



## **Board of Directors Strategy Check-in Meeting**

**April 24, 2017**

THE CHILDREN'S TRUST  
STRATEGIC PLANNING COMMITTEE MEETING

The Children's Trust Strategic Planning Committee Meeting was held on Monday, April 24th, 2017, commencing at 1:31 p.m., at 3150 S.W. 3rd Avenue, 8th Floor, Training Room, Miami, Florida 33129. The meeting was called to order by Laurie Nuell, Chair.

Officers/Executive Committee

Laurie W. Nuell, Chair, At-Large Member  
Lileana de Moya, Vice Chair, Gubernatorial Appointee  
Claudio Grillo, Secretary, United Way of Miami-Dade

The Board of Directors

Pam Hollingsworth, Early Learning Coalition  
Dr. Miguel Balsera, Gubernatorial Appointee  
Gilda Ferradaz, Florida Dept. of Children & Families  
Inson Kim, Office of the Mayor, Miami-Dade County  
Dr. Magaly Abrahante, Designee from Alberto Carvalho,  
Superintendent for Miami-Dade Public Schools  
Karen Weller, Miami-Dade County Health Department  
Dr. Susan Neimand, Miami-Dade College  
Marta Perez, Miami-Dade County Public Schools  
Marissa Leichter, Gubernatorial Appointee  
Nelson Hincapie, Office of the Mayor, Dade County  
Kenneth C. Hoffman, Miami Coalition of  
Christians and Jews  
Frank Manning, Florida Department of Juvenile Justice  
Commissioner Xavier Suarez,  
Miami-Dade Board of County Commissioners  
Dr. Daniel Bagner, Florida International University  
Alvin Gainey, PTA/PTSA  
Shanika Graves, Assistant County Attorney  
Leigh Kobrinski, Assistant County Attorney

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STAFF:

- James Haj, President/Chief Executive Officer
- Imran Ali
- Anna Dilernia
- Bevone Ritchie
- Dalia Garcia
- Deborah Robinson
- Donovan Lee-Sin
- Lisa Pittman
- Lori Katherine Hanson
- Muriel Jeanty, Clerk of the Board
- Rachel Spector
- Stephanie Sylvestre
- Tameeka Grant
- Vivianne Bohorques
- William Kirtland
- Zafreen Jaffery

GUESTS:

- Catherine Raymond

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## PROCEEDINGS

2

(Recording of the meeting began at 1:31

3

p.m.)

4

MS. NUELLE: Thank you for coming. I know

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this ends up being a really long day. But we felt

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like -- I know most people like to just get it all out

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in one day rather than having to keep coming back, so

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thank you.

9

So today -- I haven't gone through my stuff

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here so I don't know exactly what's in front of

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everybody. So today, we're meeting to conduct a review

12

of our strategic plan.

13

I wanted to just go, you know, tell a brief

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history for those of you who weren't here. Actually,

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who was here on the Board when we did our strategic

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plan? It's been, like, about three years, so, you know,

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probably about -- a lot.

18

So anyway, about three years ago, the Board

19

embarked on a very lengthy comprehensive strategic plan.

20

And the plan is in your papers before you, and I think

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everyone should have received it beforehand, and I hope

22

you took some time to look at it.

23

This plan was always intended to be a

24

continuous plan. There was never any thought that we

25

would do a new plan every few years.

1                   So that's really why we're here. We're  
2 about to go into a new funding cycle. We're starting  
3 our third year of our three-year funding cycle. So  
4 that's why we thought it was important to come back.

5                   We've been listening for a long time, over  
6 the last year, year and-a-half of things that are  
7 important to Board members. And we thought it was time  
8 to come back, look at the strategic plan, see if this  
9 is -- we want to keep it this way or do we want to make  
10 some changes or tweak things.

11                   So today, I think, it's next week, May 2nd,  
12 are the two days that we set aside. All of our funding  
13 decisions are guided by the priorities that we outlined  
14 in our strategic plan.

15                   So today, we're going to review the  
16 strategic plan. Then -- we're not here to create a new  
17 strategic plan. I know, over the last year, a lot of  
18 things have come up and we should do this and maybe we  
19 should do that in our strategic plan, but this is not --  
20 we are not creating our plan.

21                   This plan has been in effect for two years.  
22 And I'm always happy because it really does guide the  
23 CEO and the staff in terms of what our priorities are.  
24 I think all of us have worked on strategic plans over  
25 the years, that a lot of work goes into them and then

1 they go sit on the shelf. But that has not been the  
2 case here so, you know, I'm happy about that.

3           You can see what we hope to accomplish in  
4 the two sessions that we scheduled at the top of your  
5 agenda. So today, we want to increase your  
6 understanding -- our understanding of the current  
7 strategic plan and the staff operational implementation  
8 of the plan.

9           We will engage in meaningful conversation  
10 about opportunities and challenges that may impact our  
11 execution of the current strategic plan. And then in  
12 the next meeting, we will offer policy guidance on the  
13 plan's priority investments that will inform the  
14 upcoming annual budget process.

15           So today, we're going to break into  
16 different groups. Lori is going to do the outline of  
17 the strategic plan. Then we're going to break into  
18 different groups to brainstorm and give input about  
19 what's changed in our environment in recent years that  
20 we should be paying attention to and that could  
21 influence positively or negatively our ability to  
22 implement our current plan and to accomplish the desired  
23 results for the children and families in our community.

24           In a few minutes, then Catherine, who I  
25 think most of you have met, is back, and she will go

1 over how we're going to do that.

2           Then our second session on May 2nd will  
3 include the review of what is generated today. We'll  
4 get a document about that and then along with any  
5 relevant community and program data that will help us  
6 decide if and what we want to change with the strategic  
7 plan and prioritize our investment areas.

8           I just also want to say here now for people  
9 to think, if we feel that we do want to change something  
10 and increase funding in one strategic area or not, you  
11 know, money is -- if we shift money, it has to come from  
12 somewhere else.

13           So those discussions, which we aren't doing  
14 now, until next week, but I just want you to think about  
15 that, because it has to come from somewhere.

16           And the budget process will lead us into  
17 multiple solicitation releases later in the fall to  
18 begin a new funding cycle in August of 2018, which that  
19 is in the process now. They're working already on the  
20 funding cycle and the preparation for that.

21           So the outcome of these two sessions will  
22 really be to guide the organization towards the next  
23 funding cycle, so we're on top of it.

24           There's the timelining overview. So April  
25 and May, we have the Board strategy review sessions and

1 the policy guidance on priority investment areas. Those  
2 are those two.

3 In June, as we always do, we review the  
4 budget and we set the budget and millage rate, while in  
5 June, we look at a preliminary and then in July, we  
6 approve it.

7 And then October to January of this year,  
8 we'll begin the competitive solicitation releases with  
9 the new funding cycle starting next summer.

10 So with that, I think I'll turn it over to  
11 Lori. So I just wanted to give you a little overview.  
12 And one last thing. You can see on your agenda, at the  
13 end of today, Jim is going to give a report.

14 And I asked Jim to do that because I want  
15 the Board to know -- I want them to -- I want you all to  
16 learn about all the things that Jim has been doing on  
17 the internal operations side. Those are things that we  
18 don't necessarily hear of or see, and I think it's  
19 important for everyone to know what he's been doing  
20 internally. So he will just add that section at the end  
21 before we adjourn.

22 DR. HANSON: Hello, everybody. I am just  
23 going to take a very brief amount of your time to  
24 highlight a few things that are in the strategic plan  
25 for those of you who maybe didn't have a chance to



1 remind yourself of what's in here while we work on this  
2 plan.

3 All of the documents that relate to the  
4 strategic plan are on our website under "About Us  
5 Strategic Plan". So as Laurie said, in late 2014, the  
6 Board worked through a planning process to produce this  
7 that included getting input from youth, from parents,  
8 from community providers.

9 It really tries to include a number of  
10 Evergreen Concepts, if you will, things that would  
11 always be values or important to the Children's Trust.

12 The first of that -- in the first page, you  
13 see this nice colorful graphic about essential  
14 developmental foundations for social, educational,  
15 economic and environmental supports that are required  
16 for children to reach their full potential.

17 So this is simply an acknowledgment that  
18 there are social determinants and complex influences  
19 that impact the outcomes for children and families.  
20 It's not a straight line, simple formula, and we need to  
21 realize, that's the context in which we're trying to  
22 better things for children and families.

23 The plan in the narrative description, which  
24 is brief, maintains the primary role of the Trust as  
25 funding direct services and programs for children, youth

1 and families.

2 But at the same time, the plan recognizes  
3 that children don't live in programs. They live in  
4 families and communities. So a lot of the work in the  
5 priorities focused on more community connections and  
6 more place-based initiatives and that acknowledgment of  
7 the inner section of influences on children.

8 Because of those multi-faceted influences,  
9 the plan has a strong emphasis in the narrative on  
10 community partnerships and engagement, with the  
11 realization that no single entity or even the system by  
12 itself can ensure that these foundations are met or are  
13 made available for all children.

14 Many partners are required, especially the  
15 community being served. So this plan also was what led  
16 to the Trust launching its community engagement team to  
17 better connect with and bring forward input from  
18 parents, youth and residents.

19 System collaboration is also called out as  
20 an essential activity in the narrative to help us  
21 leverage the Trust investments from national and local  
22 funders and to better coordinate services that support  
23 children in our communities.

24 This work then also overlaps with our policy  
25 and advocacy agenda which is very active now as we are

1 winding down the state legislative session.

2           And then if you flip to page 3, supports the  
3 plan and includes our mission and vision as well as some  
4 core values that include that mission and vision and  
5 relate to the characteristics that we want for children  
6 and youth and the community and leadership.

7           Then on page 4, you'll see actually in the  
8 window there to show the priority investment areas.  
9 Really, the idea of these priority investments is to  
10 cover a holistic approach to services across the  
11 lifespan, supports ranging from -- starting prenatally  
12 through the transition through adulthood, as well as to  
13 cover across multiple domains of services.

14           So, for example, ranging from family and  
15 home life assistance to social and emotional supports,  
16 academic supports, school readiness and success,  
17 comprehensive health services, community resources, as  
18 well as program quality support. So it's a range of  
19 domains that we feel contribute together to support  
20 children in the community.

21           As Laurie mentioned in her introductory  
22 points, our annual budget process sets the specific  
23 funding amounts to be devoted across each of these  
24 investment areas, so that happens over the summer.

25           The plan also, at the bottom of that page,

1 calls out the need to pay close attention to special  
2 populations and to ensure that they're included in all  
3 of our programming. That's been a major emphasis of the  
4 Trust since the beginning.

5 And this includes children and youth with  
6 disabilities but as well, kids who are receiving child  
7 welfare, juvenile justice or home services.

8 COMMISSIONER SUAREZ: Madam Chair, if I may.

9 MS. NUELLE: Yes.

10 COMMISSIONER SUAREZ: Quick question. You  
11 said that some budgeting issues begin over the summer?

12 DR. HANSON: Yes.

13 COMMISSIONER SUAREZ: Is that like the  
14 regular budget cycle?

15 DR. HANSON: Yes. Every year, we have a  
16 budget process, yes.

17 COMMISSIONER SUAREZ: And you mentioned  
18 "academic support". Is that -- does that include, like,  
19 the after-school programs, tutoring, etc.?

20 DR. HANSON: Yes. So most of our -- so many  
21 of our early childhood programs are focused on school  
22 readiness, which is pre-preparation for entering the  
23 academic environment.

24 But then many of our youth development  
25 programs are focused on literacy, reading and academic

1 success as well -- even our school health-based services  
2 are really focused on keeping kids healthy and in school  
3 and in class learning, so it sort of cuts across many  
4 areas.

5 COMMISSIONER SUAREZ: Thank you.

6 DR. HANSON: So then on pages 5 and 6,  
7 importantly, the headline community results that we seek  
8 for children, youth and family round out this last  
9 section of the plan.

10 These are grouped into the family and  
11 community supports, such as quality child care,  
12 accessible services and nurturing parents, that we feel  
13 are necessary for children to achieve, you know, full  
14 well-being.

15 And you might wonder, what do we mean by  
16 "child well-being". So this is where the plan shows you  
17 some of the measures that we're counting for that,  
18 including kindergarten readiness, academic success,  
19 fitness, behavior, appropriate behavior, successful  
20 transition to adulthood.

21 Also on that page 6 at the bottom, you see  
22 that there are some costs. The cost-cutting factor  
23 section acknowledges again, as we did in the narrative,  
24 the multiplicity of additional influences on child  
25 well-being.

1           So poverty has an impact. Family structure  
2 has an impact. So we need to pay attention to that kind  
3 of data as well as the outcome data.

4           Also, as a Florida Children's Services  
5 Council, we are expected to engage in regular community  
6 needs assessment and to follow along with what we should  
7 be investing in based on research and make sure that  
8 we're using the best practices in the field for the  
9 services that we fund.

10           Twice a year, we update our programmatic  
11 results across the strategic investment areas. Once in  
12 preparation for the TRIM hearings, we produce a report  
13 around August each year and then again at the end of the  
14 calendar year, each January.

15           The highlights document has a page for each  
16 of the investment areas that highlights some of the  
17 basic numbers and outcomes that are achieved through the  
18 programming.

19           The end-of-the-year report contributes to  
20 our annual report that gets produced each year and is  
21 widely disseminated. As well, there's an updated  
22 version to the detailed highlights that goes to the  
23 County Commission office as an annual report.

24           And incorporated within that is an update to  
25 the community results and indicators on a data snapshot

1 that shows trending data over time at the community  
2 level.

3 So there's a wealth of information that  
4 we're updating a couple of times a year to keep our eye  
5 on the prize, if you will. But that is, sort of in a  
6 nutshell, what's in the strategic plan.

7 So if you have any clarifying questions,  
8 I'll take those. But otherwise, we'll start to break  
9 into the break-out sessions and start the Board  
10 discussions.

11 DR. BAGNER: Question. I know that some of  
12 these priority areas overlap, but I'm wondering if you  
13 can give us a percent allocated -- a percent of the  
14 budget allocated.

15 DR. HANSON: We will definitely do that next  
16 Tuesday at the next session. That's absolutely where  
17 we're going in the second planning session. Today is  
18 really more about looking at the environment and the  
19 opportunities and challenges that face us.

20 And then we're going to take that  
21 information into a session about the specific balance of  
22 investment areas and let you kind of play around with  
23 that and give us some guidance on what you think the  
24 balance should be.

25 MS. NUELLE: Essentially, the poster behind

1 you, which is the same as this page #4, next, they'll  
2 add the percentages. And what we did at the last  
3 strategic cycle was essentially, at the end of a lot of  
4 meetings, the Board then set out -- each person could  
5 set their priorities and that's how we came to what the  
6 priorities were.

7 And we did not set the percentages but as a  
8 Board, that would be our responsibility to say, these  
9 are our priorities and this is what we want to do.

10 But next -- this is about thinking and  
11 talking and having time to discuss and then next week,  
12 we'll get down into those specifics.

13 MS. RAYMOND: So we wanted to have most of  
14 today spent in discussion and reflection, so we're going  
15 to shift to that part of our agenda right now.

16 And really, the purpose of today's  
17 discussion is for Board members to have the chance to  
18 reflect and discuss and think about the larger context  
19 in which the Trust is operating.

20 So we are going to ask that staff and any  
21 members of the public who are here today really be in  
22 listening mode so that Board members can fully engage in  
23 discussion.

24 So what we're going to be doing until about  
25 3:30, is spending time in small groups -- in four small



1 groups on the four major goal areas, one being  
2 collaboration. As Lori just went through, special  
3 populations, early childhood and school-aged youth.

4 And what we're going to be asking is for  
5 each of you to self-select into one of these groups, so  
6 be thinking about which of these groups you feel you  
7 have particular expertise or knowledge of the  
8 environment, the programs that are happening in the  
9 environment of the Trust.

10 Or if you feel that you don't have  
11 particular expertise in any of these work group areas,  
12 if there's an area that you'd like to learn more about,  
13 and that could be the group that you go into.

14 And I'm going to spend just five minutes  
15 kind of giving some instructions and then we're going to  
16 break out into small groups that are going to be  
17 facilitated by some of the Board members.

18 So most of you have engaged in strategic  
19 planning before. You may be familiar with something  
20 called a "SWAT" or a "SWAK". So as part of this  
21 monitoring and reflecting on the strategic plan, we're  
22 taking two pieces of that. We're going to spend time  
23 thinking about opportunities and challenges or threats.

24 So what do I mean by "opportunities". So be  
25 thinking about, for example, in the area of

1 collaboration, what are some specific things that are  
2 happening in the environment of the Trust that the Trust  
3 could leverage, take advantage of to support the  
4 implementation of the strategic plan.

5           So, for example, one idea might be locally,  
6 there does seem to be some increased interest on the  
7 part of other public institutions and private  
8 institutions in supporting the development of effective  
9 non-profit organizations.

10           So that might be an area where the Trust  
11 could develop some partnerships and collaborations to  
12 leverage. So those are the kinds of -- you really want  
13 to be thinking about high-level, are there policy  
14 changes that are occurring locally, state, at the  
15 federal level that the Trust needs to be monitoring,  
16 thinking about during the strategic plan.

17           What we don't want to focus on today are  
18 specific funding ideas or programmatic ideas. But we do  
19 want to capture your thoughts if one jumps into your  
20 head.

21           So if you'll notice, in every room where  
22 we're going to be meeting, there's something called "a  
23 parking lot". And if an idea comes up that's kind of  
24 not on topic but we still want to capture it, we're  
25 going to just note it in the parking lot and then staff

1 will follow up on it and we can also integrate it into  
2 next week's session.

3           Typically, I find it pretty easy to  
4 brainstorm threats and challenges, so it's really an  
5 opportunity that I just want you to be thinking of not  
6 hypotheticals, you know, "it would be great if", but  
7 what is currently existing, what is likely to exist or  
8 are there opportunities that the Trust could stimulate  
9 and bring into being, and that's what we're going to  
10 focus the discussion on.

11           So what do I need you to do?

12           MS. DE MOYA: Catherine, excuse me, I have a  
13 question.

14           MS. RAYMOND: Yes, Lily.

15           MS. DE MOYA: The results of all of this is  
16 not going to change the strategic plan that we have in  
17 place right now; is that correct?

18           MS. RAYMOND: Correct. So as Lori just --  
19 and I can circle back to what Lori was saying at the  
20 beginning of the meeting, really where you are in the  
21 life of the strategic plan is really at this monitoring,  
22 reflecting, tweaking stage, so really looking at the  
23 environment.

24           There have been some changes. We know there  
25 are. There are some that are maybe likely coming down

1 the pike that are successful opportunities and certainly  
2 some potential threats or challenges that as a Board,  
3 with your many different organizations, you have insight  
4 into, and that's what we want to capture.

5           And then what we're going to be doing  
6 between now and next week is working with staff to take  
7 what comes out of today's meeting, the data that staff  
8 has, and bring it back to next week to make more  
9 specific priority investment kind of decisions. So  
10 that's how it's going to begin.

11           So what do I need you to do? Pick one group  
12 in which you would like to participate. And many of you  
13 are probably saying, but, hey, I have interest in more  
14 than one group so how do I choose.

15           So you will, by the end of today, have a  
16 chance to have input into each group. Because what  
17 we're going to be doing, you're going to be spending  
18 about a half hour in your one selected group, and then  
19 we're just going to do something called a "gallery  
20 rotation", where as a group, you move to each of the  
21 other groups to see what they talked about so that you  
22 can add your ideas.

23           So you will be allowed input into each of  
24 the areas. But I want you to pick one that you'll spend  
25 this half hour in. Then we are going to be moving and

1 I'll show you in a minute where the different groups are  
2 going to meet.

3 I ask people to move very efficiently  
4 because we have a limited amount of time and it could  
5 quickly be moving from room to room. So please move  
6 efficiently.

7 Then you are going to have a break and we're  
8 going to come back here and use it as a launch pad to go  
9 through our gallery rotation.

10 And then next Tuesday, that's when we start  
11 talking about, what are the implications of this in  
12 terms of what decisions and priorities the Trust makes.

13 So we have the four groups and we have four  
14 facilitators. So who's in your group? Each group is  
15 going to be facilitated by one member of the Board. So  
16 "collaboration" will be Claudia, "special populations"  
17 will be Marissa, "early childhood" will be Pam, and  
18 school-aged youth will be Mike.

19 And in addition, there's going to be two to  
20 three staff members who are in listening mode to take  
21 notes, write up a flip-chart, help keep time just to  
22 keep things going.

23 And then if there's any members of the  
24 public, they can sit, again, in listening mode in any of  
25 the rooms.

1           Okay. Collaboration training room, south  
2 side. So that is Claudia's group. Special populations  
3 is Marissa, right over here. Pam is going to be in  
4 early childhood, Conference Room B, which is next to the  
5 elevators. School-aged youth is going to be through  
6 this door, Conference Room A.

7           And, I think, let me just double-check to  
8 make sure there is not anything else I wanted to say to  
9 you before we break up. Are there any clarifying  
10 questions?

11           DR. PEREZ: I'm sorry. Maybe I didn't  
12 understand. When you said that some of us would like to  
13 be in more than one, so we choose one only?

14           MS. RAYMOND: And you stay there.

15           MS. LEICHTER: But then there are other ones  
16 for a shorter time.

17           MS. RAYMOND: Correct. What you're going to  
18 do -- what we're going to do at the end --

19           DR. HANSON: You'll get 30 minutes in the  
20 first group and then 10 minutes in the other groups  
21 each.

22           MS. RAYMOND: Yes. And what's going to  
23 happen is, I will be rotating to the other groups that  
24 the facilitator for that group will be there, and we'll  
25 be capturing all of your ideas.

1           And if there are still ideas after the  
2 meeting, we'll leave the flip-charts up afterwards, so  
3 there will be a couple of opportunities before the end  
4 of today to have input into each group.

5           MS. DE MOYA: Is this open discussion on  
6 these topics or is there any guidance or a template or a  
7 question --

8           MS. RAYMOND: So given that we have 35  
9 minutes per group and you have two topics, opportunities  
10 and threats, this is going to be more about  
11 brainstorming, right, because that doesn't give a lot of  
12 time for any in-depth discussion.

13           But then what we're doing is taking that  
14 information and next time we meet, there will be, Lily,  
15 the focus will be more on discussion.

16           So today, it's kind of capturing the  
17 information, high-level, integrating it with data that  
18 the Trust has, and then next week, we get into more of  
19 these discussions around what the implications are.

20           COMMISSIONER SUAREZ: Verifying an answer,  
21 quick question, what we've got as a breakdown -- and  
22 we're missing 20 percent -- we have about 30 percent  
23 that we spend on what are called "direct services",  
24 which includes after-school programs, summer programs,  
25 summer employment and partnership programs, about 12

1 percent on health, 12 percent on parenting, seven  
2 percent on family support, 10 percent on early  
3 childhood, seven percent on administrative and 20  
4 percent is a slush fund, and I don't know what that  
5 money is going to, but I suspect Haj has some control  
6 over that.

7 MS. RAYMOND: We're going to be bringing in  
8 the parking lot. This whole discussion about  
9 allocation, that's exactly the topic for the next  
10 meeting.

11 COMMISSIONER SUAREZ: So this is what we  
12 have from what you're now spending and in cooperation  
13 with staff?

14 DR. HANSON: Yes, and staff has prepared --  
15 is preparing -- we want to finalize it after today and  
16 see what brainstorming ideas you come up with to make  
17 sure we're being comprehensive.

18 But definitely, one of the things that we  
19 have developed for next week's meeting is a worksheet  
20 that has all the investment areas. It has a current  
21 allocation. It has a spot for you to write what you  
22 think the allocation should be, okay? So that will be  
23 coming to you with all the most current breakdowns.

24 MS. RAYMOND: All right. 2:00, we are on  
25 schedule, fantastic. Decide your primary topic. Please



1 move efficiently to that space and we're going to get  
2 started in two minutes.

3 (Off the record.)

4 (WHEREUPON, the Board members began  
5 deliberations in their respective meeting rooms.)

6 MS. RAYMOND: Welcome back. So I wanted to  
7 say "thank you" to our Board member facilitators for  
8 keeping the afternoon moving along and people engaged.

9 As I said at the beginning of the meeting,  
10 we're going to be taking all of this information,  
11 integrating it with Trust data that the Trust has, and  
12 then discussing implications and priorities for  
13 investments at our next meeting on Tuesday. So we'll be  
14 really busy because there's going to be a lot of great  
15 ideas generated.

16 I'm going to now turn it over to Jim, who's  
17 going to give a report, and then Laurie will close the  
18 meeting because I know you have a 4:00 Board meeting.

19 MR. HAJ: Good afternoon, everybody. I know  
20 we're short on time, but I'd really like to thank Laurie  
21 for giving me the opportunity to talk about what we've  
22 done in the last year.

23 Kind of time flies by. It's amazing that  
24 two weeks ago was a year under my belt. And in the last  
25 year, we've done a lot of great things. And when you

1 start reflecting to put this down, there's been a lot of  
2 moving parts, so it's my pleasure to share some of them  
3 with you.

4 One is that we started setting goals of, how  
5 do we work better, how do we be more responsive to the  
6 Board, more responsive to our providers and, in turn,  
7 more responsive to the kids in the community.

8 So we set up goals for this organization.  
9 So we never had goals in the past so we set up three  
10 major goals for this year. And they were increased use  
11 of data in order to facilitate learning, and they're on  
12 this colorful sheet. The three goals are at the top,  
13 increased program quality, and a big thing, also, was  
14 increased brand awareness.

15 You know, we do such great things in the  
16 community that we really need to go out and let people  
17 know the great things that we're doing, also build  
18 awareness of what services we do provide out there.

19 The other thing that we did, too, which was,  
20 we have so many moving parts and so many departments  
21 working inter-dependently with each other, that we had  
22 to create a massive timeline, which sounds -- it was  
23 easier said than done.

24 So putting a massive timeline, because we  
25 have peaks and valleys, and where do we see what's due

1 and then work backwards so we're not always up against a  
2 timeline and we start working more efficiently and  
3 effectively. So we created a massive timeline. It  
4 really has helped us be more strategic of what's coming  
5 down the pike so that we can be prepared and present  
6 things to the Board.

7 Usually, if you see, there's a theme with  
8 the presentations. We usually do a presentation a month  
9 prior to the resolutions coming to the Board, so we're  
10 being more strategic there.

11 Internal communications was another area  
12 that we wanted to -- departments were somewhat working  
13 as silos. There was some communication about how do we  
14 do that better.

15 So we started doing meeting structures  
16 where -- the executive team used to meet once a week.  
17 We still do, but I brought in senior staff as well so  
18 everyone can hear.

19 Instead of having several meetings, we meet  
20 twice a week. We meet once with the executive senior  
21 levels and that's about two hours. And then we do a  
22 check-in on Thursday which is a quick, half-hour  
23 check-in to make sure all the goals are aligned.

24 Other than that, we get out of their way and  
25 let staff do their work. We have a very bright,

1 dedicated staff and we try to get out of their way and  
2 let them do what they need to do.

3           The other thing we did, and there's  
4 another -- every week, there's a Trust Voice that comes  
5 out. And what we try to do, there are so many e-mails  
6 going back and forth about what we're doing, there are  
7 so many e-mails flooding people's in-boxes, we decided  
8 to go to Trust Voice, which is once a week gets out and  
9 this is all the information for the staff to follow.

10           So every Monday, it comes out, from the CEO  
11 message to all the initiatives and everything else we're  
12 going through. So this is a way to increase the  
13 internal communications as well as everyone feels that  
14 they know what's going on within the organization.

15           Most of you are all aware that part of the  
16 executive team, I'm always available to all the Board  
17 members, but what we did is we took each executive team  
18 member to assign it to Board members so we're responsive  
19 to your needs and that we will reach out.

20           I think it has worked exceptionally well,  
21 that each executive team member will call you to develop  
22 relationships. Again, you can always reach me, but  
23 sometimes picking up a phone, you need some items, you  
24 need some information, you need some clarification, that  
25 executive team member is a phone call away, so I think

1 that's working well.

2 We're going to continue reaching out to you  
3 when the package goes out to see if there are any  
4 questions. And if there's anything you need from us,  
5 please pick up the phone and let us know.

6 Staffing instructor personnel, what I said  
7 earlier is that we have an amazing group of talented  
8 staff, the people in this room, the staff in this room  
9 and then the staff throughout the floor that you have  
10 not seen today.

11 We've downsized this organization  
12 significantly. It was small to begin with. And in the  
13 last year, we've downsized 20 percent of the  
14 organization.

15 And we're working more effectively and more  
16 efficiently than ever before. And it really is a  
17 testament to the people in this room and the people on  
18 the floor, that nothing missed a beat.

19 You know, it's hard. When you have a  
20 department of eight or nine and you lose one employee  
21 and everything has to shift, it's difficult. Once you  
22 lose two, it's hard. When you get to five, it becomes  
23 very difficult. Ten, it's impossible. Now we're over  
24 fifteen.

25 So it's been tough on the staff and I

1 recognize that, that change of leadership, to begin  
2 with, is hard, and then we've downsized the organization  
3 at the same time, while we're doing an IT way forward,  
4 how we work, and a variety of other initiatives are  
5 coming down the pike, it's been a little chaotic.

6 But it has become the new normal and they've  
7 been working more effectively, more efficiently and as a  
8 team. And I hope that you've seen that. And we'll  
9 bring more updates at the Board meetings to come so you  
10 can see the great work that this staff is doing.

11 We hired, also, a new CFO. Bill took over  
12 the lead and he's done a phenomenal job, and he is the  
13 future of this organization on the finance side of the  
14 house. So, Bill, keep up the great work. And he's also  
15 received a perfect audit, which was nice, last year.  
16 And we received the highest award possible from the  
17 government organization. We got the CAFR award. What's  
18 the correct title of the award?

19 MR. KIRTLAND: The GFOA, excellence in  
20 reporting government reporting.

21 MR. HAJ: So we expect that every year. And  
22 then also when I came in, too, I made it a point to have  
23 one-on-one meetings with every staff member to see  
24 what's going on.

25 I think the people closest to the product

1 will give you the best solution. So we're trying to  
2 empower the staff that everyone has one-on-one time with  
3 me. They report to the executives but my door will  
4 always be open with them.

5           The programs team was working within regions  
6 and they were working in solos. Each region has their  
7 own meeting. So what we started doing is, the programs  
8 team no longer works in silos, just one program meeting  
9 for all the programs teams together.

10           The messaging comes out very clear to  
11 everybody. There's no -- we had a little bit of  
12 difficulty with messaging to begin with when everybody  
13 was having their separate meetings, so one meeting and  
14 everybody hears the same message.

15           And the success of management has been a big  
16 piece this last year. Within each department, within  
17 finance, within programs, that we're trying to identify,  
18 that's one reason we went from executive teams to  
19 bringing in the senior managers, so nobody should have  
20 the institutional knowledge when they leave the building  
21 to lock up the door and it puts all the departments in a  
22 very tough situation.

23           So from every level of the organization, we  
24 want two or three people behind that. And we also want  
25 to build it -- and I want to be here for a long time,

1 but when I walk out the door, that you do have several,  
2 you know, a handful of people within the organization  
3 for this seat.

4 I don't want to put myself out of business,  
5 but build an organization that you have great people who  
6 can run the show. I should be the most disposable  
7 person in the building and that there are people who are  
8 underneath. And again, it's not just at the top level  
9 but throughout the organization.

10 We had some key successes this year. 100  
11 percent of our contracts were executed on time. Again,  
12 downsizing 20 percent of the staff and executing 100  
13 percent of the contracts, the first time that the Trust  
14 has done that, I think, is a testament to the skill set  
15 and the work ethic of our floor.

16 We successfully launched the metrics.  
17 Champions for Children, I think we talked about it. We  
18 put staff to go out and find sponsorships so that we  
19 paid for Champions, that we don't pay for it with  
20 taxpayers' money, that the money continues to go to the  
21 kids, that we find sponsors to pay for Champions for  
22 Children, and we're on-track to do that again this year  
23 as well.

24 Looking ahead, throughout the last couple of  
25 Board meetings, we've talked about our technology way



1 forward. There's also a Trust way forward.

2           Again, on this colorful sheet that we gave  
3 you, when we first started looking at all the projects,  
4 we had close to 90 projects. And it was kind of hard to  
5 keep on top of the projects, who's doing what.

6           So we re-focused how we work. And if you  
7 see this, in the middle, it says, "Organization Norms  
8 for Excellence." This is The ONE group. They call  
9 themselves "The ONE". And Vivian heads The ONE.

10           But The ONE Group is pretty much the  
11 executive and senior managers and they set the norms.  
12 And then around there are the core teams. We have a  
13 group dealing with solicitations, contracting, digital  
14 footprint, infrastructure and so on.

15           And these are different people, because what  
16 we found initially with a whole list, is that you  
17 started burning people out. The go-to people were  
18 getting hit constantly, and going back to having people  
19 closest to the product in the decision-making. So it's  
20 a win-win.

21           So all the work that we do falls under one  
22 of these categories and that is the way we're working  
23 moving forward. There's an IT way forward that  
24 hopefully in 10 months, no more than a year, we have our  
25 whole IT process that makes it easier for the providers,

1 it makes it easier for us to use data, it makes  
2 contracting easier, it makes invoicing easier. I really  
3 put this in the 21st century.

4 And then the Trust way forward, the way that  
5 we work here, this hasn't been easy. Again, with all  
6 the changes this year and changing the way we work,  
7 piggybacking on everything else that I told you, it's  
8 been difficult. It really has been difficult for  
9 everyone to get on the same page.

10 But now it is working. We've set ourselves  
11 up. I think we are exceptionally efficient and  
12 effective and that this will help move us forward to  
13 where we need to be and being responsive to our children  
14 and families.

15 And just in closing, I just want to keep on  
16 reiterating, the staff is absolutely phenomenal in this  
17 organization. The success that we have had in the last  
18 year is because of the staff. It really is, because the  
19 executive team that are in this room and the people on  
20 the floor who come to work every day, who are not only  
21 bright but are passionate and really care about the kids  
22 and families.

23 So I'm proud to lead it and I think as Board  
24 members, you should be very proud of the staff at the  
25 Children's Trust. So Madam Chair, thank you. And I

1 also want to thank you for lunch today.

2 MS. NUELLE: You're welcome. Thank you, Jim.

3 Does anyone have questions?

4 (NO VERBAL RESPONSE.)

5 MS. NUELLE: Okay, then, that's easy. So I'm  
6 going to just wrap this up. I think today was  
7 excellent, I think, at least in our group, you know, the  
8 rotating and everyone having time to voice their  
9 opinion.

10 And it seemed -- and I guess -- I don't know  
11 if everyone else sort of feels the same way, but there's  
12 just a lot of overlap. And so I think it's kind of  
13 exciting to identify some of these issues, especially on  
14 the high level, you know, Board policy level.

15 And the only thing is that I'm probably  
16 going to be getting a poison dart soon, because a lot of  
17 these issues, I think, you know, are going to take time  
18 and more work.

19 But I think it will make this organization  
20 so much stronger and better and efficient in terms of  
21 what our priorities are.

22 So the next session, next week, they're  
23 going to assemble -- staff will assemble all of this  
24 information and put it together.

25 I don't know. Are you going to do any kind

1 of overlap or you'll just do the four sections and start  
2 to see where the --

3 MS. RAYMOND: What you'll definitely look  
4 for are themes to emerge across for sure, processing the  
5 information.

6 MS. NUELLE: All right. Thank you. So we  
7 meet, I think, it's at 3:00?

8 DR. HANSON: Yes.

9 MS. NUELLE: 3:00 on May 2nd. And at that  
10 session, like we said earlier, we'll be provided with  
11 more information about our investments, the percentages.  
12 And it will be -- our charge really will be to provide  
13 policy guidance on how to prioritize our investment  
14 areas for -- I was even getting confused -- for our --  
15 not this year's budget, the following year's budget.  
16 And then in August and September will be the beginning  
17 of the rollout for the new -- for our new programs and  
18 solicitations.

19 And I think that's about it, right?

20 (Off the record.)

21 MS. NUELLE: And obviously, I want to thank  
22 Lori. And all of this, it's very easy to say, oh, I  
23 think we should do the strategic -- you know, tweak the  
24 strategic plan, look at it, can we do this, this, this  
25 and this.

1                   And then really, Lori does all the work and  
2 a lot of time and effort and thought goes into it. And  
3 Catherine, who it's just wonderful that Catherine has  
4 been with us now for quite sometime. So to have someone  
5 that understands who we are and what we do is, I think,  
6 also really helpful. And I'm sure there's lots of staff  
7 behind the scenes that are working with Lori to make  
8 these kinds of days possible for us, so thank you very,  
9 very much.

10                   And I don't know if anyone else has any  
11 questions.

12                   (NO VERBAL RESPONSE.)

13                   MS. NUELLE: No. Okay, then, see you across  
14 the street. Thank you very much.

15                   (Whereupon, at 3:40 p.m., the meeting was  
16 adjourned.)

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REPORTER'S CERTIFICATE

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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 from 1 to 37, inclusive, 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 8th day of May, 2017.

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Fernando Subirats  
Court Reporter

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**Board of Directors Strategy Check-in Meeting: Monday, April 24, 2017**  
Opportunities and Challenges Small Group Activity Notes

**TOPIC AREA: COLLABORATION**

*Continue meaningful collaboration across systems, providers and partners, as well as genuine community engagement with families*

- 1) **OPPORTUNITIES:** Identify specific, existing opportunities that could support implementation of the Trust's strategic plan.
  - More Collaborations / Leverage of funding –
    - The learning opportunities offered by The Trust has allowed other agencies to get grants and to collaborate with other partners.
    - Getting grass root organizations involved as a way of capacity building.
    - Opportunities to work in partnership/collaboration serve like a coaching, mentoring model.
    - Continue leveraging resources from MDCPS, Department of Justice, etc.
    - Leveraging resources in the community to avoid duplication of services, more cost-effective.
    - Look at organizations across the country and see what is working.
    - Develop partnerships with orgs around the country, something we haven't done yet, but The Trust is poised to expand in that way.
    - Learn Innovative new programs. Exploring if it is something we could do. Even within FL with the other CSC and work more in collaboration for legislative agenda.
    - Get providers more match funding as it helps the grass root providers to grow.
    - Matching grants challenge.
    - Explore what has transpired between The Trust and MDCPS, breakthrough in collaboration. How can we take it to the next level? The kind of collaboration that is an example. Too early to see what will be the outcome.
    - Together for Children & Summer Youth Employment - examples of bringing multiple large agencies together, the value of the exercise is valuable.
    - Define partnerships
    - Need to build trust - Maybe the role of the Trust is to continue moving towards that. More powerful when people working together.
    - How to build the culture of collaboration.
    - Require letting my "number one agenda" set aside.
    - This community should be able to call the executives from major entities and get them to agree in the most significant priorities in the community; directing all the money towards those priorities. In some agencies is about meeting political pressures or satisfy a particular group. Lots of politics involved. When spending lots of money in keeping grass roots happy, there might not be enough results.
  - Non-traditional partners
    - Leverage resource with the private sector, not just the public entities. Internship, similar to what the automotive and construction industry are doing. Many initiatives to train youth.
    - Invite unions and the chambers to see how we can better partner. Include the minority-oriented chambers.
    - Non-traditional partners that we should consider as potential partners. Those not in our traditional circles.



- Use of research to identify service gaps
  - Deeper dive to what different types of families consider their needs. Use our tools to explore the various needs in the county. More research, more information. Understanding the cultural differences of our community, what is a family in this community.
  - Ability for stakeholders to share crucial information that is used to measure kids' success (e.g., The Trust Research & Evaluation with M-DCPS, Together for Children).
  - Needs assessment – Different entities do surveys, it would be good if multiple agencies pull together so that it is one assessment and many could use the data to avoid duplication, in many instances the same results. Would add to the data already being collected.
  - Collaboration with universities to finance more research. The Trust is uniquely positioned to partner with other larger entities who know how to better evaluate programs and initiatives.
  - Research findings need to be disseminated, not only to interested parties, but the providers and trainers must get the information. Filter down to those in the front line.
  - Research to help legislative agenda.
  - Create opportunities for longitudinal research work.
  - Consider those looking at collecting the same data, share resources.
- Expand community engagement –
  - How to get all people in the county to use Trust services? What is the best way to communicate? Is it through the schools? Bigger media campaign? Public forum? How to ensure people have better knowledge about The Trust?
  - Informal communication is the most effective, but what about people that are not that social, how to reach them? Almost every child goes to school, maybe that's a way to communicate better to parents. For example for summer camps, people don't know where to go.
  - The choir shows up first. How to engage those families? Not only the socially isolated, but those marginalized groups and hard to reach.

2) **CHALLENGES AND THREATS:** Identify specific challenges or threats that could hinder implementation of the Trust's strategic plan.

- Staffing changes – Changes in personnel / staff, need to build trust again. It takes you back at square one. It is a threat when a working relationships disappears due to personnel changes.
  - OPPORTUNITY - Solidify institutional relationships through compacts or agreements.
- Funding cuts at the national and state level and how will that affect us locally. Especially if not seen as a priority. When there is a financial collaboration, the multiplier effect if we are the matching source. Organizational impact, service providers and the families served. Lots of talk and threats about cuts for people that are poor and marginalized.
- Not enough collaborative work - There hasn't been enough collaborations as we should
- Not using research-based approaches for collaborations - Collaborations determining services not based on research (e.g., Together for Children).

3) **PARKING LOT:** Note any discussion items that are "off topic" from the two areas above.

- Longevity of participants in any given program - When a family gets into a program, they stay for long periods if they feel comfortable. Problem: It reduces the number of available slots for new families. Can we consider allocating a certain number of slots for new participant?
- Evaluate participant eligibility - Lots of looseness in the county. Income verification. It is a tragedy when a family with a decent income gets in when a family in need don't get services.



**Board of Directors Strategy Check-in Meeting: Monday, April 24, 2017**  
Opportunities and Challenges Small Group Activity Notes

**TOPIC AREA: EARLY CHILDHOOD**

*Support early childhood development from birth to kindergarten entry through safe, nurturing families and communities*

- 1) **OPPORTUNITIES:** Identify specific, existing opportunities that could support implementation of the Trust's strategic plan.
  - **Investment/Funding:** *Research shows that investing in birth to 3/5 yields the greatest return on investment. Substantially increase early childhood funding in excess of 10%.*
    - Board members talked about birth to five with focus on birth to three can have the most impact on children's outcomes when you intervene with these age ranges; largest return on investment, therefore, invest more in B-3 specifically and B-5 generally
      - Birth to 3 focus was emphasized in the group as a priority area owing to brain development
    - Parenting programs work very effective for very young children (when implemented with fidelity)
      - Parents are first teachers, have lasting relationships with children
      - Not all children attend child care: How do we support these children?
    - Invest in ECE workforce
    - Additional support for social-emotional development
    - Fund what works and where there are gaps: e.g., Early Discovery
  - **Research and Evaluation:** *The Trust is uniquely situated to provide and evaluate EBP in diverse community settings*
    - Early Childhood Community Research Demonstration projects are an example of research and evaluation that will tell us what works in the context of MDC. This initiative could provide answers to:
      - Are current interventions culturally-relevant?
      - Best practices research done in lab-setting, do they work in community settings?
    - Review research for "gifted" early childhood and used to inform staff training
    - Recommended: Increase funding for evaluation efforts to determine what we are doing is effective; should be 10% of program budget
      - Need research evidence to scale up interventions that work
      - Long term studies would tell us what effects are sustained over time
      - Implement those models that we know promote early childhood development, look at the existing research and evaluate current programs within our community
  - **Professional Development**
    - Training is needed for implementing evidence based parenting programs
    - Establish coordinated systems of care: Staff in ECE programs, ECE workforce preparation programs and parenting programs need Mental Health Consultation training to understand adverse childhood events, understand long term effects of trauma, social-emotional development of young children as it relates to brain development

2) **CHALLENGES AND THREATS:** Identify specific challenges or threats that could hinder implementation of the Trust's strategic plan.

- Funding / Investment
  - Not enough funding in early childhood investment; only 10%
  - Lack of investment in ECE is a concern for Board Members. Therefore, recommended to increase funding.
  - "Easier" to invest in after school programs than programs for babies
  - Additional supports needed for child care programs to improve quality
  - To increase funding in ECD, where will it be taken from?
  - Add 0-5 parenting funds or "other areas" into ECD budget to arrive at true percent of ECD investment
  - Dave Lawrence vision was 50% of Trust funding invested in Early Childhood
- Mental health - Road view of mental health and offer a more holistic approach
- Professional Development
  - Know what high quality looks like in ECE but difficult to train up ECE program staff
  - Need to invest in provider staff development to understand, Ability for stakeholder to share crucial information that is used to measure kids' success (R&E with The Trust with
- Disconnect between ECD and health - pediatricians are not always aligned with the field of SE, behavior support
  - More alignment and communication between pediatricians and early childhood caregivers/professionals
  - Children need to be seen holistically, developing social/emotional as well as mentally
- Underutilization of programs
- Research / Learning - Know a lot of what works but is conducted in a lab setting and we find it effective; know less about effects when it rolls out in the community. Research to practice gap.
- Younger kids have less of an impact on what's happening today; folks tend to focus on "what is the loudest" (e.g., gun violence instead of prevention with children 0-5). Prevention will work better with 0-5 with SE support to prevent gun violence/ youth violence.
- Parent Involvement/Family Engagement - How to engage high-risk families in all aspects of programming for children Birth to 5?
  - Providers target parents that are easily accessible and motivated
  - Hard to reach families with highest need are difficult to engage
- Increase opportunities for children in the child welfare system
- Balancing access and opportunity for other special needs populations which could be higher inclusion or specialized programs
- Is there another "carve out" for birth through three? Since ECD is considered birth to 5
- Asset mapping to see where are the children and which services they are accessing by which agencies
- Involve WIC in our programs more

3) **PARKING LOT:** Note any discussion items that are "off topic" from the two areas above.

- Training for EC faculty at MDC for mental health consultation
- School-age FCCPC (Florida Child Care Professional Credential)
- What can EC learn from after school programming? Workforce skills such as conflict resolution, emotional intelligence



**Board of Directors Strategy Check-in Meeting: Monday, April 24, 2017**  
Opportunities and Challenges Small Group Activity Notes

**TOPIC AREA: SCHOOL-AGE YOUTH:** *Support school-age youth through the transition to adulthood, with holistic focus on safety, academic success, life skills, health and positive behavior*

- 1) **OPPORTUNITIES:** Identify specific, existing opportunities that could support implementation of the Trust's strategic plan.

**Collaborations**

- Looking into how we can collaborate with other institutions like MDCPS and start earlier (start in Middle school) especially with transition to adulthood. Too many kids that don't know what comes next.
- Collaborate with first day of school packet – Share information with parents of children in MDCPS about service and opportunities
- Collaboration – to build more opportunities for our youth
- Work being done on Together for Children – can the board learn what is being done? Primary funding sources. Board members are involved? Hearing about the meeting through other
- Collaboration with the private sector – for example: Urban Academy

**Services & Needs**

- 25,000 youth serviced in after-school programs: we're funding a good portion of the MDCPS population, approximately one full grade level. Can we do more?
- Lots of children with needs and how to address: where are the children and where are the families that have need? Can we using the commission district
- Turning the system around: focus on children first (instead of letting programs fill slots)
- How can the Children's Trust fill in the gaps in services that MDCPS can't provide (such as mental health)?
- Focus on transition between elementary and middle school, focus of middle school/high school – research on best practices? To assist them in the transitions
- Middle school redesign – do more work in transition between elementary and middle through AFS services. Need to focus on transition points.
- Press the legislative for more funds for apprenticeship funds
- Learn and identify areas The Trust isn't reaching and why (e.g., English language learners, CWD)

**Performance / Outcomes**

- Can we get the report cards? Can we get past the confidentially?
- Use Read to Learn data to check on 3<sup>rd</sup> grade students status (make sure they are on track)
- Learn from program with youth disabilities – disabilities employment initiatives programs are ahead
- Use technology to "track" children

**Mental Health**

- Mental health screenings with Health Connect (22,000 mental health screenings) – where does this work lead?

- 2) **CHALLENGES AND THREATS:** Identify specific challenges or threats that could hinder implementation of the Trust's strategic plan.

#### **Data Development Agenda**

- No data on employment outcomes. Do we have data to prove that improves job training? Don't know if they're not getting jobs or technical trainings. How do we leverage other programs?
- Service usage for and needs of special population children care kids - Are the needs different by special populations (e.g., CWD, foster, DCF involved)? How do we make sure these children are getting services they need?
- Need access to students grades to measure program impact
- Needs assessments: what are the barriers to literacy? Disaggregating data related to literacy

#### **Services and Outcomes**

- How do we start to identify those children that aren't college bound early on? Get them career ready and/or college ready?
- We have more vocational programs than we think: some youth can't take in school vocation programs/needs remedial classes
- Stigma attached to non-college path (e.g., technical careers, vocational, trades). How do we turn this language around?
- Reading/literacy of children

#### **Collaborations**

- Lack of clarity related to large initiatives (e.g., Together for Children) regarding status, outcomes, and Trust involvement. Haven't heard from universities involved.

- 3) **PARKING LOT:** Note any discussion items that are "off topic" from the two areas above.

- We have initiatives about gun violence but nothing about gun control
- Commission Suarez- "At the strategy meeting, we don't have legal information to obtain information from the school system. Dan – I'd appreciate your support for revenue neutral legislation."
- Research basis for Together for Children



## Board of Directors Strategy Check-in Meeting: Monday, April 24, 2017

### Opportunities and Challenges Small Group Activity Notes

#### TOPIC AREA: SPECIAL POPULATIONS

*Provide broad supports for all children, while also focusing on supporting special populations in great need (i.e., children/youth with disabilities, children in foster care, under the jurisdiction of juvenile justice or homeless, as well as geographic disparities)*

- 1) **OPPORTUNITIES:** Identify specific, existing opportunities that could support implementation of the Trust's strategic plan.
  - Collaboration across service providers or agencies to focus on special populations; funding offers possibilities to expand services (e.g., JAC with M-D Police; Summer Internship; Together for Children)
  - Many special populations have cross over or integrated service providers to connect to other identified services. Children with co-occurring challenges have multiple opportunities to access services
  - Existing programs can address unique needs of children (e.g., Heart Gallery, parenting programs for special populations, children in foster care are in afterschool). The opportunity may be to have more programs but to ensure slots or capacity is being utilized fully in the special population programs. Many of the needs are general.
  - The public is always empathetic/sensitive to children with special needs; the public does not mind spending funding on this.
  - Many young entrepreneurial millennials in the community are interested in working with special populations and creating opportunities and programs for them.
  - Identify transition points, and services for children at various stages/ages in life transitions. Need to identify the service providers that provide the transitional/life stages services.
  - Create a clearing house of all the agency services, we would know what is funded, what agencies should partner. This would build collaborations.
  
- 2) **CHALLENGES AND THREATS:** Identify specific challenges or threats that could hinder implementation of the Trust's strategic plan.
  - Turnover in leadership (may lead to lack of continuity and need time to come up to speed)
  - Geographic disparities - disparities in income/poverty/equity/SES
  - Coordination of services for children that have multiple needs who may need to get services via several different agencies.
    - Reduction/cuts in federal/state funding.
    - Reaching the parents of children with special population children, who may be disenfranchised and uneducated about the services in the community.
    - If public cannot relate to the needs of homeless/special population children. This services would not be for all families. (can be an opportunity and a challenge).
  - Challenge of entrepreneurial spirit in ensuring quality and capacity building for new agencies/programs.
  - Coordination of services for populations with multiple special needs
  - Data sharing across agencies that serve children with various needs (foster care children, educational data & medical)

- Create a clearinghouse of all the agency services, we would know what is funded, what agencies should partner. This would build collaborations, but yet another clearinghouse or database.
- Unknown/less known special populations (e.g., substance expose infants) who have great need. What may be unique or more prevalent or faster growing to Miami-Dade County?

3) **PARKING LOT:** Note any discussion items that are “off topic” from the two areas above.

- Each population has different needs/challenges long-term.
  - Can be comprehensive need, long-term, transitory, and immediate need.
  - As the population gets older the needs change, but a seamless continuity system is important.
- Clarify what are the special populations/special needs –definitions and usage?
  - What unique populations are of the highest need in this community?
  - What unique populations are considered vulnerable populations?
  - How are we determining who is in greatest need and what are the unique challenges for this community as it relates to special populations?
- Are their reserve funds to address sudden reductions in funds from other sources?