

# Getting to the Core

## *Cultivating the Genius of Black Children in Wayne County*

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### **SPEAKERS**

Marvin Franklin, Dr. Rosalyn Shahid, Vonetta Clark-Tooles, Nekeya Irby, Dr. Terrance Scott

00:00

Music.

00:14

Well, hello and welcome to getting to the core a Wayne RESA podcast. My name is Marvin Franklin, an education improvement consultant here at Wayne RESA. Happy Black History Month. I am honored to have a wonderful crew today of Vonetta Clark-Tooles, Nekeya Irby and Dr. Terrence Scott. These are all members of two of our wonderful groups, cultivating the genius of black boys and cultivating the genius of black girls. So today's title is going to be cultivating the genius of black children. Yes, that sounds pretty good to you all. So this is going to be a popcorn kind of thing, we're going to ask some questions, and then many will answer from the point of view, we'll talk about the history, how these programs got started, these sessions, and where we are today, and some of the other really poignant points. And so as I asked these questions, gang, fellas, ladies, folks, we will absolutely edit that. The first question I'm going to ask is, what are some of the key challenges facing African American children in education, as highlighted in your workshops?

01:39

Well, that's a wonderful question is fully loaded I'm speaking. This is Nekeya Irby here about the cultivating the genius of black girls, which has been re-named from its original form. And I feel like I'm just excited to be a part of this work but definitely want to pay homage and honor and respect to the origins of the work. So, we are blessed to have a special guest on with us, who was a part of the original series. Cultivating the genius of black girls was not the first part of this. Cultivating genes to black boys, I believe, came before that. And I'm not sure if that was always the original title, but because we have our special guest of Dr. Shahid on the line as well, she was privileged and honored to be a part of that work from its beginning inception, and I have to pay honor and respect to Jenny Winters. May she rest in honor, because she was definitely the catalyst and the person that pulled me in to this work, and I was just elated to be a part of it. She would probably say that I bogarted my way in. I didn't really feel like I was bogarting. I was really just asking questions. And because she's the loving, caring type of giving person. She just invited me to come along for the journey. So when we think about, you know, this whole idea of cultivating the genius of black girls, I love for dr shahid to just give us a little bit of the history of why this even came about, because I think that leads into the tenets of what this work really is and how it's evolved over the years. So Dr. Shahid, if you don't mind, please share with us what you recall of the origins of it, since you were able to be apart from the beginning.

03:39

Absolutely. First of all, thank you all for honoring Ginni Winters' work this month, right? Black History Month, I think it is very, very appropriate to talk about the history and legacy of her work, specifically that of cultivating genius of black girls, cultivating the genius of black boys, and this idea of culturally responsive instruction. So really, Jenny was a school improvement consultant, and I worked alongside her. Although I was a literacy consultant and still am a literacy consultant, we found ourselves supporting one another with this idea of how to honor black and brown children more, so, right? And so, we were studying, and both of our work really kind of leaned into, what does it mean to be more culturally responsive? We were reading about people like Gloria Ladson-Billings and Zaretta Hammond, and we found that there was a gap right in our recent offerings that. That no course, directly spoke to the needs of African American children, Latin X children, right? So we were thinking about ways to elevate and amplify black educators, the work of black educators, the histories of black educators. We were thinking about how we can create space to serve children more so, and we saw that there was, as I stated before, a gap there and an opportunity to do much more specific work. So, we really started with that idea of culturally responsive instruction, which I think laid the groundwork for so many other things you named right, that the first course out of that was culturally imaging is the black voice. I believe we caught it reaching and teaching African American males. And so, we had this idea kind of percolating, but we said, we can't do this work without a black male on our team. Yeah. So, we, yeah. We actually Ginni and I, we, RESA staff, and so we jumped on him. And I mean, the rest is history, right? So Marvin, I'll let you kind of talk a little bit about your first conversations and how you got involved in the work of African American males.

07:01

I couldn't refuse their smile. She is telling the truth. Jenny and Rosalyn came, and they were like, Hey, Marvin. And I said, hey, how's it going? And so, they had this wonderful idea, and it sounded like they had had it all filled out. They were just waiting for me to walk in. I didn't. I didn't have to really add any more to it. And so my own experiences as a father, as a teacher, as a principal, just kind of fell right into the perfect place to make it work. And I want to say I think we called it academically and socially supporting African American boys. I think the name had a few evolutions over time. I want to say we really steeped. The first session was in 2017 if I if my records are correct and as soon as we've offered it as a course, offering. It was always full tilt. It was always well attended, and it was just the, I'm going to say, just from a professional's perspective, the creation of this was amazing. So, to have Jenny in a spot with Roz and myself with the ideas of how they wanted this to fan out for regional assistance grant schools or schools that were low performing, or just our regular districts, because we actually created two different sessions. A lot of the things find ways of intersecting, but the needs and the supports of someone who doesn't have a large population of African American males, and I'm using that because that was the program that we started is a little different than one that has a lot of African American boys. And so that was just part of it, we just, and then the brainstorming part, a lot of it wasn't just what we you know, best practices from books. There are a lot of things that Ginni and Roz asked, well, you got three boys, how did things go for you in that situation? You know? So that's how we went. And that's, I mean, we really asked a lot of questions after every session to see to make sure that we were addressing the needs of our community, and we were building community from the time that they walked in the door. And Jenny is really great she can really read a person and a room like you wouldn't

believe so she would, after the session, she'd be like, okay, Marvin, what did you see? Because this is what I saw, X, Y and Z, and how are we going to address the group differently and in a different way, so that they hear the message, and it's not just. A sit and get this is actually something that's applicable the moment that you walk in. And it's a lot of things. It's critical thinking about yourself, on how you address teaching and learning and how do you become or evolve into a person as the teacher to put the child first, no matter what they look like, but especially the ones that have had some challenges in front of them. And so we, I say, addressed our own biases, in our own in our study sessions. As we got ready, there were certain things that we brought to the table that we weren't necessarily aware of or cognizant of, and just the conversations, I think it helped to create a rich program that has evolved over time. So, if this is 2017 when we started, and we're at 2025 now, we've had quite a bit of time even going through the pandemic with a large group of people.

11:09

So, listening to you lay that out for us, Marvin, makes me think about your experience. You talked about raising your own boys in the school system, I wonder how much of yourself you brought to the conversation reflecting on your own experiences as a black boy and then a black young man, and then a black man in educational systems. And so I want to post to you and or Dr. Scott, how and where does this work intersects you on a personal level, right? Can you share a little bit about your experiences in the school system and now what you are replicating for myself?

11:51

First of all, remember how I got brought into the fold? I do remember I was there. I'm from Detroit, but I was a teacher at Nashville, Tennessee for six years. When I moved home 2018 there was a job opening here at RESA that applied for similar role, climate and culture support role, and I interviewed for the job. I was well received by folks in the room, but they could just tell I didn't quite have the experience that they were looking for in the moment that they needed right then. But if you know Jenny Winters, like you said, she read the room. She read me like a book. She was like, no, we gonna get him the experience that that he needs. And so she was the one who pulled me to the side and said, Hey, we have this workshop that we lead. It was academically and socially supporting Black boys. And she brought me in and was like, hey, we want you to consult and come in and help us with this workshop series, and that'll help you get the experience that recent things that you might need for this role. And so I come in, and I'm new doctor and whatever, and she's just like, so enamored with me and Dr. Shahid and Marvin gave me so much love and so much support, and just kind of gave me, just gave me the reins, and said, Hey, take this on. We trust you do your thing. And I came in with some engaging activities, and I came in with some research, and we talked about some important topics. I was able to bring myself into the work. And I remember becoming introspective in one of the sessions. I remember reflecting on my own childhood coming up in Detroit, coming up in a single parent household. Coming up in a place where Detroit was talked about as a place to escape, not a place to want to stay and thrive. And so I haven't moved back to the city, and having chosen to be here for me, it was deeply personal to make that connection and to be in this work. And I think Jenny saw that fire in me and so God rest her soul, so when it came time for her to retire, I got a call saying, hey, I want you to be my successor. And that meant so much to me to have this moment be full circle and to be here now leading this work and honoring her legacy. I will never, ever stop thanking her for that, tremendously grateful for the opportunity to serve and to grow myself. My son was a baby at the time,

so I'm a young father as well. So I'm learning how to be a dad in a moment, reflecting on my own childhood experiences and coming up in school and just, just everything made so much sense for me in the moment. And so, yeah, deeply, deeply personal experience for me. So carrying that torch is very, very impactful for me. Do you remember who else was in that first session with us? Your dad?

14:39

Yes, my dad was in the first session too.

14:42

Yes, he came with wisdom. I'll never forget. He greeted the room. He thanked everyone for giving him the privilege to speak to them. And I had never seen that before. Everyone when you come into space, it's like you invited me here, so let's go. He was like, No, thank you. It's an honor to speak to you today, and I've taken that, I don't know if you know that I've taken that ever since then. Oh, I didn't know that he was, he was the person who really showed me how to like, Be gracious to your audience and really, like, just honor them for welcoming you into their space. I really, really respected that.

15:13

Ginni was just beaming with pride that first time, because she had, like, we had quite a few different generations of fathers of black men. And I remember that group, I think we all I think we could have whispered in that room of 55-60 people, and you would have heard every word. So it was fun. That was a lot of fun. It's personal, too. You know, we got kids come through these districts, and it's been a really wonderful ride. It's part of the reason why you want to come every day, right Roz?

15:52

Yeah, it was, I mean, I'm reflecting on that. I think that was part of our goal, right? Is to historicize, but also honor and lift up the beauty and brilliance of black men. And I want to say that very specifically, because we wanted to rewrite some of the misgivings and things that have been stated around men, specifically black male educators. So that was just that was done very intentionally, right? And so all of the legacies that were in that room that day, it shifts how folks see themselves. And we know that people need to feel successful, and they need to be reminded of their power. And one of the things that Jenny said that sticks with me is that the one of the things that made our particular work so unique is that we steeped it in literacy. And so, although we were having these conversations about self-bias instruction in general, we always, she always said, how do we bring this back to the classroom? And so one of the pieces that I think has really made that particular cohort, and that particular work so strong is this focus on what Dr Alfred Tatum calls enabling text. And so one of the outgrowths of that work, which I'm really proud of, is our boys College, where we center black boys, the genius of black boys, and it has been a gift. It has been one of the highlights of my career to work with these young people who teach me so much, right? They teach me so much. It's been, it's just been a beautiful experience, and that work wouldn't have come had Jenny not planted that seed. So I think that was part of it too. Is, you know, planting those seeds, cultivating all of us so we can, you know, grow and thrive in these different ways.

18:20

Yeah, I think that's a testament to what we're seeking to communicate, which is that we can do it. There are endless deficit-based statistics and stereotypes and all the things against black men specifically. And so it was very important for me to not only represent myself and my family well, but to represent the culture well. And I think, to overcome some of the stereotypes and the things that we think of when we think of Detroit from a media perspective or from an entertainment pop culture perspective. We've transcended that with this work, and so it's, for me, it's very, very important to be able to name and to call that out that Jenny had the foresight to really think through those things intentionally and strategically. I'll never forget one of the activities that I designed. We were talking about various black men and culture and how we as a people are better than just that. When you hear certain names... We hear certain names like Bill Cosby, you hear certain names like R Kelly, you hear certain names like Kwame Kilpatrick, there was a certain like attitude, or like a mentality that came with those names. And so, when you hear Dr. Terrence out, when you hear my friend Franklin, you think something different. And so I really respected and appreciated the space to have those kinds of conversations, to debunk some of those stereotypes, and to create opportunities for us to really just banter back and forth and share some of the good things that we are capable of doing.

19:53

I want to say before we leave, though, working with Jenny, this is it's all peaches and cream. She brought the heat for sure. This is not all sunshine and rainbow I mean. And I mean that affectionately, like you had to bring your A game every time you were working with Ginni Winters. So, it was a lot of fun, but I had to be prepared before you walked in the room.

20:22

She expected a level of excellence that she exhibited and modeled for us, and I think that's why we were also drawn to the work, because she was such a great mentor. I felt like even though I am seasoned as an educator and had done quite a bit of presentation, I felt like I was sitting as an apprentice to the master when I would plan with Jenny, because she was just a consummate professional when it came to delivery, planning and executing, what it would look like to actually have a seamless experience, not just a workshop, it was an experience. And Vanetta came on to this work with us in, you know, the last few years, but when we first started doing this work, it felt like therapy. For me, I wasn't necessarily as astute about all of the things that were going on with black girls and even myself as a black woman. So as we would research and study and plan, it would be so many aha moments for me, like, wait, I do that. That's me, that that that is something that is, you know, representative of who I am and how I move and work in the world. And so the sessions were learning for the individuals, but also for the presenters, because we would not come into any space feeling like, oh, we know it all. We would bring the research forward in a way that was palatable for the guests that were coming to receive it. But then they opened themselves up so wide that we couldn't help but open ourselves up and feel that same respect towards each other as women learning together, but also being able to present it. The cultivating the genius of black girls started as a call to action. The research had just started to come out to really show that this focus on African American boys is good, and we definitely should be paying attention to what's happening with our black boys. But Jenny has started to unearth this research that was starting to evolve about what was happening with the black girls, and then we will also get questions after the end of academically and socially preparing black boys, well, what about the girls, you know? And so she felt like we need to respond, we need to help them understand all of

this data that we're taking in. So this call to action started as African American girls at risk in our schools moved to a call to action of understanding the beauty and brilliance of our black girls and then answering the call by exploring ways to support black girl joy and academic empowerment. And we were blessed to be able to have Dr. Goldie Muhammad be one of our featured speakers as we continue to evolve this work. But the original intent of it when, when Jenny put it out there, we had it as a course offering for all counties that were all of our participants that were interested in the county, and it was a huge response. But we started right at the beginning of the pandemic, so our in person session was put on pause as the world figured out, what do we need to do to open back up, and then we moved to a virtual platform, saw that the response level was still high there, and continued to run with that ever since 2020 so all of the planning and everything started as early as 2019 getting all of this information together and just really trying to piece together, how do we make sure that we represent this data well, but also bring it back to the classroom? There was a lot of identification pieces that we put inside of it as black women when we were leading this work, we did feel very connected. It was very personal.

24:21

It was a healing space. Would you agree for sure? Absolutely, it was. It was something that was really needed. Um, I also want to elevate Dr. Valisa Humes, yeah, absolutely. Who's brilliance. I mean, just it abounds, right? She also is one to pause us right, to think critically, but also to push, to push our growing edge, so that we can unveil what needs to be revealed, and to sit with ourselves, right? So, she, she was so masterful, and their team, right that they, I call them the dynamic duo, those two ladies, right there. My God, so. And then we have Jennifer Snap. I'm not sure if she's there today, but, and, of course, Vanetta, I think, I think this idea of bringing in, and you named it Nekeya, this idea of mentoring and supporting and healing one another, that's part of our work, as when we think about really, the history of black educators. What we do, right? It's, it's, it's so much more than skill development. We are just so little to do with content. Yeah, with content, we are doing hard work for one another, but also for the children that we serve. And I use that term we serve them because I receive pushback around that word, but I want to stand firm in that it is our duty to support black and brown children will that is our work. So it's much more than content, right? It is about building them up so they can go out and just, you know, be all that they are. Were born to be. So I just want to elevate that, because you were, it was so beautiful. What you are stating.

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The extension. I have to that with what rise is saying, Dr. Shahid, as we work with educators from all around Wayne County, you could see and feel everything that she's mentioning. They need this additional help. They have venues to get the content, and they have the ability to consume the content. But it's not always just that, that you need to move forward in educating children that have a deficit.

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No, it comes back to relationships, yeah, coming to Wayne RESA in the midst of the pandemic, right? Coming from being a teacher, instructional coach, a school leader, like all of those things, but seeing the data play out. So the data that Wayne RESA, you know, Jenny Winters and Dr. Rosalyn Shahid, Shahid and Nekeya Irby, and Dr. Felicia Humes, the data that they are examining is the data that I'm living in, right, that girls are fighting every day, that they are not happy with who they are, that they are seeking a lifeline, really, and school doesn't mean a whole lot for them, because they've not been loved

in school, they've not been embraced in school, they've not been made to feel that they matter or that they're seen in school. And so sometimes that even is the story at home. And so what is the response to that? The behavior is, is I am acting out. I am wilding out because there is a need that I have that is not being met. So being able to come in here, sit at the feet of giants and really just mailed myself into the story, right? It required us to be reflective of our own practice, to think about harms that we had enacted on black children because we didn't know any better, and being able to make amends to that, but also helping other educators in spaces see where they could take a more humanizing approach to serving. As Dr. Shahid said, black children like I have always considered myself a servant leader. I'm not going to ask anybody to do anything that I'm not willing to do myself, right? And so when that means wrapping my arms around a young person who is in need of the basic physiological needs that have not been met, it's my honor to do that, because reading and writing and arithmetic, all of those things are so far down the line. If I do not feel like a human being, if I don't feel that I've been received in a space where I am loved and cared for, and people actually right, actually have some concern about whether I make it home safely, whether I make it back tomorrow in one piece. Did I have food? Did I have shelter? Did I have heat water, and all of the things that people take for granted each and every day, so being able to come into this space and share with folks from that perspective to. Uh, step outside of the behavior that you see, and look at the fact that there is a child who is hurting underneath all of that anger, underneath all of that frustration. And how do we then build them up, right? Building them up so that they know their care, for their love, their scene, their hurt. And then we can talk about what you can become and what you can do, but first I have to just be with you in your body and yourself,

30:26

Yeah, and I think that's where the role of restorative practices comes into play. And Jenny specifically wanted me to lean in on that as both a young educator and as a person who was a trained, certified trainer in that work. What you're talking about Vanetta being restorative is about healing, yes, and it's about removing harm, and it's about forgiveness, and it's about moving forward. Yes, we spend so much time as a society, particularly in black culture based on how we came up and very we're socialized to be very, very putative, and we're believing in structure and discipline and consequences for actions and etc. But when you actually sit down and you talk to children, and you hear some of their stories, and you see what they're dealing with, and you see physically how they show up and what and what they're going through, to want to punish them as a way of getting compliance is inhumane. Is inhumane. And so what are we doing? That's like, the whole basis for this whole thing. What are we doing, y'all and that is not just for like us as black educators, talking to white educators about what they need to do for our black babies. We talking to all absolutely, here is what needs to happen

31:53

White folks who teach in the hood and the rest of y'all too.

32:00

Absolutely, because I think we gotta say that, call that stuff out. We ourselves face internalized oppression, we ourselves face implicit bias, and all that stuff, and every single human being is subject to it. So it's important to call that out, name it and address it so we can move forward in a way that's both proactive and restorative in service of kids, as opposed to seeking to punish them. I

32:20

do want to say that all of this is also steeped in science, right? So everything that Vonetta mentioned, it's Maslow... And so these are things that we as we're working through these sessions, we are helping heal adults that are dealing with their children. And so you're absolutely right, I mean, and it's still, it's an ongoing process. Yes, you know the restorative piece that you just mentioned, that's something that we're always going through, and it should be part of our best practices to help move forward, especially during challenging times. But always, I'm going to just go ahead and pivot into the next question as we move forward. We spent some time with that. But how does this workshop address the issues of personal biases and assumptions educators might hold about black children?

33:16

Well, the data that is usually examined is performance data, and unfortunately, in Wayne County and many other counties, when you look at that performance data, who's persistently performing the lowest, it's our students of color. And so the assumption is that they can't learn, or don't learn, or, you know, something's wrong with the student. And this workshop aims to help the educators know that there's nothing wrong with the student. There's probably a wrong approach that you're using as an educator trying to reach the student. And so a lot of times we deal with scaling back those beliefs and assumptions that people are coming in the room with. And just like Taryn said, it's not necessarily that white people are coming in the room with those beliefs and assumptions. It's black people coming in the room with those beliefs and assumptions as well, thinking that for some reason, there's a deficit with the child, instead of thinking that there may be a deficit with the content or the strategy that's being employed to try to reach the child. So helping our educators and ourselves learn those strategies, and what does it look like to see the whole child, to respect that child and to recognize the genius in that child. That's what we want to accomplish with these series. Because if they don't get anything else after coming to be with us for however many hours they are joining us in their session, we want them to be able to leave knowing and understanding that these children can learn and do learn and can excel, as long as we are taking the proper steps towards making sure that they receive what they need, and too long we've just ignored the fact that those. Basic needs are not being met in thinking that, Oh, they're still going to be able to do these, you know, performance task or tests that are put in front of them, and knowing that these two don't equate. If I don't have those basic needs, then I'm not even thinking about your assessment. I'm not even thinking about whatever this task is that you put in front of me, because I'm thinking about where's my next meal coming from or who's going to keep me from harm if I'm going back into a harmful situation? So our educators come into the workshop thinking it's going to be about one thing, and we make it, make them understand that this is inside out work. Yeah. So first you're looking at what's going on inside of you, your own beliefs, your own assumptions, your own thoughts, then we can talk about how you take that information, whatever biases are there, look past them, remove them, make adjustments so that you see that the child in front of you is brilliant. They are a genius. They just need you to treat them as such, because

35:57

We really do challenge and invite people to examine themselves. If you feel triggered by the information that we're sharing with you, not to say that that's a you problem, but that's a you problem. And let us invite you into some exercises so that you can examine why you feel the way you do. These children,



many times, haven't done anything to harm you, and even sometimes the double standard, right? Sometimes our children are underperforming because they are pushed out right, as we reference the work of Doctor Monique Morris, that you know, the reason that they are chronically absent is because every time they come back to school, you suspend them, you send them back home, right? Because you don't want to deal with what is in front of you in terms of who this person is that presents themselves in a way that you cannot receive it. And so we do a lot of work around helping them to see past their own biases. But in order to do that, you gotta be willing to confront some stuff too. You gotta be willing to say, what role do I play in this? Because it's not about blaming children. It's about figuring out what we need to do to be able to reach them.

37:11

Yeah, what you said about blaming children are so important. We spend so much time looking at deficit-based statistics and all these things to try and figure out why children aren't working within the system, instead of questioning why the system is structured to not support our children, the system is broken and so understood. With that understanding in mind, we have taken the approach of looking at literature from guys like Pedro Noguera, from guys like Tyrone Howard, from guys like Dr. Ivory Tolson, to really sort of deconstruct some of those narratives and really call those things out publicly as a way to provide a level of support and understanding that like as you said, our children can do it, but they need love. They need a relationship. They need guidance. They need trust. If I can't trust you, if I can't laugh with you, I can't work with you.

37:58

They need kindness.

38:04

And we can be that, and so much we are that, and so much more. So how are we even uplifting our educators that they feel empowered to cultivate these relationships with these students as well? Because we handcuff our teachers too. We keep them locked up and hold them accountable in ways that aren't fair and bright them out too. So yeah. So we are, by doing this workshop, we're inviting everybody to the carpet. We call everybody love on you. We're going to love on you. We're going to pray with you. We're going to work with you, and ultimately, we're going to help you, help our kids, which is most important.

38:37

There are a few things I know Roz is still on.

38:40

Yeah, I want to add one other piece too, and it might be another dirty word. We have a lot of dirty words now.

38:48

Come on with your dirty word.

38:51

I'm going to throw in the word operationalize. I think what our workshops do, right? It feeds the spirit, but it also gives you something very tangible right to do, so you can see success and change. And so when I think about the leaders right, I think there is an overreliance on the curriculum. And so, what we're asking leaders to do and teachers to do is really take a close look at the curriculum and ask yourself, if this curriculum was not designed with black and brown children in mind, is it serving them well? And if it is not, how can I integrate operationalize, put in standards and objectives that make the curriculum much more full, and that's really what the work of Dr Goldie Muhammad. I believe Nakia mentioned her earlier. She was part of our sessions and studied we. That is her work because we know that it is insufficient to just focus on skills, so we want for teachers and administrators to very clearly articulate what will be the joyful act that will support students learning. What? How will you help? How will this lesson help students understand who they are in terms of their individual identities, but also their cultural identities, right? And so I think when we when we name those specific things, it just makes the lesson so much more full, so much more complete, and I think, you know, kids start to feel more successful, teachers start to feel more successful. And it's the nuance, but it's the intentionality behind the nuance that we're really kind of advocating for in our sessions.

41:03

I wanted to say there are a few things for sure. We are not ever dodging those numbers, right, correct, but we are looking at systems and symptoms of those numbers as to why, in that reflective reflection in our own teaching. For an example, there was a study that came out a year ago and said that 250 per day, black boys, preschool boys were being expelled. And so as we that 250 is not just outside of where we are, it's included also, and it's included in how we behave, and we have to what we do in the session is not only see what the data says, but let's take a look at the damning problems that this can potentially roll into. And I think for many of our participants, it's eye opening, because in the middle of whatever it is they're in the middle of, they don't necessarily see the outset of or the trajectory of some of those things.

42:22

We don't extrapolate that data to early death, correct. Extrapolate that data to trauma. They don't extrapolate that data to the mistreatment of children. They don't extrapolate that data to bias. How in the world do you expel a four-year-old from anything they are four.

42:41

And I think this, the sessions, have really helped people to make that to bridge that gap, to have that understanding. There have been a lot of teachers that have come to pull you to the side and say a couple of things. One, I think they say that you saved me like I was ready to stop, I was ready to quit, and you have provided me with some resources and some other things to think differently. Just, I mean, it's really a It's a wonderful feeling to have that. And the rise had a segment a few years ago that identified all the books, the percentages of books that we put in front of our kids that don't have representation of themselves. There are more pictures of animals than they are about, you know, minority students. And so, we wonder why many of our kids don't want to read as much, or they don't want to be a part of critical thinking? Well, if it's about an animal instead of about me? Is it the subliminal message from the school? Are you telling me that I don't matter? Right? And that's also what we're trying to unearth in this is, how do we make sure that we see all the things that are going on in

front, so I want to wrap up. We've only got a couple more minutes, and we really have touched on a few things. So I'm just gonna just round table. I'm just gonna pass the baton to Dr. Scott, if you have any final words to say in two minutes or less. So, everyone can get a minute.

44:13

I do just a very, very quick story. My first coat of energy is workshop I did in 2018, or 19, I'm a young enough educator where I still have some of my educators who taught me still in the work. And at this particular first workshop, a couple of my teachers from high school were in that particular session. And what I'm joking about was like, boy, didn't you speak? Did you skip my class? What do you know about this work? And he was joking with me, but he put me there to the side afterwards. He was like, man, just imagine if I had this workshop, what I could have been for you back then. Oh, wow, wow. For doing this work. I really appreciate you, and I hold on to that. It's very this work is right near and dear to my heart. So, I'm just, I'm. I'm honored to continue to lead it, and I'm excited to see what's to come.

45:04

I love that, Terrence, and I'm so glad that you've been able to have those kinds of experiences as a young educator, because all we want is for people to recognize that we all have the capacity to do better if we learn, we can do that. We learn together, not just the siloed curriculum pieces that are out there, but study the world, we will do so much better. I invite others, listeners, whoever, to take apart if you haven't been a part of cultivating the genius of black boys or cultivating the genius of black girls, I invite you to take hold of those workshops. The cultivating genius of black boys' workshop is starting soon. Registration is available on our RESA website. If you go to our professional development catalog, you can sign up and be a part of that work, cultivating the genius of black girls will come back around as well for our identified schools this spring. So, I invite our educators, our listeners, to take part in this work. Find yourself in one of these workshops, learning and growing as we know we have beautiful,

46:07

Beautiful, beautiful. I just want to say, if you are in a classroom, if you are in a school, if you are on the bus, if you are at the grocery store, if wherever you are and you see a black child smile at them, look them in the eyes, see them, smile at them, let them know that you see them and that they matter. It doesn't cost us a dime to smile and to show someone some kindness and some love. That's all I'm asking for you to do, and then join the sessions like Nekeya said, All right,

46:47

Yes, you all have said so much, so beautiful. I just have to say this conversation makes me think even more about my legacy, right? And that's my call to action all the educators who are tuning in, right? What will be your legacy? How are you lifting up someone else, whether that is a child or parent or another educator, right? I think that's what this work has done for so many, what is done for me, it's kind of solidified why we do what we do, which is to elevate and love on children. That is our role. And so I too invite you to be part of our next session. I think you will be in for a treat. Everyone who joins us walks away better for it, and I'm included in that, and I know the folks that I work with on the call would also include themselves. So, we appreciate everyone.

47:59

Well, thank you so much for listening, and we truly look forward to you having a wonderful Black History Month 2025, and lastly, I do want to say, I forgot to say to Roz, thank you for praying for me.

48:13

Yes, we pray for each other. We are. We are so thankful for the prayers that continue to go forward.

48:22

Yes, yes, yes, we gotta lift each other up.

48:27

You've been listening to Getting To The Core with Wayne RESA. I'm Vonetta Clark-Tooles,

48:32

I'm Nekeya Irby, Dr Terrance Scott.

48:34

And Marvin Franklin, Good night, everybody.