



Board of Directors Meeting

February 19, 2020

1 THE CHILDREN'S TRUST BOARD OF DIRECTORS
2 COMMITTEE MEETING
3

4 The Children's Trust Board of Directors
5 Committee Meeting was held on February 18, 2020,
6 commencing at 4:00 p.m., at 3250 Southwest 3rd
7 Avenue, United Way, Ryder Conference Room, Miami,
8 Florida 33129. The meeting was called to order by
9 Kenneth Hoffman, Chair.

10
11 COMMITTEE MEMBERS:

12 Kenneth C. Hoffman, Chair
13 Karen Weller, Secretary
14 Laura Adams
15 Matthew Arsenault
16 Dr. Daniel Bagner
17 Constance Collins
18 Mary Donworth
19 Beth Edwards
20 Gilda Ferradaz
21 Lourdes P. Gimenez
22 Mindy Grimes-Festge
23 Nelson Hincapie
24 Pamela Hollingsworth
25 Dr. Monique Jimenez-Herrera

1 COMMITTEE MEMBERS (cont'd):

2 Hon. Barbara Jordan

3 Marissa Leichter

4 Frank Manning

5 Dr. Susan Neimand

6 Hon. Orlando Prescott

7 Javier Reyes

8 Shanika Graves

9 Leigh Kobrinski

10

11 STAFF:

12 Diana Beltre

13 Donovan Lee-Sin

14 Felix Becerra

15 Garnet Esters

16 Imran Ali

17 James Haj

18 Jerry Calvert

19 Joanna Revelo

20 Jorge Gonzalez

21 Juana Leon

22 Juliette Fabien

23 Kathleen Dexter

24 Lisanne Gage

25 Lisete Yero

1 STAFF (cont'd):

2 Lori Hanson

3 Maria-Paula Garcia

4 Molly O'Doherty

5 Muriel Jeanty

6 Patricia Leal

7 Rachel Spector

8 Sandra Camacho

9 Sebastian del Marmol

10 Sheryl Borg

11 Stephanie Sylvestre

12 Susan Marian

13 Tatiana Canelas

14 Victoria Cividini

15 Vivianne Bohorques

16 William Kirtland

17 Willmeisha Hall

18 Yurena Driggs

19

20 GUESTS:

21 Jackie Roth

22 Chloe Wicklas

23 Lynne Katz

24 Linda Freeman

25 Diego Maranjo

1 GUESTS (cont'd):
2 Deborah Dietz
3 Sharon Langer
4 Saskia Pacts
5 Cata Saldarriaga
6 Harvey Rodriguez
7 Blanca Camacho
8 Demetria Henderson
9 Maria L. Lopez
10 Nicole Vasconcellos
11 Andrea Botero
12 Alex Engmann
13 D. Armstrong
14 J. Russell
15 Michele Lozano
16 Maria De Pena
17 Abel Pennfudge
18 Kathleen Hardcastle
19 LaTasha Bratton
20 Maurice Kemp
21 Maria Elena Villor
22
23
24
25

1 PROCEEDINGS

2 (Recording of the meeting began at 4:02 p.m.)

3 MR. CHAIR: Welcome to the February 18th Board
4 Meeting. It is 4:02 p.m. Just a couple of quick
5 announcements. First of all, we have two individuals
6 who are acting CEO for the day. Anna Cook [phonetic]
7 is here. And Magdalene Vovo [phonetic], they're
8 shadowing Jim. If you have any questions,
9 particularly the tough ones, you can ask them.

10 Second, I wanted to announce that we have a new
11 director, it's representative Juan Fernandez-Barquin.
12 He's not here today, I don't believe he's expected to
13 show up, but we'll welcome him again at this first
14 meeting. And then thirdly, I wanted to thank those
15 directors, I think three or four of our directors
16 attended the State Attorney's Office Center for Human
17 Trafficking. I had gone on a prior cite visit, I was
18 not able to make this one. I don't know if any of
19 those who went, Nelson was one, and Karen, you were
20 another, want to say anything about it. I was very
21 impressed with the coordinated effort that the State
22 Attorney put together to address human trafficking.

23 MS. WELLER: I was just very impressed at the
24 fact that it was like a one-stop shop, and that
25 everything was so coordinated, and they took the

1 interest in the victim as well as trying to make
2 everything comfortable for them. So I totally was
3 impressed with the visit. I'm glad I was able to go.

4 MR. HOFFMAN: Okay, so we'll move into the public
5 comments section.

6 Muriel, is anybody registered for public
7 comments?

8 MS. JEANTY: No.

9 MR. HOFFMAN: Then onto the approval of the
10 January 21st minutes.

11 Karen?

12 MS. WELLER: The Board of Directors met on
13 January 21, 2020, the meeting minutes are in your
14 packets and can be found on page four. Hopefully
15 everyone has had an opportunity to review.

16 May I please have a motion to approve?

17 MS. HOLLINGSWORTH: So moved, Hollingsworth.

18 MS. WELLER: Second?

19 MR. HINCAPIE: Second, Hincapie.

20 MS. WELLER: Any discussion?

21 (NO VERBAL RESPONSE)

22 MS. WELLER: All those in favor?

23 (WHEREUPON, the committee members all responded
24 with "aye.")

25 MS. WELLER: Opposed?

1 The motion carries.

2 MR. HOFFMAN: Karen, thank you.

3 Now we move on to the Finance Committee Report
4 that, Nelson, I understand that you were going to
5 handle that report.

6 MR. HINCAPIE: Sure.

7 Resolution 2020-25: Authorization to enter into
8 an agreement with the agencies selected from the
9 advertising creative RFP #2020-01 and media buying RFP
10 #2020-02 for creative advertising production, media
11 buying services, English-Spanish-Haitian Creole
12 translation services, market research and community
13 outreach in a total amount not to exceed
14 \$2,020,000.00, for a term of seven months, commencing
15 March 1, 2020, and ending on September 30, 2020, with
16 four remaining 12-month renewals subject to annual
17 funding appropriations.

18 Can I get a motion?

19 MS. DONWORTH: So moved, Donworth.

20 MS. WELLER: Second, Weller.

21 MR. HINCAPIE: So there's a motion and a second,
22 discussion --

23 MR. HOFFMAN: We have a presentation before the
24 discussion.

25 Ximena?

1 MS. NUNEZ: Any recusals?

2 MR. REYES: Recusal, Reyes.

3 MS. NUNEZ: Good afternoon, everybody. Ximena
4 Nunez Director of Communications for The Children's
5 Trust. Good afternoon. We're very excited to be here
6 today to present an overview of the communications
7 efforts we did last year, as well as to what is
8 awaiting down the road for us this year. The agencies
9 that you see in the resolutions, they were selected
10 through a creative processes. One for the creative
11 advertising, we received a total of five
12 applications. And for the media buying piece, we
13 received four applications. Both groups we had
14 excellent reviewers in each of the groups. Annette
15 Bariska [phonetic], the Direct of Communications for
16 The Children's Movement, was the excellent reviewer
17 for the creative advertising and Janet Alman
18 [phonetic], Principle and Marketing Director for
19 Catherine Rosine [phonetic]. She was the excellent
20 reviewer for the media buying piece.

21 So, 2019 was a year full of great accomplishments
22 for us, but before we talk about accomplishments, it's
23 important to mention and we need to review and
24 understand how do we measure outcomes with all of our
25 communication efforts. There's no one specific metric

1 that can measure the outcome of the \$2,020,000.00
2 investment that is in the resolution, but instead it's
3 a different combination of metrics. There are
4 different ways that we can measure outcomes. With
5 traditional media we have impressions, that is
6 basically the number of times that a person is exposed
7 to either a billboard, a press ad, a TV commercial, a
8 radio spot, and also the reach. How many people are
9 we reaching with that TV commercial or with that radio
10 ad. When we talk about digital media, the way that we
11 measure outcomes is with CTR, which is Click Through
12 Rate, so it's basically when we do search on Google
13 and we click on the ad that takes us to the website
14 that's a Click Through Rate. Page views, how many
15 people are going to, are viewing certain pages of the
16 efforts that we are doing. How many people are
17 RSVP'ing to our events or also how many people are
18 downloading our app. When we talk about social media,
19 the way that we measure outcomes is by the number of
20 followers in each of our platforms, as well as the
21 engagement. Engagement is how people are interacting
22 with our content. So basically it's how many likes
23 we're getting and how many shares we're getting,
24 that's how we measure engagement in social media.

25 As you can see, each marketing campaign is going

1 to have their completely different way to measure
2 their outcomes. For example, if you talk about the
3 Brand Campaign, the way that we're going to measure
4 outcomes is through brand awareness. We're going to
5 be able to do a research to get what is the brand
6 awareness at this point, and then we'll compare with
7 versus the previous year. That's how we measure that
8 piece for the outcomes. For the Book Club, it's
9 enrollment. And for the Parent Club, it's also
10 enrollment to the workshops or how many workshops were
11 being conducted.

12 One of the new and exciting things that we have
13 with one of our partners about marketing is we're
14 going to have a custom dashboard that is for the
15 Trust, where we're going to be able to collect
16 campaign data and it will be interpreted so we can
17 compare with industry benchmarks. Basically, we're
18 going to be able to compare on a monthly basis what is
19 working, what is not working, and what areas are not
20 working we're just going to allocate those funds to
21 make sure that our investments are as efficient as
22 possible.

23 Some of the accomplishments that we had during
24 2019. We had the Family Expo, we had over 15,000
25 people that attended. Over 200 exhibitors. We

1 brought all of The Children's Trust initiatives under
2 one big umbrella. We also had Champions for Children,
3 we had an attendance of around 700 people. We did,
4 for the first time, a partnership with Marlin's and we
5 had The Children's Trust Night at Marlin's Park.
6 Through this partnership we were able to share and
7 distribute around 2,000 tickets out to the community
8 to bring people that didn't have, you know, that not
9 very often they have the opportunity to attend this
10 games. We also had a Spooky Symphony. We had an
11 attendance of over 1,600 attendees. Young Talent Big
12 Dreams, we had around over 350 participants and some
13 of the children that participated in Young Talent Big
14 Dreams they have been able to perform during the
15 Family Expo, Champions for Children, and even they
16 sang the National Anthem at the Marlin's Park. And we
17 also reached out to the community during our Miami
18 Book Fair. It's estimated that we had over 100,000
19 people in attendance. And the messages that we
20 communicated to the community was the Book Club and
21 the Parent Club.

22 Some other accomplishments that we had, we
23 refreshed some of our brand communication efforts.
24 Some of you might have seen our blue buses last year
25 around the city. What is interesting about this one

1 is we had a budget reduction of 38 percent versus the
2 prior year. And we were able to have an increase of
3 two percent in the media impression. So we have a
4 total of four median impressions through only the out
5 of home campaign that we did. We also established
6 the new [inaudible] for the Parent Club, we produced
7 over 70 original editorial pieces. 39 people were
8 added to the Miami Heart Gallery and we have over
9 300,000 page views. The duration of media deliver
10 over 235,000,000 impressions, that that was an
11 estimate of 5,000,000 above the plan that we have for
12 the year. And we, additionally, thanks to the
13 partnership that our media agencies they have, they
14 were able to get us an additional \$430,000.00 in added
15 value. And we had over 200 media mentions and
16 appearances in local news and newspapers. When we
17 talk about our social media, we had also a great
18 performance review in 2019. The major platforms where
19 we are communicating with the community and our
20 followers is Facebook, Twitter, Instagram, and
21 LinkedIn. We had a very interesting increase versus
22 the prior year. We had a 144 percent increase of the
23 number of posts, 30 percent on the number of
24 followers, and we had a 337 percent of engagement
25 increase versus the prior year. Another thing that we

1 did in regards to social media we opened a Pinterest
2 account. We create all this amazing content and
3 parents, they live on Pinterest, they're all
4 constantly collecting information about parenting
5 activities. So we want to also capitalize on the
6 content that we created so we're adding everything to
7 Pinterest as well.

8 So what is currently happening? Some people,
9 they still haven't heard about us, about The
10 Children's Trust. Some people, they have seen our
11 logo. But some have heard about us, but they still
12 don't understand exactly what it is that we do. And
13 also, families are not aware of the services that are
14 available to them in their neighborhood and in their
15 area. So these are the issues that we need to address
16 through one of our communications and marketing
17 efforts during this fiscal year.

18 What are we going to do? We need to elevate The
19 Children's Trust brand. So we need to tell our how,
20 our what, how, and why. What do we do? We improve
21 the life of families and children in Miami-Dade
22 County. How do we do it? By making strategic
23 investments. Why do we do it? Because we truly
24 believe that every, single, child has the same
25 opportunities to succeed and reach their highest

1 potential. Who's our audience? We have three
2 audiences: families, caregivers, families and
3 caregivers, service providers, and the tax payers.
4 When we look into the families of the caregivers we
5 have some targets we wanted to collect that way. We
6 have a very, very, diverse community. So we have our
7 general market, that is general English speakers.
8 African-American community, the Haitian-Creole
9 community, and the Hispanic community. So we need to
10 make sure that all of this members of the community
11 they know the services that are available near them.

12 How are we going to do it? Thanks to expertise
13 of departments and from the communications team, we
14 have the expertise to know who is where and how we're
15 going to be able to reach them. We're going to create
16 tailor messages and look what is the best way to
17 deliver them in a specific segment in the community
18 that are heavily populated with our target audiences.
19 Some of the examples of partnerships that we are going
20 to do at the community level, it can be non-
21 traditional or faith-based efforts, youth optimist
22 sports, programs, and other city and social
23 organizations, county-wide.

24 So what is our plan? We're going to build an
25 integrated eco-system. I know it looks a little bit

1 intimidating. So, if you look in the core section of
2 the eco-system, we have the Children's Trust brand.
3 That is the core of all the messages that we're going
4 to adhere to the community. Then around that we have
5 our investment areas. We have the content that we
6 produce, so it can be articles, videos on the stories
7 that we're going to be able to share and also the new
8 insights.

9 How are we going to get new insights? By
10 research, doing the research, or also by doing social
11 listening. Social listening, for those that don't
12 know, it's a way that we can do research in social
13 media. So, we're going to be able to target and
14 analyze the conversations that are happening between
15 the people in the community, in our target audience,
16 and see what is, you know, what are the concerns, why,
17 you know, what they need, what are they looking for
18 and that might be an open ad door for new investing
19 areas, or new ways to communicate, or create new
20 efforts, or support new sports, different activities.
21 So, it's going to give us new insights.

22 The next circle that you see is our digital and
23 technological assets. So, we have all our six social
24 media platforms and we have also our website and our
25 app. Then outside, basically, we have all the

1 communication media or adventures that we use to be
2 able to deliver all the messages. We have digital
3 buying. We have paid media, that is basically, TV,
4 radio, out of home, billboards, bus stops, anything
5 that is the streets. Content marketing, efforts with
6 public relations, community outreach, and our
7 signature events. So, here's an example, if we start
8 digging a little bit deeper into each one of the
9 efforts, how that start is going to like creating and
10 building the strength that we're going to be working
11 on. So, if we look, just for an example, just Penmia,
12 go ahead with different, in Penmia we see that we have
13 efforts in Ruckus TV, in cable TV, train, radio, and
14 out of home. The same, for example, if we talk about
15 community outreach. With community outreach we also
16 we target faith centers, community events, and other
17 ventures such as optimist club. So what we need to do
18 is we need to align, these are not all of our
19 initiatives, but most of them. We need to bring them
20 under one same umbrella and one same strategy. The
21 messages that we need to deliver, they need to be
22 clear, they need to show they are diversity, and they
23 need to be consistent across all the audiences. And
24 each initiative, as I mentioned before, is going to
25 have their own metric to be able to measure the

1 outcomes.

2 So when we take all of these initiatives and we
3 put them into our ecosystem, that's basically the
4 world that in which communications we're going to be
5 leading next year, or this year, sorry. But, for
6 example, in Family Expo, doesn't mean that Family Expo
7 is going to be, is going to have every single one of
8 those touchdowns, analyzing the audience and how is
9 the best way that we're going to be able to reach
10 them. Then we're going to pick what we're going to
11 do, paid media and we're going to do some PR, and some
12 community outreach. So depending on the audiences
13 we're going to be, this is going to be very dynamic
14 and it's going to be change.

15 So, as you can see, we're very excited to start
16 working with marketing partners to make the future of
17 our community brighter than ever. Thank you very
18 much.

19 MR. HOFFMAN: Thank you.

20 Any directors have questions?

21 MS. HOLLINGSWORTH: Mr. Chair, I actually have a
22 couple of comments. First of all, Ximena, thank you
23 for the terrific presentation. It really kind of
24 pulls everything together, you know, succinctly, and I
25 appreciate that. I happen to think that visibility

1 and our brand is absolutely essential. As you pointed
2 out, if folks in the community don't know that we're
3 here or don't know the great things that we're doing,
4 then so much is lost. I would say, personally, that
5 based on the Social Equity Day that we created last
6 Friday, I received several texts from colleagues
7 across the community texting me pictures of me and
8 other people that were at the event, so I know that
9 the social media is working firsthand. And I also
10 just want to state that I think this resolution really
11 represents the best of the competitive solicitation
12 process. It's nice to see a new agency coming in
13 that's going to be able to deliver services in a
14 trilingual fashion and that's extremely important to
15 us. And thank you also for sharing all the careful
16 evaluation and so forth. I know that it's an
17 exhausted process. And I'm also very excited for the
18 future. Thank you.

19 MR. HOFFMAN: Thank you.

20 Any other questions or comments?

21 All those in favor?

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

24 MR. HOFFMAN: Any opposed?

25 (NO VERBAL RESPONSE)

1 MR. HOFFMAN: The motion carries.

2 I'll turn it over to Pamela Hollingsworth for the
3 Program Services and Childhood Health Committee
4 Report.

5 MS. HOLLINGSWORTH: Thank you, Mr. Chair.

6 The Program Services and Childhood Health
7 Committee met on Thursday, February 6th, to consider
8 resolutions that we're representing to you today.

9 Resolution 2020-26: Authorization to negotiate
10 and execute a match contract with Miami-Dade County
11 for the fifth year of the Summer Youth Internship
12 Program, in a total amount not to exceed
13 \$1,500,000.00, for a term of 12 months, commencing
14 March 1, 2020, and ending on February 28, 2021.

15 May I have a motion, please?

16 MS. GIMENEZ: So moved, Gimenez.

17 MS. HOLLINGSWORTH: And a second?

18 MR. BAGNER: Second, Bagner.

19 MS. HOLLINGSWORTH: Do we have any recusals?

20 MS. JORDAN: Recusal, Jordan.

21 MS. ABRAHANTE: Recusal, Abrahante.

22 MS. FERRADAZ: I'm not sure if I have to recuse.

23 I am on the South Florida Workforce Investment Board.

24 Yes, I recuse.

25 MS. HOLLINGSWORTH: So we have three recusals.

1 Thank you. Moving into discussion, just to provide a
2 brief overview, this is a match contract with Miami-
3 Dade County and it connects rising 10th and 12th
4 graders into paid summer internships. And there is an
5 emphasis on recruiting at-risk youth, and including
6 youth with disabilities, and those transitioning out
7 of the foster care system, and county-wide recruitment
8 is included. We are targeting 2,700 youth interns
9 working approximately 30 hours a week. And both
10 interns and employers are supported with coaches. The
11 Trust is able to leverage over \$2.00 for every dollar
12 invested by South Florida Workforce Investment Board,
13 Miami-Dade County, Royal Caribbean Cruises, and with
14 any kind of services from South Florida Educational
15 Credit Union.

16 Directors, are there further comments, questions?

17 Dan?

18 MR. BAGNER: Yeah, so I think this is a very
19 effective and remarkable program. What I would like
20 to see more of, if possible, is to get data. We've
21 had this program ongoing for several years now. If we
22 can see data for what these students are doing once
23 they graduate, are they getting jobs, how are they
24 doing in the workforce, how are they doing in school,
25 or combining both school and their employment. So I'd

1 like to see more data on that. There's a little bit
2 promising stuff that's on the report that we included,
3 but anyway we can get access to data through
4 University systems or other employers would be
5 helpful.

6 MS. HOLLINGSWORTH: Thank you.

7 MR. DUNN: Richard Dunn. I had questions about
8 the recruiting process. I think I was told I was
9 under the understanding that it was done through the
10 Miami-Dade County Public Schools counselors, am I
11 correct in that? How is that -- if so, what are some
12 of the schools that are actively involved in a
13 recruitment process.

14 MR. HAJ: Donavon, if you may, and then also
15 answer Dr. Bagner's question to the steps we're
16 taking.

17 MR. LEE-SIN: Sure. I'll take Dr. Bagner's
18 question first. We have been working with the school
19 district to formulate a plan for longer term
20 evaluation on the outcome of the students who've been
21 through the program, so, like you, we share those same
22 concerns and aspirations to see kind of the longer
23 term effect. The program, anecdotally, we know that
24 even with the financial literacy, our banking
25 practices with the kids, in the program we've seen 86

1 plus percent of those who participated remain active
2 with having their bank account active and at least
3 \$300 in their balance. And that's been trending since
4 2016. We recognize that 90 plus percent of the kids
5 who participate in the program, this is their first
6 bank account. There's something promising things out
7 there and we certainly want to know more.

8 With regard to the recruitment of students, the
9 students are recruited through their schools in a
10 number of ways. Through the morning announcements,
11 we'll be, actually this year, we'll be announcing the
12 program through the student portal, which they all
13 have to log into to get their homework assignments and
14 so on, so it will be right up front. Recognize that
15 through morning announcements, social media, some
16 radio, and print ads that goes out across the county,
17 we still don't always get the message across to
18 everyone, so we're trying different ways to kind of -
19 this year, not just through the school counselors.

20 MS. HOLLINGSWORTH: Thank you, Donavon.

21 MR. DUNN: Do you have a record of those schools
22 who have been actively involved in recruitment
23 process?

24 MR. LEE-SIN: Yes. We have a list of every
25 school who has participated in the recruitment process

1 and the name of the individuals of each school
2 responsible for the efforts of the program.

3 MR. DUNN: Okay, I would like to have that list,
4 please.

5 MR. LEE-SIN: Sure.

6 MS. HOLLINGSWORTH: Questions, comments?

7 Hearing none, all those in favor?

8 (WHEREUPON, the committee members all responded
9 with "aye.")

10 MS. HOLLINGSWORTH: Are there any opposed?

11 (NO VERBAL RESPONSE)

12 MS. HOLLINGSWORTH: The resolution carries.

13 We now have several guests with us today that are
14 going to provide us with presentations surrounding our
15 innovation work.

16 And first we have Code Explorers, Maria de Pena.
17 Welcome. Please begin by stating your name and
18 agency.

19 MS. DE PENA: My name is Maria de Pena, I'm the
20 person at Code Explorers.

21 MR. HAJ: I'm sorry. Madam Chair, may I tee this
22 up? Just to give some of the Board members who have
23 not been here.

24 MS. HOLLINGSWORTH: Absolutely.

25 MR. HAJ: So the innovation fund that we

1 released, the Board approved several years ago, is a
2 one year fund. It is for innovative ideas that are
3 not happening in the community. It's very creative
4 ways, it's a one-time shot, it's not recurring. So we
5 have a million dollar budget for it with a maximum of
6 \$100,000 per contract. But this happened, this is our
7 third year, I believe, we're doing innovations, and we
8 have some very creative, successful innovative when we
9 try new things. Some things don't succeed, some
10 things do. So we want to highlight some of the
11 successes from the innovation fund, so we have four or
12 five presenters here just to let you know a little bit
13 of what the innovation fund is doing.

14 MS. DE PENA: As I was saying, my name is Maria
15 de Pena. I am the president and lead engineer for
16 this project, Miami Empathy Tech. Miami Empathy Tech
17 is a project, it's one of the innovation grants. I
18 want to congratulate you all because you have been
19 highlighted at the United Nations at the general
20 assembly in September 2019, and coming up in the
21 United Nations Germany in April 2020, in about six
22 weeks, we're going to be there exhibiting this
23 project. The objective of the program is to develop a
24 new curriculum approach to combine empathy and teach
25 empathy using the United Nations sustainable goals and

1 teaching sustainability to children. In addition to
2 being able to use and research emerging technologies,
3 which are artificial intelligence, virtual assistance,
4 virtual reality, 3D, all those components of new
5 emerging technologies that are coming out in the
6 market, and see how we can incorporate it to use to
7 create personal and individualized learning for
8 children. In addition to that, is demonstrate how you
9 can use technology for good. In other words, how that
10 technology could be used to teach children about
11 things that have to do with interconnection,
12 intercreativity, and other areas of child development.

13 So, first of all, the project was built from the
14 ground up using inclusive and local students. You
15 already talked about the summer youth internship
16 program. I'm going to highlight that because we have
17 two students from that program, they did an amazing
18 job, and their work, like I said, is being highlighted
19 at the United Nations. We need to be very proud of
20 the students here in South Florida. Not only at the K
21 through 12 level, but also at the university level.
22 We did a technology assessment of what kind of
23 technologies we were going to use to be able to
24 implement this project. We did a project R&D, that
25 took about two and a half months of research

1 development, organizing. These kids did an amazing
2 job in three months. And then we showcased the first
3 part of it at the United Nations. Then later on we
4 started doing the programs. We did a delivery, we're
5 doing delivery right now in data collection. It's a
6 four week program, two hours per week in the evenings
7 from 6:00 to eight o'clock at night. Right now we
8 have them in Doral. And we're collecting data. And
9 what is coming out of this, we're going to talk about
10 lessons learned and accomplishments, it's amazing.
11 We're showcasing some of this information at the
12 United Nations in Germany and we're going to do the
13 data assessment and final report so you see how we use
14 technology for our future.

15 Some of the challenges that we have had, it's
16 basically the difficulties in this community to bring
17 the community and in some institutional groups
18 together to support collaborative approaches of
19 working together. We invite people, we showcase what
20 this could do, and it's kind of like maybe we're not
21 clicking the right buttons, but we're moving forward.
22 And difficulty of the staff. Now, these are the
23 students. The ones on the left are local and college
24 students. And the ones on the right, those are you
25 summer youth internship program. So if you have any

1 questions about whether the program does work, it does
2 work. Skill development by empathy, we have
3 creativity, negotiation. If you could not understand
4 what are the problems of the other person on the other
5 side of the table, it's very difficult to implement
6 any program, including technology. So that is a key
7 area of this project. Negotiation, collaboration,
8 emotional connection, and identify needs. So we're
9 going to see how the project goes.

10 The United Nations sustainable goals are 17 key
11 areas. We chose four areas that children are able to
12 understand, which are basic necessities: food, water,
13 safety and communities. Within food we specifically
14 went for hunger, zero hunger, and ensure
15 sustainability consumption, and production patterns.
16 And those two are connected. Water, we live in South
17 Florida, of course we have to have an understanding of
18 how important are oceans are to us. And clean water,
19 we have the biggest [inaudible] down here and its
20 being effected by sea level rise. Safety. Bullying,
21 understanding what bullying is, whether its cyber
22 bullying, physical bullying, youth violence. Because
23 many kids do not understand the differences between
24 those. And the communities have to deal with
25 transportation, how can we use different things in the

1 city that can help us. So I talked about the top, the
2 bottom line portion of this, reading and storytelling
3 is key to the project. So the kids, after they go
4 through the program, they have to come up with their
5 stories and they develop those stories using
6 programming skills. And you see virtual reality and
7 3D content. There is a series of assessments that we
8 do, they're surveys. And parent engagement has been
9 unbelievable. How the parents, at eight o'clock
10 night, sometimes they come at nine o'clock at night,
11 and they're still there with the children because they
12 want to see what the kids are doing. And obviously
13 the inclusive internship program that we implement
14 from the beginning.

15 So how is the project implemented? First, there
16 is personalized instruction. Research shows that if
17 you want to show some sort of empathy, if you want to
18 show some sort of an emotional connection, many
19 people, special therapists, use different modes of
20 connecting and effectively using machines to be able
21 to do that. So what we do is we don't teach the
22 classes, the bot teach the classes. And they have
23 empathy. They have emotion. They move, they talk,
24 they blink, they cry, they smile, they laugh. And
25 they actually provide the content to the children.

1 These are factual information. Through the use of 360
2 technology and also using 3D models, we actually
3 portrayed the information. And kids, even kids with
4 autism, and kids with potential deficit disorder, are
5 100 percent glued to this content. I have never seen,
6 in the years of being engaged with children and
7 teaching technology, how technology is able to do that
8 connection with children. Then after that, after they
9 go through that, and by the way, that's only five
10 minutes, five, 10 minutes the most, then we go into
11 what we call round table discussion. And here is when
12 they start getting into teaming, elaborating,
13 negotiation, and talking about how they're going to be
14 able to solve some of the problems of the bot, or the
15 virtual assistant, what's bringing up to that. What
16 they have seen as a child, we tend to think that
17 children are unable to solve problems and they have,
18 they have amazing ideas. And they talk among
19 themselves and they discuss. Some of them are all
20 over the world. We have India kids that are actually
21 born and have their elementary schools in India. And
22 how they're able to connect with children here in
23 South Florida about their experiences. By the way,
24 all that is done in 360. So we're able to see all the
25 kids at the same time and see how they're interacting

1 with each other.

2 Then here is where they absolutely use their
3 coding skills. We teach them 3D coding skills and
4 they build what is called an empathy project. This is
5 where they actually use their creative juices to solve
6 problems. So what you see here, this child created an
7 engagement 3D that shows how red tide, if you're not
8 familiar with red tide, it has to do with algal blooms
9 in the ocean, which are very harmful for people and
10 life under water. How that connection of him with the
11 content created in 3D. He did that all by himself.
12 We give him the project, and we need to make a
13 solution, and he did it all by himself, and colored
14 all by himself.

15 Then we do an assessment, it's a multiple choice.
16 Not much to go through that. This is the parent
17 engagement, right. We love parent engagement. Why?
18 Because if they see their kids learning and they their
19 kids engaged in an answer, then they want to promote
20 the program. And this is very important to us, being
21 able to see that. We talked about inclusion, being an
22 accomplishment. We quadrupled our funding. We
23 actually got funding from Amazon Web Services. We got
24 funding from Dell and Comcast, all the computers that
25 we're using and equipment was provided and donated by

1 them. And we're going to continue delivering our
2 programs.

3 What have we learned? 360 and 3D content has a
4 profound effect in children like I have never seeing
5 before, especially when they see someone talking to
6 them and having that emotion. The amount, the
7 attention span of children with ADHD, that are on the
8 spectrum with ADD, it's amazing. I have never seeing
9 something like this. The virtual assistants have a
10 very virtual effect, especially with kids with
11 disabilities. We have some of this observations that
12 we have done. It's really, truly amazing. And they
13 create this emotional connection with diverse,
14 different kinds of empathy. We have Fiona, who is an
15 African American woman with a big fro [sic] and she
16 talks and she has emotions. We have the Latin guy, we
17 have the Latin woman, we have an India. We have
18 different people from all over the world talking to
19 the children and displaying emotion. And after five
20 minutes of just watching this content, 99 percent of
21 the kids actually pass assessment, which is a very,
22 very impressive.

23 So where are we going now, what's the future?
24 Well, hopefully we get to do an expanded of this
25 program, we get to do more personalized learning,

1 which is where I believe its key for children
2 education, especially with technology.

3 MS. HOLLINGSWORTH: Thank you very much.

4 Any questions for Ms. de Pena?

5 (NO VERBAL RESPONSE)

6 MS. HOLLINGSWORTH: Thank you very much. Moving
7 on now to the Disabilities Independence Group, which
8 includes Officer Alex Engmann from Coral Gables PD, K9
9 Roy, I think we all heard K9 Roy enter the room, along
10 with Deborah Dietz. Disabilities Independence Group.
11 Welcome.

12 MS. DIETZ: Thank you so much. We're going to
13 start. As you heard, this is Roy, the dog, and
14 Officer Engmann. My name is Deborah Dietz, I am the
15 Executive Director of Disability Independence Group
16 and we are the lead agency in this grant. Are three
17 original partners were Kristi House, DCF, and GAL.
18 Once we got the funding, other organizations wanted to
19 join us, so we included and added the State Attorney,
20 the public defender, the court system, Judge Figueroa,
21 the City of Coral Gables Police Department and Roy,
22 and we also had Miami-Dade County Police Department
23 and one of their dogs working with us.

24 About the project. So the goal of our project
25 was to successfully integrate specially trained

1 facility dogs into both the child welfare and criminal
2 justice system. We took a very academic approach. We
3 didn't want just people bringing their pets to work,
4 we wanted to create a core of highly trained
5 specialized dogs that become employees of the
6 organization. So we looked at academic research, we
7 looked at the laws, we looked at the statutes, and we
8 wanted to make sure that the project we built was
9 sustainable. We started with a survey. Kristi House
10 is our pilot project, so we said let's find out does
11 the staff even want a dog. So we did a survey. We
12 found out that, I'm not going to read it all, but most
13 of the people had dogs and animals, and 96 percent of
14 the staff thought it would be nice to have a dog
15 working at Kristi House with the students and the
16 staff. What should the dog do? Attend fundraisers,
17 greet people, be in public spaces, available for the
18 staff, sit in on interviews and sit in on therapy
19 sessions. Staff said they didn't care the size of the
20 dog, the color of the dog, the type of the dog, they
21 just thought it would be great.

22 So we did our project in two parts, as I said,
23 not just dogs coming to an office. We used all those
24 team members and created a strategic plan. We have
25 long-term outcomes, we have an ultimate goal, we have

1 a north star. And what we found when we got around
2 the table was we didn't just want to bring dogs into
3 this system, but we wanted to look at the system as a
4 whole. Officer Alex Engmann and Roy were instrumental
5 in making this happen because they have working dogs,
6 so they became our resource, our knowledge, what did
7 we need to know, what did we learn, what were we
8 forgetting. As simple as what do you do when the
9 handler goes on vacation, what happens when the dog is
10 sick, what happens when it's time to retire the dog.
11 Things that we hadn't thought through all the way, they
12 became our resource and our expert and filled in all
13 of the blanks to make sure that we would have a
14 successful project.

15 Part two, Kristi House. This is Pedro, Pedro the
16 dog. Pedro flew in from Philadelphia this weekend to
17 Miami. You think it's so easy, right, it's not easy.
18 Pedro is having his evaluation with our training
19 experts this week and then we'll start his specialized
20 training, start working at Kristi House.

21 So here's our next steps. On February 26, next
22 week, we will present the full strategic plan. We're
23 actually doing it here in this building, or next door,
24 really, but The Children's Trust, anyone who wants to
25 join in here, we have four pathways to success, we'd

1 love to include you in it. We're going to begin
2 specialized training with Pedro. We're going to
3 conduct surveys at all the other organizations, GAL
4 has already done it, public defender's has done it,
5 DCF and Citrus have already asked and are just waiting
6 to get the email to start. And we're going to
7 continue to develop the facility dog programs for the
8 other organizations that sat at the table. We're
9 going to continue to meet and work towards achieving
10 our north star. And we took our project from being K9
11 Kids to being Animal Partners Miami with our logo.
12 Yeah, it's pretty exciting. We're very proud.

13 MS. HOLLINGSWORTH: Thank you very much.

14 Up next we have Trinity Church, Ms. Freeman.

15 Ms. Freeman, please begin with your name and your
16 churches name.

17 MS. FREEMAN: Good afternoon. I'm Linda Freeman,
18 I'm with Trinity Church. I'm so excited to be with
19 you this afternoon and talk to you about the Queen Bee
20 Reading Innovation Grant. And you'll be happy to
21 know, I did not bring any honey. I love dogs so much,
22 but I didn't think he'd be so happy if I brought some
23 of our program participants.

24 A couple of years ago, the organization asked for
25 organizations and youth development programs. I

1 submitted a proposal for a program I call Gen2050.
2 And it's an innovation in that it focuses intensive
3 learning activities for middle and high school
4 students in the areas of leadership, entrepreneurship,
5 STEM, and environmental stewardship. And really
6 bombard them during summer with new information, high
7 level information, in hopes to inspire them to learn.
8 Over the years, since 2017, once of the things that
9 the students have been learning about is honey bee
10 beekeeping. And you might say, why bee keeping? And
11 you might even be afraid of bees, I don't know, how do
12 you feel about bees? When you hear about them you
13 might think about stingers, or you might think about
14 honey, you might think pain. But you may have also
15 heard that honey bees are very important in our
16 ecosystem. And they pollenate over 70 percent of all
17 the veggies, the fruits, and the nuts that we need to
18 sustain our lives.

19 And over the last however many years The
20 Children's Trust has existed, I think it's 16, our
21 organization, Trinity Church, has been funded to
22 provide afterschool summer camp programming. And I've
23 heard kids say over and over to me, I don't like
24 science, I don't like math, it's boring. Well, that
25 kind of hurts my feelings because I'm an environmental

1 engineer and I think science is great. And I've come
2 to understand that many kids say they don't like
3 science because they haven't had a great experience
4 with science. And maybe the learning style of the
5 science hasn't been for them, hasn't been best for
6 them. But teaching science outdoors in a hands-on
7 way, with a topic that kids see themselves in, they
8 understand that when I'm 30 years old, if we don't
9 have a honey bee, we might not have a peach. They can
10 understand that because they all like to eat. So to
11 say to them, hey, we're going to learn about honey
12 bees and we're going to do some beekeeping, they
13 become excited about it because it's something that's
14 going to give them better future. If they have a
15 honey bee, they have food. But at the same time
16 they're learning botany, they're learning entomology,
17 they're learning biology, all types of things without
18 us saying to them, today, we're doing science. but
19 they're doing science.

20 So over the last couple of summers, Michelle
21 Lozano, who is in the audience, who was my intern at
22 the time in 2016, we became certified beekeepers.
23 Just looking forward and saying this is something we
24 want to know. We have trained over 144 students. And
25 out of that group, 33 of them because certified

1 beekeepers. We gave them the tests, a written test
2 and a practical exam, that's at the same level that we
3 took as adults. And in fact, we found that students
4 make better beekeepers than adults sometimes because
5 they come added with the child's mind, that I don't
6 understand, I want to know. And they're open to new
7 ideas. So after three summers, we realized, okay,
8 we've got a whole crew of certified beekeepers, now
9 what are we going to do, we have to offer them
10 something more advance. And so I applied to The
11 Children's Trust for Queen Bee Reading Innovation
12 Grant. At the same time, I applied to the National
13 Geographic Society with the same concept, in hopes
14 that they would fund a portion of this project. So
15 last year the Queen Bee program was funded by The
16 Children's Trust, and I also received a National
17 Geographic Explorer Grant to continue this work. So
18 what we have been doing is we've been taking students
19 who have passed the honey bee certification program
20 that we have and last summer we put them in a Queen
21 Bee Reading Project. We were able, through the
22 National Geographic, to bring a visiting scientist
23 from Honduras, tropical beekeeping scientist, he spent
24 the month of July with us, he trained the students on
25 raising queen bees. And you may not realize this, but

1 a healthy honey bee colony is completely dependent on
2 a healthy queen bee. And here in South Florida,
3 because we have beautiful weather all year round,
4 queen bees are working all year round as opposed to
5 bees in the state of Michigan or Ohio, they get a
6 break during the winter time, they take a little bit
7 of a slowdown. In Florida, queen bees are breeding or
8 laying eggs every single day. And you might be
9 interested to know that a healthy queen lays about
10 1,500 eggs a day. So imagine if you had to lay 1,500
11 eggs a day, every single day, all year long, what
12 happens is you get tired. So in the State of Florida,
13 the Department of Agriculture says that beekeepers
14 need to replace their queens every year. And that
15 will minimize other problems with disease and pests
16 when you have a strong queen. One queen bee, and it's
17 like buying a puppy, you want to buy it from a great
18 breeder, one queen bee can cost you anywhere from \$35
19 to \$50. And we have about 14, at any time, about 14
20 colonies. So multiply that times 14 times 50. Then
21 you have to have them shipped. We usually get our
22 queen bees from the state of Texas. You need to send
23 them FedEx overnight because you don't want them
24 sitting in the mail truck.

25 In fact, Chloe is here. We did something, don't

1 tell the postal service, but one day we chased the
2 mailman down because he passed my house and we knew he
3 had those bees in there. We pulled over to the side
4 of the road, we said stop, he thought, uh-oh, is this
5 a stickup. And Chloe said to him, you have our bees.
6 And you know what, he jumped out of that truck and
7 gave us our box so fast. They come costly. And also
8 because you are working with children and they are
9 learning, queen bees are pretty fragile. So as you're
10 learning to handle the queen bee, if you damage her,
11 what happens is the rest of the bees in the colony,
12 they will throw her out because she's defected. So we
13 typically spend over 1,500 a year purchasing queen
14 bees. By learning how to raise them ourselves and
15 teaching the kids how to raise them, we can show them
16 the mechanics of very advanced entomology skills. And
17 we can also teach them entrepreneurship. And this
18 concept of sustainability and running a business that
19 has high risk to it because you're dependent on
20 weather, you're dependent on animals, and it is
21 considered agriculture.

22 So I just want to say thank you so much. We have
23 been very successful so far. We are going forward
24 with the National Geographic. I hope that you will be
25 able to come visit us out at Patch of Heaven Sanctuary

1 in the Redlands. National Geographic paid for us to
2 have a special greenhouse made, we call it the Queen
3 Bee Shed. And you would love to come spend some time
4 out there and see. We're just so grateful to have
5 this opportunity and give children an opportunity to
6 do something big, which they rarely have a chance to
7 do. And I'll say this one last thing before I close,
8 you also funded our trip to University of Florida Bee
9 College last summer. And Bee College, people come
10 from around the world to study honey bees. It's the
11 only honey bee research lab in the world. UF's
12 entomology schools is considered the top entomology
13 school in the world. We took our students, are Queen
14 Reading students, and some of our leaders, to Bee
15 College last summer. The average age of a person at
16 Bee College, I want to say, I'll be generous, is about
17 45 years old. And so there we were with our 12
18 middle/high school students. They were in college
19 level classes. They were answering the questions.
20 They were asking questions. People were shocked to
21 find out that they were, they knew how to breed queen
22 bees. And many adults that are beekeepers don't do it
23 because of such intricate work.

24 So I just want to say thank you, come visit us,
25 come enjoy the outdoors and what we have to offer to

1 the students that you are so generously funding.

2 Thank you.

3 MS. HOLLINGSWORTH: Thank you.

4 Next up is Homestead Christian Academy. We have
5 a video presentation.

6 Nicole? Please begin by stating your name and
7 the name of your school.

8 MS. VASCONCELLOS: Hi, everyone. Thank you for
9 having me here. My name is Nicole Vasconcellos. I'm
10 the Executive Director at Homestead Christian Academy.
11 We have created a trauma informed safe haven for
12 foster children transitioning into the system, with
13 the help of DCF, Citrus, and of course The Children's
14 Trust. We are in a great position to really effect
15 change with these most vulnerable youth. So we're
16 very thankful for this opportunity. And this is the
17 video I have prepared so I don't have to talk anymore.
18 Rachel, you know I don't like talking. I work with
19 kids, so. Thank you guys so much.

20 (Video was played.)

21 MS. HOLLINGSWORTH: Thank you.

22 And last but not least, for Lotus Village we have
23 a video presentation from Constance Collins and Jackie
24 Roth.

25 MS. COLLINS: If you can just hold the video for

1 a minute so we can just explain our project. I'm
2 Constance Collins with the Lotus House Woman's
3 Shelter. Our Farmer-in-Chief, Jackie, is with me
4 today. And we're here to describe an innovations
5 project that supplements what we hope is already a
6 change in how all of us think about homelessness and
7 solutions to ending homelessness. We know that woman
8 and children that we serve in Lotus Village are among
9 the highest need in our community, 95 percent of our
10 children. In addition to experiencing homelessness,
11 have had prior traumas in their lives. Almost 50
12 percent score at a PTSD level when they enter the
13 shelter. And we know also that hunger and food and
14 security has been normative in their lives. Lotus
15 Village was designed to be a state-of-the-art
16 facility. To change an old dynamic of giving those
17 with the least, the least, and then blaming them when
18 they don't succeed. We wanted to turn that upside
19 down and to offer an enriched environment that
20 provides tools, and resources, education, and
21 opportunity for woman and children who are desperately
22 trying to reclaim their lives and to build the
23 foundation for a safer and brighter future.

24 So when this video starts, you'll see first our
25 village. And then you will see the newest innovation

1 project made possible by all of you, which is the farm
2 at Lotus Village. So if you could start it. We're
3 just going to walk you into our home when we start.
4 You can kind of see the farm at a distance, what our
5 rooms look like, what our children and families, how
6 they react when they see their room. Our home, our
7 living room, our dining area, our children's play
8 areas. We don't have a big playground, so we try to
9 take advantage of every space we have inside and
10 outside to give our children a safe place in which to
11 learn, discover new things, and grow. And which to
12 also discover what it means to feel safe, to have the
13 opportunity to settle in. our children have been over
14 sensitized before they arrive. And whether it's the
15 salon and they're getting their haircuts, or whether
16 it's in our therapeutic children's wellness center,
17 our goal is to let them know that they're welcome,
18 that this is a home for them.

19 The innovation project we got the first year
20 sponsored the research that underlays this children's
21 wellness center. And actually all of those principles
22 were spread across our village, which you see right
23 here.

24 MS. ROTH: And in this shot you'll see, this was
25 a drone footage taking during the installation of the

1 farm itself, so the farm is actually this eight by 40-
2 foot shipping container. Its fully outfitted as a
3 hydroponic garden on the inside. So there is a lot of
4 software programming and climate controls, so it's a
5 stable internal environment for 365 days of growth.

6 This is one of our farmers, Adrianna.

7 (Video was played.)

8 MS. ROTH: So here you'll see some of the footage
9 of just kind of the daily activities on the farm. A
10 lot of what we do is planting the seeds and
11 harvesting. And once we harvest all the lettuce,
12 we'll take it to the kitchen where its used in our
13 daily salad bar and served to all of the residents
14 during lunch and dinner. And so far we've harvested,
15 we started classes on September 1st, we've harvested
16 11,000 heads of lettuce and 750 pounds of vegetables
17 total. So you can see some of our walls here.

18 (Video resumed playing.)

19 MS. ROTH: So what she just mentioned is that
20 everything is automated, there's a software program
21 behind it, so the lights are on 18 hours a day and
22 they turn off while we're working in there. And we
23 use a lot of positive reinforcement.

24 (Video resumed playing.)

25 MS. ROTH: The program takes place 4:00 to 5:00

1 p.m. every day after school. I mentioned a lot of
2 positive recognition and reinforcement. We'll use a
3 lot of awards, they'll get to keep their apron after
4 they attended a few sessions, and they also get chef's
5 hats. And we also have our farm stand. This is kind
6 of an engagement tool where we can bring healthy snack
7 samples from the farm to everybody in the shelter.
8 And we kind of integrate it into holidays and special
9 events to kind of create this general presence of the
10 farm, and healthy eating, and plant science at the
11 shelter. So this is from Valentine's Day this past
12 week. The kids really loved it. Super fun. And
13 that's lettuce from the farm that we used as garnish
14 for the edible arrangement. And this is, we actually
15 have a second floor terrace garden as well, which is
16 just traditional soil. And you can actually
17 transplant some of the hyperconda [sic] plants from
18 the farm into soil gardening if they don't do as well
19 in the hydroponic system.

20 MS. COLLINS: Thank you. We have a completely
21 new tool to engage children in science, build self-
22 esteem. There's a lot about social engagement with
23 one another. And we all know that saying that playing
24 is children's work. So true here. With this we are
25 able to offer a salad bar every day at the shelter, in

1 addition to salads at dinnertime. And amazingly, I
2 see children going up to the salad bar with request
3 just to have cucumbers, or just to have carrots, or
4 other kinds of vegetables. So we know its making a
5 huge difference in the fresh fruit and vegetable
6 consumption in the shelter, in addition to allowing
7 our kids to blossom and be who they're meant to be.

8 Any questions?

9 MR. DUNN: I don't have a question, I have a
10 comment. It's very difficult for me not to speak
11 religiously about Lotus House. I've dealt with Lotus
12 House on many fronts as a City of Miami, District 5
13 Commissioner. And I've seen the amazing growth of the
14 organization. Simply put, Lotus House is doing the
15 work of God and shows the love of God to our people.
16 I also had an indirect, direct indirect encounter with
17 one of my teenage mother parishioner's, who found
18 herself homeless with a 1-year-old baby daughter. And
19 Lotus House came to her rescue. And I know there are
20 countless stories like that. So anything that Lotus
21 House is attached to, I'm amening. I know we're
22 colleagues, but I have seen the work and it is
23 marvelous. And you are to be applauded for the work
24 and to see the farm and the joy on the kid's faces,
25 this is the work of God, period. I can't say it no

1 other way. I know I'm not supposed to speak too
2 religiously, but that is who I am. And when you see
3 it, you can't help but say amen. So I want to thank
4 you all for what you do.

5 MS. HOLLINGSWORTH: Thank you, Jackie and
6 Constance.

7 MS. COLLINS: Thank you, you make it possible.

8 MS. HOLLINGSWORTH: Thank you to all our
9 innovation projects today.

10 Resolution 2020-27: Authorization to release
11 competitive solicitations, in alignment with the
12 board's strategic plan and projected available
13 funding, across multiple priority investment areas
14 that have funding cycles ending in the 2019-20 fiscal
15 year.

16 May I have a motion, please?

17 MS. GIMENEZ: So moved, Gimenez.

18 MS. HOLLINGSWORTH: And a second?

19 MR. DUNN: Second, Richard Dunn.

20 MS. HOLLINGSWORTH: Are there any recusals?

21 (NO VERBAL RESPONSE)

22 MS. HOLLINGSWORTH: Moving into discussion. This
23 is a county-wide solicitation with special
24 concentration in underserved communities relating to
25 early childhood development, help me grow screening

1 assessment and early intervention, health and
2 wellness, afterschool meal program, food and
3 nutrition, program professional development, the
4 innovation fund.

5 Questions, observations, directors?

6 MS. FERRADEZ: We're voting now on the innovation
7 fund?

8 MS. HOLLINGSWORTH: We're voting on the release
9 of a competitive solicitation. And that includes
10 early childhood development, health and wellness, and
11 program professional development.

12 Questions?

13 MS. FERRADAZ: My question, because I have a
14 conflict with the innovation fund, some of --

15 MR. HAJ: This is just to release.

16 MS. FERRADAZ: Okay, thank you.

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

19 (WHEREUPON, the committee members all responded
20 with "aye.")

21 MS. HOLLINGSWORTH: Are there any opposed?

22 (NO VERBAL RESPONSE)

23 MS. HOLLINGSWORTH: The resolution carries.

24 Resolution 2020-28: Authorization to execute no-
25 cost extensions with five providers to continue their

1 innovation projects for a term of three to six months,
2 commencing April 1, 2020, and ending no later than
3 September 30, 2020.

4 May I have a motion, please?

5 MS. WELLER: So moved, Weller.

6 MS. HOLLINGSWORTH: And a second?

7 MS. GRIMES-FESTGE: Second, Grimes-Festge.

8 MS. HOLLINGSWORTH: Are there any recusals?

9 MS. FERRADAZ: Recusal, Ferradaz.

10 MS. HOLLINGSWORTH: Moving into discussion,
11 observation, questions.

12 Hearing none, all those in favor?

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

15 MS. HOLLINGSWORTH: Are there any opposed?

16 (NO VERBAL RESPONSE)

17 MS. HOLLINGSWORTH: Resolution carries.

18 Resolution 2020-29: Authorization to execute a
19 contract amendment with Hosanna Community Foundation,
20 Inc., to add a subcontractor in Contract #2014-4550.

21 May I have a motion, please?

22 MR. DUNN: So moved, Richard Dunn.

23 MS. HOLLINGSWORTH: And a second?

24 MR. PRESCOTT: Prescott.

25 MS. HOLLINGSWORTH: Are there any recusals?

1 (NO VERBAL RESPONSE)

2 MS. HOLLINGSWORTH: Moving into discussion, this
3 simply is a reclassification. Small group learning
4 center is being reclassified as a subcontractor rather
5 than a service delivery location.

6 Questions, observations?

7 Hearing none, all those in favor?

8 (WHEREUPON, the committee members all responded
9 with "aye.")

10 MS. HOLLINGSWORTH: Are there any opposed?

11 (NO VERBAL RESPONSE)

12 MS. HOLLINGSWORTH: Resolution carries.

13 Back to you, Mr. Chair.

14 MR. HOFFMAN: Thank you. Jim, CEO Report?

15 MR. HAJ: Thank you. What's on the agenda is the
16 Youth Advisory Committee was able to travel to
17 Tallahassee three weeks ago. I'm not sure if I
18 mentioned the program, but they're able to visit the
19 governor, the first lady. Our Dade delegation was
20 phenomenal. They came and spoke to them. They walked
21 across the street to FDA and Ed Ingram [phonetic]
22 spoke to them, as well as our former mayor. So it was
23 a great day. We also had a nice event at Camping
24 World Stadium, the football stadium, overlooking the
25 football field where they got, Jack Levine received an

1 award. There were statewide leaders there. A
2 phenomenal, phenomenal trip. And I want to thank all
3 those from staff and others who helped a bus of 42
4 teenagers for several days. But it was a phenomenal
5 event. The Board Retreat was sent out. Thank you for
6 the RSVP's. Its Wednesday, March 18th. Young Talent,
7 Big Dreams Finals are Sunday, April 26th. You will be
8 receiving more information and RSVP's too. The Annual
9 Report is passed out, as well as you have the three-
10 page mailer in front of you as well.

11 Mr. Chair, thank you.

12 MR. HOFFMAN: Okay, thank you. Thank you
13 everybody for your attendance. The meeting is
14 adjourned.

15 (Whereupon, at 5:16 p.m., the meeting was
16 adjourned.)

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CERTIFICATE OF REPORTER

STATE OF FLORIDA
COUNTY OF MIAMI-DADE

I, MIRIAM BRIGHTON, court reporter and Notary Public do hereby certify that the foregoing proceedings were taken before me at the time and place therein designated, and that the foregoing pages numbered 1 through 53 are a true and correct record of the aforesaid proceedings.

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

Under penalties of perjury, I declare that I have read the foregoing certificate and that the facts stated herein are true.

Dated this 10th day of March 2020.

Miriam Brighton

MIRIAM BRIGHTON

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