



Board of Directors Meeting

November 19, 2018

1 THE CHILDREN'S TRUST BOARD OF DIRECTORS MEETING

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

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Committee Members

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Kenneth C. Hoffman, Chair

Steve Hope, Treasurer

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Karen Weller, Secretary

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Pam Hollingsworth, Chair Program Svc. & Child Health

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Mark Trowbridge, Chair Human Resources

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Dr. Magaly Abrahante

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Dr. Daniel Bagner, Florida International University

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Sanford Bohrer

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Rodester Brandon, At-Large Board Member

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Constance Collins

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Mary Donworth, United Way of Miami-Dade

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Gilda Ferradaz

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Carlos Jiminez/Inson Kim

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Lourdes P. Gimenez

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Nicole Gomez

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Mindy Grimes Festage

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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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PROCEEDINGS

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

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

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

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

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

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 forked 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

| | | | | |
|-------------------------|---------------------|-----------------|----------------|------------------|
| | \$571,000.74 | 10.9 | 180,000 | 52:2 |
| \$ | 61:21 | 41:9 | 28:19 29:6 | 2017/2018 |
| \$1 | \$571,074.00 | 100 | 1976 | 25:5 61:18 |
| 74:3,4 | 61:21 | 79:5,6 83:3 | 11:7 | 2018 |
| \$1,500,000.00 | \$750,000.00 | 114 | 1980 | 10:15 14:15 |
| 71:22 | 74:1 | 25:22 | 11:9 | 15:15 53:9 |
| \$1,990,000.00 | \$790,000.00 | 12 | 1994 | 63:14 71:4 |
| 95:17 | 95:12 | 63:13 65:3 | 14:5 | 89:16 91:6 |
| \$1.5 | \$880,000.00 | 71:22 | 1st | 92:16 94:18 |
| 73:25 74:4,7 | 65:3 | 12-month | 64:14 84:24 | 95:15 |
| \$100,000.00 | \$97,100.00 | 92:17 94:19 | 87:2 | 2018/2019 |
| 89:15 | 63:13 | 120 | | 27:23 |
| \$11.5 | 1 | 26:8,14 | 2 | 2019 |
| 97:11 | | 122 | 2,600 | 63:14 65:4 |
| \$122,509,000.00 | 1 | 25:20 | 72:23 73:7,15 | 71:23 85:19 |
| 61:23 | 63:14 65:4 | 13 | 20 | 89:17 91:6 |
| \$125,000.00 | 71:23 85:19 | 83:9 | 28:10 43:11 | 92:17 94:19 |
| 74:9 91:5 | 89:16 91:6 | 13,000 | 59:22 | 95:16 |
| \$2,200,000.00 | 92:16 94:18 | 52:8 | 200 | 2019-14 |
| 94:17 | 95:15 | 139 | 81:8 | 61:15 63:10 |
| \$202,500.00 | 1,000 | 25:24 | 2004 | 2019-15 |
| 85:18 | 29:15,16 | 15 | 13:1 | 64:24 |
| \$25,000.00 | 1,300 | 32:21 71:13 | 2008 | 2019-16 |
| 98:22 | 57:8 | 154 | 10:11 | 71:18 |
| \$3,000,000.00 | 1,500 | 26:5 | 2013 | 2019-17 |
| 94:20 | 73:1 | 16,133 | 52:1 | 85:13 |
| \$3.7 | 1,532 | 25:6 | 2014 | 2019-18 |
| 62:1 | 40:21 | 16.9 | 53:9 | 89:9 |
| \$440,000.00 | 1,800 | 41:4 | 2015 | 2019-19 |
| 74:8 | 72:25 | 171 | 36:5 | 90:25 |
| \$548,063.00 | 1/13 | 26:1 | 2016 | 2019-20 |
| 92:15 | 83:8 | 18 | 85:7 | 92:11 |
| | 10 | 71:13 85:18 | 2017 | 2019-21 |
| | 89:16 91:5 | | | 94:12 |
| | | | | 2019-22 |

| | | | | |
|----------------|----------------|---------------|------------------|-------------------|
| 95:10 | 39 | 51 | 9 | 22,25 73:1 |
| 2020 | 22:1 25:7 | 32:17 | | 74:9 77:14,15 |
| 65:5 71:23 | 27:19,25 | 56 | 94.62 | 79:10,15 84:25 |
| 85:19 | 396 | 97:12 | 27:24 | 87:20 |
| 22 | 25:9 | 57 | 95.28 | above |
| 71:16 | 3rd | 29:24 | 27:21 | 73:5,6 |
| 22nd | 87:3 | | | absence |
| 15:15 | 4 | 6 | A | 22:8 23:5 |
| 267 | | 60 | A-FORM | absences |
| 25:11 | 4,689 | 32:14 | 57:11 | 20:2 22:8,15 |
| 29 | 25:8 | | abilities | 23:8,10,14,18 |
| 71:23 | 4,830 | 7 | 81:14 86:12 | 24:2 |
| 2nd | 25:15 | 709 | ability | absent |
| 87:2 | 40 | 26:2 | 28:16 | 61:3 |
| 3 | 16:16 26:7,12 | 72 | able | absolutely |
| | 4:00 | 20:10,11 | 7:22,25 21:13 | 35:6 39:12 |
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