

AGENDA

SPECIAL JOINT MEETING OF THE BOARD OF COMMISSIONERS AND THE BUDGET & FINANCE AND EXECUTIVE COMMITTEES

Budget & Finance Committee Chair: Robert Byrd

Thursday, February 25, 2016
1:30 PM

Meeting Location:
First 5 LA
750 N. Alameda Street
Los Angeles, CA 90012



ASPOSE

Your File Format APIs

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5. Break

COMMISSIONERS

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<i>Chair</i>	Astrid Heger, M.D.	Carol Sigala
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MEETING OF FIRST 5 LOS ANGELES PROGRAM AND PLANNING
Thursday, January 28, 2016
750 North Alameda Street, First Floor
Los Angeles, California 90012

REPORTED BY:
HEATHERLYNN GONZALEZ
CSR #13646

1 Thursday, January 28, 2016; Los Angeles, California

2 1:34 p.m.

3 -oOo-

4 COMMISSIONER DENNIS: Welcome, everyone, to this
5 our first P and P meeting of the new year. My apologies
6 to my fellow commissioners around me missing our
7 commission meeting. However, I was basking in the sun in
8 Kuala Lumpur. And I took a little trip up to Bangkok as
9 well. And now I'm returning. I'm glad to be here.

10 And let's introduce ourselves.

11 COMMISSIONER HARDING: Good afternoon. I'm
12 Cynthia Harding. I'm the vice chair of this commission
13 and actually very, very pleased to be able to serve in
14 this role for another year. Fearless co-chair.

15 COMMISSIONER CURRY: I'm Trish Curry. I'm a
16 commissioner.

17 COMMISSIONER ABDO: Judy Abdo, commissioner.

18 MR. SANCHEZ: Gabriel Sanchez, commissioner --
19 this is very strategic, but I'm thinking very far ahead.
20 Director of communication.

21 COMMISSIONER DENNIS: That's the way to start,
22 Gabe. I like that.

23 MR. SANCHEZ: I'm aiming high.

24 MS. ANDREWS: Antoinette Andrews, Best Start
25 communities.

1 MR. LEE: Alfredo Lee, Best Start Communities. I
2 go by Freddy.

3 MR. BARTH: Peter Barth, policy department.

4 MS. NUNO: Theresa Nuno, chief of programs and
5 planning.

6 MR. WAGNER: John Wagner, chief operating
7 officer.

8 COMMISSIONER ZEPEDA: Marlene Zepeda,
9 commissioner.

10 MS. BELSHE: Kim Belshe.

11 COMMISSIONER DENNIS: You introduce, too.

12 SPEAKER: Kristine Tran.

13 MS. BELSHE: Whoa, whoa, whoa. Kristin Tran, new
14 employee of First 5 LA, program officer 2, program
15 development department.

16 SPEAKER: Kevin Dieterle, program development.

17 SPEAKER: Tara Ficek, grants management.

18 SPEAKER: Gina Arey, independent consultant
19 working both with the home visitation consortium and the
20 leadership of First 5.

21 SPEAKER: Susan Bostwick, department of public
22 health.

23 SPEAKER: Genie Chough, children's deputy for LA
24 County Board of Supervisors.

25 SPEAKER: Rafael Gonzalez, First 5 LA.

1 SPEAKER: (Inaudible) with Harder & Company
2 community research.

3 SPEAKER: Janine (inaudible), partners
4 (inaudible).

5 MR. JIMENEZ: Armando Jimenez, First 5 LA
6 research and evaluation.

7 SPEAKER: Dawn (inaudible), LAUP.

8 SPEAKER: Barbara Dubransky, program development,
9 First 5 LA.

10 SPEAKER: Lee Worbell, program development, First
11 5 LA.

12 SPEAKER: Hi. I'm Stacy Lee, First 5 LA, office
13 of strategic planning and integration.

14 COMMISSIONER DENNIS: Ladies?

15 SPEAKER: Karen Valencia, First 5 LA.

16 SECRETARY: Linda Vo, First 5 LA.

17 MS. GONZALEZ: Heatherlynn Gonzalez,
18 stenographer.

19 COMMISSIONER TILTON: Hi. I'm Deanne Tilton,
20 commissioner.

21 COMMISSIONER DENNIS: Okay. I think everybody
22 just introduced themselves.

23 Commissioners, would you take a little time, if
24 you haven't done so, to review the notes. If there's any
25 corrections, additions, deletions, please let us know;

1 otherwise, we'll accept and file.

2 First item on the agenda is our Best Start
3 Community Building Stronger Families implementation plan
4 final report.

5 Antoinette, you're on.

6 MS. ANDREWS: Good afternoon, commissioners, and
7 welcome to our new commissioner. Very good to see you
8 today.

9 Today, we're pleased to share with you some key
10 accomplishments and lessons learned in this final report
11 on the Building Stronger Families Framework implementation
12 plan, also referred to the BSFF implementation plan.
13 Today's discussion will focus on the purpose, plan,
14 accomplishments, and lessons learned from 18 months of
15 BSFF implementation beginning in January 2014 and ending
16 June 2015. We will also discuss key insights that inform
17 the integration of the Building Stronger Families
18 Framework into the 2015-2020 strategic plan.

19 Acknowledging and welcoming our new board member
20 to the conversation, we begin by -- in answer to the
21 question, what is Best Start. Best Start is about
22 strengthening communities, specifically the 14 communities
23 listed here. It is the capacity-building approach that
24 emphasizes place and depends on sustained collaboration of
25 multiple stakeholders to address the policies, systems,

1 and environments that impact families' ability to thrive.

2 This community capacity-building approach
3 emphasizes collaboration, relationships, organizations,
4 systems, and resources, and how all of these things
5 interact within a place. This interaction shapes how
6 organizations and communities work together. It shapes
7 how services and supports are delivered. It influences
8 people's attitudes and behaviors and determines how and
9 whether practices and safeguards are put in place to help
10 families succeed. In other words, Best Start is a
11 community capacity-building approach to promote policy and
12 systems change.

13 Best Start is about results. These six core
14 results are central to the Building Stronger Families
15 Framework. The first three emphasize the results we seek
16 at the family level. The remainder reflect our desire to
17 improve the community context in which families live,
18 play, and learn.

19 The core results outlined in the previous slide
20 reflect a sharper strategic focus to Best Start. It is
21 grounded in the family strengthening protective factors
22 and asserts that, if families are strong and communities
23 support families to succeed, then children will have
24 better outcomes. Stated another way, using Deb Daro's
25 words -- and Deb Daro is a senior research fellow at

1 Chapin Hall at the University of Chicago and she's also a
2 First 5 LA consultant for our family strengthening
3 investments. She states that the problem -- and here she
4 was talking about child abuse and neglect -- and its
5 solutions are not simply a matter of parents doing a
6 better job but rather creating a context in which doing
7 better is easier. This idea reflects an extensive body of
8 evidence about the conditions that need to be present in
9 families and communities in order to improve child
10 outcomes. And because community context matters, the BSFF
11 balances -- the Building Stronger Families Framework
12 balances the need for clear results to advance First 5
13 LA's goals with the importance of community informed and
14 lead strategies and activities.

15 Best Start is about people. It emphasizes the
16 importance of engaging parents as decision makers and
17 partners with other residents, organizations, and
18 community stakeholders who all work together to create a
19 community context in which parents have the support they
20 need to strengthen the relationships and behaviors that
21 promote optimal child development. Best Start is about
22 actions that matters and learning that helps us all
23 improve. And it is in this spirit of reflection,
24 learning, and improvement that Freddy Lee will now discuss
25 the key components, accomplishments, and lessons learned

1 during BSFF implementation.

2 MR. LEE: Thank you, Antoinette, and good
3 afternoon, commissioners.

4 I'm going to talk a little bit about the five
5 element plan that was approved in 2013 to advance the BSFF
6 core results. This plan has guided coordination,
7 integration, and planning for the current -- that's led up
8 to this current strategic plan. And it focuses on
9 integration of family strengthening, systems improvement,
10 and community capacity building. As Antoinette explained
11 earlier, both systems change and community capacity
12 building are necessary for long-term changes. So element
13 one, or the icon with the family that is purple, is -- was
14 to increase coordination and integration between First 5
15 LA investments.

16 The next element explores the essence of Best
17 Start, which is the people, and that is through our
18 community partnerships who are committed, passionate
19 groups of people at each Best Start site who are the
20 platform for building relationships, planning, and
21 implementation projects. Partnerships are the action
22 behind Best Start.

23 The third element looks at how we assess
24 progress, learning, and accountability. It's a critical
25 component that fosters a culture that is constantly

1 learning and adapting.

2 The fourth element of the plan is around
3 marketing and communications, or the voice of Best Start.
4 That is the -- which is the refinement and the
5 amplification of the powerful voice of the community
6 partnerships.

7 And lastly, the fifth element looks at First 5
8 LA's internal capacity and systems of support. It looks
9 at what inputs, resources, and processes are required from
10 First 5 LA in order to support the people doing this work.

11 So I'm going to go over some high-level
12 accomplishments that are -- in terms of our key outcomes
13 around each area. I'm not going to go into outcomes or
14 accomplishments for each area, but I'm going to highlight
15 a few of them for you and then go -- so I can go a little
16 bit more deeply in them. Please refer to your lessons
17 learned final report for more details and a longer list of
18 accomplishments.

19 So I'm going to start out talking about the --
20 the investments and broad relationship engagement through
21 SBCC throughout LA's resident outreach coordinators which
22 resulted in 1,191 additional residents involved in
23 (inaudible). So this highlights the focus of Best Start,
24 which is around the relationship building and
25 collaboration at the community and partnership levels. As

1 I mentioned earlier, partnerships are essential to
2 engaging residents and the local leaders in planning and
3 implementing their work. We've deepened our relationship
4 with SBCC to increase resident involvement at the
5 neighborhood level and create 89 informal connection
6 groups across the Best Start sites across the county
7 connecting residents at a block or neighborhood level to
8 -- to be connected to the Best Start efforts.

9 And the partnerships continue to build their
10 reputations both in their communities and their our cities
11 and across the county as advocates, as champions for LA
12 county' youngest children and families and have recently
13 begun implementation of learning by doing projects which
14 are the learning by doing grants which are data-driven
15 community-designed projects.

16 The other piece I wanted to highlight is the
17 First 5 LA implemented quarterly learning communities to
18 promote peer learning across the 14 sites. That's the
19 icon with the ground. We've been implementing quarterly
20 learning communities, which are gatherings that bring
21 together representatives from each community partnership
22 to share best practices, network, and learning.

23 I won't talk all about all of the learning
24 communities, but I'll tell you that, in November of 2015,
25 there an exciting learning community where residents and

1 leaders talked about their best practices and outreaching
2 in their community, engaging the stakeholders, and
3 creating partnerships. The next learning community will
4 be in February, and that's going to focus on the
5 implementation of the projects or the actions that they're
6 doing and how they can share and learn about what they're
7 doing and how to improve their practices together.

8 And then, lastly, I'd like to talk about the
9 communications and marketing. Several -- that's the icon
10 with the book, and that's the talking point for you to
11 refer to on the -- is several partnerships conducted their
12 own communications projects such as the business
13 engagement project and the *Ready For Kinder* book. I'm
14 going to talk about the *Ready For Kinder* book first. This
15 was a project by the Panorama City and Neighbors, which is
16 the name that they've chosen for themselves, just for
17 folks that are new. And they saw a need for
18 culturally-relevant, bilingual workbook that would help
19 their children learn important concepts to be ready for
20 kindergarten. The book was designed by parents, leaders,
21 and ECE professionals working and living in Panorama City
22 and the surrounding neighborhoods. First 5 LA provided
23 the support for the creation of the book.

24 I think it's a proud testament for how community
25 partnerships can come up with effective solutions for

1 challenges in their communities. It's also been shared
2 widely with other partnerships and it's in various
3 libraries and even internationally. It is available
4 online.

5 And I just wanted to note out of respect for the
6 creators of the book comes with a very special
7 instructions. It's not just meant to be passed on.
8 There's also like a lesson that comes with it. And I have
9 a vintage copy of it, which you're welcome to -- I don't
10 know -- pass it around if you all wanted to. It's a very
11 well-made book, and it's really exciting to see something
12 tangible.

13 The second piece I'm going to highlight in terms
14 of the communications, the work and projects is that of
15 the work that's happening in South El Monte and El Monte
16 partnerships. So they're building bridges with the
17 business community in South El Monte and El Monte. And
18 what they've been doing is developing the skills and the
19 practices to build relationships in the business
20 community. So they started in around 2013. And since
21 then, they've built relationships with the business
22 chamber, the South El Monte/El Monte business chamber of
23 commerce, small business leaders, and government leaders.
24 The way they do that is they attend mixers, they network,
25 they meet with people, and we provide training and support

1 for -- to build networking skills to build a pitch. And
2 they also go out in the community and they knock small
3 business doors and invite them to become a Best Start
4 small business.

5 The current stage of their work is to deepen and
6 widen their relationships. And what that means is,
7 looking for partnerships. I think immediately we think of
8 in-kind donations, but that's something that is going to
9 come a little bit later. I think the purpose of their
10 work is to build relationships and to build a community
11 around zero-to-five issues, which includes the business
12 community. So I also have some posters if you're
13 interested in what that looks like so businesses will put
14 these up on their walls.

15 We'd love to talk to a few more about it. It's a
16 great project. And they also get to put stickers just
17 like the Yelp stickers, but they're -- we'll pass those
18 around too.

19 With that, I'd like to move to talking at a
20 ground level what our key lessons and insights about this
21 work. And I think the biggest take away I want to leave
22 you with is the importance of community residents at the
23 center of transforming their communities. I think this is
24 something we knew. We'd read in literature that we seen
25 other best practices from other investments and we started

1 out -- this work. So that's not news, but I think what's
2 different now is that we've learned how to be an effective
3 partner and how as First 5 LA we -- we continue to learn
4 and improve our practices to be that effective partner.

5 One of the ways that we've been able to do that,
6 we have our colleagues from partner company (inaudible)
7 here is through developmental evaluation, which was able
8 to track our decisions, ours processes both internally and
9 externally, and able to give us rapid and immediate
10 feedback about what was happening and also provide
11 quarterly and yearly reports and then a final report which
12 was included in your packet about the learnings, the
13 practices, the themes that are emerging from this work.

14 And through the DE report, through our own
15 reflections, through our conversations with many new
16 residents, we've learned a lot about the need to be
17 flexible, to be committed to listening, to learning, and
18 responding and adapting.

19 And we know that community partnerships are ready
20 to lead the way. We know that they're ready to assume
21 more leadership over the community-building process. And
22 so we must continue to ask ourselves those questions and
23 challenge ourselves to respond to the needs and concerns
24 of community.

25 And lastly, BSFF implementation plan has laid an

1 important foundation for the future sustainability of Best
2 Start. We've learned a lot about ourselves as an
3 institution and about the work in the community and about
4 the important work of supporting communities. And with
5 that, I think it's a good transition to start to think
6 about what comes next.

7 I'll pass it over to Antoinette.

8 MS. ANDREWS: So as commissioners may recall, the
9 approval in November of 2013 of the implementation plan
10 was for the last 18 months of the previous strategic plan.
11 And so in June of 2015, the BSFF implementation plan that
12 was approved officially sunset, but -- however, with the
13 new strategic plan, the board has affirmed a commitment to
14 Best Start and to the Building Stronger Families
15 Framework.

16 And as you can see here on the slide, we think
17 about the family strengthening protective factors and
18 those family core results, it is embedded in our family
19 strengthening investments in the new strategic plan.
20 Additionally, in the communities' outcome area, we're
21 really focused on ensuring that there is a shared vision
22 and that multiple stakeholders act collectively to improve
23 the community. We're also looking at how we can best
24 support coordinated services and supports and how we can
25 insure that families have access to physical places and

1 spaces that promote healthy living and interaction. These
2 are core to the new strategic plan and, in fact, we think
3 of them as anchor investments. Therefore, the framework
4 and key components of the BSFF implementation plan
5 continue based on refinements and lessons learned.

6 Furthermore, First 5 LA's emphasis on policy and
7 systems change provides even greater clarity and focus to
8 Best Start as a key anchor investment that promotes
9 community-identified projects that are about how to
10 improve the relationships, organizations, systems, and
11 resources that impact families.

12 The board has already approved 11 of the
13 community-identified projects and the three additional
14 ones will go before the board for approval in February and
15 March of this year.

16 In addition, a focus on policy and systems change
17 requires us to think about First 5 LA itself as a system
18 and how it impacts community change efforts. The support
19 structure First 5 LA provides to Best Start communities
20 will be one of the topics of future board discussions
21 along with periodic updates on other work in the
22 communities outcome area.

23 That concludes our presentation and we are more
24 than happy to answer any questions. We also have our
25 colleagues Sonya and Janine from Carter if you have

1 specific questions about the DE report.

2 COMMISSIONER DENNIS: Questions, commissioners?
3 Cindy.

4 COMMISSIONER HARDING: So thank you for that
5 presentation. And I love hearing about what's happening
6 with Best Start. I think it's a really important
7 signature initiative and investment for the commission.

8 I was just -- so have I one sort of simple
9 question and then I have a couple more that probably lead
10 to what's happening next. One has to do with -- you
11 titled this the final learning report on implementation.
12 And I'm assuming what that means is, this isn't the last
13 time we're going to hear about it, but the future reports
14 will be about, now we've implemented it and here's what
15 we're learning from that implementation in terms of
16 evaluation of the strategies. That's what I thought.

17 So the question I have has to do with the
18 business engagement pilot. So thank you for explaining a
19 little bit more because I wanted to learn more about it.
20 It sounds like part of it is just getting business to
21 identify with this. But what in terms of the future
22 implementation outcomes do you hope to see by having
23 businesses engaged more in this effort?

24 MR. LEE: I think there's several levels. I
25 think the first entry point as the visual is the, put a

1 sticker on your wall, know my name. I think one thing to
2 identify is sort of the power structures that live within
3 these communities. You have the business community who
4 kind of mixes together and then have you residents who are
5 may -- often are not business owners. So we had to break
6 through that. So I think our first step is to break
7 through that and help support the relationships.

8 In the long term, we're really looking at them
9 building strategic partnerships together in the sense that
10 can they work together on a specific policy, can they --
11 can the business community champion something that aligns
12 with their agenda, which is our agenda -- they're the five
13 agenda -- which could look at any number of ways. And
14 then, obviously, the -- just supporting, in-kind donations
15 and what not. But I think that one is sort of not the
16 focal point. The focal point I think is building
17 political and social support between our community of
18 residents for zero-to-five focus and the business
19 community.

20 And, you know, there's a lot of interesting
21 implications; right? We target small businesses. We
22 don't go for larger ones for -- just for obvious reasons,
23 but also for political reasons.

24 So I think -- I'm really excited about what
25 happens, but that's more or less the intent, to build deep

1 partnerships with the business community for policy,
2 social change within that community context.

3 COMMISSIONER HARDING: So thank you for that.
4 And I hope that you'll come -- bring us more stories of
5 how that's working in communities because I think it's
6 really, really exciting to have that level of champions
7 for these communities and the work we're doing.

8 And couple more really quick questions, then I'll
9 shut up.

10 COMMISSIONER DENNIS: You don't have to shut up.
11 Nobody's telling you you have to shut up. Talk as long as
12 you want.

13 COMMISSIONER HARDING: I don't want to hog the
14 floor here.

15 Community participation, I know that's a
16 challenge, and I really appreciate in the report how you
17 talked about it has been a challenge and then it ebbs and
18 flows and sometimes you get great participation and
19 sometimes it's less than. How do you sort of take in
20 those lessons learned in the implementation and will apply
21 them moving forward? And how do you think having the new
22 strategic partnerships on board, the new contractors on
23 board who are going to be leading some of this work, how
24 do you think that will impact community participation as
25 well?

1 MS. ANDREWS: Well, I think that part of the
2 reason why there is an ebb and flow of community
3 participation is because they're -- from the community's
4 perspective, there was a lot of planning talking and no
5 action. And they were ready to act. So I think there's a
6 renewed energy and sense of commitment to this, that now
7 community partnership members are going out to the broader
8 community to say, we're -- we're in -- we're acting now.
9 At the same time, we are thinking about how the community
10 partnerships in and of itself is one facet of the larger
11 Best Start community. So the idea of engaging residents
12 more broadly and having more neighborhood-level
13 opportunities for people to engage will bring -- will draw
14 more people into Best Start.

15 And then lastly, what we -- one of the things
16 that we've learned from, you know, people coming and
17 going, is that we have to think differently about how we
18 support the Best Start community partnerships and ways in
19 which we're either helping or hindering the participation
20 of community residents around their interests and desire
21 to create the kind of change to support families.

22 So that's one of the things we're looking at.
23 And in a few months, we will come back to the board to
24 talk about what we've learned and how we're incorporating
25 that into a new support structure for Best Start.

1 COMMISSIONER HARDING: Great. I look forward to
2 that.

3 Last question. So I would see, if we were
4 looking into the future, what we would want to evaluate
5 about this is how the partnerships, how the investment in
6 Best Start has changed the way in which communities are
7 supportive of children and families.

8 How are you thinking about that for the
9 evaluation?

10 MS. ANDREWS: We are currently in the planning
11 stages of the evaluation. We did invest in DE and it was
12 not meant to --

13 MS. BELSHE: DE?

14 MS. ANDREWS: Developmental evaluation. Excuse
15 me. We invested in developmental evaluation because Best
16 Start was still in development. So we wanted to know more
17 about what was working, what wasn't working. Now that the
18 community developed projects are under way and there is a
19 lot more clarity and focus for Best Start, we're now
20 shifting our focus to what do we want to know about Best
21 Start, how do we -- what evidence is needed in order to
22 build -- build a stronger case as to why community
23 capacity building is so important in improving child
24 outcomes. So we have not determined what that looks like
25 yet, but we are starting those conversations.

1 COMMISSIONER DENNIS: Okay.

2 COMMISSIONER CURRY: I think Armando wanted to
3 add to that.

4 COMMISSIONER DENNIS: Armando.

5 MR. JIMENEZ: Just really quickly. As you recall
6 -- as you recall, we did implement what was called a
7 family survey in the 14 communities, and it was a sample
8 of families that live in the 14 communities. And we asked
9 a series of questions. And one of the things that we
10 definitely intend to do at a point later -- thank you --
11 is we -- we actually are -- we fully intend to actually
12 ask families what's different, what's changed, have you
13 feel like you've actually been -- in the context of having
14 more social connections, more access to things, and easier
15 access to things. I mean, ultimately, that's, in my mind,
16 the bottom line is families that see changes that actually
17 help them raise their children in a way that optimizes
18 their development.

19 So we have not necessarily defined that time
20 point in which that happens, but I think that's our
21 intention. And I know that the Best Start staff are very
22 eager and excited to think about how we might do that in
23 the future. But that is in the plans.

24 MS. ANDREWS: And one other thing to add is that
25 we've talked about how we might engage communities in

1 terms of what matters to them so that the evaluation is
2 useful to them as well as to us.

3 COMMISSIONER HARDING: Great. Thank you.

4 COMMISSIONER DENNIS: Okay. Marlene and then
5 Deanne.

6 COMMISSIONER ZEPEDA: Hi. I had a question
7 related to what Cindy was saying, and it's probably is
8 relevant to the plan evaluation because any time you have
9 a large scale intervention such as this -- and you did
10 mention the word advocacy within the Best Start community
11 context -- often it is individuals within those
12 communities who are charismatic, who are very committed,
13 who will work 24/7 to affect change in their community.
14 And often when those people go away, then the -- the
15 program goes away or the results go away.

16 So I would think that moving forward in thinking
17 about what are the successful items or what is it, I think
18 the issue of leadership within these communities is an
19 important element because without it, you're not -- you
20 don't get the effects that you would like to see.

21 So I think you hinted at that, but I didn't have
22 -- I just wanted to push that point a little bit.

23 MS. ANDREWS: Yes. And community leadership has
24 really been at the crux of what we've been doing in the
25 last 18 months. So when Freddy refers to communities

1 wanting to take on more ownership, it's because they've
2 been -- I mean, they're leaders. We're just there to
3 support them in doing what they sort of naturally are able
4 to do. At the same time, we are aware of the fact that
5 leaders come and go. They may move away. So how do we
6 build a support structure so that we're constantly
7 supporting new leaders? And so for every community
8 partnership, there's actually a leadership group. So not
9 one or two individuals, but a group of individuals that
10 are really working on their leadership skills to lead this
11 effort. And every year there's an election process to
12 determine where the communities determine who's a part of
13 that group. So there's new people coming in because, as
14 you mentioned, without leadership, all of this will --
15 will be in vain. We recognize that, although we are a
16 tremendous resource for communities, we in and of
17 ourselves cannot effect the kind of change that we seek.
18 We have to be in a partnership with others and in
19 partnership with communities to do that.

20 MS. BELSHE: And if I may, looking at the
21 question of leadership broadly. So as an example, I had a
22 chance, along with a number of colleagues and Commissioner
23 Bostwick as well, in December to spend a couple of hours
24 with the Long Beach leadership group. And a minor but
25 really important example of evolution of leadership is to

1 see, number one, the diversity of the folks who were
2 there, many of whom have been involved with the Best Start
3 Long Beach partnership for years. So a real
4 stick-to-it-iveness. But things that are First 5 LA
5 funded, consultants or facilitators used to conduct, now
6 the community members are doing it. So it may not be the
7 charismatic leader, but it's the monolingual mom who used
8 to maybe sit quietly in the back who's now actively
9 helping coordinate, facilitate meetings. It's a different
10 type of leadership, but that is a sustainable change that
11 will have larger ripples.

12 COMMISSIONER DENNIS: Deanne.

13 COMMISSIONER TILTON: Well, first of all, thank
14 you. Your presentation was excellent. And I think that
15 I'm beginning to understand the impact of Best Start on a
16 broader scale because one of the questions that often
17 comes up outside of our circle of participants, either
18 investors, commissions, what difference is this making.
19 So sort of tagging on to what Cindy was saying, this is
20 sort of a different way of looking at it.

21 Do we have baseline paintings or data, baseline
22 information on certain issues that we're hoping to address
23 so that we can then evaluate or measure the impact of Best
24 Start in that community? I mean, it would be great if we
25 would be able to say, we've reduced malnutrition, we've

1 reduced domestic violence, we've reduce child abuse, we've
2 reduced school dropouts, whatever in our communities. And
3 what we have access to, of course, is research regarding
4 the -- the importance that relationships make for all of
5 these -- to address all of these issues.

6 The single component that I believe affects all
7 of those problems is isolation and the lack of
8 relationships. And, of course, lack of resources, lack in
9 poverty and issues that -- that converge on families to
10 make attending a meeting not very helpful. But do the
11 people attending that meeting or the members of the Best
12 Start identified community, do they -- how do they impact
13 the rest of the community in terms of -- of these issues.

14 And so I -- I guess what I'm circling around is,
15 is it possible to identify specifically what -- I happen
16 to know that isolation is the number one problem that
17 leads to child abuse. I mean, you just don't see it in
18 families where there's a whole lot of relationships and
19 people coming in and out of the home and supporting the
20 families that are -- isolation is big. You can get into
21 substance abuse, homes have other issues, but really it's
22 isolation and -- and that has a very broad catchall.

23 So back to my question. Is there some way we can
24 identify what we're trying to make a difference, what
25 we're trying to change rather than having -- I mean, this

1 is a lot of really great process, a lot of really good
2 feedback and how people feel about it, a lot of people
3 feeling engaged. But in terms of the impact of it, what
4 difference are we making? Are we protecting families?
5 Are we ensuring healthy development and medical care. Are
6 we addressing homelessness? It's just such a important --
7 it's so important to be able to show this huge investment
8 we've made is making an impact and we can show you.

9 I remember when I was on the National Community
10 For Prevention of Child Abuse, made the statement, we'll
11 reduce child abuse by 50 percent in five years and we'll
12 prove it. And it was a terrible thing to say. It was not
13 -- it didn't happen and there was no way you could have --
14 to prove anything. So I'm not saying that, do that kind
15 of thing, but I do think you can show and certainly
16 enlighten people about the existence of these issues,
17 feeling good about attending a meeting, but, hey, we've
18 got this problem in our community, we've got a lot of
19 homeless people, we've got, you know, kids who aren't in
20 school, whatever it is. I don't know if any of that makes
21 sense.

22 MS. ANDREWS: Yes. Thank you for that question.

23 And the answer is that there are many layers to
24 this. So the very first thing is that -- as Armando
25 mentioned, we did implement the family survey that did a

1 crosswalk with the core results so that we could ask
2 questions and get a sense of what the baseline information
3 is. The data from the family survey, as well as other
4 administrative data sets and the -- what we call community
5 wisdom, the lived experiences of people, all of that made
6 up the data that the communities then used to determine
7 which projects they would actually implement. And they
8 will be looking at the -- they will be developing
9 performance measures, which are looking at how many
10 people, how well are we doing what we're doing, and is
11 anyone better off because we implemented this project.
12 And as we get additional information or new information
13 from the family survey or from other administrative data
14 sets, we'll be sharing that information.

15 But one very key element to the Building Stronger
16 Families Framework and this concept of learning by doing
17 is that it has to be based on data and information. So
18 it's not about people coming to a community meeting and
19 then just deciding what it is they want to do. They're
20 actually looking at the conditions within their community
21 and then making some decisions about what they want to do.

22 And so you may recall that, when we have provided
23 the board with a synopsis of what the community-identified
24 projects are, we start with what is the core result that
25 that community seeks to change and then what are the

1 indicators they looked at in order to determine what the
2 best strategies and activities would be for
3 implementation.

4 So we're -- we, along with the communities, will
5 consistently look at the data to see, are we making a
6 difference, do we need to recalibrate strategies and
7 activities based on what we're learning, because
8 ultimately it is about transforming whole community and
9 not just the individuals that participate in the community
10 partnerships.

11 COMMISSIONER TILTON: That's great. That makes
12 sense.

13 How about identifying baseline data, information
14 that we can measure at the end of the next period of time,
15 what is it up until 2020? Four more years?

16 MS. ANDREWS: Yes.

17 COMMISSIONER TILTON: So we can show that we're
18 moving in that direction and we made a difference?

19 MS. ANDREWS: Yes. So when we implemented the
20 family survey that was in 2013, and we do have plans to
21 implement that survey again so we can track through time
22 what are the changes that we are --

23 MS. NUNO: That was the baseline?

24 MS. ANDREWS: Yeah.

25 MS. BELSHE: This, I think, would be a good

1 subject for us to come back to PPC, if not the full
2 commission, in the next couple of months and spend some
3 more time.

4 John.

5 MR. WAGNER: There's one other thing which goes a
6 little bit beyond Best Start but it's certainly a way in
7 which we're partnering with the county is the work of the
8 Office of Child Protection, OCP, where they have engaged
9 the Advancement Project to look at community indicators.
10 And we've certainly participated with our Best Start data.
11 But one of the measures they're looking at across LA
12 county is isolation and other aspects of the Building
13 Stronger Families Framework.

14 So I think there's an opportunity there as
15 they're pulling together data that might be available and
16 including highlighting gaps where data -- we don't have
17 good measures for these kinds of things. Could come back
18 for a discussion to say, okay, what kind of value added
19 can we (inaudible) in that whole discussion.

20 COMMISSIONER TILTON: Thank you so much. I think
21 that's a really good thing. And also our other
22 initiatives, home visiting, for example. Wow, that --
23 that is such an important preventative factor.

24 So I -- I -- I just want us to be thinking in
25 that direction and connecting to the county.

1 MS. BELSHE: But if I could, a really important
2 point here is that what John's focusing on and what our
3 Best Start colleagues are speaking to is -- is less a
4 focus on a specific social problem and more what the
5 research tells us, the evidence tells us that, if families
6 and communities have certain capacities, then families are
7 going to be stronger and children are going to have better
8 outcomes.

9 So we'll come back. As Antoinette and Freddy are
10 saying, some of this work is very developmental. So we'll
11 be back when it's a bit more mature, but I'm hearing you
12 speak to some really important social problems such as
13 child abuse and neglect. But you know better than anyone,
14 Deanne, that those protective factors, which First 5 LA
15 and its leadership is extending to not just family
16 protective factors but community protective factors, that
17 families and communities have certain attributes. We know
18 -- evidence tells us families are going to be less
19 isolated, child abuse and neglect is going to go down.
20 But the initial focus of evaluation is going to be less on
21 the child abuse and neglect and more on what are some of
22 the indicators around social isolation.

23 All right?

24 MR. WAGNER: Yes.

25 MS. NUNO: Yes.

1 COMMISSIONER DENNIS: Judy.

2 COMMISSIONER ABDO: I just want to push on some
3 of the same issues that have already been raised. I'm
4 still having trouble with the language of the reports that
5 -- I guess a term I don't like, high level. But it
6 requires a high level of understanding of more
7 bureaucratic kind of language rather than what you talk to
8 people about. And so I -- I'm still seeing that. I'll
9 say that more in this meeting, but that's -- that's one of
10 the things I'm seeing here.

11 I understand that it's at the beginning of a
12 process and that things changed just a couple of months
13 ago in -- in how these communities are organized and how
14 we are working with those communities. But I would like
15 to know how many children zero to five we think we're
16 touching right now so that we can know what that number
17 is. And maybe it's really, really small. But then in a
18 year, we can say, well, now we're touching X number of
19 children zero to five.

20 Part of the reason I'm saying this is that
21 children are only zero to five for that time that they are
22 zero to five. Everybody gets that. And so then some of
23 them turn six. And what are we doing to make sure that
24 we're having an impact right now on children who are going
25 to age out of this particular endeavor and how are we

1 bringing in the zeros that are going to be added to the
2 community during that time And are we tracking that in any
3 way or are we just hoping.

4 I believe that when people are organized and get
5 together and work on things together, many good things
6 will happen. Isolation is a key thing that will be
7 changed. Because, if they're involved, they're not going
8 to be as isolated. Crime should go down. Many things
9 should happen. But what is actually happening for
10 families and for the kids themselves and how are we going
11 to know that?

12 MS. ANDREWS: So I will take a stab at answering
13 your question. This particular investment is very much
14 focused on the family. Because we believe, as Kim said,
15 that if families have certain characteristics, they're
16 strong, they're building family protective factors, and
17 communities are supporting families, then our theory is
18 that then the children will have better outcomes. And as
19 First 5, we're looking at outcomes for children zero to
20 five. And there are many inputs into -- or many
21 strategies that we are employing to address the issues and
22 to ensure that children grow up healthy, strong, that
23 they're ready for school.

24 So overall, what we're doing as First 5 LA is
25 looking at what impact are we having collectively on

1 children. Best Start is looking at, how do we ensure that
2 we create the systems of support and how do we engage
3 families in such a way that the likelihood of positive
4 outcomes for children increases.

5 If we were to take merely a service approach to
6 this, then I think we would be able to easily answer your
7 question about the direct impact that it has on children,
8 but we're looking more at the environments that impact
9 children's ability to thrive and the environments that
10 either help or hinder families as they're attempting to
11 raise children. So we are looking at number of families
12 that are involved in Best Start. As Freddy mentioned,
13 during this time period, there were almost 1,200 people --
14 parents who were engaged in various ways through Best
15 Start.

16 We are looking at -- for the community developed
17 -- or community-identified projects. The communities
18 themselves want to know how many people are we reaching
19 because this isn't about a project that focuses on the
20 community partnership. It's about projects that focus on
21 the broader community and how to engage a larger number of
22 families so that ultimately we get the results that we
23 speak.

24 So it's an easy and not an easy answer or
25 question. Because, as I said, everything First 5 LA does

1 is about impacting the -- impacting positive outcomes for
2 children. And as an agency, we have to track what are we
3 doing and what impact are we having on children. And
4 there may be a variety of ways in which we do that. But
5 every investment of First 5 have to be very clear in its
6 particular contribution to that and then to look at how
7 effective that contribution is in achieving the
8 longer-term outcomes that we seek.

9 COMMISSIONER ABDO: So then are we tracking how
10 many of those kids are getting services that they weren't
11 getting before or families are getting services that they
12 weren't getting before? Not that we're providing them,
13 but they are there for them. If a child is needing to be
14 -- has developmental issues, are they getting more
15 services now than they were five years ago?

16 MS. ANDREWS: Yes. What you're pointing to is
17 what the communities are doing to ensure that families and
18 children have the services and supports that they need.
19 And so for every community-identified project -- for
20 example, many of the communities are interested in the
21 very question that you're raising: Do parents have
22 greater access to resources as a result of our efforts in
23 this community. And they will be looking at how many
24 people are we attempting to reach and how are we
25 determining whether our approach in engaging organizations

1 and service providers that actually provide the services
2 and supports, how does that impact in the family, how many
3 people.

4 So backing up a little bit, earlier I talked
5 about performance measures. So all of the
6 community-identified projects require performance measures
7 so that it's not just doing activities for the sake of
8 doing them, but it's really activities for the sake of
9 achieving results. So for every strategy or activity that
10 the community comes up with, they identify performance
11 measures such as who -- how many people are we reaching,
12 how well are we doing what we're doing, and are these
13 people any better off now that they're now engaged with
14 these strategies and activities. So that gets to your
15 question at a community level.

16 And then of course there's your question about
17 overall how are we tracking outcomes for children zero to
18 five and how are we ensuring that everything that we do is
19 aligned in such a way that we achieve the outcomes that
20 we seek for children and for families.

21 COMMISSIONER DENNIS: Anybody else?

22 Marlene.

23 COMMISSIONER ZEPEDA: I just want to get a
24 clarification follow-up on Judy. I don't want to beat a
25 dead horse, but I think we're -- the unit of analysis is

1 not clear in this discussion. And so you're talking about
2 formative evaluation, process evaluation, developmental
3 evaluation. And the focus is on the family. And I think
4 what Deanne and Judy are talking about is child outcome.
5 Is there another data set -- because you kind of infer
6 there's like a parallel evaluation that might be going on
7 within these communities on child outcome. Is there
8 another data set that could be crosswalked with this
9 developmental evaluation to get at the child outcome
10 issue? Because that really -- that's really I think what
11 we're struggling with.

12 MS. ANDREWS: Yes. And I thank you for -- for
13 pushing us to clarify what the unit of analysis is. And
14 as we stated earlier and Armando also talked about, we're
15 thinking through the evaluation. The developmental
16 evaluation also sunset. And if we invested in that for a
17 limited period of time because we really wanted to
18 understand how Best Start is evolving. But our next --
19 what we're doing next is identifying that the core
20 components of an evaluation that will get at the answers
21 that we're looking for. And in that case, we will clarify
22 the unit of analysis and make sure that we have
23 appropriate indicators for those.

24 MR. JIMENEZ: I just wanted to also remind the
25 board that we also in -- these 14 communities are

1 implementing Welcome Baby, which is a specific direct
2 service program that is tracking the actual outcomes of
3 the child. And we've presented to the board previously in
4 those outcomes being actually very, very good in reducing
5 or improving breast feeding rates. We've looked at a
6 whole series of outcomes and dimensions in terms of how
7 the relationship between the parent and the child is much
8 better, there's greater education materials in the home.
9 So the Welcome Baby program is offering us actually data
10 on thousands of children in the 14 communities.

11 The unit of analysis here that they've talked
12 about is really at the community level, the systems level,
13 and the leadership level which you identified. Together,
14 I think that these actually are the kind of collective
15 efforts to move it.

16 In addition, I think one of the things that's
17 really important to point out is our pursuit now is to
18 partner. So I think John's mention of the Office of Child
19 Protection, there's actually efforts to partner with the
20 mental health on the Health Neighborhoods so that the idea
21 is the convergence of these efforts to actually improve
22 child outcomes.

23 The advantage that we have is the data we're
24 collecting on these children through Welcome Baby, which
25 actually the system that we have allows to us track

1 thousands and thousands of children in the 14 communities.
2 And I think it's a fantastic opportunity to also say, we
3 also are in the process of finding ways to link those
4 children with county system administrative data. It gives
5 us an opportunity to look longitudinally at these outcomes
6 like we've never had before through the Children's Data
7 Network and other efforts.

8 So I think the answer, hopefully, to the
9 questions when we think about all these things together,
10 Best Start by itself does not necessarily address the
11 child outcome but Welcome Baby does. Welcome Baby doesn't
12 necessarily affect the community level outcome, but Best
13 Start does, and that's our pursuit.

14 COMMISSIONER TILTON: Armando, that's excellent.
15 When can we see the outcome on data on Welcome Baby? Do
16 we have it?

17 MR. JIMENEZ: We definitely have a lot and I
18 could -- we have several reports that we can present and
19 provide you on that.

20 COMMISSIONER DENNIS: Barbara actually did a
21 piece a few months ago, and it was pretty extensive.

22 COMMISSIONER TILTON: I'm just wondering if we
23 could have it --

24 MS. BELSHE: It may be time to have a reprise.

25 COMMISSIONER DENNIS: Barbara did a pretty

1 exhaustive -- okay. It's my turn. Y'all ain't getting
2 away yet.

3 Three things: On the macro level, Antoinette, we
4 approved the plans of the 11 communities, and with that
5 approval came -- came several community plans. And I
6 guess my question is, how dynamic are those plans? As new
7 issues emerge in the community, you may have started with,
8 you know, children and child care and it may be, because
9 of gang violence, it becomes public safety. So how
10 dynamic are those plans and to what degree do we have to
11 get involved as commissioners or, you know, communities
12 going to say, you know what, we need to ask add this or
13 substitute this or whatever?

14 So that's one question.

15 MS. ANDREWS: That is a challenging question for
16 me, quite honestly. Because of who we are as a public
17 entity, we're governed by certain policies and procedures
18 that don't necessarily always allow us to respond in ways
19 that -- that allow the communities to -- to respond
20 themselves rapidly to changing community context. So an
21 example would be for each of the community-identified
22 projects, we issued a request for proposals and we went
23 through a process of identifying the selected grantee.
24 With that comes a very specific scope of work. Learning
25 is an important part of Best Start, and we promote that

1 with the community partnerships. But that learning -- so
2 -- so within a defined scope of work, things can be
3 tweaked. A completely new set of activities is where we
4 may not be able to respond within the scope of that same
5 scope of work. And so we are working with our contracts
6 department to determine how we can be a lot more
7 responsive as things emerge within communities.

8 We've learned a lot of lessons from issuing RFPs
9 and using the process that we used and now we're taking a
10 look at, based on those lessons learned, and how we can
11 respond as community needs arrive.

12 COMMISSIONER DENNIS: I think it's important to
13 have a mechanism as issues emerge that we have the
14 capacity to adapt, because I think it's very important
15 because, you know -- you know, we sat here as
16 commissioners and adopted a proposal. But I don't want --
17 I don't want us to be that rigid because things do happen
18 over time, the community needs change, as you are all
19 aware. So if we can think more and put some more
20 attention to being a lot more dynamic and responding to
21 communities, I think we'll be extremely helpful.

22 Peter.

23 MR. BARTH: I think on that point, part of the
24 policy department's engagement with Best Start moving
25 forward is in the context of the broader capacity building

1 for the Best Start communities. There are the projects
2 that we are funding through the contracts that -- that
3 Antoinette's referring to, but there's also just the
4 general capacity and responsiveness of leaders within a
5 community to be able to address the issues that they see
6 on a daily basis. All of the work of our Best Start
7 community shouldn't be driven by First 5 LA or by First 5
8 funding. The work of the community should be driven by
9 the opportunities and what they see themselves. So
10 there's a broader movement within the context of these
11 projects as examples of being able to say, If I'm LAUSD,
12 if I'm the board of supervisors, if I'm the city council
13 member, and I want to engage with my community leaders on
14 issues that are impacting families and children, I should
15 be going to my Best Start communities and my communities
16 there are also knocking on the doors saying, hey, this is
17 an issue. There's some other projects that we've -- that
18 Best Start communities have brought to the board that
19 we'll continue to bring to the board.

20 So I think it's important to remember in the
21 context of this specific presentation, there is the
22 broader capacity building movement so that our community
23 leaders can do exactly that. And with -- in our next item
24 around early care and education, we'll talk a little bit
25 about how we're trying to pilot and start some of that

1 work and push it forward.

2 COMMISSIONER DENNIS: Thank you.

3 MS. ANDREWS: And as we are thinking about our
4 long-term support structure for Best Start, these are some
5 of the issues that are coming up. And we're trying to
6 address them now versus waiting until the issue emerges
7 and then we don't quite have a response or a way to
8 support communities.

9 COMMISSIONER DENNIS: My second question is a
10 question I've asked, you know, previously with regards to
11 Best Start, and it speak to staff alignment. As we
12 transition, where are we as far as ensuring that our staff
13 is transitioning? Are we seeing the necessary skills to
14 change? And I would imagine that the program officers
15 that were hired four or five years ago would have to have
16 a different set of skills now. And to that end, where are
17 we -- as much as we had to do at a macro level internally
18 as it relates to our strategic plan, I would think we
19 would have to do the same thing with Best Start.

20 MS. ANDREWS: It is --

21 COMMISSIONER DENNIS: It's a question and a
22 comment.

23 MS. ANDREWS: Yes. Ongoing staff development is
24 very important as we continue to implement this work and
25 as the work evolves. Just as program officers are

1 required to employ a different skill set, so too is Best
2 Start very different than it was a few years ago. And so
3 part of what we are doing is connecting staff to other
4 opportunities across the organization. So, for example,
5 we have Best Start staff that are working on Project
6 DULCE, which you're going to hear about. We have Best
7 Start staff that are working across the agency.

8 And part of the reason why we're doing that is
9 because it helps to build staff skills, but at the same
10 time, we're able to bring what we're learning in Best
11 Start communities and help that -- and have that inform
12 how our other initiatives and projects are moving forward.

13 There will never be a time I think when we can
14 all -- even Freddy and myself sitting here -- will say
15 that we have stopped learning. I think it pushes -- it
16 requires all of us to develop the skill set that is needed
17 to continue to do this work.

18 So, you know, I know you've mentioned, you know,
19 we've had staff who have focused on community
20 organizations and now we're expecting them to take on a
21 different kind of work. I just need to make sure that all
22 commissioners know that our staff is very much committed
23 to doing what is necessary in order to achieve the results
24 that we seek in these communities. And part of it is the
25 relationships that we've been able to build. Part of it

1 is -- and actually because of those relationships, we have
2 folks like, at DMH, Department of Mental Health,
3 Department of Public Health have systems leaders coming to
4 us and saying, how do we best partner within these
5 particular communities. So the skill set that our staff
6 has right now today is very, very valuable. And it is up
7 to us as leadership to continue to cultivate the other
8 skills that they may need to do this work.

9 COMMISSIONER DENNIS: Antoinette, I'm also
10 talking about not only the skill sets, but the structure
11 itself. Is the structure the appropriate structure than
12 we needed five years ago. And I think that type of
13 analysis is probably critical at this time as we are
14 transitioning in our communities. So it's just not
15 training, you know, training people to do the job, but do
16 we have the right structure in place so people can be
17 successful, meaning staff as well as, you know, as people
18 in the community.

19 MS. ANDREWS: Yes, that's -- thank you for that
20 clarification because that is what we're going to bring
21 back to the board shortly.

22 COMMISSIONER DENNIS: Okay.

23 MS. ANDREWS: Staff has been working on what
24 we're calling a long-term support structure. Within the
25 implementation plan, it was noted as the business model

1 for Best Start. We're calling it the long-term support
2 structure. We've had a lot of internal conversations.
3 Currently, we're having conversations with the community
4 leaders themselves around this. And, in fact, tomorrow we
5 have a meeting. I remember the last time when you wanted
6 to come and I said, tomorrow, there is a meeting. And yet
7 again tomorrow there is meeting --

8 COMMISSIONER DENNIS: I'll treat.

9 MS. ANDREWS: -- where representatives from each
10 of the 14 partnerships will be in attendance to further
11 provide input into what that long-term support structure
12 looks like. So we anticipate coming back to the board in
13 March to have the conversation that -- about that
14 structure.

15 COMMISSIONER DENNIS: I will even challenge us
16 with regards to program officer; is it not something else?
17 Is it a community enabler or a community advocate? You
18 know, the program officer is a term -- that nomenclature
19 is something that's used a while in First 5. And I don't
20 know if that's, you know, neighbor friendly or community
21 friendly. So I would challenge us to really think about
22 how we look at the folks working in the community in the
23 future and how we even name them because I think that
24 sends a message to our community.

25 And the final question is that, as you opened,

1 you talked about capacity building. And I would want in
2 the future to have a conversation about what are some of
3 the indices around community increasing in their capacity.
4 How do we know that and how do we measure that over time?
5 You know, and what -- what are the, you know, key
6 milestones to suggest that, you know what, this community
7 is really improving in its capacities.

8 MS. BELSHE: And that's something I will be
9 coming back to because it really is an important anchor
10 for how we're approaching the long-term support structure;
11 you know, what are the capacities that need to be in place
12 in these partnerships that offer the greatest potential
13 for sustainability and impact after this organization
14 steps back.

15 So you hit on a really important point. And we
16 have talked with the board in the past about the six
17 characteristics of a high-performing partnership. We
18 really want to build that out as a part of the long-term
19 support structure.

20 COMMISSIONER DENNIS: Judy.

21 COMMISSIONER ABDO: I just want to underscore
22 what you just said about the titles. And what I was
23 thinking about is, if somebody's title includes the word
24 "officer" in that community and people are not
25 understanding what the whole context of officer is, it

1 sounds like they're the police because that's the only
2 place where the word "officer" really works, or the -- or
3 the military. And that's not what we want. We want the
4 opposite. So, you know, helper. I don't know.

5 COMMISSIONER DENNIS: I mean, that's the point I
6 was saying. As we look at new structure, we really need
7 to think about the nomenclature and making sure that the
8 community feels warm about the terminology that we -- we
9 -- we are using. So I did say community enabler.

10 MS. BELSHE: We will give this prayerful
11 consideration.

12 COMMISSIONER DENNIS: Trish.

13 COMMISSIONER CURRY: I just wanted to kind of
14 come back to Armando, what he said, and the questions of
15 both commissioners about the outcomes for the children.
16 You know, in Best Start, I recognize what you're saying
17 and I understand what you're saying. Welcome Baby I think
18 is really important. I support it. I think it's a great
19 program and I know that we've had good outcomes with it.
20 And that's wonderful. But that shouldn't take us at all
21 or divert our attention from what we're talking about
22 here, which is the Best Start programs and how are they
23 affecting the children because I -- it's a separate issue
24 kind of because it's different activities. And so it's --
25 because we satisfied it over here doesn't mean we

1 satisfied it over here too. So we need to make sure that
2 we're doing both areas and seeing how they affect
3 children, not just one or the other.

4 COMMISSIONER DENNIS: Obviously, this is a major
5 issue for commissioners as witnessed by the engagement we
6 had you all in and on the hot stand for the last hour. I
7 thank you for your indulgence and we probably should move
8 on, folks. Thank you very much.

9 I think, Peter, you're on now. We're going to
10 talk about ECE and the policy advocacy fund. So we'll get
11 right into that.

12 MR. BARTH: I know our time is short on the
13 agenda, so I will try to hit some high points and just
14 leave time for some questions.

15 In October, our former colleague, Annie Chang --
16 she has since left to great leadership opportunities
17 elsewhere -- and I came to this committee meeting to
18 discuss our interest in investing the resources that the
19 strategic plan was envisioning in advocacy for early care
20 and education. And we were talking about some of our
21 lessons learned and here, we're coming back with more
22 information. And I really want to call out a few folks in
23 the room today who have been really essential in moving
24 this work forward with me: Stacy Lee, Mabel Nunoz, Katie
25 Fallin, young Jamie who is actually down in San Diego, so

1 this is a team effort.

2 As, you know, I think -- so just as a quick
3 overview, I'm going to be couching this in our overarching
4 priorities around early care and education. I want to
5 make sure all the commissioners are on the same page
6 within our historical context of how we've invested in
7 advocacy historically as an organization, but really how
8 these lessons learned from those previous experiences are
9 informing what we're planning to do moving forward. And I
10 -- to the exact points made in the recent -- the past
11 conversation with Best Start, everything we do at First 5
12 LA -- so even though we come to the commission with a very
13 specific aspect of a program or an initiative, everything
14 we are doing and our leadership is very clear that it is
15 all for our mission. If we at the end of the day are not
16 improving children lives, are not preparing them to
17 succeed in school and life, then we're not doing our job.
18 So everything we're bringing to you, that should really be
19 the focus of our work.

20 And we know acknowledge in our new strategic plan
21 that there are some core elements we have to invest in in
22 order to make that happen. So clearly, there's the family
23 strengthening component, there's the building of the
24 communities component, there's the health of our children
25 component. But without early care and education, without

1 quality systems, we're not going to be able to achieve
2 these goals.

3 So when we look to our broader early care and
4 education strategy, this overall outcome area, our goal is
5 that all children in LA county have access to quality
6 early care and education opportunities. And in order to
7 make that happen, we had to focus on the public funding.
8 We have to focus -- you've heard me say it before. I will
9 say it again. We are spending less as a state on child
10 care and preschool than we were ten years ago. And with
11 all the money we have and with the need we have,
12 especially in LA county, it's just not acceptable. So we
13 need to focus on that. We have to focus on making sure
14 that everyone understands whether or not our children are
15 actually prepared when they're entering kindergarten. We
16 have to make sure that we're not just funding a slot, but
17 that we're actually funding quality programs and supports.
18 And we have to -- a key component of that quality is the
19 professional development aspects. So all of those
20 different issues will be coming before the commission at
21 some point or another.

22 You've heard a lot about it already. You'll
23 continue to hear it. But a core thread throughout all
24 this is this need for advocacy, this -- this need to be
25 able to help focus our public partners and our public

1 systems on how to improve this early learning system. The
2 reality is, a lot of our partners are local education
3 agencies and child welfare agencies and others. Have a
4 lot of competing demands and a lot of other demands for
5 their time and their money. But the good news is that
6 they're starting to ask for help. They're starting to ask
7 advocacy partners and First 5s and others, what should can
8 we be doing about this? How can we get this done? What's
9 your plan for the future? So we actually have unique
10 policy window, which I would love to take credit for, but,
11 obviously, no one person can take credit for it and no one
12 organization can take credit for it. That is what we need
13 with state and local leaders to try to advance this work.

14 So we shared this slide in October and we'll
15 share it again. Advocacy, but we're not just talking
16 about advocacy on its own. We're not just talking about
17 quality rating and improvement on its own or kindergarten
18 readiness on its own. Together, we have a vision for an
19 overarching system that is more integrated, that
20 encapsulates the communications aspects, the advocacy
21 aspects, all these different programmatic investments.
22 And through it all parent and community engagement is
23 really key.

24 There are efforts, and we'll talk about in a
25 minute, that we supported where we're actually engaging

1 parents and community leaders in our conversations in the
2 state. Part of this vision I was just referencing in the
3 last presentation was about how we want to be able to
4 ensure that our Best Start communities, that our community
5 leaders, understand what's actually happening and how it
6 impacts them and try to provide those opportunities for
7 connectivity. So that's a key piece of this work.

8 So, historically, we've -- at First 5 LA we've
9 invested in advocacy in different ways. There have been
10 multiple projects, but two I just want to call out. Over
11 a decade ago, there was the community opportunities fund
12 that was created, and that invested over \$50 million in
13 community capacity building and also advocates related
14 activities. And then in the context of our more recent
15 strategic plan, the 2010-2015 plan, we created the policy
16 advocacy fund, or PAF. And this was a really
17 groundbreaking opportunity as they say. Here are policy
18 priorities as an organization, and that were many. Here
19 are policy priorities. Let's provide funding
20 opportunities to support specific projects that will help
21 accomplish the specific widths. And this isn't a
22 presentation about PAF. Our funding, although it's all
23 been committed through the previous strategic plan, the
24 actual -- the last grant doesn't end until 2018. So we're
25 going to have an opportunity to come back to share some of

1 those great stories. But it also provided a lot of
2 lessons learned for us as we were thinking about, well,
3 now with our new strategic plan, how do we think about
4 investing in advocacy moving forward.

5 So two lessons learned we just want to highlight.
6 So the PAF initiative was actually designed to be the sort
7 of separate funding opportunity apart from all the other
8 programmatic investments we had in this organization. And
9 so as a result, we didn't necessarily coordinate our
10 program investments and things like Welcome Baby or
11 preschool with necessarily the advocacy projects we were
12 funding on the side. We also weren't necessarily, again,
13 given the design, funding those projects in support of our
14 broader advocacy agenda. So a lot of what we were
15 actually doing in Sacramento wasn't necessarily exactly
16 related to the specific project that we were funding in
17 PAF.

18 And then even though we invested some time in
19 grantees coordination -- we just actually had a great
20 meeting yesterday here in this room with some of our
21 grantees -- it wasn't with the explicit purpose to
22 coordinate those activities that were maybe related in the
23 field. So sometimes we'd be funding a lot of similar
24 strategies but it wasn't getting the grantees on the same
25 page. And, again, the program was designed to fund

1 specific projects, not necessarily an entire movement of a
2 field. So those are just some of the lessons we're
3 keeping in the back of our mind because, when we think
4 about our new strategic plan, it's all about integration
5 and coordination. It's all about, let's fund advocacy
6 that is in support of our very specific policy goals,
7 program goals. And back to that chart I was just showing
8 you earlier, what is the overall framework for our early
9 learning initiative and system here.

10 So we -- in the future, you're going to see the
11 requests and the opportunities for advocacy funding will
12 be in the context of our programmatic work and aligned
13 with it and in coordination with our advocacy work, not
14 separate and apart from it.

15 What this means for early learning is that,
16 you've already seen as conversations have come to the
17 board about quality rating improvement systems how, rather
18 than funding things on its own, we're embedding strategies
19 that are policy and systems change in that work. And then
20 this additional advocacy funding is to help support and
21 augment that work and move it forward.

22 I also shared in October how there's just a lot
23 of work we're already doing. So this isn't to give off
24 the idea that we haven't done anything yet, we're waiting
25 for this magic moment, and we're just going to start doing

1 work. There are lot of things we are funding, supporting,
2 participating in, coordinating, all of the above. At the
3 state and local level, there's specific projects we're
4 supporting.

5 But there's a clear need for better coordination.
6 And as we started talking to a lot of others -- other
7 funders, grantees, people who have so much experience
8 doing this, we started to surface a few common best
9 practices. One is that you actually want to fund a
10 movement and you want to fund long-term strategies for
11 policy and systems change. You actually have to fund the
12 capacity to do it. You'll recall at the board meeting
13 just a few weeks ago that Barbara Masters said, policy and
14 systems change doesn't happen in a vacuum. So we want to
15 actually highlight some of the conversation we just had in
16 the Best Start presentation. We want to create a system
17 that's much more flexible and responsive to specific
18 opportunities rather than funding one project that you
19 can't change and then, sorry, too bad, there's a great
20 opportunity coming down the line you can't respond to it.
21 You also want to, along with that longer-term support,
22 fund those specific projects that are advancing the goal
23 like we did that will help us achieve some specific ways.

24 And we also want to then create the
25 administrative structure which will allow the most

1 flexibility as we possibly can then allow us to respond to
2 needs and coordinate among grantees.

3 With that in mind, what we're really proposing is
4 that we take the resources that were identified in the
5 strategic plan through policy and advocacy activities
6 related to early learning, which is about \$15 million
7 between today and 2020. And to create an early learning
8 fund, an early care and education policy and advocacy
9 fund, dedicate a portion of those funds to support some
10 initial multiyear partnership grants with those key
11 advocacy partners who I'm calling up on a regular basis to
12 attend meetings and be part of this work. To work with an
13 external organization, which we're calling an
14 intermediary, to serve as administrative coordinator.

15 What the lessons learned from past is, 23 grants
16 is a lot for staff to manage. Stacy will acknowledge
17 that. Amelia, who isn't here, will acknowledge that.
18 We don't want our staff spending all of their time
19 managing a contract when there are a lot of organizations
20 out there who do this professionally. We would rather our
21 staff being engaging in the actual issues and trying to
22 help advance some of this work. And this is a best
23 practice will learn from a number of funders and also from
24 our own experience here at First 5 LA. We've had some
25 different experiences here.

1 But we really want to then remain the bulk of
2 those, the rest of those funds, to be responsive to
3 specific opportunities that come up. So, for example, in
4 November, you heard from Kim Patillo Brownson of the
5 Advancement Project about the great work they did on,
6 first, an ECE landscape analysis for LA county, and then,
7 second, the work that they're doing -- and our executive
8 director will be speaking at an event tomorrow at Magnolia
9 Place -- where they're taking communities and parents and
10 engaging with every single elected official from LA county
11 and trying to share that information about the gap
12 analysis. So no legislature can say, that's great that
13 this is an issue for you, but it's not an issue in my
14 district. And we can say, actually, sorry, it is. You
15 only have five percent -- only five percent of the
16 children in your community have access to quality child
17 care and preschool.

18 So those are the types of specific things that we
19 want to be responsive to, but we want it to be determined
20 by the actual movement in the field rather than just right
21 now coming forward and saying, we want to spend all this
22 money and here's how we are going to do it for five years,
23 we'll be done.

24 So with that in mind, we'd like to keep coming
25 back to the commission for some further information items.

1 We'd like -- and action items through the spring. We will
2 ultimately want to be able to work with an intermediary in
3 early spring, bring them on board through a competitive
4 process to finish refining this actual structure. And
5 then for a competitive process identify some of those key
6 initial advocacy partners we want to provide resources to
7 so that we can actually get resources in the field
8 starting the new fiscal year, which is July as we know.
9 And then we want just to continue to engage with you, let
10 you know what's happening, let you know some of the
11 successes, the challenges, lessons learned and future
12 opportunities.

13 But, again, I want you to make sure you -- to
14 make sure you know we're not not doing anything now.
15 We're going to continue to work with our partners to
16 really advance some of the near-term opportunities we have
17 with the current state budget proposal, with federal
18 policy opportunities, local opportunities, and we also are
19 going to continue to engage with the rest of the internal
20 ECE team here to figure out how we can build in the best
21 strategies possible in all the work we're trying to
22 accomplish moving forward.

23 So with that in mind, here is a photo of lovely
24 Cordelia, my cousin's daughter. I don't have any children
25 of my own, but I'm so grateful to have nieces and nephews

1 and cousins with kids that I get to spoil every day. Yes,
2 and then they go back home.

3 COMMISSIONER DENNIS: Thank you, Peter. You
4 always are short, succinct, and you say a lot in a short
5 period of time.

6 Commissioners, any questions of Peter? Cindy.

7 COMMISSIONER HARDING: So, Peter, thanks.
8 Really, thank you.

9 The policy work is going to be really key to
10 advancing what we hope to achieve in the investments from
11 this commission. I appreciate you bringing forward this
12 structure as your thought process. I really appreciate
13 the lessons learned. And I almost look at those lessons
14 learned sort of as a microcosm that we're all learning as
15 a commission about how we invested in the past and how we
16 need to invest differently in the future. So I really,
17 really appreciate that.

18 Keeping that in mind, the last time you came, I
19 think to talk with us, you were talking about that there's
20 so many people out there working in this arena and that,
21 you know, just keeping track of who's doing what can be an
22 extreme challenge for you and your team. And I think what
23 I suggested that and I'm going to suggest it again is that
24 I hope that First 5 owns that table of bringing folks
25 together. Even if we bring in an intermediary, that it's

1 First 5 that owns the convener role on that. I really
2 think we should be front and center and be the one setting
3 the table as opposed to trying to get everybody else's
4 table. And then I think that our community partners would
5 probably really appreciate that and that will probably
6 open up and provide us with some information on the key
7 areas that we need to invest future in that advocacy
8 effort. So I just hope that you keep that front and
9 center.

10 And then another piece is, because there's going
11 to be other players that are maybe front and center on
12 certain issues and key issues, that we don't duplicate
13 what they do. None of us can afford that at this time.
14 But that we think about where First 5 plays a glue role to
15 bring those folks together and to just leverage it a
16 little bit so that we can use our investments as smartly
17 as possible.

18 MR. BARTH: Thank you. And I really appreciate
19 you calling that out because that's exactly the intention
20 of our work moving forward. One of the things we were
21 trying to do in the fall was, hopefully, we could line up
22 all the stars -- we all know perfect plans and then it
23 never happens. We're trying to line up everything to be
24 so perfect before we put any resources in the field that
25 the money was just flowing perfectly. And then we

1 realized, you know, this coordination effort is going to
2 take a lot longer and we're going to starve some of our
3 partners to death if we don't provide some initial
4 funding. That's why we decided -- and, fortunately, as we
5 were talking to other funders and folks who are in this
6 field, we realized that's sort of been the case. We took
7 some lessons from the Stewart Foundation and how they
8 invested, along with number of funders, in the K-12 school
9 finance reform. We took lessons from the Colorado Health
10 Trust about how they invested resources in their
11 Affordable Care Act activities. And they sort of followed
12 this approach because they wanted to do exactly that.

13 One of the things about First 5 -- so we're First
14 5 LA. We're one of 58 commissions, but we're the largest
15 commission. We have more resources than even the state
16 commission. So one of the things that I've been trying to
17 do in all of our advocacy activities from day one has
18 been, if we can coordinate very strongly with the head of
19 the First 5 Association, Moria Kenney, who's excellent --
20 if we can coordinate very strongly with my counterpart and
21 Kim's counterpart at the First 5 efforts of California, if
22 the three of us can be lock step in our messaging and our
23 work in Sacramento, then we can also engage other First 5
24 commissions as they have specific stories we want to
25 highlight and work we want to do. That's been a big

1 effort but it's been really, really key.

2 And here in LA county, it's a matter of who else
3 is funding some of this work and can we make sure that our
4 funding is augmenting and building up, not supplanting.
5 One of the things we're -- as we're planning this work,
6 one of the typical things that funders do is we say, okay,
7 great, we're going to give you some money and we're going
8 to force you to show up to quarterly meetings for the next
9 five years. The federal government does it. Everyone
10 does it. We don't want to meet for the sake of meeting
11 just because you got money for us. We want to make sure
12 we have the right people at the table and to work with our
13 funders to do that. So one of the other efforts that's
14 also under way parallel to this is working with our funder
15 partners to see if we can consolidate the number of
16 meetings we're asking people to attend so that, to the
17 extent they're achieving the same purpose, we're only
18 having one conversation rather than three or four.

19 So those are all works under plan. So I really
20 appreciate you highlighting that.

21 MS. BELSHE: And Peter and I have had a number of
22 discussions with leadership from Packard, from CCF, with
23 the Partnership For Early Childhood Investment to figure
24 out how can we add value. Not step away, but really step
25 up but in a way that isn't stepping on toes or duplicating

1 work under way. But it's hard because a number of our
2 partners feel very strongly about -- understandably about
3 the virtue of their ideas and their approach. And so we
4 need to make some assessments that we'll come to this
5 committee first on in terms of, you know, are there some
6 tables that have been set where, with our more focused and
7 financed engagement, we might be able to help that effort
8 move forward, or is there a really separate table we need
9 to set, which is, frankly, not our ideal.

10 You're recalling very well, Cindy, that chart.
11 But in terms of intermediary organization for just this
12 important piece, we'll come back with more detail on that.
13 But the intent is not to delegate decision making to that
14 entity; rather, it's as Peter said, delegating more of the
15 administrative administerial chores that are enormously
16 staff intensive and not where we feel their time and
17 talent should be deployed.

18 COMMISSIONER DENNIS: Judy.

19 COMMISSIONER ABDO: I was interested in your
20 comment about the state budget and where it's going. And
21 I wonder how you see our role in what may be actually
22 really critical decisions made on early childhood in this
23 in this particular budget.

24 MR. BARTH: So there are a few components of
25 that. One, as I called out on the slide but just didn't

1 specifically verbalize around it. You'll recall that we
2 have convened for the last couple of years and are
3 convening again this year a state ECE budget coalition.
4 Statewide advocates who have a presence in Sacramento who
5 are -- who are advocating for specific policies. The
6 reason we did it initially was because, as the budget was
7 rebounding and recovering and we actually started to go
8 away from the cuts to the try to reinstate, we had a lot
9 of different advocates representing particular interests
10 within the broader early learning system and we were
11 stepping all over each other's toes, and legislators were
12 saying, I'm so confused, just whatever. And they still
13 are, but we're doing much, much better.

14 We were -- we were prepared for the Governor's
15 budget coming out. We were assuming that there might be
16 flat spending, whatever it might be. We were surprised by
17 the policy proposals. But as a field, because we had done
18 that, what we were able to do -- and this is all with
19 support from California Strategies, our boots on the
20 ground advocates in Sacramento who have been essential --
21 we have been able to partner real time, have immediate
22 conversations with the Department of Finance and the
23 Governor's office, and the Speaker's office, Women's
24 Caucus, and others to say, where are we on this, what's
25 our timeline, what are we expecting to be -- what are we

1 expecting to have happen. And by the way, it's not just
2 First 5 LA saying that. We are coming together with this
3 entire coalition.

4 So to answer specifically your question, we
5 actually have a meeting next week. I'll be up in
6 Sacramento with a number of my advocate partners really
7 planning ahead, how are we going to engage specifically on
8 issues because, on the one hand, we have a new Speaker
9 who's priority is early learning. He is also being
10 instated in March and has to deal with committee
11 assignments and all sorts of things. We want to make sure
12 that we're partnering with the legislative champions that
13 we have and helping support some of their vision as well
14 as engaging with them rather than being too quick to
15 respond very publicly and vocally to a proposal that we
16 may or may -- may or may not shake out.

17 So what we're trying to do is just make sure that
18 we have some consolidated principles as we're approaching
19 it as a group and we are building those relationships and
20 continuing to build -- have the conversations with the
21 decision makers who are looking to us to help inform the
22 process. We also have the Governor's office now saying
23 they want to do a stakeholder process about, what does it
24 actually mean to implement this budget. So that's a
25 really great forum for a lot of people to --

1 MS. BELSHE: And Cal Strat will be coming to our
2 March board meeting for their annual, here's the -- you
3 know, the early year lay of the land, tell us a little bit
4 what they'll produce, initial budget hearings on the
5 Governor's proposal. So we'll have an opportunity to talk
6 with the board more concretely about both what we're
7 learning about that proposal, which is getting a lot of
8 attention, but I think thus far the reaction we're seeing
9 from this organization and others is raising some
10 significant flags.

11 COMMISSIONER ABDO: You say.

12 MS. BELSHE: I am saying. Well, initially, the
13 groups were a little tempered but the statements -- and
14 Tessa did a nice kind of overview we can share with the
15 commissioners of where some of key advocacy groups are in
16 terms of just calling out. The parallel the governor is
17 raising -- and I made this point at the last board meeting
18 with the local control funding formula -- is half true.
19 It's true on the side of devolution and responsibility and
20 flexibility at the local level, but the really important
21 other half of more funding is not there.

22 So devolving a program that's woefully
23 underfunded is not reform. It's in my mind, it's a
24 shifting of responsibility.

25 COMMISSIONER ABDO: And taking more money to

1 oversee it from two different levels.

2 MS. BELSHE: But it gets to -- and Peter, as a
3 part of our spring process and Cal Strat and our policy
4 team, we will be talking a lot more with the board about
5 our policy agenda and, you know, how do we up our game.
6 And what Peter's just laid out is a piece of that in terms
7 of us providing some resources to support those
8 organizations that are in the trench on a day-to-day
9 basis.

10 COMMISSIONER ABDO: So what I'm interested in is
11 how we as commissioners can help now and after you've got
12 it more together. For instance, the two legislators that
13 are representing my area are both asking me, Judy, what
14 should I do? What should I be pushing on? And I'm sure
15 that's happening for everybody. I hope it's happening for
16 everybody. And we don't -- we are our own individual
17 opinions, but it would be nice if we had sort of an
18 overview of where we as a county think this should go.
19 And I mean, I think it's just obvious that this block
20 grant idea doesn't work. But then what? And should we be
21 saying, we just need more money, we need more money, we
22 need more money. Well, it's true. We do. But right now,
23 when we have so many people saying they really care about
24 this, we should be helping them know how to care.

25 MS. BELSHE: Yup, it's a good point.

1 COMMISSIONER ABDO: I can do my own thing, but I
2 don't think that's as valuable as if we're doing our own
3 thing together.

4 MR. BARTH: Totally agree.

5 COMMISSIONER DENNIS: Just a follow-up. It was
6 this time last year that I think Collin, myself, and Kim
7 were up in Sacramento because this is the time to go
8 before legislators. And I would encourage those of you
9 who can -- commissioners who can participate to also go
10 and then talk to Gail in the Senate and Christian in the
11 Assembly because both were eager to hear what we had to
12 say as it related to our agenda, especially since this
13 state was dependent on First 5 during the budget cuts.
14 And now at the time of economic recovery, I think they,
15 you know, might be interested in what we as well as the
16 other commissioners throughout the state have to say.

17 So that probably will be coming up in the next --

18 MS. BELSHE: What we may do, informed by this
19 conversation, is at our February board meeting have some
20 time on that agenda to talk about the budget proposals,
21 some initial thoughts, and maybe some suggested talking
22 points and action steps. The -- the real action around
23 the budget doesn't start going much before April and then
24 it really doesn't start going until after the Governor's
25 made a revision in May. The legislative advocacy day that

1 the association you're speaking to has just been set for
2 April 5th. So we'll be able to talk more with you about
3 that but we really want to underscore Duane's part. It's
4 so great to have commissioners boots on the ground
5 bringing that governance perspective. So more on that to
6 come. Thank you.

7 COMMISSIONER DENNIS: Then my second point is,
8 you know, the idea that Cindy brought out with regards to,
9 you know, managing the table and coordinating the table.
10 It's very important as witnessed by QRIS process in which
11 First 5 took the lead in bringing stakeholders throughout
12 the county. I don't know -- I would imagine that's still
13 going on. That's a good example of the leadership role,
14 you know. You know, and Katie probably is taking some
15 bruises and will continue to take more bruises because,
16 you know, the unique opportunity that this commission has,
17 you know, it just has no stake in the game. And you know,
18 and not being a provider of services, it gives us a unique
19 opportunity to do some of the things Peter was talking
20 about early.

21 So I applaud what you said, Cindy. And I think
22 that's the type of role I think we can continue not only
23 as it relates to QRIS but other issues throughout the
24 county.

25 All righty. Thank you all very much. We're

1 going to take a short break and then we'll end up with
2 Gabe. Let's do about ten minutes, guys. Come back at
3 3:20.

4 (Brief recess.)

5 COMMISSIONER DENNIS: Okay. It's 3:20, folks.
6 Let's get started. Let's get started. Kim is going to
7 open the next piece for Gabe. And I think everybody's
8 here that's going to be here.

9 MS. BELSHE: Okay. The table seems to be getting
10 -- so I'm tap dancing for one moment, verbally tap
11 dancing. She went upstairs. We have a colleague who is
12 going to be leaving, Judy Gomez, who we want to say a few
13 words about because this will be her last commission
14 meeting. So Monica's waiting in the wings with a cake.
15 So when Judy walks in the door, we'll just start
16 applauding and that will totally unnerve her.

17 COMMISSIONER DENNIS: I hope she doesn't fall
18 down.

19 MS. BELSHE: It's Katie and it's Judy. So, Judy,
20 I was sharing with the commission and our colleagues who
21 heard about your terrific new opportunity with Davida,
22 moving into a private sector role after nine-plus years
23 here at First 5 LA. And we're sorry to have you go, but
24 we know one of the big contributions you've made over the
25 course of your many years here is in support of the board

1 in terms of committees and commission meetings and helping
2 them run smoothly and professionally. So on behalf of the
3 commission and the staff, you'll have more opportunity at
4 a staff level, we wanted to use this as a chance to say
5 thank you. And there's something very chocolaty that is a
6 modest token of our appreciation. So congratulations. Is
7 there a -- were you surprised?

8 SPEAKER: Yes.

9 MS. BELSHE: So maybe you can have the first
10 piece and then others who are interested can fall in
11 behind.

12 SPEAKER: Thank you so much, everybody. It was a
13 very nice surprise. Huge surprise.

14 COMMISSIONER DENNIS: All right. It's going to
15 hard for you to follow that, Gabe.

16 MR. SANCHEZ: I'm not expecting any applause.

17 SPEAKER: Let's see how you do.

18 MR. SANCHEZ: So supportive.

19 COMMISSIONER DENNIS: Did Barbara say that? She
20 did.

21 MR. SANCHEZ: All right. I have to remember this
22 is like th 10:00 o'clock show. You can do a comedy show.
23 You don't want to go to the 8:00 o'clock, you want to go
24 to the 10:00 o'clock. That's where you'll have more fun.

25 I want to thank commissioners for allowing me to

1 present and I really want to talk about strategic
2 communications in an overview. And the purpose of this
3 presentation, which I'll make sure I can do this correctly
4 -- I just want to describe our strategic communications in
5 context, our approach, our goals and objectives, some
6 communication activities that are currently under way as
7 well as our future work which will include some things
8 we're going to be coming to the board as well.

9 And so let's first start with communication and
10 context. And, again, just as a reminder, that
11 communications is one of the six investment areas
12 identified and approved by the board as part of the
13 2015-2020 strategic plan. And it's identifying as a
14 primary investment strategy for achieving our target
15 outcomes. And just as a refresher, so many of you know,
16 communications is kind of the -- a way to amplify all the
17 other six -- other five investment areas. We're talking
18 about stronger families, greater community capacity,
19 increased access to early care and education, and
20 improvement in health systems. Specifically, the
21 strategic plan, when it talks about communications, it
22 talks about educating the public and key stakeholders
23 about the importance of investing in our children and our
24 families.

25 I want to talk about how that board-identified

1 investment, that defines our approach. And we recognize
2 that every mode, medium, and method in which we community,
3 any time we open our mouth, it's -- on our own or in
4 partnership with others, it's an opportunity to advance
5 the programmatic and policy goals of this strategic plan.
6 And I think something else, too, -- I want to speak to
7 something Judy mentioned earlier, and that's we want to --
8 we also consider the Latin origin of the word communicate,
9 which is communis, which is to make common. And by that I
10 mean not ordinary, but I mean easy to understand and plain
11 speak. And that's something else that informs our
12 approach as well because that's something that, if we're
13 going to communicate and share ideas, they have to be in a
14 way that people can understand. And also it helps us
15 communicate what we're trying to do.

16 So again, you look at communications as a
17 vehicle. It's one of the tools in our tool set that will
18 help us both affect policies and systems change, and that
19 includes raising awareness, identifying champions and
20 supporters, building coalitions, building public and
21 political will, and advancing policy and systems change.
22 It also is something that we will use as a vehicle to help
23 accelerate behavioral change. These are things that
24 include awareness, changing social norms, changing
25 attitudes and beliefs that will advance behavior change.

1 Again, it's a tool that amplify the other five
2 board-identified priorities or investments. And it's also
3 how we're going to maximize our policy and programmatic
4 investments, develop opportunities for engagement, elevate
5 awareness and create urgency around the outcomes of the
6 2015-2020 strategic plan. So --

7 MS. BELSHE: Actually, can you -- you hadn't
8 gotten to that. Just going forward, Gabe, just to
9 underscore the next slide. The next slide. That really
10 does represent the framework for how we're using
11 communications.

12 MR. SANCHEZ: Yes. Thank you, Kim.

13 So we want to talk about how we're using
14 communications in particular, how are we using this tool.
15 And there's a lot of ways I'm going to go over, but these
16 are the four main goals of how we're using communications:
17 That's to build our brand, to engage decision makers,
18 elevate awareness and create urgency, and support internal
19 communications. Specifically, we're using communications
20 in partnership with others to help elevate the public's
21 awareness of issues and create a sense of urgency around
22 them. And we are strategically using communications --
23 that's what we say and who we say it to in communications
24 where and how we say it -- as a vehicle to advance our
25 programmatic and policy goals.

1 What I want to get into next is a little bit more
2 on building our brand and these other areas I've
3 identified.

4 So when we talk about brand, I know that's
5 something that we're all familiar with. You've heard the
6 term brand. But I wanted to define it before we move
7 forward. And we look at brand is what people say about
8 you when you're not in the room. This is, what do people
9 -- when they hear about us -- I mean, we -- I can talk,
10 you know, about First 5 a lot, right? But what is it when
11 someone who hears that, whether it's a stakeholder, a
12 parent, an audience member, what is the impression they
13 have, whether it's an interaction with a program officer,
14 whether if it's with a director, or someone who maybe
15 attends a board meeting or someone who maybe sees one of
16 our ads or hears our name. What is the impression they
17 have.

18 So when we talk about building brand, it's all
19 those things put together. And for our work, we look at
20 it as a foundation of trust. We want to be seen as -- you
21 know, we say and our mission is, we want to be considered
22 a leading advocate for early childhood issues. But we
23 need people to trust us for that. And we do have that,
24 but we need to continue in building that trust. And
25 that's what I mean when I say branding. It's continuing

1 that process.

2 And one of the things that we look at when we
3 look at all of these activities on building our brand was
4 a perception study that was done previously by Edelman
5 back in 2013. And they asked parents, stakeholders,
6 partners, commissioners, elected officials, and the
7 general public about their awareness and attitudes toward
8 our mission and our work. And I say this because -- I say
9 2013 because a lot's happened since then. But it's also
10 helpful to inform our work that many of these audiences,
11 they thought at that time that -- these are internal and
12 external stakeholders. They felt that there was a lack of
13 focus but there also was an opportunity to embrace a role
14 beyond that of a funder and become a convener. Again,
15 this is something that Peter was talking about in his
16 previous presentation about bringing groups together and
17 becoming a leading advocate. And among parents, there was
18 little or no awareness of our programs for parents along
19 with confusion with other organizations. And this is
20 something of a benchmark for us to look at and to consider
21 as we look at all of these activities.

22 So how we're doing that is we're refreshing our
23 brand internally and externally. Many of you
24 commissioners probably have already done some of brand
25 ambassador training where we talked about our brand, not

1 just the logo itself, but how we're communicating about
2 ourselves. We're also looking at our event and conference
3 sponsorships. Again, these are opportunities to introduce
4 ourselves or reintroduce ourselves to audiences. We're
5 building -- this is another project I'll talk about a
6 little bit further -- a parenting Web site that's part of
7 First 5 LA that provides information to parents
8 specifically.

9 Also within First 5, creating a speakers bureau,
10 and that's something -- when I say that, I mean -- let's
11 say you hear stories about the issues we care about. And
12 they may not necessarily be about our work necessarily or
13 our -- a particular program that we're working on, but
14 it's about the issue. How do we get in touch with those
15 reporters and say, oh, when you're writing about
16 trauma-informed care, you should talk with us. We can
17 give you some background. We become that expert and we
18 have that speaker's bureau where people look to us for
19 expertise. In particular in this case, I'm referring to
20 media, but it can also refer to, you know, bloggers, other
21 resources where we're going beyond the actual program for
22 funding but talking about the issues that we're concerned
23 with, as well as treating and maintaining partnerships.
24 Again, this goes back to -- refer back to Peter's
25 presentation, all the different partnerships and work

1 there as well. There's a communications component to
2 that.

3 So, again, we're using strategic communications
4 to remind ourselves, stakeholders, and key influences,
5 about what we're doing and why. And this will further
6 establish our brand as a leading childhood advocate and
7 our emphasis on systems change, collaboration, and public
8 policy.

9 One more example I want to give when I talk about
10 speakers' bureau and how we would look at communications,
11 and that's, recently, we published a Children's Data
12 Network study on instances of maltreatment. That's an
13 opportunity not just to talk about I think in some way
14 groundbreaking -- it hadn't been done before -- but it's
15 also an opportunity to discuss our other work for home
16 visitation and Welcome Baby and other programs, other
17 things we're doing.

18 So when we look at strategic communications,
19 we're thinking of ways to, again, maximize our impact,
20 looking at our work, reminding ourselves of what we're
21 doing, and telling stories about it, which in turn elevate
22 and build the brand.

23 The next thing we need strategic communications
24 for is to engage decision makers. And one way we're doing
25 that is a current investment with -- we're in partnership

1 with the LA Partnerships For Early Childhood -- LA
2 Partnership For Early Childhood Investment. And that's an
3 investment we had to fund a reporter. Her name was Deepa
4 Fernandes over at KPCC. And the reasoning behind that is
5 we want to elevate the issue of early childhood care. And
6 so it's not necessarily about us per se but about the
7 issue. And that result so far has been an average of
8 about ten to 12 different broadcasts and digital stories
9 reporting on early care and education issues. That's
10 deeper coverage. As well as they've had two live events.
11 And these were events where they've invited stakeholders
12 and had kind of roundtables with parents and other
13 stakeholders about the issues they care about as well as
14 other methods that they've used, both digitally and
15 through Twitter, social media, Facebook, et cetera, to
16 increase audience engagement.

17 And we're also developing potential investments
18 with the Center For Health Journalism and the Center For
19 Health Reporting to do something very similar, to elevate
20 the quantity and quality of coverage on health and mental
21 care systems -- sorry -- mental health and health care
22 systems.

23 One of the other things we're doing to engage
24 decision makers is what we call the emphasis and umbrella
25 term is digital campaigns. One of the things we're going

1 to be doing next week is relaunching our newsletter. We
2 previously had called it the Monday Morning Report, but we
3 looked at what we were doing there as well as what stories
4 we want to tell and how are we engaging people, and we
5 switched it to a monthly newsletter that we've renamed,
6 Early Childhood Matters where we would focus on our work
7 and our outcome areas. And it's a way for us to engage
8 stakeholders. This is just one way and this is a piece of
9 a larger campaigns where we would take content, that
10 newsletter, and post it on social media, Twitter, on
11 Facebook, and, again, to create that engagement both with
12 our target audiences, with stakeholders and other elected
13 officials and their staff, as well as general audiences, s
14 just people who care. We want them to be engaged and
15 learn more about it.

16 Also, the digital campaigns include things that
17 we've already produced, like either videos of events we've
18 done. For example, we've done a video on home visitation
19 that we've shown at some events already that we would
20 continue to use, our own Web site as well as a parenting
21 web site I mentioned before, and again other newsletters
22 which include not just the Early Childhood Matters
23 newsletter, but other newsletters that will be focused on
24 parenting, also an internal newsletter as well.

25 Another way we're using strategic communications

1 is to elevate awareness. And one of the ways we're doing
2 that is developing a public awareness campaign to engage
3 parents and caregivers. And it's partly -- it's in a -- I
4 reflect back on what Alfredo was saying during the Best
5 Start, his presentation. It's a way to engage parents and
6 caregivers and remind everyone of their role in raising
7 children, not just parents and caregivers, but the
8 community at large. Specifically, it is -- we'll have a
9 media campaign where we'll be doing different ads on
10 transit ads, print ads, as well as eventually TV and radio
11 much further later on in the year, not -- probably like in
12 the fall. But also a way we're using -- looking at the
13 pilot program that Best Start did to create that Best
14 Start program for businesses. Look at that as a way to
15 create engagement that we all have a role to play in
16 helping raise children.

17 And I think one of the other things I wanted to
18 mention about this public awareness campaign is that it --
19 the development has been led by a group of professionals.
20 And where they've looked at -- we've had focus groups and
21 other research where we've engaged key target audiences to
22 kind of get their opinions and, again, using research --
23 or focus group research to get their opinions. That's
24 something I'll go into more at another presentation in
25 February, another P and P.

1 Also, as I mentioned before, we're going to be
2 promoting our Best Start partnerships -- Best Start
3 community partnerships to engage community groups and
4 leaders. And, again, this is a way where we want to
5 maximize our impact to go beyond just paying for ads but
6 engaging partners.

7 And another thing we want to do is create
8 urgency. And we're partnering with other funders on joint
9 communication activities as well as supporting the
10 integration of communication activities in all of our
11 efforts. Again, I mentioned some of this earlier looking
12 at some of the work across our different departments and
13 how we can maximize that, but also partnering with
14 external groups. One of the groups that we're developing
15 a partnership with is with the California Community
16 Foundation and the LA Preschool Advocacy Initiative,
17 LAPAI, to support a local early care and education
18 communications infrastructure that is going to research
19 and developing messaging as well as research who should be
20 target and coordinate and amplify messages in lots of ways
21 where -- again, this speaks to, there are a lot of groups
22 who are involved in this work, but how do we make sure
23 that we're coordinated and we're using the right messages
24 as well as the right access when we're talking and
25 delivering messages.

1 And I think one of the last things, and I think
2 this is also one of the most important, is learning and
3 adjusting. For all the work that we're doing, we want to
4 continue to learn from it. And so that's why we're
5 integrating First 5 LA's monitoring, evaluation, and
6 learning framework, or MEL, to ensure that formal learning
7 is incorporated into all of our communications projects.

8 Again, part of communications that gets
9 overlooked -- and I say this where we're always pushing
10 out information, whether it's a newsletter, it's a web
11 site, it's an ad. We have to be mindful that we're taking
12 in information. And in some cases, we are, when we're
13 doing focus groups, when we're doing perception studies,
14 we're gathering information from communities. But we need
15 to make sure we keep those channels open. And one of the
16 other things I wanted to call back to was, well, part of
17 listening was part of the L-3 process that was -- that led
18 to the development of the strategic plan as well as
19 looking at what we're doing. And so listening is also
20 foundational to our work in branding. We have to listen
21 to what are people saying. We have to -- what are people
22 saying about us and how do we manage that or how do we
23 adjust our messaging so that we do have people recognizing
24 us as a leader.

25 And some of the others, just to list them off.

1 Some of the ways we listen are, again, brand perception
2 studies, research on parents' attitudes and how they use
3 our resources, and feedback from parents and caregivers.
4 And it's feedback. It's not just formal like e-mail, but
5 sometimes it's capturing those conversations from Best
6 Start communities and program officers. It's from -- even
7 from when we sent out e-mails and messaging about the
8 senior -- the executive VP positions and the senior
9 director of administration getting feedback from people
10 that becomes -- that helps us suggest our messaging, or
11 when we do things on expiring initiatives. When we get
12 feedback, we adjust and make sure we're addressing those
13 concerns in frequently asked questions so that we
14 continually are driving our message forward.

15 I want to talk next about some of our work
16 underway. And, again, internal communications is very
17 important, particularly to branding. And one of the
18 things that we're doing is looking back at the brand
19 ambassador training we'd done previously and adjusting.
20 And we're planning to do some staff-wide brand ambassador
21 trainings, as well as social media trainings. Some of
22 that does involve developing some policies on usage, which
23 will be part of that. We're also developing an internal
24 newsletter which will include -- again, it's kind of --
25 it's a way to remind all of us of our work, including

1 things that we're tracking and the county level, at the
2 state level, at local level as well as things that we're
3 reading. We do something right now called a news
4 round-up, but we want to include these things together so
5 that we're all reading and knowing we're tracking the same
6 things.

7 I mentioned earlier for external communications,
8 the launch of Early Childhood Matters. That's, again, a
9 newsletter to engage external stakeholders and opinion
10 leaders. One of the other things that we'll talk about
11 further is launching a parenting web site. Again, what is
12 the content on that web site comes back to listening and
13 listening to parents on how they find information, where
14 do they get it from, as well as what information do they
15 want. One of the things that we were surprised by was
16 that parents, particularly Latino parents as one example,
17 they want to find family-friendly activities; where can we
18 go on a weekend to take a weekend trip. So that's
19 something we already do. We identify this as part of our
20 parenting guide, which is a publication we already put out
21 where we offer coupons for places like the LA Zoo or the
22 Science Center. But we want to continue to do that so
23 that we're engaging parents. And this speaks to what you
24 were saying earlier about isolation as well. It's a way
25 to address that. And so that's the work we're doing in

1 terms of external communication.

2 And one of the other things I wanted to mention
3 as well in terms of just our team, the communications and
4 marketing department, is that we've had a retreat at the
5 beginning of this month, and Genie and I facilitated where
6 we focused on all the projects and all of this work so
7 that we could reflect on how we're using communications
8 and how we're going to be driving our messages forward.

9 And, again, it helped us really make clear to our
10 department that we are going to take every opportunity,
11 every mean, every mode, every method. It's an opportunity
12 to deliver our message, no matter how big or how small.
13 And that it's something that we want to do to build our
14 brand, to elevate awareness, and create a sense of urgency
15 as well as support internal communications.

16 And what's next? What we're going to talk about
17 next -- and, again, this will be the subject of an
18 upcoming P and P presentation -- is a public awareness
19 campaign to engage parents and caregivers on the
20 protective factors. Also coming, this will be board
21 approval, will be a strategic marketing and communication
22 agency RFQ. Right now, the RFQ's already been out and
23 we're reviewing the responses, and we'll have
24 recommendation to the board at the March commission
25 meeting. And we're also developing several other

1 investments that we're -- we're working with, whether,
2 again, they're in development. And that includes the
3 center for health reporting. That's something that we're
4 considering doing in partnership with the First 5
5 Association. That would help create statewide stories but
6 also have a local impact -- local media outlets to kind of
7 create that local media angle for a statewide story.

8 So one of the things, when putting this
9 presentation together, that Kim asked me is, what is the
10 story that I want the commissioners to know. And so to
11 wrap up, the -- really our goal is to drive communications
12 forward and to use communications as a vehicle to help us
13 become -- I guess, to help support all the other outcome
14 areas and all the other investment areas and to drive our
15 message forward. And really what it boils down to is,
16 we're using strategic communications to help us tell
17 stories about ourselves that will help create change.

18 And with that, any questions?

19 MS. BELSHE: Wait. Who are these kids?

20 MR. SANCHEZ: These are all the ladies in my
21 life. The -- in blue in front, that's my daughter,
22 Elianna. That is my niece, Annay in the pink. She's six.
23 And there is my -- in the middle in orange is my wife, her
24 sister, and her mother. So there we are in California.
25 Wonderful. I wish it was just last week, but it wasn't.

1 It was a few months ago.

2 COMMISSIONER DENNIS: You got a lot of women in
3 your life to deal with, I got to tell you.

4 All right. Marlene and then Judy.

5 COMMISSIONER ZEPEDA: I have a number of
6 questions. Thank you for your presentation.

7 I'm just surprised I'm not hearing anything about
8 the *LA Times* as being a source of -- of information to get
9 out. I know that they've undergone a lot of cutbacks over
10 there. So I don't know who the education reporter is.
11 Gabriella Rivera used to be the one that was -- it would
12 seem to me that the *LA Times* needs to be a focus --

13 MS. ANDREWS: Of course. Of course.

14 COMMISSIONER ZEPEDA: -- of this communication
15 and this brand of getting the stories out. I'm assuming
16 everything is being translated for parents.

17 MS. ANDREWS: Uh-huh.

18 COMMISSIONER ZEPEDA: How many languages?

19 MS. ANDREWS: Primarily Spanish. We do some in
20 some Asian languages, depending. In particular, I know in
21 Long Beach we do some -- for communities there, we do
22 translation in several Asian languages. It's escaping me
23 which ones right now.

24 But your earlier question, what I wanted to do in
25 this presentation is provide a broad overview, but

1 certainly reaching out and engaging the *LA Times* is a
2 tactic we will do. And that's something where we just
3 hired a communication manager and that will be their
4 primary responsibility, is to place stories, is to -- as I
5 mentioned before, the speakers bureau part of it; that is
6 to reach out to reporters. It may not necessarily be
7 writing about a particular program that we're funding or
8 that we're involved in, but about the broader issues as
9 well and getting us out there as an expert. But, yes,
10 certainly *LA Times*. It's now the LA -- *LA Area News*
11 *Group*, it's a daily news; *Long Beach Press Telegram*.

12 But also one of the other things is, we are
13 focused locally but we also want to be sure we're thinking
14 statewide as well. We're the largest county in the state.
15 We're one of the largest -- several legislators are here,
16 too, but they also read -- they don't just read the *LA*
17 *Times*. They read the *Sacramento Bee*. They read the
18 *Evening Tribune*. They read other papers too. So when we
19 -- the *LA Times* is part of that, but we're also -- for us,
20 we're looking at not just local, but state and even
21 national.

22 MS. BELSHE: So, Gabe, can you go back one slide,
23 because I think it's a really important to be emphasizing,
24 this last bullet reflects some work that's under
25 development that will be coming back to the board on. And

1 it's -- it's work that reflects the changing nature of the
2 newspaper industry. And more and more, capacity is being
3 developed by an *LA Times*, by the *Sacramento Bee*, by
4 fill-in-the-blank, by funders of nations paying for staff,
5 not driving. And there's not -- a really good example,
6 and there's been some controversy are a handful of
7 foundations that have supported the *LA Times* to broaden
8 it's capacity to do reporting for K through 12. And, you
9 know, increasingly that is a model because journalism is
10 just -- it's not a sustainable business model.

11 And, you know, you can quibble and say, well,
12 that's -- you know, what people read should not be the
13 product of what funders have money and resources. On the
14 other hand, it is an unfortunate reality.

15 So some of these ideas here that Gabe has been
16 doing some work, The Center For Health Reporting, the
17 Center for Health Journalism, it's working with
18 organizations that are in turn building capacity of
19 reporters in different communities to focus on certain
20 areas. So that's one way to build capacity on issues we
21 care about. Another way is what we've been doing with
22 KPCC, which is a number of funders funding a position, you
23 know.

24 So, again, we're fortunate that there's enough
25 resources in this community and caring around early care

1 and education to have a full-time reporter employed. My
2 own -- and then Gabe's talking about we can't forget about
3 Sacramento. So we have Ed Source, which is like the go-to
4 resource; right? You know, this better than anyone.

5 Well, what's their capacity to really dig into
6 early learning. That's an example of a potential
7 investment we'll come back in partnership with others.

8 So the omission of the *LA Times* is not intended
9 to say, it doesn't matter. We're just calling out some
10 particularly new or innovative investments.

11 COMMISSIONER ZEPEDA: And then I had a question
12 about the digital media. You didn't -- again, it may be
13 this issue that it was -- it was not an intentional
14 omission. I'm assuming you had discussions about Facebook
15 and Instagram And all of those social media pieces because
16 you talked about the feedback piece, and that's often
17 where you get your feedback.

18 MR. SANCHEZ: Yes, that would be -- I think it's
19 one of the bullets under digital campaigns, is there would
20 be two ways we would use social media outlets: One, of
21 course, we're already doing. We have channels on Twitter,
22 Facebook, Pinterest, as well as You Tube; right? So
23 that's where we're putting out information, but that's
24 always we're taking in information. So we would -- we
25 would definitely distribute stories through those

1 channels. But then another thing we also would do as we
2 move forward is potentially buying ads on Facebook and
3 buying ads in other -- not just Facebook or -- you know,
4 other social media channels, but also within the *LA Times*
5 as well that would then take someone back to our site
6 about an issues. So we definitely -- that is -- we have a
7 strategy without social media. So we are -- that is
8 something that we are moving forward on as well.

9 And another piece of that, too, to add onto that
10 is, looking at -- and, again, this is -- these are
11 policies under development. But looking at our -- the
12 power of social media is that it's word of mouth
13 recommendations. Okay? Before you would get
14 recommendations from friends where to go eat, but now you
15 go to Facebook, you go to Yelp. And so the other way we
16 can use that -- and, again, this is using internal
17 communications but to speak externally. And that's to
18 engage our staff to talk about their work because they're
19 experts in their fields, on their Linked-In channels to
20 start -- because that's where people are professional, but
21 also on other channels as well where they're talking about
22 their work. So it's not First 5 LA saying it, it's
23 Barbara saying it and it's to her network which then gets
24 shared or Teresa or it's John or it's Kim that are saying
25 these things as well that it's about the work but it's

1 from a trusted source as well.

2 So in the way that traditional media is changing
3 because there's less and less but there's still trust
4 there. There's also a trust from social media channels
5 but from individuals. So how can we use social media to
6 get individuals -- in this case our staff -- to tell
7 stories about their work which helps them because it
8 elevates their personal brand, but it also elevates us,
9 Which is -- which is the whole goal.

10 COMMISSIONER DENNIS: Thank you. Judy.

11 COMMISSIONER ABDO: I'm glad you have slide up
12 here because this is just one example of language.

13 Caregivers on protective factors. What does that mean? I
14 don't mean that you should tell me what it means. What
15 I'm saying is protective factors doesn't have a meaning
16 outside of this room, and so it's a useless term. We're
17 trying to get across something that we're going to do
18 other than -- so I just want to -- that was an example.
19 That's not what I really want to say.

20 I live with two Millennials and they look at me
21 and the way I operate in the world of communication like I
22 am a dinosaur. In some ways, I am. I read the paper, the
23 paper paper, every morning. I turn the pages. And they
24 look at me like, what are you doing? And most of the
25 parents of families that we are engaged with are

1 Millennial. They don't relate to the *LA Times* the way we
2 do.

3 COMMISSIONER ZEPEDA: But online, Judy.

4 COMMISSIONER ABDO: They don't even relate
5 online, but do you read Vox.com? I mean that's what --

6 MR. SANCHEZ: Or Medium.

7 COMMISSIONER ABDO: Yeah, or other sort of
8 created-for-digital format kinds of news -- I don't even
9 know whether to call it an outlet because it really isn't.

10 MR. SANCHEZ: It's a digital publishing.

11 COMMISSIONER ABDO: Deep thinking, but quick.
12 So you get to read just a little bit or you can go deeper.
13 And that's the kind of source of information that they
14 get.

15 I find I'm reading in the newspaper. One of my
16 Millennial friends who lives in my house, comes upstairs
17 and tells me five things he's already read on his phone
18 before breakfast that I haven't quite got to yet because I
19 didn't get my Facebook read.

20 It's really different. And I think we have to
21 think differently in order to engage a whole generation of
22 people who are kind of the largest group in our society
23 now that are concerned about zero to five and families.
24 That's who they are. And they think differently. They
25 don't go to meetings. They will not go to meetings. But

1 they're engaged with lots and lots of things. And we have
2 to change our communication if we want to get a little bit
3 into what they're thinking.

4 The other thing is, their language is really
5 different. You know, I'll say, well, why don't we all go
6 out to dinner tonight. And the answer will be, I'm down.
7 Okay? So, you know, when that first happened, I thought,
8 you're sick?

9 MR. SANCHEZ: Depressed?

10 COMMISSIONER ABDO: So there's a whole other way
11 of talking to each other that they have and I -- I' got it
12 now. I can understand, communicate. I don't usually say,
13 I'm down, but you know, I'll say, okay, I'm with you.

14 But my point here is that we need to move out of
15 our typical thinking as professionals, as older
16 generation, you know, older than the Millennial generation
17 and think about what is going to be happening when this
18 particular generation doesn't know all the stuff that
19 we're trying to communicate because we're not
20 communicating it in a way that they can get it.

21 So that was my thought.

22 MR. SANCHEZ: I completely agree and I appreciate
23 you calling me out on the use of language right there. I
24 was talking about that earlier.

25 COMMISSIONER ABDO: I know you were. That's why

1 I tough you would be able to --

2 MR. SANCHEZ: Yeah.

3 MS. BELSHE: I think your point -- an important
4 aspect of your point, Judy, is just reminding us to be
5 very clear in our communications about who our audience or
6 audiences is or are and what the goals are because, if
7 we're trying to look at the data around the *LA Times*, if
8 we're trying to reach opinion leaders and decision makers.
9 And the *LA Times* is a really powerful communication
10 vehicle, but for a lot of our work around, you know, what
11 are the skills and information resources that parents need
12 to have the protective factors, point well taken, then
13 it's a very different language, different set of medium,
14 et cetera. So we've got to be clear about what our
15 communication goals, who are our audiences, what are we
16 intending them to use with the information in very
17 different pathways.

18 COMMISSIONER ABDO: And one other thing with
19 Facebook. Nobody's going to go to our Facebook page. So
20 then how are we getting our messages to theirs? And I
21 think Facebook is now aging out. We all use it; right?
22 They don't. I don't know where their communicating.

23 MR. SANCHEZ: Instagram. Snapchat. You're
24 absolutely right.

25 And to respond to that, I complete -- number one,

1 I completely agree with you. That's part of the listening
2 and the learning. That's adjusting. And our messages do
3 need to be clear. And there are several different -- and
4 there's a bit of -- we have Millennials. We also have
5 parents who are older too that we need to reach. And so
6 we're looking at that and we're considering that. And
7 that's part of some of the development of our campaigns:
8 How do we reach people and what do we say to them and how
9 do we reach them where they're at.

10 You're absolutely right. And the example we were
11 talking about with the *Times* and things is, there are --
12 it's still content. So think of it this way; that the *LA*
13 *Times* is creating content and it could be something that
14 we like that we want other people to read. So how do we
15 amplify that and distribute that. That is how we would --
16 that's how we would employ different social media tools.
17 And in some cases, it could be just a newsletter.
18 Newsletters are -- e-mail newsletters are still
19 surprisingly effective. Facebook is still surprisingly
20 effective. The level of engagement is greater on Facebook
21 than it is on Twitter.

22 But, again, these are things that -- that's how
23 it is right now. Six months from now, it could be
24 completely different. And what's interesting, another
25 trend to bear in mind is, there's another forum called

1 Medium, which is similar to -- it's more self-publishing
2 versus Vox, which is -- they have reporters publishing.
3 But people publish long-form content there, which is
4 different. So it's like, well -- it also speaks to --
5 there's this article I read recently about the death of
6 the death of books. People still prefer to have a
7 hardback book. There's a certain segment that likes the
8 digital readers and they'll probably continue having that,
9 but people still like having a book so they can read it in
10 a coffee shop the same way where having an "I voted
11 sticker" is a way to show, hey, I'm educated, I have a
12 book. I mean, I think there's something to that; right?
13 I have a bookcase.

14 But it's -- it just -- it's -- again, you're
15 absolutely correct and to your point, we will consider
16 that and that's something we're keenly aware because we
17 don't want to use resources and not reach our target. We
18 want to have a maximum impact, and that means reaching
19 people where they are. Right now where they are is
20 Facebook, is Snapchat, it's Soward app and Instagram. But
21 that could change. So we have to keep abreast.

22 COMMISSIONER ABDO: One other thing and then I
23 have I to leave so then you can all talk amongst
24 yourselves. What grabs my eyes as all of this information
25 goes by is personal to me, what -- it's kind of the

1 graphics that grab me are probably what grabs everybody
2 else in this room, but the younger Millennials and maybe
3 all of them gravitate to a different kind of graphical
4 interface, pictures that are different, words that are not
5 listed in a line like that. There's not the -- I guess
6 that -- they're not going to focus on a whole bunch of
7 text. It just doesn't happen. But colorful words flowing
8 all the way around you click on, yes, that's more
9 interesting. And I -- I just think this is the really
10 important to have people who are in that world of those
11 ages who are we well-trained in branding and marketing to
12 talk to people about how to do that. And that was it.

13 COMMISSIONER DENNIS: Thank you, Judy.

14 Okay. Trish.

15 COMMISSIONER CURRY: I -- I'm struggling with
16 this.

17 MR. SANCHEZ: Okay.

18 COMMISSIONER CURRY: It -- it makes me feel cold
19 because we -- we don't talk about, you know -- we talk
20 about branding, marketing, mission work. But even as we
21 talk about all of that, I don't feel the passion of what
22 is it that we're doing for children, why do we need to get
23 that message out, who do we want to be reaching. I'm not
24 sure, when we talk about branding and getting out who we
25 are, who are we?

1 When you mentioned like if the *LA Times* is doing
2 a piece on trauma-informed care, they would call us as
3 experts. I wouldn't call us as experts on that. There's
4 a lot of other people doing that. If we want to be seen
5 as the experts, what is it we want to be seen as the
6 experts of? And usually people know who the experts are
7 and they'll call those people. If they're not calling us,
8 why aren't they calling us? Is it because they don't know
9 exactly who we are or what we do or why? And -- and I
10 guess just in general, what is it we want people to take
11 away about who we are?

12 I'm not sure I'm clear on that myself. Are we --
13 when people, you know, talk about First 5, do we want them
14 to talk about, gee, they know everything about kids zero
15 to five and what they need and that's who you call for
16 that? Is it that First 5 -- when they talk about First 5,
17 do we want people to talk about the websites for parents
18 and all of the different resources that young parents can
19 get? What -- what is it we want them to walk away with
20 about us? Do we all know that? Are we on the same page
21 with that? Because I guess I'm not clear on it. I don't
22 know what we want people to see us as.

23 COMMISSIONER DENNIS: I think -- I mean, I think
24 in the presentation depends on the audience, Trish, and
25 catering to our audience depending on what you're trying

1 to communicate. I think Judy's point is well taken in,
2 you know, how do you present the protective factors. And
3 I think to suggest to Gabe, you know, if we're making a
4 presentation to parents, we want to simplify the language
5 and talk about, you know, in plain speak what those
6 factors are, and if you need help, maybe we're the place
7 to go. But it would be a different message, for example,
8 if we were talking to legislators, and a different message
9 if we're talking to academicians who study this stuff all
10 the time.

11 COMMISSIONER CURRY: I understand that piece. I
12 understand that piece. I guess what I don't understand is
13 whether you're talking to families or legislators or
14 whoever you're talking to, we ought to know what the take
15 away is about First 5. They're still talking about what
16 is it First 5 does. And we shouldn't be seen as one thing
17 to legislators and one thing to families, but this is what
18 they do and this is what they specialize in and this is
19 where people should go for information or resources. But
20 we don't want to be different things to different people,
21 do we?

22 MS. BELSHE: Well, I think the overarching tag
23 line is First 5 LA is one of the leading early childhood
24 development advocacy organizations in LA county. What
25 does that mean in practice? It means, for parents more of

1 a resource for information, connection to services and
2 supports in their communities, helpful tips and tool for
3 how to support optimal outcomes for their children.

4 COMMISSIONER CURRY: Okay.

5 MS. BELSHE: So that's an example of how we serve
6 -- how we serve as a leading resource for families. But
7 how we serve as a resource for policymakers is really more
8 on the issue, the content, the analysis side. Are we deep
9 experts in trauma-informed care? No, we're not. That's a
10 new area for us. Are we a resource on home visiting?
11 Absolutely right. Barbara Dubransky and Diana Careaga and
12 their team are running the largest home visiting program
13 in the country. Do people know that? No, they don't.

14 So I think that's an example of how we position
15 ourselves as a leading advocate and resources. It's going
16 to look different if it's a policy maker versus a parent.

17 COMMISSIONER CURRY: Right. I guess what I'm
18 saying is, you know, if we want to be seen as leaders in
19 Welcome Baby, then that has to be a key area we focus in
20 on. And it should be because we've done a lot and we're
21 successful in it.

22 MS. BELSHE: And this is where, Trish, I think
23 what -- this is just like a 30,000-foot overview. And
24 this will be become more concrete in the context of some
25 specific investment ideas that Gabe has just lightly

1 touched on. And example tying back to Peter's -- do you
2 recall Peter's framework for early childhood education
3 policy and advocacy, communications is one of the strands;
4 right?

5 COMMISSION CURRY: Right.

6 MS. BELSHE: So that's an example of where we
7 would want to work with others to support some common
8 messaging around common goals that helps inform and
9 advance our policy agenda.

10 COMMISSIONER CURRY: Okay. So I just think that
11 -- I think that whatever our brand is or whatever
12 strategies we use, we can't forget to keep the passion in
13 there that we're talking about children and we need to use
14 the word "children" and "infants" and zero -- you know,
15 and even zero to five is not -- you know, we need to -- if
16 -- we need to keep the passion in there that it's about
17 children and it's about -- that's what we're about.

18 MS. BELSHE: Yup, absolutely.

19 COMMISSIONER CURRY: And we're not just a brand.

20 MS. BELSHE: Yup, yup. That makes sense.

21 COMMISSIONER HARDING: Just really quickly. I
22 appreciate the discussion that's gone on here and I
23 appreciate the presentation.

24 I would just like to suggest when you bring this
25 back to the commission, when you're bringing it with

1 concrete investments, I think it would be helpful for us
2 because First 5 is not new in communications. We've been
3 doing communications for a long time. We have some of the
4 cutting edge communication campaigns that have gone out
5 there. I love the campaign that we did about, your kids
6 do what you do. I can't remember if that was the wrong
7 tag line, but anyway. And there have been some other
8 really great campaigns. We have leveraged things at the
9 state communication campaigns have done.

10 So when you bring it back bring, if you could
11 give us some of the lessons learned from those past
12 campaigns because we know we're not starting from ground
13 zero. We have an immense amount of expertise in this
14 organization about how to do communications. What have we
15 learned from that and what's really new about what we're
16 doing next. And it builds on sort of what Judy's been
17 saying and it addresses kind of what Trish is coming out.
18 We got to make sure it's really clear for us and concrete
19 for us when you bring it back so that we understand what
20 those investments, how that's going to move the needle for
21 all of this work.

22 I really appreciate the overview that you gave us
23 today.

24 COMMISSIONER DENNIS: I just want to make one
25 comment before we move on.

1 Gabe, in the communications platform, you didn't
2 speak to publication. And I think we -- we have some
3 things, you know, Welcome Baby especially, and Best Start.
4 They are unique in their very form, structure, and
5 service, and no one else is doing that in the country.
6 And I would hope that part of our platform really deals
7 with actual academic publications which will help improve
8 and increase our brand. These are things that, you know,
9 this place-based initiative, no one else is doing that.
10 They're not doing it in Chicago. They're not doing it in
11 New York. Like Kim said, Welcome Baby is, you know, to a
12 degree, a quasipublic foundation is doing it. No one else
13 is doing that.

14 So I would hope that in that platform we consider
15 and really think about our academic publications as being
16 a part of it. It just wasn't a part of it. I didn't see
17 it. So I really think we need to -- I'm channeling Neal
18 Carpenter. Neal always talked about publishing, but we
19 really have some stuff to publish now. We really have
20 some stuff to publish. So I would just hope that that
21 becomes a part of our plan.

22 COMMISSIONER CURRY: I just want to say, I think
23 that's really important. Kim, you know, Welcome Baby and
24 the things we've done and are doing, that's what really
25 needs to be stressed. And then when they look for experts

1 to call on those things, we'll be the ones they call.

2 COMMISSIONER DENNIS: Yeah.

3 MS. BELSHE: And I -- again, we'll bring more
4 concrete examples back. There's no one simple answer to
5 this.

6 COMMISSIONER CURRY: Yeah, I know.

7 MS. BELSHE: And one of the big kibitz with
8 communications is that we have done a lot with
9 communications. The state First 5 has done even more
10 because that's where the money has been for social
11 marketing. First 5 LA has done a lot of communications
12 that have been very broad based around parent education.
13 And that's enormously important to date and it will be
14 going forward.

15 What Gabe's getting at is looking more
16 strategically at communications consistent with the board
17 direction and the strategic plan about, how can
18 communications be focus and targeted to help advance our
19 goals, our specific strategic plan goals. And that --
20 that's a different way of thinking about communications.
21 It's not to say broad public or parent education isn't
22 important, but it's grounding the tools and techniques and
23 platforms and communications to advance our goals and
24 families, communities, and systems.

25 And so we -- we can share lessons learned, and we

1 definitely have them, but I think what you'll be seeing
2 more concretely is a different way of approaching our
3 investments in communications which fundamentally, Trish,
4 is grounded in kids.

5 COMMISSIONER CURRY: I know, but we should say
6 that is all --

7 MS. BELSHE: Yup.

8 COMMISSIONER CURRY: -- I'm suggesting.

9 And I think you did a great job and I didn't mean
10 to imply otherwise. I just was feeling like I was missing
11 something.

12 MS. BELSHE: No. It's good feedback.

13 COMMISSIONER DENNIS: I think this was your first
14 presentation.

15 MR. SANCHEZ: It was.

16 COMMISSIONER DENNIS: You stood up tough.

17 COMMISSIONER DENNIS: Mabel, come on down. So
18 Mabel will be taking us home discussing strategic planning
19 and where we are in that process. And I see Barbara
20 joining her as well. So take it away.

21 MS. MUNOZ: Thank you. Good afternoon,
22 commissioners, staff, and guests.

23 I'm really happy to be here today to share with
24 you strategic plan implementation update on Project DULCE.
25 I want to start by first reviewing what we're going to

1 cover during today's presentation. We're going to do a
2 quick Project DULCE refresher and its connection to the
3 strategic plan. We'll provide an update on an exciting
4 but timely opportunity to modify pilot and test Project
5 DULCE in Los Angeles county. And, lastly, before I open
6 it up for comments and questions, we'll review the next
7 steps to get this project off the ground.

8 So what does the program do and how does it do
9 it? You may recall some of the information that I will
10 share with you today from a presentation that our board
11 received last June from Dr. Bob Sega, so please bear with
12 me if you've heard this information before.

13 The program involves a triad of partners that
14 provide support and implement the program. There's a
15 health clinic lead, a law firm lead, which together form
16 the medical/legal partnership, or MLP, and an early
17 childhood systems lead which convenes the partners and
18 coordinates the project.

19 Project DULCE uses the parent engagement model to
20 increase the family protective factors in a health-related
21 setting. So the program is offered universally to
22 families receiving pediatric care. There's a family
23 specialist that meets with the families during the
24 well-baby visits for the newborn's first six months of
25 life. They provide parental support and information on

1 developmental milestones, giving parents of newborns a
2 confidence in their capacity to be attuned to their
3 child's needs.

4 The program adapts and combines elements of two
5 existing programs: The Healthy Steps, which is a child
6 development curriculum, and the medical/legal
7 partnerships. So the family specialist is trained in the
8 Healthy Steps curriculum and adds professional knowledge
9 of child development to the child's pediatric primary care
10 team. And the MLP supports the families by providing
11 legal advice, consultations, and presentation on legal --
12 on legal needs.

13 The family specialist also is trained by the
14 medical/legal -- by the legal partner so that they're
15 trained to identify legal and social needs that may affect
16 the child's overall health and development and they take
17 action by either helping the family advocate for
18 themselves or connecting them to resources or other
19 services.

20 So a little bit more about Project DULCE. The
21 program improves the capacity of the health-related
22 settings to engage parents in their child's development
23 and removes the barriers to accessing services, thereby
24 strengthening the family protective factors. It adapts
25 the medical practice to improve service delivery and

1 health outcomes and -- sorry. And, lastly, a randomized
2 control trial showed the following significant results for
3 infants that received the intervention services --
4 prevention services:

5 They're more likely -- the infants that received
6 the services were more likely to have completed their six
7 month immunizations schedule by the time they were seven
8 months. They were more likely to have five or more
9 routine preventive care visits by the time they were
10 one-year old. They were less likely to have visited the
11 emergency room by the time they were six months. And it
12 also showed that intervention accelerated access to
13 concrete resources.

14 So how does this connect to our strategic plan?
15 The project is an identified component of the family
16 outcome area. We said in our approach that we would not
17 go at it alone, and this project builds a partnership and
18 comes with funding for one clinic. It puts parents at the
19 center by providing -- by promoting the protective factors
20 and it provides evidence and data needed to advance policy
21 and systems change.

22 Over a year ago, the board approved the strategic
23 plan in which we outlined the family outcome area
24 objectives and strategies. And we said that we wanted to
25 improve the capacity of the ECE and health-related

1 providers to engage parents in supporting their child's
2 development. And our strategy would be to pilot and
3 promote the scaling of evidence-based parent engagement
4 models that increase the family protective factors, which
5 is what Project DULCE does.

6 So I'm going to skip this slide in the interest
7 of time, but the -- these are more outcomes of Project
8 DULCE. This is outlined in the memo and in the
9 presentation.

10 But here is the opportunity we're discussing
11 today. The Center for the Study of Social Policy reached
12 out to First 5 LA and offered the opportunity to
13 participate in the redesign of Project DULCE and has
14 included up to 80 percent of the funds for one replication
15 site. So this opportunity engages the triad of partners
16 mentioned earlier. And the First 5 LA role would be in
17 the early childhood systems lead.

18 We have the opportunity to represent one of five
19 jurisdictions across the country in the expansion of this
20 project. There's one in Vermont, one in Florida, and
21 there's three in California: Alameda county, Orange
22 County, and Los Angeles county. And all three early
23 childhood systems lead in California are First 5
24 commissions.

25 So the partners will come together and revisit

1 the original programmatic components and make adjustments
2 as needed to increase program quality and applicability to
3 the diverse geographic service environments and
4 communities because we're scattered all over the country.
5 So the partners will be able to -- I want to say this
6 again. The partners will be able to provide input for
7 programmatic adjustments while the program is being
8 implemented. So, for example, the pilot -- in the pilot,
9 basic needs addressed by the medical/legal partnership
10 focused on food, housing, and energy insecurity. The
11 replication process will allow for revisiting these
12 priorities to ensure that they meet the needs of the new
13 jurisdictions.

14 The opportunity to participate in the replication
15 design of the project is significant for First 5 LA
16 because it allows to us join other First 5 commissions and
17 national experts in redesigning, implementing, and
18 testing, and expanding a preventative pediatric care
19 practice change model. It brings training and technical
20 assistance and ongoing support to the partners in LA
21 county. And it also provide us with a learning and
22 leadership opportunity at a national level. It also
23 leverages funds from CSSP and it engages multiple partners
24 to commit to the success of the project.

25 Lastly, I want to say that, by approving the

1 strategic plan, the board endorsed the cost projection,
2 but allowed for up to five clinics. Therefore, by
3 expanding the number of sits in the future, First 5 LA
4 will be able to capitalize on the learnings of the initial
5 implementation sites and gather enough data to support
6 systems change.

7 So the replication plan in Los Angeles county was
8 driven by the needs of the CSSP funding. So in order to
9 participate in the redesign and pilot phase and serve the
10 targeted number of infants and meet the implementation
11 timeline set forth by CSSP, we needed to identify partners
12 that had both an existing medical/legal partnership and
13 provided pediatric care to feed three to 500 infants.

14 So First 5 LA utilize the National Center for
15 Medical/Legal Partnership database and the 2014 Office of
16 Statewide Health Planning and Development data. And this
17 search yielded two medical/legal partnerships that partner
18 with three clinics in Los Angeles county that have the
19 capacity to implement the project. The first MLP is The
20 Greater Long Beach Community MLP. The second one is the
21 Neighborhood Legal Services of Los Angeles Medical/Legal
22 Community Partnership. I have to make sure I get that
23 right.

24 So at the time of writing the memo in today's
25 packet, The Greater Long Beach MLP consisting of the legal

1 aid foundation and the children's clinic showed interest
2 and readiness to partner with First 5 LA to launch Project
3 DULCE. But as of Monday, we're happy to show that the
4 second MLP, which consisting of neighborhood legal
5 services at Saint John's Well Childhood and Family Center
6 is also interested and ready to partner with us.

7 So at the February commission meeting, staff will
8 bring forth a justification request to enter into
9 strategic partnerships with the MLPs and their respective
10 clinics. So we're still in discussion with one of the
11 MLPs to gauge their interest in having a third clinic
12 participate, but we hope to have more information for the
13 February commission meeting.

14 I would also like to add that, at this moment,
15 we're actually capitalizing on the existing MLPs in Los
16 Angeles county that serve the intended number of infants
17 for this project while meeting the timeline that was set
18 forth by CSSP. But we have the intent to promote and
19 support the development of more MLPs to scale up to the
20 five sites that the board endorsed with the approval of
21 the strategic plan.

22 So the implementation approach is that all
23 partners across the five jurisdictions will come together
24 and make programmatic adjustments to enhance the program
25 and service delivery. And service is -- service delivery

1 is actually scheduled to start this May and run through
2 our strategic plan, so through June 2020.

3 So the next steps to get this project off the
4 ground is we will come back to the board in February and
5 ask approval to authorize First 5 LA to first receive
6 funding from CSSP, then to authorize First 5 LA to execute
7 the contract with CSSP to launch Project DULCE in LA
8 county, and then we will be asking for authority or -- I'm
9 sorry -- approval to enter strategic partnerships with
10 Saint John's and children's clinic and, if necessary, a
11 third partner clinic who received the funds on behalf of
12 the MLPs.

13 And I think that concludes my presentation.
14 Before I leave you with our final thoughts and this
15 beautiful baby boy.

16 MS. BELSHE: Who is that?

17 MS. MUNOZ: This is Lucas. He's almost ten
18 months old and he is amazing.

19 MS. NUNO: Says who?

20 MS. MUNOZ: Says me at 3:00 in the morning. I
21 really want to thank the interdepartmental team that made
22 this opportunity and the materials in this presentation
23 possible in such a short time frame. That's Josalyn
24 Ramirez and Best Start is behind me. We have Young Lee
25 who's working in program development. And our fearless

1 leader, Barbara, Teresa and the admin side of the house
2 has been just fabulous. We have John and Jennifer Ekhart,
3 Nick and Victoria from legal and compliance, and Raoul and
4 Allison from finance.

5 COMMISSIONER DENNIS: Lot of folks. Okay. We
6 got two number one thoughts for further thinking. So
7 staff is asking about additional aspects of the early
8 implementation of Project DULCE, which is of interest to
9 you; and, secondly, points of integration with other First
10 5 LA investments are you interested in.

11 In no order, commissioners? Cindy.

12 COMMISSIONER HARDING: Can I just ask a question
13 for clarification?

14 COMMISSIONER DENNIS: You sure can.

15 COMMISSIONER HARDING: Can you explain the budget
16 a little bit more? I was looking at the budget, and it's
17 \$150,000, \$45,000 [sic] that we would contribute for the
18 first site plus the 105,000 CSSP, and then -- but we need
19 a contract for 212,500. That's because of -- the
20 additional 62,000 is because we're looking at a 17-month
21 contract?

22 MS. MUNOZ: Versus a 12.

23 COMMISSIONER HARDING: -- 150,000 is 12 months?

24 MS. MUNOZ: Yes.

25 COMMISSIONER HARDING: It was a little confusing

1 so maybe as you bring it forward to the board, kind of
2 clarify that I think.

3 And then, what are we paying for?

4 MS. MUNOZ: On the first -- on the first clinic
5 or the -- we are paying for the family specialist. We're
6 paying for the time of the -- clinic champions, so those
7 are maybe a nurse or a doctor, because they all have to
8 come together to ensure that the family specialist has the
9 support and so that the family specialist support can
10 inform the care that the family is receiving. We're also
11 -- the budget also includes an allocation for the legal
12 partner, so the time of the legal partner. And then just
13 materials and supplies as needed by the clinic to
14 implement the project. Did I miss anything?

15 MS. DUBRANSKY: The technical assistance from
16 CSSP is in-kind from them. So we don't purchase that
17 technical assistance. They just provide it, and the
18 training as well.

19 COMMISSIONER HARDING: The question I had is,
20 understanding -- as I understand what you're proposing,
21 you took two clinics that already had a medical/legal
22 partnership in place. So somehow this was already funded
23 before we're going to kind of step in and help expand what
24 they were currently doing by linking them better to
25 developmental screening services and resources. And I

1 understand, as we want to expand this because it's a
2 really exciting model. But -- and I understand what would
3 be in it for the medical side of it, you know. This
4 really helps them to get their patients linked up to
5 services.

6 What's in it for the legal side to help with
7 this?

8 MS. DUBRANSKY: These are public interest law
9 firms that this is the work they're interested in doing,
10 and they do get paid for their time. Interestingly
11 enough, the legal partner for the pilot and throughout the
12 life of the project there, which is actually not running
13 anymore right now, they -- what they do first is, they
14 train that family specialist. What they do is say, here
15 are the common problems people have. So in that case, as
16 Mabel mentioned, it was housing, food, and energy
17 insecurity. It was Boston, so that's why the energy
18 insecurity. So, here are the common problems that people
19 have with getting these needs met. I'm going to train you
20 on it so that you can help them address it. And then, if
21 the family specialist runs into something that they didn't
22 get trained on that a little more unique, they can call
23 that legal partner.

24 And they said, in the whole time that they were
25 implementing the project, there were only five families

1 that the legal partner actually needed to sit down and do
2 an assessment with. So they do such a good job training
3 them on these topics that they really just need to be an
4 advisor or someone that that family specialist can connect
5 with typically.

6 So they -- they have learned though that it did
7 take more time than they expected and they've made some
8 adjustments to the budget for that to account for that.

9 But what's in it for them is this is the type of
10 work they do and they are being paid, And it's -- but it's
11 part of their interest.

12 COMMISSIONER HARDING: What I find so exciting
13 about it is, you know, oftentimes physicians won't ask
14 families about issues because they don't have any solution
15 for them. And this gives them the ability to give them
16 that solution which is so -- what's going to be really key
17 for us is figuring out the communication strategy to get
18 others to buy into this because we're not going to be able
19 to pay for this for every single fund. So that's going to
20 be quite the challenge.

21 I think the doing the five pilots is really good.
22 I think we're going to have uphill battle figuring how we
23 make this accessible, easy, amenable to sell it in such a
24 way that others are just, well, I'm just going to have to,
25 you know, partner with a law firm to get them to do pro

1 bono work or whatever.

2 MS. DUBRANSKY: Right. And we're beginning to
3 establish who those champions are. One of them being, of
4 course, the clinic association of the county. So Louise
5 McCarthy, the executive director, she's aware we're doing
6 this. She's excited about it. She's interested. So
7 she'll track it with us so that she can be someone who
8 really shares it to the other clinics, the benefit this is
9 to -- to the clinic. Yeah.

10 COMMISSIONER ZEPEDA: Is this going to be a
11 randomized control study?

12 MS. DUBRANSKY: We have not established what our
13 methodology will be. At this point, we hadn't assumed it
14 was going to be an RCT. You know, we were at a design
15 thinking summit last week, and there are ways that -- we
16 may want to look in ways where we can build off of the
17 knowledge they got from the RCT to just design a
18 quasiexperimental model that will be -- have strong
19 results as well. We haven't decided -- we think the best
20 time to decide will be in October when this pilot phase
21 that CSSP is supervising ends because then we'll know how
22 the model -- the changes to the model land and that will
23 help us know what's the best way to evaluate it.

24 COMMISSIONER DENNIS: Anybody else? Deanne.

25 COMMISSIONER TILTON: I wish Judy hadn't left,

1 then I wouldn't have to ask this question.

2 What is CSSP?

3 MS. MUNOZ: The Center for the Study of Social
4 Policy. It's the organization that is organizing the five
5 -- the new jurisdictions that are relaunching the project,
6 but they're also the ones that are giving us the funds to
7 implement the First 5 --

8 MS. DUBRANSKY: Among other things, CSSP is the
9 organization that did the literature review that yielded
10 the protective factors. So that's one aspect. And
11 they've come on as sort of what we call in home visiting
12 the national offices that make sure that the program is
13 standardized. They've signed on to be the standardizing
14 office for this model.

15 COMMISSIONER TILTON: Okay. Thank you. The
16 acronym is not spelled out anywhere.

17 MS. DUBRANSKY: Oh, I apologize.

18 COMMISSIONER ZEPEDA: Barbara, was the literature
19 review generalizable, would you say, to LA county
20 population?

21 MS. DUBRANSKY: No. No. It would be more about
22 modeled elements, not -- no, because it was in Boston.
23 Yeah. Yeah.

24 COMMISSIONER DENNIS: Anybody else?

25 MS. BELSHE: We are delighted to have Mabel back

1 and stepping into this new role and acknowledging the
2 great team in working under Barbara's overall leadership.

3 COMMISSIONER DENNIS: Great. Thank you all very
4 much. This is very exciting. Very exciting.

5 Any other questions, comments? Not hearing none,
6 this meeting is adjourned.

7 (At 4:35 p.m., the meeting was adjourned.)
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C E R T I F I C A T E

I, Heatherlynn Gonzalez, a Certified Shorthand Reporter for the State of California, License Number 13646, do hereby attest that:

The preceding is a true and accurate transcription of the meeting of the organization named herein;

The meeting was taken down in shorthand and transcribed into English under my supervision and authority;

I have no interest, financial or otherwise, in any of the parties, issues, or individuals who are involved in this organization.

Attested to on this 7th day of February, 2016.

CERTIFIED SHORTHAND REPORTER
FOR THE STATE OF CALIFORNIA

FIRST 5 LA

SUBJECT:

Request to Establish a New Strategic Partnership with the Glen Price Group (GPG) in the Amount of \$170,000 and Authorize First 5 LA Staff to Execute a Contract for up to \$170,000.

RECOMMENDATION (PROVIDED AS INFORMATION):

This memo is provided as information for the Board's consideration at the February 25, 2016 Special Meeting of the Board of Commissioners/Program and Planning Committee meeting. First 5 LA staff recommends that at the March 10, 2016 Commission meeting, the Board approve the establishment of a new Strategic Partnership with GPG for facilitation of the L.A. Campaign Grade Level Reading (GLR) School Readiness Workgroup (SRW) for a period of fifteen months for an amount not to exceed \$170,000. First 5 LA staff also recommends that the Commission authorize staff to execute a contract from April 1, 2016 to June 30, 2017 for an amount not to exceed \$170,000. The funds to be expended in the current fiscal year have been included in the First 5 LA FY 2015-2016 Programmatic Budget under Resource Mobilization-ECE. Funding for subsequent fiscal years will be requested as part of First 5 LA's annual budgeting process.

BACKGROUND:

The [GLR Campaign](#) is a nationwide effort, conceived and launched by the Annie E. Casey Foundation in 2012—with the goal that by 2020, a dozen or more states will increase by at least 100 percent the number of children from low-income families reading proficiently by the end of third grade. The GLR Campaign is taking a collective impact approach to address the complex issue of achieving third grade reading proficiency. Collective impact is based on the idea that by working across sectors, having a common agenda, common measures for success, mutually reinforcing activities, continuous communication among stakeholders and backbone/infrastructure support, there is greater potential to achieve long-term social change.

The GLR Campaign has three focus areas by which communities can address this challenge:

- School Readiness—children enter kindergarten ready to succeed in school
- Chronic Absence—children regularly attend school
- Summer Learning Loss—children are engaged in summer learning

The National GLR Campaign provides an organizing framework for a network of local community campaigns across the country. Convened and funded at the local level, these cross-sector coalitions have come together to support the GLR Campaign's third grade reading goal. As part of the network, GLR communities receive technical assistance, access to research, and peer learning opportunities aligned with the three GLR focus areas.

To date, 232 communities from 42 states—as well as the District of Columbia, Puerto Rico and the U.S. Virgin Islands—are participating in the GLR Campaign, including LA County. Statewide, First 5 Commissions participate at varying degrees in local GLR Campaigns in Alameda, Contra Costa, Fresno, LA, Kern, Monterey, Sacramento, San Diego, San Francisco, San Mateo, Santa Clara, Santa Cruz, San Joaquin, Stanislaus and Placer Counties.

The opportunity to join the GLR Campaign was championed by the LA Area Chamber of Commerce (Chamber) as a strategy to help support and promote the cradle to career continuum in LA County. In 2013, First 5 LA joined the Chamber, Families In Schools, Los Angeles Unified School District (LAUSD) and other local ECE stakeholders to establish the LA GLR Campaign. The LA GLR Campaign is locally focused on improving 3rd grade reading proficiency for students in LA County through policy change, system coordination and alignment, and parent engagement. The LA GLR Campaign formed three strategic workgroups to support each of the Campaign's focus areas: school readiness, attendance and summer learning.

Given the alignment of the LA GLR Campaign's School Readiness focus area with F5LA's vision that all children in LA County enter kindergarten ready to succeed in school and life, and strategies outlined in the 2015-2020 Strategic Plan, First 5 LA initiated the convening of the SRW. Last year, First 5 LA identified the Glen Price Group as a critical partner to support the launch and facilitation of the School Readiness Workgroup, and thus established a Strategic Partnership for a period of 12-months (3/1/15-2/28/16) in the amount of \$74,625. First 5 LA's investment was leveraged by The LA Partnership for Early Childhood Investment (LA Partnership), which contributed \$25,000 to the project.

Launched in March 2015, the charge of the SRW is to increase the number of low-income children in LA County who enter kindergarten ready for school. The SRW includes a diversity of systems-level actors from multiple sectors, all with a common interest in improving school readiness for children in LA County. The current SRW membership represents 23 organizations including foundations, nonprofits, school districts, city/county agencies, colleges, advocacy organizations and the business sector. Membership is evolving, as additional member organizations are identified by the workgroup and invited to join.

The Glen Price Group guided the workgroup through an iterative process to support the selection of priorities that utilize the mutually reinforcing activities and common agenda components of the collective impact approach. The SRW ultimately identified three priorities for which the SRWs' respective organizations commit to collectively support to improve school readiness. The priorities include advancing policies and systems that:

- Kindergarten Readiness Assessment (KRA): Support the adoption and implementation of a countywide KRA
- Quality Rating Improvement Systems (QRIS): Increase the number of programs participating in QRIS
- Family Engagement: Effectively engage families to support school readiness in the home

Based on the collective identification of the three priorities, the SRW formed subgroups for each priority. Each subgroup then developed objectives and activities, identified key tasks, responsible parties and timelines to support implementation. Additional workgroup members are identified and invited to join the SRW as the action plans are refined.

The GPG team has been a key partner to F5LA in guiding and facilitating a strategic focus to the SRW's progress to date. In order to sustain this momentum, staff is seeking Board approval to continue working with GPG through FY 16-17. When First 5 LA initially contracted with GPG, staff developed a scope and budget based on the anticipated the level of engagement in the SRW by our local stakeholders and the projected number of priorities the workgroup would identify to support. Since the successful SRW launch, we have worked with GPG to expand their scope to support the full needs of the SRW. This expanded scope was made possible by a \$25K investment by the LA Partnership. The combined investment from F5LA and the LA Partnership will be fully expended by the end of February 2016.

F5LA is seeking Board approval to continue our investment in the SRW through a Strategic Partnership and 15-month contract with GPG, beginning April 1, 2016 and ending June 30, 2017. Concurrently, the LA Partnership for Early Childhood Investment staff is recommending awarding an additional \$30,000 to support GPG's SRW-related activities as of March 1, 2016—to prevent any lapse in support and ensure forward movement of the SRW.

The proposed budget is informed by GPG's current scope and burn rate, and covers the following areas.

Primary Work Areas	Illustrative Activities
Communication and Support	<ul style="list-style-type: none"> • Develop detailed work plan of areas of work, specific activities, timeframe and responsible parties • Maintain regular communication with First 5 LA staff, subgroup leaders, and broader workgroup membership • Organize and facilitate communicate within and among subgroups • Support communication efforts with other statewide policy, advocacy, and systems-change efforts to inform and align with the SRW
Meeting design, facilitation, and follow up	<ul style="list-style-type: none"> • Create meeting designs, materials and agendas for workgroup and subgroup meetings and calls • Facilitate workgroup and subgroup meetings and calls • Design and facilitate orientation sessions for new members • Summarize, theme, and analyze meeting notes and synthesize meeting output • Disseminate next steps and action items, track and monitor deliverables and responsible parties
Reports and documentation	<ul style="list-style-type: none"> • Track, measure and report on progress of SRW subgroups achieving outcomes and objectives articulated in each of the three subgroup action plans • Develop and share mid-year and annual SRW progress reports • Create external communications materials to share the SRW's work • Support subgroups in refining action plans • Support development of future action steps for the SRW
Planning and Implementation	<ul style="list-style-type: none"> • Support SRW to implement necessary tasks and activities identified as planning and implementations progresses. This could include, but is not limited to: <ul style="list-style-type: none"> ○ Communication supports for messaging the SRW's work with external groups and stakeholders ○ Facilitation and planning support for events or additional meetings with external groups and stakeholders ○ Support for subgroup work beyond the currently identified tasks ○ Support for additional work teams that emerge ○ Completing additional research and/or documentation support not currently identified • Work to build capacity of local stakeholders to assume and sustain SRW backbone functions now held by GPG and First 5 LA

Pursuant to the Procurement Policy, Strategic Partners of \$75,000 or more in a fiscal year must be presented to the Board for approval. Staff is requesting approval to establish a strategic partnership to comply with this policy. Section IV.5 of the Procurement Policy also states that contracts of \$75,000 or more requires Board approval prior to execution. Staff is seeking approval to execute a contract for the period of April 1, 2016 to June 30, 2017 for up to \$170,000.

GOVERNANCE GUIDELINES: LEVERAGING AND SUSTAINABILITY

First 5 LA's investment in GPG supports the design and implementation of SRW action plans that seek to advance policy and systemic change for sustained impact. GPG will continue to guide and facilitate the SRW's engagement in order to support and sustain the momentum of local GLR Campaign efforts.

First 5 LA plans to continue to collaborate with a broad range of stakeholders, including the Chamber and LA Partnership, to develop and sustain a participatory stakeholder engagement and partnership development strategy to attain long term buy-in of and support for the SRW efforts.

The following outlines how First 5 LA will address the implementation of the sustainability and leveraging components of the First 5 LA Governance Guidelines approved by the Board in March 2014.

PROJECT OUTCOMES & OBJECTIVES

- First 5 LA funds will enable GPG to support the ongoing convening, action planning and implementation of the SRW's KRA, QRIS and Parent Engagement action plans.
- First 5 LA and GPG will track and measure progress of SRW subgroups achieving outcomes and objectives articulated in each of the three subgroup action plans.

OUTCOMES & OBJECTIVES SUSTAINED BEYOND FIRST 5 LA INVESTMENT

- First 5 LA's investment in GPG supports the design and implementation of SRW action plans that seek to advance policy and systemic change for sustained impact.

ACTIONS TO SUPPORT SUSTAINABILITY

- The SRW action plans seek to leverage, coordinate and align with existing county and statewide efforts and resources that will help achieve the KRA, QRIS and Parent Engagement subgroups' objectives for policy and systems change.
- GPG will work to build the capacity of local stakeholders to assume and sustain SRW backbone functions now held by GPG and First 5 LA.
- Organizations will be identified by the workgroup(s) and invited to join the SRW as the action plans are refined and implemented. These members will commit to collectively support to improve school readiness based on priorities that focus on policy and systems change.
- Successful collaboration of nearly two dozen agencies who have committed to become active participants will help support the success and sustainability of project activities moving forward. These agencies are a key part of the local infrastructure to support the target outcomes of the SRW.

LEVERAGED RESOURCES

- First 5 LA's investment leverages fiscal and nonfiscal resources invested by the Annie E. Casey Foundation to launch and lead the National GLR Campaign—including ongoing technical assistance, access to research and data, peer learning opportunities, and convenings—as well as other investors and partners who provide financial support to the national effort.
- At a local level, First 5 LA leverages the in-kind resources 23 agencies have committed as active participants in the SRW. Each member dedicates a minimum of three hours per month to participate in SRW meetings/calls in addition to assuming tasks outlined in the subgroup action plans.
- First 5 LA's investment in the SRW serves as a catalyst for other local ECE funders, including the LA Partnership which is projected to award total \$55,000 funding to support the SRW.

JUSTIFICATION:

This Strategic Partnership meets the criteria below:

- The Strategic Partnership can provide specific resources needed by First 5 LA to implement an approved program or initiative in a manner or on a scale that makes the Strategic Partnership more cost effective than resources provided through a competitive solicitation; or

- The Strategic Partnership can implement an approved program or initiative more expeditiously than resources provided through a competitive solicitation; or
- The Strategic Partnership can provide a demonstrated level of ability or expertise that is only available in the community through the proposed Strategic Partnership; or
- The Strategic Partnership provides an opportunity to leverage First 5 LA funds to produce additional funding for the program or initiative or service.

AND

- The proposed Strategic Partnership is aligned with the adopted Strategic Plan.

The strategic partner, GPG, collectively brings over 100 years of experience serving government and community-based organizations as professionals, elected officials, and volunteers. GPG has extensive experience facilitating participatory stakeholder engagement and partnership development, which are critical functions needed to launch and support the Workgroup. GPG team has extensive unique experience in the area of ECE, including:

- LA Campaign for Grade Level Reading: School Readiness Workgroup (First 5 LA, 2015-present)
- Early Learning Collaborative (Packard Foundation, 2015-present)
- State Superintendent's Accountability and Continuous Improvement Task Force (CDE Foundation, 2015-present)
- Landscape Analysis and Mapping of Oakland's Programs and Services Supporting Informal Caregivers (Oakland Education Fund, 2015-present)
- Governmental Grant Support for LAUP (2015-present)
- Stakeholder Input on First 5 IMPACT and associated Training and Technical Assistance Hubs (First 5 California, 2014-2015)
- California's Preschool Expansion Grant and Early Head Start Child Care Partnership Applications (2014)
- Oakland and Fresno Unified School Districts Starting Smart and Strong Proposals (2014)
- Los Angeles Universal Preschool (LAUP) Strategic and Business Planning (2014)
- First 5 California Stakeholder Engagement and Strategic Plan Development (2014)
- Los Angeles Preschool Advocacy Initiative (LAPAI) Coalition Building and Policy Agenda Development (2014)
- California Comprehensive Early Learning Plan, California Department of Education (CDE) (2013)
- Looking Forward: The Early Childhood Action Messaging Campaign (Bay Area Council, 2013)
- County of Solano First 5 Futures Fund Development Planning (2012)
- Race to the Top Early Learning Challenge Application (CDE, 2011)

First 5 LA's continued investment in GPG is critical in order to sustain and build upon the momentum of the SRW and secure resources from other funding partners to support the SRW efforts. The establishment of this proposed Strategic Partnership with GPG will leverage the existing infrastructure of the SRW, established by First 5 LA and GPG, and ensures the workgroup moves into implementation most expeditiously.

The goals of the SRW are directly aligned with the adopted 2015-2020 Strategic Plan and support the ECE and Families Outcome Areas listed below.

F5LA Strategies & Activities	SRW Priority	
ECE	<p>Strategy 1: Advocate for greater public investment in quality early care and education with a focus on both infant/toddler care and pre-school.</p> <ul style="list-style-type: none"> • Partner to implement KRA in LA County to be used as platform for policy, fiscal and systems change • Support existing systems-level collaborative to improve access to quality ECE 	<p>KRA: Adopt common KRA in LA County</p>
	<p>Strategy 2: Support implementation of a uniform Quality Rating and Improvement System (QRIS) within L.A. County in order to build the evidence base to support advocacy and policy change.</p> <ul style="list-style-type: none"> • Coordinate and complement other funding streams to support QRIS in LA County • Advocate for greater public investment in QRIS 	<p>QRIS: Increase number of licensed ECE programs participating in QRIS</p>
Families	<p>Strategy 2: Pilot/promote the scaling of evidence-based parent engagement models that increase family protective factors in ECE settings.</p> <ul style="list-style-type: none"> • Develop advocacy strategy to support parent engagement programs 	<p>Parent Engagement: Identify indicators to measure effective family engagement in the home</p>

Pending Board approval at the March 10, 2016 Commission meeting, staff will move forward with executing a contract with GPG to begin April 1, 2016.

Los Angeles Grade Level Reading Campaign: School Readiness Workgroup Update

Jennifer Cowan, Senior Program Officer
Community Investments Department
February 25, 2016



Objectives

- Provide update on the Los Angeles Grade Level Reading Campaign School Readiness Workgroup (SRW)
- Request approval to establish new strategic partnership and execute contract with Glen Price Group (GPG) to continue supporting the SRW, as aligned with the First 5 LA Strategic Plan

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Grade Level Reading (GLR) Campaign Goal

By 2020, a dozen states or more will increase by at least 100 percent the number of children from low-income families reading proficiently by the end of third grade.



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Ready for kindergarten!

Grade Level Reading (GLR) Campaign

Collective Impact Effort

- Cross-sector collaboration to address complex social issues

3 Focus Areas to Achieve GLR Campaign Goal

- School Readiness
- Attendance
- Summer Learning

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Network of 230+ Local Campaigns in 42 States

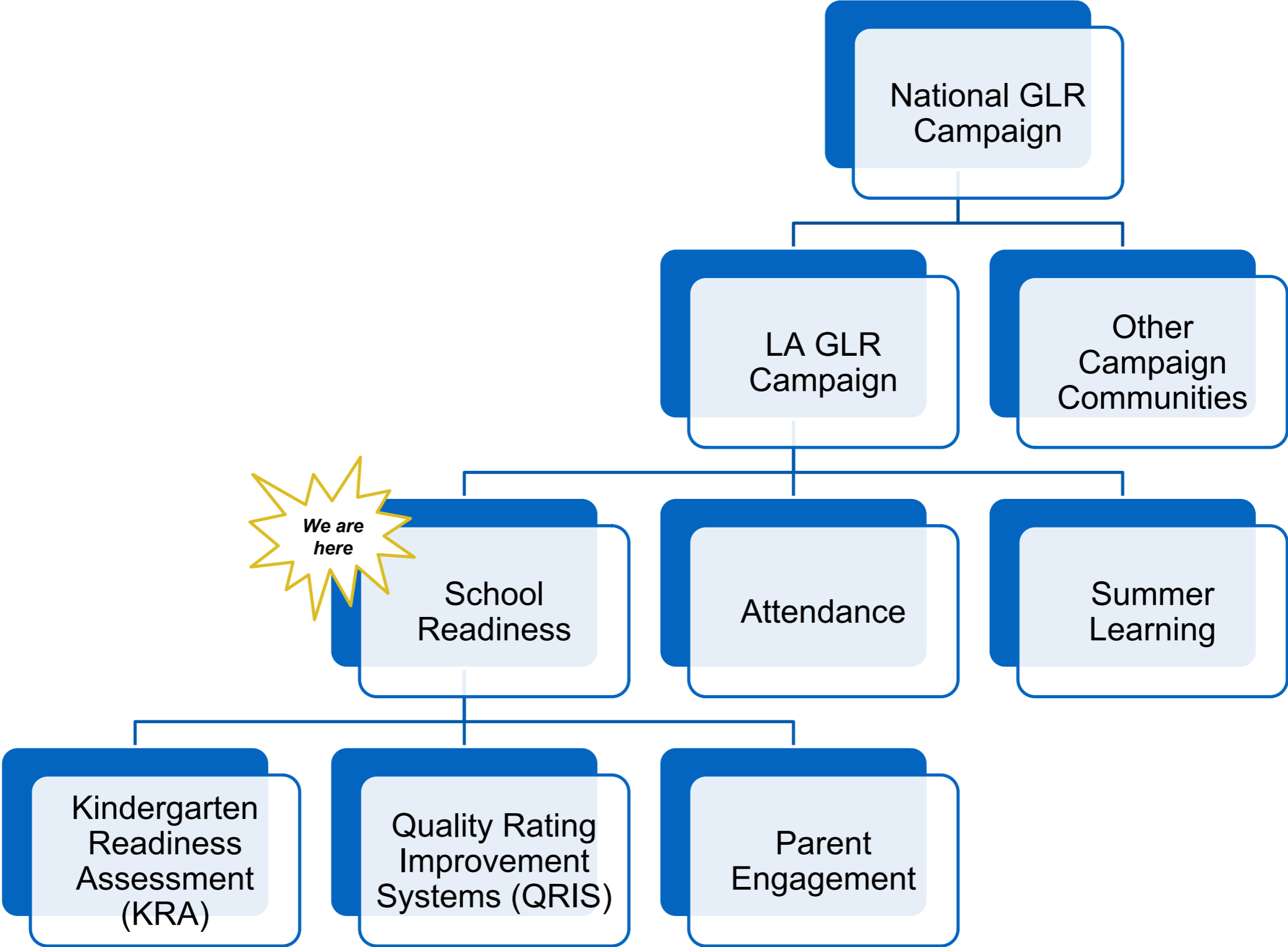
- Local cross-sector coalitions working to impact focus areas
- National Campaign provides technical assistance, access to research, and facilitates peer learning opportunities

Local Partners Join Grade Level Reading (GLR) Campaign

- GLR Campaign identified by the LA Area Chamber of Commerce who partnered with First 5 LA, Families In Schools and LAUSD to join the GLR Communities Network
- In 2013, Los Angeles (LA) GLR Campaign launched with goal to **improve 3rd grade reading proficiency rates for students in LA County**
- Workgroups established for each focus area: School Readiness, Attendance and Summer Learning
- First 5 LA identified alignment of the LA GLR Campaign's School Readiness focus area with First 5 LA's vision that all children in LA County enter kindergarten ready to succeed in school and life, and strategies outlined in the 2015-2020 Strategic Plan
- First 5 LA partnered with the Glen Price Group to convene the LA GLR School Readiness Workgroup in March 2015




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Grade Level Reading (GLR) Campaign Overview



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Strategic Plan Alignment

First 5 LA Strategies & Activities		SRW Priorities
Early Care & Education (ECE)	<p>Strategy 1: Advocate for greater public investment in quality early care and education with a focus on both infant/toddler care and pre-school.</p> <ul style="list-style-type: none"> • Partner to implement KRA in LA County to be used as platform for policy, fiscal and systems change • Support existing systems-level collaborative to improve access to quality ECE 	<p>KRA: Adopt common KRA in LA County</p> 
	<p>Strategy 2: Support implementation of a uniform Quality Rating and Improvement System (QRIS) within L.A. County in order to build the evidence base to support advocacy and policy change.</p> <ul style="list-style-type: none"> • Coordinate and complement other funding streams to support QRIS in LA County • Advocate for greater public investment in QRIS 	<p>QRIS: Increase number of licensed ECE programs participating in QRIS</p> 
FAMILIES	<p>Strategy 2: Pilot/promote the scaling of evidence-based parent engagement models that increase family protective factors in ECE and health-related settings.</p> <ul style="list-style-type: none"> • Develop advocacy strategy to support parent engagement programs 	<p>Parent Engagement: Identify indicators to measure effective family engagement in the home</p> 

School Readiness Workgroup (SRW) Action Plans

KRA:

Adopt common KRA in LA County

Examine existing KRA landscape in LA County and California

Build key stakeholders knowledge on importance and purposed of KRA to lay foundation for subsequent will-building activities

Build coalition of influential stakeholders to support adoption of common KRA in LA County

Support local implementation of common KRA within participating districts in LA County

QRIS:

Increase number of licensed ECE programs participating in QRIS

QRIS Architects Focus

Collectively develop a coordinated long-term QRIS implementation plan for LA County that sustains and builds upon current efforts, leverages existing investments, aligns resources and braids funding

SRW Focus

Develop an advocacy plan to promote increased awareness of and investments in QRIS

Parent Engagement:

Identify indicators to measure effective family engagement in the home

Define the importance of family engagement in the context of supporting school readiness at home

Develop “guiding principles and practices statement” that outlines effective policies and practices to engage families to support school readiness at home

Identify indicators of the types of policies and practices outlined in “guiding principles and practices statement” as means to measure current system and future progress

Solicit signatories to “guiding practices and principles statement” and commitments to measure identified indicators

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Cross-Sector Engagement

Philanthropy	Nonprofits	School Districts	Public Agencies	Colleges	Advocates	Business
<ul style="list-style-type: none">• LA Partnership for Early Childhood Investment• California Community Foundation	<ul style="list-style-type: none">• Child Care Alliance of LA County• Child Care Resource Center• Families In Schools• LA Best Babies Network• LAUP• PHFE WIC• Vista Del Mar Child and Family Services• Zero To Three	<ul style="list-style-type: none">• LAUSD• Compton USD	<ul style="list-style-type: none">• First 5 LA• Housing Authority LA County• LA County Office of Child Care• LA County Office of Education	<ul style="list-style-type: none">• California State University-LA	<ul style="list-style-type: none">• Advancement Project• California Strategies• Children Now• Early Edge• Public Counsel	<ul style="list-style-type: none">• LA Area Chamber of Commerce

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School Readiness Workgroup Accomplishments

- Convened Cross-Sector Workgroup
- Established Values and Criteria to Guide Work
- Adopted Priorities
- Formed Subgroup for Each Priority
- Developed Objectives and Activities
- Identified Key Tasks, Responsible Parties, Timelines to Support Implementation
- Expanded Membership

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Glen Price Group (GPG) Strategic Partnership

GPG to continue ongoing facilitation of School Readiness Workgroup and support action planning and implementation for 3 priorities

Total Project Cost: \$200,000

- First 5 LA investment: \$170,000 for 15-months (4/1/16-6/30/16)
- LA Partnership for Early Childhood Investment: \$30,000 (pending approval)

GPG Scope of Work:

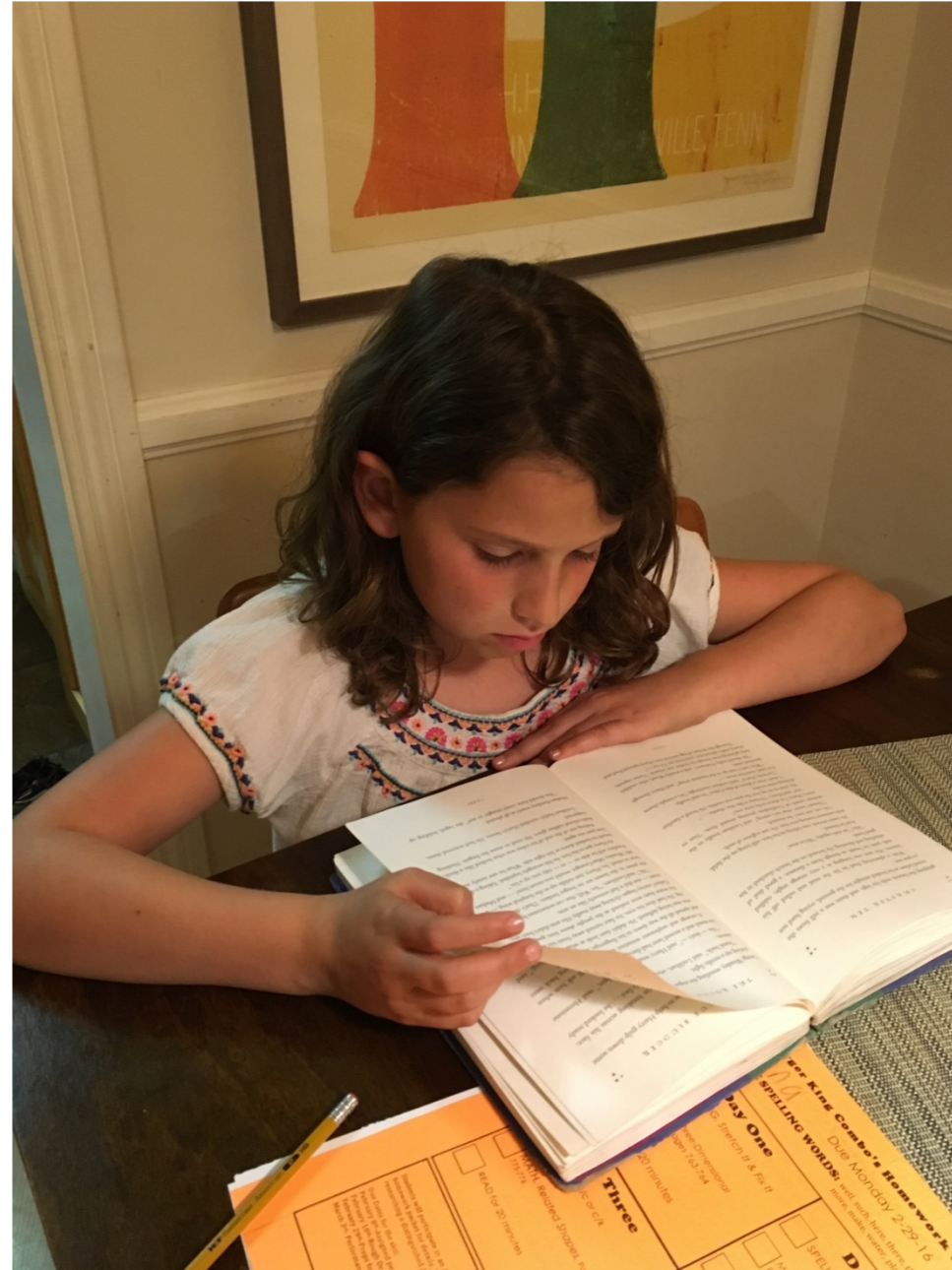
- Provide Overall Project Management and Communications Support
- Design, Facilitate, and Document Workgroup Meetings
- Provide Project Documentation, and Develop Mid-Year and Annual Reports
- Provide Research Support to Advance the Priorities of the Workgroup
- Support Planning and Implementation Activities, and Capacity Building for Future Backbone Support

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Next Steps

- Seek Board approval to establish strategic partnership and execute contract with Glen Price Group (GPG) at March 10, 2016 Commission Meeting
- Pending Board approval, new GPG contract to begin April 1, 2016.

Thank you



Expiring Initiatives Review Process and Updates

February 25, 2016



Goal of Today's Presentation

- Report on findings for initiatives expiring through December 2017 (information item only)
- Outline next steps for expiring initiatives review and board report process

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Governance Guidelines #7

The Governance Guidelines are foundational to our management of First 5 LA investments:

- Each First 5 LA contract/grant will have an expiration date
- Multi-year services-related investments will end based on date in original allocation or grant award
- First 5 LA staff will provide annual update to Commission on expiring initiatives

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Purpose of the Expiring Initiatives Review and Report Process

To successfully close out and capture lessons learned from First 5 LA's expiring investments

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Review and Board Report Components

Capturing lessons learned:

- Was the initiative time-limited and/or capacity-building focus?
- Did the initiative complete its deliverables and achieved its desired outcome(s)?
- Did the initiative have an impact at a countywide or population level?

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Additional considerations:

- Does the initiative have a clear, viable sustainability opportunity?
- Does the initiative align with the 2015-2020 Strategic Plan (at the outcome, strategy, and investment guidelines levels)?
- Have there been relevant changes in the current landscape and environmental context?

Legacy Investments that were Reviewed:

Ending by June 2016

- Permanent Supportive Housing- Rental Assistance Program
- Information Resource and Referral

Ending by December 2017

- Permanent Supportive Housing - Capital Development Program
- Early Identification and Intervention – Autism and Other Developmental Delays
- Parent Child Interaction Therapy

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Permanent Supportive Housing (PSH)

- Scheduled end date:
 - Capital Development Program: November 30, 2017
 - Rental Assistance Program: June 30, 2016
- Board Approved Allocation: \$35 million (July 2012-November 2017)
- Key Findings:
 - The initiative is not specifically provided for in the 2015-2020 Strategic Plan
 - Current landscape and environmental context focused on homelessness issues
 - Sustainability opportunities for rapid rehousing at the county, city, and federal level

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PSH: Sustainability Opportunities

- Capital Development Program:
 - This investment was structured from its beginning to be sustained; the 5 housing sites will serve our population for 55 years.
 - For the supportive services, Community Development Commission (CDC) staff has identified potential sources of funding and will work with developers and investors to serve children and their families beyond First 5 LA funds.
- Rental Assistance Program:
 - Rental assistance as a form of rapid rehousing has gained national recognition as the primary method to address family homelessness. Related funding is available at city, county and federal levels.

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PSH Sustainability Opportunities (cont'd)

County-wide rapid rehousing for families*

<p>October 13, 2015 BOS Motion:</p>	<p>Approved:</p> <ul style="list-style-type: none"> • Augments and extends F5LA Rental Assistance and maintains F5LA providers • Enrollment thru 6/30/16, families served thru 12/31/16 • \$3M for 183 families
<p>LA County Homeless Initiative:</p>	<p>Approved:</p> <ul style="list-style-type: none"> • \$5M to start 7/1/16** • LA County to partner with cities to match funding • Number of families to be served and providers to be funded TBD.
<p>U.S. Dept. of Housing and Urban Development:</p>	<p>Awaiting approval:</p> <ul style="list-style-type: none"> • LAHSA applied for \$3.84M. Awards announced in March 2016. • Last year's LAHSA application funded at \$1.87M.
<p>President Obama 2016-2017 Budget Proposal</p>	<p>Awaiting approval:</p> <ul style="list-style-type: none"> • \$11B to support homeless families

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*These opportunities are not restricted to 0-5 families.

**Based on information available as of 2/18/16.

PSH: Next Steps

- Board Action Required: None. Clear sustainability opportunities; not specifically provided for in the 2015-20 Strategic Plan. PSH will end at its scheduled end date.
- Staff to explore potential F5LA engagement with LA County Homeless Initiative that aligns with First 5 LA's 2015-2020 Strategic Plan.

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Information Resource and Referral- 211 LA County

- Scheduled end date: June 30, 2016
- Board Approved Contract (FY15-16): \$1,239,535
- Key findings:
 - Potential alignment with the 2015-2020 Strategic Plan:
 - Developmental screening strategy, Help Me Grow (HMG), includes a telephonic component
- Recommendation: Extend strategic partnership for a 1-year¹⁵⁶ contract through June 30, 2017 for up to \$1.2 million to continue current telephonic IR&R services.
- Board Action Required: Waive Governance Guideline #7; authorize staff to complete final execution of the contract upon Board approval of the FY 2016-2017 Programmatic budget

Early Identification and Intervention (EII) – Autism and Other Developmental Delays

- Scheduled end date: April 9, 2017
- Board Approved Allocation: \$2,500,000 (April 2014 – April 2017)
- Key Findings:
 - Potential alignment with the 2015-2020 Strategic Plan:
 - Developmental screening strategy (HMG): improve coordination and functioning of developmental screening, assessment and early intervention programs
 - Future HMG work will potentially leverage the existing work and partners from EII Task Force
- Recommendation: Extend initiative for up to 18-months through June 30, 2018 for up to \$1.25 million to continue early identification and intervention services and task force support
- Board Action Required: Waive Governance Guideline #7; authorize staff to complete final execution of the contracts upon Board approval of the FY 2016-2017 Programmatic budget

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Parent Child Interaction Therapy

- Scheduled end date: October 31, 2017
- Board Approved Allocation: \$20,000,000 (October 2012-October 2017)
- Key findings:
 - Potential alignment with the 2015-2020 Strategic Plan not yet clear, pending further development of Health outcome, Trauma Informed (TI) Care strategy
 - Expected remaining balance of \$4.6 million after initiative end date
- Staff will return to the Board in Spring 2017 with an update on expiring initiatives review findings and recommendation regarding use of remaining funds, informed by progress made with TI Care implementation work

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Next Steps

- March 10: Seek Board approval to waive Governance Guidelines #7
 - Information Resource and Referral (211 LA County)
 - Early Identification and Intervention (EII)- Autism and other Developmental Delays
- June 9: FY16-17 Budget approval

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Questions?



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HOMELESS INITIATIVE RECOMMENDED STRATEGIES

February 9, 2016



Homeless Initiative

- Seizing the moment: Historic opportunity to combat homelessness throughout Los Angeles County
- Initial Goal: Develop a comprehensive set of recommended County strategies to combat homelessness, including strategies in which cities can participate
- Inclusive and collaborative planning process



Planning Timeline

- Oct. 1 – Dec. 3, 2015: 18 policy summits on nine key topics
- Nov. 2015 – Jan. 2016: Focus groups with current and formerly homeless adults
- Jan. 7, 2016: Draft recommendations posted online and public comment period opened
- Jan. 13, 2016: 500-person Community Meeting on draft recommendations
- Jan. 21, 2016: Public comment period ended – over 200 comments received



Community Engagement





Recommended Strategies

47 strategies divided into six areas:

- Prevent Homelessness
- Subsidize Housing
- Increase Income
- Provide Case Management and Services
- Create a Coordinated System
- Increase Affordable/Homeless Housing



Key Principles

- Collaboration among the County, cities and community partners
- Investing in proven strategies
- Leveraging mainstream health, social services, and criminal justice systems
- Seamless, client-centered services



Phase I Strategies

- Homeless Prevention Program for Families (A1)
- Provide Subsidized Housing to Homeless Disabled Individuals Pursuing SSI (B1)
- Partner with Cities to Expand Rapid Rehousing (B3)
- Facilitate Utilization of Federal Housing Subsidies (B4)
- Interim/Bridge Housing for Those Exiting Institutions (B7)
- Housing Choice Vouchers for Permanent Supportive Housing (B8)



Phase I Strategies continued

- Increase Employment for Homeless Adults by Supporting Social Enterprise (C2)
- Expand Jail In-Reach (D2)
- First Responders Training and Decriminalization Policy (E4/E5)
- Countywide Outreach System (E6)
- Enhance the Emergency Shelter System (E8)

Implementation scheduled to commence by June 2016



Opportunities for Cities

- Unprecedented partnership opportunities by:
 - Contributing city funding toward rapid rehousing
 - Dedicating federal housing subsidies to permanent supportive housing for the chronically homeless
 - Ensuring law enforcement and first responders effectively engage homeless families/individuals
 - Using land use policy to maximize the availability of homeless/affordable housing
- Regional Summit to Combat Homelessness: County in collaboration with 88 cities



Funding

Current County Expenditures

- In FY 2014-15, six County departments spent an estimated \$965 million to serve single homeless adults.
- 40% of \$965 million spent on just 5% of homeless single adults.
- Targeting housing/services to this 5% could generate significant savings to reinvest in combating homelessness.



Funding continued

New one-time commitment: \$99.7 million

- General Fund - \$55.7 million (in addition to \$50 million in base FY15-16 budget)
- Departmental funding - \$44 million

Potential ongoing funding

- CEO, in collaboration with the Board, will explore potential sources of ongoing revenue.

County Agency Partnerships

John Wagner

February 25, 2016



First 5 LA Mission

“First 5 LA, in partnership with others, strengthens families, communities, and systems of services and supports so all children in L.A. County enter kindergarten ready to succeed in school and life.”

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Example: Office of Child Protection

- BRC Report and recommendations, focus on prevention
- Initial meetings with OCP
- Meeting with Prevention After Care Network
- OCP Focus Group Discussions with Best Start Parents
- Participation in monthly prevention workgroup meetings

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Example: Homeless Initiative

- Participation in Briefing/Philanthropic Leaders Meeting
- Working with CEO/HR office to assess alignment with current investments/future work aligned to Strategic Plan

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Example: County Leadership Discussions

- Purpose: Informal assessment of Departmental priorities (DCFS, DMH, DPH, OCP, LAUSD, Children and Families Commission, others)
- Inform First 5 LA work

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Questions

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FIRST 5 LA

SUBJECT:

Contract with Los Angeles County Office of Education for Evaluation of the California State Preschool Program (CSPP) Quality Rating and Improvement System (QRIS) Block Grant

RECOMMENDATION (PROVIDED AS INFORMATION):

This memo is provided as information for the Board's consideration. First 5 LA staff recommends that at the March 10, 2016 Commission meeting, the Board authorize staff to receive funds and execute a contract with the Los Angeles County Office of Education (LACOE) for First 5 LA to manage the evaluation of the California State Preschool Program (CSPP) Quality Rating and Improvement System (QRIS), also known as Quality Start Los Angeles (QSLA).

BACKGROUND:

The purpose of this memo is to provide an overview of the CSPP QRIS, details of the proposed contract with LACOE and the rationale for the staff recommendation for First 5 LA to undertake this work. This information is intended to inform consideration of a staff request for approval to receive funds and execute a contract for the CSPP QRIS Evaluation that will be presented at the March Commission meeting.

Overview of CSPP QRIS

Quality Start Los Angeles (QSLA) is the locally branded Quality Rating and Improvement System (QRIS) being implemented in L.A. County through funding from the California State Preschool Program (CSPP) QRIS block grant. The CSPP QRIS block grant was established in 2014 by Senate Bill 858 which authorizes \$50 million of Proposition 98 funds to support local early learning QRIS efforts that increase the number of low-income children in high quality state preschool programs that prepare those children for success in school and life. The L.A. County QRIS Consortium is the local planning body for CSPP QRIS and is comprised of representatives from the Los Angeles County Office of Education, Los Angeles County Office of Child Care (LAC-OCC), Los Angeles Universal Preschool (LAUP), Child Care Alliance of Los Angeles (CCALA) (representing L.A. County Child Care Resource & Referral Agencies) and First 5 LA. LACOE is the lead agency for CSPP QRIS.

CSPP QRIS began its second year of implementation in January 2016. Key areas of focus for Year 2 include increasing the number of participating providers, educating families and the public on the elements of high quality early childhood education and benefits to children, standardizing key programmatic elements including coaching and incentives, and expanding the use of the QSLA database.

CSPP QRIS Evaluation Contract

LACOE, as the lead agency for CSPP QRIS, approached First 5 LA about designing and managing the evaluation of the CSPP QRIS Block Grant. The CSPP QRIS partner agencies value First 5 LA's neutral role given that we are not implementing any component of the system and also view First 5 LA as a leader in designing and managing evaluations of complex early learning initiatives. Furthermore, given First 5 LA's role as a convener of the QRIS Architects

through First 5 CA IMPACT funding, we play an important role. Staff intend to select and oversee a contractor to carry out the evaluation.

The primary activities in the proposed Scope of Work (SOW) are (a) facilitating discussions regarding the design and implementation of the evaluation, (b) developing an evaluation plan that outlines the study design and methods for Year 2 of CSPP QRIS, (c) developing data collection instruments and gathering data, (d) analyzing the data and preparing an evaluation report and (e) disseminating findings and promoting use for program improvement and decision making. The contract period would span March to September 2016, with a budget of \$100,000.

First 5 LA Role

First 5 LA's proposed role as the CSPP QRIS evaluator provides a unique opportunity to leverage learning from past work and the research and evaluation expertise of First 5 LA staff. The CSPP QRIS evaluation will be informed by and build on our investments in and evaluations of other similar QRISs in L.A. County including LAUP and the Steps to Excellence Program. Furthermore, the learning that will occur as a result of this evaluation will inform the QRIS systems building work that First 5 LA is leading through its role as convenor of the QRIS Architects process.

GOVERNANCE GUIDELINES: LEVERAGING AND SUSTAINABILITY

This project is a time-limited, deliverables based project, with First 5 LA serving as the contracted agent. As such, it does not require sustainability or leveraging considerations. The project work will be executed according to the negotiated SOW and will be considered final upon completion of those objectives.

NEXT STEPS:

Staff have negotiated a SOW and budget with LACOE for the evaluation of Year 2 of CSPP QRIS. If permission to execute the contract and receive funds is granted by the Commission at the March meeting staff will work with the L.A. County QRIS Consortium to determine the specific focus of the evaluation and carry out related activities in the SOW as noted above. The learning that occurs through the CSPP QRIS evaluation will be shared with the First 5 LA Commission at future meetings, where appropriate.

California State Preschool Program Quality Rating & Improvement System Evaluation

Kimberly Hall, Senior Research Analyst

Date: February 25, 2016



Objectives

- Provide an overview of the California State Preschool Program (CSPP) Quality Rating and Improvement System (QRIS)
- Share details of the proposed contract with LACOE to design and manage the CSPP QRIS evaluation
- Outline the request that will be presented at the March Commission meeting for the Board to authorize staff to receive funds and execute the evaluation contract

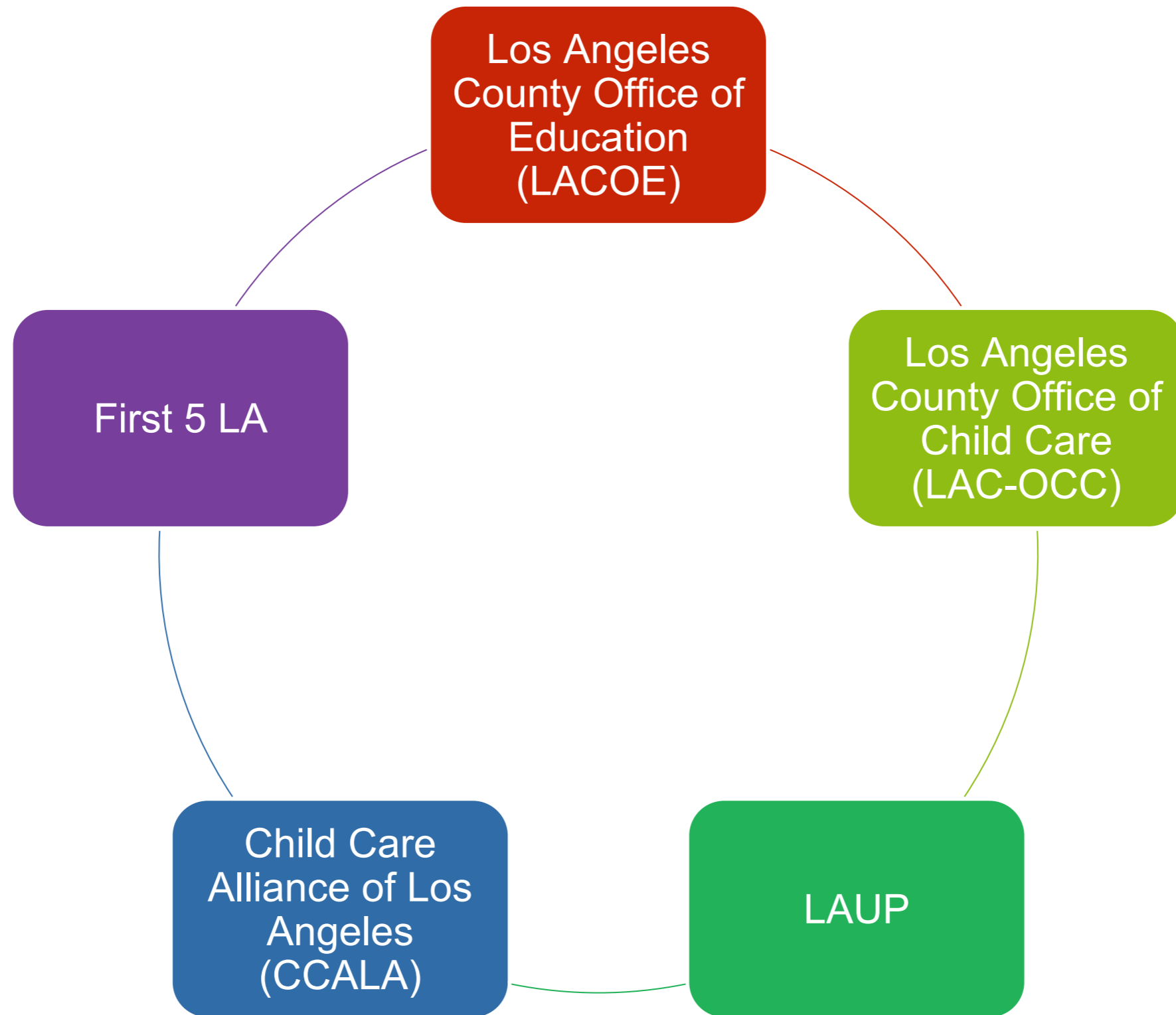
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CSPP QRIS Block Grant

- Established in 2014 by Senate Bill 858
- Authorizes \$50 million of Proposition 98 funds to support local early learning QRIS efforts
- Increase the number of low-income children in high quality state preschool programs that prepare them for success in school and life

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CSPP QRIS Partner Agencies



CSPP QRIS Priorities for Year 2

- Provider recruitment
- Community and family education
- Quality improvement
- Incentive model
- QRIS database

Proposed Evaluation Contract

- Proposed Scope of Work (SOW) activities:
 - Designing the evaluation
 - Developing data collection instruments and gathering data
 - Analyzing data and preparing an evaluation report
 - Disseminating findings and promoting use
- Contract period: March to September 2016
- Project budget: \$100,000

First 5 LA as QRIS CSPP Evaluator

- Leverages First 5 LA staff expertise in designing and managing evaluations of complex early learning initiatives
- Builds on investments in and evaluations of other similar QRISs in L.A. County
- Informs QRIS systems building work that First 5 LA is leading through the QRIS Architects process

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Next Steps

- Seek Board approval to receive funds and execute a contract with LACOE at the March Commission Meeting
- Pending Board approval, new contract to begin March 14, 2016

Questions

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