



## **Board of Directors Meeting**

**November 19, 2018**

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THE CHILDREN'S TRUST BOARD OF DIRECTORS MEETING

The Children's Trust Board Retreat was held on Monday, November 19, 2018, commencing at 4:04 p.m. at 3250 Southwest 3rd Avenue, The United Way, Ryder Room, Miami, Florida 33129. The meeting was called to order by Ken Hoffman, Committee Chair.

Committee Members

- Kenneth C. Hoffman, Chair
- Steve Hope, Treasurer
- Karen Weller, Secretary
- Pam Hollingsworth, Chair Program Svc. & Child Health
- Mark Trowbridge, Chair Human Resources
- Dr. Magaly Abrahante
- Dr. Daniel Bagner, Florida International University
- Sanford Bohrer
- Rodester Brandon, At-Large Board Member
- Constance Collins
- Mary Donworth, United Way of Miami-Dade
- Gilda Ferradaz
- Carlos Jiminez/Inson Kim
- Lourdes P. Gimenez
- Nicole Gomez
- Mindy Grimes Festage
- Nelson Hincapie
- Pamela Hollingsworth
- Esther Jacobo
- Nancy Lawther
- Marissa Leichter, Gubernatorial appointee
- Frank Manning
- Dr. Susan Neimand
- Dr. Marta Pérez-Garcia, Ph.D.
- Javier Reyes
- Commissioner Xavier Suarez
- Shanika Graves
- Leigh Kobrinski

1        STAFF:

2        James Haj, President/Chief Executive Officer

3        Imran Ali

4        Bevone Ritchie

5        Danielle Barreras

6        Donovan Lee-Sin

7        Elisa Agostinho

8        Felix Becerra

9        Gus Barreiro

10       John Olin (Temp)

11       Jorge Gonzalez

12       Juana Leon

13       Juliette Fabien

14       Lisanne Gage

15       Lori (Katherine) Hanson

16       Maria-Paula Garcia

17       Muriel Jeanty, Clerk of the Board

18       Rachel Spector

19       Sabine Dulcio

20       Sheryl S. Borg

21       Susan Marian

22       Vivianne Bohorques

23       William Kirkland

24       Zafreen Jaffery

25

- 1 GUESTS:
- 2 DEBORAH MONTILLA, M-DCPS
- 3 MARIA E. HERNANDEZ, M-DCPS
- 4 CATHY BURGOS, MDJSD
- 5 MILAGROS HERNANDEZ, M-DCPS
- 6 MARITERE ROJAS, M-DCPS
- 7 RUBY NUTALE, UM
- 8 KRISTYNA PENA, UM
- 9 MAITE SCHONLER, UM
- 10 ANA REDDETO, UM
- 11 SONLESS MARTIN, MDC
- 12 GRETCHEN BECONY, Catalyst Miami
- 13 ANNDELAS POZANE, FNEI/M-DCPS

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1 PROCEEDINGS

2 (Recording of meeting began at 4:00 p.m.)

3 MR. HOFFMAN: Good afternoon. Before I --  
4 we begin the formal board meeting I just want to  
5 give you a little bit of perspective on what --  
6 what I want to do as a chair and -- and being a  
7 chair.

8 So, I joined The Children's Trust board  
9 about four years ago as a representative of MCCJ,  
10 which is an organization I chaired that's a --  
11 that's dedicated to eliminating intolerance and --  
12 and whose programming include youth leadership  
13 programs, prejudice reduction programs, anti-  
14 bullying programs, as well as regular clergy  
15 dialogue, the oldest in the United States.

16 Besides MCCJ my resume on children's and  
17 family issues before The Trust was pretty thin. It  
18 consisted principally of successfully raising four  
19 Navarone boys and a successful 37 year marriage.

20 Career wise I'm a corporate securities  
21 lawyer by training and over the past summer I left  
22 private practice after 35 years to join a long time  
23 client and friend in the launch of a new commercial  
24 aircraft leasing business.

25 I've really enjoyed my service as a director

1 of The Children's Trust, including the opportunity  
2 to gain a better understanding of our community's  
3 needs and how they can be addressed by The Trust.  
4 Those of you who have served with me on the finance  
5 committee know that my focus has largely been on  
6 organizational efficiency and management issues,  
7 including improving the decision making processes.

8         Like many I was surprised when it was  
9 announced several months ago that we needed to  
10 replace Laurie Nuell as the chair. I had not set  
11 out to seek the chairmanship but when I -- when the  
12 need arose I saw the opportunity to bring my skills  
13 and background to continue to improve the  
14 functioning of The Trust.

15         Laurie laid the foundation for a number of  
16 new initiatives to engage our board in the work of  
17 The Trust including issue-focused working groups,  
18 strategic planning workshops, and most recently an  
19 agency tour. I plan to continue these and more.  
20 My term as -- my initial term as chair will expire  
21 next March and I look forward to working with each  
22 of you to improve the lives of families and  
23 children in Miami-Dade county.

24         I also wanted to tell you we had an  
25 executive committee meeting immediately before this

1 meeting and some of the ideas that I put before the  
2 executive committee, and some of the seeds I  
3 planted in their minds were coming up with ideas  
4 for our staff and our board to improve board  
5 engagement. As I mentioned Laurie had introduced,  
6 over the last several years, some working groups.

7 We have an early childhood working group.  
8 We had a health issues working group. Those types  
9 of working groups, engaging both the directors who  
10 are -- have a special interest or expertise in the  
11 area, in some cases people who are not on the board  
12 or staff, I think can help us all be engaged in the  
13 work of The Trust as well as help The Trust better  
14 serve the community.

15 So one of the -- one of the asks that I  
16 would have to every board members, including our  
17 new board members, would be to come to the staff  
18 with your ideas, what types of things we can do to  
19 -- to better engage the board in the work of The  
20 Trust.

21 We also talked, at that meeting, about  
22 learning opportunities and that -- and that  
23 includes the types of presentations that come  
24 before the board. Today we'll have a presentation  
25 from Together for Children, which has been a -- a

1 major initiative that we've been involved in but,  
2 as you know, or those of you who've been around  
3 know that, in the past we've had agency  
4 presentations, sometimes substantive presentations,  
5 about issues.

6 And so if you have any ideas or have an  
7 interest in something coming before the board or  
8 being made available to the board, please speak up.  
9 Talk to Jim, Imran, Vivianne or any member of The  
10 Trust staff and let us know.

11 We also talked about committee assignments.  
12 Well when I joined the board, shortly after I got a  
13 letter in the mail that said I was a member of the  
14 finance committee. To me that was pretty good  
15 because it had followed my area of interest but I  
16 had no say in it. Nobody asked me, did you want to  
17 become a member of the finance committee.

18 So I would encourage all our board members,  
19 particularly our -- our new board members, to raise  
20 your hand and tell, again, staff or express your  
21 interests in what committee you'd like to serve on.  
22 I think every director, to the extent they're able,  
23 should serve on at least one committee.

24 We have ad-hoc committees from time to time.  
25 If you're willing, able, and have the time we'd



1 welcome your service on as many committees as you  
2 have an interest in. And then I think we'll move  
3 on to public comments. Lauren Puckett,  
4 okay.

5 And the next topic is welcome to our new  
6 board members. As many of you know, we've been  
7 talking about it over the past few meetings. We've  
8 been waiting for a short while for the -- the  
9 Governor to make his appointments to The Children's  
10 Trust, the seats that the Governor's office  
11 appoints.

12 I wanted to congratulate Marissa Leichter  
13 and Tiombe-Bisa Kendrick-Dunn for being reappointed  
14 to the board by the Governor. And in addition I  
15 wanted to introduce, for those of them who are  
16 here, our new board members. I'll give you a  
17 little thumbnail bio of them and then, if they are  
18 here and want to say anything, I'll give them an  
19 opportunity to.

20 So Sandy Bohrer, would he be here? Okay.  
21 Sandy Bohrer is a partner in the law firm of  
22 Holland and Knight. He has taught at two colleges,  
23 a graduate business school, and University of Miami  
24 School of Law, including two years at the children  
25 and youth law clinic at the law school.

1           He's a board member of the southeastern  
2 division of children's home society and serving as  
3 chair for the board for two years. He was a member  
4 of the board of Our Kids of -- Our Kids Miami-Dade  
5 Monroe where he served as chair for three years and  
6 two terms as vice chair.

7           He also served as special counsel to George  
8 Sheldon, secretary of develop -- department of  
9 children and families of Florida, and also served  
10 on the board of Florida children's coalition. And  
11 we look forward to welcoming him at the next board  
12 meeting.

13           Nicole Gomez. Hi, Nicole. Nicole graduated  
14 from the University of Central Florida with a  
15 bachelor of arts degree in political science,  
16 pre-law track. She currently serves as the chief  
17 of staff to Mayor and Commission -- I'm sorry,  
18 Mayor and City Commission Public Affairs and  
19 Communications Manager.

20           Her professional affiliations with Miami-  
21 Dade County league of cities, the Miami-Dade City  
22 and County management association, the  
23 international city and county management  
24 association, and the South Florida Media EIO  
25 coalition that positioned her to bring a wealth of

1 knowledge and experience to The Children's Trust.

2 Welcome, Nicole. Like you -- anything you'd like  
3 to say?

4 MS. GOMEZ: I look forward -- I look forward  
5 to serving The Children's Trust and I'd also like  
6 to add, I was Judge Cierra's Judicial Assistant for  
7 about seven years.

8 MR. HOFFMAN: Terrific, thank you. Pastor  
9 Richard P. Dunn. Present? No. Okay. Pastor Dunn  
10 is a senior pastor of Faith Community Baptist  
11 Church since 2008. He received a master of  
12 divinity degree in counseling and pastoral care at  
13 the Interdenominational Theological Center at  
14 Moorehouse School of Religion.

15 In January 2018 Pastor Dunn was appointed to  
16 City of Miami Commission to represent district five  
17 which includes Overtown, Liberty City, Little  
18 Haiti, Buena Vista, and Wimbley. Prior to his  
19 appointment he served as the president of peewee  
20 united to lead the struggle for equality.

21 Chairman of the neighbors united for housing  
22 task for, and president of the African-American  
23 council of Christian clergy. And we look forward  
24 to welcoming Pastor Dunn at a later meeting.

25 Lourdes Gimenez, is he here? She's a long

1 time Miami-Dade County resident, retired  
2 professional educator and administrator with over  
3 -- over 35 years of experience in the Miami-Dade  
4 public school system.

5 She earned a bachelor's degree in early  
6 childhood education from Florida International  
7 University in mast -- in 1976 and a masters in  
8 elementary education from Nova Southeastern  
9 University in 1980.

10 She's served on a myriad of committees and  
11 tasks forces including the state advisory board  
12 with the Florida department of juvenile justice and  
13 the Governor's educational equity task force.

14 She's married, of course, to Carlos Gimenez  
15 and they have three adult children, Carlos, Jlior,  
16 and Lourdes, and six grandchildren, Alex, Danny,  
17 Lucas, Eva, Marcus, and Michael. It's in the bio,  
18 so welcome Lourdes.

19 MS. GIMENEZ: Thank you. Thank you and,  
20 yes. The children are the most important for me  
21 and the services they receive.

22 And being a principal for the years that I  
23 was a principal and supervised many principals  
24 after that, I saw the incredible work The  
25 Children's Trust has done for the families and for

1 the children.

2 So I'm very honored to be a part of this  
3 team and I look forward to working with all of you  
4 as you as you've done before, and with our  
5 wonderful CEO and President, Mr. Haj to continue  
6 the great work that The Children's Trust does.

7 Thank you.

8 MR. HOFFMAN: Thank you. Our next new  
9 director is present, Constance Collins. She  
10 graduated order of coif -- order of the coif with a  
11 juris doctorate degree from University of Colorado  
12 School of Law, Boulder, Colorado and then earned  
13 her bachelor of arts degree from Trinity College in  
14 Hartford, Connecticut.

15 She is president and executive director of  
16 the of the Sundari Foundation, a nondenominational  
17 501-C3 public charity best known as the Lotus House  
18 women's shelter and its supporting foundations.  
19 Lotus endowment fund -- I'm sorry. She's also  
20 president of the Lotus endowment fund, Lotus  
21 Village Development, LLC and Lotus Supporting  
22 Foundation, Inc.

23 She's a lawyer and a business woman prior to  
24 founding Lotus House. She's served as a full-time  
25 volunteer with the Lotus family of charitable

1 organizations since 2004. And before I turn it  
2 over to you, Constance, Lotus is something, I'd  
3 like to say, that is one of the field trips we took  
4 earlier in this year.

5 One of the stops was at the Lotus House and  
6 it was incredibly impressive to see what the new  
7 facility has done, both for the area and for  
8 obviously the population that you're serving.

9 MS. COLLINS: Thank you. I just want to say  
10 how honored I am to be joining the board and The  
11 Children's Trust family. I have worked with so  
12 many around this table in such important  
13 partnerships for children and families experiencing  
14 homelessness.

15 And -- and -- and I'm truly grateful to be  
16 participating in this capacity. So, thank you.

17 MR. HOFFMAN: Thank you, and welcome. I  
18 wanted to also announce that Esther Jacobo, this  
19 will be her last meeting today.

20 Esther is leaving her current position the  
21 state -- Miami-Dade State Attorney's Office and --  
22 and as a result the Miami-Dade state attorney's  
23 office will be appointing a successor, who happens  
24 to be at our meeting. It's Laura Adams. She  
25 sitting right next to -- to Esther.

1           Laura holds a position of senior trial  
2 counsel at the Miami-Dade State Attorney's Office  
3 serving under state attorney Katherine Fernandez  
4 Rundle. Laura started her career as a prosecutor  
5 in 1994 after graduating with honors from the  
6 University of Florida College of Law.

7           She supervised the DUI criminal traffic  
8 division and was then promoted to the felony  
9 division. Within five years at the office Laura  
10 was named the felony division chief.

11           She became the division chief of the sexual  
12 battery child abuse unit and served on the Kristi  
13 House board of directors and the Florida council  
14 against sexual violence.

15           In the summer of 2018, Ms. Rundle appointed  
16 Laura to the position of senior trial counsel. And  
17 she continues to serve as an advisor to the state  
18 attorney on issues involving child physical and  
19 sexual abuse. Welcome, in advance, Laura. Thank  
20 you.

21           MS. ADAMS: Thank you very much.

22           MR. HOFFMAN: And just, I -- I mentioned  
23 Esther, we also have two other directors who are no  
24 longer the board as a result of the gubernatorial  
25 appointments, Lily De Moya who was our vice chair,

1 and Dr. Mike Balsara who termed out.

2 So we have a lot of transi -- more  
3 transitioning to do and that's one of the things  
4 that, at our meeting earlier today, we tasked staff  
5 to make sure that we, by the time we reconvene in  
6 January, that we have everybody completely up to  
7 speed on what we do here. So I will turn it over  
8 to you, Jim.

9 MR. HAJ: You need -- you need to approve  
10 the minutes.

11 MR. HOFFMAN: Oh, I'm sorry. So we'll enter  
12 the -- the formal part of the board meeting now and  
13 we will do the approval of the minutes. Karen?

14 MS. WELLER: Sure. The board of directors  
15 met on October 22nd, 2018. The minute -- the  
16 meeting minutes are included in your packet.  
17 Hopefully everyone has reviewed them. May I have a  
18 motion for approval?

19 MR. HOPE: Motion. Steve Hope.

20 MS. WELLER: And a second?

21 MS. DONWORTH: Second. Donworth.

22 MS. WELLER: Any discussion?

23 (NO VERBAL RESPONSE)

24 MS. WELLER: All in favor?

25 THE BOARD: Aye.



1 MS. WELLER: The motion has been approved,  
2 Mr. Chair.

3 MR. HAJ: Mr. Chair, thank you and  
4 congratulations on your first meeting, starting off  
5 on your first meeting. So, the first presentation  
6 we have is Together for Children and we been  
7 talking about this for over a year.

8 And just for the sake of the new board  
9 members and those who have joined within the last  
10 six months or so, Together for Children started out  
11 probably two and a half years ago. And I remember  
12 it keenly because it was that day before I started  
13 as the CEO. And it -- was a rash of gun violence  
14 affecting the community throughout Miami.

15 So we convened a group of leaders, probably  
16 40 plus leaders, and the anchor institutions was  
17 the -- were The Trust, the school board, the  
18 County, and many people here around this table and  
19 who they represent.

20 And there has been meetings for two and a  
21 half years of, how do we work -- there's nothing  
22 really unique. What's it unique about Together for  
23 Children is that we're working together breaking  
24 out of bureaucracies, breaking out of our silos,  
25 sharing data, sharing information, and working to

1 do what's best for kids.

2 So we wanted to bring the information to you  
3 as quickly as we could. The presentation is coming  
4 now because it took -- last was -- last year was  
5 the first full year of the school year  
6 implementation for the piece that we fund and it  
7 took us a little while to get the data. So the  
8 presentation is coming for you now.

9 So Vivianne is gonna to tee it up, but we  
10 have four -- three other people who are here to  
11 help present, and they are colleagues, and they are  
12 friends, and they are in the community working day  
13 in and day out and I'm happy to introduce a couple.  
14 Morris Copeland was gonna be here and he's the  
15 director for Miami-Dade County juvenile services  
16 department, and he had to leave.

17 But we have Cathy Burgos representing the  
18 division director for Miami-Dade County juvenile  
19 services department, Maria Hernandez, instructional  
20 supervisor for Dade County public schools, and  
21 Debbie Montilla, the executive director for Dade  
22 County public schools. So Vivianne, it's all  
23 yours.

24 MS. BOHORQUES: I'm going to ask my partners  
25 to join me. Okay, good afternoon. My name is

1 Vivianne Bohorques. I'm the chief operations  
2 officer here at The Trust. And today we're going  
3 to get an overview and an update, specifically on  
4 the referral coordination piece on Together for  
5 Children.

6 As Jim mentioned, what we're doing on its  
7 own is not so unique. What is unique is that we  
8 have made a concerted effort to bring together the  
9 entities that are responsible for working directly  
10 with children and thinking about how we do that in  
11 a cohesive manner.

12 So one of the very first steps that we took  
13 as we identified the three main components of this  
14 photo coordination effort, which you'll hear more  
15 about, there's an I attend piece which focuses on  
16 elementary school children.

17 There is the middle school prevention  
18 program through juvenile services department that  
19 focuses on the middle school youth. And then  
20 you'll hear about the one-stop centers that looks  
21 at the children who have already entered the system  
22 and how can we help them reenter their community in  
23 a way that -- that they're successful.

24 So as we were thinking about how we  
25 coordinate these efforts and we work together on

1 each of these phases of -- of a continuum,  
2 basically is what we developed, how do we also  
3 engage our providers.

4 The Children's Trust funds many providers in  
5 the community that provide either care coordination  
6 that links directly to the services these families  
7 need. Or provide intensive intervention that we  
8 identify through the -- through the referral  
9 process that the families may need.

10 So we sat with our providers. We brought  
11 them to the table. We brought our partners to the  
12 table and we talked about, how do we make a roof  
13 for a coordination process that works. Often, in  
14 these meetings even, we talk about referrals can  
15 kind of seem like -- this dark hole.

16 We make a referral. We don't really know if  
17 the services are being provided. We don't know if  
18 we are seeing change. And the idea is, how do we  
19 coordinate that and create a process that works for  
20 both the -- the entities making the referrals and  
21 the providers provided the services.

22 And so you'll see this kind of big flow  
23 chart. I'm not gonna go into full detail around  
24 it. But basically it starts at the Together for  
25 Children partners, right.

1           So whether it's an elementary school child  
2           that's -- that has excessive absences and is coming  
3           in at that point, assessing what the needs are.  
4           And based on that determining, does this family  
5           need care coordination or do -- or do we already  
6           know the intensive intervention that they need.

7           And so based on that they go on either one  
8           of the two tracks and are referred to the correct  
9           organization based on what that need may be. We  
10          agreed on a 72 hour turnaround. Once the referral  
11          is made, that provider has 72 hours to make contact  
12          with a family and that they have two weeks to begin  
13          the services.

14          Then the services continue, and what you'll  
15          see down the -- the flow chart at the end of it,  
16          that loop back is where we thought there was always  
17          kind of like this missing piece. Is the -- are the  
18          services happening and are they working?

19          And so we agreed on a monthly report back to  
20          whoever made the referral getting an update on  
21          whether the services are -- are being implemented  
22          or not, what challenges they may be facing and  
23          whether the -- the services are working.

24          So what you'll hear when you -- when we go  
25          through each of the steps -- each of the phases of

1 Together for Children for the I attend the middle  
2 school piece or the one stops, how they  
3 specifically implement this model. But we wanted  
4 to make sure that we highlighted the fact that we  
5 came together with our providers.

6 It's not something that we developed on our  
7 own. We created it together with our providers, a  
8 system that works for both the -- the partners and  
9 the providers themselves. And we held a -- a meet  
10 and greet with all of the providers and the direct  
11 staff working on each of the pieces and that was  
12 really great.

13 They were able to make direct connections so  
14 that when they are making referrals or they are  
15 thinking of what a child or family may need,  
16 they've already made that contact and have already  
17 built that relationship with the provider that they  
18 can refer them to.

19 So with that I'm gonna transition to the I  
20 attend piece to Maria Hernandez who's gonna give an  
21 overview and an update on that part.

22 MS. HERNANDEZ: Good afternoon board members  
23 and occupants. The Together for Children I attend  
24 truancy prevention program, it's a response to  
25 intervention.

1           So any one of our 39 schools in which due to  
2 attend, we don't isolate, pick, or choose who the  
3 student's going to be that we're gonna interact  
4 with.

5           By mere virtue of you being enrolled at that  
6 school you are automatically in our purview of us  
7 being able to offer you services, whether you have  
8 zero absences or whether you have one absence. It  
9 all has to do, when we become aware that this child  
10 is in need of assistance or support, or services in  
11 the community.

12           It's a school wide initiative. We start  
13 working with the children even before they come to  
14 school. We look at data from the prior school  
15 year. That data would be the absences from the  
16 prior school year.

17           And during the summer these I attend  
18 interventionists, which are independent contractors  
19 with the foundation for new education initiatives,  
20 are already reaching out to the families to find  
21 out what were some of the challenges that the  
22 students had, why they couldn't come to school, and  
23 we start working and intervening so that things are  
24 in place so that these children are ready to start  
25 school on the first day.

1           At the beginning of the school year we're  
2 monitoring again with those families. We are  
3 checking in with the ones that had issues the prior  
4 year but we're also checking in with the ones that  
5 start accruing any sort of absence, whether they're  
6 excused or unexcused.

7           The minute that a student accrues five  
8 unexcused absences they trigger what we call a  
9 truancy child study team level one meeting. And if  
10 they get an additional five unexcused absences  
11 after that initial meeting, they would trigger  
12 another truancy child study team level two meeting.

13           And then if they get an additional five  
14 unexcused absences after that initial meeting --  
15 that meeting, they would trigger what we call a  
16 truancy child study team level three meeting. And  
17 after all resources have been exhausted, if that  
18 child accrues an additional five unexcused absences  
19 they would make it to the court level.

20           In the six years that this program was in  
21 place, as a best practice that this was mirrored  
22 for this program, we've only ever had one student  
23 make it to the court level. So the goal is to  
24 intervene early and start working with these  
25 families at an early pace.



1           We also worked with students who have  
2 excessive excused absences and we find that many  
3 times it could be a health issue, and we work  
4 laterally with health care providers, our  
5 comprehensive school health services department, to  
6 make sure that everything that could be supported  
7 for that child is being provided to support them as  
8 well and get them back in school.

9           The I attend interventionists can act the  
10 state it and his or her family to programs,  
11 resources and/or services very tailored to the  
12 specific needs of the family and the child. It  
13 never cookie-cutter. It's about what is specific  
14 to that family's needs.

15           They discuss the family's strength and their  
16 concerns and challenges through the home visits,  
17 telephone calls, parent conferences, attendance  
18 success meetings, truancy child study team  
19 meetings, and any kind of other personal contact.  
20 And they serve as the link between the student, his  
21 or her family, the school, and the service  
22 providers.

23           We -- we developed a universal referral form  
24 so that when this referral form comes to any one of  
25 the providers that we work with collaboratively,

1 they automatically know that it's coming from I  
2 attend and it gives a level of importance to  
3 immediately, like Vivianne had mentioned,  
4 connecting with those families.

5 In the 2017/2018, which is the first year of  
6 this program, there were 16,133 students enrolled  
7 in the 39 Together for Children schools -- or I  
8 attend. 4,689 of those students were served. 773  
9 home visits were conducted. And 396 truancy --  
10 truancy child study two meetings were conducted and  
11 267 referrals were made.

12 Parent conferences comparing this year to  
13 last year in the first quarter, that means the  
14 first nine weeks. I don't know if you can see. In  
15 this school year we have had 4,830 parent  
16 conferences. That last school year. This school  
17 year we've already had 5,901 parent conferences.

18 Truancy child study team meetings, and last  
19 year's first quarter we only had zero and this  
20 school year we've already had 122 child study team  
21 meetings. Attendance success meetings, last school  
22 year we had 114 attendance success meetings and  
23 this school year, in the first quarter, we've  
24 already had 139.

25 Home visits, last school year the Air Force

1 quarter we had 171 home visits. This school year  
2 we've already had 709. Referrals to outside  
3 providers, last year in the first quarter we had  
4 31. This school year, in the first quarter, we've  
5 already made 154 referrals to outside providers.

6 Referrals to MDC programs, last year we had  
7 40 referrals and this school year we've already had  
8 120. Referral monitoring, that back and forth  
9 connectivity collaboration with the providers once  
10 a referral is made to make sure that the student  
11 and family have engaged with the provider. Last  
12 school year we had, in the first quarter, 40  
13 opportunities and this school year we've already  
14 had 120.

15 And then what you're looking at here now is  
16 our percentage of attendance. We are comparing  
17 last school's year first quarter to this school  
18 year's first quarter. The green is this school  
19 year and the orange represents last school year's  
20 quarter. And we have made major gains and  
21 improvement of attendance compared to last year's  
22 quarter. This represents the Homestead, Naranja,  
23 Florida City community.

24 For the Perrine, Richmond Heights schools  
25 community, again the green represents this quarter

1 for this school year and the orange represents the  
2 last school year. Again, we are showing gains.  
3 Can you all see the numbers? In the Overtown  
4 community, again the green represents this school  
5 year's first quarter and the orange represents last  
6 school year's fourth quarter.

7 This is the Liberty City community. Green  
8 represents, again, this first quarter and the  
9 orange represents last year's first quarter. The  
10 Northeast corridor community, this represents --  
11 the green represents this quarter again, and the  
12 orange represents last year's quarter.

13 The Miami Gardens, Opa-Locka community, the  
14 green represents this year's first quarter  
15 percentage of attendance and the orange represents  
16 last year. For the most part, the majority of the  
17 schools are showing we're demonstrating gains  
18 compared to last year.

19 And then when you take all 39 schools that  
20 are participating in this Together for Children I  
21 attend program, overall 95.28 percent of the  
22 students, the percentage of attendance for the  
23 2018/2019 school year versus last year, which was  
24 94.62. So there have been tremendous gains overall  
25 was more looking at all 39 schools. And now I'm

1 going to transition over to --

2 MS. BURGOS: Your fabulous colleague.

3 MS. HERNANDEZ: My fabulous colleague, Cathy  
4 Burgos and Debbie Montilla.

5 MS. BURGOS: Excellent, and I'm going to  
6 learn how to use this. I think it's -- yeah. I  
7 think it's important to point out that we are the  
8 Miami-Dade County Juvenile Services Department  
9 under the supervision of Mayor Gimenez. And we  
10 been in existence for the last 20 years.

11 Our system was set up in a way where we've  
12 had national researchers set up programming that  
13 include age and gender appropriate assessment  
14 tools. Within our process we have a licensed  
15 clinicians that oversee all of it and -- and really  
16 have the ability to collaborate with our partners.

17 So I think that we were the perfect fit for  
18 the middle school aged youth initiative. Because  
19 we have more than 180,000 children, data about  
20 them, arrested children, and the types of things  
21 that we need to do in order to address their  
22 service needs.

23 So the Together for Children middle school  
24 aged youth initiative really focused on keeping  
25 children out of the system. Here we work closely

1 with County employees --

2 COMM. XAVIER SUAREZ: Joe, may I interrupt?

3 MS. BURGOS: Uh-huh.

4 COMM. XAVIER SUAREZ: For a quick question.

5 MS. BURGOS: Sure.

6 COMM. XAVIER SUAREZ: 180,000 not in middle  
7 school?

8 MS. BURGOS: No, no, no, no, no. I just  
9 wanted to give a little bit of background of we --

10 COMM. XAVIER SUAREZ: How many middle  
11 school; if you know?

12 MS. BURGOS: Middle school -- overall we  
13 see, at the juvenile services department, more than  
14 3,000 children being served. Within our prevention  
15 population we see around 1,000 -- we've seen around  
16 1,000 children being served.

17 Commissioner, I was just giving the overall  
18 on the data and clinical data that we have  
19 available with the arrested population because it  
20 allows us to really identifies the service needs of  
21 children to keep them out of the school system --  
22 out of, sorry, out of the juvenile justice system.  
23 They want to keep them inside.

24 Here it shows the 57 schools that have been  
25 identified, and it also shows all of the areas.

1 The population -- the population that we're seeing  
2 are children that have been identified but what  
3 we're calling school champions for having at least  
4 four indicators.

5 The indicators include children who are  
6 really struggling in their core courses as well as  
7 children with truancy and behavioral types of  
8 programs -- problems.

9 The way our component works is that we have  
10 what we call a social worker that meets with that  
11 child, that thin middle school and really, really  
12 struggling, provides an assessment tool,  
13 administers that assessment tool, and links that  
14 child to the type of services that they may need.

15 Services include mental health, substance  
16 abuse. They may need after school type of  
17 programming. We've also set up for the population,  
18 not only meeting their service needs, but  
19 addressing their at risk behaviors by putting pro  
20 social types of activities in place like mentoring.

21 Here we -- we've included the efforts that  
22 we're putting in place in really training school  
23 champions to -- to really have a process that's  
24 coordinating -- coordinated in really addressing  
25 the needs of the population.

1           Something that I'm really proud of, and I  
2 think it's working really well, is that we've set  
3 up multi-disciplinary staffings. Many times there  
4 are systems serving the same population. So this  
5 allows us to have a coordinated effort to address  
6 the needs of kids.

7           Here we have some of the flyers, forms that  
8 we're using. As I've mentioned, this is the piece  
9 that -- that really talk about identification of  
10 service needs, linkage, and follow-up. We do home  
11 visits. We do school visits. We ensure that  
12 community-based organizations are providing the  
13 services that they have.

14           Something I think that The Children's Trust  
15 has done in a really successful way, through V --  
16 Vivianne's leadership is really making these  
17 community-based organizations accountable where a  
18 referral is made and follow up. It's put in place  
19 to ensure that these families are getting what they  
20 need. Debbie, you're gonna have fun with this.

21           I've mentioned the intakes that are done,  
22 the evidence-based assessments, as well as  
23 staffings. One of the things that I think it's  
24 important to mention with the middle school  
25 population, it's that it is a voluntary program.



1 The families have the opportunity to either agree  
2 to participate or not. So we're really focusing  
3 our efforts on the engagement part.

4 We have the -- the population that's  
5 eligible and the children that have actually  
6 received services. I've mentioned this piece.  
7 Okay. This is my favorite part. I can go on  
8 forever. I'm just kidding. I know it's past four  
9 o'clock.

10 According to the assessment tools that we  
11 are using for the population we see the following  
12 results. And I think this really highlights the  
13 importance of having a coordinated referral process  
14 in place. We see that close to 60 percent of the  
15 kids that are being referred from the middle school  
16 piece have elevated, have a family types of issues.

17 We see that 51 percent have mental health  
18 types of issues. Not a diagnosis per se, but that  
19 have some type of elevation. They may be dealing  
20 with depression, anxiety. So that's -- that's a  
21 high percentage. We are seeing that 15 percent are  
22 reporting to having substance abuse types of issues  
23 and a piece that's really key to us at the juvenile  
24 services department.

25 According to the youth level severity

1 instrument, which is the YLS --

2 COMM. XAVIER SUAREZ: Mr. Chairman, one more  
3 interruption. What kind of substances, more or  
4 less; do you have any idea?

5 MS. BURGOS: Most popular is marijuana,  
6 Commissioner. Yeah, that's the one that kids are  
7 using. Some come in with psychotropic types of  
8 medications that they may be abusing, but the  
9 majority is marijuana.

10 We see that 85 percent of these kids elevate  
11 in their risk to offend which means, and if we  
12 don't put the right types of services in place at  
13 the front end, there is an 85 percent chance, or  
14 there is an 85 percent of the population as a whole  
15 that may have contact with law enforcement. And  
16 that's the reason why we -- it's really important  
17 to address their service needs.

18 And we see from the kids that actually  
19 complete the programming that we're putting in  
20 place, 84 percent have completed the programming  
21 successfully. That may include substance abuse  
22 treatment, family therapy. The services that we  
23 put in place according to their service needs.  
24 And my very populist colleague, Debbie Montilla.

25 MS. MONTILLA: Okay, thank you.

1 MS. NIEMAND: Can I ask you a question about  
2 the middle school work?

3 MS. BURGOS: Uh-huh.

4 MS. NIEMAND: Miami-Dade County Public  
5 schools is now doing the middle school reform.  
6 We're working with them on it. How does this tell  
7 -- tell with that initiative?

8 MS. BURGOS: I'm not familiar with that  
9 initiative but I --

10 MS. MONTILLA: I will join in slightly  
11 because the middle school reform initiative has  
12 piloted with a certain number of schools. And what  
13 crinkly it would be logical to understand that  
14 those are schools that are part of the same  
15 initiative.

16 MS. NIEMAND: Well some of them weren't --

17 MS. MONTILLA: Yes, they will be.

18 MS. NIEMAND: -- listed there.

19 MS. MONTILLA: So many of them are. And the  
20 peace that is complementary, if you will, is that  
21 based on our districts early warning indicators  
22 system this is how the students in these middle  
23 schools were identified to be eligible to receive  
24 these services.

25 And in general, with all of our middle

1 school reform schools, there are certain champions  
2 who are the counselors are doing certain fee for,  
3 they also logically been collected by the  
4 principles to serve as the school champion for this  
5 middle school initiative.

6 Because absolutely you know, there -- there  
7 is a lot of overlap but without duplications,  
8 complementing the -- the services.

9 MS. NIEMAND: Okay.

10 MS. MONTILLA: So I'm actually here to speak  
11 on the piece that, unlike the other two parts of  
12 Together for Children, are not preventing programs.  
13 Our I attended it based on attendance rate.  
14 Students are identified based on those numbers in  
15 our given ZIP Codes. That how they are served.

16 With the middle school age youth program,  
17 our same ZIP Code that are part of the initiative  
18 based on all the students, a data run on one day,  
19 and we identify students to have the four or more  
20 early warning indicators and they're the eligible  
21 participants.

22 But our One-Stop educational and community  
23 service center program, our students and our youth  
24 are very unique. It is not a preventive program  
25 but it is certainly a program that deals with post-

1 vention and support so that we do not have our  
2 children and our youth recidivating and becoming  
3 involved in all in the system one again.

4 Basically the one-stop program initially  
5 began in 2015 and level design was because there  
6 was so much research about youth who exited the --  
7 the juvenile justice system. They were given a  
8 paper to go back to their home school.

9 When they return to their home school the  
10 first saying that happened is, someone at that  
11 school would say, oh no. We know what you've done,  
12 you're not coming back. So what more does a young  
13 person, who's not as motivated as some others to be  
14 in school, need than that first denial.

15 Then they're back on the street. They're  
16 engaged in crime once again and then they're back  
17 in the system. So when one start -- stop began, it  
18 was basically to deal with the students who were  
19 exiting the juvenile justice system. And I have to  
20 -- it would behoove me to it knowledge of our  
21 wonderful partnership with Frank Manning and his  
22 team as a part of One-Stop.

23 Then we were able to, through Together for  
24 Children, to expand north and south. There was a  
25 concern that we had one center, in the center of

1 our community, and so many of the families were not  
2 making it to the center. So we were expanding to  
3 north and south as a result.

4 We also work very collaboratively with the  
5 -- the courthouse and our colleagues in that  
6 particular area for One-Stop. And you're right.  
7 There we go. So I can keep talking. Thank you so  
8 much. This is --

9 MS. BURGOS: My partner in collaboration.

10 MS. MONTILLA: At its best. Okay. So this  
11 is how we actually get our referrals. They're  
12 court ordered. I know that one of the esteemed  
13 members of this board is Judge Prescott and he  
14 assisted us with the court order release requiring  
15 that when the child or the youth is released from  
16 the program they are to participate in One-Stop.

17 Well, through our collaboration now, in  
18 addition back, we also get our referrals on a daily  
19 basis with the collaboration of the department of  
20 juvenile justice, the name of students, youth who  
21 are exiting the juvenile justice system.

22 We also get some of them from the commitment  
23 sites. So in addition to serving youth who are  
24 coming out of the system, we have students who are  
25 at AMI North and South, DJARF (phonetic), Metro,

1 Miami Youth Academy and other facilities.

2 And we're also serving them now, prior to  
3 their exit, in order to make it a smoother  
4 transition once they do exit the program. We, with  
5 this expansion, realized that it's -- it's so  
6 imperative for us to wrap our arms around these  
7 youth and family who've been in the -- in the  
8 system, but really deserve a second opportunity and  
9 a second chance.

10 And to do a little bit more early  
11 intervention, we're now serving who are very  
12 fragile and who participated in our student success  
13 centers. And perhaps these infractions to the code  
14 of student conduct, they go to one of our success  
15 centers and they may, regretfully, come back to the  
16 success centers because they haven't improved the  
17 behavior.

18 One-Stop is now working with some of those  
19 of very fragile cases as well, as well as fragile  
20 cases that may come our way through other high  
21 profile incidents that are going on. We have a  
22 plethora of five or six people working in One-Stop.

23 But we have someone who serves as a  
24 transition specialist on that specialist also helps  
25 with the electronic education exit plans because we

1 have youth coming in from other counties where they  
2 have been in commitment programs and they're  
3 returning home.

4 They also work with the reentry meetings and  
5 when our students are leaving our own juvenile  
6 justice center schools as well. Assisting the  
7 department of juvenile justice and obtaining  
8 educational records and making academic advisement  
9 decisions for these students when they go into  
10 commitment programs.

11 And then also maintaining a database because  
12 one of the things that we've found is absolutely  
13 imperative, in addition to just referring a child  
14 to a family, getting a child back in school, we  
15 follow-up two weeks, one month, two months, and  
16 three months to make sure that the child or the  
17 youth is in an educational set -- setting and  
18 successfully attending.

19 And if they're receiving wrap around  
20 services that they are participating in those  
21 programs with the wrap around services. We have  
22 the outreach specialists who go out into our  
23 community north and south.

24 We also have three wrap around services  
25 specialists, one at each of these three centers,



1 and they are the ones that are -- who are doing the  
2 intake of the young people and families when they  
3 come out of the system.

4 Because what we realized it's no, you know,  
5 so many of our partners who are sitting in this  
6 room, that we know it's not just about that child  
7 who engaged in inappropriate behaviors and was  
8 incarcerated, but it's about that whole family  
9 dynamic.

10 And if we can work together with that family  
11 it's very easy, in some cases, for parents who have  
12 their own problems, if you're focusing on their  
13 child, to accept services and support as well.

14 And then finally, through Mr. Manning's  
15 office, we have a DJJ one-stop liaison who works  
16 hand-in-hand with our program so that we're  
17 ensuring that we're providing quality services, but  
18 monitoring and supporting the child in the family  
19 as well.

20 And some of the highlights. One-stop served  
21 1,532 youth and families last year, unique youth  
22 and family. Of which 789 were young people who had  
23 been incarcerated and were -- who were coming out  
24 of the system.

25 722 of the -- the youth that we've served

1 also were students who -- who were in one of those  
2 commitment centers that I suggested and shared  
3 earlier and of all youth coming out of our juvenile  
4 justice system, the recidivism rate was 16.9.

5           However, for the ones who'd gone through our  
6 One-stop, accepted services were not DCF connected  
7 and followed through with our support, and we were  
8 able to monitor that recidivism rate went down to  
9 10.9, which is a huge drop in recidivism.

10           So hopefully we're keeping -- helping young  
11 people, giving them that second opportunity, and  
12 helping them get back and stay back on the right  
13 track. And now back to --

14           MR. HOFFMAN: We -- we had a couple  
15 questions, I think, for you.

16           MS. MONTILLA: Yes.

17           MR. HOFFMAN: Dr. Pérez.

18           DR. PÉREZ: Thank you. Well it -- it's a --  
19 a comment more of than -- more of a -- more of a  
20 comment than a question. Okay. And it goes back  
21 to the reason that Together for Children was  
22 formed.

23           It was not formed because we have children  
24 -- it -- it wasn't -- the reason was that children  
25 were being killed in the streets. Not children in

1 the schools. Not about some -- some of these  
2 things. There is some of these things are  
3 wonderful but they are non sequiturs, in my  
4 opinion.

5 We were told that we were not gonna have any  
6 more children being killed in the streets which, to  
7 me, means we're gonna look at the community and get  
8 the community involved. And we were told, as I  
9 have mentioned before, that the universities were  
10 going to bring us all this research.

11 They were going to research and tell us,  
12 these are the solutions. That has never happened.  
13 As you know, the universities were here and I think  
14 they had one meeting. We never heard about the  
15 research.

16 The research that was used here, which I  
17 requested, was about school violence, and that is  
18 not the purpose of Together for Children, just as  
19 all of these are wonderful programs. But this one  
20 program is wanting years old.

21 The other is six years old. So if what  
22 we're going to do is fund good programs that's  
23 great, and we should continue to fund great --  
24 great programs. But that was not the essence of  
25 Together for Children.

1           And that, again, is a concern to me because  
2 the results that we should be hearing is, there are  
3 less children being killed in the streets. There  
4 are less shootouts in the street Because this has  
5 nothing to do with the comportment of children.

6           It has to do with the comportment of people  
7 in the -- in -- in neighborhoods. And that is not,  
8 in my opinion, is not being addressed as it should  
9 be. Not that these programs are not wonderful but  
10 again, that was the reason, not to continue to fund  
11 a -- a 20 year program, which is wonderful.

12           No problem with funding that and -- and  
13 seeing success, or a six year program. So that,  
14 again is my concern and I think it's important also  
15 for the new members to, you know, to keep in mind  
16 that that was the idea. Thank you.

17           MR. HOFFMAN: Thank you, Dr. Pérez. And --  
18 and we will be addressing the resolution for  
19 Together for Children and I think it'll be  
20 appropriate to, you know, make any other additional  
21 comments you have at that time. And Nelson, you  
22 had a --

23           MR. HINCAPIE: Thank you, Mr. Chairman. And  
24 my request would be to see if you could bring four  
25 or five of the young men, women who have been

1 through the program. I -- I would love nothing  
2 that, you know, but real knows real. So I would  
3 love to meet with some of the kids and -- and see  
4 what has worked.

5 MS. MONTILLA: Sure.

6 MR. HINCAPIE: And along with what Dr. Pérez  
7 was saying is, how have you worked with the  
8 families and -- and how the family has been able to  
9 improve. Because I -- I think that's one of the  
10 key points that you mentioned. So if you can, I'd  
11 love to see and hear from some -- from the kids.

12 MS. FERRADAZ: May I, please?

13 MR. HOFFMAN: Yes.

14 MS. FERRADAZ: Thank you. I just wanted to  
15 -- to say that I have been involved in all of these  
16 meetings from the very beginning. I can't tell you  
17 how many meetings I've been to, and they've been to  
18 a lot more meetings than -- than -- that -- than I  
19 have.

20 But from the very beginning we were -- we're  
21 looking at, even before we got these -- these  
22 critical areas, they were looking at data to  
23 support that. So they were looking at indicators  
24 and it may not be an indicator of -- of -- of  
25 outside.

1           But -- but these are indicators that things  
2 are going on in the family. And when a child is  
3 not attending school something's going on in that  
4 family. There -- it's not that -- that we're, you  
5 know, blaming the child or -- or anything like that  
6 and these are indicators.

7           If the child isn't doing well in school, if  
8 the child has attendance issues, or the child has  
9 issues in -- in -- in -- in behavior, all of those  
10 are -- are indicators of other things that -- that  
11 are happening in the family. So the services are  
12 not just for the child.

13           The services are -- are for the family as an  
14 indicator of something -- that something can get  
15 worse with that family and therefore in the -- in  
16 the community. Around the -- the table in these  
17 meetings this is -- this is the main group that's  
18 -- that's doing the day-to-day work. But there --  
19 law enforcement is around the table.

20           There are other funders around the table.  
21 There are universities around the table. It's not  
22 -- it's -- it -- this is a -- a portion of -- of --  
23 of what -- what we're seeing. And I've -- I have  
24 never seen this many different partners come  
25 together and really try and tackle issues better,

1 you know, with more people around the table.

2 And that's not even to mention the community  
3 meetings that are happening in all of those  
4 communities that were there where we're -- where  
5 they're getting actual input from -- from the  
6 community members and specific needs of their  
7 communities because not all the communities, you  
8 know, may see things the same way.

9 So and -- and we could always improve, you  
10 know. There's always improvement that -- that can  
11 happen. But I think this collaborative approach of  
12 -- of this initiative is really -- is -- is really,  
13 really promising. And -- and I too, we -- we all  
14 look forward to see the results and more data.

15 But the -- they are collecting the data. I  
16 mean, Kathy, the people are, you know, are -- are  
17 masters at collecting data. Any -- any -- so the  
18 data will be there also.

19 MR. HOFFMAN: Okay. We -- we have -- we  
20 have one more comment and than I'll let the  
21 presentation finish, but Dr. Bagner.

22 DR. BAGNER: And so I -- I wanted to echo  
23 Dr. Pérez's comments before I -- I -- I've stated  
24 this before with regard to this initiative. I do  
25 think we're -- we're missing the boat that -- at --

1 at some levels.

2 I think we're not addressing the big issue  
3 which, you know, there's multiple layers of gun  
4 violence, one of them being access to guns. We are  
5 not dealing with that. We did deal with that with  
6 some other initiatives, which I applaud, like the  
7 computers for guns program.

8 Frankly, we don't have enough research to  
9 understand actually how to prevent gone violence  
10 and the federal government prevents research on gun  
11 violence.

12 So that said, I wanted to echo that, but I  
13 do have some questions specifically about that data  
14 which I really appreciated seeing and it's nice to  
15 see the change in -- in attendance level. Two  
16 questions.

17 One is, the attendants changed, the rates in  
18 percent attendance rates were about one to two  
19 percent, which doesn't seem very large, and I'm  
20 curious as to how that relates to changes in  
21 schools that were not part of this initiative.  
22 Were there similar changes in rates of attendance?  
23 The other question I had relates back to the  
24 referral.

25 So that kind of glossed over slightly and I



1 -- I just, maybe I need more clarification about  
2 how -- how we actually -- how it was evaluated and  
3 whether or not families did receive the referrals.  
4 I saw lots of families got referred but I -- it was  
5 unclear, did they actually follow through on those  
6 referrals?

7 MS. BOHORQUES: Okay. Yes, thank you. I  
8 just wanted to share just, at the core, when --  
9 when Together for Children was being formed and  
10 really thinking of how we were going to  
11 collaboratively approach this issue in our  
12 community, it was this -- the framework was a  
13 really designed at addressing the root causes of  
14 violence.

15 Based on research, what tells us that there  
16 is a chance that a child is either going to commit  
17 a -- a violent crime or be a victim of a violent  
18 crime. And really thinking of what are those root  
19 causes and how do we best address them in a  
20 coordinated fashion.

21 And that was the design of Together for  
22 Children at this level was that. And although  
23 there is programs that, in some cases, have been  
24 around for some time it is the first time that  
25 those efforts are being coordinated and it's --

1 it's being done with this intentionality.

2 So that was really the unique piece that we  
3 are investing in. It does address the family as a  
4 whole. All of the interventions are never at the  
5 child level, but at the family level and that's  
6 what we're seeing. Because when a child, just as  
7 attendance, we know that attendance is an indicator  
8 at a young age, that there are issues in the home.

9 So using attendance as that initial  
10 indicator is an entry point to see what else is  
11 going on and how can we best provide those services  
12 to the family to address those issues. And we see  
13 the reflection of it by the child coming back to  
14 school, not so much, you know, what -- we could  
15 look at all of the different interventions and how  
16 they worked.

17 But when the child is coming back to school  
18 we see that things are improving. And that's kind  
19 of the track that we keep on for that specific one.  
20 So I just -- we knew coming in that there was a --  
21 a -- a -- an issue in the moment, but there's also  
22 a long-term plan to address it. We knew that we  
23 weren't -- it wasn't going to be a stop right now,  
24 although you're gonna see some results of that as  
25 well.

1           But we knew that we were in it for the long  
2 haul, and some of these root causes are big issues,  
3 and they're complicated, and they're -- they --  
4 they take some time to -- to provide those  
5 services, to change mindsets, to transform  
6 communities and that's -- this is just kind of the  
7 beginning of this long journey that we embarked on  
8 together.

9           I'll have Maria come back and  
10 speak to the specific data points that you were  
11 asking.

12           MR. BRANDON: I have a question while it's  
13 coming up. I -- I'd be curious to know, what is  
14 the -- word is the hierarchy -- how does the  
15 hierarchy look in driving all of this -- this big  
16 massive countywide plan to reduce gun violence?  
17 Who's -- how do they assess, well how are we doing?  
18 Who's in charge of all of that and -- and -- and --  
19 and how are they -- how are they doing with it?

20           MS. BOHORQUES: You mean like that could  
21 tether for children --

22           MR. BRANDON: Yes.

23           MS. BOHORQUES: -- partnerships?

24           MR. BRANDON: Well, in other words, if the  
25 -- the -- if the -- the goal is to reduce gun

1 violence, who's keeping an eye on that? And --  
2 and -- and how -- how are they doing that?  
3 That's -- that's my issue.

4 MS. BOHORQUES: We're gonna share some data  
5 now, just in general, around the youth crime rates  
6 which, as a county, is captured and -- and the  
7 juvenile services department captures that and  
8 monitors that over time, which we'll share some  
9 data on.

10 MR. BRANDON: So you're saying juvenile  
11 justice is -- is kind of running this?

12 MS. BOHORQUES: Juvenile -- juvenile  
13 services department captures this data  
14 consistently.

15 MS. BURGOS: So the juvenile services  
16 department, we run the juvenile assessment  
17 Center's, which is the center that processes all  
18 aggressive children in Miami-Dade County.

19 We didn't have an opportunity to discuss the  
20 next slide, which I think it's extremely important  
21 when we're talking about violent crime. And it's  
22 extremely important when we talk about who's  
23 actually monitoring this information.

24 Since we have that data at the juvenile  
25 assessment center we went ahead and we ran some

1 reporting. So this is what we're seeing from 2013  
2 to 2017 juvenile arrests, including violent  
3 offenses, have decreased by 31 percent.

4 Some of you may not be able to see the  
5 bottom piece, but simultaneously we've been able to  
6 provide diversion prevention types of services,  
7 like the population that we're speaking of, to more  
8 than 13,000 children.

9 So at the juvenile assessment center,  
10 because law enforcement is bringing in the  
11 population, we're able to really collect that data  
12 and we're able to meet at least quarterly to really  
13 look and monitor and find out what's happening with  
14 the juvenile population.

15 MR. HOFFMAN: Okay. Nelson -- let -- let me  
16 get to Nelson and then Dr. Pérez.

17 MR. HINCAPIE: Okay. I just --

18 MS. BOHORQUES: She has --

19 MR. HINCAPIE: I just wanted to say --

20 MS. BOHORQUES: Wait, I'm sorry. Can she  
21 just finish this one --

22 MR. HOFFMAN: Oh, I'm sorry.

23 MS. BOHORQUES: -- last data point and then  
24 -- and then, just so that we close that loop.

25 MR. HOFFMAN: Absolutely.

1 MS. BURGOS: This is an important piece for  
2 us because we are putting so much programming  
3 during the summer months. This is the time that we  
4 see at the juvenile assessment center that when  
5 children have nothing to do during that time, they  
6 get in trouble.

7 And what we've looked at, and what we've  
8 seen with the data, is comparing the months, the  
9 summer months from 2014 to 2018 the juvenile  
10 arrested population has decreased by almost a 50  
11 percent drop.

12 So the data is telling us that initiatives,  
13 like Together for Children, having a coordinated  
14 referral process works. When you have so many  
15 systems really working with that child and -- and  
16 in silos, that child, we are not able to really  
17 address those needs.

18 So what I've really seen with the together  
19 for children's project is that folks from different  
20 entities, and together and really provide the  
21 support that not only the kids need but also the  
22 families.

23 MR. HOFFMAN: Okay. Nelson and then  
24 Dr. Pérez.

25 MR. HINCAPIE: I just wanted to say,

1 unfortunately I -- I have to leave but I -- I  
2 support this because IC that different people are  
3 working together and I understand your frustration,  
4 Dr. Pérez. Now this is -- this is a problem that  
5 has been going on for -- going on for a while.

6 And -- and the issue is not necessary. Yes,  
7 violent -- gun violence is a serious problem and it  
8 needs to, you know, tremendous consequence. But  
9 the -- but you're getting to the root of the  
10 problem. It's taken a long time, and it takes a  
11 long time to gain the trust.

12 You -- you have to earn the trust of the  
13 people that you want to help. And for that, you  
14 have to be on the street and you -- I -- I support  
15 this fully because it -- that's where it builds.  
16 It builds to the -- you guys working together,  
17 which had never happened and -- and I think that,  
18 you know, moving forward we're going to see some  
19 great results.

20 And that's why I would hope that you'd bring  
21 in the peer mentors. Once you get these kids they  
22 mentor -- I see it. I see it all the time with  
23 victims of human trafficking. It works. It's  
24 different for us to talk than for somebody who's  
25 been through the desert to get somebody out of the

1 desert, okay.

2 So this is why I -- I support this and the  
3 internship program and -- and the work that Donovan  
4 has done with the internship program trying to get  
5 kids through our independency system to get -- at  
6 the beginning we had very few.

7 If -- I mean one if, at the most and then  
8 the next summer we had more and hopefully by next  
9 summer were gonna have more. But it takes a wild  
10 to build up and it takes a wild to earn the trust,  
11 okay.

12 Especially for these type of -- of -- of --  
13 of young men and women who have nobody that they  
14 had been able to trust. So I'm, you know.

15 MR. HOFFMAN: Dr. Pérez.

16 DR. PÉREZ: Yes, sir. Again, okay, if we  
17 look at the previous slide and we look at this  
18 slide. So -- so juvenile arrests have a decreased.  
19 So we are -- why do we need Together for Children  
20 in the last four years? Because this -- that --  
21 that does not relate to what is happening.

22 The re -- it's a non sequitur. The results  
23 should be children are not getting killed on the  
24 street. That's a different result about youth  
25 arrests and -- and other things. And the -- and



1 the subse -- and the subsequent slide the same.

2 The results from together to -- for children  
3 should be children the bar not getting killed on  
4 the streets. It -- it is not about juvenile  
5 arrests. That was the creation of Together for  
6 Children, because children -- and that stat has not  
7 changed.

8 Because if not then, hey we're -- why do we  
9 need Together for Children? Our -- everything --  
10 look almost by 50 percent, that good in the last  
11 four years. So our -- they -- they're just -- this  
12 -- this is wonderful. This -- these are wonderful  
13 programs.

14 But again, it was sold to us with the  
15 intervention of the universities that -- where are  
16 they. And what all these other things about  
17 stopping children being killed.

18 MR. HOFFMAN: Okay.

19 DR. PÉREZ: The problem is that. Thank you.

20 COMM. XAVIER SUAREZ: Chairman? At some  
21 point I just have --

22 MR. HOFFMAN: Okay.

23 COMM. XAVIER SUAREZ: -- half a minute.

24 MR. HOFFMAN: I'm going to take them in  
25 order. You're next. Thank you.

1 MS. LAWTHER: I am wondering, because I know  
2 that Miami-Dade County is a leader in the issuance  
3 of civil citations rather than arrests, how the  
4 number of civil citations plays into the percentage  
5 decrease in arrests?

6 MS. BURGOS: Got it. So with a civil  
7 citation population what we're seeing is more or  
8 less 1,300 children of being involved, or 1,300  
9 children that are issued civil citation.

10 So the way we see that programming is, as  
11 you know, a police officer actually does an A-form.  
12 So the population that we're speaking of today,  
13 with the middle school children, that's completely  
14 prevention. That happens before a civil citation.  
15 So they're two different populations. But what I  
16 think -- that's a great question.

17 What I think is really helpful with this  
18 coordinated effort that, if I do get a referral  
19 from the school system for that middle school  
20 population, we have all the data to show how many  
21 times that child has had contact with the system,  
22 what has worked, and what has not worked.

23 So to answer your first question, they're  
24 two different populations, but they're a part of  
25 the continuum of care. So we're able to put the

1 right types of services at the front end. But this  
2 effort is before a -- this civil citation.

3 And to address -- and I hope I -- I was able  
4 to address your question. To also address  
5 Dr. Pérez. What you had stated earlier on the  
6 connection between this initiative and children and  
7 violent, right, arrests being down.

8 The -- if -- if I may. There's actually a  
9 connection. Because what we see with the  
10 population, and through Together for Children, we  
11 do have local universities at the table.

12 And -- and I think we should speak on that  
13 as well as we've been, as Gilda Ferradaz mentioned,  
14 in many, many coalitions within the community  
15 because for us it was important to hear the voice  
16 of community members of the population being  
17 served, and parents as well.

18 But through the work of Together for  
19 Children, what we saw through the day that is that,  
20 that child that the victim of crime ends up  
21 committing the crime so there is actually a  
22 connection.

23 If we can address the children at the front  
24 end, we would like to see those numbers continue to  
25 go down. What we know, and what the reality is,

1 that you're always going to have at risk children  
2 in this community.

3 You're always can I have some challenges  
4 when serving this -- this population. But programs  
5 like these come together to really identify those  
6 kids and it really try to support the population.

7 MR. HOFFMAN: Commissioner Suarez.

8 COMM. XAVIER SUAREZ: Yes, very quickly.

9 Three things. I'm really proud of the fact that  
10 arrests decreased by almost 50 percent in the last  
11 four years, which more or less coincides with our  
12 summer internship program.

13 And so her husband, all of us that worked  
14 together on that, ought to be complimented. On the  
15 issue of truancy and the increase in attendance,  
16 man I -- I hear you 'cause when I first said, you  
17 know, saw the figures I thought, it's not all that  
18 big an increase.

19 But if you look at it in terms of truancy,  
20 and I like math a lot. So you go from, let's say  
21 -- let's say six percent truancy to five percent  
22 truancy, that's already almost a 20 percent  
23 decrease.

24 Although I I did ask my aid, and we're going  
25 to look into schools in which we have been very

1 involved, in your sister's district I might add, in  
2 which attendance has gone up enormously because of  
3 after school programs.

4 As far as gun violence, folks the only way  
5 we're ever really, really gonna solve that is  
6 knowing who has a gun in their possession. And  
7 that the constitutional amendment that refers to  
8 that refers to a well regulated militia.

9 So we should be able to know who has a gun  
10 in their possession and, of course, keep out any  
11 guns that are not used for defense of the home or  
12 hunting, and that includes almost every assault  
13 weapon.

14 So, but the City of Miami, and the County,  
15 and the FDL, and the -- all the federal agencies  
16 got together and -- and attacked gun violence in  
17 the City of Miami in a very cooperative way and --  
18 and a lot of things are being accomplished.

19 So, you know, the homicide rate has gone  
20 down enormously since those incidents that we saw  
21 at the beginning of the year.

22 MR. HOFFMAN: Thank you, Commissioner  
23 Suarez. Okay. That -- that concludes the  
24 presentation. Thank you, and thank you Vivianne.  
25 And I guess we'll move on now to the finance and

1 operations committee, hopefully.

2 MR. HOPE: Thank you, Mr. Chair. So at the  
3 last board meeting I was absent when the vote was  
4 taken to a point me to the chair of the finance  
5 committee. So I want to take this opportunity to  
6 extend my appreciation to my fellow board members  
7 for the vote of confidence.

8 And just to indicate, I will continue to  
9 build up on the legacy of transparency and  
10 accountability that was set by my predecessors. So  
11 when I was appointed to the board as chair, I got  
12 excited, practiced all night practiced all night  
13 and come to the board meeting and was given only  
14 one resolution. So -- so here we go.

15 Resolution 2019-14: Authoriz -- oh. I see  
16 we have the budget amendment before. I apologize.  
17 I jumped the gun. Okay. So we have a budget  
18 amendment to the 2017/2018 . And this is primarily  
19 due to increase in the ad valorem taxes.

20 And you will see the amendment column, and  
21 adjustment of \$571,000.74 -- \$571,074.00 to bring  
22 the amended revenue line item for the ad valorem  
23 taxes to \$122,509,000.00.

24 In addition to that there was an amend --  
25 adjustment to the budget for the CRA refund of

1 taxes, bringing that amount to \$3.7 million dollars  
2 and if I may ask the staff or the CEO to maybe  
3 elaborate a little bit on some of the changes to  
4 the budget?

5 MR. HAJ: Steve, thank you. It was just --  
6 it was a simple change to the budget because of  
7 increased revenue, property appraiser fees, and  
8 taxed collector fees went up to -- to just form a  
9 base. So we're just moving money to cover the  
10 additional costs that we have to pay the property  
11 appraiser and the tax collector.

12 MR. HOPE: Okay. Thank you, sir. Do any to  
13 get a motion?

14 MS. DONWORTH: So moved.

15 COMM. XAVIER SUAREZ: Moved, Suarez.  
16 Second, Suarez.

17 MR. HOPE: Thank you.

18 THE COURT REPORTER: Who made the motion?

19 MS. DONWORTH: Donworth.

20 MR. HOPE: And the second by?

21 COMM. XAVIER SUAREZ: Suarez.

22 MR. HOPE: Okay. I don't think we -- do we  
23 need any recusals of -- for this budget?

24 (NO VERBAL RESPONSE)

25 MR. HOPE: No, okay. Any discussions?

1           COMM. XAVIER SUAREZ: Yes. Can we save a  
2 little bit on air-conditioning?

3           MR. HOPE: So that is it? Okay. All in  
4 favor?

5           THE BOARD: Aye.

6           MR. HOPE: All opposed?

7                   (NO VERBAL RESPONSE)

8           MR. HOPE: Okay. The motion passes. Going  
9 back to my one amendment.

10                   Resolution 2019-14: Authorization to  
11 negotiate and execute a third-year contract with  
12 Branger+Briz, Inc., in a total amount not to exceed  
13 \$97,100.00 for a term of 12 months, commencing  
14 October 1, 2018, and ending on September 30, 2019.  
15 Do I get a motion, please?

16           MS. HOLLINGSWORTH: So moved, Hollingsworth.

17           MR. HOPE: Second?

18           MR. BRANDON: Second, Brandon.

19           MR. HOPE: Any recusals?

20                   (NO VERBAL RESPONSE)

21           MR. HOPE: Discussions?

22                   (NO VERBAL RESPONSE)

23           MR. HOPE: Okay. To -- to vote. All in  
24 favor?

25           THE BOARD: Aye.



1 MR. HOPE: All opposed?

2 (NO VERBAL RESPONSE)

3 MR. HOPE: Motion passes. Thank you,  
4 Mr. Chair.

5 MR. HOFFMAN: Thank you. I will turn it  
6 over to Pam Hollingsworth, Pamela Hollingsworth, to  
7 discuss the program services and childhood health  
8 committee report and resolutions.

9 MS. HOLLINGSWORTH: Thank you, Mr. Chair.  
10 Steve, I think we called it a dress rehearsal.

11 MR. HOPE: Oh, that's what it was. Okay.

12 MS. HOLLINGSWORTH: First time awfully good.  
13 I have the program services and childhood health  
14 committee met on Thursday, November 1st to consider  
15 and discuss the resolutions that I bring before you  
16 today.

17 As we move into the first resolution I'd  
18 like to thank the self-described fabulous  
19 Ms. Burgos and her co-presenters, Ms. Montella --  
20 Montilla, as well as Ms. Hernandez for that very  
21 comprehensive and data rich presentation regarding  
22 Together for Children. And now on to the  
23 resolution.

24 Resolution 2019-15: Authorization to  
25 negotiate and execute a contract with Miami-Dade

1 County for the third year of the truancy reduction  
2 component of Together for Children, in a total  
3 amount not to exceed \$880,000.00 for a term of 12  
4 months commencing August 1, 2019 and ending July  
5 31, 2020. May I have a motion?

6 MR. BRANDON: So moved, Brandon.

7 MS. HOLLINGSWORTH: Thank you. And a  
8 second?

9 MS. FERRADAZ: Second, Ferradaz.

10 MS. HOLLINGSWORTH: Thank you. Are there  
11 any recusals on this motion -- on this resolution?

12 COMM. XAVIER SUAREZ: Suarez, recuse.

13 DR. PÉREZ: And Pérez.

14 DR. BAGNER: So I -- I appreciate the rich  
15 discussion you had about this but I did want to  
16 follow up on the two data questions I had. So I,  
17 while I appreciate Commissioner Suarez highlighting  
18 that the percent change might be higher, I am  
19 wondering how that relates to schools that did not  
20 have this program.

21 And then my other question relates to the --  
22 how -- how -- to the extent to which we understand  
23 how much services kids actually did receive when  
24 they were referred for services.

25 MS. BOHORQUES: So, for the -- the percent

1 decrease with attendance and I -- I texted Maria to  
2 see if she was still around, that she could answers  
3 these -- this question better.

4 But with attendance of you know what, even a  
5 one percent decreases quite significant, especially  
6 if you're looking at just one particular quarter.  
7 I don't know what that looks like for other schools  
8 that don't have the ticket -- the I attend program.

9 We can make that request of that data. It's  
10 fairly accessible so we can get that to you fairly  
11 easily. Regarding the referral process, there are  
12 two ways that we're looking at it. So first of  
13 all, the partners are tracking the referrals.

14 So they each have their own system and  
15 mechanism for tracking referrals and seeing if --  
16 if the services are being provided.

17 With the I attend peace in particular, a lot  
18 of that happens through the interventionist that  
19 this funds at the schools that sees whether more --  
20 more, through the connection they have with the  
21 families, but also seeing when these truancy child  
22 study team meetings, everyone working with the  
23 child, to those meetings and give an update on  
24 what's happening, are the services working, are  
25 they not working, do we need different services and

1 really assesses where the child and the family are  
2 in response to the intervention that they're --  
3 that they're receiving.

4 On our end, on The Trust's end if it's a  
5 Trust funding -- funded provider, we've changed the  
6 way -- way that our family neighborhood supports  
7 and family strengthening providers are entering  
8 this data so that we can capture, was a referral  
9 made, when did they see the -- the provider, when  
10 did they take in the referral, when did they meet  
11 with the family, and what was the outcome of the  
12 intervention.

13 So we're tracking it on our end for the  
14 providers that are -- that are providing the  
15 services as part of Together for Children.

16 DR. BAGNER: That's helpful but, so we don't  
17 know though how many referrals we made and were not  
18 followed through on. Like could we have a  
19 comparison of, here's the total number of referrals  
20 made, here's how many actually --

21 MS. BOHORQUES: Completed.

22 DR. BAGNER: -- complete -- or not even  
23 completed. Just --

24 MS. BOHORQUES: Participated.

25 DR. BAGNER: -- participated --

1 MS. BOHORQUES: Yes.

2 DR. BAGNER: -- and started versus here's  
3 how many didn't. Because if -- if we find out 75  
4 percent of the kids we're referring are not even  
5 starting services then we're doing something wrong  
6 and we need to fix that.

7 MS. BOHORQUES: Yeah. Well we saw with the  
8 middle school piece that every -- 84 percent of  
9 the -- of the youth that that was one of the data  
10 points that was on there for that one.

11 I -- it -- it showed you and I could get it  
12 for the I attend as well where 84 percent of the  
13 use that were -- that were referred participated in  
14 the full intervention program. So we can get that  
15 number as well for the I attend.

16 DR. BAGNER: Yeah. 'Cause this resolution  
17 is for elementary.

18 MS. BOHORQUES: For -- for the I attend.  
19 Yes.

20 DR. BAGNER: Right. So we don't have that  
21 data?

22 MS. BOHORQUES: Yes.

23 MS. GRAVES: And Madam Chair, if I may I --  
24 I just want the full board to that during the  
25 committee meeting, we advised the committee that if

1 there are certain metrix that the board feels  
2 should be included in the contract, we can include  
3 that in the contract.

4 We have done like some reporting  
5 requirements and that could be a part of what's  
6 reported back to this board for this contract.

7 DR. BAGNER: I would -- I would be in --  
8 very supportive of that to -- to make -- I -- I  
9 don't know what number we would pick but I think we  
10 have to have some faith that -- that what we're  
11 doing is actually helping kids engage in services,  
12 which is the whole point.

13 MS. BOHORQUES: Sure. And that's part of --  
14 this -- this was the first full year of  
15 implementation and before we pick a metrix we'd  
16 like to see what -- what happens in the first year  
17 to determine what is the right metrix for them.

18 MR. BRANDON: And to be -- I think it would  
19 be good to have some kind of transparent awareness  
20 about the -- how the -- the -- the goals are being  
21 met, the overall -- overarching goals about --  
22 about reducing gun violence and -- and then -- and  
23 how that looks at -- at any particular time.

24 MS. GRAVES: What we can suggest is that if  
25 a board member has further discussion or metrix

1 they want included, speak to staff. Staff will not  
2 speak about what other board members have  
3 suggested.

4 MR. BRANDON: Okay.

5 MS. GRAVES: But either bring it back to the  
6 full board to discuss, or they could speak with us  
7 about memorializing those metrix in the contract  
8 when we review it.

9 MR. BRANDON: And that will be Vivianne, the  
10 staff that we --

11 MS. GRAVES: Correct.

12 MR. BRANDON: Okay.

13 MS. HOLLINGSWORTH: Thank you. Further  
14 discussion or comments?

15 (NO VERBAL RESPONSE)

16 MS. HOLLINGSWORTH: Hearing and none, all  
17 those in favor?

18 THE BOARD: Aye.

19 MS. HOLLINGSWORTH: Are there any opposed?

20 (NO VERBAL RESPONSE)

21 MS. HOLLINGSWORTH: The motion carries. Our  
22 next resolution speaks to an important funding  
23 collaboration here in Miami-Dade County working  
24 with Miami-Dade County, Miami-Dade County Public  
25 Schools, the South Florida Workforce Investment

1 Board, and the Foundation for New Initiatives -- for New  
2 Educational Initiatives, Inc.

3 Committee members, you will see you in the  
4 summary of internship to 2018 impact report in your  
5 packet. And I'll bring to your attention the  
6 program highlights down the left-hand side. This,  
7 again, is a resolution that was discussed and  
8 considered at our committee meeting, our programs  
9 committee meeting.

10 And there was a conversation about the  
11 diverse audience that's being reached by this  
12 project through this resolution. Young people  
13 between the ages of 15 and 18, including youth with  
14 disabilities. And we are also working, inside of  
15 this resolution, with youth that are transitioning  
16 out of foster care up until the age of 22.

17 So let's move into this resolution. It's  
18 Resolution 2019-16: Authorization to negotiate and  
19 execute a funder collaboration contract with Miami-  
20 Dade County for the fourth year of the Summer Youth  
21 Internship Program, in a total amount not to exceed  
22 \$1,500,000.00, for a term of 12 months, commencing  
23 March 1, 2019 and ending on February 29, 2020.

24 MS. HOLLINGSWORTH: May I have a motion,  
25 please?



1 MS. WELLER: So moved, Weller.

2 MR. HOPE: Second, Steve Hope.

3 MS. HOLLINGSWORTH: Thank you for both. Are  
4 there any recusals?

5 MS. LAWThER: Recusal, Lawther?

6 COMM. XAVIER SUAREZ: And Suarez.

7 DR. PÉREZ: Pérez.

8 MS. HOLLINGSWORTH: And Pérez, thank you.

9 Three recusals. As we move -- let's move into  
10 discussion. Comments, questions?

11 MR. BRANDON: Donovan, can you remind me the  
12 numbers that -- of -- of people -- students that  
13 are being affected by this. How -- how many people  
14 are we dealing with?

15 MR. HAJ: Donovan, if you can, if you can  
16 briefly. We have a lot of new board members. Just  
17 kinda tee it up about where we come from and I know  
18 Commissioner Suarez has recused, but he was  
19 instrumental in -- in moving this along three years  
20 ago.

21 MR. LEE-SIN: Sure. Over time, over the  
22 last three summers cumulatively, we are just about  
23 5,000 jobs. This past summer we had nearly 2,600  
24 of -- of that 5,000 placed in summer work. The  
25 previous year we were about 1,800 and the year

1 before that were about -- were at 1,500.

2 We are still looking to continue to expand  
3 the growth of the program and we anticipate that  
4 this coming summer will be, if -- if the funding  
5 levels hold steady, we'll be at our -- above --  
6 just above the number of students we served this  
7 past summer which was around 2,600.

8 However, we do anticipate there will be  
9 other funding partners coming on board. We have  
10 interest from other municipalities and folks in the  
11 private sector who also will be contributing  
12 funding the program.

13 MS. HOLLINGSWORTH: Thank you.

14 MR. BRANDON: I've just, you know, we're --  
15 we're such a large place and -- and 5,000 -- 2,600  
16 sounds like -- like a really small number. Is it  
17 -- are we keeping the number small because of the  
18 funding that we have available?

19 Because I know we -- we're -- we're with the  
20 city -- with the city -- with the county and then  
21 it's us, and who else is there?

22 MR. LEE-SIN: So I'll -- I'll -- I'll go  
23 briefly over the funding partners.

24 MR. BRANDON: Yeah, yeah.

25 MR. LEE-SIN: Our investment, and we're \$1.5

1 million. When we started we were at \$750,000.00.  
2 So we've doubled our investment over time. The  
3 county is at \$1 million dollars. Their funding  
4 over time came down from \$1.5 to \$1 million.

5 However, during that time as well Career  
6 Source South Florida came in and has been a funding  
7 partner of \$1.5 million dollars. Royal Caribbean  
8 Cruise Lines came in late last year at \$440,000.00.  
9 JP Morgan Chase at about \$125,000.00.

10 There's significant in-kind from South  
11 Florida Educational Credit Union as well Miami-Dade  
12 County Public Schools. The -- the budget each year  
13 is nearly expended. So we are at, in terms of what  
14 our -- what the pro -- what the con -- current  
15 budget can hold, we are at our peak.

16 At this point we are actually to be  
17 partnering with Royal Caribbean and others to get  
18 interest from other funders to increase our funding  
19 for the program, thus allowing us employee even  
20 more kids this coming summer.

21 MS. HOLLINGSWORTH: Thank you, Donovan.

22 MR. BRANDON: So is it -- our use beer  
23 heading the three -- all of the partnerships with  
24 -- with all of the programs?

25 MR. LEE-SIN: Correct.

1 MR. BRANDON: Well, it seems, you know, this  
2 is a good program. It -- it -- it -- I -- I  
3 remember when I was a kid and, you know, I lived  
4 down in South Dade.

5 And -- and they employed lots -- I -- it  
6 seemed like everybody was working in the summer,  
7 you know, because -- because of the -- of what was  
8 offered to the program. I don't know, I was a kid,  
9 you know, of course back then. But it seems this  
10 is a good initiative for kids.

11 And I know for myself it -- it gave me a  
12 sense of responsibility at a very young age. I'd  
13 love to see this expand as much as -- as wide as it  
14 can possibly be.

15 It seems like we could, you know, work with  
16 other municipalities and other -- other groups to  
17 -- to actually, you know, be a part of all of this  
18 to -- to give opportunity for more people.

19 That's all I'm saying is I'd -- I'd just  
20 like to see more kids in -- involved in -- in -- in  
21 being engaged, gainfully employed, and -- and  
22 gaining experience throughout the summer, you know.

23 MR. LEE-SIN: I -- I -- I -- I totally agree  
24 and that -- that's the plan. Actually, before this  
25 program there were less than 500 paid summer jobs

1 for kids at any level across the county.

2 And so we -- we've come a long ways and  
3 there's a lot -- there's quite a distance to go  
4 considering the number of kids that are in -- in  
5 -- in school in Miami-Dade County.

6 But we're -- we're working on it and, as I  
7 mentioned prior, we have the interest of a number  
8 of municipalities and also with the Miami-Dade  
9 County League of Cities they want us to come and  
10 present to their quarterly meeting to actually help  
11 to move this along with many of their members.

12 MS. HOLLINGSWORTH: Mr. Chair.

13 MR. HOFFMAN: Yes. I -- I echo the  
14 sentiment but I -- I think as -- as Jim has  
15 mentioned briefly, we ought to -- we ought to  
16 recognize that this is one of the most successful  
17 programs we have been involved in, in the last  
18 couple years, helping -- helping jump start.

19 And kudos to Commissioner Suarez for -- for  
20 being the proponent of it and -- and -- and pushing  
21 forward to us and to the commission to -- to get  
22 this program in place.

23 I think that what I understood part of the  
24 challenges were was funding, but also the number of  
25 -- getting employers involved and having the jobs

1 available.

2           So although there probably are a lot of jobs  
3 available, I think that -- that we, in the program,  
4 need to keep working both to -- to bring more money  
5 to the table as well as bring more employers into  
6 the program to -- to help -- help build it.

7           MS. HOLLINGSWORTH: Thank you, Ken.

8           DR. BAGNER: Quick addition. I -- I agree  
9 this -- this is -- it seems like a really strong  
10 program.

11           And one of the ways I think we could  
12 increase impact but not increase funding is by  
13 selectively targeting kids at highest risk. So I  
14 -- and I think -- we talked about this a little bit  
15 at the program committee, talking about how we're  
16 recruiting particularly under served kids and kids  
17 with disabilities, kids who are gonna struggle to  
18 get jobs.

19           And I know there's efforts to do that and  
20 work with these employers to figure out how best to  
21 serve those kids and help employ those kids. If we  
22 can help better do that and -- and really target  
23 those high risk kids, that's gonna have a bigger  
24 impact even if we spend the same amount of money  
25 and have the same number of job openings.

1 MS. HOLLINGSWORTH: Thank you, Dan.

2 MS. GRAVES: Madam -- Madam Chair?

3 MS. HOLLINGSWORTH: Yes.

4 MS. GRAVES: If I may. Some of the funders  
5 have restricted their funding to specific children.

6 So, for instance, Career Source's funding is  
7 for children on free or reduced lunch and the --  
8 all of their dollars go to those children. The  
9 county had a percentage of its funding that went to  
10 a specific group.

11 The Trust funding was available for any  
12 participant but, if The Trust so desires, this  
13 board can direct staff to include certain  
14 provisions limiting the funding to certain children  
15 as well.

16 MS. HOLLINGSWORTH: Thank you.

17 MR. BRANDON: Is that something we can do  
18 now?

19 MS. HOLLINGSWORTH: Sure.

20 MR. BRANDON: Well I'd -- I'd -- I'd love to  
21 see Dan's proposal put in place, because it makes  
22 more sense, you know, where we have the strongest  
23 need for under served children that -- that -- that  
24 would be -- would benefit from being employed in  
25 the summer. So you want to present that as a

1 proposal, Dan?

2 MR. LEE-SIN: If I might, 85 percent of the  
3 kids in the program qualify for free and reduced  
4 price lunch already.

5 DR. BAGNER: So let's make it 100.

6 MR. BRANDON: Can we make it 100 percent?  
7 Would that -- is that practical, Donovan?

8 MR. LEE-SIN: If -- if -- then you're no  
9 longer just making sure that you -- you're no  
10 longer talking about a universal program. So the  
11 -- the -- the program structure will look  
12 different.

13 My job is the will of the board and the  
14 president of this organization. So I'm happy to do  
15 whatever you want but we should be careful about  
16 jumping quickly.

17 MS. GRAVES: If we -- if we may. You can do  
18 a -- you can do a conditional.

19 So maybe Donovan, if whatever the numbers  
20 are as the new students come in, if the board wants  
21 to restrict the funding to certain students, if the  
22 population is there and for it, then maybe that's  
23 something to consider.

24 But you don't -- I agree with Donovan, you  
25 don't want to restrict the funding and then you



1 don't have the population to serve for that. So if  
2 the board gives some options on how to do it, we  
3 will be sure to make sure the contract reflects  
4 that.

5 MR. HOPE: Question, Mr. Chair. Is it  
6 possible for us to move the resolution and then  
7 maybe have some discussion maybe at another forum  
8 to look at how the funding should be allocated; is  
9 that possible?

10 MS. GRAVES: Yes. What I would suggest is  
11 that staff be just directed not to proceed with the  
12 contract until the board further directs it on what  
13 to be included in the contract.

14 MR. HAJ: Mr. Chair, if I may. We took the  
15 spirit of what the board stated last year regarding  
16 getting students with disabilities and students in  
17 foster care and made an effort, as Nelson said  
18 before he left.

19 And it didn't necessarily restrict us but we  
20 made the effort and we made great gains. So we  
21 will continue doing whatever the board wants but we  
22 had -- made gains last years and we continue to  
23 make gains this year.

24 I just caution the board to make it, as  
25 counsel said, to make it so restrictive that we tie

1 ourselves up into a knot.

2 MS. HOLLINGSWORTH: Are we ready to vote on  
3 this resolution? Comment at the end of the table.  
4 I can't -- can't see that far, please.

5 MS. GRIMES-FESTAGE: Just, I just want to  
6 say, my husband's a teacher in a high school that  
7 is part of this internship program and he has over  
8 200 of his students working. He is not at a low  
9 socioeconomic school.

10 He has students that come from low  
11 socioeconomic areas but the school is not a poor  
12 school, to say the least. But with this program,  
13 even though students who may have financial  
14 abilities that other students don't, have an  
15 opportunity to do something that they may never  
16 have done before.

17 So his program is the academy of hospitality  
18 and tourism. So he has students working in hotels  
19 in, you know, everything that's hos -- hospitality,  
20 you know. He had students that have worked as  
21 internships with the Miami Marlins, the Florida  
22 Marlins.

23 So any student, through this program, has  
24 opportunities that they may otherwise never have,  
25 whether they are fragile students or not fragile

1 students. So I think, by tying it down to one  
2 group of individuals, I think we're gonna be  
3 leaving out some students that may otherwise not  
4 have opportunities.

5 MR. BRANDON: I would like to suggest that  
6 we make -- we have a little ad hoc committee that  
7 looks at this whole notion of -- of the percentage  
8 and how we should divvy it out be formed so that we  
9 can do -- so we can make suggestions to -- to the  
10 staff.

11 MS. HOLLINGSWORTH: Thank you. Are we able  
12 to move forward with voting on this resolution?

13 MS. GRAVES: Yes.

14 MS. HOLLINGSWORTH: All those in favor?

15 THE BOARD: Aye.

16 MS. HOLLINGSWORTH: Any opposed?

17 (NO VERBAL RESPONSE)

18 MS. HOLLINGSWORTH: The motion carries.

19 COMM. XAVIER SUAREZ: Ms. Chairman, now I  
20 think I'm legally allowed to say something, if I  
21 may?

22 MS. HOLLINGSWORTH: Yes, Commissioner.  
23 Thank you.

24 COMM. XAVIER SUAREZ: To your point that  
25 this should be a bigger program, we have quoted

1 Commissioner Moss more than once where he said that  
2 many years ago there used to be 5,000 and that the  
3 County was smaller. So you're 100 percent right.

4 The other one, on sort of restricting this  
5 to the kids that are from needy backgrounds, or  
6 however we characterize it, what has happened is,  
7 each of the commissioners, at least to the part  
8 that we divvy up, is given 1/13 of the total  
9 number, you know, because there's 13 of us.

10 And right away the first year I -- I got  
11 called in because they said there weren't enough  
12 applicants from my district. I said, well you  
13 don't need to meet with me on that. I mean I -- I  
14 represent a district that, you know, I don't even  
15 want to tell you what the median income is, you  
16 know.

17 But the other thing and -- so -- so I would  
18 not restrict it to much because of what you said  
19 too, which I think is absolutely key. A lot of  
20 kids that are just flat out middle-class really  
21 need an opportunity for their first job.

22 So there's some self-selection that's going  
23 on. Finally I want to say, with Lourdes on this  
24 board, I think we can look to have more money from  
25 the county next year.

1 MS. GIMENEZ: You could look to have more  
2 educational Critiques for sure, because I've been  
3 listening. I haven't spoken yet.

4 COMM. XAVIER SUAREZ: We appreciate the  
5 offer.

6 DR. PÉREZ: Madam Chair. Madam Chair, I'm  
7 not sure, since I am recused, if I can speak?

8 MS. HOLLINGSWORTH: You can speak now.

9 DR. PÉREZ: Yes. I agree with Mindy's  
10 comments because when we went and met these  
11 students because we, you know, there was a -- a  
12 little party sort of for them, some of these  
13 students, I don't know what they are economic  
14 conditions were, but they were all just so thankful  
15 and so -- it seemed so deserving.

16 And you can tell that they were really  
17 making such an effort. That I would hate to turn  
18 down any of them because they were all fantastic.  
19 So, thank you.

20 MS. HOLLINGSWORTH: Thank you, Dr. Pérez.  
21 Our next resolution relates to children's savings  
22 account. We had the pleasure of having Dave  
23 Lawrence speak at the program's committee meeting  
24 on November 1st educating us in -- in a little bit  
25 about this issue.

1           The research has consistently demonstrated  
2           that -- demonstrated that children, young people  
3           who have post secondary savings set aside for them  
4           at a young age are much more likely to attain post  
5           secondary education.

6           This resolution began -- this work began in  
7           2016. The design concept was advanced by Catalyst  
8           Miami. I can tell you that the design team  
9           traveled around the country talking and learning  
10          from the many places that are doing it well.

11          I think we are very pleased to be joining a  
12          national trend in children's bank accounts. And so  
13          I bring to you Resolution 2019-17: Authorization to  
14          negotiate and execute a match funding/funder  
15          collaboration contract with Catalyst Miami, Inc. to  
16          launch a Children's Savings Accounts program in  
17          Miami-Dade County, in a total amount not to exceed  
18          \$202,500.00 for a term of 18 months commencing  
19          January 1, 2019 and ending June 30, 2020. May I  
20          have a motion?

21                 MR. HOPE: Motion, Steve Hope.

22                 DR. BAGNER: Second, Bagner.

23                 MS. HOLLINGSWORTH: Are there any recusals?

24                 MS. DONWORTH: Recusal, Donworth.

25                 DR. PÉREZ: Pérez.

1 MS. HOLLINGSWORTH: Thank you. Moving into  
2 discussion.

3 DR. PÉREZ: May I speak?

4 MS. GRAVES: Not if you recused.

5 MS. HOLLINGSWORTH: After the vote.

6 DR. PÉREZ: After -- after the vote.

7 MS. HOLLINGSWORTH: Go ahead.

8 MR. HOPE: Another terrific program. I was  
9 at the program services committee meeting when the  
10 presentation was made.

11 And, just like the summer job program,  
12 anything we can do to give students abilities that  
13 will help them in their later lives. In this case,  
14 it's not financial security but financial education  
15 and awareness. I think it's a terrific idea.

16 MS. HOLLINGSWORTH: And just to -- just to  
17 add to the lineup, board members, Catalyst Miami,  
18 The Children's Trust, City of Miami, the Children's  
19 Movement of Florida, Miami-Dade County Public  
20 Schools, Sant La, Citibank, and United Way.

21 MS. GRIMES-FESTAGE: I have a question.

22 MS. HOLLINGSWORTH: To the end of the table,  
23 yes.

24 MS. GRIMES-FESTAGE: A couple of questions.  
25 I spoke to Donovan to clarify some, but it's saying

1 that it's upon entering kindergarten. So it's --  
2 it's not going to be doing anything for 1st, 2nd,  
3 3rd, 4th graders, just kindergartners beginning and  
4 then moving up. I want a little clarification on  
5 that.

6 And also, if students leave our public  
7 school system what happens if they move out of  
8 Miami-Dade County and they're not part of our  
9 school system any longer? Because I'm -- I'm -- I  
10 understand it's tied to their student ID number.

11 MR. HAJ: Correct. So some of it we're  
12 still working through. Again what -- what's  
13 getting funded is to provide the infrastructure to  
14 move this along with implementation starting next  
15 year to students entering kindergarten.

16 That's gonna be -- our first year will be  
17 students in the city of Miami entering kindergarten  
18 with the hope that in a five years that we have the  
19 whole County covered.

20 MS. GRIMES-FESTAGE: So you're talking about  
21 the seed money for their savings account?

22 MR. HAJ: The city of Miami will be  
23 providing the seed money. What we're asking is to  
24 support the infrastructure to ramp this up for the  
25 first year of planning.



1 MS. HOLLINGSWORTH: Any other questions,  
2 comments?

3 (NO VERBAL RESPONSE)

4 MS. HOLLINGSWORTH: Hearing none, all those  
5 in favor?

6 THE BOARD: Aye.

7 MS. HOLLINGSWORTH: Any opposed?

8 (NO VERBAL RESPONSE)

9 MS. HOLLINGSWORTH: The motion carries.

10 DR. PÉREZ: Now may I comment?

11 MS. GRAVES: Yes.

12 DR. PÉREZ: Thank you. Thank you. Yes.

13 Because the school district is also approving this  
14 and this is wonderful. This is motherhood and  
15 apple pie and all those wonderful things.

16 My concern is that this is only for a select  
17 -- this is a, it's a pilot program in Miami -- it's  
18 my understanding it's a pilot, or so it was told to  
19 me, and it's in the city of Miami.

20 And again, it is a concern to me that so  
21 many programs are only in cities because the cities  
22 work of the monies, whereas we have students  
23 throughout the county.

24 And so in the other areas there -- the, you  
25 know, whenever there's something new and wonderful

1 happening it's -- it -- it happens only in specific  
2 areas like the city of Miami and also, you know,  
3 things out near the ocean. And so that, I hope,  
4 that in the future all students can be included.

5 MR. HAJ: Dr. Pérez, you are correct. It's for the  
6 city of Miami the first year. The plan is to expand  
7 throughout the county so in five years everybody is  
8 represented in kindergarten.

9 MS. HOLLINGSWORTH: Resolution 2019-18:  
10 Authorization to enter into a funder collaboration  
11 service agreement with Voices for Children  
12 Foundation, Inc., to support partnerships to  
13 engage, recruit and retain foster families in  
14 Miami-Dade County, for a one-time allocation in a  
15 total amount not to exceed \$100,000.00 for a term  
16 of 10 months, commencing December 1, 2018 and  
17 ending September 30, 2019. May I have a motion,  
18 please?

19  
20 MR. TROWBRIDGE: I'll move it, Trowbridge.

21 MS. HOLLINGSWORTH: And second?

22 MS. DONWORTH: Second, Donworth.

23 MS. HOLLINGSWORTH: Thank you. Are there  
24 any recusals?

25 MS. FERRADAZ: I'm not sure I need to be

1 recused. This is match funding to DCF funding.

2 MR. HAJ: Yes.

3 MS. FERRADAZ: Okay. So I recuse.

4 MS. HOLLINGSWORTH: Moving into discussion,  
5 comments.

6

7 MS. LEICHTER: I'd just like to say, as a  
8 child welfare professional for many years, that we  
9 can use the assistance in this area. Last Friday,  
10 I know The Trust was there, it's one of the best  
11 days that we have in child welfare was National  
12 Adoption Day.

13 And just as a point of reference, 80 percent  
14 of the children who got adopted last Friday were  
15 adopted by family. So -- which is great but I just  
16 wanted to put out there. So --

17 MS. HOLLINGSWORTH: Other comments?

18 (NO VERBAL RESPONSE)

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

21 THE BOARD: Aye.

22 MS. HOLLINGSWORTH: Any opposed?

23 (NO VERBAL RESPONSE)

24 MS. HOLLINGSWORTH: The motion carries.

25 Resolution 2019-19: Authorization to enter into a

1 service agreement with Miami-Dade Public Library  
2 System, for a local funding match to provide  
3 increased access to STEAM-based programming and  
4 academic tutoring, in a total amount not to exceed  
5 \$125,000.00 for a term of 10 months, commencing  
6 December 1, 2018 and ending September 30, 2019.

7 May I have a motion, please?

8 MR. BRANDON: So moved, Brandon.

9 MS. HOLLINGSWORTH: And a second?

10 MS. WELLER: Second, Weller.

11 MS. HOLLINGSWORTH: Are there any recusals?

12 COMM. XAVIER SUAREZ: Recuse, Suarez.

13 MS. HOLLINGSWORTH: Thank you. Moving into  
14 discussion, comments.

15 (NO VERBAL RESPONSE)

16 MS. HOLLINGSWORTH: Hearing none, all those  
17 in favor?

18 THE BOARD: Aye.

19 MS. HOLLINGSWORTH: Are there any opposed?

20 (NO VERBAL RESPONSE)

21 MS. HOLLINGSWORTH: The resolution carries.

22 COMM. XAVIER SUAREZ: Madam Chair, my  
23 personal privilege to introduce our library  
24 director, Mr. Baker.

25 MS. HOLLINGSWORTH: Yes, please.

1 MR. BAKER: Thank you guys very much for  
2 improving this.

3 COMM. XAVIER SUAREZ: Thank you.

4 MS. HOLLINGSWORTH: Thank you. Our next  
5 resolution takes us toward a broader emphasis on  
6 public benefits and we are pleased to present this  
7 to you today.

8 You will recall that a subcommittee was  
9 convened some time ago to consider this approach to  
10 vertical integration along public benefits. And  
11 with that, Resolution 2019-20: Authorization to  
12 negotiate and execute contracts with six providers,  
13 identified herein, you'll see them inside of your  
14 packet, to deliver public benefits enrollment, in a  
15 total amount not to exceed \$548,063.00 for a term  
16 of nine months, commencing November 1, 2018, and  
17 ending July 31, 2019, with four remaining 12-month  
18 renewals. May I have a motion, please?

19 MS. DONWORTH: So moved, Donworth.

20 DR. BAGNER: Second, Bagner.

21 MS. GRAVES: One second. Ms. Donworth,  
22 catalyst is identified as one of the agencies in  
23 here. You recused from the other one. Was that  
24 because of affiliation?

25 MS. DONWORTH: Because united Way is

1 affiliated with it.

2 MS. GRAVES: Okay, perfect. Thank you.

3 MS. HOLLINGSWORTH: Are there any recusals?

4 MS. JACOBO: Jacobo.

5 MS. COLLINS: Collins, recused.

6 MS. HOLLINGSWORTH: Thank you.

7 MS. GRAVES: And Jacobo.

8 MS. HOLLINGSWORTH: Thank you. Moving into  
9 discussion, comments.

10 (NO VERBAL RESPONSE)

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

13 MS. GRAVES: Was there a second?

14 DR. BAGNER: Bagner.

15 MS. HOLLINGSWORTH: And we have our  
16 recusals. All those in favor?

17 THE BOARD: Aye.

18 MS. HOLLINGSWORTH: Are there any opposed?

19 (NO VERBAL RESPONSE)

20 MS. HOLLINGSWORTH: The resolution carries.

21 MS. GRAVES: Excuse us, I'm sorry. Was  
22 there a second recusal other than Jacobo?

23 MS. COLLINS: (Raises hand.)

24 MS. GRAVES: Okay, thank you.

25 MS. HOLLINGSWORTH: So as we move into the

1 next resolution, this is a great example of  
2 continued expanding inside of our early childhood  
3 initiatives here at The Children's Trust.

4 If you will recall that some -- these were  
5 some of the recommendations made by the ch -- the  
6 early childhood work group, looking to deepen and  
7 expand the work, especially in the area of social  
8 and emotional support in the early childhood space.  
9 This resolution focuses squarely on challenging  
10 behaviors. And with that I am going to -- to my  
11 esteemed colleague, Karen Weller.

12 MS. WELLER: Okay. Resolution 2019-21:  
13 Authorization to negotiate and execute a contract  
14 with University of Miami (UM) to provide infant and  
15 early childhood mental health consultation  
16 services, in a total amount not to exceed  
17 \$2,200,000.00 for a term of eight months,  
18 commencing December 1, 2018 and ending July 31,  
19 2019, with four remaining 12-month renewals in a  
20 total annual amount of \$3,000,000.00. May I have a  
21 motion, please?

22 DR. BAGNER: So moved, Bagner.

23 DR. PÉREZ: Second, Pérez.

24 MS. WELLER: Any recusals?

25 MS. HOLLINGSWORTH: Recuse, Hollingsworth.

1 I work for the early learning coalition.

2 MS. WELLER: Discussion. All those in  
3 favor?

4 THE BOARD: Aye.

5 MS. WELLER: Opposed?

6 (NO VERBAL RESPONSE)

7 MS. WELLER: The motion carries.

8 MS. HOLLINGSWORTH: Thank you, Karen. Our  
9 final resolution of the evening, Resolution  
10 2019-22: Authorization to increase the Florida  
11 WAGE\$ program purchase order in an amount not to  
12 exceed \$790,000.00 for wage salary supplements to  
13 impact the education and employment stability of  
14 child care educators for a term of nine months,  
15 commencing November 1, 2018 and ending July 31,  
16 2019, in a new total amount not to exceed  
17 \$1,990,000.00. May I have a motion?

18 DR. BAGNER: So moved, Bagner.

19 MS. HOLLINGSWORTH: Thank you.

20 MS. GRIMES-FESTAGE: Second, Grimes-Festage.

21 MS. HOLLINGSWORTH: Thank you. Are there  
22 any recusals?

23 (NO VERBAL RESPONSE)

24 MS. HOLLINGSWORTH: Moving into discussion.

25 (NO VERBAL RESPONSE)



1 MS. HOLLINGSWORTH: Hearing none, all those  
2 in favor?

3 THE BOARD: Aye.

4 MS. HOLLINGSWORTH: Any opposed?

5 (NO VERBAL RESPONSE)

6 MS. HOLLINGSWORTH: The motion carries.

7 Thank you, Mr. Chair.

8 MR. HOFFMAN: Thank you. Before I turn it  
9 over to Jim for the CEO report I just to make a few  
10 notes.

11 First I was so engaged in introducing our  
12 new directors that were appointed by the Governor  
13 that I forgot to introduce Javier Reyes who has  
14 joined us for the first time at a board meeting.  
15 He's been to a committee meeting already and the  
16 selected to fill the at-large position. So  
17 welcome, Javier.

18 MR. REYES: Thank you.

19 MR. HOFFMAN: Congratulations to  
20 Representative Duran, who is not present today, for  
21 his reelection to the Florida House of  
22 Representatives.

23 And for those of us who didn't go, I  
24 attended with my wife and several board members and  
25 staff members, Spooky Symphony, which occurred back

1 at the -- in October was a huge success, terrific  
2 music, terrific films, MC-ing, but great costumes.

3 But thank you, Mark for -- for -- for  
4 carrying that -- that banner and I look forward to  
5 it next year.

6 MR. TROWBRIDGE: My pleasure.

7 MR. HOFFMAN: It's over to you, Jim.

8 MR. HAJ: Thank you, Mr. Chair. As Marissa  
9 had mentioned, last week was a great day, great  
10 day, great week for Miami. Miami foundation raised  
11 \$11.5 million dollars for non profits.

12 The very next day 56 kids got adopted and  
13 got a permanent home. So beautiful day for Miami.  
14 We don't hear the good stuff all the time. But it  
15 -- it really is great going into this Thanksgiving.

16 Bylaws, the bylaws I know for eight, nine,  
17 ten months the board has been working on the  
18 bylaws. The bylaws have been blessed by our  
19 attorneys. I want to thank Shanika and Leigh for  
20 all their hard work in dealing with all the bylaws  
21 changes.

22 There is just one issue that we just want to  
23 clarify, and Shanika or Leigh do you want to  
24 discuss it?

25 MS. GRAVES: So the bylaws that were adopted

1 at the retreat had a provision that authorizes the  
2 board chair to waive an item out of committee so,  
3 for good cause was given in the bylaws. However,  
4 good cause was not defined in that section.

5 There are two other sections of the bylaws  
6 that provide a reason -- excuse for good cause, and  
7 those sections define good cause. However, using  
8 the definition of either of those sections won't  
9 really fit in this context.

10 And so we are suggesting that the board  
11 consider including a definition for good cause for  
12 a resolution to be waived out of committee and come  
13 straight to the board for consideration.

14 So it doesn't have to be done today. A  
15 bylaws committee meeting could be scheduled and  
16 that can be done at that time.

17 MR. HAJ: Thank you. The board attendance  
18 is on page 31 and 32. It's great that we've got  
19 five additional board members and we hope everybody  
20 is here for each of the meetings.

21 This CEO report on the contracts under  
22 \$25,000.00 is listed on page 33. Dr. Pérez was  
23 gonna recognize our former chair, Laurie Weiss-  
24 Nuell at the school board meeting tomorrow and it  
25 was planned.

1           Laurie had a conflict and so it will be  
2   bumped to a future date and we'll let -- we'll let  
3   the board know for those who wanted to attend. And  
4   the last, we do not have a board meeting in  
5   December so I just want to wish everybody a very  
6   happy Thanksgiving, Happy Holidays and -- and  
7   welcome again to all the new board members. Thank  
8   you, Mr. Chair.

9           MR. HOFFMAN: And we'll see you in January.  
10   Thank you. With that, the meeting is adjourned.

11           (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 100, 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 5th day of December, 2018.



Fernando Subirats  
Court Reporter

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