



Board of Directors Meeting

April 18, 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 April 18, 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.

**CERTIFIED
ORIGINAL**

COMMITTEE MEMBERS:

Kenneth C. Hoffman, Chair

Pamela Hollingsworth, Vice-Chair

Mark A. Trowbridge, Treasurer

Karen Weller, Secretary (Zoom)

Laura Adams

Matthew Arsenault

Dr. Daniel Bagner

Hon. Dorothy Bendross-Mindingall (Zoom)

Hon. Danielle Cohen Higgins

Constance Collins

Morris Copeland

Victor Diaz-Herman

Mary Donworth

1 COMMITTEE MEMBERS (Continued):
2 Rev. Richard P. Dunn II
3 Hon. Juan Fernandez-Barquin (Zoom)
4 Gilda Ferradaz
5 Lourdes P. Gimenez
6 Valrose Graham
7 Mindy Grimes-Festge (Zoom)
8 Nelson Hincapie
9 Dr. Tiombe-Bisa Kendrick-Dunn
10 Marissa Leichter
11 Annie R. Neasman
12 Hon. Orlando Prescott
13 Javier Reyes
14 Sandra West
15 Leigh Kobrinski, Legal Counsel
16
17 STAFF:
18 Amanda Gorski
19 Ana Sanchez-Suris
20 Bevone Ritchie
21 Bryan Pomares
22 Christiana Taylor
23 Christine Olmeda
24 Dane Minott
25 Elleanor Eng

1	STAFF (Continued) :
2	Erin Poitier
3	Felix Becerra
4	Garnet Esters
5	Grettel Suarez
6	Imran Ali
7	Jacques Bentolila
8	James R. Haj
9	Jamia Hood
10	Jennifer Moreno
11	Jennifer Ulysse
12	Joanna Revelo
13	Juana Leon
14	Juliette Fabien
15	Kathleen Dexter
16	Kristin Hart
17	Leilah Collazo
18	Lisanne Gage
19	Lisete Yero
20	Lori Hanson
21	Marden Muñoz
22	Mario Valcin
23	Muriel Jeanty
24	Natalia Zea
25	Nicolette Jackson

1 STAFF (Continued):
2 Rachel Spector
3 Sebastian Del Marmol
4 Susan Marian
5 Tatiana Canelas
6 Teresa Cobb
7 Wendy Duncombe
8 William Kirtland
9 Yesenia Reyes
10 Yurena Driggs
11
12 GUESTS:
13 Ana Someillan
14 Jenine Simon
15 Laura Roberts
16 Cecilia De Loof
17 Tamara San Juan
18 J. Rodriguez
19 CYNTHIA BENITEZ
20 Debbie Lyew
21 JACKIE SHAKESPEARE
22 KeandraJones
23 NAOMI LEGAGNEUR
24 Ana Hernandez
25 Chandra Burgess

1	GUESTS (Continued):
2	Jose Buttacavoli
3	Aleida (Cary) Blanco
4	Dennis Miles
5	Elmase Hoffman
6	Camila Rocha
7	Aline Francois
8	J. Martinez
9	Loretta Bailey
10	Jean Warring
11	Richard McKinley
12	Francisco Fins
13	Katie Hart
14	Sean Prospect
15	Lynne Kunins
16	Kristine Perez-Carrion
17	Averill Obee
18	Maria Aguilar
19	Andgelita Laguerre
20	Latishia Coats
21	Mark Coats
22	Alisha Reyes
23	Marta Fernandez
24	Kimberly Soutien
25	Xavier Jones

1	GUESTS (Continued):
2	Annette Cacicedo
3	Cibele Stempniak
4	Maria Esteban
5	Tania Hernandez
6	Reyes
7	Terri Morales
8	Edward Garza
9	Marilu Villa
10	Sabine Dorival
11	Shelia Dudley
12	Frandy Jean-Baptiste
13	Shannon Atwell
14	Nakia Bowling
15	Jose F Rodriguez
16	Florencia Dalla Torre
17	Lynn Wilson
18	Jeanne Tamargo
19	Myrna Charlton
20	Terry Joseph
21	Elizabeth Deveau
22	Makeesha Coleman
23	Sharron Henley
24	Saliha Nelson
25	Sandra Becerra

1 GUESTS (Continued):

2 Cherita Reed

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P R O C E E D I N G S

MR. HOFFMAN: Let's call the meeting to order. It's 4:07 p.m. Welcome everybody to our April Board meeting. Just a few reminders for those that are attending by zoom, first of all, if you're attending virtually, please remember to keep the cameras on, microphones off unless you're speaking. In addition, I would ask that those present make sure to turn their microphones on only when they speak and turn them off when they're not speaking. We did have an Executive Committee Meeting scheduled still in the event we didn't obtain an in-person quorum, I thank you all for attending. We do have a quorum in-person, so the Executive Committee Meeting scheduled for 4:00 o'clock is cancelled. Finally, today, it's not a big issue, when we move to the resolutions, I just want to remind anybody, if you require to recuse yourself from a particular resolution, please make sure when you're recusing to state your name, agency or provider affiliation, and the reason for recusal. We have a busy agenda and a few presentations, so I'm going to move us directly to the meeting. But, before I do so, I want to thank, there are a few providers present, I think there's also several online, we have a number of resolutions where we're going to be approving programs

1 and funding for programs. I want to thank all of our
2 providers who are present with us for the work that
3 you all do for the children and family of Miami-Dade
4 County. We do a lot of thinking about what to do, but
5 you all are doing the field work and we appreciate
6 everything that you do. Thank you.

7 Do we have public comments?

8 MS. JEANTY: Yeah, Mr. Chair, we have one public
9 comment. Ms. Nadush.

10 MR. HOFFMAN: Dominica Bernadine.

11 Please state your name, organization and address,
12 please.

13 MS. LEON: You have three minutes.

14 FEMALE VOICE: Okay, perfect. Can you hear me?

15 MR. HOFFMAN: Better.

16 MS. QUAN: All right, perfect. So again, like I
17 said, I am Ms. Quan. I am with Social Community
18 development, and I am one of the program managers for
19 our NOW project. And I just wanted to discuss our
20 metrics issue that we've been having with our
21 students. I know it's been a concern with you all
22 about our attendance and wanting to know why some of
23 our students aren't coming consistently. So I just
24 kind of wanted to give you a picture of some of the
25 circumstances that our students are facing. And just

1 let you know that and share some of our testimonials
2 from our students.

3 So one of our sites is at North Garden High
4 School, which is an alternative high school for the
5 minority students to attend. And 65 percent are in
6 foster homes, and so because of that, they're coming
7 from different traumatized backgrounds. And so,
8 obviously, when you look at our numbers, come
9 communicate and connect with one another and to
10 validate them. But they're coming in circumstances
11 that aren't so positive. And so that's one of the
12 reasons why our numbers are fluctuating and we're
13 doing everything that we can. But, like I was saying,
14 I just want to give you guys a picture of some of the
15 circumstances that our kids are experiencing. And so
16 it's hard for them.

17 Of course we create safe spaces for them, but
18 when they go home, they go back to poverty, they go
19 where their parents are on substance abuse. They're
20 experiencing different substances and some of them
21 experience abandonment and neglect. And when they're
22 with us, we provide that safe space for them and I
23 wouldn't want our program to be taken away because of
24 numbers. We have impact. We have different things
25 that we're doing for these kids with jobs. We're

1 helping them graduate. A lot of these students don't
2 have that. They don't have these programs at their
3 schools. And so I wouldn't want us to take that away
4 and I really want you guys to take that into
5 consideration about where these kids are coming from.
6 And I wouldn't want us giving up on them. So I wanted
7 to share that. And I also wanted to share that and I
8 also wanted to share their testimony. It's only a
9 minute. So yeah, give me one second.

10 So that's just -- I couldn't play all of it, but
11 that's basically some of our students and the impact
12 that we've been having with them, so. Thank you so
13 much for your time.

14 MR. HOFFMAN: Thank you. Okay, we'll move on to
15 the approval of the March 14, 2022 Board of Director's
16 minutes.

17 MR. TROWBRIDGE: I'll move it, Trowbridge.

18 MR. DUNN: Second, Richard Dunn.

19 MR. HOFFMAN: Thank you. The meeting minutes
20 were in the Board package, if anyone has any comments
21 before we vote on it? No?

22 All those in favor?

23 (WHEREUPON, the committee members all responded
24 with "aye.")

25 MR. HOFFMAN: Any opposed?

1 (No verbal response.)

2 MR. HOFFMAN: The motion carries. Thank you.

3 Every year we go through a code of ethics
4 training. Jose Arroyo, who is the Executive Director
5 of Miami-Dade Commission on Ethics and Public Trust is
6 here to give us that training. We appreciate your
7 participation in this Board meeting. I'm going to
8 turn it over to you.

9 MR. ARROYO: Thank you. First off, can everyone
10 here me? Excellent. So I don't usually start an
11 apology, but I'm going to start with an apology
12 because, incredibly, as I look around the room,
13 there's at least a half a dozen folks here who have
14 sat through this training once or twice or three
15 times, sometimes in the last six months. And so, I
16 guess that's a testament to your public service and
17 the fact that you sit on a number of different public
18 boards and so you're required to sit for ethics
19 trainings. So my apologies and I will go -- I know
20 that this is essentially a refresher training for
21 most, if not all of you, and so I'll try to go as
22 quick as I can. Please, the materials, I left them
23 with the staff here at The Children's Trust, so if you
24 have any more specific questions, please feel free to
25 reach out to me directly. I'd be happy to talk to you

1 and provide you with guidance. And again, this is the
2 fourth or fifth year now that I have been coming here
3 to The Children's Trust. So let me just go through it
4 as quick as I can. I'm going to say next slide, next
5 slide, next slide, and if I had a clicker, I wouldn't
6 do that.

7 The first slide on there is kind of a little
8 cartoon character. And I only put that there because
9 different folks have different philosophies on how
10 they like to reach out for opinions. It makes
11 absolutely no difference to me. You can call me
12 directly if you'd like, I'm happy to speak to you on
13 the phone directly. I do that with some of you.
14 Imran Ali and I have become regular chatting partners.
15 You can reach out to me through the County Attorney's
16 Office and have my colleagues at the County Attorney's
17 Office serve as a guide, as I have in the past with
18 some of you. You can identify yourself or you can
19 have the County Attorney's Office reach out to me
20 without you. It makes absolutely no difference to me
21 how you want to do it. That's entirely up to you The
22 same thing goes for some of the elected officers,
23 elected officials who I see here, whose staff I deal
24 with from time to time, so. Just reach out. It
25 doesn't make a difference to me how we do it.

1 So the reason why I'm here, the reason why I'm
2 invited every year or so is because the county ethics
3 code requires members to receive ethics training. And
4 the county ethnic ordinance applies to The Children's
5 Trust and there was some question of a back and forth,
6 perhaps, over the few years, but I think in the last
7 couple of years, the County Attorney's Office and our
8 office on this position and my board issued a formal
9 opinion that the entire ethic code applies to The
10 Children's Trust. And that's covered in your
11 materials also.

12 For purposes of how we applied the ethic
13 ordinance to you all, we're generally going to treat
14 you as autonomous Board members. And that is one of
15 the categories that is contained in the ethics code.
16 It starts with elected officials and then drops down
17 to autonomous. Board members are also advisory board
18 members and quasi-judicial board members and general
19 employees. The most significant restrictions on
20 conduct are applied to elected officials. But the
21 restrictions on autonomous Board members are also
22 pretty significant.

23 First section in there is gifts. And that's a
24 couple of slides over. One more time. One more.
25 Yes, okay. So just very, very quickly, the easiest

1 rule and the kind of the big timeout to give is, any
2 time anyone offers you a gift and there's any nexus
3 whatsoever between that gift transaction and your
4 official position, your official position being a
5 member of this board, that should give you pause. So
6 that's the -- if you don't remember anything else and
7 you look to the gift ordinances, just remember that if
8 there's any nexus between the gift transaction,
9 whether you solicited the gift, it's being offered to
10 you without your solicitation, if there's some nexus
11 between that gift transaction and your official
12 capacity as a board member here, that should give you
13 pause and that's a good time for you to perhaps speak
14 to the County Attorney's Office to reach out to us and
15 say, listen, this is being offered to me and the
16 reason it's being offered to me is because of what I
17 do on The Children's Trust. Or because I'm a member
18 of the Board of The Children's Trust, or if you're
19 staff, because I have a staff position with The
20 Children's Trust. So just a good basic marker. Just
21 hold up your hand and say, hold on a second, I'm not
22 sure if I can accept it or not. Next slide, please.
23 I use my fingers a lot when I talk.

24 Number three. The three things to remember on
25 the gift ordinance. You should never solicit a gift.

1 If there's a nexus between that gift transaction and
2 your official position, you should never accept it,
3 whether you solicit it or not. Again, if there's a
4 nexus or connection between the transaction and your
5 official position. And then there are some parties
6 that you can never accept gifts from, whether you
7 solicit it or it's being offered without solicitation
8 or not. Okay, so those are the three things.

9 Next slide.

10 So clearly this is a pretty sophisticated group,
11 so I don't have to explain to you that a gift is
12 anything that is going to have economic value. It can
13 be something tangible, that you can hold in your hand,
14 it can be intangible, it can be a service, a benefit,
15 it can be you receiving a service or a benefit at a
16 cost that is less than the market value that the
17 service or benefit is usually offered to the general
18 public. It can be anything tangible or intangible and
19 it can be something at a reduced benefit, at a reduced
20 cost. And of course the major exceptions are going to
21 be protect the first amendment speech, for those of
22 you that are elected officials, right, political
23 contributions are exceptions to the gift ordinance,
24 obviously gifts from relatives or household members,
25 professional and civic boards, or conference swag, or

1 charitable donations, right.

2 So if you're soliciting some type of gift or
3 benefit from the general community and it is for use
4 by this agency, in its official functions, you want to
5 solicit gifts for bookbags for children at the
6 beginning of the school year, right, old folks, little
7 kids and puppy dogs. If you're soliciting something
8 for charitable purpose, then that's going to be okay,
9 it's going to be an exception to the gift ordinance.
10 One of my former colleagues is sitting here to my
11 left, my friend, Ms. Adams, and I am also a recovering
12 prosecutor while she is still in the business. So
13 just remember that if the prohibited gift transaction
14 is a transaction, then not only is it going to violate
15 the ethnics ordinance, but you could wind up with
16 possible criminal conduct. So clearly the gift
17 transaction could not be offered or accepted in
18 anticipation of your doing or not doing something in
19 your official capacity.

20 By the way, on the next slide, it says nefarious
21 motivation is irrelevant. I usually put that in there
22 because this is Dade County, and this is kind of a
23 strange place, and we kiss and embrace when we meet in
24 professional meetings and we do all sorts of other
25 things that are not done in the rest of the country.

1 And one of the things that happens here throughout the
2 year is people like to give each other gifts and
3 sometimes gifts are offered as a courtesy or
4 pleasantry, someone is just being gracious. Just
5 remember that the gift ordinance applies where there
6 is a nefarious intent and where there isn't a
7 nefarious intent. So it can be something that's being
8 given to you because it's a colleague, someone that
9 you worked with in your official capacity and they're
10 just giving you the gift, just remember that even
11 though there may not be a nefarious intent, if there's
12 that nexus between that transaction and your official
13 position, it could still violate the ethnic ordinance.

14 Next slide.

15 Quick reference to Florida statutes. And just
16 remember that in the Florida Ethics Code there is the
17 prohibition on certain parties giving you a gift,
18 right. So even if it's not offered as a transaction,
19 even if it's -- even if it doesn't appear to be a
20 nexus between the transaction and your official
21 position, if it comes from a vendor, a vendor
22 representative, a lobbyist, someone that is trying to
23 contract or transact with your agency, big red light
24 should go off in your head, you should say, hold on a
25 second, let me speak to counsel about whether I should

1 even consider accepting this gift, right. And those
2 are prohibited parties that you can never accept a
3 gift from under the State Ethnics Ordinance.

4 The big exceptions, again, are going to be
5 solicitations for charitable purposes. So I see one
6 elected official here, two if I count the good judge.
7 All right, so let's say that the Commissioner
8 Danielle, the Commissioner Cohen Higgins has
9 identified an at-risk elderly population in her
10 district and she wants to collect food stuff during
11 the holidays so that these at-risk elderly folks have
12 food on the table. So she can go out in her official
13 capacity, her Chief of Staff sitting behind her, and
14 also on her behalf solicit food and beverages so that
15 old folks can eat during the holidays, at-risk older
16 folks, so that's okay because it's being done for
17 charitable purposes. That's one of the big exceptions
18 under the county ethnics ordinance.

19 Next slide.

20 That's the bribery and unlawful crimes section of
21 Florida statute. It speaks to transactions.

22 Next slide.

23 Just remember during events season in Miami-Dade
24 people are giving away tickets to events. If it's a
25 permissible gift, if you get a plus one, the plus one

1 counts to you. So if it's a \$150 face value on the
2 ticket, you get two of them, then you have to disclose
3 the \$300 gift. The plus one goes to you. And then
4 last one, under gifts. I'm a lawyer, I like to give
5 advice. Best advice for you, if it's a permissible
6 gift and it comes your way, even if it's acceptable,
7 right, and it's not given to you in connection with
8 your official role, if you call us for advice, what
9 we're going to say is, I'm certain, particularly for
10 those of you that sit on this board, you can identify
11 an individual or a group of folks in the community
12 that needs that gift or could better use that gift and
13 you or members of your staff. Thankfully people in
14 public and that work for the county or that work for
15 other entities are compensated adequately. So if you
16 reach out to us for free tickets or anything, we're
17 going to say, I'm sure that there's a children's group
18 or victim advocacy group or victims out there that
19 could better use the gift than you all. That's going
20 to be our suggestion. Even if it's allowable under
21 the ethics ordinance. If you call us, then expect
22 that's what we're going to say to you. Whether it
23 violates the ethics ordinance or not.

24 Next section is lobbying. And someone from staff
25 will tell me when I'm running out of time. so there's

1 a lobbying ordinance in Miami-Dade County, which has
2 actually gone through some significant revisions
3 recently. The Board of County Commissioners made
4 significant revisions to the lobbying ordinance, but
5 what didn't change is its broad scope. So the
6 lobbying ordinance is going to apply, essentially, to
7 any party and the representative that is trying to get
8 you to do or not do something in your official
9 capacity. It's going to apply to legislation, if
10 you're an elected official, it's going to apply to
11 zoning decisions, if you're sitting as an elected
12 official in a quasi-judicial capacity, it's going to
13 apply to policy decisions, it's also going to apply to
14 procurement, right. So an agency like this, that is a
15 pass through agency for significant funding for
16 agencies, it's going to apply for folks that are
17 advocating procurement decisions also. It's very,
18 very broad.

19 And you have your own provision in The Children's
20 Trust policies. And it speaks, it kind of mimics the
21 county ordinance. So the slide after this says you're
22 not a lobbyist, why should you care? And the reason
23 you should care is because the ethics ordinance places
24 on each of you an obligation to make sure that you are
25 not lobbied by someone who is not registered to lobby.

1 So if you think you're being lobbied, just kind of
2 pause for a second and ask the person, are you a
3 registered lobbyist, who do you represent? And again,
4 the philosophy behind the ordinance that I've
5 extracted from policy statements issued by the DCC
6 over the years when they amended it is, the whole
7 basis behind this is so that the general public knows
8 that who it is that's representing who that is trying
9 to lobby elected officials and board members to make
10 decisions, particularly when it impacts public tax
11 dollars. It's just the transparency provision, so the
12 folks know who is lobbying it.

13 And for those of you that may be directors or
14 have staff available to you, an easy way to discharge
15 your obligation is, something that we always suggest
16 to elected officials, is before anyone sees you, if
17 you suspect they're a lobbyist, have your staff ask
18 them before they get to you, you know, who are you,
19 I'm Jose Arroyo, who are you representing, I'm here
20 representing Acme Inc. Development Company, and do you
21 have their permission to lobby, yes, and are you
22 registered, yes. A lot of elected officials do that
23 by sign-in sheets, some of them do it electronically,
24 but just a way you can use staff to discharge that
25 obligation so you yourself won't have to engage in

1 that conversation if you find it unpleasant. Easy
2 enough?

3 Quick section on the two-year rule. For those of
4 you that might be rotating out of government, right,
5 so a lot of folks here are in public positions.
6 Remember that as you rotate out of government, there's
7 a two-year limitation on you being able to lobby your
8 former entity. So as you rotate out of this board,
9 you're going to lobby this board, remember there's a
10 two-year rule. And then for staff here, if you hire
11 folks from the private sector, remember that if you
12 hire them from a private sector, there's also a
13 reverse to the rule that ethics code prohibits you
14 from picking someone that you hired from the private
15 sector and putting them in a supervisory monitoring
16 role over their former employer, right. So I know
17 that the airport, for example, some of the building
18 departments for the county hire engineers or airport
19 executives from the private sector, that's fine,
20 that's great, good talent, you just can't put them for
21 two years monitoring a contract or monitoring
22 performance compliance by their former employers. So
23 that's the reverse rule.

24 Next one.

25 So if you don't remember anything else from what

1 I say to you this afternoon, just remember that
2 there's a provision on the county ethics code that is
3 -- that prohibits exploitation, and that's just kind
4 of the catch all that everybody should have learned
5 about in first grade, and that is that you can't use
6 your public position to secure a special benefit for
7 yourself or a third-party. It doesn't mean that you
8 can't have any benefit from your position, those of us
9 that work in government, we are paid salaries, we have
10 benefits, that's okay. you just can't use it to
11 secure a special benefit that you're not otherwise
12 entitled to by ordinance for yourself or for a third-
13 party. And that applies broadly. And there is some
14 examples that I put in there when I was speaking to
15 other boards. Some of the one that crossed by us a
16 lot are going to be using publicly owned materials or
17 facilities for private outside employment, you can't
18 do. For those of you that are elected officials,
19 using staff or government resources for election or
20 political purposes, you can't do. The biggie here,
21 using your position to secure a job or contract for
22 friend or family member. If you're doing it in your
23 official capacity because you're on a selection
24 committee or a procurement committee, that's okay. If
25 you're doing it in your own official capacity, just be

1 very, very careful how you do that. It's really -- it
2 doesn't mean that if you know someone that's qualified
3 for a position or contract, that you have to sit on
4 your hands, be very, very careful how you communicate
5 that recommendation to the ultimate decision makers.
6 And before you do it, my best advice is that you speak
7 to my colleagues at the County Attorney's Office or
8 reach out to us beforehand, so that someone who
9 doesn't get the position or doesn't get the contract
10 can't allege the reason that the other guy got it is
11 because someone on the board made a call for them.
12 Which happens.

13 The last two I don't really have to talk about,
14 but we put them in there more so for managerial staff
15 and some departments. And that's obviously for you
16 can't solicit sexual favors or anything like that from
17 a subordinate.

18 Next one. Financial conflicts of interest. My
19 apologies to members of the Board of County
20 Commissioners. The financial conflict provisions and
21 the county ethics code are complicated. You could
22 probably spend a good afternoon going through all of
23 them, I'm not going to do that because I've only been
24 afforded 15, 20 minutes to do this, so just, again,
25 using my fingers, next slide. In terms of you

1 transacting with The Children's Trust, remember that
2 you may be prohibited from transaction in your
3 individual capacity with The Children's Trust. You
4 may be prohibited from transacting with The Children's
5 Trust with a company that you have an ownership
6 interest in, a private company that you have an
7 ownership interest in. A family member, an immediate
8 family member may be prohibited from contracting with
9 The Children's Trust in their individual capacity.
10 And the8 immediate family member may be likewise
11 prohibited from contracting with The Children's Trust
12 though an ownership interest if they have business.

13 And the next slide is a specific prohibition on
14 autonomous board members transacting with a government
15 entity. And the definition of immediate family
16 members. There's a waiver provision, which I have
17 only seen maybe once or twice in the last few years.
18 I have not seen it very often, but there is a waiver
19 provision in the ordinance that requires a super
20 majority vote, I think, of the elected board, right.

21 Next one.

22 Conflicting employment is a biggie, right. It
23 applies to you. And for you all, conflicting
24 employment is your day job, right, so whatever it is
25 that you do during the daytime to feed yourself and

1 your family, that's your employment and you can't have
2 employment that is going to cause conflict with your
3 public role. If you're county employees, you have to
4 ask permission first. I don't know what the
5 provisions are for Children's Trust staff, if they
6 have to ask permission also, but at the county you
7 have to ask permission. It not only extends to
8 conflicting employment but also prohibits investments.

9 Next slide.

10 And the next slide there's some specific
11 provisions in your own Children's Trust policies. And
12 this is on voting.

13 Next slide.

14 For those of you that are going to advocate on
15 behalf of a third party before your board, before you
16 do it, talk to somebody about it because there's some
17 significant prohibitions on your advocating on behalf
18 of the third party for compensation before your board.

19 A couple of more provisions. Acquiring financial
20 interest. Just like prohibiting financial interest
21 existing, you're prohibited from going out and seeking
22 financial interests in an entity that's going to
23 create a conflict with your official duty.

24 Next one.

25 So this is another one that talks about

1 referring, right. It could violate section G.
2 There's a prohibition making recommendations for
3 retainer by The Children's Trust of certain
4 professionals, law firms, architectural firms, public
5 relation firms. I know that The Children's Trust
6 contracts with public relation firms or advertising
7 firms from time to time from some matters that were
8 reviewed over the last couple of years. So just
9 remember, you can't do that, you can do it in your
10 official capacity, if you're on the selection
11 committee. Just be very, very careful about doing it
12 -- making recommendations in your unofficial capacity.

13 Financial disclosure. And I know that some of
14 you are elected officials, some of you may be
15 executives, in other state agencies some of you are
16 assistant state attorney's, and so there are different
17 financial disclosure provisions that you already
18 comply with in your other capacities, right, but
19 there's an independent financial disclosure provision
20 for all autonomous board members under the county
21 ethics code also. If you're an elected official,
22 you're an assistant state attorney and you already
23 filed with the state, that state filing will suffice.
24 There's nothing additional that you have to do, the
25 state filing will suffice. But if you do not file a

1 financial disclosure in your other capacity, in your
2 day jobs, then there's a specific financial disclosure
3 provision in the County Ethics Code that you have to
4 comply with as an autonomous board member. And I have
5 a couple of people in my office that are absolute
6 savants when it comes to that, so if you have any
7 questions whatsoever about financial disclosure give
8 us a holler and I will hook you up with that person in
9 my office who makes this a reason for living.

10 If any of you have a family member that is
11 employed with an entity, that don't have an ownership
12 interest in it, but they transact with you all the
13 time, there's a requirement under the ethics code that
14 they identify themselves. Just so the whole universe
15 knows that you have a family member that transacts
16 with a board that you sit on all the time. This
17 happens quite a bit at the county in the last six or
18 seven months. We've issued two or three opinions to
19 members of the mayor staff who have spouses that work
20 with Brightline, work with FP&L, that work with one of
21 the cruise lines. They don't have an ownership
22 interest in any of those entities but they transact
23 with the county all the time. So this is a provision
24 that someone can go to the clerk's office and say, you
25 know, who works on the mayor's staff that has a spouse

1 that transacts with the county all the time. And they
2 know. It's just a transparency provision and the same
3 applies here.

4 Next section. Voting conflicts. We have got the
5 voting conflict provision as it applies to this board
6 down to a fine art. So I tip my hat to staff.
7 Something magical happens here at The Children's Trust
8 where someone looked at the agenda and they identify
9 the entities that are going to be impacted and then
10 something magically shows up in my mailbox in the
11 office and then, I don't do the work, but I have
12 wonderful orders who do the work and they generate
13 ethics opinions and they transmit them back to you all
14 to share with your board members. If it's something a
15 little unusual, then we'll reach out to the County
16 Attorney's Office and reach out. But its working
17 beautifully, no changes. So again, I'm not going to
18 say a lot more, I'm not going to say a lot about that.
19 For voting conflicts, we apply more of the standard
20 that we would apply to elected officials as opposed to
21 the one that we apply generally to autonomous board
22 members. And like I said, its working fine, so keep
23 doing what you're doing. We'll keep providing the
24 opinions. And there's a couple of sample voting
25 opinions that are contained in your papers there. And

1 I see Mr. Dunn over there in the corner, Reverend
2 Dunn, he happens to be one of the folks that provided
3 an opinion to.

4 MR. DUNN: He saved me. Thank you.

5 MR. ARROYO: Yes, sir. So again, whatever it is
6 that you all are doing, just keep doing it, all right.
7 Of course, if you have a conflict, your staff can
8 advise you on what to do. Announce the conflict and
9 file the conflict form with your clerk.

10 Real quick, how am I doing on time? Am I good
11 so far? Okay. There's this thing called a Cone of
12 Silence in the County Ethics Ordinance that applies to
13 you all in your procurement capacity. If you're going
14 to procure services or items as part of the
15 comparative selection, which I know that The
16 Children's Trust does from time to time, there was an
17 ordinance revision introduced by someone, by one of
18 the members of the Board of County Commissioners
19 recently that would have significantly changed the
20 conflict of interest ordinance, that has been pulled.
21 So I don't know if it's going to come back. If it
22 does, there will be significant changes and the County
23 Attorney can advise you on it or I'll send you a heads
24 up that its changed significantly. But as it exists
25 right now, anytime that the agency issues a request

1 for bid or request for proposals and the agency is
2 going to procure services or items in a competitive
3 selection manner, then just remember, you as the
4 elected officials, there's significant restrictions on
5 you being able to communicate with the bidders, with
6 their representatives, with the selection committee
7 members, right. So once the bid hits the street, the
8 best thing to do is hands off and wait for the
9 selection committee to make their best informed and
10 good faith recommendation to you all and then you can
11 ask all the questions you want. But during that time
12 period, there should not be any communications between
13 you all and the selection committee members or the
14 bidders or the bidders representatives. And we work
15 through an issue involving the selection committee
16 here a couple of years ago and since then I think
17 everything has been pretty smooth. So we're good.

18 Again, if the Board of County Commissioners
19 changes the ordinance, I'll send something over or
20 I'll differ to my colleagues on the County Attorney's
21 Office to share that with you. So very quickly,
22 Citizen Bill of Rights. There is this thing in the
23 county charter that's been there since the late 1950s,
24 it's called the Citizens Bill of Rights, it's our own
25 little Bill of Rights, just like there is to the

1 Constitution of the United States. It applies to all
2 boards and a few years ago, the Board of County
3 Commissioners in their wisdom thought they it would be
4 appropriate to make the ethics commission the agency
5 that interprets and enforces the Citizens Bill of
6 Rights. It gets tons of action in the municipalities.
7 Very little action in the county. Very little action
8 with this board. The reason it gets a lot of action
9 in municipalities is because it's got a public records
10 provision and it's got a provision that allows members
11 of public to address boards. Sometimes in
12 municipalities, there's 34 of them, they handle that
13 differently and sometimes it's difficult for public
14 records requests to get the records that they want.
15 And so, again, it gets a lot of action in the
16 municipalities, virtually no action whatsoever in the
17 county and virtually no action here.

18 So just remember, you have to give folks an
19 opportunity to address you, just like you did today,
20 right. You can limit their time. You obviously can't
21 be discourteous or rude, right, and anyone that
22 requests public records from you, also, there's a
23 public records provision on it which you're obligated
24 to comply with. If you have any questions about The
25 Citizen Bill of Rights, reach out to us. Like I said,

1 virtually no play whatsoever in the county or with
2 county boards. Those of you that are involved in the
3 city, lots of play at the cities. Some cities more
4 than others.

5 And the last section is government sunshine. How
6 I'm doing on time? Still good, excellent. So Florida
7 statutes, my agency is not authorized to interpret it,
8 but we're authorized to provide instruction on it. So
9 we provide instruction on it. I'm a nerd, so I always
10 go to Sir Thomas Moore when I get a chance, so you can
11 skip that one. So just basic rules, which again, you
12 have down to a fine art here. They have to be open to
13 the public. No formal action needed to be taken
14 outside of it. You got to provide reasonable notice,
15 you have to provide minutes promptly after the
16 meeting. And no two numbers of you may discuss board
17 business outside of a public meeting. That becomes
18 difficult sometimes, right, it is unyielding and it
19 makes things a lot -- makes things difficult
20 sometimes, particularly when you are on different
21 boards. So you might be on this board and then you
22 might be discussing board business in your capacity as
23 an assistant state attorney. An advocate for victims,
24 you might be talking to someone that works at DCF. So
25 particularly for folks like you all that have

1 different public roles that may overlap, just remember
2 you're not allowed to talk about board business out of
3 the sunshine. A knowing and purposeful violation of
4 that provision of state statute is investigated by the
5 State Attorneys' Office. And they will from time to
6 time, in my experience, I don't speak for them
7 anymore, but they will from time to time take up
8 investigation on sunshine law violations when there's
9 discussion with the board members, elected officials,
10 and from time to time, they will prosecute a case.

11 On public access to meetings, again, not an issue
12 here, but if there are a lot of restrictions on
13 members of the public getting in, that can be an issue
14 under the Sunshine Law. And there's a section there
15 on one-way, two-way, and liaison communications.
16 Liaison communications become a problem. One board
17 member talks to a staff member and then that staff
18 member talks to another board member and the staff
19 member winds up being the liaison between
20 communications that occurred between the two board
21 members, so. If you're talking to staff, just be
22 very, very careful in giving them direction to talk to
23 other board members about something that's going to
24 come before you in open session. Or if you're a staff
25 member, just be cautious that when you're dealing with

1 one, or two, or three, or five elected board members,
2 that you're careful in those communications not to
3 serve as a conduit or as a liaison for what board
4 member A told you and your relaying it to board member
5 2, board member 3. Clearly you shouldn't talk about
6 which way board members are leaning one way or
7 another, but just be careful as serving as a liaison,
8 the bridge between different board members
9 communications if you're a member of staff.

10 If you make a mistake and it's an accident on how
11 to cure a violation, just do it all over again. Do it
12 all over again means do it all over again. It doesn't
13 mean, oh, all those in favor signify by saying aye,
14 right. You have to go through whatever public
15 discussion or consideration occurred at the first
16 meeting, you need to replicate that. So if someone
17 was not privy to the discussion the first time,
18 they're privy to the discussion and reasoning before
19 you vote again.

20 There's a section there on public records. And
21 all 'm going to say about public records is, if you're
22 using this, right, one of these little handheld
23 things, either you're using text messages or you're
24 using a private device, just remember that if you're
25 using a private device to conduct business, then

1 whatever public records are generated in that device
2 is fair game for public records request. So if you're
3 using text messages or anything to communicate, if
4 it's something more than a transitory communication
5 like, hey, I'm going to be five minutes later, hey,
6 did I get the agenda, if it's something substantive,
7 then you are the records custodian for this agency if
8 you're holding it on your phone and it has to be made
9 available for disclosure if somebody asked for it.

10 So best practice rule of thumb, don't do it. If
11 you are doing it, hit send to whoever in the agency is
12 a designated records custodian. So that person has it
13 available. So if someone wants any and all
14 communications between Jose Arroyo and Laura Adams
15 regarding agenda items number 6.5, that it was before
16 the board, and they exist because Laura and I have
17 texted each other, had substantive communications via
18 text, I had forwarded to someone on your staff.

19 And the only other thing, I have two minutes
20 left, we've had a couple of transactions involving
21 elected officials who have used text exchanges to
22 discuss public matters and interest first and the
23 business of it are personal comments. The type of
24 comments nobody wants to read about publicly, so if
25 you're going to do it, I encourage you not to do it,

1 make sure that the communications are such that you
2 would feel comfortable reading about on the page of
3 the Herald the next day, because if they're not, I've
4 had a couple of elected officials and some
5 municipalities that went to the very uncomfortable
6 process of having descriptive terms that they've used
7 to refer to colleagues or people that were presenting
8 to them, fill out a public records request. It's just
9 unnecessary and unpleasant. Makes people unhappy. So
10 try not to do that. Okay, so I'm done. that's all.
11 You got the materials here. Any questions, please
12 feel free to reach out to me. I'm at my desk most of
13 the time. You can contact me by cell or contact me
14 through the County Attorney's Office, however you do
15 it, happy to help. Thank you.

16 MR. HOFFMAN: Thank you, Jose. Any questions?
17 Let's be careful out there. Okay, we're moving on to
18 the Program Services and Childhood Health Committee
19 Report.

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

21 The Program Services and Childhood Health
22 Committee met on Thursday, April 7, to consider the
23 resolutions we bring before you today. Before we do
24 that, however, I'm going to punt to Jim to get us
25 started on a youth development presentation.

1 MR. HAJ: Madam Chair, thank you. We're going to
2 go into a presentation. The Youth Development is our
3 largest investment, close to \$60,000,000.00. These
4 are the five resos that are in front of you. This
5 PowerPoint is going to T up all the five resos and as
6 we go through the resos, as we go through the
7 PowerPoint, the resos are also indicated on the
8 PowerPoint to refer back. Hopefully these will answer
9 the majority of questions that will come up through
10 the five resos. I'd like to turn it over to Rachel to
11 start it off and then Tatianna following.

12 MS. SPECTOR: Thank you, Jim. Thanks so much.
13 So as Jim mentioned, this is our largest investment,
14 almost \$60,000,000.00 for the Youth Development
15 portfolio, which we break it down into kinder through
16 fifth grade, and then sixth through twelfth grade for
17 after school and summer experiences throughout the
18 county that are accessible, affordable and inclusive.
19 All programs, every single program is required to
20 serve children with disabilities. And they also must
21 appropriately address the needs and diversity of the
22 communities in which they serve and adapt their
23 evidence based program or any activities to meet the
24 needs of the population that they serve.

25 Next slide.

1 So why do we fund Youth Development? So we fund
2 Youth Development after school programming, obviously,
3 so that families are able to work and have a safe
4 place to leave their children while they're at work.
5 It's been shown to increase school attendance, improve
6 academic performance, and decrease risky behaviors
7 during the school year. I'm going to talk about the
8 different activities that we fund. And then during
9 the summer, of course, we do have a strong academic
10 component which helps prevent some of the summer
11 learning loss.

12 Our current model is during the summer we offer
13 full day in-person services. Most of the children
14 that attend, attend for the summer. We have -- our
15 programs our allowed to serve between six and 10
16 weeks, so most of them -- a lot of them serve the
17 whole time that school is out, but some of them serve
18 a little bit less in terms of six weeks. They are
19 required to serve the whole day during the summer.
20 During after school, it is every day. For K through
21 five, it's a five day a week program, at least four
22 hours a day. And for 6 through 12, the hours vary.
23 And Tatianna will talk about that. They are required
24 to be inclusive of children and youth with
25 disabilities. Every single program. And then the

1 activities included are social-emotional learning,
2 they serve healthy snacks and lunches and supper now.
3 And then family engagement components. And then for
4 the 6 through 12 programs, we have some specialty
5 areas that Tatiana is also going to cover.

6 So for K5, all of our programs utilize evidence-
7 based practices for literacy instruction. They focus
8 on -- in addition, they focus on physical activity,
9 social-emotional learning, academic support, family
10 involvement. For the literacy components we --
11 currently the providers hire certified teachers,
12 primarily from Miami-Dade County public schools to
13 design and deliver and differentiate literacy
14 instruction to students that are all assessed at the
15 beginning of the program. And based on that
16 assessment, they offer individualized literacy
17 instruction for children that are struggling with
18 reading. Both in the afterschool component and during
19 the summertime. And then in addition, during the
20 afterschool component, they offer homework assistance
21 in addition to group literacy and the differentiated
22 literacy instruction. Currently, in our K through 5
23 space we have 208 sites that operate, 94 programs
24 serving over 17,000 children. That is including our
25 summer only programs. We do fund some K through 5

1 programs that only operate during the summer. So
2 those will not be included in today's resolution. And
3 so this is referring to Resolution 2022-38.

4 Next slide.

5 So I participated in the breakout session at the
6 Board Retreat for the Youth Development group and I
7 heard some asks about data. We don't have every
8 single data point that was asked about, but we wanted
9 to come back and bring some of the data that we have.
10 So this is a chart that is comparing the 18, 19 data
11 with the 21/22 data. We have some laps and gaps in
12 years of data due to COVID and the pandemic and the
13 different services, but as you can see, we're breaking
14 down by ethnicity. And we did notice in our internal
15 review that for the Haitian group decreased a lot. We
16 have some ideas about that, but we're still sort of in
17 the process of speaking with our providers that serve
18 mostly that population to figure out some of the
19 reasons in that difference.

20 In this slide, so we had about 400 and almost 500
21 children. This is, I just want to say this is 18, 19
22 data only, that were reportedly in the dependency
23 system. So of the 500 children, 65 percent of them
24 were Hispanic. And then you can see the breakdown of
25 the black African American, Haitian Creole and others.

1 And then it was 58 percent male compared female, those
2 students that we serve in the dependency system. Then
3 we had about 130 children that were both in the
4 dependency and delinquency, but we had a little bit of
5 -- some of our providers didn't report delinquency
6 data in the way that we ask it. So I don't want to
7 talk too much talk on that number, but for sure we are
8 serving almost 500 children that are currently --
9 well, that were in the dependency system.

10 And then, as I mentioned, every provider is
11 required to serve children with disabilities, so we
12 had 4,800 youth or children that had a disability that
13 parents characterized as lasting, a condition that
14 lasts more than one year. So it's an ongoing
15 condition. And you can see that over a third were in
16 the attention hyperactivity issues. And then learning
17 disabilities. And you can see speech and language,
18 autism spectrum and down the list. And then of the
19 4,800 that have a disability, most of them were
20 receiving speech and language therapy and then
21 surprising you can see that even though parents are
22 reporting that the children have disabilities, not
23 every child, of course, requires accommodation. Our
24 providers are required to support children with
25 whatever accommodations they may need to be successful

1 in the program. And you can just see some of these
2 services that the children are receiving.

3 And then, in addition to support, both our
4 providers of youth development services and the
5 children that participate, we fund reading
6 enhancements, which you'll see in Resolution 2022-41,
7 which is our reading explorers program. So this
8 program during the school year, they offer onsite
9 coaching and consultation with our providers. So they
10 go out into the field, to the different program sites
11 and they're working directly with the direct service
12 staff and maybe some of the management to make sure
13 that they are delivering the literacy services with
14 best practice and we do onsite coaching with the folks
15 as well, so they'll conduct observations and provide
16 coaching to make sure that the staff are providing the
17 best services. During the summer, they hire many
18 certified teachers to go out and actually provide the
19 differentiative literacy instruction onsite to the
20 children. So they conduct the preassessments and the
21 post-assessments for all our youngest children, which
22 are rising kindergarten, first and second grade
23 students. They then group the students into small
24 group, two to three four children at the most, to
25 provide the differentiated instruction. They also

1 have different parent involvement activities
2 throughout the summer to engage the parents with the
3 program and with the services. And then they have a
4 direct mention to Miami-Dade County public school. So
5 at the end of the summer, if the results on the post-
6 assessment is still showing that the children are
7 still struggling with reading and could use some
8 additional support, they have direct referrals into
9 every CPS, so that they can go ahead and get support
10 to the children as soon as possible.

11 And then our food and nutrition is part of our
12 youth development portfolio. You'll see this in
13 Resolution 2022-42, where we require programs to serve
14 healthy and nutritious lunch and snacks and supper. I
15 think we've seen, probably in the last few years, that
16 more of our providers are serving supper in the
17 afterschool program, especially the programs that
18 flows later in the evening. For some of the students
19 that they serve, this is going to be their last meal
20 before they return to school the next morning for
21 breakfast. So what this agency does, Flippany, is
22 they also help our providers become approved by the
23 Department of Health so they can draw down the funds
24 for the meals. So they help our providers go through
25 that administrative process. And then they also make

1 sure that the food meets all of the requirements of
2 the USDA and its healthy. They manage the caterers
3 that deliver the food to the hundreds of sites that we
4 operate, that they operate daily. And then they also
5 help them -- so there is a criteria and so the sites
6 to be approved need to have enough children receiving
7 free and reduced lunch. So they help them with all of
8 the process in order to get the federal reimbursement
9 from the Department of Health. And I think I'm going
10 to turn it over to Tatiana.

11 MS. CANELAS: Good afternoon, Tatiana Canelas,
12 Associate Director of Programs at The Children's
13 Trust. I think Rachel did a great job in explaining
14 youth development as a whole. My focus will be on the
15 612 initiative. This initiative consists of 73
16 programs, not reflected in this resolution as those
17 include the summer as well, which this means we serve
18 over 124 sites in both school year and summer. And
19 over 5,500 youth in grades sixth through twelfth. So
20 this includes our middle schoolers and our high
21 schoolers. Rachel mentioned that in K5, the children
22 are expected to be there five days a week with the K6
23 understanding the different needs across the different
24 grades. There is more flexibility in what programming
25 looks like, so what the youth are expected to receive

1 in the school year is a minimum of 36 weeks of service
2 and a minimum of 150 hours of programming. And then
3 in the summertime, they are expected to receive a
4 minimum of 90 hours of service. And that could look
5 like a minimum of 15 days a week. So the youth could
6 be attending Monday and Wednesday, Monday, Wednesday,
7 Friday, some programs do go five days a week, but
8 again, there is much more flexibility in this
9 initiative to assess and allow for that, the need,
10 depending on the age group.

11 As you can see, the different activities for our
12 youth include academic support, which is a required
13 activity for all of our programs serving 6 through 12.
14 And social emotional learning. And then you see there
15 is a requirement for one skill building activity.
16 This varies depending on the program. And it could
17 include either job training, which is a school year
18 activity only, job coaching, art, STEM, civic
19 engagement, entrepreneurship, college readiness. And
20 these activities are all with the idea that they
21 provide the youth with an opportunity to be able to
22 explore either different careers or different topics.

23 Next slide.

24 So similar to what you saw in the K5, reflecting
25 our 6 through 12 initiative, this includes both 18, 19

1 and 21, 22 data. And as you can see, over half of the
2 youth served were identified as Hispanic. You can see
3 the breakdown of -- a little bit more, I know it's a
4 little bit small. But if you'll also include the
5 breakdown for African American, Haitian, White-Non-
6 Hispanic, and then other. Again, this is all recorded
7 in our Trust central system. And this is some of the
8 data, again, that Rachel mentioned that the board
9 wanted to see. It's got all of our data, but it
10 certainly does give us insight in what our programming
11 looks like.

12 And on this slide, again, very similar to what
13 you saw in K5, we have 153 out of 7,600 youth served,
14 18/19 data, were reported to be in the dependency
15 system. And 35 youth were reported to be both in
16 dependency and in delinquency systems. If you look
17 down at the other two data points, you'll see a
18 breakdown of 153 youth reported in dependency. And
19 again, the breakdown, and you'll see that despite only
20 representing 51 percent of population served, females
21 represent the 67 percent of the youth reported to be
22 in the independency system. So again, this is all
23 data that is reported in our Trust central system by
24 our providers.

25 And now going into the disabilities and

1 conditions. Out of 1,903 youth with a disability or
2 condition, lasting over a year or more, over one-
3 fourth were marked as experiencing problems with
4 retention and hyperactivity. That is what you see up
5 in the top. Then as you look down across our data
6 points, you see the conditions that our youth are
7 experiencing. Again, these are triggered if the
8 condition is lasting a year or more.

9 Next slide.

10 And then out of all the 1,903 youth with
11 disability or condition lasting more than a year, only
12 one-quarter were reported to receiving special
13 education services in school. And then you can see
14 the different reporting across the different areas.
15 And so, again, this is something that our providers
16 are reporting based on the data collected from the
17 participants. We do anticipate that some of it might
18 go unreported and this -- next slide. So that
19 concludes the 6 through 12 component and the YB as a
20 whole. Thank you.

21 MS. HOLLINGSWORTH: Thank you very much, Rachel,
22 Tatiana. And from there, are there any questions for
23 the Board?

24 MR. DUNN: Yes, Madam Chair?

25 MS. HOLLINGSWORTH: Yes, Pastor?

1 MR. DUNN: I know there was a mention that some
2 of the agencies do not perhaps report some of the
3 levels of service that they may be dealing with. I
4 was a little concerned about a drop in the African
5 American, Black, population from six to 12 because,
6 I'm kind of new to this, but that's where the ballgame
7 is probably won or lost. With any child in that
8 middle, high school area or age bracket. And I don't
9 know if there's anything that we could do to embellish
10 that because that's where the game is lost. I'm sure,
11 and I'm not trying to engage them in my conversation
12 or point that I'm trying to make, but I'm sure that
13 the good judge, board member, could tell you that he
14 sees many youth, in that category.

15 Youth, they do marvelous, and sometimes at the
16 elementary level, but by the time they get in middle
17 school and high school, it can be a total switch. So,
18 I was pleased, of course, with the K through 5th.
19 That was very, very, good. And, of course, I also
20 heard the comment that it's over represented by the
21 percentages, but when you look the penal system with
22 Blacks and African Americans that's tremendously
23 disproportionate, so I'm just trying to see is there a
24 way that we can be more aggressive in that or even if
25 it means getting the agencies to report more factual

1 data. Because that's concerning. That area, that
2 gray level, anyone in education will tell you that
3 that's not just for Blacks and African Americans,
4 that's for all youth. When, by the time they get in
5 middle school and high school, that's where the great
6 challenge is waged.

7 So, that's my, I guess that's my question. How
8 can we see how we can perhaps engage that group more
9 intensely.

10 MS. HOLLINGSWORTH: Thank you, Pastor Dunn.

11 Jim, you'd like to --

12 MS. KENDRICK-DUNN: I have a comment or a
13 question, or a question. Should I ask now, or no?

14 MS. HOLLINGSWORTH: Sure.

15 MR. DUNN: I trust your judgment.

16 MS. KENDRICK-DUNN: No, not you.

17 MR. DUNN: Okay.

18 MS. KENDRICK-DUNN: I agree with you, no. No,
19 you're absolutely right. No, yes, you're absolutely
20 right, what you said.

21 No, my question goes back to listening to some of
22 the data that was presented. So, thank you for
23 presenting that information.

24 So, I'm just maybe a little concerned, I don't
25 know if I should be, but some of the kids where the

1 parents are self-reporting that the children are not -
2 - they have some issues, but they're not receiving
3 services. So, are the parents saying, they're not
4 receiving services in the community? Because we have
5 two, you have, you know, community and then you have
6 school. Some children receive services in both the
7 community and the school system. And some children
8 don't. But I'm just a bit concern because is this,
9 you know, do we need to collect additional information
10 from the parents that are saying that their children
11 are not receiving services, but they may have issues?
12 Because we do know, and the literature does show, that
13 we have many children in our society that may meet
14 qualification for getting assistance, whether in the
15 community or the school system, and they don't. And
16 we know that.

17 So, I just wanted to know if there's something we
18 can do, to refer, or to gather additional information
19 to make sure if the children are not getting services
20 that they need, that we could get them the services
21 that is available to them.

22 MS. HOLLINGSWORTH: Thank you, Tiombe.

23 So, we have a couple of questions about data
24 collection. Any other questions or observations?

25 Lourdes?

1 MS. GIMENEZ: Yes. Just a quick question. First
2 of all, thank you so much, it's really, you know, the
3 data that you provided us is very comprehensive.

4 My question is very simple, with the children
5 with disabilities, and the conditions that they have,
6 if a child happens to be ASD on the spectrum, for
7 autism, and also learning disabled, and maybe another
8 condition, do we report that same child in the three
9 different areas? Or is it reported just one time in
10 the area where he receives more services for programs?

11 MS. HOLLINGSWORTH: Thank you. Going back again
12 to data inputting.

13 So may at this point, we could pause for some
14 response?

15 DR. BENDROSS-MINDINGALL: Madam Chair.

16 MS. HOLLINGSWORTH: Yes? Hello, Dr. Bendross-
17 Mindingall.

18 DR. BENDROSS-MINDINGALL: Hi. How are you? How
19 are you? I just have a few questions, but I was
20 waiting to hear from the others. And it will return
21 us to some of the concerns that Dr. Dunn, both of
22 them, Tiombe and Reverend Dunn, had. If it's okay, if
23 not I'll wait my turn.

24 MS. HOLLINGSWORTH: Please proceed, Dr. Bendross-
25 Mindingall.

1 DR. BENDROSS-MINDINGALL: Thank you, Madam Chair.

2 The first question, due to COVID we knew that our
3 children had a great loss of learning, but my question
4 is, do we meet with providers to talk about how to
5 improve the academic performance? And I ask that
6 question because I count it as one part of the
7 resolutions that the children whom I'm elected to
8 serve we have at least nine providers right there and
9 that includes, millions of dollars. And I want to
10 know because they are pretty much in some kind of
11 setting of learning 8, 10, hours a day but they don't
12 seem to do as well as I would expect them to do coming
13 from day school and then going to evening school and
14 sometimes summer school. Do we meet, as The Trust, to
15 talk to the providers to compare what the children are
16 learning because they're under our tutelage for so
17 long? Is that something that we do?

18 MS. HOLLINGSWORTH: Thank you, very much.

19 So that takes us to coaching for providers and
20 student progress. So, lets pause here for some
21 feedback from Jim and team.

22 MR. HAJ: Madam Chair, if we could take the data
23 piece first. I'll ask Lori if you can respond to the
24 data item. We have three items to respond to.

25 MS. HANSON: So, I'll go backwards, my memory

1 works that. People can report multiple conditions.
2 And so that's why, if you add up our percentages, they
3 total more than 100 percent. So, the kids are counted
4 in all the conditions in which the parent reports.

5 I'm not sure what the other two data -- if they
6 were data collection questions or more questions about
7 the data. What data shows.

8 MS. HOLLINGSWORTH: Data relating to some of the
9 changes in numbers. Pastor Dunn, specifically, spoke
10 to the lowering numbers in African American students.
11 And then, Tiombe has a question regarding parents
12 self-reporting of some of the services children are
13 receiving.

14 MS. HANSON: Right.

15 MR. DUNN: Thank you, Madam Chair. Just to be
16 more specific, the sixth through 12th grade.

17 MS. HANSON: Yes.

18 MR. DUNN: That's the one that's I'm --

19 MS. HANSON: Right.

20 MR. DUNN: -- yeah.

21 MS. HANSON: Right. So that's really, you're
22 seeing a pre-COVID number and a post-COVID number and
23 a 2020, 2021, '22 data is not totally post-COVID yet,
24 right. Because I don't think we could quite say that
25 yet. Looking around the room, lots of people still

1 wearing masks. So you know this has been a challenge
2 maybe in terms of numbers served and certain programs.
3 And definitely the programs team has been very
4 actively engaged with providers having conversations.
5 You heard our public speaker, actually, at the
6 beginning, talking about some of the challenges that
7 their students are having, facing. And that they're
8 still continuing to reach out to family and kids and
9 engage them in their programs. So we're very aware of
10 that. And we're definitely double clicking into those
11 numbers. Yeah. As you heard even about the K, 5,
12 Haitian population decline as well, right. So we're
13 definitely are aware of those and taking action with
14 providers to make sure those numbers recover.

15 The other question to Tiombe about the services
16 not received, I was just trying to open up the form,
17 but my password has changed, and I can't get on to the
18 website. So, the data collection form asks a number
19 of different questions, I think this one is actually
20 pulling not from that question, I think if you scroll,
21 I think it's actually pulling from a question where we
22 ask what services, before that, what services a child
23 is getting. Like we just asked, is child getting
24 anything, like are they in speech therapy, are they
25 getting, you know, are they on, taking, you know, any

1 support that they have in the community. It says,
2 what if any help does your child receive at this time.
3 Right. And so, I believe that that's what that
4 question is based upon and so you're seeing that some
5 parents are saying, my child doesn't get any special
6 supports at this time. This question is asked of all.
7 I don't know if this data slice, is that just the
8 people who reported having a disability?

9 MS. KENDRICK-DUNN: Yes.

10 MS. HANSON: So, yeah, depending on what the
11 disability -- what we would have to do is double click
12 into that set that says they're not getting any
13 support, they're not engaging into anything, and look
14 at what conditions they're reporting that they have.
15 Because maybe they're, you know, they're handling
16 things in a different way or maybe, you know, it's not
17 necessarily an indicator of unmet need, but we would
18 need to slice into that data more to explore that.

19 MS. KENDRICK-DUNN: And we want to just make sure
20 that we do our due diligence because we don't want
21 children going without need. And again, I mean, just
22 the way, you know, our society works, I mean, the
23 public schools by far provide the absolute most mental
24 health based, academic, intervention based, type of
25 services. It is, you know, typically, we have

1 community providers, but they don't touch the students
2 like public schools. Public schools are responsible
3 for every child that walks in that door. And that is
4 why there is so many staff, in addition to teachers,
5 that can provide for, you know, it's not always that
6 the child needs to go into special education, but
7 there's section 504, maybe there's interventions that
8 are general education. There's so much that is
9 available and sometimes, you know, we just want to
10 make sure the children are getting what they need. We
11 don't want them to end up in ESC or special education.
12 We do believe in prevention. I mean, public school
13 districts believe in prevention and there is a lot
14 there to prevent. And then you have the special
15 programs for the children that, you know, that need
16 it. But I think it's important because if there are
17 parents, some -- there are so many parents in my
18 community that don't know what is available and
19 sometimes they don't know that they -- that there are
20 services that could be provided in the community or in
21 a public school setting.

22 So I just think it would be best to have that
23 information and if parents need a boost, okay well
24 this is who you talk to at your school. Or this is
25 where you can go if you feel that you need. Because

1 we don't want children having unmet need and we do
2 have plenty of children that do, you know, there's a
3 child plan obligation for public schools. So they're
4 there for that.

5 MR. DUNN: And Madam Chair, if I could quickly,
6 let me just say, unequivocally I'm not -- I very much
7 appreciate the hard work and the labor that you all
8 put into getting this information. I think the part
9 that double alarmed me, I can't pull it up now, where
10 I felt like it was a justification piece where the
11 percentages dropped. And my memory is not quite as
12 clear as it was, but I know what I saw, and I read,
13 that these numbers are not reflective, I think that's
14 the best way that I can articulate it, they're not
15 reflective of the population. And so I would quickly
16 respond or report by saying and neither is the penal
17 system disproportionate population or percentages as
18 it relates to Black and African Americans. I would
19 have to say that I would be disingenuous sitting on
20 this board if I didn't say, you know, that comparison
21 did not pale well with me. I guess that's the best
22 way I could say it. But I very much appreciate your
23 word. I want you to hear that and you'll hear from me
24 later in that regards, as a staff. But I think when
25 it was mentioned, okay this number is high, I mean it

1 dropped.

2 Let me say it like this, the numbers, the
3 percentages dropped. But it's because the percentage
4 of the Black and African American community is much
5 lower than what the services they're receiving. Which
6 is a true and correct statement, but it's very much so
7 needed when you look at the trends in our community.
8 And not just in Miami-Dade County, but all across the
9 country. And again, I'm not asking for any special
10 privileges, but I do want us to try to put the dollars
11 where they are most needed.

12 MS. HOLLINGSWORTH: Thank you, Pastor Dunn.
13 Chair has a question and then we'll move for --

14 MR. HOFFMAN: Yeah, the question I have, which I
15 think ties into what Reverend Dunn, your first
16 question and what you just said. We don't track
17 individuals through our provider system, do we? Are
18 we able to? So when we're looking at the high school
19 or middle school and high school, and we're looking at
20 the younger youth, are we able to see whether that
21 percentage has actually grown? Are we measuring the
22 same youth throughout the system? Are we able to?

23 MS. HANSON: No because each year it's snapshot
24 of the kids that participate that year. Right. So
25 it's not like the same set of kids, longitudinally.

1 Is that your question?

2 MR. HOFFMAN: Yeah, that's part of the question.
3 Because I think then we might be measuring different
4 populations of kids for different periods of time.

5 MS. HOLLINGSWORTH: Thank you. And then that
6 takes us around to the question about student progress
7 and providing coaching for providers. In the event
8 that any improvement is needed for services.

9 MR. HAJ: Yeah, I think the question was, do we
10 meet with providers to discuss progress? Tatiana, can
11 you answer that?

12 MS. CANELAS: So, we meet internally, twice a
13 year, as a programs team to review our portfolio and
14 the impact we have, you know, programs is having in
15 the community. So in preparation for this meetings,
16 we usually identify programs. So part of the
17 preparation before we even come for renewals, so we
18 met twice a year, and part of the discussion is to
19 look at the data to see what's going down, you know.
20 If there's any trends somewhere have discussions with
21 providers. Part of that process. But one thing I
22 want to say, we do know, we do expect, one of the
23 reason we do the comparison pre, kind of, what is it,
24 we in the pandemic, we still in the, what do you call
25 that, andemic (sic), I think right now we call it

1 andemic. So we call it pre-COVID and then right now
2 to see really how -- we expect to have a huge
3 difference. And actually, when we look at the data,
4 it's the difference is not as pronounced as we
5 expecting. Because we know, even before COVID, for
6 it's -- with this age group it's kind of very
7 difficult to -- we all know it, because you have to
8 get them, because they're older, they can stay home,
9 they don't have to come to an after-school program.
10 They totally choose to come to the program, right?
11 So we know it was going to be a challenge with this
12 age group, but even during COVID, with the shutdown
13 and everything, things are changing. It's become
14 even more difficult. So we looking at that currently
15 as part of our strategic planning process for this
16 initiative. We know that certain things are going to
17 change forever because we can never go back to, you
18 know, pre pandemic to say, oh that's the way we want
19 to implement programming work with providers. Some of
20 the lesson learned, we have flexibility we allow even
21 for programs, we see you, we engage people. We were
22 not able to engage before. So providers are always a
23 part of our input session, whenever we are making
24 changes, and we consult with -- we just had a survey,
25 I'm sure that Jim will share that soon with you, about

1 the survey we did with our providers to see how we're
2 doing with certain areas.

3 So I guess my answer is, whatever it is, is
4 happening because we know we're not in the field.
5 Even though our staff go out to make observation and
6 see things. We try to get provider involved at the
7 table, you know having conversations with them,
8 because we know they are the one with the information.
9 That we, you know, at The Trust cannot just make
10 decision about a program understanding the story
11 behind the data by just looking at the data, you have
12 to talk to provider to understand what happened. Sorry
13 for the long answer.

14 MR. HAJ: Madam Chair, may I?

15 So to many of the questions here, what's in front
16 of you is two things. One, is we have the final
17 renewal. We're in a five-year cycle. This is the
18 final renewal for these programs. For the last two
19 years at the board retreat, and this last board
20 retreat, which you'll see later on, on this agenda,
21 was What are the priorities going into the next five
22 years in the areas for investment and the increase,
23 that we talked about on the board retreat, to meet the
24 needs, you know, much of the narrative that was said
25 earlier. So that is coming up a little further down

1 and this is why we're engaging the providers with the
2 provider survey. We've had the board retreat and
3 we're having deeper dives before we release the next
4 five-year solicitation.

5 Again, what's in front of you for approval is the
6 fifth year of the last cycle. But the bigot, what's
7 coming down the next several months, what you'll be
8 hearing about, is the new release. Of how we're going
9 to address the community needs based on the two board
10 retreats, the health committee, all the sub committees
11 the board had the last two years was all levitant to
12 how do we meet the needs of the community post, well I
13 don't know if they say post pandemic, but as we move
14 out of this era into the next five years. And how do
15 we address the program needs, the fiscal needs and
16 everything that's comprehensive and are going into the
17 next five years.

18 MS. HOLLINGSWORTH: Thank you, Jim.

19 Constance?

20 MS. COLLINS: Yeah, I want to first thank you for
21 the data. It's really valuable to hear what your
22 system and metrics are showing. I would love to have
23 a copy of that actually and really look more closely
24 at it because it's a lot to absorb, in a fairly short
25 period of time. And if it was in the board materials,

1 I'm sorry I missed that. But I think what I sort of
2 took from it is that, and this is partially informed
3 by being a provider on the ground and understanding
4 all the different challenges we all faced in this, in
5 the continued delivery of services, over the past two
6 years. And the ways in which that did impact how
7 people would be engaged at all ages and the challenges
8 of actually providing meaningful content or
9 programming remotely, which we did not do because it
10 was impossible, but even in full, full blown service.
11 So I'm not surprised to see shifts in numbers, that to
12 me is expected.

13 But I'm wondering as we look deeper as the at the
14 data is whether we are seeing a widening in gaps and
15 needs based on the level of engagement that was
16 achieved during the pandemic or lost during the
17 pandemic. And even now, the number of parents that
18 are no longer, especially, moms no longer in the work
19 world their challenge is therefore in participating in
20 some of these activities or even just fears about the
21 safety of their children participating in the active
22 needs.

23 So I'm not surprised we saw a shift, I would, I
24 do think it would be helpful to take an even deeper
25 dive into understanding the, if you will, the

1 subpopulations, demographics, neighborhoods, if we can
2 even go that, in that focus of a way, to see where we
3 do have a widening of gaps and needs. Because that
4 would allow the strategic planning, in the coming
5 years, to be more targeted and focused towards those
6 needs. Which I think we always want to be doing using
7 the data for driving our service provision to the
8 highest level of need.

9 So again, thank you for that information. I
10 actually came away with maybe even more questions than
11 I started with but that's because the ignorance was
12 sort of bliss, not really, but anyways along those
13 lines. And if you could share it that would be great
14 and maybe even take a look, a deeper dive, on that
15 widening gaps and needs and how might form a future
16 for us all. Thank you.

17 MS. HOLLINGSWORTH: Thank you, Constance.

18 Moving now to the Resolutions.

19 Resolution 2022-38: Authorization to negotiate
20 and execute final contract renewals with 81 providers
21 identified herein, to deliver high-quality after-
22 school programming for 12,197 elementary school
23 children and summer programming for 13,125 elementary
24 school children, in a total amount not to exceed
25 \$36,090,190.00, each for a term of 12 months,

1 commencing August 1, 2022, and ending July 31, 2023,
2 for year-round and school-year programs, subject to
3 annual funding appropriations.

4 May I have a motion, please.

5 MR. DUNN: So moved, Richard Dunn.

6 MS. HOLLINGSWORTH: And a second?

7 MS. COLLINS: Second.

8 MS. HOLLINGSWORTH: Are there any recusals?

9 DR. BANGER: Recusal, Bagner, employed by FIU.

10 MS. HOLLINGSWORTH: And the reason for recusal?

11 DR. BANGER: Because my organization is one of
12 the funders. FIU, my employer.

13 MS. HOLLINGSWORTH: Thank you. Very well.

14 MS. NEASMAN: Recusal.

15 MS. HOLLINGSWORTH: Thank you.

16 MS. NEASMAN: Sorry.

17 MS. HOLLINGSWORTH: And discussion?

18 There's no discussion, all those in favor?

19 (WHEREUPON, the committee members all responded
20 with "aye.")

21 MS. HOLLINGSWORTH: Are there any opposed?

22 (No verbal response.)

23 MS. HOLLINGSWORTH: Resolution carries.

24 Resolution 2022-39: Authorization to negotiate
25 and execute final contract renewals with 56 providers

1 identified herein, to deliver high-quality after-
2 school programming for 3,798 middle and high school
3 youth and summer programming for 2,492 middle and high
4 school youth, in a total amount not to exceed
5 \$14,283,160.00, each for a term of 12 months,
6 commencing August 1, 2022, and ending July 31, 2023,
7 for year-round and school-year programs, subject to
8 annual funding appropriations.

9 May I have a motion please?

10 MS. KENDRICK-DUNN: So moved, Kendrick-Dunn.

11 MS. HOLLINGSWORTH: Thank you. And a second?

12 MR. DUNN: Second, Richard Dunn.

13 MS. HOLLINGSWORTH: Do we have any recusals?

14 MS. NEASMAN: Recusal, Annie Neasman. I sit on
15 the Board of the Miami Children's Initiative.

16 MS. HOLLINGSWORTH: Thank you.

17 DR. BANGER: And recusal, Bagner. This is going
18 to be a pattern with me tonight, FIU, employed by FIU,
19 also a funder.

20 MS. HOLLINGSWORTH: Thank you.

21 DR. BENDROSS-MINDINGALL: Madam Chair?

22 MS. HOLLINGSWORTH: Yes?

23 DR. BENDROSS-MINDINGALL: I need to recuse
24 myself. I sit on the Board of the Miami Children's
25 Initiative.

1 MS. HOLLINGSWORTH: Thank you.

2 Discussion?

3 MR. DUNN: Yes. Just would like to -- again, I'm
4 not advocating any extra work for our wonderful and
5 marvelous staff, but I would like to see some of the
6 concerns and questions that were raised by my fellow
7 board members, as well as myself, addressed. That's
8 just my comment.

9 MS. HOLLINGSWORTH: Thank you.

10 Further discussion?

11 (No verbal response.)

12 MS. HOLLINGSWORTH: Hearing none, all those in
13 favor?

14 (WHEREUPON, the committee members all responded
15 with "aye.")

16 MS. HOLLINGSWORTH: Are there any opposed?

17 (No verbal response.)

18 MS. HOLLINGSWORTH: Resolution carries.

19 MS. KOBRINSKI: Madam Chair, sorry. I think we
20 need to reconsider 2022-38. In light of recusal for
21 Dr. Bendross-Mindingall.

22 MS. HOLLINGSWORTH: Because she should have
23 recused --

24 MS. KOBRINSKI: Miami Children's Initiative. So
25 if we could have a motion to reconsider 2022-38.

1 MR. TROWBRIDGE: I'll make the motion to
2 reconsider, Trowbridge.

3 MR. DUNN: Second.

4 MS. HOLLINGSWORTH: Perfect. And the --

5 MS. KOBRINSKI: The vote.

6 MR. TROWBRIDGE: We have to vote on the
7 reconsider first.

8 MS. HOLLINGSWORTH: Oh again. Leigh, do I move
9 to motion?

10 MS. KOBRINSKI: Right, vote to reconsider.

11 MS. HOLLINGSWORTH: Vote to reconsider?

12 (WHEREUPON, the committee members all responded
13 with "aye.")

14 MS. HOLLINGSWORTH: Opposed?

15 (No verbal response.)

16 MS. HOLLINGSWORTH: Okay. Do I need to reread
17 the resolution?

18 MS. KOBRINSKI: Sure, yes. For clarity for the
19 record, thank you.

20 MS. HOLLINGSWORTH: Resolution 2022-38:
21 Authorization to negotiate and execute final contract
22 renewals with 81 providers identified herein, to
23 deliver high-quality after-school programming for
24 12,197 elementary school children and summer
25 programming for 13,125 elementary school children, in

1 a total amount not to exceed \$36,090,190.00, each for
2 a term of 12 months, commencing August 1, 2022, and
3 ending July 31, 2023, for year-round and school-year
4 programs, subject to annual funding appropriations.

5 A motion, please?

6 MR. DUNN: So moved, Richard Dunn, again.

7 MS. HOLLINGSWORTH: And a second?

8 MS. GIMENEZ: Second.

9 MS. HOLLINGSWORTH: Thank you.

10 And moving again to recusals?

11 DR. BANGER: Bagner, employed by FIU one of the
12 funders.

13 MS. NEASMAN: Annie Neasman, board member Miami
14 Children's Initiative, one of the funders.

15 MS. HOLLINGSWORTH: Dr. Bendross--

16 DR. BENDROSS-MINDINGALL: Dorothy Bendross-
17 Mindingall, I also sit on the board of Miami
18 Children's Initiative.

19 MS. HOLLINGSWORTH: Okay. The floor is open
20 again for discussion.

21 (No verbal response.)

22 MS. HOLLINGSWORTH: Hearing none, all those in
23 favor?

24 (WHEREUPON, the committee members all responded
25 with "aye.")

1 MS. HOLLINGSWORTH: Are there any opposed?

2 (No verbal response.)

3 MS. HOLLINGSWORTH: The resolution passes.

4 We were on Resolution 2022-40. Authorization to
5 execute contract amendments with 13 programs
6 identified herein, to increase funding for their Youth
7 Development contracts in a one-time total additional
8 amount not to exceed \$270,076.00, due to the programs
9 incurring additional programmatic implementation
10 expenses as a result of the ongoing effects of the
11 COVID-19 pandemic.

12 May I have a motion please?

13 MS. KENDRICK-DUNN: Motion.

14 MS. LEICHTER: Second, Leichter.

15 MS. HOLLINGSWORTH: Are there any recusals?

16 DR. BANGER: Bagner, employed by FIU, one of the
17 funders.

18 MS. HOLLINGSWORTH: Any other recusals?

19 (No verbal response.)

20 MS. HOLLINGSWORTH: Hearing none, moving to
21 discussion.

22 (No verbal response.)

23 MS. HOLLINGSWORTH: Hearing none, all those in
24 favor?

25 (WHEREUPON, the committee members all responded

1 with "aye.")

2 MS. HOLLINGSWORTH: Are there any opposed?

3 (No verbal response.)

4 MS. HOLLINGSWORTH: The resolution carries.

5 Resolution 2022-41: Authorization to negotiate
6 and execute a contract renewal with Florida
7 International University Board of Trustees (FIU) for
8 reading enhancement services, in a total amount not to
9 exceed \$882,168.00, for a term of 12 months,
10 commencing October 1, 2022, and ending September 30,
11 2023, with one remaining 12-month renewal, subject to
12 annual funding appropriations.

13 May I have a motion?

14 MS. GIMENEZ: So moved, Gimenez.

15 MS. HOLLINGSWORTH: Second?

16 MS. DONWORTH: Second.

17 MS. HOLLINGSWORTH: Thank you. Are there any
18 recusals?

19 DR. BANGER: Yes, indeed. Bagner, employed by
20 FIU. One of the funders.

21 MS. HOLLINGSWORTH: Thank you. Other recusals?
22 (No verbal response.)

23 MS. HOLLINGSWORTH: Hearing none, all those in
24 favor?

25 (WHEREUPON, the committee members all responded

1 with "aye.")

2 MS. HOLLINGSWORTH: Are there any opposed?

3 (No verbal response.)

4 MS. HOLLINGSWORTH: The resolution carries.

5 Resolution 2022-42: Authorization to negotiate
6 and execute a contract with Florida Introduces
7 Physical Activity and Nutrition to Youth (FLIPANY) for
8 after-school snacks and meals, in a total amount not
9 to exceed \$600,000.00, for a term of 12 months,
10 commencing October 1, 2022, and ending September 30,
11 2023, with three remaining contract renewals.

12 May I have a motion.

13 DR. BAGNER: So moved, Bagner. I can vote on
14 this one.

15 MR. DUNN: Second, Richard Dunn.

16 MS. HOLLINGSWORTH: Thank you. Are there any
17 recusals?

18 (No verbal response.)

19 MS. HOLLINGSWORTH: Hearing none, discussion?

20 (No verbal response.)

21 MS. HOLLINGSWORTH: With no discussion, all those
22 in favor?

23 (WHEREUPON, the committee members all responded
24 with "aye.")

25 MS. HOLLINGSWORTH: Are there any opposed?

1 (No verbal response.)

2 MS. HOLLINGSWORTH: The resolution carries.

3 Back to you, Mr. Chair.

4 MS. KENDRICK-DUNN: I just wanted to make a
5 statement about one of the resolutions that we didn't
6 have a discussion. I just wanted to make a little
7 point. This is for 2022-41, the reading enhancements.
8 I'm just going to put my plug in, just you know,
9 remind us for reading enhancements, you know, we live
10 in a multilingual, multi-society, here in Miami-Dade
11 and it would be great to see that we're offering
12 reading enhancements not only in English but other
13 languages. We really need to, in the future, really,
14 you know, have our funders or the organizations that
15 we fund consider this.

16 We have many children that speak other languages
17 besides English and they're not literate in their
18 native language. And you know, I know I've brought
19 this up before, but this is important, we want
20 children to be literate in English and their native
21 tongue, if possible. And any way that we could, you
22 know, I know it was discussed that The Children's
23 Trust does like a big project and it's not something
24 that we could do, but we could definitely start to
25 advocate more in the community. We want our children

1 to be literate in their native tongue as well as in
2 English that is very, very, very, very, --

3 MS. HOLLINGSWORTH: Okay, Tiombe, thank you.

4 MR. HOFFMAN: Thank you.

5 MS. HOLLINGSWORTH: Back to you, Mr. Chair.

6 MR. HOFFMAN: Thank you to the committee and you,
7 Pamela, for all your work on these resolutions. Is
8 Jim --

9 MS. KOBRINSKI: I'm sorry. Excuse me, Mr. Chair.
10 I don't know that we had a vote on the FLIPANY
11 resolution. 2022-42.

12 MR. HOFFMAN: Yeah.

13 MS. HOLLINGSWORTH: I thought we did.

14 MS. KOBRINSKI: I apologize, I didn't hear it.

15 MR. HOFFMAN: Yeah, we did.

16 MS. HOLLINGSWORTH: Thank you.

17 MR. HOFFMAN: We're going to move on now, as we
18 have talked about in the last two or three Board
19 meetings, following up on our Board Retreat, staff has
20 provided a few presentations and has continued to
21 refine the thoughts of how the board priorities
22 identified at that retreat will fit into the next
23 funding cycle. So I'm going to turn it over to Lori,
24 first, to give us a presentation. To follow up,
25 again, on the Board Retreat. Then heading into our

1 next releases and funding cycle.

2 MS. HANSON: Thank you.

3 So you all, hopefully, noticed that there was an
4 additional report in the board meeting materials.
5 It's not a huge update. It's got a new updated cover
6 page, but you have the notes and the timeline that you
7 got last month that summarized the themes that came
8 out of your small group discussions regarding youth
9 development needs and parenting program needs. As
10 well as your overview timeline of the releases, the
11 funding releases, that are coming up in the next
12 several years.

13 The cover page, that you're seeing projected
14 right now, was updated with more specific dollar
15 amounts that we project would be needed to cover the
16 priorities that project out for the next three years.
17 I want to just make a note that in the -- for the --
18 most of the increases that are shown for the next
19 fiscal year, which is the '22/'23 fiscal year, are
20 already included in some of the solicitations that are
21 currently under review. In particular for family and
22 neighborhood services, partnerships and for Trust
23 Academy, which include our racial, equity, diversity
24 and inclusion, and social and emotional wellness
25 supports. Those funding recommendations will be

1 coming to you guys in just another couple months, in
2 June. They're projected on the timeline to come back
3 to you in June and so some of those amounts that you
4 see in next year are kind of already in the hopper it
5 takes a little bit of a runway. If you recall when we
6 talked about the solicitation, the commutative
7 solicitation process, that we go through. But then we
8 have projected out further into these solicitations
9 that will be coming out in the next year and starting
10 their funding cycles in 2023 and in 2024.

11 The top row of the table of that chart just
12 gives you a little orientation to initiatives are
13 starting news cycles each year. The solicitations go
14 out for those, typically, in the year prior to when
15 they need to start. So that's why you see the funding
16 being added, just take for example for FNSP, for
17 family neighbor supports, that's really was work you
18 guys did in a board retreat before this last one and
19 added funded to that additional population to be
20 served and that solicitation is currently under
21 review.

22 So I'm happy to take any questions or
23 clarifications. Or Jim do you have anything to add to
24 the information that's here?

25 MR. HAJ: No, just to piggy back on what Lori

1 stated, this is a combination of two years ago Board
2 Retreat, this Board Retreat, the health subcommittee,
3 early child care subcommittee, and your voice. The
4 last two years that we put together, as we're ramping
5 up to release the next five year solicitation. And
6 you saw the schedule. And as Ms. Lori said, a lot of
7 these need a year runway. So this is the plan. And
8 this is also going to guide us as we comeback next
9 month, the finance committee. And start having TRIM
10 discussions and budget discussions and set our path
11 forward for the next several years.

12 MR. HOFFMAN: Okay, any questions?

13 (No verbal response.)

14 MR. HOFFMAN: No.

15 Okay, with that I'll turn it over to Gilda
16 Ferradaz for the Human Resources Committee Report.

17 MS. FERRADAZ: Good afternoon.

18 A Human Resources Committee meeting was held on
19 April 7th to review a new pay scale and consider
20 making Juneteenth an official Trust holiday.

21 In terms of the pay scales, The Trust hired a
22 consultant to review and recommended the current
23 compensation structure to be competitive and attract
24 and retain talent. The study concluded that The Trust
25 was slightly below the average market rate for many of

1 its positions. The study recommends increasing the
2 current paid rate structure from 6 to 10 and bringing
3 the salaries to a comparable rate structure. The new
4 pay plan would align with the market and was designed
5 to be relevant and valuable for the foreseeable
6 future. The new pay plan will facilitate the ability
7 to attract and retain highly qualified staff needed to
8 carry out the mission of The Trust.

9 This pay plan is the first update since The
10 Trust's inception 20 years ago. The committee
11 unanimously supported the proposed salary on schedule.

12 May I have a motion to approve the pay plan?

13 MR. DUNN: So moved, Richard Dunn. I've been
14 waiting on this.

15 MS. FERRADAZ: And a second?

16 MS. LEICHTER: Leichter.

17 MS. FERRADAZ: Discussion?

18 MR. DUNN: Yes, I would be remiss in not
19 congratulating our President and CEO, and our entire
20 staff, for the phenomenal job you do in providing data
21 and information. And doing your best to answer our
22 questions, or address our concerns, as it relates to
23 the entire community. And it's admirable to see your
24 efforts and your passion. And you do many times
25 questions that I know that I personally have raised

1 have been addressed. And so I would be remiss if I
2 did not make that acknowledgement.

3 I want to give one small, not small, but one
4 caveat to that. I was never prouder to be a
5 Children's Trust Board member when, I don't know if it
6 was president, CEO, or board chairman who came up with
7 the ingenious idea of hosting our new Superintendent.
8 I thought that was just first class. It was probably
9 one of the kind, that I know about, I'm not in the
10 loop anymore, but it was one of the kind that I heard
11 about in the community and it was just -- it was just
12 appropriate, it was necessary it was great time to
13 welcome and congratulate our Superintendent who
14 serves, as many people on this board can attest to,
15 the fourth largest school district in the country.
16 Which of course is relative to what we do in The
17 Children's Trust, so I think that was just a great
18 ingenious idea. And you know we didn't have to go
19 anywhere fancy, we hosted it right in our facility and
20 it was very, very, very nice.

21 So I'm delighted to be able to support this
22 because we don't want to lose good people, hardworking
23 people, qualified people, professional people, people
24 who our first rate in their craft because we're
25 underpaying them. You know everybody loves children,

1 everybody loves, where I come from, loves the Lord,
2 but at the end of the day, you know, you got to have -
3 - you got to have -- you got to have some cheese, as
4 they like to say. You've got to have some backup to
5 take care of your family. And so I'm just grateful I
6 don't know totally what that number looks like but I
7 trust the committees, I was supposed to be there, I
8 trust the committee's judgment that it's a good pay
9 raise that's warranted. I don't -- I think I heard in
10 the report -- oh there we go, thank you. I don't --
11 okay, okay, but I'm grateful because we have some --

12 MS. FERRADAZ: Here you go.

13 MR. DUNN: Oh thank you, thank you so much.
14 Okay, okay, so proposed midpoint. Okay, and maximum.

15 Well, do we vote on the mid or maximum or has
16 that already been done? I want to go for the gold I
17 mean if our budget would sustain that. I mean why
18 not? Let's not play around, let's do it right. I
19 don't know if I'm out of order, you know, stop me
20 because I've been waiting on this one.

21 MS. FERRADAZ: I think the purpose of it is to
22 have a pay range for each pay grade that they're
23 depending on the employees qualifications, they would
24 fall somewhere within that range. Staff, if they
25 would want to add anything else, but that's the way I

1 understand.

2 MR. HOFFMAN: This was more rationalization of
3 the whole pay plan, because as Gilda said, we hadn't
4 looked at it in 20 years. There were categories that
5 people were over, but in general, there will be pay
6 increases, but not across the board in a particular --
7 it's just rationalizing the whole program, so.

8 MS. FERRADAZ: Yes?

9 MR. ARSENAULT: I guess just a question. One, is
10 there -- when is this going to be effective and are
11 you going to do that for your staff here? And, I
12 guess, too, do you expect it to be incorporated and
13 reasonable within the current budget for the year?

14 MR. HAJ: Right. Effective, we're looking at May
15 2 to be effective. And too, that we do not need an
16 amendment that we can incorporate into this year's
17 budget. Next year's budget will come with a TRIM
18 package.

19 MR. ARSENAULT: Thank you. I'm supportive. Very
20 smart to do it now. We need it, so.

21 MS. FERRADAZ: Any other comments, any recusals?

22 DR. BENDROSS-MINDINGALL: Madam Chair?

23 MS. FERRADAZ: Yes, Dr. Bendross-Mindingall?

24 DR. BENDROSS-MINDINGALL: I want to concur with
25 all that Dr. Dunn made mention of in terms our

1 superintendent. I represent the school board on The
2 Children's Trust, so I too want to thank everyone for
3 welcoming our superintendent. I think we've got a
4 great one, not that we didn't have one, but we don't
5 usually get two bites at the apple or of the apple,
6 but we did this time. So Dr. Dochris is here doing a
7 great job of bringing forth a lot good news and of
8 course he deserves to be here. We think we chose
9 well.

10 So, thank you, everyone, for welcoming him here
11 again as I said, and we're going to make the best of
12 what we have with our Children's Trust and of course
13 all that we can do to keep the staff members that we
14 have throughout the county. They are worthy and they
15 are deserving. I too want to make sure that we pay
16 them what they're worth. We are doing what we can to
17 pay all of ours. And I see where Broward is in the
18 game of moving the pay scale for their staff members.
19 So we're all working together to have our people know
20 that we don't want to lose them. They're worthy and
21 so deserving. Thank you very much.

22 MR. HOFFMAN: And I'll just add that credit goes
23 to our CEO and our staff for welcoming Dr. Dochris and
24 coming up with the idea, but I think the school system
25 is our biggest partner in the community and what

1 better way to start his tenure than to bring him into
2 our family, introduce him into our team.

3 MS. FERRADAZ: Thank you. Any other comments,
4 discussion?

5 MS. GIMENEZ: Just a comment real quick. I
6 served on the committee for human resources and I have
7 to tell everyone that it was very easy to make the
8 decision of the race. We have incredible staff, CEO.
9 Jack who led the team that was with the program people
10 that came to see what was going on. So it speaks for
11 themselves. We want to keep, we want to recruit, we
12 want to retain. And in order to do that, we have to
13 really look at what we did. I'm very proud of the
14 work we did and how we spoke in our committee when we
15 were meeting.

16 MS. FERRADAZ: Thank you, Lourdes.

17 Any other comment, discussion?

18 (No verbal response.)

19 MS. FERRADAZ: Hearing none, all those in favor?

20 (WHEREUPON, the committee members all responded
21 with "aye.")

22 MS. FERRADAZ: Any opposed?

23 (No verbal response.)

24 MS. FERRADAZ: The resolution carries.

25 Resolution 2022-53:Resolution recognizing and

1 designating Juneteenth as a paid legal holiday to be
2 observed by The Children's Trust on June 19 of each
3 year.

4 May I have a motion?

5 MS. HOLLINGSWORTH: Hollingsworth.

6 MS. LEICHTER: Second, Leichter.

7 MS. FERRADAZ: Any recusals?

8 (No verbal response.)

9 MS. FERRADAZ: Any discussion, comments?

10 MR. DUNN: Thank you for embracing and
11 recognizing this very wonderful holiday and very big
12 day as it pertains to African Americans and black
13 people. One of the things that I believe that I see,
14 as I often say about this Board, I appreciate
15 inclusion and the effort to be fair. I believe every
16 culture, every ethnicity should be acknowledged for
17 the special moments in history in the lives of the
18 culture ethnicity. So I appreciate this Board
19 embracing that. Thank you so much.

20 MS. KENDRICK-DUNN: So my comment is going to be
21 similar to Reverend Dunn. Thank you, Children's Trust
22 Board, for making this happen. And the other piece, I
23 know it's a holiday, and it truly is a holiday, if you
24 understand what holidays mean, holy days. Last night,
25 so funny, I was in my safe, and I do genealogy

1 research so I can understand who I am, right, and I
2 was, I think I was telling my neighbor here that I was
3 looking at some of the death records and marriage
4 records and social security, I've collected stuff back
5 to the 1700s, so I can have a better understanding of
6 who I am, but what my ancestors had experienced. And
7 it's very difficult when you have to read through some
8 of the stuff that I had to read through and continue
9 to so I can understand. And sometimes it gets lost in
10 our society as African Americans, people make it seem
11 like, oh, they don't have a culture, all of the things
12 that may have happened, it was then. But these were
13 real life people that this happened to.

14 This was real life people and some of us are here
15 that descent from those very people and I'm one of
16 them. And some around this table are as well. So
17 this is huge because this speaks to their honor, that
18 their lives were not in vein and what they went
19 through was given in vein like so many people seem to
20 make it like in this society. But they lived. I have
21 records that say they lived. They went through so
22 much that they could not do exactly what I'm, just
23 basic stuff, go to school, get an education, take care
24 of your children.

25 Going to charity hospitals that no one would

1 treat because this is the only day that you could come
2 and then they die and ship the bodies back to
3 Alexandria, Louisiana. This is huge to me. Because
4 even though we don't know these people, and some of
5 the people, I don't know all of my ancestors either,
6 but I continue to study and study because I cannot
7 honor them if I don't know who they are. This is
8 huge. So all I can say is thank you.

9 MS. FERRADAZ: Thank you, Tiombe.

10 MR. DUNN: Just add to that. And I think,
11 because I really mean when I say that I believe in
12 human life period, human beings period. Is it
13 something in addition, I don't want to take away from
14 the Juneteenth, definitely not, but is it something
15 that this Board can do or put out by way of a press
16 release or something as it relates to the children of
17 Ukraine? Because that's straight from the pits of
18 hell what we see happening. I mean, children are
19 children, babies are babies, regardless of their color
20 or ethnicity, so I don't know, since we're talking
21 about recognition, what can we do, or can we do
22 something in a public way as it relates to the
23 children? But its more than that, it's the people,
24 but especially the babies for God sake.

25 DR. BAGNER: If I may, Reverend Dunn, I was going

1 to bring this up at the end of the meeting, I didn't
2 know if this was the appropriate time, but I think
3 there is potentially something we can do because a lot
4 of refugee kids are coming to Miami and South Florida
5 area. so I'm hoping that The Trust can think about
6 something we can do for these families. A lot of them
7 are coming and I think we as The Trust should respond.

8 MS. HOLLINGSWORTH: I agree with my esteemed
9 Board members that recognition of the children of the
10 Ukraine is certainly a noble effort. I also want to
11 reach across the aisle to Tiombe and her statements
12 and Reverend Dunn's as well. And I'll repeat what I
13 said at the HR meeting, there are many ways that The
14 Trust could have approached this resolution, or not,
15 they could have continued to ignore Juneteenth, they
16 could have made it a floating holiday, but I truly
17 commend the Board of The Children's Trust, the staff,
18 Jim, for recognizing the holiday, assuring that it is
19 a standalone holiday. So thank you, and I'm very much
20 in favor.

21 DR. BENDROSS-MINDINGALL: Madam Chair?

22 MS. FERRADAZ: Yes, ma'am?

23 DR. BENDROSS-MINDINGALL: I too want to join in
24 the chorus of, of course, Juneteenth. Many of us have
25 celebrated that day even when it was not supposedly a

1 legal holiday. And we will continue to do that.
2 Tiombe, I feel you. Reverend Dunn, I feel you. I
3 feel everyone who will think that all people matter.
4 Of course we understand that history has not been kind
5 to us, but we will continue to fight because we can't
6 give up. I promise you that there are those on the
7 Board whose skin may not have been kissed by the sun
8 as our skin has been kissed by the sun.

9 I am so glad that I got a chance to say something
10 in addition to what my colleagues have said. This is
11 a time for all to get on board and have our children
12 know that history will not be kind to those who have
13 not decided or who have decided that things will not
14 change, but they will. And of course we have
15 representation now moving towards the Supreme Court,
16 Ketanji Brown Jackson. Thank you, Madam Chair.

17 MS. FERRADAZ: Any other comments?

18 (No verbal response.)

19 MS. FERRADAZ: Hearing none, all those in favor?

20 (WHEREUPON, the committee members all responded
21 with "aye.")

22 MS. FERRADAZ: Any opposed?

23 (No verbal response.)

24 MS. FERRADAZ: Hearing none, the resolution
25 carries. Thank you, Mr. Chair.

1 MR. HOFFMAN: Moving on to the CEO report, Jim.

2 MR. HAJ: Mr. Chair, I'll be quick. The monthly
3 report, the quarterly CEO report, the amendment report
4 are all in the package. As we heard from the
5 Executive Director of Ethics, Mr. Arroyo, July 1 is
6 coming around the corner, financial disclosures have
7 been out to the Board, we got them out early. So
8 please do so by July 1. Our two staple events, Young
9 Talent, Big Dreams, finals on May 14. And Champions
10 for Children is gearing up for May 24, it seems like a
11 far ways, but it's going to come rather quick. And
12 I'm very pleased, we have a goal for sponsorship to
13 pay for the whole event, we're almost there. We
14 almost hit the goal and we still have some time.

15 So, I'm very pleased with the work and we're
16 looking to celebrate the success of our unsung heroes
17 in the community. The last thing, Ken mentioned it,
18 our providers were on the call, we had a lot of
19 providers. The Trust Board, I'm very proud to be
20 associated with this Board, but the people who do the
21 work, the individuals in the front line, so I just
22 want to thank all the providers on the call who work
23 day in and day out to help make this community better.
24 Thank you, Mr. Chair.

25 MR. HOFFMAN: Okay, thank you. There being no

1 other business --

2 DR. BAGNER: Mr. Chair, I know its 6:00 o'clock,
3 but can we circle back to the Ukraine issue. To our
4 CEO, is there anything we can do? Even I know you
5 kind of have constraints of what we can do without
6 initial resolutions, but are there some funds we can
7 use to help support some of the refugee kids coming to
8 our county?

9 MR. HAJ: If I may, I would like to get back to
10 this Board. We've been in numerous conversations, but
11 we'd like to go a little deeper before we come back to
12 the Board. But we hear the Board's thoughts, we hear
13 the Board's sentiments. If I can just ask for a
14 little bit of time and we can come back next month.

15 MS. LEICHTER: Maybe there's something we can do
16 at Champions for Children too. That just popped in my
17 head.

18 MR. HOFFMAN: So Jim, you'll report in the
19 interim before the Board meeting so we can have time
20 to think about what the measures are. All right.
21 Thank you. Thank you, Dan.

22 Anyone else? Great. Thank you, and thank you
23 for all your participation.

24 (Whereupon, at 6:00 p.m., the meeting was
25 adjourned.

CERTIFICATE OF TRANSCRIPTION

The above and foregoing transcript is a true and correct typed copy of the contents of the file, which was digitally recorded in the proceeding identified at the beginning of the transcript, to the best of my ability, knowledge and belief.

Christy Caldera

Christy Caldera, Transcriber

May 5, 2022

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