



**Program Services and Childhood Health
Committee Meeting Transcript**

October 7, 2021

THE CHILDREN'S TRUST BOARD OF DIRECTORS
PROGRAM SERVICES & CHILDHOOD HEALTH COMMITTEE MEETING
"VIRTUAL MEETING VIA ZOOM WEBINAR"

The Children's Trust Program Services and
Childhood Health Committee Meeting was held on
October 7, 2021 commencing at 3:30 p.m., in
teleconference via Zoom Webinar. The meeting was
called to order by Pamela Hollingsworth, Chair.

COMMITTEE MEMBERS:

Pamela Hollingsworth, Chair

Karen Weller, Vice-Chair (Zoom)

Edward Abraham

Laura Adams

Dr. Daniel Bagner

Dr. Dorothy Bendross-Mindingall (Zoom)

Victor Diaz-Herman

Mary Donworth

Pastor Richard Dunn II

Lourdes P. Gimenez

Valrose Graham

Tiombe-Bisa Kendrick-Dunn

Annie Neasman (Zoom)

Sandra West

1 COMMITTEE MEMBERS (Continued):

2 Kenneth Hoffman (Zoom)

3 Leigh Kobrinski

4

5 STAFF MEMBERS:

6 Bevone Ritchie

7 Carol Brogan

8 Dane Minott

9 Garnet Esters

10 Imran Ali

11 James Haj

12 Jacques Bentolila

13 Joanna Revelo

14 Juana Leon

15 Juliette Fabien

16 Lianne Gage

17 Lisete Yero

18 Lori Hanson

19 Muriel Jeanty

20 Natalia Zea

21 Patricia Leal

22 Rachel Spector

23 Robert Quinn

24 Sheryl Borg

25 Stephanie Sylvestre

1 STAFF MEMBERS (Continued):

2 Tatiana Canelas

3 William Kirtland

4 Ximena Nunez

5

6 GUESTS:

7 Tahirah Smith

8 Tommy Richardson

9 Laura Roberts

10 Michelle Sanchez

11 Lauren

12 Jorge Gonzalez

13 Jessica Munch-dittmar

14 Myrna Charlton

15 Carissa Sweet

16 Barbara Cesar

17 Makeesha Coleman

18 JB Arbelo

19 Niesha Mack

20 Lindsey Linzer

21 Linda Freeman

22 Elizabeth Deveaux

23 LaKeesha Morris-Moreau

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PROCEEDINGS

MS. HOLLINGSWORTH: Well, good afternoon. We are going to get started. And welcome, committee members, staff, and visitors. I'd like to open our meeting today by welcoming -- we got very lucky over these past couple of weeks with two new Program's Committee members and one is present here today, Mr. Victor Diaz-Herman. Welcome. We're so glad to have you with us.

Would you like to say a few words?

MR. DIAZ-HERMAN: I wasn't expecting to say a few words. I just want to thank you all for inviting me to join this committee. I'm very excited to be apart, not just of the Board, but of this committee, and look forward to working with each of you to do amazing things. So I appreciate the invitation and thank you for welcoming me.

MS. HOLLINGSWORTH: Okay, thank you. Happy to have you. And we'll officially welcome Dr. Malou Harrison at our next Program's Committee Meeting.

Muriel, do we have any public comments?

MS. JEANTY: No public comments.

MS. HOLLINGSWORTH: Okay, thank you very much. So, Committee Members, moving on to -- has it been this long, July 7, our last meeting? So by now you

1 will have had an opportunity to review the minutes
2 from our July 7 meeting. And if there are no changes
3 to those minutes, may I have a motion to approve?

4 MR. TROWBRIDGE: So moved.

5 MS. HOLLINGSWORTH: Thank you. And a second?

6 DR. BAGNER: Second, Bagner.

7 MS. HOLLINGSWORTH: All those in favor?

8 ALL: Aye.

9 MS. HOLLINGSWORTH: Okay. Thank you. And
10 minutes are approved. And welcome to all those that
11 are attending by Zoom today.

12 So we are going to move on to the resolutions
13 and we have six for you today. Just give me a minute
14 as I kind of go between two screens. So we're
15 starting with Resolution 2022-A: Authorization to
16 negotiate and execute contract renewals with eight
17 providers, identified herein, to provide early
18 intervention summer camp services for 635 slots of
19 children, birth to five years of age, in a total
20 amount not to exceed \$2,217,499.00, each for a term
21 of six months, commencing March 1, 2022, and ending
22 August 31, 2022, -- is that March 1, 2022 and August
23 31, 2022? Thank you. With one remaining renewal,
24 subject to annual funding appropriations.

25 May I have a motion, please?

1 MS. GIMENEZ: So moved, Gimenez.

2 MS. HOLLINGSWORTH: Thank you. And a second?

3 DR. ABRAHAM: Second, Abraham.

4 MS. HOLLINGSWORTH: Thank you. Are there any
5 recusals?

6 DR. BAGNER: Recusal, Bagner. Employed by FIU.

7 MS. HOLLINGSWORTH: Thank you. And as we move
8 into discussion, I will briefly indicate you will
9 have seen the infographic that's included in your
10 packet. This is a countywide initiative. As we are
11 aware, children with identified delays or special
12 needs in early education who receive appropriate
13 responsive intervention are most likely to develop to
14 their full potential. Thus, the Trust summer
15 services goals are to provide continuity of the
16 beneficial impacts of school year, early intervention
17 services through the summer months, and to reduce the
18 risks of summer learning loss. Summer programs
19 operate five days a week for at least 8 hours daily
20 for six to 11 weeks.

21 During the summer of 2021, 425 children were
22 served, on average, through 22 sessions. One hundred
23 percent of children reported living with one or more
24 disability. And program observations were conducted
25 in-person and it was found that participants were

1 fully engaged despite the health and social
2 challenges that these very vulnerable children faced
3 while attending center-based services.

4 Committee members, observations, questions about
5 this resolution?

6 MS. GIMENEZ: I'd just like to make a comment,
7 Madam Chair. I believe this is very important, early
8 intervention. A lot of our children go unidentified
9 in the early years and they never really catch up.
10 So any program that really focuses and targets those
11 children at an early stage, I believe is very much
12 important to be able to offer those services to them.

13 MS. HOLLINGSWORTH: Thank you, Lourdes. Other
14 comments, observations from the committee?

15 Hearing none, all those in favor?

16 ALL: Aye.

17 MS. HOLLINGSWORTH: Are there any opposed?

18 Thank you, the resolution carries.

19 Resolution 2022-B: Authorization to negotiate
20 and execute contract renewals with 12 providers,
21 identified herein, to deliver high-quality summer
22 camp services for 945 slots for elementary school
23 children, in a total amount not to exceed
24 \$1,515,523.00, each for a term of six months,
25 commencing March 1, 2022, and ending August 31, 2022,

1 with one remaining renewal, subject to annual funding
2 appropriations.

3 May I have a motion, please?

4 MS. GIMENEZ: So moved.

5 MR. DUNN: Second, Dunn. Richard.

6 MS. HOLLINGSWORTH: Thank you. Are there any
7 recusals? Okay, hearing none, let's move into
8 discussion.

9 Briefly, I'll again say that this is a
10 countywide program and there is an infographic
11 included in your packet. Note that The Children's
12 Trust funds summer camps for elementary school
13 children grades K to 5 and inclusive specialty
14 disability programs. Inclusive programs engage a
15 minimum of 10 percent of children with disabilities
16 and these programs follow a structured schedule of
17 activities with nutritious foods and beverages
18 included. All this is laid forth in your packet.
19 And providers were required to follow local and CDC
20 guidelines and appropriate group sizes for in-service
21 -- in-person services.

22 Note that during the summer of 2021, 840
23 children were served with an average of 35 days of
24 service, with 26 percent, and that's 219 children,
25 reporting living with one or more disability.

1 Questions, comments from the committee?

2 MS. GIMENEZ: I'd like to comment. DI is very
3 important. There's a difference between
4 differentiated instruction and small group. And when
5 you're targeting children with what they really need,
6 as far as strategies or skills, it focuses exactly on
7 what the child needs. And a child who is a third
8 grader in second grade level, needs to be working on
9 second grade material, not on third grade, because
10 obviously there is no comprehension or even phonetic
11 awareness that they have to be able to decode those
12 words. So I like the fact that they're doing that
13 and targeting that. And it's also by certified
14 teachers, which is very important as well.

15 MS. HOLLINGSWORTH: Thank you, Lourdes.
16 Tiombe?

17 MS. KENDRICK-DUNN: So I did ask this question,
18 but I'll just bring it up here. As far as -- there
19 are a couple of programs, I believe Breakthrough
20 Miami and First Serve, the data so far shows there
21 are less than expected -- the number of children with
22 disabilities in this program are less than expected.
23 So I'm just wanting to know if there's any additional
24 information we have about that. And I know
25 Breakthrough Miami probably serves, I'm going to

1 guess, more high ability children, right, just
2 because I know about the program. But just kind of
3 having a better understanding why that program and
4 First Serve have children with -- not as many with
5 disabilities.

6 And then how are we defining disabilities,
7 because you do have more -- you have some children
8 medically fragile and maybe they cannot go, but a
9 child that has a speech impairment, that's a child
10 with a disability. A child that may be diabetic type
11 1 or 2, or a child that has a language impairment, I
12 mean every disability doesn't have to be severe in
13 nature, per se, and I'm saying that respectfully
14 because for the individual they may see that as
15 severe. I can't speak, but -- or another person.

16 But I think we need to have more children
17 represented here, especially in these high ability
18 programs because some of the children, it's great to
19 have children who are high ability and have all the
20 straight As and Bs and do well, but this should be a
21 mix, so.

22 MS. HOLLINGSWORTH: Thank you, Tiombe.

23 Jim?

24 MR. HAJ: Madam Chair, thank you. If I may,
25 Tiombe, the first question, Breakthrough and First

1 Serve, and I'll ask Rachel to chime in, but
2 Breakthrough -- there's one on this reso and one on
3 the following reso where the numbers, there was a
4 ticket to help with the data pull. Breakthrough, the
5 numbers should be 22 percent and that will be updated
6 to show on the board. First Serve Miami, I'll ask
7 Rachel to chime in on First Serve.

8 MS. SPECTOR: Yeah, in regards to your question
9 about how do we define disability, it is -- we do
10 include children of all types of disabilities, but
11 the parent who is registering the child does need to
12 disclose. So there may be many more children
13 represented and if they have a speech delay or any
14 type of medical issue, but as long as the parent
15 needs to let us know, let the program know and then
16 they identify in our data system.

17 First Serve is a tennis, it's a summer only
18 tennis program. They typically have not had issues
19 in the past. This summer was different. They were -
20 - had difficulty recruiting. They were unclear in
21 the beginning of the summer whether the city parks
22 were going to open for in-person services, and then
23 just some of the other general issues related to them
24 and other providers in terms of lower numbers.

25 Since the school district offered Summer 305,

1 which was an amazing opportunity. Many children,
2 especially children with disabilities tended to stay
3 at their home schools if services were being offered
4 there. And then just because of the pandemic,
5 parents of children with more severe disabilities
6 just chose to keep them home this summer as opposed
7 to past years.

8 MS. HOLLINGSWORTH: Thank you, Rachel.

9 MS. KENDRICK-DUNN: And I'll just mention just
10 one more thing. You know, for programs like
11 Breakthrough Miami, I'll just say for an example,
12 when we have children that they're saying 22 percent
13 have disabilities, at some point they may want to --
14 unless its already being done probably, analyze,
15 okay, so what disabilities are represented and which
16 disabilities are not. Because sometimes that can be
17 an issue, you know, at society, for example, maybe
18 it's more acceptable in some spaces, let's say, oh,
19 the child is autistic and -- or learning disabled,
20 okay, let's take them. But let's say if the child
21 has an emotional behavior disability, there may be
22 some discrimination there, possibly by we're going to
23 stay away from those children, right. So I think
24 it's important for us to analyze what disabilities
25 are represented. And if there are some, that we need

1 to work on and be more inclusive of.

2 MR. DUNN: Madam Chair?

3 MS. HOLLINGSWORTH: Yes, sir?

4 MR. DUNN: Not as eloquent and as experienced as
5 my namesake, Dr. Tiombe Dunn, but I will say, in my
6 limited reorientation to students, I'm very happy
7 about this resolution because it addresses the middle
8 school and high school students. I'm a huge
9 proponent of the elementary, but I know there are a
10 plethora of middle school and high school students
11 who tend sometimes to fall through the cracks and --
12 so I'm glad to see that this will be targeted at that
13 age group, especially the middle school because
14 that's -- I'm not an expert, I yield to all the
15 educational experts and those of you who deal with
16 children.

17 But I will say, my little limited experience has
18 been in that middle school grade, that's where the
19 rubber hits the road, in terms of children dealing
20 with identity, coupled with some disability stuff.
21 And I had to learn the hard way that the majority of
22 students that I deal with are on medication. And lo
23 and behold if they don't get their medications some
24 days. You're in for a long day. So, I can
25 appreciate this reso.

1 MS. HOLLINGSWORTH: Thank you for that, Pastor.

2 MS. BENDROSS-MENDINGALL: Madam Chair?

3 MS. HOLLINGSWORTH: Yes, ma'am?

4 MS. BENDROSS-MENDINGALL: Thank you very much

5 for allowing me to speak. And I have to agree with

6 all the speakers. To back up their comments,

7 research shows that everything they're saying is

8 absolutely true. We lose so many children when they

9 are in middle school. We really need a one-on-one,

10 as Reverend Dunn has said, for children who are in

11 middle school. For some reason, they have a ton of

12 issues that we can't always address. So I commend

13 them for their remarks and I do agree. Thank you,

14 Madam Chair.

15 MS. HOLLINGSWORTH: Thank you, Dr. Bendross-

16 Mindingall.

17 MS. GIMENEZ: Madam Chair, I'd just like

18 clarification. Are we on -- which of the resos, B or

19 C?

20 MS. HOLLINGSWORTH: We're on B. It is for

21 elementary school.

22 MS. GIMENEZ: For elementary, okay. Okay, thank

23 you.

24 MS. BENDROSS-MINDINGALL: Madam Chair?

25 MR. DUNN: Madam Chair, my apologies, I was at

1 C. Thank you for that point of clarification.

2 MS. BENDROSS-MINDINGALL: Madam Chair? Did you
3 say elementary?

4 MS. HOLLINGSWORTH: The resolution that we are
5 discussing now is for elementary school children,
6 yes.

7 MS. BENDROSS-MINDINGALL: Yes. Madam Chair? I
8 want to say something. Because we lose our children
9 in some areas must faster than we would want, we have
10 to look at -- they're in the grade, but we also have
11 to look at age. And as Reverend Dunn said again, and
12 Tiombe, the capacity for us to deal with children,
13 and I know we're now on elementary, but we have to
14 look closely at those children who are labelled as
15 elementary, but behave pretty much sometimes as
16 middle school children do. Thank you, Madam Chair.

17 MS. HOLLINGSWORTH: Thank you, Dr. Bendross-
18 Mindingall.

19 DR. BAGNER: Madam Chair, if I may? So I want
20 to echo Tiombe's comments as well. You know, it does
21 strike me in comparing the first reso, which I
22 couldn't talk about, and this one, 100 percent of
23 kids with disabilities from the first one, only 20
24 something percent overall in this one. I know this
25 is something we've talked about as a committee

1 several times, like how are we defining disabilities.
2 I know it could be defined multiple ways. I think
3 probably the first reso is because most of the kids
4 had behavioral problems and that was considered a
5 disability.

6 But I know we've also talked about the
7 importance of maybe of a part intellectual,
8 developmental disabilities from behavioral emotional
9 disabilities, maybe reporting all of those things. I
10 think that's going to be important. Because I know
11 there is rule that programs have to have at least, is
12 it 20 percent is the cutoff or 10 percent, 10
13 percent. And I think we may want to revisit that.
14 We may want to revisit how we call a disability. And
15 are we just asking parents, does your child have a
16 disability? Because I think that is a loaded
17 question too. And we could ask maybe, just more
18 broadly, about some of the specific areas of
19 disabilities.

20 MS. HOLLINGSWORTH: Thank you, Dr. Bagner.

21 Further comments from the committee?

22 Hearing none, all those in favor?

23 ALL: Aye.

24 MS. HOLLINGSWORTH: Are there any opposed?

25 Resolution carries.

1 Resolution 2022-C: Authorization to negotiate
2 and execute contract renewals with 17 providers,
3 identified herein, to deliver high-quality summer
4 camp services for 1,532 slots for middle and high
5 school youth, in a total amount not to exceed
6 \$2,597,209.00, each for a term of six months,
7 commencing March 1, 2022, and ending August 31, 2022,
8 with one remaining renewal, subject to annual funding
9 appropriations.

10 May I have a motion, please?

11 MR. DUNN: So moved, Dunn.

12 MS. HOLLINGSWORTH: Thank you. And a second?

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

14 MS. HOLLINGSWORTH: Thank you. Are there any
15 recusals?

16 DR. BAGNER: Can I actually just have a legal
17 opinion just to verify? I don't think I have to
18 recuse because it's not in my college, but I just
19 wanted to confirm that.

20 MS. KOBRINSKI: So the staff seeks Commission on
21 Ethics opinions for all of the resolutions, I'd refer
22 to them, but just to remind the board that there is
23 an appearance of impropriety standard for the board
24 members, so even if the Commission on Ethics does not
25 require you, if you so feel obligated, you may.

1 MR. HAJ: And according to Commission on Ethics,
2 you do not need to recuse.

3 DR. BAGNER: Okay, thank you. I will not recuse.

4 MS. HOLLINGSWORTH: Okay, thank you. Moving
5 into -- so there are no recusals. Moving into
6 discussion. Remember that while some typical summer
7 programs must operate for at least six weeks with a
8 minimum of 90 contact hours per youth, some programs
9 here may break up their service periods into cohorts
10 and offer shorter intervals for at least 15 days of
11 service for youth. Summer Camp for Youth also
12 follows a structured schedule of activities, as the
13 others we've talked about just now. 1,218 youth were
14 served with an average of 31 days of service with 18
15 percent and that's 215 reported living with one or
16 more disability.

17 The floor is open. Feedback, observation from
18 the committee members.

19 DR. ABRAHAM: Yeah, I have a question. It's
20 just clarification. I was looking at the cost per
21 child for the first three and they're quite
22 different. I was just wondering, you know, what's
23 behind that? And I'm sure they're very good reasons,
24 but it looks like more than two-fold differences per
25 child with each of these. And does it reflect the

1 services that are provided, or does it reflect the
2 contracts that we have, or who we're doing it with?

3 MR. HAJ: Great question. I'll ask Bevone to
4 jump in or Juliette to answer more specifically.

5 MS. FABIEN: Yes. Juliette Fabien with The
6 Children's Trust. So what you see, like you cannot
7 put cost per child calculation from this reso because
8 you don't know the actual, how much money was -- the
9 expenditure for the provider, right. Because just
10 because you can award a provider \$200,000, but they
11 only spent like \$100,000 or \$120,000. So that's when
12 you would be able to do the cost per child.

13 DR. ABRAHAM: I guess, you know, we're saying,
14 for example, with the one before, I think there were
15 about 1,000 children, here 1,532 slots. So I guess
16 part of this would be how many of those slots are
17 actually used, then, too. Because it gets to the
18 same kind of issue, how much does it cost per child,
19 what are the services, how much -- I guess a big
20 question is how much are these wonderful programs
21 being used? I assume they're full. I hope.

22 MS. FABIEN: So you're talking about
23 utilization. For this, those are summer 2021. So
24 expectation for this summer was at least you need to
25 serve 70 percent of your contracted number because we

1 take into consideration what Rachel just explained,
2 that we have some at 305 from Miami-Dade County.
3 Also, children with disabilities, parents may not
4 feel comfortable sending them, so the expectation was
5 like 70 percent of your contracted amount and most
6 providers they exceed that number. So they were
7 fully utilized. And then what we do, when we review
8 their expenditure, we want to make sure it's in
9 alignment with the level of services provided. So if
10 you're not serving 100 percent of your kids, you
11 cannot spend 100 percent of your contract, right.

12 DR. ABRAHAM: So, are we looking forward to them
13 being full this summer? you know, we're funding
14 them. I hope so. I guess it's also the question if
15 they're not filling up, how do we make sure that they
16 do fill up? Just because they're great programs.

17 MR. HAJ: Abraham, we are pushing. Last summer
18 was kind of unique. People coming back to in-person
19 and all the obstacles that we were facing, we had a
20 great partnership with Dade County Public Schools to
21 really push our programs. You still have parents who
22 are cautious about bringing their kids back for a
23 variety of different reasons. I just want Lori to
24 chime in, I know Lori has her hand up, to answer more
25 specifically how do you derive at the costs and what

1 services are offered. Lori?

2 MS. HANSON: Yeah, I just think it's an
3 important point of clarification that these
4 resolutions do not represent the full array of our
5 summer camps for elementary, middle and high school
6 kids. Many of our programs operate school year
7 programs and summer components and you guys have
8 approved those earlier this year. They have a full
9 year contract term. These come separately because
10 they have a six-month contract term. They only
11 operate during the summer. So really if you wanted
12 to see across our whole initiative, you will need to
13 add in those other programs. For example, we
14 actually have way more kids in elementary school who
15 are in our programs, than we have in middle and high
16 school, but it looks the opposite here.

17 Also, just to comment back on the question about
18 children with disabilities. At our last Ad-Hoc
19 Health Committee Meeting, which was a couple years
20 back, we did bring an update about how we ask about
21 children with disabilities. We brought a data report
22 on the breakdown of the types of disabilities kids
23 were experiencing and reporting. And we could bring
24 another data update to that. The question that we
25 ask is -- of parents, is about whether their children

1 have any conditions that are expected to last for
2 more than a year. And then we have categories that
3 we ask them about.

4 And then we also have several questions that try
5 to get at the level of impairment, including asking
6 about how the child communicates primarily, what
7 types of therapies or services they might be
8 receiving and what types of accommodations they need
9 in the program. So, we have a rich array of data
10 that we collect about children with disabilities.

11 And then the last point of clarification that I
12 just want to offer is that the first reso, as was
13 noted, is 100 percent. That's because we don't allow
14 any children without disabilities in those programs.
15 They are funded as early intervention programs. You
16 are required to have a diagnosis to go to one of
17 those programs. That was funded in that way from the
18 beginning to fill the gap of summer time period for
19 kids who are in early intervention services, whereas
20 the other two, elementary, middle, and high school,
21 in B and C, those are general community after-school
22 -- I'm sorry, summer programs.

23 And so, in those we really are far exceeding the
24 floor of 10 percent with children of disabilities and
25 really part of the health committees urging, I think

1 after they heard the presentation last time, we
2 actually added additional money for program inclusion
3 supports. So I think it would be great to have a
4 follow up report come if we have a future health
5 committee. I think we're thinking about having a
6 future health committee meeting, where we could have
7 a follow up on how that has shifted who is being
8 served from a disabilities perspective.

9 MS. HOLLINGSWORTH: Thank you, Lori.

10 MR. DUNN: Madam Chair, if I can attempt to
11 speak to Dr. Abraham's question, in terms of if
12 there's a challenge in filling the slots. If it's no
13 conflict, I believe that I perhaps could refer a
14 whole truckload of people that could fill those
15 slots. And I'm not saying that in a derogatory
16 manner, I'm just saying it in a real manner.

17 And then I wanted to, if I'm able to, ask Ms.
18 Tiombe Dunn a question. Does emotional issues
19 constitute disabilities too as well? And I know that
20 question -- we've got a lot of people that deal in
21 that area, so I yield to you, if emotional stuff --
22 because we got many -- I know many children, many
23 middle-aged children, high school children, and even
24 some elementary who dealt with the trauma of gun
25 violence in their families. And that alone, to

1 survive some of that, can be life debilitating. And
2 I've seen it. And they act out because of those
3 kinds of things. And I don't know, does that
4 constitute? I'm asking all of the psychological
5 experts that question. Does emotional stuff,
6 emotional trauma, can that have an impact on a
7 disability? I don't know.

8 MS. KENDRICK-DUNN: I'll just piggy-back. And
9 then you have physicians here, other psychologists.
10 Because all of us are well-versed in this.

11 MR. DUNN: Yeah, because I'm just a country
12 preacher.

13 MS. KENDRICK-DUNN: The answer to the question,
14 I mean, clerical staff they counsel too. I
15 understand there's a whole process. So the answer to
16 the question is, possibly, not always, right. You
17 can't put everybody in one basket. So for some
18 people -- some people may experience
19 emotional/behavioral issues. I'll call it that. In
20 the school system we don't use the clinical terms in
21 the clinical world, okay, you may say depression,
22 dysregulation, mood disorder, I don't know. There's
23 a whole bunch of other things.

24 But there is a diagnostic -- there are
25 diagnostic criterions to meet that and that's to make

1 sure that we're safe with the public. Everybody
2 experiences stress. We don't want to call things
3 disabilities and disorders without having the proper,
4 meeting the proper criteria. So that, you know, for
5 children that have, that we know, for example, that
6 have a history of they're under the care of a
7 psychiatrist, they're under the care of pediatrician,
8 they're under the care of a neurologist, they're
9 under the care of a psychologist, they have a history
10 of Baker Acts, they're taking psychotropic
11 medication. That gives you more -- that means
12 somewhere -- that would be considered a diagnosis,
13 you know, a disability, per se, as far as children.

14 MR. DUNN: Okay. Pardon my -- but does ADD fit
15 in that category as well?

16 MS. KENDRICK-DUNN: We really want to say ADHD.
17 AD is more like -- the DSM-5 uses -- I don't know
18 about the ICD-10 level, but the DSM-5 is ADHD,
19 Attention deficit/hyperactivity disorder, primarily
20 inattentive, primarily combined or primarily
21 hyperactive.

22 MR. DUNN: Yeah, I see it every day.

23 DR. BAGNER: I'll just jump in really quickly.
24 So first of all, it's not -- you're not -- it's not
25 naïve at all, in fact, you're absolutely right that

1 these things influence one another, right. So
2 behavioral and emotional problems can influence a
3 severity of a delay and vice versa. I think what we
4 have to think about as a Board, I think when this was
5 initially implemented, correct me if I'm wrong, I
6 think the intention was more toward developmental
7 disabilities as intellectual language developmental
8 issues.

9 I think over time it's been broadened. It's not
10 necessarily a good or a bad thing, but I think we
11 have to -- certainly for the young kids, as Lori was
12 saying, its 100 percent for that resolution because
13 kids needed to have a elevated problems behaviorally
14 in order to be in those programs. These programs are
15 more -- for typically developing kids, some of them
16 who also have developmental disabilities.

17 So I think we have to -- I think it's important
18 for us as a Committee and a Board to clarify, what do
19 we mean by disability? From my perspective, if a
20 child has an intellectual disability or developmental
21 delay, they're also more or likely to have emotional
22 and behavioral problems, so we want to think about
23 who is the most underserved and at-risk, those are
24 the kids, right. The kids that are dealing with both
25 challenges developmentally, academically,

1 behaviorally, and of course a lot of these things go
2 together.

3 But I think we should have a point where we have
4 a discussion as a Board, what does that mean and how
5 do we make sure that we're fulfilling all the needs.
6 There certainly is a need for more broader support
7 for all kids, but then we want to have some more
8 targeted support where we're really focusing on kids
9 with disabilities and behavioral and emotional
10 challenges.

11 MS. HOLLINGSWORTH: Thank you, Dan. And as we
12 move into vote, I'll just point out, Committee
13 members, that on your chart, the Nifty program that
14 is showing zero percent for children with
15 disabilities is actually at eight percent. Just for
16 your information. Further comments before we move to
17 a vote?

18 Hearing none, all those in favor?

19 ALL: Aye.

20 MS. HOLLINGSWORTH: Are there any opposed?
21 Resolution carries.

22 Resolution 2022-D: Authorization to negotiate
23 and execute a match contract with Miami-Dade County
24 for the seventh -- hold on, my picture is blocking.
25 Hold with me please. Technical difficulties.

1 With Miami-Dade County for the seventh year of
2 the Summer Youth Internship Program, in a total
3 amount not to exceed \$1,500,000.00, for a term of 12
4 months, commencing March 1, 2022, and ending on
5 February 28, 2023.

6 May I have a motion, please?

7 MS. BENDROSS-MINDINGALL: Move it, Bendross-
8 Mindingall.

9 MS. HOLLINGSWORTH: Thank you.

10 MS. GIMENEZ: Second, Gimenez.

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

13 MR. HAJ: Madam Chair, I'm sorry. Sandra, you
14 need to recuse from this reso.

15 MS. WEST: --

16 MR. HAJ: No, just you for serving on the
17 Foundation Board.

18 MS. HOLLINGSWORTH: Okay, thank you. So we have
19 one recusal. And then, briefly, as we move into
20 discussion, the internship program recruits and
21 subsequently connects rising tenth to rising twelfth
22 grade students. That includes youth with
23 disabilities and youth involved in the child welfare
24 system, who live in Miami-Dade County, with paid
25 summer internships, with an emphasis on at-risk

1 youth.

2 The program intends to enroll 2,500 interns to
3 work 30 hours weekly for five to six weeks and a
4 stipend of \$1,300. 2,321 youth were placed in 655
5 participating companies with 623 with 26 percent --
6 actually, scratch that 623 and just stay with 26
7 percent with a disability. 99 percent of interns
8 completed the programs, working a total of 369,507
9 hours. Let's see. And for every dollar invested,
10 over \$1.83 was leveraged on behalf of The Children's
11 Trust.

12 Committee members, discussion?

13 MR. DUNN: Madam Chair?

14 MS. HOLLINGSWORTH: Yes?

15 MR. DUNN: Question. What is the age threshold
16 for a person qualifying for a youth internship
17 program?

18 MR. HAJ: From 10th to 12th.

19 MR. DUNN: From 10th to 12th, okay. I think I
20 raised this question last year and I -- its because I
21 didn't follow up, what efforts, and I guess this
22 question will be addressed to the staff, are being
23 made to perhaps seek out some of the perspective
24 youth from some of our inner city schools? I.E.,
25 Miami Northwestern, Miami Central, Miami Jackson,

1 Miami Edison. I don't want to leave anybody out.

2 Miami, Carol City, North Miami Central.

3 Because this is a wonderful program and the way
4 I see it, it could be a building block for a future
5 opportunity for kid who goes in and applies
6 themselves, demonstrates good job readiness,
7 qualities, and seriousness. It could open the door
8 further down the road for a profession. So I just --
9 counselors and some of those said schools being
10 sought out to perhaps make this opportunity available
11 to some of their students who would qualify for this
12 wonderful internship.

13 MR. HAJ: Absolutely, Pastor. We had -- we have
14 a person at every school. We could also send you the
15 breakdown of where the schools are participating and
16 the number of kids in each school. But all those
17 schools that you mentioned, we have an individual
18 inside the school working through -- with these kids.
19 Not only recruiting them, but also walking them
20 through the process, hand-holding them, making sure,
21 monitoring throughout the summer to get this done.
22 Because as you pointed out, these kids, one, they're
23 off the streets. They're in jobs. They're learning
24 job skills. And people hire who they know.

25 So usually -- these kids also get picked up.

1 But we'll be happy to send you the chart of where the
2 kids are coming from, what schools they're at, and we
3 have a couple of graphs that we can forward to you to
4 try to get into the board packet for next year.

5 Monday's board meeting.

6 MR. DUNN: Okay, thank you so much.

7 MS. HOLLINGSWORTH: Thank you.

8 DR. BENDROSS-MINDINGALL: Madam Chair?

9 MS. HOLLINGSWORTH: Yes, Dr. Bendross-Mindingall
10 and then --

11 DR. BENDROSS-MINDINGALL: I would like to have a
12 copy of that, which I believe it was Jim who was
13 going to send to Pastor Dunn. And also, I have a
14 question: is it a conflict of interest for children
15 to be assigned to members of The Trust?

16 MR. HAJ: No, we have approximately six interns
17 every year.

18 DR. BENDROSS-MINDINGALL: So if I wanted an
19 intern -- through the Chair -- if I wanted an intern
20 would that be made available, Jim?

21 MR. HAJ: Yeah, I'm sorry, I misunderstood the
22 question. So, The Trust, we pick up six interns, but
23 we will send the board the link to the interns. So
24 we are always looking for employers. That's the
25 biggest need right now, especially during COVID, is

1 getting employers back on board to hire these youth.
2 So, Dr. Bendross-Mindingall, we'll send you the link,
3 you can go on there and request an intern, as well as
4 share it to others who may --

5 DR. BENDROSS-MINDINGALL: Oh my.

6 MR. HAJ: -- want an intern.

7 DR. BENDROSS-MINDINGALL: Oh my. Through the
8 Chair.

9 MS. HOLLINGSWORTH: Thank you.

10 DR. BENDROSS-MINDINGALL: I'm going to announce
11 this, through the -- if that's okay, for me to
12 announce it to my colleagues. I'm sure they would be
13 happy to employ some of our wonderful students.
14 Thank you very much.

15 MS. HOLLINGSWORTH: Thank you. Thank you. Mr.
16 Diaz-Herman.

17 MR. DIAZ-HERMAN: Yeah, I'm sorry, perhaps this
18 was discussed in prior meetings, but I'm curious, if
19 I'm doing the math correctly, we're compensating
20 these interns about \$8.66 an hour. Is that legal,
21 now that minimum wage has increased to ten dollars?

22 MR. HAJ: Yeah, I'll ask Natalia to go ahead and
23 answer that.

24 MS. ZEA: Thank you. Actually, the
25 collaboration, as this program is operated by Miami-

1 Dade County Public Schools, we've been in discussions
2 on that very point and the stipend is being looked at
3 for the upcoming year.

4 MS. HOLLINGSWORTH: Thank you.

5 MS. GIMENEZ: Madam Chair?

6 MS. HOLLINGSWORTH: Yes.

7 MS. GIMENEZ: I have -- piggy-backing on Pastor
8 Dunn's question regarding is there someone at the
9 school sites helping the children. And I know that
10 our president responded and they help them through
11 the process, et cetera. Do they also do any type of
12 training, these students, before they actually enter
13 into that summer internship program?

14 MR. HAJ: Absolutely. You have the training and
15 you also have probably the most critical piece of
16 this, too, well aside from the exposure, is also
17 training on financial literacy for these youth.

18 MS. GIMENEZ: Oh yes.

19 MR. HAJ: Natalia, do you want to touch on the
20 training portion?

21 MS. ZEA: Sure. As part of the program, there
22 are prerequisites. Including -- it's a course called
23 Odysseyware and it prepares these student interns so
24 that when they enter the environment, they're ready
25 to go and they feel fully prepared on soft skills,

1 which is included in that course.

2 MS. GIMENEZ: So, this training that you have is
3 offered exactly the same way or given to all the
4 schools so that they all have the same training at
5 all the school sites?

6 MS. ZEA: Yes, ma'am.

7 MS. GIMENEZ: Perfect. Thank you.

8 MS. HOLLINGSWORTH: Thank you. Tiombe, you were
9 leaning in, do you have a question?

10 MS. KENDRICK-DUNN: Yes. Going back to Pastor
11 Dunn's question. So, I'm going to take it a little
12 bit further. Besides asking about the schools that
13 are maybe in the urban core, I think is how he
14 usually phrases it, are we pulling children from some
15 of our alternative sites? So, I'm thinking about
16 schools like our Hope Center, Jan Mann, Mac Arthur,
17 I'm just -- I'll leave EJJ out because that's a
18 little different, but for these other alternative
19 schools that house some of the students at this age,
20 are we making sure that these children are also being
21 -- that this opportunity is open to them.

22 I think it's important to remember that besides
23 your traditional schools we do have a number of
24 alternative schools and, you know, sometimes some of
25 the students that are at these schools can -- may be

1 more challenging, but nonetheless, their lives are
2 just as worthy as our children at traditional schools
3 and opportunities should be open to these children.
4 These are a lot of times, more often than not,
5 statistically where you may see more of the students
6 that, you know, might drop out. They don't always,
7 but I'm saying, might. You know, they're definitely
8 at higher risk of dropping out, substance abuse, and
9 other issues.

10 So, I wanted to ask that and then I think the
11 terminology in this reso, at-risk is used, and so I
12 want to understand, when we say "at-risk", what does
13 that mean? Are we talking about children that
14 experience economic modulization, housing and
15 security, you know, immigrant status, languages,
16 English not their first language, children who are in
17 alternative schools. So like what is the definition?
18 Being a mother at a young age, right. Like our Hope
19 Centers. So, I'm just wanting to know that.

20 And then the last one, disabilities. For this
21 reso, I know that we have students represented with
22 disabilities. I'm interested in knowing which
23 disabilities are represented so we could have a
24 better understanding which ones are not.

25 MR. HAJ: Yeah, I'm going to have -- Natalia,

1 you're going to have to help me out with a couple of
2 these questions. So, the Board, a couple of years
3 ago, we had talked about reaching out to our at-risk
4 groups considering the schools you mentioned, as well
5 as foster care youth, there was a big portion about
6 foster care youth and making sure we assist that
7 transition. So we've been working with Citrus and
8 doing an outreach effort for foster care with
9 students with disabilities.

10 And I want to answer, yes, about the success
11 centers and at-risk centers, specify centers you
12 mentioned, but I'm not sure if Natalia knows the
13 answer or we could get back to you on that to see if
14 we have somebody there.

15 MS. ZEA: We actually have Robert Quinn, who has
16 raised his hand on the line, and he oversees directly
17 the program, including the recruitment efforts and
18 the way that that data is tracked by the school
19 system. It's probably best that he answer that
20 directly.

21 MS. KENDRICK-DUNN: Thank you.

22 MS. HOLLINGSWORTH: Is someone's hand up? Okay,
23 further questions, observations?

24 MR. QUINN: Can --

25 MS. HOLLINGSWORTH: Robert, okay, we're waiting

1 on --

2 MR. QUINN: Can I speak on that item?

3 MS. HOLLINGSWORTH: Yes, please.

4 MR. QUINN: It is offered to all schools in

5 Miami-Dade Public Schools, even the alternative

6 schools. It's harder to get the alternative students

7 to apply and go into the program. But it is offered.

8 The Odysseyware -- as Ms. Zea said, the Odysseyware

9 teaches them pre-employment skills so that they're

10 ready once they get to their job location. They --

11 the students with disabilities that would be -- they

12 would be signified as an ESC student in Dade County

13 Public Schools. If you want to get a breakdown, we

14 could try to find, try to get you a breakdown of what

15 disabilities each of them had of the 26 percent that

16 we had this past year.

17 What was the other questions? I'm sorry.

18 MS. KENDRICK-DUNN: Thank you for that

19 information. I think that mostly answered the

20 question. So I do -- I would like the breakdown of

21 the disabilities represented. But also, you

22 mentioned, and thank you for mentioning this, that

23 all schools, so for the alternative sites in Miami-

24 Dade County, I would like to know the number of

25 students represented at those sites. Hope Centers,

1 the Jan Mann's, the sites where, you know, the stand
2 alone sites like Creuse, Robert Renick, because I
3 think that -- I just want to make sure that we're
4 not, you know, we're not -- unintentionally excluding
5 any students at that -- you know, and these kids, I
6 know, you're right, it can be more difficult to get
7 them to apply. But if that's the sole -- if that's
8 the case, then maybe we have to, maybe, spend some
9 time with those students and maybe communities and
10 asking why. Because there definitely is a reason
11 why. And maybe we can figure that out.

12 But, you know, those children, they're
13 definitely -- when you talk about high-risk, the fact
14 that they're over at alternative sites, let you know
15 that they're high-risk. That's why they're there.

16 MR. DUNN: Amen.

17 MS. HOLLINGSWORTH: Yes.

18 MR. DUNN: Madam Chair, just very quickly.

19 MS. HOLLINGSWORTH: Yes, Reverend.

20 MR. DUNN: And I want to thank Robert. And I
21 have to say this, and I know sometimes sound mushy,
22 but it's from the heart. I really appreciate being a
23 part of this board because it's such a well
24 roundedness that you see and it's several, multiple
25 perspectives. Which helps you to grow into develop

1 and expand. When I was in seminary, years ago, for
2 the first time, the seminary that I intended was
3 called the Interdenominational Theological Seminary
4 in Atlanta. Centered in Atlanta. And one of our
5 mottos was diversity is our strength. And that's
6 what I see, if I may, I'm not trying to sound mushy
7 or preachy, but I can really appreciate the round
8 roundedness and the different perspectives. The
9 different angles. The different cultures. But yet,
10 maintain the same level of respectability. And at
11 every meeting, almost, that I attend I learn
12 something new.

13 But once again, I'm going to say this, if there
14 is a lack of interest and you don't have enough
15 participants, if it's not a conflict of interest. I
16 can provide for you a truck load of individuals to
17 fill those slots.

18 MS. HOLLINGSWORTH: No doubt. Thank you. Thank
19 you, Reverend.

20 Further discussion before vote, Committee
21 members? Hearing none, all those in favor?

22 ALL: Aye.

23 MS. HOLLINGSWORTH: Are there any opposed? The
24 resolution carries.

25 Resolution 2022-E: Authorization to negotiate

1 and execute a contract with Miami-Dade County for the
2 HERO truancy prevention program, a component of the
3 Case Management Referral Program, in a total amount
4 not to exceed \$880,000.00, for a term of 12 months,
5 commencing August 1, 2022, and ending July 31, 2023.

6 May I have a motion, please?

7 DR. ABRAHAM: So moved.

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

9 DR. BENDROSS-MINDINGALL: Second, Bendross-
10 Mindigall.

11 MS. HOLLINGSWORTH: Thank you. Are there any
12 recusals? Hearing none, we'll move into discussion.

13 And I'll point out that services provided for
14 truancy services with this funding will support more
15 than 14,500 elementary school children with chronic,
16 unexcused absences across 39 Miami-Dade County Public
17 Schools. And during the last school year, 54 percent
18 of students showed increase attendance percentage
19 when comparing their pre-post. 1,356 families
20 participated in truancy child study team meetings
21 with 169 were no shows. And also, an array of follow
22 up services were performed. Including, parent
23 conferences, home visits, coordinating of services,
24 as well as letters. And there were no court
25 appearances.

1 Questions, observations, Committee members?
2 Hearing none. All those in favor?
3 ALL: Aye.
4 MS. HOLLINGSWORTH: Are there any opposed? The
5 resolution carries.
6 And our final resolution for this afternoon.
7 Resolution 2022-F: Authorization to renew a
8 funder collaboration contract with The Miami
9 Foundation, as the fiscal agent for Miami Connected,
10 in a total amount not to exceed \$150,000.00 for a
11 term of 12 months, commencing retroactively on
12 October 1, 2021, and ending September 30, 2022.
13 May I have a motion, please?
14 MS. KENDRICK-DUNN: So moved.
15 MS. HOLLINGSWORTH: And a second?
16 DR. BAGNER: Second, Bagner.
17 MS. HOLLINGSWORTH: Are there any recusals?
18 Okay, no recusals.
19 Let's move into discussion. As you know, Miami
20 Connected offers no-cost broadband internet to the
21 families of eligible students. And those students
22 are eligible if they attend a Title I school and/or
23 qualify for free or reduced price lunch, which is a
24 designation that applies to public charter and
25 nonprivate school -- and non-profit private schools.

1 Miami Connected endeavors to collectively ensure
2 that all children in Miami-Dade have online access to
3 support a strong fulfilling education. Thus far,
4 11.3 million has been raised with 13 funding partners
5 and 11 implementation partners. 11,000 students have
6 been reached with 670 signed up for the program.

7 And you'll see a table in your packet that was
8 the funders were involved and the remaining funds are
9 expected to be raised from additional funding
10 partners.

11 Questions? Comments about this resolution?

12 DR. BAGNER: Madam Chair, if I may?

13 MS. HOLLINGSWORTH: Yes.

14 DR. BAGNER: I think this is a great initiative.

15 I think the partnering to get the funds, to get
16 broadband connectivity to underserved communities I
17 incredibly important. One thing I did talk with Lori
18 about and I wanted to bring up with the Committee.

19 It does talk in the resolution about increasing --
20 not just increasing access, but also teaching
21 literacy skills around using the internet, which I
22 think is incredibly important. But what also is
23 important is providing information and knowledge
24 about parents to use the internet safely and
25 appropriately with their kids. So I strongly

1 encourage that we implement some strategies around
2 screen time, around appropriate screen time and those
3 sorts of things.

4 MS. HOLLINGSWORTH: Thank you, Dan.

5 MS. KENDRICK-DUNN: And I just want to comment.

6 I agree 100 percent, 150 percent with Dr. Bagner.

7 This is a phenomenal resolution. I mean, definitely
8 technology is how things work today and the children,
9 I guess, I think in the literature they're called
10 digital natives because the children born today,
11 that's exactly who they are compared to us. But we
12 do need to make sure that safety is at the forefront
13 because there are a lot of predators out here that
14 use the internet every single day and our children
15 are being impacted by this every single day.

16 And we do need to make sure parents are educated
17 as well, because we know how smart children are and
18 just being a child, part of being a child, we all did
19 it with our parents. We tried to outsmart them. But
20 when we were kids, we did not have this additional
21 danger, potential danger, so I think we need to make
22 sure that safety is at the forefront. This is
23 incredible.

24 Screen time is definitely important because we
25 don't want to see addiction. I think in the

1 literature you're starting to see people are getting
2 addicted to technology, being on the games, the
3 phones, computers. A child's brain is very young.
4 We need to keep that in mind about development of
5 children. And this internet and technology is a
6 great tool, but with anything that has great
7 potential, like water and fire, the same thing can
8 happen like water and fire, too much of it will kill
9 you. And not taking care of making sure that this is
10 safe and there are structures and parameters around
11 this with children, then it may be also harmful and
12 that's not what we're trying to do.

13 MS. HOLLINGSWORTH: Thank you, Tiombe.

14 MR. DIAZ-HERMAN: I have a question. So I
15 noticed that this is the only instance where we have
16 other entities that are contributing to this project.
17 Is that because there's a certain number that needs
18 to be raised in order to provide the service
19 effectively? And if so, is this number an amount or
20 is there still fundraising that's happening for it?

21 MR. HAJ: Our general rule for the funder
22 collaboration is at least one to two, but we look for
23 one to four match. Specifically related to this is
24 the question? Okay. Natalia, can you assist with
25 specifically related to this, if there are additional

1 funders coming down the pipe?

2 MS. ZEA: This is still a relatively new project
3 and I know that the executive director of Miami
4 Connected has been very much focused on additional
5 fundraising efforts. And that's definitely a
6 priority as we move forward.

7 MR. HAJ: Let me just give you a little bit of
8 hindsight. This came out in the midst of the
9 pandemic when we started seeing where the gap was.
10 There was also a discussion with the Board, we're in
11 the middle of our social equity discussions, and
12 being accessed to broadband was one of the things
13 indicated was a priority of this Board. So we were
14 the first ones to jump on it. Kind of took the work
15 of the team to get other funders. You see some
16 partners here, we're still looking at how do we fill
17 that gap, and how do we meet the need. We are
18 working regularly to figure out where the gap is and
19 how to do that and how to do that effectively and
20 efficiently, but there is a commitment to fill this
21 gap and do this long-term.

22 MR. DIAZ-HERMAN: So, thank you. Thank you for
23 that answer. So the reason why I ask is, number one,
24 I think this is an amazing program, but this number
25 of \$6,000,000.00 just seems so low. And so has a

1 number been identified to be able to accurately
2 provide this type of service to everyone in need?

3 MR. HAJ: I need to get back to you. I don't
4 have the answer for that right now. Natalia, I'm not
5 sure if you do. But when we started having this
6 discussion, knowing that we don't know the exact
7 number. I mean, it's kind of the environment where
8 you will find out because you had all the online
9 schooling, so if you're going to find the gaps, it's
10 going to be working with a school system, we're
11 finding out who has the needs and how do we provide
12 it. But Natalia can give us specific information,
13 where we're at and where we're going.

14 MS. ZEA: The projected cost based upon the
15 initial discussion and the game plan as it moves now
16 is around 14.4 million total.

17 MS. HOLLINGSWORTH: Thank you.

18 DR. BAGNER: If I may, Madam Chair? I just
19 wanted to -- a follow up question briefly. Is there
20 -- it seems like the funding is primarily for the
21 actual broadband hotspots. Is there funding for
22 devices for families that don't have devices to use
23 the internet and if not, is that part of the long-
24 term goal, if that's seen as a barrier?

25 MR. HAJ: Natalia?

1 MS. ZEA: My understanding when this project was
2 started is Miami-Dade County was one of the entities
3 that was interested in providing support that they
4 could. My understanding was that Miami-Dade County
5 specifically, directly with the school system,
6 assisted in the area of devices and allocating. I
7 could find out more information on those specifics if
8 you'd like.

9 DR. BAGNER: Yeah, that would be helpful. I
10 mean, I think the school's provided computers to
11 students during the pandemic, but the question is,
12 like, other devices for them to use, you know.

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

15 ALL: Aye.

16 MS. HOLLINGSWORTH: Are there any opposed? The
17 resolution carries. And with that, that concludes
18 our resolutions for the day. I'll punt back to you,
19 Jim, for the CEO report.

20 MS. BENDROSS-MINDINGALL: Madam Chair, before we
21 move on, I just want to share this with Jim. I would
22 be happy to share, I think its reso D, in looking for
23 employees for our children. I would be happy to do
24 that, Jim.

25 MR. HAJ: Dr. Bendross-Mindingall, thank you.

1 We're reaching out to your office. When this thing
2 goes live, we're also going to send the link to all
3 our Board members --

4 MS. BENDROSS-MINDINGALL: Wonderful.

5 MR. HAJ: -- and to the chambers and to
6 everybody else to really spread the word. Again, the
7 students are not -- really the hardest part right now
8 in this environment is getting the employers. We're
9 going to really need a big push.

10 MS. BENDROSS-MINDINGALL: I'd be happy to help,
11 Jim.

12 MS. HAJ: Thank you. Spooky Symphony, it's at
13 Dade County auditorium October 24, in two weeks. If
14 you and your families would like to attend, please
15 let us know so we can make the reservations. Mark
16 Trowbridge is our MC and if you haven't seen an
17 amazing MC, its Mark and his outfit changes and him
18 coming out in costumes. So that is a great event.

19 We have our scheduled Board meetings for the
20 rest of this fiscal year, the rest of this calendar
21 year. We have three work groups coming up. The
22 Early Childhood Community Research Results Summit is
23 coming up on November 4. We've had great interests
24 in the years for our Board members coming and
25 listening to all our providers sharing back their

1 data.

2 The Ad Hoc Early Childhood Committee Meeting is
3 November 9th from 9:00 to 12:00. Its open -- we're
4 going to send an invite to our Ad Hoc Committee
5 members, but it is, as always, its open to all the
6 Board members. I think it's going to be a great
7 meeting. With individuals from the national level,
8 the state level, the community level, our partners,
9 and from the Florida Business Lens about child --
10 importance of childcare in Florida. The Racial
11 Equity and Social Justice Committee will be December
12 2nd from 3:30 to 5:30. And again, these will all be
13 on your calendars.

14 Thank you, Madam chair.

15 MS. HOLLINGSWORTH: Thank you, Jim. And with
16 that, committee members, staff, guests, we are
17 adjourned. Thank you.

18 (Whereupon, at 5:59 p.m., the meeting was
19 adjourned.)

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CERTIFICATE OF TRANSCRIPTION

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Christy Caldera, Transcriber
October 27, 2021