

Special Committee on Poverty Reduction and Prevention
December 5, 2019

SPECIAL COMMITTEE ON POVERTY REDUCTION AND PREVENTION
SUBCOMMITTEE ON JOBS & EDUCATION

Dobbins Technical High School
2150 West Lehigh Avenue
Auditorium
Philadelphia, Pennsylvania 19132
Thursday, December 5, 2019
4:10 p.m.

PRESENT:

SHARMAIN MATLOCK-TURNER, CO-CHAIR
MEL WELLS, CO-CHAIR
PRESIDENT COUNCIL DARRELL L. CLARKE
H. PATRICK CLANCY
ALEXANDREA ROBINSON-ROGERS
OTIS HACKNEY
PEDRO RAMOS
YVETTE NUNEZ
CAROL de FRIES
MALIK BROWN

RESOLUTION: 190239

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2 MR. WELLS: Thank you for
3 showing up for the Special Committee on
4 Poverty. We're trying to do a
5 reduction hearing because we really do
6 appreciate you. We know it's cold out
7 there, so we do thank you for coming
8 over today.

9 The Special Committee on
10 Poverty Reduction and Prevention of the
11 Council of the City of Philadelphia
12 will hold a public hearing on Thursday,
13 December 5th, today, 2019 at 4:00 p.m.
14 at Dobbins Technical High School, 2150
15 West Lehigh Avenue, Philadelphia, Pa
16 19132, to hear the testimony on the
17 following items: 190239, Resolution
18 authorizing the creation of a Special
19 Committee on Poverty Reduction and
20 Prevention to hold hearings to propose
21 and implement actionable policies and
22 programs that substantively prevent
23 and alleviate poverty in every
24 Philadelphia neighborhood.

25 I think we're all here today

1 to figure out a way to help our
2 community come out of poverty. Right
3 now I'll pass it to the Co-chair
4 Ms. Sharmain Matlock-Turner.

5 MS. MATLOCK-TURNER: Thank
6 you very much. Thank you to my
7 Co-chair Mel Wells, who has been doing
8 a terrific job on this committee.
9 Please give him a hand.

10 (Applause.)

11 MS. MATLOCK-TURNER: As well
12 as the wonderful work he does in the
13 community as President and CEO of One
14 Day At A Time. Please excuse my voice.
15 I've come down with a little cold, but
16 I definitely wanted to be here with you
17 this evening to make sure that we
18 continue the conversation and the
19 deliberations around really working on
20 this important issue.

21 My name again is Sharmain
22 Matlock-Turner. I'm the President and
23 CEO of the Urban Affairs Coalition. I
24 want to thank all of you for being here
25 this afternoon to talk about a very

1 critical issue that's facing our city.
2 I want to thank City Council led by
3 City Council President Darrell Clarke
4 for selecting Councilwoman Maria
5 Quinones-Sanchez, Eva Gladstein, Mel
6 Wells and myself to serve as Co-chairs
7 of City Council's Special Committee on
8 Poverty Reduction and Prevention.

9 UAC has been a trusted
10 partner in this work for over 50 years.
11 The more than 80 area nonprofits and
12 social entrepreneurs who are a part of
13 the UAC family of programs work every
14 day to end homelessness, find paths and
15 bridges to self-sufficiency, support
16 quality education, help youth plan
17 their futures and so much more.

18 We believe in a multi-faceted
19 approach to achieving self-sufficiency
20 and we have over the years seen
21 friends, family and neighbors succeed
22 and move on to productive and
23 fulfilling lives. However, it is no
24 secret that the City of Philadelphia
25 has almost 400,000 of our 1.6 million

1 citizens living below the poverty line.

2 They are children, they are
3 adults, they are workers, they are the
4 disabled and they are our seniors.

5 Only with recognizing the unique needs
6 of each person will we be able to craft
7 the solution necessary to begin the
8 process to end poverty. The work will
9 require the collaboration of the
10 partners in this very room representing
11 government, the private sector, the
12 public sector, foundations and each of
13 us as individual citizens.

14 As we are starting with a
15 blank slate -- however, we are not
16 starting with a blank slate. I want to
17 thank City Council for the 2019 report
18 narrowing the gap strategies to
19 alleviate poverty and prevent poverty
20 in Philadelphia. This report lays out
21 27 strategies and recommendations to
22 begin our conversation and
23 deliberations.

24 The Council states in the
25 report that we think this is a good

1 beginning and I quote, "we do not
2 presume that these ideas are
3 comprehensive solutions to poverty, nor
4 do we believe that they are the only
5 solutions." However, I do believe that
6 this report is a good place to start to
7 specifically tackle the issue of
8 poverty in Philadelphia.

9 The Narrowing The Gap report
10 identifies three areas that are crucial
11 to tackling the issue of poverty.
12 Housing, jobs and education and the
13 social safety net. Each of these areas
14 was developed into a subcommittee to
15 focus on developing policies and/or
16 programs to tackle poverty. Some of
17 you may have attended the public
18 hearings for the Social Safety Net
19 Subcommittee which was held on November
20 18th and the Housing Subcommittee on
21 November 25th.

22 As the Co-chair along with my
23 good friend Mel Wells of the Job and
24 Education Subcommittee, we look forward
25 to engaging in our conversation today

1 for the third hearing. We ultimately
2 hope to identify three to five key
3 policy areas that can be tackled both
4 in the short-term and in the long-term.

5 The Jobs and Education
6 Subcommittee has met several times over
7 the last few months to discuss the
8 recommendations in the Narrowing The
9 Gap Report, where other opportunities
10 exist around jobs and education, to
11 tackle poverty in the City. I would
12 like to personally thank the members of
13 the Job and Education Subcommittee for
14 their participation in this process.

15 I'm going to ask those who
16 are a part of the panel this afternoon
17 to introduce themselves and to thank
18 all of the others who have been an
19 important part of this work and this
20 effort. Today we will hear from
21 several panels that will briefly
22 provide testimony about the importance
23 of jobs and education.

24 We will call each panel up
25 one by one to provide testimony and

1 members of the Subcommittee will be
2 allowed, I say that with quotes, will
3 have the opportunity to ask questions
4 of the panelists after they have
5 spoken.

6 After all the panelists have
7 provided testimony, we will also make
8 sure there is opportunity for those
9 who've joined us today who would like
10 to share some comments, have the
11 opportunity to do so. And the
12 gentleman right over here with his hand
13 up will take your name and we will make
14 sure that we call on you to hear what
15 you think the City needs to do to fight
16 this issue.

17 We expect to continue our
18 deliberations with a report ready for
19 the City in early January. We know
20 that the time frame is very fast, but
21 it doesn't mean that we're going to
22 stop working on the issue because we
23 give our initial thinking around how to
24 work on this. The important thing is
25 going to be able to find the resources

1 and the ongoing commitment not just for
2 today, but for the future as well.

3 The Council President along
4 with the Mayor and I think many of us
5 have agreed that our initial push must
6 be to lower that 400,000 poverty rate
7 by at least 100,000 people and to lower
8 the cost of what it means to live below
9 the poverty line in the City of
10 Philadelphia.

11 So with that, I thank you for
12 your time. I ask that we all are
13 respectful of one another. I will ask
14 my Committee members to introduce
15 themselves and then we will call up the
16 first panel to hear their comments.
17 Thank you very much.

18 MR. CLANCY: Good evening,
19 everybody. I'm Patrick Clancy,
20 President and CEO of Philadelphia
21 Works. We are the workforce
22 development board for the City of
23 Philadelphia. We invest the money that
24 we get from the state into services to
25 help people go back to work.

1 MS. ROBINSON-ROGERS: Hello,
2 I'm Ali Robinson-Rogers from the School
3 District of Philadelphia. I am the
4 Executive Director of the Office of
5 Post-secondary Readiness and we focus
6 on increasing support to students in
7 the areas of college and career
8 readiness, workforce development,
9 military options and higher
10 partnerships.

11 MR. HACKNEY: Good afternoon,
12 everyone. My name is Otis Hackney. I
13 am the Chief Education Officer for the
14 City of Philadelphia in the Mayor's
15 Office of Education.

16 MR. RAMOS: Good evening,
17 everyone. My name is Pedro Ramos. I'm
18 the President of Philadelphia
19 Foundation which is a community
20 foundation that grows effective
21 philanthropy for Southeastern
22 Pennsylvania, Camden and Burlington and
23 promotes both philanthropic and civic
24 leadership in the community.

25 MS. NUNEZ: Good afternoon.

1 My name is Yvette Nunez. I'm Vice-
2 president of Civic Affairs at the
3 Chamber of Commerce for Greater
4 Philadelphia, which is a nonprofit
5 membership organization representing
6 businesses that employ more than
7 600,000 in the Philadelphia region.

8 MS. de FRIES: Good evening,
9 everyone. My name is Carol de Fries.
10 I'm the Vice-president of Workforce and
11 Economic Innovation for Community
12 College of Philadelphia. The college
13 is a comprehensive higher education
14 institution that provides over 70
15 proficiency certificate, post-secondary
16 workforce training and Associate degree
17 programs.

18 MR. BROWN: Good afternoon.
19 My name is Malik Brown. I'm the
20 Executive Director for Graduate
21 Philadelphia. We help adults and
22 families achieve greater financial
23 security through obtaining a degree and
24 workforce credential.

25 MS. MATLOCK-TURNER: Thank

1 you, Mel. With that, we're going to go
2 ahead and get started and call our
3 first panel. I'm going to ask that Ali
4 Robinson-Rogers from the School
5 District, Otis Hackney, Luanda Morris
6 and Tillie Jonas come forward to the
7 table where we're going to talk about
8 the importance of Pre-K through 12th
9 grade education in the areas of jobs
10 and education. Please join us at the
11 table.

12 (Panel approached
13 Witness Table.)

14 MS. MATLOCK-TURNER: Thank
15 you very much. Please introduce
16 yourself. And again, we ask you to try
17 to keep your comments within three
18 minutes. If you have written
19 testimony, of course we will accept it
20 but we want to give the panel an
21 opportunity to ask questions and also
22 to make sure that we get all the way
23 through the panel and the time that's
24 been allotted so that we have public
25 time. So thank you very much for being

1 here this afternoon and we will start
2 with -- Otis, would you like to start?

3 MR. HACKNEY: Good evening
4 again -- I'm sorry, good afternoon. My
5 name is Otis Hackney. I'm the Chief
6 Education Officer for the City of
7 Philadelphia and I'm here tonight
8 representing the Mayor's Office of
9 Education.

10 The Mayor's Office of
11 Education oversees the implementation
12 of the Mayor's two signature education
13 initiatives, both of which help
14 students prepare for academic success
15 and lifelong skill-building. These are
16 PHLpreK, a free quality pre-K program
17 that currently serves over 3,000
18 children in community schools which are
19 17 District-run, including Dobbins,
20 where the City provides coordination
21 and strategic investments to support
22 student success. Dobbins is a prime
23 example of where the City's community
24 school strategy and partnership with
25 the School District can address skills

1 gap in Philadelphia.

2 Dobbins is well-known as one
3 of Philadelphia's career technical
4 education schools where students have a
5 wealth of career training options for
6 students to benefit fully from the
7 opportunities of the schools. However,
8 we have to make sure that their
9 nonacademic needs are met so that they
10 show up to school consistently and
11 ready to learn. These nonacademic
12 needs include food access, behavioral
13 health supports, positive school
14 climate, great summer and afterschool
15 programs and a strong community, which
16 has led us to launch the community
17 school's model in Philadelphia in 2016.
18 Thanks to the schools leadership, the
19 staff and community including Charles
20 Reyes, I don't know if he's still here,
21 I saw him when I came in, who is our
22 Community School Coordinator from the
23 Mayor's Office of Education, who is
24 also a Dobbins alum.

25 This school now has

1 partnerships in place to begin to
2 address all of those needs, and we can
3 all work together to make sure that
4 students and families are benefiting
5 from the added supports. We are doing
6 this work in 16 other schools as well
7 and we plan to expand to three
8 additional community schools next year.

9 At the other end of the pre-K
10 to 12 continuum, the City is investing
11 in creating more quality pre-K
12 opportunities for children. The
13 PHLpreK 3 and 4-year-olds can enroll in
14 quality pre-K at no cost to their
15 families. Making quality pre-K
16 affordable has immediate benefits for
17 families and it has a long-term benefit
18 for all children.

19 We are just getting started
20 with PHLpreK in its fourth program
21 year, but longitudinal research on
22 other pre-K programs show that children
23 who attend quality pre-K programs are
24 more likely to graduate from high
25 school, attend college, hold down jobs

1 and have higher earnings. Quality
2 pre-K helps children prepare for
3 kindergarten by acclimating them to the
4 classroom and providing enrichment
5 activities during a key developmental
6 stage.

7 It has been shown to reduce
8 or even eliminate achievement gaps in
9 kindergarten, the entry based on race,
10 ethnicity and income. When children
11 arrive in school ready to learn, they
12 can learn fundamental skills like
13 reading and -- sorry, they can learn
14 from fundamental skills like reading.
15 Early literacy is important for
16 academic success because later in
17 elementary school, the curriculum
18 shifts from learning to read to reading
19 to learn.

20 In short, quality pre-K
21 creates a solid foundation for lifelong
22 skill-building for children who attend
23 pre-K. Each learning opportunity
24 enhances the next one. The benefits of
25 pre-K are not just for students.

1 Research indicates that children of
2 adults who want to attend quality pre-K
3 are also more likely to graduate from
4 high school and go to college and find
5 employment.

6 By making quality pre-K
7 accessible to all children, we can
8 close the gap for future generations.
9 I want to emphasize that when we talk
10 about making pre-K more accessible,
11 we're talking about quality pre-K.
12 Quality is what makes a meaningful
13 difference for children at the start of
14 their learning.

15 That is why PHLpreK in
16 addition to making quality pre-K free
17 for families, we invest and create more
18 quality pre-K by helping centers move
19 or improve their overall quality.
20 Whether a family pays out of pocket for
21 pre-K tuition or if they enroll in a
22 program with city, state or federal
23 funding, the goal that we share with
24 the School District and other partners
25 is for the child to have a quality

1 pre-K experience. By creating a
2 coordinated quality early childhood
3 education system, we can begin to
4 eliminate the skills gap before the
5 students even start school and by
6 ensuring that students' nonacademic
7 needs are met as well. We can help
8 them persist in school so they can
9 continue to learn and succeed. Thank
10 you.

11 MS. ROBINSON-ROGERS: Hi, I'm
12 Ali Robinson-Rogers from the School
13 District of Philadelphia Office of
14 Post-secondary Readiness. We have
15 through an extensive process of
16 stapling our engagement really worked
17 hard to determine what it means for us
18 as a School District of Philadelphia to
19 define what college and career
20 readiness means for our students.

21 As we define it, we believe
22 that students need to demonstrate the
23 knowledge, skills and mindsets needed
24 to succeed in college, work and life.
25 By ensuring every student achieves a

1 mastery in a core set of skills which
2 are Reading, English, Science and Math
3 that are required for employability and
4 succeeding credit-bearing general
5 education coursework at a college,
6 university or training program.

7 We also believe that students
8 need to be able to identify their
9 career interest by articulating the
10 skills and process that's required to
11 enter that career in advancing along a
12 career pathway. This is a significant
13 shift for us as we look towards
14 changing our language from college and
15 career readiness to post-secondary
16 readiness to ensure that we are
17 building pathways for all of our
18 students and not just a select few.

19 We have increased our college
20 and career readiness support through
21 additional coordinators at 22 schools,
22 building on JRTC programs and
23 supporting career interests through the
24 Naviance platform offered in all of our
25 schools. In order to promote college

1 readiness for all, we are enhancing our
2 students' classroom experiences
3 addressing the broad social and
4 emotional needs of students, providing
5 opportunities to engage in activities
6 outside the traditional classroom and
7 ramping up our post-secondary readiness
8 activities.

9 We intentionally focus on
10 increasing instructional rigor,
11 building more social and emotional
12 support, ensuring an increase in
13 student engagement and scaffolding
14 college and career readiness. In order
15 to understand what we need to bolster
16 these supports, we understand that
17 increased collaboration of local
18 institutions of higher education,
19 corporations, city and state are
20 crucial to our success. This work
21 cannot be done alone.

22 Our intention is to ensure
23 that we are becoming stronger and more
24 beneficial and more influential
25 partners in the work as we support our

1 students in the City. We believe the
2 students need more opportunities to
3 experience dual credit through senior
4 year programs, AP, IB or dual
5 enrollment, and we also believe that
6 career-connected learning is going to
7 be critical to increasing the number of
8 students who are prepared to enter into
9 the workforce, and through that
10 career-connected learning system, we
11 know that that partnership must be
12 strong as we work with the City to
13 increase awareness around activities
14 for students in the various careers,
15 exposure to those opportunities and
16 also emerging in the workforce so that
17 they're prepared when they get there.
18 We're excited about the potential and
19 the opportunity to be a partner in this
20 work and we look forward to our
21 continued partnership.

22 MS. MORRIS: Good afternoon.
23 My name is Luanda Morris and I'm the
24 PHLpreK Project Manager at Urban
25 Affairs Coalition. Urban Affairs

1 Coalition is a strategic partner with
2 Public Health Management Corporation
3 and the City of Philadelphia's PHLpreK
4 initiative and I'm excited to be here
5 today and talk about PHLpreK and the
6 supports that we have been able to
7 offer to early childhood teachers.

8 As Otis mentioned, a major
9 goal of early childhood systems and
10 programs has been to alleviate poverty
11 by making investments in young
12 children. The Harvard University
13 Center for the Developing Child has
14 noted the importance of focus on early
15 education and learning between birth
16 and age 5 when the most rapid brain
17 development is occurring.

18 Children in poverty, however,
19 frequently do not have access to the
20 same educational and developmental
21 resources as their counterparts from
22 higher income families during this
23 vital time of brain development. We
24 must continue the much-needed
25 investments in young child development

1 through PHLpreK and other investments
2 in high quality early learning
3 programs. At the same time we continue
4 to make investments in young children,
5 we need to acknowledge that many in the
6 early childhood workforce are
7 experiencing economic insecurity.

8 The early childhood sector as
9 a whole is a relatively low-wage
10 industry. Furthermore, the workforce
11 is predominantly female, ethnically and
12 racially diverse and often have
13 children of their own. From our work,
14 we know investments in early childhood
15 programs must coincide with investments
16 with early childhood teachers.

17 Many early childhood teachers
18 face economic insecurity which is low
19 wages and lack of benefits such as
20 health care and paid leave combined
21 with student loan debt. This economic
22 insecurity falls disproportionately on
23 women, especially women of color in the
24 early childhood education field.

25 One strategy and model to

1 support early childhood teachers who
2 experience economic insecurity is to
3 offer financial coaching support.
4 Financial coaching is an emerging
5 approach to help individuals improve
6 their financial situation. A trained
7 financial coach has knowledge of
8 personal financial topics as well as
9 experience in how to support a client
10 to make decisions and change behaviors,
11 and the UAC PHLpreK model and early
12 childhood teacher and a financial coach
13 work together to outline personal
14 financial goals and work towards
15 financial security.

16 The financial coaching
17 support is based on the individual's
18 personal financial situation. Any
19 early childhood teacher at any salary
20 could receive this support. UAC has
21 worked on a financial coaching pilot
22 for the past year to provide financial
23 coaching services to early childhood
24 teachers, parents and families and
25 communities across Philadelphia.

1 This work has positively
2 impacted communities across
3 Philadelphia. With funding from
4 Women's Way, this pilot is being
5 implemented by the Urban Affairs
6 Coalition PHLpreK team in Philadelphia.
7 Now, Tillie Jonas, our UAC financial
8 coach will share more about her work
9 and the impact of the pilot thus far.

10 Financial coaching is an
11 innovative way to support individuals
12 facing economic security by providing
13 coaching, resources and support to
14 early childhood teachers who have the
15 crucial responsibility of educating the
16 youngest in our communities.

17 MS. JONAS: Thank you,
18 Luanda. Tillie Jonas, financial coach
19 of the Philly pre-K program at the
20 Urban Affairs Coalition. The UAC
21 Philly pre-K financial coaching
22 initiative provides no cost for
23 financial costing to early childhood
24 teachers, parents, and families at
25 select early childhood locations in the

1 City of Philadelphia.

2 Participation in the UAC
3 early childhood services financial
4 coaching initiative includes the
5 following: No cost individual
6 personalized financial coaching
7 available to the early childhood
8 teachers, parents and families, access
9 to an experienced financial coach
10 trained at the Stand By Me curriculum
11 and model, which is a financial
12 coaching curriculum adopted by the
13 state of Delaware, onsite financial
14 coaching and financial education
15 wellness resources, critical
16 information and resources for families
17 experiencing economic insecurity.

18 The Urban Institute
19 highlights the tremendous benefits of
20 participation in financial coaching in
21 the report entitled An Evaluation of
22 the Impacts and Implementation of
23 Coaches of Financial Coaching Programs.
24 The research notes the following
25 benefits of participation in the

1 financial coaching program, financial
2 coaching positively affected the number
3 of savings deposits made by
4 participants, the size of their total
5 account balances and their perceived
6 progress or decrease in their
7 nonreturned savings or emergency ready
8 day funds. For expenses, bill payment
9 patterns and debt, financial coaching
10 helped participants to reduce or pay
11 down some level of debts.

12 For financial planning and
13 budgeting, they found that financial
14 coaching increased the likelihood of
15 having a budget and number of other
16 financially-related outcomes. The
17 successes of the UAC's financial
18 coaching pilot in year 1, 2018 to '19
19 is demonstrated in Women's Way annual
20 report of the financial coaching pilot
21 released in November 2019.

22 The report highlights various
23 successes of the pilot including the
24 following: 80 percent of the clients
25 that completed three or more sessions

1 completed a goal; 39 financial coaching
2 clients saved a total of \$117,000. 67
3 percent of financial coaching clients
4 saved over \$5500; 29 financial coaching
5 clients paid off over \$62,000, and 69
6 percent of financial coaching clients
7 paid off over \$500 in debit.

8 A short story of a current
9 client of mine, she's a Philly pre-K
10 teacher, she received her Bachelor's
11 from Temple and she came to me because
12 she was experiencing economic
13 insecurity. Due to the cost of living,
14 student loan debt and other debt she
15 incurred while in school, she just had
16 challenges making it month to month.
17 So through coaching and meeting
18 regularly, we reviewed her budget,
19 brainstormed ways to reduce her
20 expenses, increase her income and think
21 of a long-term debt reduction plan.
22 Her success this past year was making
23 the financial decision to work extra
24 hours during the summer which helped
25 pay off one credit card and build a

1 small savings. And while she isn't
2 where she wants to be financially,
3 she's definitely working towards the
4 goals and feels more empowered in
5 reaching those goals.

6 So the success of our
7 financial coaching pilot is responded
8 in the data collected from the pilot as
9 well as personal testimonies from
10 teachers, parents and family members.
11 While we work to provide more equitable
12 compensation for early childhood
13 teachers, financial coaching offers
14 support to teachers, families and
15 communities in Philadelphia facing
16 economic insecurity. Thank you.

17 MR. WELLS: Thank you very
18 much. Any questions from the panel?

19 UNIDENTIFIED SPEAKER: Yeah,
20 I have a question. In terms of middle
21 school students and connecting them to
22 awareness and understanding of what
23 kind of jobs and industries exist, are
24 there any initiatives that the School
25 District or the City is undertaking to

1 start that process earlier?

2 MS. ROBINSON-ROGERS: So
3 through the Naviance platform that's
4 offered in all of the schools, we are
5 implementing the future ready index
6 which is an initiative through the
7 Department of Education, and that
8 platform allows students to go on to
9 the student's 3rd grade through 12th
10 grade, allows students to go and
11 explore careers, start to identify
12 their career interest and start to
13 create plans on how to get to that
14 career.

15 The other things that we're
16 doing to support, we do -- this is a
17 little bit younger than middle school,
18 but we do 3rd grade college tours so we
19 are making an attempt to take all
20 11,000 of our 3rd graders on college
21 trips. We expand every year. This
22 year we will take about 3,000 3rd
23 graders. That's the age where students
24 start identifying kind of what I want
25 to be when I grow up.

1 And then the other pilots
2 that we are proposing are some
3 internship opportunities for our middle
4 grade students and then we will have
5 this summer for our 8th grade students,
6 entrepreneurship programs to help them
7 explore entrepreneurship as a career.

8 MS. MATLOCK-TURNER: I just
9 wanted to follow up on the career
10 identification process because that's
11 been something that's been discussed a
12 lot when we look at the 400,000 people
13 who find themselves living below the
14 poverty line. We know that about a
15 third of them are under the age of 18,
16 and the idea has been the sooner that
17 we can connect families, especially
18 families of young children, to career
19 engagement, the better. But how do we
20 know that that -- it sounds logical,
21 but are there any things that are going
22 on around the country or ideas that
23 have been tested that we know that if
24 we were to identify those hundred
25 thousand students in our system and

1 really engage them, do we know how to
2 do that and do we know what success
3 would look like?

4 MR. HACKNEY: I think that
5 part of it is having meaningful
6 experiences with young people. We
7 think about, you know, we want to
8 introduce young people to college and
9 careers as early as possible, so doing
10 college tours in 3rd grade, middle
11 school, introducing them to different
12 career opportunities. But as soon as
13 they get to high school or as early as
14 possible, those summer internships or
15 summer jobs are crucial for our young
16 people.

17 I'm a big fan of any work
18 experience is a great work experience
19 because if it teaches you how to show
20 up every day on time and prepared for
21 work, right, that is the basic level of
22 what you would like to see. If you can
23 also translate, you know, even take
24 that a step further into meaningful
25 opportunities available in those summer

1 opportunities, and I think you'll hear
2 a little bit more about that later, but
3 those summer opportunities are very
4 crucial for young people.

5 I think partnering some of
6 that work as we heard earlier with UAC
7 even though we do it in the PHLpreK
8 space, partnering that with financial
9 literacy so when young people get that
10 first check what do you do with it, but
11 also -- and not just on that summer job
12 but if you have a job throughout the
13 school year, how do you manage those
14 resources that you are now obtaining.
15 But I think it's really getting people
16 in those spaces so they have some type
17 of work experience. And if it is
18 meaningful, hopefully then that
19 translates for students that want to go
20 into those career pathways into an
21 apprenticeship at some after-graduation
22 or a meaningful internship that will
23 serve them well for college.

24 MR. CLANCY: Quick question.
25 So can you review again how many pre-K

1 slots are available for individuals?

2 MR. HACKNEY: So we have over
3 3,000 -- around 3300 this year. Our
4 goal is to get to 5500 in the next
5 couple of years. But even there when
6 we talk about trying to get there, it's
7 making sure that we have enough quality
8 providers across the City and quality
9 slots and a workforce to support, you
10 know, those classrooms when we start to
11 fund more, additional seats. But we
12 have about 3300 that we're funding this
13 year.

14 MR. CLANCY: Great. Thank
15 you.

16 MS. ROBINSON-ROGERS: Can I
17 just ask -- the other thing that we
18 hold to kind of piggyback on what Otis
19 was talking about that we hope will
20 start to increase students' ability to
21 make a connection between what they're
22 interested in what they can actually
23 do, is infusing the career work into
24 the classroom, right. And so, in a
25 math class and when you're talking

1 about math and doing addition,
2 subtraction, are you also talking about
3 how do you calculate tuition, how do
4 you pay back a credit card, how are we
5 using real life experiences so that
6 students are able to make concrete
7 connections between what happens in
8 their classroom and what's going to
9 happen when they get out of their
10 classroom, so that's a major bucket of
11 work that we are currently undertaking
12 in trying to infuse more of that into
13 the classroom.

14 MR. RAMOS: So I'm not sure
15 whether this is an Otis question or --
16 so the Chamber of Commerce is a
17 neighborhood growth program and was at
18 Cristo Rey a few months ago, focused on
19 entrepreneurship, some of the work of
20 young people, a young person running
21 the program at the School District of
22 Philadelphia was featured. But one of
23 the things about the program at that
24 school was apart from having sort of
25 the workforce infused in classroom,

1 they were taking the education to the
2 workforce in the way I guess young
3 people were getting -- students were
4 getting credit for internship and
5 externship type opportunities, and I
6 understand the rules are different
7 because that's not a part of the
8 school.

9 Am I right that if we -- if
10 the -- does the District or the City
11 have a position as to whether that type
12 of program is desirable and if it does
13 think it's desirable, whether, you
14 know, is it state law that's needed to
15 try to be able to implement that here
16 or do the existing sort of tools exist
17 to be able to if you wanted to design
18 something that really got people credit
19 for paid work, you know, one day a week
20 or whatever the model is to be able to
21 do that?

22 MS. ROBINSON-ROGERS: So from
23 the District's perspective, we are
24 trying to be definitely more open in
25 our thinking, right, so exploring

1 things that we may have not done before
2 and also exploring opportunities to
3 move outside of what we currently are
4 doing.

5 We have not -- well, speaking
6 for -- I'll speak for myself. I'll
7 speak for myself in saying that we are
8 in a place where we are now
9 investigating what those policy changes
10 need to be in order to allow us to move
11 outside of the box. For example, if
12 students have opportunities to take to
13 be enrolled in -- if there's a JR --
14 I'll use JRTC as an example.

15 If there's a JRTC program at
16 one school and not at another school
17 but the student has a desire to be
18 enrolled or participate in that type of
19 programming, how do we allow space and
20 time in the day, transportation,
21 supports and resources for the student
22 to be able to move to this other
23 school, and I think the same goes for
24 career exposure opportunities like
25 we're really trying to think outside of

1 the box.

2 We're really just embarking
3 on a post-secondary pathway and
4 strategic plan which will be kind of an
5 open process and will include a lot of
6 partners because we need to figure out
7 what are those things that we can do,
8 that we can't do, what policy changes
9 need to happen, how do we inform
10 policy, but how do we become more
11 flexible in what -- in providing the
12 supports and resources that students
13 need.

14 MR. HACKNEY: So regarding
15 the Cristo Rey model, I think obviously
16 it would be very difficult to bring
17 that to scale because of the level that
18 it would take, so that's a, you know,
19 that would be a tough challenge. The
20 pros of the model, as you just
21 explained, I fully support in terms of
22 students being able to have those
23 experiences.

24 I think there are
25 opportunities of when you think about

1 the District, so even if you take a
2 school like Dobbins, you have CT, you
3 have career and technical education
4 opportunities here, how does it
5 trans -- what would that look like if
6 students had opportunities to come to
7 school in your junior or senior year
8 and spending half of the day in your
9 classes and the other half you're at a
10 meaningful internship, so that's a very
11 similar model to I'm in school part of
12 the day of three days out of the week
13 and two days on site.

14 There are a number of
15 constraints in getting there to make
16 sure that students are able to do those
17 and have those opportunities, so that
18 way they're walking out of school with
19 natural work experience. The other
20 piece I think that the District is
21 doing and some charter schools are
22 doing as well are students and we're
23 working with CCP with dual enrollment
24 programs, so students come in school
25 full-time, I can also take classes at

1 CCP. Some members on the panel, people
2 heard me before, I'm a fan of dual
3 enrollment, but I'm a bigger fan of
4 dual credit programs so that way I can
5 take one math class that satisfies my
6 Associate's degree and my high school
7 requirement, especially since I'm
8 taking a college class it should meet
9 the requirement, but we know that there
10 are some challenges around that but it
11 also shortens the time and also it
12 should lessen the number of classes
13 that a young person has so now I can
14 take my class. I can earn my
15 Associate's degree and also my high
16 school diploma and still have time for
17 internship versus going to school full-
18 time, then going to CCP at night. It's
19 a heavy lift. I was a principal in the
20 burbs and I had students that didn't
21 have to do that. They could do a dual
22 enrollment class in the burbs, so
23 students in the City should have
24 similar opportunities to do the same.

25 MR. WELLS: All right. The

1 question I have for you, Otis, is that
2 is there a tool that we have to measure
3 how many kids are actually living
4 behind the walls of their home living
5 in poverty? Do we have a tool for that
6 or do we know how many kids are
7 actually living in poverty already
8 behind their walls in their home before
9 they even get to the school?

10 MR. HACKNEY: That's not in
11 my department, but -- and I'm not
12 saying that in terms of -- I think
13 there are estimates for how many
14 children are living in poverty. But in
15 terms of -- and that's why I'm saying I
16 don't know if there's a tool that
17 answers that, but there are estimates
18 based on zip codes and some economic
19 data that's recorded every year where
20 they can estimate how many children in
21 the City are living in poverty.

22 MR. WELLS: Thank you.

23 MS. MATLOCK-TURNER: I know
24 that we're coming to the end of the
25 panel. They're already giving me the

1 sign that we've gone over, but the
2 information is so critically important.
3 The only other thing that I would say
4 is that I hope that we will continue to
5 examine this whole idea to make sure
6 that we are engaging young people on
7 the idea of college career and
8 entrepreneurship so that all of them
9 get equal footing. You're not sort of
10 a like a loser or different if you
11 choose a different path. You can be as
12 successful in any of those three
13 trajectories if you have the kind of
14 career coaching that you need.

15 So I just want to say thank
16 you all very much. Luanda and your
17 team, thank you for what you're doing
18 as well.

19 MR. WELLS: Next panel we
20 have is Youth Employment, I believe
21 Chekemma Fulmore-Townsend, Philadelphia
22 Youth Employment and Zoraida,
23 Philadelphia Anti-Drug Anti-Violence
24 Network, please come to the front.

25 (Panel approached

1 Witness Table.)

2 MS. MATLOCK-TURNER: Welcome
3 to the panel and please introduce
4 yourselves and talk to us a little bit
5 about, you just heard Otis, to give you
6 the best lead-up about the importance
7 of youth employment and how it
8 ultimately attacks the poverty problem
9 we have in the City of Philadelphia.
10 So welcome and share with us your
11 ideas.

12 MS. FULMORE-TOWNSEND: Good
13 afternoon. I'm going to ask you to
14 forgive my voice because something
15 strange is happening, so I will do my
16 best to speak in the mic. My name is
17 Chekemma Fulmore-Townsend and I'm the
18 President and CEO of the Philadelphia
19 Youth Network.

20 MS. CORDERO: Hi, good
21 afternoon. My name is Zoraida Cordero
22 and I'm the Career and Employment
23 Specialist at Philadelphia Anti-Drug
24 and Anti-Violence Network. Thank you
25 for having us here.

1 MS. FULMORE-TOWNSEND: First,
2 I'd like to thank you for the
3 opportunity to share my testimony and
4 support, thank you, the water is
5 appreciated, in support of the
6 employment programs for youth,
7 especially summer youth employment.

8 Youth in young adults deserve
9 the opportunity to discover their
10 talents, explore career options and
11 develop into productive community
12 members. We know that the youth
13 employment rates in Philadelphia lag
14 behind the nation and the state. The
15 nation's youth employment rate is
16 48 percent -- is 47 percent and the
17 state's is at 48 percent. Here in our
18 own city it's at 36 percent.

19 Given that today's youth are
20 tomorrow's workforce, we must provide
21 more opportunities to ensure that youth
22 are trained and prepared for the world
23 of work. Youth bring energy,
24 creativity, comfort with technology and
25 curiosity among other untapped talents.

1 Helping Philadelphia's young people get
2 ahead increases overall academic
3 achievement, lifetime earnings, creates
4 demand driven-employment pipelines and
5 supports long-term economic growth and
6 community development.

7 With growing income
8 inequality, increased violence and
9 entrenched poverty, it is important to
10 support strategies that are effective.
11 Youth employment programs offer a
12 proven path to self-sufficiency by
13 helping youth gain the skills they need
14 for a prosperous future. Summer
15 employment models offer educational
16 enriched work opportunities for youth
17 and young adults between the ages of 12
18 and 24. On average, summer jobs also
19 provide over \$6 million in wages to
20 youth who participate, dollars that are
21 directly reinvested directly into the
22 community.

23 For the past 20 years, the
24 Philadelphia Youth Network has
25 supported over 200,000 youth

1 experiences. We know firsthand from
2 our alumni that summer employment
3 provides the concrete skills, financial
4 management and networking. Every year
5 we turn more than half of those who
6 apply for summer jobs away because we
7 do not have enough funding to support
8 full employment.

9 I am an active member of the
10 Full Employment Council with many
11 organizations like Big Brothers Big
12 Sisters, Urban Affairs Coalition,
13 Philadelphia Works and PAAN to ensure
14 that youth are not left out of our
15 plans to improve poverty rates in
16 Philadelphia. Thank you.

17 MS. CORDERO: Once again good
18 afternoon and thank you for having us.
19 Philadelphia Anti-Drug and
20 Anti-Violence Network is currently
21 administering three programs, Youth
22 Violence Reduction Partnership,
23 Community Crisis Intervention and
24 Intensive Prevention Services. We work
25 closely with the most vulnerable

1 population of the City.

2 These individuals are faced
3 with a number of challenges that make
4 it difficult for them to obtain basic
5 necessities which in turn can
6 potentially limit their ability to live
7 a higher quality life. A higher
8 quality can be financial, nutrition,
9 education, employment, and that's
10 something that we focus on. It's very
11 dear to our hearts. So every day we
12 work to transform their lives.

13 We provide drug intervention,
14 counseling, education, community
15 service, academic achievement and
16 various programs. In doing this, we
17 continually work on developing
18 partnerships from local organizations
19 in the Philadelphia area. To be as
20 intentional as we can, we try to
21 connect individuals to resources that
22 are within their community as we also
23 work with the police department. So
24 based on the district that they may be
25 attached to, the resources that are

1 there, we try to connect either the
2 youth partner or the community member
3 with, just to see the best way we can
4 assist them.

5 In doing this, we also try to
6 develop partnerships with organizations
7 that provide employment, so these
8 organizations are really great. They
9 share the same vision that we have.
10 We're trying to find an employment
11 opportunity that understands our youth
12 partner and understands if they are on
13 probation, that they're not just here
14 because they want to be here, but
15 they're with us because now they want
16 to have a positive outlook on their
17 life, so in working with us we share
18 that same vision. If we can do that,
19 then we're doing our jobs in the
20 community and the youth partners that
21 we're servicing.

22 So excuse me as I was reading
23 here. We are currently trying to
24 develop new strategies and programs to
25 change their lives and change their

1 outcomes. So PYN is a testament to us
2 ensuring that we help provide high
3 quality prevention intervention
4 services. Their summer youth programs
5 provide an opportunity for our youth to
6 participate in an initiative
7 instrumental to their career
8 development.

9 By implementing employment
10 skills and life skills that are also
11 offered at PYN but also at PAAN, they
12 can gain useful tools that are
13 essential to positive outcomes. So
14 overall, if we continue to address our
15 youth and our community needs by using
16 a holistic approach by working
17 together, we can continue to increase a
18 higher quality life. This includes
19 careers, this includes employment, this
20 can also include financial support. So
21 I feel that if we continue to do this
22 as a city, we're doing a service to the
23 community members that we're currently
24 working with. Thank you.

25 MR. CLANCY: Thank you,

1 ladies. So if I'm looking for a summer
2 job, when does that start? When would
3 I be able to participate in the
4 Philadelphia Youth Network program?

5 MS. FULMORE-TOWNSEND: So the
6 summer jobs process usually starts
7 early February when the application
8 goes live. We are working to push that
9 up into January. What we know is that
10 the communities often don't know about
11 it early enough, so we're partnering
12 with community-based organizations. We
13 work with more than 80 nonprofit
14 organizations to get the word out
15 earlier. We're thinking differently
16 about how we maximize the assets in
17 schools in order to make sure that they
18 are aware that the applications are
19 available, and of course the use of
20 technology will play a critical point
21 in sharing with more communities.

22 MR. CLANCY: The age group
23 again, what's the age group for people
24 that participate?

25 MS. FULMORE-TOWNSEND: So for

1 summer youth employment, the majority
2 of the young people are between the
3 ages of 12 and 18, but we do have
4 resources that support young people up
5 to 21. And then there are year-round
6 employment programs that support them
7 up to 24. So there's a variety of
8 services that are available for the
9 ages of 12 to 24.

10 MS. NUNEZ: Thank you. Once
11 students are placed, do you have
12 numbers for the retention of completion
13 in the summer placement after those
14 students who are not able to fulfill
15 the complete term? What are some of
16 the barriers and challenges that they
17 have for staying in the positions?

18 MS. FULMORE-TOWNSEND: So we
19 count completion as completion of 80,
20 102 of the 120 hours. Young people
21 typically actually work. Between 90
22 percent of the young people actually
23 achieve that mark. They work 102 hours
24 or more. When young people don't
25 fulfill the hours, there are a few

1 things that come into play that
2 participated this. One is just
3 participation of other activities, so
4 they may have to take a day off here, a
5 day off there.

6 Another is that they get late
7 placement. So when we get late money
8 into the system, if someone announces
9 new resources in May, then those young
10 people don't typically start the first
11 week. They may start the third week
12 and it may or may not be possible for
13 them to work 24 hours a week or 32
14 hours a week at one location, so those
15 are the two main issues. They're
16 actually not youth-driven issues.
17 They're system-driven issues.

18 MS. HACKNEY: My question is
19 pretty basic. How many slots do you
20 usually have each summer and how many
21 go filled or unfilled?

22 MS. FULMORE-TOWNSEND: That
23 is a great question. So usually every
24 summer we can have anywhere from 8,000
25 to 10,000 slots depending on the amount

1 of resources. And I think that that's
2 one of the challenges with the summer
3 employment system, is that the funding
4 is not stable year over year and often
5 times we set goals like we're building
6 from last year and there's very few
7 funding that returns year after year.

8 In that, 92 percent -- the
9 last summer, 92 percent of the slots
10 were filled at 100 percent level. The
11 remaining 8 percent were filled at the
12 97 percent level, so the majority of
13 the slots do not go wasted.

14 MS. de FRIES: You mentioned
15 funding as a problem year to year. Are
16 there any other challenges that you
17 have? Like if you were to get all the
18 resources that you needed, are there
19 other challenges to getting more slots?

20 MS. FULMORE-TOWNSEND:
21 Absolutely. So I wish money was the
22 only challenge to expand summer
23 employment, but the reality is that's
24 one of the important realities. There
25 are laws regarding youth employment,

1 especially around clearances, clearing
2 young people and clearing adults, and
3 that is -- not to say that that is a
4 barrier, but it is a challenge because
5 it's a cumbersome process and there are
6 different rules depending on the money,
7 so the state requires you to renew that
8 every five years. But if you get money
9 from Department of Human Services, it's
10 every three years. So just managing
11 the regulations that come with each
12 different pot of money is a challenge.

13 I would say secondly another
14 challenge is having enough businesses,
15 both host and hire. So every year the
16 private philanthropy and business
17 contributions, there about \$2 million
18 and we need that number to be about
19 \$3 million or \$4 million and we also
20 need companies to host, more companies
21 to open their doors.

22 And I would add that we're
23 working on a better small business
24 strategy. So I won't put everything
25 out there on somebody else. I would

1 say that what the Philadelphia Youth
2 Network can take on as well is a better
3 small business strategy, but we have to
4 make sure that the capacity of the
5 small business and the regulations are
6 able to be adhered to so that young
7 people are safe in the workplaces.

8 MS. MATLOCK-TURNER: Thank
9 you very much. (Inaudible.) Sorry. I
10 was just talking. Pat Clancy, Judith
11 Gay, Latoya Edmond and Leslie Benoliel,
12 please join us at the table, and again
13 try to keep your comments within two to
14 three minutes and give us an
15 opportunity to ask a few questions.
16 Thank you.

17 (Panel approached
18 Witness Table.)

19 MS. MATLOCK-TURNER: And,
20 Pat, if you would like to start.

21 MR. CLANCY: Sure. Great.
22 Thank you very much. Once again, I'm
23 Pat Clancy, President and CEO of
24 Philadelphia Works. We are at the
25 workforce development board, but we're

1 really the investment board. So we
2 take the money that is awarded to the
3 City of Philadelphia through both
4 federal and state funding streams and
5 we invest in services.

6 So, for example, for our
7 youth program we do a lot of investment
8 with the Philadelphia Youth Network
9 just on the summer program that
10 Chekemma was talking about. For some
11 of our adult programs, we invest at the
12 Community College, we invest at Thomas
13 Jefferson University, we invest in
14 energy coordinating agencies.

15 Our main source of access to
16 our system is through our career link
17 centers. There are four centers in the
18 City in which we oversee and fund. So
19 overall, we fund about close to \$65
20 million to \$70 million worth of
21 services each year which probably helps
22 about 40,000 people at least getting
23 information around what's available in
24 the labor market, how to get through
25 additional training or how to connect

1 better to jobs that exist now. So we
2 constantly are looking at new ways of
3 getting more services out in the
4 communities.

5 We actually have a group of
6 staff that actually are mobile and will
7 go to different community-based
8 organizations or libraries, so we
9 realize that people don't always have
10 the ability to get into a center, but
11 then how do we at least educate them on
12 what's available to the community. So
13 we're working much more strategically
14 with a lot of different partners.

15 I will tell you right now one
16 of the things that we're constantly
17 looking for as far as training is
18 people interested in CDL, that is a
19 growing need continually, as is
20 phlebotomy technician. We also know
21 the Census is hiring. That's a big
22 issue in the City, Census workers. So
23 all our information around training and
24 opportunities is at
25 pacareerlinkphl.com.

1 MS. GAY: As you said, I'm
2 Dr. Judith Gay. I'm the Vice-president
3 for Strategic Initiatives and Chief of
4 Staff at Community College of
5 Philadelphia. I think all of us know
6 that research confirms that there's a
7 positive relationship between education
8 and good jobs. We have more than
9 25,000 students and we are the largest
10 public institution of higher education
11 in the City of Philadelphia.

12 We're also the least
13 expensive option for higher education.
14 And that's critical because 70 percent
15 of our students require financial aid
16 and 55 percent are first-generation
17 college students. Even though the
18 majority of our students attend college
19 part-time so they can work and manage
20 other responsibilities, they are
21 experiencing success.

22 In the past five years, more
23 than 10,000 students have graduated
24 from the college. Over 85 percent of
25 them are employed in Philadelphia and

1 over 90 percent are employed in the
2 region. So our students are pipelined
3 to education and stronger communities
4 right here in the Philadelphia area.

5 There are more than 70 degree
6 and certificate programs and 7 career
7 pathways and our career pathways are
8 aligned with the City's business and
9 industry clusters. Our certificates
10 are stackable so that after achieving
11 one credential, students can get a job
12 related to their career path, and then
13 they can return and build on more
14 skills so that they can move up in
15 terms of their career trajectory.

16 And for students who want to
17 continue their education beyond the
18 Associate's degree, we have
19 articulation agreements with four-year
20 colleges and universities in the area
21 where students can transfer seamlessly.
22 And in all of those agreements, if a
23 student has a certain grade point
24 average, they're guaranteed a
25 scholarship.

1 In report, you have a lot of
2 recommendations that are already areas
3 that CCP is providing strength and
4 leadership in the community. For
5 example, the plan calls for supporting
6 vocational and middle college programs.
7 As Otis Hackney said, we are the chief
8 place for dual enrollment in the City
9 of Philadelphia. We have more than
10 1300 students taking dual enrollment
11 classes just between the fall and
12 spring semester. It doesn't count the
13 summer. We had more than 300 students
14 in dual enrollment classes. And our
15 Parkway Center City Middle College is
16 the only one in the state of
17 Pennsylvania. 375 students are in that
18 program right now, and it does exactly
19 what Otis Hackney said. We work with
20 the School District to develop a
21 program where students get dual credit
22 as well as dual enrollment so that they
23 can get out in four years of high
24 school with their Associate's degree in
25 addition to their high school diploma.

1 The plan calls from micro-
2 enterprise development and grassroots
3 entrepreneurship. Our Goldman Sachs
4 10,000 Small Business program has
5 helped more than 500 businesses develop
6 growth plans and they've increased
7 their revenue and increased the number
8 of employees. And then when we saw
9 that the 10,000 Small Business program
10 was cutting out commercial corridor
11 businesses because of the standards, we
12 created Power Up Your Business program
13 so that commercial corridor business
14 could get training also in terms of
15 small business, and that program has
16 been tremendously successful.

17 And finally, the plan calls
18 for hiring and training entry-level
19 workers. So in addition to as you
20 mentioned -- in addition to having our
21 academic career preparation, we also
22 have training, post-secondary workforce
23 training that doesn't require an
24 Associate's degree. It requires
25 certifications, and we're working very

1 strongly with partners in that area.

2 We are building a state-of-
3 the-art career and technical center in
4 West Philadelphia. It will be 75,000
5 square feet and it will focus on
6 manufacturing health care and
7 automotive technologies. Finally,
8 we've expanded our career services both
9 in person and through the use of
10 technology supporting our students so
11 that they can have the finances and the
12 wisdom to be able to charter a path for
13 themselves. Whether you're talking
14 about veterans, returning citizens,
15 students aging out of foster care, we
16 believe that every student should have
17 the opportunity to be successful and we
18 are interested in making sure that we
19 created the paths for students to do
20 that.

21 MS. EDMOND: Thank you. Good
22 afternoon, distinguished members of
23 City Council and Special Committee
24 members and fellow panelists. My name
25 is Latoya Edmond. I'm the Vice-

1 president of Workforce Development and
2 Economic Innovation at Philadelphia
3 OIC. Philadelphia OIC was founded
4 during the height of the Civil Rights
5 Movement by Reverend Dr. Leon H.
6 Sullivan, who believed that providing
7 disadvantaged people with skills and
8 opportunities to live sustainable
9 lives.

10 To this day, this ideology
11 remains our guiding light. We work
12 daily to eliminate poverty,
13 unemployment and illiteracy in
14 Philadelphia by providing workforce
15 development and digital literacy
16 training to the people that dwell in
17 the most vulnerable zip codes in
18 Philadelphia.

19 At the crux of this problem
20 is joblessness and a high poverty rate
21 near 25.7 percent. This statistic
22 impacts the most vulnerable members of
23 our community, the youth. Of this
24 number, 37 percent of children in
25 Philadelphia live in the high poverty

1 communities, which is the highest level
2 among the 10 largest cities in America.

3 We believe that there's a
4 cultural shift that takes place in the
5 home when a parent has access to
6 education, technology and training and
7 is able to provide for the family. A
8 parent then becomes the example in the
9 home and has vested in their children's
10 education, leading to better life
11 outcomes that break generational
12 cycles.

13 As a workforce development
14 provider, we intentionally design
15 programs that require a short distance
16 between learning and earning a life-
17 sustaining wage by taking a holistic
18 approach to closing the skills gap.
19 When individuals enter our Broad Street
20 building for the very first time, we
21 access their skills to truly meet them
22 where they are and address the needs to
23 remove barriers that may prevent them
24 from excelling in high-performing
25 environments. Whether it is earning

1 their high school equivalency diploma,
2 learning how to use a computer or
3 learning a new trade, our role is to
4 help them become marketable for jobs
5 leading to life-changing careers.

6 The actionable strategies
7 cited in Narrowing The Gap aligned with
8 our mission -- whether it's partnering
9 with the Building Trades to provide job
10 training to returning citizens or
11 sponsor programs to support hiring and
12 training entry-level workers, we
13 believe that collaboration will lead us
14 to substantial outcomes for all.

15 We aim to address the dismal
16 joblessness rate in our city by
17 integrating these elements that are
18 recommended in this report in our
19 existing programs. We rely heavily on
20 the support of our workforce partners
21 to make a greater impact and expand our
22 reach. Through a grant from the
23 Department of Labor, we work closely
24 with our national office to help
25 returning citizens transition back into

1 the society. We manage both the young
2 adult and adult cohort, helping them
3 prepare for multiple career pathways.
4 And to date has over-enrolled in both
5 programs upwards of 300 individuals.
6 The SOAR program has made great strides
7 in re-integrating people back into
8 society.

9 We also partner with Bank
10 Works, a sponsor program that provides
11 tuition-free vocational training to
12 inner-city adults for entry roles to
13 start careers in the financial services
14 industry. Recently graduating our
15 ninth cohort since the program's
16 inception in 2017, we have trained 134
17 graduates with a 79 percent placement
18 rate, 86 percent completion rate for
19 the program. Nine banks have come to
20 the table to be financial sponsors and
21 help move these individuals who have
22 had zero income to a minimum of \$30,000
23 a year. This is the power of closing
24 the skills gap.

25 We believe that more

1 resources are needed and need to be
2 earmarked for city-wide planning and
3 implementation and workforce
4 development programs. It is time to
5 put our all into action and do our part
6 to eradicate poverty in this great City
7 of Philadelphia by closing the skills
8 gap through jobs and education. Thank
9 you.

10 MS. BENOLIEL: Great. Good
11 afternoon. My name is Leslie Benoliel.
12 I'm President and CEO of Entrepreneur
13 Works. We're a Philadelphia-based
14 nonprofit that provides affordable
15 small business loans, business
16 education and coaching services to
17 entrepreneurs and small businesses in
18 Philadelphia. Thank you for inviting
19 me to testify today.

20 Entrepreneur Works mission is
21 to create pathways of opportunity for
22 talented, yet underserved
23 entrepreneurs. Each year Entrepreneur
24 Works serves several hundred
25 individuals to start up, stabilize and

1 grow their businesses. In launching
2 and growing a business, their business
3 ventures, these entrepreneurs go on to
4 create jobs for themselves, their
5 neighbors and in doing so, strengthens
6 Philadelphia's local economy. Small
7 and micro-enterprises are the engines
8 and lifeblood of our city's
9 neighborhood economies.

10 I'm here today to speak to
11 you about the extraordinary potential
12 of these small businesses to create
13 jobs and learning opportunities for our
14 neighborhood residents, especially
15 those facing barriers which can trap
16 them in the cycle of poverty. As the
17 studies referenced in the Narrowing The
18 Gap report state, improving income
19 earning and wealth-creation
20 opportunities to small business
21 ownership is one of the key drivers to
22 lifting people out of poverty.

23 For the purposes of my
24 statements, small businesses are those
25 with 50 or fewer employees, and

1 micro-enterprises are those with five
2 or fewer. According to the 2019 Pew
3 State of the City report, about 26
4 percent of private sector employees in
5 the Philadelphia region worked at small
6 businesses in 2017.

7 17 percent of employees
8 worked in firms with fewer than 19
9 employees. Over 100,000 or 78 percent
10 of all private sector businesses in
11 Philadelphia have no employees and
12 they're run by the owner themselves.
13 These micro-enterprises and small
14 businesses make up a critical component
15 of our City's economy and employment
16 base and represent an important source
17 of its future job growth.

18 These small but powerful
19 enterprises are as diverse as their
20 residents and are important
21 contributors to the rich fabrics in our
22 neighborhoods. They include daycare
23 providers, home repair or contractors,
24 beauty salons, barber shops,
25 neighborhood grocery stores, pet care

1 groomers, food trucks, restaurants,
2 coffee shops, yoga studios and many,
3 many more.

4 When these businesses hire,
5 they typically tap workers from their
6 own communities and neighborhoods,
7 offering many a critical stepping stone
8 to earning income while building their
9 skills. In addition to employing local
10 residents, these businesses provide
11 essential goods and services. They
12 keep the dollar circulating in our
13 communities and they make up this rich
14 and vibrant character of our
15 neighborhoods that we value so much.
16 Although many of the employees start
17 out at entry-level jobs, they get
18 valuable on-the-job learning
19 experiences which are critical for
20 building evasive transferrable skills.

21 In our experience and based
22 on our surveys, our small business
23 clients pay on an average well above
24 the minimum wage. One of our latest
25 surveys showed that on average our

1 small businesses paid \$15 an hour.
2 They also invest their time and energy
3 to teaching and mentoring their
4 workers. These job opportunities are
5 particularly important to those hard-
6 to-serve populations, our young adults
7 seeking their first work experience and
8 for those individuals looking to
9 re-enter the workforce, especially
10 those who have been previously
11 incarcerated. We know this because
12 several of our business owners that
13 we've worked with over the years have
14 come out of the judicial system and
15 have hired returning citizens
16 themselves.

17 So to give you a sense of the
18 power and potential that small
19 businesses have to grow jobs in our
20 City, just imagine this, if 1 out of
21 every 3 of the 120,000-plus small
22 businesses in Philadelphia created one
23 new job in the next year, that would
24 translate into 40,000 new jobs for our
25 city residents. That's an impressive

1 number.

2 To realize this audacious job
3 creation goal, we as a City has to do
4 better in creating an environment
5 conducive to supporting small business
6 growth. We need to continue to reduce
7 the red tape and barriers, to starting
8 up and operating a small business and
9 invest more resources in the
10 organizations and programs that support
11 and help these entrepreneurs navigate
12 through the complexities of owning and
13 growing their ventures.

14 The start-up and emerging
15 businesses that an entrepreneur works
16 with today as well as many partners,
17 some of them are in the room, the
18 SBDCs, the Power Up Program, Goldman
19 Sachs, the work that the Chamber's
20 doing, they will play an increasingly
21 important role in creating
22 opportunities for economic mobility and
23 reducing poverty. They'll be the job
24 creators of tomorrow. Thank you very
25 much for your interest and for your

1 attention.

2 MS. MATLOCK-TURNER: Thank
3 you very much to our panel, and I now
4 ask the Committee if they have
5 questions. Yvette?

6 MS. NUNEZ: We heard Chekemma
7 speak on the earlier panel about
8 regulations that may impede the flow of
9 access to resources and/or increased
10 opportunities. For the full panel,
11 whether it's regulations or other
12 issues separate from funding because
13 everybody needs more money, is there
14 anything you wish you could do that you
15 can't and why, in a way that maybe this
16 audience, businesses and nonprofit
17 leaders can support?

18 MS. BENOLIEL: I'll start.
19 Yes, regulations are numerous for many
20 of these small businesses. It's very
21 complicated. There are different
22 agencies they need to go to, depending
23 on the type of industry they're in.
24 I'll give a food truck as a good
25 example. They need their licenses to

1 have the food truck there. They need
2 to go through inspections, this, that
3 and the other. These are important
4 regulations. They protect the
5 consumer, but it's very complicated for
6 the entrepreneur and the small business
7 owners.

8 I mean, what we would like to
9 see the City do more of, and I know
10 there's been a lot of efforts being
11 made with the Department of Commerce,
12 to help guide the entrepreneurs. We do
13 a lot of navigating and guiding to help
14 coordinate things for them, but we
15 really need more effort and dedication
16 on the City's side to help that small
17 business owner not have to go to five
18 or six different agencies and not
19 having inspectors show up at the time
20 that they said they were going to show
21 up. Those are the issues.

22 MS. EDMOND: I would have to
23 agree and say just collaborating with
24 the City and being able to partner and
25 get access to a lot of the small

1 businesses that are in the area to be
2 able to connect more strategically with
3 the workforce that we are training. I
4 think that's one of the things that --
5 connection to employers and our
6 employer partners will actually
7 strengthen the programs that we're
8 training individuals in and the
9 outcomes leading to more sustainable
10 wages, so that's one of the things that
11 we would love to see.

12 It is happening and I know it
13 will take time, but even just making
14 sure everybody is being purposeful and
15 strategic when doing it is pretty much
16 what I would say.

17 MS. GAY: I will agree with
18 that. And in addition, I would say
19 that there was a speaker this morning
20 talking about the incredible effort
21 that the City made when it was trying
22 to get Amazon to come here and how we
23 were able to mobilize and come together
24 and push an agenda and create a plan
25 that was impressive. Everybody said

1 that.

2 If we took that same energy
3 for this, I mean can you imagine what
4 we would be able to do. I think the
5 City showed that it has the capacity to
6 do something amazing here, so if we can
7 bring that same level of commitment
8 across the City, every business, every
9 citizen pushing in that direction, I
10 think we would be able to accomplish
11 this.

12 MR. CLANCY: Yeah, and I
13 guess I would finish up in saying, you
14 know, if we could find more resources
15 to help place us, like Dobbins be open
16 in the evening for adult education and
17 not just available during the day for
18 high school education, that we can
19 really -- we have jewels in our
20 communities throughout the City that
21 have really good infrastructure but no
22 access beyond the normal workday.

23 How do we get individuals and
24 how do we get -- how do we find some
25 money, because right now the money that

1 we get is really restrictive and
2 doesn't allow us to do that. So if we
3 really are serious about wanting to
4 move people up a career ladder, we got
5 to make it more flexible as far as
6 entrance into the program.

7 MS. MATLOCK-TURNER: Thank
8 you. Other questions? Pedro?

9 MR. BROWN: I'll be brief.
10 To the panel, as I think about my
11 mother and family members who attempted
12 to go back to school and get a
13 better -- more training and education
14 when we kind of cut through the fog at
15 the very basics, people want to put
16 food on the table, they want to provide
17 more options and choices for their
18 children. They want to put away money
19 for them to go to college. They may
20 want to take care of an elderly parent.
21 When we think about the investments
22 that people make of their time going
23 back to school or getting a workforce
24 credential, what are we doing to ensure
25 that once they do that, folks are

1 actually able to obtain a living wage
2 job or at least get on a pathway to a
3 living wage job?

4 MR. CLANCY: I'm going to go
5 first and then hand it off to my CCP
6 friend. So we know that most recently
7 the study came out that there's job
8 growth in the City. That's the good
9 news. The bad news is most of the jobs
10 pay under \$35,000. So I think part of
11 it is, is really making sure that one
12 credential isn't always enough for
13 individuals, that life-long learning is
14 a key, but it really is sort of that
15 employer engagement piece with the
16 whole curriculum development.

17 MS. GAY: I also think as
18 educators we have to bite the bullet
19 and say that we are going to be
20 preparing people for jobs that are
21 going to have family-sustaining wages,
22 that we're not going to prepare people
23 for jobs that don't take them to that
24 level that don't help them to be
25 successful, that don't help them to

1 take care of their families.

2 MS. EDMOND: I would have to
3 echo what Pat said about the employer
4 engagement and making sure the
5 employers are at the forefront and
6 really informing what's happening in
7 the institution. That's actually what
8 allows the employers to feel invested
9 in the program, in the training in the
10 participants that they're going to get
11 and really using it as a recruitment
12 tool.

13 And so, we've seen that, it's
14 very successful in our Bank Works
15 program where we're inviting the
16 employer partners in, they actually are
17 informing the curriculum. They're at
18 the table at graduation hiring them
19 which leads to higher wages, job
20 retention, security and a lot of career
21 advancement.

22 MS. BENOLIEL: I'm late to
23 this comment. Most of our small
24 businesses aren't going to be paying
25 huge wages and they don't have

1 opportunities to advance to higher, but
2 what they are, are stepping stones and
3 it's experiential learning. What I'm
4 hearing here is a unique blend of both.
5 We need the formal education with the
6 degrees and opportunities, but we also
7 need these young people especially to
8 get in there and have those experiences
9 working and understanding how to manage
10 their time and their money, so we need
11 both.

12 MS. MATLOCK-TURNER: Pedro?

13 MR. RAMOS: So first thing,
14 thanks, Malik, for asking that
15 question. That's where I was going to
16 go, so now I get to ask my follow-up
17 questions that are two questions. I
18 want to stick right there because you
19 started off with saying that the goal
20 or somebody said goals to try to get
21 the number of people that live in
22 poverty in the City down by 100,000.
23 So it sounds like that has to be a
24 really focused effort.

25 And you've all sort of kind

1 of started going to the idea of focus
2 like we've got to make some decisions
3 about what we do, what we don't do so
4 that we get that kind of result, right,
5 because it's not just -- we're on a
6 mission to try to make this happen
7 faster. Are there any -- can you give
8 a sense of are there five opportunities
9 in terms of job areas of employment
10 types of jobs, you know, a handful that
11 right now is a great opportunity in the
12 community in your judgment if we were
13 just able to do X, we could really be
14 moving people to specific job skills in
15 a much more quickly focused, you know,
16 particularly -- I'm really interested
17 in understanding which jobs are they
18 that could really make a big difference
19 if we were to focus as a community
20 saying we're trying to get more people
21 into these types of five positions and
22 we think we can, you know, tip down
23 them?

24 MS. GAY: I don't know if I
25 want to go with five, but we were in a

1 conversation this afternoon actually
2 about the whole healthcare area,
3 science area, technology area in
4 Philadelphia and Philadelphia's
5 strengths in that area. And we had a
6 conversation about gene and cell
7 therapy and the types of technicians
8 that are going to be needed in that
9 area which is certainly projecting
10 forward to what's going to be needed in
11 that area.

12 And people when they think of
13 those kinds of areas, they usually
14 think, oh, well, you're going to need
15 at least a Bachelor's degree, you're
16 going to need a graduate degree, but in
17 reality our biomedical technician
18 program with Wistar Institute -- Wistar
19 came to us years ago and said, we're
20 hiring Bachelor's level students to do
21 these technician jobs and they leave
22 within a year or two because they go
23 back to get a Master's degree or they
24 go to a professional school, they want
25 to go to medical school, so we're

1 training them and we're losing them in
2 a year.

3 Maybe if we tried Associate
4 level students, we would be able to
5 keep them longer and that's exactly
6 happened. I think sometimes we have
7 overestimated the credential level
8 that's needed to do a good job and I
9 think we're going to have to rethink
10 what's the skill set that actually
11 aligns with the job, not just what the
12 job is, but what's the skill set that
13 you need to do that job and to prepare
14 people with those skills.

15 And the good thing about that
16 is those skills are probably
17 transferable as the job market changes,
18 because I could identify five jobs now,
19 but five years from now, those may not
20 be the jobs that are going to be the
21 ones that drive the economy. So I
22 would say focus on the job skills and
23 also not assume that a credential, a
24 high level credential, is necessary to
25 do a particular job.

1 MR. CLANCY: The one thing I
2 would say what we don't want to miss
3 the opportunity is if we're going to
4 invest in making schools lead-free and
5 asbestos-free, which is a hot topic in
6 the City, we can't miss the opportunity
7 to building in a workforce training
8 with that, right, to maximize the
9 opportunity, to maximize how quickly we
10 can move on that.

11 So if there's large
12 investments in our city, it has to come
13 with the workforce pipeline strategy,
14 and I would say that's where we begin
15 to help individuals learn their
16 critical skills, get some credit maybe,
17 go back to the college, but really not
18 miss the opportunity to say just invest
19 all these millions, but not include the
20 workforce component.

21 MR. HACKNEY: So just a quick
22 comment, it's directed towards Pat
23 because of a comment you made earlier
24 around services that schools could
25 offer and as we're sitting in Dobbins

1 and I could feel Dr. Damon, the
2 principal's passion for her school,
3 around programs that offered, so this
4 is a community school so because it's a
5 community school, we do have extended
6 hours here.

7 We have offered adult work
8 training programs here at this school
9 for I think a couple of years now in a
10 row. And on Saturdays they have gifted
11 Saturday, but they also do
12 homeownership clinics for residents in
13 the community. So if you want to see
14 Charles Reyes, who now I see sitting in
15 the back, and learn about that.

16 So when we talk about
17 communities, we're thinking about
18 those. In all of our community
19 schools, we offer adult learning, ELL
20 classes and literacy classes, because
21 we know that there's an education and
22 skills gap so we're trying to build
23 those things in, so thank you for
24 mentioning it but also letting folks
25 know that those things are happening

1 right near in this community.

2 MR. CLANCY: Yeah, I agree
3 with that, but I also would say I think
4 we want to make sure and work together
5 on who were the employers that would
6 also hire people out of the community
7 school programs, just so we all
8 don't -- like someone mentioned
9 earlier, I think Malik said, it's a lot
10 of time and energy to give up weekends
11 and nights to come get additional
12 skills that really is that employer
13 engagement. I know Philly OIC and
14 others have done extremely well, but I
15 would agree. Thank you.

16 MS. MATLOCK-TURNER: I really
17 want to thank our panel. I know that
18 I'm doing a terrible job of keeping us
19 on time, but I want to make sure that
20 we can really get everybody in. I will
21 just follow up on Pedro's question.
22 One of the things that the Federal
23 Reserve Bank in the region has been
24 doing, Pedro, is looking at the jobs of
25 the future, not only for the question

1 of training, but also trying to figure
2 out which ones are going to be able to
3 survive the next technology disruption,
4 so there are people who are actually
5 thinking about that information and we
6 should make sure that we try to get
7 that incorporated into what we're doing
8 and really sort of understanding the
9 market. Can I ask -- yes?

10 MR. CLANCY: I think the
11 other thing we're looking at, at the
12 City level is the gig economy, right,
13 what are the challenges, what are the
14 pitfalls, what are the benefits and I
15 think we can't lose sight of that.

16 I think we have to make sure
17 that individuals that are doing that
18 type of work understand that there's a
19 long-term challenge with benefits and
20 pensions and social security, so I just
21 think as we look at the future of work,
22 the gig economy is something we need to
23 study more.

24 MS. MATLOCK-TURNER: Thank
25 you.

1 MR. WELLS: All right. For
2 time sake, we just thank the last
3 panel. Career, Exploration, Training
4 and Job Search panel, Joe Wilson,
5 Philadelphia Energy Authority, Michael
6 Robertson, Temple University, John
7 Thomas, National Association of
8 Minority Contractors, Philadelphia
9 Chapter.

10 (Panel approached
11 Witness Table.)

12 MR. WELLS: We're getting
13 ready to start winding down so we can
14 get to the questions for time sake. We
15 want to start tightening up stuff, so
16 please be mindful.

17 MR. WILSON: Good afternoon,
18 Chairman Matlock-Turner and members of
19 the Subcommittee on Jobs and Education.
20 My name is Joe Wilson, Solar Training
21 Fellow at the Philadelphia Energy
22 Authority. I'm here to talk about the
23 Philadelphia Energy Authority's Bright
24 Solar Futures program, an initiative
25 that is advancing the goals of

1 narrowing the gap of preparing younger
2 Philadelphians for solar jobs.

3 The Philadelphia Energy
4 Authority was created in 2010 to
5 support the City on issues of energy,
6 affordability and sustainability. In
7 2016 with the leadership of Council
8 President Darrell Clarke, we launched a
9 Philadelphia Energy Campaign, a 10-year
10 initiative to invest \$1 billion and
11 create 10,000 jobs to clean energy and
12 energy efficiency projects in
13 Philadelphia.

14 We have already completed
15 projects totaling more than \$100
16 million in investments. For example,
17 more than 500 households have gone
18 solar through our Solarize Philly
19 program and three high schools have
20 received holistic energy makeovers.
21 These projects create jobs, save money
22 and reduce our important climate
23 change.

24 As you can see, our work has
25 many intersections with the goals of

1 the Special Committee on Poverty
2 Reduction and Prevention, including our
3 new platform for home repair which has
4 been a topic in the Housing
5 Subcommittee. Today I'm here to speak
6 specifically on our Bright Solar
7 Futures program which is preparing
8 young Philadelphians for the jobs in
9 the booming clean energy field.

10 Solar installer is the
11 fastest growing occupation in the
12 country and is listed as a high
13 priority occupation for Philadelphia
14 County based on high employee demand
15 for new workers. Entry-level positions
16 in solar do not require a college
17 degree, but pay a living wage and
18 provide opportunities for advancement.

19 At PEA, we know that these
20 new jobs can help support young
21 Philadelphians on a pathway out of
22 poverty. In partnership with the
23 School District of Philadelphia, we are
24 establishing the nation's first
25 three-year vocational solar energy

1 program for high school students called
2 Bright Solar Futures.

3 PEA received \$1.2 million
4 award from the U.S. Department of
5 Energy to implement the program. Just
6 this week, we got the go-ahead from the
7 Pennsylvania Department of Education to
8 move forward with this new solar
9 program with state funding.

10 Philadelphia has created the precedent
11 for other districts in Pennsylvania to
12 access state funds to train their own
13 students for solar jobs.

14 Since 2017, we have trained
15 70 young Philadelphians to entry-level
16 solar classes taught by solar states
17 and the Energy Coordinating Agency. We
18 have another class in session right now
19 of students from CTE schools across the
20 City, including students from Dobbins
21 High School. We have placed 20
22 graduates from these solar classes into
23 paid internships in the clean energy
24 sector to give them the opportunity to
25 apply what they have learned in the

1 classroom.

2 In partnership with the
3 District, we are on track to roll out
4 the new Solar Energy CTE program at
5 Frankford High School starting in
6 August 2020, and we are beginning to
7 build out the training lab as well.
8 This three-year program will train
9 students starting in 10th grade through
10 an expanded curriculum with 1,080 hours
11 of instruction.

12 We are offering a parallel
13 solar training track for Opportunity
14 Youth, young people who are out of
15 school and unemployed between 18 and 30
16 years old. We will launch this new
17 program in partnership with
18 PowerCorpsPHL starting in January 2020.
19 Participants in both programs will be
20 placed into paid internships in the
21 field. If I had one recommendation to
22 make to this committee, it will be for
23 the City to offer additional supported
24 services to CTE students.

25 CTE students have an

1 incredible opportunity to receive
2 industry-specific training while in
3 high school. We know the CTE students
4 from low-income households face unique
5 barriers that can undermine their
6 success in programs like the Bright
7 Solar Futures. It would be very
8 helpful if the City would help provide
9 additional wraparound services, mentors
10 and additional support to ensure these
11 students to become successful.

12 The transition to clean
13 energy is one of the most important and
14 urgent tasks of our generation. Bright
15 Solar Futures creates an opportunity
16 for young Philadelphians to secure
17 employment on the cutting edge of this
18 transition. I would like to close by
19 acknowledging Philadelphia City Council
20 and the School District's Office of
21 Career and Technical Education for the
22 support of the Bright Solar Futures
23 program. We look forward to continuing
24 our partnership to leverage clean
25 energy as a tool for poverty

1 alleviation in Philadelphia. Thank you
2 very much.

3 MR. ROBINSON: Good evening.
4 My name is Reverend Michael Robinson.
5 I'm the Director of Community Outreach
6 in Hiring for Temple University's
7 Lenfest North Philadelphia Workforce
8 Initiative. I've been employed with
9 Temple University since 2011 but
10 possess over 30 years of experience,
11 collective experience in human
12 resources, university management,
13 university faculty, workforce
14 leadership development and college
15 planning expertise serving in the
16 corporate, higher education, nonprofit
17 and state government employment
18 sectors.

19 In an article entitled, "Is
20 Education the Cure for Poverty," Julie
21 Strawn of the Center for Law and Social
22 Policy reviewed an extensive sample of
23 basic education and training programs
24 and concluded that education alone is
25 much less successful in raising

1 employment and earning prospects than
2 education combined with a strategy of
3 focused job training, soft skills
4 training and holding out for quality
5 career job opportunities.

6 I agree with Strawn's
7 recommendation of her success strategy
8 of combining education, job training
9 and soft skills development to produce
10 a high talent, highly productive
11 economically thriving employee and
12 community. I want to explain and
13 underscore the importance of soft
14 skills development. Instead of the
15 term soft skills, I prefer to use the
16 phrase power skills.

17 For over a decade, Temple
18 University has been on the forefront of
19 serving hundreds of job-seeking
20 professionals by developing their power
21 skills and two professional development
22 training programs that we offer to the
23 community for free. The one program is
24 Communiversity, monthly workshops, a
25 professional development workshop

1 series focused on resume writing,
2 effective interview skills, expert job
3 search strategies, personal branding
4 and professionalism in the workplace.

5 Second is the eight-week New
6 Opportunities Workshop Professional
7 Development Seminar which focuses on
8 power skills development in
9 communication, teamwork,
10 problem-solving, creativity, work
11 ethic, time management, interpersonal
12 skills, leadership development and
13 adaptability.

14 Participants power skills are
15 developed via in-depth, detailed and
16 structured training that includes 16
17 hours of total classroom instruction
18 with industry leaders, two hours of
19 community service with a local
20 nonprofit, group discussions and
21 activities, group and individual
22 presentations, a certificate completion
23 ceremony at the conclusion of the
24 training and a meet-and-greet dinner
25 reception with local employer

1 representatives.

2 Temple University is the
3 largest North Philadelphia employer.
4 Our University's founder Reverend
5 Russell Conwell believed in the
6 philosophy of finding acres of diamonds
7 in your own background. In that
8 spirit, Temple University continues to
9 reach out into the surrounding North
10 Philadelphia community to recruit and
11 hire talented, qualified candidates for
12 positions at main campus in our
13 hospital system.

14 We routinely send out job
15 vacancy notices to community groups and
16 legislative leaders. We conduct
17 workforce readiness presentations,
18 professional development workshops,
19 employer spotlight events with the
20 community agencies like OIC, Urban
21 League of Philadelphia, Philadelphia
22 Chamber of Commerce, Project Home
23 Society of Resource Management, Upward
24 Solutions, Philadelphia School
25 District, the District of -- Community

1 Engagement Division, Pennsylvania
2 Clearlink, faith-based organizations,
3 et cetera. It's through these
4 strategic alliances that we obtain
5 additional candidate referrals.

6 As of November 28, 2019
7 Campus Hiring Report, Temple
8 University's main campus employs 9,514
9 workers. We're proud to report that
10 almost 11 percent of our entire
11 employees are hired directly from our
12 surrounding North Philadelphia campus
13 community. Economically, that
14 translates to over \$50 million in
15 cumulative income earnings for North
16 Philadelphia households residing in our
17 eight zip code coverage area.

18 These 1,015 employees that
19 are the acres of diamonds from our own
20 local community help Temple University
21 become a choice premier institution of
22 higher education, locally, nationally
23 and globally. Temple University
24 Lenfest North Philadelphia workforce
25 initiative understands that we don't

1 have the capacity to hire all job
2 seekers so we offer employment
3 opportunities through major job fair
4 events that we host.

5 In the fall, we host an
6 annual community job fair where we
7 partner with a local church, Prince of
8 Peace Ministries, to produce a job fair
9 in the Strawberry Mansion section.
10 Typically draws between 25 and 30
11 employers and between 100 and 300 job
12 seekers annually. Each spring we host
13 an annual neighborhood job fair. It's
14 in its 14th year in year 2020. It's
15 Philadelphia's largest city-wide
16 employment event.

17 In a written citation,
18 Governor Tom Wolf has lauded our annual
19 city-wide job fair as an economic
20 engine for Philadelphia and the
21 Commonwealth of Pennsylvania. Our
22 annual job -- our annual neighborhood
23 job fair is held every May. It
24 typically draws between 1,000 and 3,000
25 job seekers. This year we had 145

1 employers in attendance. At the annual
2 neighborhood job fair, it includes a
3 mobile computer lab so that job seekers
4 can apply for jobs on site, a community
5 resource section that allows job
6 seekers to seek and engage with
7 community job training agencies in an
8 array of Temple University campus
9 organizations and departments that
10 provide premium training programs,
11 employment and educational resources.

12 As I've outlined, our success
13 is rooted in our partnerships with the
14 community, with employers and with area
15 agencies. Thank you for your time and
16 I'm grateful for the opportunity to
17 share information about what we do.

18 MR. THOMAS: Good afternoon.
19 My name is John Thomas. I'm the
20 president -- let me start over again.
21 Good afternoon, Chairwoman Matlock-
22 Turner, Subcommittee Chair Wells,
23 members of the Committee. My name is
24 John H. Thomas and I'm President of the
25 National Association of Minority

1 Contractors, Philadelphia Chapter.

2 I'm pleased to present
3 testimony on the topic of career
4 inspiration, training and job search.

5 The National Association of Minority
6 Contractors or NAMC was founded in 1969
7 to advocate primarily on behalf of
8 minority contractors. So we're
9 celebrating our 50th year in existence.

10 That makes us the oldest minority
11 construction trade association in the
12 United States.

13 Our headquarters is in
14 Washington, D.C. and we have chapters
15 and affiliates all over the country.
16 The Philadelphia chapter is the only
17 local affiliate representing
18 Pennsylvania, Delaware and South
19 Jersey. NAMC Philadelphia provides
20 advocacy, education, and training
21 events and opportunities, industry
22 initiatives, networking and membership
23 meetings to increase the visibility of
24 members, businesses in the community.

25 The construction industry is

1 booming in Philadelphia and the
2 metropolitan area. Some projections
3 for the next 10-year period indicate
4 that the industry could employ the
5 highest number of individuals in 30
6 years. The jobs will be created
7 through major city investors like the
8 Philadelphia Rebuild Initiatives and
9 major development projects such as
10 Schuylkill Yards project, numerous
11 other private developments all over the
12 City and regions, and hundreds of other
13 construction jobs may emerge from
14 community development projects from
15 some of the community development
16 organizations and other nonprofit
17 organizations.

18 However, a big question still
19 remains, like how many jobs will be
20 well-paying, career tracking jobs and
21 who will have access to them. The
22 construction industry is generally
23 regarded as accessible to individuals
24 without college degrees. While some
25 are low wage, 46 percent of

1 constructions jobs pay wages of \$50,000
2 per year or more.

3 Unionized construction jobs
4 are the most prized. According to a
5 study commissioned by Indeed.com, the
6 average union worker in Philadelphia
7 area earns approximately \$27.16 per
8 hour and that's almost \$55,000 a year.
9 While the average non-union worker
10 earns about \$18.64 an hour and that's
11 about \$38,000 dollars a year. That's
12 roughly about \$17,000 difference
13 between the unionized worker and the
14 non-unionized worker.

15 Recently NAMC has been
16 working with several organizations that
17 provide career training and soft
18 skills -- both soft skills and
19 technical training. However, what we
20 find is that some of these people in
21 training, there are no jobs at the end
22 of the training and what we found other
23 programs that existed in the
24 Philadelphia in the past, you train
25 people and then there's no jobs at the

1 end, that just leads to frustrated
2 trained people. And all that said, the
3 construction industry is booming,
4 minority contractors and women
5 contractors are not substantially
6 participating on some of the larger
7 projects and governmental projects in
8 the Philadelphia market. NAMC believes
9 that the growth and development and
10 support of local minority contractors
11 will have a substantial impact on job
12 creation and training for minority
13 residents. Strong and adverse
14 companies will be in positions to hire
15 local workers.

16 People typically hire people
17 that they're familiar with and are
18 comfortable with, and we believe that
19 if Black and Brown companies are
20 receiving jobs, they can create
21 opportunities for Black and Brown
22 workers in the communities. So some of
23 the people that are being trained by
24 Philadelphia Works and all of these
25 organizations, in the end they are

1 looking for jobs that would be that --
2 with support of our members and
3 minority companies, we can help create
4 those jobs and make those jobs
5 available to people on a long-term
6 basis.

7 NAMC keeps its members
8 abreast of construction projects and
9 advocate for the inclusion in these
10 projects. And most of all, we support
11 minority firms in their capacity
12 building and growth activities. Thank
13 you for this opportunity to testify and
14 I'm open to any questions.

15 MR. WELLS: Great job. But
16 for time sake, can we just have you
17 take a seat right there on the first
18 row. We want to get to the next panel,
19 we can get to the questions, so we can
20 get to the community, what you need and
21 what you have to ask us, the most
22 important part for us.

23 MS. MATLOCK-TURNER: Thank
24 you very much. Our next panel is
25 looking at some of the issues around

1 special populations and some of the
2 programs and projects to meet those in
3 poverty. Atif Bostic from UpLift
4 Solutions, Mattie Kersey from the
5 Philadelphia Corporation for Aging and
6 Rafael Arismendi, please join us.

7 (Panel approached
8 Witness Table.)

9 MS. MATLOCK-TURNER: I also
10 want to thank Council President Clarke.
11 I know he's had a full day scheduled,
12 but I really appreciate him coming and
13 being a part of this conversation and
14 hearing the work that's going on, on
15 his commission.

16 MR. WELLS: Thank you very
17 much for joining us this evening.

18 MR. BOSTIC: Great. Thank
19 you. Good afternoon and good evening.
20 Thank you Co-chairs Matlock-Turner and
21 Wells and fellow members of the
22 Committee for the opportunity to
23 testify on poverty reduction and
24 prevention in the areas of job
25 creation, specifically on special

1 populations.

2 My name is Atif Bostic. I'm
3 the Executive Director of UpLift
4 Solutions. UpLift Solutions is a
5 nonprofit focused on addressing the
6 social determinants of health,
7 particularly in the areas of access to
8 fresh and healthy food, access to
9 health care and germane to today's
10 hearing, access to jobs.

11 At UpLift, we believe that
12 poverty and incarceration are deeply
13 linked. A report from the Prison
14 Policy Initiative cites the median
15 annual income for individuals involved
16 in the justice system before their
17 incarceration was \$19,185 which is 41
18 percent less than their counterparts on
19 average.

20 With our belief and the deep
21 connection between poverty and
22 incarceration and the goal to reduce
23 poverty in Philadelphia, we focused our
24 energy on developing a program that
25 would address the root causes to

1 recidivism. In 2017, we launched
2 Workforce Solutions and through that we
3 found the major drivers of recidivism
4 were an immediate need for money, the
5 lack of social support and social
6 services, the lack of appropriate life
7 skills and a lack of long-term
8 employment.

9 Our program is built on
10 addressing those issues. We provide a
11 weekly stipend. We provide a weekly
12 TransPass and we provide lunch daily.
13 Additionally, we staff an onsite
14 psychologist and counselor.
15 Participants participate in cognitive
16 behavior therapy and one-on-one
17 counseling sessions.

18 The first four weeks of the
19 program is seven hours a day, five days
20 a week or 210 hours devoted to
21 addressing the issues and deficits
22 individuals face that keep them from
23 maintaining a job. Once they complete
24 the first portion of that training,
25 they then receive technical skills

1 training specific to the job that
2 they're going into, and I'll pause
3 there for my written remarks and just
4 talk about the questions that were
5 posed, the innovations and how do we
6 address this.

7 And I would say that one of
8 the things that we need to look at as a
9 city is starting to focus on addressing
10 root cause issues versus Band-Aids on
11 them, and specific to those, I know
12 that we have a focus on hiring formerly
13 incarcerated individuals and we have
14 contracting issues within the City,
15 that the City of Philadelphia currently
16 issues contracts to employers that
17 actually prohibit them from hiring
18 formerly incarcerated individuals, so
19 we need to look at contracting issues
20 and other barriers to employment such
21 as licensing.

22 And then additionally, we
23 talked about the unions and heard about
24 union issues, union-hiring issues
25 particularly related to minorities

1 within the City of Philadelphia, more
2 specifically to the skill trade unions
3 than to the labor unions. Those are my
4 remarks.

5 MS. MATLOCK-TURNER: Thank
6 you.

7 MR. ARISMENDI: Good
8 afternoon. My name is Rafael
9 Arismendi. I'm the Vice-president of
10 Congreso de Latinos Unidos. Thank you
11 for the opportunity. I would like to
12 talk about Congreso's initiative. In
13 education, Congreso -- to provide
14 opportunity for a problem, provide
15 students a certificate of human
16 services field. We believe that the
17 student will be more comfortable
18 enrolling into college and being ready
19 for college after high school
20 graduation.

21 These problems -- our
22 participants to enroll into Temple
23 University with working with our
24 traditional process. Currently, we
25 have 27 students that are attending

1 classes at Congreso. In the workforce
2 area, we have a capital of
3 well-established program. Two of them
4 funded by Philadelphia Works. The
5 first one is the CEA program. This
6 prefers the student to get national
7 recognized credential. They also get
8 six college credits and now are able,
9 about how you help them to go and move
10 up to a new position.

11 We're exploring with
12 Philadelphia Works opportunity to see
13 if we can support the students as they
14 try to complete their Associate's
15 degree. We also have a commercial
16 driving license program, the CDL
17 program. It's an eight-week program
18 and the credentials are for students to
19 apply for position of tractor trailer
20 drivers, will have a starting salary of
21 \$40,000. We have right now great
22 partners. We have Cisco, Coca-Cola.
23 They are really supporting our
24 students. The opportunities are around
25 \$42,000 and opportunity for

1 advancement.

2 Some other initiatives that
3 we have in the workforce area, we have
4 the Temple Lenfest North Philadelphia
5 Workforce Initiative. We are doing the
6 strength-base family working credential
7 that would allow some of our
8 participants and community members from
9 North Philadelphia to get the
10 credential and be trained and get
11 employment hopefully in the human
12 service area, so we're working actively
13 and will be training opportunity for
14 people in this year.

15 Finally, we also have ESL
16 classes for different levels of classes
17 for the community. These are
18 barriers -- our participants are trying
19 to find how they can improve their
20 English skills so they can apply for
21 jobs and opportunities. We believe
22 that expanding opportunities along this
23 area in workforce and development and
24 education will help our community for
25 North Philadelphia. Thank you for the

1 opportunity.

2 MS. KERSEY: Thank you. Good
3 evening. My name is Mattie Kersey and
4 I'm a Program Manager with the
5 Philadelphia Corporation for Aging.
6 PCA is a private nonprofit nationally
7 recognized area agency on aging for the
8 Philadelphia County. There are 52 area
9 agencies on aging across the
10 Commonwealth covering 67 counties.

11 PCA is the first place for
12 older Philadelphians and adults with
13 disabilities to turn for information
14 and services to help maintain or
15 improve the quality of their lives.
16 PCA contracts with more than 200
17 community organizations to deliver
18 services in helping older
19 Philadelphians and adults with
20 disabilities achieve their maximum
21 levels of health, independence and
22 productivity.

23 I am grateful and pleased to
24 have the opportunity to appear before
25 you today to speak about a topic that

1 is important, increasingly relevant and
2 dear to my heart, senior employment.
3 Employees age 65 and older are the
4 fastest growing segment of the
5 workforce according to AARP.

6 The reasons for this trend
7 are many. Pensions have all but
8 disappeared, workers are delaying
9 claiming Social Security benefits to
10 maximize payouts and life spans are
11 longer, leaving seniors concerned that
12 they will run through their retirement
13 savings too soon.

14 By 2024, one in four U.S.
15 workers will be 55 or older according
16 to the U.S. Department of Labor. This
17 is more than just double the rate in
18 1994 when 55-plus workers accounted for
19 just 12 percent of the workforce. Some
20 of the advantages of older workers are
21 having greater work experience,
22 knowledge and skills, greater maturity
23 and professionalism, a stronger work
24 ethic, being more reliable and loyal
25 and experiencing fewer turnover.

1 There are a number of
2 challenges, however, for older adults
3 when faced with re-entering the
4 workforce or even entering the
5 workforce for the first time. Among
6 them are stereotypes and images
7 suggesting older adults are incapable
8 of contributing to our society and
9 economy in a meaningful and positive
10 way, the need for them to be computer-
11 literate in order to navigate the
12 online job application and resume
13 submission process, the need to
14 identify and refine skills utilized in
15 former jobs to make them suited for
16 today's business needs, job-training
17 programs designed to meet the needs of
18 older adults, identifying employers
19 that will hire qualified older adults.

20 Some firms today focus more
21 intently on how to recruit and maintain
22 millennials and they base their success
23 on the percentage of their workers that
24 now come from this younger cohort.
25 Some job postings mention a maximum

1 number of years of experience or they
2 use a date of birth dropdown menu
3 without the applicant's birth year
4 listed. Words like overqualified can
5 be code for too expensive or too old.
6 This is where PCA comes in.

7 PCA funded employment
8 programs, helped over 3,000
9 Philadelphians 55 and older with their
10 employment goals in fiscal year 2019.
11 PCA employment programs helped older
12 workers facing the challenge of finding
13 or changing jobs in today's
14 technology-driven labor market, and we
15 provide older adults with training and
16 full and part-time employment
17 opportunities.

18 Among the top 10 largest
19 cities, Philadelphia has the highest
20 number of older adults living in
21 poverty. We are better than that
22 statistic. With additional funding,
23 targeted job training, determining the
24 needs of employers and preparing
25 today's older adults with the skills

1 needed to meet today's demands, we can
2 reduce the sobering statistic. Thank
3 you so much for your time.

4 MS. MATLOCK-TURNER: Thank
5 you, and I would ask if you wouldn't
6 mind just sitting in the front row.
7 We're going to bring up our next
8 scheduled panel, and then we will ask
9 questions of all three panels. Thank
10 you so very, very much. I appreciate
11 that. Our next panel, we ask Yvette
12 Nunez from the Greater Philadelphia
13 Chamber of Commerce, also Bob Logue, am
14 I pronouncing that correctly, from
15 Quaker City Coffee, Donovan West from
16 the African American Chamber of
17 Commerce and Reggie Fuller from Fulton
18 Bank. Thank you so much for being
19 here.

20 (Panel approached
21 Witness Table.)

22 MS. MATLOCK-TURNER: Yvette,
23 if you will start, thank you.

24 MS. NUNEZ: Thank you,
25 Committee Chair Sharmain Matlock-Turner

1 and Mel Wells for allowing me the
2 opportunity to present testimony in
3 this afternoon's hearing. I also want
4 to thank Council President Clarke and
5 Councilmember Maria Quinones-Sanchez
6 for inviting me to join the Special
7 Committee of Poverty Reduction and
8 Prevention.

9 My name is Yvette Nunez. For
10 three years I have served as Vice-
11 president of Civic Affairs at the
12 Chamber of Commerce of Greater
13 Philadelphia. The Chamber is a
14 nonprofit business membership
15 organization whose members employ more
16 than 600,000 across the 11-county
17 region.

18 Before joining the Chamber, I
19 spent nearly 20 years working in
20 community-based organizations serving
21 our city's poorest communities in the
22 areas of employment, housing, health,
23 education and social services. At the
24 Chamber I oversee the Chamber's impact
25 strategies. For the purpose of this

1 discussion, these include but not
2 limited to road map for growth, where
3 we believe that Philadelphia's economic
4 growth and civic engagement must be
5 embedded in the shared agenda and
6 called to action among a thoughtful
7 collaboration of top leadership from
8 the business, nonprofit, civic and
9 government sectors in the development
10 and execution of a pro-growth pro-jobs
11 agenda to lift and improve
12 Philadelphia's economic and civic life.

13 Our members advocate for
14 policies that contribute to the City's
15 economic and civic vitality in areas
16 including inclusive growth in good
17 jobs, education in workforce
18 modernization, safe and healthy
19 neighborhoods and transparency in
20 government. They also accelerate
21 growth through research-based decisions
22 to reach measurable outcomes and build
23 and convene the PHL neighborhood Growth
24 Project Coalition of businesses,
25 nonprofits, civic and neighborhood

1 organizations to identify solutions and
2 utilize resources that encourage
3 economic growth, improve quality of
4 life in Philadelphia and create
5 opportunity for vulnerable populations.

6 Through Roadmap, we have
7 convened discussions to influence
8 employers to hire from vulnerable
9 populations, including those
10 experiencing homelessness, those
11 receiving TANF and returning citizens.

12 The Chamber itself has a partnership
13 with First Step Staffing to recruit and
14 build a pipeline of Chamber members
15 willing to hire from the homeless
16 population.

17 In the first seven months of
18 2019, more than \$300,000 in wages were
19 paid to homeless and returning citizens
20 as a direct result of this partnership.
21 We also execute the Read to Me and
22 Future Ready programs. Read to Me is
23 an early literacy program and partner
24 of the Ready by 4th campaign which has
25 provided more than 17,000 books to

1 Philadelphia K to 1 classrooms as well
2 as convene more than 1,000 volunteers
3 for inclass reading.

4 In 2018 alone, this effort
5 benefited more than 3400 children
6 across 117 classrooms in 25 schools.
7 Future Ready is a middle school career
8 exposure program which provides
9 students with in-classroom instruction
10 followed by onsite career exposure at
11 work sites across the City. Since its
12 inception, more than 1,000 students
13 have benefited from this program.

14 In addition to these, the
15 Chamber's a champion of the
16 Philadelphia Youth Network Summer Work
17 Ready program, actively recruiting its
18 members to provide students with summer
19 work opportunities and we intend to
20 deepen this relationship in the coming
21 year.

22 In the spring of 2019, the
23 Chamber through its Roadmap for Growth
24 initiative launched the PHL
25 Neighborhood Growth project and its

1 accompanying policy agenda. This
2 agenda which prioritizes policies we
3 believe will help accelerate long-term
4 neighborhood economic growth focuses on
5 four policy pillars, inclusive growth
6 and good jobs, education and workforce
7 modernization, safe and healthy
8 neighborhoods and putting people first
9 in City Hall.

10 The coalition has nearly 300
11 partners, small and large businesses as
12 well as nonprofit organizations who are
13 aligned with this agenda and working
14 with Council and their own constituents
15 to carry its recommendations forward.
16 We also have more than 7,000 who have
17 subscribed to its listserv wishing to
18 stay informed on a weekly basis.

19 Specific to jobs and
20 educational, I will highlight a few of
21 the positions put forth by this policy
22 agenda's Education and Workforce
23 Modernization pillar. We believe that
24 too many of our citizens just don't
25 have the right skills for the modern

1 workforce or otherwise shut out from
2 available jobs. That leaves too many
3 adults underemployed, locked into
4 dead-end jobs because they don't have
5 the technical training or digital
6 skills required or barred by outdated
7 prejudices and hiring practices, even
8 as high-ceiling businesses struggle to
9 find qualified personnel.

10 Furthermore, an educated and
11 diverse workforce is key to the long-
12 term competitive success of this City
13 and acts as a catalyst to attract and
14 retain businesses. To achieve that
15 objective, we need a strong public
16 education system as adequately funded
17 and professionally managed and
18 governed.

19 We believe that access to
20 quality education across the continuum
21 from pre-K through post-secondary will
22 assure the region's competitive
23 advantage. That is why every future
24 legislative and regulatory initiative
25 that the City undertakes must consider

1 the potential impact on the
2 competitiveness of our city.

3 In addition to hands-on
4 training for 21st century jobs, career
5 pathways for returning citizens, we
6 also propose entrepreneurship training
7 in K to 12 spaces. We believe that
8 while investments need to continue
9 and/or grow in helping our students
10 prepare for college and career, we are
11 missing the opportunity to also help
12 create future employers by not
13 introducing entrepreneurship principles
14 in K to 12 spaces.

15 In 2019, Roadmap convened The
16 Entrepreneurial Mind which brought
17 together leaders in education,
18 government and business to showcase the
19 value in encouraging entrepreneurship
20 at an early age. Students who are
21 taught entrepreneurship become not just
22 business owners, but change agents in
23 the workforce even if they never start
24 a business. We believe that jobs are a
25 great way to get people out of poverty,

1 but entrepreneurship is how we begin to
2 build wealth in our communities. I am
3 happy to discuss these efforts further
4 and you can find the complete PHL
5 Neighborhood Growth Project policy
6 agenda at
7 phillyneighborhoodgrowthproject.com.

8 MR. LOGUE: Thank you,
9 everybody. My name is Bob Logue,
10 Quaker City Coffee. And just to give
11 you a little bit of background, Quaker
12 City Coffee was born about two years
13 ago. It's a partnership between
14 myself, several other folks but
15 primarily a man by the name of
16 Christian Dennis. Both of us happened
17 to have grown up in the Frankford
18 section of the City.

19 Christian's about 20 years
20 younger than me. When I grew up there,
21 it was a neighborhood where most folks
22 had a job, most families had a job.
23 There was still a fair amount of
24 industry left in the City. By the time
25 Christian grew up there, the bomb had

1 already dropped, the crackwhores begun
2 and he took his place on the corner in
3 Kensington.

4 I was fortunate enough to be
5 pushed through schools and off to
6 college and then to come back and I
7 threw myself quietly into
8 entrepreneurship over the last 20, 30
9 years. I was sitting in Community
10 College one day at the Re-entry Support
11 Project's commencement ceremony and I
12 heard Christian speak, and I just
13 recognized him as a man with a
14 tremendous amount of poise and talent.
15 And I stepped to him afterwards, and I
16 said I already have some coffee in my
17 life and I think that we should talk.

18 The end result was the idea
19 of how can two individuals who grew up
20 in the same place but yet come from
21 completely different universes figure
22 out how to do something that has a
23 little bit of magic together. So what
24 we've done is we've collaborated with
25 local roasters of coffee, private

1 labeled, try to get our price point
2 down because it's not easy, it's not
3 easy at all, try to figure out how to
4 deal with our employees because that's
5 not easy at all, try to deal with the
6 PTSD issues because that's not easy at
7 all, try to figure out how to deal with
8 the fact that people don't have health
9 care, try to figure out how to deal
10 with the fact that they can't meet
11 their day-to-day bills, and we've been
12 struggling with that for the last two,
13 three years.

14 And the end result is we're
15 still alive and we're still kicking and
16 we're still selling coffee and we have
17 a catering company, and we'll bring you
18 your bagels and your muffins and your
19 coffee in the morning, and we'll bring
20 you your little K-cups to your office,
21 and we will do those things until we
22 figure out a better way for this
23 company to actually set a precedent and
24 a model.

25 I spent a fair amount of time

1 with folks who are on the front lines.
2 I've been to UpLift Solutions. I've
3 sat on many of these panels and we all
4 share a common thread, the light that's
5 at the end of the tunnel for so many
6 people that are caught up, having been
7 formerly incarcerated or having grown
8 up in poverty, the job training
9 programs, it's a minimum wage job at
10 the end of the tunnel, right. And what
11 we're trying to do is figure out a way
12 around that, so I spend a fair amount
13 of time with folks that are trying to
14 coach financial literacy.

15 I'm speaking with friends of
16 mine that I went to college with that
17 are Wall Street types, and I'm like is
18 there a way that we can get a 401K into
19 a company that's micro and tiny, is
20 there a way that we can pull these
21 things off, so it's an experiment.
22 It's very much an experiment. It has
23 not succeeded yet. It will succeed a
24 little bit more if you buy our coffee
25 and order our catering, but the end

1 result is that we're trying to do
2 something that maybe has not been
3 accomplished yet, and that's Quaker
4 City Coffee, all right.

5 MR. WEST: Good evening,
6 ladies and gentlemen of the Special
7 Committee. I'm very pleased to be here
8 this evening. My name is Donovan West.
9 I'm the President, CEO of the African
10 American Chamber of Commerce for Pa,
11 Delaware and New Jersey. Prior to
12 taking over the Chamber recently which
13 represents over 400 businesses in the
14 tristate area, I, like Yvette, worked
15 in social service for people, EDSI over
16 the past 20 years. And we focused a
17 lot on a lot of different programs from
18 your job retention and rapid read
19 employment programs, your regional
20 centers, your earn centers, specific
21 employment and training programs,
22 job-specific skills training programs,
23 things of that nature, and many of the
24 time we were focused on not necessarily
25 the training, but what does the

1 pipeline to employment look like, how
2 do we actually really transition this
3 group of individuals that are
4 definitely at a point where they're
5 ready to make some life-changing
6 decisions and commit to them, but how
7 do we now reward them by identifying
8 family-sustaining opportunities for
9 them and their families overall.

10 And in many instances, we
11 kept coming back to the drawing board.
12 As a provider, we would take them
13 through the whole process and
14 ultimately it still screamed out one
15 simple thing, what else, what else,
16 what else can we do. And working for
17 an organization for people where you
18 have a preschool, you have a charter
19 school, there's some college
20 partnerships, pregnancy center, you're
21 talking about a very comprehensive and
22 holistic approach towards answering
23 that same question, what else, you
24 know, building up the family. And
25 ultimately has led to this next piece,

1 this next panel that's here and that's
2 business is what else. Micro-
3 entrepreneurs, micro-enterprise being
4 an entrepreneur, developing a small
5 business on some level, some will refer
6 to it as income patching, but creating
7 another revenue stream because at the
8 end of the day it's not enough for most
9 families, that is.

10 And so, acknowledging that
11 early and planting those seeds early is
12 part of the solution. It's about early
13 levels of financial literacy, business
14 knowledge and acumen being instilled,
15 integrated in the school system in a
16 way that is seamless, it becomes just a
17 standard as English and math when we
18 start talking about financial literacy.
19 Also, amongst the business committees
20 as well, although we represent a
21 subsection I would say of the business
22 committee because there's more
23 memberships to come, at the end of the
24 day financial literacy, procurement
25 literacy, contract literacy,

1 operational literacy, right, to move
2 from being a micro-entrepreneur to
3 being part of a collaborative or a
4 cooperative set, really starting to get
5 into a place where we start leveraging
6 these relationships in a way that's
7 very meaningful because you're looking
8 at the next echelon of what does that
9 actually entail. These are the things
10 that we should actually be challenging
11 our current business community.

12 But more importantly, what
13 happens as a result of that, right,
14 because whether we're talking about the
15 business community or individuals,
16 we're talking instilling a certain
17 level of vision. And vision is very
18 important because without that vision,
19 without being able to say what does
20 that look like or being able to answer
21 that what else, well, typically what
22 happens is if we don't fill that gap,
23 the fears or the challenges or the
24 apprehensions or the traditions will
25 fall back into that gap and then

1 there's not an opportunity to provide
2 that new information and increase the
3 chances of development for the near
4 future.

5 So ultimately, when we're
6 talking about this business component,
7 the development of the business
8 diaspora to the next level involves
9 just those same things that I just
10 mentioned, not just a literacy
11 component but what is this actually
12 going to get me, a way of having higher
13 levels of business literacy,
14 procurement literacy, contract
15 literacy. We're talking about access
16 to those opportunities, right, at the
17 next level, access to capital which is
18 also one of the major components or
19 should I say major challenges for small
20 businesses.

21 When they do get access to
22 capital, then they're able to actually
23 execute some of these great thoughts
24 and plans that they actually have. But
25 more importantly, they're able to

1 expand in a very healthy way. When
2 they expand, they hire more people.
3 Hiring more people from where? From
4 the neighborhoods. And when they hire
5 from the neighborhood, what happens?
6 It's less people that are in blight and
7 that are in poverty. And as a result
8 of that, then there's less crime,
9 there's less distractions in that
10 space.

11 And as a result of that,
12 there are more people that are looking
13 at that same model and if they didn't
14 have the vision, well, all they have to
15 do is open their eyes because there are
16 others in that same space that are
17 experiencing it. So ultimately, what
18 we need to do is provide some of these
19 same seeds, access to the education
20 that is done in the contextualized way,
21 a way that they're going to be able to
22 retain that information. Because
23 there's two major ways that people
24 actually learn. It's contextualized
25 education and experiential education,

1 period. And if we don't do that at the
2 end of the day, we can't expect for
3 them to close their eyes and move
4 forward with us.

5 MR. FULLER: Good evening.
6 Thank you for inviting me. My name is
7 Reginald Fuller. I'm the Marketing
8 Executive for Fulton Bank Philadelphia
9 and we're the new kid on the block.
10 We're a \$21 billion bank. A lot of
11 people don't know that. We're
12 headquartered in Lancaster. We're in
13 five states, but Philadelphia is the
14 first market the bank has ever come
15 into to grow organically.

16 I was the first employee
17 hired, and the mission is to grow this
18 market. I'm a native Philadelphian so
19 when we talk about the subject of
20 employment and education, both of those
21 are near and dear to my heart,
22 especially education. So Fulton has a
23 model, changing lives for the better
24 and we're committed to that.

25 I want to talk to you about a

1 few things that we're doing and we've
2 only been here two and a half years.
3 So 80 percent of our investment has
4 been in North Philadelphia, Progress
5 Plaza, Broad and Girard, 27th and
6 Girard. And in those locations, you
7 think local first. We've hired people
8 from the community. So we believe that
9 education is important on all levels.
10 We have a small business boot camp. We
11 just graduated our first 30 students
12 from that boot camp, teaching them how
13 to do a business plan, where the
14 opportunities are, refining that and
15 it's for free, and we have an open
16 house next week.

17 Beyond that, we do financial
18 literacy in schools and with community
19 groups because the number one thing
20 that we think will help people come out
21 of poverty is to understand when they
22 take a dollar in, how to make the most
23 of that dollar and how to save, so
24 that's critical to us and almost
25 everyone on my team, even myself

1 participates in financial literacy.

2 We do free credit counseling,
3 which is critical for a lot of people
4 in the job market, especially if you
5 want to move up they pull your credit
6 score. We understand that also in
7 looking for homes, which we're big in
8 that market. And we have at 27th and
9 Girard a small business center for
10 excellence where you come in. There's
11 a lot of resources, but there's a small
12 business coach that helps small
13 businesses that work through issues, so
14 that is very, very important to us and
15 we have a top notch SBA leading team
16 because we have companies that we've
17 already lent money to that have grown
18 and moved out of the SBA. Those
19 businesses as well as many small
20 businesses are job creators. So that's
21 what we do internally.

22 Now, externally, like I said
23 we're hiring from the outside and we
24 have branches, a mortgage division and
25 now we've just bought a wing of our IT

1 group because we need young IT talent,
2 so we're looking for that. Also, we
3 have a group called Community
4 Development Lending, and what they do
5 is they do projects that change
6 communities, that change life.

7 One of them we all know.
8 We're the bank that did the math that
9 did create a lot of jobs, not just for
10 the project ongoing and that changed
11 the community, and that's a very
12 important part of our mission. We take
13 our earnings, credit dollars that we
14 reward on a yearly basis and through my
15 direction we give to schools, high
16 schools and grade schools in
17 Philadelphia grants to make sure the
18 job they're doing like -- and
19 St. James, they continue to do that
20 with our support. We believe in that
21 in addition to the financial literacy.

22 We partner with OIC, the bank
23 work. We partner with the Enterprise
24 Fund and Cristo Rey. We're very
25 involved with Cristo Rey which is an

1 excellent program. Our mindset is
2 education changes lives. And
3 obviously, as a part of that as people
4 get educated and the opportunities come
5 with employment and we're trying to
6 work with members of the community and
7 do projects to create employment.

8 Thank you.

9 MS. MATLOCK-TURNER: Thank
10 you very much. I'm going to ask our
11 panel if you have any questions --

12 UNIDENTIFIED SPEAKER:
13 (Inaudible).

14 MS. MATLOCK-TURNER: I'm
15 sorry. We're almost ready for public
16 comment if you just give me a couple of
17 minutes.

18 UNIDENTIFIED SPEAKER:
19 (Inaudible).

20 MS. MATLOCK-TURNER: I
21 understand that and I'm getting ready
22 to do that, but I really need to move
23 on. I'm going to ask my panel if you
24 have any questions at all. Does
25 anybody have any questions? Mel?

1 MR. WELLS: All right. If we
2 can go ahead and start the community
3 because that's why we're here. So I'd
4 like to call up one of our guests
5 today, Daryl Robertson along with
6 Everything Must Change who has an
7 organization right here in the
8 community. Where's the microphone out
9 here? Just come up to the table and we
10 will start going through the list.

11 Yeah, I'm sorry. This panel
12 right here so we can move along, you're
13 dismissed until further on if we have
14 more questions. Thank you very much.
15 Everybody did a great job of testifying
16 a lot of information and a lot of
17 resources. Also, thank you to Dobbins
18 High School for what they're doing
19 right here in the community.

20 So we'll have one
21 representative from Everything Must
22 Change who can speak along with who
23 comes up with them so we have one
24 speaker.

25 UNIDENTIFIED SPEAKER:

1 (Inaudible).

2 MR. WELLS: We're working our
3 way through the list now. We're
4 working our way through the list now.

5 UNIDENTIFIED SPEAKER:
6 (Inaudible).

7 MR. WELLS: Yes, ma'am.
8 (Panel approached
9 Witness Table.)

10 MR. ROBINSON: Good evening,
11 Panel. First and foremost, I want to
12 thank ya'll for coming to the community
13 and showing up. I've been with -- some
14 well information that was given today,
15 this evening. My name is Daryl
16 Robinson. I'm the CEO of Dignity
17 Community Construction, also the CEO of
18 Everything Must Change in the heart of
19 the community.

20 Dignity Community
21 Construction was started so that I
22 could start my career as an
23 entrepreneur to do job training and job
24 placement in the construction world. I
25 am a licensed contractor in

1 Pennsylvania, licensed contractor in
2 New Jersey and also Maryland. It
3 allowed me to be able to start the
4 ministry of Everything Must Change.

5 I took the funds from the
6 construction company to start a
7 ministry to seek and help people in
8 need that were struggling with the
9 disease of addiction. I came together
10 with a collaboration with ODAAT, Mel
11 Wells, and One Day At A Time is a very
12 big supporter of Everything Must Change
13 and we're a big supporter of ODAAT and
14 what we do in the community to help
15 people and save lives.

16 We are not currently funded,
17 but one day we will be and we want to
18 continue to do the work within the
19 community to uplift the people that's
20 in the community that's struggling.
21 And my vision is one day to be able to
22 start our own job training and job
23 placement with construction, with
24 plumbing, electrical, HVAC and
25 carpentry. So that's our vision one

1 day, is to empower the people to move
2 forward so they can live productive
3 lives. And I have some of my people
4 that come through program, static
5 numbers, so I'll just pass the mic
6 around so they can just give a quick
7 little brief --

8 MR. WELLS: For time sake
9 today, if we can -- you want to say
10 something else, Daryl?

11 MR. ROBINSON: No.

12 MR. WELLS: Okay. We can
13 introduce who's here with you so we can
14 go ahead and make record of them and
15 also check their names off so I can
16 make sure that we get to everybody else
17 in the room as well, but thank you
18 Everything Must Change.

19 MR. ROBINSON: Thank you.
20 I'll pass the mic. Rob, you can
21 introduce everybody.

22 MR. WELLS: Introduce.

23 MR. SEWELL: My name is Rob.
24 I'm an alumni from Everything Must
25 Change coming on 10 years clean.

1 MR. WELLS: Okay.

2 Congratulations, Rob.

3 (Applause.)

4 MR. JONES: Good evening.

5 I'm Antonio Jones. I have six months
6 clean.

7 MR. WELLS: Come on, Antonio.

8 (Applause.)

9 MS. MURPHY: Hi, my name is
10 Brionne Murphy and I have two and a
11 half years clean. I also come from one
12 of the read integration programs of
13 mass incarceration with an extended
14 hand from ENC.

15 MR. WELLS: Awesome.

16 (Applause.)

17 MS. HOLLOWAY: Hi, Mel Wells
18 and members of the panel. My name is
19 Avis Holloway and I'm a client of
20 Everything Must Change. I just
21 re-entered 30-something days ago.

22 MS. MATLOCK-TURNER:
23 Congratulations.

24 (Applause.)

25 MR. SAVIOR: Hello, everyone.

1 My name is Omar Savior. I'm currently
2 two years and five months clean. I'm
3 also in second year and semester of
4 college.

5 MR. WELLS: All right.

6 (Applause.)

7 MR. GORSHON: Good evening,
8 everybody. My name is Darnell Gorshon.
9 I have six years clean, three months
10 and I start University of Phoenix
11 January 18th.

12 MR. WELLS: Congratulations.

13 (Applause.)

14 MS. MATLOCK-TURNER: Thank
15 you very much. Any questions at all
16 for our first panel?

17 (No response.)

18 MS. MATLOCK-TURNER: Thank
19 you all very much for being here. We
20 really appreciate it. Thank you. The
21 next panel I'm going to call up Tina --
22 I'm sorry, Tina, Slugar or Slugaree.
23 I'm sorry. I'm not understanding the
24 handwriting. Is Tina here, okay.
25 Charles Walker, Robert Sewell, Ariel

1 Peterson, Daniel Walker, Arnette
2 Woodall, Kathy Clupper who's on our
3 Committee, Ace Steel, Nicole Baptiste,
4 Supreme Dow, Gail Loney, Jennifer --
5 Sorry, Jennifer, Brenda Shelton
6 Daviston, Daniel Harris, Shirley Moy,
7 Tamara Anderson. Just come up to the
8 table if I call your name, please.
9 Jacqueline Wiggins, Ruth Birchett,
10 Angeline Gordon, Joyce Braggins, Tamika
11 Nicole Cunningham. Thank you.

12 (Panel approached
13 Witness Table.)

14 MS. MATLOCK-TURNER: I'm
15 sorry. Please just tell me your name.
16 I'm sorry. I'm just going by the list.

17 UNIDENTIFIED SPEAKER:
18 (Inaudible).

19 MS. MATLOCK-TURNER: Come on
20 to the table. Come on up. Tell me
21 your name.

22 MS. McDOWELL: Allison
23 McDowell.

24 MS. MATLOCK-TURNER: Allison
25 McDowell. Thank you, Allison.

1 (Witness approached
2 Witness Table.)

3 MS. MATLOCK-TURNER: Thank
4 you. If you could introduce yourself,
5 tell us why you're here or what you're
6 interested in or what you'd like us to
7 know about education and improving jobs
8 for people who are under the poverty
9 line.

10 MR. WOODALL: Well, my name
11 is Arnett Woodall. I used to be a
12 teacher's aide disciplinarian inside
13 the juvenile prison system. I'm the
14 owner and builder of West Philadelphia
15 Produce which was built on a heroin,
16 crack, coke block in West Philadelphia
17 where most of the heroin, crack and
18 coke was being sold.

19 So we built West Philadelphia
20 Produce back in 2007 with 14- and 15-
21 and 16-year-olds and is now globally
22 recognized as the model for all
23 communities across the country. I'm
24 also the CEO of the West Market Street
25 Improvement Association, where out of

1 West Philadelphia Produce we have been
2 teaching and training the youth across
3 the City of Philadelphia in thousands
4 now. We're a scholar for the
5 University of Penn. We're also the
6 West Market Street Improvement
7 Association where we have been
8 employing the people with our community
9 partners such as yourself where we've
10 been hiring from WorkReady, 30 youth a
11 summer we take from your organization.

12 We work with Office of
13 Vocational Training. We're JEVS
14 partner. We consult for the Health
15 Department of the City of Philadelphia
16 and a number of other organizations.
17 One of the things that we see where we
18 can create jobs immediately, especially
19 with the City of Philadelphia will be
20 currently the most visited place in the
21 world is downtown. Our corridors and
22 communities need the support of the
23 City of Philadelphia, so some of those
24 tourist dollars can come in and impact
25 our communities which we don't see.

1 This is the second time where
2 that we'll be the number one tourist
3 designation in the world. We were
4 number one the year -- our community
5 suffered then and we did not do
6 anything to create economic
7 opportunities for our youth. There are
8 a number of ways that we can do it.
9 I'm eager to work with the people in
10 this room or with any other
11 organizations across the City of
12 Philadelphia.

13 I learned about this meeting
14 from watching Inside Story, very
15 informative. I watch it every Sunday.
16 And then Mr. Charles Reyes also
17 contacted me and invited me out to this
18 meeting. We're also the partners in
19 for violence in Crime Prevention Anti-
20 drug, Anti-violence. Charles Walker
21 used to work with me up inside the
22 juvenile prison system where we worked
23 for 15, 16 years together. He ran the
24 education side. I ran the vocation
25 side, where we created the work

1 program, and I took that program out of
2 the juvenile prison system and have
3 been running it right at West
4 Philadelphia Produce under my nonprofit
5 A&W Community Solutions. The A&W
6 stands for advocacy and workers. We
7 advocate for work for people across the
8 City of Philadelphia that are living in
9 poverty, and we've been doing it now
10 for 30 years creating jobs and they
11 work.

12 I can give you a couple of
13 links and stuff like that, but that
14 won't be necessary. Our work speaks
15 for itself, and we can hire people
16 across the City of Philadelphia
17 bringing them right out of our school
18 systems. If the RCO process does
19 better community bargaining agreements
20 for the community, that's one of the
21 flaws in the system. The RCOs do not
22 create the job opportunities that it
23 was supposed to create. You have to
24 start and come up with a better RCO
25 plan for underserved communities.

1 Thank you.

2 MS. MATLOCK-TURNER: Thank
3 you.

4 MS. SHENKER: Hi. I'm Maura
5 Shenker and I am the Director of Temple
6 Small Business Development Center, so
7 we're part of Fox School of Business,
8 which is the largest most comprehensive
9 business school in Greater
10 Philadelphia, we're bringing more than
11 100 years of business innovation.

12 For the past 38 years, the
13 Temple Small Business Development
14 Center has served pre-venture and
15 established businesses throughout
16 Philadelphia with no cost, confidential
17 professional consulting services,
18 strategic planning, market sales
19 strategies, financial analysis, loan
20 packaging. We are funded by the SBA,
21 by DCD at the state level and through
22 the university, and we are part of the
23 Pennsylvania Network.

24 There are now 16 rather than
25 18 SBDCs and the Wharton SBDC did close

1 in August of this year. I noticed in
2 narrowing the gap it does say, you
3 know, around the SBDCs, that there are
4 two. I would love to talk more about
5 the fact that the SBDC, although
6 mentioned as a tool specifically to
7 increase support for micro-enterprise
8 entrepreneurship, we do so much more.
9 And in addition to helping businesses
10 start, we also help them scale.

11 And several times today we
12 heard about the importance of growing
13 the businesses that already exist.
14 It's not enough to just start new
15 businesses to increase the economy to
16 have these solo entrepreneurs to start
17 kind of scrambling just for extra
18 income.

19 Good jobs and new positions
20 are created when firms grow more than
21 when they start. And new research and
22 data actually shows that business
23 growth rather than business creation,
24 business attraction or business
25 retention has the most significant

1 short-term and long-term economic
2 impact on a city. And I am here to
3 advocate that we really focus on
4 scaling the businesses that already
5 exist rather than encouraging people to
6 start new businesses.

7 We've heard access to capital
8 mentioned as an issue, absolutely
9 agree. But really that's why I'm here,
10 is to really help put a focus on
11 scaling the businesses we already have
12 for growth rather than trying to
13 encourage people to become
14 entrepreneurs. It's really not for
15 everyone. Thank you so much for
16 allowing me to talk.

17 MS. LONEY: Hello. My name
18 is Gail Loney. I am a block captain in
19 this neighborhood. So I am right there
20 at the bottom seeing everything as it
21 unfolds in my community. I am a
22 retired compliance analyst and I am a
23 second generation in the home that I
24 live in, and there are a lot of things
25 that I see in my community and working

1 with the community, I see the problem
2 with the latchkey kids coming home
3 during the day.

4 I was a latchkey kid too. I
5 grew up in the Philadelphia school
6 system and both my parents worked. My
7 parents are deceased. My mom died
8 three months ago at the age of 93, but
9 she taught me a lot of things. And so,
10 for me education was my way of an out,
11 but I chose to stay in this community.

12 But what I see now that I am
13 home and engaged in a lot of community
14 activities and organizations is that
15 the City is not utilizing some of the
16 resources. And I'm going to go here,
17 as a block captain, I am a huge
18 resource to my block and to my
19 community, but I don't get the
20 information that I've heard a lot of
21 people come up to this panel and say,
22 oh, but the community doesn't utilize
23 this, the community doesn't utilize
24 that. The community is not getting the
25 information.

1 The block captain network,
2 that's your grandmoms, that's your
3 moms, that's some of ya'll dads because
4 yeah, it's not always a lot of men, but
5 that's not the point. It's the point
6 that there are people available and
7 accessible to the City to say this
8 program is here, this program is here.
9 I get flyers for job fairs sometimes.

10 I don't get half as much mail
11 as I think that I should get from the
12 City letting me know what the programs
13 are that are going on in my
14 neighborhood and throughout the City.
15 Even my emails, I mean my emails are
16 amazing right now because I'm just
17 going places and signing up and I'm
18 getting emails. But still in terms of
19 some of these programs that the
20 community needs, I'm not the only block
21 captain in this neighborhood. We don't
22 just clean the streets during the
23 summer.

24 The winter is an available
25 time to use us to capacity. And a lot

1 of us, like I said I'm retired. I had
2 a very good job. I have a lot of
3 experience in a lot of different areas.
4 You know, I do a lot of writing and
5 showing up at City Council. Just those
6 experiences alone are something that
7 our children need to experience, and
8 they need to do and see what people in
9 our neighborhoods are doing, because
10 they don't know sometimes that we are
11 out here fighting for them. They don't
12 always see that. They don't always
13 hear that.

14 So there are a lot of things
15 that I can talk about that I've
16 listened to being here tonight, but I'm
17 going to talk about the fact that the
18 City has a mechanism to get information
19 to the communities, not just this
20 community, because that is one of the
21 things that Philly seems to be proud
22 about, oh, yeah, we have the whole
23 block captain network and we have the
24 rally every April and all that.
25 Utilize it.

1 MR. WELLS: Let me thank you
2 very much for your comments and we have
3 other people to share, but I agree with
4 you that we have to do a better job
5 with marketing and getting these
6 services out to our people who are here
7 today and to our community. Thank you
8 very much.

9 MS. BENNETCH: Hello. My
10 name is Jennifer Bennetch. I'm an
11 advocate and --

12 MS. MATLOCK-TURNER: Say your
13 name again.

14 MS. BENNETCH: Jennifer
15 Bennetch.

16 MS. MATLOCK-TURNER: Thank
17 you.

18 MS. BENNETCH: I'm an
19 activist and I'm the organizer of
20 Occupy PHA which was a five-month long
21 encampment to bring awareness to the
22 Philadelphia Housing Authority's misuse
23 of federal funding in its in
24 gentrifying people out of our
25 neighborhood with our own tax dollars.

1 So I'm just really going to
2 speak on my sum of coming to all three
3 of these poverty prevention hearings
4 and I'm just going to start off with
5 something that Mr. Wells just said,
6 that the community people are the most
7 important, but it doesn't appear that
8 way because you guys are up here and
9 then we're down here begging and hoping
10 and waiting and hoping we get a turn
11 before the whole panel room leaves and
12 the whole room leaves and half the
13 people waiting to speak already left,
14 because at the last two hearings by the
15 time the community got a chance to
16 speak there was only one or two
17 panelists and one or two chairs in the
18 room, so where is the value when we're
19 always down here at the bottom, we're
20 the last ones to speak.

21 We're the ones that are
22 living this stuff, so why is there a
23 Poverty Committee with three
24 subcommittees and every person --
25 almost every person on these committees

1 and subcommittees are benefiting off of
2 other people's poverty. And then I've
3 sat in the Social Safety Net hearing,
4 I've sat in the Housing hearing, I sat
5 in this hearing. I don't hear any of
6 these so-called expert panelists, or
7 whatever you guys call them, speaking
8 about anything that's actually geared
9 towards lifting people out of poverty.

10 At the Social Safety Net
11 hearing, they talked about, oh, there's
12 this many people eligible for welfare.
13 Let's get them on welfare. When has
14 welfare ever lifted people out of
15 poverty. Like why is it even being
16 discussed to get more people on welfare
17 at a poverty meeting? Then at the
18 Housing hearing, oh, let's get people
19 in this program, then they can save up
20 money for five years and then be on
21 this mortgage for 30 years or
22 categorize housing, where all the
23 veterans live here and all the people
24 that used to do drugs live in this
25 building and all the elderly people

1 live in this building and all the
2 grandparents live in this building.

3 That's discrimination. Why
4 can't people just live where they live?
5 Why are we being taxed and forced out
6 of our homes? There's no solving
7 poverty by just talking about these
8 programs that are not even geared
9 towards getting people out of poverty.
10 They are just people that are getting
11 grants and they're making money and
12 they're promising you a job and then
13 they're not giving you anything.

14 You're not valued. There's
15 no value in this community. We don't
16 come first. Look at us. We're last.
17 We're the very last to speak at
18 everything that we go to. We do not
19 come first. When we come into the
20 politician's office, we're sent out,
21 we're disrespected.

22 When we come into some of
23 these programs that spoke tonight,
24 you're not welcome with value and made
25 to feel like you're wanted there.

1 We're not going to change poverty with
2 these same programs that we've been
3 funneling millions of dollars into for
4 20 and 30 years and they haven't solved
5 poverty yet. You have to deal with the
6 people that are living in the poverty.

7 If you want to have a Poverty
8 committee, there should be some people
9 living in poverty on it. We're not
10 stupid. We're not mentally ill. We're
11 not -- we're innovative and we have the
12 same brilliant and good ideas, probably
13 better, and can do a lot of better
14 things than some of the people that's
15 sitting on this committee, but you want
16 to sit here and solve this problem.
17 Don't forget about the people that are
18 living the problem.

19 MR. WELLS: Great job. Great
20 job.

21 (Appause.)

22 MR. WELLS: Give her a round
23 of applause.

24 (Appause.)

25 MR. WELLS: If you can move

1 up to the table, thank you. I thank
2 everyone for their comments.

3 MS. CUNNINGHAM: I most
4 appreciate the last thing because I
5 think it was a good segue into what I
6 wanted to share and I have to be very
7 conscious because I represent two
8 things at this table. I represent a
9 person who went to this high school --
10 first of all, Tamika Nicole Cunningham
11 is my name, Tamika Nicole Cunningham.
12 I went to this high school and was
13 invited to leave and as a result ended
14 up dropping out of school.

15 What this school didn't know
16 at the time was that my parents and
17 grandparents were all on crack cocaine,
18 so I started working when I was 11
19 years old. I managed to get back into
20 the workforce, legitimately I should
21 say, which has helped me to identify
22 work as an opportunity, one of many
23 opportunities to increase or improve or
24 reintroduce dignity to people who are
25 living in underresourced communities.

1 I want to stop and say really
2 quickly language is important to me.
3 And so, before we start talking about
4 poverty and people in poverty or
5 poverty, poor people, I look at poverty
6 in a different way than most people. I
7 look at poverty as a reality that is an
8 individual is underresourced. So there
9 are no poor people. There are people
10 that are underresourced and that could
11 be generational poverty or that could
12 be situational poverty for any number
13 of reasons.

14 But today, I'll function in
15 the business capacity and I represent
16 the business community. I happen to be
17 a unicorn in that environment. I work
18 for an organization that's a national
19 organization. We're in 18 states and
20 we have somewhere like 7,000 employees
21 and we're growing quickly.

22 So a couple of things that I
23 bring to the table as a perspective as
24 an employer but also as an community
25 member, so I want to talk about a

1 couple of realities that I didn't
2 necessarily hear today. One of those
3 realities is systemic silos, and all of
4 the community partners and individuals
5 here work vehemently in terms of grant
6 funding in a very siloed way.

7 Often times those silos don't
8 come together and the systems don't
9 match and they don't talk to each
10 other. And so, those individuals that
11 we know could benefit from the
12 resources so much, spend most of their
13 time running around the City trying to
14 access all of those things, so that's
15 one reality about poverty.

16 The other reality about
17 poverty from a business perspective is
18 that business needs come with business
19 speed. One of the most frustrating
20 things as a workforce manager going to
21 workforce programs is that
22 organizations and programs are trying
23 to get people ready when I get there,
24 but I need people to stay ready. And
25 so, a lot of times the organization's

1 need for employees outpaces the acumen
2 that these programs have to actually
3 find qualified individuals and match
4 them with the organization.

5 I'll give a perfect example.
6 We hired 150 customer service
7 representatives. At our company, that
8 is literally the entry-level position.
9 It's the entry way, but we offer a
10 living wage. There is never a
11 challenge to find resumes. What we're
12 looking for is people that can have
13 longevity with our company.

14 When I went out into the
15 community to find local resources,
16 those resources were challenged in
17 having people ready today. The example
18 I was given was child care. Child care
19 is a major barrier in transportation to
20 get to work. Most individuals can't
21 get child care until they're in a
22 program, have a letter from an employer
23 to say that they're going to get a job.

24 Our company is a national
25 organization. We're not in the

1 business of waiting for people to get
2 child care to give them a job, so
3 that's another reality. The other
4 reality, and I'm going to try to make
5 this quick, is the benefit cliff and
6 the program pit, coming in contact with
7 individuals who have resources, but the
8 moment you introduce an additional dime
9 to that individual, their benefits are
10 interrupted, and not just their
11 benefits, but the benefits of their
12 entire family upwards of \$50,000 a
13 year.

14 The income that an individual
15 is going to be introduced to off the
16 bat is not going to sustain them to be
17 able to come off of their benefits, so
18 that's number one. The program pit is
19 the anguish that individuals go
20 through. When I'm going out, I really
21 have opportunities for them, right.
22 I'm not just coming to the program
23 doing an informational interview. I'm
24 coming to give them a job. Many people
25 are disenchanted with the programs

1 because they have been in the pit of
2 I'm in one program to the next. None
3 of these programs include funding or
4 supports to be able to sustain them and
5 ensure they have income as they're
6 building.

7 The fourth thing is that
8 there's an elephant in the room, that a
9 person can do everything that they can
10 possibly do that every program says and
11 can still come at the end of 12 months
12 and still be living in poverty in a
13 city like Philadelphia. There is an
14 increasing wage -- wage increase is
15 inconsistent with the cost of living
16 increase in the City of Philadelphia,
17 so that's something that we really have
18 to look at.

19 I love realities, but I love
20 opportunities even more. Engaging
21 workforce authorities is essential from
22 a business perspective which is
23 something that I'm doing, and I ran
24 into Patrick more times that I'd like
25 to admit. I'm beginning to think that

1 he's following me actually. But
2 engaging the workforce authority around
3 how they can equip the business, the
4 company that I work for that is not in
5 the custom of doing workforce
6 development, but because I'm a unicorn
7 and I'm in the place, I'm introducing
8 this.

9 What we need in exchange is
10 the workforce authorities and programs
11 to have equipment to give back to
12 employers to say, here's the tool kit,
13 you can get started today, we'll
14 support you and make sure that you're
15 able to impact the community. The
16 second opportunity is more resources,
17 which I already went over, for
18 employers.

19 The third one is a common
20 understanding of poverty and a
21 comprehensive collective impact
22 approach. One thing that Dr. Gay
23 mentioned from Community College of
24 Philadelphia is there needs to be an
25 effort and a comprehensive approach to

1 addressing poverty. I love what the
2 young woman said because she said you
3 have to have people that are living in
4 underresourced communities at the
5 table.

6 The Bridges Out of Poverty
7 model actually is a comprehensive
8 approach to that which our company has
9 embraced and I've been training on.
10 And with that, I'm going to give the
11 mic to Nicole Baptiste.

12 MR. WELLS: Thank you.

13 MS. BAPTISTE: Hello. Good
14 evening, everyone. My name is Nicole
15 Baptiste and I am the founder of Uproot
16 and Build. I also am a national
17 consultant and a national trainer for
18 the Bridges Out of Poverty framework,
19 so it's been an honor to work closely
20 with Tamika Nicole. But I just wanted
21 to share a little bit about the
22 framework really quickly.

23 I am someone who grew up in
24 poverty in New York City and I went on
25 and got my Master's degree and I went

1 upstate New York, when I was first
2 introduced to this framework and I
3 remember being a social worker working
4 in a hospital as a director even, I
5 remember thinking what can I learn
6 about poverty growing up in poverty and
7 being in the field of providing
8 services for those in poverty.

9 But what I realize is that
10 the framework helped me to articulate
11 the experience. And so, for the last
12 four years it's been an honor to travel
13 around the country to share this
14 framework, introduce it. It addresses
15 the root causes of poverty from an
16 individual community, institutional and
17 systemic level.

18 And being here based now in
19 Philadelphia for the last few years and
20 meeting Tamika in Texas -- so what
21 happened was we have an annual train to
22 trainer, national train to trainer, I
23 do that training ever year. I travel
24 to Texas for my training and then I
25 meet a wonderful woman from

1 Philadelphia. So coming back home and
2 us meeting in Texas, but coming here to
3 do this work has been amazing and
4 starting within her organization has
5 been great.

6 So I just wanted to share a
7 little bit about the framework, that it
8 exists. There's evidence around it.
9 There's best practices around this
10 framework. It has proven to be
11 successful in many communities. There
12 are over 300 communities of practice
13 that's utilizing the Bridges Out of
14 Poverty framework and we would love to
15 be able to advance this framework here
16 in our community in Philadelphia.

17 And one last thing to share
18 is that this framework addresses
19 poverty by inviting every economic
20 environment to be at the planning and
21 at the decision-making table. So those
22 who are receiving services who are
23 living in poverty are also voiced at
24 the table as problem-solvers. It's an
25 amazing framework and I just invite

1 everyone to please look into it. I'd
2 like to share that.

3 MR. WELLS: Thank you.

4 UNIDENTIFIED SPEAKER: I
5 think she has something to say. First
6 of all, good evening to the Chairs
7 Sharmain, Mel and the rest of the
8 Committee. I appreciate the community
9 engagement aspect of this whole
10 process, and I do agree in ditto to
11 everything that the young lady said
12 that was sitting in the seat that I was
13 sitting in.

14 I'd like to talk just
15 briefly -- I have a really brief I
16 guess statement that talks to the
17 systemic institutional poverty in
18 regard to data and innovation. And I
19 know particularly as it relates to the
20 failed funding formula for Philadelphia
21 schools, the prison systems and the
22 state of Pennsylvania uses about over
23 \$42,000 to house an inmate for one
24 year.

25 And so, if we all agree that

1 there is a such thing as a school to
2 prison pipeline, then there's a direct
3 correlation between the underfunding of
4 schools and the overpaying to house an
5 inmate in the state institutions, so
6 there has to be some type of public,
7 private and government partnership in
8 stemming institutional poverty that
9 goes by way of course economics, but
10 also through education and through
11 policy.

12 In order to stem
13 institutional poverty, we have to
14 attack or address institutional policy.
15 So the funding formula is to institute
16 the issue of institutional policy. So
17 some of the questions that I think we
18 need to ask ourselves as you prepare
19 your report to present back to the
20 Mayor or the President of City Council
21 is to say that the role the City and
22 state dynamics have as it relates to
23 the failed funding formula, but what
24 role do the nonprofits that exist in
25 Philadelphia that escape that funding

1 formula who continue to -- I call them
2 nonprofit, development nonprofit
3 agencies because they're agencies that
4 make a lot of money and put their
5 profits in either escrow or to find
6 some way to hide their funds and at the
7 expense of our neighborhoods, so we
8 have humongous institutions that sit in
9 the middle of impoverished
10 neighborhoods.

11 So we have to look and we
12 have to really take note. When we talk
13 about elephant in the room, that's been
14 the elephant in the room for the last
15 100 years. So we have to think of how
16 are you as a body going to articulate
17 that in the report that says the
18 public, private and government approach
19 and the responsibility in the education
20 of our children, because we can talk
21 about there were some jobs out today or
22 some job training programs for grown
23 folk, but we have to recognize that
24 there's some children that are coming
25 up through a failed educational system.

1 So what are we going to do
2 about them? Are we going to wait until
3 they get there, like the young lady
4 says off on welfare or offer them,
5 here's a job training program. I
6 developed an archive for OIC in the
7 1980s, a powerful program, a powerful
8 program that would not have been needed
9 if our educational -- our public
10 education system worked. Thank God --
11 thank goodness for Reverend Leon
12 Sullivan.

13 So we have to -- when we talk
14 about the school to prison pipeline,
15 when we talk about the institutional
16 poverty, if we don't talk about the
17 public, private and governmental
18 approach by way of the City, state and
19 federal dynamics in how we undereducate
20 and miseducate our children and then
21 lead them right into the prison system,
22 if we don't talk about that and how the
23 role that major nonprofits, hospitals,
24 universities, accept major
25 developmental nonprofits play a role

1 and have a responsibility and not
2 giving back, giving up on it. I mean
3 give up the money. You know when
4 somebody owes you money and you say get
5 me my money, that's what we want as
6 citizens. We want our money. We want
7 our money back in our communities and
8 back in our schools. Thank you very
9 much.

10 (Applause.)

11 MS. McDOWELL: Good evening.
12 Thank you so much. My name is Allison
13 McDowell. I am a parent of a former
14 Philadelphia public school student. My
15 experience in 2013 with the school
16 closure has really stepped me up in
17 terms of my activism and my ability to
18 research and sort of track power and
19 money, and my child has graduated.
20 They're finishing their first semester
21 at college.

22 And now I've moved on because
23 I realize these issues that have
24 addressed public education are actually
25 so much bigger and actually are all

1 centered on poverty and public benefit
2 systems. And the things that I'm going
3 to talk about really reach out to
4 housing, health care, incarceration,
5 substance abuse. It's pretty much
6 everything. And I appreciate having
7 the chance to lay this out, because
8 it's actually my birthday tonight so
9 this is how I'm spending my birthday to
10 be here because I think I've done this
11 research and it's really important that
12 it be on the public record.

13 Also, I shared with the
14 gentleman recording before at last
15 week's hearing on Housing, I spoke
16 about NAACP resolution of posing Black
17 teen identity linked to public benefits
18 system. That was passed in California.
19 And I'm going to email that, but I
20 would like to make sure that that is
21 added to the public record as well as a
22 precedent.

23 So we are living in a time of
24 extreme wealth and devastating poverty.
25 The future of work is highly uncertain.

1 Based on pronouncements from the Markle
2 Foundation and Aspen Institute, Pearson
3 and Tom Vander Ark's global execution
4 education futures initiative, we need
5 to be paying attention to the rise of
6 artificial intelligence, globalized,
7 platform labor and human-robot
8 collaboration.

9 The MacArthur Foundation and
10 its spin-off, Collective Shift, spent
11 millions of dollars promoting gamified
12 online digital media and learning. And
13 Philadelphia is one of their pilot
14 cities of LRNG. And many LRNG cities
15 are also smart cities, Dallas, Chicago,
16 San Diego, San Jose, among them.

17 Digital learning is central
18 to the premise of the learning
19 ecosystem Knowledgeworks, which is
20 based in Cincinnati and its Cradle to
21 Career social impact offshoot
22 StriveTogether. And the latter works
23 closely with the United Way through a
24 collective impact network that is
25 focused in my opinion on predatory pay

1 for success human capital management.

2 So those in power have
3 reimagined education and in this future
4 that they envision, decentralize
5 learning ecosystems replace brick and
6 mortar schools. Learning is privatized
7 outsourced to online providers,
8 nonprofits and corporations and there
9 are a few community drop-in centers,
10 mostly run by AmeriCorps and mentors.
11 Academic and behavioral competencies
12 are kept in online record stores.

13 AI mentors and even synthetic
14 people, which are being developed with
15 the army, supplant human teachers and
16 peers. Learning is engineered by
17 neuroscientists. Internet of things
18 sensors and xAPI software impose
19 educational surveillance. Badges
20 developed in partnership with Mozilla,
21 substitute for degrees. Lifelong
22 learning as they call it is funded
23 using digital vouchers that link
24 payment to the delivery of specified
25 performance metrics by the person being

1 trained or the person being supposedly
2 educated.

3 If you accept a voucher, you
4 hand over the data. And this way even
5 homeschool families will be sucked in.
6 Algorithms increasingly are screening
7 job candidates, so they will look at
8 their stackable credentials along with
9 psychographic information pulled from
10 custom-designed HR video games, which
11 they know about over there at Wharton.

12 Black and Brown children are
13 risk-profiled from birth and plugged
14 into planned regional economies or in
15 incarceration or the military managed
16 for the benefit of the corporate state,
17 increasingly Google and cyber-defense
18 interests.

19 Dystocia? Yes, we are here.
20 In this future, opportunity youth are
21 trained for the middle school fodder
22 for the Fourth Industrial Revolution
23 and dehumanized education employs
24 virtual apprenticeships upon which
25 Lumina foundation, salesforce,

1 Robinhood foundation place wagers
2 betting for or against a person's life
3 outcomes data. That seems to be what
4 motivated bipartisan support for the
5 Foundations For Evidence-Based
6 Policy-Making Act, the pay for success
7 provision of the Every Student Succeeds
8 Act and the seed funding from the
9 Social Impact Partnerships Pay for
10 Results that will get the ball rolling.
11 Evidently, there is a lot of money to
12 be made gambling on poor people.

13 People are being sold on
14 coding as a pathway out of poverty not
15 realizing it's this generation's
16 piecework. STEM sweatshops to build
17 augmented reality smart worlds for
18 those who run the cloud and the hedge
19 funds that finance them, they will
20 probably start to emerge in the federal
21 opportunity zones soon.

22 Digital on-ramps, well, they
23 were put in place by Michael and Lisa
24 Nutter years ago with the smart city
25 money from IBM, and they wait in the

1 wings as the Philadelphia Ed Fund STEM
2 ecosystem ramps up, and that's funded
3 by GlaxoSmithKline.

4 Authentic knowledge will be
5 replaced with isolated online learning,
6 out-of-school time education, Pokemon-
7 Go style micro-knowledge aligned to the
8 interests of funders like Dow, Chevron,
9 Amgen and Motorola. So those in power
10 see our children as raw material to be
11 run through a federal labor database
12 O*NET in Raleigh, eds and meds, skills
13 delivered in quantities sufficient to
14 suppress wages while optimizing profit.

15 Meanwhile educational
16 pathways are tracked for value-added
17 growth data to run pay for success
18 futures markets. Learning Machine out
19 of MIT has set up Blockchain
20 transcripts with Paul Leblanc at
21 Southern New Hampshire University.
22 Dr. Hite served with him as an
23 educational advisor at Ridge Lane
24 Limited Partners.

25 My question is you should ask

1 about Amply, the pre-k Blockchain
2 identity app launched by Innovation
3 Edge in Capetown, South Africa, because
4 I hear folks in Philadelphia have been
5 briefed, but I'm not sure who's the
6 point of contact on that.

7 Worker productivity is high,
8 wages are low, precarious employment
9 the norm. Closed-door deals are struck
10 as Chamber of Commerce insiders line up
11 the policy, finance and technological
12 infrastructure needed to control the
13 masses. Pay for success, MoneyBall
14 What Works Government, behavioral
15 economics, the nudge, every policy
16 wonk, philanthropist, global consultant
17 and sold-out academic pitches techno
18 solutions for poverty as the Federal
19 Reserve looks on pretending compliance
20 by the oppressed will somehow magically
21 bring them prosperity.

22 No, justice will not come
23 from more data. What we need is the
24 will to redistribute resources from a
25 billionaire class steeped in white

1 supremacy. Resources must go directly
2 to poor folks, self-determination is
3 key. It's wrong to channel these
4 monies through intermediaries whose
5 continual existence really depends on
6 intractable poverty. Solidarity, not
7 charity.

8 Instead of coffels, digital
9 peonage will chain people through their
10 biometric digital identity linked to
11 public benefit systems. And eventually
12 if they get their way, this will
13 include education savings accounts that
14 you can use to purchase competency
15 based education on the open market,
16 that data being fed back into pay for
17 success deals for education.

18 So you can look up State
19 Representative Frank Farry and Social
20 Innovation's Journal "Parents as
21 Consumer's Symposium" that was planned
22 for June 15, 2018 but abruptly
23 cancelled. That agenda which is
24 attached to the pieces that I have
25 circulated clearly describes the goal

1 of linking ESAs to pay for success,
2 which is the problem with the way that
3 funding formula, if it doesn't go to
4 schools, it goes with the children as
5 digital vouchers and that's the end
6 game.

7 And so, we are here at
8 Dobbins Career Technical High School to
9 discuss education and poverty. Some
10 still trust elected officials to
11 deliver their children opportunities
12 for stable lives, presuming if they
13 work hard they'll get that, and yet the
14 reality of pending labor automation is
15 harsh and unforgiving.

16 Who's going to tell the
17 public there will be no more shop
18 teachers and that the plan is
19 outsourced work-based learning? No one
20 is going to say they're replacing
21 neighborhood schools with IBM and Ford
22 training centers and no one wants to
23 admit the National Center on Education
24 economy's proposal laid out by Marc
25 Tucker in the Dear Hillary Letter all

1 those years ago is ready to launch,
2 that most future jobs will be gigs.
3 You should put that on the agenda and
4 look that up. And that those gigs will
5 only go to the people with the right
6 sort of human capital, because
7 behavioral data is big and it's
8 becoming the social credit currency, so
9 build up your personal brand starting
10 in pre-K maybe at those Hatch education
11 surveillance play tables they have
12 planned out, because those in power are
13 watching, always watching. And the
14 rise of the robot class means people
15 are becoming more and more disposable.

16 The United States compulsory
17 system of education has been used since
18 its inception to reinforce divisions of
19 race and class. It delivers human
20 capital to meet industrial interests,
21 youth trained just enough to do the
22 work required, but not to imagine a
23 future beyond the one defined by the
24 pathways on which they are put.

25 What is needed to eliminate

1 poverty is revolutionary
2 transformation. Poverty reduction is
3 not about narrowing gaps. That rift
4 was already far too great even as the
5 founding fathers hammered our
6 duplicitous constitution. The system
7 isn't broken. Trump didn't break it.
8 Neither did DeVos. Our education
9 system is working exactly as intended.

10 So I will close with a quote
11 from Paolo Freire, Pedagogy of the
12 Oppressed. "With false generosity he
13 attempts not only to preserve an unjust
14 neocrophilic order, but to buy peace
15 for himself. It happens that peace
16 cannot be bought. Peace is experienced
17 in solidarity and loving acts which
18 cannot be incarnated in oppression."

19 We need to become conscious.
20 We need the oppressed to wake up to
21 this sinister intent of the planned
22 Fourth Industrial Revolution and we
23 need education for liberation.
24 Liberation will not be attained through
25 an appointed committee. It's created

1 in the streets doing the work with love
2 and solidarity and that is where we
3 need to be. Thank you.

4 (Applause.)

5 MS. MATLOCK-TURNER: I want
6 to -- I keep forgetting, microphone. I
7 really want to thank everyone for being
8 here, for the panel, for hearing the
9 programs and projects that people
10 believe will be helpful as we put
11 together a report with the City of
12 Philadelphia to prevent and to lower
13 poverty in the City of Philadelphia.

14 And I really want to thank
15 you for being here and taking the time
16 to share your ideas as well, so stay in
17 touch, continue to debate us. We don't
18 have any problem with that whatsoever.
19 We will continue to do our best. Thank
20 you very much.

21 (Special Committee on Poverty
22 Reduction and Prevention, Subcommittee
23 Jobs & Education concluded at
24 7:05 p.m.)

25

C E R T I F I C A T I O N

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Special Committee on Poverty Reduction and Prevention
December 5, 2019

A	74:25	active 46:9	173:14	150:6	56:14	aligned 59:8	and/or 6:15
A&W 150:5	76:22	actively	addressed	advocate	73:22	65:7	73:9 124:9
150:5	91:12	112:12	176:24	101:7	74:18	122:13	189:22
AARP 114:5	102:21	121:17	addresses	105:9	97:20	182:7	Anderson
ability 34:20	107:7,8,10	activism	170:14	119:13	100:7,15	aligns 83:11	146:7
47:6 57:10	123:19	176:17	171:18	150:7	113:9	alive 127:15	Angeline
176:17	133:15,17	activist	addressing	153:3	174:3,3	alleviate 2:23	146:10
able 5:6 8:25	133:21	157:19	20:3 107:5	157:11	agency 91:17	5:19 22:10	anguish
19:8 22:6	134:19	activities	108:10,21	Affairs 3:23	113:7	alleviation	166:19
35:6 36:15	153:7	16:5 20:5,8	109:9	11:2 21:25	agenda 75:24	94:1	announces
36:17,20	164:14	21:13 52:3	169:1	21:25 25:5	119:5,11	alliances 98:4	52:8
37:22	accessible	96:21	adequately	25:20	122:1,2,13	Allison	annual 27:19
38:22	17:7,10	105:12	123:16	46:12	125:6	146:22,24	99:6,13,18
39:16 50:3	102:23	154:14	adhered 55:6	118:11	184:23	146:25	99:22,22
51:14 55:6	155:7	acts 123:13	administeri...	affiliate	186:3	176:12	100:1
62:12 64:7	acclimating	187:17	46:21	101:17	agenda's	allotted	107:15
74:24 75:2	16:3	acumen	admit 167:25	affiliates	122:22	12:24	170:21
75:23 76:4	accompany...	131:14	185:23	101:15	agents	allow 37:10	annually
76:10 78:1	122:1	165:1	adopted	affordability	124:22	37:19 77:2	99:12
81:13 83:4	accomplish	adaptability	26:12	89:6	ages 45:17	112:7	answer
87:2 111:8	76:10	96:13	adult 56:11	affordable	51:3,9	allowed 8:2	132:20
132:19,20	accomplish...	add 54:22	66:2,2	15:16	aging 62:15	142:3	answering
133:22,25	129:3	added 15:5	76:16 85:7	67:14	106:5	allowing	130:22
134:21	account 27:5	177:21	85:19	Africa 183:3	113:5,7,9	118:1	answers
142:3,21	accounted	addiction	adults 5:3	African	ago 35:18	153:16	41:17
166:17	114:18	142:9	11:21 17:2	117:16	82:19	allows 30:8	Anti- 149:19
167:4	accounts	addition	44:8 45:17	129:9	125:13	30:10 79:8	Anti-Drug
168:15	184:13	17:16 35:1	54:2 66:12	after-gradu...	144:21	100:5	42:23
171:15	accurately	60:25	71:6	33:21	154:8	181:24	43:23
abreast 105:8	189:4	61:19,20	113:12,19	afternoon	181:24	alum 14:24	46:19
abruptly	Ace 146:3	70:9 75:18	115:2,7,18	3:25 7:16	186:1	alumni 46:2	Anti-Viole...
184:22	achieve 11:22	121:14	115:19	10:11,25	agree 74:23	143:24	42:23
absolutely	51:23	124:3	116:15,20	11:18 13:1	75:17 86:2	155:16	43:24
53:21	113:20	138:21	116:25	13:4 21:22	86:15 95:6	171:3,25	46:20
153:8	123:14	152:9	123:3	43:13,21	153:9	Amazon	149:20
abuse 177:5	achievement	additional	advance 80:1	46:18	157:3	75:22	Antonio
academic	16:8 45:3	15:8 19:21	171:15	62:22	172:10,25	America 64:2	144:5,7
13:14	47:15	34:11	advancement	67:11 82:1	agreed 9:5	American	anybody
16:16 45:2	achieves	56:25	79:21	88:17	agreements	117:16	139:25
47:15	18:25	86:11	90:18	100:18,21	59:19,22	129:10	AP 21:4
61:21	achieving	92:23 93:9	112:1	106:19	150:19	AmeriCorps	apart 35:24
179:11	4:19 59:10	93:10 98:5	advancing	110:8	ahead 12:2	179:10	app 183:2
183:17	acknowledge	116:22	19:11	afternoon's	45:2 140:2	Amgen 182:9	appear
accelerate	23:5	166:8	88:25	118:3	143:14	amount	113:24
119:20	acknowled...	additionally	advantage	afterschool	AI 179:13	52:25	158:7
122:3	93:19	108:13	123:23	14:14	aid 58:15	125:23	applause
accept 12:19	131:10	109:22	advantages	age 22:16	aide 147:12	126:14	3:10 144:3
175:24	acres 97:6	address	114:20	30:23	aim 65:15	127:25	144:8,16,24
180:3	98:19	13:25 15:2	adverse	31:15	ALEXAND...	128:12	145:6,13
access 14:12	Act 181:6,8	49:14	104:13	50:22,23	1:14	Amplify 183:1	161:21,23
22:19 26:8	action 67:5	64:22	advisor	114:3	Algorithms	analysis	161:24
56:15 64:5	119:6	65:15	182:23	124:20	180:6	151:19	176:10
64:21 73:9	actionable	107:25	advocacy	154:8	Ali 10:2 12:3	analyst	188:4
	2:21 65:6	109:6	101:20	agencies	18:12	153:22	applicant's

Special Committee on Poverty Reduction and Prevention
December 5, 2019

Page 2

116:3	area 4:11	40:6,15	152:1	77:23	47:24	97:5	57:21
application	47:19 59:4	59:18	Authentic	82:23	70:21	believes	81:18
50:7	59:20 62:1	60:24	182:4	84:17	90:14	104:8	102:18
115:12	75:1 82:2,3	61:24	authorities	85:15	170:18	beneficial	137:7
applications	82:3,5,9,11	111:14	167:21	126:6	178:1,20	20:24	142:12,13
50:18	98:17	association	168:10	130:11	184:15	benefit 14:6	186:7
apply 46:6	100:14	88:7	authority	132:25	basic 32:21	15:17	bigger 40:3
91:25	102:2	100:25	88:5,22	147:20	47:4 52:19	164:11	176:25
100:4	103:7	101:5,11	89:4 168:2	162:19	94:23	166:5	bill 27:8
111:19	111:2	147:25	Authority's	168:11	basics 77:15	177:1	billion 89:10
112:20	112:3,12,23	148:7	88:23	171:1	basis 105:6	180:16	135:10
189:20	113:7,8	assume 83:23	157:22	173:19	122:18	184:11	billionaire
appointed	129:14	assure	authorizing	176:2,7,8	138:14	benefited	183:25
187:25	areas 6:10,13	123:22	2:18	184:16	bat 166:16	121:5,13	bills 127:11
appreciate	7:3 10:7	Atif 106:3	automation	background	beauty 69:24	benefiting	biomedical
2:6 106:12	12:9 60:2	107:2	185:14	97:7	becoming	15:4 159:1	82:17
117:10	81:9 82:13	attached	automotive	125:11	20:23	benefits	biometric
145:20	106:24	47:25	62:7	bad 78:9	186:8,15	15:16	184:10
162:4	107:7	184:24	available	Badges	begging	16:24	bipartisan
172:8	118:22	attack 173:14	26:7 32:25	179:19	158:9	23:19	181:4
177:6	119:15	attacks 43:8	34:1 50:19	bagels 127:18	beginning 6:1	26:19,25	Birchett
appreciated	156:3	attained	51:8 56:23	balances 27:5	92:6	87:14,19	146:9
44:5	Ariel 145:25	187:24	57:12	ball 181:10	167:25	114:9	birth 22:15
apprehensi...	Arismendi	attempt	76:17	Band-Aids	begun 126:1	166:9,11,11	116:2,3
132:24	106:6	30:19	105:5	109:10	behalf 101:7	166:17	180:13
apprentices...	110:7,9	attempted	123:2	bank 66:9	behavior	177:17	birthday
33:21	Ark's 178:3	77:11	155:6,24	79:14	108:16	Bennetch	177:8,9
apprentices...	army 179:15	attempts	Avenue 1:5	86:23	behavioral	157:9,10,14	bit 30:17 33:2
180:24	Arnett	187:13	2:15	117:18	14:12	157:15,18	43:4
approach	147:11	attend 15:23	average	135:8,10,14	179:11	Benoliel	125:11
4:19 24:5	Arnette	15:25	45:18	138:8,22	183:14	55:11	126:23
49:16	146:1	16:22 17:2	59:24	banks 66:19	186:7	67:10,11	128:24
64:18	array 100:8	58:18	70:23,25	Baptiste	behaviors	73:18	169:21
130:22	arrive 16:11	attendance	103:6,9	146:3	24:10	79:22	171:7
168:22,25	article 94:19	100:1	107:19	169:11,13	belief 107:20	best 43:6,16	bite 78:18
169:8	articulate	attended	Avis 144:19	169:15	believe 4:18	48:3 171:9	Black 104:19
174:18	170:10	6:17	award 91:4	barber 69:24	6:4,5 18:21	188:19	104:21
175:18	174:16	attending	awarded	bargaining	19:7 21:1,5	better 31:19	177:16
approached	articulating	110:25	56:2	150:19	42:20	54:23 55:2	180:12
12:12	19:9	attention	aware 50:18	barred 123:6	62:16 64:3	57:1 64:10	blank 5:15,16
42:25	articulation	73:1 178:5	awareness	barrier 54:4	65:13	72:4 77:13	blend 80:4
55:17	59:19	attract	21:13	165:19	66:25	116:21	blight 134:6
88:10	artificial	123:13	29:22	barriers	104:18	127:22	block 135:9
106:7	178:6	attraction	157:21	51:16	107:11	135:23	147:16
117:20	asbestos-free	152:24	Awesome	64:23	110:16	150:19,24	153:18
141:8	84:5	audacious	144:15	68:15 72:7	112:21	157:4	154:17,18
146:12	asking 80:14	72:2	B	93:5	119:3	161:13,13	155:1,20
147:1	aspect 172:9	audience	Bachelor's	109:20	122:3,23	betting 181:2	156:23
appropriate	Aspen 178:2	73:16	28:10	base 69:16	123:19	beyond 59:17	Blockchain
108:6	assets 50:16	Auditorium	82:15,20	115:22	124:7,24	76:22	182:19
approxima...	assist 48:4	1:6	back 9:25	based 16:9	136:8	136:17	183:1
103:7	Associate	augmented	35:4 65:25	24:17	138:20	186:23	board 9:22
April 156:24	11:16 83:3	181:17	66:7 77:12	41:18	188:10	big 32:17	55:25 56:1
archive 175:6	Associate's	August 92:6			believed 63:6	46:11,11	130:11

Special Committee on Poverty Reduction and Prevention
December 5, 2019

125:9	127:17,19	Burlington	152:9,13,15	captain	carpentry	126:11	120:12,14
body 174:16	157:21	10:22	153:4,6,11	153:18	142:25	certain 59:23	121:23
bolster 20:15	163:23	business	buy 128:24	154:17	carry 122:15	132:16	129:10,12
bomb 125:25	183:21	54:16,23	187:14	155:1,21	catalyst	certainly	183:10
books 120:25	bringing	55:3,5 59:8		156:23	123:13	82:9	Chamber's
booming 90:9	150:17	61:4,9,12	C	card 28:25	categorize	certificate	72:19
102:1	151:10	61:13,15	C 189:1,1	35:4	159:22	11:15 59:6	118:24
104:3	Brionne	67:15,15	calculate	care 23:20	catering	96:22	121:15
boot 136:10	144:10	68:2,2,20	35:3	62:6,15	127:17	110:15	champion
136:12	broad 20:3	70:22	California	69:25	128:25	certificates	121:15
born 125:12	64:19	71:12 72:5	177:18	77:20 79:1	caught 128:6	59:9	chance
Bostic 106:3	136:5	72:8 74:6	call 7:24 8:14	107:9	cause 109:10	certification	158:15
106:18	broken 187:7	74:17 76:8	9:15 12:2	127:9	causes	189:19	177:7
107:2	Brothers	115:16	140:4	165:18,18	107:25	certifications	chances
bottom	46:11	118:14	145:21	165:21	170:15	61:25	133:3
153:20	brought	119:8	146:8	166:2	CCP 39:23	certify 189:2	change 24:10
158:19	124:16	124:18,22	159:7	177:4	40:1,18	certifying	48:25,25
bought	Brown 1:16	124:24	174:1	career 10:7	60:3 78:5	189:23	89:23
137:25	11:18,19	131:2,5,13	179:22	14:3,5	CDL 57:18	cetera 98:3	124:22
187:16	77:9	131:19,21	called 91:1	18:19 19:9	111:16	chain 184:9	138:5,6
box 37:11	104:19,21	132:11,15	119:6	19:11,12,15	CEA 111:5	Chair 100:22	140:6,22
38:1	180:12	133:6,7,13	138:3	19:20,23	celebrating	117:25	141:18
Braggins	bucket 35:10	136:10,13	calls 60:5	20:14	101:9	Chairman	142:4,12
146:10	budget 27:15	137:9,12	61:1,17	30:12,14	cell 82:6	88:18	143:18,25
brain 22:16	28:18	151:6,7,9	Camden	31:7,9,18	Census 57:21	chairs 158:17	144:20
22:23	budgeting	151:11,13	10:22	32:12	57:22	172:6	161:1
brainstorm...	27:13	152:22,23	camp 136:10	33:20	center 22:13	Chairwoman	changed
28:19	build 28:25	152:24,24	136:12	34:23	57:10	100:21	138:10
branches	59:13	163:15,16	campaign	37:24 39:3	60:15 62:3	challenge	changes 37:9
137:24	85:22 92:7	164:17,18	89:9	42:7,14	94:21	38:19	38:8 83:17
brand 186:9	119:22	164:18	120:24	43:22	130:20	53:22 54:4	139:2
branding	120:14	166:1	campus	44:10 49:7	137:9	54:12,14	changing
96:3	125:2	167:22	97:12 98:7	56:16 59:6	151:6,14	87:19	19:14
break 64:11	169:16	168:3	98:8,12	59:7,12,15	185:23	116:12	116:13
187:7	181:16	businesses	100:8	61:21 62:3	centered	165:11	135:23
Brenda 146:5	186:9	11:6 54:14	cancelled	62:8 66:3	177:1	challenged	channel
brick 179:5	builder	61:5,11	184:23	77:4 79:20	centers 17:18	165:16	184:3
bridges 4:15	147:14	67:17 68:1	candidate	88:3 93:21	56:17,17	challenges	chapter 88:9
169:6,18	building	68:12,24	98:5	95:5 101:3	129:20,20	28:16	101:1,16
171:13	19:17,22	69:6,10,14	candidates	102:20	179:9	40:10 47:3	chapters
brief 77:9	20:11 53:5	70:4,10	97:11	103:17	185:22	51:16 53:2	101:14
143:7	62:2 64:20	71:1,19,22	180:7	121:7,10	central	53:16,19	character
172:15	65:9 70:8	72:15	capacity 55:4	124:4,10	178:17	87:13	70:14
briefed 183:5	70:20 84:7	73:16,20	76:5 99:1	141:22	century	115:2	charity 184:7
briefly 7:21	105:12	75:1 79:24	105:11	178:21	124:4	132:23	Charles
172:15	130:24	101:24	155:25	185:8	CEO 3:13,23	133:19	14:19
Bright 88:23	159:25	119:24	163:15	career-con...	9:20 43:18	challenging	85:14
90:6 91:2	160:1,2	122:11	Capetown	21:6,10	55:23	132:10	145:25
93:6,14,22	167:6	123:8,14	183:3	careers 21:14	67:12	Chamber	149:16,20
brilliant	built 108:9	129:13	capital 111:2	30:11 32:9	129:9	11:3 35:16	charter 39:21
161:12	147:15,19	133:20	133:17,22	49:19 65:5	141:16,17	97:22	62:12
bring 38:16	bullet 78:18	137:13,19	153:7	66:13	147:24	117:13,16	130:18
44:23 76:7	burbs 40:20	137:20	179:1	Carol 1:16	ceremony	118:12,13	check 33:10
117:7	40:22	151:15	186:6,20	11:9	96:23	118:18,24	143:15

Special Committee on Poverty Reduction and Prevention
December 5, 2019

Page 4

Chekemma 42:21 43:17 56:10 73:6	125:19 church 99:7 Cincinnati 178:20 circulated 184:25 circulating 70:12 Cisco 111:22 citation 99:17 cited 65:7 cites 107:14 cities 64:2 116:19 178:14,14 178:15 citizen 76:9 citizens 5:1 5:13 62:14 65:10,25 71:15 120:11,19 122:24 124:5 176:6 city 2:11 4:1 4:2,3,7,24 5:17 7:11 8:15,19 9:9 9:22 10:14 13:6,20 15:10 17:22 20:19 21:1 21:12 22:3 26:1 29:25 34:8 36:10 40:23 41:21 43:9 44:18 47:1 49:22 56:3 56:18 57:22 58:11 60:8 60:15 62:23 65:16 67:6 69:3 71:20 71:25 72:3 74:9,24 75:21 76:5 76:8,20 78:8 80:22	84:6,12 87:12 89:5 91:20 92:23 93:8 93:19 102:7,12 109:9,14,15 110:1 117:15 121:11 122:9 123:12,25 124:2 125:10,12 125:18,24 129:4 148:3,15,19 148:23 149:11 150:8,16 153:2 154:15 155:7,12,14 156:5,18 164:13 167:13,16 169:24 173:20,21 175:18 181:24 188:11,13 city's 13:23 59:8 68:8 69:15 74:16 118:21 119:14 city-wide 67:2 99:15 99:19 civic 10:23 11:2 118:11 119:4,8,12 119:15,25 Civil 63:4 claiming 114:9 Clancy 1:13 9:18,19 33:24 34:14 49:25 50:22	55:10,21,23 76:12 78:4 84:1 86:2 87:10 Clarke 1:13 4:3 89:8 106:10 118:4 class 34:25 40:5,8,14 40:22 91:18 183:25 186:14,19 classes 39:9 39:25 40:12 60:11,14 85:20,20 91:16,22 111:1 112:16,16 classroom 16:4 20:2,6 34:24 35:8 35:10,13,25 92:1 96:17 classrooms 34:10 121:1,6 clean 89:11 90:9 91:23 93:12,24 143:25 144:6,11 145:2,9 155:22 clearances 54:1 clearing 54:1 54:2 Clearlink 98:2 clearly 184:25 client 24:9 28:9 144:19 clients 27:24 28:2,3,5,6 70:23 cliff 166:5 climate 14:14 89:22	clinics 85:12 close 17:8 56:19 93:18 135:3 151:25 187:10 Closed-door 183:9 closely 46:25 65:23 169:19 178:23 closing 64:18 66:23 67:7 closure 176:16 cloud 181:18 Clupper 146:2 clusters 59:9 Co-chair 1:12,12 3:3 3:7 6:22 Co-chairs 4:6 106:20 coach 24:7,12 25:8,18 26:9 128:14 137:12 Coaches 26:23 coaching 24:3,4,16 24:21,23 25:10,13,21 26:4,6,12 26:14,20,23 27:1,2,9,14 27:18,20 28:1,3,4,6 28:17 29:7 29:13 42:14 67:16 coalition 3:23 21:25 22:1 25:6,20 46:12 119:24 122:10 Coca-Cola 111:22	cocaine 162:17 code 98:17 116:5 codes 41:18 63:17 coding 181:14 coffee 70:2 117:15 125:10,12 126:16,25 127:16,19 128:24 129:4 coffels 184:8 cognitive 108:15 cohort 66:2 66:15 115:24 coincide 23:15 coke 147:16 147:18 cold 2:6 3:15 collaborated 126:24 collaborating 74:23 collaboration 5:9 20:17 65:13 119:7 142:10 178:8 collaborative 132:3 collected 29:8 collective 94:11 168:21 178:10,24 college 10:7 11:12,12 15:25 17:4 18:19,24 19:5,14,19 19:25 20:14 30:18,20 32:8,10 33:23 40:8	42:7 56:12 58:4,17,18 58:24 60:6 60:15 77:19 84:17 90:16 94:14 102:24 110:18,19 111:8 124:10 126:6,10 128:16 130:19 145:4 168:23 176:21 colleges 59:20 color 23:23 combined 23:20 95:2 combining 95:8 come 3:2,15 12:6 39:6 39:24 42:24 52:1 54:11 66:19 71:14 75:22,23 84:12 86:11 115:24 126:6,20 131:23 135:14 136:20 137:10 139:4 140:9 143:4 144:7,11 146:7,19,20 148:24 150:24 154:21 160:16,19 160:19,22 164:8,18 166:17 167:11	183:22 comes 116:6 140:23 comfort 44:24 comfortable 104:18 110:17 coming 2:7 41:24 106:12 121:20 130:11 141:12 143:25 154:2 158:2 166:6,22,24 171:1,2 174:24 commence... 126:11 comment 79:23 84:22,23 139:16 comments 8:10 9:16 12:17 55:13 157:2 162:2 Commerce 11:3 35:16 74:11 97:22 117:13,17 118:12 129:10 183:10 commercial 61:10,13 111:15 commission 106:15 commission... 103:5 commit 130:6 commitment 9:1 76:7 committed 135:24 committee 1:1 2:3,9
-------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2:19 3:8	14:15,16,19	171:16	133:6,11	consider	138:19	coordinated	Councilwo...
4:7 9:14	14:22 15:8	172:8	components	123:25	142:18	18:2	4:4
62:23 73:4	44:11 45:6	179:9	133:18	consistently	174:1	coordinating	counseling
90:1 92:22	45:22	community...	comprehen...	14:10	188:17,19	56:14	47:14
100:23	46:23	50:12 57:7	6:3 11:13	constantly	continued	91:17	108:17
106:22	47:14,22	118:20	130:21	57:2,16	21:21	coordination	137:2
117:25	48:2,20	Communiv...	151:8	constituents	continues	13:20	counselor
118:7	49:15,23	95:24	168:21,25	122:14	97:8	Coordinator	108:14
129:7	56:12	companies	169:7	constitution	continuing	14:22	count 51:19
131:22	57:12 58:4	54:20,20	compulsory	187:6	93:23	coordinators	60:12
146:3	60:4 63:23	104:14,19	186:16	constraints	continuum	19:21	counterparts
158:23	81:12,19	105:3	computer	39:15	15:10	Cordero	22:21
161:8,15	85:4,5,13	137:16	65:2 100:3	construction	123:20	43:20,21	107:18
172:8	85:18 86:1	company	computer-	101:11,25	contract	46:17	counties
187:25	86:6 94:5	127:17,23	115:10	102:13,22	131:25	core 19:1	113:10
188:21	95:12,23	128:19	concerned	103:3	133:14	corner 126:2	country
committees	96:19	142:6	114:11	104:3	contracting	corporate	31:22
131:19	97:10,15,20	165:7,13,24	concluded	105:8	109:14,19	94:16	90:12
158:25	97:25	168:4	94:24	141:17,21	contractor	180:16	101:15
common	98:13,20	169:8	188:23	141:24	141:25	Corporation	147:23
128:4	99:6 100:4	compensati...	conclusion	142:6,23	142:1	22:2 106:5	170:13
168:19	100:7,14	29:12	96:23	constructions	contractors	113:5	County 90:14
Commonw...	101:24	competencies	concrete 35:6	103:1	69:23 88:8	corporations	113:8
99:21	102:14,15	179:11	46:3	consult	101:1,6,8	20:19	couple 34:5
113:10	105:20	competency	conductive	148:14	104:4,5,10	179:8	85:9
communica...	112:8,17,24	184:14	72:5	consultant	contracts	correct 189:6	139:16
96:9	113:17	competitive	conduct	169:17	109:16	correctly	150:12
communities	126:9	123:12,22	97:16	183:16	113:16	117:14	163:22
24:25 25:2	132:11,15	competitive...	confidential	consulting	contribute	correlation	164:1
25:16	136:8,18	124:2	151:16	151:17	119:14	173:3	course 12:19
29:15	138:3,11	complete	confirms	consumer	contributing	corridor	50:19
50:10,21	139:6	51:15	58:6	74:5	115:8	61:10,13	173:9
57:4 59:3	140:2,8,19	108:23	Congratula...	Consumer's	contributions	corridors	coursework
64:1 70:6	141:12,17	111:14	144:2,23	184:21	54:17	148:21	19:5
70:13	141:19,20	125:4	145:12	contact 166:6	contributors	cost 9:8 15:14	Court 189:12
76:20	142:14,19	completed	Congreso	183:6	69:21	25:22 26:5	coverage
85:17	142:20	27:25 28:1	110:10,13	contacted	control	28:13	98:17
104:22	148:8	89:14	111:1	149:17	183:12	151:16	covering
118:21	149:4	completely	Congreso's	contained	189:22	167:15	113:10
125:2	150:5,19,20	126:21	110:12	189:3	convene	costing 25:23	crack 147:16
138:6	153:21,25	completion	connect	contextuali...	119:23	Council 1:13	147:17
147:23	154:1,11,13	51:12,19,19	31:17	134:20,24	121:2	2:11 4:2,3	162:17
148:22,25	154:19,22	66:18	47:21 48:1	continual	convened	5:17,24 9:3	crackwhores
150:25	154:23,24	96:22	56:25 75:2	184:5	120:7	46:10	126:1
156:19	155:20	complexities	connecting	continually	124:15	62:23 89:7	Cradle
162:25	156:20	72:12	29:21	47:17	conversation	93:19	178:20
169:4	157:7	compliance	connection	57:19	3:18 5:22	106:10	craft 5:6
171:11,12	158:6,15	153:22	34:21 75:5	continue 3:18	6:25 82:1,6	118:4	create 17:17
176:7	160:15	183:19	107:21	8:17 18:9	106:13	122:14	30:13
community	163:16,24	complicated	connections	22:24 23:3	Conwell 97:5	156:5	67:21 68:4
3:2,13	164:4	73:21 74:5	35:7	42:4 49:14	cooperative	173:20	68:12
10:19,24	165:15	component	conscious	49:17,21	132:4	Council's 4:7	75:24
11:11	168:15,23	69:14	162:7	59:17 72:6	coordinate	Councilme...	89:11,21
13:18,23	170:16	84:20	187:19	124:8	74:14	118:5	104:20

Special Committee on Poverty Reduction and Prevention
December 5, 2019

Page 6

105:3	19:4	curriculum	37:20 39:8	decisions	179:24	6:14 96:15	74:18
120:4	credits 111:8	16:17	39:12	24:10 81:2	demand 45:4	175:6	112:16
124:12	crime 134:8	26:10,12	47:11 52:4	119:21	90:14	179:14,20	126:21
138:9	149:19	78:16	52:5 63:10	130:6	demands	developing	129:17
139:7	Crisis 46:23	79:17	76:17	decrease 27:6	117:1	6:15 22:13	156:3
148:18	Cristo 35:18	92:10	106:11	dedication	demonstrate	47:17	163:6
149:6	38:15	custom 168:5	108:19	74:15	18:22	95:20	differently
150:22,23	138:24,25	custom-des...	126:10	deep 107:20	demonstrat...	107:24	50:15
created 61:12	critical 4:1	180:10	131:8,24	deepen	27:19	131:4	difficult
62:19	21:7 26:15	customer	135:2	121:20	Dennis	development	38:16 47:4
71:22 89:4	50:20	165:6	142:11,17	deeply	125:16	9:22 10:8	digital 63:15
91:10	58:14	cut 77:14	142:21	107:12	department	22:17,23,25	123:5
102:6	69:14 70:7	cutting 61:10	143:1	deficits	30:7 41:11	45:6 49:8	178:12,17
149:25	70:19	93:17	154:3	108:21	47:23 54:9	55:25 61:2	179:23
152:20	84:16	cyber-defe...	day-to-day	define 18:19	65:23	63:1,15	181:22
187:25	136:24	180:17	127:11	18:21	74:11 91:4	64:13 67:4	184:8,10
creates 16:21	137:3	cycle 68:16	daycare	defined	91:7	78:16	185:5
45:3 93:15	critically	cycles 64:12	69:22	186:23	114:16	94:14 95:9	dignity
creating	42:2	<hr/>	days 39:12,13	definitely	148:15	95:14,21,25	141:16,20
15:11 18:1	crucial 6:10	D	108:19	3:16 29:3	departments	96:7,8,12	162:24
72:4,21	20:20	D.C 101:14	144:21	36:24	100:9	97:18	dime 166:8
131:6	25:15	dads 155:3	DCD 151:21	130:4	depending	102:9,14,15	dinner 96:24
150:10	32:15 33:4	daily 63:12	de 1:16 11:8	degree 11:16	52:25 54:6	104:9	diploma
creation 2:18	crux 63:19	108:12	11:9 53:14	11:23 40:6	73:22	112:23	40:16
72:3	CT 39:2	Dallas 178:15	110:10	40:15 59:5	depends	119:9	60:25 65:1
104:12	CTE 91:19	Damon 85:1	dead-end	59:18	184:5	133:3,7	direct 120:20
106:25	92:4,24,25	Daniel 146:1	123:4	60:24	deposits 27:3	138:4	173:2
152:23	93:3	146:6	deal 127:4,5	61:24	describes	151:6,13	189:22
creativity	cultural 64:4	Darnell	127:7,9	82:15,16,23	184:25	168:6	directed
44:24	cumbersome	145:8	161:5	90:17	deserve 44:8	174:2	84:22
96:10	54:5	Darrell 1:13	deals 183:9	111:15	design 36:17	developme...	direction
creators	cumulative	4:3 89:8	184:17	169:25	64:14	16:5 22:20	76:9
72:24	98:15	Daryl 140:5	dear 47:11	degrees 80:6	designation	175:25	138:15
137:20	Cunningham	141:15	114:2	102:24	149:3	developme...	directly
credential	146:11	143:10	135:21	179:21	designed	102:11	45:21,21
11:24	162:3,10,11	data 29:8	185:25	dehumanized	115:17	DeVos 187:8	98:11
59:11	Cure 94:20	41:19	debate	180:23	desirable	devoted	184:1
77:24	curiosity	152:22	188:17	Delaware	36:12,13	108:20	director 10:4
78:12 83:7	44:25	172:18	debit 28:7	26:13	desire 37:17	diamonds	11:20 94:5
83:23,24	currency	180:4	debt 23:21	101:18	detailed	97:6 98:19	107:3
111:7	186:8	181:3	27:9 28:14	129:11	96:15	diaspora	151:5
112:6,10	current 28:8	182:17	28:14,21	delaying	determinants	133:8	170:4
credentials	132:11	183:23	debts 27:11	114:8	107:6	died 154:7	disabilities
111:18	currently	184:16	decade 95:17	deliberations	determine	Diego 178:16	113:13,20
180:8	13:17	186:7	deceased	3:19 5:23	18:17	difference	disabled 5:4
credit 21:3	35:11 37:3	database	154:7	8:18	determining	17:13	disadvanta...
28:25 35:4	46:20	182:11	December	deliver	116:23	81:18	63:7
36:4,18	48:23	date 66:4	1:7 2:13	113:17	devastating	103:12	disappeared
40:4 60:21	49:23	116:2	decentralize	185:11	177:24	different	114:8
84:16	109:15	Daviston	179:4	delivered	develop	32:11 36:6	disciplinari...
137:2,5	110:24	146:6	decision	182:13	44:11 48:6	42:10,11	147:12
138:13	142:16	day 3:14 4:14	28:23	delivers	48:24	54:6,12	discover 44:9
186:8	145:1	27:8 32:20	decision-m...	186:19	60:20 61:5	57:7,14	discriminat...
credit-bear...	148:20	36:19	171:21	delivery	developed	73:21	160:3

Special Committee on Poverty Reduction and Prevention
December 5, 2019

discuss 7:7 125:3 185:9	division 98:1 137:24	downtown 148:21	23:2,6,8,14 23:16,17,24	68:9 180:14	85:21 88:19 91:7	75:20 80:24	102:4 118:15
discussed 31:11 159:16	divisions 186:18	Dr 58:2 63:5 85:1	24:1,11,19 24:23	economy 68:6 69:15 83:21	93:21 94:16,20,23 94:24 95:2	121:4 168:25	employabil... 19:3
discussion 119:1	Dobbins 1:5 2:14 13:19	168:22 182:22	25:14,23,25 26:3,7	87:12,22 115:9	95:8 98:22 101:20	efforts 74:10 125:3	employed 58:25 59:1 94:8
discussions 96:20 120:7	13:22 14:2 14:24 39:2	drawing 130:11	29:12 32:9 32:13 50:7	152:15	110:13 112:24	eight 98:17 eight-week 96:5	employee 90:14 95:11
disease 142:9	76:15 84:25	draws 99:10 99:24	50:11 120:23	economy's 185:24	118:23 119:17	111:17 either 48:1	135:16
disenchanted 166:25	91:20 140:17	drive 83:21	124:20 131:11,11	ecosystem 178:19	122:6,22 123:16,20	174:5 elderly 77:20	employees 61:8 68:25 69:4,7,9,11
dismal 65:15	185:8	driven-emp... 45:4	131:12	182:2	124:17 134:19,25	159:25 elected	70:16
dismissed 140:13	doing 3:7 15:5 30:16	drivers 68:21 108:3	earmarked 67:2	ecosystems 179:5	134:25 135:20,22	185:10 electrical	98:11,18
disposable 186:15	32:9 35:1 37:4 39:21	driving 111:16	earn 40:14 129:20	edge 93:17 183:3	136:9 139:2	142:24 elementary	114:3 127:4
disproporti... 23:22	39:22 42:17	drop-in 179:9	earning 64:16,25 68:19 70:8	Edmond 55:11	147:7 149:24	16:17 elements	163:20 165:1
disrespected 160:21	47:16 48:5 48:19	dropdown 116:2	95:1	62:21,25 74:22 79:2	154:10 173:10	65:17 elephant	employer 75:6 78:15 79:3,16
disruption 87:3	49:22 68:5 72:20	dropped 126:1	earnings 16:1 45:3 98:15	EDSI 129:15	174:19 175:10	167:8 174:13,14	86:12 96:25 97:3
distance 64:15	75:15 77:24	dropping 162:14	earns 103:7 103:10	educate 57:11	176:24 178:4	179:3 180:23	97:19 163:24
distinguished 62:22	86:18,24 87:7,17	drug 47:13 149:20	easy 127:2,3 127:5,6	educated 123:10	179:3 182:6	184:13,15 184:17	165:22
distractions 134:9	112:5 136:1	drugs 159:24 21:3,4	echelon 132:8	139:4 180:2	182:6 184:13,15	185:9,23 186:10,17	employers 75:5 79:5,8 86:5 99:11
district 10:3 12:5 13:25	138:18 140:18	39:23 40:2 40:4,21	echo 79:3	educating 25:15	187:8,23 188:23	188:23 22:20	100:1,14 109:16
17:24 18:13,18	150:9 156:9	60:8,10,14 60:21,22	economic 11:11 23:7 23:18,21	education 1:2 4:16 6:12	184:17 185:9,23	186:10,17 187:8,23	115:18 116:24
29:25 35:21	166:23 167:23	Due 28:13	24:2 25:12 26:17	6:24 7:5,10 7:13,23	187:8,23 188:23	188:23 22:20	120:8 124:12
36:10 39:1 39:20	168:5 188:1	duplicitous 187:6	28:12 29:16	10:13,15 11:13 12:9	educational 22:20	45:15 100:11	168:12,18 employing
47:24 60:20	188:1 dollar 70:12 136:22,23	dwelt 63:16	41:18 45:5 63:2 72:22	12:10 13:6 13:9,11,12	45:15 122:20	174:25 175:9	70:9 148:8 employment
90:23 92:3 97:25,25	103:11 138:13	dynamics 173:22 175:19	99:19 119:3,12,15	14:4,23 18:3 19:5	174:25 175:9	179:19 182:15,23	17:5 42:20 42:22 43:7 43:22 44:6
District's 36:23 93:20	148:24 157:25	Dystocia 180:19	120:3 122:4	20:18 22:15	179:19 182:15,23	181:20 emergency	44:7,13,15 45:11,15
District-run 13:19	161:3 178:11	E E 189:1	149:6 153:1	23:24 26:14 30:7	educators 78:18	27:7 emerging	46:2,8,10 47:9 48:7
districts 91:11	117:15 129:8	eager 149:9 33:6 50:15	171:19 economically	36:1 39:3 47:9,14	effective 10:20	21:16 24:4 72:14	48:10 49:9 49:19 51:1
ditto 172:10	doors 54:21	73:7 84:23 86:9	95:11 98:13	58:7,10,13 59:3,17	45:10 96:2 efficiency	20:4,11 emphasize	51:6 53:3 53:23,25
diverse 23:12 69:19 123:11	double 114:17	early 8:19 16:15 18:2 22:7,9,14	economics 173:9 183:15	64:6,10 67:8,16	89:12 effort 7:20	17:9 employ 11:6	69:15 81:9 93:17

Special Committee on Poverty Reduction and Prevention
December 5, 2019

Page 8

94:17 95:1	engaging	26:21	equivalency	176:11	exist 7:10	experiencing	face 23:18
99:2,16	6:25 42:6	94:19	65:1	event 99:16	29:23	23:7 26:17	93:4
100:11	167:20	entrance	eradicate	events 97:19	36:16 57:1	28:12	108:22
108:8	168:2	77:6	67:6	99:4	152:13	58:21	faced 47:2
109:20	engine 99:20	entrenched	ESAs 185:1	101:21	153:5	114:25	115:3
112:11	engineered	45:9	escape	eventually	173:24	120:10	facing 4:1
114:2	179:16	entrepreneur	173:25	184:11	existed	134:17	25:12
116:7,10,11	engines 68:7	67:12,20,23	escrow 174:5	everybody	103:23	experiential	29:15
116:16	English 19:2	72:15 74:6	ESL 112:15	9:19 73:13	existence	80:3	68:15
118:22	112:20	131:4	especially	75:14,25	101:9	134:25	116:12
129:19,21	131:17	141:23	23:23	86:20	184:5	experiment	fact 127:8,10
130:1	enhances	Entreprene...	31:17 40:7	125:9	existing	128:21,22	152:5
135:20	16:24	124:16	44:7 54:1	140:15	36:16	expert 96:2	156:17
139:5,7	enhancing	entreprene...	68:14 71:9	143:16,21	65:19	159:6	faculty 94:13
183:8	20:1	4:12 67:17	80:7	145:8	exists 171:8	expertise	failed 172:20
employs 98:8	enriched	67:23 68:3	135:22	evidence	expand 15:7	94:15	173:23
180:23	45:16	72:11	137:4	171:8	30:21	explain 95:12	174:25
empower	enrichment	74:12	148:18	189:3	53:22	explained	fair 99:3,6,8
143:1	16:4	131:3	essential	Evidence-B...	65:21	38:21	99:13,19,23
empowered	enroll 15:13	152:16	49:13	181:5	134:1,2	Exploration	100:2
29:4	17:21	153:14	70:11	Evidently	expanded	88:3	125:23
ENC 144:14	110:22	entreprene...	167:21	181:11	62:8 92:10	explore 30:11	127:25
encampment	enrolled	31:6,7	established	exactly 60:18	expanding	31:7 44:10	128:12
157:21	37:13,18	35:19 42:8	151:15	83:5 187:9	112:22	exploring	fairs 155:9
encourage	enrolling	61:3 124:6	establishing	examine 42:5	expect 8:17	36:25 37:2	faith-based
120:2	110:18	124:13,19	90:24	example	135:2	111:11	98:2
153:13	enrollment	124:21	estimate	13:23	expense	exposure	fall 60:11
encouraging	21:5 39:23	125:1	41:20	37:11,14	174:7	21:15	99:5
124:19	40:3,22	126:8	estimates	56:6 60:5	expenses 27:8	37:24	132:25
153:5	60:8,10,14	152:8	41:13,17	64:8 73:25	28:20	121:8,10	falls 23:22
ended 162:13	60:22	entry 16:9	et 98:3	89:16	expensive	extended	false 187:12
energy 44:23	ensure 19:16	66:12	ethic 96:11	165:5,17	58:13	85:5	familiar
56:14 71:2	20:22	165:9	114:24	excellence	116:5	144:13	104:17
76:2 86:10	44:21	entry-level	ethnically	137:10	experience	extensive	families
88:5,21,23	46:13	61:18	23:11	excellent	18:1 21:3	18:15	11:22 15:4
89:3,5,9,11	77:24	65:12	ethnicity	139:1	24:2,9	94:22	15:15,17
89:12,20	93:10	70:17	16:10	excelling	32:18,18	externally	17:17
90:9,25	167:5	90:15	Eva 4:5	64:24	33:17	137:22	22:22
91:5,17,23	ensuring 18:6	91:15	Evaluation	exchange	39:19	externship	24:24
92:4 93:13	18:25	165:8	26:21	168:9	70:21 71:7	36:5	25:24 26:8
93:25	20:12 49:2	environment	evasive 70:20	excited 21:18	94:10,11	extra 28:23	26:16
107:24	entail 132:9	72:4	evening 3:17	22:4	114:21	152:17	29:14
engage 20:5	enter 19:11	163:17	9:18 10:16	excuse 3:14	116:1	extraordin...	31:17,18
32:1 100:6	21:8 64:19	171:20	11:8 13:3	48:22	156:3,7	68:11	79:1
engaged	entering	environme...	76:16 94:3	execute	170:11	extreme	125:22
154:13	115:4	64:25	106:17,19	120:21	176:15	177:24	130:9
engagement	enterprise	envision	113:3	133:23	experienced	extremely	131:9
18:16	61:2	179:4	129:5,8	execution	26:9	86:14	180:5
20:13	138:23	equal 42:9	135:5	119:10	187:16	eyes 134:15	family 4:13
31:19	enterprises	equip 168:3	141:10,15	178:3	experiences	135:3	4:21 17:20
78:15 79:4	69:19	equipment	144:4	Executive	20:2 32:6		29:10 64:7
86:13 98:1	entire 98:10	168:11	145:7	10:4 11:20	35:5 38:23	F	77:11
119:4	166:12	equitable	169:14	107:3	46:1 70:19	F 189:1	112:6
172:9	entitled	29:11	172:6	135:8	80:8 156:6	fabrics 69:21	130:24

Special Committee on Poverty Reduction and Prevention
December 5, 2019

166:12	filled 52:21	finish 76:13	81:1,19	former	169:18,22	53:20	87:21
family-sust...	53:10,11	finishing	83:22	115:15	170:2,10,14	Fulton	120:22
78:21	finally 61:17	176:20	109:9,12	176:13	171:7,10,14	117:17	121:7
130:8	62:7	firms 69:8	115:20	formerly	171:15,18	135:8,22	123:23
fan 32:17	112:15	105:11	153:3,10	109:12,18	171:25	function	124:12
40:2,3	finance	115:20	focused	128:7	Frank 184:19	163:14	133:4
far 25:9	181:19	152:20	35:18	formula	Frankford	fund 34:11	177:25
57:17 77:5	183:11	first 9:16	80:24	172:20	92:5	56:18,19	179:3
187:4	finances	12:3 33:10	81:15 95:3	173:15,23	125:17	138:24	180:20
Farry 184:19	62:11	44:1 52:10	96:1 107:5	174:1	free 13:16	182:1	186:2,23
fast 8:20	financial	64:20 71:7	107:23	185:3	17:16	fundamental	futures 4:17
faster 81:7	11:22 24:3	78:5 80:13	129:16,24	forth 122:21	95:23	16:12,14	88:24 90:7
fastest 90:11	24:4,6,7,8	90:24	178:25	fortunate	136:15	funded 111:4	91:2 93:7
114:4	24:12,14,15	105:17	focus 96:7	126:4	137:2	116:7	93:15,22
fathers 187:5	24:16,18,21	108:18,24	122:4	forward 6:24	Freire 187:11	123:16	178:4
fears 132:23	24:22 25:7	111:5	fodder	12:6 21:20	frequently	142:16	182:18
featured	25:10,18,21	113:11	180:21	82:10 91:8	22:19	151:20	
35:22	25:23 26:3	115:5	fog 77:14	93:23	fresh 107:8	179:22	G
February	26:6,9,11	120:13,17	folk 174:23	122:15	friend 6:23	182:2	Gail 146:4
50:7	26:13,14,20	122:8	folks 77:25	135:4	78:6	funders	153:18
fed 184:16	26:23 27:1	135:14,16	85:24	143:2	friends 4:21	182:8	gain 45:13
federal 17:22	27:1,9,12	136:7,11	125:14,21	foster 62:15	128:15	funding	49:12
56:4 86:22	27:13,17,20	141:11	128:1,13	found 27:13	Fries 1:16	17:23 25:3	gambling
157:23	28:1,3,4,6	145:16	183:4	103:22	11:8,9	34:12 46:7	181:12
175:19	28:23 29:7	160:16,19	184:2	108:3	53:14	53:3,7,15	game 185:6
181:20	29:13 33:8	162:10	follow 31:9	foundation	front 42:24	56:4 73:12	games 180:10
182:11	46:3 47:8	170:1	86:21	10:19,20	117:6	91:9	gamified
183:18	49:20	172:5	follow-up	16:21	128:1	116:22	178:11
feel 49:21	58:15	176:20	80:16	178:2,9	frustrated	157:23	gap 5:18 6:9
79:8 85:1	66:13,20	first-gener...	followed	180:25	104:1	164:6	7:9 14:1
160:25	128:14	58:16	121:10	181:1	frustrating	167:3	17:8 18:4
feels 29:4	131:13,18	firsthand	following	foundations	164:19	172:20	64:18 65:7
feet 62:5	131:24	46:1	2:17 26:5	5:12 181:5	fulfill 51:14	173:15,23	66:24 67:8
fellow 62:24	136:17	fiscal 116:10	26:24	founded 63:3	51:25	173:25	68:18
88:21	137:1	five 7:2 54:8	27:24	101:6	fulfilling 4:23	181:8	85:22 89:1
106:21	138:21	58:22 69:1	168:1	founder 97:4	full 46:8,10	185:3	132:22,25
female 23:11	151:19	74:17 81:8	food 14:12	169:15	73:10	funds 27:8	152:2
fewer 68:25	financially	81:21,25	70:1 73:24	founding	106:11	91:12	gaps 16:8
69:2,8	29:2	83:18,19	74:1 77:16	187:5	116:16	142:5	187:3
114:25	financially-...	108:19	107:8	four 56:17	full- 40:17	174:6	Gay 55:11
field 23:24	27:16	135:13	footing 42:9	60:23	full-time	181:19	58:1,2
90:9 92:21	find 4:14	145:2	forced 160:5	108:18	39:25	funneling	75:17
110:16	8:25 17:4	159:20	Ford 185:21	114:14	Fuller 117:17	161:3	78:17
170:7	31:13	five-month	forefront	122:5	135:5,7	further 32:24	81:24
fight 8:15	48:10	157:20	79:5 95:18	170:12	fully 14:6	125:3	168:22
fighting	76:14,24	flaws 150:21	foregoing	four-year	38:21	140:13	geared 159:8
156:11	103:20	flexible 38:11	189:5,19	59:19	189:4	Furthermore	160:8
figure 3:1	112:19	77:5	foremost	fourth 15:20	Fulmore-T...	23:10	gene 82:6
38:6 87:1	123:9	flow 73:8	141:11	167:7	42:21	123:10	general 19:4
126:21	125:4	flyers 155:9	forget 161:17	180:22	43:12,17	future 9:2	generally
127:3,7,9	165:3,11,15	focus 6:15	forgetting	187:22	44:1 50:5	17:8 30:5	102:22
127:22	174:5	10:5 20:9	188:6	Fox 151:7	50:25	45:14	generation
128:11	finding 97:6	22:14	forgive 43:14	frame 8:20	51:18	69:17	93:14
fill 132:22	116:12	47:10 62:5	formal 80:5	framework	52:22	86:25	153:23

Special Committee on Poverty Reduction and Prevention
December 5, 2019

Page 10

generation's 181:15	given 44:19 141:14	goes 37:23 50:8 173:9	73:24 76:21 78:8	11:20 15:24 17:3	125:25 126:19	guide 74:12	happy 125:3	
generational 64:11 163:11	165:18 giving 41:25 160:13 176:2,2	185:4 going 7:15 8:21,25 12:1,3,7 21:6 31:21 35:8 40:17 40:18 43:13 74:20 77:22 78:4 78:19,21,22 79:10,24 80:15 81:1 82:8,10,14 82:16 83:9 83:20 84:3 87:2 106:14 109:2 117:7 133:12 134:21 139:10,23 140:10 145:21 146:16 154:16 155:13,17 156:17 158:1,4 161:1 164:20 165:23 166:4,15,16 166:20 169:10 174:16 175:1,2 177:2,19 185:16,20 Goldman 61:3 72:18 good 5:25 6:6 6:23 9:18 10:11,16,25 11:8,18 13:3,4 21:22 43:12,20 46:17 58:8 62:21 67:10	88:17 94:3 100:18,21 106:19,19 110:7 113:2 119:16 122:6 129:5 135:5 141:10 144:4 145:7 152:19 156:2 161:12 162:5 169:13 172:6 176:11 goodness 175:11 goods 70:11 Google 180:17 Gordon 146:10 Gorshon 145:7,8 governed 123:18 government 5:11 94:17 119:9,20 124:18 173:7 174:18 183:14 governmen... 104:7 175:17 Governor 99:18 grade 12:9 30:9,10,18 31:4,5 32:10 59:23 92:9 138:16 graders 30:20,23 graduate	83:8,15 88:17 94:3 100:18,21 106:19,19 110:7 113:2 119:16 122:6 129:5 135:5 141:10 144:4 145:7 152:19 156:2 161:12 162:5 169:13 172:6 176:11 goodness 175:11 goods 70:11 Google 180:17 Gordon 146:10 Gorshon 145:7,8 governed 123:18 government 5:11 94:17 119:9,20 124:18 173:7 174:18 183:14 governmen... 104:7 175:17 Governor 99:18 grade 12:9 30:9,10,18 31:4,5 32:10 59:23 92:9 138:16 graders 30:20,23 graduate	graduated 58:23 136:11 176:19 graduates 66:17 91:22 graduating 66:14 graduation 79:18 110:20 grandmoms 155:2 grandpare... 160:2 162:17 grant 65:22 164:5 grants 138:17 160:11 grassroots 61:2 grateful 100:16 113:23 great 14:14 32:18 34:14 48:8 52:23 55:21 66:6 67:6,10 81:11 105:15 106:18 111:21 124:25 133:23 140:15 161:19,19 171:5 187:4 greater 11:3 11:22 65:21 114:21,22 117:12 118:12 151:9 grew 125:20	169:23 grocery 69:25 groomers 70:1 group 50:22 50:23 57:5 96:20,21 130:3 138:1,3 groups 97:15 136:19 grow 30:25 68:1 71:19 124:9 135:15,17 152:20 growing 45:7 57:19 68:2 72:13 90:11 114:4 152:12 163:21 170:6 grown 125:17 128:7 137:17 174:22 grows 10:20 growth 35:17 45:5 61:6 69:17 72:6 78:8 104:9 105:12 119:2,4,16 119:21,23 120:3 121:23,25 122:4,5 125:5 152:23 153:12 182:17 guaranteed 59:24 guess 36:2 76:13 172:16 guests 140:4	63:11 74:13 guys 158:8 159:7 <hr/> H <hr/> H 1:13 63:5 100:24 Hackney 1:14 10:11 10:12 12:5 13:3,5 32:4 34:2 38:14 41:10 52:18 60:7 60:19 84:21 half 39:8,9 46:5 136:2 144:11 155:10 158:12 Hall 122:9 hammered 187:5 Hampshire 182:21 hand 3:9 8:12 78:5 144:14 180:4 handful 81:10 hands-on 124:3 handwriting 145:24 happen 35:9 38:9 81:6 163:16 happened 83:6 125:16 170:21 happening 43:15 75:12 79:6 85:25 happens 35:7 132:13,22 134:5 187:15	hard 18:17 185:13 hard- 71:5 Harris 146:6 harsh 185:15 Harvard 22:12 Hatch 186:10 headquarte... 135:12 headquarters 101:13 health 14:13 22:2 23:20 62:6 107:6 107:9 113:21 118:22 127:8 148:14 177:4 healthcare 82:2 healthy 107:8 119:18 122:7 134:1 hear 2:16 7:20 8:14 9:16 33:1 156:13 159:5 164:2 183:4 heard 33:6 40:2 43:5 73:6 109:23 126:12 152:12 153:7 154:20 hearing 2:5 2:12 7:1 80:4 106:14 107:10 118:3 159:3,4,5 159:11,18 177:15 188:8 hearings 2:20

6:18 158:3 158:14 heart 114:2 135:21 141:18 hearts 47:11 heavily 65:19 heavy 40:19 hedge 181:18 height 63:4 held 6:19 99:23 Hello 10:1 144:25 153:17 157:9 169:13 help 3:1 4:16 9:25 11:21 13:13 18:7 24:5 31:6 49:2 65:4 65:24 66:21 72:11 74:12,13,16 76:15 78:24,25 84:15 90:20 93:8 98:20 105:3 111:9 112:24 113:14 122:3 124:11 136:20 142:7,14 152:10 153:10 helped 27:10 28:24 61:5 116:8,11 162:21 170:10 helpful 93:8 188:10 helping 17:18 45:1,13 66:2 113:18 124:9 152:9	helps 16:2 56:21 137:12 heroin 147:15,17 Hi 18:11 43:20 144:9,17 151:4 hide 174:6 high 1:5 2:14 15:24 17:4 23:2 32:13 40:6,15 49:2 60:23 60:25 63:20,25 65:1 76:18 83:24 89:19 90:12,14 91:1,21 92:5 93:3 95:10 110:19 138:15 140:18 162:9,12 183:7 185:8 high-ceiling 123:8 high-perfor... 64:24 higher 10:9 11:13 16:1 20:18 22:22 47:7 47:7 49:18 58:10,13 79:19 80:1 94:16 98:22 133:12 highest 64:1 102:5 116:19 highlight 122:20 highlights 26:19 27:22 highly 95:10 177:25	Hillary 185:25 hire 54:15 70:4 86:6 97:11 99:1 104:14,16 115:19 120:8,15 134:2,4 150:15 hired 71:15 98:11 135:17 136:7 165:6 hiring 57:21 61:18 65:11 79:18 82:20 94:6 98:7 109:12,17 123:7 134:3 137:23 148:10 Hite 182:22 hold 2:12,20 15:25 34:18 holding 95:4 holistic 49:16 64:17 89:20 130:22 Holloway 144:17,19 home 41:4,8 64:5,9 69:23 90:3 97:22 153:23 154:2,13 171:1 homeless 120:15,19 homelessness 4:14 120:10 homeowne... 85:12 homes 137:7 160:6 homeschool	180:5 honor 169:19 170:12 hope 7:2 34:19 42:4 hopefully 33:18 112:11 hoping 158:9 158:10 hospital 97:13 170:4 hospitals 175:23 host 54:15,20 99:4,5,12 hot 84:5 hour 71:1 103:8,10 hours 28:24 51:20,23,25 52:13,14 85:6 92:10 96:17,18 108:19,20 house 136:16 172:23 173:4 households 89:17 93:4 98:16 housing 6:12 6:20 90:4 118:22 157:22 159:4,18,22 177:4,15 HR 180:10 huge 79:25 154:17 human 54:9 94:11 110:15 112:11 179:1,15 186:6,19 human-robot 178:7 humongous 174:8 hundred 31:24 67:24	hundreds 95:19 102:12 HVAC 142:24 <hr/> I <hr/> IB 21:4 IBM 181:25 185:21 idea 31:16 42:5,7 81:1 126:18 ideas 6:2 31:22 43:11 161:12 188:16 identification 31:10 identifies 6:10 identify 7:2 19:8 30:11 31:24 83:18 115:14 120:1 162:21 identifying 30:24 115:18 130:7 identity 177:17 183:2 184:10 ideology 63:10 ill 161:10 illiteracy 63:13 images 115:6 imagine 71:20 76:3 186:22 immediate 15:16 108:4 immediately 148:18 impact 25:9 65:21 104:11	118:24 124:1 148:24 153:2 168:15,21 178:21,24 181:9 impacted 25:2 impacts 26:22 63:22 impede 73:8 implement 2:21 36:15 91:5 implement... 13:11 26:22 67:3 implemented 25:5 implementi... 30:5 49:9 importance 7:22 12:8 22:14 43:6 95:13 152:12 important 3:20 7:19 8:24 16:15 42:2 45:9 53:24 69:16,20 71:5 72:21 74:3 89:22 93:13 105:22 114:1 132:18 136:9 137:14 138:12 158:7 163:2 177:11 importantly 132:12 133:25 impose 179:18 impoverish... 174:9 impressive	71:25 75:25 improve 17:19 24:5 46:15 112:19 113:15 119:11 120:3 162:23 Improveme... 147:25 148:6 improving 68:18 147:7 in-classroom 121:9 in-depth 96:15 Inaudible 55:9 139:13,19 141:1,6 146:18 incapable 115:7 incarcerated 71:11 109:13,18 128:7 incarcerati... 107:12,17 107:22 144:13 177:4 180:15 incarnated 187:18 inception 66:16 121:12 186:18 inclass 121:3 include 14:12 38:5 49:20 69:22 84:19 119:1 167:3 184:13 includes 26:4 49:18,19 96:16	100:2 including 13:19 14:19 27:23 90:2 91:20 119:16 120:9 inclusion 105:9 inclusive 119:16 122:5 income 16:10 22:22 28:20 45:7 66:22 68:18 70:8 98:15 107:15 131:6 152:18 166:14 167:5 inconsistent 167:15 incorporated 87:7 increase 20:12 21:13 28:20 34:20 49:17 101:23 133:2 152:7,15 162:23 167:14,16 increased 19:19 20:17 27:14 45:8 61:6,7 73:9 increases 45:2 increasing 10:6 20:10 21:7 167:14 increasingly 72:20 114:1 180:6,17
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Special Committee on Poverty Reduction and Prevention
December 5, 2019

Page 12

incredible 75:20 93:1	102:4,22 104:3	initiatives 13:13	98:21	182:8	investigating 37:9	J	150:22
incurred 28:15	125:24	29:24 58:3	institutional 170:16	186:20	investing 15:10	Jacqueline 146:9	155:9
Indeed.com 103:5	industry-sp... 93:2	101:22	172:17	184:4	investment 56:1,7	James 138:19	156:2
independen... 113:21	inequality 45:8	102:8	173:8,13,14	internally 137:21	136:3	January 8:19	157:4
index 30:5	influence 120:7	112:2	175:15	Internet 179:17	investments 13:21	50:9 92:18	160:12
indicate 102:3	influential 20:24	inmate 172:23	institutions 20:18	internship 31:3 33:22	22:11,25	145:11	161:19,20
indicates 17:1	inform 38:9	173:5	174:8	36:4 39:10	23:1,4,14	56:13	165:23
individual 5:13 26:5	information 26:16 42:2	inner-city 66:12	instruction 92:11	40:17	23:15	Jefferson 146:4,5	166:2,24
96:21	57:23 87:5	innovation 11:11 63:2	96:17	internships 32:14	77:21	157:10,14	174:22
163:8	100:17	151:11	121:9	91:23	84:12	Jennifer 129:11	175:5
166:9,14	113:13	172:18	instructional 20:10	interpersonal 96:11	89:16	142:2	180:7
170:16	133:2	183:2	Innovation's 184:20	interrupted 166:10	124:8	Jersey 101:19	job-seeking 95:19
individual's 24:17	134:22	innovations 109:5	instrumental 49:7	intersections 89:25	investors 102:7	129:11	job-specific 129:22
individuals 24:5 25:11	140:16	innovative 25:11	integrated 131:15	interships 92:20	invite 171:25	142:2	job-training 115:16
34:1 47:2	141:14	161:11	integrating 65:17	intervention 46:23	invited 149:17	JEVS 148:13	joblessness 63:20
47:21	154:20,25	insecurity 23:7,18,22	integration 144:12	47:13 49:3	162:13	jewels 76:19	65:16
64:19 66:5	156:18	24:2 26:17	intelligence 178:6	interview 96:2	67:18	job 3:8 6:23	jobs 1:2 6:12
66:21	informatio... 166:23	28:13	intend 121:19	166:23	79:15	7:13 33:11	7:5,10,23
67:25 71:8	informative 149:15	29:16	intended 187:9	intractable 184:6	118:6	33:12 50:2	12:9 15:25
75:8 76:23	informed 122:18	inside 147:12	intention 20:22	184:6	135:6	59:11 65:9	29:23
78:13	informing 79:6,17	149:14,21	intentional 47:20	introduce 7:17 9:14	171:19	69:17 71:4	32:15
84:15	insiders 183:10	inspections 74:2	46:24	12:15 32:8	involved 107:15	71:23 72:2	45:18 46:6
87:17	inspections 74:2	inspectors 74:19	intent 187:21	43:3	138:25	72:23 78:2	48:19 50:6
102:5,23	infuse 35:12	inspiration 101:4	intention 20:22	143:13,21	invites 133:8	78:3,7	57:1 58:8
107:15	infused 35:25	installer 90:10	intentionally 20:9 64:14	143:22	isolated 182:5	79:19 81:9	65:4 67:8
108:22	infusing 34:23	instances 130:10	intently 115:21	147:4	182:5	81:14 83:8	68:4,13
109:13,18	initial 8:23	instilled 131:14	interest 19:9	166:8	issue 3:20 4:1	83:11,12,13	70:17
126:19	9:5	instilling 132:16	30:12	170:14	6:7,11 8:16	83:17,22,25	71:19,24
130:3	initiative 22:4 25:22	institute 26:18	72:25	introduced 166:15	8:22 57:22	86:18 88:4	78:9,20,23
132:15	26:4 30:6	82:18	interested 34:22	170:2	153:8	95:3,5,8	81:10,17
164:4,10	49:6 88:24	173:15	57:18	introducing 32:11	173:16	96:2 97:14	82:21
165:3,20	89:10 94:8	178:2	62:18	124:13	issues 52:15	99:1,3,6,8	83:18,20
166:7,19	98:25	institution 11:14	81:16	168:7	52:16,17	99:11,13,19	86:24
industrial 180:22	107:14	58:10 79:7	147:6	invest 9:23	73:12	99:22,23,25	88:19 89:2
186:20	110:12		interests 19:23	17:17 56:5	109:10,14	100:2,3,5,7	89:11,21
187:22	112:5		180:18	56:11,12,13	109:16,19	101:4	90:8,20
industries 29:23	121:24			71:2 72:9	109:24,24	104:11	91:13
29:23	123:24			84:4,18	127:6	105:15	100:4
industry 23:10 59:9	178:4			89:10	137:13	106:24	102:6,13,19
66:14				invested 79:8	176:23	108:23	102:20
73:23					items 2:17	109:1	103:1,3,21
96:18						115:12,25	103:25
101:21,25						116:23	104:20
						125:22,22	105:1,4,4
						128:8,9	107:10
						129:18	112:21
						137:4,20	115:15
						138:18	116:13
						140:15	119:17
						141:23,23	122:6,19
						142:22,22	

Special Committee on Poverty Reduction and Prevention
December 5, 2019

123:2,4	keep 12:17	85:21,25	122:11	16:19 18:9	67:11	life- 64:16	132:1
124:4,24	55:13	86:13,17	larger 104:6	84:15	lessen 40:12	life-changing	133:10,13
138:9	70:12 83:5	90:19 93:3	largest 58:9	85:15	let's 159:13	65:5 130:5	133:14,15
147:7	108:22	106:11	64:2 97:3	134:24	159:18	life-long	136:18
148:18	188:6	109:11	99:15	170:5	letter 165:22	78:13	137:1
150:10	keeping	130:24	116:18	learned	185:25	lifeblood	138:21
152:19	86:18	135:11	151:8	91:25	letting 85:24	68:8	literally
174:21	keeps 105:7	138:7	latchkey	149:13	155:12	lifelong 13:15	165:8
186:2	Kensington	147:7	154:2,4	learning	level 27:11	16:21	literate
188:23	126:3	152:3	late 52:6,7	16:18,23	32:21	179:21	115:11
Joe 88:4,20	kept 130:11	155:12	79:22	17:14 21:6	38:17	lifetime 45:3	little 3:15
John 88:6	179:12	156:4,10	latest 70:24	21:10	53:10,12	lift 40:19	30:17 33:2
100:19,24	Kersey 106:4	162:15	Latinos	22:15 23:2	64:1 76:7	119:11	43:4
join 12:10	113:2,3	164:11	110:10	64:16 65:2	78:24	lifted 159:14	125:11
55:12	key 7:2 16:5	172:19	Latoya 55:11	65:3 68:13	82:20 83:4	lifting 68:22	126:23
106:6	68:21	176:3	62:25	70:18	83:7,24	159:9	127:20
118:6	78:14	180:11	lauded 99:18	78:13 80:3	87:12	light 63:11	128:24
joined 8:9	123:11	knowledge	launch 14:16	85:19	131:5	128:4	143:7
joining	184:3	18:23 24:7	92:16	178:12,17	132:17	likelihood	169:21
106:17	kicking	114:22	186:1	178:18	133:8,17	27:14	171:7
118:18	127:15	131:14	launched	179:5,6,16	151:21	limit 47:6	live 9:8 47:6
Jonas 12:6	kid 135:9	182:4	89:8 108:1	179:22	170:17	limited 119:2	50:8 63:8
25:7,17,18	154:4	Knowledge...	121:24	182:5,18	levels 112:16	182:24	63:25
Jones 144:4,5	kids 41:3,6	178:19	183:2	185:19	113:21	line 5:1 9:9	80:21
Jose 178:16	154:2	L	launching	leave 23:20	131:13	31:14	143:2
Journal	kind 29:23	L 1:13	68:1	82:21	133:13	147:9	153:24
184:20	30:24	lab 92:7	law 36:14	162:13	136:9	183:10	159:23,24
Joyce 146:10	34:18 38:4	100:3	94:21	leaves 123:2	leverage	lines 128:1	160:1,2,4,4
JR 37:13	42:13	labeled 127:1	laws 53:25	158:11,12	93:24	link 56:16	lives 4:23
JRTC 19:22	77:14	labor 56:24	lay 177:7	leaving	leveraging	179:23	47:12
37:14,15	80:25 81:4	65:23	lays 5:20	114:11	132:5	linked 107:13	48:25 63:9
judgment	152:17	110:3	lead 65:13	Leblanc	liberation	177:17	113:15
81:12	kindergarten	114:16	175:21	182:20	187:23,24	184:10	135:23
judicial	16:3,9	116:14	lead-free	led 4:2 14:16	libraries 57:8	linking 185:1	139:2
71:14	kinds 82:13	178:7	84:4	130:25	license	links 150:13	142:15
Judith 55:10	kit 168:12	182:11	lead-up 43:6	left 46:14	111:16	Lisa 181:23	143:3
58:2	know 2:6	185:14	leaders 73:17	125:24	licensed	list 140:10	185:12
Julie 94:20	8:19 14:20	108:5,6,7	96:18	158:13	141:25	141:3,4	living 5:1
June 184:22	21:11	ladder 77:4	97:16	legislative	142:1	146:16	28:13
junior 39:7	23:14	ladies 50:1	124:17	97:16	licenses 73:25	listed 90:12	31:13 41:3
justice	31:14,20,23	129:6	leadership	123:24	licensing	116:4	41:4,7,14
107:16	32:1,2,7,23	14:18 60:4	10:24	legitimately	109:21	listened	41:21 78:1
183:22	34:10	89:7 94:14	14:18 60:4	162:20	life 18:24	156:16	78:3 90:17
juvenile	36:14,19	96:12	89:7 94:14	Lehigh 1:5	35:5 47:7	listserv	116:20
147:13	38:18 40:9	119:7	96:12	2:15	48:17	122:17	150:8
149:22	41:6,16,23	lag 44:13	119:7	Lending	49:10,18	literacy	158:22
150:2	44:12 46:1	laid 185:24	leading 64:10	138:4	64:10	16:15 33:9	161:6,9,18
	50:9,10	Lancaster	65:5 75:9	Lenfest 94:7	108:6	63:15	162:25
	57:20 58:5	135:12	137:15	98:24	114:10	85:20	165:10
K	71:11 74:9	Lane 182:23	leads 79:19	112:4	119:12	120:23	167:12,15
K 121:1	75:12	language	104:1	lent 137:17	120:4	128:14	169:3
124:7,14	76:14 78:6	19:14	League 97:21	Leon 63:5	126:17	131:13,18	171:23
K-cups	81:10,15,22	163:2	learn 14:11	175:11	138:6	131:24,25	177:23
127:20	81:24	large 84:11	16:11,12,13	Leslie 55:11	181:2	131:25	loan 23:21
Kathy 146:2							

Special Committee on Poverty Reduction and Prevention
December 5, 2019

Page 14

28:14	174:11	LRNG	man 125:15	Master's	173:20	4:5 6:23	met 7:6 14:9
151:19	180:7	178:14,14	126:13	82:23	Mayor's	12:1 118:1	18:7
loans 67:15	184:18	Luanda 12:5	manage	169:25	10:14 13:8	139:25	metrics
local 20:17	186:4	21:23	33:13	mastery 19:1	13:10,12	142:10	179:25
47:18 68:6	looking 50:1	25:18	58:19 66:1	match 164:9	14:23	144:17	metropolitan
70:9 96:19	57:2,17	42:16	80:9	165:3	McDOWE...	172:7	102:2
96:25	71:8 86:24	Lumina	managed	material	146:22,23	member 46:9	mic 43:16
98:20 99:7	87:11	180:25	123:17	182:10	146:25	48:2	143:5,20
101:17	105:1,25	lunch 108:12	162:19	math 19:2	176:11,13	163:25	169:11
104:10,15	132:7		180:15	34:25 35:1	mean 8:21	members	Michael 88:5
126:25	134:12	M	management	40:5	74:8 76:3	7:12 8:1	94:4
136:7	137:7	ma'am 141:7	22:2 46:4	131:17	155:15	9:14 29:10	181:23
165:15	138:2	MacArthur	94:12	138:8	176:2	40:1 44:12	micro 128:19
locally 98:22	165:12	Machine	96:11	Matlock-	meaningful	49:23	micro- 61:1
location	looks 183:19	Machine	97:23	100:21	17:12 32:5	62:22,24	131:2
52:14	lose 87:15	182:18	179:1	Matlock-T...	32:24	63:22	micro-ente...
locations	loser 42:10	magic 126:23	manager	1:12 3:4,5	33:18,22	77:11	131:3
25:25	losing 83:1	magically	21:24	3:11,22	39:10	88:18	152:7
136:6	lot 31:12 38:5	183:20	113:4	11:25	115:9	100:23	micro-ente...
locked 123:3	56:7 57:14	mail 155:10	164:20	12:14 31:8	132:7	101:24	68:7 69:1
logical 31:20	60:1 74:10	main 52:15	managing	41:23 43:2	means 9:8	105:2,7	69:13
Logue 117:13	74:13,25	56:15	54:10	55:8,19	18:17,20	106:21	micro-entr...
125:8,9	79:20 86:9	97:12 98:8	Mansion	73:2 77:7	186:14	112:8	132:2
Loney 146:4	129:17,17	maintain	99:9	80:12	189:21	118:15	micro-kno...
153:17,18	135:10	113:14	manufactu...	86:16	measurable	119:13	182:7
long 157:20	137:3,11	115:21	62:6	87:24	119:22	120:14	microphone
long- 123:11	138:9	maintaining	map 119:2	88:18	measure 41:2	121:18	140:8
long-term 7:4	140:16,16	108:23	Marc 185:24	105:23	mechanism	139:6	188:6
15:17	153:24	major 22:8	Maria 4:4	106:9,20	156:18	144:18	middle 29:20
28:21 45:5	154:9,13,20	35:10 99:3	118:5	110:5	media 178:12	membership	30:17 31:3
87:19	155:4,25	102:7,9	mark 51:23	117:4,22,25	median	11:5	32:10 60:6
105:5	156:2,3,4	108:3	market 56:24	139:9,14,20	107:14	101:22	60:15
108:7	156:14	133:18,19	83:17 87:9	144:22	medical	118:14	121:7
122:3	161:13	134:23	104:8	145:14,18	82:25	memberships	174:9
153:1	164:25	165:19	116:14	146:14,19	meds 182:12	131:23	180:21
longer 83:5	174:4	175:23,24	135:14,18	146:24	meet 40:8	men 155:4	military 10:9
114:11	181:11	majority 51:1	137:4,8	147:3	64:21	mentally	180:15
longevity	love 75:11	53:12	147:24	151:2	106:2	161:10	millennials
165:13	152:4	58:18	148:6	157:12,16	115:17	mention	115:22
longitudinal	167:19,19	makeovers	151:18	188:5	117:1	115:25	million 4:25
15:21	169:1	89:20	184:15	matter 189:5	127:10	mentioned	45:19
look 6:24	171:14	making 15:15	marketable	Mattie 106:4	170:25	22:8 53:14	54:17,19,19
19:13	188:1	17:6,10,16	65:4	113:3	186:20	61:20 86:8	56:20,20
21:20	loving 187:17	22:11	marketing	maturity	meet-and-g...	133:10	89:16 91:3
31:12 32:3	low 23:18	28:16,22	135:7	114:22	96:24	152:6	98:14
39:5 87:21	102:25	30:19 34:7	157:5	Maura 151:4	meeting	153:8	millions
93:23	183:8	62:18	markets	maximize	28:17	168:23	84:19
109:8,19	low-income	75:13	182:18	50:16 84:8	149:13,18	mentioning	161:3
130:1	93:4	78:11 79:4	Markle 178:1	84:9	159:17	85:24	178:11
132:20	low-wage	84:4	Maryland	114:10	170:20	mentoring	mind 117:6
160:16	23:9	160:11	142:2	maximum	171:2	71:3	124:16
163:5,7	lower 9:6,7	Malik 1:16	mass 144:13	113:20	meetings	mentors 93:9	mindful
167:18	188:12	11:19	masses	115:25	101:23	179:10,13	88:16
172:1	loyal 114:24	80:14 86:9	183:13	Mayor 9:4	Mel 1:12 3:7	menu 116:2	mindset

139:1	modern	17:18 37:3	118:9	118:19	186:25	178:24	122:12
mindsets	122:25	37:10,22	125:9,15	122:10	needs 5:5	networking	150:4
18:23	modernizat...	59:14	129:8	necessarily	8:15 14:9	46:4	174:2,2
mine 28:9	119:18	66:21 77:4	135:6	129:24	14:12 15:2	101:22	nonprofits
128:16	122:7,23	84:10 91:8	141:15	164:2	18:7 20:4	neuroscient...	4:11
minimum	mom 154:7	111:9	143:23	necessary 5:7	49:15	179:17	119:25
66:22	moment	132:1	144:9,18	83:24	64:22	never 124:23	173:24
70:24	166:8	135:3	145:1,8	150:14	73:13	165:10	175:23,25
128:9	mom s 155:3	137:5	146:8,15,21	necessities	115:16,17	new 48:24	179:8
Ministries	money 9:23	139:22	147:10	47:5	116:24	52:9 57:2	nonreturned
99:8	52:7 53:21	140:12	153:17	need 18:22	155:20	65:3 71:23	27:7
ministry	54:6,8,12	143:1	157:10,13	19:8 20:15	164:18	71:24 90:3	norm 183:9
142:4,7	56:2 73:13	161:25	162:11	21:2 23:5	168:24	90:15,20	normal 76:22
minorities	76:25,25	moved	169:14	37:10 38:6	neighborho...	91:8 92:4	North 94:7
109:25	77:18	137:18	176:12	38:9,13	2:24 35:17	92:16 96:5	97:3,9
minority 88:8	80:10	176:22	names 143:15	42:14	68:9,14	111:10	98:12,15,24
100:25	89:21	Movement	narrowing	45:13	69:25	129:11	112:4,9,25
101:5,8,10	108:4	63:5	5:18 6:9	54:18,20	99:13,22	133:2	136:4
104:4,10,12	137:17	moving 81:14	7:8 65:7	57:19 67:1	100:2	135:9	Notary
105:3,11	159:20	Moy 146:6	68:17 89:1	72:6 73:22	119:23,25	142:2	189:12
minutes	160:11	Mozilla	152:2	73:25 74:1	121:25	152:14,19	notch 137:15
12:18	174:4	179:20	187:3	74:15 80:5	122:4	152:21	note 174:12
55:14	176:3,4,5,6	much-needed	nation 44:14	80:7,10	125:5,21	153:6	noted 22:14
139:17	176:7,19	22:24	nation's	82:14,16	134:5	169:24	189:3
miseducate	181:11,25	muffins	44:15	83:13	153:19	170:1	notes 26:24
175:20	MoneyBall	127:18	90:24	87:22	155:14,21	182:21	189:5
missing	183:13	multi-faceted	national	105:20	157:25	news 78:9,9	noticed 152:1
124:11	monies 184:4	4:18	65:24 88:7	108:4	185:21	Nicole 146:3	notices 97:15
mission 65:8	month 28:16	multiple 66:3	100:25	109:8,19	neighborho...	146:11	November
67:20 81:6	28:16	Murphy	101:5	115:10,13	69:22 70:6	162:10,11	6:19,21
135:17	monthly	144:9,10	111:6	123:15	70:15	169:11,14	27:21 98:6
138:12	95:24	<hr/>	163:18	124:8	119:19	169:20	nudge 183:15
misuse	months 7:7	N	165:24	134:18	122:8	night 40:18	number 21:7
157:22	35:18	N 189:1	169:16,17	138:1	134:4	nights 86:11	27:2,15
MIT 182:19	120:17	NAACP	170:22	139:22	156:9	Nine 66:19	39:14
mobile 57:6	144:5	177:16	185:23	142:8	174:7,10	ninth 66:15	40:12 47:3
100:3	145:2,9	NAMC 101:6	nationally	148:22	neighbors	non-union	54:18 61:7
mobility	154:8	101:19	98:22	156:7,8	4:21 68:5	103:9	63:24 72:1
72:22	167:11	103:15	113:6	164:24	Neither	non-unioni...	80:21
mobilize	morning	104:8	native 135:18	165:1	187:8	103:14	102:5
75:23	75:19	105:7	natural 39:19	168:9	neocrophilic	nonacademic	115:1
model 14:17	127:19	name 3:21	nature	173:18	187:14	14:9,11	116:1,20
23:25	Morris 12:5	8:13 10:12	129:23	178:4	net 6:13,18	18:6	136:19
24:11	21:22,23	10:17 11:1	Naviance	183:23	159:3,10	nonprofit	148:16
26:11	mortar 179:6	11:9,19	19:24 30:3	187:19,20	network	11:4 50:13	149:2,4,8
36:20	mortgage	13:5 21:23	navigate	187:23	42:24	67:14	163:12
38:15,20	137:24	43:16,21	72:11	188:3	43:19,24	73:16	166:18
39:11	159:21	62:24	115:11	needed 18:23	45:24	94:16	numbers
127:24	mother 77:11	67:11	navigating	36:14	46:20 50:4	96:20	51:12
134:13	motivated	88:20 94:4	74:13	53:18 67:1	55:2 56:8	102:16	143:5
135:23	181:4	100:19,23	near 63:21	82:8,10	121:16	107:5	numerous
147:22	Motorola	107:2	86:1 133:3	83:8 117:1	151:23	113:6	73:19
169:7	182:9	110:8	135:21	175:8	155:1	118:14	102:10
models 45:15	move 4:22	113:3	nearly	183:12	156:23	119:8	Nunez 1:15

Special Committee on Poverty Reduction and Prevention
December 5, 2019

Page 16

51:10 73:6 117:12,24 118:9 nutrition 47:8 Nutter 181:24	Officer 10:13 13:6 officials 185:10 offshoot 178:21 oh 82:14 154:22 156:22 159:11,18 OIC 63:3,3 86:13 97:20 138:22 175:6 okay 143:12 144:1 145:24 old 92:16 116:5 162:19 older 113:12 113:18 114:3,15,20 115:2,7,18 115:19 116:9,11,15 116:20,25 oldest 101:10 Omar 145:1 on-ramps 181:22 on-the-job 70:18 once 46:17 51:10 55:22 77:25 108:23 one-on-one 108:16 ones 83:21 87:2 158:20,21 ongoing 9:1 138:10 online 115:12 178:12 179:7,12 182:5 onsite 26:13 108:13 121:10 open 36:24	38:5 54:21 76:15 105:14 134:15 136:15 184:15 operating 72:8 operational 132:1 opinion 178:25 opportunities 7:9 14:7 15:12 20:5 21:2,15 31:3 32:12 32:25 33:1 33:3 36:5 37:2,12,24 38:25 39:4 39:6,17 40:24 44:21 45:16 57:24 63:8 68:13,20 71:4 72:22 73:10 80:1 80:6 81:8 90:18 95:5 96:6 99:3 101:21 104:21 111:24 112:21,22 116:17 121:19 130:8 133:16 136:14 139:4 149:7 150:22 162:23 166:21 167:20 185:11 opportunity 8:3,8,11 12:21 16:23 21:19 44:3 44:9 48:11	49:5 55:15 62:17 67:21 81:11 84:3 84:6,9,18 91:24 92:13 93:1 93:15 100:16 105:13 106:22 110:11,14 111:12,25 112:13 113:1,24 118:2 120:5 124:11 133:1 162:22 168:16 180:20 181:21 oppressed 183:20 187:12,20 oppression 187:18 optimizing 182:14 option 58:13 options 10:9 14:5 44:10 77:17 order 19:25 20:14 37:10 50:17 115:11 128:25 173:12 187:14 organically 135:15 organization 11:5 118:15 130:17 140:7 148:11 163:18,19 165:4,25 171:4 organizatio...	164:25 organizatio... 46:11 47:18 48:6 48:8 50:12 50:14 57:8 72:10 98:2 100:9 102:16,17 103:16 104:25 113:17 118:20 120:1 122:12 148:16 149:11 154:14 164:22 organizer 157:19 Otis 1:14 10:12 12:5 13:2,5 22:8 34:18 35:15 41:1 43:5 60:7 60:19 out-of-school 182:6 outcomes 27:16 49:1 49:13 64:11 65:14 75:9 119:22 181:3 outdated 123:6 outline 24:13 outlined 100:12 outlook 48:16 outpaces 165:1 Outreach 94:5 outside 20:6 37:3,11,25 137:23 outsourced 179:7 185:19	over-enroll... 66:4 overall 17:19 45:2 49:14 56:19 130:9 overestima... 83:7 overpaying 173:4 overqualified 116:4 oversee 56:18 118:24 oversees 13:11 owes 176:4 owner 69:12 74:17 147:14 owners 71:12 74:7 124:22 ownership 68:21 owning 72:12	88:4,10 105:18,24 106:7 117:8,11,20 131:1 139:11,23 140:11 141:8,11 144:18 145:16,21 146:12 154:21 158:11 188:8 panelists 8:4 8:6 62:24 158:17 159:6 panels 7:21 117:9 128:3 Paolo 187:11 parallel 92:12 parent 64:5,8 77:20 176:13 parents 24:24 25:24 26:8 29:10 154:6,7 162:16 184:20 Parkway 60:15 part 4:12 7:16,19 32:5 36:7 39:11 67:5 78:10 105:22 106:13 131:12 132:3 138:12 139:3 151:7,22 part-time 58:19 116:16 participants 27:4,10 79:10	92:19 96:14 108:15 110:22 112:8,18 participate 37:18 45:20 49:6 50:3,24 108:15 participated 52:2 participates 137:1 participating 104:6 participation 7:14 26:2 26:20,25 52:3 particular 83:25 particularly 71:5 81:16 107:7 109:25 172:19 partner 4:10 21:19 22:1 48:2,12 66:9 74:24 99:7 120:23 138:22,23 148:14 partnering 33:5,8 50:11 65:8 partners 5:10 17:24 20:25 38:6 48:20 57:14 62:1 65:20 72:16 75:6 79:16 111:22 122:11 148:9 149:18 164:4 182:24 partnership 13:24
-----------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Special Committee on Poverty Reduction and Prevention
December 5, 2019

21:11,21	103:1	35:20 36:3	163:4,5,6,9	personalized	98:12,16,24	93:16	130:1
46:22	178:25	36:18 40:1	163:9	26:6	99:20	113:12,19	173:2
90:22 92:2	181:6,9	42:6 45:1	164:23,24	personally	101:1,16,19	116:9	175:14
92:17	182:17	50:23 51:2	165:12,17	7:12	102:1,8	philanthro...	pipelined
93:24	183:13	51:4,20,22	166:1,24	personnel	103:6,24	10:23	59:2
120:12,20	184:16	51:24	169:3	123:9	104:8,24	philanthro...	pipelines
125:13	185:1	52:10 54:2	179:14	perspective	106:5	183:16	45:4
173:7	paying 79:24	55:7 56:22	181:12,13	36:23	107:23	philanthropy	pit 166:6,18
179:20	178:5	57:9,18	184:9	163:23	109:15	10:21	167:1
partnerships	payment 27:8	63:7,16	186:5,14	164:17	110:1	54:16	itches
10:10 15:1	179:24	66:7 68:22	188:9	167:22	111:4,12	Philly 25:19	183:17
47:18 48:6	payouts	77:4,15,22	people's	pet 69:25	112:4,9,25	25:21 28:9	pitfalls 87:14
100:13	114:10	78:20,22	159:2	Peterson	113:5,8	86:13	place 6:6
130:20	pays 17:20	80:7,21	perceived	146:1	116:19	89:18	15:1 37:8
181:9	PCA 113:6	81:14,20	27:5	Pew 69:2	117:12	156:21	60:8 64:4
pass 3:3	113:11,16	82:12	percent	PHA 157:20	118:13	phillyneigh...	76:15
143:5,20	116:6,7,11	83:14 86:6	27:24 28:3	Philadelphia	120:4	125:7	113:11
passed	PEA 90:19	87:4 92:14	28:6 44:16	1:6 2:11,15	121:1,16	philosophy	126:2,20
177:18	91:3	103:20,25	44:16,17,18	2:24 4:24	135:8,13	97:6	132:5
passion 85:2	peace 99:8	104:2,16,16	51:22 53:8	5:20 6:8	136:4	PHL 119:23	148:20
Pat 55:10,20	187:14,15	104:23	53:9,10,11	9:10,20,23	138:17	121:24	168:7
55:23 79:3	187:16	105:5	53:12	10:3,14,18	147:14,16	125:4	181:1,23
84:22	Pearson	112:14	58:14,16,24	11:4,7,12	147:19	phlebotomy	placed 51:11
patching	178:2	122:8	59:1 63:21	11:21 13:7	148:1,3,15	57:20	91:21
131:6	Pedagogy	124:25	63:24	14:1,17	148:19,23	PHLpreK	92:20
path 42:11	187:11	127:8	66:17,18	18:13,18	149:12	13:16	placement
45:12	Pedro 1:15	128:6	69:4,7,9	24:25 25:3	150:4,8,16	15:13,20	51:13 52:7
59:12	10:17 77:8	129:15	98:10	25:6 26:1	151:10,16	17:15	66:17
62:12	80:12	130:17	102:25	29:15	154:5	21:24 22:3	141:24
paths 4:14	86:24	134:2,3,6	107:18	35:22	157:22	22:5 23:1	142:23
62:19	Pedro's	134:12,23	114:19	42:21,23	167:13,16	24:11 25:6	places 155:17
pathway	86:21	135:11	136:3	43:9,18,23	168:24	33:7	plan 4:16
19:12 38:3	peers 179:16	136:7,20	percentage	44:13	170:19	Phoenix	15:7 28:21
78:2 90:21	pending	137:3	115:23	45:24	171:1,16	145:10	38:4 60:5
181:14	185:14	139:3	perfect 165:5	46:13,16,19	172:20	phrase 95:16	61:1,17
pathways	Penn 148:5	142:7,15,19	performance	47:19 50:4	173:25	piece 39:20	75:24
19:17	Pennsylvania	143:1,3	179:25	55:1,24	176:14	78:15	136:13
33:20 59:7	1:6 10:22	147:8	period 102:3	56:3,8 58:5	178:13	130:25	150:25
59:7 66:3	60:17 91:7	148:8	135:1	58:11,25	182:1	pieces 184:24	185:18
67:21	91:11 98:1	149:9	persist 18:8	59:4 60:9	183:4	piecwork	planned
124:5	99:21	150:7,15	person 5:6	62:4 63:2,3	188:12,13	181:16	180:14
182:16	101:18	153:5,13	35:20	63:14,18,25	Philadelphi...	piggyback	184:21
186:24	142:1	154:21	40:13 62:9	67:7,18	14:3 22:3	34:18	186:12
Patrick 1:13	151:23	155:6	158:24,25	69:5,11	45:1 68:6	pillar 122:23	187:21
9:19	172:22	156:8	162:9	71:22 82:4	82:4 99:15	pillars 122:5	planning
167:24	pensions	157:3,6,24	167:9	88:5,8,21	119:3,12	pilot 24:21	27:12 67:2
patterns 27:9	87:20	158:6,13	179:25	88:23 89:3	Philadelphi...	25:4,9	94:15
Paul 182:20	114:7	159:9,12,14	180:1	89:9,13	67:13	27:18,20,23	151:18
pause 109:2	peonage	159:16,18	person's	90:13,23	Philadelphi...	29:7,8	171:20
pay 27:10	184:9	159:23,25	181:2	91:10	135:18	178:13	plans 30:13
28:25 35:4	people 9:7,25	160:4,9,10	personal 24:8	93:19 94:1	Philadelphi...	pilots 31:1	46:15 61:6
70:23	31:12 32:6	161:6,8,14	24:13,18	94:7 97:3	89:2 90:8	pipeline	133:24
78:10	32:8,16	161:17	29:9 96:3	97:10,21,21	90:21	84:13	planting
90:17	33:4,9,15	162:24	186:9	97:24	91:15	120:14	131:11

Special Committee on Poverty Reduction and Prevention
December 5, 2019

Page 18

platform 19:24 30:3 30:8 90:3 178:7 play 50:20 52:1 72:20 175:25 186:11 Plaza 136:5 please 3:9,14 12:10,15 42:24 43:3 55:12 88:16 106:6 146:8,15 172:1 pleased 101:2 113:23 129:7 plugged 180:13 plumbing 142:24 pocket 17:20 point 50:20 59:23 127:1 130:4 155:5,5 183:6 poise 126:14 Pokemon- 182:6 police 47:23 policies 2:21 6:15 119:14 122:2 policy 7:3 37:9 38:8 38:10 94:22 107:14 122:1,5,21 125:5 173:11,14 173:16 183:11,15 Policy-Mak... 181:6 politician's 160:20 poor 163:5,9	181:12 184:2 poorest 118:21 population 47:1 120:16 populations 71:6 106:1 107:1 120:5,9 portion 108:24 posed 109:5 posing 177:16 position 36:11 111:10,19 165:8 positions 51:17 81:21 90:15 97:12 104:14 122:21 152:19 positive 14:13 48:16 49:13 58:7 115:9 positively 25:1 27:2 possess 94:10 possible 32:9 32:14 52:12 possibly 167:10 post-secon... 10:5 11:15 18:14 19:15 20:7 38:3 61:22 123:21 postings 170:15 171:14,19 171:23 172:17 173:8,13 175:16	124:1 potentially 47:6 poverty 1:1 2:4,10,19 2:23 3:2 4:8 5:1,8 5:19,19 6:3 6:8,11,16 7:11 9:6,9 22:10,18 31:14 41:5 41:7,14,21 43:8 45:9 46:15 63:12,20,25 67:6 68:16 68:22 72:23 80:22 90:1 90:22 93:25 94:20 106:3,23 107:12,21 107:23 116:21 118:7 124:25 128:8 134:7 136:21 147:8 150:9 158:3,23 159:2,9,15 159:17 160:7,9 161:1,5,6,7 161:9 163:4,4,5,5 163:7,11,12 164:15,17 167:12 168:20 169:1,6,18 169:24 170:6,6,8 170:15 171:14,19 171:23 172:17 173:8,13 175:16	177:1,24 181:14 183:18 184:6 185:9 187:1,2 188:13,21 power 61:12 66:23 71:18 72:18 95:16,20 96:8,14 176:18 179:2 182:9 186:12 PowerCorp... 92:18 powerful 69:18 175:7,7 practice 171:12 practices 123:7 171:9 pre-k 12:8 13:16 15:9 15:11,14,15 15:22,23 16:2,20,23 16:25 17:2 17:6,10,11 17:16,18,21 18:1 25:19 25:21 28:9 33:25 123:21 183:1 186:10 pre-venture 151:14 precarious 183:8 precedent 91:10 127:23 177:22 predatory 178:25 predomina... 23:11 prefer 95:15	prefers 111:6 pregnancy 130:20 prejudices 123:7 premier 98:21 premise 178:18 premium 100:10 preparation 61:21 prepare 13:14 16:2 66:3 78:22 83:13 124:10 173:18 prepared 21:8,17 32:20 44:22 preparing 78:20 89:1 90:7 116:24 preschool 130:18 present 1:11 101:2 118:2 173:19 presentations 96:22 97:17 preserve 187:13 president 1:13 3:13 3:22 4:3 9:3,20 10:18 11:2 43:18 55:23 63:1 67:12 89:8 100:20,24 106:10 118:4,11 129:9 173:20 presume 6:2 presuming 185:12	pretending 183:19 pretty 52:19 75:15 177:5 prevent 2:22 5:19 64:23 188:12 prevention 1:1 2:10,20 4:8 46:24 49:3 90:2 106:24 118:8 149:19 158:3 188:22 previously 71:10 price 127:1 primarily 101:7 125:15 prime 13:22 Prince 99:7 principal 40:19 principal's 85:2 principles 124:13 Prior 129:11 prioritizes 122:2 priority 90:13 prison 107:13 147:13 149:22 150:2 172:21 173:2 175:14,21 private 5:11 54:16 69:4 69:10 102:11 113:6 126:25 173:7 174:18 175:17 privatized	179:6 prized 103:4 pro-growth 119:10 pro-jobs 119:10 probably 56:21 83:16 161:12 181:20 probation 48:13 problem 43:8 53:15 63:19 110:14 154:1 161:16,18 185:2 188:18 problem-so... 171:24 problem-so... 96:10 problems 110:21 proceedings 189:3 process 5:8 7:14 18:15 19:10 30:1 31:10 38:5 50:6 54:5 110:24 115:13 130:13 150:18 172:10 procurement 131:24 133:14 produce 95:9 99:8 147:15,20 148:1 150:4 productive 4:22 44:11 95:10 143:2 productivity 113:22 183:7	professional 82:24 95:21,25 96:6 97:18 151:17 professiona... 96:4 114:23 professiona... 123:17 professionals 95:20 proficiency 11:15 profit 182:14 profits 174:5 program 13:16 15:20 17:22 19:6 25:19 27:1 35:17,21,23 36:12 37:15 50:4 56:7,9 60:18,21 61:4,9,12 61:15 66:6 66:10,19 72:18 77:6 79:9,15 82:18 88:24 89:19 90:7 91:1,5,9 92:4,8,17 93:23 95:23 107:24 108:9,19 111:3,5,16 111:17,17 113:4 120:23 121:8,13,17 139:1 143:4 150:1,1 155:8,8 159:19 165:22 166:6,18,22 167:2,10 175:5,7,8
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Special Committee on Poverty Reduction and Prevention
December 5, 2019

program's 66:15	102:10 119:24	45:19 47:13 48:7	177:1,12,17 177:21	120:3 123:20	182:12 rally 156:24	ready 8:18 14:11	163:1 166:20
programm... 37:19	121:25 125:5	49:2,5 64:7 65:9 70:10	184:11 185:17	quantities 182:13	Ramos 1:15 10:16,17	16:11 27:7 30:5 88:13	167:17 169:22
programs 2:22 4:13 6:16 11:17 14:15 15:22,23 19:22 21:4 22:10 23:3 23:15 26:23 31:6 39:24 40:4 44:6 45:11 46:21 47:16 48:24 49:4 51:6 56:11 59:6 60:6 64:15 65:11,19 66:5 67:4 72:10 75:7 85:3,8 86:7 92:19 93:6 94:23 95:22 100:10 103:23 106:2 115:17 116:8,11 120:22 128:9 129:17,19 129:21,22 144:12 155:12,19 160:8,23 161:2 164:21,22 165:2 166:25 167:3 168:10 174:22 188:9	Project's 126:11 projecting 82:9 projections 102:2 projects 89:12,15,21 102:9,14 104:7,7 105:8,10 106:2 138:5 139:7 188:9 promising 160:12 promote 19:25 promotes 10:23 promoting 178:11 pronounce... 178:1 pronouncing 117:14 proposal 185:24 propose 2:20 124:6 proposing 31:2 pros 38:20 prospects 95:1 prosperity 183:21 prosperous 45:14 protect 74:4 proud 98:9 156:21 proven 45:12 171:10 provide 7:22 7:25 24:22 29:11 44:20	77:16 90:18 93:8 100:10 103:17 108:10,11 108:12 110:13,14 116:15 121:18 133:1 134:18 provided 8:7 120:25 provider 64:14 130:12 providers 34:8 69:23 179:7 provides 11:14 13:20 25:22 46:3 66:10 67:14 101:19 121:8 providing 16:4 20:4 25:12 38:11 60:3 63:6,14 170:7 provision 181:7 psychograp... 180:9 psychologist 108:14 PTSD 127:6 public 2:12 5:12 6:17 12:24 22:2 58:10 123:15 139:15 173:6 174:18 175:9,17 176:14,24	pull 128:20 137:5 pulled 180:9 purchase 184:14 purpose 118:25 purposeful 75:14 purposes 68:23 push 9:5 50:8 75:24 pushed 126:5 pushing 76:9 put 54:24 67:5 77:15 77:18 122:21 153:10 174:4 181:23 186:3,24 188:10 putting 122:8 PYN 49:1,11 <hr/> Q <hr/> Quaker 117:15 125:10,11 129:3 qualified 97:11 115:19 123:9 165:3 quality 4:16 13:16 15:11,14,15 15:23 16:1 16:20 17:2 17:6,11,12 17:16,18,19 17:25 18:2 23:2 34:7,8 47:7,8 49:3 49:18 95:4 113:15	120:3 123:20 question 29:20 33:24 35:15 41:1 52:18,23 80:15 86:21,25 102:18 130:23 182:25 questions 8:3 12:21 29:18 55:15 73:5 77:8 80:17 80:17 88:14 105:14,19 109:4 117:9 139:11,24 139:25 140:14 145:15 173:17 quick 33:24 84:21 143:6 166:5 quickly 81:15 84:9 163:2 163:21 169:22 quietly 126:7 Quinones-S... 4:5 118:5 quote 6:1 187:10 quotes 8:2 <hr/> R <hr/> R 189:1 race 16:9 186:19 racially 23:12 Rafael 106:6 110:8 raising 94:25 Raleigh	10:16,17 35:14 80:13 ramping 20:7 ramps 182:2 ran 149:23 149:24 167:23 rapid 22:16 129:18 rate 9:6 44:15 63:20 65:16 66:18,18 114:17 rates 44:13 46:15 raw 182:10 RCO 150:18 150:24 RCOs 150:21 re-enter 71:9 re-entered 144:21 re-entering 115:3 Re-entry 126:10 re-integrati... 66:7 reach 65:22 97:9 119:22 177:3 reaching 29:5 read 16:18 120:21,22 129:18 144:12 readiness 10:5,8 18:14,20 19:15,16,20 20:1,7,14 97:17 reading 16:13,14,18 19:2 48:22 121:3	120:22,24 121:7,17 130:5 139:15,21 164:23,24 165:17 186:1 real 35:5 realities 53:24 164:1 167:19 reality 53:23 82:17 163:7 164:15,16 166:3,4 181:17 185:14 realize 57:9 72:2 170:9 176:23 realizing 181:15 really 2:5 3:19 18:16 32:1 33:15 36:18 37:25 38:2 48:8 56:1 74:15 76:19,21 77:1,3 78:11,14 79:6,11 80:24 81:13,16,18 84:17 86:12,16,20 87:8 106:12 111:23 130:2 132:4 139:22 145:20 153:3,9,10 153:14 158:1	169:22 172:15 174:12 176:16 177:3,11 184:5 188:7,14 realties 164:3 reasons 114:6 163:13 Rebuild 102:8 receive 24:20 93:1 108:25 received 28:10 89:20 91:3 receiving 104:20 120:11 171:22 reception 96:25 recidivism 108:1,3 recognize 174:23 recognized 111:7 113:7 126:13 147:22 recognizing 5:5 recommen... 92:21 95:7 recommen... 5:21 7:8 60:2 122:15 recommen... 65:18 record 143:14 177:12,21 179:12 recorded 41:19 recording

Special Committee on Poverty Reduction and Prevention
December 5, 2019

Page 20

177:14 recruit 97:10 115:21 120:13 recruiting 121:17 recruitment 79:11 red 72:7 redistribute 183:24 reduce 16:7 27:10 28:19 72:6 89:22 107:22 117:2 reducing 72:23 reduction 1:1 2:5,10,19 4:8 28:21 46:22 90:2 106:23 118:7 187:2 188:22 refer 131:5 referenced 68:17 referrals 98:5 refine 115:14 refining 136:14 regard 172:18 regarded 102:23 regarding 38:14 53:25 Reggie 117:17 Reginald 135:7 region 11:7 59:2 69:5 86:23 118:17 region's 123:22 regional 129:19	180:14 regions 102:12 regularly 28:18 regulations 54:11 55:5 73:8,11,19 74:4 regulatory 123:24 reimagined 179:3 reinforce 186:18 reintroduce 162:24 reinvested 45:21 related 59:12 109:25 relates 172:19 173:22 relationship 58:7 121:20 relationships 132:6 relatively 23:9 released 27:21 relevant 114:1 reliable 114:24 rely 65:19 remaining 53:11 remains 63:11 102:19 remarks 109:3 110:4 remember 170:3,5 remove 64:23 renew 54:7 repair 69:23 90:3 replace 179:5 replaced	182:5 replacing 185:20 report 5:17 5:20,25 6:6 6:9 7:9 8:18 26:21 27:20,22 60:1 65:18 68:18 69:3 98:7,9 107:13 173:19 174:17 188:11 reporter 189:12,23 represent 69:16 131:20 162:7,8 163:15 representat... 140:21 184:19 representat... 97:1 165:7 representing 5:10 11:5 13:8 101:17 represents 129:13 reproduction 189:21 require 5:9 58:15 61:23 64:15 90:16 required 19:3 19:10 123:6 186:22 requirement 40:7,9 requires 54:7 61:24 research 15:21 17:1 26:24 58:6 152:21 176:18 177:11	research-b... 119:21 Reserve 86:23 183:19 residents 68:14 69:20 70:10 71:25 85:12 104:13 residing 98:16 resolution 1:19 2:17 177:16 resource 97:23 100:5 154:18 resources 8:25 22:21 25:13 26:15,16 33:14 37:21 38:12 47:21,25 51:4 52:9 53:1,18 67:1 72:9 73:9 76:14 94:12 100:11 120:2 137:11 140:17 154:16 164:12 165:15,16 166:7 168:16 183:24 184:1 respectful 9:13 responded 29:7 response 145:17 responsibili... 58:20 responsibili...	25:15 174:19 176:1 rest 172:7 restaurants 70:1 restrictive 77:1 result 81:4 120:20 126:18 127:14 129:1 132:13 134:7,11 162:13 Results 181:10 resume 96:1 115:12 resumes 165:11 retain 123:14 134:22 retention 51:12 79:20 129:18 152:25 rethink 83:9 retired 153:22 156:1 retirement 114:12 return 59:13 returning 62:14 65:10,25 71:15 120:11,19 124:5 returns 53:7 revenue 61:7 131:7 Reverend 63:5 94:4 97:4 175:11 review 33:25 reviewed 28:18 94:22 Revolution	180:22 187:22 revolutiona... 187:1 reward 130:7 138:14 Rey 35:18 38:15 138:24,25 Reyes 14:20 85:14 149:16 rich 69:21 70:13 Ridge 182:23 rift 187:3 right 3:2 8:12 32:21 34:24 36:9 36:25 40:25 57:15 59:4 60:18 76:25 80:18 81:4 81:11 84:8 86:1 87:12 88:1 91:18 105:17 111:21 122:25 128:10 129:4 132:1,13 133:16 140:1,7,12 140:19 145:5 150:3,17 153:19 155:16 166:21 175:21 186:5 Rights 63:4 rigor 20:10 rise 178:5 186:14 risk-profiled 180:13 road 119:2 Roadmap 120:6 121:23	124:15 roasters 126:25 Rob 143:20 143:23 144:2 Robert 145:25 Robertson 88:6 140:5 Robinhood 181:1 Robinson 94:3,4 141:10,16 143:11,19 Robinson... 1:14 10:1,2 12:4 18:11 18:12 30:2 34:16 36:22 robot 186:14 role 65:3 72:21 173:21,24 175:23,25 roles 66:12 roll 92:3 181:10 room 5:10 72:17 143:17 149:10 158:11,12 158:18 167:8 174:13,14 root 107:25 109:10 170:15 rooted 100:13 roughly 103:12 round 161:22 routinely 97:14 row 85:10 105:18 117:6 rules 36:6 54:6	run 69:12 114:12 179:10 181:18 182:11,17 running 35:20 150:3 164:13 Russell 97:5 Ruth 146:9 <hr/> S <hr/> Sachs 61:3 72:19 safe 55:7 119:18 122:7 safety 6:13 6:18 159:3 159:10 sake 88:2,14 105:16 143:8 salary 24:19 111:20 sales 151:18 salesforce 180:25 salons 69:24 sample 94:22 San 178:16 178:16 sat 128:3 159:3,4,4 satisfies 40:5 Saturday 85:11 Saturdays 85:10 save 89:21 136:23 142:15 159:19 saved 28:2,4 savings 27:3 27:7 29:1 114:13 184:13 Savior 144:25 145:1 saw 14:21 61:8
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

saying 37:7 41:12,15 76:13 80:19 81:20 says 167:10 174:17 175:4 SBA 137:15 137:18 151:20 SBDC 151:25 152:5 SBDCs 72:18 151:25 152:3 scaffolding 20:13 scale 38:17 152:10 scaling 153:4 153:11 scheduled 106:11 117:8 scholar 148:4 scholarship 59:25 school 1:5 2:14 10:2 12:4 13:24 13:25 14:10,13,22 14:25 15:25 16:11,17 17:4,24 18:5,8,12 18:18 28:15 29:21,24 30:17 32:11,13 33:13 35:21,24 36:8 37:16 37:16,23 39:2,7,11 39:18,24 40:6,16,17 41:9 60:20 60:24,25 65:1 76:18 77:12,23	82:24,25 85:2,4,5,8 86:7 90:23 91:1,21 92:5,15 93:3,20 97:24 110:19 121:7 130:19 131:15 140:18 150:17 151:7,9 154:5 162:9,12,14 162:15 173:1 175:14 176:14,15 180:21 185:8 school's 14:17 schools 13:18 14:4,7,18 15:6,8 19:21,25 30:4 39:21 50:17 84:4 84:24 85:19 89:19 91:19 121:6 126:5 136:18 138:15,16 138:16 172:21 173:4 176:8 179:6 185:4,21 Schuylkill 102:10 science 19:2 82:3 score 137:6 scrambling 152:17 screamed 130:14 screening	180:6 seamless 131:16 seamlessly 59:21 search 88:4 96:3 101:4 seat 105:17 172:12 seats 34:11 second 96:5 145:3 149:1 153:23 168:16 secondly 54:13 secret 4:24 section 99:9 100:5 125:18 sector 5:11 5:12 23:8 69:4,10 91:24 sectors 94:18 119:9 secure 93:16 security 11:23 24:15 25:12 79:20 87:20 114:9 see 32:22 48:3 74:9 75:11 85:13,14 89:24 111:12 148:17,25 153:25 154:1,12 156:8,12 182:10 seed 181:8 seeds 131:11 134:19 seeing 153:20 seek 100:6 142:7 seekers 99:2 99:12,25	100:3,6 seeking 71:7 seen 4:20 79:13 segment 114:4 segue 162:5 select 19:18 25:25 selecting 4:4 self-determ... 184:2 self-sufficie... 4:15,19 45:12 selling 127:16 semester 60:12 145:3 176:20 Seminar 96:7 send 97:14 senior 21:3 39:7 114:2 seniors 5:4 114:11 sense 71:17 81:8 sensors 179:18 sent 160:20 separate 73:12 series 96:1 serious 77:3 serve 4:6 33:23 served 118:10 151:14 182:22 serves 13:17 67:24 service 47:15 49:22 96:19 112:12 129:15 165:6 services 9:24 24:23 26:3 46:24 49:4 51:8 54:9	56:5,21 57:3 62:8 66:13 67:16 70:11 84:24 92:24 93:9 108:6 110:16 113:14,18 118:23 151:17 157:6 170:8 171:22 servicing 48:21 serving 94:15 95:19 118:20 session 91:18 sessions 27:25 108:17 set 19:1 53:5 83:10,12 127:23 132:4 182:19 seven 108:19 120:17 Sewell 143:23 145:25 share 8:10 17:23 25:8 43:10 44:3 48:9,17 100:17 128:4 157:3 162:6 169:21 170:13 171:6,17 172:2 188:16 shared 119:5 177:13 sharing 50:21 Sharmain 1:12 3:4,21 117:25	172:7 Shelton 146:5 Shenker 151:4,5 shift 19:13 64:4 178:10 shifts 16:18 Shirley 146:6 shop 185:17 shops 69:24 70:2 short 16:20 28:8 64:15 short-term 7:4 153:1 shortens 40:11 show 14:10 15:22 32:19 74:19,20 showcase 124:18 showed 70:25 76:5 showing 2:3 141:13 156:5 shown 16:7 shows 152:22 shut 123:1 side 74:16 149:24,25 sight 87:15 sign 42:1 signature 13:12 significant 19:12 152:25 signing 155:17 siloed 164:6 silos 164:3,7 similar 39:11 40:24 simple 130:15 sinister 187:21 Sisters 46:12 sit 161:16	174:8 site 39:13 100:4 sites 121:11 sitting 84:25 85:14 117:6 126:9 161:15 172:12,13 situation 24:6,18 situational 163:12 six 74:18 111:8 144:5 145:9 size 27:4 skill 83:10,12 110:2 skill-building 13:15 16:22 skills 13:25 16:12,14 18:4,23 19:1,10 45:13 46:3 49:10,10 59:14 63:7 64:18,21 66:24 67:7 70:9,20 81:14 83:14,16,22 84:16 85:22 86:12 95:3 95:9,14,15 95:16,21 96:2,8,12 96:14 103:18,18 108:7,25 112:20 114:22 115:14 116:25 122:25 123:6 129:22 182:12 slate 5:15,16	slots 34:1,9 52:19,25 53:9,13,19 Slugar 145:22 Slugaree 145:22 small 29:1 54:23 55:3 55:5 61:4,9 61:15 67:15,17 68:6,12,20 68:24 69:5 69:13,18 70:22 71:1 71:18,21 72:5,8 73:20 74:6 74:16,25 79:23 122:11 131:4 133:19 136:10 137:9,11,12 137:19 151:6,13 smart 178:15 181:17,24 so-called 159:6 SOAR 66:6 sobering 117:2 social 4:12 6:13,18 20:3,11 87:20 94:21 107:6 108:5,5 114:9 118:23 129:15 159:3,10 170:3 178:21 181:9 184:19 186:8 society 66:1,8 97:23 115:8
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Special Committee on Poverty Reduction and Prevention
December 5, 2019

Page 22

soft 95:3,9,13 95:15 103:17,18	36:16 42:9 78:14 80:25 87:8	43:23 specific 81:14 109:1,11	standards 61:11 stands 150:6	26:13 36:14 44:14 54:7	stick 80:18 stipend 108:11	82:5 strides 66:6 StriveToge...	59:2,11,16 59:21 60:10,13,17
software 179:18	176:18 186:6	122:19 129:20	stapling 18:16	56:4 60:16 68:18 69:3	stone 70:7 stones 80:2	178:22 strong 14:15	60:21 62:10,15,19
solar 88:20 88:24 89:2	sounds 31:20 80:23	specifically 6:7 90:6	start 6:6 13:1 13:2 17:13	91:9,12 94:17	stop 8:22 163:1	21:12 104:13	82:20 83:4 91:1,13,19
89:18 90:6 90:10,16,25	source 56:15 69:16	106:25 110:2	18:5 30:1 30:11,12,24	151:21 172:22	stores 69:25 179:12	123:15 stronger	91:20 92:9 92:24,25
91:2,8,13 91:16,16,22	South 101:18 183:3	152:6 specified	34:10,20 50:2 52:10	173:5,22 175:18	story 28:8 149:14	20:23 59:3 114:23	93:3,11 110:15,25
92:4,13 93:7,15,22	Southeastern 10:21	179:24 speed 164:19	52:11 55:20	180:16 184:18	strange 43:15 strategic	strongly 62:1 struck 183:9	111:13,18 111:24
Solarize 89:18	Southern 182:21	spend 128:12 164:12	66:13 67:25	state's 44:17 state-of- 62:2	13:21 22:1 38:4 58:3	structured 96:16	121:9,12,18 124:9,20
sold 147:18 181:13	space 33:8 37:19	spending 39:8 177:9	70:16 73:18	statement 172:16	75:15 98:4 151:18	struggle 123:8	136:11 students'
sold-out 183:17	134:10,16 spaces 33:16	spent 118:19 127:25	88:13,15 100:20	statements 68:24	strategically 57:13 75:2	struggling 127:12	18:6 20:2 34:20
solid 16:21	124:7,14	178:10 spin-off	117:23 124:23	states 5:24 91:16	strategies 5:18,21	142:8,20 student 13:22	studies 68:17 studios 70:2
solidarity 184:6	spans 114:10 speak 37:6,7	178:10 spirit 97:8	131:18 132:5	101:12 135:13	45:10 48:24 65:6	18:25 20:13	study 78:7 87:23
187:17 188:2	43:16 68:10 73:7	spoke 160:23 177:15	140:2,10 141:22	163:19 186:16	96:3 118:25	23:21 28:14	103:5 stuff 88:15
solo 152:16	90:5 113:25	spoken 8:5 145:10	142:3,6,22 145:10	static 143:4 statistic	151:19 13:24	37:17,21 59:23	150:13 158:22
solution 5:7 131:12	126:12 140:22	sponsor 65:11	150:24 152:10,14	63:21 116:22	strategy 13:24	62:16 110:17	158:22 stupid 161:10
solutions 6:3 6:5 97:24	158:2,13,16 158:20	66:10 sponsors	152:16,21 153:6	117:2 stay 122:18	23:25 54:24 55:3	111:6 176:14	style 182:7 subcommit...
106:4 107:4,4	160:17 speaker	66:20 spotlight	153:6 158:4	84:13 95:2 95:7	84:13 95:2 95:7	176:14 181:7	1:2 6:14,19 6:20,24 7:6
108:2 120:1	29:19 75:19	97:19 spring 60:12	163:3 181:20	164:24 188:16	Strawberry 99:9	30:9 student's	7:13 8:1 88:19 90:5
128:2 150:5	139:12,18 140:24,25	99:12 121:22	start-up 72:14	staying 51:17 Steel 146:3	Strawn 94:21 Strawn's	students 10:6 13:14 14:4	100:22 188:22
183:18 solve 161:16	141:5 146:17	square 62:5 St 138:19	started 12:2 15:19	steeped 183:25	95:6 stream 131:7	14:6 15:4 16:25 18:5	subcommit... 158:24
solved 161:4 solving 160:6	172:4 speaking	67:25 stable 53:4	80:19 81:1 141:21	stem 173:12 181:16	streams 56:4 Street 64:19	18:20,22 19:7,18	159:1 subject
somebody 54:25	37:5 128:15	185:12 stackable	162:18 168:13	182:1 stemming	128:17 147:24	20:4 21:1,2 21:8,14	135:19 submission
80:20 176:4	159:7 speaks	59:10 180:8	starting 5:14 5:16 72:7	173:8 stenographic	148:6 streets	29:21 30:8 30:10,23	115:13 subscribed
soon 32:12 114:13	150:14 special 1:1	14:19 57:6 58:4	5:16 72:7 92:5,9,18	189:4 step 32:24	155:22 188:1	31:4,5,25 33:19 35:6	122:17 subsection
181:21 sooner 31:16	2:3,9,18 4:7 62:23	108:13 Staffing	109:9 111:20	120:13 stepped	strength 60:3 strength-ba...	36:3 37:12 38:12,22	131:21 substance
sorry 13:4 16:13 55:9	90:1 106:1 106:25	120:13 stage 16:6	171:4 186:9	126:15 176:16	112:6 strengthen	39:6,16,22 39:24	177:5 substantial
139:15 140:11	118:6 129:6	Stand 26:10 standard	starts 50:6 state 9:24	stepping 70:7 80:2	75:7 strengthens	40:20,23 51:11,14	65:14 104:11
145:22,23 146:5,15,16	188:21 Specialist	131:17	17:22 20:19	stereotypes 115:6	68:5 strengths	58:9,15,17 58:18,23	104:5 substantially
sort 35:24							104:5

Special Committee on Poverty Reduction and Prevention
December 5, 2019

substantively 2:22	14:14 28:24 31:5	supporting 19:23 60:5	sweatshops 181:16	169:5 171:21,24	159:11 talking 17:11	teamwork 96:9	86:18
substitute 179:21	32:14,15,25 33:3,11	62:10 72:5 111:23	Symposium 184:21	tables 186:11	34:19,25 35:2 55:10	technical 1:5 2:14 14:3	terrific 3:8
subtraction 35:2	44:7 45:14 45:18 46:2	supports 14:13 15:5	synthetic 179:13	tackle 6:7,16 7:11	56:10 62:13	39:3 62:3 93:21	testament 49:1
succeed 4:21 18:9,24 128:23	46:6 49:4 50:1,6 51:1 51:13	20:16 22:6 37:21 38:12 45:5	system 18:3 21:10 31:25 52:8	tackled 7:3	75:20 130:21 131:18	103:19 108:25 123:5	tested 31:23
succeeded 128:23	52:20,24 53:2,9,22	167:4	53:3 56:16 71:14	tackling 6:11	132:14,16 133:6,15	185:8	testify 67:19 105:13
succeeding 19:4	56:9 60:13 121:16,18	supposed 150:23	97:13 107:16	take 8:13 30:19,22	160:7 163:3	technician 57:20	106:23 testifying 140:15
Succeeds 181:7	148:11 155:23	supposedly 180:1	123:16 131:15	Tamara 75:13	talks 172:16 146:7	technicians 82:7	testimonies 29:9
success 13:14 13:22 16:16 20:20 28:22 29:6 32:2 58:21 93:6 95:7 100:12 115:22 123:12 179:1 181:6 182:17 183:13 184:17 185:1	Sunday 149:15 supervision 189:23 supplant 179:15 support 4:15 10:6 13:21 19:20 20:12,25 24:1,3,9,17 24:20 25:11,13 29:14 30:16 34:9 38:21 44:4	suppress 182:14 supremacy 184:1 Supreme 146:4 sure 3:17 8:8 8:14 12:22 14:8 15:3 34:7 35:14 39:16 42:5 50:17 55:4 55:21 62:18 75:14 78:11 79:4 86:4,19 87:6,16 138:17 143:16 168:14 177:20 183:5	147:13 149:22 150:2,21 154:6 174:25 175:10,21 177:18 186:17 187:6,9 system-dri... 52:17 systemic 164:3 170:17 172:17 systems 22:9 150:18 164:8 172:21 177:2 184:11	40:14 52:4 55:2 56:2 77:20 78:23 79:1 105:17 130:12 136:22 138:12 148:11 174:12 taken 189:5 takes 64:4 talent 95:10 126:14 138:1 talented 67:22 97:11 talents 44:10 44:25 talk 3:25 12:7 17:9 22:5 34:6 43:4 85:16 88:22 109:4 110:12 126:17 135:19,25 152:4 153:16 156:15,17 163:25 164:9 172:14 174:12,20 175:13,15 175:16,22 177:3 talked 109:23	Tamika 146:10 162:10,11 169:20 170:20 TANF 120:11 tap 70:5 tape 72:7 targeted 116:23 tasks 93:14 taught 91:16 124:21 154:9 tax 157:25 taxed 160:5 teacher 24:12 24:19 28:10 teacher's 147:12 teachers 22:7 23:16,17 24:1,24 25:14,24 26:8 29:10 29:13,14 179:15 185:18 teaches 32:19 teaching 71:3 136:12 148:2 team 25:6 42:17 136:25 137:15	technological 183:11 technologies 62:7 technology 44:24 50:20 62:10 64:6 82:3 87:3 technology-... 116:14 teen 177:17 tell 57:15 146:15,20 147:5 185:16 Temple 28:11 88:6 94:6,9 95:17 97:2 97:8 98:7 98:20,23 100:8 110:22 112:4 151:5,13 term 51:15 95:15 123:12 terms 29:20 38:21 41:12,15 59:15 61:14 81:9 155:18 164:5 176:17 terrible	2:16 7:22 7:25 8:7 12:19 44:3 101:3 118:2 Texas 170:20 170:24 171:2 thank 2:2,7 3:5,6,24 4:2 5:17 7:12,17 9:11,17 11:25 12:14,25 18:9 25:17 29:16,17 34:14 41:22 42:15,17 43:24 44:2 44:4 46:16 46:18 49:24,25 51:10 55:8 55:16,22 62:21 67:8 67:18 72:24 73:2 77:7 85:23 86:15,17 87:24 88:2 94:1 100:15 105:12,23 106:10,16 106:18,20 110:5,10 112:25 113:2 117:2,4,9
sucked 180:5	111:13	surveys 70:22,25	T				
suffered 149:5	126:10 138:20	survive 87:3	T 189:1,1				
sufficient 182:13	148:22 152:7	sustain 166:16 167:4	table 12:7,11 12:13 43:1 55:12,18 66:20 77:16 79:18 88:11 106:8 117:21 140:9 141:9 146:8,13,20 147:2 162:1,8 163:23				
suggesting 115:7	168:14 181:4	sustainability 89:6					
suited 115:15	supported 45:25 92:23	sustainable 63:8 75:9					
Sullivan 63:6 175:12	supporter 142:12,13	sustaining 64:17					
sum 158:2							
summer							

Special Committee on Poverty Reduction and Prevention
December 5, 2019

Page 24

117:18,23	133:9	thoughtful	125:24	tonight 13:7	44:22	trans 39:5	47:20 48:1
117:24	136:1	119:6	127:25	156:16	66:16	transcript	48:5 55:13
118:4	148:17	thoughts	128:13	160:23	91:14	189:6,20	80:20 81:6
125:8	153:24	133:23	129:24	177:8	104:2,23	transcripts	87:6
135:6	154:9	thousand	142:11	tool 41:2,5,16	112:10	182:20	111:14
139:8,9	156:14,21	31:25	143:8	79:12	180:1,21	transfer	127:1,3,5,7
140:14,17	161:14	thousands	149:1	93:25	186:21	59:21	127:9
141:12	162:8	148:3	155:25	152:6	trainer	transferable	166:4
143:17,19	163:22	thread 128:4	158:15	168:12	169:17	83:17	trying 2:4
145:14,18	164:14,20	three 6:10	162:16	tools 36:16	170:22,22	transferrable	34:6 35:12
145:20	177:2	7:2 12:17	164:13	49:12	training	70:20	36:24
146:11,25	179:17	15:7 27:25	177:23	top 116:18	11:16 14:5	transform	37:25
147:3	think 2:25	39:12	182:6	119:7	19:6 56:25	47:12	48:10,23
151:1,2	5:25 8:15	42:12	188:15	137:15	57:17,23	transforma...	75:21
153:15	9:4 28:20	46:21	times 7:6	topic 84:5	61:14,18,22	187:2	81:20
157:1,7,16	32:4,7 33:1	54:10	53:5	90:4 101:3	61:23	transition	85:22 87:1
162:1,1	33:5,15	55:14	152:11	113:25	63:16 64:6	65:25	112:18
169:12	36:13	89:19	164:7,25	topics 24:8	65:10,12	93:12,18	128:11,13
172:3	37:23,25	117:9	167:24	total 27:4	66:11 75:3	130:2	129:1
175:10,11	38:15,24,25	118:10	Tina 145:21	28:2 96:17	75:8 77:13	translate	139:5
176:8,12	39:20	127:13	145:22,24	totaling	79:9 83:1	32:23	153:12
188:3,7,14	41:12 53:1	145:9	tiny 128:19	89:15	84:7 85:8	71:24	164:13,22
188:19	58:5 75:4	154:8	tip 81:22	touch 188:17	87:1 88:3	translates	Tucker
thanks 14:18	76:4,10	158:2,23	to-serve 71:6	tough 38:19	88:20 92:7	33:19	185:25
80:14	77:10,21	three-year	today 2:8,13	tourist	92:13 93:2	98:14	tuition 17:21
the-art 62:3	78:10,17	90:25 92:8	2:25 6:25	148:24	94:23 95:3	transparency	35:3
therapy 82:7	81:22	threw 126:7	7:20 8:9	149:2	95:4,8,22	119:19	tuition-free
108:16	82:12,14	thriving	9:2 22:5	tours 30:18	96:16,24	TransPass	66:11
thing 8:24	83:6,9 85:9	95:11	67:19	32:10	100:7,10	108:12	tunnel 128:5
34:17 42:3	86:3,9	Thursday 1:7	68:10	track 92:3,13	101:4,20	transportat...	128:10
80:13	87:10,15,16	2:12	72:16 90:5	176:18	103:17,19	37:20	turn 46:5
83:15 84:1	87:21	tightening	113:25	tracked	103:21,22	165:19	47:5
87:11	126:17	88:15	115:20	182:16	104:12	trap 68:15	113:13
130:15	136:7,20	Tillie 12:6	140:5	tracking	108:24	travel 170:12	158:10
136:19	155:11	25:7,18	141:14	102:20	109:1	170:23	Turner
162:4	162:5	time 3:14	143:9	tractor	112:13	tremendous	100:22
167:7	167:25	8:20 9:12	152:11	111:19	116:15,23	26:19	turnover
168:22	172:5	12:23,25	157:7	trade 65:3	123:5	126:14	114:25
171:17	173:17	22:23 23:3	163:14	101:11	124:4,6	tremendou...	two 13:12
173:1	174:15	32:20	164:2	110:2	128:8	61:16	39:13
things 30:15	177:10	37:20	165:17	Trades 65:9	129:21,22	trend 114:6	52:15
31:21	thinking 8:23	40:11,16,18	168:13	traditional	129:25	tried 83:3	55:13
35:23 37:1	36:25	64:20 67:4	174:21	20:6	141:23	trips 30:21	80:17
38:7 52:1	50:15	71:2 74:19	today's 44:19	110:24	142:22	tristate	82:22
57:16	85:17 87:5	75:13	107:9	traditions	148:2,13	129:14	95:21
74:14 75:4	170:5	77:22	115:16	132:24	169:9	truck 73:24	96:18
75:10	third 7:1	80:10	116:13,25	trailer	170:23,24	74:1	111:3
85:23,25	31:15	86:10,19	117:1	111:19	174:22	trucks 70:1	125:12
86:22	52:11	88:2,14	Tom 99:18	train 91:12	175:5	truly 64:21	126:19
109:8	168:19	96:11	178:3	92:8	185:22	Trump 187:7	127:12
127:21	Thomas	100:15	tomorrow	103:24	trajectories	trust 185:10	134:23
128:21	56:12 88:7	105:16	72:24	170:21,22	42:13	trusted 4:9	136:2
129:23	100:18,19	115:5	tomorrow's	trained 24:6	trajectory	try 12:16	144:10
132:9	100:24	117:3	44:20	26:10	59:15	36:15	145:2

152:4	36:6 87:18	universes	82:13	vision 48:9	158:10,13	149:14	57:13,16
158:14,16	136:21	126:21	utilize 120:2	48:18	166:1	186:13,13	58:12
158:17	137:6	universities	154:22,23	132:17,17	wake 187:20	water 44:4	61:25
162:7	139:21	59:20	156:25	132:18	Walker	way 3:1	67:13 75:7
type 33:16	understand...	175:24	utilized	134:14	145:25	12:22 25:4	78:22
36:5,11	29:22 80:9	university	115:14	142:21,25	146:1	25:11	79:15 81:5
37:18	81:17 87:8	19:6 22:12	utilizing	visited	149:20	27:19 36:2	81:20
73:23	145:23	56:13 88:6	154:15	148:20	walking	39:18 40:4	82:19,25
87:18	168:20	94:9,12,13	171:13	vital 22:23	39:18	48:3 73:15	83:1,9 84:3
173:6	understands	95:18 97:2		vitality	Wall 128:17	115:10	84:25
types 81:10	48:11,12	97:8 98:20	V	119:15	walls 41:4,8	124:25	85:17,22
81:21 82:7	98:25	98:23	vacancy	vocation	want 3:24 4:2	127:22	87:7,11
128:17	undertakes	100:8	97:15	149:24	5:16 12:20	128:11,18	88:12 98:9
typically	123:25	110:23	valuable	vocational	17:2,9	128:20	101:8
51:21	undertaking	145:10	70:18	60:6 66:11	30:24 32:7	131:16	111:11
52:10 70:5	29:25	148:5	value 70:15	90:25	33:19	132:6	112:12
99:10,24	35:11	151:22	124:19	148:13	42:15	133:12	117:7
104:16	unemployed	182:21	158:18	voice 3:14	48:14,15	134:1,20,21	127:14,15
132:21	92:15	University's	160:15,24	43:14	59:16	141:3,4	127:16
	unemploy...	94:6 97:4	value-added	voiced	77:15,16,18	154:10	128:11
U	63:13	98:8	182:16	171:23	77:20	158:8	129:1
U.S 91:4	unfilled	unjust	valued	volunteers	80:18	163:6	132:14,16
114:14,16	52:21	187:13	160:14	121:2	81:25	164:6	133:5,15
UAC 4:9,13	unfolds	untapped	Vander	voucher	82:24 84:2	165:9	135:9,10,11
24:11,20	153:21	44:25	178:3	180:3	85:13 86:4	173:9	135:12,24
25:7,20	unforgiving	uplift 106:3	variety 51:7	vouchers	86:17,19	174:6	136:1
26:2 33:6	185:15	107:3,4,11	various 21:14	179:23	88:15	175:18	137:7,23
UAC's 27:17	unicorn	128:2	27:22	185:5	95:12	178:23	138:2,8,24
ultimately	163:17	142:19	47:16	vulnerable	105:18	180:4	139:5,15
7:1 43:8	168:6	Uproot	vehemently	46:25	106:10	184:12	140:3
130:14,25	UNIDENT...	169:15	164:5	63:17,22	118:3	185:2	141:2,3
133:5	29:19	upstate 170:1	ventures 68:3	120:5,8	135:25	ways 28:19	142:13
134:17	139:12,18	Upward	72:13		137:5	57:2	148:4,5,13
uncertain	140:25	97:23	versus 40:17	W	141:11	134:23	149:18
177:25	141:5	upwards	109:10	wage 64:17	142:17	149:8	151:7,10
undereduc...	146:17	66:5	vested 64:9	70:24 78:1	143:9	we'll 127:17	158:9,18,19
175:19	172:4	166:12	veterans	78:3 90:17	161:7,15	127:19	158:21
underempl...	Unidos	Urban 3:23	62:14	102:25	163:1,25	140:20	160:16,17
123:3	110:10	21:24,25	159:23	128:9	176:5,6,6	149:2	160:20,21
underfundi...	union 103:6	25:5,20	vibrant 70:14	165:10	188:5,7,14	168:13	161:1,9,10
173:3	109:24	26:18	Vice- 11:1	167:14,14	wanted 3:16	we're 2:4,25	161:10,11
undermine	union-hiring	46:12	62:25	wagers 181:1	31:9 36:17	8:21 12:1,7	163:19,21
93:5	109:24	97:20	118:10	wages 23:19	160:25	17:11	165:11,25
underresou...	unionized	urgent 93:14	Vice-presid...	45:19	162:6	21:18	we've 42:1
162:25	103:3,13	use 37:14	11:10 58:2	75:10	169:20	30:15	62:8 71:13
163:8,10	unions	50:19 62:9	110:9	78:21	171:6	34:12	79:13 81:2
169:4	109:23	65:2 95:15	video 180:10	79:19,25	wanting 77:3	37:25 38:2	126:24,24
underscore	110:2,3	116:2	violence 45:8	103:1	wants 29:2	39:22	127:11
95:13	unique 5:5	155:25	46:22	120:18	185:22	41:24	136:1,7
underserved	80:4 93:4	184:14	149:19	182:14	Washington	48:10,19,21	137:16,25
67:22	United	useful 49:12	virtual	183:8	101:14	49:22,23	148:9
150:25	101:12	uses 172:22	180:24	wait 175:2	wasted 53:13	50:11,15	150:9
understand	178:23	usually 50:6	visibility	181:25	watch 149:15	53:5 54:22	153:7
20:15,16	186:16	52:20,23	101:23	waiting	watching	55:25	161:2

