believe one of the best
19 agents of bringing races together and I'm ashamed to
20 say this but I'm going to say it, in America has been
21 sports, professional sports has done more for
22 bringing racists together than even the church has.

23 Now, the church -- Southern Baptists to their
24 credit now, they're trying to speak out against
25 racism. They're speaking out against the death of

1 George Floyd. They're on record now.

2 But one of the best means of healing in our
3 nation has been American Professional Sports. It has
4 brought people closer together I think than any other
5 institution that I can think of. Correct me if I'm
6 wrong, somebody, but I've seen sports do it like no
7 other institution.

8 MR. HOFFMAN: Thank you, Reverend Dunn. At this
9 point Tiombe, unless you have anything further I'd
10 like to thank everybody for joining this meeting.

11 As I said at the outset, I would like staff
12 would follow up. We'd like to have a select group of
13 directors that considers themselves part of a
14 committee because to the extent that we do determines
15 that we're going to make recommendations specific
16 recommendations to the board. I'd like to be able to
17 vote as a committee..

18 Of course, everybody is always able to and
19 attend all meetings of the board or it's committees.
20 I do -- my bookshelf has just filled up. It's a good
21 thing it's summer for summer reading but I do think
22 these are important books and important background to
23 have to be able to have the conversation and to be
24 able to understand some of the things that we need to
25 help in our society, but in particular our community.

1 And as I said at the outset, I think we have the
2 ability as a board of this venerable institution to
3 help influence change in our society. And I hope
4 that we're able to channel our thoughts and our
5 backgrounds to be able to do so.

6 So, I think you all for attending and I look
7 forward to the next meeting.

8 PASTOR DUNN: Thank you.

9 MS. KENDRICK-DUNN: And I just want to --

10 PASTOR DUNN: Thank you all.

11 MS. KENDRICK-DUNN: I wanted to say thank you
12 all for attending as well. I'm so happy. I'm like
13 Dr. Richardson, like, I'm a very happy person right
14 now because I'm glad that all of you, every staff
15 member, and every board member and took -- thought
16 enough to take the time to be here, to just hear the
17 conversation. And I think that it is huge and I'm
18 like extremely happy.

19 So, I wanted to say thank you and Jim, I just
20 wanted to -- I probably don't need to even remind
21 you, but it always just stays on my mind about the
22 indigenous. So, I don't know if the -- I don't
23 remember the commissioner's name, but hopefully
24 you'll be able to get to speak to, I guess, I don't
25 know, the people that are charge of those two nations

1 to see if they even want us to because I -- if they
2 want, you know.

3 If they don't, I think we respect that but if
4 they want us to be in any kind of communication with
5 them about we may be able help, you know, on, you
6 know, on their terms because dealing with nations are
7 very much different as you probably know.

8 MR. HAJ: Right.

9 MS. KENDRICK-DUNN: But I just --

10 MR. HAJ: Tiombe, we had a conversation this
11 morning with Representative Fernandez-Barquin who was
12 on the call who had to leave early. He just left to
13 join another call, and he is -- they were having a
14 meeting and he was putting me in touch.

15 So, I spoke to him this morning about that, so
16 there will be follow up. I do -- and I want to thank
17 everybody on this call for taking their time. I will
18 send out an email seeing who wants to be part of this
19 committee and as you all are aware, even if you're
20 not on the committee when the committees being held,
21 you're more than welcome to join.

22 And we'll also compile the list of books that
23 were rattled off throughout so we can have one list
24 for everyone to look at, so we'll put that in
25 writing. You'll get it tonight or tomorrow. Thank

1 you, Madam Chair and Mr. Chair.

2 MR. HOFFMAN: Thank you. Thank you, everybody.

3 PASTOR DUNN: Thank you.

4 MR. HINCAPIE: Thank you. Good-bye.

5 PASTOR DUNN: God bless.

6 MS. HOLLINGSWORTH: Thank you. Thank you.

7 Leaving the meeting.

8 (Whereupon, at 5:29 p.m., the meeting was
9 adjourned.)

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