



Board/First TRIM Public Hearing

September 12, 2022

THE CHILDREN'S TRUST BOARD OF DIRECTORS
COMMITTEE MEETING
(IN PERSON QUORUM WITH SOME VIRTUAL ATTENDANTS)

The Children's Trust Board of Directors
Committee Meeting was held on September 12, 2022,
commencing at 4:00 p.m., at 3250 Southwest 3rd Avenue,
United Way, Ryder Conference Room, Miami, Florida 33129.
The meeting was called to order by Kenneth Hoffman,
Chair.

COMMITTEE MEMBERS:

Kenneth C. Hoffman, Chair
Pamela Hollingsworth, Vice Chair
Mark A. Trowbridge, Treasurer
Karen Weller, Secretary
Dr. Edward Abraham
Laura Adams
Dr. Daniel Bagner
Ta'Myah Byars
Constance Collins
Morris Copeland
Lourdes Diaz
Victor Diaz-Herman
Lourdes P. Gimenez

**CERTIFIED
ORIGINAL**

1 COMMITTEE MEMBERS (Continued):

2 Mary Donworth
 3 Rev. Richard P. Dunn II
 4 Gilda Ferradaz
 5 Mindy Grimes-Festge
 6 Dr. Malou C. Harrison
 7 Marissa Leichter
 8 Annie R. Neasman
 9 Maria Norton
 10 Hon. Orlando Prescott
 11 Javier Reyes
 12 Hon. Isaac Salver
 13 Shanika Graves
 14 Leigh Kobrinski

15
 16 STAFF:

17 Amanda Gorski
 18 Ana Sanchez-Suris
 19 Apoorva Kommajosula
 20 Carol Brogan
 21 Christiana Taylor
 22 Felix Becerra
 23 Imran Ali
 24 Jacques (Jack) Bentolila
 25 James R. Haj

1 STAFF (Continued):
 2 Jennifer Moreno
 3 Jennifer Ulysse
 4 Joanna Revelo
 5 Juana Leon
 6 Juliette Fabien
 7 K. Lori Hanson
 8 Lisanne Gage
 9 Lindsay Francois
 10 Lisete Yero
 11 Michelle Lopez
 12 Muriel Jeanty
 13 Natalia Zea
 14 Rachel Spector
 15 Samuel McKinnon
 16 Sebastian Del Marmol
 17 Susan Marian
 18 Tatiana Canelas
 19 Virginia Hadley
 20 Wendy Duncombe
 21 William Kirtland
 22 Ximena Nunez
 23 GUESTS:
 24 Fiorella Christie
 25 Lauren Page

1 GUESTS (Continued):
 2 Maurice Woods
 3 Averill Obee
 4 Dia Finley
 5 Rudy Natale
 6 Anabel Espinosa
 7 Gladys Montes
 8 Belkis Torres
 9 Virginia Jacko
 10 Debra Heim
 11 Leidy Ramirez
 12 Ana Hernandez
 13 Soraya Audain
 14 Debra Rudnicki
 15 Nakia Bowling
 16 Glenda Gonzalez
 17 Corina Febres
 18 Thema Campbell
 19 Jose L. Dotres

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P R O C E E D I N G S

MR. HOFFMAN: Is there anybody on Zoom?

MS. HOLLINGSWORTH: Dan Bagner.

MR. HOFFMAN: Okay. So, I'm not sure if they'll be able to hear us without --

MR. BAGNER: I -- I can hear you all.

MR. HOFFMAN: Great.

MR. BAGNER: Sorry -- sorry for missing the meeting in person. I got the updated booster yesterday and feeling pretty lousy today, but I'm here, and can hear.

MR. HOFFMAN: Sorry to hear that, Dan, okay.

Those of you who are attending virtually, that might be Dan only, please remember to keep your cameras on and your microphone off, unless you're speaking.

In addition -- I don't think it's working -- I would ask those present to remember to make sure and turn your microphones on when you speak.

Saturday, we launched the 20th Anniversary celebration of the Children's Trust at History Miami. They're hosting an exhibition all year that showcases the historical timeline of the Children's Trust as well as the impact that the Trust has had on the lives of children and families in Miami-Dade County.

1 I'd like to thank Mary Donworth, Mark
2 Trowbridge, Marissa Leichter, and Victor Diaz-Herman
3 who attended. I -- maybe there was other Board
4 members in attendance that I didn't catch, as well as
5 our staff members who were there.

6 The event featured greetings by Mayor Levine
7 Cava, a documentary about the founding of the Trust,
8 which I believe we're going to see a little later in
9 this meeting, and two videos highlighting the impact
10 of our programs, so very impactful videos.

11 And thank you to the staff for their hard work
12 in getting -- putting together just a great event and
13 a great kick off to the celebration of the 20th
14 Anniversary.

15 For our gubernatorial board appointees, have had
16 their terms expired over the past -- thank you --
17 over the past year or so.

18 To fill these vacancies, the Miami-Dade Board of
19 County Commissioners is required to submit to the
20 governor at least three recommended candidates for
21 each board seat, and the governor is then required to
22 either make appointments from these candidates
23 withing 45 days or the request a new list of
24 candidates.

25 On September 1st, the Board of County

1 Commissioners submitted 15 nominees for the
2 Governor's consideration, including the four
3 individuals whose terms have expired. That's
4 Constance Collins, Lourdes Jimenez, Nicole Gomez and
5 Tiombe-Bisa Kendrick-Dunn.

6 So, we're hoping to have our directors' terms
7 renewed or new directors appointed sometime during
8 early October, or by early October.

9 I want to give a special welcome to
10 Superintendent Dotres who is attending this meeting.
11 He's ushered in a new era of leadership for our
12 school district and students. He's fresh from
13 kicking off the -- the new school year. He's here
14 joining us for the important discussion we'll have a
15 little later in this meeting about early childhood
16 quality improvement.

17 I welcome and thank you for all you do for our
18 children.

19 Speaking of Superintendent Dotres, please join
20 me in welcoming his designee to the Board, Lourdes
21 Diaz, as her first meeting, as she's representing the
22 Miami-Dade County Public Schools.

23 Lourdes of product of Miami-Dade County Public
24 Schools, proud alumna of Miami Senior High. She
25 completed her undergraduate studies at Brown

1 University, where she double majored in English and
2 American Literature, and Psychology. And she holds a
3 master's degree from Nova Southeastern University.

4 She's had a long career in the public school
5 system in Miami-Dade County, including as a teacher,
6 first at her alma mater, Miami High, and later as
7 part of the founding faculty of Barbara Goldman
8 Senior High School. An assistant principal at Miami
9 Coral Park Senior High and Orchid Villa Elementary
10 School, and a principal at Hialeah Middle School and
11 then at Miami Lakes Educational Center.

12 In 2019, Ms. Diaz was promoted to the North
13 Regional Office as an administrative director and in
14 2022, she became the chief academic officer for
15 Miami-Dade Public Schools.

16 Welcome Lourdes.

17 A special thank you to our staff and Board
18 members who volunteered for the Family Expo Events,
19 as you will recall, we had three Family Expo Events
20 this year held in late July and early August. It
21 drew over 3000 attendees in three locations. One at
22 Miami-Dade College Wolfson Campus, one at Sweethome
23 Community Campus, and one at the Betty T. Ferguson
24 Recreational Complex.

25 Next week, September 19th, we have our second

1 TRIM Hearing.

2 Please remember this is a critical meeting to
3 adopt a final -- budget, so everybody please attend
4 and please attend on time.

5 Just a reminder that we'll have a Board picture
6 taken before the Board meeting.

7 We ask that everyone please arrive early for
8 this, no later than 4:40 or we'll have to photoshop
9 you into the picture.

10 Also, immediately following the next TRIM
11 Meeting, we're going to have a Board reception
12 opportunity for our Board members to get to know each
13 other as well as the Trust Staff. It'll take place
14 at the Children's Trust runway, or open area,
15 immediately following the -- the TRIM Meeting.

16 And then we don't have any items for -- for
17 approval but do we have any public comment, Muriel?

18 MS. JEANTY: No, Chair, we don't have any public
19 comments.

20 MR. HOFFMAN: Okay.

21 MS. JEANTY: For the Board meeting.

22 MR. HOFFMAN: So then let's move on to the
23 approval of the minutes of our last meeting.

24 UNIDENTIFIED MALE SPEAKER: I'll second.

25 MR. HOFFMAN: All those in favor?

1 (WHEREUPON, the committee members all responded
2 with "aye.")

3 MR. HOFFMAN: Approved.

4 Any opposed? Sorry.

5 (No verbal response.)

6 MR. HOFFMAN: Okay. The minutes of the last
7 meeting were approved.

8 So, we're going to then move onto the meat of
9 the meeting which is our Early Childhood
10 presentation.

11 We've all come to recognize the importance of
12 early brain development and its impact on later life
13 success.

14 The Children's Trust invests in an array of
15 strategies to promote and -- sorry, to promote and
16 support young children's school readiness, including
17 physical, cognitive, social, and emotional readiness.

18 Today's Early Childhood presentation is going to
19 be led by Lori Hanson, our Chief of Research
20 Evaluation and Strategic Planning, and Rachel
21 Spector, Director of Programs.

22 They'll focus on updating you on the status of
23 our Early Childhood initiatives and some of the
24 community feedback we've gotten on that.

25 I'm going to turn the meeting over now to our

1 CEO, who will introduce the presentation.

2 MR. HAJ: Mr. Chair, thank you. I think I need
3 this.

4 Good afternoon, everybody. It's good to see
5 everyone.

6 We're going to start the Early Childcare
7 presentation, but I just wanted to kind of shed light
8 on how we got here.

9 So November 4th, 2021, right, '21, last November
10 we had an Early Childcare Ad Hoc Summit, led by our
11 Early Childcare Board members, Dan Bagner as the
12 Chair, and we met with all the Community Leaders. We
13 had local and state leaders, the mayor joined us, the
14 DL Chancellor Mears wanted to be here and at the last
15 minute he had to cancel, but we followed up with him
16 with all the information we presented.

17 We had Valieo(phonetic) Torres from ELC and all
18 our community partners and business leaders. We had
19 from the Florida Chamber, Mark Wilson, the CEO of the
20 Florida Chamber, because I think now the business
21 community is starting to see, I think they've always
22 seen it, but there's really some traction with the
23 business community following Covid about supporting
24 early childcare for many different reasons; for their
25 employees, for doing the right thing, for getting --

1 or getting to children from birth to five where 95
2 percent of brain development occurs.

3 So we're getting traction. We had a phenomenal
4 meeting, great -- great response from the meeting and
5 from all -- all of our community leaders.

6 And then when we're speaking to Ken, we've had a
7 lot of work since then, is that can we come back and
8 kind of wrap it up and let people know where we're
9 at, what we've accomplished, what's pending, where
10 we're moving forward.

11 And then another piece, when we're -- when we're
12 wrapping up the early childcare piece, there's a lot
13 of discussion from the Board about systems mapping.
14 We're talking about trying to find the gaps, but
15 who's doing what in this community. There's a lot of
16 people doing a lot of work with early childcare.
17 There's a lot of funding streams. Who's doing what,
18 where the opportunity, where are the gaps, and kind
19 of overlay that within two years when the federal
20 money starts leaving, what gaps are going to start
21 showing up and let's plan ahead now to try to figure
22 out if we know we these are the pitfalls, what can we
23 do now, and also what can we do with Tallahassee and
24 the federal government about raising school readiness
25 rates, and just a lot of different pieces, a lot of

1 moving parts, so we really want to update the Board.

2 The great thing that we also is the Mayor has
3 started a blue -- blue ribbon commission on early
4 childcare, which our first meeting -- well, it's not
5 the first, we've had six, eight months of meetings
6 behind the scenes, but the first big meeting is going
7 to be October 7th, where there's going to a summit,
8 and so I think now that we're getting the light, we
9 have the Mayor leading this, it's really an
10 opportunity for Miami to kind of move the needle for
11 early childcare. There really is no lobbyists,
12 there's no big money behind it, so people do need to
13 step up -- step up to support this critically
14 important work.

15 So, I'd like to turn it over to Rachel Spector
16 first, who will give you an update on what -- what
17 we've accomplished since November, and then she's
18 going to tee it over to Lori.

19 The systems mapping that we talked about, we've
20 been developing. It hasn't -- you know, it's been
21 quiet, but there's been a lot of work, working with
22 all the partners, 15-18 partners, about who is doing
23 what, where are the funding streams, and this is what
24 we're going to present at the mayor summit.

25 Also, we have some time on the agenda to present

1 our systems mapping, so without further ado, Rachel,
2 you want to take it over?

3 MS. SPECTOR: Yes, okay, thank you, Jim.

4 Yeah, so as Ken mentioned, I'm going to start
5 by, I'm excited to talk about the highlights, but I'm
6 going to start just by reminding everyone, sort of,
7 the different pieces -- you can go to the next slide
8 -- of our Thrive by Five investments in our
9 portfolio, which -- and I'm going to -- these are the
10 sort of the four buckets, which we categorize are
11 early childhood investments, which include our
12 Integrated Quality Improvement System, our Quality
13 Childcare, Childcare Access, Developmental Screening,
14 Assessment, and Intervention, and then our Early
15 Childhood Research.

16 So our Early -- our QIS, our Thrive by Five QIS,
17 is most of you remember back, we had an Early
18 Childhood work group over four years -- over five
19 years ago now, where the Thrive by Five was really
20 born.

21 And in this instance, we started our new system
22 in 2018, it was really created with beneficiary
23 voice, we really included providers along with input
24 from Board -- from Board members and national and
25 local leaders to really create our new quality

1 improvement system.

2 So -- and the goals of our system are pretty
3 simple. We really want all children in our community
4 to have equal access to high quality early learning
5 experiences, regardless of where they live, where
6 they come from. We want everyone to have equitable
7 access.

8 And then we want the providers that are
9 operating in -- in these higher need neighborhoods to
10 have the funding and the resources they need to be
11 able to increase and maintain high quality so that
12 all children are able to access the services.

13 And that we will continue to use sort of a
14 continuous learning framework to continue to evaluate
15 our investments, engage in -- in conversations with
16 our partners, figure out where the gaps are, figure
17 out where -- where more money or less money is needed
18 to really continue to work the levers to ensure that
19 we're meeting our goals.

20 As a reminder, the criteria to participate in
21 Thrive by Five, which was discussed and set in our
22 Early Childhood work group, is that providers need to
23 be located in high poverty areas. They need to serve
24 at least 30 percent of the children in their program
25 need to have a school readiness subsidy, and they

1 need to serve infants and toddlers. So really
2 focusing on infants and toddlers as the very
3 vulnerable population and a shortage of care for
4 infants and toddlers.

5 We were very intentional about making one of
6 that criteria.

7 We have almost 300 programs participating today,
8 but we did, October starts our new year. We opened
9 the application today, for new providers, and the --
10 we are getting flooded with applications as we speak.

11 So most of our system is really focused on
12 building off other resources and other investments
13 that we have, and so the way that we think about the
14 integrated system, is that this, you will see, the
15 colors are kind of strange, is a menu, if you will,
16 of different supports and resources that we offer to
17 childcare programs.

18 So, we are trying to come from the -- from the
19 space of childcare owners, directors, educators are
20 the experts in what they do, and we are here to offer
21 the resources and the support to enable them to reach
22 and maintain the high-quality care.

23 So professional development is important.

24 So we have an Early Learning Career Center.
25 It's operated by our partners at the Children's

1 Forum. Every educator in the county is welcome to
2 partake in our scholarships, that includes Head Start
3 teachers, public school teachers, any teachers that
4 are working with children, birth to five, have access
5 to CEU coursework, credit bearing coursework,
6 conferences, you name it, any high-quality training,
7 we're ready to support it.

8 And following that, we have a Wage Incentive
9 program, which is a salary supplement program if you
10 will, intended to encourage continued education for
11 educators and reward continued education and reward
12 retention.

13 So every six months that they remain in their
14 program, they're able to apply for a wage incentive,
15 which I'm going to go into a little bit more on that
16 later.

17 Building off of our -- the work at the State
18 level, with the Division of Learning, who offer
19 tiered -- high quality tiered payment differentials
20 for school readiness providers, that are operating
21 under a certain threshold of quality based on a class
22 observation, which is an observation that measures
23 interactions between children and teachers in the
24 classroom, they offer some tiered payment
25 differentials.

1 The Children's Trust, we offer differentials on
2 top of those differentials, so for our highest
3 quality programs, they're able to earn up to 15
4 percent on top of the unfortunately very low school
5 readiness reimbursement rate. They're able to earn
6 15 percent on top of that for every child that
7 they're serving, which has been the -- the goal is
8 that they invest the money back into their program in
9 the form of teacher salaries, teacher bonuses,
10 equipment, curriculum, materials, et cetera.

11 And in alignment with that, we have our
12 scholarship program, which is for our very highest
13 quality programs, what we call Tier Four and Five,
14 who are operating at a very, very high level of
15 quality.

16 And they are able to accept our scholarships
17 from the Children's Trust, so these are families that
18 do not qualify for the school readiness subsidy,
19 which serves families up to 150 percent of the
20 federal poverty level, and we're bridging the gap
21 with our scholarships for families up to 300 percent.

22 This is really important right now as we're
23 having this minimum wage conversation and families
24 are starting to earn \$14-15 dollars an hour, when you
25 have two parents that earn \$15 an hour, which clearly

1 is not enough money to live on. They no longer
2 qualify for the school readiness subsidy, so these
3 are the families that we're really supporting right
4 now.

5 Our partnership with the United Way is for Child
6 Formative Assessments. We're using the teaching
7 strategies gold model so we -- this is not about
8 assessing children. This is for the sake of the
9 assessing -- this is about ongoing formative
10 assessment to understand developmentally where
11 children are at, in order for educators to
12 individuate instruction and help make sure that our
13 children are reaching the milestones they need to be
14 ready for school when they enter kindergarten.

15 So it's really serves as a guide for teachers to
16 help them structure the interventions and the
17 everyday routines in the classroom.

18 And then our partnership with the University of
19 Miami, mental health consultation; we have partnered
20 with UM to -- to develop, really from the beginning,
21 and now implement an early childhood mental health
22 consultation for school-based settings, so this work
23 is very focused on less -- more on the administrative
24 and the director level and -- and teacher level,
25 interventions to make sure that the environments are

1 social, emotionally well, that children receive what
2 they need, that staff are receiving what they need.
3 We're very focused on policies around suspension and
4 expulsion of young children, because unfortunately,
5 it's -- it's continuing to happen, especially in --
6 with black and brown children, especially younger
7 children under five, so we really want to make sure
8 that that is not happening in our Thrive by Five
9 programs. We do have a policy about that. And this
10 UM team goes in and spends very intense nine months
11 working with, from the director, from the owner, all
12 the way down to the educators to make sure that we're
13 addressing every child's needs.

14 So, we want to just highlight, as Ken mentioned,
15 some of the exciting things that we've been working
16 on and been able to -- we've been recognized for and
17 been able to produce, over the past seven months, I
18 guess, since we were here in January.

19 So the first opportunity is we -- I think in our
20 -- the last meeting Jim was referencing, we had folks
21 from -- we had Herman Knopf here from U.F. who was
22 talking to us about some artwork during the pandemic
23 specifically, around the resiliency of some of the
24 childcare programs in Miami-Dade.

25 So I was invited to present to the Federal

1 Reserve, it was sponsored by the Federal Reserve Bank
2 of Atlanta, and there were seven different Federal
3 Reserve bank people from seven different Federal
4 Reserve banks from all over the country, and they
5 were specifically interested in learning how the
6 changed investment strategy that we put forth in
7 2018, with Thrive by Five, how the effective
8 intervention has stabilized the childcare -- helped
9 to stabilize the childcare market in Miami-Dade
10 County and how it helped to build resiliency during
11 the pandemic.

12 So we -- that was a few months ago, they're
13 circling back with some follow-up and questions, so
14 we're participating in ongoing conversations.

15 And then we wanted to highlight that, the Team
16 at UM, we published an article around the infant
17 mental health consultation in a diverse area of
18 Miami-Dade. This is a program that we put out for an
19 RFP. We consulted with Dr. Neal Horne from
20 Georgetown University to utilize their framework,
21 which it's a very -- it's a very loose framework, and
22 we needed to modify and build out this practice as a
23 best practice for our community which is different
24 than any other community, and so, we were excited
25 that the work has been recognized and -- and

1 published, and continuing to be recognized.

2 And so we are getting ready to launch ASCEND
3 (Phonetic), which is our salary supplement program I
4 mentioned earlier. It's a wage incentive program.

5 We do invest over \$1.9 million dollars in salary
6 supplements so that's the \$1.9 million dollars
7 directly going into the pockets of early learning
8 educators in our community, they all are making under
9 17 -- \$17 dollars an hour. That's one of the
10 criteria, so the money is going directly to them.

11 We previously partnered with the Children's
12 Forum on this statewide incentives model but we have
13 decided -- we decided to bring it in-house and
14 develop our own model which we felt was a more
15 equitable model for early learning educators.

16 We are -- have developed again, in partnership
17 with many national experts, many local experts,
18 without provider advisory committee with many
19 meetings with educators and focus groups, a more
20 robust scale, which really, we're calling training
21 and knowledge, which looks at teacher/child
22 interactions, continued education and longevity in
23 the field.

24 So we're taking these three very important
25 aspects to the quality of an educator and educators

1 are able to earn up to \$6000 a year in two payments,
2 if they continue to remain in their program.

3 It's -- it's a -- it's a change for us, in the
4 fact that it's -- it's -- we're modernizing it, in my
5 mind, the -- the program, it is going to be app --
6 mostly app based, and also available on the web, but
7 it's going to be very easy for an early learning
8 teacher who barely has any time during the day to,
9 you know, upload documents, and -- and complete
10 things easily through their cell phone.

11 We are -- it's going to be direct deposit, so
12 they will just seamlessly receive their payments,
13 once they submit their application.

14 We've developed direct API's with our
15 professional development registry where we capture
16 the education credentials of all our early childhood
17 educators, and we have, for the last 15 years, so
18 that information is all being integrated and as
19 teachers continue to engage in professional
20 development, they can simply take a picture of their
21 diploma or their certificate or their transcript and
22 upload it to the app and it will be verified through
23 our registry team.

24 There's career advisor support available through
25 the Children's Forum and we really, through this new

1 remake, I guess, of the program, wanted to highlight
2 that there are a lot of barriers to a higher
3 education in our community and so not everyone is
4 eligible or able to engage in -- in higher ed, credit
5 bearing courses, so we wanted to acknowledge other
6 pathways for educators to continue to earn
7 credentials and continue to improve their
8 professional development.

9 In anticipation of launching ASCEND, we
10 submitted a proposal to the NAEYC, which is the
11 National Education -- National Association for the
12 Education of Young Children, is probably one of the
13 biggest national early childhood associations in the
14 -- in the country. And so, we submitted a proposal
15 to highlight our new ASCEND program, how we thought
16 of it, how we developed it, the -- the steps, what it
17 -- what it's composed of, and highlight the data
18 systems we're using, and we were excited to be
19 accepted.

20 So in November, we will be presenting our work,
21 our collective work at that conference in DC, so
22 we're excited about that.

23 And then I wanted to highlight in partnership
24 with Pam Hollingsworth, and our relation with the
25 Division of Early Learning, and the Early Learning

1 Coalition.

2 Pam has applied -- suggested to the Department
3 of Early Learning that they take some of their AARPA
4 Funds and invest in partner with the Children's Trust
5 and invest providing curriculum and materials for the
6 programs that are participating and receiving mental
7 health consultation, and then also, adding on to our
8 1.9 million pot of salary supplement money. So we
9 will have even more money to hand out to teachers to
10 reward them and recognize them.

11 And then lastly, for Thrive by Five, military,
12 we have been meeting with the Department of Defense
13 for over a year. We're very excited that this week,
14 we're going to launch, in Miami-Dade County, the
15 Military Childcare in your Neighborhood Plus program.

16 This has become -- childcare has become a very,
17 very high priority for the undersecretary and all --
18 I've been meeting with all four branches of the
19 military over time, and the -- the program
20 essentially provides the opportunity -- the military
21 has historically had very, very high quality
22 childcare, which they provide on -- on base, but they
23 have so many needs that they cannot meet all the
24 needs of their families anymore, so they're coming
25 outside into the community and they are going to be

1 partnering with community based childcare programs.

2 They -- in order to, the way the program will
3 work, is that in order to -- to be able to engage
4 with the military and serve military families, they
5 will need to be participating in Thrive by Five. We
6 are sending information to the -- to the military and
7 they will create contracts with our providers that
8 are interested, that are Tier Four and Five, so
9 again, our highest quality providers will have the
10 opportunity to serve military families.

11 So it's -- it's a win/win, we're able to serve
12 families in our community, with providing military
13 families high quality care, and it offers another
14 stream of income for our Thrive by Five providers
15 which, you know, multiple streams of income is -- is
16 great for them.

17 So once again, they've launched in just a few
18 states around the country. This is the first
19 community that they're launching in, so we are
20 serving as the model, again, for the rest of the
21 state of Florida. They're hoping to be in, in every
22 community in Florida, and we're also serving as the
23 model for other states that have locally based QIS
24 systems that are not, you know, at the state level.

25 So, very excited for our partnership. I think

1 it's launching Wednesday or Thursday of this week, so
2 really excited about that.

3 Okay. Switching over to childcare.

4 Is there any questions, any -- about the quality
5 improvement system or, any -- anything?

6 (No verbal response.)

7 So I mentioned our child scholarships. This is
8 serving families that are up to 300 percent of the
9 federal poverty level.

10 I know Lori is going to talk about sort of what
11 that means, but for a family of four, it's more or
12 less around \$80,000. These are families that are
13 unable to afford the high cost of childcare, which
14 is, you know, upwards of 250, 300, \$350 a week per
15 child.

16 So, our scholarships are -- are available. We
17 have over 1150 children enrolled. We do have a huge
18 waitlist, we actually -- our waitlist is already up
19 to 675, since like last Wednesday, when I made this
20 slide and so it just -- it continues -- it continues
21 to grow.

22 These are families that -- that do not qualify
23 for either Head Start or School Readiness, so these
24 are families in that -- that middle bracket.

25 And then additionally, the Children's Trust

1 invests three and a half million -- \$3.6 million
2 dollars in childcare match, so we partner with the
3 Early Learning Coalition, with the United Way, with
4 Miami-Dade County, with Redland Christian Migrant
5 Association, and our investment helps to leverage
6 over \$28 million dollars in federal funding for
7 childcare, which brings an additional, over 3200
8 slots, of high-quality slots in our community. Not
9 enough, but still supporting.

10 Developmental screening and referral, of course,
11 developmental screening is available through all of
12 our childcare programs. It's a requirement in the
13 School Readiness program that all children are
14 screened and all of our Children's Trust funded
15 parenting programs or home visiting programs and
16 then, this of course, walks alongside all of the
17 screening done by the Early Learning Coalition and
18 the -- Early Steps, Fiddlers at the School System,
19 United Way, so we're just adding -- adding onto
20 ensure all children are screened and hopefully
21 receiving intervention early.

22 We fund several early childhood focus parenting
23 programs, so again, this is -- these are parenting
24 programs that live really in our parenting portfolio,
25 but are focused on serving young children, which

1 includes home visiting program, parent/child
2 interaction therapy, Parents are Teachers -- Healthy
3 Steps, and last year over 10,000 families received
4 parenting services, Early Childhood parenting
5 services through in-person and a combination of
6 virtual services.

7 Next, is our Specialized Autism Assessment in
8 partnership with Miami-Dade County Public Schools,
9 Early Steps, and University of Miami CARD Center.

10 These are children who have very complex needs,
11 who require very complex multi-faceted evaluations in
12 order to determine the best course of services for
13 them. So through this program, these are families
14 that otherwise would not be able to afford the
15 evaluation, the referrals come directly from Miami-
16 Dade County Public Schools, or directly from Early
17 Steps into UM CARD and then the -- they are -- they
18 receive their evaluations paid for by the Children's
19 Trust.

20 We, then the information goes back to Miami-Dade
21 County Public Schools, back to Early Steps, and then
22 we receive back from the School District and Early
23 Steps, what was the results of that evaluation.

24 This Board actually, when we started it, was
25 like that's great, we're -- we're all about

1 evaluating but like let's know what -- what our, you
2 know, what our evaluation is meaning.

3 So we receive quarterly reports back from the
4 school district, from Early Steps, which tell us, you
5 know, what services the children ended up receiving,
6 what types of classrooms they were placed in, what
7 types of additional services they received.

8 Early Discovery is our partnership with the
9 University of Miami Mailmen Center, so these are
10 children that no longer, with the new thresholds in
11 place for Part B or Part C, they don't qualify for
12 services, but these are children that have
13 development delays in at least one area of
14 development. They have -- and -- and they need
15 services, some short-term services to maybe like get
16 them -- get them to the next step, but they don't
17 qualify for any state funded services.

18 So Early Discovery provides physical therapy,
19 occupational therapy, behavioral therapy, speech
20 therapy, whatever type of intervention the child
21 needs, it's short term. They also provide care
22 coordination and really work with parents, so if it's
23 physical therapy, they're going to teach the parents,
24 you know, how to work with their child and so the --
25 the services can just be continued. But it is an

1 average of seven sessions. It really ranges maybe
2 from six or seven up to 12 or 14 sessions per child.

3 And then, I think, lastly, our Early
4 Intervention Summer Camps are summer camps that we
5 have in the summer for children birth to five, these
6 are typically children that receive school year
7 services, through the school district, and do not
8 have any -- have this gap of -- of services during
9 the summer, so we want to make sure that our youngest
10 children are not losing the skills that they picked
11 up during the school year, continue to receive
12 intervention therapies are built in and so that
13 they're ready to return back to school in the fall.

14 And then in terms of our Early Literacy
15 Supports, of course, everybody knows about our Book
16 Club hopefully.

17 We have no, over 43,000 children registered in
18 our Book Club, which serves children birth to five,
19 and we send out books every month to every child and
20 activities for their parents to sit along and engage
21 with their -- with their child.

22 Reach out and Read is operated in 70 pediatric
23 sites and comes on site to visit with pediatricians
24 and families to ensure that children are being
25 screened for developmental milestones and gives the

1 pediatrician and -- and the Reach out and Read staff
2 an opportunity discussing the importance of early
3 literacy with parents.

4 They actually give parents like a book and like
5 a prescription that says you need to read with your
6 child and -- and so they're in out in the 70
7 different offices.

8 And then Books for Free is strategically placed
9 bookshelves around our community. I believe there's
10 about 70 of them, and they are in under resource
11 community locations where parents and children hang
12 out, maybe like in a WIC office, in the Children's
13 Courthouse, I think we have some, and now we recently
14 added barbershops and laundry mats, so that children
15 can -- and families can begin to build their child's
16 library at home. They're -- they're -- it's what it
17 is, Books for Free, so you can come, take a book, you
18 can enjoy the book while you're there, and you're
19 welcome to -- to take the book with you when you
20 leave.

21 And health, so we have two programs in our
22 Thrive by Five portfolio, Oral Health and Vision.

23 So Oral Health Services, we have some mobile
24 units that are available to go to Early Childcare
25 sites or any sites and provide -- they -- they get

1 consents from the parents, and then they do dental
2 screenings. They connect families and children with
3 dental homes, and if they don't have a primary
4 dentist, and they're checking for cavities and that
5 sort of thing.

6 And then for vision, we also conduct -- they
7 conduct screenings in the childcare programs. If the
8 children -- if a child fails a vision screening, they
9 will be referred to Miami Lighthouse for the Blind,
10 where they will get a more comprehensive eye
11 examination and then they will be given glasses,
12 should it be determined that the child needs glasses,
13 they will get free glasses for any child that doesn't
14 have insurance and could not otherwise afford the
15 glasses.

16 So, last year, I think, we conducted about 5000
17 comprehensive screenings from children that have --
18 comprehensive evaluations from children that have
19 failed vision screenings. These are little children,
20 birth to five.

21 And then our last area is early childhood
22 community research. So we just did a presentation, I
23 think, not so long ago, we finished up our first
24 four-and-a-half-year cohort early childhood research.

25 Really want to give a shout-out to all of those

1 providers, some of them are here, who have taken
2 their results and disseminated them nationally and
3 internationally at conferences in some cases, and
4 have really published articles and peer review
5 journals, so they were -- just as a reminder, we had
6 seven programs that were delivering intervention
7 while conducting rigorous research to understand best
8 practices and what we should continue to work on.
9 Those ended.

10 We are entering our second year. We have six
11 projects, two of which are continued from the
12 original cohort, and we have four brand new projects
13 that are starting.

14 That's it for me.

15 Any questions?

16 Yes? Yes?

17 DR. ABRAHAM: All right. Is this -- are
18 these things not working?

19 MS. SPECTOR: Uh-huh?

20 DR ABRAHAM: Can you give me the
21 procedure by which you guys choose who gets to which
22 teacher to which childcare providers get cash in
23 their pockets and --

24 MS. SPECTOR: So it's -- it's the teachers need
25 to decide -- the educators need to decide for

1 themselves, because they need to apply for the
2 program, but the criteria for selection is that the
3 educators earn under 17 -- 17.50 an hour, they need
4 to work more than 20 hour -- 20 hours or more a week
5 directly with children, so it's not going to be, you
6 know, the cook or the, you know, the director that's
7 sitting in the office, and -- and -- and that's --
8 that's only -- that's the only criteria.

9 But it is dependent, it's a shift from the
10 program we had before -- where we invested in before
11 in that we sort of like went to the educator every
12 six months and said hey, we're coming at you with
13 here's your money. It was -- became very, very labor
14 intensive to chase people down to give them money.

15 So the other criteria is that they need to be
16 working in the childcare center every six months, so
17 if you get your award and then the next month you
18 leave to a new program, you need to wait until you've
19 been somewhere six months, and then you can start
20 over.

21 MR. SALVER: I have a follow-up question
22 for the attorney; is that -- is that accounted for
23 and provided for within the by-laws of the Children's
24 Trust because I've always been a proponent of having,
25 you know, all the funds be invested in programming

1 versus, you know, versus, you know, giving money to
2 people.

3 MS. KOBRINSKI: I don't think this is
4 specifically addressed in the by-laws; however, the
5 code and the statute provide that the purpose of the
6 Children's Trust is to fund improvements for children
7 in Miami-Dade County and the areas of health,
8 development, and safety, parental responsibility,
9 community responsibility and other necessary and
10 important children services. So as long as the
11 expenditure of funds falls within that gambit, then
12 it would be covered and permissible.

13 MR. BAGNER: If I may, can everyone hear me?

14 MR. HOFFMAN: Oh, yeah, we can hear.

15 MR. BAGNER: Oh, good, I'm -- again, I'm sorry
16 I
17 can't make it today. Wish I could there. But I just
18 wanted to give a shout out to the staff and all the
19 providers for all of what they've done in the -- the
20 Early Childhood realm. As you can see, there has
21 been pretty incredible growth in this area over the
22 past several years, and I'm really proud of what
23 we're doing, and just to reiterate what Rachel is
24 saying, the impact that our funds can have when kids
25 are young, are exponential. It's really a -- a great
 investment of our dollar, when we invest in young

1 kids.

2 And I also want to highlight, what's exciting to
3 me as a researcher is the Early Childhood
4 demonstration research projects.

5 Not only are they producing research, but those
6 projects are having a rippling effect because we're
7 providing direct care to families in Miami-Dade
8 County, and then papers are being published about the
9 care that's being provided and then places from all
10 over the world, are then reading those results and
11 can implement similar programs in their communities.

12 So I'm really proud of everything and -- and I
13 hope we can continue to invest and possibly increase
14 our investments in this area and thank you.

15 MR. HOFFMAN: All right. Pam and then
16 Constance.

17 MS. HOLLINGSWORTH: Thank you, Mr. Chair.

18 First of all, actually I don't know where --
19 quite where to begin because there was so much, but I
20 will begin with congratulating Rachel and the Team
21 for the DOD project as well as the acceptance to
22 NAEYC. Those are super big and very exciting.

23 The partnership between Early Learning Coalition
24 and the Trust, in many areas, has been strong for
25 many years. The Early Learning Coalition is

1 increasingly part of what has become a coordinated
2 system of high stakes accountability with early
3 childhood programs.

4 And as we all know, you cannot fatten a goat by
5 weighing it.

6 So we can figure lots of things out by way of an
7 observation, however, without the high-quality
8 programming and various supports upscaling for early
9 education professionals, the system just doesn't
10 work.

11 So you know, Jim, I know you talked -- you
12 started today talking about systems mapping and gaps,
13 but I just have been increasingly excited over the
14 years about all the little holes that Thrive by Five
15 has been building and has been filling in terms of a
16 coordinated system of care, so I, you know, agree
17 with everything that Dan said and very pleased to be
18 part of this process and congratulations and thank
19 you on behalf the children in Miami-Dade County.

20 MS. COLLINS: Now, I -- I also wanted to say
21 thank you for the -- really the breadth and depth of
22 the programming, the support, the educational
23 initiatives, the community outreach and engagement,
24 the research, all of which I know to be -- first hand
25 -- I know to be lifechanging for children and

1 families in need, and in some cases, lifesaving.

2 And so I just want to say I'm really grateful
3 to

4 be serving on the Board of this organization in
5 support of this quality work that is changing, not
6 only our local community but also changing the
7 landscape on a national and international level, so
8 thank you and congratulations.

9 DR. ABRAHAM: Yeah. So before I ask my
10 question, let me just underline what everybody else
11 said, these are great programs.

12 So I'm wondering if we could go back to the
13 Child Assistance Program.

14 There were 625 people on the waiting list, and
15 you know, I know funds are limited. For these kinds
16 of programs serve a common question, how do the
17 families find out. You know, the need for this is
18 going to be huge, absolutely huge, and so you know,
19 we can't meet all of that need but I just wonder
20 about, you know, families being able to know about
21 this, how it's publicized, how they can get
22 themselves on the waiting list, so that we're not
23 just approaching a fraction of the population but you
24 know, like all of our activities, reaching out as
25 much as possible to you know, cross the populations
that we serve.

1 MS. SPECTOR: So we are not advertising the
2 program right now, because we have 675 people on
3 the
4 waitlist --

5 DR. ABRAHAM: Yeah.

6 MS. SPECTOR: But we -- families know really
7 through the Early Learning Coalition, we're
8 leveraging the School Readiness Program, so
9 families,

10 the way in is that you apply for the School
11 Readiness

12 subsidy, because that's already funded, federally
13 funded. If you don't qualify, the Early Learning
14 Coalition informs the families about the program
15 directly.

16 Now, that we've been doing this for many
17 years,

18 the childcare providers themselves are saying to
19 families, oh, shoot, you lost your School
20 Readiness,

21 you're going to, you know, you can apply for this,
22 or

23 you're going to -- so it's spreading word of mouth,
24 but we have not, you know, intentionally like
25 called,

made a big calling out, because we don't want to
call

families to get on a waitlist, honestly.

DR. ABRAHAM: So, you know, it's a generic

issue. I worry about this because there are
probably a lot of families out there who are
not hearing about these programs. Laws Reporting, Inc. 305.358.2700
info@lawsreporting.com www.lawsreporting.com

segments of the population that aren't hearing
about

1 could have a waiting list of 20,000 and not meet all
2 of those needs but it's just to make sure that all
3 the children or all the families who could be touched
4 by this, somehow are aware of it.

5 You know, for this program and every other
6 program --

7 MS. SPECTOR: Yes.

8 DR. ABRAHAM: -- too.

9 MS. SPECTOR: Thank you.

10 MS. GIMENEZ: To the Chair, my question,
11 first of all, thank you, because Thrive by Five is an
12 excellent program, it's very comprehensive and it's
13 reaching out to our families and our children that
14 are in most need, and are getting a specific type of
15 help, which is, for me, very important, not just
16 general type of help.

17 My question though is for the summer camp, the
18 intensive summer camp, I'm assuming the teachers or
19 the interventionists are certified teachers in early
20 childhood education and they're using differentiated
21 instruction and meeting the needs of the three, four,
22 and five year old's that attend?

23 MS. SPECTOR: I'm -- I'm not going to say that
24 they're all certified teachers in early -- in early
25 childhood, they are -- they are -- have credentials,

1 teaching credentials in early childhood. They are
2 typically the teachers that work with the children
3 during the school year, so they continue to work with
4 them during the summer.

5 The -- the instruction is definitely
6 individualized, and they also continue to receive
7 therapy. So it is -- they are small groups, and they
8 continue to receive the same types of interacting --
9 with a little more fun for summer, as they do during
10 the school year.

11 MS. HANSON: Well, I think we probably are going
12 to need to boot my -- because we have to stop at five
13 for the -- for the TRIM Hearing, so unfortunately, I
14 have maybe 15 minutes worth of overview to give you
15 of the funding and the systems mapping that we
16 collected the data on, so Jim, I'm not sure how you
17 want to -- if you want -- I mean --

18 MR. HAJ: Lori, do your best, we -- we have to
19 start after 5:01, so we can go to 5:05 to start, so
20 if you can condense it as much as possible.

21 MS. HANSON: Okay. Okay. So, one of the
22 partnerships that -- that predates the Early
23 Childhood Research Group, but now is actually one of
24 the recipients that that Rachel mentioned is our
25 Miami Ideas Consortium partnership. And this is a

1 partnership that's hosted by the UM Psychology
2 Department, but our founding members are the school
3 system, Early Childhood Division, the County's
4 Office, the Early Learning Coalition and the Trust.

5 We've also had meetings attended by Citrus and
6 DCF. All with really in the interest of integrating
7 data for effectiveness across programs and knowing,
8 recognizing that we're many of us serving the same
9 children and how can we learn together to do better
10 by the children that are being served across our
11 systems.

12 We have, since 2016, had legal data sharing
13 agreements, they're currently in the works of being
14 renewed at the moment, but we have a couple of
15 foundation grants that we've gotten to -- to start
16 this work, or to continue this work, and with working
17 with the University of Florida, also in the Sunshine
18 State Portal to look at integrated data of families
19 served by School Readiness, that are also getting
20 economic security supports from DCF and just kind of
21 looking at the overlap of those programs.

22 Oh, I'm not pushing here, you're pushing.

23 So, I want to thank all the partners who
24 participated after the last meeting, or the committee
25 meeting in November, one of the things that came up

1 was hey, let's get a -- let's try to get a big
2 picture of all the things that are going on in the
3 community and so we surveyed our Early Childhood
4 Partners, and many of them, you can see here on this
5 -- on this board, there were more than 25 agencies in
6 our -- in our survey that are operating 34 different
7 Early Childhood Programs, that have funding from the
8 federal, state, and local levels in the data set that
9 we collected.

10 And I'm going to talk about -- there's a few
11 limitations. We collected information about the
12 funding sources and amounts, the program operations
13 eligibility and referral sources, the types of
14 services and the numbers and ages of children served.

15 Some of the limitations though is that this is
16 aggregate information at the program level, right, so
17 for example, the numbers of children are likely
18 duplicated across programs as some families may
19 receive services from multiple -- multiple programs
20 and multiple services.

21 There are some possibilities that programs might
22 not have been included if they're operated by groups
23 that were not included in our survey or if some of
24 the agencies might not have thought to report every
25 program that they were operating.

1 So this is a work in progress that we plan to
2 continue to update and expand this aggregated data
3 collection from partners.

4 And then we also want to continue to partner on
5 integrating data at the child level, as I mentioned
6 in -- in efforts like the Miami Ideas Consortium for
7 Children.

8 We also recognize that what's not in this data
9 set includes some things like our early literacy
10 programs, like the book club, we didn't put those
11 numbers in here, or maternal child health programs.
12 Those are some things that we would like to add in
13 the future.

14 So this is -- when we take the bird's-eye view
15 of the total picture, hopefully it's brighter on your
16 iPads, the federal funding dominates with more than
17 \$400 million dollars, covered by programs in our
18 survey, which is about 80 percent, little over 80
19 percent.

20 The county, our county has been amazingly
21 successful at leveraging significant federal
22 allocations, just with the combined efforts of the
23 Early Learning Coalition, the United Way, and the
24 Miami-Dade County -- Office. Our county had the
25 largest award, for example, in early head start

1 childcare partnerships than in the -- in the nation.
2 So that's amazing.

3 We can also notice in this top portion, that the
4 numbers of children served in blue, and dollars in
5 green, that although our state and local dollars are
6 fewer than the -- than the federal, these dollars
7 reach more children relatively speaking.

8 So state and local dollars represent just over
9 20 percent of the money, but more than the 50 percent
10 of the children that we reach.

11 As we'll see, maybe later, dashboard, more, you
12 know, most of the local funding is coming from the
13 Children's Trust. There are some small other sources
14 of local funding, but as you heard, we have a very
15 rich array of local investments.

16 In the lower part of this dashboard, we can see
17 the breakdown of by age of the children served, when
18 that's available at the programs, and although birth
19 to two represents about half of the birth to five
20 population, this very young age group, only has about
21 23 percent of the children that are served by -- in
22 the -- in the programs in our surveys.

23 So there's certainly more that we want to see
24 happening with the -- the youngest age group.

25 Go ahead to the next one. Should I -- should I

1 pause, Jim, okay.

2 On this page, we categorized all the programs
3 into three services types; Early Childcare Quality
4 Supports, Early Childcare Access and Early
5 Intervention, those sound familiar because that's the
6 categories we just went over the Trust Program's in.
7 There's a brief description at the top of each of
8 these columns, along with the percentages.

9 You can see nearly all of it is in that middle
10 section on the daily early learning programs.

11 As you can imagine, those are the most expensive
12 programs, that's where the bulk of the money is. But
13 I'm going to start in the left column first and just
14 hit a couple of highlights.

15 In the three percent that supports childcare
16 quality, not an insignificant amount, it's \$14
17 million dollars, so that's nothing to sneeze at.
18 Most of this is not tied to individual children, but
19 as you heard, it's tied to childcare programs and
20 teachers, so we have the numbers of teachers there.

21 You heard Rachel mention we currently have 287
22 providers participating which is about 42 percent of
23 those that would be eligible. So there's a pool of
24 about 688 Early Learning Programs that can meet these
25 criteria that Rachel talked about before, that are

1 required to participate.

2 Our current Thrive by Five collective of
3 providers has the capacity in their license, to serve
4 more than 24,000 young children.

5 Ultimately these investments aim to increase
6 kindergarten readiness for young children, but as you
7 can see at the bottom of that chart, Miami -- Miami-
8 Dade, just like in Florida, really only about half of
9 our kids are arriving at kindergarten with the needed
10 skills to succeed.

11 In the middle column, the childcare access
12 supports are sorely needed. We heard about the high
13 quality of care, which just makes -- makes it very
14 difficult for families, especially if they have
15 multiple children or don't have two wage earning
16 parents. Most of this funding is based on income
17 eligibility, 88 percent of the programs in this area
18 have income eligible requirements. The notable
19 exception, as we all know, is the Florida's Universal
20 Voluntary Pre-K Program, it's available to everyone.
21 The eligibility levels vary, and Rachel talked some
22 about that, so I'm not going to go into that.

23 We are fortunate to have this \$379 million
24 dollar invested in Childcare Access. It reaches
25 nearly 50,000 children. That's awesome. Let's take

1 a minute and pat ourselves on the back, however, then
2 let's take a breath, and let's look at the census
3 numbers where there's an estimated 121,000 children
4 under six, that live below 300 percent of the federal
5 poverty level in Miami-Dade County, so we would need
6 more than double our current resources to reach all
7 of those children, potentially in need of quality
8 care.

9 Even if we use the United Way's estimated number
10 of children under five, living in ALICE families,
11 those Asset Limited Income Constrained and Employed
12 Families, in Miami-Dade County, there are 63,000
13 children that would be indicated to have a need.

14 So we have great things going on, but we need to
15 do more.

16 The last column is the early intervention
17 column. This is into sort of two separated columns,
18 two separated sections in the column, where we have
19 about 12 million in federally funded state operated
20 services under IDEA, Part B, which local we call
21 Fiddlers, and Part C, which we call Early Steps.

22 We have gotten nine million more local funding
23 that provides other screening assessment and early
24 intervention supports that as you heard described by
25 Rachel, mostly supplement, support, and/or fill gaps

1 that are in the IDEA Programing.

2 So for example, ELC's warm line provides
3 screening and guidance for parents who have concerns.
4 The Trust does the specialized Autism Assessment,
5 that go beyond some of the other system capacities.

6 We have the Early Intervention Summer Camps that
7 fill the months that might not be covered by Early
8 Intervention funded through state sources.

9 The reason we separated those dollars and
10 numbers served, is became based on the nature of
11 these services, it's highly likely that these kids
12 are the same kids, so I don't want you to get the
13 idea that you can just add those up and -- and think
14 that -- that we're serving 17,000 kids.

15 Because according to the National Survey of
16 Children's Health, 10.7 percent of children under
17 five in Florida, have special healthcare needs, which
18 may indicate a need for early intervention. This
19 equates to about 17,000 in Miami-Dade County, so but
20 we see just under 10,000 are supported by the IDEA
21 Programs.

22 But this is another place where state operated
23 programs, maybe somewhat underfunded, or have
24 challenges that relate to things like low provider
25 payment rates, there have been some timeliness

1 payment issues, lower expenditures per child, when
2 you compare to other early intervention systems
3 across the country, delays sometimes due to those
4 limited resources and kids getting to what services
5 that they need, and other items perhaps related to --
6 to the managed care model that's in place at
7 Children's Medical Services.

8 So we need to advocate for expansions of these
9 supports. The payment rates and the cost per child
10 at the state and federal levels, as well as continue
11 to prioritize young children with disabilities for
12 school readiness, and for other high-quality
13 childcare.

14 And notably young children are prioritized --
15 young children with disabilities are prioritized for
16 enrollment in Head Start and Early Head Start; they
17 don't have to meet the income requirement if they
18 have a disability and also school readiness does pay
19 a slightly higher rate for kids in this population.

20 So it's important to go back to the comment made
21 earlier to raise parent's awareness about that
22 prioritization and make sure they know those programs
23 are available.

24 And then the last one, this just bring us back
25 to full circle. Our last dashboard is focused on the

1 Trust Funding, and I won't -- I don't think I need to
2 go into too much of it.

3 The majority of the funding at the local level
4 comes from the Trust, and about nine percent of the
5 total funding in this data set, but meeting about 12
6 percent of the kids, a large portion of the programs
7 are here, that means we sort of have a variety of
8 rich investments that you've heard about.

9 This -- this breakdown in our breakdown, the
10 middle circles, show you how -- how they're
11 distributed across quality supports, childcare
12 access, and early intervention, and we have a similar
13 pattern of needed to have some more focus on our
14 birth to two population.

15 MR. HAJ: Lori, thank you, and Rachel and the
16 Teams.

17 We have an Item coming October for Early
18 Childcare, so we can take a deeper dive or ask
19 questions or answer questions of the Board at the
20 October Board meeting as well.

21 And just closing out, I would like just to take
22 a point of personal privilege to welcome
23 Superintendent Dotres.

24 Superintendent, thank you for being here. This
25 is my former boss, a friend, I cannot think of a

1 better leader. Very proud, this committee, to have
2 you leading this fourth largest school district in
3 the nation, so thank you for being here. I do not
4 know if you want to bring some comments?

5 MR. DOTRES: Jim, thank you for your words. And
6 I just really want to congratulate the Board. This
7 presentation just speaks to the incredible need that
8 exists in this community to really align resources
9 and I think we have, Miami-Dade County Public Schools
10 ready and prepared to really align ourselves to the
11 work that you're doing, so that we can have the
12 greatest impact possible.

13 It's really important and all of the
14 conversations that we've had are all about that, so
15 coming together, this is a data rich resource, where
16 we know where the gaps are, and so to have an
17 integrated system speaks a lot to the commitment and
18 the work that's being done, on behalf of this early
19 childhood space, that is so critically important.

20 So congratulations, thank you for everything
21 you're doing, and count on the school district to be
22 a solid partner in aligning our resources together,
23 so that we can reach more children.

24 MR. HOFFMAN: -- TRIM Meeting.

25 MR. HAJ: Mr. Chair, in front of you is the

1 monthly media report, just exceptionally proud of the
2 work the Communication Team is doing, the last couple
3 of weeks, and the last couple months has been
4 fantastic for the Trust in getting our word out
5 there, and the great services that we have, so that's
6 in front of you.

7 And just a reminder, second TRIM Hearing, starts
8 at 5:01 next Monday.

9 Thank you, Mr. Chair.

10 MR. HOFFMAN: Call the TRIM to order, it's 5:08
11 p.m. The matters before the Board -- is setting the
12 -- Miami-Dade County Florida, -- millage rate --
13 taxes for the -- 2022 -- Property tax 200.065 -
14 resolution -- I'm sorry, providing for the --
15 Resolution 2022-76, Resolution 2022-76, Resolution of
16 the Children's Trust of Miami-County Florida,
17 adopting the tentative budget for fiscal year 2022-
18 2023, providing for an effective date.

19 State law mandates that the first item for
20 discussion is Resolution 2022-75, setting the
21 tentative millage necessary to fund the budget, as
22 well as a discussion of the specific purpose for
23 which ad valorem tax revenues are being used.

24 I'll turn it over to our CEO to explain further.

25 MR. HAJ: Mr. Chair, thank you.

1 As a reminder Florida Statute 200.065(2)(e)(1)
2 requires that hearings discuss the percentage
3 increase of millage over the rollback rate necessary
4 to fund the budget, if any, and the specific purposes
5 for which ad valorem tax revenues are being
6 increased.

7 The general public shall be allowed to speak and
8 to ask questions before adoption of any necessary
9 measures by the governing body.

10 The governing body shall adopt its tentative or
11 final millage rate before adopting its tentative or
12 final budget.

13 This will be the 20th budget year for the
14 Children's Trust. The tentative millage rate to be
15 levied in order to produce sufficient ad valorem
16 taxation revenue, which will be adequate to pay the
17 appropriations in the budget for the fiscal year
18 beginning October 1st, 2022, and ending September
19 30th, 2023, shall be .5 mills.

20 The tentative operating millage for the point --
21 the tentative operating millage rate of .5 mills will
22 result in a property tax increase of 11.38 percent,
23 which is more than the rollback rate of .4489 mills.
24 The rollback rate is the millage that generate
25 approximately the same amount of property tax revenue

1 as approved for the prior year.

2 Last year's actual property tax levy for the
3 Children's Trust, was \$165,010,266. This year's
4 proposed ad valorem tax revenue estimate at 95
5 percent of ad valorem tax levy of .5 mills is
6 \$180,468,238.

7 Since the beginning of this funding cycle,
8 effective 10/1/2018, the Trust has committed an
9 additional \$181 million over the five-year cycle in
10 additional events earmarked for program services.

11 The Trust also increased the following program
12 budget categories in support of the -- of the
13 following: two million more to Early Childhood to
14 expand Thrive by Five, one million in Youth
15 Development, 600,000 in Health and Wellness,
16 4,300,000 in Family and Neighborhood Supports and one
17 million dollars in PPD.

18 The total budget program services, \$171,344
19 dollars, 548 -- 548 dollars -- one more time,
20 \$171,344,548.

21 The 2023 budget reflects GNA -- general main
22 expenses of 6.6 to expenses. In Trust history, this
23 is the largest budget investment in Program Services.

24 MR. HOFFMAN: So the public hearing is open on a
25 tentative millage rate. Now, you have three members

1 of the public who have registered to speak, and I'll
2 call -- Maurice Woods, President and CEO of
3 Easterseals who is on Zoom.

4 MS. JEANTY: Mr. Woods, are you ready
5 to talk?

6 MR. WOODS: Yes. I'm having a little problem
7 hearing. Can everyone hear me okay?

8 MS. JEANTY: We hear you fine.

9 MR. WOODS: All right. Great. So first of
10 all,
11 let me thank you for allowing me this opportunity.
12 I'm not sure if you've mentioned me or not, I
13 couldn't hear very well. But if not, my name is
14 Maurice Woods, I'm the president and CEO of
15 Easterseals South Florida and on behalf of -- of my
16 agency and the Board, again, I want to thank you for
17 allowing me to come and talk about this collaborative
18 relationship that we have with the Children's Trust.

19 We've been a partner with the Trust for
20 approximately five years. And thanks to the funding
21 that we received from the Children's Trust, we
22 provide free after school and summer programs, for
23 specialized children, those with disabilities
24 specifically.

25 This year, we received approximately \$1.2
million dollars to provide services for specialized

1 afterschool programs and summer services for children
2 with disabilities.

3 There's really three areas that we utilize the
4 funding for.

5 One, we have an early intervention summer
6 program. We provide special activities such as music
7 therapy, art therapy, pet therapy, and other similar
8 services to our students. And for the record, it
9 would be great if -- if we can provide these services
10 year-round through this partnership.

11 Number two, we have a K-5, kindergarten through
12 fifth grade afterschool, summer and summer programs,
13 that we provide for on what we call our elementary
14 school academies.

15 And then we have a six through 12 culinary arts
16 afterschool and summer program. It's an amazing
17 program. We provide that service here at our civic
18 center campus.

19 Like many other organizations and agencies,
20 we've been significantly impacted by the pandemic.
21 It has put some stress on our programs, but through
22 this partnership, we have been able to work
23 colloaborat- -- collaboratively, excuse me, with the
24 Children's Trust, and kind of manage our way through
25 this, and we are grateful for that partnership.

1 There are some challenges that we have that
2 are
3 ongoing. The cost of providing services continues
4 to
5 -- to escalate and for those in the special
6 populations, it has increased quite rapidly.
7 We have to identify specialized staff for
8 providing our services and those staff, in many
9 instances, are -- are more expensive than regular
10 direct care staff, and many of the families that we
11 serve, and this became heightened during the
12 pandemic, many of the families that we serve, can't
13 afford to pay for these services.
14 So as I close my comments, I just would like
15 to
16 say that this partnership with the Children's Trust
17 is critical in helping us to continue to enhance
18 the
19 quality of our services, which is very important to
20 us, but also to increase the impact of the services
21 that we provide to the families in our community
22 that
23 have disabilities and related challenges that
24 they're
25 facing.
26 Those are my comments for the day. I'm here
27 to
28 take any questions if there are any.

MS JEANTY: Thank you, Mr. Woods.

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MR. HOFFMAN: Okay. Thank you.
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UNIDENTIFIED FEMALE: For the record, I'm
sorry,

1 you represent, and your full address. Thank you.

2 MR. WOODS: Absolutely. My name is Maurice
3 Woods, president, and CEO of Easterseals South
4 Florida. Our address is 1475 Northwest 14th Avenue,
5 Miami, 33125.

6 MS JEANTY: Thank you.

7 MR. WOODS: My pleasure.

8 MR. HOFFMAN: Okay. Next we have Soraya
9 Audain.

10 MS. AUDAIN: That is correct.

11 MR. HOFFMAN: Also -- also on Zoom, and please
12 remember, limit your comments to three minutes each.

13 MS. JEANTY: Three minutes.

14 MR. HOFFMAN: And thank you, Maurice Woods.

15 MS. JEANTY: So Ms. Audain, state your
16 full name as well, your -- the organization you
17 represent, your full address and you have three
18 minutes to speak.

19 MS. AUDAIN: Okay. My name is Soraya Audain.
20 I
21 was a client of OLCDC, the Keeping our Promise
22 Program. The address is 490 Opa Locka Boulevard in
23 Opa Locka, Florida, 33054.

24 MS. JEANTY: Thank you. Go ahead,
25 three minutes.

Ms. AUDAIN: Okay. Good afternoon, all. I'm
excited to here to let you know how the Keeping our

1 Promise helped me and my family.

2 It really improved our circumstances with such
3 essential services.

4 When I began with them, I felt overwhelmed, I
5 just felt like I couldn't breathe. They were able to
6 help me at first with emergency assistance with
7 utilities and things like that.

8 I'm a single mom with two -- two kids, and my
9 income had detrimentally changed to zero income in
10 the year prior. So I was at, you know, my wits end.

11 But meeting with the Care coordinator, it really
12 helped -- they helped me just put an action plan
13 together and I was able to use a lot of their
14 essential services that they had.

15 My son was able to access one on one tutoring,
16 which was -- it was essential because he had a
17 learning disability, so they specified, you know, on
18 his disability.

19 He was able to access mental health services,
20 which was huge because he had lost his father and
21 would not open up to anybody but for some reason
22 would open up to the therapist at this location, so
23 that was excellent.

24 They participated in summer camp programs free,
25 free. So depending on the year, what they focused

1 on, they had coding programs, they had arts, they had
2 music, they had music production, they had all kinds
3 of stuff.

4 And that's -- that's really it. But just the
5 guidance that they gave through the care coordination
6 and also they referred me to job services and I was
7 able to access a position at OLCDC and since then
8 have been promoted twice, so really essential
9 services and its really helping the community and has
10 really just stabilized my family.

11 Thank you.

12 MR. HOFFMAN: Thank you very much.

13 Next, we have registered Lauren Page, from the
14 -
15 -

16 MS. JEANTY: Yes, Ms. Page, are you
17 ready to talk?

18 MS. PAGE: Yes.

19 MS. JEANTY: Yes. Ms. Page, please
20 state your full name, the organization you represent
21 and your full address for the records.

22 MS. PAGE: My full name is Lauren Page. I'm
23 representing the Children's Trust and should I give
24 my personal address --

25 MS. JEANTY: Yes.

MS. PAGE: Or should I --

1 MS. JEANTY: Go ahead.

2 MS. PAGE: 8050 Southwest 53rd Court, Miami,

3 Florida, 33143.

4 MS. JEANTY: Okay. Ms. Page, you have

5 three minutes. Go.

6 MS. PAGE: Good afternoon, everyone. My name

7 is

8 Lauren Page, and I'm a member of the Children's

9 Trust, Youth Advisory Committee for two years now.

10 I truly appreciate all of the amazing

11 opportunities and experiences granted to me by

12 being

13 part of YAC.

14 I've had the opportunity to meet youth from

15 across the country, take field trips to see many

16 elected officials in Tallahassee, speak to local

17 community leaders, engage in different types of

18 community projects, and grow my leadership skills.

19 These experiences have shaped the way I look

20 at

21 my community today and I will be forever grateful

22 to

23 the Children's Trust for them.

24 Overall, my experience with YAC and the

25 Children's Trust is -- Just like every other child

that is involved with them or helped by them. --

say

is there something in common between every child

that

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has been here. The children as a family. A

family -- of the kindest people you will ever meet.

1 I just came from my first YAC meeting of the year,
2 and it was so nice to meet all of the new faces and
3 grow our YAC family.

4 It is crucially important for the Children's
5 Trust to be able to help children from all
6 backgrounds. And I strongly urge the Board to
7 approve the millage and budget as proposed. Thanks.

8 MS. JEANTY: Thank you.

9 MR. HOFFMAN: Are there any other members of
10 the
11 public registered to speak?

12 MS. JEANTY: No, Mr. Chair.

13 MR. HOFFMAN: So the public hearing on the
14 tentative millage rate is closed. I request a motion
15 to approve resolution 2022-75, setting the tentative
16 millage as explained in the budget message.

17 MS. COLLINS: Moved, Collins.

18 PASTOR DUNN: Second.

19 MR. HOFFMAN: Okay. Is there any Board
20 discussion on the proposed tentative millage?

21 MR. SALVER: Ken, I just -- I don't know if
22 this
23 thing is working or not, but I -- I want to say,
24 first of all, a special thank you to the staff who I
25 know, takes this process incredibility seriously, you
know, they weigh, you know, I think they weigh every

dollar, we're fiduciary's of the public money and I

1 think, you know, they've done an absolutely wonderful
2 job and I just want to mention the fact that about a
3 dozen years ago, when we sat here during this
4 process, actually, we didn't sit here, we sat in the
5 auditorium of the Wolfson Campus of Miami-Dade
6 College, and there -- there was at least 50 or 60
7 speakers that came up and you know, they -- a few of
8 them said good things, but a lot of them said bad
9 things.

10 And you know, what has -- what has taken place
11 during this process, is a testimony to what a fine
12 job James Haj is doing as our CEO, and I say that
13 with all sincerity. You know, I'm very proud of
14 where we have arrived, and -- and -- and hopefully we
15 could continue, you know, with this, you know, on
16 this great trajectory, and Ken, you know, your
17 leadership also helped.

18 MR. HOFFMAN: Thank you, Isaac, and I'd also
19 like to say, since I have the prerogative, that the
20 stewardship of our Board of Directors has been
21 exemplary as well over these last few years.

22 I do remember that meeting. It wasn't
23 unpleasant, but there were a lot of -- a lot of
24 gripes, but I do think that we've -- we've really
25 engaged the community a lot differently over the last

1 few years, and I think that the -- the programs and -
2 - and that engagement have really helped us as an --
3 as an institution, so thank you for the comments.

4 Any other Board discussion or comment.

5 Okay?

6 MR. HAJ: Mr. Chair, prior to the vote on
7 the resolution setting the tentatively millage rates,
8 Staff is given the opportunity to check if there are
9 any changes to the millage rate. Mr. CFO, is there
10 any changes?

11 MR. KIRTLAND: No changes.

12 MR. HOFFMAN: This is the Children's
13 Trust. There is a motion and a second for approval
14 of a tentative millage of .5 mills and there is an
15 11.3 percent increase, which is more than the
16 rollback rate of .4489 mills.

17 The proposed tentative millage rate to be
18 levied
19 by the Trust is .5 mills.

20 MR. HOFFMAN: We need a vote on the motion to
21 adopt the resolution setting the tentative millage,
22 two-thirds of those serving on the Board excluding
23 the juvenile court judge, who shall neither vote, nor
24 be counted in determining the majority for purposes
25 of adopting the millage, must vote affirmatively to
 approve the millage rate, that's 21 out of 31.

1 MS. JEANTY: Thirty-two.
 2 MR. HOFFMAN: Thirty-two.
 3 MS. JEANTY: Thirty-one, yes.
 4 MR. HOFFMAN: Thirty-one.
 5 MS. WELLER: I think the vote must be an
 6 individual roll call.
 7 Dr. Edward Abraham.
 8 DR. ABRAHAM: I vote affirmatively.
 9 MS. WELLER: Okay. Laura Adams.
 10 MS. ADAMS: Yes.
 11 MS. WELLER: Matthew Arsenault.
 12 Absent.
 13 Dr. Daniel Bagner.
 14 DR. BAGNER: Yes.
 15 MS. WELLER: The Honorable Dr. Dorothy
 16 Bendross-
 17 Mindingall.
 18 Absent.
 19 Ta'Myah Byars -- Byars.
 20 MS. BYARS: Yes.
 21 MS. WELLER: Thank you.
 22 The Honorable Danielle Cohen Higgins.
 23 Absent.
 24 Constance Collins.
 25 MS. COLLINS: Yes.
 MS. WELLER: Lourdes Diaz.

1 MS. DIAZ: Yes.

2 MS. WELLER: Victor Dias-Herman.

3 MR. DIAS-HERMAN: Yes.

4 MS. WELLER: Mary Donworth.

5 MS. DONWORTH: Yes.

6 MS. WELLER: Pastor Richard Dunn.

7 PASTOR DUNN: Yes.

8 MS. WELLER: Gilda Ferradaz.

9 MS. FERRADAZ: Yes.

10 MS. WELLER: Lourdes P. Gimenez.

11 MS. GIMENEZ: Yes.

12 MS. WELLER: Valrose Graham.

13 Absent.

14 Nicole Gomez.

15 Absent.

16 Mindy Grimes-Festge.

17 MS. GRIMES-FESTGE: Yes.

18 MS. WELLER: Dr. Malou C. Harrison.

19 DR. HARRISON: Yes.

20 MS. WELLER: Nelson Hincapie.

21 Absent.

22 Kenneth C. Hoffman.

23 MR. HOFFMAN: Yes.

24 MS. WELLER: Pamela Hollingsworth.

25 MS. HOLLINGSWORTH: Yes.

1 MS. WELLER: Tiombe-Bisa Kendrick-Dunn.
 2 MS. KENDRICK-DUNN: Yes.
 3 MS. WELLER: Marissa Leichter.
 4 MS. LEICHTER: Yes.
 5 MS. WELLER: Annie Neasman.
 6 MS. NEASMAN: Yes.
 7 MS. WELLER: Maria Norton.
 8 MS. NORTON: Yes.
 9 MS. WELLER: Javier Reyes.
 10 MR. REYES: Yes.
 11 MS. WELLER: The Honorable Alex Rizo.
 12 Absent.
 13 The Honorable Isaac Salver.
 14 MR. SALVER: Yes.
 15 MS. WELLER: Mark Trowbridge.
 16 MR. TROWBRIDGE: Yes.
 17 MS. WELLER: Karen Weller, yes.
 18 And the Honorable Judge Orlando Prescott is
 19 to
 20 abstain.
 21 Okay. Mr. Chair, I have 23 yes votes.
 22 MR. HOFFMAN: Yes, thank you. The motion
 23 passes.
 24 And I now request a motion to approve
 Resolution
 25 2022.76

UNIDENTIFIED FEMALE: At the time -- say the

1 time.

2 MR. HOFFMAN: I'm sorry, at 5:28 p.m.

3 I now request a motion to approve Resolution

4 2022-76, adopting the tentative budget.

5 Dr. Abraham moved and second.

6 MS. HOLLINGSWORTH: Second, Hollingworth.

7 MR. HOFFMAN: Hollingsworth.

8 Is there any Board discussion on the tentative

9 budget?

10 MS. KOBRINSKI: The public hearing.

11 MR. HOFFMAN: Sorry?

12 MS. KOBRINSKI: Public hearing on the

13 tentative budget.

14 MR. HOFFMAN: I'm sorry, the public hearing on

15 the tentative budget is open.

16 Is there any Board discussion on the tentative

17 budget?

18 (No verbal response.)

19 Okay. We need a vote on the motion for

20 Resolution setting the tentative motion. It will be

21 by voice vote as well. The majority of those serving

22 on the Board must vote affirmatively to approve the

23 budget, which is 17 out of 32.

24 MR. HOFFMAN: We had a -- we had a vote

25 -- a motion Abraham and second Hollingworth?

1 Mr. HOFFMAN: Yes.

2 MS. WELLER: Yes.

3 MS. WELLER: Ready.

4 Okay. Dr. Edward Abraham.

5 DR. ABRAHAM: Yes.

6 MS. WELLER: Laura Adams.

7 MS. ADAMS: Yes.

8 MS. WELLER: Matthew Arsenault.

9 Absent.

10 Dr. Daniel Bagner.

11 DR. BAGNER: Yes.

12 MS. WELLER: The Honorable Dr. Dorothy
13 Bendross-

14 Mindingall is absent.

15 Ta'Myah Byars -- Byars, I'm sorry, okay.

16 MS. BYARS: Yes.

17 MS. WELLER: The Honorable Danielle Cohen
18 Higgins is absent.

19 Constance Collins.

20 MS. COLLINS: Yes.

21 MS. WELLER: Lourdes Diaz.

22 MS. DIAZ: Yes.

23 MS. WELLER: Victor Dias-Herman.

24 MR. DIAS-HERMAN: Yes.

25 MS. WELLER: Mary Donworth.

MS. DONWORTH: Yes.

1 MS. WELLER: Pastor Richard Dunn.
2 PASTOR DUNN: Yes.
3 MS. WELLER: Gilda Ferradaz.
4 MS. FERRADAZ: Yes.
5 MS. WELLER: Lourdes P. Gimenez.
6 MS. GIMENEZ: Yes.
7 MS. WELLER: Valrose Graham.
8 Absent.
9 Nicole Gomez.
10 Absent.
11 Mindy Grimes-Festge.
12 MS. GRIMES-FESTGE: Yes.
13 MS. WELLER: Dr. Malou C. Harrison.
14 DR. HARRISON: Yes.
15 MS. WELLER: Nelson Hincapie.
16 Absent.
17 Kenneth C. Hoffman.
18 MR. HOFFMAN: Yes.
19 MS. WELLER: Pamela Hollingsworth.
20 MS. HOLLINGSWORTH: Yes.
21 MS. WELLER: Tiombe-Bisa Kendrick-Dunn.
22 MS. KENDRICK-DUNN: Yes, and sorry, it's Tiombe-
23 Bisa.
24 MS. WELLER: I'm sorry. I do apologize. Okay.
25 Marissa Leichter.

1 MS. LEICHTER: Yes.

2 MS. WELLER: Annie Neasman.

3 MS. NEASMAN: Yes.

4 MS. WELLER: Maria Norton.

5 MS. NORTON: Yes.

6 MS. WELLER: The Honorable Judge Orlando

7 Prescott.

8 JUDGE PRESCOTT: Yes.

9 MS. WELLER: Javier Reyes.

10 MR. REYES: Yes.

11 MS. WELLER: The Honorable Alex Rizo.

12 Absent.

13 The Honorable Isaac Salver.

14 MR. SALVER: Yes.

15 MS. WELLER: Mark Trowbridge.

16 MR. TROWBRIDGE: Yes.

17 MS. WELLER: Karen Weller, yes.

18 That should be 24 votes. Twenty-four votes in

19 the affirmative.

20 MR. HOFFMAN: The motion to approve the

21 tentative budget passes at 5:32 p.m.

22 The first budget hearing is adjourned.

23

24 (Whereupon, at 5:32 p.m., the meeting was

25 adjourned.)

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7 *Roxanne Fitzgibbon*
8

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10 September 27, 2022
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