

U.S. COMMISSION ON CIVIL RIGHTS (USCCR)

+ + + + +

COMMISSION ON THE SOCIAL STATUS OF
BLACK MEN AND BOYS

+ + + + +

THURSDAY
NOVEMBER 3, 2022

+ + + + +

The Commission convened via
Videoconference, at 1:00 p.m. EDT, U.S.
Representative Frederica S. Wilson, Chair,
presiding.

COMMISSIONERS PRESENT

U.S. REPRESENTATIVE FREDERICA S. WILSON, Florida;
Chair

U.S. REPRESENTATIVE JOYCE BEATTY, Ohio

RICHARD CESAR, Department of Labor

KRISTEN CLARKE, Department of Justice

THOMAS M. COLCLOUGH, U.S. Equal Employment
Opportunity Commission

MARSHALL DILLARD, Driller to Driller Foundation

U.S. REPRESENTATIVE STEVEN HORSFORD, Nevada

U.S. REPRESENTATIVE HAKEEM JEFFRIES, New York

DR. CALVIN JOHNSON, Department of Housing and Urban
Development

TINALOUISE MARTIN, USCCR

DR. JOSEPH E. MARSHALL, JR., Alive & Free

U.S. REPRESENTATIVE LUCY MCBATH, Georgia

DR. LASHAWN MCIVER, Centers for Medicare and
Medicaid Services

DR. O.J. OLEKA, Kentucky Colleges

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

STAFF PRESENT

MARK K. SPENCER, ESQ., USCCR Staff Director
MONICA M. COOPER, Support Services Specialist
GERALD K. FOSTEN, Social Scientist
DAVID GANZ, Parliamentarian
JON W. JETER, Sr. Editorial Writer
AARON MCCOY, Program Manager

ALSO PRESENT

DR. WALTER FLUKER, Professor Emeritus of Ethical
Leadership
REV. DR. JAMES HENRY HARRIS, Professor, Pastoral
Theology & Homiletics
KATHY HOLLOWELL-MAKLE, Executive Director, DCAEYC
DR. GREGORY C. HUTCHINGS, JR., CEO, Revolutionary
ED, LLC
DR. GLENDA PRIME, Dean, NCEED

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

A G E N D A

	<u>PAGE</u>
Welcome and Mission Statement Frederica S. Wilson.....	4
Introduction of Theme, "Unlocking America's Democratic Potential by Reducing Inequality in the Classroom" Mark Spencer, Esq.....	11
Introduction of Guest Speakers Mark Spencer, Esq.....	12
Roll Call Mark Spencer, Esq.....	18
Break	21
"The Good Day of School" Dr. Gregory Hutchings, Jr.....	21
"NCEED Concept" Dr. Glenda Prime.....	38
"The Importance of Early Childhood Development" Kathy Hollowell-Makle.....	55
"Black Boys to Black Men in the 21st Century America and the Importance of Education" Rev. Dr. James Henry Harris.....	68
Break	82
Open Discussion	82
Business Meeting	
a. Approval of July 8, 2022 Meeting Minutes.....	111
b. Approval to request to close the business portion of the meeting.....	112

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

Adjourned 113

1 P-R-O-C-E-E-D-I-N-G-S

2 1:02 p.m.

3 CHAIR WILSON: Good afternoon,
4 everyone. The meeting will now come to order.
5 It is 1 o'clock, p.m. Eastern Standard time,
6 November 3rd, 2022.

7 The theme of this quarterly meeting is
8 Unlocking America's Democratic Potential by
9 Reducing Inequality in the Classroom, the
10 Commission on the Social Status of Black Men and
11 Boys. It is a public meeting, and the live
12 broadcast is on YouTube through the National
13 Press Club.

14 I want to welcome our new staff
15 director, Mr. Mark Spencer. This is his first
16 meeting. And I had the opportunity to host him
17 in Miami on yesterday, day before yesterday, when
18 he witnessed the police and youth conference here
19 in Miami Dade County at the Dolphin Stadium with
20 the Miami Dolphins, the police departments of
21 Miami Dade County, and young boys, high school
22 boys from the 5,000 Role Models of Excellence
23 Project.

24 It was almost 1,000 in attendance.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 And we were so happy to host Mr. Spencer at that
2 time. So I'm looking forward to working with
3 him.

4 I want to also extend a warm welcome
5 to the Commissioners, the staff of the U.S.
6 Commission on Civil Rights, and the members of
7 the Commission on the Social Status of Black Men
8 and Boys, we call ourselves commissioners, and
9 also to our public audience.

10 Today, in keeping with the overall
11 objective of the Commission on the Social Status
12 of Black Man and Boys, we aim to exchange ideas
13 and identify policies for empowering Black males
14 to both prosper and participate in public life
15 more fully. This is our best strategy for
16 strengthening American democracy.

17 As I have said in previous meetings,
18 this Commission rejects the politics of division.
19 Our goal is to create healthy and equitable
20 communities where everyone is afforded the
21 opportunity to thrive. And I want to say our
22 goal is to create healthy and equitable
23 communities where Black men and boys are afforded
24 the opportunity to thrive.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 Because our Commission has given us
2 the actual permission to speak for Black men and
3 boys. Never in this nation has any agency been
4 afforded the opportunity to address the
5 population that we have been afforded to address.

6 And it's a privilege, it's a privilege. And I
7 have been in this work for 30 years. So it's a
8 privilege to be able to say Black men and boys
9 without even thinking about it.

10 With the World Series in full swing,
11 it only seems appropriate to use a baseball
12 metaphor and assert that the Commission seeks to
13 ensure that everyone gets their turn in the
14 batter's box, and that includes Black men and
15 boys. We began our work in January, and we deemed
16 the year 2022-2023 as the year of Black men and
17 boys.

18 We want our Black boys to have access
19 to internships, corporate internships, access to
20 higher education, and access to apprenticeships.
21 We know that all Black boys are not going to go
22 to college. So we must afford them opportunities
23 that will give them a piece of the pie in America
24 without having to have a college education.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealgross.com

1 I fought so hard for free community
2 college, because here in Miami we have something
3 at our community college called rising Black
4 scholars. And it's a two-year degree, an AA
5 degree that's free for all of the Black boys in
6 our community. And I'm so proud to have helped
7 our community college begin something so earth
8 shattering. And there are so many opportunities
9 at community colleges that our young people can
10 achieve a great education and a great future at
11 a community college.

12 We also need to expose our children to
13 Job Corps. I call Job Corps the best kept secret
14 in the federal government. And I want all of our
15 school children and all of our communities,
16 especially Black boys and men, to know the
17 secrets of Job Corps and how Job Corps can put
18 them on the right track.

19 I also want to expose our boys to
20 Closeup. Closeup is a trip to Washington, D.C.
21 If I had a magic wand, I would wave it and say
22 that every Black boy in America, from the time of
23 first grade to 12th grade, they would get an
24 opportunity to get a trip to Washington to

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 observe the political process, and to visit all
2 of the statues, and learn about the founding of
3 our nation and how Black slaves built the
4 Capitol. Black male slaves built Washington.

5 And every time I cross the street from
6 my office to the Capitol, I look up at the
7 steeple. And I know how many Black men fell to
8 their deaths installing the steeple on the top of
9 the Capitol. And I think that our Black boys
10 across the nation need to know how the Capitol
11 and Washington D.C. was built.

12 So I believe in exposure. I believe
13 that we should take our children out of the inner
14 cities where they live, some people call them
15 ghettos, and expose them to every wonderful
16 opportunity that we can afford as a nation.

17 I know that in the summer time our
18 little Black boys are in the front yard of their
19 grandmother's house playing in the dirt. And
20 other children are skiing in Aspen. And then
21 they have to return to school and take the same
22 identical high stakes test. And they are
23 expected to make the same score. And we know
24 that that's not going to happen.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 So those are some of the things that
2 we need to help our children pass through as they
3 become a man, from a Black boy to a man. And
4 because all of these tickets that we're
5 discussing will interrupt the school to prison
6 pipeline.

7 We have to deflate some of the tension
8 that exists between police and youth, because
9 that tension is there. And we know that our young
10 boys have tempers, quick tempers. And they don't
11 understand how to deal with the police. So we
12 have to teach them how to deal with the police.
13 And we need to teach them how to -- police how to
14 deal with our youth.

15 I want to thank and welcome our guest
16 speakers and thank them so much for being with us
17 today and sharing their expertise and their time.
18 I want to welcome Dr. Gregory Hutchings, Jr., Dr.
19 Glenda Prime, Kathy Hollowell, Reverend Dr. James
20 Henry Harris, thank you so much, and also Dr.
21 Walter Fluker who will moderate for us. So thank
22 you for being a part of us, and thank you for
23 sharing your time and your expertise with the
24 country today regarding Black men and boys.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealgross.com

1 MR. SPENCER: Thank you for those
2 wonderful opening remarks, Madam Chairwoman. I'm
3 going to step in and take the baton from you and
4 introduce myself. My name is Mark Spencer, and
5 as the Chairwoman said, I'm the new director of
6 the U.S. Commission on the Social Status of Black
7 Men and Boys.

8 The Commission is the result of a
9 singular vision of Representative Frederica
10 Wilson of the 24th of Florida which includes
11 parts of Miami and Dade County. In 2020 she
12 brought her vision into reality, for the first
13 time in the history of the United States,
14 creating a commission, as she said, focused
15 entirely on the uplift and the well-being of
16 Black boys and men.

17 This grew out of her vision which has
18 grown in 30 years to be realized as the 5,000
19 mentors of excellence which I just, in the past
20 two days, had the privilege of being present for
21 the annual forum building relationships and
22 teaching between law enforcement and youths,
23 particularly Black boys, but not only Black boys,
24 Latin boys and others.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 And I can tell you that, of the 1,000
2 young men that I saw, there are still another
3 2,000 that will be participating in other forums
4 very shortly. Having said that, and again
5 thanking the Chairwoman for singular vision,
6 passion, and dedication to this subject, today we
7 are conducting our first quarterly meeting for
8 the fiscal year of 2023.

9 And, Madam Chair, esteemed
10 Commissioners, welcome one and all, and the
11 public, to this quarterly meeting, the theme of
12 which is Unlocking America's Democratic Potential
13 by Reducing Inequality in the Classroom.

14 I recently finished an outstanding
15 biography of Frederick Douglass written by author
16 David Blight called Frederick Douglass: Prophet
17 of Freedom. And most importantly, Mr. Blight
18 chronicles how Douglass talked about the
19 liberating aspect of how literacy, learning to
20 read as a slave in Colonial and post-Colonial
21 Maryland, brought him out of the darkness of
22 slavery into the light of learning.

23 And over the time since the demise of
24 formal slavery in this country, the light of

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 learning and the light of literacy continued to
2 be the keys to unlocking bright futures for all
3 of our Black men and boys. That remains
4 unchanged.

5 And we are in this effort challenging
6 the nation to do better in terms of creating
7 universal opportunity to gain from the light of
8 learning for all Black men and boys so that they
9 can become fully engaged, full fledged citizens,
10 and also to raise our democracy which we all know,
11 at present, is under serious threat.

12 I am thrilled to say that we have
13 gathered here today to begin to address this
14 situation about improving our democracy through
15 the empowerment and learning of Black boys and
16 men.

17 And so without further adieu, I'd like
18 to introduce our panelists, who will help us
19 shine a light on that path forward to achieving
20 greater democracy and greater opportunity.

21 We will hear from first Dr. Gregory
22 Hutchings, Jr. He's the founder and chief
23 executive of Revolutionary ED LLC. He is a
24 nationally recognized educational leader, an

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 anti-racism activist, and published author who
2 unapologetically advocates for Black,
3 Indigenous, and people of color, and racial
4 equity in education.

5 Dr. Hutchings was also recently
6 appointed as the first executive in residence at
7 American University School of Education and plays
8 a key role in elevating the school's anti-racist
9 administration, supervision, and leadership
10 certificate program.

11 Dr. Hutchings has over 20 years of
12 combined educational experience as a college
13 admissions counselor, teacher, school principal,
14 central office administrator, superintendent,
15 and college professor. He specializes, again, in
16 anti-racism education. Dr. Hutchings' life work
17 is educational leadership and dismantling
18 systemic racism in schools across America.

19 Dr. Hutchings earned his doctorate in
20 educational policy, planning and leadership from
21 the College of William & Mary. He currently
22 serves on numerous national boards and is a
23 member of the Alpha Phi Alpha Fraternity,
24 Incorporated. Dr. Hutchings is a native of

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 Alexandria, Virginia, and he is a proud husband
2 and father, wife Cheryl, and proud parent of two
3 children.

4 After we hear from Dr. Hutchings, we
5 will be blessed by a presentation from Dr. Glenda
6 Prime who currently serves as the Dean of the
7 School of Education and Urban Studies at Morgan
8 State University.

9 Prior to her current appointment, she
10 served for ten years as the Chair of the
11 Department of Advanced Studies, Leadership, and
12 Policy, also in the School of Education and Urban
13 Studies, a department which houses five doctoral
14 and four masters programs in various fields of
15 education.

16 A science educator by training, Dr.
17 Prime holds a Ph.D. in Science Education from the
18 University the West Indies. And she has told me
19 that she's a proud Trinidadian.

20 Prior to her administrative role, Dr.
21 Prime had 25 years of teaching experience in the
22 graduate education of science teachers and
23 researchers. Her publications include numerous
24 articles and book chapters on science and

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 technology education and on doctoral education.

2 Her most recent work is an edited
3 volume of the teaching of STEM to African
4 American learning in which she advances the
5 notion of race visible pedagogy, an approach that
6 centers on racialized experiences of African
7 American learners in their education in STEM.

8 After we hear from Dean Prime, we will
9 transition to a local hero who is Kathy
10 Hollowell-Makle, Director of the District of
11 Columbia Association for the Education of Young
12 Children.

13 And Ms. Hollowell-Makle will talk
14 about how she has, through her organization, been
15 able to influence creative, uplifted standards
16 for early childhood education and early childhood
17 wellness for that population of children zero to
18 five, focusing on children of color, Black
19 children, and boys in particular, and also the
20 under-represented and, I should say, poorer
21 economic communities within the District of
22 Columbia.

23 We will, in the first portion of our
24 communal discussion with a presentation by the

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 Reverend Dr. James Henry Harris, and Dr. Harris
2 is a distinguished professor of Preaching and
3 senior research scholar in Religion and
4 Humanities at Virginia Union University, and
5 pastor of the Second Baptist Church, Idlewood
6 Avenue, in Richmond, Virginia.

7 He holds graduate degrees from the
8 University of Virginia in Theology and Ethics,
9 I'm sorry, he holds graduate degrees from
10 University of Virginia in Theology, Ethics, and
11 Culture, from Virginia Commonwealth University in
12 English Literature, and earned both a Masters in
13 Philosophy and a Ph.D. degree from Old Dominion
14 University, along with a Doctorate of Ministry
15 degree from United Theological Seminary as Sam
16 Proctor/Charles Booth Fellow.

17 Dr. Harris is the author of ten books
18 including Pastoral Theology, Preaching
19 Liberation, the World Made Plain, and his latest
20 book, No Longer Bound: a Theology of Reading and
21 Preaching. And I also will add he has two more
22 recent publications, Black Suffering: Silent
23 Pain, Hidden Hope, and his experience in academia
24 with the "N" word.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 His love and compassion for the
2 preacher and the church is seen in his
3 relationship with youth and young adults
4 throughout the community. He's a former
5 president of All Preaching Teachers in North
6 America, and Canada, and lectures. And he
7 preaches around the country in the area of
8 expository and textual preaching.

9 He tries to blend together the church
10 and the academy in theory and practice. His goal
11 is to preach in demonstration of the spirit and
12 of power as Paul says to the Church at Corinth.

13 Dr. James Henry Harris is married to
14 the Reverend Demetrius Harris, and they are
15 parents of two sons, James Corey and Cameron
16 Christopher. Just a second.

17 And I want to make sure that I include
18 the fact that Professor Harris also is Divinity
19 of Ministry and Black Church Studies and a Ph.D.
20 in Urban Studies, Educational Leadership, and
21 Policy Analysis. And so we're just so pleased to
22 have him as well.

23 After we hear our four distinguished
24 presenters and panelists, we will have a round

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 table moderated by Dr. Walter Earl Fluker.
2 Walter Earl Fluker is Professor Emeritus of
3 Ethical Leadership at Boston University, and
4 Dean's Professor of Spirituality, Ethics, and
5 Leadership at Candler School of Theology at Emory
6 University.

7 He was born in Vaiden, Mississippi,
8 and raised in Chicago, Illinois where he attended
9 public schools. He served in the United Army as
10 Chaplain's Assistant from 1971 to '73. He
11 received a BA degree in Philosophy and Biblical
12 Studies from Trinity College in 1977, and a
13 Master's of Divinity degree in 1980 from Garrett
14 Evangelical Theological Seminary.

15 Dr. Fluker completed his Ph.D. in
16 Social Ethics at Boston University in 1988. He
17 retired from the Boston University School of
18 Theology in June of 2020. Dr. Fluker has a
19 wellspring of other awards, and teaching posts,
20 and distinguished speaking opportunities, and we
21 will hear from him.

22 And I want to highlight his
23 international work. In 2004, Dr. Fluker served
24 as distinguished lecturer in the International

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 Human Rights Exchange Program and visiting
2 professor at the University of Cape Town Graduate
3 School of Business, and from 2008, 2011 as
4 faculty at the Salzburg Global Seminar In
5 Salzburg, Austria.

6 Dr. Fluker was a distinguished
7 lecturer at the U.S. Embassy at Abuja and Lagos,
8 Nigeria, Cape Town, Pretoria, and Durban, South
9 Africa, China, and India. He served visiting
10 professorships at the Harvard Divinity School,
11 Candler School of Theology, and visiting scholar
12 at Princeton Theological Seminary and Columbia
13 Theological Seminary. And we are so glad to have
14 Dr. Fluker moderate our conversation today.

15 Now, with your permission, Madam
16 Chairwoman, we'll take the roll call if you are
17 ready.

18 CHAIR WILSON: I'm ready.

19 MR. SPENCER: Just a second, please.
20 Madam Chair, with your permission, per our
21 enabling legislation, a majority of the members
22 of the Commission, which is ten, constitutes a
23 quorum. To establish the quorum, I will call
24 each member by name, and for Commissioners,

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 please note your presence by saying here.

2 Chair Woman Frederica Wilson?

3 CHAIR WILSON: Here.

4 MR. SPENCER: Secretary Sharpton?

5 (No audible response.)

6 MR. SPENCER: Commissioner Beatty?

7 COMMISSIONER BEATTY: Here.

8 MR. SPENCER: Thank you. Commissioner

9 Bowman?

10 (No audible response.)

11 MR. SPENCER: Commissioner Brewer?

12 (No audible response.)

13 MR. SPENCER: Commissioner Cesar?

14 COMMISSIONER CESAR: Here.

15 MR. SPENCER: Thank you. Commissioner

16 Clarke?

17 COMMISSIONER CLARKE: Here.

18 MR. SPENCER: Thank you. Commissioner

19 Colclough?

20 COMMISSIONER COLCLOUGH: Here.

21 MR. SPENCER: Thank you. Commissioner

22 Dillard?

23 COMMISSIONER DILLARD: Here.

24 MR. SPENCER: Thank you.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 MR. SPENCER: Commissioner Elder?
2 Commissioner Elder?
3 (No audible response.)
4 MR. SPENCER: Commissioner Fosten?
5 (No audible response.)
6 MR. SPENCER: I'm sorry, Commissioner
7 Martin?
8 COMMISSIONER MARTIN: Here.
9 MR. SPENCER: Thank you. Commissioner
10 Jeffries?
11 COMMISSIONER JEFFRIES: Here.
12 MR. SPENCER: Thank you. Commissioner
13 Johnson?
14 (No audible response.)
15 MR. SPENCER: Commissioner Marshall?
16 COMMISSIONER MARSHALL: Present.
17 MR. SPENCER: Thank you. Commissioner
18 McBath?
19 (No audible response.)
20 MR. SPENCER: Commissioner McIver?
21 COMMISSIONER MCIVER: Here.
22 MR. SPENCER: Thank you. Commissioner
23 Oleka?
24 COMMISSIONER OLEKA: Here.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 MR. SPENCER: Thank you. Madam
2 Chairwoman, by my count we have a quorum, and I
3 recommend that we proceed with our program today.

4 So just for the benefit of the
5 proceedings, I know that the Chairwoman had to
6 step away for a moment, and so I will carry on
7 her duties as ask now if we would hear from Dr.
8 Gregory Hutchings, Jr. Dr. Hutchings?

9 DR. HUTCHINGS: Yes. I'm here. Thank
10 you, Mr. Spencer.

11 MR. SPENCER: All right. Okay, thank
12 you. Hold on a moment please.

13 DR. HUTCHINGS: All right.

14 (Whereupon, the above-entitled matter
15 went off the record at 1:28 p.m. and resumed at
16 1:30 p.m.)

17 DR. HUTCHINGS: All right. Well thank
18 you. And thank you all for this opportunity. I
19 just want to, you know, start off by thanking
20 Madam Chair for having this discussion and just
21 for the U.S. Commission even considering to focus
22 on Black men and boys.

23 If you can go to the next slide, I'd
24 like to center my presentations when I'm talking

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 to folks around my why. And this is near and
2 dear to my heart, because I talk about me and my
3 brother. Because as I served as the
4 superintendent of Alexandria City Public Schools,
5 just a couple of months ago, that was my last
6 day, my brother was right down the street in
7 Alexandria City Jail.

8 And he was waiting for his sentencing
9 for a federal crime that he committed. And he
10 has been sentenced since. But I start with him
11 because we have the same parents, we had very
12 similar adverse childhood experiences, and we
13 were put through the same schools.

14 And I asked my brother the first time
15 that he was incarcerated, you know, what was the
16 difference between my walk and your walk.

17 And the one thing that he shared with
18 me that was different was the fact that I had
19 educators in my life from the time I was in
20 kindergarten until I graduated from high school
21 who believed and instilled in me, and told me
22 that I can be somebody.

23 And he recalled the time when he was
24 in sixth grade that his teacher told him that he

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 was not going to amount to anything, right. So
2 my job, as I move forward throughout my life, is
3 to make sure that we don't have other people
4 experiencing what my brother had to experience.
5 Because now, you know, he has to fix his life,
6 which I know he will, right. I know that he will
7 get back on track. But it didn't have to be this
8 way. So we have to understand the power of
9 education.

10 So I'd like to start with that to get
11 into these four specific areas. And we can go to
12 the next slide that I want to share with the
13 Commission. The first specific area is dealing
14 with opportunities, and you can go to the next
15 slide, I'm sorry, is dealing with opportunities.

16 And right now we have a serious
17 opportunity to make a difference for our Black
18 male learners across this nation. You know, we
19 all know that race is a social construct that was
20 created to make Black and Brown people inferior
21 to the White race, right. This is research, it's
22 not just my opinion, right.

23 We also know that there has been a
24 racial reckoning in America for over 400 years.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 And what we have to do at his particular time is
2 we have to take advantage of this moment where we
3 are seeing the murder of Black men across this
4 nation.

5 And we're seeing that Black men's
6 needs are not being met, whether it's in schools,
7 or in the workplace, or just in America in
8 general, on multiple levels. And this is an
9 opportunity for the Commission to really take
10 advantage of this particular time in life.

11 And if you go to the next slide, I
12 want to run through just a couple of things in
13 regards to our opportunity. And then I'm going
14 to get into where we need to focus in some other
15 areas. So you can go to the next slide, please.

16 I'd like to start with you all know
17 the late and great, honorable Congressman, John
18 Lewis. You know, he talked about the importance
19 of us in America getting into good trouble. And
20 he always talked about how it was necessary
21 trouble and how it could help us to redeem the
22 soul of America. And that has resonated with me
23 from the time I heard that quote.

24 It led me to write my book which was

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 Getting Into Good Trouble At School, right. If
2 I'm going to get into some trouble, and we're
3 talking about education, I'm going to have to get
4 in trouble at school. And I want to talk a little
5 bit about some steps that I know the Commission,
6 as well as school systems across this nation, can
7 do to help our Black male learners.

8 So if you can go to the next slide. I
9 want to start with, in the next slide, please, I
10 want to start with knowing your history. And I
11 think that, you know, as we heard for our Madam
12 Chair today, and she talked about some of the
13 historical facts in regards to how the Capitol
14 was built by Black men, right, when we teach our
15 history, right, the good, the bad, and the ugly,
16 that will allow us to rewrite our future.

17 Because what happens in America is
18 that time repeats itself, history repeats itself.
19 And it's because people aren't familiar with it.
20 So folks are using same tactics that have been
21 used for many years. And if you don't understand
22 that story line, then it's hard for you to have
23 a rebuttal or counter narrative to what is being
24 shared with us. So we have to begin with knowing

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 our history.

2 The second thing, and you can go to
3 next slide, is focusing on a commitment to racial
4 equity, and not just equity but racial equity.
5 And we're talking about serving the needs of our
6 Black male learners. And, you know, I love the
7 fact that this Commission is focused on Black men
8 and boys. We have to make sure we're calling out
9 specifics in regards to race.

10 It makes people uncomfortable, but
11 many people do not have the right to be
12 comfortable. So we have to lean into our
13 discomfort, and we have to make sure that we are
14 supporting and pushing people to go into the
15 discomfort space so that they can grow, and that
16 they can learn, so that our Black male learners
17 can achieve.

18 Our next slide, next, in regards to
19 our opportunity, is just making sure that we are
20 finding ways to dismantle de facto segregation.
21 And we know this happens in school systems across
22 this nation from T.A.D. programs, Magnet
23 programs, programs that require some form of
24 prerequisite to recommendations that are required

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 in order to be in a particular course, whether
2 it's advanced placement or an honors program,
3 right.

4 We have to make sure that we are
5 dismantling those de facto segregation practices.
6 Because what it is doing, it is dividing our Black
7 students as well as their White counterparts. So
8 we have to ensure that we are identifying some of
9 these challenges within our schools and that
10 we're being old enough to really push the
11 envelope and to dismantle that.

12 Next slide. Specifically opportunity
13 for us is to really think about the fact that we
14 have discipline versus policing, right. We have
15 to make sure that in our schools we are not
16 setting up structures where our young people are
17 treated as if they are prisoners.

18 I recall visiting a school, a charter
19 school, and the principal was excited that the
20 Black students were walking down the halls with
21 their hands behind their backs looking to the
22 floor. And he was saying look how quiet our
23 students are. And that was a celebration for
24 him.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 And I said I was appalled. I was
2 appalled at the fact that these young Black kids,
3 one, are walking with their hands in their backs,
4 but that they're looking down on the floor, and
5 they're in line, and quiet, and you're praising
6 them for that.

7 That's the same thing that we're doing
8 to prisoners in schools. So we're setting up
9 that pipeline to prison with these practices and
10 thinking that's okay. Kids should be able to
11 look up, kids should be able to explore, kids
12 should be able to get some free range so they can
13 learn self control and how you act in a public
14 space, but not being mild and meek.

15 You know, you mirror that to how we
16 were treated when we were slaves, right. Those
17 are the same kind of strategies that were used to
18 keep us, quote, unquote, "tamed." And we have to
19 get that out of our schools and our school systems
20 across this nation.

21 The next slide is dealing with the
22 strategic thinking and strategic planning. You
23 know, many school systems have strategic plans,
24 but many are not strategically thinking their way

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 to achieve these goals in their plans, right.

2 We have to make sure we're being
3 methodical and we're being extremely strategic in
4 our approaches to serving the needs of our
5 students. I say strategic thinking is a skill,
6 strategic planning, that is the resource or the
7 road map to get you to wherever you're trying to
8 go as an organization.

9 And then the other opportunity that we
10 have for the Commission is really, and go to the
11 next slide, is having courageous and bold
12 leadership, right. It does require for us to
13 really be courageous and bold when we are trying
14 to do this work for Black male learners across
15 America, right.

16 We have, or we continue, I know I do,
17 I stand on the shoulders so many Black people,
18 like the late and great Honorable John Lewis, and
19 I think of Dr. Martin Luther King, Jr., you know.
20 I think of people who have paved the way even in
21 the present, think of our president, or former
22 president, my forever president, President Obama,
23 who has been able to start things, you know, like
24 My Brother's Keeper, right, that focused on Black

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 male learners.

2 Think of Congresswoman Wilson, who has
3 started 5,000 Role Models of Excellence. I mean,
4 that is a phenomenal program that is now
5 national. And it's showing that our Black male
6 learners have the support and representation so
7 that they can be successful.

8 And next, I want to go into why we
9 need to have a focus, not just, you know, we have
10 these opportunities, but we really need to have
11 an educational focus. And I'm asking the
12 Commission to focus specifically on prenatal to
13 post-secondary.

14 And specifically what I want us to be
15 able to do is to ensure that we provide the
16 necessary resources for our families, before the
17 child is even born, to make sure that they have
18 the appropriate care so that they can have the
19 brain development that they're going to need to
20 be successful when they get into a classroom, and
21 so that we are not putting our Black male learners
22 into an environment where they are literally
23 already behind everyone else around them, meaning
24 their White counterparts in particular.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 We need to make sure that, at the
2 middle grades level, that we are focusing on
3 social, emotional, and academic learning, right.
4 Math and English, they're very important,
5 sciences and social studies, don't get me wrong,
6 they're important too. But the social and
7 emotional health of our young Black males is just
8 as important. And we cannot wait until they are
9 in a crisis to provide those services. These are
10 things that we should be doing consistently
11 throughout our time.

12 And then we also need to focus on our
13 secondary and post-secondary education. I heard
14 Madam Chair Wilson talk about the fact that we
15 need to have workforce development and the
16 program that was in Florida for an associate's
17 degree while these young Black males were in high
18 school, right.

19 We need to make sure that we have
20 structures that are set up to set these Black
21 males for success, right. We need to make sure
22 that they have the foundational skills. So if
23 they are put into these extra-curricular, or
24 career, technical education programs, that they

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 have those skills to be able to thrive and to be
2 successful. So I'm asking the Commission to make
3 that a commitment.

4 Let's go the next slide, and let's
5 talk about, in specific, a model or an example of
6 what our Black males deserve. For example, a
7 young Black male should be able to walk into a
8 school where there is representation, not just by
9 the educators who are in that space but also by
10 the literature that they are reading, the posters
11 that are the walls, the names that are being used
12 in their classrooms. It really does matter.

13 You know, I go back to the story of
14 me and my brother. I was fortunate to have Black
15 women who were teachers of mine in Kindergarten
16 with Ms. Murphy, in second grade with Ms. Lewis,
17 in sixth grade with Ms. Johnson, in high school
18 when I had, you know, Ms. Barnwell who said you're
19 going to go to Old Dominion University. And I
20 didn't know why, but it's because that was her
21 alma mater, right. And that's where I ended up
22 going to undergrad, you know, to school and
23 getting a scholarship.

24 We need to make sure that we have

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 people who can understand the walks of these
2 young Black male's lives. And that is going to
3 be so important and key.

4 And then we also need to make sure
5 that we are focusing on having these structures
6 so that these young men can have the mentorship
7 like 5,000 Role Models, or mentorship like in
8 Oakland where they have an African American male
9 initiative that focuses specifically on African
10 American males in schools. We need to ensure
11 this is happening at all of our schools across
12 America.

13 And the next slide, and I want finally
14 talk about action and where the Commission can
15 go. And there's 11 specific things. I'm going
16 to go quickly, because I know we only have 18
17 minutes, and I'm looking at my time.

18 So I want to make sure that you all,
19 as a Commission, that you're walking away with
20 some tangible action steps that can be taken
21 across this nation, that can make a difference,
22 you know, not only for our Black male learners,
23 but for young people across the entire nation.

24 And we can go to the next slide. You

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 know, I already touched on the fact that it is
2 going to be important for all of us to ensure
3 that we are making sure that we are removing those
4 barriers in regard to technology.

5 And I have to say this. During the
6 pandemic we think back when we shut down all of
7 our schools, right, and we shut down all of our
8 businesses. And the government was able to come
9 up with dollars to provide broadband, to provide
10 technology devices for students, to have buses
11 that had access to the Internet in communities
12 that didn't have Internet. And we were able to
13 do that in one of the the greatest crises in our
14 time, right.

15 So that needs to be mandatory moving
16 forward. Because our Black male learners, and
17 many of them who live in some of these urban or
18 rural communities may not have access to
19 broadband, may not have access to some of these
20 technology resources.

21 What the Commission can do is really
22 advocate to ensure that all children and that all
23 families have access to the Internet. That
24 really is a lifeline to our success and to their

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 success.

2 We need to make sure that we have
3 universal pre-K. This is a total -- you know, we
4 talk about it all the time. We funded a pandemic
5 for schools. We provided ESSER funds for schools
6 across this nation. We can provide universal
7 preschool, and not just any type of preschool but
8 a preschool that includes play, that includes
9 opportunities for parental resources, and
10 opportunities families to be engaged in their
11 child's learning.

12 And that should be mandatory, the same
13 way every child goes to kindergarten, every child
14 needs to go to preschool. And that's the only
15 way we're going to see a difference.

16 Go to the next slide, because I can't
17 go through every single one of these.

18 But I also want to make sure that we
19 are focused on the social, emotional, and
20 academic learning piece. And I said this before.
21 We need to have social workers, counselors,
22 psychologists in our schools. You know, we need
23 to make sure -- and it's not even just for our
24 students.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 Our staff in schools have been
2 impacted. They have dealt with a significant
3 trauma, you know. Everybody is right now. So it
4 will behoove us to ensure that we have quality
5 resources that impact social, emotional and
6 academic learning for all of students, not just
7 our Black males.

8 And I think another most important
9 piece is financial literacy. We talk about our
10 economy. We want it to grow. We want to see our
11 Black male families or Black families across this
12 nation to have the generational wealth. It is
13 going to be important for us to start at an early
14 age to provide that financial literacy.

15 So our Black males, they can become
16 Black men who understand the dollar, right, who
17 understand how do you contribute to this economy,
18 who understands what savings is all about, to
19 understand that you need to own a piece of
20 America, right.

21 But when you own a piece of America,
22 there are things that you can also do to have
23 that generational wealth for generations to come,
24 right. So it's not just providing you the

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 financial resources for your time but also for
2 your children, and your children's children, and
3 their children that you don't even know about.

4 And you can go to the next slide. And
5 finally I just want to talk about the fact that
6 we need to make sure that we are providing, you
7 know, developmental initiatives that relate to
8 fatherhood initiatives, right.

9 For our young Black men to grow up to
10 be good fathers, we have to make sure that early
11 on we are providing those skills, we're giving
12 them access to the importance of being strong
13 Black men in our Black families so that they can
14 know what it takes to be a good Black father.
15 And when we do that I know that we will be able
16 to achieve.

17 And I'm going to stop here. I see
18 that Mr. Spencer's come on. So I'm going to stop
19 here, and you can go the next slide. Because I'm
20 going to end with just this final quote from a
21 woman that, next slide, from a woman that I, right
22 here, that I strongly admire. Her name, in
23 addition to Congresswoman Wilson, but her name is
24 Mary-Frances Winters. And she wrote the book

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 called Blace Fatigue.

2 And the reason why this book resonates
3 with me is because it gave me language for all
4 this work that we're trying to do for Black males.
5 It is tiring, and it is exhausting, and it is
6 fatiguing, right.

7 And it is important for us to build
8 professional capacity so that we are able to
9 endure this very tough road that we all are going
10 to have to go down in order to provide an
11 equitable education for our Black male learners
12 in America. So thank you.

13 MR. SPENCER: Well, Dr. Hutchings, you
14 know, as I told you after you enlightened us with
15 your executive report for the Committee, just
16 outstanding, really dynamite stuff. I'm really
17 looking forward to the interaction of our very
18 distinguished panel talking about these issues.
19 And so once again, thank you for your
20 contribution. Don't go anywhere, hold on.

21 DR. HUTCHINGS: I won't, I'll be
22 there.

23 MR. SPENCER: Plug you back in. And
24 next we'll hear from the outstanding Dean Glenda

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 Prime of the famous Baltimore university, Morgan
2 State University. Dr. Prime?

3 DR. PRIME: Thank you. Thank you very
4 much, Mr. Spencer. I have to begin by apologizing
5 for the fact that I don't have my presentation,
6 my slide presentation. I didn't realize that it
7 had to have come to you much sooner. I thought
8 I would be able to share my screen right now.
9 But that's okay.

10 MR. SPENCER: No problems, we are
11 going to share that with the Commissioners after
12 we conclude the event. So don't worry.

13 DR. PRIME: Okay, thank you. Well, I
14 want to thank you for the opportunity to address
15 this important Commission. I want to thank
16 Congresswoman Wilson for her foresight in
17 bringing this Commission into being. And I want
18 to thank you, Mr. Spencer, also for recognizing
19 the essential overlap that exists between the
20 work of an initiative that's currently ongoing at
21 Morgan and the work of the Commission.

22 I am hopeful that the establishment of
23 this Commission signals recognition at the
24 highest levels of government that our nation is

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 in peril unless we are able to ensure that all
2 sectors of our population have the opportunity to
3 realize their fullest potential, and not just
4 providing the opportunity but also dismantling
5 those systems which currently devour some
6 sections of our population, particularly Black
7 men and boys, from full participation in national
8 life and from fully providing their contribution,
9 making their contribution to the growth of this
10 nation and to our democracy.

11 It is clear to me that education is
12 critical to all of this. And the fact that Black
13 men and boys are not experiencing the opportunity
14 to express their full potential, in my view,
15 implicates our education system. It means we are
16 not doing all that we should or we are not doing
17 some things right. And so I think the work of
18 this Commission is extremely important.

19 And I want to begin, what I want to
20 do with this presentation is really to share with
21 you a concept that we have developed here at
22 Morgan State University which pre-dated my
23 knowledge of the work of the Commission. But I
24 invited Mr. Spencer, and he immediately saw the

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 great deal of overlap that exists between the
2 work of the Center and the work of the Commission.

3

4 So I want to begin by sharing with you
5 a concept for the Center and then explore with
6 you some of the areas, possibly areas of overlap
7 between the work of the Center.

8 Morgan State University, I'm proud to
9 say, has been designated as a national treasure.
10 But more than that, it has been designated by
11 Governor Hogan as the pre-eminent, the public
12 urban research university for the state of
13 Maryland. And in keeping with that designation,
14 we are seeking to become an anchor institution
15 for the city of Baltimore and the state of
16 Maryland.

17 And what that means is that in our
18 research, in all of our teaching, in our
19 activities, we focus on an amelioration of urban
20 problems and address the conditions of the
21 predominately minorities who live in urban
22 settings.

23 And in that context, the School of
24 Education and Urban Studies has conceptualized a

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 center for the elimination of educational
2 disparities. The acronym is NCEED, National
3 Center for the Elimination of Educational
4 Disparities.

5 And the Center is focused on two
6 things, transforming the conversation around
7 equity, and transforming the culture. So we say
8 reframing the conversation and transforming the
9 culture. And what I mean by that is that
10 currently the concept of equity is focused on
11 test scores, standardized test scores. And we
12 know that that is not the whole story, and we
13 need to reframe that conversation.

14 Because that focus on test scores
15 positions some populations, including Black men
16 and boys, and I might say particularly Black men
17 and boys, as being deficient in some way. And
18 then you think of equity in terms of test scores,
19 attempts to correct it focus on getting the test
20 scores up and closing the so-called achievement
21 gaps.

22 And that fosters a deficit narrative,
23 something is wrong with some samples of the
24 population. Something is wrong with Black men

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 and boys, and we've got to fix it rather than
2 attempting to fix the system that is creating the
3 inequity.

4 And so we are focused on reframing
5 that conversation and on transforming the
6 culture. Now the Center was launched just a month
7 ago, and so we are still in the process of
8 conceptualizing its work and on continuing to
9 seek funding to support the work of the Center.

10 The mission of the Center is to alter
11 the trajectories of African American, Hispanic,
12 and low income children in public schools in
13 Maryland and across the United States from under-
14 achievement, low attendance rates, high dropout
15 rates, inadequate preparation for college and
16 career, to one in which they have the opportunity
17 to achieve their full potential regardless of zip
18 code and socioeconomic status.

19 And the Center is going to achieve its
20 mission through this work around reframing the
21 conversation and work in research and design of
22 interventions that will transform the culture.

23 The need for the Center is premised on
24 a couple of things. One is the test score gap.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 Now we know that there is that test score gap,
2 and even though we say that's not the whole story
3 around equity, we do want our Black men and boys,
4 we do want all children to be able to read and do
5 mathematics. So we have to work on both areas as
6 well.

7 Most recent NAEP data show persistent
8 racial gaps. In the fourth grade the math gap is
9 25 points. The math gap for Black kids is 25
10 points below White kids and 18 points between
11 Whites and Hispanic. The gap in math is 36 points
12 between Asian, Pacific Islander students and
13 Black students. And the math gaps keeps widening
14 as students progress through the grades.

15 The second premise of the Center is
16 the social and economic imperative. The U.S.
17 Bureau of Labor tells us clearly that income and
18 employment correlate with educational
19 attainment. And if we continue to ignore some
20 sections of the population whose income earning
21 power is diminished, we would have a serious
22 social and economic problem.

23 And, you know, in 2017, reflecting on
24 the 63rd anniversary of the Brown v. Board of

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 Education, John B. King, who was president and
2 CEO of the Education Trust, described education
3 as the civil rights issue of our time. Access to
4 literacy as a gateway to mathematics, social
5 studies, and literacy is a critical social
6 justice issue.

7 And the next why for the Center is
8 that it fits so well with alignment with the
9 blueprint for Maryland's future. And that
10 blueprint is premised on the fact that elevating
11 the overall student performance to be among the
12 world's best school systems, eliminating
13 achievement and opportunity gaps between students
14 from different family incomes, races,
15 ethnicities, abilities, and disabilities.

16 It should not be the case that
17 children's school attainment, children's
18 performance in school, correlates with zip code.
19 That is just not acceptable. It should not
20 correlate with parents' socioeconomic status.
21 And so these things underlie the premise behind
22 the development of NCEED, the National Center for
23 the Elimination of Educational Disparities.

24 And the work of the Center is going to

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 focus on what we are calling six pillars. The
2 first is family, student -- we're calling it
3 family, student, and teacher academic resilience.

4 What we see here is that students'
5 achievement is not fully dependent on what
6 happens in schools. The family, and the
7 community, and the school must be working in
8 tandem to promote student achievement.

9 And so we want to engage in work that
10 helps communities to support children and teaches
11 that parent how to advocate for their children,
12 how to understand the school system and not to be
13 intimidated by schooling. So the first pillar is
14 family, student, and teacher academic resilience.

15 And then our second pillar is urban
16 teachers and leaders. And we are asking what
17 knowledge do we need to impart to teachers and
18 school leaders to ensure that all children have
19 an equal opportunity to learn.

20 You know, one researcher has referred
21 to racism in the schools by saying that it floats
22 between the lines of the curriculum. And so in
23 subtle ways, Black children get told that they're
24 just not quite as good, they're not able to

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 achieve.

2 Dr. Hutchings talked about his why.
3 I'll tell you right now what my why is. I have
4 three grandsons. And the oldest of them, when he
5 was seven years old, said to me one day is it
6 better to be White? And that cut like a dagger
7 to my heart, that this seven-year-old, beautiful,
8 strong, bright, seven-year-old Black child is
9 already beginning to feel that he is less than
10 and asking the question is it better to be White.
11 That's what keeps me focused on this work.

12 And then the third pillar is
13 curriculum and pedagogy. How might the
14 curriculum and pedagogical practices across the
15 curriculum be better aligned for diverse
16 learners? In my recent work with some colleagues
17 here at Morgan, we have advanced the notion of
18 race-visible pedagogy.

19 And what we are arguing there is that
20 the racialized experiences of children must be
21 made central to their learning. They must learn
22 their history, their out-of-school lives must be
23 seen as assets upon which to build learning. And
24 so are trying to build out this notion of what a

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 race-visible pedagogy looks like.

2 And then the fourth pillar is cultural
3 proficiency. How do we have teachers to
4 understand the cultural capital that Black
5 children bring into the classroom.

6 And then there's literacy. We have
7 been focused a lot on literacy at Morgan. We
8 have considerable expertise in the School of
9 Education on promotion of literacy. We have a
10 program that we are calling the literacy brigade,
11 and we're bringing back under the umbrella NCEED.

12 And finally social, emotional, and
13 psychological well being which Dr. Hutchings
14 alluded to as being extremely important if we are
15 to lift Black men and boys, all children in fact,
16 all disadvantaged children, out of the feeling
17 that they are less than. And so that's the
18 framework in a nutshell for NCEED.

19 What I want to talk about now is
20 what's the case for intervention for Black men
21 and boys. And perhaps I'm preaching to the choir
22 here, but I want to say a little bit about how we
23 are seeing this as overlapping with the work of
24 NCEED.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 Without a doubt, the biggest problem
2 in education is one of inequity. All children
3 just do not have the same opportunity to obtain
4 their potential. And Black boys are at the
5 greatest risk of negative social outcomes. At
6 this point, as we address this problem, we are
7 hindered in our fullest understanding, because
8 the NAEP data on school achievement does not
9 disaggregate by gender.

10 But here's what we do know. We know
11 that all children suffered learning losses as a
12 result of the pandemic. The scores show declines
13 in reading and math scores in almost all states.
14 We know that children in high poverty schools
15 suffered the greatest losses for some of the
16 reasons, again, mentioned by Dr. Hutchings, the
17 inability to access the Internet, the lack of
18 technology in their homes.

19 So if children in high poverty schools
20 suffer the greatest loss, those are the schools
21 to which the largest percentage of Black boys
22 attend. We know that they are the ones who suffer
23 the most in terms of pandemic learning losses.
24 We know that that's very likely the case. The

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 percentage of Black boys in grades 3 to 8 who
2 were proficient in math hovers around 15 percent.

3 With respect to graduation rates, boys
4 underperform girls by approximately 15 percent.
5 Suspension and other exclusionary discipline
6 rates for Black boys exceeds that of their White
7 male counterparts.

8 I have some Baltimore County data that
9 says, at elementary level, Black boys are
10 suspended at 1.9 percentage points higher in
11 terms of suspension and other forms of
12 exclusionary practice. At middle school, that
13 gets to 10.9 percent. So as the boys get older,
14 they are more subject to exclusion and
15 suspension.

16 There's what I'm calling a race gap
17 between teachers and students. Right now, almost
18 40 percent of children in American schools are
19 children of color. But the teaching force is 80
20 percent White and female. So there is that, what
21 I'm calling a race gap.

22 What that means is that very often
23 Black children go through their entire schooling,
24 and Black boys particularly, because there is

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 also a gender disconnect there, without ever
2 having been taught by someone who looks like
3 them. And what that does to Black boys is dampen
4 their aspirations.

5 You know, I read a statistic recently,
6 that if a Black child has at least one Black
7 teacher by the third grade, they are 32 percent
8 more likely to graduate from high school. Let
9 that sink in for a moment, and what that means
10 for all Black kids in the schools. Black children
11 who have at least one Black teacher by Grade 3,
12 are 32 percent more likely to graduate.

13 Black boys have the lowest test
14 scores, highest suspension rates, higher drop
15 out, and low graduation rate. That's from the
16 Task Force on Academic Excellence and Equity way
17 back in 2007. And we are saying we have known
18 that this problem exists.

19 We have talked about this problem,
20 we've talked around the problem. We've come up
21 with some solutions, but I think part of the
22 problem is that we don't see the solutions as
23 being holistic and interdisciplinary. And so we
24 are attacking pieces of the problem without

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealgross.com

1 seeing it holistically.

2 And secondly, we come up with
3 suggested interventions, but there's no
4 accountability. There are no goals set that
5 allow us to measure our progress. So
6 interventions or recommendations become words on
7 paper.

8 And then I want to mention the Black
9 progress index, the work of the NAACP, which says
10 that the life expectancy for Blacks is influenced
11 by a number of factors, including college
12 education, completion of college education,
13 wealth, environmental and health issues, and the
14 one that really blew my mind is growing up with
15 a father in the home.

16 And the mechanism by which that works
17 is not totally clear, but we do know that boys
18 who grow up with a father in the home adopt
19 healthier practices like control of use of drugs,
20 and drinking. And so those things may be
21 translating into greater life expectancy.

22 And so that for me is an expression of
23 the areas of overlap between the work of NCEED
24 and the work of this Commission. And I want to

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 suggest some possible areas where we could focus
2 our attention right now.

3 And one of them has been mentioned
4 several times today, and that is universal pre-
5 K. So I'm not going to say anything more about
6 that. We know that this is important. We know
7 that that reduces violence in adult males. We
8 know that that impacts going to prison, high
9 quality pre-K education.

10 And then I think it's important for us
11 to work on creating a pipeline of Black male
12 teachers into the school. That's something we
13 could begin to work on almost immediately,
14 funding Black boys in high school, giving them a
15 pathway into college and into teacher preparation
16 programs so that they begin, even from the high
17 school, to see teaching as a viable option, as a
18 worthwhile career. And we induct them gradually
19 through the high school years into teaching.

20 Teacher preparation is one of the most
21 expensive majors in the university, when you add
22 together all of the practice fees, and the
23 various things, the period of internship where
24 they can't work, and they must be fully in schools

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 for 180 days now. And I'm saying if we can fund
2 high school Black boys and put them in a pipeline
3 to teachers, then we know the impact that that
4 will have.

5 And then I thought the career
6 technical training, the CCE programs, if we could
7 get Black-owned businesses to partner with
8 schools so that Black boys see other Black people
9 in business and have an opportunity to have
10 experiences with them as part of the career
11 training program, that I think is something that
12 is not so difficult for us to do.

13 And then our literacy work, I've said
14 I'm not looking at the time, so I don't know if
15 my 18 minutes are gone, but I'm winding up now.
16 And so I'm saying we at Morgan have what we are
17 calling the literacy brigade. We are taking some
18 of our college Black males in the summer,
19 teaching them aspects of the science of reading,
20 and having them tutor elementary school kids.

21 So we're getting one on one
22 interactions between college boys, Black college
23 boys and elementary school children. That is
24 having two-way benefit. It's benefitting the

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 college boys, and it's benefitting the students
2 in the schools. Because they are seeing Black
3 boys, Black men reading and teaching them to
4 read. That's powerful.

5 And then cultural competency training
6 for in-service teachers and principals, we are at
7 present partnering with the Wallace Foundation to
8 develop a pipeline of equitable-focused
9 principals. So some of these activities we think
10 are ripe for partnership with the Commission, and
11 we would like to explore those.

12 And I began by saying that I'm hopeful
13 that the establishment of this Commission means
14 there is recognition of the importance of this
15 work at the highest levels of government.

16 And I have to end by saying what my
17 fears are. I have two fears. One of them is the
18 political intrusion into schools that we are
19 seeing now. We can't talk about race. They are
20 working on this notion of race visible pedagogy.
21 And I'm afraid to say it out too loud in this
22 current climate, because nobody is -- all this
23 nonsense about critical race theory, and people
24 are even using the term incorrectly.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 And so I'm saying that's one of the
2 challenges. And I'm saying things that we have
3 to be aware of and work around, not that they
4 should discourage our work but that we have to be
5 aware of them and strategize about how to address
6 those things.

7 And the other one occurred to me just
8 a few weeks ago in an EEO meeting here on campus
9 when you can't say male and female, because that
10 gender identity business and the gender
11 discrimination business. So those are challenges
12 we have to acknowledge and work around.

13 Thank you very much. I look forward
14 to the conversation later on.

15 COURT REPORTER: Mark, you are muted.

16 MR. SPENCER: Dean Prime, that was
17 enlightening, dynamite, impactful, and the work
18 that NCEED looks to take on does overlap with the
19 intentions of the Commission in highlighting
20 pathways through education to empowerment, to
21 improve our democracy, and uplift Black men and
22 boys. And I'm really interested to see what's
23 going to happen with the interaction after you
24 and Dr. Hutchings have spoken. So thank you again

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 so much.

2 We're going to move right on to Kathy
3 Hollowell-Makle, and we'll hear how she is on the
4 ground making those things that you just
5 highlighted a working reality here in the
6 District of Columbia.

7 Ms. Hollowell-Makle: Thank you,
8 Director Spencer. And let me first and foremost
9 say that it is a delight to be invited to the
10 table to speak about early childhood education.
11 And let me just define when I say early education,
12 I'm speaking about birth to eight years old. But
13 today I'm specifically speaking about the zero to
14 five space outside of public and charter schools,
15 or even private schools beyond pre-K.

16 Because early childhood is part of the
17 education continuum, and I am really excited to
18 hear Dr. Hutchings and Dr. Prime really highlight
19 that we have to consider early childhood
20 education when we're thinking about equitable
21 outcomes for children.

22 Another thing that I am really excited
23 to hear is the push for universal pre-K. And I'm
24 also excited to share some of what has happened

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 here in D.C. I've been in D.C. education circles
2 for about 25 years. So I've seen evolution of
3 pre-K and some unintended consequences of
4 universal pre-K. And so I'm happy to share some
5 of those experiences with this distinguished
6 panel and with the Commissioners.

7 D.C. is a forerunner in thinking and
8 investing in early childhood education. It was
9 one of the first municipalities to integrate
10 Headstart in the public schools beginning in
11 early 70s.

12 And in 2008, the pre-K for all
13 legislation was passed that allowed universal
14 pre-K for all families in the District based on
15 space and not income. So anyone, if there was a
16 space available in the public schools, a three
17 and four-year-old, parents of a three or four-
18 year-old could enroll their children.

19 And the intention of this legislation
20 was to make sure that there was access to
21 children, especially low income children, that
22 they would have access to more seats in pre-K.
23 And so pre-K, universal pre-K in D.C. has been
24 largely successful in that over 75 percent of

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 three-year-olds and over 84 percent of four-year-
2 olds are enrolled in some sort of universal pre-
3 K program.

4 And this includes, because it is a
5 mixed model of public and charter school, but
6 also community-based programs that have the pre-
7 K contract with Headstart or with the federal
8 government. And so we've been able to make sure
9 that there are seats available.

10 One thing that has come out of the
11 move to universal pre-K is that Black children
12 were not largely the beneficiaries of the
13 universal pre-K. Here in D.C., we noticed that
14 White children were really the beneficiaries of
15 pre-K. Because it allowed free child care and
16 their moms to go back to school and enter into
17 the workforce.

18 So here in the District of Columbia,
19 we specifically saw that bump of White women
20 entering the workforce when their children were
21 able to go to pre-K three to pre-K four. Now
22 that is not a caveat to say we should not have
23 universal pre-K. We definitely should have
24 universal pre-K. But we have to make sure that

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 our children benefit and Black children and
2 children of a low socioeconomic economy or
3 economic benefit from the universal pre-K.

4 So out of some of the consequences of
5 the universal pre-K, D.C. decided to really focus
6 itself, which was part of the bill in 2008, the
7 zero to three space. And we called that early
8 learning or early childhood education space. And
9 some people just called it childcare, right.

10 But largely, the folks did not really
11 understand that zero to three is part of the
12 continuum of a child's education. I think most
13 people understand that pre-K three and pre-K four
14 are part of the education continuum. But to think
15 about childcare as part of the education
16 continuum is pretty revolutionary.

17 So I am delighted to see that
18 highlighted to see that highlighted today and
19 lifted up to understand, and especially when Dr.
20 Hutchings mentioned that we now know that
21 opportunity gaps and achievement gaps begin in
22 utero. Because it is dependent on the
23 socioeconomics of the mother.

24 But one thing that is really positive

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 about that is that it is recoverable if a child
2 is given an opportunity to engage in high
3 quality, early learning. And so one thing that
4 we've learned here locally is in 2018 D.C.
5 decided to put forth a bill called, it's really
6 called birth to three for all. And so birth to
7 three for all, it centers around how do we support
8 the system to support better outcomes for
9 children.

10 Because I think it has been stated by
11 these distinguished guests that we understand
12 that education is not a silo or a vacuum. It has
13 to also include the parental factors such as
14 socioeconomic, engagement, and so forth, and so
15 on.

16 So one thing in the 2018 Birth for all
17 D.C. is we looked at, first of all, how do we
18 create better access to high quality, not just
19 access to any learning in zero to five but
20 specifically high quality learning.

21 In addition to it, how do we make this
22 affordable? Currently, if a parent chooses to
23 enroll their child in a zero to three program, it
24 is an average of \$25,000 here in the District

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 which is largely unaffordable for moderate income
2 families.

3 Low income families might benefit from
4 a subsidy which pays partial tuition if the
5 mother is working or is in school. But if the
6 mother is not working or in school, they do not
7 qualify for financial assistance through
8 subsidies. So D.C. has now looked at how do we
9 take those factors off of the table and provide
10 better access for young children.

11 And so part of what we've done at my
12 organization is to advocate for affordability so
13 that parents do not have to pay more than 10
14 percent of their income, opening up additional
15 seats so that it is available to all children.

16 Prior to the pandemic, seats
17 specifically for infants and toddlers were 27,000
18 seats short. So we do not even have the space
19 and availability for those parents who want to
20 enroll their children in an early learning
21 program.

22 So we said how do we access, how do
23 we create more seats through grants, through
24 partnerships with public and private operators,

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 so that we can extend that.

2 And then the other part is how do we
3 support families, how do we give them wraparound
4 services in the classroom and out of the
5 classroom? So in addition to access and
6 affordability, we looked at how do we help
7 children who are maybe developmentally delayed or
8 children who need some support around social,
9 emotional learning.

10 But that is extended in the programs
11 where the children attend. It works with the
12 child, it works with the teacher, and it also
13 works with the families. And these are mental
14 health services that are provided through the
15 Department of Mental Health here in the District.

16 And then the last part is how do we
17 identify families that might fall in these
18 categories that puts their children at risk for
19 having some type of opportunity, or
20 socioeconomic, or achievement gap. And so part
21 of what those wraparound services include in this
22 legislation of 2018 is we have home visiting that
23 tries to identify families that need that
24 additional support.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 So that's just a little bit of the
2 background of what we are doing here in the
3 District to think about how do we ensure systems
4 that help to support kids.

5 Now, we certainly have some records,
6 and it has not been bundled up and packaged
7 nicely. We know that there are troubles around
8 acceptability, and we are working on making sure
9 that all children, regardless of their zip code,
10 I've heard that stated many times today, have
11 access to high quality early learning education
12 delivered by effective, diverse, well prepared,
13 and a well compensated workforce.

14 And so when we think about how do we
15 deliver that, my recommendation today is to think
16 about how do you support Black children,
17 specifically Black boys, on creating a system
18 that is well prepared to prepare them.

19 And part of that is around equitable
20 accessibility, thinking about lowering or
21 assisting families in the high cost of early
22 education, educator qualifications and
23 credentials, and lastly educator compensation.

24 Ensuring that equitable access to high

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 quality early education, birth to five, must
2 include public investment, here in the District,
3 which is certainly -- that certainly can be
4 replicated across the country, it is not just the
5 job of the parent to educate the child.

6 The city has decided to put forth
7 public investment to make sure that all children
8 are able to attend an early learning program that
9 supports the child and the family through
10 investment of over \$100 million.

11 And so we think about those public
12 investments that drive the affordability, that
13 drive the access, and we also think about how
14 that affordability improves the child care
15 workforce as far as creating pathways for
16 credentials, advanced education, and greater
17 support for just greater and more competitive
18 compensation that is on par with public schools.

19 So I talked a little bit about the
20 quality, the cost of high quality care. The
21 annual average, as I mentioned before, is about
22 \$25,000. And that is for in person, community-
23 based care for child care. And it's about \$17,000
24 for home-based educators, especially if we think

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealgross.com

1 about providing education where the child is.

2 So when I speak about early childhood
3 education, I'm speaking about center-based, but
4 I'm also speaking about those that provide care
5 in their home. And so we have robust at-home
6 care or home-based educators here in the District
7 that also provide high quality care.

8 So when we think about those things,
9 we want to think about how does this impact
10 moderate income families that are often priced
11 out of the local market. And so when we think
12 about that, we want to consider how do we assist
13 families in paying for care that don't
14 necessarily qualify for the subsidy care.
15 Because the care is too great to pass that on to
16 parents, that cost on to parents. And so we want
17 to really consider that.

18 One thing I found very interesting in
19 Dr. Prime's presentation is she talked about the
20 plight in public school of attracting educators
21 of color. In childhood settings, early childhood
22 settings in childcare, it is the opposite. Most
23 of the work that is done in childcare is done by
24 Black and Brown women.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 And this has long implications that
2 date back to slavery when domestic care was taken
3 care of by the enslaved people on the plantation.
4 And then after plantation work, most Black women
5 found care as domestic workers caring for
6 children in the home. And so they were classified
7 as baby sitters, and nannies, and so forth.

8 And so that long legacy has now
9 entered into current times when we know that
10 early childhood education is much more than baby
11 sitting. It is much more than just watching
12 someone's children.

13 And it is about understanding the
14 brain science. We now understand that brain
15 science is critical to creating meaningful
16 interactions and experiences for children that
17 help to close up some of those achievement gaps
18 and opportunity gaps.

19 We know that children who receive
20 meaningful interactions during story time, and
21 serve and return exchanges with their teacher,
22 develop better vocabulary. They develop better
23 understanding.

24 And so when we think about who do we

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 want and how do we support these women who are
2 already in these roles caring for children, we
3 want to support them by creating a pathway and
4 educational opportunity for them to increase
5 their credentials and to increase their
6 education. And we know that this is important,
7 because it is directly correlated between a
8 teacher's education, and a teacher's experience,
9 and the overall outcomes of children.

10 And so we also want to think about,
11 here in the District, how we've done that. In
12 2016 we have decided to up the credentials for
13 those working in childcare. So now all directors
14 in early learning programs, zero to five, in
15 community-based centers, are required to have at
16 least a bachelor's degree by December 2022. The
17 good news about it is that most directors, 78
18 percent as of August 2022, have already achieved
19 that goal.

20 And also in 2016 it was decided that
21 assistant teachers would be required to have at
22 least an associate's degree and that lead
23 teachers would be required to have a bachelor's
24 degree that taught three and four year olds. And

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 lead teachers who teach infants and toddlers
2 would have to have at least an associate's
3 degree.

4 And anyone else how serves as
5 assistant teacher role or as a floater would have
6 to have a minimum of CDA. And all --

7 MR. SPENCER: And Kathy --

8 Ms. Hollowell-Makle: -- home-based
9 educators will also have to have a CDA.

10 MR. SPENCER: And Kathy, let me step
11 in right here. And we're going to give you and
12 opportunity to expand on that. We're kind of
13 running a bit over, but we want to hear those
14 specifics about what you're doing.

15 And I apologize. We're going to move
16 on to allow kind of a wrap-up. We've heard about
17 pre-natal all the way through high school
18 development and college, intervention and
19 teaching.

20 We'll hear now from the Reverend,
21 Doctor, and Professor James Henry Harris to kind
22 of tie us into how all of that that you have
23 talked about, and all of our presenters, lead us
24 into what happens in terms of the overall

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 viewpoint moving into future for Black men and
2 boys. And so with that, we'll hear from Professor
3 Harris.

4 REV. DR. HARRIS: Thank you. Thank
5 you very much, sir. And it's great to be here
6 today.

7 I want to thank Congresswoman Wilson.
8 Thank you, Mr. Spencer. Thank Dr. Hutchings, Dr.
9 Prime and Ms. Kathy Hollowell-Markle. And thank
10 all of you for sharing with us today.

11 And so, let me just share a few things
12 as we proceed. I was born in the grip of the
13 south, nurtured by the memory of slavery
14 segregation and the sign language of a blatantly
15 racial dialectic.

16 A south unpurged after war and a
17 century of bloodshed. It was 100 years after
18 slavery and yet I felt suffering and pain while
19 living on land that seeped with the blood of my
20 ancestors.

21 It is the blood that gives new meaning
22 to the red clay hills of Georgia and the Carolinas
23 in Virginia. The red clay dirt itself is a symbol
24 of the evil and it conjures violent memories in

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 which I envision the lynchings and the beatings
2 of Black boys and men. Their blood spilling deep
3 into the soil.

4 This language, these words come from
5 the opening paragraph of my book, No Longer
6 Bound. I start there because recollecting one's
7 personal history is highly correlative with the
8 meaning of Revelation.

9 In fact, this relationship, to a
10 larger yet particular context, is in fact the
11 meaning of revelation. But more than that, our
12 past is never past and our memory, and what Tony
13 Morrison called re-memory, is there to mitigate
14 against forgetfulness on the one hand and to help
15 point toward our future grounded in hope, on the
16 other hand.

17 I don't have to tell you today that we
18 have known evil on a grand scale because we have
19 400 years of it in our experience from the
20 struggles of the Middle Passage to the current
21 quest for freedom in all walks of life. Including
22 education. Where our level of literacy is
23 directly related to achievement and success on
24 the positive side.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 Conversely, failure and the inability
2 to read are correlated with dropout rates and
3 significant crimes leading to incarceration.
4 There are certainly other factors that contribute
5 to this negativity.

6 Black boys and men need to know that
7 the modern era, modernity itself, began with the
8 horrific act of terror. The first experience
9 African's had of modernity was one of terror,
10 slavery. Was how modernity began for them.
11 That's what the Middle Passage was all about. A
12 modern project in terrorism and the oppression
13 and death of the other.

14 So let us teach intentionally. And
15 let us educate our Black men and boys about our
16 history. Let Black men and boys ground
17 themselves in reading about the Middle Passage
18 and develop a curriculum around this fact as a
19 way of awakening the consciousness of our Black
20 men and boys.

21 Black History is the methodology for
22 pricking the consciousness of our children in
23 youth. And I think studying, reading and
24 experiencing our history is foundational to

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 advancing from boyhood to manhood.

2 Encountering the living history by
3 building into the curriculum. From preschool to
4 college, plan systematics visits to major
5 African-American areas, such as museums from
6 Birmingham, Alabama to Washington, D.C. to
7 Memphis and back again.

8 These visuals will show and depict
9 Black suffering in ways that my words written on
10 the page are powerless to convey. To see
11 suffering and struggle in film and pictures and
12 artifacts is to understand the need for freedom.

13 The symbol, whether it's the lynching
14 tree, the needle in the neck of a Black man, like
15 George Floyd, or the murder of a child sitting on
16 a park bench, like Laquan McDonald, causes us to
17 think.

18 The French Philosopher is correct,
19 Paul Ricoeur, in saying that the symbol gives
20 rise to thought. Freedom, my beloved, begins
21 with the imagination. The unbinding power of the
22 imagination. Our slave poor foreparents.
23 Imagine the world where there would be no chains
24 and no more slavocracy.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 Freedom begins with the imagination
2 and it concreted demands a response to bondage.
3 Black freedom has been borne of dissension, not
4 consensus. Because consensus, in my view, is an
5 act of violence against heterogeneity and against
6 freedom. And often times against truth as many
7 have said before me.

8 And more importantly, people have a
9 right to their own ideas of freedom. And their
10 ultimate freedom is to express their objection to
11 the notion of one, is everybody acting in lock
12 step with injustice and with evil.

13 On that note my observation is that
14 public education is too often a project. A
15 government project and conformity where students
16 are packed into classrooms or warehouse, given a
17 prescribed curriculum. A kind of one-size fits
18 all with teachers who are often narrowly trained
19 and administrators who are politically appointed
20 to promote and conformity and uniformity rather
21 than to educate for critical thinking which leads
22 to liberation and leads to transformation.

23 Now I am fully aware that critic is
24 often easier than change. But effectuating

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 change is certainly a difficult and complex issue
2 and problem.

3 But I want to say today that the line
4 from boyhood to manhood is not linear. It's not
5 a linear line. It's not a straight trajectory
6 from pre-K to high school, to trade school or to
7 an apprenticeship or to college. It is a long
8 and hard line and road full of curves and
9 roadblocks and speed bumps.

10 It is full of fears and doubts. Full
11 of self-doubt and external barriers to success
12 and to survival.

13 Urban schools are full of Black
14 children who live in what some describe as ghetto
15 housing projects. Often come into school hungry,
16 healing from single-parent families, navigating
17 street violence and gun violence and the struggle
18 to survive.

19 Many of these boys are traumatized by
20 the time they get to school. Some are hungry.
21 And others have been sexually abused by their own
22 family members. Mothers and fathers included.

23 So I think all of this has to be taken
24 into consideration as it relates to education.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 And unfortunately, too often school
2 administrators and teachers and counselors, and
3 all of those involved, act as if learning and
4 teaching are not related to physical and mental
5 survival, socioeconomic and housing conditions.

6 On top of that, we still have, not
7 just de facto segregation, but we still have de
8 jure segregation implemented by government policy
9 and law, which originated in slave codes before
10 the civil war. And Jim Crow laws following
11 reconstruction.

12 In the 1896 Supreme Court ruling
13 Plessy v. Ferguson, the court upheld the
14 constitutionality of segregation mandating
15 separate but equal schools. Let's face it, urban
16 schools have never been equal for Blacks.

17 So in 1917, the Supreme Court ruling
18 in Buchanan v. Warley, declared residential
19 segregation ordinance unconstitutional. But
20 neighborhoods are still segregated because Blacks
21 are often priced out of certain neighborhoods.

22 There are neighborhoods here in
23 Richmond, Virginia where few Blacks can afford to
24 live. And if they do, they don't send their own

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 children to the city public schools.

2 But as I was saying, de jure
3 segregation was officially banned by the Civil
4 Rights Act of 1964, the Voting Rights Act of 1965
5 and the Fair Housing Act of 1968. And today, in
6 2022, Civil Rights, Voting Rights, Fair Housing
7 are still being attacked.

8 Richard Rothstein in his book, The
9 Color of Law, lays out how the Government
10 includes or advances policies that reinforce
11 racial segregation. In other words, segregating
12 housing ensures that schools will be segregated.

13 Black neighborhoods are indeed under
14 funded. Which means that schools will also be
15 underfunded. Which means that the achievement
16 gap in education is predictable based on
17 statistical correlations between housing,
18 schools and race.

19 And many of these school boards today
20 are led by Blacks. Such as those in Richmond,
21 Virginia and Portsmouth, Virginia. And in other
22 urban areas throughout America where the SOL
23 pass rates for reading and math are abysmal.

24 One of my former students, an English

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 teacher in Boston Public Schools, and in
2 Portsmouth, Virginia high school, has done a
3 study on his own revealing that there is a high
4 correlation between the SOL failure rate of Black
5 boys in three Portsmouth High Schools and the
6 increased murder rate in that city. And the
7 elected officials and school administrators know
8 these statistics already and yet they continue
9 their fair policies as they grab for even more
10 power. This too is what I can an evil.

11 In my book, *Black Suffering*, I have
12 written two short creative non-fiction stories
13 that speak directly to Black boys and to Black
14 men in 21st century and the importance of
15 education.

16 One story, *the Brothers of Randolph*
17 *Street*, chronicles the life of three Black boys,
18 Alex, Wesley and Stoney, the ethical and literary
19 trajectory of the story points to what the
20 meaning and truth of growing up Black and
21 impoverished with a single mother.

22 It's a demonstration of the theme of
23 Black suffering that resonates in the every day
24 lives of Black boys as the face of poverty and

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 the struggle in their home and violence in the
2 community.

3 Failed public schools, disinterested
4 school boards, teachers, principals and
5 superintendents and other education
6 practitioners. And public policymakers,
7 nationally and locally.

8 In the short story, in the Book, Black
9 Suffering, these boys face drugs, sex, peer
10 pressure and dropping out of high school as
11 normative struggles of Black pain and suffering.

12 The other short story depicting the
13 journey of Black boys to Black men in the 21st
14 century is called the Prison Visit. It takes
15 place in Greenville Correctional Facility. A
16 death row prisoner in South Central Virginia
17 where Black males are ubiquitously present.

18 I call the prison system a Black
19 Nation in and of itself.

20 The main character is unnamed in the
21 story in an effort to symbolize the dehumanizing
22 nature of the prison system where one is assigned
23 a number as if he is quite similar to the
24 situation that exists in Franz Kafka's short

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 story, the Penal Colony.

2 So again, in my book, Black Suffering
3 and in the Prison Visit, the young man in the
4 story is there for selling drugs and possessing
5 weapons after dropping out of high school. Mind
6 you, he began his education as a straight A honor
7 student, gifted and Black, and ended up with a 20
8 year prison sentence.

9 Every major institution, the Black
10 church, the Black community, the family and the
11 schools have failed him in some way. However,
12 undetermined that way might be.

13 He is the unnamed main character in
14 the story itself because he's a metaphor for the
15 difficult jagged road from Black boyhood to
16 manhood.

17 And while this assignment is about
18 Black boys and men, it is inescapably connected
19 to Black girls and Black women who also play a
20 role in helping to shape the lives of Black males.
21 There can be no bifurcation of this topic if the
22 Black community is to thrive and prosper on every
23 level. Educationally and other wise.

24 The importance of education is

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 incontrovertible. However, it is what
2 constitutes this education that is of paramount
3 importance. Like Nat Turner and Edward Gauss, I
4 was born reading so I didn't know a time when I
5 was not enamored by a book.

6 But there is one thing that I am sure
7 of, and that is education has to be grounded in
8 the love of self and the love of others. This is
9 necessary for the teachers and the students and
10 the administrators and the policymakers. The
11 love has to be instantiated in the policies and
12 practices from the boardroom to the classroom,
13 from the home to the school.

14 In practice this means that if you
15 don't love children, you cannot, you should not,
16 you must not be allowed to teach in a public
17 school. Or to sit on a school board. Or to be
18 a school administrator.

19 Black children, boys and girls are
20 human and must be treated with dignity and
21 respect and love regardless of what they're
22 parents do and where they live. Every teacher,
23 administrator and policymaker must be compelled
24 to read Pedagogy of the Oppressed by Paulo

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 Freire, to read, Death at an Early Age, by
2 Jonathan Kozol. To read, the Color of Law by
3 Richard Rothstein, to read Black Suffering, by
4 yours truly.

5 Also, there are several children's
6 books that Blacks at all educational levels and
7 policy levels should read. These Hands, by
8 Margaret Mason. The Story of Ruby Bridges, by
9 Robert Coles. And Henry's Freedom Box, by Ellen
10 Levine.

11 I see my beloved brother has taken
12 center screen, and I have much more to say, but
13 I think that's a sign and a symbol of my time has
14 ended.

15 (Laughter.)

16 MR. SPENCER: Well, Professor Harris,
17 eloquent as always. And we look to hear more
18 from you in the interaction with our Panel.

19 Thank you, again, for an outstanding,
20 kind of global view of the challenges that we all
21 face. That we are committed to in creating
22 greater opportunity for Black men and boys, but
23 also a reflection of trying to achieve what many
24 people in different ways have said is the mission

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 of the nation, while being a whole nation and a
2 democratic one based upon the rule of law and
3 justice.

4 REV. DR. HARRIS: Can I say one little
5 word that I failed to say in opening?

6 MR. SPENCER: Sure.

7 REV. DR. HARRIS: And that is, while
8 I thank everybody, I wanted to just do a shout
9 out to Dr. Hutchings because he graduated from
10 Old Dominion University, which is where I
11 graduated from as well. So I just wanted to say
12 hello to a fellow ODU alum.

13 MR. SPENCER: All right. Well, we --

14 REV. DR. HARRIS: And to put a plug
15 in for myself I was the --

16 MR. SPENCER: Yes. Yes.

17 REV. DR. HARRIS: Wait a minute. To
18 put another plug in, I was the first Black male
19 to get a PhD in urban studies from Old Dominion.

20 MR. SPENCER: I'll stand. And with
21 that --

22 REV. DR. HARRIS: And I'm done.

23 MR. SPENCER: Okay. The word in my
24 ear is that we've reached the conclusion of our

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 first portion. We're going to take a short, and
2 very short, intermission. And then Dr. Fluker
3 will lead us through the roundtable discussion.

4 So thanks everyone. Hold on and we'll
5 be right back with you.

6 (Whereupon, the above-entitled matter
7 went off the record at 2:49 p.m. and resumed at
8 2:50 p.m.)

9 DR. FLUKER: Thank you all. And a
10 special thanks to Chairwoman, and a beloved
11 public imagine in the life and work of Frederica
12 Wilson.

13 And to Mark Spencer, to you my
14 distinguished panelists, to other public
15 officials and guests who are present. And to my
16 creative and long-winded colleague, James Harris.
17 God bless you. So good to see you.

18 REV. DR. HARRIS: I love --

19 DR. FLUKER: -- long-wind because it's
20 filled with breath.

21 I do want to say however that I'm
22 always aware that we don't have enough time. And
23 that may be the guiding metaphor for this
24 conversation and for our practice.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 We're running out of time. We're
2 caught right in the middle of a perilous and
3 precarious situation that threatens the very
4 roots of democracy. And at the heart of that
5 conversation is education.

6 And the question is always, education
7 for what? I was so delighted that Dr. Hutchings,
8 no, it was Mark Spencer, who mentioned Frederick
9 Douglass, learning to read and write. And with
10 his great oratorical skills changed the course of
11 the 19th century abolition movement. And is
12 still with us today.

13 But as we begin our conversation. I
14 want you to know that Frederick Douglass was on
15 the run. He was a renegade. He was a runaway
16 slave.

17 And what he was running from I think
18 we understand. But what he was running to may be
19 more important for our time together. He was
20 running away from the bonded consciousness of
21 enslavement, but he wanted to find another way to
22 look toward the future.

23 I was so impressed with your various
24 student analyses and creative proposals, so I

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 thought I would give you a real quick thought
2 exercise. Really it's a metaphor.

3 When I work with groups, especially
4 with young Black men, I ask them to stand
5 creatively and imaginatively at an intersection.
6 I'm going to ask you to do that. Find the
7 busiest, noisiest intersection that you've ever
8 known. And I want you to place yourself there
9 creatively.

10 It can be in this country, in the
11 urban center. It might be in Paris. The busiest
12 for me was in Lagos. I have never seen so many
13 people in one intersection.

14 And when you get to that intersection
15 be aware that there is traffic coming from all
16 directions. And there is no policemen or
17 constable. There is no light or robot. But you
18 are at that intersection.

19 The first question I want you to feel
20 your way through, is what do you see at that
21 intersection? What do you hear? What do you
22 feel? What do you know? And what will you do?

23 The primary ethical question for us
24 is, always at this intersection, what's going on.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 What do you see, what do you feel, what do you
2 hear, what do you know.

3 Young Black men in this country are at
4 very dangerous, noisy, political, economic,
5 social, cultural intersections. And education
6 may be, may be the last institutional buffer that
7 we have for them.

8 This is why I admire you and your
9 work. I'd love to think that church and the
10 family can do that, but they don't go to church
11 anymore. Reverend Harris will tell you that.
12 There is some people at his church maybe but most
13 churches I know --

14 Families, the abandonment of fathers,
15 I heard Dr. Prime speak to. So much is at stake
16 for us with civil society institutions.

17 And for you, as we begin this
18 conversation, I want you to be aware that nobody
19 gets out of this intersection alone. It will
20 always be called, be because a community comes
21 together. I like to say congregate, conjure and
22 conspire at the intersection.

23 And that's what I see happening this
24 afternoon. We're congregating, conjuring and

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 conspiring.

2 What did you hear from your colleagues
3 and how do you want to respond?

4 And, Mark, that will be my most
5 valuable contribution this afternoon. To engage
6 these incredible experts, thought leaders on
7 questions about, what have you heard at the
8 intersection from your other colleague that you
9 find not only helpful for your own work, but may
10 also have some problematic edges that we need to
11 think together on.

12 And I'm going to begin with Kathy
13 Hollowell- Makle.

14 MS. HOLLOWELL-MAKLE: I think that
15 what stands out for me is the intersection of all
16 our work that we're doing. And how that can
17 certainly influence this Commission on creating
18 better outcomes for kids.

19 I can't think about right now
20 something that ruffles my edges, but I'm sure if
21 I think about it something would come up.

22 MR. SPENCER: Dr. Prime, what's going
23 on at the intersection with you and your
24 colleagues today? What did you hear?

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 FACILITATOR: Dr. Prime, you're muted.

2 DR. PRIME: So what I heard today was
3 the deep commitment on the part of my colleagues
4 to addressing the problem of inequity in
5 education. In my thinking there is no bigger
6 problem.

7 And it's tentacles reach out into
8 every facet of our society. And I think that if
9 those of us who are in education, this is where
10 I'm ruffled, if those of us who are in the field
11 of education don't understand the important
12 ramifications of the work that we do, we are
13 likely to replicate the inequities.

14 I'm reading right now a book about how
15 good intentions, how in spite of the best
16 intentions, good schools replicate inequities.
17 And that's what ruffles me the most.

18 How do we really dismantle the long
19 tradition of elitist education and the remnants
20 of that that still exist even in schools that are
21 attended by even children. And so, are we
22 replicating, unknowingly replicating, the
23 inequities that we are supposing to be
24 dismantling.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 DR. FLUKER: Are we replicating the
2 inequities, inequities that we are reported to be
3 dismantling. That's what I heard.

4 Dr. Hutchings, I was so impressed with
5 you. I'm sure other people tell you that. And
6 I wish you long life and I hope that you breath
7 a long time as well. And suffer with the people.

8 This intersection is an intersection
9 of life whirls and systems. These young Black
10 men come from very fragile places. And they're
11 crushed by systems at this intersection.

12 As you were listening today, and maybe
13 would comment on, how do you see how we negotiate
14 and perhaps transform intersections where these
15 young men live and breath?

16 DR. HUTCHINGS: You know, I think that
17 what comes to mind right now for me is some of my
18 core values that I, and professional values. And
19 I call it VIP. And it's not very important
20 people, it's vision, it's integrity and it's
21 passion.

22 And I think that those three key
23 characteristics is what is going to allow us to
24 really push the envelop and to change the

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 trajectory of our Black males. You know, when
2 we're visioning we're seeing things that we can't
3 see today, right?

4 It's we're going beyond what we kind
5 of expect. We're trying to take our Black males
6 to places they've never been before, right? So
7 we got to have that foresight in order to be able
8 to do that.

9 And when I talk about integrity, I'm
10 thinking of the fact that we have to really do
11 the things that we're saying we're going to do.
12 So all of the conversations we were having today
13 we can't just be about talk. Right? We have to
14 have action.

15 And with integrity, you know, there is
16 a lot of times folks will say, I'm going to do X,
17 Y and Z, and when you don't do it and you're not
18 showing up, then you've, once again, failed
19 another generation.

20 And the passion is what's going to
21 keep us going, like it has this far. As a Black
22 race I feel that we have been some of the most
23 passionate, forgiving people on this planet. And
24 if we can keep having passion to serve our Black

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealgross.com

1 males, then we can get up everyday and keep going
2 at this war.

3 Because it's beyond just an
4 intersection, it's like a huge train wreck that's
5 happening right before our eyes. And if we don't
6 do something, we're going to literally fail every
7 single one of our Black children, which in turn
8 will fail this nation.

9 DR. FLUKER: I thank you for your
10 stress on courageous leadership. Which I
11 identify with a passion that you name. And it's
12 important that it be grounded with integrity and
13 with vision.

14 As I transition to Dr. Harris, I want
15 you to hold that thought because I think it's a
16 very important one, what is courage?

17 What does that really look like in the
18 21st century with impending democratic elections
19 that will determine, in many ways, not just the
20 fate of education but the future of this
21 democracy, what might courageous leadership look
22 like?

23 Dr. Harris, you talked about memory,
24 one of my favorite subjects, as you well know,

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 and I'm interested, very much, in how memory, and
2 I'm also pointing back to Dr. Hutchings, how
3 memory, vision and mission are related?

4 I don't think you can have a vision
5 without memory. It's a very dangerous thing to
6 wake, in fact, it's a fantasy to have a vision
7 without long memory.

8 And so, how would you begin to engage
9 this conversation out of your own work, and also
10 as hopefully wisdom for these incredible
11 educators who are here?

12 Researchers, thinkers, who need
13 vision, who are pointing to the loss of memory
14 and a radical erasure of memory that is
15 politicized, how do you begin to move into that
16 space?

17 REV. DR. HARRIS: Thank you, Dr.
18 Fluker, that's a great question. And I'm
19 thinking that, I used to sit in graduate school,
20 I remember at the University of Virginia and
21 looking out the window at a statute of Thomas
22 Jefferson.

23 And I have sat in school, or in class
24 from time-to-time that, you know, someone might

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 call on me, the professor might call on me and I
2 say something like, I remember when I was a slave.
3 And the whole class would like perk up and like,
4 you know, what is Harris talking about.

5 But in my view, or in my construction
6 of interpretation in that kind of thing, I think
7 that we really do have to reflect upon, deeply,
8 on a memory that in many cases we have lost. Or
9 lost because either, intentionally or it has been
10 extirpated from our consciousness, either by the
11 slavocracy or some other form of evil and so
12 forth.

13 So, I am very much trying, this is why
14 I made some, a lot of references to slavery and
15 the evils of slavery and that kind of thing.
16 These are things that we must not forget. I think
17 that they must be invoked in the curriculum.

18 And as I have said, additionally I
19 think that this notion of love that I glossed
20 over, I think that that also has to be a part of
21 Black life. I often talk about Black love.

22 And I reiterate the notion that, you
23 know, as Black people we have to love our Black
24 children and we have to show them that love every

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 time we have an opportunity. And every time we
2 get.

3 What I didn't get to say was, my
4 oldest son, when he was in middle school, I had
5 to take him out of middle school, he was in a
6 public school, a middle school where he was
7 having extraordinary fun. It took one semester
8 for his grades to just plummet, so I had to take
9 him out and I put him in a predominantly White
10 school. And it pained him to no end.

11 And I remember, I had to pay the
12 tuition, because you had to pay the tuition in
13 advance, but he came home one day and he said,
14 dad, I can't go back to that school. And he was
15 in middle school. And I'm a proponent of public
16 education.

17 And I have been marching and arguing
18 and writing about education for years, and at the
19 same time my own son comes back and said, says
20 that he didn't want to go back to that school.
21 That if he had to go back to that school it was
22 an ultimatum to me.

23 And as a father it took a lot of
24 whatever for me to just accept that. But he said,

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 if I have to go back to that school I'm going to
2 drop out of school. Because I don't want to go
3 back.

4 And I thought about that and thought
5 about that. And he went back to the school that
6 he came from, where he apparently felt more love
7 and other kinds of things. And I wanted, I was
8 much more concerned for my son's mental and
9 physical health than I was about keeping him in
10 a school to where I thought might improve his SOL
11 scores and other kinds of things.

12 But I think that we, as a, we can never
13 forgot, that's my major point, to address your
14 question, we can never forget. And we like to
15 forget in many ways.

16 We like, and one other example and
17 I'll move on, but we like to forget even about
18 our suffering and struggles and pain. Because I
19 say in my book, Black Suffering.

20 That one Sunday I was preaching about
21 this and a lady and her daughter got up and walked
22 out in the middle of my sermon. And then she
23 wrote me an email the next day saying she was
24 tired of hearing about Black suffering. And

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 every time she comes to church I'm talking about
2 oppression and injustice and slavery and that
3 kind of thing and she just didn't want to hear
4 about that any more.

5 And I'm saying that's a reality, I
6 think, in our lives and Black light that the
7 trauma is so great that a lot of times people
8 like to escape. And from a religious
9 perspective, they escape into conservative
10 events, articism and other kinds of things.

11 DR. FLUKER: Yes, I'm glad you
12 mentioned that. And as part of the ongoing
13 conversation, and this is open, I don't have a
14 button, I guess you don't have a button where you
15 can raise your hand and come in so I'll just call
16 on people if you don't mind, but Mark didn't
17 mention when he first introduced me that I spent
18 13 years of my academic career at Morehouse
19 College.

20 I helped to found the Andrew Young
21 Center, which is now on global leadership. But
22 early on, in one of our pre-college programs, we
23 would intentionally identify and recruit young
24 men from different parts of the country who might

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealgross.com

1 not have an opportunity to come to even
2 Morehouse. And it was major.

3 But let me tell you what I discovered,
4 meeting these young men there were two major
5 issues that were there. And I'm addressing the
6 question of trauma, Dr. Harris. Trauma.

7 Traumatized memory. Dangerous
8 memories. They habituate. They stay with us
9 over time. And they're intergenerational.

10 So the young men, when they would talk
11 or speak their truth, the first and the most
12 devastating issue for them the sense of
13 abandonment. Mainly by their fathers.

14 REV. DR. HARRIS: Hm.

15 DR. FLUKER: When I would hear it, all
16 I could do was hold back tears. But they felt
17 abandoned. Now, keep in mind that there are
18 systems, and many of those fathers might be
19 incarcerated. There are all kinds of reasons for
20 the absence of fathers, but this was the number
21 one issue.

22 The second issue surprised me. Dr.
23 Prime, it surprised me because it's something
24 that we don't want to hear and that we don't want

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 to feel. Most were asking questions about their
2 sexuality.

3 I'm not suggesting that those two
4 issues are related. But I am suggesting that
5 they speak to the heart to the kind of issues
6 that educators must be aware of. And I'm sure
7 most of you are.

8 When these young men come into our
9 spaces and we must provide ways in which they can
10 become aware, not only of their internal
11 environments, but also the ways in which they're
12 structured by larger environments.

13 I do want to turn to Dr. Prime here
14 and get a comment and move on to, I'm trying to
15 remember all of the names, Hollowell, Dr.
16 Hollowell-Makle.

17 DR. PRIME: Yes. That is one of, I
18 mentioned one of the challenges that we face in
19 addressing the specific needs of Black men and
20 boys.

21 We know that there is a demographic.
22 They are at great risk socially, health wise,
23 economically. But I worry about the prevailing
24 climate in which it has almost become unethical

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 for us to talk about as a binary, almost any other
2 way.

3 I will confess. A young man came to
4 my office here at Morgan not too long ago and by
5 his dress he was saying that he rejects the binary
6 notions of gender.

7 And how does an organization, how does
8 this Commission that's explicitly seeing Black
9 men and boys, and I heard the Congresswoman
10 mention that we can do this unapologetically.
11 But I am not sure how we navigate those waters.
12 And I really want to hear what my colleagues think
13 about that. Because it is something that I am
14 struggling with.

15 DR. FLUKER: Dr. Hollowell-Makle,
16 thank you very much.

17 MS. HOLLOWELL-MAKLE: Yes. Dr.
18 Prime's comments reminds me about debt.

19 We are so entrenched in culturally
20 responsive teaching and being very sensitive to
21 that. But we don't necessarily think about the
22 uniqueness of young Black boys and how they are
23 different from their White counterparts. And how
24 they are different from girls.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 My background, I was a teacher for
2 many, many years. Whereas girls are much more
3 social, and they want to be included and they
4 want to have conversations. You know, the boys,
5 they have their own way of communicating and
6 being.

7 And I know that as a classroom teacher
8 and I also know that as the mother of two boys.
9 I've shared this story before that when my child
10 was in Kindergarten, he is now at Morehouse
11 College, but when he was in Kindergarten his
12 teacher, first parent conference she told me that
13 my child didn't color in the lines. And I
14 remember saying to her, he is not a coloring in
15 the line kind of kid, he's a jump and skip and
16 hop and rolling on the floor kind of kid.

17 And I felt like that there was not an
18 understanding that his modality of just being was
19 totally different than what she was accustomed to.
20 And so I think about, when we think about
21 elevating young Black boys in being comfortable
22 however they identify and who we are, that we
23 have to realize that they are not monolithic,
24 that they are their own individual selves.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 And how do we hold them up to where
2 they feel comfortable to present themselves in
3 the world as they are. And that starts, and that
4 starts with education being accepted and
5 understood from the day that they walk into
6 spaces outside of their home. Because children
7 will learn wherever they are.

8 DR. FLUKER: So this question of
9 identity I think is related also to the other.
10 Right?

11 At this intersection, where worlds are
12 colliding, life, worlds and systems that's setup,
13 certain people, especially young Black males for
14 vulnerabilities, for life chances that are
15 diminished, et cetera, things that we know. At
16 this intersection where identity is related to
17 the other, what is it that is really going on in
18 the classroom?

19 And I'm turning to Dr. Hutchings.
20 What is going on in the classroom with this kind
21 of cultural gaze that says identity has to be
22 construed one way?

23 And I'm not just talking about
24 sexuality, I'm talking about different ways of

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 learning, different ways of being, different ways
2 of knowing?

3 What is this cultural gaze that we are
4 always trying to mirror?

5 I think it's responsible for a lot of
6 the deep problems we have still with bourgeois
7 acquisition among many of the leaders that we are
8 asking to mentor our young. Everybody is not a
9 good mentor. Mentors need training and education
10 as much as the students some time.

11 But there is a cultural gaze that sets
12 us up and is highly problematic. I thought I
13 heard you speaking to that earlier, Dr.
14 Hutchings, so I'm addressing that to you.

15 DR. HUTCHINGS: Well, you know, just
16 going by what just came to mind as you were
17 talking. And I think that this right now is a
18 time, I'm thinking about the pandemic, right? It
19 has allowed us to, it put us all in a space that
20 none of us have ever been before. We had to pivot
21 and just change how we operated.

22 I look at this as an opportunity now
23 for us to really re-imagine how we serve children
24 period. I feel that we can go into a space now

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 where we can re-imagine how we assess, we can re-
2 image how we teach, we can re-image what the
3 dynamic of a school or a school building is.

4 And this is the opportune time to do
5 it because everybody is, you know, I'm sure
6 people read the book, Who Moved My Cheese?
7 Everybody's cheese has been moved. Right?

8 (Laughter.)

9 DR. HUTCHINGS: We've all been put in
10 a place where nobody every thought you would be
11 home with your family all day and talking to
12 people or being on a Zoom like we are right now.
13 And nobody even knew what Zoom was three years
14 ago. Well many people didn't know what it was.

15 So what I'm thinking, just to answer
16 your question, is that we just need to re-image
17 how we serve. I think this is a huge opportunity
18 now with, just in regards to identity, and not
19 just sexual identity but identity in general, we
20 just need to start accepting folks for who they
21 are and not what we want them to be.

22 And that's a hard thing for many
23 people to do. Right? We have been indoctrinated,
24 whether it's the church, whether it's our

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 households, whether it's our friend circles,
2 whether it's the media, whether it's television,
3 social media now, we need to stop putting folks
4 in boxes and meeting them where they are and not
5 necessarily where we want them to be.

6 And the moment we can start doing
7 that, and this something, I'm not trying to push
8 church on anybody I'm just speaking from, I know
9 my Pastor at Alfred Street Baptist Church in
10 Alexandria talks about often is, who are we to
11 judge.

12 And when we talk about, and I'm
13 speaking Christianity just for me, you know,
14 Jesus didn't judge people so who gives us the
15 right to do that. And I feel like we have to
16 bring that philosophy. I'm not speaking
17 Christianity into the schools or putting that
18 philosophy of not judging folks and accepting
19 them for who they are.

20 MR. SPENCER: Dr. Fluker, if I could
21 take this moment and just interrupt. Sorry. I
22 apology, Dr. Hutchings.

23 Two of our Commissioners it seems want
24 to weigh in. And I would ask you to acknowledge

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 Commissioner Marshall and Commissioner Oleka if
2 they want to weigh in at this point. Thank you.

3 DR. FLUKER: I'd be honored.

4 COMMISSIONER MARSHALL: I'll begin.
5 Thank you for all the presentations. Can
6 everybody hear me? I believe you can hear me.

7 Let me just say, when you spoke of
8 intersections, Dr. Fluker --

9 DR. FLUKER: Yes.

10 COMMISSIONER MARSHALL: -- I thought
11 of street corners because that's what I see. Both
12 the intersections I see.

13 And always these young men are out on
14 the street corners. And the first thing I want
15 to say about these street corners, because I work
16 with all of them on a daily basis is, they may
17 act like they know it, that they have it together
18 but they're really saying, help me navigate.
19 Help me navigate. Even though it looks like I
20 got it all together, I don't.

21 And that's the one thing I just want
22 to say to everybody. When you see those street
23 corners, no matter how they act, how much swag
24 they may appear to have, they are asking for help

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 in navigating those corners.

2 And obviously many of them aren't
3 doing well because they end up in places that,
4 that's why we have these commissions, right?

5 I got to say that the one thing I've
6 heard, and I continue this big thing is, history
7 and culture is so important. I mean, history and
8 culture is, it's incredibly important.

9 And the phrase I use in my young men
10 is that they're cooler than our own impression.
11 And the one thing that I have seen that can sort
12 of, look, there is a reason that when guys in
13 prison discover their history and their culture,
14 that they begin to say, well, I was hoping we can
15 bamboozle, right? If they're like me, be in there
16 for years.

17 So if I was to make anything
18 mandatory, and again, I say this because when the
19 young people come to me and they say, they didn't
20 teach any of this in schools. They say that all
21 the time, first thing. And then they go why?
22 Why didn't they teach us this in school?

23 So I'm going to, if I was making a
24 recommendation, a mandate, history and culture.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 And that's the reason that it is now so much under
2 attack. People know what they're doing, right,
3 they don't want you to teach that. They don't
4 want you to teach it.

5 I want to put it in a plea, no way.
6 There is a group of young men out there who are
7 really doing well. Doing good, doing well. And
8 they feel there is something wrong with them
9 doing well.

10 And if you put a bunch of them in a
11 room together, and I have, they think they're
12 labeled, you know, they're squares or they're
13 nerds or they're acting White or all of this
14 stuff. And they'll be in the room with others
15 and they will be, they're afraid to show their
16 leadership. They're afraid to say I'm okay, I'm
17 fine. There's a whole bunch of them.

18 Because I know I was one of those
19 kids. I was great. I was fine. But I thought
20 there was something wrong with me because I was
21 okay.

22 And I think the one thing that can
23 help fortify them is, is history and culture.
24 But I think we need to support them as much as

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 all the others. I don't want to say that, but
2 there are a whole group of young men out there
3 who are fine and they really, are afraid to use
4 their voices because they think they're the nerds
5 or the squares.

6 Look at Hip Hop. And I give that one
7 example. Who is my favorite rapper. God, I
8 forgot his name.

9 Anyway he is conscious and he is being
10 shouted down by all those who aren't conscious.
11 But because he is conscious he's not afraid,
12 Kendrick Lamar, he's my guy, right, who is not
13 afraid to speak.

14 So there is, I want to put a plug in
15 for that group that's out there. And once they
16 their voice they will actually be able to help
17 those who are going on a different path because
18 they're not afraid to stand on what they know is
19 the right thing to do. I want to make a big plug
20 for that group.

21 DR. FLUKER: An excellent
22 recommendation.

23 MR. SPENCER: Thank you, Commissioner.
24 Apologies, Dr. Fluker, we are, the voice in my

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 ear said we are running down to the end of time.

2 This has just been so great. I want
3 to ask Commissioner Oleka if he would make brief
4 comments. And then we will come to the end and
5 wrap.

6 DR. FLUKER: Thank you. Thank you
7 very much.

8 COMMISSIONER OLEKA: Thank you, Mr.
9 Spencer. And thank you for the conversation. I
10 wrote the question because I want to make sure I
11 get the language here right.

12 But first I want to say that I
13 appreciate the discussion. I do want to try to
14 differentiate though between intellectual
15 exploitation and intellectual enrichment.

16 So my specific question is, how do we
17 differentiate between intellectual exploitation
18 and intellectual enrichment in education?

19 The example I've given here, I don't
20 consider telling a 7-year-old-Black-boy that he
21 is a decedent of slaves and should therefore
22 distrust and dismiss his country, America, or
23 White people in general as intellectual
24 enrichment. I don't think anybody is saying that

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 here, but I have heard that said in different
2 conversations that I have been in. I consider
3 that exploitation. Epistemological
4 conditioning.

5 But explaining to a 7-year-old-Black-
6 boy that an overreaching government can takeaway
7 his liberties, his humanity even, as evidence by
8 the system of channel slavery, and Jim Crow is in
9 fact intellectual enrichment. It places the
10 skepticism on a set of systems rather than a group
11 of people. Or his own country.

12 In our education systems I think that
13 it's important that we make a distinction between
14 those two. So my question, or I guess my comment
15 if we're out of time is, how can we do a better
16 job of that, because I think that's key in this
17 conversation for Black boys and men, intellectual
18 in education?

19 DR. FLUKER: I don't know if I'm
20 supposed to comment. Mark, how is my time? I'm
21 ready to do what you tell me to do.

22 I can only say I agree. And that I
23 think part of the issue at stake is to begin to
24 understand how systems, both structure and

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 internally structure behaviors.

2 And so when you're caricatured as mad
3 men, monkeys and monsters, and you see that image
4 as the only image that you see, you need the
5 intellectual equipment to engage those images.
6 And education, that's part of its work. That's
7 what you mean by intellectual enrichment.

8 Because the system does exist. There
9 is a long history of it existing. But it does
10 not mean that you need to, in any way, demean the
11 other as unworthy of the respect and the
12 recognition that you seek for yourself.

13 MR. SPENCER: And with that, I'm going
14 to thank, Dr. Fluker for doing such an
15 outstanding job of moderating this panel
16 discussion.

17 I'm all excited and I'd love to carry
18 on for another couple of hours. I would invite
19 all of the participants, if you'd like to carry
20 it on, and I hope that we've created some new
21 relationships in lengths that you can further
22 expand on. I know I'll be looking to do that.

23 Thank you, Commissioner Oleka. Your
24 comments will be the last that we'll have for

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 this afternoon session.

2 Again, this is my first opportunity to
3 preside at a quarterly meeting. It's been really
4 great, exciting. Each of you has given us much
5 to think about.

6 And here at the Commission we've got
7 a lot of work to do to catch up with the expertise
8 and the vision that you've given us. But we will
9 attempt to do that.

10 Thanks to each of you, and all of the
11 Commissioners, for your participation. And
12 again, Dr. Fluker, a great thanks for your
13 erudite ability in engaging this discussion and
14 I'd like to see it continue in some form.

15 So that is, unfortunately, it for us
16 for the time that we had. We are at the end.
17 The next portion will be our very brief business
18 meeting wrap-up.

19 So thanks to each of you. And we'll
20 be following up with our experts and
21 participants. And again, great thanks and
22 Godspeed to each of you.

23 DR. FLUKER: Thank you.

24 MR. SPENCER: Thanks.

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 (Whereupon, the above-entitled matter
2 went off the record at 3:29 p.m. and resumed at
3 3:30 p.m.)

4 MR. SPENCER: So good afternoon.
5 Commissioners, I apologize for trying to catchup.
6 The Chair is not available to us. She had to
7 step away on a serious matter.

8 We are at the close of the quarterly
9 meeting, the first quarterly meeting, for 2023.
10 And I want to thank each of you for participating
11 and allowing us to reach a quorum.

12 The only business that I want to
13 conclude in this space, without the Chairwoman,
14 is to ask if you have been provided and approved
15 of the minutes of your last meeting. And if so,
16 please acknowledge that you approve of those
17 minutes by saying yes, or raising your hand. And
18 that would be sufficient.

19 Is there any objection to the approval
20 of the minutes from the last meeting of your
21 Commission?

22 Okay. And with that, I'll take that
23 as an approval.

24 And the last point of business for

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

1 today, without the Chairwoman, is I'll ask if you
2 agree that we will conclude this meeting with
3 your permission, and then we will follow-up with
4 the other elements of the business portion by
5 email to you, through the Chairwoman for your
6 approval. Is there anyone who is opposed to that
7 motion?

8 All right. I take that as an approval
9 of our request that we close the business portion
10 of the meeting.

11 I hope that we presented speakers and
12 covered the topic in a meaningful way for each of
13 you. We will create a link to today's meeting.
14 And you will be able to also see the biographies,
15 and also links to the advocacy and scholarly work
16 of each one of our participants today.

17 And with that, that's a wrap. That's
18 it for me. Thank you so much for your time and
19 your patience. We look forward to working with
20 you in the coming months and year as we try to
21 improve on our work to highlight what you ask us.

22 And I would just take this moment. We
23 continue to reach out to each of you so that we
24 can hear back from you and engage you on what

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1 those important issues related to Black men and
2 boys are. So please feel free, and do, respond
3 to our survey.

4 But at any time send us your concerns,
5 your comments, but also your suggestions about
6 your particular area of subject matter for your
7 subcommittee so that going forward we are
8 including and highlighting those things that you
9 will recommend to us as work to be done.

10 So with that, that is the end of this
11 meeting. I thank you much. Godspeed to you.
12 Safe travels wherever you are.

13 Commissioner Dillard, you know that
14 you're three hours behind us, but we wish you a
15 satisfactory day. Thank you so much to each of
16 you. And that's it for me. The National Press
17 Club I guess will close us out. Thank you very
18 much.

19 (Whereupon, the above-entitled matter
20 went off the record at 3:34 p.m.)
21
22
23
24

NEAL R. GROSS

COURT REPORTERS AND TRANSCRIBERS
1716 14TH ST., N.W., STE 200
WASHINGTON, D.C. 20009-4309

(202) 234-4433

www.nealrgross.com

1

2

3

4

5

6

7

8