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THE CHILDREN'S AT-LARGE
MEMBER POSITION INTERVIEWS

The Children's At-Large Member Position Interviews were held on Monday, October 15, 2018, commencing at 4:54 p.m. at 3250 Southwest 3rd Avenue, The United Way, Conference Room A, Miami, Florida 33129. The meeting was called to order by Rodester Brandon, Committee Chair.

Committee Members

- Laurie Weiss-Nuell, Chair
- Marissa Leichter, Gubernatorial Appointee
- Dr. Daniel Bagner, Florida International University
- Rodester Brandon, At-Large Board Member
- Ken Hoffman
- Dr. Susan Neimand
- Lily De Moya
- Honorable Orlando Prescott

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STAFF:

James Haj, President/Chief Executive Officer

Imran Ali

Muriel Jeanty, Clerk of the Board

1 PROCEEDINGS

2 (CHILDREN'S TRUST RECORDING OF MEETING)

3 MR. BRANDON: Good afternoon everyone. We
4 want to call this order -- meeting to order, 4:05
5 -- 4:04 officially. We're here today to -- to
6 interview six candidates and talk about two
7 previous board members.

8 In your packet are some items that I want to
9 call your attention to. There's an interview
10 questions -- interview questions list. We'll divvy
11 those up in a second so that each person can ask --
12 ask a -- a question.

13 Also there's a -- a memo from Esther Jacobo.
14 I think she's from the state attorney's office.
15 Yes. She's recommending Tiffany Canava -- Canava.
16 Hi.

17 MS. WEISS-NUELL: Hello.

18 MR. BRANDON: We have one on the phone
19 (unintelligible.) he's on the telephone.

20 MS. WEISS-NUELL: Who -- who is that?

21 MR. BRANDON: Oh, good. First, okay good.
22 So Dr. -- Judge Prescott is here. So I -- I guess
23 the witness goes -- Steven Zack is waiting for our
24 call now. He is not here, I'm told. So we're
25 gonna take -- take his interview over the phone.

1 I'll introduce myself and welcome the
2 candidate and then I'll -- I'll ask us,
3 individually to introduce ourselves so he -- he'll
4 know who's --

5 MS. WEISS-NUELL: In the room.

6 MR. BRANDON: -- in -- in the meeting.

7 So we'll start over with Imran and we --
8 I'll start with me and then -- and you'll start and
9 we'll go around, Laurie you finish up.

10 MS. WEISS-NUELL: Okay.

11 MR. BRANDON: Okay? So anybody want to -- I
12 guess -- I guess the board members, we should take
13 their questions, the committee members.

14 Laurie, you want to ask -- which -- which
15 ques -- I'll start with number one, with the
16 introduction. Do you want to take number two?

17 MS. WEISS-NUELL: Sure.

18 MR. BRANDON: Okay. All right. Dan, you
19 want to take number three?

20 DR. BAGNER: Sure.

21 MR. BRANDON: And then Susan, which one of
22 these do you want to do; four, five or six?

23 DR. NEIMAND: Four.

24 MR. BRANDON: Or all of them?

25 DR. NEIMAND: I'll do four.

1 MR. BRANDON: Okay. And --

2 HON. ORLANDO PRESCOTT: And I'm getting
3 (unintelligible.)

4 MR. BRANDON: Okay. You could --

5 MS. WEISS-NUELL: No. We --

6 MR. BRANDON: No. You can --

7 MS. WEISS-NUELL: -- need five and six.

8 MR. BRANDON: -- do number five, number
9 five. Judge Prescott is number five. And Marissa,
10 coming in the door, is number six.

11 MS. WEISS-NUELL: And we can --

12 MR. BRANDON: Oh, I'll do number six
13 because --

14 MS. LEICHTER: What about Ken?

15 MR. BRANDON: Oh Ken, excuse me. Well -- I
16 -- I'll --

17 MS. WEISS-NUELL: We can rotate.

18 MR. BRANDON: -- I'll -- okay. Maybe you
19 can do number six.

20 MR. HOFFMAN: Okay.

21 MR. BRANDON: And that's basically just
22 summing it up.

23 MR. HOFFMAN: Got it.

24 MR. BRANDON: If you have any other
25 questions. And he's gonna ask some -- some

1 questions about stuff probably I don't know about.

2 And Laurie you -- maybe you can help me with that.

3 MS. WEISS-NUELL: Okay.

4 MR. BRANDON: Okay.

5 MS. WEISS-NUELL: We should tell him first
6 that, if you're on this board, you can't call in to
7 a meeting.

8 MR. BRANDON: Right.

9 MS. LEICHTER: I agree.

10 MS. WEISS-NUELL: Yeah.

11 MS. LEICHTER: No. I'm -- I mean when I saw
12 the agenda I'm like, well making an appearance is
13 kind of the number one thing.

14 MR. HOFFMAN: But we scheduled this for our
15 convenience.

16 MS. WEISS-NUELL: Yeah. I mean, that I
17 understand. But otherwise that's not a -- that's
18 not a luxury afforded to our board.

19 HON. ORLANDO PRESCOTT: It's not a board --

20 MR. HOFFMAN: Until we change that.

21 MS. WEISS-NUELL: Yeah.

22 MR. HOFFMAN: I'm still working on it.

23 MS. JEANTY: Okay. So --

24 MR. BRANDON: Okay. So can we get him on
25 the phone? Steven -- Steven Zack.

1 (Thereupon, a phone call was placed.)

2 MR. ZACK: Hello?

3 MS. JEANTY: Yes. Mr. Steven Zack?

4 MR. ZACK: Yes, ma'am.

5 MS. JEANTY: You were expecting a call from
6 the nominating committee of The Children's Trust.

7 MR. ZACK: I am. Yes, ma'am.

8 MS. JEANTY: Okay. So here is Rodester
9 Brandon, who is the chair of that committee.

10 MR. BRANDON: Good afternoon, Mr. Zack.
11 It's Rodester Brandon from The Children's Trust
12 Nominating Committee. And you are here with eight
13 -- nine distinguished board members to interview
14 you for the at-large position.

15 And we -- we're -- I'd like to introduce
16 every -- have everyone introduce themselves to you.
17 You can't see us, but at least you'll know who --
18 we're here. But before we get started, if you make
19 this -- the process through at -- to the end, you
20 can't call in for the meetings from now on, okay?

21 MR. ZACK: And I understand that. I have to
22 say that I feel very troubled that I put you to
23 this situation. Unfortunately, I tried to change
24 my plans four or five times. I'm still at the
25 airport.

1 MR. BRANDON: Wow.

2 MR. ZACK: But at least I am able to have
3 the privilege of talking to you. And I understand,
4 from my previous involvement in other committees,
5 why in-person attendance is very important.

6 MR. BRANDON: Well, all -- all kidding
7 aside, we just wanted -- we had to take that
8 opportunity to charge you a little bit. So I'd
9 like to -- to introduce the members here on the
10 committee.

11 MR. ALI: Hi, Mr. Zack. I'm Imran Ali. I'm
12 the chief of staff of The Children's Trust.

13 MR. HAJ: Zack, good afternoon. Jim Haj,
14 the CEO of The Children's Trust.

15 MR. HOFFMAN: Ken Hoffman, board member.

16 HON. ORLANDO PRESCOTT: Good afternoon, sir.
17 Judge Orlando Prescott. How are you?

18 MR. ZACK: Excellent.

19 MS. LEICHTER: Marissa Leichter, board
20 member, gubernatorial appointee.

21 DR. NEIMAND: Susan Neimand, board member.

22 DR. BAGNER: Dan Bagner, board member,
23 representative from FIU.

24 MS. WEISS-NUELL: And Laurie Weiss-Nuell,
25 board member and the current chair.

1 MR. BRANDON: Okay. So, and I'm Rodester
2 Brandon.

3 MR. ZACK: Thank you, Madam Chair.

4 MS. WEISS-NUELL: You're welcome.

5 MR. BRANDON: I'm Rodester Brandon. I'm the
6 chair of this committee and -- and I'm a board
7 member at-large. We in possession of -- we are in
8 possession of your -- your details, your resume,
9 and your application.

10 So we're all gonna take turns in asking you
11 a few questions. So we'd like to start off by
12 having you tell us a -- a bit about yourself, and
13 why do you --

14 MR. ZACK: That'd be a pleasure.

15 MR. BRANDON: Go ahead.

16 MR. ZACK: Well, I guess it starts back when
17 I was 13 years old and I was leaving Cuba. My
18 mother's Cuban. My father's American, and I lived
19 in Cuba till '61.

20 I was trying to leave the country after our
21 property was -- was confiscated. And we're at the
22 airport and were caught and separated from my
23 family, incommunicado. And you can imagine how
24 that affected my life.

25 And frankly, in retrospect, I think it's why

1 I became a lawyer. But it also impacts the way I
2 feel about children, and children being separated
3 from their family and not having rights that
4 they're entitled to.

5 From there I went to the University of
6 Florida, undergraduate of law school. I became the
7 youngest president and first Hispanic president of
8 the Florida Bar at 40 years of age. The first
9 thing I did was establish a children's commission
10 actually chaired by then Don Middlebrook, who later
11 on became a federal judge.

12 And that report is actually still used by
13 the Florida Bar. I went on later to have the
14 privilege of being the attorney for Governor Graham
15 and of course with the now -- with the numerous
16 children's issues that he felt so strongly about.

17 Started working with David Lawrence and, you
18 know, in health and human resources. After that I
19 became -- back when I was chairman of the state
20 ethics commission for a number of years, which is
21 one of the reasons I know about not calling in and
22 needing to be present.

23 That was an issue we had ourselves on the
24 ethics commission. I was fortunate enough to be
25 elected young first Hispanic president of the

1 American Bar Association, which we almost -- we had
2 2,000 committees. And hard to believe that but,
3 you know, lawyers like to meet.

4 And a lot of those dealt with children's
5 issues, obviously, homeless issues, and immigration
6 issues, etcetera. I served on the public health
7 trust for a number of years. And again, that
8 involved very serious issues involving children,
9 our medical needs in our community.

10 I was nominated to be U.S. Delegate to the
11 United Nations by President Obama. And there again
12 I learned a lot of very troubling facts as to the
13 billions of people in the world live on \$1.00 a day
14 and have to survive.

15 I've been chairing -- I recently have been
16 chairing the American Bar endowment, which is
17 a \$130,000,000.00 endowment. We give away
18 \$8,000,000.00 every year to legal rights issues,
19 many of them involving children.

20 I think I've talked too long, but that's
21 kind of a summary.

22 MR. BRANDON: Thank you very. We -- we --
23 we -- your next question will be asked by Laurie.

24 MS. WEISS-NUELL: So, why are you interested
25 in serving on The Children's Trust board?

1 MR. ZACK: Well, I'm -- I'm fortunate. I
2 have done many things that I have wanted to do in
3 my life.

4 I am 70 years old and I -- or 70 years
5 young, and it's a time in my life where I have an
6 opportunity to focus on children, which I have in a
7 number of different capacities throughout my life.

8 And now I'd like to do it in the more
9 specific way through The Trust. And of course I've
10 -- I've had lots of conversations with David
11 Lawrence and read the book and I know quite a bit
12 about --

13 MS. WEISS-NUELL: Join the club.

14 MR. ZACK: -- the book. And I'm -- I have
15 an autographed copy. And -- and I'm a -- and I'm a
16 -- and I'm a true believer.

17 MS. WEISS-NUELL: Me too. Okay.

18 DR. BAGNER: This is Dan Bagner. What
19 unique qualities or abilities would you bring to
20 this board?

21 MR. ZACK: Well, one thing you can see from
22 my resume is that most organizations I have taken a
23 leadership role. I think that's very important in
24 knowing that I know how to deal with people. I
25 like people. I know how to work together with

1 people.

2 I'm a believer in consensus. And I have
3 always felt that a consensus is the best way of
4 achieving people's goals. So I think that those
5 are qualities that you can see from my resume, that
6 I have basically lived all my life.

7 DR. BAGNER: Thank you.

8 DR. NEIMAND: This is Susan Neimand. What
9 do you feel are the major strengths and weaknesses
10 of The Children's Trust, and what services do you
11 believe should be provided to the children in our
12 community?

13 MR. ZACK: Well, I wish there was enough
14 money to do everything that needed to be provided.
15 I mean, the first thing we have to do is make them
16 feel safe.

17 How they feel safe is -- a lot of people
18 have different views on that. But, you know,
19 they've got to feel that they have a roof over
20 their head, food in their stomach, that they're
21 clothed, basic needs.

22 But then they've got to understand that they
23 have legal rights and most certainly know how to
24 deal with issues like abuse when that occurs. And
25 so many of them have no idea what to do. And I

1 think our responsibility is to make sure they do
2 understand that.

3 DR. NEIMAND: Thank you.

4 HON. ORLANDO PRESCOTT: Mr. Zack, this is
5 Orlando Prescott. What do you see is the major
6 issues facing our families and children and
7 projecting into the next three years?

8 MR. ZACK: Well, I don't think that I really
9 am able to answer that question accurately un --
10 you know, in every organization that I've been in,
11 I know that you learn the issues as you go along.

12 And I do know that many of the same issues
13 apply in all of the organizations I've been
14 involved with. And the first issue, of course, is
15 to have the adequate resources to deal with the
16 problems that you face.

17 And those problems are -- well read the --
18 you've all read David's book. You know all the
19 problems and I understand the problems. What I
20 don't feel comfortable with is that I know how to
21 solve those problems.

22 I think if I knew how to solve those
23 problems, you all would have already solved them.
24 You've got an incredible board with Broadways and
25 Sterns. So all I intend to do is to continue to

1 try and solve those issues.

2 Specifically I don't think that there's any
3 one issue that, to me, is more than -- more
4 important than all the issues combined.

5 HON. ORLANDO PRESCOTT: Thank you, sir.

6 MR. HOFFMAN: Ken Hoffman. We're -- we're
7 at the end of our written questions, but do you
8 have any questions for us?

9 MR. ZACK: God, yeah. I guess my simple
10 question is, how do you find the time to do
11 everything you have to do? And apparently you do.
12 And the only way -- and I -- and I want to know how
13 you do it. I want to know how, if I am selected,
14 how I can be the best possible board member.

15 And why -- of course I'm sure that you have
16 an orientation for new board members, but I would
17 to sit down with each person individually and get
18 your thoughts of how I can be the best possible
19 board member.

20 MR. HOFFMAN: I think we were gonna ask you
21 how you find the time to do it when we looked at
22 your resume.

23 MR. ZACK: Well, the good -- the good news
24 is that a couple of those things are ending for me.
25 Otherwise I would not be applying. I'm very

1 cognizant of the fact that, if you make a
2 commitment, you better honor that commitment.

3 If you can't honor it then, frankly you
4 should not ask for it. I -- I -- I'm at a point in
5 my life, I'm -- I'm not looking for another line on
6 my resume. That's the last thing in the world I'm
7 looking for.

8 I'm looking -- I -- I -- I -- frankly when
9 Steve Jobs died, his obituary made a big impact on
10 me where it said, he made a dent in the universe.
11 And that's what I want to do with my life.

12 DR. NEIMAND: I'd like to go back to one of
13 the questions that was asked. We didn't receive a
14 reply. What do you feel are the major strengths
15 and weaknesses of The Children's Trust?

16 MR. ZACK: Well I -- I -- I, as I said, I'm
17 not sure I, as I sit here today, know the answer to
18 that question. As far as strengths I can tell you.
19 I look at the board. I know some of the people for
20 a long time. I know some of the people by other
21 people they're associated with.

22 I think you have a very, very strong board.
23 I think that my experience at the Governor's
24 office, you can imagine, made me well aware of the
25 political issues that you face. And I am not

1 particularly -- well I'm not knowledgeable at all
2 of how you go about attacking those political
3 issues.

4 But I think that it has got to be both a
5 strength and a weakness. It's always a weakness
6 because you never know the change in leadership,
7 the change in parties, the change in priorities in
8 legislature. But you have the opportunity to -- to
9 make a difference if you prepare for it.

10 You know, there's a saying that was told to
11 me a long time ago about children in general. And
12 that is, you know, if you turn your back on them
13 when they're young you won't be able to turn your
14 back on them when they're old.

15 And I think you are trying to make sure that
16 that's not a problem. Again, I wish that I had
17 more time to learn more about The Trust. I can
18 tell you that that would be my first priority, to
19 make sure that I -- that I do something that needs
20 to be done.

21 I don't believe in just, you know, doing
22 things because they've been done before, or do a
23 billion things by rope. I -- I like a challenge
24 and I'm sure there's many challenges right now.

25 MR. BRANDON: All right, Mr. Zack. We

1 appreciate your time in talking with us. We're
2 gonna draw this interview to a close. We'll --
3 we'll go ahead and sign off now unless you have
4 anything else you want to say.

5 MR. ZACK: No. All I would say is that I
6 know you have a lot of great candidates.

7 If I am not selected I would like to meet
8 with whoever you deem appropriate, or one or more
9 people, and talk about those challenges and see how
10 I can be of assistance whether I'm on The Trust or
11 not.

12 MS. WEISS-NUELL: Thank you.

13 MR. BRANDON: Thank you so much.

14 DR. NEIMAND: Very much appreciated.

15 MR. BRANDON: Have a good --

16 MR. ZACK: I appreciate your time.

17 MR. BRANDON: Have a great day.

18 MR. ZACK: Thank you for allowing me --
19 thank you for allowing me to appear this way.

20 MR. BRANDON: Thank you. Take care.

21 MR. ZACK: Bye-bye.

22 MR. BRANDON: Okay. So perhaps maybe some
23 -- he's -- he's done.

24 MS. LEICHTER: I have a ques -- I have a
25 question.

1 MS. JEANTY: Oh, perfect.

2 MS. LEICHTER: Is it appropriate -- we can
3 ask him -- I mean, I know he probably has this
4 experience. But is it okay to ask someone as
5 specific of a question of, how would you feel about
6 serving on a finance committee now?

7 Because that's like where we really need --
8 I mean someone might be honest and say, like I have
9 no things -- like I -- because I'm thinking about
10 where we --

11 MR. BRANDON: Yes.

12 MS. LEICHTER: -- what we really need and --

13 MS. WEISS-NUELL: I think that --

14 MS. LEICHTER: -- that's what -- like these
15 questions are like kind of fluffy and broad --

16 MR. BRANDON: Yeah, yeah.

17 MS. LEICHTER: -- which is good. But like
18 what do we really need? Like --

19 MR. BRANDON: Right.

20 MS. LEICHTER: -- and maybe someone will be
21 as honest in saying, well I wouldn't feel
22 comfortable being on a -- on a committee like that.

23 And that's like some information that I
24 would want to know. Like if I'm really close with
25 two different people, like who's gonna serve our

1 needs most. But I held myself --

2 MR. BRANDON: Well --

3 MS. LEICHTER: -- back from it because one,
4 I think he was the president of the ABA so I'm
5 assuming he like oversaw a lot of committees. But
6 for someone who might not have as much experience
7 as he does, I just want to know their comfort
8 level.

9 MR. BRANDON: Yeah.

10 MR. HOFFMAN: Yeah. It seems like --

11 MR. BRANDON: Well I -- serving on a finance
12 committee perhaps, maybe you could get a -- in --
13 instead of that, asking that direct kind of a
14 question, perhaps we can ask, do you have any
15 finance background.

16 MS. LEICHTER: Or interest in --

17 MR. BRANDON: Or interest in finance.

18 MR. HOFFMAN: Well, finance background
19 sounds --

20 MR. BRANDON: Finance background.

21 MR. HOFFMAN: -- like a reasonable question,
22 whether or not it's --

23 MS. WEISS-NUELL: I mean I think --

24 MR. HOFFMAN: -- whatever the answer.

25 MS. WEISS-NUELL: I think, in the past, it's

1 sort of all the same questions, so you're asking
2 the same people the same --

3 MS. LEICHTER: Right.

4 MS. WEISS-NUELL: -- questions instead of --

5 MR. BRANDON: Except for the last one.

6 MS. WEISS-NUELL: -- giving someone a
7 disadvantage. Well, that's for them to ask a
8 question.

9 MR. BRANDON: Right, right.

10 MS. WEISS-NUELL: And ultimately I think I
11 -- I understand what you're going at but, because I
12 do think finance is an issue.

13 MS. LEICHTER: Right. And we talked about
14 it --

15 MS. WEISS-NUELL: Yeah.

16 MS. LEICHTER: -- when we were selecting.
17 We said it.

18 MS. WEISS-NUELL: But --

19 DR. BAGNER: Well I have the same question.
20 Is it a regulation that we can't ask different
21 questions?

22 MR. BRANDON: Well, no. You -- you can ask
23 the -- you can ask. You can ask the question, but
24 you have to ask everybody the same.

25 DR. BAGNER: Well that's what I mean. Yeah,

1 so we --

2 MS. LEICHTER: Well, no, no, no. Because
3 when I've done this before, if there's something
4 that comes out in their question --

5 MS. WEISS-NUELL: Like you have a follow-up.

6 MS. LEICHTER: -- and you want to do like a
7 follow-up question on what they've answered.

8 MR. BRANDON: Well, like Susan did.

9 MS. LEICHTER: We -- we -- well, no.

10 MS. WEISS-NUELL: She repeated it.

11 MS. LEICHTER: Susan -- I -- I -- I went
12 like this and I was like. That question's a
13 compound question.

14 MR. BRANDON: Yes.

15 MS. LEICHTER: I think we need to break that
16 into two questions 'cause everyone always misses
17 the first part, which I think is more interesting
18 'cause we've had people tell us --

19 MS. WEISS-NUELL: See if they understand it.

20 MS. LEICHTER: -- what they think we need to
21 be doing better, which I'm interested in hearing.
22 And when they hear that second part they kind of
23 forget the strengths and weaknesses part.

24 MR. BRANDON: Yeah.

25 MS. LEICHTER: So maybe someone else can

1 take the beginning or the end.

2 MS. WEISS-NUELL: Okay.

3 MS. LEICHTER: I'll split it with Susan if
4 you want me to.

5 DR. NEIMAND: Right. Why don't we do that?

6 MS. LEICHTER: Okay.

7 DR. NEIMAND: I'll take the first, you take
8 the second.

9 MS. LEICHTER: Great. So we have 4(a) and
10 4(b).

11 MR. BRANDON: Okay. But I was gonna ask
12 Susan -- I mean Marissa to -- to ask the question
13 about finance.

14 MS. LEICHTER: Oh, so you do want me to --

15 MS. WEISS-NUELL: I mean, I don't think we
16 can say, are you comfortable being on a committee
17 because --

18 MS. LEICHTER: Right.

19 MR. BRANDON: No. That's -- I don't agree.

20 MS. WEISS-NUELL: -- someone has to, you
21 know, has to decide.

22 MR. HOFFMAN: But can we -- can we, if we
23 didn't ask him though?

24 MR. BRANDON: Do you have a background in
25 finance.

1 MS. WEISS-NUELL: I mean I -- if we -- if
2 the committee wants to. But a background's
3 different. I don't think we can say --

4 MS. LEICHTER: No. Yeah, that's why I say
5 it 'cause you know when there's something like in
6 your --

7 MS. WEISS-NUELL: Yeah.

8 MS. LEICHTER: -- conscious and it's like,
9 don't ask it, you're not --

10 MS. WEISS-NUELL: Yes.

11 MS. LEICHTER: -- gonna do it well.

12 MR. BRANDON: Well Ken --

13 MS. LEICHTER: But like -- gets a --

14 MR. BRANDON: -- why don't you ask that
15 question? I mean, do you have a background in
16 finance is part -- 'cause you -- yours is --

17 MS. WEISS-NUELL: Or what is your --

18 MR. BRANDON: -- you know, so before ask --

19 MR. HOFFMAN: So it's my question?

20 MR. BRANDON: Yeah. It -- so it'd be part
21 of your -- your --

22 MS. WEISS-NUELL: Lily.

23 MR. BRANDON: -- number six.

24 MS. LEICHTER: Or Lily.

25 MR. BRANDON: Oh, that's right Lily --

1 MS. WEISS-NUELL: Lily got here.

2 MR. BRANDON: -- just came in. You want to
3 ask a question or you want --

4 MS. DE MOYA: Sure.

5 MR. BRANDON: -- Ken to do it?

6 MS. DE MOYA: Of course I can ask.

7 MR. BRANDON: Okay, fine. Well I know you
8 can but I -- do you want to. All right. Do --

9 MS. DE MOYA: That's fine.

10 MR. BRANDON: -- do you have a -- so Lily --

11 MS. DE MOYA: So you want me to ask, if you
12 have a --

13 MR. BRANDON: This'll be before -- this'll
14 be 5(a).

15 MR. HOFFMAN: She can take number six off my
16 hands.

17 MS. WEISS-NUELL: No. You're going to six.

18 MR. BRANDON: Oh you're -- okay. So -- so
19 you can take number six, Lily.

20 MS. DE MOYA: I don't want that one. I want
21 to take number 5(a).

22 MR. HOFFMAN: Okay.

23 MS. DE MOYA: Like you asked me to.

24 MR. BRANDON: So you have to fight with Ken.

25 MS. WEISS-NUELL: No. You weren't

1 listening. We didn't ask you -- you weren't
2 listening. It was, Ken was gonna pick up finance.

3 MR. BRANDON: Okay.

4 MR. HOFFMAN: But it's okay.

5 MS. WEISS-NUELL: Is that it?

6 MR. HOFFMAN: You can take whatever one you
7 want.

8 MS. DE MOYA: Okay. So --

9 MR. BRANDON: Which one do you want?

10 MS. DE MOYA: -- I'm -- I'm gonna ask six
11 and you're gonna follow up with the finance; is
12 that --

13 MS. LEICHTER: Well but five --

14 MS. DE MOYA: -- what's happening?

15 MS. LEICHTER: -- it kinda goes with three a
16 little 'cause three says, what unique qualities or
17 abilities would you bring to this board. And then
18 maybe they'll talk about finance.

19 MR. HOFFMAN: It's --

20 MS. LEICHTER: Then -- then --

21 MR. HOFFMAN: It's 3(a).

22 MR. BRANDON: 3(a), okay.

23 MS. LEICHTER: It's 3(a), okay.

24 MS. WEISS-NUELL: I mean, they probably
25 won't unless it's an accountant or a banker.

1 MS. LEICHTER: Right.

2 MS. WEISS-NUELL: You know, so --

3 MS. LEICHTER: So then we can push a little
4 more and see --

5 MR. BRANDON: Well I mean, anybody who's
6 done a --

7 MS. LEICHTER: -- if you're comfortable --

8 MS. WEISS-NUELL: Yeah. So then to ask
9 specifically because otherwise --

10 MR. BRANDON: Anyone who's done a large
11 organization has probably had to manage a budget,
12 you know. So --

13 MS. LEICHTER: But that's why I said, even
14 though we didn't get to ask Mr. Zack I'm sure he
15 has some sort of experience as he was --

16 MR. HOFFMAN: And ran a firm.

17 MS. WEISS-NUELL: 2,000 committees.

18 MR. HOFFMAN: He --

19 MR. BRANDON: That's a lot.

20 MS. WEISS-NUELL: The ABA has 2,000
21 committees? I mean that's insane.

22 MR. HOFFMAN: Yeah. But you don't go -- you
23 don't go to all the meetings.

24 MR. BRANDON: Okay. So just to be clear.
25 We're gonna add a 3(a) and that's gonna be Ken.

1 And it's gonna be on background in finance. And
2 Lily is gonna be -- gonna take number six.

3 So not Ken, it's gonna be Lily. And -- and
4 then Marissa and -- and Susan, are you gonna try to
5 split number --

6 MS. LEICHTER: Yeah, we split it.

7 DR. NEIMAND: Yeah. We're gonna split four.

8 MR. BRANDON: So four and 4(a).

9 DR. NEIMAND: 4(a) and 4(b).

10 MS. LEICHTER: Yeah.

11 MR. BRANDON: 4(a) and (b), okay.

12 MR. HOFFMAN: (Unintelligible) the question.

13 MS. DE MOYA: So I'm just asking the last
14 question?

15 MR. BRANDON: Yes, ma'am. Okay, okay. Is
16 everybody good on that? Okay. Yes. Change your
17 sheets here next.

18 MS. LEICHTER: Does the person sit right
19 here?

20 MR. BRANDON: Yes.

21 MS. LEICHTER: Oh, gosh.

22 MS. WEISS-NUELL: Oh, right.

23 MR. BRANDON: So the next person is, Yasif
24 Jamal. Asif, Asif?

25 MR. ALI: Asif.

1 MR. BRANDON: Asif. So we're introducing
2 ourselves, so you'll be first because Imran was
3 first.

4 MS. DE MOYA: So I go first?

5 MR. BRANDON: Yeah.

6 MS. DE MOYA: Okay.

7 MR. BRANDON: Good afternoon. Please have a
8 seat. Thank you. That's the hot seat. So good
9 afternoon, sir. I'm Rodester Brandon. I'm the
10 chair of this -- of the -- of the nominating
11 committee.

12 We're here to interview you today for the
13 at-large position that we have available. And you
14 can see before you we have a distinguished
15 committee.

16 I'd like for each one of them to introduce
17 themselves to you and then we'll begin with
18 questions.

19 MR. JAMAL: Okay. Sounds good enough.

20 MS. DE MOYA: Hi, good afternoon. My name
21 is Lily De Moya and I'm the vice chair of The
22 Children's Trust board.

23 MR. ALI: I'm Imran Ali, the chief of staff
24 for The Children's Trust.

25 MR. HAJ: Good afternoon. Jim Haj,

1 president and CEO.

2 MR. HOFFMAN: Ken Hoffman, board member.

3 HON. ORLANDO PRESCOTT: Good evening, sir.

4 Judge Orlando Prescott, board member.

5 MS. LEICHTER: Marissa Leichter, board
6 member.

7 DR. NEIMAND: Susan Neimand, board member.

8 DR. BAGNER: Dan Bagner, board member.

9 MS. WEISS-NUELL: And Laurie Nuell, board
10 member and board chair.

11 MS. JEANTY: And I'm the clerk of the board,
12 Muriel Jeanty.

13 MS. WEISS-NUELL: Muriel.

14 MR. BRANDON: So, we have a series of
15 questions for you. We'd like to take about 20
16 minutes or so to -- so that we can finish up
17 because we have other people to listen to tonight.

18 MR. JAMAL: Okay.

19 MR. BRANDON: So keep that in mind as you're
20 answering. We have about six -- eight questions to
21 ask you to -- today. So we're gonna start with
22 Laurie.

23 MS. WEISS-NUELL: Nope.

24 DR. NEIMAND: You start.

25 MS. WEISS-NUELL: You start. Tell us about

1 -- you're number one.

2 MR. BRANDON: Oh, that's right. So, tell us
3 about yourself.

4 MR. JAMAL: Well let's see. I've been in
5 Miami for 50 years. I came here in 1969. Went to
6 high school in Miami. Went to the University of
7 Miami and after that I went into the Air Force for
8 five years as a Captain, U.S. Air Force.

9 And I have to tell you, those are the only
10 five years I've been out of Miami, just flying all
11 the time. Came back here and worked for various
12 organizations. And then I got together with a
13 friend of mine who was working in Humana in those
14 days, and formed our own MSO.

15 The MSO is a company that handles all these
16 primary care facilities. So we have other people
17 at the primary care facilities. And I think in the
18 1980s or 1990s people were paying a very good
19 (unintelligible) for primary care facilities. So
20 we thought it was time to get out so we got out of
21 the primary care facility.

22 And a friend of mine said to me, you know,
23 you might want to look at JMH Health Plan, HMO
24 'cause they had a CFO position available. I never
25 even thought about going to JMH Health Plan. I

1 went for interview and I'll tell you that's the
2 best job I ever had.

3 My friends used to tell me, why do you work
4 for Jack Health System, you could make more money
5 as a CFO for Humana and other companies. Well, my
6 -- my response to them is, you have no idea when I
7 leave there Friday nights how good I feel because
8 we've done things that other HMOs don't do.

9 We accepted numbers that the other HMOs
10 would drive them off because they're too much of a
11 problems. They have too much baggage. And Laurie
12 knows about this. She was the chair of our
13 committee. And I left the HMO about eight years
14 ago or nine years ago.

15 Since then I've been doing some consulting
16 work on my own. And for ten years I was also at
17 Catholic Health Services. I was the chairman of
18 the finance committee. And after ten years I've
19 decided, you know, it's time for somebody else to
20 do this. Ten years as a board member is a bit
21 much. I think you get stale.

22 So I ran into Laurie one day at
23 (unintelligible) and we were just talking to each
24 other. And, you know, I might be interested in
25 something else if she -- she knows. She asked me

1 to apply for this job so here I am.

2 You know, one other thing I want to tell you
3 about. I've always told my kids this. There are
4 two types of people in the world, givers and
5 takers. And I tell my two kids, you never want to
6 be a taker. You want to be a giver in life and
7 that's my way of giving back something to this
8 beautiful, wonderful community and this city that
9 I've lived for so many years. But that, in a
10 nutshell, that's why I'm here.

11 MR. BRANDON: Great.

12 MS. WEISS-NUELL: Well you somewhat answered
13 it, but why are you interested in serving on The
14 Children's Trust board?

15 MR. JAMAL: You know JMH Health Plan, we
16 have many different HMOs on there definitely. And
17 one of them is Medicaid. Medicaid HMO is largely
18 children. And we've worked with a lot of childrens
19 in our Medicaid HMO.

20 And I -- and I gotta tell you, working on
21 gen -- in the campus at Jackson, working with all
22 these children, it is heartbreaking to see children
23 having babies. I mean this is, you know, I see a
24 70 -- 17 year old pregnant coming to Jackson with
25 two year old holding onto you.

1 I mean it's -- and I know you people do such
2 a good job here. If I could somehow contribute in
3 this effort I think we (unintelligible.) Another
4 thing that I see is -- at Jackson is a lot of these
5 young kids, and I'll give you this little story
6 about -- well I have two grandchildren. One is
7 three and the other is two months old.

8 And every time I see my grandchildren I say
9 to myself, these two little boys are so fortunate
10 they're born into this family. You know, it's
11 accident of birth. Some was born into a family and
12 some of them -- some of them are -- are born into a
13 unfortunate situation.

14 And I see my two grandsons and I say to
15 myself, these kids are surrounded with love and
16 affection from parents, grandparents, uncles and
17 aunts. And they are born into a family where
18 they're gonna be given all the opportunities to do
19 -- to do something with their lives.

20 And I see these Medicaid kids are poor
21 children, you know. They -- they -- they started
22 out playing with two strikes against them. It's so
23 sad. And like I said, and I'll say it again, it's
24 accident of birth. That poor little child, or
25 little family, and -- and we need to do something

1 to help these poor people.

2 Because let me tell you, life is gonna be
3 very challenging and difficult here. It is all
4 multi-national corporation. And then the jobs will
5 not be as easy as we used to think of them because
6 -- and as a CFO we look at all the success. So
7 you're absolutely all over the world.

8 Multi-national companies will go wherever
9 the labor is cheapest and get things done. They'll
10 go where they have the skill sets and get things
11 done. And -- and if we don't take care of these
12 young people I don't know what they'll do down the
13 road.

14 And -- and one other thing I want to leave
15 you with is the statistic that's alarming to me, 60
16 percent of the kids born at Jackson are the
17 Medicaid kids. You know, that's what it tells you.
18 60 percent of these poor people don't have a
19 (unintelligible.)

20 So that's one of the reasons I want to be on
21 the board. If there's something I could help
22 contribute to what's making their life a little
23 easier for the children I want to
24 (unintelligible.)

25 MR. BRANDON: Thank you.

1 DR. BAGNER: So what unique qualities or
2 abilities would you bring to this board?

3 MR. JAMAL: Compassion is one of them. I'm
4 not a taker. I'm a giver. And I've worked with
5 large organizations (unintelligible) my financial
6 wherewithall and I could help this organization.
7 I've been a chief financial officer for large
8 organizations so I understand that.

9 And I also understand HMO and the medical
10 business. I mean, I've been on every part of
11 medicine, from the provider to the HMO sector. And
12 -- and -- and one of the things that we have a
13 problem in this country down here is that well they
14 have a whole bunch of primary care centers.

15 They have whole bunch of (unintelligible.)
16 The problem is, they all close on Friday. You've
17 got to be able to have some of these facilities
18 that are open in the evening, make evening hours.
19 You've gotta have these facilities open on a
20 Saturday.

21 Because, you know, we some -- sometimes we
22 seems to forget, we could take off from the office
23 any time we want to go to the doctor's office.
24 Some poor person working on a hourly basis, they
25 can't do that.

1 So that's what I can bring here, you know.
2 Maybe we can go talk to some people in the city to
3 help us keep the facilities open evenings. Jackson
4 has very good facilities but a lot of them are
5 closed, you know, after hours of work.

6 MR. HOFFMAN: Oh, 3(a.) I'm sorry. I think
7 you may have eluded to part of it but a question
8 we're asking of everybody is, tell us about your
9 financial background?

10 MR. JAMAL: Okay. I have a bachelors in
11 accounting, MBA in finance from the Univeristy of
12 Illinois. When I left the military I -- a big name
13 accounting firm wanted me to come and work for
14 them. And -- and to get my CPA certificate I have
15 to work for them.

16 But then, other big corporation offered me
17 \$7.00 or \$8.00 or more than a CPA firm. So, you
18 know, I don't want to go work there and let them
19 take advantage of me, and I don't get the CPA
20 certificate. I (unintelligible) and I became the
21 director of corporate finance.

22 And from then on I -- I worked my way
23 through to, you know, chief financial officer at
24 Jackson HMO. And before that I was I
25 (unintelliglbe) the company. So do I understand

1 finance? I do. But am I a green (unintelligible)
2 accountant? No, I'm not. But I (unintelligible.)

3 MR. HOFFMAN: Okay, thank you. Susan,
4 you're up.

5 DR. NEIMAND: What do you feel are the major
6 strengths and weaknesses of The Children's Trust?

7 MR. JAMAL: I don't know what your
8 weaknesses are and don't know all your strength,
9 but hey you guys are doing a lot of good job. And
10 now I wrote it down because I knew someone was
11 gonna ask me this. Because hey, by the way, I've
12 been in this same situation on the other side.

13 I -- I -- I think you guys are doing a great
14 job of the after school program, your education
15 program, child care, disability, family support
16 system. I think you do such important things. But
17 I don't know what your fall backs are. I don't
18 even know that till you're in the room with that.
19 That's when you figure it out.

20 MS. LEICHTER: Okay. Well you just named a
21 bunch of services. But do you believe that there
22 are any that we're not currently providing to the
23 community?

24 MR. JAMAL: This is what I think. I -- I
25 think that one of the things that you've gotta get

1 involved in, nutrition and access to healthy souce
2 of food. Of course let me tell you, JMH Health
3 Plan, a major move. We see a lot of fat people.

4 They are all eating horrible food. Burger
5 King, McDonald's. I mean, you've gotta stop that.
6 You've gotta give them a healthy source of food.

7 'Cause I tell you, well my mother lived in London.
8 Lived -- she -- she passed away (unintelligible) in
9 London. And I used to go to London quite often.

10 People there are nice and slim. And next
11 thing you know, Pizza Hut, Burger King, and all of
12 these things are coming all over London. They're
13 putting on weight. It's not a good food. And --
14 and -- and I think we need to educate them too.

15 And I think another one that I saw and might
16 be on the shelf plan, is dental care, early dental
17 care and of course that causes so much problem for
18 the young people down the road because nobody's
19 goes to the dentist sometimes for a toothache. And
20 poor kids need early dental care.

21 Another thing is that access to speak
22 therapy before they go to school. Because, you
23 know, if you've to a speech impedent and you're the
24 shy kid in the class, and you happen to
25 (unintelligible.)

1 And, you know, it's easy for you to say this
2 but I -- I think when you have the speech therapy
3 you've gotta work with the parents to have a
4 commitment of the time to take the child. Because
5 it's not just one time deal.

6 It's -- the -- it -- somehow you gotta get
7 the parents to work with you and to make sure that
8 they go to the appointment every week, or every
9 other week, whatever it is. I also -- also think
10 that there should be expansion of school program
11 that's affordable to working families.

12 Because let me tell ya', I have some clerks
13 working at Jackson. They can't wait to -- they
14 said, I have to leave at 5:00. I have to leave at
15 5:00. So I said, why do you have to leave at 5:00?
16 Because if I am there one minute late they charge
17 me \$8.00 an hour, one minute.

18 And if I'm so -- late so many days in a row
19 then they'll throw my child out the -- the program.
20 So I -- I think that you gotta have some -- some
21 way for the people that have -- afford the ones
22 for, you know, the things I'm bringing up is, all
23 these things we talk about, in terms of people
24 making hourly wages.

25 And -- and those are the ones that we need

1 to help. A -- another one is a, like I said
2 before, having access to medical care and other
3 services evenings and weekends so it's working. If
4 you don't have that people get harmed.

5 DR. BAGNER: I think he's answered five.
6 You actually answered the next question also. So
7 very efficient.

8 MR. BRANDON: Okay. So, Lily.

9 MS.DEMOYA: Okay. Do you have any questions
10 for us?

11 MR. JAMAL: No. I think I've talked to you
12 a lot. All you -- all I did and I -- I don't have
13 any questions. I -- I know you guys are doing a
14 great job and -- and I want to be part of it, see
15 what I can do to (unintelligible.) That's --
16 that's it.

17 MR. BRANDON: Well, thank you so much for
18 your -- for coming in. You -- you seemed to be
19 well prepared and have a wealth of knowledge in
20 your background. We look forward to talking about
21 it and weighing with everybody else that we have.
22 So thank you for coming in.

23 MR. JAMAL: Thank you.

24 (Thereupon, Mr. Asif Jamal exited the room.)

25 MR. BRANDON: Good job, Laurie.

1 MS. WEISS-NUELL: So full disclosure.

2 MS. LEICHTER: Are we -- are we waiting --
3 are we waiting to discuss till --

4 MR. BRANDON: No. We -- we discuss --

5 MS. LEICHTER: -- till the end?

6 MR. BRANDON: We need to discuss now and
7 then, at the end, we'll just put it all together.

8 MS. WEISS-NUELL: Or do you want to wait
9 till we do the first three and then discuss, or
10 that's a break?

11 MR. BRANDON: Well --

12 MS. WEISS-NUELL: Anyway, full disclosure.

13 MR. HOFFMAN: We've got five minutes, so --

14 MR. BRANDON: We've got five minutes, yeah.

15 MS. WEISS-NUELL: He said -- actually he
16 described exactly what happened. So at Jackson he
17 was the second in command at the health system.

18 And I worked very, very closely with the
19 health plan and the -- especially the CEO, the
20 person who ran it and a man named Joe Rodgers. I
21 haven't seen him in years.

22 And so we -- I went out to breakfast one day
23 and we -- it was raining, and he was there with his
24 grandchild and I was there with a friend. So it
25 was like we moved tables close to each other 'cause

1 -- so I didn't get wet.

2 And so then we just started talking. I
3 haven't seen him in so long and -- and like, and
4 then what are you doing. And I mean, we had such a
5 very good, positive relationship. And anyway, and
6 that's kind of how we started talking.

7 And he's like, what are you doing. And I
8 was telling him about The Children's Trust. And
9 before he left he just said, you know, if there's
10 ever anything I could do I'd really be interested
11 in, you know, in being involved.

12 So I said, well we happen to have a -- we
13 happen to have a at-large position becoming open.
14 So I think that you should apply. So especially
15 knowing that he had the finance and the health
16 care. And I'm -- and I -- I knew it was very
17 strong.

18 Other -- and so -- and I did speak to him
19 one time 'cause he did call. And I think I talked
20 to him about what sort of responsibilities there
21 are. Otherwise, I mean we don't have --

22 MR. BRANDON: He's loaded. He's loaded down
23 with all kinda good -- good attributes for us.

24 MS. LEICHTER: In -- in addition to the fact
25 that he does have a strong finance background and

1 then you met at Jackson, I really felt a sense of
2 humility from him.

3 MR. BRANDON: Yeah.

4 MS. LEICHTER: I think that --

5 MR. BRANDON: Very sincere.

6 MS. LEICHTER: -- he's obviously done very
7 well for himself and I think that, you know, for
8 those of us that are still in the trenches, a lot
9 of the time when you get into "c" positions or like
10 way up high you kind of forget what it's like to be
11 with that minimum wage worker or some, you know, or
12 those of us in the -- in the -- in the field that
13 are actually still working with people in the
14 field.

15 And I felt that he made an -- an effort, a
16 conscious effort, to really know what's still going
17 on in the community and not just staying in his
18 ivory tower. And to me that demands a lot of
19 respect.

20 So I was very impressed with that about him,
21 in addition to the fact that he does have the
22 finance background we're looking for.

23 So, I mean I still have to meet the other
24 four people, and obviously Judge Fein and Alvin are
25 great candidates too. But that was just something

1 that I was very --

2 MR. BRANDON: Yeah.

3 MS. LEICHTER: -- I felt that from him.

4 MR. BRANDON: Yeah. Well I was -- I was
5 just very impressed with the wealth of knowledge,
6 the obvious powerful background in finance, in
7 health care.

8 And -- and the humility and the sincereness
9 and the wisdom was just -- was just -- it kinda
10 screamed at me. So --

11 MS. LEICHTER: And I felt like he was very
12 calm.

13 MR. BRANDON: Very calm.

14 MS. LEICHTER: And like --

15 MR. BRANDON: Yeah. Very -- yeah.

16 DR. BAGNER: I don't want to be a -- I -- I
17 don't want to be the Debbie downer of the group but
18 I -- I --

19 MS. LEICHTER: No, go ahead.

20 DR. BAGNER: I thought he was -- I thought
21 he was very knowledgeable about The Trust and --
22 and he certainly has the finance and it's great.
23 So it would be good. I -- there was something
24 about when he was talking about people in poverty.

25 I -- I just felt it was a little -- I -- I

1 -- it's hard to describe. I felt like it was a
2 little bit talking down about -- not -- not -- not
3 insulting.

4 DR. NEIMAND: (Unintelligible) kids, yeah.

5 DR. BAGNER: Yeah. It just -- it felt like,
6 I don't know. I -- I'm -- I'm -- I'm having a hard
7 time putting words to the way I was feeling. But I
8 didn't feel like it was empathic.

9 MS. LEICHTER: And you know what Dan?

10 DR. BAGNER: I thought it was more
11 sympathetic. It doesn't --

12 MS. LEICHTER: Some people even know that
13 that exists in the community.

14 DR. BAGNER: No, I know that.

15 MS. LEICHTER: I'm not saying that you
16 should put him up on a pedestal that he, like knows
17 it.

18 But like I talk to people and they -- or
19 they come to my courthouse and it's like -- like
20 they don't even -- this person at least like knows
21 what's going on. I mean, I don't --

22 DR. BAGNER: Yeah.

23 MS. LEICHTER: -- I'm just trying to --

24 DR. BAGNER: Sure.

25 MR. BRANDON: I'm trying to understand what

1 you're -- what you're after, Dan.

2 DR. BAGNER: I --

3 MS. LEICHTER: I understand what you're
4 saying to me.

5 DR. BAGNER: Yeah. I -- I'm having a hard
6 time putting it to words. I -- I think, yeah he
7 recognizes there's a problem but it -- he's not
8 really truly understanding the problem.

9 That's how I felt. I don't -- I don't know
10 if -- I'm not -- I don't know if any of you all had
11 that feeling but I mean --

12 MR. BRANDON: Well how could he? He's not
13 -- he's not in there. I mean, he seems to live
14 with those problems from day to day. That's what
15 he communicated, you know, in his --

16 MS. WEISS-NUELL: Or did, yeah.

17 MR. BRANDON: Yeah. He -- he communicated
18 it in that. But -- but, you know --

19 DR. BAGNER: I think it's good to have all
20 of the CFO --

21 MR. BRANDON: -- but he's -- he's -- he's a
22 professional. He makes a -- he works every day and
23 he has worked for 50 years. So I just --

24 MS. LEICHTER: The comment that he made that
25 someone has to go pick up a child, otherwise

1 they're going to be charged, that's a very narrow
2 view. Don't you understand that child care is also
3 a business?

4 MR. BRANDON: Yes.

5 MS. LEICHTER: You understand that yours is
6 a business.

7 MR. BRANDON: No. I think --

8 MS. WEISS-NUELL: But I thought --

9 MR. BRANDON: -- he was just trying to --

10 MS. WEISS-NUELL: -- that was --

11 MR. BRANDON: -- just to relate to the fact
12 that that person needed --

13 MS. WEISS-NUELL: I agree.

14 MR. BRANDON: -- that had needs also. It --
15 they can't be just -- they can't get off during the
16 week -- during the week day to take their child
17 anywhere because they -- they're on the clock.

18 And having to run home to pick up their
19 child because they're gonna be charged \$8.00 is
20 gonna be a financial burden to them. So that's why
21 he was more -- he -- why he just kinda brought that
22 out as -- as -- as these hourly workers have major
23 needs.

24 MS. WEISS-NUELL: Which I think that answer
25 was under like what services do you believe should

1 be provided. And whether we do that or not, I
2 don't know, like extended -- extended care at
3 school because that is a reality, you know.

4 And saying, I have employees that say, I --
5 I can't -- I can't stay and, you know, for that
6 reason, like the \$8.00 or \$16.00, you know, will
7 have an impact. And I don't know.

8 MR. BRANDON: Yeah, yeah.

9 MS. WEISS-NUELL: I mean, if that's
10 something that --

11 MR. BRANDON: Well that just --

12 MS. WEISS-NUELL: -- is done or --

13 HON. ORLANDO PRESCOTT: It's -- it's a level
14 of understanding.

15 MR. BRANDON: That's -- that's what it was
16 for me.

17 HON. ORLANDO PRESCOTT: I have judges who
18 don't understand that.

19 MR. BRANDON: Yeah, yeah. I mean that's --

20 HON. ORLANDO PRESCOTT: Who would force --
21 who would force jury people -- jury members to sit
22 there and I know that they're not getting --
23 they're not doing the job.

24 MS. WEISS-NUELL: Right.

25 HON. ORLANDO PRESCOTT: All they're

1 thinking, I can't be late.

2 MS. WEISS-NUELL: Yeah. I mean, I've been
3 -- I thought -- and especially answering it, I
4 think, under that context. Like, is that something
5 that, you know, it's something else that we -- The
6 Trust could do.

7 And the fact that I have actually no idea if
8 the school system does that or if that's something
9 that we do. But it's definitely at least something
10 say that's some way -- a way to help people.

11 But -- but I kinda liked that 'cause that
12 was really concrete. Not just like --

13 MR. BRANDON: Yes. I thought it showed
14 great insight as to the needs of people.

15 MS. DE MOYA: Well I -- I was -- I -- I --
16 I'm having the same problem you're -- you're having
17 because I don't know exactly what -- what it was
18 that I was feeling.

19 But I felt like, from a financial
20 perspective, obviously he has -- he would be a
21 great treasurer. He would be a great -- on the
22 finance committee.

23 But at the same time I -- I hear you guys
24 saying like that he's so in touch with what's going
25 on and all that, but I didn't get that feeling.

1 I -- I, you know, him saying that when we
2 asked the question about what services do you
3 believe should be provided to the children in our
4 community by The Trust, he started to say things
5 that we are already doing.

6 So I didn't really feel that he was that in
7 tune to what The Trust -- I thought it was very
8 vague. He was talking about healthy eating and
9 nutrition. We've spent millions and millions of
10 dollars on that, of which not all of us agreed
11 should be done.

12 DR. NEIMAND: Right.

13 MS. DE MOYA: And but that -- that's big.
14 That's a huge chunk of money. And if you did your
15 homework you would have seen it. I'm sorry.
16 'Cause that's -- that's huge. That's not a couple,
17 you know, hundred thousand -- a few hundred
18 thousand dollars.

19 Dental care, we do. We spend money on
20 dental care and on screenings for dental care. He
21 mentioned -- I -- I think his heart is in the right
22 place, you know, giving back and seems to do what
23 he does because of a passion.

24 But I -- I -- and I'm not sure if it kinda
25 connects a little bit on how you were feeling. I

1 felt a disconnect with the community. Like the --
2 the -- the -- the real needs, you know.

3 Talking about the healthy eating and the
4 dental care and nutrition needs and speech therapy.
5 Our early intervention does that and schools do
6 that. And should we do it better, maybe. But
7 those -- that -- those aren't the things that -- I
8 mean we're already doing them.

9 So I -- I felt a little disconnect there and
10 I'm not -- and that's when he was talking about the
11 same thing you're talking about. So I don't --
12 maybe that relates somehow.

13 (MEETING ALREADY IN PROGRESS)

14 MR. HOFFMAN: I -- I'm closer -- I -- I -- I
15 see both sides of what people are talking about.
16 I'm closer to -- to Dan's position, only because I
17 think he was, again a lot of times it seemed to be
18 always talking about them people.

19 Like when he gave the example about going to
20 the U.K. and seeing how Burger King came and
21 everything about that.

22 DR. BAGNER: And the fat kids.

23 MR. HOFFMAN: Well, it's sort of the
24 population and --

25 MS. WEISS-NUELL: It's true but that's

1 understandable.

2 MR. HOFFMAN: -- I don't think --

3 DR. BAGNER: Well, yeah. But maybe there's
4 a different way to say it.

5 MR. HOFFMAN: But -- but it didn't -- it --
6 it wasn't really -- it was more of them -- them.
7 And I did hear the example about the person who,
8 you know, his personal experience as somebody
9 understanding priorities and the like.

10 But I wanted to also, since we didn't talk
11 about it, I want to actually contrast it with Steve
12 Zack, who you weren't here for. This gentleman,
13 the last gentleman, I thought was more prepared and
14 had thoughts about what we did.

15 Whether or not they were directed and
16 whether he should have said dental care, knowing
17 that we did it, or -- or healthy -- healthy foods.

18 I -- I was actually surprised that Steve
19 Zack was less prepared because he's certainly one
20 of the most qualified people on this slate of
21 candidates in terms of having done positions,
22 interviewed for positions and the like.

23 So I was a little bit surprised that he
24 didn't already have --

25 MS. WEISS-NUELL: He -- he wasn't --

1 MR. HOFFMAN: -- enough to say --

2 MS. LEICHTER: I was actually going to do a
3 comparison also.

4 And I said -- and I -- I think that
5 Mr. Jamal, he -- he opened himself up whereas
6 Mr. Zack was kind of on the surface and didn't --
7 like if you're gonna try to understand what we do
8 or you've kind of done some research, you're
9 opening yourself up to more of the business, I'm
10 like oh, how can he not know that we do healthy
11 food?

12 But -- but Mr. Zack didn't even like pierce
13 the -- the -- the surface of like even what we do
14 or name some programs or --

15 MR. HOFFMAN: Right. But if you said, and
16 again I thought he was genuine. He said, I'm a
17 giver. He doesn't have a -- a record of give --
18 you know, of being a giver. Maybe money.

19 But Zack again, he set his qualifications
20 but he really didn't show them in showing us what
21 he knew about what he might do here.

22 MS. WEISS-NUELL: Right, right.

23 MR. HOFFMAN: But not that he --

24 MS. WEISS-NUELL: Taking the --

25 MR. HOFFMAN: -- needed to know about --

1 MS. WEISS-NUELL: -- time to say what do you
2 need and we --

3 DR. BAGNER: Yeah. I don't think he did his
4 homework. I don't -- he didn't -- when you asked
5 again about what are the strengths and weaknesses
6 of The Trust he --

7 MS. LEICHTER: That's what I'm saying.

8 DR. BAGNER: -- he didn't --

9 MS. WEISS-NUELL: Well you had to do an
10 interview.

11 DR. BAGNER: -- I agree 100 percent. I
12 don't think he --

13 MS. WEISS-NUELL: I had to do an interview.
14 It's like very nerve racking.

15 MR. BRANDON: Yeah. But you know, Zack --
16 Zack was -- he said he was in an airport.

17 MS. WEISS-NUELL: Right.

18 MS. LEICHTER: Yeah.

19 MR. BRANDON: You know, so he was -- he had
20 to be distracted and -- and probably trying to be
21 discreet --

22 MS. WEISS-NUELL: But he didn't research it.

23 MR. BRANDON: -- in his conversation.

24 MS. LEICHTER: Yeah, he didn't research.
25 That's what I'm saying. Mr. Jamal --

1 MR. HOFFMAN: Sure. Maybe by next time
2 you'll know.

3 MS. WEISS-NUELL: When we call on him.

4 MR. BRANDON: Okay.

5 MS. WEISS-NUELL: But like when I had to do
6 the at-large interview I remember it.

7 Like, I mean it's -- it's like a -- it's a
8 little overwhelming and scary because it's like,
9 you know, you try and do re -- do a little research
10 on what The Children's Trust is and it's so vast.

11 And then it's like, what happens if they ask
12 me about this and I don't know.

13 MS. LEICHTER: But you can try.

14 MS. WEISS-NUELL: Yeah.

15 MS. DE MOYA: He did try.

16 DR. BAGNER: Oh, yeah.

17 MR. BRANDON: Yeah.

18 MS. WEISS-NUELL: Yeah.

19 MS. DE MOYA: Yeah, absolutely.

20 MS. WEISS-NUELL: And he had notes.

21 MS. DE MOYA: Yeah.

22 DR. BAGNER: That was a good -- I think
23 that's a good way --

24 MS. DE MOYA: He had notes.

25 DR. BAGNER: -- to describe him.

1 MS. DE MOYA: I -- I only heard one question
2 from Mr. Zack that -- and I guess it must have been
3 the last one. And all I wrote down on the paper,
4 since I wasn't here, was vague.

5 MS. LEICHTER: Yeah. He was very vague --

6 MS. DE MOYA: That -- and I only heard one.
7 And I -- that's all I wrote 'cause I wasn't even
8 gonna make a comment --

9 MR. BRANDON: Yeah. Well that was --

10 MS. DE MOYA: -- on him --

11 MR. BRANDON: -- the whole interview.

12 MS. DE MOYA: -- because it wasn't fair.

13 MS. WEISS-NUELL: Well, and actually --

14 MR. BRANDON: He was kind of --

15 MS. DE MOYA: But like, I just wrote vague.

16 MR. BRANDON: -- wide with --

17 MS. WEISS-NUELL: -- with -- with Mr. Zack,
18 one thing -- I mean I think there's a lot that he
19 would bring, certainly in stature.

20 MS. DE MOYA: Of course.

21 MS. WEISS-NUELL: And if you needed help
22 like at a, you know, at a more macro level. But he
23 didn't understand -- and it's hard to understand
24 but he doesn't understand the political scene for
25 The Children's Trust.

1 And, you know, if we get a new
2 administration it's not gonna be affecting us or
3 the -- or the -- our funding source, that -- that
4 sort of thing 'cause we really brilliantly, thank
5 you David Lawrence, don't answer to, you know,
6 those people thank God.

7 So -- because typically, yes. If you're a
8 government organization the politics and fighting
9 for everything you want and need in funding is
10 about 80 percent of what you have to do. So --

11 DR. BAGNER: Well what he said was it -- it
12 made it seem like it was a political organization.
13 From someone who says things that might be
14 politically charged I understand that it's not a
15 political organization.

16 So I don't think he was fully aware of that.
17 Like I think he --

18 MS. WEISS-NUELL: Right. That's --

19 DR. BAGNER: -- felt like it was more
20 political.

21 MS. WEISS-NUELL: Right. That's my point.
22 Yeah.

23 DR. BAGNER: No, exactly.

24 MS. WEISS-NUELL: Right.

25 MS. LEICHTER: You ready then?

1 DR. BAGNER: Can I just have some quick
2 clarification because I missed the meeting where
3 you discussed the needs. Were there any other
4 needs that were highlighted by the needs of
5 financial?

6 MS. LEICHTER: That was really our biggest
7 one.

8 MR. BRANDON: That's about it, yeah.

9 MS. DE MOYA: Besides what? What did you
10 say?

11 DR. BAGNER: The -- the needs in -- in
12 getting someone that has experience in finances.

13 MS. DE MOYA: Yeah. But what did you say
14 besides financial, what?

15 DR. BAGNER: That I missed that. I missed
16 that meeting.

17 MS. DE MOYA: I know. But you said needs
18 other than financial?

19 MS. LEICHTER: Yeah.

20 DR. BAGNER: Right.

21 MS. LEICHTER: Like The Trust.

22 DR. BAGNER: For The Trust. Like in this
23 position what other needs are we looking for.

24 MS. LEICHTER: What areas were lacking.

25 MS. DE MOYA: Okay. Well I -- I said at the

1 meeting I feel that -- that we do need a voice, and
2 somebody with experience with disabilities.

3 MS. WEISS-NUELL: Yeah, I agree.

4 MS. DE MOYA: Because I will be leaving
5 soon. And I and Laurie, we're the only two --

6 MS. WEISS-NUELL: Yeah. No, I agree.

7 MS. DE MOYA: -- left that are --

8 DR. BAGNER: Well you're leaving me out.

9 MS. DE MOYA: Well you're right. We are
10 kind of but you're more into early education. But
11 yeah, you're right. That's true, you do.

12 MS. WEISS-NUELL: But, yeah. No, that -- I
13 think that's a --

14 MS. DE MOYA: You always do a --

15 (MULTIPLE SPEAKERS AT ONCE)

16 MS. WEISS-NUELL: No. I -- I -- no, I
17 agree. At first I was really thinking about
18 finance.

19 MS. DE MOYA: No offense.

20 DR. BAGNER: No, no. None taken.

21 MR. BRANDON: Okay. So in the wings we have
22 Juan Lumiet. It sounds French origin. So -- so --

23 (MULTIPLE SPEAKERS AT ONCE)

24 MS. JEANTY: I -- I'm gonna ask him. I'm
25 gonna ask him.

1 MR. BRANDON: Ask him to come in, please.

2 (Thereupon, brief discussions

3 were held off the record.)

4 (Thereupon, Mr. Lumiet enters the meeting room.)

5 MR. BRANDON: Hi, sir.

6 MR. LUMIET: How are you, sir?

7 MR. BRANDON: Good. I'm Rodester Brandon.

8 We've been toying around trying to understand how
9 you pronounce your last name.

10 MR. LUMIET: It depends on whether you
11 pronounce it as an American, a Cuban, or a
12 Frenchman.

13 MR. BRANDON: Why don't you give us all
14 three.

15 MR. LUMIET: Well in -- the United States
16 usually it's pronounced Lumiet. Cubans will
17 pronounce it Lumiet. And French pronounce it
18 Lumiet.

19 HON. ORLANDO PRESCOTT: But the most
20 important, how do you pronounce it?

21 MR. LUMIET: Whatever suits everyone. The
22 common is Lumiet.

23 MR. BRANDON: Lumiet.

24 MR. LUMIET: You know, in English.

25 MR. BRANDON: All right. So as I said, I'm

1 Rodester Brandon and this is the board, the
2 nominating committee. We're here to interview you.
3 We have about eight questions to ask.

4 MR. LUMIET: Okay.

5 MR. BRANDON: We're gonna take about 20
6 minutes to hear you and then we're gonna wrap up at
7 the end for about ten minutes. I'd like to take a
8 moment to have everyone introduce themselves and
9 after that we'll begin. Each one of us are going
10 to be asking you questions.

11 MR. LUMIET: Fine.

12 MR. BRANDON: Okay.

13 MS. DE MOYA: Hi. My name is Lily De Moya
14 and I'm the vice chair of The Trust board.

15 MR. LUMIET: Nice to meet you.

16 MR. ALI: I'm Imran Ali, chief of staff of
17 The Children's Trust.

18 MR. HAJ: Good afternoon. Jim Haj,
19 president and CEO of The Children's Trust.

20 MR. HOFFMAN: Ken Hoffman, board member.

21 HON. ORLANDO PRESCOTT: Good evening.
22 Orlando Prescott, board member.

23 MS. LEICHTER: Marissa Leichter, board
24 member.

25 DR. NEIMAND: Susan Neimand, board member.

1 DR. BAGNER: Dan Bagner, board member.

2 MS. WEISS-NUELL: Laurie Nuell, board chair.

3 MS. JEANTY: And Muriel, clerk of the board.

4 MR. BRANDON: Okay. So I'll begin with the
5 first question and I have the easy one. Just tell
6 us about yourself.

7 MR. LUMIET: How do you summarize 70 years?

8 Let's see. Well I was a Cuban immigrant at 12.

9 Ended up in the scholarship in a nasty but very
10 demanding boarding school in Connecticut. So I
11 grew up and then I went to college in Connecticut.

12 So pretty much my teen years and my
13 formative years in the states were there. Then
14 when I was on my way to law school in New York I
15 guess I promptly married a Peruvian after a
16 whirlwind courtship and decided that New York was
17 too tough to live in without money and being
18 married.

19 So instead I came here to Miami Law School.
20 I moved here in 1971 and I've lived here ever
21 since. I'm an attorney. Don't hold that against
22 me. So I started practicing law in 1974.

23 A few years later I was recruited after
24 doing other things by Greenberg Traurig, and I've
25 been there ever since. I've lived in Coral Gables

1 in the same home since 1977. I'm a member of the
2 same parish, Church of the Little Flower, since
3 1977 and been married since '71.

4 So I tell people they're are never many
5 people who have had the same wife, the same job,
6 and the same spouse for more than 40 years. The
7 security is nobody else would hire me, no other
8 woman would have me -- so I'm typically fairly
9 consistent of my personal life and my principals
10 but I have to.

11 Starting in about 19 -- early 19 --
12 mid-1980s when I had already been a shareholder and
13 partner at Greenberg Traurig for a few years I got
14 -- and I've been very much involved with the church
15 my whole life.

16 I am starting to get a little restless, both
17 to do things outside the office, perhaps I felt
18 that had a little more meaning. I started -- I
19 think my first involvement was with the community
20 foundation and a few years later I became the first
21 Hispanic (inaudible) of the Miami Foundation.
22 (Unintelligible) Chapter, was executive the
23 director.

24 I then got involved with (Spanish
25 Organization) which is a small organization some of

1 you may be familiar with but it's -- they are
2 geared -- it was part of the first non-profit
3 created in Miami by exiled Cubans. And I
4 restructured their board.

5 I found permanent headquarters right across
6 the street here and arranged for the funds for the
7 purchase of that. I became involved in affordable
8 housing issues with the local and national support
9 Corporation, among others.

10 Then I was recruited into the United Way by
11 Mel Greenberg when he was chairing the United Way
12 campaign, and picked me to lead a group. So I
13 served on the United Way campaigns for three or
14 four years. I don't remember. Then became a board
15 member of the United Way.

16 Then I chaired the archbishop's charities
17 drive because I'm a practicing Catholic and I guess
18 they decided to get some of the benefit of my
19 experience. I'm trying to remember sequentially.

20 Then I was appointed by the Clinton
21 administration to the board of (unintelligible)
22 down to Atlanta as, what's called a community
23 interest representative to chair the affordable
24 housing program of the Federal Loan Bank of Atlanta
25 for the southeastern United States.

1 I spent four years very much involved in
2 doing grants for affordable housing. They're what
3 we used to call the last dollar grants to
4 affordable housing organizations all over the
5 southeast.

6 When I finish that I started to get involved
7 -- crime and art collector with, you know, with
8 things more in the arts. I started with Miami City
9 Ballet and became a board member and vice chair of
10 the Performing Arts Center trust board during all
11 the time that was being built.

12 I was on the ballet board for about 12
13 years. Helped develop the school. Along the way
14 I've been very much involved with children's
15 musical opportunities in education. So for about
16 30 years I've been heavily involved as a volunteer,
17 director, and chairman of (unintelligible) with
18 Miami Children's Chorus, I'm still involved with.

19 And probably I've left some things out along
20 the way. I was -- let's see, I helped the land --
21 the Martin Luther King Economic Development
22 Corporation in the 80s acquire property and
23 facilities.

24 So I -- I didn't try to put -- it's a little
25 embarrassing. I didn't try to put everything but I

1 have been involved in one way or another with many
2 aspects of community organizations.

3 The last board membership was with the Perez
4 Art Museum that I stepped off of about a year and a
5 half ago, and was getting close to retirement,
6 semi-retirement, and decided to step back. So now
7 I am unburdened and I decided -- I knew David
8 Lawrence since he was my vice chair of the -- at
9 the Miami foundation.

10 And our children went to school together and
11 we used to -- used to commute together. Have
12 become friends and followed him over the years and
13 followed the development of the whole children's
14 movement.

15 And so I decided, frankly, knowing that Ken
16 worked at the time, that I thought I would have
17 both the time and the interest in lending, you
18 know, some of my experience in -- with the
19 community in the non-profits to The Children's
20 Trust, and so I applied.

21 MS. WEISS-NUELL: Well, thank you. You kind
22 of answered some of that, but why are you
23 interested in serving on The Children's Trust
24 board?

25 MR. LUMIET: I can't think of too many more

1 significant community organizations right now in
2 Miami-Dade County. I've been through many of them.
3 One that can have -- is having and can have more of
4 an impact on the development of the young.

5 This is a very tough community as we know,
6 positive and negative. And we have housing
7 problems, we have income problems, we have many
8 things that trickle down that affect young
9 children. We have what I consider to be a very
10 inadequate education budget in this state.

11 Forgive me if I'm upsetting any Republicans.
12 But, which to me is disgraceful. And what The
13 Children's Trust provides, in addition to other
14 services that are provided by government, becomes
15 to me more -- it appears to be less and less and
16 add on as a necessity.

17 So I hope that with the years that I've been
18 here and what I've seen in the development and
19 other communities, I can bring some perspective and
20 some assistance to the group.

21 MS. WEISS-NUELL: Thanks.

22 DR. BAGNER: So what unique qualities or
23 abilities would you bring to the board?

24 MR. LUMIET: Probably none. I don't think
25 that I'm unique. Breadth of experience with

1 non-profits. Having written and rewritten bylaws
2 and changed the governance of -- helped change the
3 governance of a number of non-profits.

4 Chaired everything from party committees, to
5 finance committees, to building committees, to
6 building buildings, to -- just a gamut. I think
7 it's breadth of experience, time, which I know I
8 have more and more of, and interest but nothing
9 unique.

10 MR. HOFFMAN: Can you -- can you give us a
11 sense of your finance background, knowledge about
12 financial issues?

13 MR. LUMIET: I have chaired finance
14 committees for five or six non-profits over the
15 years and at one time I was Greenberg Traurig's
16 finance chair when it had about 300 to 400 lawyers,
17 which was a fairly significant budget.

18 I don't like the men in -- in law firm
19 management very much. Nothing worse than managing
20 a bunch of lawyers. But I did serve in management
21 for a while and I chaired the finance committee of
22 the law firm when it had, I don't know, 300, 400,
23 500 lawyers.

24 So I know something about governance and
25 whatever I've learned I will be happy to share.

1 DR. NEIMAND: What do you feel are the major
2 strengths and weaknesses of The Children's Trust?

3 MR. LUMIET: I don't know. If I knew, it's
4 because I would have been sitting here for a while.

5 MS. LEICHTER: Well, aside from not knowing
6 exactly what The Trust has -- the strengths and
7 weaknesses of The Trust, what services do you
8 believe should be provided to the children in the
9 community?

10 MR. LUMIET: You provide quite a breadth of
11 services.

12 MS. LEICHTER: Right.

13 MR. LUMIET: And so are you telling me that
14 I should --

15 MS. LEICHTER: Even if --

16 MR. LUMIET: It's like which are more or
17 less important?

18 MS. LEICHTER: Well, even if you don't --

19 MR. LUMIET: Whether it's nutrition --

20 MS. LEICHTER: -- what we provide. Even if
21 you don't know what we provide, what do you
22 think --

23 MR. LUMIET: I think --

24 MS. LEICHTER: -- she we provide?

25 MR. LUMIET: -- that one -- one of the

1 things -- one of the things that I find most
2 disconcerting is with the cost of living in Miami,
3 the time that it takes to commute, the stress of
4 transportation and the -- and basically the almost,
5 I guess overwhelming number of two-parent working
6 families and many one-parent families.

7 Trying to help fill the gap in terms of care
8 that children are not receiving simply because
9 there isn't enough time in the day. The parents
10 have too many responsibilities, not that they lack
11 the interest or lack the desire.

12 But it's a very -- it's not for me. But I
13 can see it with women staff members in -- in -- in
14 our law firm. There paid, you know, reasonably
15 well.

16 But within the context of the cost of living
17 in Miami what they stress to do, and then the time
18 limitations that they have and the responsibilities
19 and the burden does tend to have -- fall much more
20 on the female than the male, in society
21 notwithstanding modern tendencies.

22 And so I think that providing services to
23 supplement what parents effectively can do.
24 Second, I do believe in the concept of nutrition
25 and early education, which this all started with.

1 Simply because I know how important it was
2 from the standpoint of my own children, but I had
3 the ability financially and otherwise, my wife and
4 I to provide support systems. I do believe that
5 when children fall behind, they fall behind and
6 it's very hard to catch up.

7 And I also understand some of the
8 difficulties of the waves of migration that we
9 have, and the psychological impact on children
10 finding themselves, from one day to the next, in a
11 completely different environment where it's not the
12 prevailing language.

13 And so services that are intended to serve
14 the needs of immigrant children to help transition
15 them and the family into, if you want to call it,
16 the American way or this society, to me are
17 extremely important to avoid recidivism and to
18 avoid problems down the road of a lack of
19 adaptation because we pay the, you know, we pay
20 that price later.

21 MS. LEICHTER: Thank you.

22 HON. ORLANDO PRESCOTT: Following up on
23 that, what do you see as the major issues that our
24 children and our families face?

25 MR. LUMIET: Major issues that they face.

1 At what economic level?

2 HON. ORLANDO PRESCOTT: You name it.

3 MR. LUMIET: Well, at a certain economic
4 level parents can't afford a lot of things to
5 support -- to provide support, whether it's after
6 school programs or whether it's live-in
7 housekeepers, all the other things.

8 If you're talking about children that come
9 from less advantaged situations, all the problems
10 that come from a very fast-paced life in
11 increasingly urban community. And too many
12 influences that they have access to, too easy with
13 their phones that there is no way to control.

14 And so educating children I think has become
15 a much more difficult situation generally simply
16 because of the amount of putrid information that
17 reaches them constantly. And it's very difficult
18 to avoid.

19 So I think that, you know, values that you
20 want to show really haven't changed over time.
21 It's just there's much more noise out there, much
22 more difficult.

23 Many more things, you know, under very with
24 the positive influences that schools can have, that
25 underpaid teachers can have, and the parents can

1 have.

2 And then you have more stressed out teachers
3 and more stressed out parents with even less time
4 to provide, you know, counter-balance to. A
5 cacophony of noise out there.

6 HON. ORLANDO PRESCOTT: Okay.

7 MR. LUMIET: So it's very complicated. I'm
8 -- I'm not, you know, I wouldn't wish necessarily
9 to be a parent.

10 HON. ORLANDO PRESCOTT: You're starting over
11 again now.

12 MS. DE MOYA: Do you have any questions for
13 us?

14 MR. LUMIET: No. I think I know what your
15 -- effectively what your -- the board's
16 responsibility is as opposed to the management, the
17 staff. And I would come with a concept of no
18 matter how much I knew when I was in involved with
19 other organizations I start from zero.

20 I do not pretend to come with any answers or
21 quick answers. But I do have I think a little bit
22 of accumulated wisdom from some things done right
23 and other things done wrong over the years.

24 And I think I can really bring a positive
25 influence eventually once I get to know more of the

1 details of the workings of the organization. In
2 the meantime, I would just hope to learn as much as
3 possible.

4 MR. BRANDON: All right, sir. Juan Lumiet,
5 thank you so much.

6 MR. LUMIET: Thank you all.

7 (Thereupon Mr. Lumiet exits the meeting room.)

8 MR. BRANDON: So we just saw two extremes.

9 MS. LEICHTER: Susan loved him. I don't
10 know.

11 MS. DE MOYA: I prefer -- I prefer this
12 extreme actually.

13 MR. BRANDON: Okay.

14 MS. DE MOYA: I prefer this extreme.

15 MR. BRANDON: Okay.

16 MS. DE MOYA: He just said --

17 MR. BRANDON: We just -- we just saw two
18 extremes. Yeah.

19 MS. DE MOYA: It's an extreme and I kinda
20 prefer, hey I don't know. I need to learn.

21 DR. BAGNER: Yeah. He was very honest and
22 genuine and I appreciated that.

23 MS. DE MOYA: Yeah.

24 DR. NEIMAND: But I thought he understood
25 Miami and some of the challenges in Miami, which

1 that's important as a basis for the work that we
2 do, you know. The cost of transportation, the cost
3 of living.

4 DR. BAGNER: Well education issues he --

5 DR. NEIMAND: Child care, you know, all of
6 these things. The fact that he didn't want to
7 answer a question unless he knew at what economic
8 level that -- that you were talking about, because
9 it makes a difference. I -- I loved him.

10 HON. ORLANDO PRESCOTT: Well that's why I
11 told him the qu -- the question is, it's -- it's
12 his to answer and he framed it.

13 MS. DE MOYA: Yeah. I mean, like his
14 honesty was -- was a breath of fresh air honestly.

15 MR. BRANDON: My -- my --

16 MS. DE MOYA: Because really how many -- I'm
17 sorry. How many of us, when we came on this board,
18 really knew that much about what The Children's
19 Trust board did?

20 MS. LEICHTER: I've never been on a board in
21 my life before this. But I -- I --

22 DR. BAGNER: Well that makes two us.

23 MS. LEICHTER: I told you guys, I was very
24 honest about my last e-mail.

25 DR. BAGNER: I didn't have to do the

1 interview but --

2 MS. WEISS-NUELL: Yes, I was in shock.

3 Everyone should have to do the interview.

4 MS. LEICHTER: The Governor's office could
5 if they wanted to.

6 MS. WEISS-NUELL: I know. But that's why I
7 was in shock. I'm like, everyone doesn't have to
8 interview? I thought everyone had to do that. I
9 -- I --

10 MS. DE MOYA: I already told you guys, I --
11 I had to interview.

12 MS. WEISS-NUELL: Yeah, 'cause you're a
13 special case.

14 MS. DE MOYA: 'Cause I'm a special case.

15 MS. WEISS-NUELL: I have -- I -- I liked him
16 too and I think there's a coup -- a few things that
17 would be a big -- a great addition for the board, I
18 think.

19 Especially around housing and also real
20 estate. That's, I think, something that, you know
21 -- and -- and also being a experienced board member
22 in non-profits. I think those are good things.

23 MS. LEICHTER: I did bylaws, Laurie. He's
24 like --

25 (MULTIPLE SPEAKERS AT ONCE)

1 MS. WEISS-NUELL: I was like, darn if I had
2 known that. So one thing I actually didn't like,
3 and maybe I just misunderstood it, was the question
4 about what children need and they -- what economic
5 level.

6 'Cause then it was sort of like, well if you
7 have money you can buy all that stuff. And, you
8 know, it doesn't really mean that the people with
9 money that, you know, things that are happening in
10 our world, in our community, aren't affecting them,
11 you know.

12 DR. BAGNER: Yeah. It's also affecting --

13 DR. NEIMAND: But I didn't take it that way
14 because I --

15 MS. WEISS-NUELL: That's why I brought it
16 up.

17 DR. NEIMAND: -- took it that there are
18 different -- there are different challenges.

19 MR. HOFFMAN: Different needs for different
20 levels.

21 DR. NEIMAND: Different needs at different
22 levels. And, you know, we work with some very
23 affluent schools. And if you think that the
24 children have no issues and there's no issue --

25 MS. WEISS-NUELL: No. That's what I'm

1 saying. Right.

2 DR. NEIMAND: Well that's why I thought it
3 was a very good answer. Because at every economic
4 level there are different challenges.

5 MS. LEICHTER: Right. So, yeah. That's why
6 I brought it up. Because of, you know, the way it
7 was interpreted. So 'cause right. I mean, people
8 that are affluent, they're not worried about
9 getting a computer or, you know, having their meal.
10 But -- but --

11 MS. WEISS-NUELL: Their kids have lots of
12 issues and challenges.

13 DR. BAGNER: Well he tapped into that, the
14 whole issue, the noise level. I thought that was
15 -- that was really powerful because --

16 MS. WEISS-NUELL: I did, too.

17 DR. BAGNER: -- the -- the younger kids,
18 they -- they don't want to think 'cause they don't
19 -- they know they have this and they can get
20 whatever information they need and -- and they --
21 and they -- and they -- and parents are very
22 willing to give tutors.

23 So if they're having trouble with something,
24 get somebody in here to --

25 MS. LEICHTER: Yeah, yeah. If you have --

1 DR. BAGNER: -- to shove it into me, you
2 know.

3 MS. LEICHTER: -- money you can get someone
4 else to do it.

5 DR. BAGNER: Yeah. That kind of --

6 MS. DE MOYA: I -- I was a little confused
7 when he started to answer that question. I -- I
8 didn't know where he was going with it.

9 But then, you know I -- it -- it was clear
10 that he was basically saying -- I -- I think what
11 he was saying was that it's harder to educate your
12 children in the basic values that we -- he educated
13 his children in because of all this extra noise.

14 DR. BAGNER: Yeah, yeah.

15 MS. DE MOYA: Which is the iPads and the
16 video games and the phones and -- and that it's
17 hard for them to listen to the people who can
18 really be good -- be a good influence.

19 And it's like, I thought that was very
20 powerful. I agree with you. When he said that,
21 you know, he made me feel like he was a man who --

22 DR. BAGNER: He understands.

23 MS. DE MOYA: -- is -- is very, you know,
24 grounded in his principals and values and what's
25 right and wrong and good for the community and the

1 children.

2 DR. NEIMAND: He is a very good candidate.

3 MR. HOFFMAN: Yeah. Well I -- I --

4 MS. DE MOYA: But certainly consistent.

5 MR. HOFFMAN: Yeah. But I -- I didn't
6 actually know Juan was applying, or putting me down
7 as a reference along with Dave Wons (phonetic.)

8 But the -- I think the -- the biggest thing
9 that he seems to bring is he's clearly qualified in
10 terms of participation and leadership in -- in
11 boards and I -- I've know him a long time.

12 I didn't know him when he was doing a lot of
13 the -- the housing work. But he does get actively
14 involved in anything he does. And so I think
15 that's a real positive.

16 I was actually surprised, kind of like Zack,
17 that he wasn't as -- had prepared something. And
18 maybe that's just a bias thinking that, again, he's
19 not a litigator but he's a lawyer and that he would
20 have actually, you know --

21 MS. WEISS-NUELL: Yeah.

22 MR. HOFFMAN: -- sort of prepared more for
23 an interview and had answers that he could mold the
24 question.

25 But I -- I -- I do agree that his que -- his

1 answers were, you know, spot on in terms of like
2 identifying something he could answer on things.
3 But I just, again, that's my bias and I'm sort
4 of --

5 MS. WEISS-NUELL: Yeah. Interesting.

6 MS. DE MOYA: The difference with that
7 though, Ken, is like -- and -- and I wasn't here.
8 Like I said, I only heard the last question. I,
9 first on, some people would just come right out and
10 say I don't know --

11 MR. HOFFMAN: Oh, yeah.

12 MS. DE MOYA: -- than to, I don't want to be
13 thrown a question and the question's vague and just
14 give you this run around question -- answer. And
15 again, I didn't hear all --

16 MR. HOFFMAN: But everybody got to prep
17 which was the -- the first five questions they
18 answered.

19 MS. WEISS-NUELL: Because it's about
20 themselves.

21 MR. HOFFMAN: I -- no, no, no. I'm -- I'm
22 talking about the written interview, the written --

23 MS. WEISS-NUELL: Oh right, right, right.
24 Yeah.

25 MR. HOFFMAN: -- presentation. So -- so

1 everybody had an opportunity to say, this is what
2 they're looking for. And some of those questions
3 were similar to -- to these in a sense. So I -- I
4 hear you.

5 MS. DE MOYA: Yeah.

6 MS. WEISS-NUELL: Steve Zack also said, of
7 that question about strengths and weaknesses. He
8 also said --

9 MS. DE MOYA: That he didn't know?

10 MS. WEISS-NUELL: Yeah. I -- I mean which,
11 that's what -- what when we started, and we
12 separated after that, that made it two parts.

13 But that's what the -- that's about too.
14 It's sort of like they didn't prepare. They
15 didn't, like take the time to --

16 MS. LEICHTER: I remember when we --

17 MS. WEISS-NUELL: -- to learn.

18 MS. LEICHTER: -- got an interesting answer
19 to that question though and it doesn't even like
20 take preparing. So maybe they don't think this is
21 a weakness, but someone said that they felt like we
22 didn't do a good enough job advertising our
23 services.

24 MS. WEISS-NUELL: Yes, that's right.

25 MS. LEICHTER: And -- and -- and I thought

1 that was a creative answer --

2 MS. WEISS-NUELL: Toni Eyssallenne.

3 MS. LEICHTER: -- back in the -- I remember
4 it.

5 MS. WEISS-NUELL: Yeah.

6 MS. LEICHTER: It was -- it was -- see.

7 MS. WEISS-NUELL: She's like, I'm a doctor
8 and I don't know anything --

9 MS. LEICHTER: Yeah. So --

10 MS. WEISS-NUELL: -- about The Children's
11 Trust.

12 MS. LEICHTER: -- you know it doesn't have
13 to be like so technical.

14 MS. WEISS-NUELL: Yeah.

15 MS. LEICHTER: It can kinda just be more --
16 I mean that's -- you don't have to do research.
17 You just have to live here.

18 MS. WEISS-NUELL: I just happened to
19 remember that.

20 MS. LEICHTER: Yeah. You know, you could,
21 you know, I see the little kids on the side of the
22 bus like this but you know what, I really don't
23 know what you guys do, you know.

24 So that -- that's like a -- I'm just saying
25 that they don't have to technically do like all of

1 this research.

2 DR. NEIMAND: Just know, just be in tuned to
3 the community.

4 MS. LEICHTER: The community and -- yeah.
5 But I also know what it, you know, what it's like
6 to sit in an interview.

7 Especially with like ten people staring at
8 you and then sometimes your mind isn't working how
9 it really should be working. So --

10 MR. BRANDON: So right now we have prepared
11 a break time and I -- we've -- Lily has prepared --

12 MS. DE MOYA: That's why I was late. I
13 spent the whole day cooking.

14 MS. LEICHTER: You did not.

15 MR. BRANDON: Okay. But Lily's provided
16 lunch today, if you want to say something about it
17 now tell her.

18 MS. LEICHTER: Thank you, Lily.

19 (Thereupon, a brief recess was taken.)

20 MR. BRANDON: Next is Javier Reyes. Javier
21 Reyes. Does everybody have where things going now,
22 with the questioning in the order that we're doing?

23 MS. DE MOYA: I have a little comment.

24 MR. BRANDON: Tell me.

25 MS. DE MOYA: But I'm not really sure if we

1 can do anything about it at this point because we
2 didn't do it for the first three but just wanted to
3 ask you guys what you thought.

4 So the last question, and we've asked it
5 three times, do you have any questions for us and
6 it's always no.

7 So I'm just curious, shouldn't we ask it in
8 a different way or could we say, like is there
9 anything that you would like us to know that we
10 haven't asked you?

11 MR. HOFFMAN: That's a good question.

12 DR. BAGNER: Well if you want to get a
13 response, as a psychologist, don't ask a yes or no
14 question.

15 MS. DE MOYA: Right.

16 DR. BAGNER: It's like, tell me something
17 that you want to know about --

18 MS. DE MOYA: Well that's --

19 DR. BAGNER: -- The Trust.

20 MS. DE MOYA: -- why I was thinking like is
21 there something --

22 DR. NEIMAND: But that's a --

23 DR. BAGNER: If you want to get a response.

24 DR. NEIMAND: But that's a better way to
25 phrase it. 'Cause yours is a little bit different.

1 His is just a rephrasing of the same question.

2 MS. DE MOYA: So what did you say?

3 DR. BAGNER: Tell me -- tell me what more
4 you want to know about The Trust, or something like
5 that.

6 MS. DE MOYA: Okay. So, yeah. That would
7 be more fair because it's the same question.

8 DR. BAGNER: It's the same question.

9 MS. DE MOYA: But not yes or no.

10 DR. BAGNER: It's just prompting them to --

11 MS. DE MOYA: Because that would mean all --
12 all three of them have just said no. Good. That
13 was why --

14 DR. BAGNER: It's very easy to say yes and
15 no.

16 MS. DE MOYA: Right.

17 HON. ORLANDO PRESCOTT: And -- and I'm
18 mindful of the time --

19 MS. DE MOYA: Since I have to -- since I
20 have to ask it can you tell me again?

21 MR. BRANDON: What more would you like to
22 know about The Trust?

23 HON. ORLANDO PRESCOTT: And I'm mindful of
24 the time of the, you know, sometimes they ramble on
25 and the answer to number five they've already

1 given. So it doesn't make sense for you to ask
2 this.

3 MR. BRANDON: All right. Javier Reyes.

4 (Thereupon, Javier Reyes enters the meeting room.)

5 MR. REYES: It's good to see everybody.

6 Javier Reyes.

7 MR. BRANDON: Yeah, how are you?

8 MR. REYES: Which you know 'cause I'm next
9 up.

10 MR. BRANDON: Good afternoon, sir, or good
11 EVENING.

12 MR. REYES: Good afternoon.

13 MR. BRANDON: I'm Rodester Brandon. I'm the
14 chair of the -- of the nominating committee.

15 MR. REYES: Nice to meet you, sir.

16 MR. BRANDON: We are here, the board
17 members, committee members and we are here tasked
18 with the responsibility of asking you, questioning
19 you in a -- in an interview process for the
20 at-large position.

21 So we have several questions to ask you
22 today. We'll do that in about 20 minutes. So keep
23 -- be mindful of that as you speak. Before we
24 begin we'd like to have everyone introduce
25 themselves to you.

1 MR. REYES: Great, thank you.

2 MS. DE MOYA: Good afternoon. My name is
3 Lily De Moya and I'm the vice chair of The
4 Children's Trust board.

5 MR. ALI: I'm Imran Ali. I'm the chief of
6 staff of The Children's Trust.

7 MR. REYES: Oh, are you? Do you -- I see
8 you. How are you today?

9 MR. HOFFMAN: Ken Hoffman, board member.

10 HON. ORLANDO PRESCOTT: Good evening.
11 Orlando Prescott, board member.

12 MS. LEICHTER: Marissa Leichter, board
13 member.

14 DR. NEIMAND: Susan Neimand, board member.

15 DR. BAGNER: Dan Bagner, board member.

16 MS. WEISS-NUELL: Laurie Nuell, board chair.
17 And this is Muriel Jeanty.

18 MS. JEANTY: Clerk of the board.

19 MR. BRANDON: Okay. As I said I'm -- I'm a
20 board member all -- as well. So we'll begin. I'll
21 ask the first question. Can you tell us something
22 about yourself?

23 MR. REYES: Sure, absolutely. I was born in
24 -- in Cuba. My family left through Spain, and
25 through some strange quirk we ended up in Los

1 Angeles instead of Miami. So I lived there for the
2 first 10 years of my life.

3 And then we moved -- there was a big
4 earthquake and we decided we'd take our chances
5 with hurricanes instead and we ended up in -- in
6 Miami. So I -- and I've lived here ever since.

7 Typical immigrant's kid, I never left home
8 until I got married. People ask me why I enjoy
9 business travel so much, and it's because it's the
10 only time I've ever slept alone. I went to UM
11 undergrad.

12 I'm a CPA by trade. I only practiced for
13 about a year and a half and then I went into
14 business. I owned the Illuminated Advertising
15 Panels with some partners at bus stops, the bus
16 shelters. It was the first plant that was
17 developed.

18 When that sold I went into the liquor
19 business which is the business that my father had
20 been in. He had worked for years at Southern Wine
21 and Spirits. He actually just retired --

22 MR. HOFFMAN: We'll talk later.

23 MR. REYES: -- after -- after 45 years. So
24 I owned some retail liquor stores for a period of
25 time and that business had changed dramatically.

1 And my -- my stores were in the higher rent areas.
2 I had long leases but I was not going to be able to
3 afford them, Miami Beach in the Pinecrest area.

4 So I still had enough time to sell them, and
5 then at 38 I made the very difficult decision of
6 deciding of whether I was gonna go back into
7 accounting, which my CPA was still active, it's
8 inactive now, or go to law school.

9 So at 38, with a wife who was still a civil
10 servant, she worked at the Florida Bar, and a
11 couple young kids, and went back to law school.
12 And I went back to the University of Miami. I'm a
13 double Cane, both my wife and I are actually double
14 Canes. We met in our last semester at UM.

15 Unfortunately, my youngest daughter went to
16 Florida State. I hope I'm not too insulting anybody
17 here. Which I just rescued her from the hurricane
18 and then send her back. I had -- it was quite a
19 mission, just a quick aside.

20 She told me, dad can I come home. And it's
21 her mother's, my wife's birthday weekend. So I'm
22 like, sure honey. She's like, I can only get as
23 close as Tarpon Springs. And I had an all day
24 meeting the next day starting at 10:00.

25 So at 6:00 in the afternoon I jumped in my

1 car, got to Tarpon Springs at 11:00, got back home
2 at 5:30 in the morning, showered and went to my
3 meeting. I was pretty delirious for a few days.

4 But it was worth having them -- she travels
5 very heavy, with her boyfriend and the dog. So it
6 was a lot of people to bring down. So I've lived,
7 you know, I've lived my entire life in South
8 Florida.

9 You know, I consider this my home again.
10 Other than business travel and vacations I've --
11 I've never left South Florida. I, you know, my --
12 my career is somewhat varied, you know, and I'm
13 happy to -- to delve into a little bit more.

14 But I've -- I've always, you know, taken
15 advantage of whatever opportunities are available
16 and I wasn't afraid -- or I was afraid actually.
17 That's not true, because I was very afraid of
18 changing the course of my career.

19 But I figured it was worth taking the chance
20 and it's been -- it's been great so far. So since
21 being a lawyer, I worked mostly at two big firms,
22 Hogan & Hartson which is now Hogan Lovells and then
23 Boies, Schiller & Flexner.

24 I worked for a period of time at a small
25 firm Murai, Wald, Biondo & Moreno. And just

1 recently, actually this year, I opened up my own
2 firm with a couple of partners.

3 So that's kinda the short history of my --
4 of my educational career.

5 MS. WEISS-NUELL: So why are you interested
6 in serving on The Children's Trust board?

7 MR. REYES: It seems like a wonderful
8 opportunity to put back -- together back to the
9 community.

10 I've -- I've been involved in, and not as
11 much as my wife who does quite a bit of Guardian ad
12 Litem work, but I've been involved in a few
13 children's activities to benefit children
14 including, which I had put on my application, I was
15 part of the committee for pre-K.

16 So when I was just starting law school is
17 when that pre-K initiative was being put on the
18 ballot. And one of the things that you have to do
19 is, you have to get an opinion from the Florida
20 Supreme Court that it meets both with the
21 constitutional and statutory requirements.

22 And I was fortunate enough, right when I
23 started, to work with Parker Thompson and Carol
24 Licko, who were the lawyers for the committee for
25 pre-K. And be able to get involved with Alex

1 Penelas and Javier Soto in not only promoting, but
2 in actually writing that first petition.

3 Because what you do is, you -- you submit
4 the -- the actual brief is submitted by the
5 Attorney General. But then the committee for pre-K
6 drafts the brief to support that petition, which
7 was accepted.

8 And it gave me a great opportunity to -- to
9 work with Alex Penelas and his then staffer Javier
10 Soto to also go to a lot of events and promote and
11 -- and get signatures.

12 And coincidentally, which was actually a
13 nice coincidence in light of this interview and
14 having -- because this was a while back ago as you
15 know. So I really had to dig in and remember, you
16 know, all the -- all that I had done.

17 So coincidentally I go to Dave Lawrence's
18 book signing and I am sitting right behind Alex
19 Penelas. And, you know, they gave out a shout out
20 to Alex Penelas and I, you know, reminded him after
21 the event that I had worked on it with Javier Soto
22 and -- and said hi to him and congratulated him.

23 Because he really did a phenomenal job on
24 that committee for pre-K getting that -- getting
25 that done. He was very, very committed. I've done

1 one major representation as a Guardian ad Litem.

2 It was a -- pretty sad case.

3 I took the course with the lawyers for
4 Children America, which is an organization that
5 helps coordinate Guardians ad litem on a von --
6 voluntary basis.

7 And I represented a -- young man who was,
8 his mother was unfortunately a drug addicted
9 prostitute. The family, who was here in Miami,
10 went to get him in Puerto Rico and brought him
11 back. Wilkins must have been, at that time, maybe
12 nine or ten.

13 And unfortunately, probably because of the
14 environment that he was in, the first thing he did
15 was try to molest a cousin of the same age where
16 they were living.

17 So the father couldn't afford to live on his
18 own, so they put him in the foster care program.
19 So I represented him initially to try to, you know,
20 one to make sure his needs were met.

21 And when I say I represented them, with
22 tremendous help from lawyers from children America
23 because I'm a commercial lawyer. And, you know,
24 any complex hearings they'd always send somebody
25 with me 'cause ask not my specialty of practice.

1 But it's a pretty sad story because we
2 worked for a few years to finally get an apartment
3 approved for his farther. 'Cause, you know, to get
4 him out of the foster care program they want to
5 make sure he's got a place to go. The father finally
6 had enough money to do it.

7 And remarkably, you know, this young boy who
8 had been through all this, we got everything done.
9 We had the visit to the house and he was waiting
10 for his father to pick him up, to basically leave
11 the foster care program. The dad never showed up.

12 So then I represented him for, you know, the
13 additional years until he aged out of the system.
14 And in fact, again, in light of this, you know, I
15 -- I've thought about him and I reached out to one
16 of the behaviorists from Devereaux that helped me
17 manage the case, 'cause I hadn't seen him in a
18 while, to see if she's had more contact with him.

19 And she says that she -- he -- she thinks
20 he's doing fine but he hasn't been real interested
21 in contact. But at least it seems like he's doing
22 well.

23 But now, in light of this, I've -- I'm
24 trying to get his number to reach out to him 'cause
25 I remember how much time we spend doing all this.

1 He had aged out of the system so I was released
2 from my representation.

3 Long way of saying that, you know, I've had
4 some interest in it. I'm not gonna tell you that
5 I've been, you know, the biggest advocate. I've
6 been -- I've been busy with all my career changes.

7 But this, in particular, and this board and
8 the work that it does seems like a -- a wonderful
9 way to -- put back and I think -- I'm -- I'm hoping
10 that, you know, my little bit of financial
11 knowledge I can hopefully contribute in a way
12 that's positive.

13 DR. BAGNER: So you're getting to the next
14 question which is, what unique skills and abilities
15 do you feel you could bring to the board?

16 MR. REYES: Well, you know, I think -- I was
17 thinking about that 'cause I'm trying to anticipate
18 questions that I might get. I'd be lying to you if
19 I didn't tell you I researched and prepared.

20 And today we have a very big oral argument
21 in a case tomorrow at the 3rd DCA. But, you know,
22 in between our mock today I was like, what did I
23 put on that application.

24 So, you know, I think first and foremost
25 knowing that I don't necessarily know really

1 anything that the board does over -- other than
2 having looked at what, you know, you do on the
3 website.

4 And knowing about it, I know Pepe Diaz and
5 I've got another friend who's an attorney, Danny
6 Diaz-Leva who's very familiar with the board. And
7 I think that's important because you can't come in
8 to something from the outside in.

9 I think, a lot of times, experience makes
10 people think that they know a lot about something
11 and I think it should be the opposite. That the
12 more things you do the more you should realize that
13 you don't know. So, you know, I have -- I work
14 well with people. That's my forte.

15 I don't, you know, I'm not a wallflower and
16 I don't like to be a yes person. But by the same
17 token I think everybody needs to be heard, and I
18 think people have to be able to work together to be
19 able to get something done.

20 I do have a financial background which is
21 helpful in a lot of things. I'm a lawyer but that,
22 so many people think, is negative. But I don't
23 know if that's a particular skill set. But I would
24 say my -- my --

25 MS. DE MOYA: Says the lawyer.

1 MR. HOFFMAN: No, not really.

2 MR. REYES: Well, I didn't --

3 MS. LEICHTER: There's a lot of us around
4 the table.

5 MR. REYES: Oh, good.

6 MS. LEICHTER: So don't worry.

7 MR. REYES: I think -- I think my -- I would
8 say the -- the biggest thing is that I work very
9 well with people and that I'm willing to learn.
10 And I'm not coming in thinking that I know
11 something.

12 I understand that if, you know, I were
13 fortunate enough to -- to win this seat, it would
14 take time to learn from board members and the staff
15 what the position really means, what's expected of
16 me and, you know, it's gonna be a learning curve
17 before I can actually really contribute.

18 And I think that's -- that's a skill that
19 not everybody has. 'Cause a lot of people want to
20 come in and, yeah me tell you how to do this.

21 DR. BAGNER: Thank you.

22 MR. HOFFMAN: I -- I have the trick question
23 which was, tell us about your financial background.
24 But I think I'll just ahead and pass to the next.

25 DR. NEIMAND: Okay. What do you feel are

1 the major strengths and weaknesses of The
2 Children's Trust?

3 MR. REYES: To -- to be honest with you,
4 again I had -- I -- and I want to be completely
5 frank. I don't think I know enough of it to give
6 you, you know, I don't think I know enough about
7 the organization to give you an educated answer on
8 that.

9 Obviously it's -- it's objectives. I don't
10 know if you fund lawyers for Children America. But
11 organizations like that, for example, that help
12 provide legal care for kids, that just happen to
13 find themselves in the foster care program, can't
14 afford somebody to represent them and need to have
15 somebody to go to hearings.

16 I mean that would obviously be, you know, a
17 tremendous strength. In terms of weaknesses I
18 would imagine that, you know, I'd have to be inside
19 to be able to -- to comment on that and -- and try
20 to address it.

21 I -- to be completely frank, you know, from
22 a standpoint of the good that it does and the
23 application of funds to help the younger people in
24 the many programs that I've seen from, you know,
25 your website and understanding that -- that's the

1 initiative, those all seem to me like positives.

2 In terms of weaknesses I don't -- I don't
3 know enough about it to be able to tell you what I
4 think are weaknesses.

5 MR. BRANDON: I'm sorry, Ken. I'd like not
6 to pass on --

7 MR. HOFFMAN: Okay.

8 MR. BRANDON: -- on your question. I --

9 MR. HOFFMAN: Sure.

10 MR. BRANDON: Could you kind of give a
11 clarification --

12 MR. HOFFMAN: Okay.

13 MR. BRANDON: -- of the background.

14 MR. HOFFMAN: Right. So -- so tell us about
15 your finance background.

16 MR. REYES: Okay. So I worked -- I'm --
17 I'm, you know, CPAs are usually it's like, oh can
18 you do my taxes. You know, that's the first thing
19 that people think about. So I was never involved
20 in tax.

21 I worked at Deloitte, and I'm dating myself,
22 when it was Deloitte, Haskins and Sells. It's, you
23 know, then it was Deloitte Touche. And now I think
24 they're just Deloitte. 'Cause one names are cool,
25 like Sting.

1 So -- so I think, you know, so I worked as
2 an auditor in what was then the emerging business
3 unit, which I think changed a little bit. That was
4 the time when I graduated when there was a lot of,
5 you know, Hispanic Americans that were, you know,
6 getting to the point of having more funds.

7 Armando Quidina had opened up a public
8 entity. So they viewed this department as the one
9 that was going to, you know, hopefully help all
10 these new businesses, new public companies that
11 were gonna arise.

12 But -- so a limited market for those big A
13 firms, 'cause they are very expensive. So -- but
14 it was a great opportunity 'cause I was there the
15 entire time which meant you worked with kind of the
16 smaller companies in -- in South Florida, which was
17 interesting.

18 From there, in the shelter business, I in --
19 I was essentially the -- the financial -- later I
20 handled both the finances and operation. My
21 partner was the president and he was the actual
22 founder.

23 I handled the finances and we did some, you
24 know, very complex financial transactions.
25 Unfortunately, one of them was with David Paul so

1 we ended up banking with the -- the FDIC. But, you
2 know, that was -- in -- in that asp -- in that
3 world that's what I did.

4 In my own businesses I handled my own
5 finances. And in law now I handled, you know,
6 every time we have case -- we have a big case right
7 now which involves an airline transportation
8 company and we're just working on all the expert
9 financial reports and, you know, that's something
10 that I usually handle.

11 Now, am I qualified to, you know, go out and
12 practice as a CPA today, I would have to make up
13 all those credits. And unfortunately, at this
14 point, retake my exam which is not gonna happen.

15 MR. BRANDON: Thank you, Ken.

16 MS. LEICHTER: I know you said you're not so
17 familiar with all the services that we provide and
18 whatnot. But what do you, in light of that or
19 regardless of that, what services do you believe
20 should be provided to the children in the
21 community?

22 MR. REYES: You know, all of the programs
23 that I've seen seem so helpful. And I, you know,
24 I've watched that video a couple of times. I mean
25 my -- one of the things that has always been near

1 and dear to my heart is obviously the literacy and
2 -- and education.

3 You know, as a -- as an immigrant I didn't,
4 you know, well I have now, thankfully, two degrees.
5 My early schooling wasn't, you know, my parents
6 were busy. And I was not a good initially. I
7 didn't become a good student actually till law
8 school, and that was at 38.

9 That was at the time, I think, where I was
10 finally fully educated enough to really be able to
11 compete. So, you know, that's always been
12 something that -- that has interested me.

13 But I have to tell you that seeing, you
14 know, what kids in the foster care program have to
15 go through and, you know, seeing that firsthand and
16 the changes and the difficulty some of those kids
17 are having, you know.

18 Many of the homes where Wilkins lived, and
19 he moved through various homes. Had, you know,
20 five or six kids and there's those, you know,
21 there's a tremendous amount of need. So those seem
22 like in -- important programs.

23 I saw also that, you know, you support the
24 arts which is something I -- I've always loved. I
25 grew up more as a -- of a sportsman. But then I

1 had a couple of daughters so I figured I'd switch
2 to the arts, 'cause easier to take them to the
3 opera than fishing.

4 MS. LEICHTER: Thank you.

5 HON. ORLANDO PRESCOTT: Well let me ask, and
6 understanding your experience as a Guardian ad
7 Litem and your wife as a Guardian ad Litem and your
8 experience with Wilkins, what do you see is the --
9 the major issues for our children and families
10 right now?

11 MR. REYES: You know, with regard to that
12 Guardian ad Litem work it's, you know, it was
13 unique because this is a child that, you know it's
14 -- it's -- it's kinda funny because he did have a
15 family that apparently he, you know, he slowly
16 lost.

17 'Cause the grandmother stopped visiting him
18 and the -- the father eventually, obviously even
19 before he left him hanging, and it was really hard
20 work to get him to, you know, approved for an
21 apartment. It was various locations that we looked
22 at.

23 But even leading up to that his dad would
24 visit him less and less. So there's a kid that
25 didn't have, you know like many of those kids,

1 didn't even have a family.

2 So, you know, and a lot of the programs that
3 could support kids that don't even have the
4 familial support would be, you know, remarkably
5 important.

6 Because they don't have, other than their
7 foster family, and it's amazing how much, you know,
8 when you get a very good foster parent and Wilkins
9 had a few of them, you know, they bond almost like
10 if there were -- like if they were their family.

11 And in fact, the last foster parent that --
12 that this young man had wanted to adopt him. And I
13 don't think she had the financial resources to do
14 it. So they ended up arranging a permanent living
15 facility there so he wouldn't have to be moving
16 through the foster care program, and that's where
17 he -- he stayed.

18 So with regard to the kids, you know, to my
19 experience what I've seen is kids that don't have
20 the family support and would benefit from any kind
21 of, you know, assistance or contact.

22 I mean, in my case, and the work that the
23 lawyers for children do, at least they feel like
24 they have some sort of advocate that's going in
25 with them, you know, to court helping them, you

1 know, reviewing the reports, you know, going to the
2 different meetings making sure their needs are --
3 are taken care of.

4 And again, I don't want to make it seem like
5 I did this monolithically. Just about everything I
6 did, I did with the support of the organization.

7 And with good people like the young lady I
8 contacted who was a behaviorist at Devereaux that
9 was assigned to help him, you know, he relied on
10 all those people and I -- there's a great, when
11 you're a -- when you're a volunteer, I mean there's
12 -- people are very helpful 'cause they know you're
13 taking your time to do something.

14 So you find you've got a tremendous amount
15 of support. So that, and listen with regard to
16 families the one thing I left out about in my
17 background is, I'm -- I met my wife in -- at the
18 University of Miami as I mentioned.

19 I've been married for 30 years and I have
20 two daughters. You know, I have been fortunate to
21 be able to give them everything that they have.
22 And, you know, it's very sad for the families that
23 struggle a little bit more financially or, you
24 know, have to depend on the system.

25 It's great to have services, you know, to

1 help them and support them in raising their --
2 their children.

3 MS. DE MOYA: What else would you like to
4 know about The Children's Trust?

5 MR. REYES: Well, generally I was -- I was
6 curious about how, you know, there's so many
7 partners that are involved.

8 I was curious about how that -- that whole
9 application process works. How these -- how the
10 funds are distributed and how those determinations
11 are made.

12 MR. HAJ: Well everything we do is
13 competitively solicited. So we put out an RFP.
14 People compete and we select the best of the best
15 and we fund it that way. So everything that we do
16 is through a competitive solicitation process.

17 MR. REYES: And how do you make -- how is --
18 is it -- is it the board that determines how it's
19 spread out over the various programs or what --

20 MR. HAJ: Yes.

21 MR. REYES: -- areas of concentration are?

22 MR. HAJ: Yeah. There was --

23 MR. REYES: And so it's -- I apologize.

24 MR. HAJ: Yeah. There was will a board --
25 board retreat many years ago that -- that developed

1 the strategic plan. And then last summer, or
2 summer prior, we reviewed the strategic plan. So
3 it is the board that develops a strategic plan
4 where the investments are made.

5 MS. WEISS-NUELL: And sets a priority.

6 MR. HAJ: And set the priority.

7 MS. WEISS-NUELL: But not the specific
8 amounts.

9 MR. REYES: Right. That's the -- 'cause I
10 looked at the strategic plan and that's the one
11 that you have on your website from 2016 to 2017.

12 MS. WEISS-NUELL: Yeah.

13 MR. HAJ: Yeah.

14 MS. WEISS-NUELL: Because I know we updated
15 it one year.

16 MS. LEICHTER: It's kinda like percentages
17 for different areas.

18 MR. REYES: For different areas. Any --

19 MS. LEICHTER: Like after school programs.

20 MR. HAJ: And then the years -- the last
21 couple years there's been an increase in early
22 childhood investments at the -- the direction of
23 the board.

24 MS. LEICHTER: And then the board has the
25 final vote.

1 MR. REYES: And the early childhood is
2 related to developmental programs, early education,
3 pre-K, things of that nature?

4 MR. HAJ: Yeah. Quality of -- quality
5 childhood development. And everything is research
6 based.

7 MR. REYES: Great. It's wonderful. It's
8 wonderful to have the opportunity to do that. It's
9 a -- it's a good tax. I saw that if you have a
10 house that's \$100,000.00 you pay \$50.00 for that.
11 Support that's a very worthwhile organization.
12 It's good.

13 MR. BRANDON: If there's nothing else,
14 Mr. Reyes, we thank you for coming in.

15 MS. LEICHTER: Thank you.

16 MR. REYES: It was a pleasure meeting
17 everybody.

18 (Thereupon, Mr. Reyes exited the meeting room.)

19 MR. BRANDON: Good job, Lily with your
20 question.

21 DR. BAGNER: I know --

22 (MULTIPLE SPEAKERS AT ONCE)

23 DR. BAGNER: I -- I tell my students all the
24 time, never ask a yes or no question because that's
25 all that the person's gonna say.

1 MS. LEICHTER: No. That's just 'cause you
2 guys want to bill more, so people --

3 DR. BAGNER: No.

4 MS. LEICHTER: -- will stay on the couch
5 longer.

6 DR. BAGNER: No. I work with infants and
7 toddlers. They don't sit on the couch.

8 MS. LEICHTER: Sure, Dan. Sure.

9 MS. DE MOYA: Well I have to say, after I
10 asked the question and he started talking my first
11 thought was, who's gonna answer it. And we were
12 like, yeah I --

13 DR. BAGNER: Be careful what you ask.

14 MR. BRANDON: I hope he -- he saw the -- the
15 different cues because everybody smiled, 'cause I
16 looked at everybody.

17 MS. DE MOYA: I like his personality.

18 MS. LEICHTER: Yeah.

19 DR. BAGNER: Yeah.

20 MS. LEICHTER: I like his suit. If he -- we
21 don't choose we'll just be like -- oh his tie and
22 his suit, very sharp, and the little handkerchief.

23 MR. HOFFMAN: Talk about the important --

24 MS. LEICHTER: Hey, I have -- I have close
25 up, you know.

1 MS. WEISS-NUELL: Once again, full
2 disclosure. So I've known --

3 HON. ORLANDO PRESCOTT: The hug and the kiss
4 gave it away.

5 MS. LEICHTER: Yeah. I'm like, Laurie knows
6 everyone.

7 MS. WEISS-NUELL: So, maybe not his father
8 he said worked for Southern Wine and Spirits.

9 MS. DE MOYA: I knew -- well as soon as he
10 said that I knew.

11 MS. WEISS-NUELL: Yeah. So --

12 MS. DE MOYA: I was like, okay Laurie where
13 do you know him from?

14 MS. WEISS-NUELL: Yeah. So his father
15 worked for Southern Wine and Spirits. And on top
16 of -- who I've known my entire life. And also the
17 business he was in, his business partner was my
18 ex-husband. But that was a very long time ago.

19 MS. DE MOYA: Oh, boy. Are you recusing
20 from voting on this?

21 MS. WEISS-NUELL: You know, it's neither
22 here nor there. I mean it's just -- right, no.
23 But it -- so and --

24 MR. HAJ: Yeah. I've known him --

25 MS. WEISS-NUELL: -- Jim.

1 MR. HAJ: -- for quite some time. Yeah. As
2 I said, I grew up across the street from him when
3 he came from LA with his brother. And -- but I --
4 I haven't seen him in 40 years. It's been about 40
5 years since I've -- I've seen him.

6 MR. HOFFMAN: Was he a good kid?

7 MR. HAJ: Yeah, he was. Well he was my
8 brother's age. His younger -- his brother was my
9 age and his brother does very well too. The Olds
10 like most of Bimini. And -- and --

11 MS. WEISS-NUELL: And they're like very
12 nice.

13 MR. HAJ: They're a very humble family.
14 They came from very humble beginnings and just
15 worked hard. I mean, the work ethic's unbelievable
16 in that family.

17 MR. HOFFMAN: He certainly spoke more
18 passionately about it, his experience with --

19 MS. LEICHTER: AAL.

20 MR. HOFFMAN: -- the foster.

21 MS. LEICHTER: Being an AAL.

22 MR. HOFFMAN: Yeah. Well, the foster care
23 system.

24 MS. DE MOYA: You didn't see that.

25 MS. LEICHTER: I wanted to say, like how

1 long ago was it. I know I really love to delve.
2 Because whatever it imprinted in his heart or his
3 mind or something, 'cause he still talks --

4 MR. BRANDON: What did you think about his
5 financial experience?

6 MS. LEICHTER: Good.

7 MS. WEISS-NUELL: Great.

8 MS. LEICHTER: They all have really strong
9 financial.

10 (MULTIPLE SPEAKERS AT ONCE)

11 MS. DE MOYA: And even though he's not
12 practicing.

13 MR. BRANDON: You're -- you're right. Yeah.
14 Well it's --

15 MS. DE MOYA: No, you were right.

16 MR. HOFFMAN: I think it's more of --

17 MS. DE MOYA: The fact that he was a CPA.

18 MR. BRANDON: Yeah. That was in his -- it
19 sounded like it was in his past, you know, the way
20 he said it.

21 MS. WEISS-NUELL: I didn't know that he went
22 to law school at 38. That's a pretty big pivot.

23 MS. LEICHTER: Yeah.

24 MS. DE MOYA: You know, that's a lot of
25 money to him.

1 DR. BAGNER: And I felt similar to the
2 feeling that I got from Ladimire, or however you
3 pronounce it. Like the person that -- Lamire.

4 MR. BRANDON: Lumiet.

5 DR. BAGNER: Lumiet. He's very -- just very
6 genuine.

7 MS. DE MOYA: Yeah.

8 DR. BAGNER: A little stuck on the -- the
9 one -- the one experience that he had but it sounds
10 like it -- it was -- he was honest about that was
11 an experience but --

12 MS. LEICHTER: The other, the difference --

13 MS. WEISS-NUELL: But it was -- it was like
14 -- like nine years. And he said he started to rep
15 -- is that what you say, represent him when he was
16 eight. I mean until he aged out. Ten years. I
17 mean that's -- is that typical?

18 MS. LEICHTER: Yeah, nine. He was nine. I
19 mean most -- most AALs don't stay on a case that
20 long. I --

21 HON. ORLANDO PRESCOTT: No. I don't think
22 he was on it for nine years.

23 MS. LEICHTER: Yeah.

24 HON. ORLANDO PRESCOTT: The kid aged out and
25 he can't get in contact with him. Nobody knows how

1 to get in contact.

2 MS. LEICHTER: And he said he came into care
3 maybe when he was nine, or he came here from Puerto
4 Rico when he was nine? I don't know if he got his
5 case when he was nine. But most AALs are pretty
6 consistent.

7 But like he said, they fall under the
8 umbrella of LFs with lawyers for children. So even
9 if they back out or whatever, LFCA kind of keeps
10 the consistency going and wonderful of being
11 called -- (INAUDIBLE TRAILING OFF) makes sense.
12 Whatever.

13 But so the main difference, or one of the
14 main differences I see between Javier and
15 Mr. Lumiet is that, unless Javier just didn't say
16 it and maybe he didn't say it because he didn't
17 want to point it out, but it doesn't -- and I don't
18 really see it on his resume, that he doesn't really
19 have that much experience serving on boards, which
20 can be better or worse.

21 You know, Mr. Lumiet might have some burn
22 out. He said he stepped down from the Perez board.
23 I -- he didn't say why, the art museum.

24 MS. DE MOYA: And that hasn't been around
25 that long.

1 MS. LEICHTER: Right. So I don't know. I
2 -- that's just, you know, I'm gonna try not to do
3 assumptions and biases. And this -- this person,
4 Javier, might have never served on a board before.

5 It's not on his resume and he didn't really
6 point that out. But, you know, as someone who
7 hasn't served on a board before, coming here you
8 come in with some sort of like excitement and --
9 and hunger and like you're not burned out and you
10 want to learn.

11 And so that can be advantage. But obviously
12 -- but obviously we also don't know. So, you know,
13 I had to learn. There was a learning curve for me
14 as well, you know, where Mr. Lumiet knows the
15 story, you know.

16 So I don't know. That's a pretty -- a -- a
17 difference and I know it is for better or for
18 worse.

19 MR. BRANDON: He really does have a high
20 enthusiasm level.

21 MS. DE MOYA: Yes. I saw that.

22 MS. LEICHTER: I like him.

23 MR. BRANDON: Do you have any other
24 comments, or questions?

25 MS. DE MOYA: You know I -- one thing I

1 liked about him is that even though, you know, he
2 said he was, like the -- the other gentleman, that
3 he did not know the weaknesses or -- but then he
4 elaborated.

5 Okay. I don't know but this is what I think
6 could be important. And -- and so he -- he kinda
7 did what you said, which was okay so you don't know
8 but, you know, if you live in Miami --

9 MS. LEICHTER: As a community member versus
10 like --

11 MS. DE MOYA: Exactly.

12 MS. LEICHTER: -- a would-be Trust board
13 member.

14 HON. ORLANDO PRESCOTT: But something he did
15 -- he did as well, he went online and looked.

16 MS. LEICHTER: Yeah.

17 MS. WEISS-NUELL: And when he was busy.

18 (MULTIPLE SPEAKERS AT ONCE)

19 MS. WEISS-NUELL: And I don't think he said
20 that to make us feel like, I'm busy. It just, he
21 seemed kind of --

22 (MULTIPLE SPEAKERS AT ONCE)

23 MS. WEISS-NUELL: -- but I was -- I don't
24 think even then it was like --

25 MS. DE MOYA: Yeah, exactly. No. He wasn't

1 trying to --

2 MS. WEISS-NUELL: Actually --

3 MR. BRANDON: Multi-tasking.

4 MS. WEISS-NUELL: Hello.

5 MR. HOFFMAN: As you're making flights.

6 MS. WEISS-NUELL: And I -- I'm trying to
7 tell these people that are going to Haiti on
8 Thursday that there's gonna be civil unrest. So
9 they're like, can you change the flight till
10 tomorrow. It's the third ticket I've bought. So
11 the, you know, \$200.00 ticket now has become about
12 a \$4,000.00 ticket. So, and every time I stop I
13 lose it and I have to start over. But --

14 MS. LEICHTER: How do you know there's gonna
15 be civil unrest already? Do they like plan a day
16 that there's gonna be civil unrest?

17 MS. WEISS-NUELL: Well, partners in health
18 is such a big organization.

19 HON. ORLANDO PRESCOTT: What's the name of
20 the organization?

21 MS. WEISS-NUELL: Partners in health. So
22 they're so big that they have a security team that
23 they know what's going on all over. So they --
24 they know. You know, they get word. So --

25 MR. BRANDON: All right. So should we move

1 on to the next one? All right. So -- so Tiffany
2 Canava, there's a letter inside your -- your folder
3 from Esther Jacobo. So you may want to just browse
4 it while we get here. Okay.

5 MS. WEISS-NUELL: One thing I liked too, I
6 -- I liked -- he's the only one that really
7 mentioned about strong family support and advocacy,
8 you know, from a family point of view. And I kinda
9 liked that.

10 HON. ORLANDO PRESCOTT: If you don't have a
11 nuclear family you need to have a support system
12 around you.

13 (Thereupon Ms. Tiffany Canava
14 enters the meeting room)

15 MS. CANAVA: Hi Laurie. How are you? It's
16 been a long time.

17 MS. WEISS-NUELL: I know.

18 MS. CANAVA: It's been a long time.

19 MS. WEISS-NUELL: I kept looking when I got
20 the things and I'm going, Tiffany Canava. That
21 name is so familiar.

22 MS. CANAVA: Familiar, yes, yes.

23 MS. WEISS-NUELL: So happy to see you.

24 MR. BRANDON: She knows everybody.

25 MS. CANAVA: It's been a long time though.

1 I was pregnant with my 14 year old the last time I
2 probably saw Laurie. So --

3 MR. BRANDON: Tiffany, thank you so much for
4 coming.

5 MS. CANAVA: No. Thank you for having me.

6 MR. BRANDON: This is a -- this is the
7 committee to select the new at-large board member.
8 I'm Rodester Brandon. I'm the -- the -- organizing
9 all of this.

10 We're gonna ask you a few questions. And
11 each person's gonna ask a different question and
12 it's gonna take about 20 minutes.

13 MS. CANAVA: Okay.

14 MR. BRANDON: So keep that in mind as you --
15 you answer. And before we begin we're gonna have
16 everyone introduce themselves.

17 MS. CANAVA: Okay.

18 MS. DE MOYA: Good afternoon. I'm Lily De
19 Moya.

20 MS. CANAVA: Hi.

21 MS. DE MOYA: And I'm the vice chair of The
22 Children's Trust board.

23 MR. ALI: I'm Imran Ali. I'm the chief of
24 staff of The Children's Trust.

25 MS. CANAVA: Hi.

1 MR. HAJ: Good afternoon. Jim Haj, CEO.

2 MR. HOFFMAN: Ken Hoffman, board member.

3 HON. ORLANDO PRESCOTT: Good evening.

4 Orlando Prescott, board member.

5 MS. CANAVA: Hi.

6 MS. LEICHTER: Marissa Leichter, board

7 member.

8 DR. NEIMAND: Susan Neimand, board member.

9 DR. BAGNER: Dan Bagner, board member.

10 MS. CANAVA: Hi.

11 MS. WEISS-NUELL: Laurie Nuell.

12 MS. CANAVA: Yes.

13 MS. WEISS-NUELL: Board chair. And Muriel

14 stepped out.

15 MR. BRANDON: Muriel, the board secretary,

16 stepped out. So I have the first question. Tell

17 us about yourself.

18 MS. CANAVA: Wow. Well, how far do you want

19 me to go back? Really my passion for helping

20 people began at -- at a pretty young age.

21 But really, when it really solidified was

22 when I was 16 and I was given the opportunity to

23 work at a camp for children with disabilities and

24 teaching them how to swim. And that's really what

25 set my course to be -- to go into special education

1 as a major.

2 And then I became involved with Best Buddies
3 in college. And then Anthony's like you don't want
4 to -- Anthony Shriver, sorry. In any Shriver was
5 the founder of Best Buddies. At the time there
6 were only 12 people on staff and this was 1993.

7 And he said, just put on hold being a
8 teacher, come work for us. 20 years later. I
9 really was involved with Anthony from building the
10 organization to where it -- where it is now. So I
11 just -- I started the supportive employment program
12 in California.

13 David Lott started it in Miami but then I
14 went out to California and started it out there.
15 Came back to Miami, oversaw the supportive
16 employment program across the country at that time.

17 Oversaw for grant writing, federal grants,
18 community grants, private foundations, public
19 foundations across the country helping the state
20 directors, who are the leaders in the offices
21 across the country, to be able to secure funds.

22 Helped them build their boards, their
23 events, and also just really keeping in the
24 forefront of everything our programming. And our
25 training of our volunteer leaders, bringing them

1 together at our leadership conference and really
2 building the program at all -- all levels in the
3 United States.

4 So I -- I -- went I finished with Best
5 Buddies I was overseeing all the programs in the
6 United States. So it was a phenomenal experience.
7 And then, as a volunteer, my last year at Best
8 Buddies I -- my children were at Ruth K. Broad Bay
9 Harbor Elementary.

10 And the playground -- one of the -- the tot
11 lot playground had become condemned. And so I went
12 to the principal and I said to her, I said, I know
13 how to fund raise and I'm not talking it bake
14 sales. I can -- I can fund raise.

15 And I said, this is not okay that this
16 playground is condemned. It's just not okay. She
17 was like, oh it's gonna take a lot of money and I
18 don't know. And I said, well, I said, I like to
19 solve problems. So how much are we talking.

20 She said, well that plo -- playground is
21 probably going to be \$250,000.00. We've got
22 another playground. We've got our field, we can't
23 even use it. It's got potholes, because kids are
24 twisting their ankles.

25 And the basketball court, that's astro --

1 asphalt and they're burning their knees. And I was
2 like, okay, \$1,000,000.00. She was like
3 \$1,000,000.00. And I was like, okay let's go.

4 So in six months we raised \$650,000.00 and
5 got the -- playgrounds done and a commitment from
6 the school district at that time that they would
7 finish up the rest of the money to do the project.

8 So the Cushman school heard about what I
9 did, not so much at Best Buddies but at -- at -- as
10 a PTA mom. They were like, wait you weren't paid
11 to do this. I was like, no. They were like, well
12 we can pay you, come here.

13 So I -- I -- so at that point it was a
14 really difficult decision to leave Best Buddies
15 'cause I had been there for so long. But I kind of
16 felt, if I don't go now when am I gonna -- I'm
17 gonna be at Best Buddies for the rest of my career,
18 which would it have been such a bad thing.

19 But it was kind of just to try a new
20 experience. So then I oversaw the fund raising at
21 Cushman for four years. I realized I love
22 fundraising but I don't love doing it 100 percent
23 of the time.

24 I really wanted to be back in the community,
25 doing good in the community and really making a

1 difference. So when Church by the Sea approached
2 me, because they came into a lot of funds from
3 selling the church to Bal Harbor Shops.

4 So they brought me on board to see about
5 starting a foundation, or what can we do with this
6 funding. Can we really make a difference in the
7 community once the church is built.

8 So for the past year, about past year and a
9 half, I've been really out in the community
10 learning about what the gaps in services are,
11 meeting with the providers. Really focusing mostly
12 on the North Miami area, the northeast corridor.

13 I've become very involved with the Together
14 for Children with Gypsy and Shirley, learning a lot
15 through that coalition. But then also as a result
16 I really wanted to see who was doing great work in
17 the county.

18 So I, from Homestead even up to Broward, I
19 started visiting different programs to see, okay
20 who's doing great work and could the northeast
21 corridor possibly benefit from bringing some of
22 these providers to the northeast corridor.

23 So when I was meeting at a budg -- I found
24 out some information with gaps in services when I
25 was -- when I was meeting with Pam Hollingsworth at

1 Early Learning coalition. She said, well why don't
2 you put in to be on the board of The Children's
3 Trust.

4 And this was like three days before the
5 application was due. I was like -- I was like, I
6 hadn't really thought of it. And she's like, I
7 think you're -- what you're learning and what
8 you're seeing could be really beneficial to The
9 Children's Trust. So I said, hey why not and there
10 you go.

11 Sorry. That might have been more than you
12 wanted but that's me. I like to find solutions for
13 problems. If someone tells me know, I try to say,
14 well maybe there's another way to look at this.
15 And I've just always been that type of a person, to
16 try to figure out how to find solutions to problems
17 to make things better.

18 MS. WEISS-NUELL: Well then --

19 MS. CANAVA: Sorry.

20 MS. WEISS-NUELL: No, no. So my question
21 is, that why -- well the question is really, why
22 are you interested in serving on The Children's
23 Trust board?

24 But I think I would tweak that a little too
25 and say, you know, in terms of even like doing

1 board work because that's not where it seems that
2 you, you know, have come from.

3 MS. CANAVA: I've always been on the other
4 side. I've always been the staff person pulling
5 together board members and kind of, you know, you
6 don't -- as a staff person you don't run the board
7 but you help facilitate the board.

8 And I just think it would be a wonderful
9 opportunity for me to be on the other side. I feel
10 I have a lot of passion and knowledge and
11 experience that I think could really help a board.
12 Children's Trust seems like a wonderful fit for my
13 background.

14 And -- and so I just -- I think it would be
15 a wonderful time in my career to -- to be on the
16 other side. And just for me to continue to grow as
17 a professional and to learn.

18 DR. BAGNER: So what kind of unique
19 qualities and abilities do you think you would
20 bring to the board?

21 MS. CANAVA: I'm really, really entrenched
22 now in the community. I know -- I really love to
23 network and to learn about what's going on. So I
24 find myself meeting new people every single day
25 that are making a difference in Miami at all

1 levels.

2 Whether it be the PTA president at North
3 Miami high school to, you know, talking to Martin
4 Karp about the work I'm doing, you know, with the
5 church.

6 So I find that that's the -- that's what I
7 could really bring to the table is my ability to
8 network and -- and just listen and to hear what
9 people are saying.

10 And -- and even with providers, Children's
11 Trust providers, I'm spending a lot of time with
12 them right now and I hear what their challenges
13 are, and I hear what their positive outlook is.

14 And -- and I think overall they are very
15 positive but, you know, there's definitely things
16 they would -- I'm not -- I'm not saying that
17 they're right. I'm just saying that I'm just --
18 I'm hearing a lot of information and I think that
19 could be helpful.

20 MR. HOFFMAN: Can you tell us about your
21 background in finance or -- or dealing with
22 financial matters in an organization?

23 MS. CANAVA: Okay. So at Best Buddies I
24 developed the whole budgeting for the whole entire
25 organization fitting all of the state offices

1 together. I was in -- I was the person who, with
2 my staff, designed the whole budgeting template.

3 Sending it out to the state offices, them
4 submitting their budgets, tweaking them and going
5 back and forth. Making sure that everything on the
6 national level and on the state level all fit
7 together with the funding that was coming in.

8 Being able to make adjustments when we lost.
9 I mean there was -- in 2008 we lost a significant
10 amount of our federal dollars, a lot more earmarks
11 disappeared. So how were we then get a make that
12 up with private money and lose as little of the
13 staff of possible.

14 So we got creative with that and that's what
15 we really up to our game with going to the state
16 offices and saying, you cannot rely solely on
17 government money. There's gotta be, ideally a
18 70/30, 70 private 30 public.

19 So then we really started -- it was a
20 blessing in disguise 2008 because it forced us to
21 start bringing in private dollars. So I don't know
22 if that specifically answered -- answered your
23 question. But also audits and all that fun stuff.
24 I went through all that with best buddies.

25 MR. HOFFMAN: Okay.

1 DR. NEIMAND: What do you feel are the major
2 strengths and weaknesses of The Children's Trust?

3 MS. CANAVA: I think the strengths is that,
4 I mean the funding has been, I don't want to say
5 life changing, but organization changing for the
6 services that can be provided in Miami which, as a
7 result, becomes life-changing for the people
8 benefiting from the organizations.

9 But it's one thing to raise private dollars,
10 but a lot of these organizations I'm meeting with
11 there's -- they don't know donors who can give
12 private dollars. I mean, their families are --
13 there's not -- you know my traditional fundraising
14 is you go to the families with money and you ask
15 them for major gifts.

16 There are no major givers. So I can work
17 with them to help identify possible partnerships.
18 But it's not that of the major gift fundraising
19 like -- like I've -- I've done in the past. And I
20 actually did a training with gang alternatives and
21 also their urban partnership for drugs.

22 So it's a very long name. And when in
23 Overtown -- know, in Liberty City, that location
24 there and it brings -- it brought in a bunch of
25 providers. And so I did a fundraising training for

1 them. So, I'm sorry. I think I'm going off track
2 a little bit. What was the original question?

3 DR. NEIMAND: The question was, why do you
4 -- what do you feel are the major strengths --

5 MS. CANAVA: Okay.

6 DR. NEIMAND: -- and weaknesses of The
7 Children's Trust?

8 MS. CANAVA: Okay. So -- so anyway, so this
9 strength is that the money is there for these
10 organizations that wouldn't be able to secure it.

11 A weakness, I think there is a lot of
12 wonderful organization -- organizations out there
13 that just don't have the infrastructure to be able
14 to receive the funding. And how do we -- we, I'm
15 already saying we.

16 How does The Children's Trust think out of
17 the box to make money avail -- and I know you have
18 -- you -- you definitely are. I know that.

19 But through even the traditional
20 organizations that have been getting Children's
21 Trust money are feeling like they have to stay in
22 this box to keep their money.

23 And if they go out of the box they wouldn't
24 be able to get funding to do that. So if they are
25 thinking of some great idea they know it's gonna be

1 with private dollars. So -- that I totally
2 understand and appreciate why there are guidelines
3 to the funds of The Children's Trust.

4 I know you're being held accountable by a
5 whole county, if not state, of taxpayers. So I
6 understand that, but I also think there are
7 probably some great organizations out there that
8 could do wonderful work if there's open
9 opportunities for other types of funding.

10 And to not have certain providers change
11 what they do to get money because I hear -- that's
12 a conversation that they -- some of them feel like
13 they have to change what they have done to fit and
14 they're a little concerned about that in some
15 situations.

16 MS. LEICHTER: So given your networking and
17 your involvement in the community, what services do
18 you believe should be provided or that are
19 currently lacking in the -- in Miami-Dade County?

20 MS. CANAVA: My focus really has been to
21 discover gaps in services in the northeast
22 corridor. And Stephanie Sylvestre has been very
23 helpful from the very beginning of this whole
24 process of sending me stats and data so I can kinda
25 analyze what's going on in the northeast corridor,

1 specifically North Miami.

2 And when I met with -- when a I first got
3 the data from North Miami that we discovered there
4 was only one head start in all of North Miami. And
5 the poverty level for children in a couple of the
6 census tracts is like 70 percent.

7 And so I was saying to Stephanie, I was like
8 is this -- in my reading this right? Is this
9 right? Am I -- and she's like, there's no way,
10 there's no way. And then she called somebody, I
11 don't know who, and she said you're right, there's
12 only one.

13 I don't know how that's possible. I'm like,
14 I don't know either. So, and then North Miami
15 Beach, in the northeast corridor, ZIP Code that the
16 northeast corridor serves, there's none. There's
17 not one head start. So, and VPK is way down too.

18 So I think from just, again I'm still
19 wrapping my head around all of this, but my
20 understanding is that because head starts are
21 traditionally the storage locations, like once they
22 start a kind of stay.

23 But to up -- open up a new locations that
24 may not have been historically poverty areas like
25 North Miami or North Miami Beach, it's hard to

1 bring a head start to that area, it's my
2 understanding.

3 So, and you have to wait for release of
4 funding for that. And I guess it's every five
5 years. Again, this is just what I'm learning. And
6 so I guess the release just happened to years ago
7 so there's another three years to wait before
8 another one can be opened. So again, like --

9 MR. HAJ: For head start.

10 MS. CANAVA: For head start, for head start.
11 So, but again, you know, so okay. So what's the
12 solution. We have this patient population that is,
13 if anybody needs a head start it's the -- it's the
14 patient population.

15 I mean they're -- these kids are sitting at
16 home, they're speaking Creole. They go to
17 kindergarten for the first time not speaking any
18 English. The day cares, if they are sending them
19 to day care, they're probably not well trained
20 staff.

21 They're paying money that they probably
22 don't even have. So what I talked to with Lisa,
23 who runs the together for children coalition, she
24 was like, well maybe you just start with VPK.
25 Start with the four-year-olds. Get word out.

1 So anyway, so that's what we're -- that's --
2 that was -- that's my big aha, are you kidding me,
3 really? So I -- I'm finding a big gap in services.
4 There's zero to four in the northeast corridor.
5 That's one of my biggest.

6 After school programs, I know there's been a
7 big effort, especially with together for children
8 for that area. But I've also found that the North
9 Miami Library where, I don't know if any of you are
10 familiar, but there's about 5,000 kids that go to
11 school right in walking distance from the library.

12 If you haven't been there at three o'clock
13 in the afternoon you should go. It is packed. It
14 is the free after care place for these kids to go.
15 And I was even there one day when it was raining
16 around three o'clock and it was full of high school
17 students 'cause that was let out first.

18 The high school was let out first. And
19 there was a police officer standing in front of the
20 library and there were about 50 more high school
21 kids in the parking lot and he was saying to them,
22 I'm so sorry. We're at capacity, I can't let you
23 in.

24 And this is before middle school and
25 elementary school were let out. And you've got

1 another 2,500 kids who are going to be walking to
2 the library and they can't get in and it's raining
3 out. So I'm like, okay. This is not okay.

4 And the library is trying to do the best
5 they can but they're not an after care. But it's
6 where they can go where it's safe, air conditioned.
7 There's a cheap little great cafe. The food is
8 great. Which is -- I don't know how they make any
9 money.

10 They don't -- they charge like a dollar for
11 an empanada. I'm like, you should really up your
12 prices. Anyway, so not for the kids that come
13 after school. But, so anyway so those are my --
14 those are the two areas that I've really seen. I'm
15 sure it's in other areas too, but that's just the
16 area I've really become --

17 MS. DE MOYA: We appreciate your thoughts.

18 HON. ORLANDO PRESCOTT: Okay. I was gonna
19 ask you what you thought was the -- the major
20 issues facing our -- our children and families.
21 But you just -- you just -- you just did it. So,
22 thank you.

23 MS. CANAVA: And that that's not even
24 touching on the children with disabilities. So
25 that, you know, they're obviously all a part of

1 this so, as well. But -- that those are the -- the
2 issues that I'm finding.

3 HON. ORLANDO PRESCOTT: So you've identified
4 children with disabilities is -- is an issue for
5 our children as well?

6 MS. CANAVA: You know, they're -- they're
7 not gonna be walking to the library after school
8 and I'm not sure of any after school programs that
9 are around the table for the northeast corridor.
10 They're not really talking to much about people
11 with disabilities.

12 So I'm not quite sure what they're doing
13 after school. I'm not quite sure. But it's
14 definitely the zero -- around the table for
15 together for children, zero to four was not
16 discussed.

17 And that's when I said this real -- if it's
18 together for children it should be all children.
19 They're like, you're right. But the providers only
20 provide, you know, it's Chandler garden through
21 fifth grade or sixth through high school. So
22 that's what they were talking about.

23 And then me as, you know, and outsider is
24 like, well zero to four is not covered. And they
25 really aren't talking about people with

1 disabilities around the table either. So I don't
2 know if all the together for children are in that
3 same boat or not. But that would be the next area
4 I'd bring up.

5 HON. ORLANDO PRESCOTT: Thank you.

6 MS. DE MOYA: Hold on. I changed the
7 question and I had to write it down. What more --
8 or what else do you want to know about The
9 Children's Trust that we could answer today?

10 MS. CANAVA: Today? What's -- was on the
11 horizon and what's new? What are -- what out of
12 the box thinking is The Children's Trust discussing
13 or not? I'd -- I'd love to hear what providers are
14 -- I mean, you must be getting surveys back, and
15 what providers are saying overall.

16 I mean, I'm just -- I'm just hearing what
17 I'm hearing in the field. But what would I really
18 -- I mean, I'd love to just learn more about how
19 different RFPs are released. I know what the
20 together for children effort was. I understand
21 that.

22 But then I also know that they were able to
23 provide -- they were able to apply individually.
24 So I know like gang alternatives got their separate
25 grant but they were also part of together for

1 children grant, a group grant.

2 I know gang alternative -- I mean guitars
3 over guns was not part of the together for children
4 grant, but they -- I know they get Children's Trust
5 money.

6 So I know there's -- so I -- I'm really -- I
7 don't understand the different application
8 processes that they go through. So it would be
9 great for me to understand that so that I could
10 possibly have some ideas.

11 MR. HAJ: Well you'll be very happy to know
12 that two things you talked about, the innovation
13 grant is come -- is coming out -- what our we in,
14 we're in October, late -- later this month or very
15 early next month, in November, which allows out of
16 the box thinking.

17 MS. CANAVA: Great.

18 MR. HAJ: And it kinda opens up the criteria
19 so you're not as restricted.

20 MS. CANAVA: Great.

21 MR. HAJ: And the small CBO which gives
22 small community-based organizations be ability to
23 apply for trust money. So both of those are gonna
24 be released within the next two months. I don't
25 have the exact dates. And that's effective --

1 MS. CANAVA: Great. I'll share 'em.

2 MR. HAJ: -- for the community. And that
3 was -- but and that was because of the input that
4 we received from the community.

5 MS. CANAVA: Great.

6 MR. HAJ: The innovation aspect of it as
7 well as the small CBO aspect.

8 MS. CANAVA: Awesome.

9 MR. HAJ: So those two are being released in
10 the very near future.

11 MS. CANAVA: Good.

12 DR. BAGNER: And we've been investing more
13 in early childhood.

14 MS. CANAVA: I did hear that too. That
15 Children's Trust is gonna -- yes. So that's
16 wonderful. So maybe we don't have to wait for head
17 start federal funds to be released. I don't know.
18 To help the northeast corridor. I'm not sure.

19 MS. WEISS-NUELL: But hearing information,
20 like you said, that maybe you would -- I'm sure
21 staff may know or may not. Like you were saying,
22 well there's no head start, you know. Those are
23 things to -- that are very helpful and useful to
24 know in terms of trying to meet the needs.

25 MS. CANAVA: When I met with --

1 MS. WEISS-NUELL: Because, you know, it's so
2 broad from zero to 18.

3 MS. CANAVA: For sure.

4 MR. BRANDON: So thank you for coming in.

5 MS. CANAVA: Okay.

6 MR. BRANDON: We're outta time.

7 MS. CANAVA: I'm so sorry. My intro was way
8 too --

9 MR. BRANDON: No, no. It's not your fault.
10 You were very interesting.

11 MS. CANAVA: -- way too long.

12 MR. BRANDON: Thank you so much for coming.

13 (Thereupon, Ms. Tiffany Canava
14 exited the meeting room)

15 MR. BRANDON: Wow, a dynamo.

16 HON. ORLANDO PRESCOTT: You -- you've been
17 -- you wanted somebody to deal with --

18 MR. BRANDON: And I like the fact that she's
19 from northwest -- northeast.

20 MS. DE MOYA: I had never met her but I mean
21 her background is very well. In all the work that
22 she's done --

23 MR. BRANDON: The -- the Haitian community
24 and all the north Miami. I mean she articulated
25 the issues out there just so personally, you know.

1 Just, you know, from -- from a knowledge base.

2 MR. HOFFMAN: That doesn't make my theory
3 that that --

4 MS. DE MOYA: I mean, it's a little biased I
5 guess but my only thing was that if you spent that
6 much time of your life working with children and
7 young adults because the best place jobs for
8 employment programs are -- that had developmental
9 disabilities and it's mostly intellectual
10 disabilities.

11 And then you switch gears in -- in your
12 career but you're still out there in this -- in
13 networking, like she said and -- and talking to
14 providers and all of that. But yet not bringing
15 the disability to the table.

16 That really bothered me because I, you know,
17 if I have a passion for something to do it that
18 long. Just like here, I mean you know, you guys
19 see the passion that I have. That's something I
20 don't let go of, just leave at home because I
21 switched boards.

22 MR. BRANDON: So what -- what would that be?

23 MS. DE MOYA: But that kinda really -- I
24 don't know. That was something --

25 MS. WEISS-NUELL: But she's switching jobs.

1 MS. DE MOYA: Yeah.

2 DR. BAGNER: Yeah. I mean I think the --

3 (MULTIPLE SPEAKERS AT ONCE)

4 DR. BAGNER: -- I -- I think you'd say that
5 it's different reflections of the needs of the
6 organization she's working for. I -- I mean I
7 thought she was really strong.

8 I -- I thought she brought a lot of the
9 different things we're looking -- she's got the
10 financial stuff. She's been on the ground with
11 agencies. She knows the needs of communities.

12 She gets -- yeah. She gets what -- she gets
13 a lot of what we do, which I thought was good. So
14 I think she brings a lot of --

15 MS. DE MOYA: I know. As soon as -- you had
16 -- you have the facial expressions --

17 DR. BAGNER: Yeah. You -- you had a
18 different feeling.

19 DR. NEIMAND: I thought she was interviewing
20 for a position at The Trust, not on the board.
21 That was my impression that of her. That that's --
22 she was looking that for money for -- for North
23 Miami.

24 And I mean, she is very cloistered in there.
25 That's -- that for community and that's what she

1 knows about. And I was -- I wanted to really be
2 impressed. I really, really did.

3 She's the only woman that we are
4 interviewing and she's the only educator that we
5 are interviewing, and I wanted to love, and I
6 didn't.

7 DR. BAGNER: I mean, some of that might just
8 reflect the fact that that's where she lives man,
9 you know, she knows the needs of her own community.
10 And being on The Trust --

11 MS. DE MOYA: But how can -- how can
12 disabilities not be a need of that community? I
13 mean, it's a need of every community.

14 And I don't know. It's just something -- a
15 disconnect there for me. I -- I wanted to love her
16 too because for me she was it. Like that was gonna
17 be my vote and now I'm not so sure anymore.

18 HON. ORLANDO PRESCOTT: When you say, how
19 could disabilities not be an issue, I mean --

20 MS. DE MOYA: Yeah. I mean, disability is
21 an issue everywhere. So I heard her say it's not
22 at the table, and you're not bringing it up with
23 how -- how -- how -- how much advocacy you're
24 showing and -- and your strength and all your
25 experience.

1 And I mean, and just to kind of push it
2 under the table like, well they're just not talking
3 about it. Well how can they --

4 DR. NEIMAND: Well she -- she talked about
5 together for kids and I would think that would be
6 huge for her to explain the work she did with them
7 and -- but she didn't. She got into the whole head
8 start piece, which I didn't really understand.

9 HON. ORLANDO PRESCOTT: But that's 'cause
10 she's -- she's looking -- looking for gaps. And if
11 she comes to the table with together for children,
12 she would not be able to drive that bus. She's
13 only one person on that bus to be able to bring
14 things out.

15 I've been to some of those meetings. And
16 even if she comes to the table and she says no and
17 she says, well you know we don't have many programs
18 for children with disabilities. Yeah, but right
19 now we're focused on this.

20 MS. WEISS-NUELL: Violence.

21 HON. ORLANDO PRESCOTT: Right.

22 MS. WEISS-NUELL: You know.

23 DR. BAGNER: Just trying to look for the
24 gaps in that particular -- yeah. I didn't see it
25 necessarily as -- I -- I mean, sure. I think it

1 would have been nice to hear more but I, you know,
2 we only have 20 minutes.

3 HON. ORLANDO PRESCOTT: And if that has been
4 her life I don't think she's gonna let that go.

5 DR. BAGNER: No, yeah. I mean that was --
6 that was how she described how she got interested
7 in what she does.

8 MR. BRANDON: Does anyone know what Best
9 Buddies is?

10 MS. WEISS-NUELL: Oh, I know very well. So
11 that's how I know her.

12 DR. BAGNER: She said it. Teaching kids
13 with disabilities how to swim, she said, right?

14 MS. WEISS-NUELL: No. That's how --

15 DR. NEIMAND: Best Buddies is an -- it's
16 Best Buddies International and that there's two
17 programs. It's Best Buddies which is a friend --
18 friendship type of program and then there's the
19 Best Buddies supportive employment program.

20 So the Best Buddies friendship and
21 leadership program is where they connect -- they
22 have organizations, mostly in high schools. And
23 the high school students volunteer to then be that
24 best buddy to a student with a developmental
25 disability.

1 And it's really -- and they are supposed to
2 communicate with them like once a week through text
3 or e-mail or phone call. And then they -- there's
4 events that are held.

5 They go bowling or they go to the movies or
6 they have all -- then there's a leadership
7 conference that's held once a year where they take
8 over Indiana University. And they come from all
9 over, Europe, everywhere.

10 And they're there for a leadership
11 conference for like three days. Then they had the
12 support of employment program and I -- it -- it's
13 very ineffective. So and unfortunately --

14 MS. WEISS-NUELL: Well I know a lot of
15 people who have had jobs for 20 years.

16 MR. BRANDON: Ken has -- Ken has got his
17 hand up.

18 MS. WEISS-NUELL: So -- I was looking in
19 that direction.

20 DR. NEIMAND: So I don't want to -- I don't
21 want -- I'm just telling -- it's a supportive
22 employment program and they're funded by vocational
23 rehab and they follow the vocational rehab model.

24 MR. BRANDON: It was so much a part of her
25 life, you know, and it's -- it -- it just happened,

1 in my mind, it just kind of happened that she was
2 -- kinda glossed over it.

3 MR. HOFFMAN: Yeah. I -- I -- I -- I took
4 the interest or disinterest in disabilities and her
5 focus now is, be completely different than her
6 prior career. She said that. She said, then I was
7 looking out in the community and saying, what do we
8 need.

9 And so it was a little different than saying
10 she didn't really know. I guess what I liked about
11 her is the -- the type of personality that says, I
12 see a problem I'm gonna try and fix it, or I'm
13 going to fix it.

14 Whether that's more suited to somebody to
15 bring organizations and help the team them up with
16 -- with our executives versus be on the board, I'm
17 not sure.

18 She certainly seems like a person who had a
19 lot of skill sets including connections in the
20 community with providers that would -- would help
21 us out on the board.

22 MS. WEISS-NUELL: Yeah. I mean it seems
23 that she's meeting large -- she says a lot of
24 people. And I guess -- well I don't have her
25 application in front of me anymore. But what the

1 job is at -- what her specific job at Church for
2 the Seas but -- what?

3 MS. LEICHTER: Executive director.

4 MS. WEISS-NUELL: But I don't know -- really
5 know what they do. Obviously that's kind of
6 surprising. I just thought it was a little church
7 in Bal Harbor. So, but she is out in the community
8 doing a lot --

9 MS. DE MOYA: It says right here, the
10 primary focus of my position is to learn about the
11 gaps in services in a three to five mile radius
12 from the church to determine how to best serve the
13 needs in the community.

14 The congregation has asked that we primarily
15 focus our efforts to help children and families
16 living in poverty.

17 MR. HOFFMAN: That's because that -- that
18 church got very rich from selling to Bal Harbor.

19 MS. WEISS-NUELL: Yeah, selling. Yeah.

20 MR. HOFFMAN: And -- and created that
21 foundation.

22 MR. HAJ: She has been working with staff
23 for the last year or two around the together for
24 children in the northeast corridor. She's been
25 working with Stephanie and our team. I never heard

1 about -- heard about them either. I didn't realize
2 they came into a lot of money when they sold.

3 MS. WEISS-NUELL: Yeah. I mean I was -- I
4 was surprised. So, I mean I'm from Best Buddies.

5 MS. LEICHTER: Just so you guys know, the
6 next person is an educator as well. I think
7 someone said she was a --

8 MR. BRANDON: Okay. Any more comments or
9 thoughts about Ms. Canava?

10 MS. WEISS-NUELL: What did you -- I'm sorry.
11 What did you say Marissa, that what?

12 MS. LEICHTER: This next interview --

13 MR. BRANDON: Is an educator.

14 MS. WEISS-NUELL: Oh, okay.

15 MR. BRANDON: Is an educator.

16 MS. WEISS-NUELL: Okay, okay, okay.

17 MS. JEANTY: So can I go and get him?

18 DR. NEIMAND: There's no resume, am I
19 correct, for this person?

20 MS. LEICHTER: Yeah. There was, I think.
21 Yeah, there was.

22 MR. BRANDON: Yeah. It's in the package.

23 (MULTIPLE SPEAKERS AT ONCE)

24 (Thereupon, Gabriel Medina
25 enters the meeting room.)

1 MR. BRANDON: Hi, sir. Gabriel Medina --

2 MR. MEDINA: Yep.

3 MR. BRANDON: -- is our next interviewee.

4 I'm -- I'm Rodester Brandon and I'm the chair for
5 the committee. We're gonna be meeting with you
6 today to ask questions about your preparation for a
7 position like the one we have available.

8 MR. MEDINA: Okay.

9 MR. BRANDON: We're all going to ask you a
10 few questions but before we do, with like for you
11 to -- for them to introduce themselves to you.

12 MR. MEDINA: Okay.

13 MR. BRANDON: We're gonna take about 20
14 minutes. So keep your comments -- keep that in
15 your mind as you -- you speak.

16 MR. MEDINA: Okay.

17 MR. BRANDON: And then we'll wrap up at the
18 end. So begin.

19 MS. DE MOYA: Good afternoon. My name is
20 Lily De Moya and I'm the vice chair of The
21 Children's Trust board.

22 MR. ALI: I'm Imran Ali. Chief of staff of
23 The Children's Trust.

24 MR. HAJ: Good evening. Jim Haj, CEO.

25 MR. HOFFMAN: Ken Hoffman, board member.

1 HON. ORLANDO PRESCOTT: I'm Orlando
2 Prescott, board member.

3 MR. MEDINA: Nice to meet you.

4 MS. LEICHTER: Marissa Leichter, board
5 member.

6 DR. NEIMAND: Susan Neimand, board member.

7 DR. BAGNER: Dan Bagner, board member.

8 MS. WEISS-NUELL: And Laurie Nuell, board
9 chair.

10 MS. JEANTY: And Muriel, clerk of the board.

11 MR. BRANDON: Okay. So I'll begin with the
12 first question.

13 MR. MEDINA: Okay.

14 MR. BRANDON: So Gabriel, tell us about
15 yourself.

16 MR. MEDINA: Well, I'm a Miami boy, born and
17 raised. I went to -- I went to public schools in
18 Miami-Dade County or -- public schools. And I went
19 to Florida international University with my eyes
20 set to be a journalist.

21 I wanted to be the next Dan Le Batard. That
22 was kinda like my -- that's what I wanted to be.
23 And my first semester in college I actually flunked
24 out of two classes and I realized I wasn't properly
25 prepared for college. I had teachers that really

1 weren't putting forth the effort so I change my
2 whole major.

3 I wanted to become an educator. So I
4 majored in history, I minored in education and went
5 back to get my Masters in edu -- in -- in history.
6 Since then I've actually been a -- though I've
7 applied to public schools, I've been an educator in
8 private schools, first in a parochial setting as
9 you can see on my resume.

10 And now at Gulliver Prep, an independent
11 school here in Pinecrest. Throughout the whole
12 process of my education and my training and my
13 experience I've come to learn that I am always
14 learning. I have -- I'm a lifelong learning.

15 What I want to do with the children,
16 wherever I interact with them, whether it's at the
17 school or I volunteer with my local church with the
18 youth ministry. Wherever the setting is I always
19 want to instill in them this kind of desire for
20 lifelong learning.

21 Because I realized that has added value to
22 my life. And when you want to instill that
23 lifelong learning and others it adds value to them
24 exponentially. So that's kinda like -- that's the
25 reason why am here really.

1 I want to play a role and hopefully instill
2 that passion for learning. But also create a
3 scenario where they can learn safely and we can
4 develop them in a holistic manner.

5 MR. BRANDON: Thank you.

6 MS. WEISS-NUELL: So why are you interested
7 in being on The Children's Trust board?

8 MR. MEDINA: Well I first heard about it on
9 NPR.

10 MS. WEISS-NUELL: Okay.

11 MR. MEDINA: I was driving to work one
12 morning and I heard --

13 MS. WEISS-NUELL: That's good to hear.
14 That's good to know.

15 MR. MEDINA: And I heard an advertisement
16 about The Children's Trust looking for board
17 members. And I, frankly, hadn't heard about The
18 Children's Trust in that much detail. I went of --
19 also my wife has heard of it.

20 So when I started talking about that they --
21 they were dumbfounded I hadn't heard of it. My
22 wife used to work with the FDOT. So she heard
23 about it because she worked with the government.

24 My mother works at FIU, as well is my
25 sister-in-law. So they've heard of The Children's

1 Trust for quite a while. And when I started
2 researching what The Children's Trust does it made
3 me very excited because as -- you guys have seen my
4 resume probably.

5 I'm working on my MBA right now online with
6 the University of Florida. And we're doing the
7 leadership profiles a lot of times in my classes.
8 And one of the people who I had to do a project on
9 was the Microsoft CEO.

10 And he had a comment there -- he had -- he
11 had a comment in an interview saying that at
12 Microsoft we don't try to be cool, we try and make
13 others cool. And I figured Children's Trust is
14 kind of like that.

15 Their -- your role itself is not, from what
16 I gather, not so much to kind of be there in the
17 limelight trying to get all the attention, but
18 really try to make other organizations thrive. And
19 I actually have interacted with a few of the
20 organizations that you support.

21 Breakthrough Miami has an office at our
22 school and they've trained our -- our students to
23 actually be a part of that. I have a friend who
24 actually was a member of the Roxy Theater near FIU.

25 And he grew up in a tough neighbor -- well

1 not tough neighborhood but, you know, a tough life,
2 single mother. And through the Roxy Theater of
3 Education he got there. He actually now works in
4 -- he -- the lives in LA as an actor.

5 And that kind of like help to him thrive and
6 helped him survive on his own a little bit too.
7 Helped him, I guess train for that calling.

8 So really, I like The Children's Trust --
9 what I like about The Children's Trust mission is
10 that support system it gives to the existing
11 nonprofits. Not trying to compete in that space
12 but work together with them. I like that
13 collaborative nature.

14 DR. BAGNER: So what kind of unique
15 qualities or abilities do you think you would bring
16 to the board?

17 MR. MEDINA: Well, I've never been part of a
18 board. I have been -- I -- I think as an educator
19 what I have at least my experience has been unique
20 to, you know, versus other people maybe who work in
21 the private sector or any business kind of setting
22 is, I have to, number one always appeal to the
23 audience I'm speaking to.

24 I have to understand and have some empathy
25 for who I'm speaking to, who I'm giving information

1 to. Whether it's in a history class or if I'm in
2 charge of a club, for example. I have to think
3 about the other person and gather some perspective.

4 I'm somebody who, and I'm sure others will
5 say this too, I'm somebody who is never tired of
6 growth and never tired of challenges. Within my
7 school setting for example, both at Archbishop
8 Coleman Carroll High School and at Gulliver Prep,
9 I'm always taking on responsibilities in a ver --
10 in -- not so much like to overwhelm myself but I'm
11 always trying to seek new challenges.

12 And, you know, sometimes the challenges work
13 in the sense that, you know, I'm able to add a new
14 perspective that they didn't think about before and
15 that particular group can grow.

16 There have been a couple of times maybe that
17 didn't work out so much, but nonetheless I was able
18 to gather more nuance in view of that mission and
19 able to recommend people to take my place for -- to
20 kind of further that mission.

21 Because really I don't think you should take
22 on a role if you're not interested in the mission
23 of it. So, you know, whether or not, like for
24 example this works out, I just met Tiffany who
25 preceded me on her way out and she seems very nice.

1 And, you know, and I -- I really, you know,
2 I wrote her name down so I can send her an e-mail
3 later on. I -- I really if, you know, her name
4 appears on the board list later on so I can, you
5 know, I can congratulate her because I really feel
6 that, you know, as long as the mission is complete
7 that's -- that the goal here.

8 As far as my unique qualities, really it's
9 -- it's, you know, that perspective both in the
10 classroom working with students on a one-to-one
11 basis all the time. Yes in a very privileged
12 setting. But on top of that I do think that my
13 desire to kind of learn more, to grow in whatever
14 role is given to me is -- not many people have that
15 ability. People get comfortable. So --

16 MR. HOFFMAN: Can you tell me about -- tell
17 us about your finance background or background in
18 financial matters?

19 MR. MEDINA: Yeah. It's very limited, just
20 in all honesty. It's very limited. I think my,
21 and regards to the financial background, really
22 it's a very microscale.

23 For example, if I'm put in charge of a club
24 or organization in the school I'm in charge of the
25 finances. Nothing beyond just making sure we don't

1 get into debt you know.

2 It's really -- that's really kind of what --
3 that's the, in all honesty, the full scale of my --
4 of my -- my experience there. Aside from the
5 required accounting classes and finance classes
6 I've got to take for my MBA. Definitely not my
7 strength, I would say that.

8 DR. NEIMAND: What do you feel are the major
9 strengths and weaknesses of The Children's Trust?

10 MR. MEDINA: Based on my research so far, I
11 think that the strength are very easy. I've
12 already talked to -- I've already spoke to them.
13 This ability to target organizations that you know
14 are adding value already to the community.

15 In regards to weaknesses, you know, I -- I
16 really didn't find too many. And this is not me
17 trying to, you know, blow smoke up your -- or
18 anything like that. It is not -- that not my goal
19 here of course.

20 But really, I guess at first glance perhaps
21 just, and once again I'm not sure to what extent
22 you do this already, reaching out to neighborhoods
23 like perhaps in the outskirts of the city, for
24 example.

25 I'm not sure how far your reach is actually,

1 if you're going into Homestead and Florida City as
2 well or if this is just a City of Miami program or
3 if this is a County wide program. But I think it's
4 -- it'll be good to have people work here who --
5 will represent all sides of the County.

6 MS. LEICHTER: Again, I'm not even specific
7 to what we're already investing in but what
8 services do you believe should be provided to the
9 children in our community, Miami-Dade County?

10 MR. MEDINA: Okay. I definitely, and I
11 eluded to this. I'm not sure if you were able to
12 read my application or not but I -- I definitely
13 feel education is kind of the root of everything,
14 you know, foundation of what happens in any child's
15 life.

16 You know, I was privileged enough to go to a
17 pretty good public school in West Kendall in a nice
18 suburban middle class neighborhood. When I worked
19 -- when I started working here at Gulliver Prep eye
20 realized the resources those students have.

21 Once again, it's a different population of
22 students that we're servicing. And it made me
23 think about the resources I did not have, once
24 again, in a well -- sort of well-to-do middle-class
25 neighborhood. And I started thinking about other

1 students who were in underprivileged neighborhoods
2 or underdeveloped neighborhoods.

3 So once again, not knowing the full scale of
4 which programs you are -- your offering here, I
5 definitely think that extracurricular programs, or
6 even going to the schools and providing extra
7 support for teachers, who are the front lines with
8 the students.

9 I definitely think that should be one of the
10 major goals of The Children's Trust, to reach out
11 to those who are the front lines in those
12 underprivileged neighborhoods.

13 HON. ORLANDO PRESCOTT: Aside from -- aside
14 from that being one of the goals of The Children's
15 Trust, what do you believe the major issues that
16 our families and children are facing?

17 MR. MEDINA: Well I once again like you
18 know, this is obviously coming from an educator's
19 perspective.

20 HON. ORLANDO PRESCOTT: Absolutely.

21 MR. MEDIA: So I definitely think that --
22 I'll give you an example actually. In my classroom
23 every time -- every time I teach brown people
24 education I have a discussion with my students
25 about segregation.

1 That this Supreme Court case actually
2 outlaws segregation or -- or -- or, the jury and de
3 facto segregation, and we talk about different
4 schools in Miami-Dade County that the students are
5 very well aware of that perhaps are -- are under
6 resourced versus other schools.

7 For example we -- for example we live --
8 live -- our school is close to the -- it's very
9 close to Palmetto Senior High School. One of the
10 football teams in our conference is Booker T.
11 Washington High School.

12 And there is a huge difference right there
13 in the resources those students have and it all has
14 to do with the neighborhood they're living in. So
15 I think if you are at -- I tell the students this,
16 and this is the answer to your question now.

17 I definitely think that one of the -- one of
18 the issues facing our -- our children in this
19 county is this -- trying to find the right words
20 here, this unequal access, unequal access to
21 educational resources.

22 And I'll give you another example. In our
23 school, students who don't do -- once again I'm not
24 speaking ill of Gulliver Prep by the way. I love
25 working there. I want to make sure I'm clear about

1 that. But, you know, I want to note this
2 difference.

3 At our school we have students who, if
4 they're not doing well in math they can afford to
5 pay a lot of money for a math tutor. And they're
6 going to be well on their way to doing well on the
7 SAT, you know, relative to other students in the
8 county.

9 I didn't have that luxury when I was in high
10 school. I can imagine others didn't have that
11 luxury too. That's such a simple thing, it's a
12 math tutor. Just having those basic math skills.

13 But that opens so much door -- that's --
14 that opens so many doors to students that those
15 students who do well on those standardized tests or
16 in academic study in the underprivileged schools
17 look so much better than the students in my school,
18 who have access to the resources.

19 It would be amazing if we could almost level
20 the playing field in some sort of way.

21 HON. ORLANDO PRESCOTT: Thank you.

22 MR. MEDINA: You're welcome.

23 MS. WEISS-NUELL: So what else do you want
24 to know about The Children's Trust?

25 MR. MEDINA: Well, let's see. I have a

1 question about the board itself actually. Because
2 whether -- if I -- if I'm offered a position here I
3 want to make sure I can commit to being part of the
4 board. What's the time commitment like to be on
5 the board?

6 DR. NEIMAND: So we have -- we have a
7 monthly board meeting.

8 MR. MEDINA: Okay.

9 DR. NEIMAND: Ten months a year. That's
10 from 4:00 to 6:00 p.m. And we have two standing
11 committees. We have other -- there is a bunch of
12 other committees but they usually meet when it's
13 convenient for the people on the committee.

14 But otherwise are two standing committees,
15 one is finance which is at 9:30 in the morning to
16 11:00. And then program committee which is at 3:30
17 I think, 3:30 to 5:00.

18 MR. MEDINA: Okay.

19 DR. NEIMAND: Or 5:30. So, and that like I
20 said the other -- the other committees are -- they
21 -- they don't meet on a, like this one, does it
22 meet on a -- on a regular basis. And it --

23 MR. MEDINA: Right.

24 DR. NEIMAND: -- it, you know, and so they
25 meet when needed and when it's convenient for all

1 the members. Otherwise, I mean that -- those are
2 the two biggest commitments.

3 MR. MEDINA: Right.

4 DR. NEIMAND: I mean, there's other things
5 come up that we're invited to. Or there might be
6 an ad hoc committee or a work group. We did a work
7 group a few years ago on early childhood.

8 Maybe one day there will be a work group on
9 leveling the playing field and, you know, and then
10 that group might be, you know, more often and --
11 and that sort of thing for a short amount of time.

12 But specifically, for the most part, it's
13 the two meetings a month.

14 MR. MEDINA: Okay.

15 DR. NEIMAND: That's, you know, so I don't
16 know if you -- the school would let you leave early
17 on a couple days.

18 MR. MEDINA: Yeah. I guess it will depend
19 on the -- well you know, I --

20 DR. NEIMAND: And you get the calendar for
21 it in advance --

22 MR. MEDINA: Right, right, right. So, yeah.

23 DR. NEIMAND: -- and that sort of thing.

24 So --

25 MR. MEDINA: Okay. I guess my question I

1 had about The Children's Trust itself then, how
2 often does The Children's -- I'm not sure how the
3 program actually works here in the sense, you know,
4 do you go out and recruit different nonprofits or
5 charitable organizations or do they keep -- do they
6 come to The Children's Trust? Is it the second one
7 usually?

8 MR. HAJ: No.

9 MR. MEDINA: Okay.

10 MR. HAJ: RFPs are issued.

11 MR. MEDINA: Okay.

12 MR. HAJ: And it's a competitive
13 solicitation.

14 MR. MEDINA: Okay.

15 MR. HAJ: And right now it's on a five-year
16 cycle. So, there are things that are off cycle but
17 a vast majority, about 80 percent, are now on the
18 five-year cycle with annual renewals.

19 MR. MEDINA: Okay.

20 MS. LEICHTER: And RFP is a request for
21 proposal.

22 MR. MEDINA: Okay.

23 MS. WEISS-NUELL: So the board sets the
24 priorities in different areas and then staff
25 creates that. And then, you know, then you seek

1 out providers to -- to apply.

2 MR. MEDINA: Okay.

3 MS. WEISS-NUELL: To meet the specific need
4 for whichever one of the priorities are.

5 MR. MEDINA: Okay.

6 DR. BAGNER: And to answer one of your --
7 your earlier questions, we are countywide.

8 MR. MEDINA: Okay.

9 DR. BAGNER: From the -- the Homestead and
10 Florida City to the Dade-Broward line.

11 MR. MEDINA: Okay. Excellent.

12 MS. LEICHTER: Thank you.

13 MR. MEDINA: Thank you very much.

14 Appreciate it.

15 (Thereupon, Mr. Gabriel Medina

16 exits the meeting room.)

17 MR. BRANDON: So our last -- last mission is
18 to talk about -- this is gonna be hard for me I'm
19 telling you. 'Cause Alvin Gainey and Judge Fein.

20 MR. HOFFMAN: Can I ask a question first?

21 MR. BRANDON: Yes.

22 MR. HOFFMAN: What did you think of this
23 last one?

24 MS. LEICHTER: Oh my God, it was
25 unremarkable.

1 MR. HOFFMAN: Did -- did we want to talk
2 about him?

3 MR. BRANDON: Yes, I'm sorry. I -- I -- I
4 jumped the gun.

5 DR. BAGNER: Aside from the tie, it was --

6 MR. HOFFMAN: The tie did not pass muster.

7 (MULTIPLE SPEAKERS AT ONCE)

8 MS. LEICHTER: It was unremarkable. I
9 didn't even -- didn't even --

10 DR. BAGNER: This is all being recorded.

11 MS. WEISS-NUELL: Can we -- seriously. Like
12 they're talking about my tie? They didn't like my
13 tie, that was the problem, or they did.

14 MR. BRANDON: I -- I guess that's why I kept
15 moving on. No. I just, I really felt like, based
16 on all of the people we have, you know, he doesn't
17 -- he's not at the level of everybody else.

18 MS. DE MOYA: No, he's not. But I -- I
19 liked his, you know, the fact that he is so young
20 and -- and he's so enthusiastic and that -- that
21 brings a lot of new ideas, and new blood, and that
22 new to the table.

23 I, yeah no, yet he doesn't have the
24 experience that everybody else has but --

25 DR. BAGNER: And about the issues, I think

1 they were a little surface. But that's just his
2 inexperience.

3 MS. DE MOYA: Yeah. I mean, right.

4 DR. BAGNER: But -- but he -- he got some of
5 the major issues.

6 MS. DE MOYA: He did, he did. I -- I -- I
7 was impressed for the lack of experience that he
8 had and the fact that he is still getting his
9 masters and he's a teacher at -- at a private
10 school.

11 MS. LEICHTER: Yeah. He's only 31.

12 MS. DE MOYA: You know, yeah. He definitely
13 -- I kind of was, you know, like you said he had
14 the issues. I mean --

15 MS. LEICHTER: I was impressed too.

16 MS. DE MOYA: I really was.

17 MS. LEICHTER: I think he's on the right
18 track and I think we can do wonderful things --

19 MS. DE MOYA: I mean, if I --

20 MS. LEICHTER: -- if he could --

21 MS. DE MOYA: -- you know, were to say
22 something to him I would tell them to reapply in
23 five years.

24 (MULTIPLE SPEAKERS AT ONCE)

25 MS. DE MOYA: I mean, I think he would make

1 a great board member.

2 HON. ORLANDO PRESCOTT: It may not be the
3 time right now based upon our needs but the size of
4 the board would take -- we would need people of a
5 very varied range based on the experience, thoughts
6 and experiences. And he -- it may not be the time
7 now but it'll come.

8 MS. LEICHTER: Yeah.

9 MS. WEISS-NUELL: I was definitely more
10 impressed with him than I expected to be but
11 initially, even before, just my note was not enough
12 experience just yet. So, but really I liked him
13 too.

14 MS. DE MOYA: Yeah. I did. I -- I -- I
15 liked the fact that he -- he had the in -- the --
16 the -- the intuition, I guess I want to call it, to
17 see this whole thing about unequal access, you
18 know.

19 He's teaching at a very fancy private school
20 but he didn't come from there. But he didn't come
21 from poverty either.

22 And so he's, you know, really very intuitive
23 to the fact that -- the difference in the
24 privileges and -- and I'm sure that he puts that
25 across to his students.

1 HON. ORLANDO PRESCOTT: Yeah. He's a good
2 teacher.

3 DR. NEIMAND: And -- and he really works.

4 MS. DE MOYA: I can see he --

5 DR. NEIMAND: Way earlier here.

6 DR. BAGNER: I got what he was trying to say
7 about -- but it was -- it was -- it was a --

8 MS. LEICHTER: I -- I like that heard about
9 us on NPR. I thought that was good.

10 MS. DE MOYA: Yeah. And then he -- and then
11 he took it upon himself to research.

12 MR. HOFFMAN: It takes some gumption to
13 apply, you know, being young.

14 MS. LEICHTER: Yeah.

15 MS. DE MOYA: Absolutely.

16 MS. LEICHTER: Like I think --

17 MR. BRANDON: Okay. Can we move on to --

18 MS. DE MOYA: No. We want to talk about
19 him.

20 (MULTIPLE SPEAKERS AT ONCE)

21 MR. BRANDON: Okay, everybody liked him.
22 Great. Okay. So Alvin Gainey. How are we gonna
23 -- how are we gonna talk about these, Judge Fein
24 and Alvin Gainey?

25 MS. LEICHTER: I guess we didn't hear,

1 'cause I haven't been notified. It's almost a --
2 right -- because you -- because someone had said
3 Judge Fein --

4 DR. NEIMAND: Judge Fein applied for the
5 gubernatorial.

6 MR. HOFFMAN: They were both in here last
7 week but the hurricane kinda destroyed that.

8 MS. LEICHTER: Oh, nice. Nice excuse.
9 Okay.

10 MR. HOFFMAN: The governor's doing other --
11 the governor's doing other things.

12 MS. LEICHTER: For the last three years.

13 MR. HOFFMAN: Yeah, yeah.

14 MS. DE MOYA: Do we know if he is one of the
15 ones that is being considered? You don't know?

16 MR. HOFFMAN: Who knows.

17 MS. DE MOYA: His name was sent to -- to
18 Tallahassee.

19 MR. HAJ: Yeah. Oh, his name is. His
20 name's one of 18 on the list.

21 MS. DE MOYA: There's 18 in Tallahassee?

22 MR. HAJ: There's 18 names. The governor's
23 selecting six.

24 MS. WEISS-NUELL: You have to have three
25 names per seat.

1 MS. DE MOYA: Oh, okay. I was just -- okay.
2 'Cause when I -- that's all I said.

3 MR. HAJ: With two encumbants. Marissa's
4 one and Tiombe.

5 MR. HOFFMAN: So -- so I -- I mean I guess
6 I'll go first and maybe talk about both of them.

7 MR. BRANDON: Okay.

8 MR. HOFFMAN: I mean, they both were great
9 board members. They both had a --

10 MR. BRANDON: They were on your committee
11 right, both?

12 MR. HOFFMAN: Judge Fein, I don't think so.

13 MR. BRANDON: Gainey was.

14 MR. HOFFMAN: Gainey was.

15 MR. BRANDON: Okay.

16 MR. HOFFMAN: Both had a, you know, and
17 understanding of the community and -- and I -- I
18 don't think we could go wrong with either one of
19 them. I don't know that, again it's kinda fair and
20 unbalanced to the other applicants that we know
21 them well as fellow board members.

22 And I -- I guess if it were my inclination
23 that it's not for a particular candidate I would
24 probably say, go for somebody new 'cause they'll
25 have -- they'll have opportun -- they'll still have

1 opportunities whether it's through the -- the
2 gubernatorial or -- or at-large.

3 And -- and -- well, you know, either one of
4 them I think would be a -- a great fellow board
5 member for -- for the rest of us.

6 MS. DE MOYA: Well I have a -- I have a few
7 questions though. So Alvin Gainey I -- if I
8 remember correctly he represented the PTA right?

9 MR. HAJ: Right.

10 MS. DE MOYA: And he was on the finance
11 committee?

12 MR. HOFFMAN: Correct.

13 MS. DE MOYA: Okay. So what is his --
14 because let's look at what we're looking for. What
15 was his, 'cause I don't know, his finance
16 background? What -- what was --

17 MR. BRANDON: Is it in here?

18 MR. HOFFMAN: I -- well I know he's a -- I
19 -- for what -- he's involved -- involved in running
20 a business, a funeral home business. He was an
21 active committee member.

22 I mean, he did participate and he always had
23 something to say or comment about it. Probably not
24 the same type of finance background as the CPAs or
25 people who have -- or the CFO or the lady. But,

1 you know, he -- he certainly understood what's
2 going on.

3 HON. ORLANDO PRESCOTT: I have -- may I --
4 my question is, so we're trying -- we're looking
5 for a board member to also sit on the finance
6 committee?

7 MR. HOFFMAN: Yes. I think that was --

8 MS. LEICHTER: 'Cause it's just me an Ken.

9 MR. HOFFMAN: But that -- was that a re --
10 and I came in late to the process on this
11 committee. Was that a, sort of a requirement or
12 just a desire?

13 MR. BRANDON: A preference.

14 MS. LEICHTER: A desire. Well we were --

15 MS. WEISS-NUELL: Well, yeah. 'Cause one of
16 my concerns was, Ken is moving to chair and Steve
17 is becoming then the chair of the finance
18 committee. But he only has a couple years left on
19 his term as does Ken.

20 So then we really -- that seemed to be a
21 void that we didn't have -- we wouldn't have
22 someone that was strong in -- in finance. But, you
23 know, it's not anything set in stone.

24 And then of course when it came up secondly,
25 or also disabilities was a -- I mean I think that's

1 gonna be a void just in overall thoughts or ideas.

2 So --

3 DR. BAGNER: So not that we needed someone
4 to run the finance committee as the chair.

5 MS. WEISS-NUELL: No.

6 DR. BAGNER: We have someone. We need
7 someone who has some experience with that.

8 (MULTIPLE SPEAKERS AT ONCE)

9 MS. LEICHTER: Like my interests would not
10 be to be on the finance committee. I mean if -- if
11 Muriel came to me and said Marissa you're on it,
12 too bad, so sad I'd be like, okay. But, you know,
13 I prefer to be on the program services.

14 So maybe some of these people that we've
15 interviewed today would actually enjoy being on the
16 finance committee. And you usually enjoy what
17 you're good or you -- you're good at what you
18 enjoy.

19 MR. BRANDON: You gravitate to what you --
20 you -- your strengths are.

21 MS. LEICHTER: Exactly.

22 MS. WEISS-NUELL: Well that's how we kinda
23 try and pick and choose who sits on what committee.

24 MR. HOFFMAN: We also have to, I mean Isaac
25 as an example of somebody again, who comes from an

1 organization that could be the next FIU designate
2 who'll have a --

3 MS. WEISS-NUELL: Could be someone from the
4 business world.

5 MR. HOFFMAN: -- background in finance. So
6 I -- I don't know that --

7 MS. WEISS-NUELL: Yeah. Right, so it's just
8 something that --

9 MS. DE MOYA: So then Judge Fein, from what
10 I'm looking at his resume, which I don't know. I'm
11 just gonna put it out there.

12 If I was -- if -- if we -- if I was gonna
13 pick from one of them, I'd -- I'd think that he was
14 -- he would be a -- a -- a better pick from the
15 two, not overall.

16 MR. HOFFMAN: Between Alvin and Fein?

17 MS. DE MOYA: Right, yeah. I think he was
18 more outspoken and more involved and -- and --

19 DR. NEIMAND: Well maybe what we can do
20 is --

21 MS. DE MOYA: But --

22 DR. NEIMAND: -- do a process of
23 elimination.

24 MS. DE MOYA: -- there's no finance
25 background at all.

1 DR. NEIMAND: I mean -- I mean if we have to
2 reach a consensus.

3 DR. BAGNER: Yeah. I want to just second
4 what Ken said. I think that Alvin and -- and Judge
5 Fein were both excellent board members, but I think
6 it also would be nice to have someone new and try
7 some fresh ideas, and come in and -- and -- and see
8 -- and there are other opportunities that --

9 MR. BRANDON: Susan, you said process of
10 elimination didn't you?

11 MS. WEISS-NUELL: Yeah.

12 DR. NEIMAND: No. I'm saying we should sit
13 -- we should look at these eight people and say,
14 okay Gabriel, we liked him. He was very good. We
15 felt that he was young and inexperienced. Off the
16 list. I mean even -- we have to start eliminating.

17 MR. BRANDON: Okay. So I -- I like your
18 idea. Can -- can we -- so can we do it in two --
19 two level -- two levels?

20 DR. NEIMAND: You can do whatever. You're
21 the chair.

22 MR. BRANDON: It wasn't a question. It was
23 just kind of a thought. So, but my thinking is we
24 would take the first six and we pick -- everybody
25 pick the top two.

1 MS. WEISS-NUELL: So does that mean that
2 we're eliminating the former board members right
3 off?

4 MR. BRANDON: No, no.

5 MS. WEISS-NUELL: No?

6 MR. BRANDON: No.

7 MS. WEISS-NUELL: Okay.

8 MR. BRANDON: I mean, we should vote on
9 that.

10 MS. LEICHTER: Yeah, since we're on it.

11 DR. BAGNER: Yeah. Point of -- well a -- a
12 recommendation that maybe we vote on whether or not
13 we want someone new versus existing and then we go
14 from there?

15 MR. BRANDON: Okay. Let's do that.

16 MR. HAJ: I have a comment and I know it's
17 not my place because I'm not a board member, but
18 I'd like to just throw something out there.

19 That I think and also, as we start with this
20 process or with the governor process, that we need
21 to start looking at the leadership of the board in
22 years to come, you know.

23 We've -- I've had the great pleasure of
24 having Laurie as the chair, and Lily as the vice
25 chair, Ken as the incoming chair. But in two years

1 we will not have any of that.

2 So who is gonna be our future, not because
3 they have to or draw the short straw, but who's
4 gonna be the one who wants to lead this
5 organization in the future and has the -- the --
6 the willingness and the know how and the
7 connections and the -- everything else.

8 So I'm not sure if anyone's in here but I
9 really want the -- the forefront because you don't
10 want to be three years down the road with no board
11 -- all just board members.

12 And nothing wrong with being a board member
13 but you also want some leadership in this
14 organization down the road.

15 MS. DE MOYA: I agree with you completely.
16 That's what I said at the last board meeting when I
17 said, you know, if I go off please pick somebody
18 who wants to be chair. We need that leadership.
19 We need to have some --

20 MR. BRANDON: So we have a proposal -- a --
21 a suggestion. We pick from the two names, the
22 former board members. And then -- and then my
23 thinking is we could take the top two from the six.

24 Everybody take the top two and we'll see how
25 -- how that process goes and see if we can flesh

1 out a -- a top two candidates. And then -- and
2 then we'll compare them to -- then we'll pick
3 between the two, the -- the formers and the -- and
4 the new people.

5 DR. BAGNER: Well I was suggesting making a
6 decision -- 'cause Ken and I were both saying we
7 thought it would be better to go with someone new.
8 So I'm thinking maybe --

9 MS. LEICHTER: Eliminate both.

10 DR. BAGNER: -- first ask -- first maybe
11 take a -- a -- a vote if -- if how folks feel about
12 that. If -- if everyone's in agreement that we
13 should go with someone new then we don't have to
14 worry about picking someone from --

15 MR. BRANDON: Okay.

16 DR. BAGNER: -- the two existing candidates.
17 Then we could -- then we could focus on the six new
18 people.

19 MR. BRANDON: So, all in favor of picking
20 someone new as opposed to a former member raise
21 your hand. Or I guess we -- yeah, raise your hand
22 I'll count. One, two, three, four, five, six,
23 seven. That's seven. That's -- that's unanimous.

24 MS. WEISS-NUELL: I don't vote.

25 DR. BAGNER: Now we eliminated two.

1 MS. WEISS-NUELL: Thankfully.

2 MS. DE MOYA: You can't vote.

3 MS. WEISS-NUELL: Yeah.

4 MS. DE MOYA: Not this time.

5 MS. WEISS-NUELL: Yeah, yeah. I should
6 definitely be able to vote in this case.

7 MR. BRANDON: Okay. Let's move on. So let
8 the reflect -- record reflect that we have -- that
9 everybody agrees that we should pick a new can -- a
10 new person.

11 So the like -- the process I'd like to use,
12 if everybody would select your top -- top two.
13 Everybody, you -- you think that's okay?

14 MR. HOFFMAN: Uh-huh. Do you want them
15 verbal, written?

16 MR. BRANDON: I'm -- I'm gonna call your
17 name and -- and out loud.

18 MS. LEICHTER: Can we have a few minutes?

19 DR. BAGNER: Are we ranking --

20 MR. BRANDON: Yeah.

21 DR. BAGNER: -- ranking the two or just
22 picking the top two?

23 MR. BRANDON: What do you think?

24 MS. LEICHTER: Just top two.

25 MR. BRANDON: Just top two.

1 MS. WEISS-NUELL: He can then --

2 MR. BRANDON: Just take -- take a -- take a
3 couple minutes to think about it.

4 (Thereupon, a brief recess was taken.)

5 MR. BRANDON: Okay. So I picked Jamal
6 Asif.

7 MS. LEICHTER: We're missing Ken.

8 MS. DE MOYA: That's all right.

9 MS. LEICHTER: Oh, okay.

10 MR. BRANDON: My pick is Asif Jamal and
11 Javier Reyes.

12 MS. LEICHTER: Lily.

13 MS. DE MOYA: I'm not ready.

14 MR. BRANDON: Well, one second. I'm gonna
15 it in order.

16 MS. LEICHTER: Okay.

17 MR. BRANDON: Dan?

18 DR. BAGNER: I'm picking Tiffany Canava and
19 Juan Lumiet.

20 MR. BRANDON: And Juan?

21 DR. BAGNER: Lumiet.

22 MR. BRANDON: Lumiet. Okay. Lily, you're
23 not ready?

24 MS. DE MOYA: Uh-uh.

25 MR. BRANDON: Ken?

1 MR. HOFFMAN: Javier Reyes and Juan Lumiet.

2 MR. BRANDON: Okay. Marissa.

3 MS. DE MOYA: I'm ready.

4 MR. BRANDON: Marissa, go ahead.

5 MS. LEICHTER: I'm picking -- my choices are
6 Javier Reyes and Tiffany Canava.

7 MR. BRANDON: Okay. Lily, you ready?

8 MS. DE MOYA: Yeah. Javier Reyes and
9 Tiffany Canava.

10 MR. BRANDON: Okay. And Susan?

11 DR. NEIMAND: Juan Lumiet and Javier Reyes.

12 MR. BRANDON: Okay. Orlando Prescott.

13 HON. ORLANDO PRESCOTT: I cast my vote for
14 Mr. Lumiet when we talk about leadership, and him
15 possibly taking over. I also cast my vote for
16 Tiffany when we talk about that void for the -- the
17 disabilities.

18 MR. BRANDON: Tiffany Canava, okay. All
19 right. So -- so for Tiffany, and -- and I'll just
20 start with her. Tiffany Canava I have one, two,
21 three, four.

22 Okay. For Juan Lumiet I've got one, two,
23 three, four. Juan Rey -- Javier Reyes I've got
24 one, two. And for --

25 MS. LEICHTER: No. There's five. There's

1 five for Reyes.

2 MR. BRANDON: Who?

3 MS. JEANTY: Five for Reyes.

4 MR. BRANDON: Okay. Let me count. One,
5 two, three, four -- excuse me, five. Okay, five.
6 Thank you. I'm glad you all are checking me.

7 Well, in that case who -- who's got -- Javier. I
8 mean, no. How about Yasif -- Asif?

9 THE BOARD: One.

10 MR. BRANDON: Just me, huh? Okay. And
11 then?

12 MS. DE MOYA: That's it.

13 MR. BRANDON: That's it.

14 MS. LEICHTER: The other two have zero.

15 MR. BRANDON: Okay. So -- so our -- oh our
16 -- our pick here is Javier Reyes. Does anybody
17 have a problem with that? Anybody got a problem
18 with that?

19 MR. HOFFMAN: Did you get that inflection?

20 MS. DE MOYA: I don't have a problem with
21 that.

22 MR. BRANDON: Okay.

23 MS. DE MOYA: But because the other two are
24 tied, shouldn't we --

25 MS. LEICHTER: Oh, yeah.

1 (MULTIPLE SPEAKERS AT ONCE)

2 MS. LEICHTER: What if he doesn't accept it?

3 MS. WEISS-NUELL: Just in case he says, no I
4 changed my mind.

5 MS. LEICHTER: Yeah. That's happ -- hasn't
6 that happened here though?

7 MS. DE MOYA: Yeah.

8 MS. WEISS-NUELL: It has?

9 MS. LEICHTER: We should have a --

10 MS. DE MOYA: Have like a vote between the
11 two with four.

12 MS. LEICHTER: You're right, Lily.

13 MR. BRANDON: Okay.

14 MS. LEICHTER: The two fours.

15 MR. BRANDON: So --

16 MS. DE MOYA: Yeah. The two fours.

17 MR. BRANDON: -- that would be Tiffany, she
18 would have four and the Lumiet.

19 HON. ORLANDO PRESCOTT: So everybody needs
20 to vote on those two.

21 MS. WEISS-NUELL: Right, just in case.

22 MR. BRANDON: All right. So -- so Tiffany
23 Canava, raise your hand. I'm gonna vote for her
24 since y'all didn't like my guy. One, two, three,
25 four, five --

1 DR. BAGNER: Okay, make it six.

2 MR. BRANDON: -- six. Okay, six. And then
3 Lumiet?

4 (NO VERBAL RESPONSE)

5 MR. BRANDON: Okay. All right. So in first
6 place is Reyes, Javier Reyes. And then if he does
7 not accept then we go offer to Tiffany Canava.

8 MS. WEISS-NUELL: Yep.

9 MS. DE MOYA: Except that she has more votes
10 than the other one.

11 MR. BRANDON: Well no, no. Because this was
12 the second time around.

13 MS. WEISS-NUELL: Yeah.

14 DR. BAGNER: Yeah. I -- I'm the one that
15 started it. But I just -- I thought she was, I
16 mean I'm gonna say it. I just thought she was
17 very, very strong.

18 MR. BRANDON: She's spectacular.

19 DR. BAGNER: She has a lot of the different
20 needs that we're looking for, both on the ground --
21 I -- I -- I get it. The vote happened, and it's
22 fair but --

23 MS. WEISS-NUELL: It's interesting 'cause I
24 think Gabriel, was that his name, Gabriel Medina?

25 MR. BRANDON: Medina.

1 MS. WEISS-NUELL: He's the only one who
2 asked about the time commitment.

3 MR. BRANDON: Yeah, yeah.

4 MS. WEISS-NUELL: And I was thinking, I was
5 debating in my head, should I ask him because --
6 'cause since we didn't ask anyone else being that
7 he's a teacher, you know. It's hard to say, I have
8 to leave school at three o'clock on, you know, or
9 two o'clock on certain days.

10 And that school might be really happy to
11 have someone or they may not be since you've got
12 responsibilities. So he's the only who asked.

13 MR. BRANDON: Yeah. Those -- those
14 principals are concerned about covering classes.

15 MS. WEISS-NUELL: Yeah.

16 HON. ORLANDO PRESCOTT: Well -- well
17 understanding this one is a private school they
18 might take a different bend to it and like to know
19 that they have a member of their faculty on the --

20 MS. DE MOYA: They probably would love to --

21 HON. ORLANDO PRESCOTT: Absolutely.

22 MS. DE MOYA: -- have a --

23 MS. WEISS-NUELL: Right. I mean --

24 HON. ORLANDO PRESCOTT: All in how he sells
25 it.

1 MS. WEISS-NUELL: But he did it completely
2 independently. This wasn't like his school saying,
3 you know, we want to have a voice.

4 MR. BRANDON: All right. So we have our --
5 our ten -- our board member. Thank you all for
6 your work and we'll see you at the next board
7 meeting.

8 MS. WEISS-NUELL: So how does it go then?
9 Does -- do we not say anything to him or -- until
10 the board votes, or do you check to -- first to see
11 if he accepts, you know?

12 MR. ALI: I think -- I think we need to call
13 him to ask him if, you know --

14 MS. WEISS-NUELL: Right.

15 MR. ALI: -- that's he's one of the final
16 two candidates and -- and if he's open, if the
17 board approves him, if he'll have the commitment.

18 MS. WEISS-NUELL: Because it seems like to
19 like --

20 HON. ORLANDO PRESCOTT: And if he says no
21 then, why waste our time?

22 MR. HAJ: No, no, no.

23 MS. WEISS-NUELL: Yeah, no, no.

24 MR. HAJ: It's on the agenda for the board
25 meeting --

1 MS. WEISS-NUELL: Right.

2 MR. HAJ: -- for the -- for the --

3 MS. LEICHTER: Should we ask the lawyers the
4 right way -- the --

5 MS. WEISS-NUELL: No, I didn't call.

6 MS. LEICHTER: No? I don't want to like do
7 it wrong and then have to do this all over again.

8 MS. WEISS-NUELL: We never -- we always only
9 -- we always present it, but just the people that
10 the committee -- it wasn't like we did this one or
11 that one. I think the by-laws say that you have to
12 state who applied?

13 But I think the -- like this -- the one
14 person. So I mean, we never have done it before.
15 You know, you just present the person who --

16 MR. ALI: You know what I would recommend at
17 this point, just in case you should get a call, is
18 probably have a formal motion to say this is who we
19 forwarded to the board.

20 MS. WEISS-NUELL: Oh, of course. Yeah,
21 yeah.

22 MR. ALI: Say here --

23 MS. LEICHTER: Do a formal board motion
24 right now.

25 MS. WEISS-NUELL: Oh, do it here?

1 MS. LEICHTER: Yeah. I think that's good.

2 MR. BRANDON: So, can I have a motion to
3 forward Javier Reyes as the final pick for the --

4 HON. ORLANDO PRESCOTT: In light -- in light
5 of the votes that we just took, I -- I so move.

6 MS. LEICHTER: I'll second. Leichter.

7 MR. BRANDON: It's been voted and -- oh, all
8 in favor say aye.

9 THE BOARD: Aye.

10 MR. BRANDON: Okay. So it's been voted and
11 seconded. We'll --

12 DR. BAGNER: And approved.

13 MR. BRANDON: -- forward the name.

14 MS. DE MOYA: I would like to make a
15 recommendation before we're finished.

16 Being -- if -- if we think about things from
17 the perspective of the board members that are not
18 involved in nominating positions and when we do
19 this, when it's done it's usually just put out
20 there like, you know, the nominating committee has
21 decided this is the person.

22 To be nice and -- and fair to other board
23 members that are not involved in the nominating
24 committee to give them a little background of why
25 the nominating committee has chosen this person.

1 MR. BRANDON: Okay.

2 MS. DE MOYA: Because they, you know, if
3 you're not on this committee you just get thrown a
4 name and you don't know nothing about why this
5 person was --

6 MS. LEICHTER: Maybe a --

7 MS. DE MOYA: -- was picked.

8 MS. LEICHTER: -- we can give them --
9 Rodester maybe --

10 MR. BRANDON: Yes.

11 MS. WEISS-NUELL: And a resume.

12 MS. LEICHTER: Or tell them like the
13 process. Say, you know, the committee met from
14 4:00 to 7:00, 8:00 on last Monday night and we
15 interviewed six candidates and --

16 MS. WEISS-NUELL: Right.

17 MS. LEICHTER: -- just so they know it
18 wasn't like picking out of a hat. Oh, yeah.

19 MS. DE MOYA: Yeah. Otherwise you don't --
20 you have no idea what happened.

21 MS. WEISS-NUELL: And the resume.

22 MR. BRANDON: Good night everybody.

23 (Thereupon, the meeting was concluded.)

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REPORTER'S CERTIFICATE

STATE OF FLORIDA :
COUNTY OF MIAMI-DADE :

I, FERNANDO SUBIRATS, Court Reporter and Notary Public in and for the State of Florida at Large, do hereby certify that I was authorized to and did report the proceedings in the above styled cause; that the foregoing pages, numbered 1 through 193, constitute a true and complete record of my notes.

I further certify that I am not a relative, employee, attorney or counsel of any of the parties, nor am I a relative or employee of any of the parties' attorney or counsel connected with the action, nor financially interested in the action.

Dated this 13TH day of NOVEMBER, 2018.



Fernando Subirats
Court Reporter

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