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FERGUSON COMMISSION MEETING

RECORD OF PROCEEDINGS

JUNE 22, 2015

MERAMEC COMMUNITY COLLEGE

11333 Big Bend Boulevard

ST. LOUIS, MO 63122

5:41 p.m. to 8:58 p.m.

Reported by: Suzanne Benoist, RPR, CSR

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- 1 FERGUSON COMMISSION
- 2
- 3 CO-CHAIRS:
- 4 Rev. Starsky Wilson
- 5 Rich McClure
- 6
- 7 MEMBERS:
- 8 Rev. Traci deVon Blackmon
- 9 Daniel Isom
- 10 Scott Negwer
- 11 Bethany A. Johnson-Javois
- 12 Gabriel E. Gore
- 13 Brittany N. Packnett
- 14 Rasheen Aldridge, Jr.
- 15 Becky James-Hatter
- 16 Felicia Pulliam
- 17 Sgt. Kevin Ahlbrand
- 18 Patrick Sly
- 19 Truman Robert "T.R." Carr
- 20 Byron Watson
- 21
- 22
- 23
- 24
- 25

1 (Whereupon, the hearing began at 5:41 p.m.)

2 COMMISSIONER JOHNSON-JAVOIS: All
3 right, we are getting ready to start.

4 Good evening to everyone. This is
5 the Thirteenth Ferguson Commission meeting. My
6 name is Bethany Johnson-Javois, I'm the managing
7 director of the Ferguson Commission. This meeting
8 is called to order June 22nd, 2015. We are here at
9 St. Louis Community College at Meramec, 11333 Big
10 Bend, St. Louis Missouri, 63122.

11 Commissioners in attendance tonight
12 would you please state when I call your name by
13 saying present?

14 Reverend Starsky Wilson.

15 CHAIRMAN WILSON: Present.

16 COMMISSIONER JOHNSON-JAVOIS: Rich
17 McClure.

18 CHAIRMAN MCCLURE: Present.

19 COMMISSIONER JOHNSON-JAVOIS: Kevin
20 Ahlbrand.

21 COMMISSIONER AHLBRAND: Here.

22 COMMISSIONER JOHNSON-JAVOIS:
23 Rasheen Aldridge.

24 COMMISSIONER ALDRIDGE: Present.

25 COMMISSIONER JOHNSON-JAVOIS: Pastor

1 Traci Blackmon.
2 COMMISSIONER BLACKMON: Present.
3 COMMISSIONER JOHNSON-JAVOIS: T.R.
4 Carr.
5 COMMISSIONER CARR: Present.
6 COMMISSIONER JOHNSON-JAVOIS: Gabe
7 Gore.
8 COMMISSIONER GORE: Here.
9 COMMISSIONER JOHNSON-JAVOIS: Becky
10 James-Hatter.
11 COMMISSIONER JAMES-HATTER: Here.
12 COMMISSIONER JOHNSON-JAVOIS: Daniel
13 Isom.
14 COMMISSIONER ISOM: Here.
15 COMMISSIONER JOHNSON-JAVOIS: Scott
16 Negwer.
17 COMMISSIONER NEGWER: Present.
18 COMMISSIONER JOHNSON-JAVOIS:
19 Brittany Packnett's on her way.
20 Felicia Pulliam.
21 COMMISSIONER PULLIAM: Here.
22 COMMISSIONER JOHNSON-JAVOIS: Pat
23 Sly.
24 COMMISSIONER SLY: Here.
25 COMMISSIONER JOHNSON-JAVOIS:

1 Grayling Tobias has an excused absence. Byron
2 Watson should be making his arrival and Rose
3 Windmiller has an excuse.

4 Thank you Commissioners for coming.
5 We do have a quorum.

6 At this time we have an invocation
7 that is coming, Father Joseph Weber who is St.
8 Joseph Martyr Ecumenical Commission chair. Please
9 welcome him as he comes.

10 FATHER WEBER: Thank you. Let us
11 remember we're in God's presence.

12 Loving God and Father, we are
13 grateful for your gift of life to us. Building on
14 this great gift of life we are grateful for the
15 opportunity to come together as one community
16 seeking your guidance for the future of our
17 metropolitan area and our country. Our hearts hurt
18 because of the violence that's plagued our
19 community and great nation for far too long. We
20 mourn with our brothers and sisters in Charleston,
21 South Carolina just as we mourn the violence that
22 took place here in our own metropolitan community
23 last August and still in many ways takes place
24 today. We ask your guidance in this gathering this
25 evening so that we can live in peace with our

1 brothers and sisters. Some of us have been
2 directly harmed by violence, we need healing to
3 which only you can lead us. I pray to a beautiful
4 mother who opens her arms to embrace as Pope
5 Francis reminded us this past week. Our creator
6 you, oh Lord, our God, ask that we respect all the
7 children of the earth as we seek to embrace the
8 good in each other. Each of us are called to be
9 instruments of peace respecting one another,
10 recognizing the gifts each of us brings and
11 striving to bring forth peace and justice for all.
12 Give us Lord God open ears to hear one another,
13 open eyes to recognize the beauty in each other and
14 open hearts to strive to love one another as you
15 love us.

16 We make this prayer in Your holy
17 name. Amen.

18 COMMISSIONER JOHNSON-JAVOIS: Thank
19 you Father Weber for that invocation.

20 At this time Pam McIntyre please come
21 at this time and give us a welcome.

22 PRESIDENT MCINTYRE: Good evening.
23 I'm Pam McIntyre, the president of St. Louis
24 Community College's Meramec and Wildwood campus.
25 It's my pleasure this evening to welcome the

1 Ferguson Commission and you, the members of the
2 community, to St. Louis Community College's Meramec
3 campus. It is our pleasure to provide this
4 location for this very important meeting.

5 St. Louis Community College has a
6 strong commitment of outreach to local
7 organizations, to businesses and citizens. We have
8 partnered in a variety of different ways with
9 not-for-profits, chambers of commerce and
10 community-based organizations in order to increase
11 the quality of life for everyone and we are very
12 proud of our comprehensive services, both our
13 transfer degree programs and our career and
14 vocational education programs. Each year students
15 who annually enroll in our credit programs, our
16 continuing education and work force training
17 programs, number more than 68,000. We empower
18 these students to continue their education and to
19 secure employment and we also contribute to the
20 economic growth and development of the St. Louis
21 region and tonight, tonight it is our pleasure to
22 serve you. Thank you.

23 CHAIRMAN MCCLURE: Thank you
24 President McIntyre. Thank you for being here and
25 thank you Father for calling us to reframe our

1 thinking and thank all of you for being here
2 tonight.

3 My name is Rich McClure, I'm one of
4 the co-chairs of the Commission, I'm pleased to
5 serve with my friend and brother, Reverend Starsky
6 Wilson, and we're pleased to be here on the Meramec
7 campus.

8 This past week we've been reminded
9 again that there are far too many lives that are
10 cut short by violence. We've seen the murders of
11 nine members of the Emanuel A.M.E. Church In
12 Charleston in a violent, horrific act clearly
13 motivated by abject racism. This has been weighing
14 on the hearts and minds of our region and our
15 country this past weekend because it's been so
16 clear that our brothers and sisters who gathered to
17 pray lost their life because of the color of their
18 skin, and they lost their lives because they had
19 welcomed into their presence to join in prayer and
20 Bible study the one who perpetrated the act.

21 There are far too many people whose
22 hate makes them capable of this kind of act. There
23 are far too many people that are drawn to the kind
24 of motivations that were shown. There are many,
25 many people working for peace and there are many

1 more wondering what they can and should do to make
2 a difference, so this underscores that while we as
3 a region must confront our reality, we must face
4 the underlying causes of our own regional racial
5 issues, we must act to begin walking that long path
6 toward addressing these issues, working toward
7 reconciliation and healing. We feel angry and
8 justifiably so at these events. We want to feel
9 forgiveness as well.

10 The planned delegation from
11 Cincinnati that we had hoped would be here tonight
12 could not be here because of the trauma their
13 community has experienced. A 27 year veteran of
14 the police force is dead and his family is
15 grieving, a troubled young man is dead and his
16 family is grieving. A community that has worked so
17 hard over the past 10 plus years on citizen police
18 relationships is working now to come to grips with
19 this tragic situation. And this strikes me today
20 that churches are holding services and prayer
21 meetings and they're struggling to balance being
22 open and welcoming with protecting the safety of
23 their members. Officers are headed out on calls
24 and patrol with the tragedy of Cincinnati and New
25 Orleans recently on their minds and families are

1 worried about safety in their neighborhoods for
2 their young people. Because the Cincinnati
3 delegation needed to stay with their city,
4 understandably so, tonight our team has pivoted and
5 they've worked very hard to plan a meeting to
6 address our regional and national trauma that is
7 being felt by so many. This is the right thing to
8 do, to lean into this time and provide an example
9 of a safe place to process trauma and toxic stress
10 issues and the impact went that they have on
11 individuals and on communities.

12 So our focus tonight is on the
13 process of healing communities that have endured
14 community level trauma and we do that thank you to
15 the support of the Robert Wood Johnson Foundation.
16 The commission's work focuses on developing policy
17 recommendations that seek to address their root
18 causes of systematic and structural inequities in
19 our region and thus our work as a commission
20 tonight will focus on a couple of task force
21 reports in those spaces.

22 Through our work in listening and
23 engaging with the community it's become abundantly
24 clear that we must recognize and address the very
25 real community trauma that has occurred and for

1 some that continues to occur. We've heard at our
2 previous meetings through expert testimony by the
3 Regional Health Commission and the Missouri
4 Foundation For Health that research about trauma
5 and toxic stress points to these factors as
6 underlying causes of poor health and undesirable
7 educational and occupational outcomes for
8 individuals, families and communities.
9 Community members that have participated in our own
10 polling and our own survey work have stated stress
11 as one of the top three issue that is greatly
12 impacting our communities and our health. So the
13 work of the Commission seeks to inform by this and
14 by other communities that have experienced similar
15 events and hope we can have unique experiences that
16 will lead us to positive outcomes.

17 Starsky.

18 CHAIRMAN WILSON: Thanks Rich.

19 Again we add our thanks to those who
20 have come, inviting you, appreciating that all of
21 you have accepted the invitation to come be a part
22 of this critical conversation for our region and
23 quite frankly for the nation. We are reminded on
24 today through reflection of the events of last week
25 that we deal with historical and structural matters

1 and we must respond to them in ways that seek to
2 reform structure inasmuch as we seek to reform the
3 context of relationships.

4 Ralph Ellison in the 1950s, author of
5 The Invisible Man, wrote in one of his essays that
6 we can tell the story of American history, he
7 understands and suggests that we can tell the story
8 on a stage, a scene and a set that is made up of a
9 giant negro trussed up to be the platform of the
10 language that we use, the scene that we use to tell
11 American history. He uses the imagery of this
12 great giant to suggest that slavery is the
13 foundation upon which we have lived, we have played
14 out our history. Not many moons later on April
15 4th, 1967, one year to the day before his death,
16 Dr. King stood at the pulpit of Riverside Church in
17 his Beyond Vietnam speech or his speech that was
18 titled A Time To Break Silence and suggested
19 perhaps three other giant forces of racism, extreme
20 materialism that led to poverty and leads to
21 poverty and militarism as giant forces that
22 continue to form and shape the life that he lived,
23 the life that we live in America and the one that
24 we live today.

25 As a clergyman I have been reminded

1 of these giant forces because yesterday those of us
2 who use the lectionary were drawn to First Samuel,
3 Chapter 17 where the story of David and Goliath is
4 told. So the question is how will we, those of us
5 who do not come for a battle or a fight, face down
6 the great giants that come to us challenging our
7 people, causing us to question ourselves, our
8 choices and our reality. Will we face these giants
9 or will we walk away? Will we do so adequately,
10 will we use the same tools that those who have
11 given us who came before used unsuccessfully or
12 will we use the things that have been placed in our
13 hands. What has been placed in our hands is a
14 discussion about policy, structural matters.
15 It may be helpful, it may feel good to have
16 interracial gatherings for dialogue, to do so in
17 churches and community spaces when racism visits us
18 structurally so we must address it structurally as
19 well. Extreme materialism manifests itself in the
20 greed that happens structurally so we must address
21 economic inequity structurally. Militarism that we
22 find that used someone to take nine lives of others
23 in a church with the gift of a gun given to him by
24 his family with ease of access is something that
25 happens structurally, it is governed by policy, we

1 must address these things with policy as well. And
2 so this is the conversation we come to, not one to
3 invite people to feel good, rather to invite people
4 to the difficult work of addressing the structures
5 that create a scenario where a 21 year old who is
6 moved upon himself by the giants of racism and
7 materialism, militarism, would go in and take the
8 lives of others.

9 This tragedy has created trauma for
10 each and every one of us and we are to hear tonight
11 from representatives who called forth one through
12 the work of the clergy of a black united front, a
13 clergy leader who worked in advocacy and activism
14 and organizing to create a resistance to call the
15 question of policy and those who sat down with him
16 and those in the community to develop a policy
17 solution after a young man had been cut down in the
18 streets of Cincinnati. That policy solution was
19 the Cincinnati Collaborative Agreement. While it
20 is cited as one of the most comprehensive and
21 innovative plans ever put in place to improve
22 police community relations in 2002 in response to
23 similar tragedies we recall that while we take an
24 opportunity now to be thoughtful not just about the
25 trauma that has been visited upon us but on policy

1 that can be put into place to help us to respond to
2 that trauma. And so tonight knowing that that
3 officer and a citizen were killed in gunfire in
4 Cincinnati last Friday those representatives will
5 not be with us.

6 The Commission wanted to learn more,
7 lean more into this movement and provide a space
8 tonight for community members to process the effect
9 of community level trauma and toxic stress. Toxic
10 stress when combined with that giant of extreme
11 materialism finds itself among poor people that
12 we've already found in the data we have seen kills
13 them as well.

14 So following the public open mic and
15 polling session of this meeting the agenda has
16 changed to facilitating small group breakout
17 sessions which will talk about the trauma that has
18 been visited upon us and perhaps be thoughtful and
19 faithful enough to consider policy that may allow
20 that kind of healing of trauma, the restoration of
21 resources to support that kind of healing put in
22 place to avoid such in the future.

23 In addition Commission business this
24 evening we'll offer a thorough update of the work
25 of the Commission that's been undertaken in the

1 areas of citizen law enforcement relations,
2 municipal courts and governance, child wellbeing
3 and educational equity and economic inequity and
4 opportunity. There will be sufficient and
5 significant calls to action in the areas of child
6 wellbeing and economic inequity and opportunity as
7 well.

8 At this time we'll begin our portion
9 for public open mic allowing 20 minutes for such.
10 Mr. Jerrica Franks of Vector Communications will
11 provide us leadership in this area.

12 MS. FRANKS: Good evening everyone.
13 So normally at this time we would allow the public
14 to speak for about two minutes, it's an open
15 discussion, but I have been just informed that we
16 didn't have anyone sign up so we do have the option
17 if you do have any comments that you would like to
18 leave there are two white boards in the back that
19 have Post-It notes and pens for you, just leave
20 questions, suggestions and comments but again I do
21 want to open up the floor just in case someone has
22 changed their mind to quickly speak. This is again
23 a two minute opportunity for you to share with us
24 your thoughts, comments, questions, suggestions and
25 we do take note of this as well.

1 Okay. Well again we do have two
2 white boards in the back so if you have any
3 questions, suggestions or comments that you would
4 like to leave you are more than welcome to do so.
5 Thank you.

6 MS. THOMAS: Good evening. Since we
7 do not have public open mic tonight we're going to
8 move to our audience polling as we call it. This
9 is a space where you can participate and we ask you
10 to participate so right now we have volunteers and
11 staffers giving out keypads so if you don't have a
12 keypad at this point it should be on your way.
13 Raise your hand if you don't actually have a keypad
14 and you don't see it coming your way.

15 So everyone has a keypad so if you
16 have never used a keypad before to do polling raise
17 your hand. That's all right, it's a safe space,
18 I'll walk you through it.

19 So generally what we do is what we do
20 every meeting, it's our tradition, we try to get a
21 sense of who's in the room, who makes up our public
22 for the night so we ask you a set of demographic
23 questions and then we'll go on to topical
24 considerations based on the discussions of each.
25 Okay?

1 So we have a total of 13 questions
2 for tonight and that's what we'll be polling so we
3 won't be able to tell who does what or anything, so
4 that's just background information. So if you look
5 at your keypad you'll see that there should be I
6 think nine buttons there, some have letters and
7 some have numbers, they're shared. I'll ask you a
8 question and you'll see answer choices actually on
9 both sides of the screen and you pick the answer
10 choice that best corresponds with your choice.

11 So we'll actually do a test run, a practice run to
12 get you warmed up and then we'll move from there.

13 Okay?

14 So let's start with the practice.
15 You'll notice that right there at the top
16 right-hand corner polling is closed and you also
17 can see the responses there so your answers won't
18 be locked in until it says polling is open, okay?
19 And it saves the last answer you lock, you put in.
20 So if you change your answer quickly before the
21 time has elapsed you're still safe. Okay? So
22 we'll do a test.

23 What is your favorite color? So what
24 is your favorite color? Answer choice is A, black;
25 B, brown; C, blue; D, green; E, orange; F, purple;

1 G, red; H, yellow; I, white and J, other, if it's
2 not included. So now, polling is now open. It's
3 on the bottom right-hand corner how many seconds
4 you have left. So you have about 20 seconds left
5 to answer.

6 All right. Polling is now closed.
7 So we have a significant majority of you, we didn't
8 run those numbers but about 30 percent of you favor
9 blue, actually kind of closely followed by purple
10 which is interesting. Consistently the favorite
11 color has been blue if you're interested in that
12 data, it's just true, I don't know why but it's
13 true.

14 All right. You get how it works
15 generally? Okay. So now we're going to go on to
16 our standard geographic data.

17 In what geographic area is your
18 primary home or residence located? A, St. Louis
19 City; B, St. Louis County; C, St. Charles County;
20 D, Jefferson County; E, Franklin County; F, St.
21 Clair County; G, Madison County; H, Monroe County
22 and I, other.

23 Polling is now open.

24 Okay. About 70 percent of you reside
25 in St. Louis County. Okay.

1 Next question. In what geographic
2 area is your primary work and/or school? Now if
3 you're retired you can pick other. A, St. Louis
4 City; B, St. Louis County; C, St. Charles County;
5 D, Jefferson County; E, Franklin County; F, St.
6 Clair County; G, Madison County; H, Monroe County
7 and I is other. Polling is now open.

8 All right. So we have actually a
9 majority are either in the city or the county you
10 work or go to school, about 50 percent St. Louis
11 City.

12 Next question. With which gender do
13 you identify? Please select one. A, female; B,
14 male; C, other; D, decline. Polling is now open.

15 Those of you who just joined are
16 invited to participate as well.

17 Okay. 63 percent of us are female,
18 35 identify as male. Three percent other.

19 Next. In what age group do you
20 belong? Select one. I always like to say, just
21 remind everyone it's anonymous, we don't know what
22 you're answering, again it's a safe space. You can
23 decline but you can also answer. So A, 21 and
24 under; B, 22 to 34; C, between 35 and 44; D, 45 to
25 54; E, 55 to 64 and F, 65 and over; G, decline.

1 Polling is now open.

2 All right. So 36 percent 55 to 64,
3 18 percent 65 and over, we have about 13 percent 22
4 to 34. Generally it seems like we have some
5 spread. Thank you.

6 How would you describe your
7 ethnicity or race? A, white; B, black, African
8 American; C, Hispanic, Latino or Spanish origin; D,
9 Asian; E, American Indian or Alaskan native; F,
10 native Hawaiian or Pacific Islander; G, other; H,
11 decline. Polling is open.

12 Okay. About six out of 10 of you
13 have identified as white followed by about 33
14 percent of you African American or black.

15 So this is the Thirteenth meeting of
16 the Ferguson Commission. How many previous
17 meetings have you attended? Here we're
18 distinguishing between small group meetings or
19 working group meetings and these large commission
20 meetings where we do polling and stuff like that.
21 So A, none, so this is your first meeting; B, one
22 to two; C, three to four; D, five to six; E, seven
23 to eight; F, 9 to 10; G, 11 to 12, you've been to
24 nearly all of them. Polling is now open.

25 About 50 percent of you this is your

1 first meeting, welcome. Welcome. We have a couple
2 of people that stuck in.

3 All right. So how did you learn
4 about today's meeting? Check all that apply. That
5 means you have an opportunity to answer, to press
6 every button, every letter, so A through G if all
7 of them apply. So A, Facebook; B, Twitter; C,
8 e-mail; D, newspaper; E, radio; F, word of mouth,
9 friend, coworker, relative; G, Ferguson Commission
10 website, stlpositivechange.org, and H, other. So
11 press all that apply. Polling is open.

12 Okay. We have a spread. It looks
13 like most of you heard via word of mouth and then
14 the next biggest portion is via e-mail or the
15 website. Thank you.

16 So now we're going for more
17 content-related questions and again as it was
18 stated we're looking at trauma. So these questions
19 based on your own definition as well as but the
20 first one is have you experienced trauma or toxic
21 stress? Note here that trauma or toxic stress is
22 described as one time or ongoing deeply disturbing
23 experiences often brought on by physical, economic,
24 cultural, emotional or environmental assault. I
25 think you can see that. Would anyone want me to

1 repeat that definition?

2 Okay. So have you experienced trauma
3 or toxic stress as defined. A is yes; B is no; C,
4 I don't know and D is decline to respond. Polling
5 is now open.

6 That's notable. So about
7 three-fourths of us have experienced toxic stress
8 or trauma.

9 Do you think the community you live
10 in has experienced trauma? Do you think the
11 community you live in has experienced trauma, the
12 same definitions apply. A, yes; B, no; C, I don't
13 know; D, decline to respond. Polling is open.

14 Eight of 10 responded yes that the
15 community you live in has experienced trauma.

16 Do you believe someone can be
17 traumatized by racism? The first answer is A, yes
18 followed by B, no; C, I don't know; D, decline to
19 respond. Polling is now open.

20 Amazing. I think this is one of the
21 first times I've ever seen this, everyone has
22 responded yes, that you believe someone can be
23 traumatized by racism.

24 This is a personal, have you
25 experienced any trauma due to racism? A, yes; B,

1 no; C, I don't know; D, decline to respond.

2 Polling is now open.

3 Six out of 10 say yes, four out of 10
4 say no.

5 From your experiences how many people
6 in your community are coping with past trauma or
7 toxic stress? This is an approximate, but A, very
8 few in your view; B, some; C, a lot. In your view
9 again. Polling is now open.

10 Okay. Over 50 percent of you say a
11 lot.

12 Please select the most applicable
13 ending to this statement: Trauma and toxic stress
14 are, A, just a part of life in my part of town. We
15 deal with it. B, not that big of a deal. People
16 need to deal with their own problems. C, trauma
17 and toxic stress are keeping our community from
18 thriving. D, trauma and toxic stress are keeping
19 me from thriving. So please select the most
20 applicable ending to this statement. Polling is
21 now open with 15 seconds left.

22 Okay. 86 percent of us say it's
23 keeping our community from thriving, as a
24 community.

25 That concludes polling, thank you so

1 much for your honesty and transparency.

2 At this time we want to give it to,
3 in the hands of our managing director Bethany
4 Johnson-Javois.

5 COMMISSIONER JOHNSON-JAVOIS: At this
6 time if the facilitators would please take your
7 positions. As was mentioned tonight we're going to
8 spend an hour of our time from 6:15 to
9 approximately 7:15 breaking into small groups
10 because it's very important for us to find a way,
11 anyone heard of, I forgot what the word is now,
12 when you've been on information overload and --
13 fatigue is the word that I'm hearing, I've heard of
14 Ferguson fatigue but it's really broader than that.
15 Every time we turn around there's somebody, anybody
16 know the Wiz, that brings us some bad news and from
17 that there's only so much bad news that we can
18 take? And there's only so much individually we can
19 take and there's only so much our community can
20 take so what we thought we would do for this time
21 that we have together is to gather into small
22 groups to talk about three specific things. I
23 wanted you to look to your left, or to my left, and
24 to the middle and to the right, there are three
25 breakout sessions with which you are able to pull

1 your chairs and convene around these small areas.
2 Each of these breakouts will have the exact same
3 content, you can select to go to any one that is
4 closet to you. Tonight we have Riisa Easley, Riisa
5 is going to be, she's representing the St. Louis
6 Mental Health Board, MSW, who is here tonight to
7 help us to process. Joe Yancey from Places For
8 People, if you would stand. Joe, thank you so much
9 for coming representing Places For People and The
10 Resiliency Coalition, and the third facilitator
11 tonight is Regina Askew with Myrtle Hilliard Davis
12 and the Resiliency Coalition. We have these three
13 facilitators and this is how it will work: You'll
14 pull your chairs into those three areas, you'll
15 spend the first part of our time looking at common
16 language which we've presented in the polling and
17 also on the flip chart papers for what trauma and
18 toxic stress are and how they manifest and then
19 honestly it's a time for conversation however these
20 small groups take it and then lastly we want to ask
21 you to confirm ways to build resiliency together.
22 And as Reverend Wilson had mentioned earlier
23 building resiliency in terms of the Commission's
24 legacy, looks like ways that we can consider
25 structural reforms, structural ways to minimize the

1 effects of trauma and toxic stress and tactical
2 literal ways in which we can work together. We
3 have representatives from the Alive and Well
4 Movement to talk about some tactical steps so at
5 this time I'm asking you to convene, break out in
6 your small groups to the middle, to my right and to
7 the left. Thank you to much for your time.

8 (Whereupon, breakout schedules were held)

9 COMMISSIONER JOHNSON-JAVOIS: We know
10 that this conversation continues beyond the
11 breakout sessions and we have very strong support
12 from Mental Health America to my right, there is a
13 table and there is an announcement that there are
14 free mental health counseling now available for
15 children, adults and families who have been
16 impacted by the events in Ferguson. Everybody say
17 the word free so I know you can hear me.

18 So each organization is listed and
19 that information is to my right with Mental Health
20 America. So please if you need additional
21 resources or support it is available for you at
22 this time.

23 All right. I'm going to keep us on
24 schedule. I'm asking all commissioners to
25 reconvene and I'm asking working group members if

1 you would, working group, I keep doing that,
2 breakout session, if you'd please reconvene in your
3 seats.

4 I just want to thank, before we go
5 further it would be great if people would stop
6 talking over me. Please, please. It would be so
7 awesome.

8 Riisa Easley, thank you so much for
9 facilitating tonight, please give her a hand for
10 me. She came on a phone call.

11 Joe Yancey, thank you so much for
12 facilitating tonight, Regina Askew, thank you,
13 Jennifer Blankman and team and Rob, Regional Health
14 Commission, thank you and Mental Health America,
15 thank you. We are leading the nation and we put
16 that out there in doing not just trauma informed
17 care but trauma informed communities and building
18 those from a community perspective so we are so
19 happy to have such a strong response and network of
20 people who are here in our region doing this work
21 every day, including me. So we thank you for that.

22 At this time I want to transition
23 since about 49 percent of you are new to this
24 audience number one how you endure the next hour is
25 that you grab chips in the back, at least twice,

1 and then we have beverages for you but it's
2 important that you stay because the content of
3 tonight's meeting is really full and very stellar
4 from a lot of great people who have been working
5 around the clock.

6 So this is how it goes: This session
7 is the Commission planning and administration
8 session and what you're going to hear is co-chairs
9 who have been leading their respective working
10 groups in this order. There'll be a verbal update
11 by Citizens Law Enforcement Relations working
12 group, Commissioners Isom and Packnett, there will
13 be a verbal update that Commissioner Tracy Blackmon
14 will provide for her session and then in terms of
15 action items we have two tonight coming from the
16 working group, the first one we're going to talk
17 through is Improving Economic Inequity and
18 Opportunity slate of calls to action, okay, and
19 that will be Commissioners Pulliam and Sly, and
20 we'll ask Commissioner Becky James-Hatter if she
21 would come last but not least in order to talk
22 about the calls to action with Child Wellbeing and
23 Education Equity. So if you would please come in
24 that order.

25 COMMISSIONER PACKNETT: Good evening

1 Commissioners. We're just here to provide a verbal
2 update on the work of the Citizen/Law Enforcement
3 Relations working group. We essentially kind of
4 hit the pause button to reevaluate where we are and
5 where we needed to be so in defining several broad
6 topic areas in which we wanted to make
7 recommendations we had only actually gotten our way
8 through about three or four of those and so we
9 needed to go back and make sure that we are A,
10 thoroughly looking at the ones that we had already
11 visited, and B, going and making sure that we are
12 doing a thorough job and creating recommendations
13 for areas that we hadn't so what we did is we built
14 out a schedule in which we'll be able to work
15 through some of these issues and bring them before
16 the full working group for consensus and so we will
17 be discussing issues of, excuse me for looking at
18 my phone, I want to make sure they're accurate.
19 We'll continue to discuss the approach to
20 demonstration, we've discussed officer wellness, we
21 will discuss structure and fragmentation,
22 accountability and standards and the use of
23 technology and special prosecution and
24 investigations.
25 We were also called upon by several

1 community members to essentially try to develop
2 some language around what a vision for strong
3 community police relations would be in St. Louis
4 and so that is something else that we will visit.

5 COMMISSIONER ISOM: I really have
6 nothing to add, she did a very good summary, plus I
7 wasn't at the last working group meeting. So thank
8 you for taking over, my co-chair, thank you.

9 COMMISSIONER PACKNETT: Our next
10 meeting is next Monday, so a week from today. Our
11 full working group meeting is at 5 o'clock next
12 Monday at the JC Penney conference center at UMSL.

13 COMMISSIONER JOHNSON-JAVOIS:
14 Commissioner Blackmon if you would like to give a
15 verbal report for your Municipal Courts and
16 Governance?

17 COMMISSIONER BLACKMON: Good evening
18 Commissioners. We heard clearly the question to go
19 back and bring back unflinching recommendations and
20 we plan to meet tomorrow morning at 8:30 in the
21 morning at the JC Penney building to reevaluate
22 what's been presented and come back with something
23 stronger.

24 Any questions?

25 Thank you.

1 COMMISSIONER JOHNSON-JAVOIS: Let's
2 keep it simple for the packet and go in the same
3 order. So it would be Commissioner Becky
4 James-Hatter, Child Wellbeing and Education Equity.

5 COMMISSIONER JAMES-HATTER: Good
6 evening Commissioners and community and thank you
7 for allowing Child Wellbeing and Education Equity
8 to make 14 recommendations tonight, but before I
9 get started I would like to thank the Legal
10 Services of Eastern Missouri, representatives are
11 here tonight, and St. Louis Graduates
12 representatives here tonight. Certainly if you
13 have any detailed questions they may be here to
14 help me in this set of recommendations.

15 The first six recommendations that
16 are in front of you are specifics and I would only
17 add that they're the beginning of our
18 recommendations in this space -- can you not hear
19 me? Short one of the group. Can you hear me now?

20 So, last time I reported out we had a
21 placeholder recommendation to reform rules
22 pertaining to the school disproportionality as it
23 related to behavior referrals, suspension,
24 expulsion, special education. So tonight we're
25 bringing in front of you six recommendations, as I

1 said this is not the, this is the beginning and not
2 the end. All of these, these six recommendations
3 speak to the issues of disproportionality as it
4 relates to schools so I don't know if we want to
5 read them all out, but we certainly are looking at
6 issues that really make it difficult for children,
7 particularly African American children, to stay in
8 their schools, continue to be educated and to be
9 cared for and they are being called out for normal
10 childhood behaviors, but our children are really
11 not getting the benefit of the doubt, not getting
12 the justice that they need, certainly not getting
13 the education and we need to do a much better job
14 and all six of those recommendations speak directly
15 to that. So we will be asking for your support of
16 that.

17 The next set of recommendations,
18 recommendations 7 through 10, certainly speak to
19 education equity but it certainly tied into
20 economic opportunity and that goes to the issues
21 that we have spoken about regarding scholarships in
22 the state of Missouri. The last time we called for
23 an action to expand Access Missouri which you know
24 is the need-based scholarship, we've now gotten
25 deeper in there and asked for an increase to bring

1 us back to the fiscal year 2009 levels. We've been
2 in deep recession since 2009, we've decreased
3 scholarships when the need has been going up. We
4 also know that there are other scholarship programs
5 in the state and in addition to Access Missouri
6 Bright Flight there's a conversation going on right
7 now about the Missouri Promise scholarship, we feel
8 strongly there is a need to bring an inclusive
9 group together to review these and to make sure
10 that we have getting the kind of meaningful and
11 equitable approach. And last and certainly not
12 least to the DACA students and so for those of you
13 who are not familiar, certainly we're all learning
14 in this process, DACA students are young people who
15 are not citizens but they're lawfully in our state
16 and they are not getting, and they're growing up in
17 the United States, they're graduating from our high
18 schools yet they're not getting the privileges and
19 the support they need from our state. And there is
20 a lot of detail on this but we are asking that our
21 state start recognizing the DACA students.

22 In recommendation number 10 I just
23 want to, I'm sorry, recommendation number 11 we had
24 a, this is what we call a placeholder
25 recommendation, we have a great deal of work to do

1 and we'll be done soon to give you specifics about
2 early childhood development and education and
3 that's a placeholder for us.

4 Recommendations 12 through 13 we've
5 brought very early on --

6 CHAIRMAN MCCLURE: Why don't we pause
7 here since these are all in the fairness,
8 opportunity achievement area, would that be okay?

9 COMMISSIONER JAMES-HATTER: Perfect.

10 CHAIRMAN MCCLURE: So what we did in
11 our last meeting in processing these calls to
12 action just for those attending their first meeting
13 and reminder to the Commission. So working groups
14 have been working for a number of weeks to develop
15 these calls to action, those meetings have all had
16 extensive community input and community engagement
17 and participation and the working groups have
18 processed these to come to these recommendations.
19 The Commissioners have had these to review since
20 last Thursday and so what we're doing is opening
21 this to Commissioners who would have questions
22 about any one of these 11 in the fairness,
23 opportunity and achievement area. We are approving
24 them or the request is to approve them as
25 directionality correct. Particularly in number

1 11's case where it's more of a placeholder on early
2 childhood or any one can be pulled out if any
3 Commissioner would like to do so and have it dealt
4 with and voted on separately. So that's our
5 process for members of the audience and a reminder
6 for Commissioners. So let me open the floor for
7 questions or comments from any Commissioner on any
8 of these 11 calls to action.

9 COMMISSIONER JAMES-HATTER: Mr.
10 Co-Chair can I just understand when you say
11 directionally correct is that about 11 or is that
12 about all of our recommendations?

13 CHAIRMAN MCCLURE: 11 is the only one
14 that's still open, is that correct?

15 COMMISSIONER JAMES-HATTER: Thank
16 you, yes.

17 CHAIRMAN WILSON: I have a question
18 about recommendation number, call to action number
19 4. The mandated cultural competency and
20 anti-racism professional development training for
21 teachers and staff. Does this include police
22 resource officers?

23 COMMISSIONER JAMES-HATTER: We don't
24 have it in there right now but Commissioner that's
25 why I'm saying that we are going to do some

1 expansive work and if you go to the next one where
2 it talks about the school-based law enforcement
3 officers we've got some strict things there so
4 we're not complete but we're certainly coming back
5 to the SROs.

6 CHAIRMAN MCCLURE: Kevin?

7 COMMISSIONER AHLBRAND: Mr. Chairman,
8 if there's post accredited SROs they would fall
9 under that same cultural diversity mandate that we
10 have for law enforcement work, they have to abide
11 by the same training as every other police officer
12 so they would be covered in that also.

13 CHAIRMAN WILSON: So one of the
14 reasons why it comes up is we've heard including in
15 St. Charles about the resource officer and the
16 strategy, just wondered whether working in the
17 school will require training that aligns with what,
18 if there's a recommendation for culturally
19 competent and professional development for other
20 people working in the school, whether it's
21 something that those folks would need to do because
22 there are in the school.

23 COMMISSIONER AHLBRAND: Yeah. And I
24 think we could put that into our working group also
25 since they are regularly appointed post approved

1 officers. It might be a better fit to take that in
2 our group.

3 COMMISSIONER JAMES-HATTER: Can I
4 make a recommendation with my colleague that we
5 work together and figure out somehow that we've got
6 the connection here. Wherever it falls.

7 CHAIRMAN MCCLURE: Quick followup
8 question for Kevin. So are school resource
9 officers typically post accredited?

10 COMMISSIONER AHLBRAND: They are
11 fully accredited police officers to be an SRO in a
12 school. They're regular police officers, they're
13 just assigned to the schools. And they do receive
14 extra SRO training, I don't believe it's post
15 accredited or not, I don't think so, it's probably
16 given by the police chief but we'll look into that
17 also.

18 COMMISSIONER JAMES-HATTER: Yes,
19 we'll coordinate back.

20 CHAIRMAN MCCLURE: Other questions or
21 comments from members of the Commission?

22 The group had a great meeting on
23 early childhood and noted that there was
24 philanthropic interest in early childhood education
25 particularly as it relates to recent activity in

1 SLPS. Parents At Teachers has been under a lot of
2 funding pressure so there is opportunity there.

3 COMMISSIONER JAMES-HATTER: Yeah. So
4 I will only just speak to what Commissioner McClure
5 has said. There is so much in number 14 as it
6 relates to the childhood development and education
7 that our group just said we needed so sit back,
8 we've gotten a lot of testimony, and try to work
9 back and bring you something the next time, we just
10 didn't get to the details.

11 CHAIRMAN MCCLURE: Number 11?

12 COMMISSIONER JAMES-HATTER: I'm
13 sorry, number 11. I'm sorry.

14 CHAIRMAN MCCLURE: That's okay.

15 Okay I want to give it a yes.

16 Commissioner Packnett?

17 COMMISSIONER PACKNETT: Thank you.

18 So two quick questions. Is there any
19 reason why number 1 starts at kindergarten instead
20 of pre-K?

21 COMMISSIONER JAMES-HATTER: Not
22 specifically. So I can certainly take it back and
23 say do we want to expand that to pre-K.

24 COMMISSIONER PACKNETT: I think we've
25 only seen it happen in some very extreme

1 circumstances but it has happened so I just want to
2 make sure we're not overlooking anything but I
3 really appreciate the recommendation.

4 My last question is around number 6,
5 if there is a specific reason why we are looking
6 only at disparity and suspension for African
7 American students and not students of color more
8 broadly?

9 COMMISSIONER JAMES-HATTER: So this
10 recommendation is really based on some new research
11 that's coming out of the Chicago public schools
12 that we are looking very closely at and because of
13 the issues obviously. They've been having the
14 researchers from the University of Chicago very
15 much focused on these three areas, saying of course
16 there's lots of other things to look at but because
17 of disproportionality so we are picking up those
18 three based on the most recent research we have.

19 COMMISSIONER PACKNETT: Sorry, just
20 to follow up. Does any of that research or any
21 local research that we might have access to
22 specifically discuss Latino and Hispanic students
23 at all?

24 COMMISSIONER JAMES-HATTER: So it is
25 certainly following them and certainly have the

1 data but based on the research that we have is to
2 really specifically look at African American. So
3 we can broaden this but certainly that research was
4 saying they're disproportionately, I'm certain in
5 different populations, you know, you'd look at
6 Hispanics and others but it seems to us to make a
7 lot of sense that at least our first start into
8 this. But because it's to give special attention
9 we just wanted to bring that forth tonight and we
10 could tighten this up and other recommendations.

11 COMMISSIONER PACKNETT: Okay. Thank
12 you.

13 CHAIRMAN MCCLURE: All right. Are
14 you comfortable broadening it to students of color?

15 COMMISSIONER JAMES-HATTER: I see no
16 reason not to, just don't want it to get lost in
17 this population in St. Louis. So if we want to
18 expand it a little bit and then still tighten it in
19 but I don't want to get it lost.

20 CHAIRMAN MCCLURE: Okay.
21 Comments from other Commissioners in
22 this space?

23 COMMISSIONER PACKNETT: I think it
24 would just potentially be both because I hear you
25 saying you want to make sure to call out African

1 American students but there also may be some
2 disparities that exist in other places. I don't
3 think it has to be an either or is my point.

4 COMMISSIONER JAMES-HATTER: Okay. I
5 will just say again you're going to have all the
6 data at least as a placeholder to start there. So
7 we can go back and fine tune some of this stuff.

8 CHAIRMAN MCCLURE: I think you're
9 suggesting perhaps an additional place but not
10 losing the intent.

11 COMMISSIONER JAMES-HATTER: As long
12 as you are okay with us hanging on to the intent.

13 CHAIRMAN WILSON: Yeah, I just want
14 to say that -- Felicia?

15 COMMISSIONER PULLIAM: Just for
16 clarification, so we're keeping an attention on
17 disparities for African Americans, especially boys,
18 in addition to attention for other non-Caucasian
19 communities, is that what I'm hearing?

20 COMMISSIONER JAMES-HATTER: Yes.

21 COMMISSIONER PULLIAM: So you're
22 going to be really tracking all of these issues but
23 in particular pay attention to those three areas.
24 So it doesn't mean we're not going to be
25 recommending and collect it but really to pay very

1 close attention to the issues that they thought
2 were important. Just as you look at the high
3 schools it's not that you're not going to be
4 tracking expulsions or suspensions for lower grades
5 but it's particularly important that you look at
6 high school students that immediately will get in
7 the most trouble and have the highest
8 circumstances. So this does not say you're not
9 going to collect it but immediately to start
10 focusing when you have to start responding pay
11 close attention to those three areas.

12 COMMISSIONER GORE: I don't know. So
13 that description you just gave made it clear to me
14 what you're saying here. So what you're saying
15 here is these are three areas where our data has
16 reflected an extreme level of concern and so you're
17 not, you know, I don't know if that changes
18 Brittany's suggestion but for me I just understand
19 that when you said that.

20 COMMISSIONER JAMES-HATTER: I think
21 what we can do is respond to that sentence on the
22 tracking side of this to track these and then pay
23 close attention to these issues so that will not be
24 a problem for us.

25 CHAIRMAN MCCLURE: Okay. I see

1 nodding heads. All right. Then let me ask for a
2 motion and a second on these 11 please.

3 COMMISSIONER GORE: Make a motion.

4 AIRMAN WILSON: Second.

5 CHAIRMAN MCCLURE: Okay. All those
6 in favor please say Aye.

7 And opposed?

8 Okay.

9 COMMISSIONER JAMES-HATTER: Thank
10 you.

11 And so moving on to the priority area
12 of thriving youth there are two real calls to
13 action that are both having to do with hunger,
14 again I would say these are very entry level
15 recommendations at this point in time, we're
16 working back with our work group on a number of
17 others. I'll also say that these recommendations
18 also have a tie-in to the earlier recommendation
19 that we made and you accepted about the thorough
20 review of the Missouri Family Support Division so
21 there's interconnectivity going on in our
22 recommendations but it's just a very, I say a
23 simple but a vitally important is SNAP so that is
24 food stamps for most people, it needs to be an
25 on-line application. To apply for SNAP is you fill

1 out the form and you fax it or e-mail it in and the
2 ability for the nonprofit organizations that are
3 working with families with the most needy really
4 don't think you need to expand upon on-line
5 applications but these are the kinds of things that
6 we're finding our way around on each issue.
7 The other thing is just so that everybody
8 understands how this works is how the department is
9 not customer centric, it doesn't work for the
10 person that really needs the most support and so
11 someone needs to, gets a call from the Department
12 of Family Services and if they're calling someone
13 and they're working a shift in the afternoon the
14 person can't take the call because they're on shift
15 work and if you can't take the call and you can't
16 talk to the person then you can't get your
17 application approved and then you kind of get to
18 the back of the line and if 30 days pass then you
19 have to start all over again with that paper. So I
20 say that to just tell you how many pieces of, how
21 many practices are really just in the way that none
22 of us would be able to do if this was happening in
23 our own jobs and so I bring these two forth and ask
24 for your approval but no, there's a lot more behind
25 this that we're trying to figure out. So in

1 driving youth you need food but it is really hard
2 when you're poor to get it and this is just the
3 start of that.

4 CHAIRMAN MCCLURE: So co-chairs, the
5 chairs proposed 12 and 13 and thriving youth. Are
6 there questions or comments? On 12 or 13.

7 COMMISSIONER BLACKMON: Question.
8 Would it be possible, I just don't know, would it
9 be possible to also have a process for SNAP
10 application in the schools?

11 COMMISSIONER JAMES-HATTER: That will
12 be another recommendation that's coming, I think
13 SNAP applications need to be on-line so whether
14 it's at the school or at this nonprofit or anywhere
15 that individuals that are there with children and
16 families can help them and even if it was at the
17 school and then the way they make the telephone
18 calls so that's why I'm saying this needs to be
19 made easier and families that need support and
20 people that are already there willing to support
21 them we've got to make it easier so the answer is
22 schools, nonprofits, churches. All the places
23 where they come for help. It's really hard for us
24 to help them.

25 COMMISSIONER BLACKMON: Okay.

1 COMMISSIONER ALDRIDGE: For number 13
2 is this saying, I guess I'll just get to it. So
3 for 13 should we be asking I guess for more funding
4 for these institutions so that individuals who may
5 miss the call don't go to the back of the line?
6 Because I know a lot of clients who have maybe like
7 20 case workers that they have to deal with because
8 there's no funding for the, what is it, Social
9 Services Department?

10 COMMISSIONER JAMES-HATTER: Yes. It
11 would.

12 COMMISSIONER ALDRIDGE: And so
13 they're over booked with a lot of clients.

14 COMMISSIONER JAMES-HATTER: So the
15 answer is again there's so many things and money is
16 one thing and coordination and so many other needs
17 that people have that goes through the Family
18 Support Division that it's just so complicated and
19 so our speed on delivering you recommendations is
20 based on our ability to unravel them so when we
21 bring them to you we know it can get done so of the
22 things we already have, work group is already
23 calling for a one stop shop, that shouldn't have to
24 go to this department, this department, this
25 department when you've already collected all of

1 this information. But we're hesitant to bring you
2 anything we haven't unpacked ourselves and can
3 stand up here and say that can happen and this is
4 for anyone that doubts it, we can show you the path
5 to get it done. So we're being very careful so
6 yes, it will come back to money but it really kind
7 of starts with your value system and that's why
8 we're saying it really has to be customer centric
9 and it has to work for them and it certainly has to
10 get into the 21st century and using the computer
11 systems. So we're just trying to find all of those
12 things that align with those values.

13 CHAIRMAN MCCLURE: Very helpful
14 questions Commissioner Aldridge and Commissioner
15 Blackmon. And I think the last word you used
16 customer centric, citizen centric, in the
17 not-for-profit world or business world we wouldn't
18 tolerate this kind of inefficiency and just lack of
19 technology and make it accessible to the people
20 that you're serving.

21 COMMISSIONER JAMES-HATTER: Thank
22 you.

23 CHAIRMAN MCCLURE: Any other
24 questions?

25 Okay. I need a motion to approve 12

1 and 13.

2 And a second?

3 All in favor please say aye.

4 And opposed?

5 Okay. And in coordination and

6 innovation?

7 COMMISSIONER JAMES-HATTER: And the
8 last two one is simply a nod for Commissioner
9 Windmiller that asked us to go back and consider
10 different names and so I don't know that we're
11 asking for your approval but just to let you know
12 we didn't miss the request and so I don't know that
13 we necessarily need to go over this other than the
14 fact that I think the direction we're looking for
15 at this point in time to have the conversation it
16 is cross cutting, you know, we certainly want to be
17 a part of that conversation but we're not too sure
18 how to move it forward but we did want to at least
19 say that we heard the name was not exactly right,
20 we don't know this is the name but we're taking our
21 notes and trying to correct them as we go.

22 CHAIRMAN MCCLURE: For the Commission
23 and folks in the audience seeing this for the first
24 time there was discussion last time about
25 Innovation Fund proposed by this working group and

1 the Commission, several suggested we pull it back
2 and see if other working groups had the same kind
3 of thought process and so we asked, Bethany correct
4 me if I'm wrong here, we asked the staff to work
5 across the other working groups between the
6 managing director and the assistant managing
7 director to make sure we are covering that, is that
8 correct?

9 COMMISSIONER JOHNSON-JAVOIS: If I
10 remember correctly the co-chairs of the working
11 group were going to talk first and we are going to
12 get them in after that, but yeah.

13 COMMISSIONER JAMES-HATTER: So we
14 just need to advance that.

15 CHAIRMAN WILSON: Quick question over
16 this though. How much is the thought behind the
17 working group's engagement on this directed to the
18 conversation that's moving in the community about a
19 social innovation fund for kids that, I think Wyman
20 and others are discussing, so how much of this, is
21 it separate from that conversation or is it
22 affirming those discussions that are going on? And
23 I ask the questions because if that be the case, if
24 it's affirmation of that which is moving in the
25 community already it may not be that we can get to

1 a cross point for all of our working
2 recommendations, there may be some but not others
3 if that is that discussion rather than another
4 social innovation forum.

5 COMMISSIONER JAMES-HATTER: Yeah, so
6 we think at this point in time, I think this is
7 where the conversation gets broadened, we'll be
8 able to figure it out. But we see this as a, not a
9 regional social innovation fund like for a
10 particular area but for the state of Missouri and
11 we feel very strongly if we are going to face the
12 issues and they're structural we're going to have
13 to act not only as a region in certain places,
14 we're actually going to have to act as a state and
15 so the Spirit of Missouri or whatever we're going
16 to call it is we are entrepreneurs, we are
17 discoverers and it is time for us to act and rise
18 to that history so we have a big history in place
19 but it is time for this state to step forward and
20 we think that would be a conversation that may be
21 welcome at that level as we start to break apart
22 the concerns that we have at a state level.

23 CHAIRMAN MCCLURE: Okay. And 14?

24 COMMISSIONER JAMES-HATTER: 15?

25 CHAIRMAN MCCLURE: My apologies.

1 COMMISSIONER JAMES-HATTER: The last
2 one is a massive placeholder and so I don't want
3 anyone, when we create these big placeholders it is
4 a strong realization that we have a very big idea
5 and it takes a lot of engagement but our children
6 at the end of the day really need the best district
7 leaders, the best school leaders, the best teachers
8 but it can not be absent culture and the culture of
9 the schools so we've been having this conversation
10 about how do we put these two there, we know that
11 even if you take the greatest teachers and you put
12 them in cultures that are not supportive of them,
13 if we don't have the funds to recognize teachers
14 will not solve all the inequities and we want to be
15 very careful that when we come out with our
16 recommendations it hits on yes, we need the adults
17 to be the strongest and the most education, we need
18 these cultures to be the most vibrant and
19 innovative where play can exist again for children
20 in discovery and we're holding it as a big
21 placeholder and lots of conversation in trying to
22 find the research but we hare careful not to make
23 it just a runoff recommendation as if the teachers
24 were smarter then everything would turn around,
25 there is a lot under this recommendation but we

1 want to put it there to make sure you know we're
2 hearing and it's there. So that's probably
3 directional in our request.

4 CHAIRMAN MCCLURE: So what I might
5 suggest is since we reacted to 14 the last time,
6 this was kind of a rename proposal that we just
7 focus on 15 for this and this is a question
8 directionally, are we comfortable with the
9 direction the working group is headed with 15
10 realizing that you're working on specifics to go
11 underneath this as you flush it out. What did you
12 call it, gigantic placeholder?

13 COMMISSIONER JAMES-HATTER: Gigantic
14 placeholder.

15 CHAIRMAN MCCLURE: Questions?

16 COMMISSIONER PULLIAM: Are you
17 waiting on a motion?

18 CHAIRMAN MCCLURE: Yes, if there are
19 no questions.

20 COMMISSIONER PULLIAM: so moved.

21 CHAIRMAN MCCLURE: All in favor say
22 aye.

23 All opposed?

24 COMMISSIONER JAMES-HATTER: And then
25 I would just like to wrap up just to give you an

1 update on one thing that was on our list from the
2 last time, we've had some testimony around it, as
3 it relates to equitable funding and you'll recall
4 that we had five different ideas that we are going
5 to be looking at. Commissioner Packnett added to
6 it the Recovery School District, we've had opening
7 conversations but we would like to recommend and
8 suggest to the Commission that this is such a
9 massive topic and in and of itself of how do you
10 find equity in funding for public education that in
11 the same way that we are thinking about please go
12 and bringing in outside experts. This really may
13 be the space in which that really needs to happen
14 and there's just really some very, very interesting
15 things that are going on in different states, from
16 Governor Wolf in Pennsylvania that is calling to
17 fund their foundation formula, that's one way,
18 certainly consolidating unified school districts in
19 Louisville and Los Angeles so we would just ask
20 that the Commission and the leaders of the
21 Commission consider taking this up as a big issue
22 of the full Commission, not just placed in our work
23 group. We'll certainly work hard for it but I
24 don't think it makes sense at some point in time
25 that I come up here and have 10 recommendations.

1 Just doesn't make sense.

2 So.

3 CHAIRMAN MCCLURE: Okay. That was a
4 matter of information for the Commission then?

5 COMMISSIONER JAMES-HATTER: Yes.

6 CHAIRMAN MCCLURE: Of where we are in
7 your thought process.

8 Okay. Thank you very much.

9 COMMISSIONER JAMES-HATTER: Thank you
10 very much.

11 CHAIRMAN MCCLURE: Commissioner Becky
12 James-Hatter.

13 Okay. I think we're ready to go to
14 Economic Inequity and Opportunity. Commissioner
15 Pulliam and Commissioner Sly.

16 COMMISSIONER PULLIAM: Good evening
17 Commissioners, we are so excited to bring to you
18 this first round of recommendations in two of our
19 areas of concern. As you know when we got our
20 charge it was very broad and it required a lot of
21 conversation. After a lot of meeting, deliberation
22 and debate we are able to pull the highlighted
23 areas under three themes and address them as asset
24 building and income, job creation and training and
25 access to opportunity via housing and

1 transportation. So we're bringing you two blocks
2 today, asset building and income, job creation and
3 training. I just want to say thank you so very
4 much for your patience. We have had an opportunity
5 to confer with leaders and experts, scholars and
6 thinkers from across the country that have been
7 generous with their time and their research. We
8 wanted to make sure that we thoroughly vetted any
9 recommendations that we bring to you so that you
10 would feel comfortable with due diligence with all
11 of those things moving forward. So from the start.
12 Here we go.

13 In job creation and training one of
14 the things that is primary in this space is a
15 better coordination between institutions of
16 learning and training and our institutions and
17 places of employment. What we've seen is a lot of
18 money spent in job training programs and some
19 inefficiencies there. So a better collaboration so
20 that we're training people for the jobs that are
21 available and are becoming available, that we're
22 doing it with some efficiency and that we're
23 collaborating to assure that we recognize that we
24 have a broad body in our population that we're
25 training and this is not a cookie cutter theme,

1 everybody can't go through the same program so we
2 need to be very specific understanding what their
3 real needs are and this is based on some great
4 research that we've gotten.

5 So number one, I can barely read this
6 myself, I should get my glasses. Expand the
7 transitional job programs and look at the
8 attributes of the programs that we know are working
9 well.

10 So what we want to pull to you and
11 bring with more specificity are the programs that
12 are working well, we want to look across that
13 spectrum, understand what before them is working
14 well and make a recommendation that anything that
15 we fund in this area is based on best index
16 practices so we're waiting on Coleman Truman to
17 call that information for us. To create a tax
18 credit accountability review commission, and this
19 would be a body of citizens that would review
20 allocations of tax credits to ensure that the way
21 they're being distributed has ultimate benefit for
22 community. We know that we've had some abuses in
23 those areas especially in community development so
24 we want to alleviate that by putting a second set
25 of eyes on it.

1 Incentivize programs for employers so
2 that they can hire hard to employ individuals, have
3 an internal career ladder and promote from within
4 so that employers have some responsibility to
5 develop, provide professional development
6 opportunity internally so that they're creating a
7 career pathway for their employees and expand the,
8 access to the programs and funding for the programs
9 that we know work, especially if they're getting
10 Department of Labor funds like SLATE. We pull that
11 out as an example but we know there are many things
12 that are working back so when we do the research
13 we'll pull those attributes and provide them for
14 you.

15 Additional incentives for employers
16 that offer new employment opportunity for targeted
17 employees, then we've got all of these
18 recommendations under enhancing and expanding the
19 collaboration between educational institutions and
20 employers by state. This seems like it's the most
21 critical. We've learned that this dysfunction in
22 this space is really inefficient so the job
23 training programs are outdated, they're not really
24 working, they're not providing the employers,
25 employees that our employers need, when they get to

1 the programs they don't have the basic skills that
2 are provided and so we want to make sure that we
3 address that. And we've got some tools here but
4 that is basically the goal in 6.

5 When we are spending taxpayer
6 dollars, public funds, we want to make sure that
7 the people that are getting these dollars are
8 actually accountable for the work that they're
9 supposed to be doing so there's a new standard that
10 we'd like to have in place for the training
11 programs and we'd like to measure those against
12 performance metrics so outcomes on the other end,
13 not just how many people did you train, but how
14 many people did you place in jobs, how long have
15 they been there, what support networks have you
16 provided for them.

17 We want to modify tax credit
18 contribution programs and target disconnected
19 youth. Disconnected youth are youth that are under
20 the age of 25 who are neither in school nor are
21 they employed. We know that they need a different
22 kind of program so we want to incentivize employers
23 that have internships and apprenticeships and
24 mentoring programs so that we can provide some
25 on-the-job training, paid, earn while you learn

1 situations because these young adults really need
2 to earn an income to get them connected to work.

3 In the innovation space around job
4 creation and job training, for example Launch Code.
5 We know that if we're a startup, we put in a lot of
6 resource regionally to get to that place, we visit
7 a lot of venture capital, public dollars to support
8 innovation and startup and all of a sudden we've
9 got all these jobs in tech and not enough
10 programmers. The employers are looking for
11 programmers so you have the programmers that decide
12 we can do this better than four year institutions,
13 we can do it better than anyone else, we know what
14 you need, they pull the program together, you have
15 the experts training people, some of these people
16 don't have GEDs or high school diplomas, they don't
17 have B.A.s but they can get trained by the
18 professionals to do these jobs in innovation spaces
19 and make better than a living wage, these are great
20 jobs. So we would like to further explore
21 opportunities to have nine experts and the
22 innovators partner with employers and provide that
23 training to close the gap of all these great jobs
24 out there that we just don't have the work force
25 developed to take advantage of them.

1 We looked at a new program that takes
2 young adults and in a truncated period provides for
3 them a network of support systems that enables them
4 to move from unemployment to professional
5 employment within a year. We know that it's
6 working in other places, but again when we look at,
7 when we had finished our research around the
8 attributes of these high performing programs we'll
9 bring those back to youth and ask, let you know
10 specifically what they are in that space.

11 One more. And we've touched on this
12 just a little bit but to be clear when we are
13 looking at best practices the current criteria that
14 we use in this space is on the front end so we're
15 counting heads. We want to turn all of that around
16 so it is based on outcomes and integrate the
17 elements of human capital development, infuse them
18 with the elements of labor force attachment which
19 are two theories that we have that are determinates
20 of success in the employment field and make sure
21 that we have a board of people that would be
22 accountable for helping us decide what that looks
23 like and holding these institutions accountable
24 when they use public funds for job training
25 programs.

1 So that is our block in job creation
2 and training. Questions?

3 COMMISSIONER ISOM: So a lot of this
4 is focused on young people who are not ready for
5 employment and that's important, but I think we
6 have a group of people of color and African
7 American young people who are prepared to be
8 employed and still don't have access to employment,
9 so one of the things I ask is is there information
10 about diversity in different entries, different
11 professions, areas throughout St. Louis where
12 diversity has not been something that's been
13 promoted? Companies that don't have diverse work
14 forces? Because I see young people have degrees,
15 who have just gotten out of college who are African
16 American can not find a job so I think that group
17 is very important too.

18 COMMISSIONER PULLIAM: Thank you so
19 much Commissioner Isom for that question. What
20 we're hoping is that our work to incentivize
21 employers to provide employment opportunity for
22 disconnected, not in school, not employed, that
23 captures that body of young adults that even if
24 they do have degrees we're hoping to capture them
25 in that space with incentives, with internal career

1 development ladders and pathways for employers and
2 then we'll also be looking at transportation, so
3 access to those employment opportunities as well.
4 But we haven't gotten to the transportation issue
5 but that's part of that problem.

6 COMMISSIONER BLACKMON: I have a
7 question. What are you recommending to make people
8 do this?

9 COMMISSIONER ISOM: That is really my
10 question.

11 COMMISSIONER BLACKMON: What are you
12 recommending to make, like when teachers don't make
13 their scores, when students don't score well on MAP
14 tests it impacts teacher's raises and it impacts
15 schools in significant ways in terms of funding.
16 When companies don't hire an appropriate number of
17 minorities what do you have, what are you
18 recommending to make them do that?

19 COMMISSIONER PULLIAM: Thank you so
20 much for that question.

21 In the private industry we cannot
22 dictate to private corporations what they do. What
23 we can do is say that for the development tools
24 that are funded with public dollars, whether that's
25 tax increment financing, an enhanced enterprise

1 zone, a HUB zone, a transportation improvement
2 district, a community improvement district, any of
3 those things that are financed with tax dollars in
4 order to be eligible for those monies you have to
5 have these certain criteria embedded in your
6 employment practices in your business. If you
7 don't have those things in your business then you,
8 we are hoping, we are suggesting and recommending
9 that the access to those public dollars would be
10 severely restricted by also enhancing priority and
11 preference for employers and development
12 opportunities that adhere to these specific
13 standards of economic and employment inclusion.

14 COMMISSIONER BLACKMON: Can we not
15 recommend that tax breaks be connected to diversity
16 numbers?

17 COMMISSIONER PULLIAM: Yes.

18 COMMISSIONER BLACKMON: So the
19 incentives that businesses get for building around,
20 I mean considering the tax break that they receive,
21 can that not be connected to performance numbers
22 and diversity? I don't know, I'm asking.

23 COMMISSIONER PULLIAM: I'm not sure
24 that I understand the question. So you're saying
25 in the private, in private industry can we

1 recommend that public incentives for private
2 corporations not be connected to a quota, a quota
3 for employment?

4 COMMISSIONER BLACKMON: No. I'm
5 saying businesses and companies that get tax breaks
6 for their companies, if they don't make diversity
7 numbers can you not connect the ability to get
8 those tax breaks to performance in hiring a diverse
9 work force?

10 CHAIRMAN WILSON: May I broaden your
11 inquiry? Because this is a lot about job creation
12 and training and so they're, the work force
13 diversity piece that you're suggesting but there's
14 also some things around training. Both of them
15 have to do with, some of these programs that you're
16 talking about are state funded so if I could try
17 this.

18 COMMISSIONER BLACKMON: Go ahead,
19 maybe I'm not making sense.

20 CHAIRMAN WILSON: If you're asking
21 about enforcement and we're asking about policy and
22 do we have the capacity to, to hold accountable
23 private industry, then perhaps not except in the
24 area where private industry does business or in the
25 same way where not for profits do business with the

1 state.

2 COMMISSIONER PULLIAM: Right.

3 CHAIRMAN WILSON: And so can there be
4 requirements for entities that do business with the
5 state for what those entities, the complexion of
6 those entities for certain business practices, and
7 actually you're suggesting some for the nonprofit,
8 you're saying if you don't have a program that
9 looks like this then you can't get state funding
10 for your job training program. What she's asking
11 is if you're not doing this in your business can
12 you not get state funding --

13 COMMISSIONER PULLIAM: That's
14 absolutely included, I'm sorry Commissioner
15 Blackmon, that is absolutely included there. So
16 any business that would take advantage of public
17 dollars in their application for those funds would
18 have to adhere to these job training and
19 development programs and that would be inclusive of
20 the internal professional development ladders and
21 career pathways. So you're absolutely correct.
22 Now if the private corporations don't apply for
23 those funds we don't have any teeth. But if they
24 want to do business with the state and if they want
25 to use public taxpayer's monies to incentivize or

1 subsidize that work then they would be adhering to
2 these recommendations around the inclusion, yes.

3 CHAIRMAN WILSON: So if that be the
4 will of the working group I don't believe that
5 comes through. As a matter of fact I was going to
6 ask a question about some of the language, we've
7 talked before about should consider versus shall
8 and in a number of these there is language about
9 considering things or assessing things versus
10 saying that someone should just do it. So perhaps
11 one way of getting at that is to suggest that there
12 is some recommendation around, and maybe a separate
13 call to action, but I invite the co-chairs to
14 consider this with the working group whether there
15 is the appetite for a call to action around
16 enforcement as relates to the state because I don't
17 see where, or I don't read and perhaps others do
18 where what you just said comes through here that,
19 these requirements particularly for corporate
20 interests here. I read them for the nonprofits who
21 want grant funding for their jobs training program,
22 that they've got to have specific best practice, I
23 don't read them here and maybe that's where the
24 question is coming from, for corporate interests
25 who would take advantage of state tax breaks, not

1 just grant funding. And they would be applying for
2 funding.

3 COMMISSIONER PULLIAM: So how about
4 this, what if we go back, clarify that language so
5 it is more forceful, make clear the linkage between
6 public funds and private corporation in terms of
7 what those incentives are and around the
8 enforcement I am more than willing to take that
9 back to the working group and see what they want to
10 do in the enforcement arena because right now
11 enforcement is if you don't do this you likely will
12 not get these public incentives that we know are
13 critical, especially development in our arena. But
14 we can clear up that language and make sure that
15 that link is solid.

16 CHAIRMAN WILSON: And again I think
17 it's something worth the group considering whether
18 there's an appetite for such and then come back to
19 us to talk about it.

20 COMMISSIONER PULLIAM: Around
21 enforcement.

22 CHAIRMAN WILSON: Yes.

23 CHAIRMAN MCCLURE: Just a clarifying
24 comment on number 7 and number 8, I think both of
25 those funding sources could end up ultimately at a

1 business or a hiring entity and, you know, the
2 state absolutely has the ability, it may in some
3 existing programs put requirements on the kind of
4 hiring that needs to be funded and if you don't
5 fund that kind of hiring then you don't get the
6 funds.

7 COMMISSIONER PULLIAM: Okay.

8 COMMISSIONER WILSON: Other
9 questions?

10 Technically as we noted before from
11 the commissioners there may be particular ones that
12 you want to pull out or there's some kind of
13 crosscutting questions as well but if there's a
14 particular one you want to pull out to raise.

15 COMMISSIONER JAMES-HATTER: I would
16 just say number 6, if there could be just to kind
17 of pull out further conversation between child
18 wellbeing, education equity back with when you're
19 talking about required public schools K through 12
20 to align instruction in those two, you know, this
21 is where we're deeply worried about the funding,
22 what they already have to do, the realignment of
23 curriculums changing and so if we're going to call
24 for that really understanding and making sure the K
25 through 12 have some input into that so I think

1 that's just a coordination piece on our end that
2 we'd like to have with your working group.

3 COMMISSIONER PULLIAM: So noted.

4 COMMISSIONER ALDRIDGE: I have a
5 question and I guess a comment. My comment is I
6 know I'm the least experienced on here, but
7 throughout your time I continue to hear you say
8 incentives for businesses and if they do, that, you
9 know, if they hire within and they build up the
10 ladder they would get this incentive. I don't know
11 if that's like already required by state but I'm a
12 little concerned that we're giving the businesses
13 too many like incentives to do the right thing or
14 what they could already be doing. If you do this
15 you get incentives when they probably should
16 already be doing that in the beginning.

17 And then my question is on number 11,
18 which I find, I mean I need to or a lot of young
19 people need to figure out this organization and we
20 need it here in St. Louis because to accelerate by
21 a year, is that really doable? I guess I would
22 just like to see the recommendation for this,
23 that's pretty quick. To go from unemployed to the
24 professional of the business.

25 COMMISSIONER PULLIAM: Doesn't that

1 sound like it's amazing? I know, but it's working.
2 So one of the things that we will do is bring that
3 information about that program to you so that
4 Commissioners can understand the kind of program
5 that we're saying that we need to explore and adopt
6 here so that we can get some funds behind that
7 accelerated movement. That's one. And the second
8 would be the incentives. These economic
9 development tools currently are not attached to any
10 requirements around proactively or intentionally
11 building diversity and inclusion into your hiring
12 and development programs or platforms in private
13 businesses. The only one that has a little bit of
14 that would be an enhanced enterprise zone where you
15 can get some tax credits if you employ people that
16 live in the area of the enterprise zone boundary or
17 a Federal HUB zone where if you have a business
18 there and a percentage of your employees live
19 within that HUB zone that you get an additional tax
20 credit in that program but you don't have to attach
21 those programs, right? So across the platform
22 there isn't any requirements that they do anything,
23 so. We're calling for them to do something with
24 public funds.

25 CHAIRMAN WILSON: Are there other

1 questions from Commissioners about recommendations
2 or calls to action 1 through 12 as presented from
3 the Economic Inequity and Opportunity working
4 group?

5 Before we note to take these as a
6 block I wanted to ask if there's unreadiness on any
7 of these that we wanted to pull out as we did
8 before, are there things that we want to get more
9 information about before we act on any of these?

10 COMMISSIONER BLACKMON: I have one.
11 I think unreadiness is what I'm feeling, and maybe
12 you can help me. I'm trying to discern how this
13 ends up with people having, actually having more
14 jobs and not just entry level jobs but jobs that
15 provide a quality of life for a diverse cadre of
16 people. I'm not seeing that.

17 COMMISSIONER PULLIAM: Maybe this
18 will help: One of the things that we learned from
19 Dr. Houser at the Brookings Institute that we need
20 different platforms of both training and access
21 based on their research from the Brookings
22 Institute depending on how citizens are situated so
23 it's sort of a meet people where you find them so
24 that's the first thing. So we have to make sure in
25 this area that we understand the signs and the

1 success levels of different components of community
2 and address those. So in the area that you're
3 talking regarding these access to professional
4 level jobs or higher wage jobs with a career
5 pathway what we're looking at is innovation in the
6 tax base and innovation space with Launch Code, a
7 program like that that provides high quality jobs
8 in professional settings where we know that there
9 are an abundance of jobs and taking people wherever
10 they are, without a GED, without a B.A., you don't
11 have to have an extensive background --

12 COMMISSIONER BLACKMON: But stop
13 right there.

14 COMMISSIONER PULLIAM: Okay.

15 COMMISSIONER BLACKMON: I will
16 suggest that there are people who don't start at
17 the bottom who still don't have jobs. Yeah, there
18 are a lot of people who have degrees, some multiple
19 degrees and they cannot find professional level
20 jobs. And I know it's complex but I'm asking you
21 is there anything that addresses that?

22 COMMISSIONER PULLIAM: Other than
23 finding a private, privately funded solution to
24 incentivize a private business to change their
25 hiring practices so that they hire more black and

1 brown people and are not racist and discriminate in
2 their practices within a private institution
3 there's actually very little that we can do other
4 than asking that people change their behaviors in
5 the private space. So the most access that we have
6 right now, I don't want to say -- preferences,
7 preferences where the public is included and the
8 public's funds are used to support and subsidize
9 work. I hear your question but in a private
10 industry I don't know what we do. In a public
11 industry, in a private industry or public or
12 not-for-profit or school that wants public support
13 there's a lot that we can do now. What we're
14 hoping is that by identifying these programs,
15 right, whether it's a Launch Code, whether it's a
16 build a union diversity, whether it's a year up,
17 that we're taking people there and putting them in
18 the jobs that we have. So these are intermediaries
19 that help folks so when you say they've got a
20 couple of degrees well Launch Code acts as an
21 intermediary to assist people in their hiring and
22 whether they have a GED or a couple Masters degrees
23 if they don't have a job and they go through Launch
24 Code and the innovation space that's how we can
25 help. They go through the Building on Diversity in

1 that construction space that's how we can help.

2 CHAIRMAN WILSON: Commissioner Gore?

3 COMMISSIONER GORE: On the question
4 of readiness it sounded to me earlier like we
5 weren't ready on a number of these, I took a
6 discussion of what the recommendation was with
7 respect to how the program -- so we already have,
8 there's legislation, there's practices in place
9 where we do have a government funded project, like
10 for instance I'm on the library board, we spent \$70
11 million renovating the library. When we bid out
12 that work there were requirements that the bidding
13 on that work had to be in terms of minority
14 participation, work force participation, some of
15 the stuff that got negotiated and included you got
16 to have a certain number of apprentices on each job
17 and we want to see this number of people developed
18 during the course of this project and these are
19 becoming pretty commonplace in those types of
20 public projects and that makes sense to me, it's
21 already done and something that's part of our
22 system.

23 COMMISSIONER PULLIAM: Yes.

24 COMMISSIONER GORE: Are you saying
25 when you have a situation where you have a

1 corporation where there's a competition among
2 cities, regions, whatever, saying, you know, we
3 want this corporation to locate in our area because
4 they're going to bring jobs that we're going to say
5 okay, before you can even -- I think it's
6 unworkable to say that beyond the public projects
7 situation I don't think it's, I don't know that it
8 would be productive or smart to say we're not going
9 to be competing for these businesses, providing
10 incentives for these businesses to locate in our
11 region unless they meet these requirements because
12 I don't think, from what I have seen you're not
13 really in a position to do that, they take turns in
14 that situation when you're dealing with a purely
15 private company. So it's unclear to me, I thought
16 the recommendation just related to public projects
17 which I understand. If it goes beyond that then I
18 would say that I'm not ready to act on that because
19 I don't understand how that would work.

20 COMMISSIONER PULLIAM: You're
21 absolutely right Commissioner Gore. The way that
22 would work is that we would hope there would be
23 private businesses that want to take advantage of
24 the incentives that we have and move to our area.
25 Again in on private enterprise as you well know we

1 don't have teeth, in a public enterprise with
2 public dollars we do and one of the items that you
3 can look forward to is ending the disparity
4 regarding around the WMBE, Women and Minority Owned
5 Business Enterprise legislation, we've got that
6 going on right now in the city, it hasn't been
7 passed at the county level and it frequently is
8 negotiated into every development opportunity. So
9 we will be coming back with a call to make sure
10 that that is standard practice. We don't have that
11 yet, all of our work isn't done, but you're right.
12 It's unfortunate that we don't have a tool at our
13 disposal to change the way individuals act in their
14 private enterprise. If there were one I'd bring it
15 to you.

16 COMMISSIONER SLY: Can I chime in,
17 just for one second?

18 What I'm hearing here I think from
19 Commissioner Blackmon and Chief Isom and
20 Commissioner Gore is there are very qualified
21 college graduates out there that can't find jobs.
22 And what kind of background, what kind of degrees
23 are we talking that can't find jobs in this
24 environment? I'd just like more clarification.

25 COMMISSIONER BLACKMON: Marketing,

1 business, psychology, you know, different degrees
2 but I have at least three or four people just at my
3 church who have graduated and can't find, you know,
4 they end up in jobs, I don't want to name companies
5 because I'm going to say it's good to have a job
6 and they want to work but they end up in jobs that
7 theoretically you should be able to get without a
8 degree and that was my concern. So that I know we
9 need to put people who aren't working to work, I
10 know we need those access but also I was wondering
11 if there's any way to have some monitoring or
12 something about people who have degrees and can't
13 get jobs. Now I'm not doing the interviewing,
14 okay, so, but they I guess I'm coming from this
15 standpoint with it, I'm saying if we tell our
16 children to go to school and get an education and
17 they do that and they come out of college and they
18 still can't get jobs that reflects that they went
19 to college that that's a problem and I don't think
20 that I'm the only one who's seen that.

21 COMMISSIONER SLY: You're not the
22 only one that's seen that. Honestly I don't think
23 we've addressed this issue in these
24 recommendations. The college educated, I mean
25 that's an economic mobility issue that I'm going to

1 address here in a minute but that's a sign of our
2 times. I tell my kids if you don't have a Masters
3 degree today is equivalent of a Bachelor's degree
4 10, 20 years ago. And if you don't have at least a
5 degree that's like having a high school degree 10
6 to 20 years ago. The world has changed and it's
7 moving on and the requirements are higher and
8 higher because the world is more competitive than
9 it ever has been. But we haven't, to answer your
10 question honestly I don't think we've addressed it.

11 CHAIRMAN WILSON: Commissioner
12 James-Hatter?

13 COMMISSIONER JAMES-HATTER: So I just
14 want to say from one commissioner to the other I
15 know how hard it is to write these reqs and they
16 come out and make all the sense that you're trying
17 to make and so I would just, you know, like to say
18 to you the more you talk, you know, I mean this is
19 kind of what happens, the more you talk about it
20 the more it makes sense and so I just think that
21 you're probably teasing through language at this
22 point, you've got some real good stuff, like I
23 wrote down different platforms about where people
24 are and what the recommendations are so I would
25 just, I'd just like to say I know how hard it is to

1 write these to where they make sense and I think
2 there's a lot of good stuff here, that you may just
3 have to pull on this thing a little bit further to
4 get to some of the real nuggets that when you talk
5 are really coming out. So I just want to elevate
6 you on that and say this is hard to get these
7 right.

8 COMMISSIONER PULLIAM: This has been
9 particularly challenging and one of the things we
10 are grateful for is we now have the Truman School
11 that's responding to our request for research in
12 this area. So what you will find in this space is
13 a supplement of research and an index that will
14 outline what we've explored on both sides of the
15 issue, make what those models are, what their
16 success rates, how they came to us because we
17 recognize that this is a, this is a tough, a really
18 tough thing, right, so we're trying to basically
19 eliminate poverty, right, we want people to have
20 access, we want to go from number 43 to number 10.
21 This is a tough road to be on but there are tools
22 and pathways to do it so we will have a body of
23 research available to commissioners and just to
24 outline that, I forgot to hand out to you, we are
25 talking about the working poor, I have a five page

1 draft here of literature review to help us
2 understand who we're talking about, where they were
3 in this unemployment and when they're stagnant
4 economically. So it's, yes, anticipate that we
5 have lots of good stuff for you. But I will share
6 this with you.

7 CHAIRMAN WILSON: Recognizing that
8 we've got a little bit more to go here but it seems
9 like a lot of discussion is around calls to action
10 3 and 5 and there may be some desire to revisit and
11 improve upon them. So I wanted to see if the will
12 of the body was such that if we racketed those to
13 call to action 3, call to action 5, recognizing
14 there are some ways those could be enhanced and
15 just from what we're seeing and here in the
16 conversation some of that work's already been done,
17 perhaps we bracket those for the working group to
18 have some opportunity to go back and deal with and
19 we can take the rest to move as a group if there
20 is, if that is okay.

21 Have I effectively identified the two
22 that have the most capacity to move, to interpret
23 the language or the spirit of the discussion here,
24 this modification of incentive programs for
25 employers and amendment of procurement scoring

1 systems around preference for employers offering
2 new employment for targeted employees and I think
3 that's an area maybe that we can work with on these
4 two levels. Is that agreeable to the group?

5 COMMISSIONER JAMES-HATTER: I would
6 say a couple of bullets in 6.

7 CHAIRMAN WILSON: A couple of bullets
8 in 6? Okay. The coordination with the child
9 wellbeing.

10 COMMISSIONER PULLIAM: Right.

11 CHAIRMAN WILSON: So if we pulled for
12 the working group to come back to us on calls to
13 action 3, 5 and 6 is there any unreadiness on any
14 other area?

15 COMMISSIONER ALDRIDGE: To me
16 personally I want to see 11.

17 CHAIRMAN WILSON: What do you mean?

18 COMMISSIONER PULLIAM: You want the
19 research on 11?

20 CHAIRMAN WILSON: Okay. And it's a
21 long list, we've got 12 here, so of the 12 we're
22 just asking for more of this or some refinement on
23 calls to action 3, 5, 6 and 11, so two-thirds of
24 what we've got then still we can take. So I'm
25 asking then for us to see whether there is action

1 if, there is a commissioner who's willing to move
2 action on calls to action 1, 2, 4, 7, 8, 9, 10 and
3 12.

4 COMMISSIONER ISOM: So moved.

5 COMMISSIONER JOHNSON-JAVOIS: Second.

6 COMMISSIONER WILSON: All in favor of
7 the moving for these two-thirds of the priority
8 area and job creation and training please notify by
9 saying aye.

10 Opposed?

11 Any abstentions?

12 Motion carried. Thank you very much
13 to our co-chairs here.

14 We now move to the area of
15 recommendations on priority area asset building and
16 income.

17 COMMISSIONER PULLIAM: I just want to
18 clarify that you, that the Commissioners would like
19 to see an effort around enforcement language as
20 well, 3, 5, 6, 11 and enforcement language.

21 CHAIRMAN WILSON: Yes, ma'am.

22 COMMISSIONER PULLIAM: All right.

23 CHAIRMAN WILSON: I'll just add
24 really quick, just personally, I think one of the
25 things that we could provide is an opportunity,

1 we've done this in some other areas where you were
2 talking about a little bit of challenge with the
3 private sector enforcement, perhaps a community
4 score card around diversity, provide some
5 opportunity for transparency that's not an
6 enforcement but it is an offering from a community
7 standpoint about what diversity looks like with a
8 score card. It's an offering to be considered,
9 nothing more, nothing less, nothing you commit to.

10 Commissioner Sly?

11 COMMISSIONER SLY: We're really going
12 to have some fun now, 13 to 24. We mentioned it,
13 Felicia mentioned it, we mentioned at previous
14 meetings, a lot of this is about economic mobility
15 where St. Louis region is ranked the 19th largest
16 region in the country but 43 in terms of economic
17 mobility and one of the things we've learned with
18 all our research with all the academics and other
19 folks that have talked to us it's probably even
20 more about asset building than it is about income.
21 It's about two-thirds/one-third the way I'm reading
22 it. You can get income levels up, you can do that
23 a lot of ways, you can raise the minimum wage, you
24 can encourage union activity, you can do a lot of
25 earned income tax credits, some of those things are

1 recommended here but in terms of building assets a
2 lot of our recommendations and calls to action are
3 around those subjects and a lot of them are
4 financial institution related. You've had all
5 these calls to action since last Thursday so I'm
6 not going to read every one of them but there are a
7 zillion acronyms in these documents and I just want
8 to make sure that everybody understands what they
9 mean. Because I had to put Felicia through a test
10 that she excelled at before this meeting to make
11 sure that I had them right.

12 The first one on number 13, CFPB is
13 Consumer Financial Protection Bureau. CDFIs are
14 Community Developed Financial Institutions, you
15 will see that throughout these documents, that's
16 basically credit unions and other financial
17 institutions, it's a very broad term. CDBG,
18 Community Development Block Grants are throughout
19 here. CRAs, Community Reinvestment Act. CDFI,
20 again Community Development Banks and on and on.
21 Those are the key acronyms that are throughout
22 these documents but what we're trying to do here is
23 remove some barriers to create an asset like
24 capping the APR on payday lending as you see in
25 number 13, the first one. But most of them are not

1 removing barriers, most of them are developing ways
2 to build assets through family development acts and
3 as we said in an earlier meeting child development
4 acts and the like where people have an incentive to
5 save, an incentive to build equity. So I'm not
6 going to go through every one of these, you've had
7 them since Thursday but Felicia and I are open to
8 questions. We had a great work group, I've got to
9 tell you that I don't understand every one of these
10 financial programs, I think Felicia has a better
11 understanding than I do of them because she's
12 worked with them in the community but we'll do our
13 best to address your questions.

14 CHAIRMAN WILSON: Commissioners are
15 there questions regarding the asset building and
16 income recommendations that they've put before you?

17 We know that there are at least a
18 couple, well there's one where there's a requested
19 discussion at the Commission level due to lack of
20 consensus on 24 so we'll leave time for some
21 discussion here but then also 22 and 23 are pending
22 fiscal impact and skills so we can take those as
23 directional for any discussion as we go forward.

24 CHAIRMAN MCCLURE: My question is not
25 about a specific recommendation but more the

1 feeling of the co-chairs from the working group
2 discussions and you've had several meetings that
3 have really done deep dives into community-based
4 financial institutions and their ability to serve,
5 under serve populations and I guess I will just ask
6 you how the two of you feel about kind of the depth
7 of these recommendations to be able to address some
8 of the barriers that seem to be there to get
9 services for asset building into those communities.
10 The Fed economist that spoke to us was very clear
11 about programs that work, I'm wondering do we feel
12 like our recommendations move us to the point where
13 we feel like some of those barriers might come
14 down?

15 COMMISSIONER SLY: I don't know if we
16 have a slide on the makeup of the working group?
17 Is that available?

18 This might help answer your question
19 Rich. We had some really, really good discussions
20 with some experts, Patrick Adams, the St. Louis
21 Community Credit Union, Paul Woodruff, Prosperity
22 Connection, Jack Schreiber, president of Commerce
23 Bank. Ginger Imster had some incredible insight
24 for us and you can see some of the other names on
25 this working group that were all part of helping us

1 develop solutions and I learned a heck of a lot,
2 you know, there's a lot more to learn here but I
3 got to tell you these people really know what
4 they're talking about.

5 COMMISSIONER PULLIAM: Yeah, I feel
6 really good about the recommendations especially in
7 this space in terms of set building because what
8 it's going to do is provide access to financial
9 assets that have previously been denied community
10 either because they couldn't get them from a
11 private commercial banking institution or they
12 literally couldn't access them because they're just
13 not available. So expanding this platform around
14 helping people use financial institutions with
15 tools that are specifically designed for them,
16 relieving some of the burdens and penalties around
17 the use of those financial assets and helping build
18 a foundation for people. We think there is a good
19 work locally and nationally here so we've heard
20 from our friends in commercial banking that the
21 things that we wanted them to do that's just not
22 what they do. But by strengthening the CDFIs and
23 providing an opportunity for maybe community
24 banking, for getting that state matching funds it
25 was \$4 million but people didn't access the CDAs,

1 IDAs and FDAs, the family child and individual
2 development acts but partially that roll-out was
3 not culturally competent, right? So you had
4 commercial banks offering these tools to unbanked
5 people that weren't coming there, right? So then
6 they had this \$4 million matching fund and they
7 said nobody's coming to get this money, they
8 reduced it to \$350, what we're asking is we
9 increase it back to the original 4 million in match
10 but have these tools coming from institutions that
11 are community based because place matters, place
12 matters.

13 CHAIRMAN WILSON: Other questions
14 from Commissioners?

15 So then because there's a lack of
16 consensus on one point, item 24, may I ask if in
17 fact we could actually move the other items and
18 then have discussion on item 24, if that would be
19 okay for the group? So if there is anyone ready to
20 move on the calls to action in asset building and
21 income then we can take that motion, act upon it
22 and then come to discussion on 24.

23 COMMISSION MEMBER: So moved.

24 COMMISSION MEMBER: Second.

25 CHAIRMAN WILSON: So moved and

1 properly seconded that we affirm the calls to
2 action from the economic inequity and opportunity
3 working group number 13 through 23.

4 All those in favor please notify by
5 saying aye.

6 Opposed same sign.

7 Any abstentions?

8 Seeing none the motion carries.

9 Now comes call to action number 24
10 noting that the co-chairs have requested discussion
11 at the Commission level given the fact that
12 consensus was not achieved during the working group
13 session. Call to action is protect the right of
14 workers to organize and collective bargaining with
15 accountable bodies being the Missouri legislature
16 and the governor.

17 Co-chairs because perhaps it's
18 helpful to give us some context for the discussion.

19 COMMISSIONER SLY: I wouldn't say
20 there wasn't consensus, I would think that the NLRB
21 protects those rights and I have nothing to add. I
22 mean I don't know what kind of discussion you can
23 have around it.

24 COMMISSIONER ALDRIDGE: I got a
25 comment. So that looks like that's its Right To

1 Work bill that the governor --

2 COMMISSIONER SLY: That's not what
3 we're talking about.

4 COMMISSIONER ALDRIDGE: It says
5 protect the rights of workers to organize and
6 collectively bargain.

7 COMMISSIONER SLY: I don't where
8 Right To Work is coming from.

9 COMMISSIONER ALDRIDGE: Isn't that
10 basically what the Governor vetoed? So workers can
11 continue to organize and collectively bargain?

12 COMMISSIONER SLY: Yeah. I don't
13 know that they're necessarily related, they're two
14 different things. What 24 says is protect the
15 right of workers to organize and collectively
16 bargain.

17 COMMISSIONER ALDRIDGE: Yes. Okay.

18 COMMISSIONER SLY: It doesn't say
19 anything about Right To Work. We can talk about
20 that if you want to. It's a different subject.

21 CHAIRMAN WILSON: So maybe it's
22 helpful for us to know, this has this note on it,
23 just where the note came from if there's no, if
24 there's consensus in the working group on the
25 point --

1 COMMISSIONER JOHNSON-JAVOIS: There's
2 not consensus in the working group. There were two
3 working group members who on this point did not
4 come to agreement therefore there was no vote taken
5 on number 24. The main issues were there's an
6 assumption that the right to organize is already
7 there so why have it and the other side that right
8 is diminished every time legislative session comes
9 so we need to have it and those two points are why
10 we could not affirm consensus.

11 COMMISSIONER SLY: That's an
12 excellent summary.

13 COMMISSIONER AHLBRAND: I know
14 there's a lot of confusion about this, I know you
15 all know where I stand on this issue but what a lot
16 of people don't know is that in 2007 the Missouri
17 Supreme Court sustained, it's in the Missouri
18 Constitution, the Missouri Supreme Court ruled that
19 all workers in Missouri including public employees
20 have the right to collective bargain. So that is a
21 right that's in our State Constitution.

22 CHAIRMAN WILSON: Perhaps because I'm
23 a preacher and I'm pretty intentional about words
24 or at least I am when I have some sleep this word
25 protect may be the crux of the matter here. If

1 there is a sense of erosion that perhaps crux is
2 someone in the group asking us to affirm, to hold
3 against this erosion. Is that what's happened?

4 COMMISSIONER PULLIAM: That's my
5 understanding, yes.

6 CHAIRMAN WILSON: So then from the
7 Commission is there concern with, is there further
8 move that you desire about this call to action to
9 protect the right of workers to organize and
10 collectively bargain? Is there further discussion
11 we need to have on this point or are we ready to
12 act on it?

13 COMMISSIONER ALDRIDGE: I may be
14 unclear if I guess the Right To Work and these two
15 are not the same thing.

16 AUDIENCE MEMBER: Sir, Right To Work
17 is code for attacking the labor rights. It's
18 attack on labor.

19 COMMISSIONER SLY: Thanks Scottie, we
20 missed you. I'm glad you came in.

21 AUDIENCE MEMBER: Couldn't stay away.

22 CHAIRMAN WILSON: So I think what we
23 want to do, we affirm and we note that what we do
24 get implemented, we're not using in all case
25 specific language from, that's out there in the

1 ether if you will, in the environment, we want to
2 take these words for what they are and this is a
3 principle that we would then pass and so this would
4 surpass from one session to another any particular
5 actions that are up now, have been vetoed, have
6 expired. So I don't think this is an affirmation,
7 we have had cases where we have spoken specifically
8 to bills. I don't see this as doing that, I'm
9 hearing the co-chairs saying that they're not
10 seeking to do that and that hasn't been the context
11 of the conversation in the working group so I think
12 this is just what it is on its face. It's a value
13 statement.

14 Any further discussion?

15 Any other questions? Floor is open
16 for a motion.

17 COMMISSIONER AHLBRAND: So moved.

18 CHAIRMAN WILSON: We have a motion on
19 the floor to protect the right of workers to
20 organize and collective bargain as articulated in
21 call to action number 24 on the economic inequity
22 and opportunity. Do we have a second?

23 COMMISSIONER MEMBER: Second.

24 CHAIRMAN WILSON: All those in favor
25 please notify by saying aye.

1 Opposed same sign.

2 COMMISSIONER ALDRIDGE: Aye.

3 CHAIRMAN WILSON: Any abstentions?

4 COMMISSIONER BLACKMON: Abstain.

5 COMMISSION MEMBER: Abstain.

6 CHAIRMAN WILSON: The record notes

7 two abstentions, one vote against and motion

8 carries.

9 It perhaps is helpful at this point

10 to note as we talk about principles that apply to

11 bills and require some interpretation point 19 is

12 one such house bill, 722 will be one that will be

13 spoken into the conversation if we are talking

14 about protecting the local government's ability to

15 innovate above the minimum policy standards

16 maintained by the Federal or state government to

17 meet the special needs of their communities.

18 There's conversation going on in that bill since, I

19 believe it has passed but it sits awaiting action

20 and it centers around a lot of the conversation and

21 its interpretation has to do with whether

22 municipalities have the opportunity to raise

23 minimum wage standards, so. Here we have not

24 spoken specifically to the bill but we have spoken

25 on principle.

1 So is there anything further from the
2 co-chairs regarding this work?

3 COMMISSIONER PULLIAM: I would just
4 like for you to know that we've had a robust
5 discussion around raising the minimum wage, we have
6 a think tank researching what that means so that we
7 understand what it looks like, what the call from
8 community looks like and then we'll be bringing
9 that back as soon as the research is complete.

10 CHAIRMAN WILSON: Thank you very
11 much.

12 At this time we thank our co-chairs
13 and working group members for their great work in
14 all of the areas, specifically changes for your
15 engagement and action on these recommendations for
16 the Child Wellbeing and Education Equity work group
17 and the economic inequity and opportunity work
18 groups on tonight and their movement. I believe
19 and staff has been keeping track of this if all of
20 these are appropriate from the last document I saw
21 we're up to about 90 calls to action in various
22 categories and while we note that that's a
23 significant amount of activity and work that's been
24 done by these volunteers in these working groups it
25 also makes it a whole lot harder to develop a

1 narrative for this final report. But we thank all
2 of these work groups for the comprehensive
3 discussion and consideration of these topics.

4 CHAIRMAN MCCLURE: Just quickly
5 before Starsky closes out I want to on behalf of
6 Starsky and I thank our outstanding presenters and
7 facilitators who reacted on very short notice to
8 come be with us to tackle this topic tonight and to
9 our managing director Bethany Johnson-Javois and
10 her team For making a quick pivot and realizing
11 that this was an important topic in this time and
12 this moment to address so thank you for your hard
13 work to do that.

14 CHAIRMAN WILSON: We do have one more
15 bit of action. We do have minutes Commissioner due
16 from the June 8th meeting for approval so the floor
17 is open for an action on those.

18 Move and properly seconded that we
19 approve the minutes of June 8th, 2015.

20 All in favor notify by saying aye.

21 Opposed same.

22 Abstentions?

23 Motion carries. Thank you very much.

24 We remind you in our community, you
25 may have already gotten information about Youth

1 Speak so our next meeting of the Commission will be
2 July 13th but before then on the 27th.

3 COMMISSIONER JOHNSON-JAVOIS: Yes,
4 Saturday. On Saturday from 10 to 5 o'clock we have
5 a Youth Art Speak event, everybody is invited to
6 come, we're focused on young people ages 14 to 19
7 with an open session from 4:15 to 5 o'clock to see
8 what happened early during the day for their
9 performance. That location is Grand Center Arts
10 Academy. Again this Saturday from 10 to 5.

11 Thank you.

12 CHAIRMAN WILSON: We are pleased to
13 be able to do that. We have wanted, we had a
14 significant youth engagement January 10th, we
15 wanted to do that again, we are able to use art now
16 to incorporate some of the things, discussion that
17 we've been having to give you the input on them and
18 on July 13th we'll come back and reflect on the
19 input from there. So if you can't make it or you
20 just don't feel young enough to hang out on
21 Saturday then on July 13th we'll engage that
22 content with the Commission to have the opportunity
23 to bring that into our work together.

24 We invite you all to stand as we
25 prepare to close. We give thanks to all of you, we

1 give thanks for the hospitality of this space and
2 for all of you for coming and being with us,
3 particularly those of you who are returned again
4 for this time.

5 It has become our tradition perhaps,
6 really appropriate as we have been thoughtful about
7 trauma on today and toxic stress take an
8 opportunity after the difficulty of a long day and
9 after engaging in very deep issues to take some
10 time in silence and reflection as we close our time
11 together. So we invite you to a period of peace.

12 (Moment of silence)

13 Thank you very much. We stand
14 adjourned.

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17 (Whereupon, the meeting was adjourned at 8:58 p.m.)

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REPORTER CERTIFICATE

I, SUZANNE BENOIST, Certified Shorthand Reporter, do hereby certify that there came before me at Meramec Community College 11333 Big Bend Boulevard, St. Louis, MO 63122, the above-referenced parties, that the proceeding was translated and proofread using computer-aided transcription, and the above transcript of proceedings is a true and accurate transcript of my notes as taken at the time of said event.

I further certify that I am neither attorney nor counsel for nor related nor employed by any of the parties to the action in which this examination is taken; further, that I am not a relative or employee of any attorney or counsel employed by the parties hereto or financially interested in this action.

Dated this 23rd day of June, 2015.

SUZANNE BENOIST, RPR, CCR, CSR-IL

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