



Program Services and Childhood Health Committee Meeting Transcript

October 4, 2018

1 THE CHILDREN'S TRUST PROGRAM SERVICES
2 AND CHILDHOOD HEALTH COMMITTEE MEETING

3
4 The Children's Trust Program Services and Childhood
5 Health Committee Meeting was held on Thursday, October
6 4, 2018, commencing at 3:30 p.m., at 3250 S.W. 3rd
7 Avenue, The United Way, Ryder Room, Miami, Florida
8 33129. The meeting was called to order by Pam
9 Hollingsworth, Committee Chair.

10
11 Committee Members

12 Pam Hollingsworth, Early Learning Coalition
13 Lileana de Moya, Gubernatorial Appointee
14 Marissa Leichter, Gubernatorial Appointee
15 Dr. Daniel Bagner, Florida International University
16 Roderster Brandon, At-Large Board Member
17 Tiombe-Bisa Kendrick-Dunn, Gubernatorial Appointee
18 Frank Manning, Florida Department of Juvenile Justice
19 Mary Donworth, United Way of Miami-Dade
20 Shanika Graves, Assistant County Attorney
21 Leigh Kobrinski, Assistant County Attorney

22 STAFF:

23 Imran Ali
24 Deborah Robinson
25 Donovan Lee-Sin
26 Juana Leon
27 Juliette Fabien
28 Lori Hanson
29 Muriel Jeanty, Clerk of the Board

1 STAFF (continued):

2 Rachel Spector

3 Sabine Dulcio

4 Tatiana Canelas

5 Vivianne Bohorques

6 William Kirtland

7 Yesenia Reyes

8

9 GUESTS:

10 Lyse Deus

11 Judy Schaechter

12 Lesley Mendoza

13 Betty Alonso

14 Diana Venturini

15 Dr. Katie Hart

16

17

18

19

20

21

22

23

24

25

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

PROCEEDINGS

(Recording of the meeting began at 3:30 p.m.)

MS. HOLLINGSWORTH: Welcome to the October 4th Program Services and Childhood Health Committee meeting. It's been a little while since we met, so it's good to see everybody today. We're a little bit spread out today, but good afternoon to everyone.

Muriel, do we have any public comments for today's meeting?

MS. JEANTY: No public comment.

MS. HOLLINGSWORTH: Okay, very well. Then let's move on to the approval of the July 5th, 2018 minutes. We do have quorum, yes? Yes, we do, beautiful. Thank you.

May I have a motion to approve the July 5th minutes?

MS. DE MOYA: So moved.

MS. HOLLINGSWORTH: Thank you. And a second?

MR. MANNING: Second, Frank Manning.

MS. HOLLINGSWORTH: Thank you. All those in favor?

(WHEREUPON, the Board members all responded with "aye".)

1 MS. HOLLINGSWORTH: Any opposed?

2 (NO VERBAL RESPONSE.)

3 MS. HOLLINGSWORTH: The minutes are
4 approved. Okay. Before we move on to the resolutions,
5 we have a video for you.

6 MR. ALI: It relates to the first
7 resolution.

8 MS. HOLLINGSWORTH: And it does relate to
9 the first resolution.

10 (THEREUPON, A VIDEO WAS PLAYED.)

11 MS. HOLLINGSWORTH: Thank you. What a
12 terrific video. They were some really great and
13 high-performing young folks. So that's a nice segue
14 into our first resolution for today's meeting.

15 Resolution 2019-A: Youth Advisory Committee.
16 Per The Children's Trust approved budget, this
17 resolution seeks authorization to continue to operate
18 the Children's Trust Youth Advisory Committee, expand
19 its members and increase the number of meeting sites.

20 May I have a motion?

21 MS. DONWORTH: So moved, Donworth.

22 MS. HOLLINGSWORTH: Thank you. And a
23 second?

24 MS. DE MOYA: Second.

25 MS. HOLLINGSWORTH: Thank you. Are there

1 any recusals?

2 (NO VERBAL RESPONSE.)

3 MS. HOLLINGSWORTH: Moving on to discussion
4 or comments regarding this resolution.

5 DR. BAGNER: I just have a question. Where
6 are the students recruited for this program? Do they
7 target schools, particularly high-risk neighborhoods, or
8 is it just a general recruitment program?

9 MR. LEE-SIN: For the Youth Advisory
10 Committee, participation is open to all high school
11 students in the County. We actively go out to -- I
12 think we've been to nearly 85 schools since summer 'til
13 now.

14 But historically, we've had participation
15 from kids in public school, charters, private school, so
16 it's open to all.

17 MS. HOLLINGSWORTH: Thanks, Donovan. Any
18 other questions, points of discussion?

19 (NO VERBAL RESPONSE.)

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

22 (WHEREUPON, the Board members all responded
23 with "aye".)

24 MS. HOLLINGSWORTH: Are there any opposed?

25 (NO VERBAL RESPONSE.)

1 MS. HOLLINGSWORTH: The motion carries.
2 Resolution 2019-B: Authorization to negotiate and
3 execute a contract with the Public Health Trust of
4 Miami-Dade County d/b/a Jackson Health System, in
5 partnership with the University of Miami Miller School
6 of Medicine, to implement Miami's Injury Free Coalition
7 for Kids, a national model for injury prevention
8 programming, and to replace the Injury Free Mobile unit,
9 in a total amount not to exceed \$524,000.00, for a term
10 of 11 months, commencing November 1, 2018 and ending
11 September 30, 2019.

12 May I have a motion, please?

13 DR. BAGNER: So moved, Bagner.

14 MS. HOLLINGSWORTH: Thank you. And a
15 second?

16 MS. DONWORTH: Second, Donworth.

17 MS. HOLLINGSWORTH: Are there any recusals
18 for this resolution?

19 (NO VERBAL RESPONSE.)

20 MS. HOLLINGSWORTH: Okay. As we move into
21 discussion, I see that Dr. Schaechter is here. Would
22 you like to say a few words about this project, Dr.
23 Schaechter?

24 DR. SCHAECHTER: Thank you.

25 MS. HOLLINGSWORTH: Would you approach the

1 podium, please. You can bring your colleague if you'd
2 like. The name of your organization, please.

3 DR. SCHAECHTER: Judy Schaechter, Injury
4 Free Coalition for Kids, which is a collaborative
5 between Jackson Memorial Hospital and Health Center and
6 the University of Miami.

7 We've been -- thank you for having us and
8 thank you for all the work that you do for this
9 initiative. We have been doing injury intervention for
10 children. Childhood injury is the leading cause of
11 death and acquired morbidity disability among children,
12 and we've been doing this in Miami-Dade County,
13 throughout the County, for about 20 years.

14 We thank the Children's Trust for the
15 partnership in doing that. We have not asked -- we
16 haven't had an increase in funding for well over 10
17 years.

18 And part of what we do is with a big red
19 Injury Free Mobile that travels throughout the County
20 and provides training to parents and providers and
21 service workers and law enforcement and health care
22 providers as well in three languages.

23 We do that on the interior, which is done
24 like a home with what we now call simulation and
25 hands-on learning so that people can find the incorrect

1 thing, a cord that's dangling near a crib that might
2 cause a strangulation, maybe an Ajax container that
3 really looks like parmesan cheese, and learning how to
4 secure those dangling cords or keep those poisons away.

5 We also do child passenger safety, so car
6 seat trainings for those who would become instructors,
7 as well as providing the training right to parents and
8 getting them a car seat, if necessary, and booster seats
9 and reinforcing things about child passenger safety for
10 kids who are about eight years of age or less.

11 We are available to everyone who wants to
12 work with us and partner with the Children's Trust, the
13 home visitors and the other service providers. We would
14 like to go back to add more direct services for parents
15 which we know is a valid, evidence-based program.

16 And we want to add in some things that are
17 not necessarily new injuries but the spikes are coming
18 off, in terms of suicide prevention. We've always done
19 some guideline prevention but we think that that can be
20 bolstered.

21 Poisoning prevention, which now has to do
22 with things like liquid marijuana, edible marijuana and
23 the opioid epidemic. So that's a bit of an overview of
24 what we're doing. This does contain funding for a new
25 bus. Ours is how old -- 20 years old. That's how long

1 we've been using it.

2 MS. DEUS: Thirteen years.

3 DR. SCHAECHTER: So we got a retired
4 passenger City bus from Miami-Dade County and rehabbed
5 it, and now it is not only looking old but it's
6 currently not moving, so we really do need a bus, so we
7 want to use that to reinstate some of the interiors that
8 have been doing for parents and service providers as
9 well as increasing capacity for health care providers
10 and other first responders so that they can carry the
11 message further.

12 We also want to update in terms of how we
13 can get our message out with social media and other
14 forms of media to move this further. We're happy to
15 take any questions -- she's the backbone but she's
16 always quieter than I am.

17 MS. HOLLINGSWORTH: State your name, please.

18 MS. DEUS: Lyse Deus.

19 MS. HOLLINGSWORTH: Thank you.

20 MS. DE MOYA: Dr. Schaechter, just to be
21 clear, the resolution says that the bus is 30 years old.
22 It's 20, so we need to correct that. And is the bus
23 being refurbished or are you getting a brand-new bus?

24 DR. SCHAECHTER: So, we looked at all the
25 options in terms of refurbishing it only on -- well, the

1 interior and exterior, because things look extremely
2 tired and it's hard to engage people.

3 MS. DE MOYA: Sure.

4 DR. SCHAECHTER: And then we realized that
5 we had to redo all of the engine, which it's really been
6 kept -- it was fully retired, like, not reused, so it
7 was going to go, and we've had one of the people on our
8 staff is really great at maintaining that all these
9 years. And it died about two or three weeks ago.

10 So, we discussed the cost-effectiveness, and
11 I think staff on the Trust agree that it was most
12 cost-effective to get a new bus. We also talked about
13 having another used bus, and that this would be the
14 best, most efficient way, the most cost-effective way to
15 do it. As it is now, we're not sure because we don't
16 have a bus.

17 MS. DE MOYA: So, I was just wondering, and
18 the reason I was asking is, there's a lot of, like --
19 not a lot, there's only a few -- but vocational
20 technical schools that have auto mechanics and things
21 like that, that maybe the bus could be donated for the
22 students to practice fixing engines and working on it,
23 because I know sometimes they're looking for, especially
24 a bus. Cars are easy.

25 DR. SCHAECHTER: It's a super idea. And at

1 the moment, it is with a mechanic, I think, with the
2 County. And we would like to tow it so that we can use
3 the interior. We can't take it out. Once we have a new
4 bus, I think we would entertain that. We talked about
5 using it as a backup for when it gets -- the new one
6 gets serviced, but I think we can certainly entertain
7 that.

8 MS. DE MOYA: Okay. Thank you.

9 MS. DEUS: (Indiscernible) Thirty years
10 (indiscernible) plus the transit (indiscernible) prior
11 to.

12 MS. DE MOYA: Okay. So then the correction
13 is not needed.

14 DR. SCHAECHTER: It's 30 but it's been ours
15 for 20.

16 MS. DE MOYA: Okay. Thank you. I just
17 wanted to make sure the resolution read correctly.

18 MR. BRANDON: So, with one bus, how -- can
19 you help me understand how you're covering the entire
20 County?

21 DR. SCHAECHTER: Yeah, so we have actually
22 been doing -- we, as a team, with two other folks that
23 have been doing trainings where the bus isn't always
24 necessary so she'll go out to them.

25 But we bring it throughout the County on two

1 different locations. So it might be a health fair but
2 it might be a school and it might be a house of worship.

3 MS. DEUS: It's been everywhere. We do baby
4 showers, day care. We're not limited as long as they
5 have the space.

6 DR. SCHAECHTER: And we should probably
7 mention that there is a match that we think will be
8 secured this month from the Health Foundation of South
9 Florida because the bus cost itself is above what we're
10 asking from you, and that would be \$100,000.00 for the
11 bus. They're going to talk to us about also operational
12 going forward and it looks like they're going to go back
13 home because we're very optimistic.

14 MS. HOLLINGSWORTH: Thank you. Any other
15 questions for Dr. Schaechter or Ms. Deus?

16 DR. BAGNER: Sure, yes. So, I'm just going
17 to say, I think this is really important work, so I'm
18 really happy to see you doing this. I'm curious if you
19 could speak a little more to how you're targeting
20 particular under-served neighborhoods where
21 unintentional injuries are much, much higher and how
22 you're targeting those communities more specifically.

23 DR. SCHAECHTER: So, some of that is based
24 on historic data and ongoing data in terms of finding
25 those places. So, I will tell you that there have been

1 other times when we had multiple sources of funding, we
2 were able to employ injury epidemiologists for about 10
3 years and working with the Department of Health to
4 actually create those maps of where not only injury is
5 more but which specific types of injury and what
6 neighborhoods and how to do that.

7 That doesn't change too much from time to
8 time, so we are using our prior data to identify hot
9 spots in combination with other things. So the County
10 actually had some data in terms of pedestrian injuries.

11 We have often met with things like League of
12 Cities to find out what key stakeholders are looking for
13 and what systems are responsive to what they're looking
14 at, as well as law enforcement, of course, and so that's
15 where we go.

16 We have -- in addition to Haitian descent,
17 we have Cuban and Nicaragua, so that's how we're able to
18 do everything in three languages and be culturally
19 appropriate. And so we will, I think partnership is
20 important, true to the Children's Trust, of serving all
21 children. We'll go anywhere to research injury. But it
22 is true that we target places where injury is highest
23 and very often that correlates based on data that's not
24 just ours but nationally with low-income areas.

25 MS. DONWORTH: How many people do you see a

1 year?

2 DR. SCHAECHTER: It depends on which
3 activity.

4 MS. MENDOZA: Overall, we see about a
5 thousand a year.

6 DR. SCHAECHTER: So, how many car seats --
7 car seat checks?

8 MS. MENDOZA: 300 car seat checks.

9 MS. HOLLINGSWORTH: Thank you. Thank you
10 very much.

11 DR. SCHAECHTER: And I just want to say, you
12 know, 1,000 people may be a whole lot more children.
13 Thank you.

14 MS. HOLLINGSWORTH: Thank you. All those in
15 favor?

16 (WHEREUPON, the Board members all responded
17 with "aye".)

18 MS. HOLLINGSWORTH: Are there any opposed?

19 (NO VERBAL RESPONSE.)

20 MS. HOLLINGSWORTH: The motion carries.

21 Resolution 2019-C, authorization to negotiate and
22 execute a contract renewal with Nova Southeastern
23 University for capacity building for school nurses
24 around oral health screening, prevention, and referral,
25 in a total amount not to exceed \$166,667.00 for a term

1 of eight months commencing November 1, 2018, and ending
2 June 30, 2019.

3 May I have a motion, please.

4 MR. BRANDON: So moved, Brandon.

5 MS. HOLLINGSWORTH: Thank you. Second?

6 DR. BAGNER: Second, Bagner.

7 MS. HOLLINGSWORTH: Do we have any recusals?

8 (NO VERBAL RESPONSE.)

9 MS. HOLLINGSWORTH: And we move to
10 discussion.

11 MS. DE MOYA: I have a question. If
12 somebody could just refresh my memory. Do we not fund
13 someone already other than this resolution to support
14 the school nurses? Isn't there an organization that
15 does oral health screenings, right?

16 MS. FABIEN: That's this organization,
17 that's Nova.

18 MS. DE MOYA: It's this one. So it's the
19 same one?

20 MS. FABIEN: Yes.

21 MS. DE MOYA: Okay. But now they're going
22 to be supporting school nurses in addition to what they
23 do?

24 MS. FABIEN: So, this contract, it's an
25 integration of oral health into our school health

1 programs, so what they do is train the nurses on how to
2 do assessment, apply fluoride varnishes, so they work
3 with the school health team in order to implement this
4 contract.

5 MS. DE MOYA: So, they don't do the
6 screenings separately?

7 MS. FABIEN: So, they don't perform the
8 screening. They train the nurse on how to do the
9 screening.

10 MS. DE MOYA: It's always been that way?

11 MS. FABIEN: Yes.

12 MS. DE MOYA: Okay, sorry, I mean --

13 DR. HANSON: But if I could interject --

14 MS. DE MOYA: Is this different somehow?

15 DR. HANSON: No. What's different is that
16 we voted to approve for us to release a solicitation
17 that includes direct oral health services. It's out
18 right now, in fact, today. And so you're going to see
19 those recommendations coming, you know, separately.

20 You probably saw this most recently in May
21 because we needed more time. So the contract was
22 expiring, so we added three months and then we, you
23 know, and so now, we're taking this piece of the health
24 exemption because the infrastructure is already in place
25 to do the training with the nurses in the school health

1 for this piece.

2 But the other piece is being competitively
3 solicited to put services, direct oral health screening
4 and preventive services out in the community. So that's
5 going to be coming back as recommendations once we
6 release those.

7 MS. DE MOYA: And that's new, okay. That's
8 why I was a little confused, because I thought I had
9 seen this --

10 DR. HANSON: Yes. You approved the
11 solicitation and then you approved the extension, and
12 now we have this piece -- and you're going to see one
13 more piece after this, and then we'll get it all
14 aligned.

15 MS. DE MOYA: Okay. Thank you.

16 MS. HOLLINGSWORTH: Thank you. Further
17 discussion?

18 MS. KENDRICK-DUNN: I think I e-mailed with
19 Stephanie about this, but she told me -- I just was
20 wondering about the fluoride varnishes, because there is
21 some controversy around the use of fluoride because I
22 believe it's a toxin in these children.

23 So, I was just wondering if Nova is using
24 something else in addition to fluoride, if the parents
25 decide that they do not want to consent. She said that

1 parents can say "no." But if they say "no," is there
2 any other option besides using the fluoride?

3 MS. FABIEN: So, I would say about the
4 safety concern, and we have research done about it but
5 never proven, that it was -- because I think the
6 concentration, it's a little bit past 0.000 something
7 but it's not too much different from what's in the
8 toothpaste so it's safe.

9 And we have many studies out there showing
10 it's safe to apply. To answer your question about the
11 parents, and that's not something that we do behind the
12 surface. They will say, I have my rinses, we don't need
13 this. They would not say, oh, we don't want the
14 varnish. We haven't seen that.

15 But we have surfaces that are available. If
16 they say they don't want the varnish application because
17 we had an oral health assessment, and then they say, the
18 child needs to see, because you would be surprised as to
19 the type of cases you would see. And then they would
20 get a referral to, like, a dental provider for
21 assessment and treatment.

22 MS. HOLLINGSWORTH: So, in other words,
23 there is no replacement if a parent opts out of fluoride
24 for health concerns, but other kinds of referrals can be
25 made?

1 MS. FABIEN: Exactly.

2 MS. KENDRICK-DUNN: Is it possible, I mean,
3 if the Trust has looked at the research, I mean, is it
4 possible to share that? Because, I mean, I've seen some
5 research that said otherwise. I mean, I understand
6 about the fluoride but, I mean, if the research can be
7 shared with me, I would appreciate it.

8 MS. FABIEN: Absolutely.

9 MS. HOLLINGSWORTH: Thank you. Further
10 discussion?

11 (NO VERBAL RESPONSE.)

12 MS. HOLLINGSWORTH: All those in favor?

13 (WHEREUPON, the Board members all responded
14 with "aye".)

15 MS. HOLLINGSWORTH: Any opposed?

16 (NO VERBAL RESPONSE.)

17 MS. HOLLINGSWORTH: The motion carries.

18 Resolution 2019-D, authorization to release a
19 competitive solicitation of \$882,168.00 for continued
20 reading enhancement services, in alignment with the
21 Board's strategic plan with a new 5-year funding cycle
22 to begin October 1, 2019.

23 May I have a motion?

24 MS. DONWORTH: So moved, Donworth.

25 MS. HOLLINGSWORTH: Thank you. A second?

1 MR. BRANDON: Second, Brandon.

2 MS. HOLLINGSWORTH: Are there any recusals?

3 (NO VERBAL RESPONSE.)

4 MS. HOLLINGSWORTH: Open for discussion.

5 MS. KENDRICK-DUNN: So I have a question
6 regarding the students or the children that will receive
7 these services. So, I'm just wondering, for some of the
8 students who may be classified, let's say, with a
9 disability, like a learning disability, who may have an
10 IEP or a 504 plan. But how is that aligned with the
11 services that are going to be given here?

12 I'm just wondering if, like, does the staff
13 receive any additional training related to students that
14 have specific learning disabilities, let's say, reading,
15 because you would treat those children differently,
16 versus a child that does not have a learning disability.

17 DR. HANSON: So, this solicitation would
18 only be for rising kindergarten, rising first and rising
19 second-graders. So we're talking about the young end of
20 the spectrum and that distribution is towards -- because
21 it focuses on prevention and very early intervention,
22 skews towards the rising kindergarten and rising
23 first-graders.

24 We added rising second-graders. This is
25 probably the third funding cycle that we're doing this.

1 And I think we added them in after the first funding
2 cycle because we found some of the first-graders that
3 came back the next summer still needed some help.

4 So, certainly, there are probably a small
5 percentage of kids who are already identified. But
6 generally, what we find is that in this certain
7 population, they haven't yet made it through all the
8 levels of evidence that are required for the school
9 system to get identified fully for these kinds of
10 services or diagnoses.

11 So, actually, we've been sort of helping --
12 the first couple of years, we recognized, hey, there are
13 some kids that end the summer and really it would be
14 great if we could tell whoever they're going to be
15 coming to in the fall, this is what happened in the
16 summer, this is where they're at, this is what they
17 responded to or didn't.

18 And so we actually, in the first two years
19 of this initiative, we laid that groundwork with the
20 reading specialists in the district. And then because
21 this program is operated currently by folks who are
22 licensed psychologists, so they have the background in
23 the assessment, we were able to lay some of those
24 agreements down about what kind of documentation needs
25 to be, you know, what is it that they need for the

1 district to see, to be able to put in the child's file
2 and have it, you know, have it kind of count, if you
3 will, as the tier-2 intervention, that maybe, you know,
4 shows that they need to have a tier-3 intervention.

5 So, those are the types of -- it's been --
6 that's on a parental consent, you know, individual
7 child/parental consent level. And then separately from
8 that, there is also a research review agreement with the
9 district for us to be able to compare, you know, get
10 school system data and be able to track some of the
11 results of the work over time.

12 MS. KENDRICK-DUNN: Do you know how many of
13 the children that have been serviced or classified under
14 such -- because it's very true what you said about, you
15 know, sometimes it takes a while for the children to go
16 through the process maybe for the SLD.

17 But we do have quite a number of kids that
18 come in as developmentally delayed, so they've been in
19 the system since grades three, four and five, so they
20 don't even get re-evaluated until -- legally, they don't
21 have to re-evaluate them until they turn -- well, it has
22 to be before six. Sometimes it's after six.

23 DR. HANSON: I can look into what numbers we
24 have on that. Because we're putting these services in
25 place in our existing summer camps, you know, depends on

1 who signs up for the summer camps, what the population
2 looks like and the questions that we currently ask about
3 developmental delay and need for accommodation,
4 especially for children in our after-school and summer
5 programs are a little bit different than, you know,
6 specific diagnosis that does definitely ask about
7 challenges in areas like learning.

8 So, I could see if we could get some
9 information on that or just even find out how many kids
10 are having this connection that I mentioned as well.

11 MS. KENDRICK-DUNN: That would be good
12 because --

13 DR. HANSON: I have that -- I've read that
14 number in our report. I just don't have it off the top
15 of my head.

16 MS. KENDRICK-DUNN: That would be good
17 because I think it would be helpful, you know, for the
18 ones that do have the developmentally delayed
19 classification.

20 DR. HANSON: Dr. Hart is here. I was trying
21 to look around the corner but I couldn't tell if she was
22 here. Dr. Hart is here, although this is not really
23 pertinent to this resolution because this is to release
24 the new solicitation. So I think for the next
25 resolution, Dr. Hart could speak to the operation of the

1 current program. Does that make sense?

2 MS. HOLLINGSWORTH: Sure. Thank you. Any
3 other discussion?

4 (NO VERBAL RESPONSE.)

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

7 (WHEREUPON, the Board members all responded
8 with "aye".)

9 MS. HOLLINGSWORTH: Any opposed?

10 (NO VERBAL RESPONSE.)

11 MS. HOLLINGSWORTH: The motion carries.
12 Resolution 2019-E, authorization to negotiate and
13 execute a contract amendment to extend the current
14 12-month contract with Florida International University
15 Board of Trustees, Center for Children and Families
16 (FIU), for reading enhancement services, for an
17 additional five months, increasing the amount by
18 \$623,767.00, for a total amount not to exceed
19 \$1,505,935.00, for a term of 17 months, commencing May
20 1, 2018, and ending September 30, 2019.

21 May I have a motion?

22 MR. BRANDON: I'll move it, Brandon.

23 MS. HOLLINGSWORTH: Thank you. A second?

24 MS. DONWORTH: Second, Donworth.

25 MS. HOLLINGSWORTH: Thank you. Recusals?

1 DR. BAGNER: Bagner, FIU.

2 MS. HOLLINGSWORTH: Okay. Thank you. And
3 as we move into discussion, Dr. Hart, would you like to
4 approach the podium, please. Your name and agency,
5 please.

6 DR. HART: Dr. Katie Hart from FIU and the
7 Center for Children and Families. I'm the program
8 director for the Summer Reading Explorers Program.

9 MS. HOLLINGSWORTH: Thank you. Tell us a
10 little bit about the program and then I think the
11 committee may have some questions.

12 DR. HART: Okay. So, we've been funded by
13 the Trust since 2013 and what started as a part of the
14 Read-to-Learn initiative to help get all of our
15 struggling readers up to grade-level reading by third
16 grade.

17 So, we know that that starts early and we've
18 really targeted, in our first two years, the
19 implementation of our rising kindergartners and our
20 rising first-graders. It's a really preventative
21 approach.

22 So, we train -- I call them "our army" --
23 army of tutors who primarily are teachers in Miami-Dade
24 County Public Schools and they dedicate their summers to
25 implementing these now tiered reading supports for our

1 youngest learners.

2 So, we currently serve rising
3 kindergartners, rising first-graders and rising
4 second-graders who are at and below grade-level reading.
5 They receive six weeks of reading intervention services
6 that are what we call "tier-2," which means small
7 groups, so no more than five children in a group with
8 then a certified teacher or trained reading
9 interventionist.

10 We have had a record close to 10,000
11 children now served within this initiative, which is
12 incredible. We increased the number of sites and the
13 number of children that we served here in this last
14 year, and are projected to serve 2,250 this upcoming
15 summer and across close to 70 sites that are funded by
16 the Children's Trust.

17 We also, in the last cycle of funding, began
18 working with the early childhood programs that are part
19 of Quality Counts and through that, have been able to
20 focus on even our younger learners who are getting ready
21 for kindergarten.

22 We've seen tremendous growth in their
23 reading skills throughout the summer. It certainly is
24 preventing that summer slide, giving them a boost where
25 they wouldn't be able to get a boost otherwise.

1 And if you have children and have tried to
2 get them tutoring services in the community, we provide
3 this completely free of charge, at no cost for the
4 family through the generous funding that you all have.
5 So they're getting incredible reading supports during
6 the summer where they really would not be getting it
7 elsewhere.

8 MS. HOLLINGSWORTH: Thank you, Dr. Hart.
9 Questions?

10 MR. BRANDON: Do the students come to you,
11 to FIU during the summer?

12 DR. HART: That's a great question. No,
13 they do not. We go to them. So, we are working out in
14 the Trust-funded summer and the early childhood programs
15 that are already funded by the Trust, exactly.

16 And so we are working -- our tutors come
17 from all over the County and are often serving the
18 communities in which they live or teach. And many of
19 them actually choose to go back to the communities that
20 they also teach in because they see the gap from summer
21 to summer when kids aren't getting the intervention that
22 they need, so we're really -- we're going to them.

23 MR. BRANDON: You said you have an army of
24 tutors. How many are out there?

25 DR. HART: There are 42 tutors that are

1 across the County.

2 MS. KENDRICK-DUNN: I have a question.
3 Going back to what you mentioned about the Quality
4 Counts that tutor some of the children within some of
5 the programs related to Quality Counts, so what about
6 the children that -- our youngest children within the
7 school district, for example, that have disabilities and
8 do you have them as young as three?

9 So, do some of the tutors go out to the
10 children that are developmentally delayed? Say that
11 some of the kids -- you know, when we evaluate them, we
12 can clearly see before they turn five or six, that
13 they're at-risk for reading challenges because now with
14 phonics -- so, you can kind of predict that, so --

15 DR. HANSON: Can I interject a question
16 about that? Are they in your programs during the
17 summer?

18 MS. KENDRICK-DUNN: Sometimes. It depends
19 on the IEP, because if the team feels like they need
20 extended school year, "ESY" it's called, then, yes. And
21 then some, if they don't have ESY, but it depends on the
22 needs.

23 DR. HANSON: I think that in the past, we've
24 worked -- Deborah Robinson has worked closely as the
25 senior manager with the school system, school operations

1 that decide sort of which schools might be open in the
2 summers.

3 We've also definitely worked to get the
4 flyers out to people to know, like, you know, where are
5 some of the more intensive reading -- we've even had
6 some conversations about that.

7 And then last summer, we actually had some
8 parents calling us saying, you know, I want my kid to
9 get this component, right, so where -- which Trust --
10 you know, where is the Trust program near me that's
11 going to have this, because not all of our camps have
12 it.

13 You know, we have probably, you know,
14 hundreds, you know, more than in the hundreds -- between
15 a hundred and two hundred different summer sites
16 operating. And as you heard, this one is in, you know,
17 probably 50 to 70 different sites, depending on how many
18 kids are in each of those sites.

19 So, yes, so right now, we're focusing on our
20 existing infrastructure of where the kids are, recognize
21 that, like, even though we require kind of a tier-1
22 group, everybody, if it's some group literacy activity
23 throughout the summer every day, that's not enough for
24 some kids.

25 And when we saw that that was something that

1 we could try to fill, we first filled it in our funded
2 programs. The next, as you heard mentioned, that we
3 went out was to use our affiliated programs, so we don't
4 directly fund those child care sites that are part of
5 our quality improvement initiative.

6 But, you know, they're connected to the
7 Trust through that quality improvement initiative. So,
8 yeah, we would have to look at what other opportunities.
9 But this level of funding, I think, it's kind of in the
10 infrastructure.

11 So, what we would like to do is drive maybe,
12 you know, especially if you have kids that don't have
13 the extended year but are in need of summer, right, how
14 can we get those parents referred into our camps, you
15 know, really and asking for these services in our camps,
16 and then also get all the other great things that come
17 with the Trust summer camp.

18 MS. KENDRICK-DUNN: When you're talking
19 about prevention, and I do believe 100 percent in
20 prevention. And I think it's a need. I can say that.
21 I mean, I know that the program -- the school program
22 can't fill all the needs of all the young children in
23 the County.

24 But we do have a lot of children that come
25 in developmentally delayed, so we already have them on

1 the radar long before kindergarten. So, we already know
2 that many of them are going to most likely struggle with
3 their reading.

4 DR. HANSON: Now, is there a central point
5 of contact at the district to reach, like, those kids
6 that would be the summer before their kindergarten year?

7 MS. KENDRICK-DUNN: Maybe. It might be,
8 like, it might be multiple people.

9 DR. HANSON: Can we -- can we follow up on
10 that and see if we can figure out a structured way to
11 make that connection?

12 MS. KENDRICK-DUNN: Yes.

13 MS. DE MOYA: I just want to make a comment.
14 I think I can be heard regardless of this but -- I think
15 that this attests to the discussion that we had recently
16 that there's a lot of other initiatives that the Trust
17 is involved in when it comes to children with
18 disabilities, that we have to find a way for parents to
19 know.

20 And I think that that's, you know, I'm glad
21 you brought that up because we did have discussion about
22 another program the other day, that if parents don't
23 know, then how are we going to get those services to the
24 kids. I think we have to do a better job of making sure
25 that the information is getting to the parents.

1 DR. HART: We would also ask, just to add to
2 the previous conversation about how many referrals that
3 we've made to the district on an annual basis as part of
4 then this evidence early on that children need
5 additional support.

6 Last year, we made 150 referrals to the
7 district. What we're doing now is working with our
8 district partners to make sure that there's follow-up
9 through on those referrals, and we hope that we -- we
10 are in contact this year with the additional referrals
11 from last contract year.

12 This past summer, we are still in the
13 process of putting in those paperworks because
14 essentially, you're preparing the documents and reports
15 about each of the children and their response to
16 intervention as part of that.

17 MS. KENDRICK-DUNN: Thank you.

18 MS. HOLLINGSWORTH: Thank you, Dr. Hart.

19 All those in favor?

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

22 MS. HOLLINGSWORTH: Any opposed?

23 (NO VERBAL RESPONSE.)

24 MS. HOLLINGSWORTH: The motion carries. The
25 final resolution, Resolution 2019-F, authorization to

1 negotiate and execute a contract amendment with
2 ConnectFamiliias, to expand immigration services to youth
3 living in Miami-Dade County, in a total amount not to
4 exceed \$140,000.00, for a term of 10 months commencing
5 October 1, 2018 and ending July 31, 2019, in a new total
6 amount of \$640,000.00.

7 May I have a motion, please?

8 DR. BAGNER: So moved, Bagner.

9 MS. HOLLINGSWORTH: Thank you. A second?

10 MS. KENDRICK-DUNN: Second, Kendrick-Dunn.

11 MS. HOLLINGSWORTH: Thank you. Are there
12 any recusals?

13 (NO VERBAL RESPONSE.)

14 MS. HOLLINGSWORTH: Moving into discussion.

15 DR. BAGNER: Just make a comment. There
16 could not be a more opportune time to fund something
17 like this, so I'm really happy we're doing this.

18 MS. HOLLINGSWORTH: Thanks. All those in
19 favor?

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

22 MS. HOLLINGSWORTH: Opposed?

23 (NO VERBAL RESPONSE.)

24 MS. HOLLINGSWORTH: The motion carries.

25 MS. DE MOYA: I just -- it's fine but I have

1 a question. In this last paragraph, it says that the
2 expansion of services is different from helping youth
3 applying for asylum. I'm just wondering, how is it
4 different?

5 MS. ALONSO: My name is Betty Alonso. I'm
6 the president/CEO of ConnectFamilias, and I brought
7 along our partner on this, which is Leslie Mendoza, the
8 director of CABA, the Cuban American Bar Association.

9 We know the social service side of this. We
10 know the need in the community. And I'll let that
11 technician question around legal, I'll let the attorney
12 answer it, although I may, so that I don't misspeak.

13 MS. DE MOYA: Okay. Thank you.

14 MS. MENDOZA: Thank you, committee members,
15 and thank you so much for having us here today. To
16 answer your question, the difference between special
17 immigrant juvenile status and asylum is two different
18 things.

19 Asylum is fear of returning to your own
20 country. And under the current administration, there
21 have been a lot of cuts to what is considered a valid
22 asylum application.

23 Mainly, one of the main differences is
24 before, they used to allow for domestic violence. So,
25 if children were being abused by parents or by any other

1 relative, that they may qualify for asylum, recently,
2 Jeff Sessions announced that that was no longer going to
3 be valid.

4 Also, they are not approving asylum based on
5 threats from gangs or extortion from gang members in the
6 home country. Asylum rates are now about 15 to 20
7 percent of all asylum applications are approved which,
8 in my opinion, is very low, and that is at best.

9 Special immigrant juvenile status is a visa
10 which is a direct pathway to citizenship where the child
11 can become a legal permanent resident. And after the
12 visa allows you to become a legal permanent resident and
13 after you're a resident, in five years, you can apply
14 for citizenship.

15 So, a wonderful visa, and we've been working
16 with that visa -- I started working with that in 2004 in
17 New York. And when we moved to Miami here in 2013, I
18 began working, trying to get that for children in Miami.

19 We've been very successful. We've been
20 working with the state courts, with Judge Bernstein,
21 with the dependency courts. And we've done hundreds
22 of them here in Miami-Dade County and it has proven to
23 be -- given us much greater odds.

24 The thing about special immigrant juvenile
25 status is that cases have to be brought forth before the

1 children turns 18 years of age. If not, there is no
2 jurisdiction in order to get this relief.

3 MS. DE MOYA: So, I understand the
4 difference that you just explained. But the services,
5 how are the services that you're providing different for
6 each population?

7 MS. MENDOZA: For the legal, in terms of
8 legal, when it's asylum, it's a purely immigration
9 process. And when it's SIJ, it's a hybrid immigration
10 and a state court process because you have to get the
11 predicate order from the state courts.

12 So that's why there's an even greater need
13 for the Trust to fund something like this because even
14 private immigration attorneys do not know how to do this
15 method. Many private immigration attorneys are not
16 licensed in Florida and therefore cannot do this. So,
17 we have a lot of demand for SIJ.

18 MR. ALI: So, how many kids in the
19 dependency system do you serve?

20 MS. MENDOZA: Not all of the kids have to be
21 in dependency in order to qualify for this. If they're
22 being cared for by a family member, you could get the
23 predicate order necessary through temporary custody or
24 through a paternity order in family court. So not
25 necessarily all kids will be in dependency.

1 MR. ALI: So, how many foster kids do you
2 service?

3 MS. ALONSO: So, I can't answer that
4 question. Since we're going to baseline this now, what
5 we're saying is, we're going to start this with 100
6 kids. That was the request.

7 We're going to be able to report to you that
8 number at the end of this 10-month period. We're going
9 to see where they're truly coming from. We started
10 working with CABA as part of our original last year,
11 really doing the subcontractors.

12 We were seeing some of the concern on
13 immigration issues with the families we were working
14 with and we subcontracted them. And it was through our
15 work together that we learned about this visa.

16 We also learned about the opportunity. And
17 in that discussion, we also realized that there needed
18 to be an additional focus on this because no one was
19 taking a look at this.

20 So, this is going to be very innovative in
21 the sense that you all are the first ones that are
22 taking this under consideration to fund. We're going to
23 see what happens.

24 We're going to be able to have a larger and
25 a more robust story with actual data on this and then be

1 able to come back and say, this is what we're finding.
2 We know that 100 is a low-ball number for this
3 community, especially countywide, considering the need.

4 But we want to make sure that when we start,
5 we start something that has quality, that it's worked
6 out and that we're able to work out those kinks, because
7 we're both coming at this from each other's expertise
8 and now we're going to combine this.

9 And that's the other piece that hasn't been
10 done before. It's either only legal or only support
11 services. The two have not come together for
12 integration. And we want to make sure that we're tying
13 it back in to the programs not only that you're funding
14 but other programs in the community where those children
15 are living because the County is quite wide and
16 geographically and just traffic alone, right, it's going
17 to be difficult.

18 So, we want to make sure that we're working
19 with all of the partners and start to build some kind of
20 referral and start to understand what those actual needs
21 additional for legal are.

22 MS. MENDOZA: And another example of how
23 this is also going to be is normally, the children that
24 seek this relief are in some sort of removal proceeding.
25 But through this effort, we're also going to contact

1 kids that are in school that may not necessarily be in
2 removal proceedings but that they qualify for the visa.

3 That's where the inspiration came, when we
4 received a phone call from Southridge Senior High, a
5 social worker, a boy who has been in all AP classes but
6 had overstayed a visa and had been abandoned by both
7 parents. Actually, his father was deceased, had been
8 abandoned by mom and was just thinking -- he was here
9 from Haiti and he was on-board for wonderful
10 scholarships.

11 And they called us three weeks prior to his
12 18th birthday when the social worker realized what was
13 going on. And thankfully, we were able to get him his
14 documents and now he has his green card.

15 So that's where the inspiration from this
16 came. And we said, wait, we have to not only
17 concentrate on the ones that are in removal but the ones
18 that have been here studying, such as this wonderful
19 young boy from Haiti who now has his green card.

20 MS. ALONSO: And that also allows us to get
21 in front of the Dreamer Act because we don't know what's
22 happening. There's a lot of kids sitting in their
23 classrooms right now that may be eligible in this. So
24 we will work with All Children Together programs.

25 We will work with all of you to really start

1 to also educate and start to see where these kids are.
2 And once we have a better idea for that, we will come
3 back to you in 10 months, or maybe sooner, right, as we
4 learn more and say, this is what we're seeing, this is
5 what we know now.

6 But right now, some of those questions, and
7 I'm being very transparent, are not -- we're not able to
8 answer yet.

9 MS. MENDOZA: And the difference between
10 this and the Dreamer Act is that this SIJ visa has been
11 around since early 1989, I believe. As I said, I've
12 worked on it since 2004 and it is a direct pathway to
13 citizenship. It's not just that they're getting a
14 temporary permission to stay or a work permit. It's a
15 direct pathway to citizenship.

16 MS. LEICHTER: I just want to add, Imran,
17 there are still a lot of kids in dependency that qualify
18 for this visa. As you know, there's a great need and
19 I've seen CABA's great work. I work for foster care,
20 and we actually recognize you for your -- so I know that
21 they do great work.

22 My question is, though, I also know AIJ does
23 this. So, I'm curious to know how you guys decide who
24 represents which children. AIJ is Americans for
25 Immigrant Justice.

1 MR. ALI: Stephanie has reached out to AIJ
2 also to offer a similar amount of money. But they were
3 so overwhelmed they couldn't take it at this time, so we
4 just went ahead and did it with ConnectFamiliias.

5 MS. LEICHTER: My question is a little
6 different.

7 MS. ALONSO: So, I think this may help you.
8 We work with AIJ as part of our partnership already.
9 They have actually done this for us, so we're already
10 tapping into what they already do. And I would imagine
11 that communication will get strengthened as we roll this
12 out.

13 The other part about their -- we saw that.
14 We know that the Children's Trust is reaching out to
15 them as well. We've had a long history of working with
16 them. I think CABA has as well. So, I think that is
17 also part of that ongoing partnership. It's just the
18 way it's rolling out right now.

19 MS. MENDOZA: The other thing is, since
20 2014, we've worked with AI Justice. And what we do is,
21 we divide, so we cover different judges.

22 MS. LEICHTER: Okay. That was my question.

23 MS. MENDOZA: Yes, so we cover different
24 judges. We cover Judge Dao (phonetic). We cover Judge
25 Horn. And, you know, when we spoke to them about going

1 into schools, we cannot really do that at this time, as
2 you correctly pointed out. But we coordinate with them
3 all the time. We do trainings together, you know.
4 We're always calling each other to strategize.

5 MS. DE MOYA: So, you refer to "children."
6 So, I'm assuming you're talking about children up to the
7 age of 18. Are you considering children from 18 to 22
8 with disabilities like the Trust does?

9 MS. MENDOZA: We can. The caveat is that
10 part of the visa -- for the SIJ visa is under the age of
11 21.

12 MS. DE MOYA: Under 21?

13 MS. MENDOZA: Under 21. But the problem is
14 that the court has to have jurisdiction over the child,
15 and we have to get the predicate order from a juvenile
16 court with jurisdiction.

17 So, sometimes, if they are in the dependency
18 system and jurisdiction has been extended, then
19 absolutely, by all means, we can because the federal law
20 is until 21, and you just have to file an application
21 prior to the children turning 21.

22 So, if the child is able to obtain
23 jurisdiction somehow, we can. If there is no
24 jurisdiction, sometimes we will be able to get into
25 probate. This was definitely much easier when I was in

1 New York because in New York, the juvenile courts have
2 jurisdiction until 22. But here, that's the only
3 caveat, but there are ways that we can.

4 MS. LEICHTER: I think they do if they have
5 a disability until 22.

6 MS. DE MOYA: Yes.

7 MS. MENDOZA: Okay, then, yes.

8 MS. LEICHTER: I know extended foster care
9 lasts until 22 instead of 21 if the child has a
10 disability. I don't know if that --

11 MS. DE MOYA: It's the day before their 22nd
12 birthday. So, 21, but --

13 MS. ALONSO: And the aim is to identify
14 these kids before they turn 18, so if there does need to
15 be an extension on that, we're also aware of that and
16 working on that with those children.

17 Because what we don't want to find is
18 ourselves in a place because of age, because the child
19 is disabled and no one has taken care of the other
20 piece, that they were not able to do that. So that's
21 part of what we will also be looking at and we're going
22 to try to find these kids as soon as possible -- as
23 young as possible.

24 MS. KENDRICK-DUNN: I have a question. If
25 someone wanted to contact you, I mean, do you -- do you

1 take information with people who pick up the phone?
2 Like, I work in a high school. I know we have children
3 that have these issues and they're considered -- oh, my
4 God -- like, unaccompanied minors.

5 MS. MENDOZA: That's exactly why I'm here
6 today in front of all of you. Because as we have -- as
7 word has spread about us, and clearly I'm sure you could
8 tell this is my passion, helping these children, I get
9 more and more calls every day and I can't say "no."

10 So, we need more staff. And on top of it,
11 we need to work with ConnectFamilias to be able to guide
12 them once they have their legal status. So, we could
13 continue getting legal status but they could have
14 someone explaining to them, okay, now this is the next
15 step, you know, get your driver's license, apply for it,
16 you know, and so forth and so forth, so provide some
17 mentoring guidance to these children.

18 So, you know, just as mentioned the boy from
19 Southridge, then news spread and we got a call from
20 Homestead Senior High School. So I was there at
21 Homestead Senior High School. There were two girls. I
22 can't look at them and say, no, I'm sorry, we're not
23 going to do it. Obviously, we're going to -- we have to
24 do it. That's why I'm here asking all of you for your
25 support. We want what's best for these children. We're

1 here to help.

2 MS. KENDRICK-DUNN: If you have not been in
3 contact with the school district, with the school social
4 worker, that information probably should go to them
5 because I know for sure, our social workers are probably
6 at the front line of making sure that this actually
7 happens.

8 MS. ALONSO: Yes. So, one of the things
9 that we have discussed is exactly that, is going out to
10 each of the schools or going out to the meetings where
11 the social workers are or going out to key meetings
12 where school administration is and letting them know.

13 Without a program, without -- as Leslie is
14 explaining, there was a call and we can't say "no," our
15 heartstrings. This allows us, as ConnectFamilias, to
16 expand countywide and not be limited to geographic area
17 because that also has happened to us.

18 So then we take, you know, it's okay, we'll
19 take them anyway. But we also have that ability now to
20 say, there is a program. Before this, it was almost
21 ad-hoc.

22 MS. MENDOZA: We work a lot with Diana
23 Venturini. So, we work a lot with Diana Venturini and
24 she's been sending us referrals. But the thing is that
25 we always see, you know, what a difference it makes.

1 And then we're, like, we need another attorney that can
2 fully be on-board and we can go and find these, because
3 we see where there's one child that we got the green
4 card for, you know, years ago, when he was 15. He was
5 able to then get health insurance and apply for
6 Obamacare. So when they found a tumor in his head, he
7 was able to have the surgery.

8 So it makes such a lifelong difference. And
9 when we meet, you know, wonderful kids in school, we
10 want to go out and find all these kids and we want to
11 help all these kids. So, once we have the staff, we're
12 ready to roll that out.

13 MS. ALONSO: And again, remember, this is
14 the pilot, right? We're going to work out. We're going
15 to go figure this out. If you have information, we want
16 to work with you.

17 If you have suggestions on who we should be
18 going to meet with, if you have suggestions on where we
19 should be doing it, we want to build it and co-design it
20 with you, because this is an opportunity that is in
21 front of us and it's so timely for our community, and
22 there are so many kids who would benefit from that.

23 MS. HOLLINGSWORTH: Thank you.

24 MR. ALI: Thank you very much.

25 MS. HOLLINGSWORTH: I'd like to thank

1 today's speakers. Thank you very much. I'd like to
2 thank today's speakers for all of the rich information
3 that you've provided regarding the programs that you
4 operate on behalf of the Children's Trust.

5 And I'd also like to thank the committee for
6 the particularly robust discussion and consideration of
7 today's resolutions. And moving on to Imran for the CEO
8 report.

9 MR. ALI: Thank you. Jim sends his
10 apologies for not being here. He's out of town. So,
11 today's report, I just wanted to do a few reminders. We
12 have a Board chair reception. As you know, on the 22nd
13 will be Laurie's last meeting as chair of the Board, and
14 she will no longer be a member of this Board also.

15 So we're having a reception immediately
16 after the meeting across the street, so you'll get more
17 information, and we hope all of you can attend to say
18 "goodbye" to her.

19 On the 28th, we have the Spooky Symphony.
20 It is our usual annual event, and this year, the venue
21 has changed to the Miami-Dade County Auditorium from
22 4:00 to 6:00.

23 On November the 5th, we have the Dave
24 Lawrence, another book signing and reception that is
25 being hosted by City National Bank. I think the branch

1 is Le Jeune Road, so we hope that if you missed the last
2 one, you'll be able to attend this upcoming one.

3 That's it. Thank you very much.

4 MS. HOLLINGSWORTH: Thank you. Ladies and
5 gentlemen, we are adjourned.

6 (Whereupon, at 4:28 p.m., the meeting was
7 adjourned.)

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

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 from 1 to 49, inclusive, constitute a true and complete record of my notes.

I further certify that I am not a relative, employee, attorney or counsel of any of the parties, nor am I a relative or employee of any of the parties' attorney or counsel connected with the action, nor financially interested in the action.

Dated this 31st day of October, 2018.

Fernando Subirats
Court Reporter

<hr/> \$ <hr/>	10,000 26:10	2013 25:13 35:17	<hr/> 3 <hr/>	<hr/> 6 <hr/>
\$1,505,935.00 24:19	10-month 37:8	2014 41:20	30 6:11 9:21 11:14 15:2 24:20	6:00 47:22
\$100,000.00 12:10	100 30:19 37:5 38:2	2018 3:13 6:10 15:1 24:20 33:5	300 14:8	<hr/> 7 <hr/>
\$140,000.00 33:4	11 6:10	2019 6:11 15:2 19:22 24:20 33:5	31 33:5	70 26:15 29:17
\$166,667.00 14:25	12-month 24:14	2019-A 4:15	3:30 3:2	<hr/> 8 <hr/>
\$524,000.00 6:9	15 35:6 46:4	2019-B 6:2	<hr/> 4 <hr/>	85 5:12
\$623,767.00 24:18	150 32:6	2019-C 14:21	42 27:25	<hr/> A <hr/>
\$640,000.00 33:6	17 24:19	2019-D 19:18	4:00 47:22	abandoned 39:6,8
\$882,168.00 19:19	18 36:1 42:7 43:14	2019-E 24:12	4:28 48:6	ability 45:19
<hr/> 0 <hr/>	18th 39:12	2019-F 32:25	4th 3:5	able 13:2,17 21:23 22:1,9,10 26:19,25 37:7, 24 38:1,6 39:13 40:7 42:22,24 43:20 44:11 46:5,7 48:2
0.000 18:6	1989 40:11	21 42:11,12,13, 20,21 43:9,12	<hr/> 5 <hr/>	
<hr/> 1 <hr/>	<hr/> 2 <hr/>	22 42:7 43:2,5,9	5-year 19:21	
1 6:10 15:1 19:22 24:20 33:5	2,250 26:14	22nd 43:11 47:12	50 29:17	about 6:22 7:13 8:9, 10 10:9,12 11:4 12:11 13:2 14:4 17:19,20 18:3, 4,10 19:6 20:19 21:24
1,000 14:12	20 7:13 8:25 9:22 11:15 35:6	28th 47:19	504 20:10	
10 7:16 13:2 33:4 40:3	2004 35:16 40:12		5th 3:13,16 47:23	

22:14 23:2,6 25:10 28:3,5, 16 29:6 30:19 31:21 32:2,15 35:6,24 37:15, 16 41:13,25 42:6 44:7	ad-hoc 45:21 add 8:14,16 32:1 40:16 added 16:22 20:24 21:1 addition 13:16 15:22 17:24 additional 20:13 24:17 32:5,10 37:18 38:21 adjourned 48:5,7 administration 34:20 45:12 Advisory 4:15,18 5:9 affiliated 30:3 after 17:13 21:1 22:22 35:11,13 47:16 after-school 23:4 afternoon 3:8 again 46:13 age 8:10 36:1 42:7,	10 43:18 agency 25:4 ago 10:9 46:4 agree 10:11 agreement 22:8 agreements 21:24 ahead 41:4 AI 41:20 AIJ 40:22,24 41:1, 8 aim 43:13 Ajax 8:2 ALI 4:6 36:18 37:1 41:1 46:24 47:9 aligned 17:14 20:10 alignment 19:20 all 3:22,24 5:10, 16,20,22 7:8 9:24 10:5,8	13:20 14:14,16 17:13 19:12,13 21:7 24:5,7 27:4,17 29:11 30:22 32:19,20 33:18,20 35:7 36:20,25 37:21 38:19 39:5,24, 25 42:3,19 44:6,24 46:10, 11 47:2,17 allow 34:24 allows 35:12 39:20 45:15 almost 45:20 alone 38:16 along 34:7 Alonso 34:5 37:3 39:20 41:7 43:13 45:8 46:13 already 15:13 16:24 21:5 27:15 30:25 31:1 41:8,9,10 also 8:5 9:12 10:12 12:11 22:8 26:17 27:20 29:3 30:16	32:1 35:4 37:16,17 38:23,25 39:20 40:1,22 41:2, 17 43:15,21 45:17,19 47:5, 14 although 23:22 34:12 always 8:18 9:16 11:23 16:10 42:4 45:25 amendment 24:13 33:1 American 34:8 Americans 40:24 among 7:11 amount 6:9 14:25 24:17,18 33:3, 6 41:2 announced 35:2 annual 32:3 47:20 another 10:13 31:22 38:22 46:1 47:24 answer 18:10 34:12,16 37:3 40:8
---------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

anyway 45:19	area 45:16	34:11 46:1	21:22	behind 18:11
anywhere 13:21	areas 13:24 23:7	attorneys 36:14,15	backup 11:5	being 9:23 17:2 34:25 36:22 40:7 47:10,25
AP 39:5	army 25:22,23 27:23	Auditorium 47:21	Bagner 5:5 6:13 12:16 15:6 25:1 33:8, 15	believe 17:22 30:19 40:11
apologies 47:10	around 14:24 17:21 23:21 34:11 40:11	authorization 4:17 6:2 14:21 19:18 24:12 32:25	Bank 47:25	below 26:4
application 18:16 34:22 42:20	ask 23:2,6 32:1	auto 10:20	Bar 34:8	benefit 46:22
applications 35:7	asked 7:15	available 8:11 18:15	based 12:23 13:23 35:4	Bernstein 35:20
apply 16:2 18:10 35:13 44:15 46:5	asking 10:18 12:10 30:15 44:24	aware 43:15	baseline 37:4	besides 18:2
applying 34:3	assessment 16:2 18:17,21 21:23	away 8:4	basis 32:3	best 10:14 35:8 44:25
appreciate 19:7	Association 34:8	aye 3:25 5:23 14:17 19:14 24:8 32:21 33:21	beautiful 3:15	better 31:24 40:2
approach 6:25 25:4,21	assuming 42:6	<hr/> B <hr/>	become 8:6 35:11,12	Betty 34:5
appropriate 13:19	asylum 34:3,17,19,22 35:1,4,6,7 36:8	baby 12:3	before 4:4 22:22 28:12 31:1,6 34:24 35:25 38:10 43:11,14 45:20	between 7:5 29:14 34:16 40:9
approval 3:13	at-risk 28:13	back 8:14 12:12 17:5 21:3 27:19 28:3 38:1,13 40:3	began 3:2 26:17 35:18	big 7:18
approve 3:16 16:16	attend 47:17 48:2	backbone 9:15	begin 19:22	birthday 39:12 43:12
approved 4:4,16 17:10, 11 35:7	attests 31:15	background	behalf 47:4	bit 3:7 8:23 18:6 23:5 25:10
approving 35:4	attorney			

Board 3:24 5:22 14:16 19:13 24:7,15 32:20 33:20 47:12, 13,14	build 38:19 46:19	can't 11:3 30:22 37:3 44:9,22 45:14	central 31:4	child/parental 22:7
Board's 19:21	building 14:23	cannot 36:16 42:1	CEO 47:7	childhood 3:5 7:10 26:18 27:14
bolstered 8:20	bus 8:25 9:4,6,21, 22,23 10:12, 13,16,21,24 11:4,18,23 12:9,11	capacity 9:9 14:23	certain 21:6	children 7:10,11 13:21 14:12 17:22 20:6,15 22:13, 15 23:4 24:15 25:7 26:7,11, 13 27:1 28:4,6, 10 30:22,24 31:17 32:4,15 34:25 35:18 36:1 38:14,23 39:24 40:24 42:5,6,7,21 43:16 44:2,8, 17,25
book 47:24	C	car 8:5,8 14:6,7,8	certainly 11:6 21:4 26:23	
boost 26:24,25	CABA 34:8 37:10 41:16	card 39:14,19 46:4	certified 26:8	
booster 8:8	CABA's 40:19	care 7:21 9:9 12:4 30:4 40:19 43:8,19	chair 47:12,13	
both 38:7 39:6	call 7:24 25:22 26:6 39:4 44:19 45:14	cared 36:22	challenges 23:7 28:13	
boy 39:5,19 44:18	called 28:20 39:11	carries 6:1 14:20 19:17 24:11 32:24 33:24	change 13:7	
branch 47:25	calling 29:8 42:4	carry 9:10	changed 47:21	Children's 4:16,18 7:14 8:12 13:20 26:16 41:14 47:4
brand-new 9:23	calls 44:9	Cars 10:24	charge 27:3	
Brandon 11:18 15:4 20:1 24:22 27:10,23	came 21:3 39:3,16	cases 18:19 35:25	charters 5:15	choose 27:19
bring 7:1 11:25	camp 30:17	cause 7:10 8:2	checks 14:7,8	Cities 13:12
brought 31:21 34:6 35:25	calling 29:8 42:4	caveat 42:9 43:3	cheese 8:3	citizenship 35:10,14 40:13,15
budget 4:16	calls 44:9	Center 7:5 24:15 25:7	child 8:5,9 18:18 20:16 30:4 35:10 42:14,22 43:9,18 46:3	City 9:4 47:25
	came 21:3 39:3,16		child's 22:1	classes 39:5

classification 23:19	17:5 21:15 37:9 38:7	concentration 18:6	continued 19:19	cost-effectiveness 10:10
classified 20:8 22:13	commencing 6:10 15:1 24:19 33:4	concern 18:4 37:12	contract 6:3 14:22 15:24 16:4,21 24:13,14 32:11 33:1	count 22:2
classrooms 39:23	comment 3:11 31:13 33:15	concerns 18:24	controversy 17:21	country 34:20 35:6
clear 9:21	comments 3:9 5:4	confused 17:8	conversation 32:2	Counts 26:19 28:4,5
clearly 28:12 44:7	committee 3:5 4:15,18 5:10 25:11 34:14 47:5	connected 30:6	conversations 29:6	County 5:11 6:4 7:12, 13,19 9:4 11:2, 20,25 13:9 25:24 27:17 28:1 30:23 33:3 35:22 38:15 47:21
close 26:10,15	communication 41:11	Connectfamilies 33:2 34:6 41:4 44:11 45:15	coordinate 42:2	
closely 28:24	communities 12:22 27:18,19	connection 23:10 31:11	cord 8:1	countywide 38:3 45:16
co-design 46:19	community 17:4 27:2 34:10 38:3,14 46:21	consent 17:25 22:6,7	cords 8:4	couple 21:12
Coalition 6:6 7:4	compare 22:9	consideration 37:22 47:6	corner 23:21	course 13:14
collaborative 7:4	competitive 19:19	considered 34:21 44:3	correct 9:22	court 36:10,24 42:14,16
colleague 7:1	competitively 17:2	considering 38:3 42:7	correction 11:12	courts 35:20,21 36:11 43:1
combination 13:9	completely 27:3	contact 31:5 32:10 38:25 43:25 45:3	correctly 11:17 42:2	cover 41:21,23,24
combine 38:8	component 29:9	contain 8:24	correlates 13:23	covering 11:19
come 22:18 27:10,16 30:16,24 38:1, 11 40:2	concentrate 39:17	container 8:2	cost 12:9 27:3	create 13:4
comes 31:17		continue 4:17 44:13	cost-effective 10:12,14	
coming 8:17 16:19				

crib 8:1	day 12:4 29:23 31:22 43:11 44:9	dental 18:20	46:8	24:3 25:3 31:15,21 33:14 37:17 47:6
Cuban 13:17 34:8	DE 3:18 4:24 9:20 10:3,17 11:8, 12,16 15:11, 18,21 16:5,10, 12,14 17:7,15 31:13 33:25 34:13 36:3 42:5,12 43:6, 11	Department 13:3	differences 34:23	distribution 20:20
culturally 13:18		dependency 35:21 36:19, 21,25 40:17 42:17	different 12:1 16:14,15 18:7 23:5 29:15,17 34:2, 4,17 36:5 41:6, 21,23	district 21:20 22:1,9 28:7 31:5 32:3, 7,8 45:3
curious 12:18 40:23		depending 29:17	differently 20:15	divide 41:21
current 24:1,13 34:20		depends 14:2 22:25 28:18,21	difficult 38:17	documentation 21:24
currently 9:6 21:21 23:2 26:2	death 7:11	descent 13:16	direct 8:14 16:17 17:3 35:10 40:12,15	documents 32:14 39:14
custody 36:23	Deborah 28:24	Deus 9:2,18 11:9 12:3,15	directly 30:4	domestic 34:24
cuts 34:21	deceased 39:7	developmental 23:3	director 25:8 34:8	donated 10:21
cycle 19:21 20:25 21:2 26:17	decide 17:25 29:1 40:23	developmentall y 22:18 23:18 28:10 30:25	disabilities 20:14 28:7 31:18 42:8	done 7:23 8:18 18:4 35:21 38:10 41:9
D	dedicate 25:24	diagnoses 21:10	disability 7:11 20:9,16 43:5,10	Donovan 5:17
d/b/a 6:4	definitely 23:6 29:3 42:25	diagnosis 23:6	disabled 43:19	Donworth 4:21 6:16 13:25 19:24 24:24
dangling 8:1,4	delay 23:3	Diana 45:22,23	discussed 10:10 45:9	down 21:24
Dao 41:24	delayed 22:18 23:18 28:10 30:25	died 10:9	discussion 5:3,18 6:21 15:10 17:17 19:10 20:4	Dreamer 39:21 40:10
data 12:24 13:8,10, 23 22:10 37:25	demand 36:17	difference 34:16 36:4 40:9 45:25		drive 30:11
Dave 47:23				

driver's 44:15	else 17:24	10:23 23:4 30:12 38:3	exceed 6:9 14:25 24:18 33:4	extortion 35:5
during 27:5,11 28:16	elsewhere 27:7	essentially 32:14	execute 6:3 14:22 24:13 33:1	extremely 10:1
E	employ 13:2	ESY 28:20,21		F
e-mailed 17:18	end 20:19 21:13 37:8	evaluate 28:11	exemption 16:24	FABIEN 15:16,20,24 16:7,11 18:3 19:1,8
each 29:18 32:15 36:6 38:7 42:4 45:10	ending 6:10 15:1 24:20 33:5	even 22:20 23:9 26:20 29:5,21 36:12,13	existing 22:25 29:20	fact 16:18
early 20:21 25:17 26:18 27:14 32:4 40:11	enforcement 7:21 13:14	event 47:20	expand 4:18 33:2 45:16	fair 12:1
easier 42:25	engage 10:2	every 29:23 44:9	expansion 34:2	fall 21:15
easy 10:24	engine 10:5	everybody 3:7 29:22	expertise 38:7	families 24:15 25:7 37:13
edible 8:22	engines 10:22	everyone 3:8 8:11	expiring 16:22	family 27:4 36:22,24
educate 40:1	enhancement 19:20 24:16	everything 13:18	explained 36:4	father 39:7
efficient 10:14	enough 29:23	everywhere 12:3	explaining 44:14 45:14	favor 3:23 5:21 14:15 19:12 24:6 32:19 33:19
effort 38:25	entire 11:19	evidence 21:8 32:4	Explorers 25:8	fear 34:19
eight 8:10 15:1	entire 11:19	evidence-based 8:15	extend 24:13	federal 42:19
either 38:10	entire 11:19	exactly 19:1 27:15 44:5 45:9	extended 28:20 30:13 42:18 43:8	feels 28:19
eligible 39:23	epidemic 8:23	example 28:7 38:22	extension 17:11 43:15	
	epidemiologists 13:2		exterior 10:1	
	especially			

few 6:22 10:19 47:11	26:7 28:12 35:13	43:8	<hr/> G <hr/>	glad 31:20
figure 31:10 46:15	fixing 10:22	found 21:2 46:6	gang 35:5	God 44:4
file 22:1 42:20	Florida 12:9 24:14 36:16	Foundation 12:8	gangs 35:5	good 3:7,8 23:11,16
fill 30:1,22	fluoride 16:2 17:20,21, 24 18:2,23 19:6	four 22:19	gap 27:20	goodbye 47:18
filled 30:1	flyers 29:4	Frank 3:21	general 5:8	grade 25:16
final 32:25	focus 26:20 37:18	free 6:6,8 7:4,19 27:3	generally 21:6	grade-level 25:15 26:4
find 7:25 13:12 21:6 23:9 31:18 43:17,22 46:2,10	focuses 20:21	front 39:21 44:6 45:6 46:21	generous 27:4	grades 22:19
finding 12:24 38:1	focusing 29:19	fully 10:6 21:9 46:2	gentlemen 48:5	great 4:12 10:8 21:14 27:12 30:16 40:18, 19,21
fine 33:25	folks 4:13 11:22 21:21	fund 15:12 30:4 33:16 36:13 37:22	geographic 45:16	greater 35:23 36:12
first 4:6,9,14 9:10 20:18 21:1,12, 18 25:18 30:1 37:21	follow 31:9	funded 25:12 26:15 27:15 30:1	geographically 38:16	green 39:14,19 46:3
first-graders 20:23 21:2 25:20 26:3	follow-up 32:8	funding 7:16 8:24 13:1 19:21 20:25 21:1 26:17 27:4 30:9 38:13	get all 25:14 30:16	groundwork 21:19
FIU 24:16 25:1,6 27:11	forms 9:14	further 9:11,14 17:16 19:9	getting 8:8 9:23 26:20 27:5,6,21 31:25 40:13 44:13	group 26:7 29:22
five 22:19 24:17	forth 35:25 44:16		girls 44:21	groups 26:7
	forward 12:12		given 20:11 35:23	growth 26:22
	foster 37:1 40:19		giving 26:24	guidance 44:17
				guide

44:11	having 7:7 10:13 23:10 34:15 47:15	hey 21:12	48:4	IEP 20:10 28:19
guideline 8:19		high 5:10 39:4 44:2, 20,21	home 7:24 8:13 12:13 35:6	imagine 41:10
guys 40:23	head 23:15 46:6	high- performing 4:13	Homestead 44:20,21	immediately 47:15
<hr/> H <hr/>	health 3:5 6:3,4 7:5, 21 9:9 12:1,8 13:3 14:24 15:15,25 16:3, 17,23,25 17:3 18:17,24 46:5	high-risk 5:7	hope 32:9 47:17 48:1	immigrant 34:17 35:9,24 40:25
Haiti 39:9,19		higher 12:21	Horn 41:25	immigration 33:2 36:8,9,14, 15 37:13
Haitian 13:16	heard 29:16 30:2 31:14	highest 13:22	Hospital 7:5	implement 6:6 16:3
hands-on 7:25	Hearing 5:20 24:5	historic 12:24	hosted 47:25	implementatio n 25:19
HANSON 16:13,15 17:10 20:17 22:23 23:13,20 28:15,23 31:4, 9	heartstrings 45:15	historically 5:14	hot 13:8	implementing 25:25
happened 21:15 45:17	help 11:19 21:3 25:14 41:7 45:1 46:11	history 41:15	house 12:2	important 12:17 13:20
happening 39:22	helpful 23:17	HOLLINGSWO RTH 3:4,12,19,22 4:1,3,8,11,22, 25 5:3,17,20, 24 6:1,14,17, 20,25 9:17,19 12:14 14:9,14, 18,20 15:5,7,9 17:16 18:22 19:9,12,15,17, 25 20:2,4 24:2, 5,9,11,23,25 25:2,9 27:8 32:18,22,24 33:9,11,14,18, 22,24 46:23,25	hundred 29:15	improvement 30:5,7
happens 37:23 45:7	helping 21:11 34:2 44:8		hundreds 29:14 35:21	Imran 40:16 47:7
happy 9:14 12:18 33:17	here 6:21 20:11 23:20,22 26:13 34:15 35:17,22 39:8,18 43:2 44:5,24 45:1 47:10		hybrid 36:9	includes 16:17
hard 10:2			<hr/> I <hr/>	incorrect 7:25
Hart 23:20,22,25 25:3,6,12 27:8, 12,25 32:1,18			idea 10:25 40:2	increase 4:19 7:16
			identified 21:5,9	increased 26:12
			identify 13:8 43:13	increasing

9:9 24:17	insurance 46:5	<hr/> J <hr/>	<hr/> K <hr/>	20:18,22 26:21 31:1,6
incredible 26:12 27:5	integration 15:25 38:12	Jackson 6:4 7:5	Katie 25:6	kindergartners 25:19 26:3
indiscernible 11:9,10	intensive 29:5	JEANTY 3:11	keep 8:4	kinds 18:24 21:9
individual 22:6	interior 7:23 10:1 11:3	Jeff 35:2	Kendrick-dunn 17:18 19:2 20:5 22:12 23:11,16 28:2, 18 30:18 31:7, 12 32:17 33:10 43:24 45:2	kinks 38:6
information 23:9 31:25 44:1 45:4 46:15 47:2,17	interiors 9:7	Jeune 48:1		<hr/> L <hr/>
infrastructure 16:24 29:20 30:10	interject 16:13 28:15	Jim 47:9		Ladies 48:4
initiative 7:9 21:19 25:14 26:11 30:5,7	International 24:14	job 31:24	kept 10:6	laid 21:19
initiatives 31:16	intervention 7:9 20:21 22:3, 4 26:5 27:21 32:16	Judge 35:20 41:24	key 13:12 45:11	languages 7:22 13:18
injuries 8:17 12:21 13:10	interventionist 26:9	judges 41:21,24	kid 29:8	larger 37:24
injury 6:6,7,8 7:3,9, 10,19 13:2,4,5, 21,22	into 4:14 6:20 15:25 22:23 25:3 30:14 33:14 41:10 42:1,24	Judy 7:3	kids 5:15 6:7 7:4 8:10 21:5,13 22:17 23:9 27:21 28:11 29:18,20,24 30:12 31:5,24 36:18,20,25 37:1,6 39:1,22 40:1,17 43:14, 22 46:9,10,11, 22	last 26:13,17 29:7 32:6,11 34:1 37:10 47:13 48:1
innovative 37:20	involved 31:17	June 15:2		lasts 43:9
inspiration 39:3,15	issues 37:13 44:3	jurisdiction 36:2 42:14,16, 18,23,24 43:2		Laurie's 47:13
instead 43:9	itself 12:9	Justice 40:25 41:20	kind 21:24 22:2 28:14 29:21 30:9 38:19	law 7:21 13:14 42:19
instructors 8:6		juvenile 34:17 35:9,24 42:15 43:1	kindergarten	Lawrence 47:24
				lay 21:23

Le 48:1	level 22:7 30:9	live 27:18	M	match 12:7
leading 7:10	levels 21:8	living 33:3 38:15	made 18:25 21:7 32:3,6	may 3:16 4:20 6:12 14:12 15:3 16:20 19:23 20:8,9 24:19, 21 25:11 33:7 34:12 35:1 39:1,23 41:7
League 13:11	license 44:15	locations 12:1	main 34:23	
learn 40:4	licensed 21:22 36:16	long 8:25 12:4 31:1 41:15	Mainly 34:23	
learned 37:15,16	lifelong 46:8	longer 35:2 47:14	maintaining 10:8	maybe 8:2 10:21 22:3, 16 30:11 31:7 40:3
learners 26:1,20	like 6:22 7:2,24 8:3,14,22 10:6, 18,21 11:2 12:12 13:11 18:20 20:9,12 23:2,7 25:3 28:19 29:4,21 30:11 31:5,8 33:17 36:13 42:8 44:2,4 46:1,25 47:1,5	looked 9:24 19:3	make 11:17 24:1 31:11,13 32:8 33:15 38:4,12, 18	mean 16:12 19:2,3,4, 5,6 30:21 43:25
learning 7:25 8:3 20:9, 14,16 23:7		looking 9:5 10:23 13:12,13 43:21	makes 45:25 46:8	
LEE-SIN 5:9		looks 8:3 12:12 23:2	making 31:24 45:6	means 26:6 42:19
legal 34:11 35:11,12 36:7,8 38:10, 21 44:12,13		lot 10:18,19 14:12 30:24 31:16 34:21 36:17 39:22 40:17 45:22,23	manager 28:25	mechanic 11:1
legally 22:20	likely 31:2		Manning 3:21	mechanics 10:20
LEICHTER 40:16 41:5,22 43:4,8	limited 12:4 45:16	low 35:8	many 13:25 14:6 18:9 22:12 23:9 27:18,24 29:17 31:2 32:2 36:15,18 37:1 46:22	media 9:13,14
Leslie 34:7 45:13	line 45:6	low-ball 38:2	maps 13:4	Medicine 6:6
less 8:10	liquid 8:22	low-income 13:24	marijuana 8:22	meet 46:9,18
let 34:10,11	literacy 29:22	Lyse 9:18		meeting 3:2,6,10 4:14, 19 47:13,16 48:6
letting 45:12	little 3:6,7 12:19 17:8 18:6 23:5 25:10 41:5			meetings 45:10,11

member 36:22 47:14	6:6 Miami-dade 6:4 7:12 9:4 25:23 33:3 35:22 47:21	morbidity 7:11	42:5,12 43:6, 11	28:19 30:13,20 32:4 34:10 36:12 38:3 40:18 43:14 44:10,11 46:1
members 3:24 4:19 5:22 14:16 19:13 24:7 32:20 33:20 34:14 35:5	might 8:1 12:1,2 29:1 31:7,8	more 8:14 12:19,22 13:5 14:12 16:21 17:13 26:7 29:5,14 33:16 37:25 40:4 44:9,10 47:16	much 12:21 13:7 14:10 18:7 34:15 35:23 42:25 46:24 47:1 48:3	needed 11:13 16:21 21:3 37:17
Memorial 7:5	Miller 6:5	most 10:11,14 16:20 31:2	multiple 13:1 31:8	needs 18:18 21:24 28:22 30:22 38:20
memory 15:12	minors 44:4	motion 3:16 4:20 6:1, 12 14:20 15:3 19:17,23 24:11,21 32:24 33:7,24	Muriel 3:9	negotiate 6:2 14:21 24:12 33:1
Mendoza 14:4,8 34:7,14 36:7,20 38:22 40:9 41:19,23 42:9,13 43:7 44:5 45:22	minutes 3:14,17 4:3	move 3:13 4:4 6:20 9:14 15:9 24:22 25:3	<hr/> N <hr/>	neighborhoods 5:7 12:20 13:6
mention 12:7	missed 48:1	moved 3:18 4:21 6:13 15:4 19:24 33:8 35:17	name 7:2 9:17 25:4 34:5	never 18:5
mentioned 23:10 28:3 30:2 44:18	misspeak 34:12	moving 5:3 9:6 33:14 47:7	national 6:7 47:25	new 8:17,24 10:12 11:3,5 17:7 19:21 23:24 33:5 35:17 43:1
mentoring 44:17	Mobile 6:8 7:19	MOYA 3:18 4:24 9:20 10:3,17 11:8, 12,16 15:11, 18,21 16:5,10, 12,14 17:7,15 31:13 33:25 34:13 36:3	nationally 13:24	news 44:19
message 9:11,13	model 6:7		near 8:1 29:10	next 21:3 23:24 30:2 44:14
met 3:6 13:11	mom 39:8		nearly 5:12	necessarily 8:17 36:25 39:1
method 36:15	moment 11:1		necessary 8:8 11:24 36:23	Nicaragua 13:17
Miami 6:5 7:6 35:17, 18	money 41:2		need 9:6,22 18:12 21:25 22:4 23:3 27:22	nice 4:13
Miami's	month 12:8			none 5:20 24:5
	months 6:10 15:1 16:22 24:17,19 33:4 40:3			

normally 38:23	41:2	operation 23:25	21,23,24 42:15	18:23
Nova 14:22 15:17 17:23	often 13:11,23 27:17	operational 12:11	organization 7:2 15:14,16	parental 22:6
November 6:10 15:1 47:23	old 8:25 9:5,21	operations 28:25	original 37:10	parents 7:20 8:7,14 9:8 17:24 18:1,11 29:8 30:14 31:18,22,25 34:25 39:7
number 4:19 22:17 23:14 26:12,13 37:8 38:2	on-board 39:9 46:2	opinion 35:8	other's 38:7	parmesan 8:3
numbers 22:23	once 11:3 17:5 40:2 44:12 46:11	opioid 8:23	otherwise 19:5 26:25	part 7:18 25:13 26:18 30:4 32:3,16 37:10 41:8,13,17 42:10 43:21
nurse 16:8	one 10:7 11:5,18 15:18,19 17:12 29:16 34:23 37:18 43:19 45:8 46:3 48:2	opportune 33:16	ourselves 43:18	participation 5:10,14
nurses 14:23 15:14,22 16:1,25	ones 23:18 37:21 39:17	opportunities 30:8	over 7:16 22:11 27:17 42:14	particular 12:20
<hr/> O <hr/>	ongoing 12:24 41:17	opportunity 37:16 46:20	Overall 14:4	particularly 5:7 47:6
Obamacare 46:6	only 9:5,25 10:19 13:4 20:18 38:10,13 39:16 43:2	opposed 4:1 5:24 14:18 19:15 24:9 32:22 33:22	overstayed 39:6	partner 8:12 34:7
obtain 42:22	open 5:10,16 20:4 29:1	optimistic 12:13	overview 8:23	partners 32:8 38:19
Obviously 44:23	operate 4:17 47:4	option 18:2	overwhelmed 41:3	partnership 6:5 7:15 13:19 41:8,17
October 3:4 19:22 33:5	operated 21:21	options 9:25	own 34:19	passenger 8:5,9 9:4
odds 35:23	operating 29:16	opts 18:23	<hr/> P <hr/>	passion 44:8
off 8:18 23:14		oral 14:24 15:15,25 16:17 17:3 18:17	p.m. 3:3 48:6	past
offer		order 16:3 36:2,11,	paperworks 32:13	
			paragraph 34:1	
			parent	

18:6 28:23 32:12	pick 44:1	19:2,4 43:22, 23	29:13,17 45:4, 5	provided 47:3
paternity 36:24	piece 16:23 17:1,2, 12,13 38:9	practice 10:22	probate 42:25	provider 18:20
pathway 35:10 40:12,15	43:20	predicate 36:11,23 42:15	problem 42:13	providers 7:20,22 8:13 9:8,9
pedestrian 13:10	pilot 46:14	predict 28:14	proceeding 38:24	provides 7:20
people 7:25 10:2,7 13:25 14:12 29:4 31:8 44:1	place 16:24 22:25 43:18	preparing 32:14	proceedings 3:1 39:2	providing 8:7 36:5
percent 30:19 35:7	places 12:25 13:22	president/ceo 34:6	process 22:16 32:13 36:9,10	psychologists 21:22
percentage 21:5	plan 19:21 20:10	preventative 25:20	program 3:5 5:6,8 8:15 21:21 24:1 25:7,8,10 29:10 30:21 31:22 45:13,20	public 3:9,11 5:15 6:3 25:24
perform 16:7	PLAYED 4:10	preventing 26:24	programming 6:8	purely 36:8
period 37:8	plus 11:10	prevention 6:7 8:18,19,21 14:24 20:21 30:19,20	programs 16:1 23:5 26:18 27:14 28:5,16 30:2,3 38:13,14 39:24 47:3	put 17:3 22:1
permanent 35:11,12	podium 7:1 25:4	preventive 17:4	project 6:22	putting 22:24 32:13
permission 40:14	point 31:4	previous 32:2	projected 26:14	<hr/> Q <hr/>
permit 40:14	pointed 42:2	primarily 25:23	proven 18:5 35:22	qualify 36:21 39:2 40:17
pertinent 23:23	points 5:18	prior 11:10 13:8 39:11 42:21	provide 27:2 44:16	quality 26:19 28:3,5 30:5,7 35:1 38:5
phone 39:4 44:1	Poisoning 8:21	private 5:15 36:14,15		question 5:5 15:11 18:10 20:5
phonetic 41:24	poisons 8:4	probably 12:6 16:20 20:25 21:4		
phonics 28:14	population 21:7 23:1 36:6			
	possible			

27:12 28:2,15 34:1,11,16 37:4 40:22 41:5,22 43:24	25:14	recognized 21:12	9:23	14:22
questions 5:18 9:15 12:15 23:2 25:11 27:9 40:6	readers 25:15	recommendati ons 16:19 17:5	refurbishing 9:25	replace 6:8
quieter 9:16	reading 19:20 20:14 21:20 24:16 25:8,15,25 26:4,5,8,23 27:5 28:13 29:5 31:3	record 26:10	regarding 5:4 20:6 47:3	replacement 18:23
quite 22:17 38:15	ready 26:20 46:12	recording 3:2	regardless 31:14	report 23:14 37:7 47:8,11
quorum 3:14	realized 10:4 37:17 39:12	recruited 5:6	rehabbed 9:4	reports 32:14
<hr/> R <hr/>	really 4:12 8:3 9:6 10:5,8 12:17, 18 21:13 23:22 25:18,20 27:6, 22 30:15 33:17 37:11 39:25 42:1	recruitment 5:8	reinforcing 8:9	represents 40:24
radar 31:1	reason 10:18	recusals 5:1 6:17 15:7 20:2 24:25 33:12	reinstate 9:7	request 37:6
rates 35:6	receive 20:6,13 26:5	red 7:18	relate 4:8	require 29:21
re-evaluate 22:21	received 39:4	redo 10:5	related 20:13 28:5	required 21:8
re-evaluated 22:20	recently 16:20 31:15 35:1	refer 42:5	relates 4:6	research 13:21 18:4 19:3,5,6 22:8
reach 31:5	reception 47:12,15,24	referral 14:24 18:20 38:20	relative 35:1	resident 35:11,12,13
reached 41:1	recognize 29:20 40:20	referrals 18:24 32:2,6,9, 10 45:24	release 16:16 17:6 19:18 23:23	resolution 4:7,9,14,15,17 5:4 6:2,18 9:21 11:17 14:21 15:13 19:18 23:23,25 24:12 32:25
reaching 41:14		referred 30:14	relief 36:2 38:24	resolutions 4:4 47:7
read 11:17 23:13		refresh 15:12	remember 46:13	responded 3:24 5:22 14:16 19:13
Read-to-learn		refurbished	reminders 47:11	
			removal 38:24 39:2,17	
			renewal	

21:17 24:7 32:20 33:20	robust 37:25 47:6	9:3,20,24 10:4, 25 11:14,21 12:6,15,23 14:2,6,11	secure 8:4	7:21 8:13 9:8 34:9 37:2
responders 9:10	roll 41:11 46:12	scholarships 39:10	secured 12:8	serviced 11:6 22:13
response 4:2 5:2,19,25 6:19 14:19 15:8 19:11,16 20:3 24:4,10 32:15,23 33:13,23	rolling 41:18	school 5:10,15 6:5 12:2 14:23 15:14,22,25 16:3,25 21:8 22:10 28:7,20, 25 30:21 39:1 44:2,20,21 45:3,12 46:9	seeing 37:12 40:4	services 3:5 8:14 16:17 17:3,4 19:20 20:7,11 21:10 22:24 24:16 26:5 27:2 30:15 31:23 33:2 34:2 36:4, 5 38:11
responsive 13:13	<hr/> S <hr/>	schools 5:7,12 10:20 25:24 29:1 42:1 45:10	seek 38:24	serving 13:20 27:17
results 22:11	safe 18:8,10	screening 14:24 16:8,9 17:3	seeks 4:17	Sessions 35:2
retired 9:3 10:6	safety 8:5,9 18:4	screenings 15:15 16:6	seen 17:9 18:14 19:4 26:22 40:19	share 19:4
returning 34:19	said 17:25 19:5 22:14 27:23 39:16 40:11	seats 8:8 14:6	segue 4:13	shared 19:7
reused 10:6	same 15:19	seat 8:6,8 14:7,8	sending 45:24	she'll 11:24
review 22:8	saw 16:20 29:25 41:13	second 3:20,21 4:23, 24 6:15,16 15:5,6 19:25 20:1 24:23,24 33:9,10	sends 47:9	should 12:6 45:4 46:17,19
rich 47:2	say 6:22 12:17 14:11 18:1,3, 12,13,16,17 20:8,14 28:10 30:20 38:1 40:4 44:9,22 45:14,20 47:17	second- graders 20:19,24 26:4	senior 28:25 39:4 44:20,21	shows 22:4
rinses 18:12	saying 29:8 37:5	second- graders 20:19,24 26:4	sense 24:1 37:21	showing 18:9
rising 20:18,22,24 25:19,20 26:2, 3	says 9:21 34:1	service	separately 16:6,19 22:7	shows 22:4
Road 48:1	Schaechter 6:21,23,24 7:3		September 6:11 24:20	side 34:9
Robinson 28:24			serve 26:2,14 36:19	signing
			served 26:11,13	

47:24	9:13 34:9 39:5, 12 45:3,5,11	Southeastern 14:22	stakeholders 13:12	47:16
signs 23:1	solicitation 16:16 17:11 19:19 20:17 23:24	Southridge 39:4 44:19	start 37:5 38:4,5,19, 20 39:25 40:1	strengthened 41:11
SIJ 36:9,17 40:10 42:10	solicited 17:3	space 12:5	started 25:13 35:16 37:9	structured 31:10
similar 41:2	somebody 15:12	speak 12:19 23:25	starts 25:17	struggle 31:2
simulation 7:24	somehow 16:14 42:23	speakers 47:1,2	state 9:17 35:20 36:10,11	struggling 25:15
since 3:6 5:12 22:19 25:13 37:4 40:11,12 41:19	someone 15:13 43:25 44:14	special 34:16 35:9,24	status 34:17 35:9,25 44:12,13	students 5:6,11 10:22 20:6,8,13 27:10
sites 4:19 26:12,15 29:15,17,18 30:4	something 17:24 18:6,11 29:25 33:16 36:13 38:5	specialists 21:20	stay 40:14	studies 18:9
sitting 39:22	sometimes 10:23 22:15,22 28:18 42:17,24	specific 13:5 20:14 23:6	step 44:15	studying 39:18
six 22:22 26:5 28:12	soon 43:22	specifically 12:22	Stephanie 17:19 41:1	subcontracted 37:14
skews 20:22	sooner 40:3	spectrum 20:20	still 21:3 32:12 40:17	subcontractors 37:11
skills 26:23	sorry 16:12 44:22	spikes 8:17	story 37:25	successful 35:19
SLD 22:16	sort 21:11 29:1 38:24	spoke 41:25	strangulation 8:2	such 22:14 39:18 46:8
slide 26:24	sources 13:1	Spooky 47:19	strategic 19:21	suggestions 46:17,18
small 21:4 26:6	South 12:8	spots 13:9	strategize 42:4	suicide 8:18
social		spread 3:7 44:7,19	street	summer 5:12 21:3,13, 16 22:25 23:1, 4 25:8 26:15,
		staff 10:8,11 20:12 44:10 46:11		

23,24 27:6,11, 14,20,21 28:17 29:7,15,23 30:13,17 31:6 32:12	<hr/> T <hr/>	11:22 16:3 28:19	things 8:9,16,22 10:1, 20 13:9,11 30:16 34:18 45:8	tier-2 22:3 26:6
summers 25:24 29:2	take 9:15 11:3 41:3 44:1 45:18,19	technical 10:20	thinking 39:8	tier-3 22:4
super 10:25	taken 43:19	technician 34:11	third 20:25 25:15	tiered 25:25
support 15:13 32:5 38:10 44:25	takes 22:15	temporary 36:23 40:14	Thirteen 9:2	til 5:12
supporting 15:22	taking 16:23 37:19,22	term 6:9 14:25 24:19 33:4	Thirty 11:9	time 13:7,8 16:21 22:11 33:16 41:3 42:1,3
supports 25:25 27:5	talk 12:11	terms 8:18 9:12,25 12:24 13:10 36:7	thought 17:8	timely 46:21
surface 18:12	talked 10:12 11:4	terrific 4:12	thousand 14:5	times 13:1
surfaces 18:15	talking 20:19 30:18 42:6	than 9:16 15:13 23:5 26:7 29:14	threats 35:5	tired 10:2
surgery 46:7	tapping 41:10	thankfully 39:13	three 7:22 10:9 13:18 16:22 22:19 28:8 39:11	today 3:7,8 16:18 34:15 44:6
surprised 18:18	target 5:7 13:22	their 25:24 26:22 31:3,6 32:15 39:22 41:13 43:11 44:12	through 21:7 22:16 26:19 27:4 30:7 32:9 36:23,24 37:14 38:25	today's 3:10 4:14 47:1, 2,7,11
Symphony 47:19	targeted 25:18	therefore 36:16	throughout 7:13,19 11:25 26:23 29:23	together 37:15 38:11 39:24 42:3
system 6:4 21:9 22:10, 19 28:25 36:19 42:18	targeting 12:19,22	THEREUPON 4:10	tier-1 29:21	told 17:19
systems 13:13	teach 27:18,20	thing 8:1 35:24 41:19 45:24		toothpaste 18:8
	teacher 26:8			top 23:14 44:10
	teachers 25:23			total
	team			

6:9 14:25 24:18 33:3,5	tremendous 26:22	tutor 28:4	unit 6:8	47:20
tow 11:2	tried 27:1	tutoring 27:2	University 6:5 7:6 14:23 24:14	VERBAL 4:2 5:2,19,25 6:19 14:19 15:8 19:11,16 20:3 24:4,10 32:23 33:13,23
towards 20:20,22	true 13:20,22 22:14	tutors 25:23 27:16, 24,25 28:9	until 22:20,21 42:20 43:2,5,9	versus 20:16
town 47:10	truly 37:9	two 10:9 11:22,25 21:18 25:18 29:15 34:17 38:11 44:21	upcoming 26:14 48:2	video 4:5,10,12
toxin 17:22	Trust 4:16,18 6:3 7:14 8:12 10:11 13:20 19:3 25:13 26:16 27:15 29:9,10 30:7, 17 31:16 36:13 41:14 42:8 47:4	tying 38:12	update 9:12	violence 34:24
track 22:10	Trust-funded 27:14	type 18:19	use 9:7 11:2 17:21 30:3	visa 35:9,12,15,16 37:15 39:2,6 40:10,18 42:10
traffic 38:16	Trustees 24:15	types 13:5 22:5	used 10:13 34:24	visitors 8:13
train 16:1,8 25:22	try 30:1 43:22	<hr/> U <hr/>	using 9:1 11:5 13:8 17:23 18:2	vocational 10:19
trained 26:8	trying 23:20 35:18	unaccompanied 44:4	usual 47:20	voted 16:16
training 7:20 8:7 16:25 20:13	tumor 46:6	under 22:13 34:20 37:22 42:10, 12,13	<hr/> V <hr/>	<hr/> W <hr/>
trainings 8:6 11:23 42:3	turn 22:21 28:12 43:14	under-served 12:20	valid 8:15 34:21 35:3	wait 39:16
transit 11:10	turning 42:21	understand 11:19 19:5 36:3 38:20	varnish 18:14,16	want 8:16 9:7,12 14:11 17:25 18:13,16 29:8 31:13 38:4,12, 18 40:16 43:17 44:25 46:10, 15,19
transparent 40:7	turns 36:1	unintentional 12:21	varnishes 16:2 17:20	
travels 7:19			Venturini 45:23	
treat 20:15			venue	
treatment 18:21				

wanted 11:17 43:25 47:11	41:11 42:24 43:21 47:13,14	32:7 35:15,16, 18,20 37:10,13 38:18 41:15 43:16	
wants 8:11	within 26:11 28:4,6	worship 12:2	
way 10:14 16:10 31:10,18 41:18	without 45:13		
ways 43:3	wonderful 35:15 39:9,18 46:9	<hr/> Y <hr/>	
weeks 10:9 26:5 39:11	wondering 10:17 17:20,23 20:7,12 34:3	year 14:1,5 26:14 28:20 30:13 31:6 32:6,10, 11 37:10 47:20	
Welcome 3:4	word 44:7	years 7:13,17 8:10, 25 9:2,21 10:9 11:9 13:3 21:12,18 25:18 35:13 36:1 46:4	
went 30:3 41:4	words 6:22 18:22	yet 21:7 40:8	
whereupon 3:24 5:22 14:16 19:13 24:7 32:20 33:20 48:6	work 7:8 8:12 12:17 16:2 22:11 37:15 38:6 39:24,25 40:14,19,21 41:8 44:2,11 45:22,23 46:14,16	York 35:17 43:1	
while 3:6 22:15	worked 28:24 29:3 38:5 40:12 41:20	young 4:13 20:19 28:8 30:22 39:19 43:23	
whoever 21:14	worker 39:5,12 45:4	younger 26:20	
whole 14:12	workers 7:21 45:5,11	youngest 26:1 28:6	
wide 38:15	working 10:22 13:3 26:18 27:13,16	youth 4:15,18 5:9 33:2 34:2	
will 12:7,25 13:19 18:12 20:6 22:3 36:25 39:24,25 40:2			