

# FoS Committee Meeting-20250717\_110628-Meeting Recording

July 17, 2025, 4:06PM

57m 11s

● **Anthony Bennett** started transcription

**JS** **Jim Snell** 0:03

Well, not sitting on it.

They just haven't released it yet.

And so we're not sure what's gonna happen with the funding for that one program.

**GA** **Gilliland, Amy** 0:14

OK.

**JS** **Jim Snell** 0:14

That's that's a yeah.

**GA** **Gilliland, Amy** 0:14

That's that's helpful.

That, I mean it's good.

That's good news that you've gotten 3 for the August 1, so.

**JS** **Jim Snell** 0:20

Yeah, yeah, it's good.

Yeah, yeah, yeah. Considering that they're at a very reduced staff, it's it is good news.

**GA** **Gilliland, Amy** 0:29

OK.

Sorry y'all, but that's a helpful update as we go forward.

 **Destiny S. Brown** 0:33

Very good question, Amy.

We'll go ahead and get started, 'cause. We're already 7 minutes over. Really just thanks to be here, Amy.

We'll dive in deep on since you said you need to play catch up.

But Jim, if you would just go ahead and discuss the state Service plan and the any information that you need from the committee?

So we can move forward.

I had recalled that we had previously discussed this, so we should be in a good point state to just make some decisions and move forward with based on our committee.

JS

**Jim Snell** 1:03

Yeah. So what would what we're asking the committees to do and Anthony for, for me, if you can make that document a little bit, a little bit bigger.

What we're asking the committees to do right now is really to think about under each goal.

That first question you know envisioning.

We're successful.

What's the outcome at the end of three years of 2028?

And and we don't have to have like specific numbers at this point.

Although there are some suggestions below that do have some numbers in them for each one of these goals.

The real question is like what?

What's the ideal outcome that is gonna result from the Commission working on this goal and so that we have different committees start at different places so that we can get to every goal, make sure every committee that.

At least one committee addresses each goal fully. Anthony, if we could actually start with Goal B, because the Communications Committee started with goal.

A.

So that would be the discussion point is for the committee to start with Goal B. If if goal B is all you can get to today in terms of that outcome question in the time allotted that, that's fine. But if you can get to goal B, then we.

Would go to goal C&D and then back to A.

We probably won't get that far though, so that's the question is, what's the outcome starting with this goal at the end of three years?

And again, there's some examples that are highlighted.

But don't don't feel constrained.

Those are just.

Examples don't feel constrained by that.

Those don't have to be the outcomes.  
They're just what could be some of the outcomes?  
Just as examples.



**Destiny S. Brown** 2:59

Thanks, Joseph, for clarification, we should look at gold being a building capacity for volunteer success.

That's our goal is to build. So the goal is actually to build capacity for volunteer success.



**Jim Snell** 3:09

Mm-hmm.

Yeah, and right.

And when and when the the community chairs, plus one group was talking about that they kind of put things into different buckets.

So goal A is specifically kind of focused on the volunteers themselves and Goal B is more about the actual.

Organizations that are utilizing volunteers so that that's the other caveat about this particular goal is, is it's more thinking about how is volunteer Tennessee approaching that particular goal.

In building capacity specifically for the organizations that utilize volunteers.

And then the ABC underneath it are the different subcategories that the committee chairs, plus one developed for this goal.

And then the brackets are the the types of programs that volunteers Tennessee currently has that kind of fit within within those general.

Sub categories.



**Destiny S. Brown** 4:23

OK.

So I just wanna make sure I comprehended that correctly.

So the goal is to build capacity for volunteer success.

For the organizations and partners that utilize in place volunteers.

We can do that through Volunteer placement, grant making, programming and volunteer promotion and engagement. That's what we're saying.

 **Jim Snell** 4:38

Correct.

Right. Yeah, that's it.

 **Destiny S. Brown** 4:46

OK.

All right.

Thank you.

 **Gilliland, Amy** 4:51

So with this, I guess I'm wondering because it seems a little different from the past.

Like would we try to have a targeted track at this conference for volunteer centers?

Because I don't know that that's ever a group, we've really.

Strongly targeted, but I it seems like we would need to think about doing something like that in order to reach that goal.

 **Destiny S. Brown** 5:17

Well, Jim, if you can, I answer this just quickly.

 **Jim Snell** 5:22

Yeah, yeah.

 **Destiny S. Brown** 5:22

What I think the purpose of this, what I'm hearing is that that is the action to reach the outcome and that's not what we're discussing today.

We're just focused on the outcome and so how they plan on getting there, that's a later discussion right of like they might want to do a track, but we've also been talking internally about do we need a track, what is what is actually we do 50 tracks at.

The conference two people show up for each track, and then we end up having to go back and say.

Forget that track.

And then Candace has done all this effort trying to create a track.

So I think the action's not the focus today, but just what the outcome is.

And then I think after that, whoever is assigned to this goal can then go back and determine what action we actually can have that we can do to reach that goal. But I think without the entire committee being here, we can't make that decision on if we should have a track or not at the conference, because when we first started these conversations, we decided let's cut back on the 50,000 tracks that we want to have. And focus simply on what we do have the people for and better those avenues.



**Jim Snell** 6:22

Yeah, I think that's a.



**Destiny S. Brown** 6:23

Get that way.



**Jim Snell** 6:24

Yeah, that's a good clarification.

Destiny I, the other thing I would say is that this is brainstorming. So what?

What you all talk about today is not gonna be the final plan. So you know the the the rest of the the full Commission is gonna be looking at this at the August meeting along with the input from the other committees and the public input that we're getting.

From the listening session sessions.

And they'll kind of look at all of that.

In terms of the outcomes, but yeah, dusty, I think the distinction between like an output and an outcome or or an activity to reach an outcome is is a good one to think about.

I mean I I think certainly a track at the conference would be a good.

A good step, but that might be more of an output rather than an outcome.

So you know what's.

What's gonna be the results of? What are we hoping to get from that track?

It's kind of like the question under that first that first one.



**Gilliland, Amy** 7:38

That's helpful.

I'll try to stay bigger picture.

I just am always thinking about like before we make an outcome, can we actually achieve it?

So sometimes that's why they're interrelated for me.

 **Jim Snell** 7:48

Yeah, and it it it.

Yeah, it certainly can be very, very helpful to to look at outcomes and outputs at the at the same time, but.

You know we there's there's not enough time on this call to to to do that really or for any of the committees.

But once we have kind of a general idea of where the Commission wants to go at the end of three years, then we can start kinda building out those outcomes and the OR outputs and out activities that go underneath it to be able to reach that out.

Com.

So don't. Don't forget that idea.

 **Anthony Bennett** 8:36

So do we have any one anything for #1 here? Envisioning the Volunteer Tennessee successful in this goal?

What would be the ideal outcomes at the end of the three years?

Some examples attendance at the conference will increase by X percentage by 2028.

Nonprofit participation in Tennessee serves will increase by X amount by 2028, etcetera.

 **Destiny S. Brown** 9:20

I'm assuming we're gonna need data, but what comes up my head is the outcome would be organizations will have the resources to host volunteers efficiently and effectively.

That is just off the top of my mind.

Doesn't mean that's going to work.

And there was no thought put into that past 30 seconds of looking at this.

 **Anthony Bennett** 9:42

One more time that's an organizations will have resources to manage volunteer centers.



**Destiny S. Brown** 9:47

You know, I would love to say I knew what I said, but I think that sounds about right.



**Anthony Bennett** 9:48

Yeah.



**Destiny S. Brown** 9:50

Orgs will have resources to manage volunteers.  
Efficiently and effectively.



**Anthony Bennett** 9:56

Thank you.



**Destiny S. Brown** 9:58

Welcome. What happens is I know this is being recorded and so I don't really.  
I'm like, oh, we'll just go back and that does not help you. Sorry.



**Anthony Bennett** 10:05

Foods.



**Destiny S. Brown** 10:09

And I also don't know what a fish in it and effectively means at the top of my head.



**Anthony Bennett** 10:09

To go.



**Destiny S. Brown** 10:12

There's obviously gonna need to be data, but.  
And I think it's a resources to host and manage volunteers because there is a  
difference being a lot of people can host a volunteer but not manage them.



**Anthony Bennett** 10:34

Cool.



**Gilliland, Amy** 10:36

I think the other piece of that is retained.



**Destiny S. Brown** 10:39

That part.



**Gilliland, Amy** 10:40

Maybe that's management, but you definitely success often comes from the retention of those volunteers.



**Destiny S. Brown** 10:43

Thank you.



**Anthony Bennett** 10:52

It's a good one.



**Destiny S. Brown** 10:59

And going back to your comment, Amy, like how you need to see actions like that's helpful for you.

I think that that could be done based off of AB and C, even if not at the conference. I think that we could figure out a way from our committee to help that I don't.

Again, I don't want to dive in deeper that 'cause we only have 20 minutes, but I I can see some things happening.



**Jim Snell** 11:22

Yeah. Now I'll say I'll just throw in again.

I mean, spend as much time as you want on this, but if you if you get to a point on this goal that you're like eh, let's move on to the next one, you can move on to the next one.

And start working it.

I mean, it's again, this is just kind of a brainstorming thing.

So and we're we're not gonna.

We're not gonna get to the second and third question.



Under each goal, we're just gonna.  
Look at the first one.



**Destiny S. Brown** 11:54

Amy, I really think it's just you and I on this meeting on the committee.  
Course me if I'm wrong.



**Jim Snell** 12:01

It is so far, unless somebody.



**Destiny S. Brown** 12:03

OK.



**Jim Snell** 12:04

'S join it's not, yeah.



**Destiny S. Brown** 12:06

Amy, do you have another outcome you want to add for me?



**Gilliland, Amy** 12:11

I think if we can achieve that, that's pretty huge.



**Destiny S. Brown** 12:14

OK. Can we?

I know that's very broad.

I know someone's gonna read that and be like, what in the world does that mean?

But.

I think we can.

I the reason why it's so efficient and effectively is? Because if we say.

I mean, I guess we can always do like by 2% or something we can give a data.

But I just don't feel confident in giving that percentage without the historical knowledge of what we what each agency has actually been able to do also depending on.

Other items and things that play come into play with organizations that are

nonprofit.

How they'll be able to actually achieve these goals.

 **Jim Snell** 12:58

Yeah. And I think that's exactly right for this point in the process is don't, you know, don't worry about, don't worry about the the data that needs to go. I mean we'll we can figure that part out later. But having I think that's this is a a great. Start for this one.

 **Destiny S. Brown** 13:13

OK, y'all wanna move on to see.

'Cause, you said you didn't want us to do 2 and three right now, correct?

 **Jim Snell** 13:20

Yeah. Yeah, I I, yeah, let's not.

 **Destiny S. Brown** 13:21

OK.

 **Jim Snell** 13:22

Yeah, 'cause, I think that would.

The the main thing at this point is to be generating the the outcomes and we can go in and fill in later from we we can build out from the outcomes.

 **Destiny S. Brown** 13:29

OK.

OK, sounds great.

So the goal for this one is to to maximize the value of communications and partnerships.

To raise awareness.

We can do that through information and awareness, supporting corporate volunteer programs, community engagement, story collection and storytelling sponsorships.

I'm always going to say volunteer Tennessee would be the first source that people would think of. It would be the go to shop like the one stop shop for volunteer opportunities in the state.

In addition to 1st Ladies organization that she has.  
I mean what you have.

 **Gilliland, Amy** 14:45

Marina's still processing.

I I like that.

I think my first challenge is there's way too many people in my community and this is on me too, right?

But who don't even know?

I volunteer at Tennessee is and so I don't know if that is too broad of an outcome, but that people would actually.

Who volunteer Tennessee is and why they exist.

I mean, I think that feeds into yours becoming the first stop, but right now I don't know if even if people know.

 **Destiny S. Brown** 15:44

I think that's great to say that like it needs to know why I exist and I think it's if when we do this, we need to clarify, right.

Like we're not replacing United Way or any other organizations because we actually work closely with them and people don't know that.

 **Gilliland, Amy** 15:58

Correct.

 **Destiny S. Brown** 16:00

And sometimes it's great to be the people behind the scenes. Like, that's kind of our role, right?

We want to be behind the scenes in supporting those resources, but we also need to tell our story. So when we have times for legislative sessions, our federal budget cuts. People understand the value add that this organization actually brings to the state of Tennessee and right now.

We as Commissioners don't even know the value. Add all of us don't know.

So if we could do that better, that would allow us to tell the story on the public.

So yeah, just like Candace said, Brandon recognition.

Thanks for that, Amy.

I'm trying to scroll and I realized I'm not controlling that map, so sorry.

D.

Hey, to operate excellence.

So is this supposed to say to operate our internal operations, infrastructure and support commissioning members and staff with excellence?

Is that the goal?

 **Jim Snell** 17:17

Yeah, yeah, the the the goals above are more outward focused.

Goals, then. This one is an inward focus goal on Volunteer Tennessee itself, yeah.

 **Destiny S. Brown** 17:29

Yeah.

OK.

Love that, OK.

Thank you.

And again, I just ask for clarification 'cause, I just like Amy, I process things differently. So I have to read it in a non action and past tense, so bear with me.

 **Gilliland, Amy** 17:49

With you. But I will say as far as like.

 **Destiny S. Brown** 17:49

Jesus.

 **Gilliland, Amy** 17:54

Public understanding.

I didn't get to that till I read the part in yellow.

 **Destiny S. Brown** 18:00

K.

 **Jim Snell** 18:02

Yeah. And just as a caveat.

Most of those things that are in yellow are actually kinda outputs and not really

outcomes, but in in terms of.

Thinking about.

You know, some examples to get people to start thinking about what the outcomes might be.

Those were some previous things that were included in previous state plans that were easy enough to kind of stick in there to to get the the thought process going.

Yeah. I mean, it's like, what does what does operating with excellence look like for the organization itself in three years?

Where where, where are we?

When that's when that's done.



**Destiny S. Brown** 18:45

Yeah.



**Jim Snell** 18:46

And that's, I mean, destiny, to your point.

It's it's. It's good to think about it in the past tense that we've already gotten there and what's what's happened.



**Destiny S. Brown** 18:56

Thank you.



**Gilliland, Amy** 18:59

I don't.



**Destiny S. Brown** 18:59

When I read. Go ahead, Amy.



**Gilliland, Amy** 19:02

I was gonna say I don't.

This is so wordsmithing.

But that's the world I'm living in right now, as we're trying to get all our words right for fall.

I think to me operating with excellence and operational excellence communicate two different things.

And so I think and I don't know if you're, I can't.

I can't see the goals above to see are we trying to be all like active or start every goal with an active verb?

But I think operational excellence describes a little bit more of what you're talking about, maybe.

Destiny, what were you gonna say?



**Destiny S. Brown** 19:49

I am typing it up to make sure it sounds right before I speak.

Now this needs to be wordsmith because it sounds a little not ready for the public. But the outcome to me is to have a secure and competent board and organization with identified succession plan.

I'm gonna just drop that in the chat because that was a lot.

And I don't know if that's accurate, but when I hear that as an outcome is that we want to make sure that everyone from all employees 'cause I see us talking about Members and staff.

So secure and like we're secure and we know what our job roles are, even from a Commission to a staff member and then competent is like we want to make sure as a Commissioner, I know what the foundation of Service Committee actually is and I can articulate that.

Which may not. When I first started, I was not competent in what this was and I didn't. Wasn't competent in my role. But the idea is that through whatever time we're here, we can do that and we've identified a succession plan.

Which is beneficial for our board members and our staff.

Because I'm not trying to be on this board or live to 100 years old and I don't want to be on the board for 100 years because that means there's nobody coming in with new ideas.

So I think succession planning is key in that.

So that's why that's in there as well.



**Jim Snell** 21:24

Yeah, I think that's great.

And Amy, to your point, the other goals are all.

ING, so supporting building, et cetera. But I mean the the outcome I think can take whatever form you want to suggest.

Again, this is brainstorming.

So I I I don't.

I don't think there's any harm in changing changing it from operating to operational.

You know, however, you wanna frame it.



**Destiny S. Brown** 21:54

Thank you, Candice for the behind the scenes as well.

You'd be a great secretary of press because I can't go into the public with that language.

But what you did was stellar. Keep it up.



**Candace Taylor** 22:08

I got you. I got you.

If I can help you, miss Word Smith 'cause you have been spot on this entire meeting.

I I could.

I was like, oh, I'm gonna try it this time. But no, I you, you just put stuff so clearly.

So I agree with you.



**Destiny S. Brown** 22:23

Thank you. And if and y'all if competent is not a good word, I know that can be a lot of times a triggering word for some people 'cause I think like incompetent. And I'm not saying we're incompetent board.

We wouldn't be on this board if we were incompetent, but.

Anywho, I digress.



**Gilliland, Amy** 22:40

And maybe dim to your point, it could be something like achieving operational excellence like it could be that there's another verb that goes in front of that. If we wanted to.



**Destiny S. Brown** 22:50

Yeah.



**Jim Snell** 22:56

And I I just want to point out that you all may have noticed, but Patricia joined the call a minute or two ago.



**Destiny S. Brown** 22:56

Wait.

Hey, Patricia.



**Patricia Powell** 23:04

Hello I also don't think you're wrong about the competency thing.

It would more be not necessarily word change, but it's more of just the fact that it's if you don't understand what you're doing then it's kind of like you're not competent for the job.



**Destiny S. Brown** 23:21

Yeah.



**Patricia Powell** 23:22

And so it doesn't mean that you're stupid.

It's just more of you don't have the competence in order to fulfill the the necessary responsibilities.



**Destiny S. Brown** 23:32

Yeah. See, that's it.

And I know you understand it, but I don't know if other people understand it.

So skilled.

I don't know I, but we can come back to that again.

I don't want to hold us up on this.



**Jim Snell** 23:45

But I mean, you could also I I don't know.


I mean, Anthony, you could put in brackets behind competent or in parentheses or something, whatever. Just to note that.




**Patricia Powell** 23:58


You could also say a skilled board.





 **Jim Snell** 24:00  
Yeah, just just options.


 **Destiny S. Brown** 24:00  
Yeah.

 **Patricia Powell** 24:01  
Something like that.  
So either way, I mean it's just, that's where you do the synonym thing. You look at the word synonyms.

 **Destiny S. Brown** 24:07  
Yeah, what works with that later? I just don't want someone to reread this and be like they said I'm incompetent.

 **Jim Snell** 24:08  
Yeah, right.  
Yeah.

 **Destiny S. Brown** 24:13  
And that's that's not what Destiny said, Destiny said.  
We could grow kind of thing when we first start.  
We're newbies.  
We don't know what we're doing.  
And I'm still a newbie. I'm going to write that out so the wheels fall off OK.  
Letter E.  
Do we have an E or do we go back to a oh look at us?  
Can we go back to a?

 **Jim Snell** 24:33  
Yeah, I think you go back up to a yeah, yeah.

 **Destiny S. Brown** 24:38  
OK.

This is actually our area of focus, so this should be more fun for us. Not that the others are not our area focus, but the committee.

This is like truly.

Foundation of Service committee work more than most people.

So the goal is to support a robust network of volunteers and service learners.

Specifically, volunteers.

For some reason, secure and Compat keeps coming back up to have a secure, competent volunteers.

Who are initiating volunteer opportunities with organizations?

Maybe consistent volunteer opportunities because we do do a lot of one offs on like Martin Luther King Day.

 **Gilliland, Amy** 25:39

And by security, you mean like engaged like they?

 **Destiny S. Brown** 25:42

Yeah. Engage is probably better.

Yep, that's better.

 **Gilliland, Amy** 25:45

Like OK.

 **Destiny S. Brown** 25:55

And so, yeah, engaged in consistent volunteer members or participation a set of opportunities, Anthony.

Because to me this is more of focusing on the people and then our other ones below it can be focusing on the organizations.

But we got to get people who want to actually volunteer more than just once a year.

And being engaged, go ahead.

 **Candace Taylor** 26:30

I just have a question.

Oh, I have a question for clarity.

Destiny are these volunteers for like if we're talking about Tennessee serves?

Are are these volunteer Tennessee's volunteer activities or like the volunteer activities that will be hosted on like our portal?



**Destiny S. Brown** 26:49

Both, like all volunteers. So I'm just looking at that says because it says specifically about the volunteer.



**Candace Taylor** 26:53

All volunteers.



**Destiny S. Brown** 26:54

So I was just assuming all volunteers like we're going to be working from youth to older Americans. You know, whoever is our niche for that year, I didn't say that word right for that year. That's who we're going to be focusing on, I would assume. But assuming you know what that does.



**Candace Taylor** 27:13

Mm-hmm.



**Gilliland, Amy** 27:14

So.



**Candace Taylor** 27:14

But I was just like, I was just asking for for clarity, so.



**Destiny S. Brown** 27:17

And every others please tap in.



**Gilliland, Amy** 27:21

So another squirrel question and destiny.

Sorry, it's definitely probably more of an output but.

It also goes back to that brand awareness.

Is there any kind of an impact report from Tennessee serves I can. Is there an annual impact report that even shows how many people are engaging through Tennessee serves like I know what it is, but I don't ever see.

Any.

Information come out about is it successful? Is it not or?

**JS** **Jim Snell** 27:49

Yeah.

**GA** **Gilliland, Amy** 27:53

Any data associated with it.

**JS** **Jim Snell** 27:55

Yeah, that's a great question, man.

We we do generally once a year prepare a slide.

I mean, it's not an impact report.

So maybe an impact report might be a really good thing to think about doing, but usually just like a slide that shows over the previous year like the the number of organizations served, the number of volunteers that volunteered and the number of volunteer hours.

So just like some key data points.

But an impact report goes beyond that.

And would potentially be.

A more useful thing to communicate.

Not only to the Commission, Commissioners, but to people outside of Volunteer Tennessee about why this is an important thing to do so anyway.

This we we don't currently do an impact report but.

**GA** **Gilliland, Amy** 28:47

Yeah.

**JS** **Jim Snell** 28:50

That could certainly be a good thing to think about doing coming up.

**GA** **Gilliland, Amy** 28:56

I'm just trying to think about how how do people even know that we have this goal right?



**Destiny S. Brown** 29:37

So.

The outcome would be.

To have more engage and consistent volunteers.

Who utilized Tennessee serve?

Is that what you're thinking, Amy?



**Gilliland, Amy** 29:59

I'm just trying to think about like, yeah. How is this all?

Connected back to the Commission.

How is it right?

And Tennessee serves as one of the way the Commission.

Does this work?



**Destiny S. Brown** 30:18

It does. And I'm thinking though this outcome, how 'cause I know it's called out already. Like that's how we're gonna do this is expand reach to all Tennesseans using Tennessee serves and then awards programs. And so the entire outcome though could just be having more engaged and consist.

Volunteer members.

Throughout the state of Tennessee.



**Patricia Powell** 30:42

Isn't that the point of, oh, I was gonna say, isn't that the point of the road show?



**Destiny S. Brown** 30:42

And it could be Tennessee. Go ahead.



**Patricia Powell** 30:47

To where it's like how we have the Volunteer roadshow to where it's like more people learn about us.



**Destiny S. Brown** 30:56

Yes, that is one part.

And I know like we're sharing the strategic plan and getting their input throughout the Tennessee Rd. show, but obviously, yeah, that's a the gist of it is absolutely they're gonna know who we are and what we do.

 **Patricia Powell** 31:11

'Cause, I guess it's the question of is the goal to so like to find more volunteers for like for Americor?

What are we?

What are we actually not for?

Not for volunteer Tennessee.

Not for the Commission, but just like to find more AmeriCorps members.

 **Destiny S. Brown** 31:29

All Tennesseans for me, I think of all Tennesseans volunteering whatever area, not everybody wants to be an American member.

Not everybody wants to volunteer for United Way.

Not everybody wants to volunteer for Casa, but whatever it is, we want Tennesseans to want to volunteer. If you want to go plant a garden, plant a garden, but make it consistent, right?

 **Patricia Powell** 31:45

Mm-hmm.

 **Destiny S. Brown** 31:47

And so that's how I'm looking at this.

So like just to have a more engaged and consistent Tennesseans like you know like.

 **Patricia Powell** 31:49

Got it.

 **Destiny S. Brown** 31:55

Engaged in consistent volunteers from Tennessee or whatever, like, I just want Tennesseans to be volunteers.

We are known as a volunteer state.

We should never not be the number one volunteer state in the country.

 **Patricia Powell** 32:07

Got it.

 **Destiny S. Brown** 32:07

That's how I'm looking at it.

That's a me thing.

I don't know how everybody else, but that's my opinion.

 **Patricia Powell** 32:12

No, that makes sense.

The reason why I'm asking is because then I'm thinking about the connections like with United Way Greater Nashville with different united ways in general.

How volunteer Tennessee can get plugged into all those different things in a way to are even with schools.

Because if you have a hub through the school system to where it's you get, you can get the whole family volunteering because if at their school there's like a resource thing or something like that.

 **Destiny S. Brown** 32:31

Yeah.

 **Patricia Powell** 32:43

That says hey, volunteer here or something like that kind of thing.

 **Destiny S. Brown** 32:47

No, that's really good.

And we actually talked about that earlier about like, how are we gonna get these outcomes and these actions. And we decided like, let's do the outcomes right now. And then as the cause, not many people are here for the committee. We can then talk about from a committ.

Standpoint, when more people are here, what can we do as foundation of service to reach these outcomes?

But if we can at least all identify the outcome that we hope to get from this goal, we can then move forward.

And let you know the state people when we're going on this roundabout road trip. And we come back to our next Commission. We can then sit down as the foundation of service when more people be there and be like, oh, this is how we're going to reach this outcome from our.

 **Patricia Powell** 33:23

God.

Just quick question with the roadshow.

So is that what exactly happens on the road show?

Like what are people just going around and docking or what? What is happening?



**Destiny S. Brown** 33:39

Jim, did you want to sell that?

I honestly only give what I just read in the e-mail and so I'm sure it sounds better from you.



**Jim Snell** 33:44

But yeah, I will.

I mean, there's gonna be two components. The one, the first part is going to be getting public input on this draft set of goals.

Kind of doing what we're doing right now is having the public say, you know, at the end of three years, what what would you see as the ideal outcome for for these goals?

So that'll be the first part.

The second part is going to be.

Talking a little bit about each of the Volunteer Tennessee's various programs.

And then the networking. So having kinda informal networking time with the people who show up to talk informally about what we do and all that kind of stuff.



**Patricia Powell** 34:33

Got it.

So is it kind of like town hall meeting type style like where it's the group will go to specific locations and then public comes to those locations or OK.



**Jim Snell** 34:43



Yeah, yeah, they're they're for the three in person Rd. shows.

We have specific locations that that staff will be going to in, in any Commission Members who want to go to those in person are welcome to go.

And.

I'm gonna be sending out the RSVP for the upcoming August meeting.

Today and in that will be an also a request for an RSVP for the road show events with the dates and locations.

So we'll yeah, we'll go to specific places.

Or then we're also going to be having virtual listening sessions specifically just for the state plan.

We're we're not going to do the networking part.

It'll just be the state, state plan part and those are virtual and there's a couple different dates for those.

And yeah, those are obviously that's virtual, so people can participate from wherever they are.

And that's again specifically to do this state Service plan input.

 **Patricia Powell** 35:48

Got it.

Yeah, I saw the e-mail for that.

Thank you.

 **Destiny S. Brown** 35:58

Those are great questions, Patricia. And right on track to the schedule for our agenda, because we're supposed to be there anyway.

So like you just let in the right spot of all the things.

 **Patricia Powell** 36:07

You're very welcome.

 **Destiny S. Brown** 36:10

That was on key.

Amy dropped some good things from the ChatGPT. Wow. The chat on that person.

**GA Gilliland, Amy** 36:18

OK.

 **Destiny S. Brown** 36:20

Anywho, that are really good, Amy.

I don't know if you had a preference before anyone else gave a preference on what 2 words they like to use instead of secure and competent.

**GA Gilliland, Amy** 36:32

I didn't.

I just thought I that's one of the things when I'm trying to think of other words. I've just found ChatGPT can throw out some really good other alternatives so.

 **Destiny S. Brown** 36:42

I think skilled and knowledgeable works well.

And the reason why I don't wanna use execution because I was gonna say skilled and knowledgeable that executes because our board is a governing board and we should not have our hands in the pot.

We need to sit back.

We give direction and structure and we let the staff do what it needs to do and that's how things work well.

Until it's time for a step in.

I mean, there's duty of care, but you get my point.

So I don't use the word execute because I don't want anyone to feel like, oh, I need to show up at every event and be there.

**GA Gilliland, Amy** 37:07

Yes, yes.

 **Destiny S. Brown** 37:12

And put my two cents on all the things because that's not necessary, but I like school to know too well.

**GA Gilliland, Amy** 37:17

Yeah.

**Destiny S. Brown** 37:22

And that's a main thing. We can save this whole list and circle back to if we need to.

**GA Gilliland, Amy** 37:24

Yeah.

I like that.

I like the word proficient, but yes, I think that's captured in that too.

**Destiny S. Brown** 37:30

Good.

**GA Gilliland, Amy** 37:31

Yeah. So we're good.

**Destiny S. Brown** 37:33

Yeah.

OK.

Great. OK.

Next thing that's up is Candice, I'm pretty sure.

I just assumed it was Candice 'cause. It said the sample application, the rubric, and you were the last person who led that. So.

Are we done with the goal?

Sorry, we don't done with all the outcomes.

ABC and D.

You're at.

That was just four of them.

**JS Jim Snell** 37:54

Yeah, it was just the four, right? Yeah, I know.

That's great.

Yeah, that was that was good work.



**Destiny S. Brown** 37:59

OK.

Now, Jim, we can come back and do action steps when there's more people, if that's OK.



**Jim Snell** 38:04

Yeah, that's fine.

Well, and So what?

Again, what?

What we'll do is we'll we'll take all the committee work on those draft or those brainstormed outcomes and talk about them at the August 8th meeting and then the Commission. I hope at the August 8th meeting will make some decisions about which outcomes it actually wants to include.

In the plan and then from there we can start laying out the activities and the outputs.



**Destiny S. Brown** 38:25

OK.

OK, I'm gonna speak into existence August 8th.

We're gonna be done.

We're gonna rock'n'roll.



**Jim Snell** 38:34

All right. Well, let's hope so.



**Destiny S. Brown** 38:36

Bring my mouth to Lord's ears. We'll work it out.



**Jim Snell** 38:37

Yeah.



**Destiny S. Brown** 38:40

Alright.



**Candace Taylor** 38:44

All right, so just an update and just a complete full transparency.

I have taken the questions that we approved for the award of excellence application. I took the questions that were approved from our last meeting and I've gotten them transferred over to a the SurveyMonkey.

Anthony sent me over some things to fix and update, and there are a couple of things that just a couple of typos here and there. As soon as I'm able to get back in SurveyMonkey, I'll be able to make those corrections.

And send them out by e-mail.

Maybe that way we can get everybody to just sort of say, hey, you know I approve or hey, here's this.

But I did have just a couple of questions about it.

And I think one of those questions, while I'm going back in is the actual scoring rubric.

Is that something that we want actually on the application or is it OK like where are we placing it?

How? Where are we placing it on the on the website? Are we going to put it on the application?

We can definitely do both, but I think my next question is just making sure that the rubric is good to go from the committee, and then we can take it and I can.

Have it sent out here very soon because we touched on it, but I just wanted to make sure that the the rubric is good to go.

The scoring rubric.

 **Gilliland, Amy** 40:11

I'll respond to one of.

 **Destiny S. Brown** 40:11

Great question.

 **Candace Taylor** 40:12

It never moved out of draft.

No, go ahead. Go ahead.

 **Destiny S. Brown** 40:16

Good Amy.

**GA Gilliland, Amy** 40:17

I was just gonna say my Miami, one of I think you asked a couple of questions in there.

**CT Candace Taylor** 40:23

I did.

**GA Gilliland, Amy** 40:24

One of them, I think as a former teacher sharing the rubric, teachers appreciate because that is kind of a yeah.

**CT Candace Taylor** 40:31

No, I'm gonna share it.

I just need to know where.

**GA Gilliland, Amy** 40:33

So I think including it where I think so, yeah, definitely in the application, I think it could be at the very end.

I mean, I think it could be.

I don't think where it is matters as much as just making sure the teachers have it.

Because I think that is just helpful.

**CT Candace Taylor** 40:51

Not to not to interrupt or cut you off. The last scoring like when we actually had the point system, Amy. And just to kind of catch you up, we shortened the application. We've gone from I think collectively now with name school person, all of that good stuff we.

Landing at about Anthony headed up. I think maybe like 12 or 13 questions with everything inclusive.

So that's the first thing that.

And Patricia, I don't know if you know that either, but I'm just letting you know that we have shortened it.

And so with that being said, the the point system that we had for the application is evolving as well.

And so the scoring rubric. OK.

Thank you, Amy.

That is definitely under the leadership of our wonderful Miss Destiny. Cut it.

But anyway, so the question is, is just, you know, I think that it worked out best when we had the application on SurveyMonkey. They saw the instructions.

And saw.

The point system.

It was helpful, but with this rubric.

You know, it's a little bit different in style, you know, and how we're doing things.

So I just wanted to make sure that one we got approval that this is this is how we're doing it.

And just have a little bit more discussion discussion about the rubric so that I can know.

What narrative to attach with it if that makes sense?

So I can put it on the application, I can put it on the AOE.

Website But just making sure that I have the green flag for the rubric that we're good to go.

And you know, just kind of how the like we have the scoring guidance, but just wanted to make sure that this is what we're going with before I put the narrative attached to it.

Justin.



**Destiny S. Brown** 42:45

Yes. So I remember our last meeting.

I don't know what we asked for you to change on the rubric.

I really don't know.

I'm gonna have to go look at the recording, but I do remember there was something we asked to be changed with the rubric.

And so I can't give an answer like if this is the rubric, like, yes, that's what it is. When I glance at it right now, it's like, oh, that's great. But I don't want to say that's great.

And a month ago, we said something else and it wasn't on here yet, but I'm sure that you have been following along.



**Candace Taylor** 43:09

The different.



**Destiny S. Brown** 43:12

So I would just advise you to go back and see that question because I'm pretty sure we had gave some feedback on the previous rubric of what we should take out or what we may not need, or something like that.  
And then I think.



**Candace Taylor** 43:24

Anthony, are you highlighting?  
Oh, sorry, are you highlighting that because that was what we needed to.  
Is that what we were talking about?  
The the language change from where you have highlighted.



**Anthony Bennett** 43:36

#3, we needed to kind of give more information.  
So every this is the correct one actually right here.



**Destiny S. Brown** 43:47

OK.



**Gilliland, Amy** 43:48

I think.



**Destiny S. Brown** 43:49

And.  
Yep. And then I think that when you share this, I think you should only share the category in the description, but they don't need to see the weight or the scoring guidance, right? I think that this should be one of the first things they see before they start.  
Applying because for me, if I know I can't reach 123 and four, I'm not even bout to waste my time to do this, or if I know I need to reach that, I know what I need to work for throughout the year to be able to.  
Reach.  
A high standard of an application, right?  
So I think it's just full transparency, the category and description.



They need to know.

I don't think it matters.

The weight it just needs to give them a direction of what they're trying to achieve and it's a good way.

So when we give them a know if they don't pass, we can at least have something that we give them feedback on, like hey, for number one, you didn't have attributes of service excellence or you weren't able to tell your narrative clearly.

So we were a little confused because the goal is not to break them down, but it is to say you didn't reach the goal this time, but next year we would love for you to apply.

This is how you're gonna meet that goal.

Right. We don't want to keep them from applying.

We want people to continue to apply and actually reach the goal, and if we can give them what we're looking for, we can give better feedback for them to meet the goal the next year or to have workshops, whatever that looks like.

Again, I'm thinking succession plans.

 **Candace Taylor** 45:06

Destiny, you are spot on.

That's the feedback that I was also looking for, so thank you.

 **Destiny S. Brown** 45:11

In the website, I think I said website but application and website.

 **Candace Taylor** 45:13

Yeah. OK.

 **Destiny S. Brown** 45:14

Both of them OK.

 **Candace Taylor** 45:15

OK. OK, Amy.

 **Gilliland, Amy** 45:17

I think so.

I think we should think about leaving the weight on there because I think otherwise

it's assumed that it's 25252525 and if it's really not, I think it might be helpful for the people to understand where they need to put their.

Primary focus area, I think for a lot of grant awards and funding, it kind of does give back guidance. I think that might be helpful.

I think I'm kind of at a loss. I know I missed this the meeting.

Before and I apologize, but in the first one it says assess how it demonstrates excellence across key attributes such as.

But then it doesn't tell what those key attributes are.

And I guess what I'm wondering is one of the big things last year that stood out to me in reviewing applications was.

Schools that had one program that had 15 kids that did amazing.

But then other schools that actually engaged also is one of the key attributes, like participation across the entire student body.

Or are we not looking at kind of that this year?



**Destiny S. Brown** 46:27

So I don't know the answer to that, but here's the thing where I think of it from.

An opportunity standpoint, you can have a private school whose parents who have a two parent household who have nannies and things. I don't want to assume that's very stereotypical.

I'm sorry, but you mostly have a higher income if you're able to go to a private school, so you're able to have resources to allow your child to participate in other activities, whereas like if you come from a lower socioeconomic income, you may not have transportation to get.



**Gilliland, Amy** 46:40

Yeah.



**Destiny S. Brown** 46:53

Somewhere, so you may not be participating.

Your school members may not be able to participate as if a school has the ability of active caregivers not active, engaged, more engaged caregivers in that aspect. And so to me, that's my red flag is like you can't Ding a school if not everyone has opportunity to partic.

**GA Gilliland, Amy** 47:02

Yeah.

 **Destiny S. Brown** 47:13

Or sports may be their way out of something, and that's where they have to spend their energy, you know.

So I'm just thinking about that aspect.

**GA Gilliland, Amy** 47:20

I think for me, I appreciate that.

I think for me it's a little bit more.

It's a little different than that.

It's more.

Are you only putting any energy and only motivating the circle that the Kiwanis Club to do the service? Or are you saying like, hey, our whole school can participate and you can participate either by giving money, raising awareness like that?

There's ways that it's not all money and financial, but it's the idea that, like the basketball team, is doing something.

The.

1st and 2nd grader do it.

That it's not just one little, I guess, and it might be helpful.

 **Destiny S. Brown** 48:01

So.

**GA Gilliland, Amy** 48:01

I don't know if we can share applications from last year, but there were some that were just it was very obvious that there was one teacher with one club that was doing awesome things, but there wasn't like a School of excellence.

We talked about it was almost like an organization within the school was great, but the entire school.

Was not have this sense of community.

And community participation.



**Destiny S. Brown** 48:25

So.

So what?

I'm hearing is offering service learning or volunteer opportunities across the school is what you're saying doesn't matter the percentage, but you at least want the opportunities to be offered across the school and then we can go from there.



**Gilliland, Amy** 48:40

Yeah, I think I'm thinking more of like a school spirit of volunteerism versus just a club, one club that that volunteers, is that since it's a school of excellence, I think that's for me it's not.



**Destiny S. Brown** 48:50

OK, if we.



**Gilliland, Amy** 48:54

It's more about like.

Is this something that is promoted, celebrated, recognized, encouraged? Is a school leadership behind this?

Or is this just you've got one amazing teacher.

Feature that's working with one small sub sector of students which is also great.

But it's hard when you're then trying to categorize them as an entire school of excellence. Does that makes, like Candace, does that make sense from our application last year where we had that one really strong?

Group, but it was really just one small group in the school.



**Candace Taylor** 49:31

Yeah.



**Gilliland, Amy** 49:31

Maybe you can describe it better than I am. Sorry, destiny.



**Candace Taylor** 49:35

No, no, I think that you are describing it.

Well, I don't know.

I have split feelings about that. You know I do.

So I I kind of have to, you know, just sort of lean on on you guys because that that application that comes in, you know that one group may have done more than all the applications of all the schools.

So I I have split feelings about that, but I do hear what you what you're saying.

But how to address it? I'm not sure.



**Patricia Powell** 50:04

Well, and see, that's what I was gonna say.

Candace with the thing that you put in there about an example, I would say for each of these things, give A1 sentence. Example of this is what we're like.

This is what we're looking for.

Or something like taking.

Something from an application that did well. You don't have to take the whole thing.

Just like for example this project.

And it gives people an understanding of, oh, OK.

So this is where we're going with this, that direction aspect.

You don't have to give specifics for things, but it can be.

It helps people understand.

It gives that frame like you know, like the only thing that comes to mind like bowling where you have like the little like if you're terrible and you need the gutter protector things.

So whatever you call them, but it gives you the guidelines.

That too.



**Destiny S. Brown** 50:57

That sounds.

That sounds good. Patty and I was also gonna say that too.



**Candace Taylor** 51:00


Sure.




**Destiny S. Brown** 51:01


Candace, let's use the video too to offer more.


 **Candace Taylor** 51:05  
OK.


 **Patricia Powell** 51:05  
Well, that that would actually make it accessible as well to everybody to where it's like anybody who needs.  
The watching the video with like the either closed captioning, any of that stuff it that adds for the just any kind of disability. Yeah, so.

 **Candace Taylor** 51:21  
It opens us up.  
Excellent point.  
Excellent point, Patricia.  
Excellent point.

 **Patricia Powell** 51:27  
Thank.

 **Candace Taylor** 51:27  
We have talked about it, but we're we're just we're not quite quite there yet. I think the rubric is the last part of what we just need to do and then we can move into what that little 5 minute video you know would look like that we can.  
Attach to this for people. So thank you all for your input.  
We have two minutes left, so I'm going to be quiet.

 **Destiny S. Brown** 51:48  
Did no. Is that what you needed? 'cause you know I love to move forward with things. So if you you let us know we don't wanna keep.

 **Candace Taylor** 51:52  
No, no, no, no, this is.  
This is the feedback that that I was looking for because like I said, the rubric I think is off to a great start, but but just where the you guys provided clarity. So I'll I can take our feedback from today. I will add it to the application from.



**Destiny S. Brown** 51:56

OK.



**Candace Taylor** 52:13

What you suggested.

Oh, just just one more thing.

Are we adding the weight or are we not adding the weight?



**Destiny S. Brown** 52:16

Mm-hmm.

This isn't the hill.

I'm on dial, so if we want the weight, we can throw the weight. Add to me. I just to me. I'm like, they just need the category and description. But if you find value in weight at the weight, I just like to give ourselves internally some conversation on.



**Candace Taylor** 52:21

You're not going down it, OK?

Wriggle room, yeah.



**Destiny S. Brown** 52:33

What this is?

Because when you start throwing in weights and people see that weight, then they can start Nick Pickle.

I saw Jim's application and that wasn't like Anthony's application, and I think that we should have had.

So that's why I'm like just giving the category description and then internally we're the ones who need to know and we stay true to that, but.

I also love transparency, so go ahead and throw that weight in there.



**Candace Taylor** 52:54

Patricia. Amy, are you guys agreeable for that?



**Destiny S. Brown** 52:55

If that's what you'll say fit.

**CT** **Candace Taylor** 52:57

I'm not gonna make the final decision. This Jim y'all got to make the final decision on that one.

**PP** **Patricia Powell** 53:01

Actually, yeah, no.

**GA** **Gilliland, Amy** 53:01

John, you had me at transparency. That's what I like too. So.

 **Destiny S. Brown** 53:04

This is.

**CT** **Candace Taylor** 53:05

Do you like transparent patterned cakes?

**PP** **Patricia Powell** 53:05

No, I would say.

**CT** **Candace Taylor** 53:07

Do you like transparency?

**PP** **Patricia Powell** 53:09

No, I was gonna say.

Yeah, I would include the white, not just for transparency, but you think about how each person thinks and it kind of it's like not just the accessibility, but it kind of hits each way of like, if somebody's all about the data and they understand something of, OK.

This is 50%.

This is 25%, so I need to spend this much time for this and all that stuff and it can actually help with the processing of information.

And when they get the thing out, meaning like when they're responding to it, they can understand, OK, this is just how they process that.



**CT** **Candace Taylor** 53:45

I got your pants.

**PP** **Patricia Powell** 53:46

So I just can't say it as eloquently as I want to.

**CT** **Candace Taylor** 53:46

I got you, Patricia. I do.

No, because destiny.

Just she. She's been eloquent all hour, but no, I hear you.

I definitely hear you.

So I will.

I will add it.

I will add a couple of examples and I will get the final as soon as I'm able to get back in SurveyMonkey. I'll work on it.

**PP** **Patricia Powell** 54:02

Yeah.

**CT** **Candace Taylor** 54:05

I'll try my best to get the final product out to you guys very, very, very soon.

Absolutely. Before August, I want this done, you know, wrapped up.

Present bow.

 **Destiny S. Brown** 54:17

Yes, I would love to present this at the next Commission meeting, not for feedback, but to tell them this is what we're doing and yeah.

**CT** **Candace Taylor** 54:18

Yes.

You got it.

This is it. You got it.

 **Patricia Powell** 54:24

Did the is that with the scoring guidance too? Would your would you include 'cause?

 **Candace Taylor** 54:25

You got it.

Yes, absolutely.

 **Patricia Powell** 54:29

I think that would be helpful as well to have like just the whole thing. So that way people can understand like when they're looking at what they've finished, kind of like how destiny had to write out the thing so she couldn't, you know, just say it. No it.

 **Candace Taylor** 54:40

Yeah.

Nope.

 **Patricia Powell** 54:43

Kind of like that where I'm thinking, well, if somebody can write out what they say and they look at it as like, is this understandable all that? And so they can actually go in there like a mental guidance thing.

Through the scoring.

 **Candace Taylor** 54:54

No.

I will.


It will absolutely include the the rubric, and I'll have the sample application, and if all goes well, the presentation goes well. We'll go ahead and move into that quick narrative video and then it'll be available for everyone to send out or invite. May be a better word.


 **Destiny S. Brown** 55:12


Perfect.


Great. We're two minutes over, so I'm gonna be very respectful that anybody have


anything for the betterment of the good.  
Of the group, whatever y'all know what I'm gonna say.


 **Gilliland, Amy** 55:25  
Thanks always to you and the staff.

 **Anthony Bennett** 55:25  
No, I think they're OK.

 **Patricia Powell** 55:26  
The Eloquency goes out the window at the end.


 **Candace Taylor** 55:29  
Right. And only like you, it is through 59 seconds and then that's it.


 **Destiny S. Brown** 55:30  
Listen, it's after 12.  
It only lasts for an hour.  
It only lasts for a hour.

 **Candace Taylor** 55:37  
But I got what I need.


 **Destiny S. Brown** 55:37  
Yes.


 **Candace Taylor** 55:38  
Thank you.  
Thank you all y'all have been great today. Thank you. Thank you.


 **Destiny S. Brown** 55:44  
And me, Patricia, you're good.


 **Gilliland, Amy** 55:47  
Yeah. I just.


 **Patricia Powell** 55:48  
Yeah.


 **Gilliland, Amy** 55:48  
I put in the chat just I always like to say I appreciate all that.  
The Commission staff are doing and destiny. Thank you for your leadership with this group so.


 **Patricia Powell** 55:56  
You guys could just type faster than I can.  
That's why I just put the mic off or whatever, because by the time I get my words out, everybody's on to the next thing.  
So I'm just.


 **Destiny S. Brown** 56:08  
Well, thank you, Patrice.  
We appreciate it any bit.


 **Patricia Powell** 56:11  
No, I'm just realizing that, like everybody likes to do the typing thing, even when I'm in a webinar and people will respond.  
I'm like, I'm still trying to type out the thing.

 **Destiny S. Brown** 56:22  
Yes, yes. Well, thank you.  
And also just after we have our Commission meeting August, we can have another foundation of service meeting, right, because after Commission meeting, we're hoping we're moving forward, we can discuss what the video looks like, all those things.  
So after Commission meeting hear from Anthony or myself about the next date and please mark that on your calendar.  
Share with your friends so everybody can be at the next committee meeting and Commission meeting.

 **Candace Taylor** 56:45  
Her thank you guys.


 **Destiny S. Brown** 56:46  
All right.  
See y'all.

 **Candace Taylor** 56:50  
Bye everybody.

 **Anthony Bennett** 56:51  
Thanks everyone, Abigail.

 **Jim Snell** 56:52  
Thanks everybody.

 **Anthony Bennett** 56:54  
Good.

 **Candace Taylor** 56:55  
Oh, Amy, you won't be there.  
It's OK. I'll miss you.  
Oh, you're muted.  
Oh yeah.

 **Candace Taylor** stopped transcription