

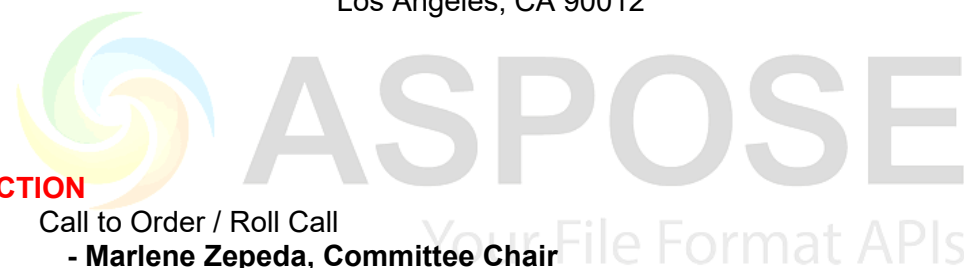
AGENDA

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

Budget & Finance Committee Chair: Robert Byrd

**Thursday, May 31, 2018
1:30 PM**

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

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1. **ACTION**
Call to Order / Roll Call
- **Marlene Zepeda, Committee Chair**
 2. **INFORMATION** **3**
Review Program & Planning Committee Meeting Transcript – April
26, 2018
- **Marlene Zepeda, Committee Chair**
 3. **INFORMATION** **103**
Draft of Proposed 2018-19 Budget (Programs Focused)
- **Raoul Ortega, Finance Director**
- **Daisy Lopez, Finance Manager**
 4. **INFORMATION** **145**
Communities Outcome: Update on Built Environment Strategy
- **Reuben DeLeon, Senior Program Officer, Communities**
- **John Guevarra, Program Officer, Communities**
- **Max Podemski, Program Officer, Communities**
 5. Break
 6. **INFORMATION** **167**
Home Visiting Sustainability Update and Request to Approve First 5
LA to Participate in
Targeted Case Management Program Through a Contract with LA

COMMISSIONERS

| | | |
|--------------------------------------|---------------------|------------------|
| Los Angeles County Supervisor | Judy Abdo | Summer McBride |
| Holly J. Mitchell <i>Chair</i> | Robert Byrd, Psy.D. | Maricela Ramirez |
| | Astrid Heger, M.D. | Carol Sigala |
| Brandon Nichols <i>Vice Chair</i> | Yvette Martinez | |

EX OFFICIO MEMBERS

Barbara Ferrer, Ph.D.,
M.P.H., M.Ed.
Jacquelyn McCroskey, DSW
Deanne Tilton

EXECUTIVE DIRECTOR

Karla Pleitéz Howell

EXECUTIVE VICE PRESIDENT

John A. Wagner

A PUBLIC ENTITY

County Department of
Public Health Local Governing Authority and Acceptance of Federal
Funding

- **Reena John, Senior Program Officer, Family Supports**
- **Lindsey Angelats, Senior Strategic Advisor, Programs Division**

7. **INFORMATION**

ECE Outcome: Update on Early Care and Education Workforce Strategy

- **Debra Colman, Senior Program Officer, Early Care & Education**
- **Jaime Kalenik, Program Officer, Early Care & Education**

A. Request for a Strategic Partnership with the California Community
Foundation to Implement a Financial Assessment of Early Care
and Education Agencies

B. Request to Extend a Strategic Partnership with the Child Care
Alliance of Los Angeles (fiscal agent for Partnerships for Education,
Articulation and Coordination through Higher Education: PEACH)
for the ECE Credential Advocacy Project to Incorporate Early
Childhood Competencies at Colleges and Universities 183

8. **INFORMATION** 203

Extension of Strategic Partnership with Community Partners as
Fiscal

Agent for the Trauma and Resiliency-Informed Systems
Change Initiative Pooled

Fund (**WRITTEN ONLY**)

- **Tara Ficek, Director, Health Systems**
- **Tina Chinakarn, Program Officer, Health Systems**

9. **INFORMATION** 207

ECE Outcome: Quality Rating and Improvement Systems (QRIS)
and

VIVA Strategy + Communications Contract

Continuation Update (**WRITTEN ONLY**)

- **Mabel Munoz, Senior Program Officer, Early Care & Education**
- **Kevin Dieterle, Program Officer, Early Care & Education**

10. **INFORMATION**

Public Comment (For items not on the agenda)

11. **ACTION**

Adjournment

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MEETING OF FIRST 5 PROGRAM AND PLANNING COMMITTEE

Thursday, April 26, 2018

750 North Alameda Street, First Floor

Los Angeles, California 90012

REPORTED BY:
HEATHERLYNN GONZALEZ
CSR #13646

1 Thursday, April 26, 2018; Los Angeles, California

2 1:34 p.m.

3 -oOo-

4 COMMISSIONER ZEPEDA: Good afternoon, everybody.
5 Let's start the meeting. I think we're a little behind
6 schedule.

7 Welcome to the Program and Policy Committee for
8 April 26. And we're going to start off with a roll call.
9 And I'll start off to my left with Commissioner Smith. As
10 we always do, go around the table.

11 COMMISSIONER SMITH: Wendy Smith, representing
12 the Commission for Children and Families.

13 COMMISSIONER ABDO: I am Judy Abdo, representing
14 Sheila Kuehl's district.

15 MS. PATILLO BROWNSON: Kim Patillo Brownson,
16 First 5 LA.

17 MS. ALTMAYER: Christina Altmayer, First 5 LA.

18 MS. ANDRADE DUBRANSKY: Barbara Andrade
19 Dubransky, First 5 LA.

20 MR. SANCHEZ: Gabriel Sanchez, representing the
21 First 5 LA Communications Department.

22 MS. BELSHE: Wow. That was so benign. Is that
23 what happens when you sit at the table?

24 MR. SANCHEZ: I try to be nice. I was going to
25 throw in maybe Scorpio, I like Star Wars.

1 MS. PINEDA: Great. I've got to follow that.
2 Daniela Pineda, First 5 LA.

3 MS. STACHOWIAK: Sara Stachowiak, ORS Impact.

4 MS. PENA: Christina Pena, First 5 LA.

5 MS. FICEK: Tara Ficek, First 5 LA.

6 MR. WAGNER: John Wagner, Colleague of Tara at
7 First 5 LA.

8 COMMISSIONER TILTON: I am Deanne Tilton
9 representing ICAN.

10 COMMISSIONER TAYLOR: Commissioner Romalis Taylor
11 representing the second district.

12 MS. BELSHE: Kim Belshe, First 5 LA.

13 SPEAKER: (Inaudible), first 5 LA.

14 SPEAKER: Armando Jiminez, First 5 LA.

15 SPEAKER: (Inaudible), First 5 LA.

16 SPEAKER: (Inaudible) Ortiz, First 5 LA.

17 SPEAKER: (Inaudible), First 5 LA.

18 SPEAKER: (Inaudible), First 5 LA.

19 SPEAKER: (Inaudible), First 5 LA.

20 SPEAKER: Amy (Inaudible), First 5 LA.

21 SPEAKER: Jamie Gomez, First 5 LA.

22 SPEAKER: Sharon Murphy, First 5 LA.

23 SPEAKER: (Inaudible) Balista, First 5 LA.

24 SPEAKER: (Inaudible), First 5 LA.

25 SPEAKER: Raoul Ortega, also from First 5 LA.

1 SPEAKER: Brian (inaudible), First 5 LA.

2 SPEAKER: Amato, first 5 LA.

3 COMMISSIONER ZEPEDA: Let's go to staff.

4 SPEAKER: Karen Valencia, First 5 LA.

5 SPEAKER: Linda Vo, First 5 LA.

6 STENOGRAPHER: Heatherlynn Gonzalez,

7 stenographer.

8 SPEAKER: And I'm going to continue the trend of
9 not First 5 LA. (Inaudible) With ICAN.

10 MS. BUSH: Antoinette Andrews Bush, First 5 LA.

11 COMMISSIONER ZEPEDA: And the two people that
12 just walked in, we'll put you on the spot. If you can
13 introduce yourselves.

14 SPEAKER: Hi. Monica (inaudible) with First 5
15 LA.

16 SPEAKER: (Inaudible), First 5 LA.

17 COMMISSIONER ZEPEDA: Okay.

18 MS. BELSHE: Marlene.

19 SPEAKER: Marlene Fitzsimmons, First 5 LA.

20 COMMISSIONER ZEPEDA: And, Kathy, you need to
21 introduce yourself.

22 SPEAKER: You guys can introduce me.

23 COMMISSIONER ZEPEDA: She's from Best Start
24 Panorama City.

25 Marlene Zepeda, district one.

1 So let's go to Item 2, which is the review of the
2 transcript. If had you a chance to review that, are there
3 any suggestions for changes, modifications? Some day
4 there will be.

5 Okay. Upon hearing none, we'll go ahead and
6 accept those as they are written.

7 Moving on to Item Number 3, Policy and Systems
8 Change: Learning from the Field. And we have Daniela
9 Pineda and Sarah --

10 MS. STACHOWIAK: Stachowiak.

11 COMMISSIONER ZEPEDA: Say that one more time.

12 MS. STACHOWIAK: Stachowiak.

13 COMMISSIONER ZEPEDA: Stachowiak.

14 MS. STACHOWIAK: It's Polish. It's okay. You
15 can call me Sarah.

16 COMMISSIONER ZEPEDA: And, Cristina, are you
17 presenting with this group now?

18 MS. PENA: Not with this group, but later on.

19 COMMISSIONER ZEPEDA: Okay. Because you were
20 close.

21 So welcome. And I read the collective impact
22 executive summary. I didn't get to the whole report; so
23 I'm really looking forward to this presentation. And I
24 think the commissioners are as well.

25 MS. PINEDA: Thank you. Good afternoon,

1 everybody. It's my pleasure to kick off this part of the
2 conversation.

3 So as we all have been having this conversation
4 about what it means for First 5 LA to do policy and
5 systems change work and how important it is for us to be
6 concrete about what that means, one of the things that
7 some staff have been really thinking about on the
8 conflicts of us being a learning organization is, what are
9 some of the things we can learn from other funders and
10 other entities doing similar work.

11 So what we want to do with this part today is
12 really hear about some of the key lessons learned from a
13 recent study on collective impact -- several collective
14 impact initiatives. And the focus for us here is to
15 really think about, what are some of these lessons are
16 applicable for us.

17 Now, collective impact, some of you might have
18 heard what that is or not. It's an approach, very simply
19 put. It's your bringing people together in a structural
20 way to achieve some kind of social change. Oftentimes,
21 collective impact initiatives undertake systems change
22 work. So for that reason, there's a lot of parallels in
23 what this study highlights to some of the work that we're
24 doing. So some of the aspects that First 5 LA does, for
25 instance, you know, working in partnership is really

1 relevant to some of that work. We also, as you know,
2 believe in using data in -- to examine problems -- thank
3 you -- and to really to continue this improvement, as well
4 as to really understand the context of our work. So those
5 aspects are similar in essence. So in that regard, there
6 is -- we believe at that -- staff believes that there's
7 something really applicable to our work.

8 So what we want to do today is have a
9 conversation with our guest, and then I will come back and
10 kind of underscore some reflections from the First 5 LA
11 perspective about how we think this applies.

12 Just very quickly, so Sarah is CEO for ORS
13 Impact, which is a Seattle-based organization, but it
14 really has been for quite a bit of time doing some really
15 cutting-edge research and measurement work, and really
16 kind of gnarly how to measure areas. They undertook this
17 evaluation along with our Policy Institute, which is
18 another organization. And the study is really significant
19 for many reasons, but I'll just highlight a couple.

20 One is that, looking at collective impact is
21 extremely difficult for several reasons, but also for so
22 -- to be more specific, it's difficult because a lot of
23 time that work involves a long period of time. It can
24 involve multiple partners. It can involve different
25 context of really thinking of how do you know you're

1 measuring some change in the system is difficult to do.

2 So this study was rigorous in that it looked at a
3 lot of different initiatives across the country and some
4 in Canada. It looked at unpacking contribution, meaning
5 how do we know that if a system is changed that it's in
6 some way partly due to the collective effort of the
7 parties involved. And it's also really significant in
8 that it really had use of methodology to try to pin down
9 how do you triangulate the information and how do you
10 really can talk about whether or not a system dynamic
11 move.

12 So there are many, many more things I could say
13 about this, but I will stop there and I will come back a
14 little bit later. I'll just hand it over to Sarah.

15 MS. STACHOWIAK: Thank you. Thank you, Daniela.
16 And thank you so much for having me here today. I'm
17 really excited to get to share some of the findings from
18 this study with you. What I talked with Daniela about is
19 really spending just maybe 15 minutes going over some key
20 things, and really then having it open for discussion and
21 questions.

22 Also, Daniela did such a great job introducing
23 me, I can jump right in. You can all feel free to call me
24 Sarah. Just so you know, my husband's last name is Hill,
25 and I did not take his last name. So that says something

1 about me.

2 I want to give you just a tiny bit of context for
3 understanding this study in addition to what Daniela has
4 shared. So I'm curious among those of you at the table
5 how many of you track collective impact or are familiar
6 with the terminology? A little bit. Okay. So kind of a
7 mix.

8 So it was put out by a consulting firm called FSG
9 in 2011 and it generated a lot of attention and some
10 controversy. If you read the executive summary or the
11 report some day, you'll see we talk about some of us
12 entered into this study as skeptics. I was one of those
13 skeptics. I was not convinced that this branded model of
14 collaboration was all it was put out to be. But it
15 attracted a huge amount of philanthropic investment and a
16 lot of energy on the ground. And one of the critiques had
17 been that it was not rigorously studied enough to warrant
18 that level of investment. So this study was partly in
19 response to that critique. And it's important to note
20 their question was, we were independent so we did not have
21 any sort of influence by FSG or the collective impact
22 forum in the results of the study or the products. And we
23 really were trying to untangle this question: Since this
24 model had been around for a while, how could you
25 understand the degree to which, if people were doing this

1 particular model of collaboration and they were seeing
2 change in the population levels -- so changes in high
3 school graduation rates or changes in children ready for
4 school -- were those things logically connected at all.

5 I know you all don't do collective impact work,
6 and so I'm going to try and frame this more broadly in
7 terms of the findings, but just so you have the
8 understanding.

9 Another thing to know, just as a bit of context,
10 as Daniela alluded to, this was unique in that we looked
11 across 25 different initiatives across the U.S. and
12 Canada. They were in all different content areas, so
13 juvenile justice, homelessness, environmental work, food
14 security work. They were at different scopes, right. So
15 you guys focused on the county level, some were state
16 level, some were regional. So it was really a strength of
17 the study that we were able to look across such a diverse
18 set of cases.

19 The last thing I'll say just in context of the
20 study is my codesigner, Julia (inaudible) from Spark
21 Policy Institute, had come up with a really good analogy
22 for understanding this research. You should think about
23 it like you might think about reading a parenting book.
24 Anybody have kids? You're around kids, you were a kid.
25 So there is no -- some still are kids at heart. There's

1 no one right way. There's no recipe book for how to do
2 good parenting to get a good end result. There are lots
3 of different books. You have to understand yourself, your
4 child's temperament, the community you live in, the
5 context of which you exist. So this just contributes to
6 the body of research; it does not answer the question of
7 what is the one way to achieve of scale.

8 The other thing to know is to answer that
9 contribution question, we had to disentangle what actually
10 really happened on the ground. So we looked at -- if
11 you're looking at these bubbles, the far one, orange one
12 on the right, is really looking at places where there was
13 documented population change. So it's important to
14 recognize that all of these had at least some level of
15 maturity; they had to have been around for at least three
16 years to even be included in the study so that you could
17 plausibly think that doing this approach on the ground
18 could have led to the impacts that we saw.

19 Once we understood things like obesity rates or
20 high school graduation rates or changes in river health,
21 we went back to understand the degree to which this
22 approach was implemented.

23 Collective impact has its own jargon. It doesn't
24 really matter. The conditions referred to here have to do
25 with having a shared agenda, agreeing on what data is

1 going to tell you whether you're making progress or not,
2 coordinating your activities, having some structures to
3 support collaboration, like work groups and, you know,
4 people who can help coordinate across bodies. So when we
5 see conditions, it doesn't have to be the collective
6 impact five, but that's what those are.

7 We wanted to see the way that those led to early
8 changes. So changes around partnership quality,
9 collaboration, that kind of thing, and then into systems
10 change.

11 Now, I know you all have made a switch to be more
12 focused on systems and policy change. And I think if we
13 had time and I could ask you all to say what a system
14 change means, you'd all say slightly different things, and
15 it can be kind of jargony and academic and unfortunately
16 potentially a little distancing from the work when
17 suddenly -- it's really easy to think about a teacher and
18 a child and what that might look like when we say systems,
19 and I feel like it goes foggy, right, and it can feel kind
20 of opaque. We're really talking about changes in
21 organizations. So one organization, multiple
22 organizations, changes in policy or changes in community
23 norms. So when we talk about systems, they are things,
24 they're concrete things that you can see and you can
25 measure them. That's what we mean.

1 Specifically, what we looked at when we were
2 looking at the data from across these 25 sites where we
3 found a variety of different types of changes happening.
4 The most frequent really had to do with new and expanded
5 services. So that meant more availability of stuff that
6 could improve people's lives. There was one effort in
7 rural Massachusetts that had more programs for youth
8 around protective factor development to prevent alcohol
9 and drug abuse. In some places, they really tried to
10 improve the practices that were around. So another place
11 was working on teen pregnancy prevention. It meant that
12 they were more consistently implementing stronger
13 curriculum across a lot of schools.

14 We saw places where there were revised policies
15 and some places like Connecticut, they actually were able
16 to achieve state legislative changes around juvenile
17 justice. In other places it could be school beverage
18 policies where they're working out obesity issues. We saw
19 workforce development, which is more like training and
20 changing staff capabilities, some around data,
21 infrastructure, actually like physical things, building
22 and trails, that kind of stuff, and communication
23 campaigns, things people implemented.

24 So, again, this was with established work. These
25 didn't happen straight out of the gate, but these were the

1 specific kinds of changes we started to see. We found
2 that some of these changes were more tightly connected to
3 the population change that we were exploring on the
4 ground. So, you know, probably not surprisingly a lot of
5 the population change we saw had to do with more programs
6 and services on the ground. Pretty logical. But it takes
7 organizational changes and resources and commitment and
8 prioritization to make those kinds of things available.

9 We also saw some examples from policy change
10 really leading to impact. And then interestingly, a big
11 contributor to change in many places had to do with the
12 way resources were leveraged and pointed more target -- in
13 a more targeted way towards a goal. So people either
14 could pool more resources, attracts different kinds of
15 resources, put more of them toward a more targeted program
16 to see a more targeted impact.

17 So let me give you a concrete example. I've been
18 trying to be concrete, but this will be really here. Who
19 knows around this table about Home For Good. It's LA
20 county. I hear you guys -- yeah. I picked one that I
21 thought might sound familiar.

22 So this was a collective impact effort that
23 started in 2004. It really started with the business
24 community coming together and wanting to address this
25 homelessness issue. When we started talking to them in

1 2017, they had been able to increase the rate at which the
2 chronic homeless were housed by 355 percent. Huge change.
3 And the changes that they made in their systems to
4 accomplish that had to do with getting many agencies to
5 adopt a common entry system. So everybody had the same
6 data. If a person showed up for services at one place and
7 then later showed up somewhere else, their data was in
8 there and they could be moved along the continuum of
9 different kinds of supports and resources in a more
10 coordinated way, you know, which is how people lived and
11 how systems are sometimes designed.

12 They also all agreed to use data to identify gaps
13 and figure out what kind of services were needed. It was
14 also a really strong example of the leveraging funding
15 that I mentioned earlier. So they were really able to get
16 a pooled fund. They got a universal application. They
17 got funders to agree to put their money together so that
18 they could all point towards the problems that needed to
19 be solved in this system instead of having a lot of
20 fragmented funding decisions being made. And so through
21 all these changes, they were able to really see a
22 substantial impact among the target population they were
23 trying to serve.

24 This also didn't happen in a vacuum. I'll show
25 you this. So remember that neat, little, four-circle

1 thing I showed you before? I just want to acknowledge
2 that's not how change happens. We know it's not how
3 change happens even in the example of Home For Good. You
4 know, there's Housing and Urban Development, and they have
5 their own regulations. But Home For Good was able to
6 leverage these federal requirements to be able to get
7 people to do more than they would have otherwise. So
8 everybody had to make some changes, but they were able to
9 get a lot of people to do the same thing in the same way
10 toward the same goal, and that was really where you
11 started to see a difference.

12 But it's not neat. It's not linear. You can see
13 the little arrows on here. Some of them go back and
14 forth, some of them aren't important in every single case.
15 Sometimes there are other drivers that are happening on
16 the ground that either accelerate the work or could hamper
17 the work or otherwise explain the change that's seen. So
18 it's just important to recognize this is complex stuff,
19 and it's not through a simple equation.

20 The other thing I thought might be helpful for
21 you all in thinking about systems changes is that, beyond
22 the types that I mentioned before, like practice
23 improvements or workforce development, we saw an
24 interesting framework emerge about how to think about the
25 formality of change and the scope of a system change. So

1 some kinds of activities really were informal, one-time
2 experiments for either a single organization or multiple
3 organizations to do something. This might be like a
4 point-in-time campaign. It might be a one-time training
5 or one-time grant that people are doing within the
6 organization.

7 Some are more formal. So you might see something
8 like a school beverage policy that's written down. It's
9 on the books, but it's just in one institution. There was
10 one state that started changing how it wanted to track
11 dropouts, and that change for that institute then rippled
12 down through others so that everybody had to start
13 tracking and thinking about a problem differently because
14 of the data.

15 And then we see formal changes. So this is, you
16 know, at end something that's probably more sustainable.
17 You might see multiple organizations making the same
18 change. So Home For Good is a good example of that. Lots
19 of agencies all use the same system. But in some places
20 you see people coming together and changing in different
21 ways towards a common goal. So there was a site that was
22 working on early childhood issues. They developed an
23 early learning center in a particular needy neighborhood.
24 And you had many agencies coming together to put their
25 unique strengths and resources together to provide

1 services to a group of people.

2 All of these are important. The reason I think
3 it's worth calling out is, it can be helpful for people to
4 think about systems change in a more nuanced way rather
5 again than feeling like it's this cloudy, undefined thing
6 that some early things that might not feel like
7 substantial changes can really lay the groundwork for more
8 meaningful changes later.

9 So what led to those system changes? This is
10 where we're talking about those early changes we mentioned
11 before. And a lot of these I'm going to admit they feel
12 squishy, they feel kind of soft, but they're so important.
13 What we really saw through this study was that people who
14 did not take the time to invest in building trust, in
15 building relationships, in getting people on the same page
16 were not able to see the same degree of change over time.
17 Short changing that really meant that they weren't able to
18 see the kind of scale change they would want to see.
19 Other things that happened here around visibility, around
20 data availability, communications, those kinds of changes.
21 But these are things that are directly coming from those
22 early partnership efforts.

23 We saw that these do evolve over time, so you
24 might first hear people say, well, we really had to start
25 talking to each other and build that trust, but that those

1 start to deepen into stronger kinds of partnerships and
2 deeper commitments. So the kinds of things people talked
3 about here is, like, we really all agreed on what we were
4 going to do, we really could coordinate in different ways
5 and bring our resources to bear across different
6 institutions that start to lead to those system changes.

7 So just one more specific example that was
8 relevant, also California, was the San Diego Childhood
9 Obesity Initiative. Is that one people are familiar with?
10 A little bit. A little less, not here. Also a First 5
11 effort. The kinds of early changes we heard about there
12 -- so this was a group that came together. They really
13 wanted to work on childhood obesity issues. They were
14 able to kind of align and partner and prioritize a shared
15 issue that really positioned them to get a big federal
16 grant. And it was really the big federal grant in getting
17 a huge amount of resources to do work like wellness
18 councils and childcare -- work in childcare settings
19 around nutrition and physical activity that's started to
20 lead to changes among childhood obesity rates. So those
21 early changes that were really necessary to position that
22 group to have the strong application to then do activities
23 in the community in these different domains including
24 early childhood and school-age child stuff, afterschool
25 care. They started in 2006.

1 So I know that, as you're thinking more about
2 this work and changing the role that First 5 LA might have
3 from sort of funding direct services to doing these kinds
4 of partnerships, I wanted to lift up what we learned about
5 partnership. One of the principles of this particular
6 approach of collective impact is to have cross-sector
7 partnerships. And those that really were able to have
8 impact and have strong contribution stories really had
9 strong multisector partnerships. It's just getting to
10 scale requires lots of people coming together. It really
11 meant finding ways to have shared leadership across many
12 different organizations and groups, sometimes building the
13 capacity of others to become leaders so that it's not just
14 all held by one organization.

15 And some of the challenges are, it -- even groups
16 that share a common goal come at things from a very
17 different point of view. So one of the groups that was
18 working on I think the opioid issue, you have substance
19 abuse prevention people, you have recovery people, you
20 have law enforcement people, you have the medical
21 profession. You know, yes, they all want people to be
22 healthy, but how they think about it, how their systems
23 are structured, what their incentives are are really
24 different. So just acknowledging the time it takes goes
25 back to that building of trust, understanding each other,

1 understanding the opportunities is so critical.

2 Some of the other things that came up through our
3 conversations with sites were just challenges in sometimes
4 working for-profits, you know, with the profit motive can
5 feel hard in working with nonprofits. People talked about
6 government sometimes being the challenge because have you
7 turnover with elections, and that time can be an issue.
8 And also community members was another area that felt
9 really important but also difficult just how -- even
10 people who hold it as a dear value in engaging people
11 talked about times when they had people come and if
12 everybody else is in a suit and it's a very formal, you
13 know, business-type setting, that it doesn't necessarily
14 feel inclusive in a good way for people to just jump right
15 in.

16 As we looked across these 25 sites, as I
17 mentioned at the beginning, 20 of them actually did show
18 population change, which was -- we didn't know that when
19 we went in, that there would be that many that had really
20 been able to achieve some kind of impact; and five didn't,
21 which was also helpful so we can see what was different
22 there. They did have less strong implementation. They
23 were all struggling in different ways to get people to
24 have a shared agenda. And they had had less time. I know
25 this is not a sexy message: It takes time. All of these

1 organizations -- the eight sites where we dug in the most
2 deeply, the average length of time had been 14 years. The
3 longest one had been 25. They had really taken a long
4 time. You look at Home For Good, it had been 13 years.
5 San Diego had been 11 years. It just really to be able to
6 see that impact on the ground can sometimes take a little
7 while.

8 And what we really saw is some of those elements
9 about collaborating were really important to do first. So
10 having that shared agenda, having strong leadership really
11 had to happen before you start trying to coordinate your
12 activities or your data systems, that there was sequencing
13 of how to think about that kind of collaborative work that
14 was more successful. We did not in this study, but you
15 hear stories of people -- a big part of collective impact
16 is the shared measurement approach. And things will just
17 fall apart because people get into the minutia of the data
18 and they haven't really agreed what they're trying to
19 accomplish yet.

20 So, again, just reiterating the point of those
21 early change outcomes.

22 The last few things and then I'll turn it over to
23 you. I think it's really important to recognize that, in
24 doing collaborative work, partners can take on different
25 roles and there are different pathways for impact. As I

1 mentioned before, there's some critique of collective
2 impact. One of it is that it can feel like very
3 hierarchal, top-down kind of model or approach. It
4 doesn't have to be. We saw examples of cases -- sometimes
5 people were leaving. Home For Good is a good example.
6 They were really out there. You had staffing. They were
7 driving that work. Sometimes we saw -- we saw an example
8 of K-12 education work where the school was doing high
9 school redesign, and the collective impact was really
10 supporting that. So it was really about groups of people
11 coming together to support the strategic plan of another
12 institution. And then sometimes we saw the opportunity to
13 really leverage the key opportunities in the environment.

14 One of the environmental site was really able to
15 use the EPA regulations as a starting point but to try and
16 engage people around their love and building their love
17 for the river and the sense of place to go way beyond what
18 federal requirements were doing. We think about
19 environmentalist and the government, you know, are people
20 being at real odds. And they were able to break through
21 that and go way beyond what federal requirements could
22 have achieved alone.

23 So we learned a lot. That was just a quick --
24 you know, it was -- let's see. My copy I have with me is
25 this thick. But I'd love to turn it to you. I'd love to

1 hear reactions, questions. Happy to share anything we
2 know that know might be helpful.

3 COMMISSIONER ZEPEDA: Thank you for much for that
4 presentation. Daniela, are you going to speak or do you
5 want to get comments?

6 MS. BELSHE: She's going to make just a couple of
7 closing comments.

8 MS. PINEDA: Thank you, Sarah.

9 So before we get to your questions, I just want
10 to go back to where we started, which is to say, you know,
11 this is really interesting research, very applied, and how
12 does it, you know, so what for us, right? We're not doing
13 collective impact, but we're engaged in a lot of relevant
14 work. So I just wanted to share some reflections.

15 So in the last board meeting we talked a lot
16 about partnership. We've been having a lot of discussions
17 about kind of what it means to be effective partners and
18 how we have to think about how we do our work differently.
19 We've also, as we shifted to systems and policy change, we
20 talked about, you know, the importance of seeing systems,
21 of being specific about them. And I would also argue that
22 one of the things we have to do is think about how we
23 measure differently. So there's specific things that I
24 think are relevant for us as continue to do our work,
25 specifically with staff-lead impact framework where we are

1 hoping to really articulate what are our outcomes, what
2 our early indicators that we're going in the right path.

3 So a few things. I think based on some of these
4 reflections that Sarah had shared, I think we continue to
5 think and grapple with the specificity of a systems we're
6 trying to change, meaning the more concrete we can be
7 about them, the more likely we'll be successful in putting
8 some strategies about how to monitoring those changes.

9 Secondly, the issue about partnership, right. We
10 are by definition the system change work that we want to
11 do, we know it takes more than First 5 LA. So from the
12 measurement perspective, we want to really make sure that
13 we're focused on whether or not the system is changing
14 rather than focusing our measurement efforts on the one
15 specific attribution to what First 5 LA single-handedly
16 did.

17 The third thing is that, as Sarah said and as we
18 know, this work takes time. So from the measurement
19 perspective, there's a couple of implications for us.
20 First is that we -- it behooves us to be very clear about
21 what we think are the early changes that we expect to see
22 in our work. As we've heard from other places, it's
23 really critical to be able to identify those concretely.
24 And also, secondly, if this is as we know a long-term kind
25 of change work, we have to think about how to put

1 monitoring of systems in place to be able to look at it,
2 the arc of change every time.

3 So just the last comment I'll make in terms of
4 continuing this conversation in the context of the impact
5 framework and stuff, as we continue to grapple with these
6 issues, I just want to acknowledge that we are thinking
7 very deeply about these specific issues and how they will
8 impact how we propose to operationalize our own metrics
9 and as well as continuing to look to the field and other
10 funders to see kind of what is their system change effort
11 look like and what -- you know, how are they thinking
12 about measurement because we know we're not the only ones.

13 So to that end, in the May board meeting, we'll
14 be have more discussion and hearings directly from other
15 funders and just kind of unpacking what they're doing and
16 how they're thinking about the measurement. So thank you.

17 COMMISSIONER ZEPEDA: Thank you, Daniela.

18 I'm sure the commissioners have questions for
19 both of you, so let's start with Commissioner Abdo.

20 COMMISSIONER ABDO: Well, it's shocking to hear
21 the length of time it can take. And I'm wondering if you
22 can talk to us a little bit more about steps along the
23 way, I guess, is more what I'm looking at, not 25 years
24 down the road.

25 MS. PINEDA: I hear you.

1 MS. STACHOWIAK: Yeah, I'm happy to talk about
2 that a little bit. I will say the 25-year one had seen
3 changes before that time. It wasn't 25 years, nothing,
4 boom. They were actually -- they had had many successes,
5 and this was just looking at one particular oyster habitat
6 in that particular case. I think it's -- so before doing
7 the study, just to give you a little bit of context, we
8 had done some other work with Annie E. Casey Foundation
9 who had invested in making connections, communities for
10 ten years and wrestled with the same questions. They
11 wanted to look for that change. People were really busy,
12 you're not seeing this change over here. It can be really
13 frustrating. So laying out I think both what those early
14 changes might look like is really important as well as the
15 system changes.

16 I think there are system changes you can see
17 earlier on. Some of the early changes really have to do
18 with the degree to which people share an understanding of
19 a problem, the degree to which their shared data and
20 understanding about what the problem is and how to tackle
21 it. Opportunities to start sharing information -- there's
22 kind of a standard research continuum of partnership which
23 goes from sharing information, coordinating,
24 collaborating, to kind of becoming a single entity is kind
25 of the far end.

1 And going to the furthest ends of collaboration
2 doesn't always have to be the goal. Coordination can be
3 great if you're filling holes, if you're not having
4 overlaps. Those can be important measures.

5 I had the pleasure of talking with Daniela and
6 some of her staff over lunch. We were just talking about,
7 there's no reason why staff can't every year say, this is
8 what I think we can get done and why it's going to get us
9 towards our end goal and then monitor that learn from that
10 over time and really assess, did we go farther than we
11 expected. Hurray. You know, this isn't linear change.
12 Did we fall short and why? And really build that learning
13 muscle so that you feel confident that you are going to
14 get to that change at the end of the day not just like, oh
15 great, so you're better friends now. And it's really
16 important that that trust and things is the bedrock
17 because you really can't also expect to get the better
18 stuff if you don't invest in some of that base work at the
19 same time.

20 COMMISSIONER ZEPEDA: Anything else? Thank you.
21 Commissioner Smith.

22 COMMISSIONER SMITH: Thank you for this really
23 interesting presentation. What it makes me think about
24 and particularly your comments is the importance of the
25 partnership aspect of it, and that really kind of, what we

1 seek to accomplish and how we measure that has to be
2 defined within each partnership and not so much that we
3 can have kind of a First 5 way of measuring because it
4 might change dependent on the context of that particular
5 effort. But at the same time, maybe we want to think
6 along the parallel track about how we measure our
7 organizational objectives and performances I'm thinking.

8 You know what I mean? I'm just saying I think
9 there have to be the kind of collaborative parts of
10 measurement and then perhaps some way we need to come up
11 with to look at what we're doing as an organization.

12 MS. STACHOWIAK: I think that's makes sense. I
13 think, too, that's where kind of the final point I was
14 making about what First 5 LA's role might be could also be
15 different in different situations. You might be driving
16 some. You might be participating in some. You might be
17 sharing leadership. So I think trying to think about that
18 and how do you best play that role and is it getting you
19 what you think you need to change that system.

20 MS. PINEDA: I'll also add that the way -- just
21 to get a little more concrete about our internal process
22 on the impact framework -- we've been thinking along three
23 different levels of measurement. So one is really
24 monitoring, looking at the context, right. So, you know,
25 sometimes we're working at the county level, sometimes

1 within the community, so specific geographies. So that's
2 one level.

3 A second level is really as, you know, some of
4 this work shows, it's really having that pulse on the
5 population level trends.

6 But then the third level that is closest, if you
7 will, to that parallel traffic here, if I understood this
8 correctly, is what's closest to the specific outcomes that
9 we're driving that would expect to have more of the direct
10 impact on.

11 So if we think about those three levels, it is
12 their -- their joint contribution that we posit will allow
13 us to really understand more fully the picture, not only
14 what we're doing more directly but also indirectly, like
15 when we're thinking about systems change, the system
16 dynamics that we are impacting. So we really believe that
17 having, you know, a slice of those three levels is really
18 critical. So we're working on thinking about how to make
19 that more specific, but I really appreciate that question
20 because we definitely have been complicating our own
21 thinking about it.

22 COMMISSIONER ZEPEDA: Other questions for
23 commissioners?

24 Commissioner Taylor.

25 COMMISSIONER TAYLOR: I just want to say I really

1 like this model. And some of the things -- just the thing
2 that jumped out at me right away is that this could inform
3 our change strategies going forward when we start planning
4 for the next five years or adjusting our strategies as we
5 move forward.

6 The thing I would like to see the staff have is a
7 more -- the elements of -- the indication elements based
8 on what drivers we're doing, what role we're playing with
9 regards to the system change approach so that we better
10 understanding it. And outcomes are more deliverable based
11 on some kind of service, but this impact change is more
12 like in our wheelhouse of where we want to go and what we
13 want to do. And that means, so if we're the driver or if
14 we're the collaborator or whatever have you or we're even
15 the policy change driver, we need to be able to cover
16 those indicators and elements that says, here's how you
17 measure what you're doing and here are the components you
18 need to have in order to make that happen.

19 And that's what I liked to see us have and learn
20 more about so that the staff can see where they're going
21 and what they're doing and how it's going because we can't
22 wait, like, 25 years because I don't want the team or the
23 community to lose faith in what we're doing because they
24 can't see the change. And so that's very important that
25 they at least have incremental change, incremental sight

1 to what we're doing so they can see the long distance
2 goal. So if we can do that, that would be even better so
3 this incremental step in the variant model of
4 implementation would be really great.

5 MS. STACHOWIAK: Yeah. Just one thing I might
6 add around the time because it is urgent; right? You
7 can't afford to wait for two -- whatever number of
8 generations of children this would be for 25 years. Just
9 to clarify on that, I think even in the cases where we say
10 it took a long time, it's hard to change numbers at county
11 level; right? It depends on how much effort you have and
12 where you need -- so even when you're funding direct
13 service, you might have seen strong outcomes among the
14 children getting the direct service that may or may not
15 have ever showed up at that county level indicator. And
16 so I think this particular model is trying to build some
17 urgency and see change at that scale. And so I think -- I
18 guess I just want to maybe nuance the message about time
19 and impact just the tiniest bit that it doesn't mean you
20 shouldn't expect any change and you shouldn't expect
21 change to be affecting people's lives sooner than 25
22 years. You'll probably have a mix of things and there
23 should be some of these system changes happening early
24 that can be impacting people right away. It's just the
25 cumulative effect, right, that when you really start to

1 see it at that high level to think about, if that makes
2 sense.

3 COMMISSIONER TAYLOR: What I think is a success
4 is when these wonderful people get our collaborative
5 partners to start thinking in the same way about
6 something, even if we haven't gotten to the goal, but
7 we're starting to coalesce around the same focus. That's
8 success. And we need to identify that as that incremental
9 success because I see it. But if you're in the middle of
10 doing it, you may not see it. So we need to make a model
11 that says, these are the points of indicators that we're
12 moving the right direction because we're coalescing or
13 we're actually focusing more resources. And we've done
14 that and I've seen them do it.

15 So it's very important that we help us understand
16 and have the models that say, this is systems change and
17 it is happening and here's where we are in the continuum
18 of that change.

19 COMMISSIONER ZEPEDA: Commissioner --

20 COMMISSIONER TILTON: What's her name?

21 COMMISSIONER ZEPEDA: I'm not seeing your name.
22 Tilton.

23 COMMISSIONER TILTON: Thank you so much. I am
24 really very impressed with this and interested in it
25 because that's what ICAN is all about is systems and

1 tracking and affecting change. We've been doing it for 40
2 years.

3 So to have First 5 focusing on this very
4 collective out issue is really more important and I think
5 is going to enhance all that we do on behalf of children
6 at very -- every stage of their lives. I believe that one
7 of the systems changes that has occurred with 32 agencies
8 working together over time is focusing on the very thing
9 that we're designed to do, and that is look at the early
10 -- the prenatal and the early years of child's life
11 because that is when you can make the most change in the
12 long run. And, fortunately, we have data that goes back
13 long enough to show that a very profound change systemwide
14 in how you approach child protection and the level to
15 which public awareness has made that difference.

16 But here -- here's my question. What -- what
17 happens is that, the outcome is profoundly affected by
18 phenomena that you don't predict. For example, we can
19 start with child sexual abuse and say, okay, Hank Jeareto
20 (phonetic) in San Jose has a model for this and we'll
21 bring systems together to recognize child sexual abuse
22 within the family -- interfamilial child sexual abuse.
23 Well, then the priest thing came out and the preschool and
24 then Martin came out, and now it's cyber crimes, the
25 Internet. And so everything everybody's doing is kind of

1 altered and suddenly techies become way up there and data
2 becomes way up there along with that in terms of how you
3 can impact the collective response.

4 So I guess my question is, how flexible have you
5 found this to be in terms of the environment, the
6 recession that affected so profoundly the child abuse
7 reports, et cetera, and how willingly were your
8 participants sharing information? That is the a big issue
9 because these silos often are intentional because there's
10 -- there's fiefdoms and ownership, and it still happens.
11 It's been broken down occasionally, but you have to
12 sometimes come up with MUOs and all kinds of what seems
13 like shouldn't be necessary because you're all in it for
14 the same outcome. And I see this as universal, not child
15 abuse -- just child abuse. I see it in terms of
16 education, health, and the whole issue of adverse
17 childhood experiences that impacts our health systems, our
18 mental health systems in particular, but education and
19 quality of live.

20 So I don't know if you can make any sense out of
21 what I just said, but I'm really struggling and am pleased
22 to be struggling with this idea of First 5 looking at the
23 collective outcomes because we have a lot we can do. We
24 have a whole lot -- not just a few agencies. There's a
25 lot of them in this county who want to be part of making a

1 difference and want to work together, but they don't have
2 the vehicle and also they're impacted by environmental and
3 economic and technological changes that just throw you
4 complete off your track.

5 MS. STACHOWIAK: I think in none of these cases
6 did the world stand still for them. So I think all of
7 them had to be resilient in different ways at different
8 times. You know, systems -- I think what has been a
9 helpful way -- I increasingly hear the field talk about
10 systems work is that, it's not that systems are broken.
11 They're working for someone. They're working in a way.
12 So it's not like, oh, it's broken, we need to fix it. We
13 need to fundamentally change why it's operating the way it
14 operates.

15 I know one of the five examples where they were
16 not seeing population change. And none of the cases was
17 it just time. There was always other stuff going on. And
18 I know one of them was. It was a lot of fiefdoms and who
19 got credit for what and who -- who really got to call the
20 shots and there was some of that happening. So there's
21 some of that issues.

22 I think some of what we heard from people that is
23 also a challenge is that getting the support to have some
24 kind of coordinating role and having the time to keep
25 monitoring the environment, adjusting the strategies,

1 figuring out how to navigate those challenges is something
2 that organizations struggle with. One of the funders
3 really had wanted to better explore that question about
4 funding and what worked and we could only just do so many
5 things in any one studied. So I think that is a thing.

6 I think in collective impact in particular, once
7 strength of the emphasis on data is having that as a tool
8 for people to kind of anchor both on progress, and as
9 things change, kind of analyzing that and having that
10 built in to some of their practice.

11 So I think it's complicated. And this work is
12 never just because we know -- through the parenting
13 analogy, right, just because we know it worked in some of
14 those cases doesn't mean that any one of those cases would
15 work exactly the same way today in another community or in
16 another issue. And so there's something about thinking
17 about the capacity and resilience of the collaborative in
18 addition to the work that's happening that I think is
19 important.

20 COMMISSIONER ZEPEDA: Other comments or questions
21 from commissioners?

22 Okay. Now, it's my turn. First of all, I found
23 this really important because, as Commissioner Taylor was
24 mentioning, we are moving into a systems change paradigm.
25 And it's not just happening here. It's happening

1 everywhere. But we're not very good at trying to figure
2 out how to measure outcome within that system and we're
3 not trained. So I am curious, and maybe we can have a
4 side conversation as to who were the experts that started
5 to feed into this idea. Because, when I was looking at
6 the way that the frame was set up, it was pretty much the
7 scientific method with hypotheses and alternative
8 hypotheses and probabilities and making decisions about,
9 if we can really rule out all the noise that this is what
10 really made the difference. So that was comforting for
11 those of us who have been trained that way.

12 But I also think that it's really much more, and
13 that's -- you use the word squishy. And I think that's
14 what makes people nervous about this kind of approach
15 because we're so used to a metric and we -- and we're
16 still using metrics and we still want to use metrics but
17 we don't want to discount the process. So you talk about
18 process tracing. And I think that that idea goes back to
19 the issue that I keep bringing up with Best Start
20 community with respect to documenting what it is that
21 we're doing that appears to be making a difference because
22 it is going to be different in every context. And then --
23 and, unfortunately, it does take a lot of time. And I
24 think that First 5 is in the early stages -- in your early
25 stages in terms of building relationships and trust and --

1 and Judy knows this better than me how long Best Start's
2 been around to try to get to the place that it is.

3 So this, to me, was really important as kind of a
4 frame to try to begin to understand how to think about it.
5 And it provides legitimacy to thinking about it in a more
6 qualitative way. So I really like that part.

7 What was interesting to me was that the data --
8 the sites that had more data associated with them appeared
9 to make better progress or outcome or however want to say
10 it. So that seems to be an important element going
11 forward. I mean, there's a lot of important building
12 blocks to this.

13 One of the issues that we're grappling with --
14 and I don't know if you've had this in your experience
15 with your sites is sustainability. So we go out and we
16 make quote/unquote systems change. We pour some resources
17 -- targeted resources, if you will, into a project, and
18 then we -- then possibly withdraw from that; right? Then
19 the community is left to say, now what do we do? What are
20 we left with? What value added have you given to us as a
21 community?

22 Did that kind of commentary come up in this work?

23 MS. STACHOWIAK: I don't know that we had that
24 specifically in this. But just to remember the construct
25 of this study was four places where this approach had been

1 implemented long enough to see change. It wouldn't say
2 that had never happened. It wasn't within these 25 sites.

3 COMMISSIONER ZEPEDA: That was the question that
4 came up for me. And then the issue of, is it the chicken
5 or the egg? Is it the policy change where you're breaking
6 down the silos and changing regulations or whatever it is
7 you're doing that makes a programmatic change, or is it
8 the programmatic change that influences the policy change?
9 And that is probably a reciprocal dynamic. So but that,
10 to me, that's one of the issues that I kind of deal with,
11 think about. When we're talking about advocacy work, for
12 example, we're looking at policy change with the hope that
13 that in fact is going to have a ripple effect down the
14 line.

15 MS. BELSHE: Both and. It really is because, I
16 mean, so much of policy change occurs after a new policy
17 has been enacted in terms of actual implementation.

18 COMMISSIONER ZEPEDA: Right. So there was a lot
19 in here I think, Sarah, that resonated. And I'm sure
20 that's why you were brought in to talk to us -- that
21 resonated with what it is that we're trying to accomplish
22 and -- and try to have the terminology and the vernacular
23 because, when we go out and people talk about collective
24 impact, people are going, like, what's that. And systems
25 change, well, what's that. And -- and so having this

1 provides some clarity. There's still a lot of challenges
2 to try to figure this out going forward, but I really,
3 really thought it was important.

4 COMMISSIONER TAYLOR: Yes.

5 COMMISSIONER ZEPEDA: So I really do appreciate
6 you coming and I'm hoping we're going to have her take
7 some back and forth as you go forward, Daniela, with
8 trying to figure out -- getting away from the tree; right?
9 We don't want the tree, the tree of the --

10 MS. BELSHE: You've got to stop. Let it go.
11 Everybody remembers the.

12 (Multiple speakers.)

13 MS. BELSHE: I think there's public comment.

14 COMMISSIONER ZEPEDA: Okay. I will stop. I
15 don't know if you want to respond to anything that I had
16 my little diatribe on.

17 MS. STACHOWIAK: I will just say, I'm really glad
18 it resonated. You know, part of the excitement for us in
19 doing this -- I mean, as an evaluator, there's cool
20 methodological stuff. But, you know, it really has
21 practical things that people can put into practice on the
22 ground. You know, in our work, we do a lot in advocacy
23 and policy change and systems change. And it is helpful
24 to have some ways to get your arms around what that means
25 and have shared terminology and ways to think and talk

1 about it. So I'm really pleased to hear that has maybe
2 the case here.

3 Yeah, I think for a long time we worked with
4 advocates, and it's like, oh, if only you could learn, you
5 know, through measurement that if you did four meetings
6 with the decision makers, 15 minutes each that you would
7 get a result. And that's just -- that's not this world
8 and it's not that work and it never will be. So I think
9 the most and best you can hope for with measurement is
10 that you can keep learning, you get smarter, you can get
11 more adaptive, you can anticipate things better, you can
12 get -- design it better on the front end and get more
13 efficient and effective with time as you think about that.
14 And being able to be comfortable with what might feel a
15 little squishier. But it's really heartening to hear you
16 all recognizing that things like we all think this is an
17 important issue is a meaningful outcome, because that's
18 not all the case in tables I sit at. And it truly can
19 take so much time and effort to get there and can be the
20 thing that can really accelerate and expand impact in a
21 really different way, you know, than how many program
22 participants you can support; right? You can really make
23 a bigger change.

24 MS. PINEDA: One more -- one thing I thought of
25 had -- you know, as we've been having this conversation

1 today, is that this issue of record keeps coming up in
2 different ways. And, you know, having myself, for
3 instance, you've been very quantitatively trained
4 researcher and kind of coming to do this really
5 interesting work. I think that part of what we're doing
6 at First 5 LA is also innovative in the sense that we're
7 talking about rigor in being consistent about really
8 getting to the why we see those changes. So that's the
9 difference -- you know, there's no shortage on rigor.
10 It's not just about experiments, because a lot of time
11 that's not appropriate. But I think for us being able to
12 recognize that there are long-term implications for our
13 work, that there's a lot -- that we expect to do change
14 and that it's not linear means that rigor is a consistency
15 in the commitment to using measurement evaluation tools to
16 help us make sense of what we're seeing. So I think not
17 only are we endeavoring to do something different in how
18 we're looking at those three levels and how we're thinking
19 about monitoring and the direct and indirect effects that
20 we can possibly have, but it's also about reclaiming that
21 and saying, you know, this is rigor actually.

22 And so that, you know, you're absolutely right
23 that, like, the methods here -- and it's the constant
24 scientific method. But, you know, the issue is when you
25 have articulated a path of change, we believe this is

1 about the change. And then part of that comes with
2 saying, okay, what are alternative hypotheses and how do
3 we grapple with those. So that's something that I keep in
4 mind with my staff and, you know, with anybody that will
5 listen to this, obviously, is that we have to really think
6 about being more nuanced when we talk about rigor and kind
7 of what feels comfortable.

8 COMMISSIONER ZEPEDA: Commissioner Smith.

9 COMMISSIONER SMITH: Yeah, I just want to say and
10 I think we talked about this either at the last board
11 meeting. I can't remember. But the whole idea of what is
12 considered data. And to Marlene's point -- or
13 Commissioner Zepeda's point that documentation of
14 processes is as important as other kinds of metrics
15 because there is a lot of data stored there that may be a
16 key part of why a change occurs.

17 COMMISSIONER ZEPEDA: Right. And I would just
18 like to add that -- and this goes to Gabriel because we're
19 talking in very kind of big picture terms, but we have to
20 think about how we message systems change to our
21 constituency. And I think that's what Commissioner Taylor
22 was bringing up: How do we talk about systems change in a
23 way that is meaningful for them whose needs are immediate.
24 And I think that's a big challenge, but one that I think
25 we have to think about.

1 Okay. I think we have one request for public
2 comment from Mr. Saul Figueroa.

3 SPEAKER: Good afternoon. I'm back. You know, I
4 think what brings to mind is my elder once told me that,
5 if we wanted something to happen, our prayers it would
6 take seven generations before that actual prayer would
7 come into fruition. And as a people, we're patient enough
8 to keep those prayers for seven generations to see that
9 change happen. And the dialogue we're talking about
10 system changes here reminds me of that prayer, you know,
11 because to us in our native communities, our prayer was
12 the way we want our life, the way we lived our life.

13 So I think that each and every one that's here
14 today at this table understands that they're in here for
15 the long haul. It wasn't something that's going to happen
16 overnight. But when I look at First 5 LA, I look at it as
17 a movement. We talked about it's the 20th anniversary.
18 The second generation is already coming. And the seeds
19 that were planted we're barely nurturing and watering them
20 and tending the garden, and it's going to take some time.

21 But, yes, we do have to measure it. I think
22 that's important. We have to have some indicators. And,
23 you know, those indicators are going to tell us, you know
24 what, maybe we're watering too much or maybe we're not
25 watering enough or maybe we need to add something to the

1 soil because I think the community can get frustrated.
2 They don't understand what the processes are. And we have
3 to, as community members, also be used to tend that
4 garden. I think that's the partnership and the trust that
5 we talked about. And I think most of us in our
6 communities, when you talk about the women's suffrage
7 movement, when you're talking about the African-American
8 struggle or talking about Chicano movement, they were in
9 it for the long haul. They didn't see it happen overnight
10 because the entrenched systems that were in place were
11 there for a long time. And it's going to take time. And
12 once the change happened, we always have to be vigilant
13 that the system was tied to -- returned to the way it was.

14 So I think that we're heading in the right
15 direction and I would just like to thank each and every
16 one of the commissioners here today and executive director
17 for their unfailing level of commitment to the children
18 zero to five in our communities.

19 Thank you.

20 COMMISSIONER ZEPEDA: Thank you, Saul.

21 Okay. Thank you again for the presentation. As
22 you can see, it was very, very important for us.

23 Moving on to Item Number 4, Using Parent Input to
24 Inform First 5 LA's Work. And Gabe Sanchez and Barb are
25 going to be presenting to us.

1 MR. SANCHEZ: Thank you. Good afternoon,
2 commissioners. I'm here today to talk about research and
3 learning.

4 And one of the things to think about -- this is
5 my -- wasn't last week was my third year here. And it's
6 pretty neat in that, as a dad with a young daughter I kind
7 of experience some work/life integration. And I one of
8 the things that I think will resonate with both parents
9 and nonparents alike is that when you ask someone a
10 question and they answer, I don't know. That's pretty
11 frustrating; right? And where I'm going with this is, the
12 answer I look for and what I try to seek with my daughter
13 is, well, let's find out; not just, I don't know, but
14 let's find out. There's questions out there, let's learn
15 and then let's apply what we learned. So it's in the same
16 way we have that same integration. I'm looking at the
17 research we do and how are we going apply it.

18 So we seem to be having issues with the slides.

19 So we did a couple of research projects, the
20 communications department lead. First, was on gauging
21 parent attitudes in general. And then second, it's
22 somewhat related but it's about home visiting and how do
23 we market that better.

24 So first, we wanted to learn about parent
25 attitudes. And the reason why I say this is because we

1 had already been doing a family strengthening campaign,
2 and we were looking at parent attitudes and we felt like
3 we weren't really hitting the mark, we weren't moving the
4 needle. So what's going on here; right? We didn't know.
5 So we had to ask.

6 So we went and we talked to parents and we did a
7 series of focus groups because we wanted to learn more
8 about their attitudes and experiences of children of -- or
9 parents of children age zero to five. So we wanted to
10 learn a little bit more about how to do they assess their
11 own parenting skills, what do they think they're doing,
12 what aspects of parenting do they find challenging, what
13 do they find rewarding, what awareness level do they have
14 of early childhood development, what information are they
15 seeking, are they looking for when they look for guidance,
16 and what motivates them; right? What motivates them to
17 actually find information and in many cases how we want to
18 think -- think more later, what would maybe motivate them
19 to advocacy, to advocate beyond their family but even, you
20 know, create more civic engagement.

21 So this research here we wanted, again, to learn
22 more about what parents said. I know we don't have a lot
23 of time. I'm not going to dive deep into a lot of the
24 findings. But what I want to talk about more is how we
25 applied it; right?

1 So what we learned is that parents already know
2 they have a tough job; right? They want to be more
3 acknowledged and they don't want to be told, hey, you
4 should try this, you should try that, too. Because
5 they're like, look, I got things to do, I'm busy. The
6 concern that was fascinating that parents raised to us was
7 not they're thinking about their children. Of course,
8 they're prioritizing them, but in different ways in that
9 they're concerned more about cost of housing, economic
10 security, crime, sanitation. Then they're talking --
11 thinking about, how do I talk to my kids about race. I'm
12 worried about screen time. Then we get to early care and
13 education and then we get to childhood development.

14 So it was interesting to think about, well,
15 that's what on their top of mind; right? So if we want to
16 communicate with parents, if we want to influence their
17 thinking, we have to let them influence us; right? So we
18 have to listen to what they're saying and take that in and
19 apply that to our work and how we want to communicate with
20 them. So this is kind of crux here that I want to be
21 clear about; that there's a lot of connecting points with
22 this research that we learned. There's connecting points
23 both for great ambassador training that some of the
24 commissioners have gone through as well as many of our
25 staff here already, in that how do we talk to parents.

1 And one of the big learnings from them is, they already
2 prioritize kids. So we don't need to tell them that;
3 right. We need to tell that to leaders and law makers.

4 But what also -- what they're looking to know is,
5 what is it that we do and how do we do it. So we need to
6 be clear about that. We need to be having conversation
7 with parents about how we do something and what we're
8 doing, what can we do for them. That's really all they
9 want to know from us, as opposed to, you know, priorities
10 and things like that, which is more for advocacy.

11 The other thing we learned is, we need to
12 acknowledge both joys and I would say -- it's not here but
13 the terrors of parenting. I will say that being a parent
14 you're in a constant state of worry; right? Something
15 could go wrong. There's also, like, exciting. That
16 little person says something that's wonderful. And you're
17 like, oh, yes, I did it. You feel good. It's self high
18 five; right? So, again, it's helpful. We want to
19 acknowledge that, too; right? We want to share that.

20 And then so that also we need to place family
21 strengthening in a broader context. And I want to point
22 to an example of how we talk about immigration.
23 Immigration is not something in our strategic plan. It's
24 not something that's part of our outcome area. It is in
25 fact a barrier for us to do our work. So for us to reach

1 parents, we have to think about, what are the other
2 obstacles in order for us to do our work. So that's an
3 example of how this research is important.

4 I think there's other, you know, connecting
5 points. Again, I mentioned grant ambassador training.
6 There's also parts of it that relates to knowledge
7 management, integration and learning, where we want to
8 apply this -- and I know Barb will talk about this more --
9 is that we want to share what we know; right? We we've
10 done two things: We've both let people influence us.
11 We're listening to what they have to say. We're
12 generating ideas, but then we're sharing what we know. So
13 this is a key part and something that Daniela and I have
14 had conversations about as well in that we want to be
15 influential to make an impact. One path to being
16 influential is letting others influence us.

17 And as you'll see, particularly in the home
18 visiting research, this is a way that by listening to
19 parents, it's influencing our work which in turn is going
20 to lead, hopefully -- this is a lot of work. It's very,
21 very broad based. It's going to lead to greater impact;
22 right? So it starts with listening. And I think that's
23 really critical here.

24 So I want to mention -- I'll go into research and
25 then I'll transfer it over to Barb. One more thing before

1 I move. I want to mention, too, that we also learned from
2 the parenting research is that we need to not just engage
3 parents but need to engage the general public. So where
4 this application holds in our communications work goes
5 beyond just what we're going to put in our website, grand
6 ambassador training, other collateral and other message,
7 but we're thinking about, how do we engage the general
8 public to say parenting is important and, believe it or
9 not, you benefit from it too. Because if a kid is doing
10 great, that means our society is going to do great and
11 that benefits everybody. We need to kind of hone that
12 messaging and we need to do some more work on that and
13 some research.

14 And then so after -- we did this project and then
15 separately we began some research on home visiting. And
16 the one part I want to talk about here, too, before I hand
17 it off to Barb is that the original goal was, how do we
18 market this program better. How do we increase
19 enrollment. That was the original goal. So, hey, let's
20 talk to parents, let's learn, maybe -- we originally
21 thought maybe we just need to make a better flier or some
22 kind of video. Maybe it's something with messaging. But
23 as you'll see, we learned it was much deeper and broader.

24 And I want to thank my colleagues in integration
25 and learning, Daniela and Armando, as well as with Barb,

1 how we're able to adjust from that we were listening and
2 learning so that we can make this project have greater
3 impact and greater application.

4 So and again -- let me just real quick overview
5 of the home visiting research. We wanted just to learn
6 more, like, what are the challenges these moms are facing,
7 what are the barriers to enrollment, and what is it that
8 they found that either -- why aren't they enrolling? Were
9 we reaching them at the wrong time or are we saying
10 different things? How do we reach them? How do we
11 increase enrollment? But as you'll see, we learned a lot
12 more and it influenced what we're going to do next.

13 So with that, I'll hand it off to Barb.

14 MS. ANDRADE DUBRANSKY: Good afternoon. I'm
15 really excited to talk about this topic with you all. And
16 I do want to point out, you know, Gabriel mentioned some
17 ways that this information is relevant to how we work as
18 an organization. It's also relevant to how we work with
19 our partners on the implementation strategies, such as how
20 we work with the family when we're engaging in Help Me
21 Grow with the family or in trauma work or in communities.
22 So some of the things you'll hear will sound kind of
23 specific to home visiting, in other cases you can see how
24 this is really broadly applicable.

25 So what we learned from the focus groups about

1 our home visiting work was that foundationally, this --
2 these programs are highly valued by families. The first
3 point that was raised is that it creates what is for many
4 the only meaningful and empowering interpersonal bond in
5 their life during the time it is really challenging,
6 uniquely challenging in their life. I know that we've
7 given this example before. It just really drives it home
8 that we have had mothers ask their home visitor, if I am
9 deported, will you take my child. So it really
10 demonstrates how tight this bond can become. That's one
11 of the key points that was driving home in talking
12 directly to moms about this program.

13 Moms come to it with no expectations. And we'll
14 get into that both -- in this case it turns out to be
15 they're positively surprised at how useful, but we do also
16 need to address that so that they do know what to expect.
17 And they just end up being very, very surprised that -- by
18 the degree of caring, embracing, nurturing support that
19 they receive in the program.

20 And then because of how tight this intimacy is,
21 and this is where going into homes really is a different
22 level of intimacy than engaging a family in, say, a
23 clinical setting or a community setting. And that really
24 creates an opportunity to dig deeper into the -- the
25 worries, as Gabriel said, of parents at a level where the

1 family kind of let their guard down a bit and say, this is
2 something that I -- you know, when I first met someone
3 this the hospital, I didn't feel comfortable saying this.
4 Now you're in my home and I feel like I can talk about
5 that now.

6 Before we go on to more specifics about what we
7 learned in the focus groups, we want to hear from one mom
8 directly who was in the focus group.

9 (Video plays.)

10 MS. ANDRADE DUBRANSKY: We would have loved to
11 show you 20 stories. There were so many, but we thought
12 that would be just one to give you an idea of the types of
13 conversations that came up in the focus groups.

14 So as this is coming up, what I'll say is that
15 though the foundational results of focus group were
16 positive about how this program affects women in their
17 life, it still gave us a lot of great information about
18 how we can improve both our initial and our continuing
19 engagement of families.

20 So we're going to go over some of the key
21 takeaway points from the focus groups. The first being
22 that the benefits of home visiting are not being clearly
23 communicated to potential participants. When we get to,
24 you know, Item Number 4, it will get a little bit clearer
25 as to why that is. But it does -- we have continually

1 tried to refined our messaging, but it still is a
2 challenge to give someone an imagination of what it's
3 going to be like to be engaged in a program such as this.
4 And that's something we can continue to improve in.

5 Home visiting is not at this time perceived to be
6 connected to prenatal care, which has been a goal. We do
7 continual outreach to prenatal providers. It is still a
8 challenge to get them to believe this is going to relieve
9 them, that they can feel that they can put their stamp of
10 approval on what they're referring their patients that
11 they want to serve well to. So that's an ongoing effort
12 on our part to -- our being the broad system of home
13 visiting providers in the county is continuing to work on.

14 We also know that, you know, offering someone a
15 program where we're going to go into their home does have
16 stigma. It has stigma whether they've had involvement
17 with, say, the child welfare system or not. It sounds
18 very personal. It sounds -- you're also asking to come
19 into my home at a time when I don't feel the most
20 organized. I just brought a new family member into the
21 home. So we know that that's an ongoing challenge, but
22 the more ubiquitous home visiting becomes and the more
23 women are able to talk to each other about their
24 experiences, we do expect to overcome that. So we want to
25 build on our successes in that area.

1 The fact that it is not currently truly universal
2 makes it hard to explain to somebody what they're going to
3 receive because they may be offered one home visit, they
4 may be offered years of home visiting. That makes it a
5 really challenging to share what that's going to look
6 like.

7 Moms we have found are the decision makers about
8 participating in programs and a lot of decisions about how
9 the family engages with communities and systems. And the
10 key here is that it's not that fathers are not engaged.
11 Fathers are engaged, but both fathers and home visitors,
12 they follow the lead of mom. So what we did here in this
13 group is saying mom saying, I need help from my home
14 visitor to tell me how to engage the father of my child
15 more. So that was a good takeaway from us because we've
16 really been oriented toward taking mom's lead. And she's
17 saying, sure, take my lead, but give me some advice in
18 this area.

19 Almost all moms are, you know, exhausted around
20 this time, and especially if they had a difficult or
21 traumatic birth. So we really need to balance this -- the
22 reason we enroll in hospitals is because that's where the
23 moms are and we want to find those moms that are isolated
24 that don't show up to a community-based environment. At
25 the same time, it is a very challenging time to make that

1 offer. So that will be a continuing tension, but we want
2 to continue to try to make that offer at a time that works
3 best for mom.

4 And then, finally, we really have the ability to
5 build on the word of mouth of moms who have participated
6 in the program, and these focus groups we -- the focus
7 group leader took an initial shot at, if you were offering
8 this program to someone, how would you do that.

9 Some issues that we discovered as well. I'll go
10 through these quickly. The first one came -- we've heard
11 this many times, but it was reiterated here we. Want more
12 visits. So that is really an opportunity to be creative
13 about how moms can continue to feel the same type of
14 support they do from home visiting through other venues
15 that are less costly and allow them to build their network
16 more broadly.

17 There are hand-off gaps. So with Welcome Baby,
18 families can engage with up to four people. And there's a
19 reason for that. We were looking for a model that was
20 able to bring in hospitals, was able to be as low cost as
21 possible. But those hand-offs can be a problem. Both the
22 hand-offs within Welcome Baby and to other programs as
23 well. So something to think about as we continue to grow
24 the system.

25 The importance of home visiting is a unique

1 opportunity to help families navigate the pathways to
2 basic needs -- to receiving support in the basic needs
3 that they have. Also, that when we're doing that the sum
4 of those referrals can get, as focus group leaders said,
5 leaky and that -- some of that has to do with the skills
6 of the home visitors and some of that has to do with real
7 true access issues in the community. So it really says
8 home visiting needs to be supported by continually trying
9 to fill those access gaps in the community.

10 Home visitors are continually -- increasingly
11 rather utilizing text to stay in contact with their
12 families, and the families really value that. So that's
13 something that we can look to institutionalizing and
14 spreading.

15 And then as I mentioned, because moms feel
16 isolated, they're really eager to develop peer groups and,
17 in fact, will often developing peer groups in the focus
18 groups, exchanging numbers, saying they were going to
19 support one another. So we obviously can support that as
20 well. And as I mentioned, you know, we want to keep dads
21 engaged as we grow the system.

22 So where do we go from here? We do need to
23 continue our assessment. We need to support the
24 aspirations of the system that is being created countywide
25 and align with the goals of that system. So that includes

1 deeper ethnographic research. For example, we are
2 building on these focus groups to do a focus group
3 specifically with African-American moms so that we can
4 learn about some of the unique feedback we got from moms
5 in these focus groups, as well as support the Department
6 of Public Health's work around this area. There really
7 was a unique set of feedback from this group of moms, so
8 we're eager to dig deeper.

9 As I said earlier, we want to dig deeper with
10 dads as well and OB/GYNs so that they can continue to be
11 more engaged with the system. We also want to share and
12 develop ideas with our stakeholders so the ideas that came
13 to this, these need to be vetted with the provider
14 community that is supported and guided through the
15 consortium. We want to continue listening as they
16 continue to implant and follow up.

17 So incorporating our learnings. First, families
18 need to hear about home visiting before they need it or
19 could benefit from it. It should be feel as normal as
20 knowing, oh, I'm pregnant, I need to go to my OB/GYN and
21 start planning my prenatal care. It should feel as
22 natural as that. We want to neutralize those fears. We
23 want to make sure that parents understand that all parents
24 need support and they should feel proud of asking for
25 support, and emphasize the role of the system in relieving

1 stress as opposed to fixing problems.

2 We want to cultivate a general awareness. This
3 say call to action to -- to parents that says, ask for
4 this, expect it, ask your OB/GYN, aren't you going to
5 refer me to a home visiting program. And then, again, to
6 build pregnancy cohorts so that women can build
7 relationship with one another.

8 So I'm going to go now into some of the ideas
9 about how we can do this. These all need to be explored
10 and really, again, with our partners as a key source of
11 feedback on how we can do these things which should be the
12 priorities.

13 First, potentially an 18-month campaign for birth
14 preparedness in L.A. County. That's really broadening
15 that view around being just prepared medically, but being
16 prepared socially and emotionally and from a community
17 perspective. Really quickly, to develop roundtables with
18 prenatal provider, use them as advisors. Reach out to
19 local celebrities. We actually found a video recently of
20 some popular celebrities who had some -- a home visitor
21 essentially. And that's a really powerful and normalizing
22 home visiting. Strengthen relationship with all the
23 advocates in this field and continue to connect with
24 parents to -- to vet the ideas we have for resolving the
25 issues that they raised.

1 So as I mentioned this is where, you know, our
2 social quest to complete these focuses groups. They
3 really linked what they heard with what's in the
4 literature. And there are three-way coaching circles that
5 are peer coaching circles where with a little training
6 from -- this is a field of workers who have a lot of
7 training around being nonjudgmental, listening, listening
8 to people without trying to solve their problems and being
9 emotionally supportive; that with a little training that
10 we can actually really set women up to play that role for
11 one another.

12 And then finally, we're learning about
13 fatherhood, not only from these focus groups but from our
14 own fatherhood work. And our own fatherhood work is
15 connected to men who are dealing with some unique issues:
16 Men in the child welfare system, men who are re-entering
17 after being in the justice system. But there are still
18 learnings in there about how to engage fathers in a
19 program where mom is present and side by side. So we want
20 to build on our knowledge there and connect in those
21 areas.

22 With that, I'll be happy to answer questions.
23 You see here Gabriel coaching his daughter into what I
24 think is a role here at First 5 LA. And then this is my
25 son who I have to say tonight premieres as the male lead

1 in his middle school play. So that's where I'll be
2 heading after this meeting. And was just, I'll say, born
3 while I was working here. So I'd like to believe he's a
4 product of First 5 LA principles and knowledge.

5 COMMISSIONER ZEPEDA: Thank you very much, Gabe
6 and Barb for that presentation.

7 Questions, comments from commissioners?

8 Commissioner Tilton.

9 COMMISSIONER TILTON: This is my favorite
10 project, obviously. And that was a great report and it's
11 exciting to see where we've come from and where we're
12 going. I'm guessing that most of those exhausted,
13 stressed mothers watched Kate Middleton walking out seven
14 hours after giving birth looking great and energetic.

15 MS. ANDRADE DUBRANSKY: She's not helping. It's
16 true.

17 COMMISSIONER TILTON: So I just have a basic
18 question. What is the capacity versus the need now for
19 home visiting? Are we capable, for example, if every new
20 mother said, I would really like a home visitor or told
21 their OB/GYN? What is our capacity and where do we need
22 to aim?

23 MS. ANDRADE DUBRANSKY: So our capacity is around
24 a bit over a quarter of the population. And we absolutely
25 do think we can get there. One of the key results of what

1 we feel is very much a collective impact approach in
2 working with our partners at the county and the providers
3 as representatives of the consortium is that everybody has
4 brought to the table as what they see as their best role.
5 So the county has said, we know we're the safety net. So
6 whereas right now today, First 5 LA funds selected home
7 visiting -- select home visiting, which is provided or
8 offered to families who have a greater risk, the county
9 really recognizes that those families are our
10 responsibility and they have the Department of Public
11 Social Services stepping up to the Department of Mental
12 Health, et cetera, et cetera. All the departments
13 stepping up to play that role. And they are continually
14 supportive of really cracking what is the tougher nut
15 around universal so that we can make sure that every
16 family is made contact with. And the Board of Supervisors
17 has expected this group to be bold and ask and say, this
18 is what's needed to get to fully universal within the
19 county.

20 So we definitely think that it is absolutely
21 feasible.

22 COMMISSIONER TILTON: So right now we're at about
23 a quarter of the new mothers who would like or could
24 profit or, excuse me, benefit from home visiting about, a
25 quarter of them receive it and that kind of depends on, A,

1 the risk element to First 5 or what?

2 MS. ANDRADE DUBRANSKY: Well, they're made
3 contact with. So that is acknowledging that our hospitals
4 actually deliver a little more than a quarter, but not
5 everybody says yes. So that's why. And then you have --
6 we obviously are not the only home visiting providers in
7 the county. We have Nurse Family Partnership,
8 Partnerships For Families, Early Head Start, all
9 contributing to those numbers as well.

10 COMMISSIONER TILTON: I'm just trying to think if
11 every OB/GYN that anybody ever knows or heard of is told,
12 ask your patients to ask for home visiting, what's going
13 to be the response?

14 MS. ANDRADE DUBRANSKY: Right. Well, we theorize
15 because that's not happening yet, that if it is presented
16 to women as a normal part of prenatal care, that the rate
17 will -- the rates will continue to go up. Not that
18 they're horrible now, but that they will continue to go up
19 and then it will become more normative.

20 COMMISSIONER ZEPEDA: Other questions?

21 Commissioner Taylor.

22 COMMISSIONER TAYLOR: My question is about dads.
23 I went to the summit -- California Summit. I learned
24 something. Of the 27 percent of the kids that are born
25 with single parents, 30 or 40 percent are dads that have

1 the babies after the mother either is or is not involved.
2 What are we doing with that to reach out to dads because
3 they know nothing about raising babies. So they're going
4 to need a lot of help. And so, you know, that's the
5 point. And so, hopefully, we're doing something with
6 that. I'm more interested in where are we with dad or are
7 we doing anything with dads that have the baby?

8 MS. ANDRADE DUBRANSKY: Yeah, absolutely. So the
9 first most important point is, dads are eligible for the
10 program. So no one is turning a father away, even if he
11 is the only parent present in the child's life. So dads
12 are eligible.

13 I think one of the aspects of this work focused a
14 lot on the Welcome Baby program is I think sometimes or
15 often that scenario by which the father becomes a single
16 father and the primary caretaker happen as a little bit
17 later. So this is the really wonderful thing about our
18 work with all of our county partners through the expansion
19 through the Department of Mental Health's prevention and
20 early intervention dollars and the Department of Public
21 Social Services dollars, there's more opportunities to
22 make contact with a family at the point in time where now
23 that family is a single father and his one or more
24 children. So I think it's opening more gateways, opening
25 more doorways. It's going to help us find and make an

1 offer to those fathers.

2 COMMISSIONER TAYLOR: Right. Do we have any of
3 those fathers currently in the program?

4 MS. ANDRADE DUBRANSKY: There are fathers in the
5 program now. I don't have an exact number in terms of
6 case where it's the father only, but there are definitely
7 fathers involved in a large portion of the cases broadly.
8 But I can find out how many are a single-father engage.
9 And I would imagine it is low only because of the nature
10 of recruiting right at birth.

11 COMMISSIONER TAYLOR: The other thing is that we
12 gave latitude to Welcome Baby to go back 90 -- within 90
13 days to offer to the mother the opportunity to get home
14 visitation when they realized they need more help.

15 So how is that working?

16 MS. ANDRADE DUBRANSKY: So that is available now.
17 That means there's data just in the last few months
18 getting into the system. We had to do, obviously, the
19 practical sort of things to make sure that we collected
20 data appropriately about that. We don't know yet how
21 often it's occurring, but we should know probably by, you
22 know, within the next year.

23 MS. ALTMAYER: I would just add that one of the
24 things that we heard in the focus groups was that
25 sometimes moms are identifying issues later on when

1 they're closer to six months or some --

2 COMMISSIONER TAYLOR: That late?

3 MS. ALTMAYER: That's when in some cases we heard
4 this from the participants in the focus groups, that
5 that's the opportunity when things start to get a little
6 bit more chaotic, let's just say. And right now that is
7 what's an exciting opportunity to pilot that we have with
8 DPSS, the potential funding in the governor's budget to
9 expand through CalWorks would provide those venues for
10 moms when their child is a little bit older to have access
11 to those supportive services. So it's -- from our program
12 design work testing it to go beyond 90 days, but I think
13 we have to recognize that that may be insufficient.

14 COMMISSIONER TAYLOR: You'll let us know if we
15 need to change that policy; right?

16 MS. ALTMAYER: Well, I think that the opportunity
17 is to think about what other programs could complement and
18 wrap around the services that First 5 LA the directly
19 funds.

20 COMMISSIONER TAYLOR: The other question I have
21 is about culture, culturally reaching out to parents that
22 -- or mothers that are from different cultures is a whole
23 different challenge. And they don't typically use the
24 same hospitals we have, like the API group that we talked
25 about and how are we going to actually reach out to that

1 particular community and make sure that those mothers have
2 an opportunity to engage this process. It may take or
3 require us to adjust our approach in order to do that more
4 effectively is the question. Are we doing that or what
5 are we finding around that?

6 MS. ANDRADE DUBRANSKY: So we are building a
7 dashboard now that will help us to see what are -- how
8 many families from various subpopulations are we
9 approaching, do they say yes, under what conditions do
10 they say yes or no so we can begin to pinpoint what the
11 very specific challenges are. So that's happening right
12 now.

13 Our opportunity to learn from that will grow as
14 these additional funds come into the home visiting system.
15 We'll also say that our broad approach to really tackle
16 what the universal piece of the system will be as it grows
17 countywide gives us more opportunity. So as we we've been
18 talking about, if we are able to engage OB/GYNs more
19 effectively, that's going to increase our ability to
20 enroll families from various backgrounds as well as
21 looking at whether or not other providers will come into
22 the system to actually be home visiting providers such as
23 potentially hospitals.

24 COMMISSIONER TAYLOR: I'm also looking at
25 cultural barriers to engage in our process. So if we

1 learn from that, hopefully, you'll share with us as we
2 learn how we overcome those barriers.

3 MS. ANDRADE DUBRANSKY: Absolutely.

4 COMMISSIONER THOMPSON: And the last question I
5 have -- and it deals with DCFS. A lot of those parents
6 that are really struggling can use home visitation. The
7 opportunity is when the ER worker goes out there and looks
8 that family, sees the challenge they're having in saying,
9 hey, you could use home visitation and could actually
10 refer without even opening a case for home visitation.
11 Are we doing that?

12 MS. ANDRADE DUBRANSKY: Yeah. So that already
13 occurs to some extent with the Partnerships for Families
14 program and it will be expanded via the Department of
15 Mental Health dollars will expand that as well. So we
16 have -- we'll have even more opportunity and more
17 capacity.

18 And then to your last question, I didn't go over
19 this because, in the interest of time, but these focus
20 groups had multiple subpopulations that were included,
21 including an API group that focused on the Kami-speaking
22 population as well as well as the Thai population.

23 COMMISSIONER ZEPEDA: Commissioner Smith.

24 COMMISSIONER SMITH: So my -- one of my questions
25 was also about the systems involved in parents. And I

1 know mostly they go through Nurse Family Partnership, but
2 I was wondering if you know much about how they're
3 involved with Welcome Baby, is there a substantial
4 population? And also whether we do anything for juvenile
5 justice system involving parents.

6 MS. ANDRADE DUBRANSKY: So in terms of families
7 in the child welfare system, so Nurse Family Partnership
8 does serve that group as well as Partnerships for
9 Families. What Welcome Baby attempts to do, especially if
10 we find them prenataly and -- because the Nurse Family
11 Partnership requires that they enroll pretty early in the
12 pregnancy -- we will refer them. So and are tracking
13 whether or not they're involved.

14 And then the odds are that if the family is
15 engaged in the child welfare system, when they go through
16 the assessment at the hospital, we are more -- they are
17 more than likely going to be eligible for Healthy Families
18 and Parents and as Teachers if they weren't already in
19 Nurse Family Partnership or Partnerships for Families. So
20 we're really excited to see that we have a lot of
21 opportunity to make sure there's enough capacity for that
22 population.

23 And then in terms of the juvenile justice system,
24 they are an eager and continually deliberative partner.
25 And what I mean by that is they've been very excited by

1 models we've shown them, including, for example, models
2 where probation officers are actually trained in Parents
3 as Teachers. So when they're doing their visits, they are
4 also able to apply the Parents as Teachers program. They
5 are interested in that. They're considering it. They're
6 also just interested in training their staff on how to
7 make sure that they can get them enrolled in a home
8 visiting program to support them. So they are also an
9 eager partner. They're also a key partner in our
10 fatherhood work to look at how to support fathers uniquely
11 within this home visiting and other resources that are
12 available for fathers.

13 COMMISSIONER ZEPEDA: Commissioner Abdo.

14 COMMISSIONER ABDO: This may be taking us to into
15 a different direction that you don't want to go, but I was
16 wondering when you mentioned texting, where it is and how
17 it is that new parents ask questions and where -- do we
18 know if a -- if a new parents has a question whether
19 they're asking that question of somebody who knows
20 something about child development.

21 MS. ANDRADE DUBRANSKY: So I'll give a very brief
22 answer about home visiting and then I'll pass it over to
23 Gabriel who is much more expert on how families gather
24 information broadly.

25 In a home visiting context, it is their home

1 visitor they're engaging with who are very highly trained
2 and trusted. So that's just -- their text relationship is
3 probably very typical to what you would expect. But we do
4 know a little bit more about where families go for
5 information broadly.

6 COMMISSIONER ABDO: Let me just ask one other
7 question or put an aspect into it. Okay. So at my house
8 now we have Alexa living with us. And I'm wondering how
9 many people are asking questions of Alexa and I don't know
10 what Alexa's answers might be. So just put that go there.

11 MR. SANCHEZ: No. That's something that is an
12 emerging field in public relations and marketing, and that
13 is voice search function, right, and how do you insert
14 yourself in that. To echo what Barbara said, that was
15 something we saw in the focus groups a lot. That actually
16 was one of the factors that might be leading to burnout
17 for parent coaches is that they are answering texts from
18 families. Just kind of outside this -- I don't know if
19 it's outside the scope so much. You would be more of an
20 expert on that. They are texting and text platforms are a
21 great way to reach the folks you want to reach. I mean,
22 that seems to be -- particularly for -- we're exploring
23 platforms text platforms. One of them is Ready For K,
24 which is a way that provides coaching steps. It's like --
25 it's pushed. Because what you're talking about, too, is

1 that people are asking questions that are compelled to
2 find it. That's only when they have that question. We
3 want to figure out ways to use text platforms and others
4 to push the information, the same as you would a
5 newsletter, but text are read more often so they're
6 looking at it. Like, for an example -- and this is the
7 idea we're developing. Like every week you would have a
8 text maybe on Monday saying, talk about the letter A. And
9 then Wednesday you get a text that says, oh, use it in a
10 sentence with your child. And then on Friday it might be
11 another text saying, you know, point things out. So it's
12 like little kind of tiny tips we can use to kind of
13 further both family strengthening child development and
14 reach parents.

15 So that's kind of the -- what we think will be
16 more effective. Again, we have to do more testing. We
17 want to learn more. But that has a lot of application. I
18 think that's a smart way to go.

19 MS. ALTMAYER: One of the things we also talk
20 about in focus groups is the frequency of reliance on
21 Facebook. I'm not a Facebook person, so I'm guessing. I'm
22 trying to interpret this, the chat rooms that are created
23 within -- I think -- I don't know if that's what --

24 COMMISSIONER ABDO: No. You just throw us a
25 picture saying, what do I do now.

1 MS. ALTMAYER: And the moms are often looking to
2 create a Facebook communities in which they're exchanging
3 information within that they talk quite a bit about.

4 MR. SANCHEZ: I wanted to add to that point that
5 what that really shows -- and we learned this from
6 previous research too -- is that there's not a reliance on
7 experts. Like when we say, ask a parent coach, parents
8 will say that coach doesn't know me. Instead, they'll go
9 to their peers on Facebook or Instagram or whatever
10 platform to get information from their peers so that
11 trust. So some of the ideas that Barbara was talking
12 about, how do we capitalize on that. It's the word of
13 mouth that's going to probably help us more with
14 enrollment than saying a parent expert in a lab coat
15 saying, do this. So that's the sort of thing learning
16 from these approaches, too. How do we communicate
17 messages and who is the best messenger.

18 COMMISSIONER ZEPEDA: Okay. Any other questions
19 or comments?

20 Well, thank you so much. It just demonstrates
21 how important the home visiting initiative is and the
22 tentacles that it's growing, moving forward and
23 collaborating with other organizations to move us forward
24 and, hopefully, move it into a system for -- for our
25 families. So thank you to you both.

1 I think we're scheduled for a ten-minute break.
2 And we'll be back -- it's 3:15, so ten minutes from that.

3 (A brief break.)

4 COMMISSIONER ZEPEDA: Okay. Can we come back to
5 order. Thanks everyone. Okay. We have everybody's
6 attention. I was instructed by the ED to make a comment
7 regarding apparel; that Cristina and Tara -- the other
8 Cristina have the same blouse.

9 MS. BELSHE: That is a team.

10 MS. FICEK: We spend a lot of time together.

11 MR. SANCHEZ: John and I have the same socks.
12 John and I have the same socks. Just trying to be equal.
13 Okay? Look, John has these. John has these.

14 MS. BELSHE: Nice.

15 COMMISSIONER ZEPEDA: I don't know how to top
16 that, John. I don't know how that's going to come out on
17 the transcript. It will not come out on the transcript.

18 Moving on. Item Number 6, we're going to be
19 focused on Health Systems Outcome: Request to Amend the
20 Strategic Partnership with L.A. County Department of
21 Public Health for a big chunk of money 10.1 mill. So the
22 initial agreement is for an amount up to 900,460. So Tara
23 and Cristina will be presenting this information to us.

24 MS. FICEK: Thank you and good afternoon,
25 commissioners.

1 So as Commissioner Zepeda mentioned, we are going
2 to be providing an update on our work to date regarding
3 the build out of Help Me Grow LA. And we want to start
4 with that with providing an overview of the Help Me Grow
5 implementation strategy. We introduced this to you in the
6 fall at our November board presentation, but we want to be
7 bringing back our latest thinking today. Then we're also
8 going to be highlighting some examples of work that's
9 continuing and also some exciting projects that are
10 emerging, just to give the board some more details of
11 where the work is at. And then we're going to close with
12 a review. This presentation is serving as the information
13 item and that is regarding amending the strategic
14 partnership with the L.A. County Department of Public
15 Health. The board did approve that strategic partnership
16 back in November, but we have more information, so we're
17 wanting to bring that back to the board, which includes
18 the five-year total as Commissioner Zepeda mentioned, and
19 also the total amount for this initial first year in
20 18-19.

21 So we just always do the reminder of our four
22 outcome areas. And of course our work related to early
23 identification and intervention is housed within our
24 health-related systems outcome area, although I think
25 you're going to hear within the presentation we certainly

1 see connection across all outcome areas and we're hoping
2 to continue to dig in that and be offering kind of
3 examples and highlight -- continue to highlight that as we
4 do our Help Me Grow LA buildup presentations.

5 But before we dig into the details of the
6 implementation strategy, we wanted to open this
7 presentation reminding all of us of the family and the
8 parent experience, understanding the family's journey, and
9 elevating that experience is crucial to the success of
10 Help Me Grow. This family's journey is real; it's not
11 made up or imagined by us and it was shared by a partner
12 organization during our year-long countywide Help Me Grow
13 LA planning process.

14 So as you can see, the journey does begin with
15 mom feeling afraid and expressing concern while the family
16 is trying to reassure her. Shortly after, that fear is
17 compounded with confusion at her son's one-year well baby
18 visit when her pediatrician reassures her and says, let's
19 wait and see. Feelings of doubt and worry surface as she
20 continues to wait. At 18 months, mom is voicing concern
21 again and has mixed emotions as she is referred to the
22 regional center. Working closely with regional center to
23 get service initiated, she continues to feel anxious and
24 stress and of course guilt-ridden that she hasn't been
25 able to do more for her child. Frustration and

1 hopelessness follows as services begin but mom is
2 dissatisfied and sees little progress for her child's
3 development.

4 Finally, we see some moments of hope at 26 months
5 as the family is referred to integrated service delivery,
6 which is followed by a diagnosis of autism at 33 months,
7 which generates feelings of devastation, worry, and fear.

8 Wanting so badly for this to end on a happy note,
9 but this journey closes with feelings of anxious and lost
10 as this family navigates an entirely new system and
11 structure with their school district.

12 We wanted to highlight this because, beyond the
13 kind of intensity of the emotions, which certainly stand
14 out, what also stood out of us are the multiple touch
15 points with systems that opened up an opportunity for the
16 mom to connect -- for the family to be connected and to
17 address the concern but, unfortunately, that didn't result
18 in a positive experience.

19 So as we think about Help Me Grow LA
20 implementation and where and how this journey could be
21 different with the centralized access point, with
22 strengthened provider knowledge, and universal screening
23 across L.A. county, or living in a community where a
24 family can easily connect to other parents that are
25 familiar with this experience and can help and support

1 that family navigate the different systems.

2 So as we imagine a future where all children in
3 LA county have access to early screening and the support
4 they need to thrive, we want to think about the areas of
5 work we need to prioritize in order to get there. So as
6 we are now moving out of the early planning stages and
7 towards implementation, we have identified three buckets
8 or areas of work that you see here. And this is a slide
9 that we shared at our November meeting, so, hopefully, it
10 is looking familiar. But on the left side, you'll see
11 those three buckets are core infrastructure, community
12 focused, and then policy and systems change.

13 And at the same time through this slide, we're
14 kind of also hoping to highlight the role of the
15 Department of Public Health as well as First 5 LA in
16 moving this work forward and have been attempted to do the
17 color coding to kind of assert who is leading. But it's
18 kind of the essential take away from this slide is that,
19 as we build out Help Me Grow LA, we are doing that in
20 partnership with L.A. County Department of Public Health
21 as we co-implement the work together.

22 So now I'm going to pass the presentation over to
23 my colleague, Cristina Pena, who is going to dig into
24 these buckets a little bit further with some specific
25 examples of our work in each area.

1 MS. PENA: Great. Thank you, Tara. And good
2 afternoon, everyone.

3 Since presenting to the board November 2017,
4 staff have been in collaboration with other stakeholders
5 to steadily advance the work in the three key areas that
6 Tara mentioned. Again, that's core infrastructure,
7 community-focused activities, and policy and systems
8 change. Over the next few slides, I'm going to briefly
9 highlight continuing and emerging activities for each of
10 the three areas, all of which are supporting the
11 implementation of Help Me Grow.

12 Under the core infrastructure, staff are
13 continuing to collaborate with LA Care health plan and the
14 American Academy of Pediatrics to increase -- I'm sorry.
15 I didn't move it forward. Thank you. Here's the slide on
16 core infrastructure.

17 Moving forward. We are continuing to collaborate
18 with LA health care plan and the American Academy of
19 Pediatrics to increase developmental screening among
20 health providers. Staff anticipates returning to the
21 board in fall 2018 with more information on the LA Care
22 pilot opportunity. We're also continuing to have
23 discussions with other Help Me Grow affiliates across the
24 country to inform Help Me Grow centralized access point,
25 our data collection, and the development of a sustainable

1 funding strategy for Help Me Grow LA.

2 Since we last presented in fall, staff have also
3 engaged in emerging activities. Following approval from
4 the board in November 2017 to establish a strategic
5 partnership with the Los Angeles County Department of
6 Public Health, which I will refer to as DPH from here on
7 out to serve as the organizing entity. Staff have worked
8 closely with DPH to further refine their role and
9 responsibilities and determine a budget. I will provide
10 additional details related to this strategic partnership
11 with DPH later in the presentation.

12 Other emerging activities include beginning to
13 explore a Help Me Grow website with our communications
14 department and how a website will interface with the four
15 components of the Help Me Grow model. Also emerging,
16 staff and DPH are currently meeting with each of the seven
17 certain regional centers across LA county. We're meeting
18 with the executive directors as well as supporting key
19 staff that oversee early intervention for children. And
20 we're exploring mutual areas of interest specific to Help
21 Me Grow LA.

22 Next, we are also engaged in community focused
23 activities. Following board approval in November 2017 to
24 also extend the first connection investments for an
25 additional two years, staff have been working closely with

1 our grantees to further advance their unique efforts and
2 glean best practices.

3 Under emerging activities we are working on
4 developing a concept for the Help Me Grow demonstration
5 communities. As a reminder, demonstration communities
6 will provide an opportunity to launch, test, and refine
7 strategies to connect young children to appropriate
8 screening and early intervention services and supports
9 before scaling Help Me Grow LA.

10 Staff are also collaborating closely with other
11 First 5 LA departments to explore opportunities to align
12 and integrate Help Me Grow LA efforts with our other
13 investments, including quality rating and improvement
14 system, known as QRIS, our trauma-informed care, home
15 visiting, Project DULCE, and the Best Start communities as
16 well as First 5 efforts related to the Office of Child
17 Protection's countywide prevention plan.

18 Just to illustrate one example of this work under
19 QRIS alignment, the health and ECE teams here at First 5
20 LA are preparing to survey the QRIS coaches and hold a
21 series of focus groups to better understand the barriers
22 to conducting developmental screenings in the ECE
23 settings. And I'm pleased to share that the survey is
24 going out next week and we're looking to hold focus groups
25 early summer.

1 Moving to policy and systems change. Staff
2 continues to work closely with our public policy and
3 government affairs department to monitor and support
4 efforts related to Assembly Bill 11, also known as the
5 EPSDT screening bill. Staff are also exploring
6 opportunities for technical assistance with Help Me Grow
7 national to inform Help Me Grow implementation as well as
8 continue to work with DPH to consider integration and
9 leveraging of county efforts and programs. For example,
10 this includes leveraging funding opportunities as well as
11 alignment to DPH-led programs such as child health and
12 disability prevention program, for example, among, of
13 course, many other programs.

14 As promised, I'm going to go ahead and transition
15 to providing updates related to our strategic partnership
16 with DPH. At the November 2017 commission meeting, as
17 Tara shared, the board approved the request to establish a
18 five-year partnership with DPH to serve as the organizing
19 entity for Help Me Grow LA. The organizing entity is
20 critical to the implementation of Help Me Grow across the
21 county. In this role, DPH will be providing fiscal and
22 administrative oversight for long-term sustainability and
23 facilitating cross-sector coordination to strengthen early
24 identification and intervention in LA county. And,
25 lastly, DPH will also leverage available funding from

1 federal and state funding streams and maximize
2 opportunities for integrating Help Me Grow activities
3 within county-led programs. Again, as a reminder, we've
4 identified child health and disability programs. DHDP.
5 We've also identified the led prevention programs. There
6 are countless other programs that we've identified with
7 DPH.

8 Since the November 2017 board meeting, staff have
9 also estimated a total budget for the five-year
10 partnership of an amount up to 10.1 million to support
11 long-term activities. And these include the following:
12 co-leading Help Me Grow implementation and maintenance,
13 leveraging sustainable funding, integrating Help Me Grow
14 into existing programs, and ongoing continuous quality
15 improvement.

16 The total of 10.1 estimate was informed by the
17 long-term financial projections for the health systems
18 strategy one, early identification/intervention, which was
19 recently approved by the board in February, and this total
20 falls within the original five -year strategic plan
21 projection.

22 During year one of the five-year strategic
23 partnership, staff are requesting to approve a one-year
24 contract for fiscal year 2018 to 2019 for a total of
25 900,460. In this role -- or over the course of the year

1 DPH will convene key content experts and representatives
2 from public and private agencies and county systems to
3 form a leadership advisory committee, a family advisory
4 committee, and, third, a data advisory committee, all of
5 which will guide the implementation of Help Me Grow.

6 DPH will also focus on developing a business plan
7 which will outline a strategy for the Help Me Grow
8 infrastructure. And again, DPH will oversee two out of
9 the four components, the centralized access point and the
10 data collection and analysis. And then First 5 will lead
11 the community and family engagement component and the
12 child health provider outreach components.

13 In addition, the business plan will also outline
14 a strategy for the spread and scale of Help Me Grow
15 countywide and identify sustainable funding sources for
16 Help Me Grow LA, including the sequencing and time line to
17 leverage federal and state match funds. This can include
18 early and periodic screening and diagnosis and treatment,
19 also known as EPSDT. They're looking at target case
20 management, DCM, looking at that as well and Cal
21 Administrative activities which you're all familiar with.

22 The business plan will also include a plan for
23 the centralized access point and will involve the
24 collaboration of Long Beach Health and Human Services and
25 Pasadena Public Health Department. And business plan is

1 intended to be completed by early spring 2019 to inform
2 the scope of work moving forward for subsequent years two
3 through five.

4 So thank you. I'm going to go ahead and pass it
5 to Tara who will provide an overview of our phases of
6 progress and next steps.

7 MS. FICEK: So that was a lot of detail about DPH
8 and their responsibilities and role. So as we kind of
9 step back and look at this again high level and think
10 about the build out of Help Me Grow, we have spent a lot
11 of time having a conversation and providing updates to the
12 board about the early planning and design, so we certainly
13 see us moving out of that phase. And now at the early end
14 of implementation with L.A. County Department of Public
15 Health coming on board as the organizing entity and
16 thinking through the build out and the planning for the
17 demonstration communities over this next year, obviously,
18 then moving to scaling and sustaining, and as Cristina
19 mentioned that as a priority in the development of this
20 business plan. And then absolute to you, Commissioner
21 Abdo, thinking that at end we want to make things better
22 for families. Originally, it had language around systems
23 change in that circle and we have modified.

24 So in closing -- we're getting there with our
25 language. Next steps in closing, again, we are asking the

1 board in May to take action on this item, and it does
2 include approval of the amending of the strategic
3 partnership now since we have that five-year total at
4 10.1 million and then also authorizing approval of the
5 first initial year agreement at 900,460. Then future
6 board presentations on Help Me Grow LA build out will
7 include an update on our work with LA Care health plan.
8 As Cristina mentioned, we continue to work closely with
9 them to explore. And they're completing their research
10 and analysis right now on how they can best support their
11 providers and their provider network to support
12 developmental screening and developmental conversations at
13 the pediatric study and we'll be bringing back an update
14 on that to think about the opportunities to pilot with LA
15 Care.

16 And that is it. We can open it up.

17 COMMISSIONER ZEPEDA: Thank you, Cristina and
18 Tara, with matching blouses.

19 Questions or comments?

20 MS. ALTMAYER: I want to make one quick comment
21 that I think is really exciting as part of this is that
22 the county office for the advancement of early care and
23 education has now moved from the CEO's office into the
24 Department of Public Health within the prevention bureau
25 that is part of Help Me Grow. So we're excited to explore

1 the opportunities in which, you know, some of the issues
2 that Tara was raising about within the ECE community and
3 conducting developmental screening as part of a quality
4 measure, there's some tremendous new opportunities for
5 collaboration and integration there as well. So I wanted
6 to add that. I think it really hopefully will allow for
7 some synergies to be issued within the ECE and Help Me
8 Grow.

9 COMMISSIONER ZEPEDA: I'll keep my fingers
10 crossed on that one.

11 Questions comments?

12 Commissioner smith.

13 COMMISSIONER SMITH: Thank you.

14 So would you say that ultimately that final
15 circle of the phases of change, we'd see a very different
16 family journey?

17 MS. FICEK: I would hope so. Yes.

18 COMMISSIONER SMITH: But is it possible to say
19 what that might look like ideally?

20 MS. FICEK: Well, I think my comment about what
21 stood out in addition to the emotional response and the
22 experience of -- the emotional experience of the families,
23 thinking about where there was an opportunity for that
24 system or that point of support to step in and offer
25 something more or something different for that family, and

1 it didn't happen. So I think, you know, that was kind of
2 the comment around as we imagined Help Me Grow across L.A.
3 County and we think about building and expanding provider
4 knowledge, as we think about strengthening community and
5 family engagement, you see it across each point on that
6 pathway. If there was a provider there that said, yup,
7 let's do a screening or, yes, let's connect you to a
8 centralized access point, if I maybe don't have the skills
9 or the knowledge or the ability to do that screen, there
10 are resources that we can connect you to that can route
11 you to something within your community. If we think about
12 a system where there's stronger coordination and
13 communication between regional center and school district,
14 for example, like we continue to hear a lot of families
15 fall through the cracks at that point and it's starting
16 all over.

17 So thinking about where are the needs there, how
18 can Help Me Grow contribute and play a role in that.

19 And then thinking about the data, you know, the
20 data that we're not collecting right now so we don't have
21 a complete picture but getting that data in order to help
22 support these systems.

23 MS. BELSHE: Wendy is raising a good question for
24 us relative to thinking through the visual because it's
25 kind of like a before and after that right --

1 COMMISSIONER SMITH: I want to see --

2 MS. BELSHE: -- powerful way of telling the
3 story.

4 COMMISSIONER SMITH: And I guess, given your
5 comments, it seems like the very beginning is something
6 like not just availability of resources or provider
7 awareness of resources, but provider willingness and
8 openness to making the right observation that somebody
9 needs something.

10 MS. BELSHE: And it starts with enactment of
11 AB-11. It's our complimentary policy agenda in terms of
12 the norm and the expectation that approved or AAP
13 validated tools are used at the right time.

14 COMMISSIONER SMITH: But also that your average
15 pediatrician really has an openness to entertaining that
16 at an early point.

17 MS. BELSHE: Well, they -- yes. Yes.
18 Absolutely.

19 I guess I'm just trying to call out there's
20 actually a requirement that they do it, and they're not;
21 right? So we need to make sure the law is being
22 implemented, and that's really the policy compliment to
23 the work very directly with providers.

24 But I think your larger point is such an
25 important one, which is, how do we tell the story --

1 COMMISSIONER SMITH: Exactly.

2 MS. BELSHE: -- about how the world will look
3 different because of those different systems touch points
4 that would look different in context of Help Me Grow.

5 COMMISSIONER ZEPEDA: Other questions, comments?
6 Commissioner Taylor.

7 COMMISSIONER TAYLOR: This is the right time to
8 start looking at collective impact.

9 Daniela, I want to you help them shake this out.
10 This is the time to look at collective impact and how you
11 tell that story because there are going to be different
12 moments in time in which you're going to achieve certain
13 things. And you want to look at it right now, what is the
14 system and look like right now and what is the process
15 right now and what are we changing. So each time you make
16 a change as you collaborate and you work with different
17 groups, you're going to see that system shift. And that's
18 success and we can track it.

19 So we can do a hypothetical for now, but watch it
20 as it goes and see what really happens. So this is where
21 you need to scope that out together and help them to get
22 that done so that, when we are improving along in here, we
23 can show what it means. And it also will help with the
24 picture of how, you know, even you taking how many -- when
25 you add numbers to this strategy, well, only 50 percent

1 I'm saying -- throwing out numbers, probably way off --
2 but 50 percent of the OB/GYNs are actually doing this and
3 the rest aren't. So what is the percentage shift once we
4 start this process or, you know, things of that nature so
5 you can see that.

6 The collaboration. What happens when you start
7 putting resources in here to change the collaboration
8 structure and what are those outcomes. This is the time
9 to look at that, hypothetically say what you hope will
10 happen, and then actually start watching what does happens
11 and how quickly it happen. Because my thinking is and what
12 I'm watching what you guys have already done, sometimes
13 that process goes fast because everybody sees it and gets
14 on board. And sometimes that process is a little bit
15 further out because they're not quite getting it. That
16 doesn't mean we give up; it just means that we have to see
17 what the mechanisms are and what those processes are and
18 how we make that happen.

19 But this is the time to use that collective
20 impact approach for systems change; right? Okay.

21 MS. FICEK: Well, the health team is about to
22 step into the impact framework process. We're next. So
23 we'll be excited to dig into that with Daniela and her
24 team. And I know we'll be bringing back more information
25 to the board on that. So stay tuned.

1 COMMISSIONER TAYLOR: Good work already. I'm
2 just saying we can really take it to another level and
3 what you're doing could turn around and be a model for
4 what the rest of the state does around this issue. And
5 when we go to politicians, they will understand it better
6 because we will understand it better.

7 COMMISSIONER ZEPEDA: Thank you. Other questions
8 on this topic?

9 I have a question regarding 211. You mentioned
10 in the presentation -- and I was kind of looking at the
11 memo -- that the Department of Public Health is exploring
12 a website. I guess my concern here -- and we talk about
13 changing the story -- is that when that parent is freaking
14 out over their child initially, and maybe they -- they
15 consult with a peer or something like that. I think one
16 of the biggest issues has been in early childhood or even
17 if the providers of QRIS identify something, what. So you
18 identify something or there's a red flag for a particular
19 child, where do you go? What do you do? And it's never
20 been very clear. I won't get into regional centers, but
21 -- so 211 is supposed to possibly be a place, correct, for
22 that?

23 MS. PENA: So to take a step back, yes, there is
24 -- the centralized access point is one of the four core
25 components and centralized access point can take on many

1 forms. In the past 20 years ago when it was first
2 launched in Connecticut, it was a call center. Over time,
3 it's really changed. What we've seen when speaking to
4 other Help Me Grow affiliates, both across California as
5 well as in other states, it's really evolved to be
6 sometimes a website platform that also has a call center
7 where they may connect it to a 211, for example, or a
8 another potential call hotline that's used in that
9 particular region. In many instances, there's exploration
10 of apps. There's the ability to have a screening done on
11 the website as well.

12 So if a family is directed to the website, if
13 they're searching for supports around a child's
14 development, they come to the Help Me Grow site, they're
15 able to put in their ZIP code, for example, they're able
16 to actually do a screening, and they're able to generate
17 the results. And in many cases it's also linked to the
18 pediatrician.

19 So there are instances where we're seeing it's
20 evolved past the tradition of a call center. And
21 interestingly enough, with some of the research that's
22 come out of our communications department, we also know
23 that families are utilizing information, exploring
24 information differently. They're far more likely to
25 Google something or Google it or look it up through their

1 phone or their smart phone device. They're trying to
2 think with an eye towards the future; how do we build a
3 centralized access point that's forward thinking so that,
4 once it's built, it's not out dated, and how are we
5 mindful of how families want to interact with that
6 information.

7 So to your point, 211 is a consideration, and
8 that's something that DPH is very much tasked with
9 exploring in addition to their own call lines that they
10 have within DPH, trying to think really critically about
11 the capacity -- depending on the call line, the capacity,
12 the willingness, and the interest to also meet the needs
13 of what Help Me Grow also needs past maybe just a call
14 center. So that's maybe something that's very much in
15 exploration, but it's not as simple as just saying, it's
16 solely a call center.

17 So I hope that answers that question.

18 COMMISSIONER ZEPEDA: Yeah, because this to me is
19 fundamental, this whole issue of not only the parent
20 trying to figure out, where do I go, you know, if I don't
21 have -- you know, I'm at Kaiser and it's going to be three
22 months before they talk to me or what have you; or I'm a
23 family child care provider, where do I go, where do I get
24 some assistance to help me. And that's been the
25 frustration I think for the longest time. And to me

1 that's really where the story has to start on that -- on
2 that list.

3 So that's why I thought, when I was looking at
4 the material, I didn't see 211. And I know we're giving
5 money to 211, so I was curious about that. So I'd be very
6 interested to see how that's going to progress and our
7 collaboration with DPH around that issue.

8 So any other questions or concerns?

9 Okay. Thank you very much for the presentation,
10 and we look forward to hearing more about it as we go
11 forward.

12 Okay. Item 7 and Item 8 are both written --
13 written only. And the first one on 7 has to do with a
14 strategic partnership with Pacific Oaks College relative
15 to early childhood journalism, a fellowship program. As
16 you know, we have been focused on providing -- I think it
17 was KPCC with funding for the journalists, Kriska
18 (phonetic) I think is her name, and -- and so this is --
19 this is our former -- the former KPCC -- what is her name
20 -- Deepa Fernandes who would be the recipient of this.

21 And then the second one has to do with the --
22 with CDE, the Department of Education, to receive grants
23 to help our QRIS efforts.

24 So those are the two items for commissioners. If
25 there are any questions regarding these two items?

1 COMMISSIONER TILTON: We're giving Deepa 328,000.
2 Is it just her?

3 COMMISSIONER ZEPEDA: The question is, are we
4 paying her \$328,000.

5 MS. BELSHE: Sharon, you want to speak to the
6 money?

7 MS. MURPHY: Hi. Sharon Murphy. I'm a staff
8 person who's tasked with cultivating our partnerships with
9 higher education, so I've been working on this. I can
10 assure you not all the money is going specifically to
11 Deepa Fernandes. There is --

12 COMMISSIONER TILTON: I love her.

13 MS. MURPHY: She's fantastic. She would almost
14 warrant that. But, no, there's a whole set of programming
15 that would be done at Pacific Oaks College in support of
16 fostering that relationship there. So --

17 MS. BELSHE: It's a two year.

18 MS. MURPHY: The one-year amount is 164. And the
19 328 number that you referred to would be if it were
20 executed through to June 30th of 2020.

21 COMMISSIONER ZEPEDA: Any other questions from
22 commissioners regarding these two items?

23 Okay. All right. If -- do we have any request
24 for public comment?

25 SPEAKER: No public comment.

1 COMMISSIONER ZEPEDA: No request for public
2 comment.

3 Well, if there are no more comments, I think
4 we're ready to adjourn.

5 (At 4:05 PM, 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 8th day of May, 2018.

Heatherlynn Gonzalez

CERTIFIED SHORTHAND REPORTER

FOR THE STATE OF CALIFORNIA



FY 2018-19 BUDGET:

TRANSMITTAL MEMO

Memo

To: Program and Planning Committee

From: Kim Belshé, Executive Director

Date: May 31, 2018

Subject: **FIRST 5 LA PROPOSED FISCAL YEAR 2018-19 BUDGET**

Members of the Committee:

We are pleased to present the edits to the FY 2018-19 draft budget, for your consideration and discussion. This budget reflects First 5 LA’s continued work – in partnership with others - to creatively and thoughtfully strengthen families, communities and systems of services and supports to ensure that all children in our County enter kindergarten ready to succeed in school and life.

What follows are a number of observations about key themes and issues associated with the proposed FY 2018-19 budget. In the attached material, Commissioners can review a summary of the changes from the proposed budget draft presented at the May 3 meeting, revised budget estimate summaries, and a summary of the revised operating costs. These changes are the result of feedback received by the Commissioners at the Special Meeting of the Board of Commissioner’s - Budget and Finance Committee and Executive Committee, as well as additional staff analysis and updated information.

Strategy Implementation

In its adoption of the 2015-2020 Strategic Plan in November 2014, the Board recognized both the fiscal realities of our declining revenues and the strategic value of First 5 LA approaching its work differently to achieve our goals for young children. First 5 LA’s evolving approach – anchored in partnership and focused on policy and systems change – is reflected in the attached proposed FY 2018-19 Budget. The proposed budget represents staff’s best estimate of the financial resources needed to move work forward to advance the goals and priorities articulated in our Strategic Plan – and the evolving nature of our approach to impact. The following are a number of key themes to highlight relative to the proposed budget:

- Exciting progress in implementation of the Strategic Plan. Significant progress has been made in executing the Strategic Plan this past year. As we enter the next two years of our current 5-year strategic plan period, the proposed budget recognizes implementation began at different starting points. We are both building on the foundation of First 5 LA’s longer-term signature investments, such as Welcome Baby and Best Start, expanding work in its early

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phases, such as kindergarten readiness assessment efforts, and transitioning from planning to implementation of new work, such as early identification and intervention (Help Me Grow) and the built environment. The varying stages of early development and implementation are reflective of First 5 LA's new strategic direction and approach. Advancing meaningful change in policies and systems and achieving progress towards population-level improvements for all children in LA County is a long-term proposition; it's exciting to see First 5 LA gaining some real momentum in this work.

- Policy and systems change: at the center of our work. First 5 LA's Strategic Plan recognizes that the path to widespread impact and sustainability runs through communities, systems and public policies. The proposed FY 2018-19 budget reflects a continued transition away from funding discrete direct services with impact at the participant level and an increased emphasis on collaboration, systems change and public policy in furtherance of population-level outcomes. This work is complex and multi-faceted; and, it's encouraging to see early signs that we're moving in the right direction. The proposed budget requests funding to support such work, including the next phase of Countywide trauma- and resiliency-informed systems work; the testing of sustainability strategies for home visiting, such as Medicaid Targeted Case Management; and policy and advocacy activities to advance a focused, shared Early Care and Education state budget agenda.
- Partnerships are the heart of our work to change systems for children in LA County; and, partnerships are at the heart of the proposed budget. Partnerships are at the heart of First 5 LA's mission, strategy and tactics. Throughout the proposed budget, Commissioners will see the evolution in First 5 LA's approach and role, shifting from primarily a funder role to a lead convener, partner and catalyst role. This partnership work is challenging. It requires time and effort to build relationships, engage others, and forge a common agenda in the context of competing needs and demands. And, our experience demonstrates that multiple partnerships are critical to long-term, sustained systems changes. With the resources proposed in the draft budget, First 5 LA has the opportunity to build on extensive partnerships and current momentum to advance shared systems change goals to benefit young kids. Examples in the budget include: multiple First 5 LA-LA County partnerships, including continued support for the Department of Social Services CalWORKs home visiting pilot and for work emerging from the Office of Child Protection Prevention Plan; various funder partnerships, such as the funder collaborative to advance a trauma- and resiliency-informed LA County; and cross-sector partnerships, such as reflected in our early screening and intervention initiative (Help Me Grow).
- Value of strategic opportunism: The proposed budget recognizes the importance of being focused and disciplined in our work in support of First 5 LA's four outcome areas. At the same time, systems change work requires that we be responsive to opportunities that arise. The proposed budget for FY 2018-19 strikes a healthy balance between strategic focus on First 5 LA's organizational strategy and nimbleness to respond to opportunities. Towards that end, resources are included in each Division's budget to support emerging opportunities, including efforts emerging from the Board of Supervisors' actions, opportunities to leverage First 5 LA funds, and activities to address unexpected threats to child well-being.

- First 5 LA as an impact-focused learning organization: As we enter the second full year of standing up First 5 LA's new Integration & Learning Division, we will move forward with the learning agendas for Welcome Baby and Best Start, strengthen the foundational elements required for First 5 LA to be a learning organization and finalize the Impact Framework. The Impact Framework will clarify our intended impact, tell the story of how our funding and activities contribute to systems change, track our progress against the Strategic Plan, and inform our strategies. Consistent with the Strategic Plan, the proposed budget recognizes the importance of using data, evaluation, and learning to advance strategies that change policies and systems that benefit young children, measure progress toward our outcomes, and continuously inform organizational performance and improvement.
- Sustainability planning and projects. Consistent with the Strategic Plan's direction that First 5 LA make progress in aligning its expenditures to its declining revenues, First 5 LA's programmatic efforts are including a more intentional focus on sustainability and leveraging. In particular, the proposed budget includes resources to support sustainability efforts underway relative to our family-strengthening home visiting investments. In addition, our Policy & Strategy Division will continue its work to build coalitions of support for increased investment in priority areas, such as home visiting and early care and education, and execute a strategy related to alternative revenue generation at the municipal level.

Organization Alignment

The FY 2018-19 Budget represents the second budget reflecting First 5 LA's new organizational structure and staffing aligned to First 5 LA's strategic direction, role and impact. Highlights to call out here include:

- Staffing. First 5 LA's evolving approach to impact – one that places less emphasis on direct services and more emphasis on partnership, policy and systems – has implications for First 5 LA's staffing. Our more collaborative, partners-focused approach to advancing shared policy and systems goals is more staff-intensive, relative to staff's more traditional contract solicitation and management roles. In an effort to limit growth in First 5 LA's operating budget, the proposed budget caps the number of full time equivalent positions at the number authorized in the current year budget (148); vacant positions will be filled and aligned with our new structure and staffing model.
- Staff development/support. First 5 LA recognizes the importance of supporting staff to learn and grow in their jobs and strengthen the skills and capabilities they need to succeed. In the proposed budget for FY 2018-19, resources are included to support the next iteration of staff training through our Human Resources and Talent Management Department led "First 5 LA University." Training priorities have been identified that are grounded in our commitment to effective execution of the Strategic Plan, to invest in our employees, and to First 5 LA being a high-performing, high-impact organization.
- Infrastructure/systems. Administration Division leadership has worked collaboratively to identify specific business systems and processes to support First 5 LA's new Strategic Plan and direction. For FY 2018-19, resources are proposed to advance a number of foundational projects. Examples include initial implementation of an organization-wide

system to enable staff to capture and easily access data and information that can be used to inform our work and course-corrections. This strategy - known as “knowledge management” - is an example of First 5 LA’s efforts to create an organizational culture of more intentional learning by charting and accessing the flow of information at First 5 LA.

- **Capital improvements.** As the owner and operator of its building, into which First 5 LA moved in 2005, we are reaching the point in the life of our facility which will require certain capital expenditures to maintain this critical asset. Per the FY 2017-18 Budget process, during which the Board established a Capital Improvement Fund (CIF), funded by unspent prior year operating budgets, staff is preparing a Capital Improvement Plan (CIP) to draw upon those funds. In addition to improving the layout of the building to enhance internal collaboration and work, there will be a certain amount of ongoing investment to maintain our building. The creation of this plan will allow immediate needs to be addressed, as well as plan for the future needs of a facility that is now over twelve years old. Staff will bring the CIP to the Board for consideration and action outside the annual budget process this summer.
- **Cost-effective operations.** Each year, the Commission approves an annual administrative cost limit, which is a percentage of the total fiscal year budget. The administrative cost for supporting First 5 LA programs is projected to be 9.82% of the budget. Consistent with First 5 LA’s past practice, First 5 LA continues to have one of the lowest administrative limit percentages among all 58 First 5 Commissions.

The proposed budget for FY 2018-19 includes a total budget request of \$139,992,688 as presented in the table below.

| BUDGET CATEGORY | FY 2017-18 Budget | | Proposed | | Variance |
|--|-----------------------|----------------------------|----------------------------|------------------------|-------------|
| | Original | Revised | FY 2018-19 Budget | | |
| Program | | | | | |
| <i>2015-2020 Strategic Plan: Focusing for the Future</i> | | | | | |
| a. Programs Division: Four Priority Outcome Areas | \$ 74,617,000 | 70,712,000 | \$ 88,781,000 | \$ 18,069,000 | 25.6% |
| b. Policy & Strategy Division: SP Related Investment Areas & Support | 10,441,000 | 9,941,000 | 10,768,000 | \$ 827,000 | 8.3% |
| c. Integration & Learning Division: Learning Organization | 6,377,000 | 5,830,000 | 5,941,000 | 111,000 | 1.9% |
| <i>Total 2015-2020 Strategic Plan</i> | \$ 91,435,000 | 63% \$ 86,483,000 | 63% \$ 105,490,000 | 75% \$ 19,007,000 | 35.8% |
| <i>Legacy Investments</i> | 31,824,000 | 22% 31,724,000 | 22% 11,653,000 | 8% (20,071,000) | -63.3% |
| Total Program | \$ 123,259,000 | 85% \$ 118,207,000 | 85% \$ 117,143,000 | 84% \$ (1,064,000) | -0.9% |
| Operating (Administration Division) | 21,614,104 | 15% 21,614,104 | 15% 22,849,688 | 16% 1,235,584 | 5.7% |
| TOTAL BUDGET | \$ 144,873,104 | 100% \$ 139,821,104 | 100% \$ 139,992,688 | 100% \$ 171,584 | 0.1% |

1. The Integration & Learning costs include research and evaluation resources in support of ongoing legacy investments.

2. The operating budget includes \$9.1 million, or 40%, in support of programs and \$13.8 million, or 60%, in support of organization-wide administrative functions, the latter being the annual Administrative Cost Limit. See Attachment B - Administrative Limit Calculation for additional detail.

Finally, I'd like to close with a shout out to Finance Department Director Raoul Ortega and his team for guiding and leading this organization-wide process in a manner that reflects a strong commitment to First 5 LA's values and goals on behalf of young children and their families.

SUMMARY OF CHANGES FROM PROPOSED BUDGET DRAFT (MAY 3)

| INITIATIVE | PROJECT | DRAFT FY 2018-19 BUDGET BFC/EXEC | CHANGE | DRAFT FY 2018-19 BUDGET PPC | % CHANGE | REASON FOR CHANGE | EXPLANATION OF CHANGE |
|---|--|----------------------------------|-------------------|-----------------------------|----------|-------------------|--|
| Families Strategy 1 - Home Visiting | Stronger Families Database | 935,000 | 12,000 | 947,000 | 1.3% | ND | Adjustment is based on additional resources needed to maintain the 75 Stronger Families Database licenses |
| ECE Strategy 2 - QRIS | QRIS Continuous Site Engagement | 13,501,000 | 201,000 | 13,702,000 | 1.5% | ND | An increase is required based on updated information, actual expenditures and a revised estimated need for FY 2018-19 |
| ECE Strategy 3 - Professional Development | ECE Financial Assessment | - | 150,000 | 150,000 | 100% | ND | Identified need for the establishment of a new project to understand the financial challenges faced by ECE providers and to help identify policy and systems change strategies to strengthen the early care and education sector. This will be in collaboration with the California Community Foundation (CCF) and the Nonprofit Finance Fund (NFF). |
| Health - Emerging Opportunities | Emerging Opportunities - Health Outcome Area | 50,000 | 200,000 | 250,000 | 400.0% | ND | Informed by Board Committee discussions, increased resources are being included to respond to emerging needs or unanticipated opportunities where aligned with the organizational direction and strategic plan, specifically as it relates to the health outcome area. |
| Total | | | \$ 563,000 | | | | |

KEY: Reason for Change

ND = New data available to inform budget development

D = Delay in current year activity

O = Oversight led to inadvertent omission in the BFC/Exec budget



FY 2018-19 BUDGET

- Budget Summary
- Budget Summary for Programs by Strategy/Project
- Operating Costs Summary
- Administrative Limit Calculation
- Schedule of Authorized Positions

| BUDGET COMPONENT | | FY 2017-18 | FY 2018-19 | VARIANCE |
|--|---|-----------------------|-----------------------|-----------------------------|
| | | REVISED BUDGET | PROPOSED BUDGET | \$ % |
| 2015-2020 STRATEGIC PLAN: FOCUSING FOR THE FUTURE | | | | |
| Strategic Plan Priority Outcome Areas | | | | |
| 1 | Families | \$ 29,675,000 | \$ 40,857,000 | \$ 11,182,000 37.7% |
| 2 | Communities | 18,034,000 | 20,976,000 | 2,942,000 16.3% |
| 3 | Early Care & Education Systems | 21,244,000 | 23,261,000 | 2,017,000 9.5% |
| 4 | Health-Related Systems | 1,468,000 | 3,687,000 | 2,219,000 151.2% |
| | Sub-total: Strategic Plan Priority Outcome Areas | \$ 70,421,000 | \$ 88,781,000 | \$ 18,360,000 26% |
| Strategic Plan Policy & Strategy Support | | | | |
| 5 | Policy Agenda/Advocacy | \$ 2,320,000 | \$ 3,070,000 | \$ 750,000 32.3% |
| 6 | Communications & Marketing | 6,044,000 | 6,121,000 | 77,000 1.3% |
| 7 | Communications - Conference Funding | 300,000 | 250,000 | (50,000) -16.7% |
| 8 | Strategic Partnership-Cross-Cutting Funder Partnership | 660,000 | 745,000 | 85,000 12.9% |
| 9 | Strategic Partnership-Grantmaking Memberships | 42,000 | 41,000 | (1,000) -2.4% |
| 10 | Strategic Partnership-Organizational Capacity | 200,000 | - | (200,000) -100.0% |
| 11 | Strategic Partnership-Partnership Development | 250,000 | 160,000 | (90,000) -36.0% |
| 12 | Community Engagement and Advocacy | 291,000 | 256,000 | (35,000) N/A |
| 13 | Policy & Strategy - Emerging Opportunities | 75,000 | 75,000 | - 0.0% |
| 14 | County Partnerships | 50,000 | 50,000 | - 0.0% |
| | Sub-total: Strategic Plan Policy & Strategy Support | \$ 10,222,000 | \$ 10,768,000 | \$ 536,000 5% |
| Integration & Learning | | | | |
| 15 | Communities of Practice | \$ 18,000 | \$ 35,000 | \$ 17,000 94.4% |
| 16 | Data Development and Integration | 1,050,000 | 975,000 | (75,000) -7.1% |
| 17 | Data Partnership with Funders | 850,000 | 850,000 | - 0.0% |
| 18 | Grantee Assessment | 75,000 | 75,000 | - 0.0% |
| 19 | Impact Framework | - | 112,000 | 112,000 N/A |
| 20 | Knowledge Management | - | 178,000 | 178,000 N/A |
| 21 | Learning Plan Development | 100,000 | 200,000 | 100,000 100.0% |
| 22 | Oranizational-Wide Investment | 32,000 | 96,000 | 64,000 200.0% |
| 23 | Program Evaluation | 3,655,000 | 3,320,000 | (335,000) -9.2% |
| 24 | Integration & Learning - Emerging Opportunities | 50,000 | 100,000 | 50,000 100.0% |
| | Sub-total Integration & Learning | \$ 5,830,000 | \$ 5,941,000 | \$ 111,000 2% |
| | TOTAL 2015-2020 STRATEGIC PLAN: FOCUSING FOR THE FUTURE | \$ 86,483,000 | \$ 105,490,000 | \$ 19,007,000 22% |
| LEGACY INVESTMENTS | | | | |
| 25 | At-Risk Fathers Investment | \$ 314,000 | \$ 295,000 | \$ (19,000) -6.1% |
| 26 | Baby Friendly Hospitals | 457,000 | 150,000 | (307,000) -67.2% |
| 27 | Black Infant Health | 1,606,000 | 1,863,000 | 257,000 16.0% |
| 28 | Children's Dental Care | 7,217,000 | 372,000 | (6,845,000) -94.8% |
| 29 | Children's Vision Care | 252,000 | - | (252,000) -100.0% |
| 30 | Early Identification and Intervention - Autism and Other Developmental Delays | 884,000 | - | (884,000) -100.0% |
| 31 | Information Resource and Referral | 1,240,000 | 620,000 | (620,000) -50.0% |
| 32 | Little by Little/One Step Ahead | 3,973,000 | 3,925,000 | (54,000) -1.4% |
| 33 | Parent Child Interaction Therapy | 3,943,000 | 4,428,000 | 485,000 12.3% |
| 34 | Policy Advocacy Fund | 310,000 | - | (310,000) -100.0% |
| 35 | Universal Assessment of Newborns | 10,980,000 | - | (10,980,000) -100.0% |
| 36 | Workforce Development | 542,000 | - | (542,000) -100.0% |
| | TOTAL LEGACY INVESTMENTS | \$ 31,724,000 | \$ 11,653,000 | \$ (20,071,000) -63% |
| | TOTAL FIRST 5 LA PROGRAM BUDGET | \$ 118,207,000 | \$ 117,143,000 | \$ (1,064,000) -0.9% |

FY 2018-19 BUDGET SUMMARY FOR PROJECTS BY STRATEGY/PROJECT

| INITIATIVE / STRATEGY NAME | PROJECT NAME | FY 2017-18 | | FY 2018-19 | | VARIANCE | |
|---|---|----------------|-----------------|-----------------|-------|----------|---|
| | | REVISED BUDGET | PROPOSED BUDGET | PROPOSED BUDGET | | \$ | % |
| 2015-2020 STRATEGIC PLAN: FOCUSING FOR THE FUTURE | | | | | | | |
| Strategic Plan Priority Outcome Areas | | | | | | | |
| Families | | | | | | | |
| Families Strategy 1 - Home Visiting | Welcome Baby Hospitals | \$ 9,721,000 | \$ 8,572,000 | \$ (1,149,000) | -12% | | |
| | Universal Assessment of Newborns - Welcome Baby Hospitals | - | 10,511,000 | 10,511,000 | N/A | | |
| | Select Home Visiting Programs | 13,430,000 | 13,572,000 | 142,000 | 1% | | |
| | Family Strengthening Oversight Entity | 3,480,000 | 3,577,000 | 97,000 | 3% | | |
| | Home Visiting Compensation and Turnover Analysis | - | 200,000 | 200,000 | N/A | | |
| | Home Visiting Sustainability Support in Health Systems | - | 120,000 | 120,000 | N/A | | |
| | Home Visiting Sustainability Support in Mental Health Systems | - | 25,000 | 25,000 | N/A | | |
| | LAC Perinatal and Early Childhood Home Visiting Consortium | 26,000 | 26,000 | - | 0% | | |
| | MAMA's Visits Home Visiting Program Training and T.A. Support | - | 334,000 | 334,000 | N/A | | |
| | Stronger Families Database | 780,000 | 947,000 | 167,000 | 21% | | |
| | Targeted Case Management Implementation Support | - | 200,000 | 200,000 | N/A | | |
| | Welcome Baby Implementation and Outcomes Evaluation | - | 238,000 | 238,000 | N/A | | |
| | Abriendo Puertas | 740,000 | 1,100,000 | 360,000 | 49% | | |
| | Project Dulce | 645,000 | 1,215,000 | 570,000 | 88% | | |
| | Families Strategy 2 - Family Engagement | - | 20,000 | 20,000 | N/A | | |
| Family Engagement Learning Community Support | 853,000 | 200,000 | (653,000) | -77% | | | |
| Emerging Opportunities - Families Outcome Area | \$ 29,675,000 | \$ 40,857,000 | \$ 11,182,000 | 38% | | | |
| Sub-total Families | | | | | | | |
| Communities | | | | | | | |
| Communities Strategy 1 - Community Leadership & Collaboration | Broader Community Building and Engagement | \$ 2,500,000 | \$ - | (2,500,000) | -100% | | |
| | Center for the Study of Social Policy (CSSP) | - | 572,000 | 572,000 | N/A | | |
| | Community Partnerships | 10,797,000 | - | (10,797,000) | -100% | | |
| | Neighborhood Action Councils | - | 2,250,000 | 2,250,000 | N/A | | |
| | Region 1 Central-East Regional Network | - | 4,236,000 | 4,236,000 | N/A | | |
| | Region 2 SLA Regional Network | - | 4,710,000 | 4,710,000 | N/A | | |
| | Region 3 SFV Regional Network | - | 2,248,000 | 2,248,000 | N/A | | |
| | Region 4 Port Cities Regional Network | - | 2,198,000 | 2,198,000 | N/A | | |
| | Region 5 AV Regional Network | - | 2,068,000 | 2,068,000 | N/A | | |
| | Organizational Capacity Building | 150,000 | 503,000 | 353,000 | N/A | | |
| Community Resource Networks | - | - | (150,000) | -100% | | | |
| Communities Strategy 2 - Coordinated Services & Supports | Built Environment Policy Advocacy Fund | - | 750,000 | 750,000 | N/A | | |
| | Link Advocates Government Family and Parks (Link) | - | 300,000 | 300,000 | N/A | | |
| Communities Strategy 3 - Built Environment Policy & Advocacy | Community Advocacy Fund | 190,000 | - | (190,000) | -100% | | |
| | Legacy Investments | 556,000 | 206,000 | (350,000) | -63% | | |
| | Capacity Building and Learning | 3,361,000 | 518,000 | (2,843,000) | -85% | | |
| Communities - Cross-Strategy Investments | Capacity Building Consortium | - | 63,000 | 63,000 | N/A | | |
| | Integrated Transition Planning (ITP) | - | 104,000 | 104,000 | N/A | | |
| | Local, Regional and Countywide Convenings | - | 250,000 | 250,000 | N/A | | |
| Communities - Emerging Opportunities | 480,000 | 250,000 | (230,000) | -48% | | | |
| Sub-total Communities | \$ 18,084,000 | \$ 20,976,000 | \$ 2,892,000 | 16% | | | |
| Early Care & Education (ECE) Systems | | | | | | | |
| ECE Strategy 1 - Policy/Advocacy | ECE Policy Advocacy Fund | \$ 3,000,000 | \$ 3,000,000 | \$ - | 0% | | |
| | Educare Policy and Advocacy | 100,000 | 300,000 | 200,000 | 200% | | |
| | Kindergarten Readiness Assessment | 580,000 | 1,945,000 | 1,415,000 | 267% | | |

FY 2018-19 BUDGET SUMMARY FOR PROJECTS BY STRATEGY/PROJECT

| INITIATIVE / STRATEGY NAME | PROJECT NAME | FY 2017-18 | | FY 2018-19 | | VARIANCE | |
|--|--|----------------------|----------------------|----------------------|----------------------|-------------|---|
| | | REVISED BUDGET | PROPOSED BUDGET | PROPOSED BUDGET | | \$ | % |
| ECE Strategy 2 - QRIS | Early Childhood Educators Improving Quality (CCALA) | 745,000 | 141,000 | 141,000 | (604,000) | -81% | |
| | QRIS Architects Group and Systems Planning | 1,242,000 | 463,000 | 463,000 | (779,000) | -63% | |
| | QRIS Continuous Site Engagement | 13,702,000 | 13,842,000 | 13,702,000 | (140,000) | -1% | |
| | QRIS Database | - | 895,000 | 895,000 | N/A | N/A | |
| ECE Strategy 3 - Professional Development | Shared Services Support | 200,000 | 200,000 | 200,000 | - | 0% | |
| | Early Childhood Education Credential Advocacy Project | 790,000 | 700,000 | 700,000 | (90,000) | -11% | |
| | Early Childhood Educator Competencies Curriculum Project | 45,000 | 700,000 | 700,000 | 655,000 | 1456% | |
| | ECE Financial Assessment | - | 150,000 | 150,000 | 150,000 | N/A | |
| ECE - Emerging Opportunities | ECE Workforce Registry | 650,000 | 665,000 | 665,000 | 15,000 | 2% | |
| | Emerging Opportunities - ECE Outcome Area | 100,000 | 400,000 | 400,000 | 300,000 | 300% | |
| Sub-total ECE | | \$ 21,244,000 | \$ 23,261,000 | \$ 23,261,000 | \$ 2,017,000 | 9% | |
| Health, Mental Health & Substance Abuse Systems | | | | | | | |
| Health Strategy 1 - Early Identification and Intervention | Help Me Grow | 518,000 | 1,660,000 | 1,660,000 | 1,142,000 | 220% | |
| | First Connections | - | 950,000 | 950,000 | 950,000 | N/A | |
| Health Strategy 2 - Trauma-Informed Care | Trauma-Informed Care | 700,000 | 827,000 | 827,000 | 127,000 | 18% | |
| | Emerging Opportunities - Health Outcome Area | 250,000 | 250,000 | 250,000 | - | 0% | |
| Sub-total Health | | \$ 1,468,000 | \$ 3,687,000 | \$ 3,687,000 | \$ 2,219,000 | 151% | |
| Sub-Total: Priority Outcome Areas | | \$ 70,421,000 | \$ 88,781,000 | \$ 88,781,000 | \$ 18,360,000 | 26% | |
| Strategic Plan Policy & Strategy Support | | | | | | | |
| Policy Agenda/Advocacy | Federal Policy and Sustainability Advocate | 130,000 | 130,000 | 130,000 | - | 0% | |
| | State Policy and Sustainability Advocate | 440,000 | 440,000 | 440,000 | - | 0% | |
| Communications & Marketing | Strategic Plan Advocacy Strategies | 1,750,000 | 2,500,000 | 2,500,000 | 750,000 | 43% | |
| | Communications & Marketing | 6,044,000 | 6,121,000 | 6,121,000 | 77,000 | 1% | |
| Communications - Conference Funding | Conference Funding | 300,000 | 250,000 | 250,000 | (50,000) | -17% | |
| | Emerging Funder Collaboratives | 450,000 | 450,000 | 450,000 | - | 0% | |
| Strategic Partnership - Cross-Cutting Funder Partnership | LA Funders Collaborative | 20,000 | 20,000 | 20,000 | - | 0% | |
| | LA-N-Sync | 25,000 | 25,000 | 25,000 | - | 0% | |
| | Los Angeles Chamber of Commerce | 40,000 | 40,000 | 40,000 | - | 0% | |
| | Los Angeles Partnership for Early Childhood Investment | 15,000 | 25,000 | 25,000 | 10,000 | 67% | |
| Southern California Grantmakers (SCG) | Southern California Grantmakers (SCG) | 110,000 | 85,000 | 85,000 | (25,000) | -23% | |
| | Southern California Grantmakers (SCG)/Center for Strategic Public Private Partnerships (CSPPP) | - | 100,000 | 100,000 | 100,000 | N/A | |
| Strategic Partnership - Grantmaking Memberships | Grantmaking Memberships | 42,000 | 41,000 | 41,000 | (1,000) | -2% | |
| | Strategic Partnership - Organizational Capacity | 200,000 | - | - | (200,000) | -100% | |
| Strategic Partnership - Partnership Development | Consulting | 150,000 | 100,000 | 100,000 | (50,000) | -33% | |
| | Convenings | 100,000 | 60,000 | 60,000 | (40,000) | -40% | |
| Community Engagement and Advocacy | Parent and Caregiver Advisory Council | 186,000 | 103,000 | 103,000 | (83,000) | -45% | |
| | Parent Advocacy and Engagement | 105,000 | 153,000 | 153,000 | 48,000 | 46% | |
| Policy & Strategy - Emerging Opportunities County Partnerships | Emerging Opportunities - Policy & Strategy | 75,000 | 75,000 | 75,000 | - | 0% | |
| | County Partnerships | 50,000 | 50,000 | 50,000 | - | 0% | |
| Sub-Total: Strategic Plan Policy & Strategy Support | | \$ 10,232,000 | \$ 10,765,000 | \$ 10,765,000 | \$ 536,000 | 5% | |
| INTEGRATION & LEARNING | | | | | | | |
| Communities of Practice | External Partner Learning | 3,000 | 7,000 | 7,000 | 4,000 | 133% | |
| | Learning Advisory Committee | 5,000 | 10,000 | 10,000 | 5,000 | 100% | |
| Data Development and Integration | Organizational-wide Learning | 10,000 | 18,000 | 18,000 | 8,000 | 80% | |
| | Data Analytics | 25,000 | 25,000 | 25,000 | - | 0% | |
| | Data Consultant | \$ 100,000 | \$ 90,000 | \$ 90,000 | (10,000) | -10% | |
| | Data Requests | 5,000 | 5,000 | 5,000 | - | 0% | |
| Dissemination | 15,000 | 15,000 | 15,000 | - | 0% | | |

FY 2018-19 BUDGET SUMMARY FOR PROJECTS BY STRATEGY/PROJECT

| INITIATIVE / STRATEGY NAME | PROJECT NAME | FY 2017-18 | | FY 2018-19 | | VARIANCE | |
|---|---|----------------|-----------------|-----------------|----------------|----------|--|
| | | REVISED BUDGET | PROPOSED BUDGET | PROPOSED BUDGET | \$ | % | |
| Data Development and Integration (cont.) | First 5 LA Contracts and Grants Program Reporting Database | 140,000 | 75,000 | 75,000 | (65,000) | -46% | |
| | Indicator Development | 165,000 | 165,000 | 165,000 | - | 0% | |
| | LA County Data Match | - | - | - | - | 0% | |
| | Los Angeles County Health Survey | - | - | - | - | 0% | |
| | Los Angeles County P-5 Asset Mapping | - | - | - | - | 0% | |
| | Los Angeles Mommy and Baby (LAMMB) Project | - | - | - | - | 0% | |
| | Maternal Infant Hospital Assessment | - | - | - | - | 0% | |
| | WIC Data Mining Research Partnership | 600,000 | 600,000 | 600,000 | - | 0% | |
| | Children's Data Network (CDN) | 850,000 | 850,000 | 850,000 | - | 0% | |
| | Grantee Perception Report | 75,000.00 | 75,000 | 75,000 | - | 0% | |
| | Impact Framework | - | 112,000 | 112,000 | 112,000 | N/A | |
| | Knowledge Management | - | 178,000 | 178,000 | 178,000 | N/A | |
| | Cross Outcomes/Strategy Area | - | 100,000 | 100,000 | 100,000 | N/A | |
| | ECE Outcome Area | 50,000 | 50,000 | 50,000 | - | 0% | |
| | Health Systems Outcome Area | 50,000 | 50,000 | 50,000 | - | 0% | |
| Investment Process | 32,000.00 | 96,000 | 96,000 | 64,000 | 200% | | |
| Best Start Learning Agenda | 500,000 | 800,000 | 800,000 | 300,000 | 60% | | |
| Obesity Prevention & Nutrition Collective Impact Evaluation | 750,000 | 600,000 | 600,000 | (150,000) | -20% | | |
| Parent-Child Interaction Therapy Evaluation | 131,000 | - | - | (131,000) | -100% | | |
| Professional Development Program Evaluation | 54,000 | - | - | (54,000) | -100% | | |
| Quality Rating and Improvement System Evaluation | - | 300,000 | 300,000 | 300,000 | N/A | | |
| Welcome Baby Implementation and Outcomes Evaluation | 654,000 | - | - | (654,000) | -100% | | |
| Welcome Baby Impact Study | 1,566,000 | 1,620,000 | 1,620,000 | 54,000 | 3% | | |
| Emerging Opportunities - Integration & Learning | 50,000.00 | 100,000 | 100,000 | 50,000 | 100% | | |
| Integration & Learning - Emerging Opportunities | | \$ 5,880,000 | \$ 5,941,000 | \$ 111,000 | 2% | | |
| Sub-total Integration & Learning | | \$ 86,483,000 | \$ 105,490,000 | \$ 19,007,000 | 22% | | |
| TOTAL 2015-2020 STRATEGIC PLAN: FOCUSING FOR THE FUTURE | | | | | | | |
| LEGACY INVESTMENTS | | | | | | | |
| At-Risk Fathers Investment | At-Risk Fathers Investment | 314,000 | 295,000 | 295,000 | (19,000) | -6% | |
| Baby Friendly Hospitals | Baby Friendly Hospital Project - Cycle 3 | 20,000 | - | - | (20,000) | -100% | |
| | Baby Friendly Hospital Project - Cycle 4 | 437,000 | 150,000 | 150,000 | (287,000) | -66% | |
| Black Infant Health | Birth Outcomes and Disparities - Policy and Systems Change | 100,000 | 400,000 | 400,000 | 300,000 | 300% | |
| | Black Infant Health Program | 1,506,000 | 1,463,000 | 1,463,000 | (43,000) | -3% | |
| Children's Dental Care | Children's Dental Care Program | 7,217,000 | 372,000 | 372,000 | (6,845,000) | -95% | |
| Children's Vision Care | Children's Vision Care | 252,000 | - | - | (252,000) | -100% | |
| Early Identification and Intervention - Autism and Other Developmental Delays | Early Identification and Intervention - Autism and Other Developmental Delays | 884,000 | - | - | (884,000) | -100% | |
| Information Resource and Referral | 211 LA County | 1,240,000 | 620,000 | 620,000 | (620,000) | -50% | |
| Little by Little/One Step Ahead | Little by Little/One Step Ahead Program | 3,979,000 | 3,925,000 | 3,925,000 | (54,000) | -1% | |
| Parent Child Interaction Therapy | Parent Child Interaction Therapy | 3,943,000 | 4,428,000 | 4,428,000 | 485,000 | 12% | |
| Policy Advocacy Fund | Policy Advocacy Fund - II | 197,000 | - | - | (197,000) | -100% | |
| Universal Assessment of Newborns | Policy Advocacy Fund Technical Assistance Provider | 113,000 | - | - | (113,000) | -100% | |
| Workforce Development | Welcome Baby Hospitals | 10,980,000 | - | - | (10,980,000) | -100% | |
| TOTAL LEGACY INVESTMENTS | P-5 Workforce Development Core Competencies | 542,000 | - | - | (542,000) | -100% | |
| TOTAL FIRST 5 LA PROGRAM BUDGET | | \$ 118,207,000 | \$ 117,143,000 | \$ 117,143,000 | \$ (1,064,000) | -0.9% | |

OPERATING COSTS SUMMARY FY 2018-19

| | FY 2017-18 | | FY 2018-19 | | | | | Variance from FY 2017-18 | | |
|---|-------------------|------------------------|------------------|--------------------------|------------------|------------------|-------------------|--------------------------|------------------------|------------------|
| | Revised Budget | Estimated Expenditures | Variance | Governance and Executive | Administration | Programs | Policy & Strategy | | Integration & Learning | Proposed Budget |
| Personnel Services | | | | | | | | | | |
| Salaries | 12,995,691 | 12,548,401 | 447,290 | 993,795 | 3,267,470 | 5,070,669 | 3,184,908 | 1,545,644 | 14,062,486 | 1,066,795 |
| Total Employee Benefits | 3,897,581 | 3,275,556 | 562,025 | 269,414 | 886,389 | 1,499,088 | 920,443 | 386,586 | 3,961,920 | 124,339 |
| Total Personnel Services | 16,893,272 | 15,823,957 | 1,069,315 | 1,263,209 | 4,153,859 | 6,569,757 | 4,105,351 | 1,932,230 | 18,024,406 | 1,191,134 |
| Operating Services | | | | | | | | | | |
| ADP-Payroll | 37,000 | 29,008 | 7,992 | - | 38,000 | - | - | - | 38,000 | 1,000 |
| Worker's Compensation Insurance | 84,000 | 57,018 | 26,982 | - | 85,000 | - | - | - | 85,000 | 1,000 |
| Utilities | 165,000 | 154,226 | 10,774 | - | 165,000 | - | - | - | 165,000 | - |
| Corporate Insurance | 76,000 | 30,000 | 46,000 | - | 75,000 | - | - | - | 75,000 | (1,000) |
| Mileage, Parking and Other Transportation | 71,300 | 41,824 | 29,476 | 5,800 | 3,150 | 44,300 | 15,500 | 2,500 | 71,250 | (50) |
| Telephone | 70,750 | 67,456 | 3,294 | 1,800 | 67,000 | 20,700 | 15,600 | 600 | 67,000 | (750) |
| Cell Phone & Mobile Devices | 54,250 | 23,800 | 30,450 | 1,800 | 17,100 | 20,700 | 15,600 | 600 | 53,800 | 4,500 |
| Outside Printing & Publishing | 39,700 | 48,072 | (8,372) | - | 3,000 | - | 20,000 | - | 23,000 | 3,300 |
| Other Supplies | 20,250 | 19,000 | 1,250 | 250 | 20,000 | - | - | - | 20,250 | - |
| Postage & Delivery | 13,200 | 13,301 | (101) | - | 13,200 | - | - | - | 13,200 | - |
| Educational Supplies | 2,550 | 409 | 2,141 | - | 1,500 | 2,000 | 3,600 | - | 7,100 | 4,550 |
| Office Supplies | 87,560 | 68,674 | 18,886 | 7,000 | 54,500 | 11,200 | 10,400 | 4,900 | 88,000 | 440 |
| Subscriptions & Publications | 12,330 | 7,811 | 4,519 | 7,000 | 2,350 | 2,550 | 13,600 | 3,000 | 21,500 | 9,170 |
| Capital Outlay | 102,000 | 61,512 | 40,488 | - | 126,000 | - | - | - | 126,000 | 24,000 |
| Equipment-Rent & Leases | 118,200 | 24,510 | 93,690 | - | 119,000 | - | - | - | 119,000 | 800 |
| Building Repair & Maintenance | 180,000 | 185,968 | (5,868) | - | 192,000 | - | - | - | 192,000 | 12,000 |
| Equipment Repairs & Maintenance | 23,500 | 8,963 | 14,537 | - | 22,000 | 2,000 | - | - | 24,000 | 500 |
| Offsite Storage | 33,900 | 16,953 | 16,947 | - | 15,500 | - | 18,900 | - | 34,400 | 500 |
| Hardware & Software Maintenance | 246,400 | 140,277 | 106,123 | - | 251,800 | - | 3,500 | - | 255,300 | 8,900 |
| Miscellaneous/Contingency | 75,000 | 5,004 | 69,996 | 50,000 | 25,000 | - | - | - | 75,000 | - |
| Stipend/Honorarium | - | - | - | - | - | - | - | - | - | - |
| Internal Meetings | 138,400 | 75,845 | 62,555 | 15,000 | 28,600 | 36,000 | 38,500 | 15,000 | 133,100 | (5,300) |
| Divisional Capacity Building | - | - | - | 25,000 | - | 25,000 | - | 25,000 | 100,000 | 75,000 |
| Total Operating Services | 1,631,290 | 1,079,505 | 551,785 | 104,850 | 1,324,700 | 142,950 | 165,400 | 51,000 | 1,758,900 | 157,610 |
| Consultant Services | | | | | | | | | | |
| Consultant Fees | 1,517,300 | 565,065 | 952,235 | 186,000 | 743,900 | 60,000 | 15,000 | 210,000 | 1,214,800 | (302,500) |
| Other Professional Fees | 295,000 | 288,024 | 6,976 | - | 315,000 | - | - | - | 315,000 | 20,000 |
| External Reviewers | 6,500 | 3,520 | 2,980 | - | 2,500 | - | - | - | 2,500 | (4,000) |
| Total Consultant Services | 1,818,800 | 856,609 | 962,191 | 186,000 | 1,061,900 | 60,000 | 15,000 | 210,000 | 1,532,300 | (286,500) |
| Professional Services | | | | | | | | | | |
| Audit | 70,000 | 70,000 | - | - | 80,000 | - | - | - | 80,000 | 10,000 |
| Legal Fees | 250,000 | 250,000 | - | - | - | - | - | - | - | - |
| Professional Dues | 118,752 | 108,216 | 10,536 | 175,000 | 23,130 | 7,100 | 5,472 | 12,850 | 175,000 | (75,000) |
| Staff Recruitment | 25,000 | 39,482 | (14,482) | 75,000 | 25,000 | - | - | - | 123,552 | 4,800 |
| Commissioners Stipends | 34,000 | 17,700 | 16,300 | 30,000 | - | - | - | - | 25,000 | - |
| Web-Based Services | 45,500 | 22,688 | 22,812 | - | 75,000 | - | - | - | 30,000 | (4,000) |
| Bank & Other Service Charges | 12,000 | 11,920 | 80 | - | 12,000 | - | - | - | 12,000 | - |
| Total Professional Services | 555,252 | 520,006 | 35,246 | 280,000 | 215,130 | 7,100 | 5,472 | 12,850 | 520,552 | (34,700) |
| Travel Expenses | | | | | | | | | | |
| Airfare | 136,980 | 76,863 | 60,117 | 6,000 | 12,100 | 32,980 | 92,000 | 18,300 | 161,380 | 24,400 |
| Lodging | 135,150 | 45,153 | 89,997 | 5,000 | 20,700 | 46,500 | 56,000 | 34,000 | 162,200 | 27,050 |
| Per Diem | 69,730 | 34,274 | 35,456 | 3,500 | 10,300 | 20,700 | 28,500 | 13,200 | 76,200 | 6,470 |
| Other Travel Expense | 13,850 | 13,810 | 40 | 500 | 2,750 | 1,000 | 9,000 | 9,000 | 22,850 | 9,000 |
| Total Travel Expenses | 355,710 | 170,100 | 185,610 | 15,000 | 45,850 | 101,180 | 185,500 | 75,100 | 422,630 | 66,920 |
| Professional Development | | | | | | | | | | |
| Training Materials & Supplies | 2,880 | - | 2,880 | - | 9,000 | 900 | 2,600 | - | 12,500 | 9,620 |
| Internal Training | 69,500 | 185 | 69,315 | - | 60,000 | 3,000 | 30,400 | 1,000 | 94,400 | 24,900 |
| Leadership Programs | 53,000 | 4,960 | 48,040 | - | 102,000 | - | 61,000 | 40,700 | 102,000 | 49,000 |
| Conference Registrations | 293,400 | 89,069 | 164,331 | 6,000 | 38,200 | 64,100 | 31,000 | 40,700 | 210,000 | (43,000) |
| External Education/Training | 41,000 | 14,094 | 26,906 | - | 23,000 | 10,000 | 33,200 | 20,800 | 132,000 | 101,000 |
| Total Professional Development | 419,780 | 108,338 | 311,442 | 6,000 | 254,200 | 78,000 | 130,200 | 62,500 | 560,900 | 141,120 |
| Total OPERATING EXPENSES | 21,614,104 | 18,565,515 | 3,055,589 | 1,865,059 | 7,085,039 | 6,965,987 | 4,606,923 | 2,345,680 | 22,819,658 | 1,235,584 |

| First 5 LA FY 2018-19 Operating Budget Administrative Limit Calculation | | |
|--|-----------|--------------------|
| Departmental Budgets: | | |
| Administration Division | \$ | 729,486 |
| Board of Commissioners | | 89,050 |
| Communications | | 1,271,597 |
| Contract Administration & Purchasing | | 1,168,496 |
| Executive | | 1,766,009 |
| Facilities Management | | 870,700 |
| Finance | | 1,393,273 |
| Human Resources & Talent Mgmt. | | 1,456,146 |
| Information Technology | | 1,466,938 |
| Integration & Learning Division ¹ | | 481,742 |
| Policy & Strategy Division ² | | 408,348 |
| Programs Division ³ | | 550,952 |
| Salary & Benefits⁴: | | |
| Communities | | 271,067 |
| Community Relations | | 190,769 |
| Early Care & Education | | 198,911 |
| Family Supports | | 200,528 |
| Health Systems | | 252,312 |
| Integration & Learning | | 218,121 |
| Measurement, Learning & Evaluation | | 224,823 |
| Public Policy & Government Affairs | | 264,001 |
| Strategic Partnerships | | 272,037 |
| Total FY 2017-18 Administrative Budget | \$ | 13,745,307 |
| Total FY 2018-19 Operating Budget | | 22,849,688 |
| Total FY 2018-19 Program Budget | | 117,143,000 |
| Total FY 2018-19 Budget | \$ | 139,992,688 |
| Administrative Cost Percentage | | 9.82% |
| 1. Budgets for two positions were excluded in the calculation of the division's total budget. 2. Budget for one position was excluded in the calculation of the division's total budget. 3. Budget for Interns was excluded in the calculation of the division's total budget. 4. Directors and Administrative Assistants only. | | |

SCHEDULE OF AUTHORIZED POSITIONS

| FIRST 5 LA SCHEDULE OF AUTHORIZED POSITIONS | | | | | |
|---|-----------------------------------|-----------------------------------|------------|-------------------|------------|
| Division/Department | FY 2017-18 | | FY 2018-19 | | |
| | Authorized Positions ¹ | Filled Positions as of March 2018 | Baseline* | Addition/Deletion | Total |
| Executive Operations | 7 | 6 | 7 | 1*** | 8 |
| Administration Division Administration | 4 | 4 | 4 | 0 | 4 |
| Contract Administration & Purchasing | 9 | 9 | 9 | 1**** | 10 |
| Facilities Management | 0 | 0 | 0 | 0 | 0 |
| Finance | 9 | 8 | 9 | 0 | 9 |
| Human Resources & Talent Management | 4 | 4 | 4 | 0 | 4 |
| Information Technology | 5 | 4 | 5 | 0 | 5 |
| Integration & Learning Division Integration & Learning Division Support | 4 | 4 | 4 | 0 | 4 |
| Integration & Learning | 7 | 5 | 7 | 0 | 7 |
| Measurement, Learning & Evaluation | 6 | 2 | 6 | 0 | 6 |
| Policy & Strategy Division Policy & Strategy Division Support | 3 | 3 | 3 | 0 | 3 |
| Communications | 10 | 10 | 10 | 0 | 10 |
| Community Relations | 5 | 5 | 5 | 0 | 5 |
| Public Policy and Government Affairs | 9 | 7 | 9 | 0 | 9 |
| Strategic Partnerships | 7 | 7 | 7 | 0 | 7 |
| Programs Division Programs Division Support | 2 | 2 | 2 | 0 | 2 |
| Communities | 27 | 26 | 23 | 0 | 23** |
| Early Care & Education | 10 | 9 | 10 | 0 | 10 |
| Family Supports | 12 | 12 | 12 | 0 | 12 |
| Health Systems | 8 | 7 | 8 | 2 | 10 |
| | 148 | 134 | 144 | 4 | 148 |

¹ Temporary employees are not included in the FTE count.

*Baseline was reduced from 148 to 144 due to the "term" of the four Program Support staff ending.

**A request to promote one employee from Grade 18 to Grade 19 was received.

***This position is a placeholder for a Project Manager position.

****This position is for a Contract Compliance Officer with a 2-year limited term.

FY 2018-19 Draft Budget – Program Costs

Program & Planning
Committee Meeting

May 31, 2018



Objectives

1. Budget Overview

a) Context

b) Changes

c) Summary & Highlights

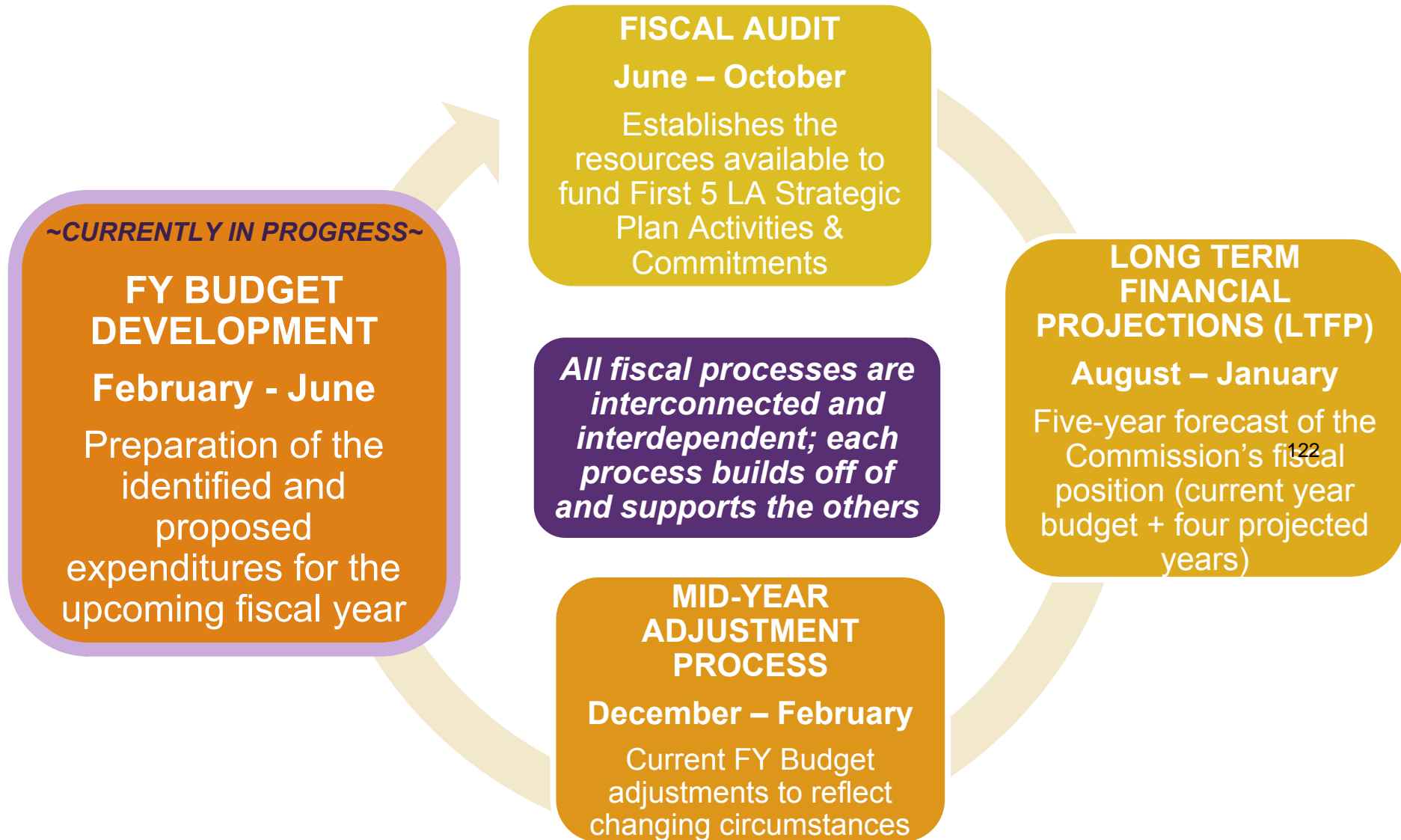
d) Components

2. Programmatic Costs

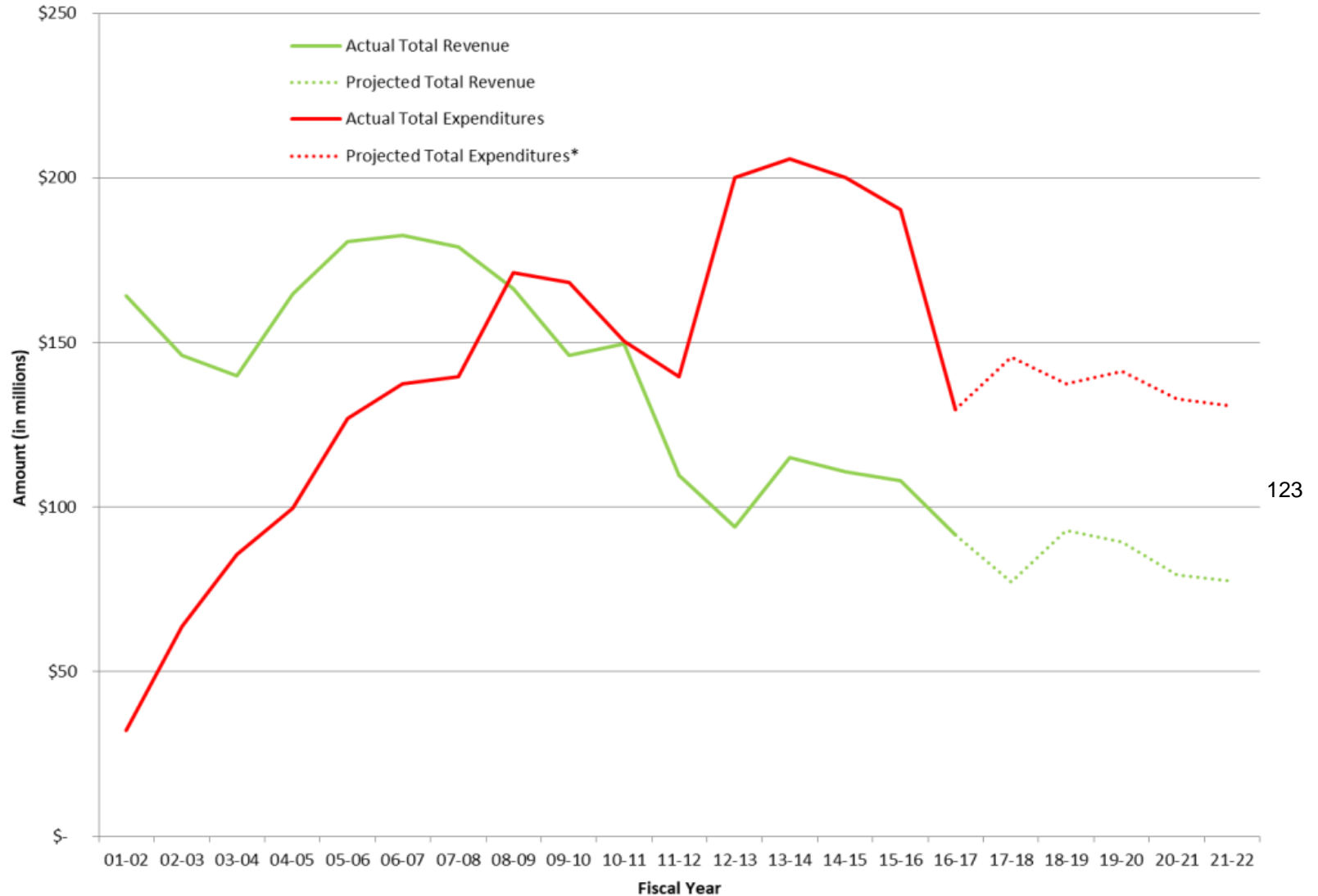
3. Next Steps

121

Context - Fiscal Lifecycle & Processes



Context - Revenue & Expenditure Projections



Context – First 5 LA's Investment Strategies

Investment Guidelines → How and where First 5 LA can have the most impact

- Focus on prevention
- Focus on systems change & policy change
- Seek to have broader impact
- Prioritize the identification and scaling up of evidence-based practices
- Engage partners at the earliest possible stage of activity or investment
- Prioritize investments strengthen families and, whenever possible, improve community capacity

124

Investment Areas → Where First 5 LA will invest

- Public Policy and Advocacy
- Service Delivery System Improvement
- Community Capacity Building
- Research & Development
- Provider Training
- Communications

Investment Guidelines and Areas are outlined in the 2015-2020 Strategic Plan and are foundational to the budget and the LTFP

Draft Budget Changes

| INITIATIVE | PROGRAM | DRAFT FY 2018-19 BUDGET BFC/EXEC | CHANGE | DRAFT FY 2018-19 BUDGET PPC | % CHANGE | REASON FOR CHANGE | EXPLANATION OF CHANGE |
|---|--|---|-------------------|-----------------------------------|-------------|-------------------------|--|
| Families Strategy 1 - Home Visiting | Stronger Families Database | 935,000 | 12,000 | 947,000 | 1.3% | ND | Adjustment is based on additional resources needed to maintain the 75 Stronger Families Database licenses |
| ECE Strategy 2 - QRIS | QRIS Continuous Site Engagement | 13,501,000 | 201,000 | 13,702,000 | 1.5% | ND | An increase is required based on updated information, actual expenditures and a revised estimated need for FY 2018-19 |
| ECE Strategy 3 - Professional Development | ECE Financial Assessment | - | 150,000 | 150,000 | 100% | ND | Identified need for the establishment of a new project to understand the financial challenges faced by ECE providers and to help identify policy and systems change strategies to strengthen the early care and education sector. This will be in collaboration with the California Community Foundation (CCF) and the Nonprofit Finance Fund (NFF). |
| Health - Emerging Opportunities | Emerging Opportunities - Health Outcome Area | 50,000 | 200,000 | 250,000 | 400.0% | ND | Informed by Board Committee discussions, increased resources are being included to respond to emerging needs or unanticipated opportunities where aligned with the organizational direction and strategic plan, specifically as it relates to the health outcome area. |
| Total | | | \$ 563,000 | | | | |

KEY: Reason for Change

ND = New data available to inform budget development

D = Delay in current year activity

O = Oversight led to inadvertent omission in the BFC/Exec budget

FY 2018-19 Budget Summary

| BUDGET CATEGORY | FY 2017-18 Budget | | Proposed | | Variance | | |
|--|-------------------|---------------------|---------------------|--------------------|----------|--|-----|
| | Original | Revised | FY 2018-19 Budget | | | | |
| Program | | | | | | | |
| <i>2015-2020 Strategic Plan: Focusing for the Future</i> | | | | | | | |
| a. Programs Division: Four Priority Outcome Areas | \$ 74,617,000 | \$ 70,712,000 | \$ 88,781,000 | \$ 18,069,000 | 25.6% | | |
| b. Policy & Strategy Division: SP Related Investment Areas & Support | 10,441,000 | 9,941,000 | 10,768,000 | \$ 827,000 | 8.3% | | |
| c. Integration & Learning Division: Learning Organization | 6,377,000 | 5,830,000 | 5,941,000 | \$ 111,000 | 1.9% | | |
| <i>Total 2015-2020 Strategic Plan</i> | \$ 91,435,000 | 63% \$ 86,483,000 | 62% \$ 105,490,000 | 75% \$ 19,007,000 | 35.8% | | 126 |
| <i>Legacy Investments</i> | 31,824,000 | 22% 31,724,000 | 23% 11,653,000 | 8% (20,071,000) | -63.3% | | |
| Total Program | \$ 123,259,000 | 85% \$ 118,207,000 | 85% \$ 117,143,000 | 84% \$ (1,064,000) | -0.9% | | |
| Operating (Administration Division) | 21,614,104 | 15% 21,614,104 | 15% 22,849,688 | 16% 1,235,584 | 5.7% | | |
| TOTAL BUDGET | \$ 144,873,104 | 100% \$ 139,821,104 | 100% \$ 139,992,688 | 100% \$ 171,584 | 0.1% | | |

FY 2018-19 Budget Components

Program

2015-2020 Strategic Plan Investments

- a. Programs Division: Four Priority Outcome Areas
- b. Policy & Strategy Division: Related Investment Area & Support
- c. Integration & Learning Division: Learning Organization

127

Legacy Investments

Operating (Administration Division & Organization Support)

Programs Division

Through partnership, we promote strategic investment, innovation, and leadership to advance the policies and systems that will improve outcomes for children and families.

128

Programs Division

| 2015-2020 STRATEGIC PLAN OUTCOME AREA | Revised FY 2017-18 | Proposed FY 2018-19 |
|--|-------------------------------|--------------------------------|
| Families | \$ 29,675,000 | \$ 40,857,000 |
| Communities | 18,325,000 | 20,976,000 |
| Early Care & Education (ECE) Systems | 21,244,000 | 23,261,000 |
| Health-Related Systems | 1,468,000 | 3,687,000 |
| Total Strategic Plan Priority Outcome Areas | \$ 70,712,000 | \$ 88,781,000 |

- Proposed Budget reflects the fourth year of Strategic Plan implementation and increasing transition from planning to implementation
- Budget reflects a continued focus on working with our partners to achieve system change, sustainability, and leveraging opportunities

129

Families Overview

| FAMILIES OUTCOME AREA | Revised | | Proposed | |
|------------------------------------|----------------------|-------------|----------------------|-------------|
| | FY 2017-18 Budget | | FY 2018-19 Budget | |
| Strategy 1 - Home Visiting | \$ 27,437,000 | 92% | \$ 38,322,000 | 94% |
| Strategy 2 - Family Engagement | 1,385,000 | 5% | 2,335,000 | 6% |
| Emerging Opportunities | 853,000 | 3% | 200,000 | 0% |
| Total Families Outcome Area | \$ 29,675,000 | 100% | \$ 40,857,000 | 100% |

Key Budget Highlights

- Strategy 1: Home Visiting – Proposed budget reflects a consolidation of Universal Assessment (previously presented as part of legacy investments) within the Home Visiting Strategy; Proposed slight reduction in HV programs
- *Key sustainability strategies*: leveraging federal Targeted Case Management (TCM), multiple county partnerships, including support for DMH funding
- Strategy 2: Family Engagement - Integration across multiple strategies, proposed expansion of Project DULCE and continued technical assistance with Abriendo Puertas (June PPC)

130

Emerging Opportunities/New Work for FY 2018-19

- Strategies to improve Home Visiting systems and leveraging opportunities
- Continued emerging opportunity support to engage families on immigration rights

Communities Overview

| COMMUNITIES OUTCOME AREA | Revised | | Proposed | |
|---|----------------------|-------------|----------------------|-------------|
| | FY 2017-18 Budget | | FY 2018-19 Budget | |
| Strategy 1 - Community Leadership & Collaboration | \$ 13,588,000 | 74% | \$ 18,282,000 | 87% |
| Strategy 2 - Coordinated Services & Supports | 150,000 | 1% | 503,000 | 2% |
| Strategy 3 - Built Environment Policy & Advocacy | 746,000 | 4% | 1,256,000 | 6% |
| Cross-Strategy Investments | 3,361,000 | 18% | 685,000 | 3% |
| Emerging Opportunities | 480,000 | 3% | 250,000 | 1% |
| Total Communities Outcome Area | \$ 18,325,000 | 100% | \$ 20,976,000 | 100% |

Key Budget Highlights

- **Strategy 1: Community Leadership & Collaboration** – Year 1 implementation of Best Start regional/local network structure beginning in May 2018 consistent with Board action. Also includes Year 3 of a five year strategic partnership with South Bay Community Counseling (SBCC) to implement Neighborhood Action Councils. 131
- **Strategy 2: Coordinated Services & Supports** – Support a network building approach by strengthening organizations’ capacity to work together across sectors and alongside parents.
- **Strategy 3: Built Environment - Implementation of proposed new strategies for supporting advocates and communities to leverage new funding available from local measures.**
- **Cross-Strategy Investments** – Support for convening, peer learning, and continuous improvement among grantees and partners across the Communities Outcome area.

Emerging Opportunities/New Work for FY 2018-19

- Funds for strategic partnerships that leverage funding/efforts of municipal and county government, other funders, and higher education. These emerging opportunity costs primarily support work that began during FY 2017-18.

Health Overview

| HEALTH-RELATED SYSTEMS OUTCOME AREA | Revised FY 2017-18 Budget | | Proposed FY 2018-19 Budget | |
|--|------------------------------|-------------|-------------------------------|-------------|
| Strategy 1 - Early Identification and Intervention | \$ 518,000 | 35% | \$ 2,610,000 | 71% |
| Strategy 2 - Trauma-Informed Care | 700,000 | 48% | 827,000 | 22% |
| Emerging Opportunities | 250,000 | 17% | 250,000 | 7% |
| Total Health Outcome Area | \$ 1,468,000 | 100% | \$ 3,687,000 | 100% |

Key Budget Highlights

- Transition from planning and partnership development to implementation
- Strategy 1: Early Identification & Intervention – Includes first year agreement with DPH as the organizing entity, continuation of First Connections investment as well as early work on community demonstration projects ¹³²
- Strategy 2: Trauma-Informed Care (TIC) – Continued support of Countywide Trauma and Resiliency Informed Systems Change work (pooled funding) as well as cross-system community focused strategies (e.g. City of Long Beach, Best Start Communities) and internal alignment of strategies (e.g. HMG, Home Visiting).

Emerging Opportunities/New Work for FY 2018-19

- Funds available to support opportunities that may emerge in FY 2018-19 to advance Trauma Informed Care and systems change

ECE Overview

| ECE OUTCOME AREA | Revised | | Proposed | |
|---------------------------------------|---------------------|-------------|----------------------|-------------|
| | FY 2017-18 Budget | | FY 2018-19 Budget | |
| Strategy 1 - Policy/Advocacy | \$ 3,630,000 | 17% | \$ 5,245,000 | 23% |
| Strategy 2 - QRIS | 16,029,000 | 75% | 15,401,000 | 66% |
| Strategy 3 - Professional Development | 1,485,000 | 7% | 2,215,000 | 10% |
| Emerging Opportunities | 100,000 | 0% | 400,000 | 2% |
| Total ECE Outcome Area | \$21,244,000 | 100% | \$ 23,261,000 | 100% |

Key Budget Highlights

- Strategy 1: Policy & Advocacy – Full year of contracting with an intermediary and grantees under ECE Policy Advocacy Fund; year 2 of Educare support; target to increase KRA from 7 to 12 communities 133
- Strategy 2: QRIS Implementation – Continued support of Quality Rating and Improvement Systems (QRIS) and Architects (Update at May PPC)
- Strategy 3: Workforce Development – Continued support for professional development, partnerships with higher education and Workforce Registry; includes proposed ECE Financial Assessment Project (Update at May PPC)

Emerging Opportunities/New Work for FY 2018-19

- Continued partnership with OCP and County Office for Advancement of ECE for planning efforts
- Potential support for Pomona Unified Reinvest in Success (June PPC)

Policy & Strategy Division

The Policy & Strategy Division connects, captivates and catalyzes key partners to help drive policy and transform systems for young children and their families.

134

Policy & Strategy Division

| Policy & Strategy Division | Revised FY 2017-18 Budget | | Proposed FY 2018-19 Budget | |
|---------------------------------------|--------------------------------------|-------------|---------------------------------------|-------------|
| Communications | \$ 6,344,000 | 62% | \$ 6,371,000 | 59% |
| Community Relations | 291,000 | 3% | 256,000 | 2% |
| Public Policy & Government Affairs | 2,320,000 | 23% | 3,070,000 | 29% |
| Strategic Partnerships | 1,152,000 | 11% | 946,000 | 9% |
| Emerging Opportunities | 75,000 | 1% | 75,000 | 1% |
| Total P&S Division | \$ 10,182,000 | 100% | \$ 10,718,000 | 100% |

Policy & Strategy Division

Budget Highlights

- Budget fortifies existing strategic plan investments including key policy, advocacy and communications work
 - state and federal advocates
 - support for First 5 Association network strategy, coalition building and communications to enable programmatic priorities
 - state ECE Coalition, and building public and policymaker awareness and urgency to address ECE policy issues
- FY 18-19 reflects stable investments in Strategic Partnerships and Community Relations Departments

136

Policy & Strategy Division

Budget Highlights (cont.)

- Significant cross divisional collaboration in support of other department's budgets to enable strategic plan priorities:
 - ECE Policy Advocacy Fund
 - Home Visiting and Family Engagement research
 - Best Start Communities, organization-wide sponsorships
 - Partnerships to support strategic plan priorities

137

Emerging Opportunities/New Work for FY 2018-19

- Modest new resources to accelerate existing policy and advocacy campaigns, and develop more robust public policies on early identification and intervention and family support

Integration & Learning Division

The Integration & Learning Division builds, shares and applies First 5 LA's collective knowledge to maximize our effectiveness and impact for children and families.

Integration & Learning Division

| Integration & Learning Division | Revised | | Proposed | |
|--|--------------------------|-----------------------|--------------------------|-----------------------|
| | FY 2017-18 Budget | | FY 2018-19 Budget | |
| Integration & Learning Division Support | \$ | - 0% | \$ | 290,000 5% |
| Integration & Learning | | 125,000 2% | | 206,000 3% |
| Measurement, Learning & Evaluation | | 5,655,000 97% | | 5,345,000 90% |
| Integration & Learning - Emerging Opportunities | | 50,000 1% | | 100,000 2% |
| Total Integration & Learning Division | \$ | 5,830,000 100% | \$ | 5,941,000 100% |

Integration & Learning Division

Budget Highlights

- Continue to support key learning investments such as:
 - Welcome Baby Learning Agenda
 - Best Start Learning Agenda

Emerging Opportunities/New Work for FY 2018-19

- Convene emerging group of partners focused on learning and sharing knowledge
- Solicit external partner feedback
- Support collaboration with key external partners, in the county and across the state. Examples could include:
 - Expanding upon the partnership with LA County agencies in the development of child welfare prevention measures; and
 - Building upon work with statewide partners to develop child well-being and protective factors data

140

Administration Division

Together we strive to achieve operational excellence with an integrated customer focus.

141

Administration Division

Operating Budget

| OPERATING COST CATEGORY | Revised | | Proposed | | Variance | |
|------------------------------|----------------------|-------------|----------------------|-------------|---------------------|-------------|
| | FY 2017-18 Budget | | FY 2018-19 Budget | | | |
| Personnel Services | \$ 16,833,272 | 78% | \$ 18,024,406 | 78.9% | \$ 1,191,134 | 7.1% |
| General Operating Expenses | \$ 1,631,290 | 8% | 1,788,900 | 7.8% | \$ 157,610 | 9.7% |
| Consultant Services | \$ 1,818,800 | 8% | 1,532,300 | 6.7% | \$ (286,500) | -15.8% |
| Professional Services | \$ 555,252 | 3% | 520,552 | 2.3% | \$ (34,700) | -6.2% |
| Travel Expenses | \$ 355,710 | 2% | 422,630 | 1.8% | \$ 66,920 | 18.8% |
| Professional Development | \$ 419,780 | 2% | 560,900 | 2.5% | \$ 141,120 | 33.6% |
| Total Operating Costs | \$ 21,614,104 | 100% | \$ 22,849,688 | 100% | \$ 1,235,584 | 5.7% |

Please note: Percentages reflected have been rounded to the nearest whole

- County Partnerships - \$50,000
 - Office of Child Protection (OCP)
 - Department of Children and Family Services (DCFS)

142

Next Steps

- **May 3, 2018 – Budget & Finance/Executive Committee**
 - Overview and discussion of Draft FY 2018-19 Budget
- **May 10, 2018– Commission Meeting**
 - Informational Item: Written Only – FY 2018-19 Draft Budget
- **May 31, 2018– Program & Planning Committee**
 - Discussion of FY 2018-19 proposed programmatic costs
- **June 14, 2018 – Commission Meeting**
 - Action Item: Final FY 2018-19 Budget presented for Board Approval

143



FIRST 5 LA

SUBJECT:

Communities Outcome: Update on Built Environment Strategy

BACKGROUND:

The 2015-2020 Strategic Plan represents an important evolution in First 5 LA's approach to improve the lives of young children and their families. With its commitment to achieving outcomes at a community level, First 5 LA acknowledges the important role of place and the critical role that the environment plays in supporting a child's growth and development. In short, place matters – where children grow up has a significant impact on the resources and opportunities that support their well-being and success so all children in LA County enter kindergarten ready to succeed in school and life. In support of this philosophy, First 5 LA's Communities Outcome Area includes three priorities: strengthening community leadership and collaboration; improving the coordination of services and supports; and strengthening built environment policy and advocacy. With regards to the built environment, the Strategic Plan identifies the strategy as: *convening and strengthening the capacity of existing advocacy groups to work with communities to create new or improved physical spaces and places for families and children prenatal to age 5 with a priority focus on Best Start communities*. Consistent with the Strategic Plan, First 5 LA investments will not focus on capital projects.

Since the development of the Strategic Plan, the social, financial and political context has shifted, providing more opportunities for investment and partnerships with others to address longstanding inequities in the built environment, particularly in under-resourced communities. On July 13, 2017, First 5 LA Board of Commissioners participated in small group discussions, facilitated by the Prevention Institute, to understand the key built environment issues within Los Angeles County and how First 5 LA can support emerging opportunities associated with unprecedented public will and investments due to the passage of Measures A (parks) and M (transportation). Some key themes emerging from the discussions were (See Attachment A for the full notes):

- The importance of having community ownership over built environment initiatives in order to sustain them for future generations.
- Strengthening community organizations and stakeholders working on built environment issues to better support Best Start partnerships and parents.
- Leveraging opportunities with Los Angeles County Measures A (Parks & Open Space) and M (Transportation) to connect families with young children to public input forums and resources to increase park development and active transportation.
- Exploring non-traditional partnerships and across different sectors to advance a prenatal to age 5 agenda.
- Addressing equity to help make sure all families have access to the same level of quality resources.

Commissioners' feedback was an important impetus, prompting additional conversations, research, reflection, and learning to support the development of a comprehensive built environment strategy. The purpose of this memo and presentation is to provide an update on the strategy and emerging portfolio.

DISCUSSION:

Since the July 2017 Board discussion, staff has consulted with organizational leaders from built environment oriented organizations such as the Los Angeles Neighborhood Land Trust, Investing in Place, the County of Los Angeles Department of Parks and Recreation, Los Angeles Food Policy Council, Vision Zero Alliance, and Los Angeles Funders' Collaborative. In addition, staff became activated and visible elevating the needs and voices of families by participating in county-level committees and workgroups, such as the Measure A Steering Committee, the Los Angeles County Joint/Shared-Use Moving People to Play (JUMPP) Task Force, LA Food Policy Council work groups, and the Los Angeles Department of Transportation Pedestrian Advisory Committee. These learnings

and relationships cultivated over the past few years reinforced First 5 LA's focus on food security, parks and open space, and transportation and mobility. These focus areas have also been identified as priorities by Best Start partnerships.

Most importantly, the Built Environment strategy was shaped by a commitment to promote parents and communities as critical voices in policy and systems change, one of the focus points for First 5 LA's Policy Agenda. For example, staff has partnered with Best Start Palmdale and Lancaster to host the Antelope Valley Transportation Forum with transportation decision-makers such as the Office of Supervisor Barger, the Zamora Park improvement project with Best Start South El Monte/El Monte, the City of El Monte and Trust for Public Land and Best Start Metro to engage families in the Metro Vision 2028 Strategic Plan.

Approach

Through this learning journey, the Built Environment team identified several roles and efforts where First 5 LA can have the greatest impact on improving neighborhoods so that children can thrive:

1. **Strengthening the capacity of built environment advocates to improve physical spaces and places for children and families:** First 5 LA can be an *investor and capacity builder* by providing opportunities for advocacy organizations to strengthen their infrastructure, approach and community engagement in order to strengthen their advocacy efforts to influence improvements to the built environment.
 - **Built Environment Policy Advocacy Fund** is a proposed multi-year initiative (\$750,000 per year) to strengthen the capacity of community advocacy organizations working on built environment policies and projects that have an impact on families and young children. It will focus on providing small grants (\$10,000 - \$75,000 per grant) for organizations working on First 5 LA's core built environment portfolio (food security, transportation and mobility, and parks and open space) as well as rapid response funding opportunities to support advocacy groups' ability to respond to open windows of opportunity that will help to advance First 5 LA's built environment priorities.
 - **Strategic Partnership with Los Angeles Walks**, a pedestrian and transportation advocacy organization, to create a policy briefing, advocacy and engagement plan, and a symposium that will outline the challenges, lessons learned, and policy opportunities for parents and families to advocate for safer streets along City of Los Angeles' Vision Zero High-Injury Corridors. This partnership began in FY17-18 with funding allocated from the Communities Department Emerging Opportunities budget and is co-invested with Kaiser Permanente (\$60,000 total for 12 months until April 2019).

2. **Elevating the voices and needs of families with children, prenatal to age 5, to advocates, policy makers, and community stakeholders engaged in the built environment:** First 5 LA can be a *catalyst and connector* by linking parents to opportunities to elevate their voices to policy makers and other decision-makers in order to influence improvements to the built environment. This role was shaped by recommendations outlined in Pinderhughes H, Davis R, and Williams M. (2015). *Adverse Community Experiences and Resilience: A Framework for Addressing and Preventing Community Trauma*. Prevention Institute, Oakland CA.
 - **Link Advocates Governments Families and Parks (Link)** is a proposed program to work with residents, city staff, and elected officials to develop a plan for parks, include children and families in the decision making process, and create systems change for how funds are implemented. This program will institutionalize community engagement models like the Zamora Park approach.
 - Holding a series of conversations with parents and residents to understand the barriers they face in **accessing CalFresh and working with Los Angeles Department of Public Social Services (DPSS)** in their efforts to increase CalFresh enrollment by at least 20% over two years per the approved May 2017 County Board motion. Initial conversations between staff from First 5 LA and DPSS have begun to establish a working relationship to understand and advance aligned interests in decreasing food insecurity.

3. **Partnering with stakeholders and decision-makers to influence countywide built environment policy advocacy efforts to design future investments with children and families in mind:** First 5 LA can be a *learner and advocate* for policy creation and improvement as well as for systems change in partnership with decision-makers and other stakeholders.

- First 5 LA staff is engaged in countywide discussions and workgroups such as the **Measure A Steering Committee**, the **Los Angeles County Joint/Shared-Use Moving People to Play (JUMPP) Task Force**, and the **Los Angeles Department of Transportation Pedestrian Advisory Committee**.
- Participation in countywide built environment discussions have helped to deepen First 5 LA's understanding of built environment issues and how these issues affect the development of children, prenatal to age five. This has led staff to refine thinking about the scope of First 5 LA's built environment work to include access to quality water as a food security issue as well as joint use as a parks/open space issue. Opportunities for public investment in these areas through countywide measures are windows of opportunity to influence decisions that affect children and families.

Resources

Resources for the built environment work under the Communities Outcome area are included in the Assigned Fund Balance Category consistent with Board approval of resources to support implementation of FY2015-2020 Strategic Plan. For FY2018-19, \$1,050,000 (\$750,000 for the Built Environment Policy Advocacy Fund and \$300,000 for Link) is included in the proposed budget for Board consideration.

NEXT STEPS

First 5 LA will help create an implementation plan for fulfilling the roles as outlined above. This will include development and implementation of the procurement approach for the Built Environment Policy Advocacy Fund and Link and the release of solicitations, as appropriate. In addition, staff is working to identify points of integration with other First 5 LA programmatic investments. In the Fall 2018, staff will provide an implementation update to the Program & Planning Committee.

**First 5 LA Board of Commission Meeting
Built Environment: Breakout Session
Meeting Notes
July 13, 2017**

Group One:

Reporter: Yvette Martinez

Group Two:

Reporter: Joseph Ybarra

Summary:

On July 13th the First 5 LA Board of Commissioners convened to learn more about two new strategies Trauma Informed Care (TIC) and the Built Environment (BE) and how they each align with the current Strategic Plan.

The small group discussion was facilitated by Prevention Institute (PI) and provided an overview of the Built Environment and key BE issues for First 5 LA to consider moving forward particularly learning, how BE aligns with First 5 LA's Strategic Plan and how First 5 LA can position itself to support existing BE opportunities across Los Angeles County. Prevention Institute addressed the following points:

- Relationship to healthy outcomes and the Built Environment.
- Opportunities for multi-sectorial collaboration.
- Transformational moments in Los Angeles with passage of Measures A and M
- Issues of healthy equity via Built Environment (e.g. high rates of obesity in park poor communities, food desserts and pedestrian injuries in low-income communities).

The Built Environment (BE) refers to the places where people live, work, play and pray. BE is critically important to the development of children 0-5 and includes the physical conditions, resources, neighborhood spaces and local institutions that are (and are not) available to residents.

The following *themes* emerged from Breakout Sessions 1 and 2:

Question 1: What is First 5 LA's role in advancing a systems change and policy agenda in the Built Environment?

Theme 1: The relationship between the Built Environment and health outcomes for children and families (e.g. high rates of obesity in park poor communities, food desserts and pedestrian injuries in low-income communities).

Theme 2: The need to collaborate with parents and residents to have community buy-in and community ownership to sustain Built Environment efforts.

Theme 3: Parents and residents need to know their communities are safe in order for them to utilize parks, transportation and other resources in their communities.

Question 2: What are the opportunities to advance this work at this time?

Theme 4: Being a convener of different groups and stakeholders to support BE conversations by, connecting BE groups to BSC members, identifying the gaps and barriers that parents and residents encounter when trying to access (Transportation, Healthy Foods and Safe Park Access) and building partnerships with the advocates that are already doing BE work.

Theme 5: Supporting joint-use spaces, by identifying ways to connect parks and schools together—to use these spaces for community activities (e.g. using school spaces on weekends)

Theme 6: Building BSC Resident Involvement through identifying areas for BSC residents to become involved by providing BSC members with opportunities to see what is possible for their communities by visiting other communities (e.g. Sierra Club-“Awe in Nature” experience, TED talk for BSC). Building on Community Wisdom, community knows what they need to make their communities strong, but need to know how and how to leverage. Providing community members with access to data that they can use to make better informed decisions for themselves and their communities.

Theme 7: Important to talk about infrastructure, because currently the infrastructure in the BSCs is crumbling and need to be supported.

Theme 8: Managing gentrification-working with stakeholders and community to ensure families are not displaced because of new development.

Theme 9: Addressing equity- includes quality park programming for all parks, provide accessible transportation for families and access to healthy foods. An example given by Commission Taylor (dirt parks v. green parks) families need to have access to same level of quality resources.

Theme 10: Advocating for recently passed LA County Measures - Measure M (Transportation) Measure A (Parks and Open Spaces)-making sure parent and residents have their voices heard at these different tables.

Question 3: What can First 5 LA do to advance this work and contribute to desired outcomes?

Theme 11: The Board discussed leveraging existing resources. Bringing these resources together to ensure they are connected to the communities that they serve. Also, working with non-traditional partners and across different sectors to advance a 0-5 agenda (e.g. working with Metro)

Theme 12: Challenge traditional thinking by thinking outside the box (e.g. First 5 LA issuing Tap Cards to Families with children for them use public transportation system to access museums/cultural centers open spaces, and other natural resources such as the beach).



BUILT ENVIRONMENT STRATEGY UPDATE

150

Special Commission/Program and Planning
Committee Meeting

May 2018

1ST  LA
first 5 la
Giving kids the best start

Presentation Objectives

- Learnings from July 2017 Board Meeting
- Roles for First 5 LA in the Built Environment
- FY 2018-2019 Built Environment
- Next Steps



2015-2020 STRATEGIC PLAN

Support a community's ability to foster safe, healthy, and engaged neighborhoods that help children and their families thrive.

Priority Focus Area #1

Communities have a shared vision and act collectively to improve the policies, practices, and environments that impact families

Strategy #1:

Community Leadership and Collaboration

Priority Focus Area #2

Communities have ECE and health-related services and supports that meet family needs

Strategy #2:

Coordinated Services and Support

Priority Focus Area #3

Communities have physical places and spaces that promote healthy living and encourage interaction

Strategy #3:

Built Environment Advocacy

BUILT ENVIRONMENT FOCUS AREAS

**Parks/Open
Space**



**Transportation
and Mobility**



Food Security

WHY THE BUILT ENVIRONMENT MATTERS



154

LEARNINGS FROM JULY BOARD MEETING

- Community Ownership
- Strengthen CBO's
- Leverage Funding Opportunities
- Non Traditional Partnerships
- Addressing Equity



ROLES FOR FIRST 5 LA

1. Strengthen the Capacity of built environment advocates (*Investor & Capacity Builder*)
2. Elevate the voices and needs of families with children (*Catalyst & Connector*)
3. Partnering with stakeholders and decision-makers to influence countywide built environment policy advocacy efforts (*Learner & Advocate*)



ROLE #1: STRENGTHEN THE CAPACITY OF BUILT ENVIRONMENT ADVOCATES



BUILT ENVIRONMENT POLICY ADVOCACY FUND

- Multi Year
- \$750,000 Per Year
- Strengthen Capacity of Advocacy Organizations
- Small \$10K to \$75K Grants
- Rapid Response Funding

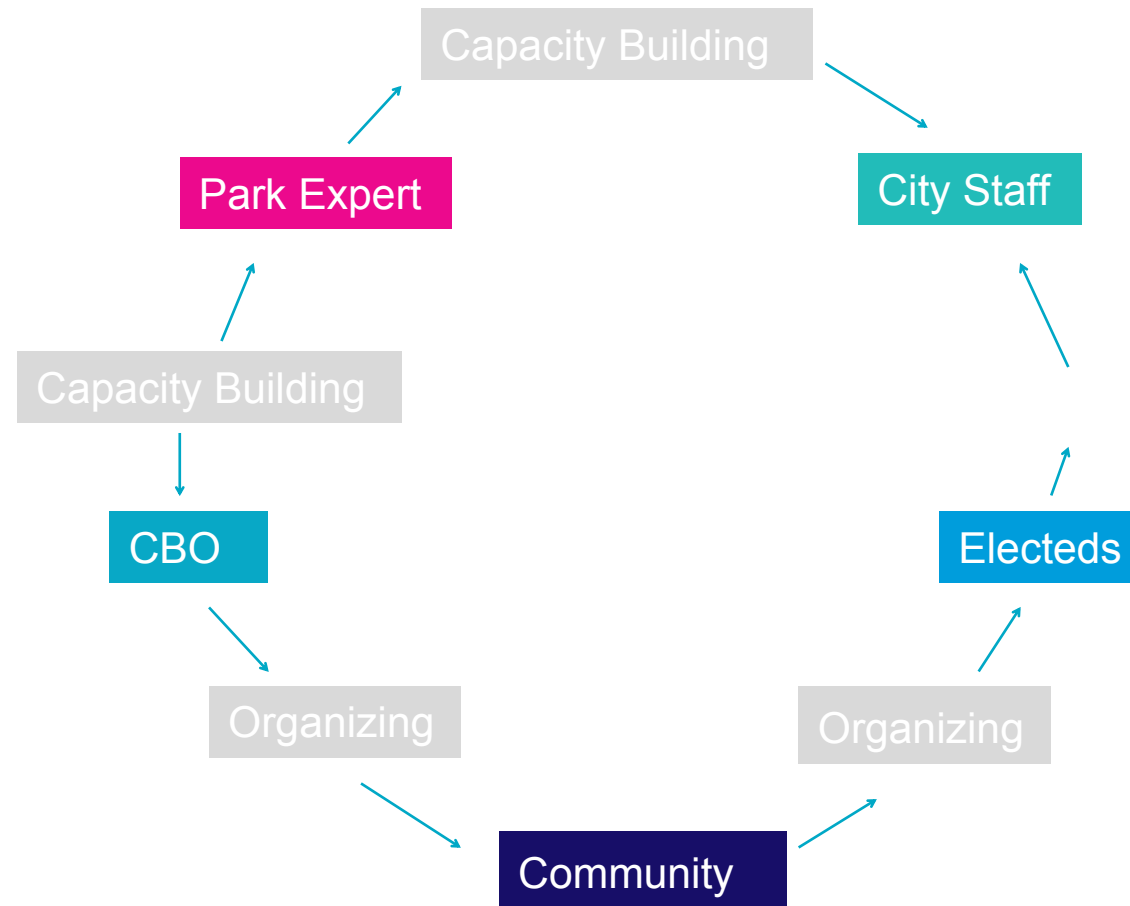


ROLE #2: ELEVATE THE VOICES OF FAMILIES WITH CHILDREN TO BUILT ENVIRONMENT POLICY MAKERS



LINK ADVOCATES GOVERNMENTS FAMILIES AND PARKS

- Initial investment of \$300,000
- Potential to partner with other funders
- Grants to support collaboration between municipalities, built environment advocates, and community members
- Window of Opportunity: Measure A Funding



Building Awareness of CalFresh

- Host a series of conversations with parents and residents to understand the barriers face in accessing CalFresh
- Partner with DPSS in their efforts to increase CalFresh enrollment by at least 20% over two years per the approved May 2017 County Board motion.



ROLE #3: PARTNER TO INFLUENCE COUNTYWIDE BUILT ENVIRONMENT ADVOCACY EFFORTS



ROLE #3: PARTNER TO INFLUENCE COUNTYWIDE BUILT ENVIRONMENT ADVOCACY EFFORTS

- Measure A Steering Committee
- Los Angeles County Joint/Shared-Use Moving People to Play (JUMPP) Task Force
- Good Food Purchasing Policy Working Group (GFPP)
- LA DOT Pedestrian Advisory Committee

First 5 LA is deepening its knowledge by participating in these countywide conversations.



NEXT STEPS

- Finalize implementation plan for the three roles
- Determine and implement procurement approach for the Built Environment Policy Advocacy Fund and Link
- Identify points of integration with other First 5 LA programmatic investments
- Implementation update to the Program & Planning Committee in Fall 2018



THANK YOU!



Discussion



Home Visiting Sustainability Update

May 31, 2018

Special Commission/Program &
Planning Committee Meeting



Presentation Objectives

- Provide an Update on Home Visiting Sustainability Planning
- Highlight Immediate-Term Strategies
- Share Long-Term Opportunities

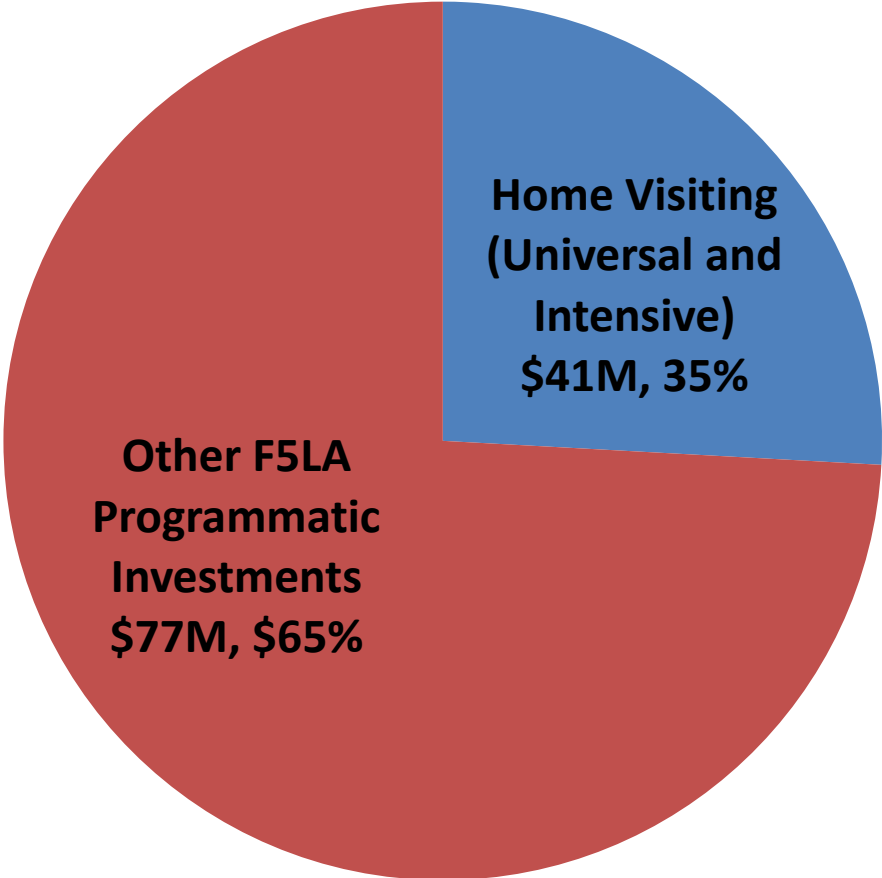


Context for Home Visiting (HV) Sustainability Efforts

- HV as F5LA's Most Significant and Long-Standing Direct Services Investment, Representing 35% of FY17-18 Annual Programmatic Budget
- F5LA Currently the Largest Funder for HV in LA County, Representing 45% of Total Funding in LA County
- Countywide Efforts to Develop a HV System – 2016 Board of Supervisors HV Motion



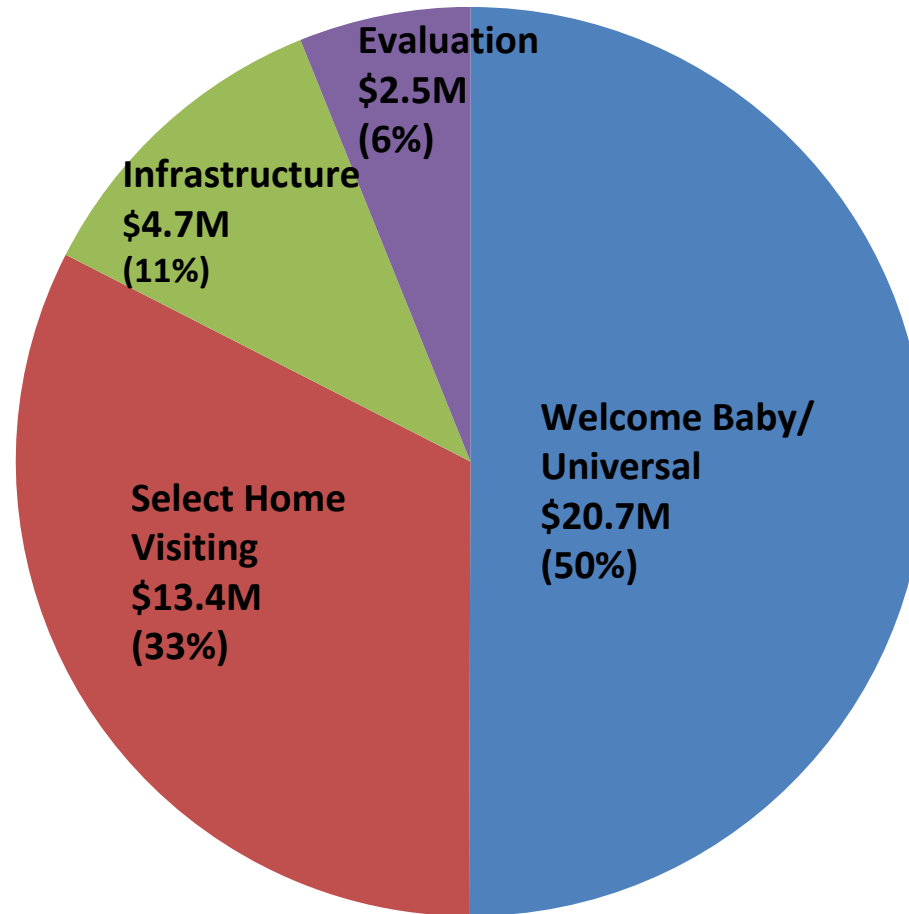
Home Visiting Allocation in Relation to F5LA FY17-18 Programmatic Budget of \$118M*



*Includes only programmatic costs. Operating costs are an additional \$22M

Home Visiting Allocation by Investment Type

Total FY17-18 HV Budget Estimate - \$41M



Home Visiting Sustainability Goals

Promote Strategies:

- Strengthen Policy and Systems For HV Services to Ensure Sustainability of Positive Outcomes for Families
- Continue State and Federal Advocacy Efforts
- Maximize and Generate Additional Revenue to Support Sustainability and HV System-building in LA County
 - Fully Leverage and Maximize Federal, State and Local Resources by Building Partnerships Across County Agencies
 - Blend/Braid Funds Across Funding Streams
- Develop Opportunities with Broad Application (i.e. Targeted Case Management)
- Ensure Grantees are Provided Appropriate Training and Technical Assistance to Participate in Fund Leveraging, Minimizing Operational and Programmatic Impacts

Opportunities for Sustainability and System Expansion

| Future Potential Funding | Relevant LA County Department | Time Frame | Status |
|--|-------------------------------|------------|---|
| Federal -Medicaid/Targeted Case Management & Medicaid Administrative Activities | Public Health | Immediate | Pilot Completed/Expansion Planned for FY18-19 |
| Federal -Temporary Assistance for Needy Families | Public Social Services | Immediate | Pilot Implementation/HV Allocation in Governor's Budget |
| State -Mental Health Services Act/Prevention and Early Intervention (Service Expansion) | Mental Health | Immediate | Funding Opportunity Announced to Public in Late 2017/\$25M per year for 2 years |
| Other Potential Sources-Comprehensive Perinatal Services Program, Early Discharge Home Visits, Home Health Agency Home Visits, Maternal Infant Early Childhood Home Visiting (MIECHV), Early Head Start, Medicaid Waivers, Title V Maternal Child Health Block Grant, Probation | Various | Long-Term | Exploratory Phase |

Health Plan Engagement Strategy

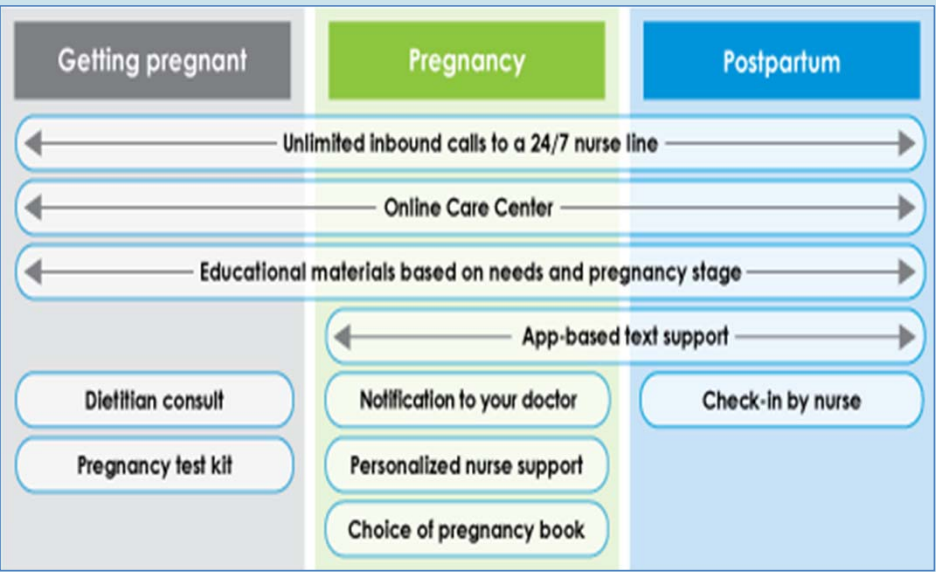
Both Broadening.....

And Deepening Relationships

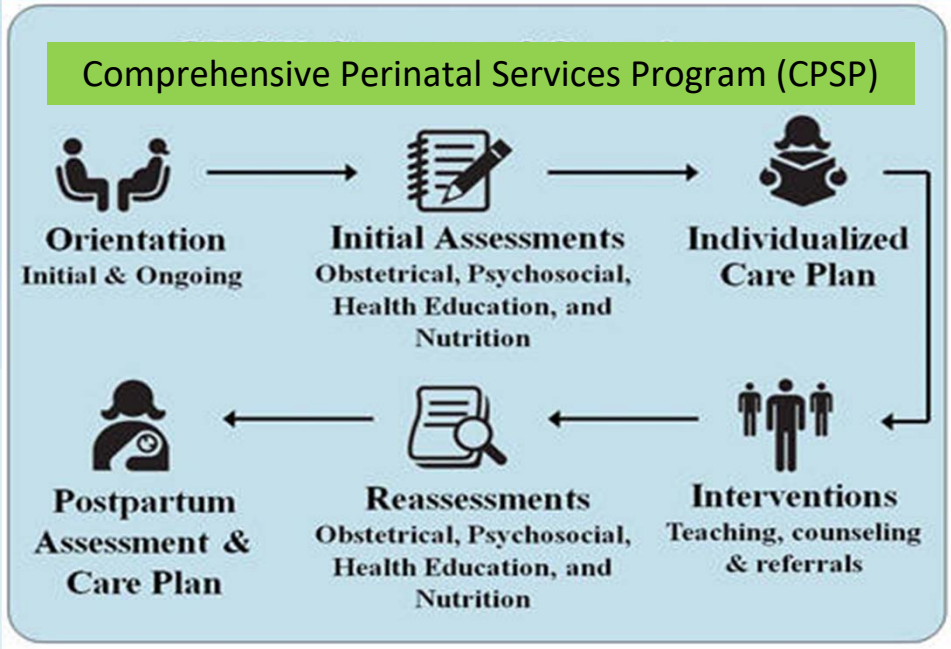


Health Plan Resources: Doing our Due Diligence

1. Plan-based Care Management



2. Provider-based Care Management



Early Lessons Learned: Beyond Funding-Viewing Plans As Partners

Technical Assistance

- ✓ Ensure broad knowledge of health plan-level supports and obligations that impact families and children

Convener

- ✓ Engage and convene health plan leaders to build awareness of the County's key programs and priorities
- ✓ Seek perspective on health plan priorities to inform design, partnerships, and sustainability of large County initiatives

Strategic Partner

- ✓ Identify shared priorities and opportunities for leveraging plan resources and joint planning
- ✓ Highlight the client voice (e.g. focus groups)



Home Visiting Expansion Opportunities: Department of Public Social Services (DPSS) Partnership

- **Pilot** - 50 HV Slots **FILLED**
- **Partners** – F5LA, DPSS, SHIELDS for Families, Children’s Data Network, Office of Child Protection
- **Policy** - HV Allocation in Governor’s Budget & AB-992 “CalWORKs: Baby Wellness and Family Support Home Visiting Program”



Targeted Case Management (TCM) Pilot: Results and Next Steps

➤ Pilot

- Implemented with 5 Grantee Sites (Feb 1 –April 30, 2018)

➤ Overall Positive Results

- TCM Strong Alignment to:
 - ✓ Home Visiting Models
 - ✓ F5LA Implementation Approach
 - ✓ Participating Agency Capacity and Qualifications
- Financial Projections

➤ Next Steps

- Pilot Grantees Go “Live” After July 1, 2018
- Remaining 16 Grantee Sites Phased onto TCM Platform in FY18-19

Targeted Case Management, Board Request

- Request for the Board to Give Executive Director Delegated Authority to Enter Into an Agreement with County DPH/LGA*
 - F5LA to Accept Federal Funds
 - Set Aside a Reserve Fund
 - Administrative Fees to Department of Public Health

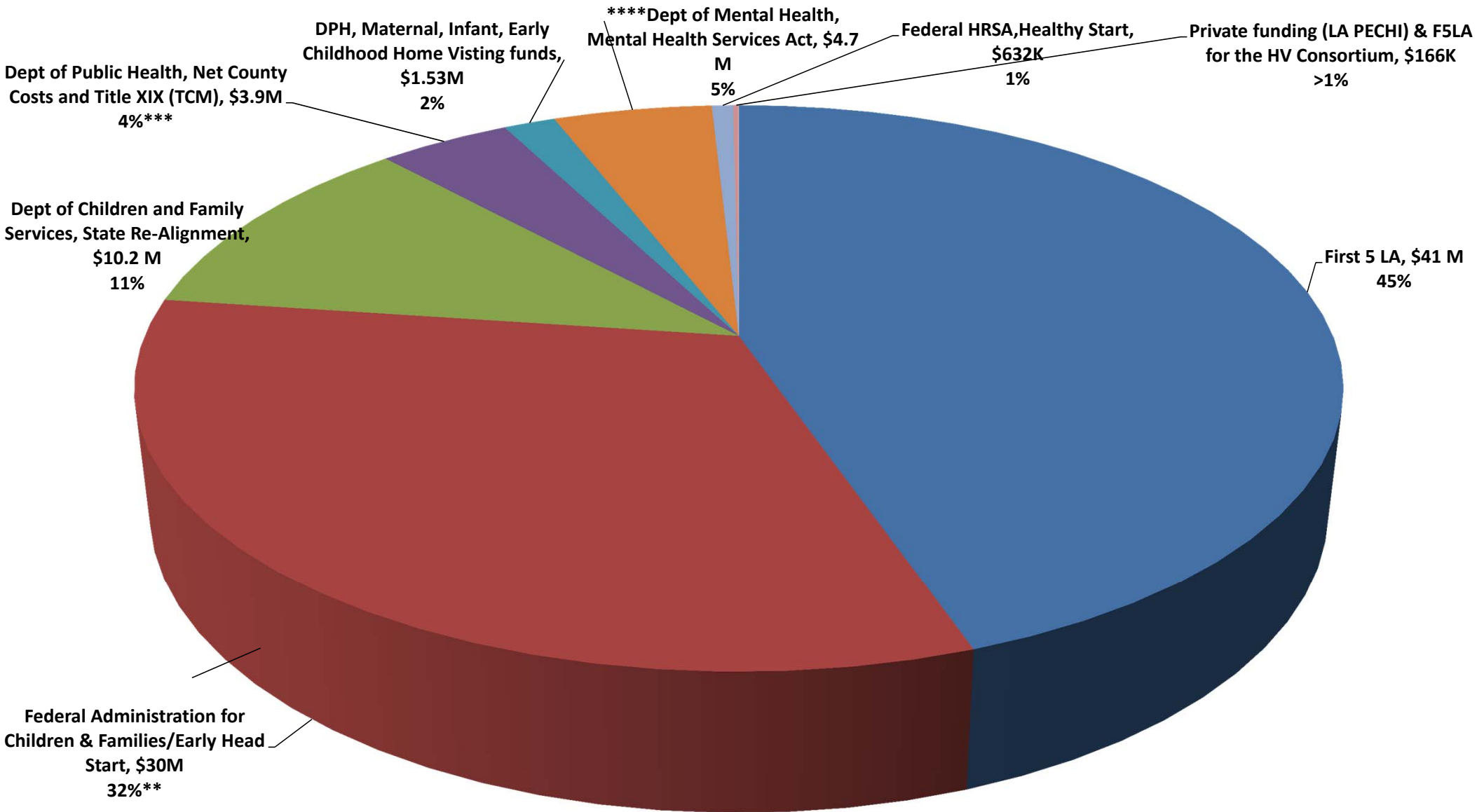
- Request for the Board to Approve the Agreements with Grantees Participating in TCM During FY 2018-19 will be Included as Part of June Consent Calendar

*LA County Department of Public Health/Local Governing Authority for TCM

Additional Info



Home Visiting Funding Landscape in LA County, FY16-17*



**Data collected by Consortium (2016), updated by Rochelle Alley(2017)*

***Estimate to be refined*

****Expansion anticipated in FY18-19*

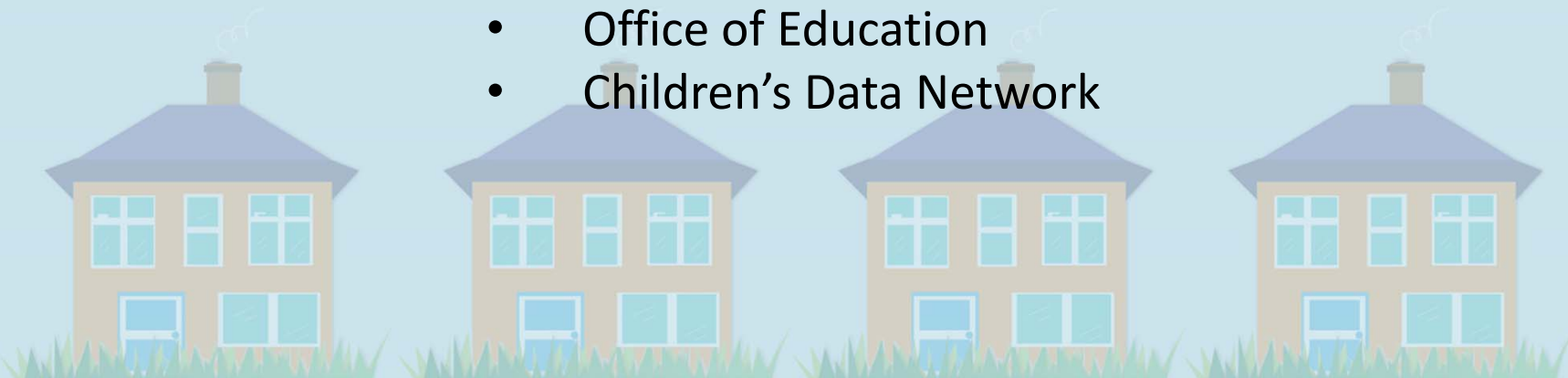
*****Significant expansion in FY17-18*

181

14

Los Angeles County Home Visiting Partners

- Public Health Department
- Office of Child Protection
- Home Visiting Consortium
- Children & Family Services Department
- Public Social Services Department
- Mental Health Department
- Health Services Department
- Probation Department
- Libraries
- Office of Education
- Children's Data Network



FIRST 5 LA

SUBJECT:

Request to Establish a Strategic Partnership with the California Community Foundation in the Amount of \$150,000 to implement a Financial Assessment of the Early Care and Education (ECE) Sector (Fund Balance Category: Assigned).

RECOMMENDATION (Provided as Information):

This memo is provided as information for the Board's consideration at the May 31, 2018 Special Meeting of the Board of Commissioners/Program and Planning Committee. First 5 LA staff recommends that at the June 14, 2018 Commission meeting, the Board approve the establishment of a Strategic Partnership with California Community Foundation for an amount not to exceed \$150,000 and authorize staff to execute a contract from July 1, 2018 to June 30, 2019. Funds to support this initiative are included in the FY 2018-2019 First 5 LA Programmatic Budget which will be brought to the Board of Commissioners for approval in June. At the time of budget approval, requested resources will shift from the Assigned Resource category of the fund balance, dedicated for broad Strategic Plan purposes, to the Committed category, amounts dedicated for a more specified purpose via resolution.

BACKGROUND:

The Los Angeles Early Care and Education Bridge Fund was established in 2012 as a five-year, \$2 million recoverable grant program, funded jointly by the California Community Foundation (CCF) and First 5 LA. Administered by the Low Income Investment Fund (LIIF), the program was originally created to "bridge" late payments from the California Department of Education (CDE) to contracted ECE agencies due to significant delays in the state budget passing according to schedule. Since the establishment of the fund, 17 LA County ECE agencies serving over 70 centers have been supported with \$9.1 million in Bridge Fund loans, keeping them in business without interruption when State contracts were delayed. While changes in the State budget process and calendar have alleviated some issues, funding challenges continue. Prior to Fiscal Year (FY) 2010-11, for example, CDE contracted center-based agencies were allowed to keep unearned contract funds in a separate reserve account without a cap to the amount of the reserve, providing them with an available balance to cover the costs associated with fully enrolling children, pending initial payment for the current fiscal year from the CDE. As a result of the fiscal crisis, the FY 2010-2011 State budget limited agency reserve account balances to five percent of their contract's maximum reimbursable amounts. This is a practice that continues today. Agencies with more than five percent of unearned contract dollars at the end of fiscal year must return those funds to the state. Additionally, while the State budget may be passed on time, providers have experienced significant delays to access CDE funds as releases of notices of funding and contract awards are sometimes issued retroactively. The lack of reserve funding, delays to State contracts, and low reimbursement rates for ECE providers are some of the issues that have created a fragile economic infrastructure for early education providers.

DISCUSSION:

Since the Bridge Fund is a recoverable loan program, there is a fund balance of approximately \$1 million dollars that will be returned to First 5 LA upon contract expiration, scheduled for June 30, 2018. First 5 LA staff propose authorizing \$150,000 to conduct an assessment of the financial state of the ECE sector which will inform potential policy and systems changes to improve the financial sustainability of ECE providers. The remaining funds will go back into the Assigned Fund Balance to support the fiscal year 2015-2020 Strategic Plan.

CCF is strategically positioned to manage the contract for the financial assessment of the ECE Sector. Through partnerships and innovative approaches, CCF focuses on maximizing impact, empowering communities and strengthening the nonprofit sector. As the lead Bridge Fund partner, CCF has the knowledge, skills and relationships to lead the ECE financial assessment. Additionally, through this strategic partnership, First 5 LA will leverage various resources from CCF including an additional \$75,000 in funding, project management and thought partnership. By working hand in hand with another

grant-giving institution, the initiative paves the way to galvanize the philanthropic community around ECE advocacy and systems change. First 5 LA and CCF are working to solicit additional philanthropic support for this assessment as well.

Assessing the Financial State of the ECE Sector – The goal of the Financial Assessment of the ECE Sector is to understand the fiscal challenges faced by ECE providers and identify policy and systems change strategies to strengthen the sector. In order to begin the journey to build up the financial sustainability of ECE providers, it is essential to first understand the assets and challenges within the existing system. To assess the ECE field, First 5 LA and CCF will partner with the Nonprofit Finance Fund (NFF), an organization that advances missions and social progress in underserved communities through financing, consulting, partnerships and knowledge-sharing that empowers leaders, organizations and ideas. Given their role as Bridge Fund lead agency, CCF is uniquely positioned to connect NFF with the local ECE sector. Since 2008, NFF has led the national State of the Nonprofit Sector Survey which is a widely cited barometer of US nonprofits' programmatic, management, and financial health. Based on their experience conducting the Nonprofit Sector Survey, the project would enlist the support of NFF to develop a financial assessment of the ECE sector. The assessment would explore ECE financial adaptability, financial health, profitability and savings, revenue and expense dynamics, health of balance sheet and liquidity. The sample size would be large enough to examine the strengths and needs of both center-based care and family child care providers. First 5 LA staff are also working in partnership with the Policy Roundtable for Child Care and Development's Office of Child Protection ECE Workgroup to align this project with their efforts to assess the ECE financial system.

Once the assessment is completed, NFF will develop a report that will synthesize the data collected in order to inform the next steps for system-wide change. NFF will also be able to leverage the results of its current 2018 State of the Sector survey that is the largest bi-annual survey of nonprofit organizations across the country to include up-to-date comparison findings to inform the report. In spring 2019, CCF, First 5 LA and NFF will convene stakeholders around the findings including ECE agencies, policy leaders and the philanthropic community. The conversations at the convening will serve as a guiding mechanism to propose policy and systems change strategies that are responsive to the needs of the ECE field. At this point, a policy and systems change strategy may be brought back to the First 5 LA Commission for consideration. First 5 LA's cost of the Financial Assessment of the ECE Sector is anticipated not to exceed \$150,000 and will take place over a 12 month period from July 1, 2018 – June 30, 2019. In addition to First 5 LA's investment of \$150,000, CCF will contribute \$75,000 to the initiative.

GOVERNANCE GUIDELINES: LEVERAGING AND SUSTAINABILITY:

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

Sustainability – As an initial step in a systems change strategy, conducting a financial needs assessment for the ECE sector provides First 5 LA and its partners with the information needed to create long-term policy and systems change. Once the data is collected on financial opportunities and challenges, ECE advocates will be fueled with new evidence to tackle policy issues instrumental to the financial health of the ECE sector like increasing State reimbursement rates for ECE providers, increasing caps on reserves based on CDE contracts and advancing a system to administer speedier contract payments.

Leveraged Resources – The Financial Assessment of the ECE Sector is a strategy that leverages funding from various avenues to elevate ECE quality issues. As a core partner, CCF will be matching First 5 LA's investment of \$150,000 with an additional \$75,000. Also, First 5 LA and CCF are exploring additional funding to support the project through the Partnership for Early Childhood Investment and the Ralph M. Parson's Foundation. Finally, by hosting a stakeholder's convening that includes philanthropy, First 5 LA and CCF expect to engage additional funders and leverage resources for policy and systems change strategies identified in the Financial Assessment of the ECE Sector report.

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 Partnership provides an opportunity to leverage First 5 LA funds to produce additional funding for the program or initiative or service:

By approving the strategic partnership with the California Community Foundation, the Financial Assessment of the ECE Sector project can leverage additional funding. As partners in the project, the California Community Foundation will match First 5 LA's investment of \$150,000 with \$75,000. In addition, this leveraging strategy serves as a catalyst to galvanize the philanthropic community to support investments in early care and education policy and systems change.

The proposed Strategic Partnership is aligned with the adopted Strategic Plan:

As a strategy to improve the access and quality of early learning for children 0-5, the Financial Assessment of the ECE Sector project is aligned with the ECE Outcome Area in First 5 LA's 2015-2020 Strategic Plan. One of the four outcome areas outlined in First 5 LA's 2015-2020 Strategic Plan is to increase access to quality ECE. The Strengthening Financial Sustainability Initiative increases access to quality early education programs by strengthening the financial policies and systems that impact ECE providers.

FIRST 5 LA

SUBJECT:

Request to Amend the Strategic Partnership with Child Care Alliance of Los Angeles (fiscal agent for Partnerships for Education, Articulation and Coordination through Higher Education: PEACH) in the Amount of \$898,000 for a Total Project Amount not to exceed \$2,648,000 over four years and Authorize First 5 LA Staff to Execute an Agreement for an amount not to exceed \$700,000 from July 1, 2018 to June 30, 2019. (Fund Balance Category: Assigned).

RECOMMENDATION (PROVIDED AS INFORMATION):

This memo is provided as information for the Board's consideration at the May 31, 2018 Special Meeting of the Board of Commissioners/Program and Planning Committee. First 5 LA staff recommends that at the June 14, 2018 Commission meeting, the Board approve the amendment of a Strategic Partnership with Child Care Alliance of Los Angeles (CCALA), fiscal agent for Partnerships for Education, Articulation and Coordination through Higher Education (PEACH) by \$898,000 for a total amount not to exceed \$2,648,000. The amendment of a strategic partnership with the CCALA will enhance First 5 LA's quality improvement efforts by aligning the college and university early care and education professional development system with the California Early Childhood Educator Competencies. Funds for FY 2018-2019 are included in the FY 2018-2019 First 5 LA Programmatic Budget which will be brought to the Board of Commissioners for approval in June. At the time of budget approval, requested resources will shift from the Assigned resource category of the fund balance, dedicated for broad Strategic Plan purposes, to the Committed category, amounts dedicated for a more specified purpose via resolution. Execution of the Agreement is contingent upon approval of the FY 2018-19 First 5 LA Programmatic Budget.

BACKGROUND:

The quality of early learning programs for children is intrinsically connected to the early care and education (ECE) workforce. Numerous studies have cited how members of the ECE workforce who are more educated and have specialized training not only provide children with better quality care, but the children in their care have been found to make greater development gains than their counterparts. A key to enhancing the quality of the early care and education system thus lies in supporting the preparation and professional development of the workforce. Colleges and universities play an integral role in this process.

PEACH Overview – In June 2016, the First 5 LA Commission approved a strategic partnership with Child Care Alliance of Los Angeles (fiscal agent for PEACH) in the amount of \$1,750,000 over four years to support PEACH's efforts to advocate for changes in the current Child Development Permit and the adoption of an ECE Credential. Launched in 2011 as part of the Los Angeles County ECE Workforce Consortium, PEACH is a higher education collaborative of ECE and Child Development faculty from colleges and universities working to strengthen the preparation and career pathways in the ECE field. PEACH is currently comprised of representatives from over 20 campuses including two-thirds of the Los Angeles County community colleges, all of the Los Angeles County California State University (CSU) campuses, 3 private universities and UCLA Education Extension Early Childhood Education Program. In partnership with First 5 LA, PEACH leads the ECE Credential Advocacy Project which increases access to quality ECE by supporting 1) the modification and implementation of the Child Development Permit Matrix and 2) the development and implementation of an ECE Credential, a professional credential for teachers who work with children in 0-8 years old.

A key piece of this work is preparing the higher education system to support these policy-level changes and the increased qualifications they will require. A number of barriers have been identified for early educators seeking higher educational attainment, though, including difficulty for those entering higher education through community college to transfer completed coursework to four year universities and a lack of consistency in curriculum and student outcomes among programs. In order to address these

issues, First 5 LA staff proposes partnering with PEACH to utilize The California Early Childhood Educator Competencies as a framework that supports alignment of coursework around best practices for children and increased transfer of credits between two- and four-year universities.

DISCUSSION:

Overview of the California Early Childhood Educator Competencies (Competencies) – Developed collaboratively by the California Department of Education and First 5 California, the Competencies describe the knowledge, skills, and dispositions that early childhood educators need to provide high-quality care and education for young children and their families. They are aligned with both the California Preschool Learning Foundations and the California Infant/Toddler Learning and Development Foundations and are organized into twelve areas: (1) Child Development and Learning; (2) Culture, Diversity and Equity; (3) Relationships, Interactions, and Guidance; (4) Family and Community Engagement; (5) Dual-Language Development; (6) Observation, Screening, Assessment, and Documentation; (7) Special Needs and Inclusion; (8) Learning Environments and Curriculum; (9) Health, Safety, and Nutrition; (10) Leadership in Early Childhood Education; (11) Professionalism; and (12) Administration and Supervision. This framework is meant to inform professional development and preparation programs by providing universal guidelines for all levels of the ECE workforce that contribute to quality early learning experiences for young children. More specifically, in the higher education context these competencies provide a structure to develop comprehensive programs of study, align college-level courses and create pathways for articulation between community colleges and four-year universities.

Integrating the Competencies into College Coursework – Although the Competencies were established in 2011, they have yet to be embedded in the field as an everyday practice. The primary purpose of the amended strategic partnership with PEACH is to strengthen the early learning professional development system by facilitating the integration of the Competencies into Los Angeles County colleges and universities.

Key activities to integrate the Competencies into College Coursework include:

- Mapping Current Courses to the Competencies – PEACH will provide technical support to Los Angeles County ECE faculty at 25 colleges and universities to map their courses to the Competencies using the Child Development Training Consortium's Competencies Mapping Tool. Through these efforts, 70% of the core ECE courses at participating colleges and universities will be mapped. This data will demonstrate the extent to which current offerings address the Competencies.
- Increasing Program Alignment to the Competencies – Based on the mapping data, PEACH will convene stakeholders to identify and address gaps in the current higher education ECE workforce preparation system so that participating colleges and universities offer a program of study that addresses the Competency Areas. This alignment will ensure that students graduate with comparable knowledge and skills across institutions and that those knowledge and skills represent best practices for children.
- Facilitating Increased Articulation Between Systems – Using the Competencies as a framework, PEACH will convene representatives from two- and four-year educational programs to develop shared language and aligned student outcomes in order to increase articulation of ECE coursework from Los Angeles County community colleges to four year universities. In doing so, they will ensure that students are able to transfer completed credits and pursue higher educational attainment without having to duplicate coursework at the cost of additional time and money.

PEACH is uniquely qualified to lead these efforts based on its collective expertise and infrastructure. PEACH partners are college and university faculty with specific content knowledge of the Competencies and their application in the preparation of the ECE workforce. One of the group's Co-Lead Consultants participated in the development of the statewide Mapping Tool that faculty will use to map their current coursework to the Competencies and 13 other partners have been trained to provide technical assistance on its use. Current PEACH partners represent a large proportion of the community colleges

and California State University campuses in the County, ensuring that integration efforts will have a broad reach throughout the region.

Through this expanded effort, college coursework will be aligned so that ECE college students will have the skills, knowledge and dispositions to support the early learning of young children. By amending the strategic partnership with PEACH to include the ECE Competencies integration efforts, First 5 LA ensures that momentum is not lost in this key ECE quality strategy identified in its 2015-2020 Strategic Plan.

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 an amendment of the strategic partnership with Child Care Alliance of Los Angeles (fiscal sponsor for PEACH) by \$898,000 for a total amount not to exceed \$2,648,000 to comply with this policy.

GOVERNANCE GUIDELINES #5 AND #6 (SUSTAINABILITY AND LEVERAGING):

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

Sustainability – First 5 LA’s strategic partnership with PEACH will advance the ultimate goal of strengthening the professional development and preparation system for early care and education providers. Once current credit-bearing course offerings have been mapped to the Competencies, colleges and universities will be able to identify and address the gaps in their programs. These permanent structure changes will allow institutions to better prepare ECE college students to provide quality care and education to young children. This system improvement work also runs parallel to additional PEACH efforts to improve the transfer rate of ECE college courses, reinforce ECE-related bachelors programs and advance the need for ECE doctoral programs. These goals taken together contribute to an improved higher education system ready to meet the needs of a more-qualified workforce. Long-term implementation of these changes will be sustained through the college and university system as potential ECE professionals explore programs to jump-start or advance their careers.

Leveraged Resources – PEACH has leveraged the results of its First 5 LA supported work to approach other funders for additional resources. To date, the organization has received three grants from the David and Lucille Packard Foundation: \$125,000 to expand PEACH to Northern California and develop professional development for faculty, \$27,000 to work with an organizational effectiveness consultant to support this and future expansions and \$60,000 to identify and articulate the knowledge and skills for quality adult-child interactions. Additionally, PEACH plans to use the course mapping data compiled through this project to approach the California Community College Chancellor’s Office and the California State University Chancellor’s Office to support increased access to ECE coursework within and across colleges and universities.

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 Partnership can provide a demonstrated level of ability or expertise that is only available in the community through the proposed Strategic Partnership.

- PEACH is a unique collaborative of college and university faculty that have specific content expertise about the ECE preparation and professional development system and the ECE Competencies, especially through the perspective of colleges and universities.
- PEACH is the only collaborative of its kind in California and has been gaining recognition across the state. Their partners hold positions of influence throughout the state through their participation in committees like the CTC Child Development Permit Matrix Advisory Panel and the state workgroup for Transforming the Workforce for Children Birth through Age 8.
- One of PEACH's Co-Lead Consultants participated in the development of the statewide Mapping Tool that faculty will use to map their current coursework to the Competencies.
- Through the strategic partnership with PEACH, First 5 LA can leverage the coalition's expertise and resources, which are exclusively focused on the strengthening the ECE professional development system through institutions of higher education.

The Strategic Partnership can implement an approved program or initiative more expeditiously than resources provided through a competitive solicitation:

- PEACH is an existing coalition of leading ECE/Child Development faculty that is already working to align the ECE workforce preparation pathway with the Competencies. Since the organization possesses the infrastructure, network and knowledge of the higher education system, they can continue this work without the time needed to solicit interest, build trust or gain legitimacy which is necessary to support the integration of the ECE Competencies in college coursework.
- PEACH can use their current partners, who represent over two-thirds of the community colleges and all of the California State Universities in the county, to immediately address the integration of the Competencies throughout the region.
- PEACH has the necessary knowledge of the Competencies, their technical application and the higher education system to efficiently move this work forward. In addition to the Co-Lead Consultant's role in the development of the statewide Competencies Mapping Tool, an additional 13 PEACH partners have been trained to provide technical assistance on its use. Additionally, PEACH has demonstrable experience in facilitating articulation agreements between community colleges and four year universities through prior efforts as part of the Los Angeles County ECE Workforce Consortium.

The proposed Strategic Partnership is aligned with the adopted Strategic Plan:

- As a strategy to improve the quality of early learning for children 0-5, the PEACH ECE Competency efforts align with the ECE Outcome Area in First 5 LA's 2015-2020 Strategic Plan. One of the four outcome areas outlined in First 5 LA's 2015-2020 Strategic Plan is to increase access to quality early care and education. Within this outcome area, there is a priority focus to improve the quality of ECE services by strengthening the professional development system for early care and education providers. The PEACH ECE Competencies integration effort is an initiative that will strengthen the quality of ECE programs by supporting the integration of the California Early Childhood Educator Competencies in the higher education workforce preparation system.

Update on Early Care and Education Workforce Strategy

190

Program and Planning Committee
May 31, 2018

Debra Colman and Jaime Kalenik



First5LA.org

Goals for Today

- Build an understanding of the challenges facing the early care and education (ECE) workforce
- Explore two policy and systems change strategies to strengthen the ECE workforce
 - Financial Assessment of ECE Sector
 - California Early Childhood Educator Competencies (Competencies)
Higher Education Integration

191



The Workforce Connection to Quality

Quality Early Care and Education for Children



192

Compensation

Qualifications

Preschool teachers earn an average of \$14 an hour. This is half of what kindergarten teachers earn.

An early educator's qualifications are correlated to the academic achievement of children in their care

Impact of the Fiscal Downturn on ECE

Reserves Prior to the Fiscal Downturn:

- ECE agencies with California Department of Education (CDE) contracts were allowed to keep unearned contract funds in a reserve account without a cap.

California's FY 10- 11 Budget Limited Reserves:

- Limited agency reserve to 5% of contract's maximum reimbursable amounts. Agencies with more than 5% must return funds to State.

L.A ECE Recoverable Loan Program (Bridge Fund):

- \$2 million recoverable grant program established in 2012
- Bridged late payments from contracted ECE agencies from CDE
- Funded by the California Community Foundation and First 5 LA



Lingering Effects of the Fiscal Downturn

Funding challenges continue between the California Department of Education and State contracted ECE agencies:

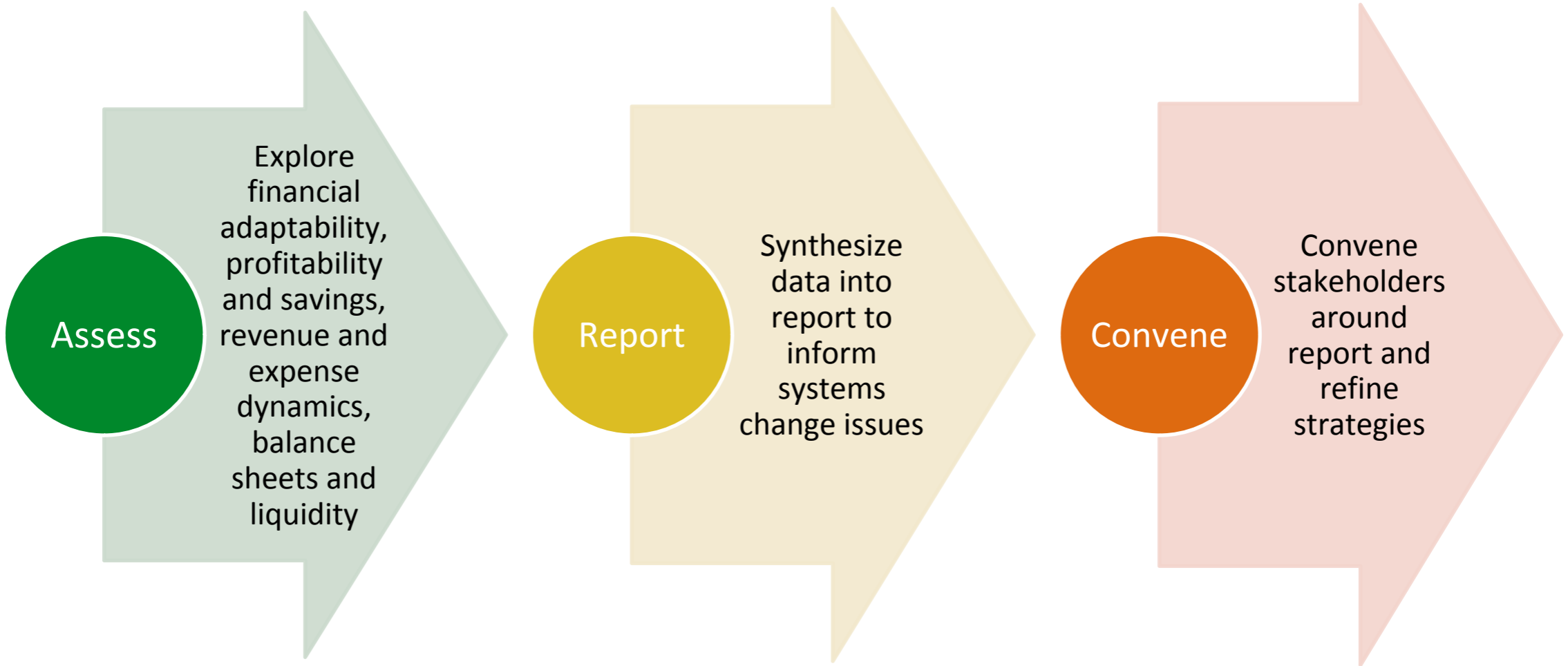
- Lack of reserve funding
- Delays to State contracts
- Low reimbursement rates for ECE agencies

194



Financial Assessment of ECE Sector

First 5 LA and the California Community Foundation will partner with the Nonprofit Finance Fund to develop a financial assessment of the ECE sector



Potential Implementation Strategies

The assessment and convening will inform strategies which may include:



Advocacy and
Policy Change



Financial Capacity
Building



Cost Sharing

PEACH: An ECE Higher Education Collaborative

- ECE/Child Development faculty from over 20 Los Angeles County community colleges and universities
- Four year strategic partnership for \$1,750,000 established in 2016
- ECE Credential Advocacy Project
 - Modification and implementation of Child Development Permit Matrix
 - Development and implementation of an ECE Credential

197

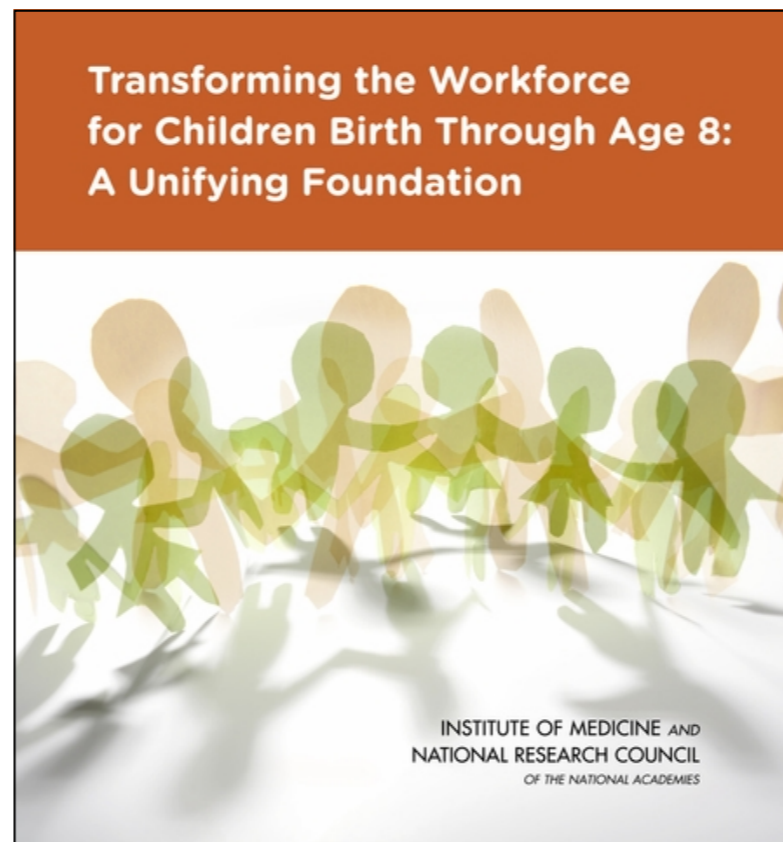


Raising Qualifications through Higher Education

Current barriers in higher education preparation system

- Difficult for students to transfer courses between institutions, especially from the community college to university system
- Inconsistencies in curriculum across preparation programs

198

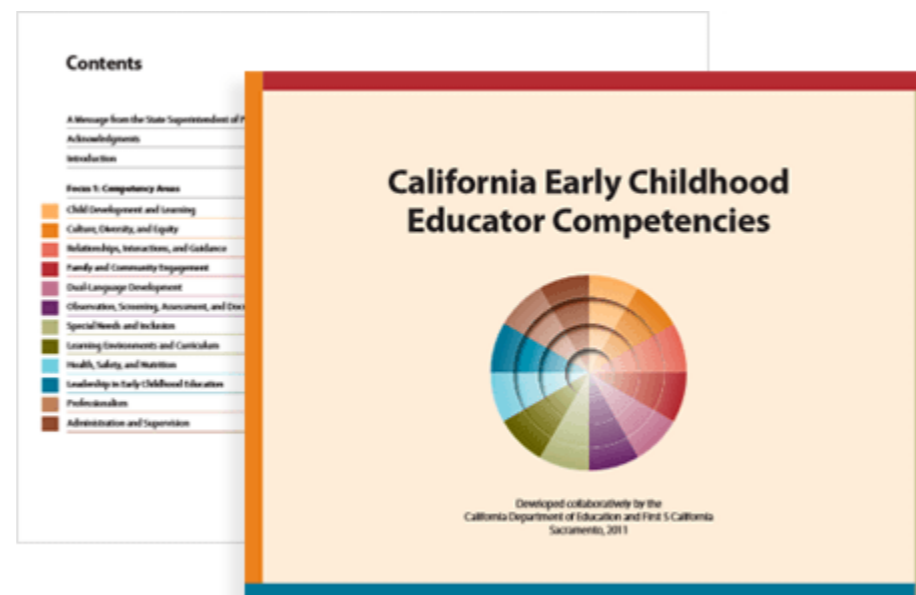


ECE Competencies in Higher Education

Opportunity to align programs with California Early Childhood Educator Competencies

- Knowledge, skills and dispositions that educators need to provide high quality early care and education
- Developed collaboratively in 2011 by California Department of Education and First 5 California

199



ECE Competencies Integration

Mapping

- Technical support for Los Angeles County faculty to map courses to the ECE Competencies
- Analyze mapping data to identify gaps in preparation programs

200

Alignment

- Based on mapping data, advocate for program development aligned to the ECE Competencies

Articulation

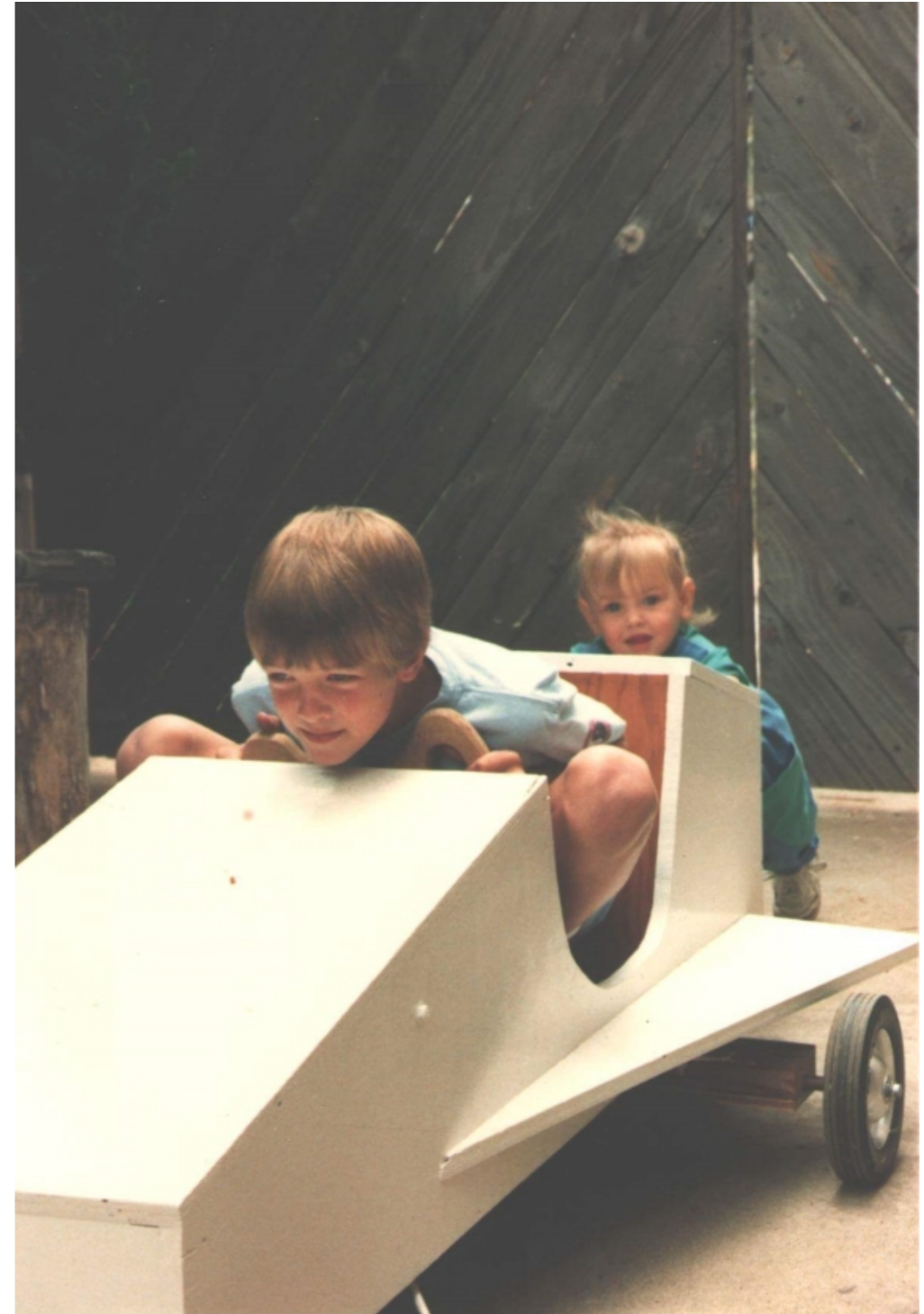
- Use ECE Competencies as a framework for increased articulation of coursework from community colleges to universities

Next Steps

- Approval of two ECE Workforce Strategies at the First 5 LA Commission Meeting on June 14, 2018 including:
 - A Strategic Partnership with the California Community Foundation for \$150,000 for a Financial Assessment of the ECE Sector through 2019
 - Amendment of Strategic Partnership with the Child Care Alliance of L.A. (Fiscal Agent for PEACH) for \$898,000 to support Early Childhood Educator Competencies integration efforts through 2020

201

Discussion and Questions



FIRST 5 LA

SUBJECT:

Request to Extend a Strategic Partnership with Community Partners in the Amount of \$327,000 for Two Additional Years for a Total Project Cost of \$401,500 and Authorize First 5 LA Staff to Execute a Contract for the Period of July 1, 2018 – June 30, 2020 (Fund Balance Category: Assigned)

RECOMMENDATION (PROVIDED AS INFORMATION):

This memo is provided as information for the Board's consideration at the May 31, 2018 Special Meeting of the Board of Commissioners/Program & Planning Committee. First 5 LA staff recommends that at the June 14, 2018 Commission meeting the Board approve the extension of a Strategic Partnership with Community Partners for two additional years from July 1, 2018 through June 30, 2020 for an amount not to exceed \$327,000¹ for a total project cost of \$401,500 and authorize staff to execute a contract from July 1, 2018 to June 30, 2020 for \$327,000. Funds for FY 2018-19 will be included in the FY 2018-19 First 5 LA Programmatic Budget which will be brought to the Board of Commissioners for approval in June 2018. Funds for FY 2019-20 will be included in the FY 2019-20 First 5 LA Programmatic Budget which is anticipated to be brought to the Board of Commissioners for approval in June 2019. At the time of budget approval, requested resources will shift from the Assigned resource category of the fund balance, dedicated for broad Strategic Plan purposes, to the Committed category, amounts dedicated for a more specified purpose via resolution. All subsequent contracts will be brought to the Board on consent prior to execution.

BACKGROUND:

The Trauma-Informed Care Strategy, included in the FY 2015-20 Strategic Plan, continues to grow and evolve in partnership with others. In 2016, First 5 LA, along with The California Community Foundation, The California Endowment, The Conrad N. Hilton Foundation and The Ralph M. Parsons Foundation (collectively known as the "funding partners"), contributed funds to a pooled fund for the Trauma and Resiliency-Informed Systems Change Initiative. The pooled funds² are managed by Community Partners, a third-party fiscal intermediary. Pooling funds at a neutral location facilitates collaboration and allows First 5 LA to leverage additional funding from philanthropic partners to support our trauma-informed care strategy.

The funding partners identified Community Partners as the neutral partner to house the pooled funds. Community Partners has over 20 years of experience as a technical assistance provider, initiative coordinator, network facilitator and intermediary. Conceived as a "foundation for emerging philanthropies," Community Partner's fiscal sponsorship program has grown steadily over the years to include an average of 145-150 projects and work with multiple funders and other institutional partners. Today, Community Partners is engaged in over a dozen programs and initiatives through their grantmaker partnerships managing more than \$42 million a year. In their role as a fiscal sponsor, Community Partners helps foundations, corporations, government agencies and other institutions achieve greater impact. They have been a fiscal sponsor to initiatives such as the California Accountable Communities for Health Initiative (CACHI), a statewide partnership of The California Endowment, Blue Shield of California Foundation and Kaiser Permanente.

¹ \$218,000 of the \$327,000 will be dedicated to support ongoing exploration and convening of the countywide systems change work, with the remainder of the funds being contributed to the pooled fund to support emerging opportunities that advance specific strategies towards trauma and resiliency-informed systems change.

² In FY 2016-17, First 5 LA contributed \$74,500 to the pooled fund at Community Partners to support the convening of the workgroup and environmental scan. Being under \$75,000, this item did not require Board action per the procurement policy. The contract was brought to the Board as part of the Executive Director's Report on September 8, 2016. First 5 LA's contribution to the pooled fund leveraged an additional \$80,000 from other funders. The contribution to the pooled fund by all partners totaled \$154,500.

As the fiscal intermediary for the pooled fund, Community Partners provides accounting, bookkeeping, contract management, and administrative back-office services for the Trauma and Resiliency-Informed Systems Change Initiative. They also serve as the contracting entity for any contractors or consultants needed. Other partners that wish to contribute financially to this effort can do so through contribution to the pooled fund.

With pooled funds, Community Partners contracted with The Center for Collective Wisdom (C4CW) to conduct the initial exploratory work and canvassing for this initiative in 2016. For Phase I, C4CW convened a workgroup of foundations, service delivery organizations and Los Angeles County departments who had expertise in addressing trauma and the passion and commitment to deepen and sustain this work through systems across the county. In addition to dialogues with workgroup members and senior leaders from county systems, an environmental scan of trauma and resiliency-informed systems change initiatives and resources was conducted and summarized in a final report, "Trauma and Resiliency: A Systems Change Approach." Staff shared the final report with the Board at the July 13, 2017 Commission Meeting as part of the 2015-2020 Strategic Plan Year 1 Update. The final report highlighted emerging lessons and a developmental framework to initiate and sustain systems change efforts focused on trauma. It also outlines potential strategies to grow this movement, including strategies to deepen change within particular systems, nurture cross-system learning and action, promote broad community awareness, and build needed infrastructure to support the next level of work. The completion of the final report concluded Phase I of the exploratory work.

The systems change work entered Phase II the following year in 2017 to implement the recommended strategies listed in the final report. First 5 LA contributed \$74,500 into the pooled fund through a Strategic Partnership with Community Partners which leveraged \$70,000 from other funders for a total pool fund of \$144,500. Being under \$75,000, this item did not require Board action per the procurement policy. The contract was brought to the Board as part of the Executive Director's Report on September 14, 2017. Through this pooled funding, Community Partners contracted with The Center for Collective Wisdom to meet with LA County Departments to raise awareness and find opportunities to integrate a trauma and resiliency-informed approach by advancing the strategies included in the final report. As a result of this effort, demonstration projects across the county have started undergoing this transformation.³

Given the challenging nature of this systems change work, it is requested to extend Phase II for an additional two years through June 30, 2020. Continued dialogues are needed to inform, advocate and connect large systems impacting the lives of children and families in Los Angeles County. Through the pooled fund at Community Partners, C4CW will continue to explore opportunities with county partners on ways to integrate a trauma and resiliency-informed approach through countywide efforts (e.g. Hubs, Continuum of Care Reform, LA County Department of Mental Health's Innovations 2, Los Angeles Unified School District, Prevention and After Care Networks, etc.). Through this Strategic Partnership with Community Partners, First 5 LA will contribute to the pooled fund to continue supporting C4CW's efforts as well as emerging opportunities to advance this initiative. For example, in response to the LA County Board of Supervisors' motion to establish a countywide Office of Violence Prevention, the pooled fund, with support from First 5 LA and other public and private funders, could support the anticipated strategic planning process. Support will ensure alignment to the Trauma and Resiliency-Informed Systems Change Initiative.

Pursuant to the Procurement Policy, Strategic Partnerships of \$75,000 or more in a fiscal year must be presented to the Board for approval. Staff is requesting an extension of Phase II of this strategic partnership for two additional years through June 30, 2020 for an amount not to exceed \$327,000 for a total project cost of \$401,500 to comply with this policy. Section IV.5 of the Procurement Policy also

³ The City of Long Beach will hire a staff person to oversee trauma and resiliency-informed change in their departments and community work. The Home 4 Good Funders Collaborative will support the coordinated entry system for homeless to be trauma and resiliency-informed. First 5 LA's Best Start Partnerships will onboard their new regional support structure in a trauma and resiliency-informed way.

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 July 1, 2018 to June 30, 2020 for \$327,000.

GOVERNANCE GUIDELINES #5 AND #6 (SUSTAINABILITY AND LEVERAGING):

This project strongly reflects First 5 LA's intent to invest through partnership. Pooling funds at a neutral location facilitates authentic collaboration. In addition, a Strategic Partnership with Community Partners provides an opportunity to leverage First 5 LA funds to garner additional funding from philanthropic partners to support our trauma-informed care strategy. Community Partners is trusted in the community and has a long history of being a fiscal sponsor for community-led initiatives. First 5 LA and our partners have also worked with Community Partners in the past. All funding partners collectively agreed that Community Partners would be the appropriate fiscal intermediary to operationalize this effort.

As strategies were identified in the initial exploratory phase of this project, continued planning is needed to identify and cultivate opportunities around implementation, warranting the continued contribution of funds into the pool for an additional two years, through the current 2015-2020 Strategic Planning period. First 5 LA's contribution into the pooled fund will leverage additional funds from other funders. Additionally, all contributing partners are committed to continuing to outreach to additional funding partners to support the overall effort. This effort creates a space for funders to align their own agency mission and goals to a trauma and resiliency-informed approach and facilitates aligned funding. In this regard, the initial establishment of this fund has been a catalyst for attracting additional funders and contributions to leverage the effort. The pooled fund can also be utilized to make joint investments on emerging trauma and resiliency-informed efforts that align with the purpose and goals of this initiative. For example, in response to the LA County Board of Supervisors' motion to establish a countywide Office of Violence Prevention, the pooled fund, with support from First 5 LA and other public and private funders, could support the anticipated strategic planning process. Support will ensure alignment to the Trauma and Resiliency-Informed Systems Change Initiative.

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 Partnership can provide a demonstrated level of ability or expertise that is only available in the community through the proposed Strategic Partnership. This project strongly reflects First 5 LA's intent to invest through partnership. Pooling funds at a neutral location facilitates authentic collaboration. First 5 LA and our partners have worked with Community Partners in the past. Given their expertise and track record, all funding partners collectively agreed that Community Partners would be the appropriate fiscal intermediary to operationalize this effort.

As strategies were identified in 2016 during Phase I, continued planning is needed for Phase II to determine priorities and opportunities around implementation, warranting the contribution of funds into the pool for the remainder of the Strategic Plan until June 30, 2020. Through the Strategic Partnership with Community Partners, First 5 LA's contribution into the pooled fund will continue to leverage additional funds from other funders. As noted above, during FY 2017-18, First 5 LA leveraged \$70,000 from other funders for a total pool fund of \$144,500. Funding partners are currently exploring what they can contribute to the pooled fund. First 5 LA's contribution of \$327,000 is expected to leverage an estimated \$120,000 from other contributing funders as well as in-kind resources of staff time. The Trauma and Resiliency-Informed Systems Change Initiative creates a space for funders to learn about trauma-informed care work, assess if it is aligned with their own agency mission and goals and potentially contribute financially to the effort. In this regard, the initial establishment of this fund has been a catalyst for attracting additional funders and contributions to leverage the effort. The pooled fund can also be utilized to make joint investments on emerging trauma and resiliency-informed efforts that align with the purpose and goals of this initiative. For example, in response to the LA County Board of Supervisors' motion to establish a countywide Office of Violence Prevention, the pooled fund, with support from First 5 LA and other public and private funders, could support the anticipated strategic planning process. Support will ensure alignment to the Trauma and Resiliency-Informed Systems Change Initiative

Alignment with Strategic Plan:

The proposed Strategic Partnership is aligned with the adopted Strategic Plan by supporting First 5 LA's trauma-informed care strategy and related implementation activities. Phase I of the project created a workgroup and building of a pooled fund of philanthropic investors; Phase II will focus on implementation of trauma-informed care strategies with key county partners. The two core principles of this trauma-informed care strategy include partnership building and the use of policy and systems change approach, which are fundamental principles within the 2015-2020 Strategic Plan.

Related to partnership building, the initial launch of the effort and establishment of the pooled fund was a joint partnership with the California Community Foundation, The California Endowment, the Conrad N. Hilton Foundation and The Ralph M. Parsons Foundation. The pooled fund is a mechanism for First 5 LA and partners to support a platform to carry out strategies and activities that will be grounded in a policy and systems change approach. This platform will support the implementation of the strategies identified in the environmental scan final report that will be focused on how to impact county systems and embed a focus on trauma-informed care.

FIRST 5 LA

SUBJECT: Quality Rating and Improvement Systems (QRIS) update and request to renew contract with VIVA Strategy + Communications for FY 18-19 in the amount of \$438,425. (Fund Balance Category: Assigned.)

RECOMMENDATION:

This memo is provided as information for the Board's consideration at the May 31, 2018 Special Meeting of the Board of Commissioners/Program and Planning Committee. First 5 LA staff recommends that at the June 14, 2018 Commission meeting, the Board authorize staff to execute a contract with VIVA Strategy + Communications to continue supporting the work of the Los Angeles County Quality Rating and Improvement System (QRIS) Architects group.

BACKGROUND:

The First 5 LA 2015-2020 Strategic Plan calls for implementation of a uniform Quality Rating and Improvement System (QRIS) as a strategy to improve the quality of early care and education services within Los Angeles County. QRIS at its core is a systems reform effort with the aim of improving the quality of licensed early care and education (ECE) settings. Through taking steps toward a uniform countywide QRIS, First 5 LA has the potential to positively impact the ECE system, including ECE professionals and the children and families they serve.

In May 2017 First 5 LA staff and VIVA Strategy + Communications (VIVA) presented an update to the Program and Planning Committee and highlighted the QRIS progress since First 5 LA first convened a group of key stakeholders in 2015. The leadership group spearheading the QRIS planning and implementation, known as the QRIS Architects, is comprised of First 5 LA, the Los Angeles County Office of Education (LACOE), the Los Angeles County Office for the Advancement of Early Care and Education (OAECE, formerly known as the Office of Child Care), the Child Care Alliance of Los Angeles (CCALA), Child360 (formerly known as LAUP), Partnerships for Education, Articulation, and Coordination through Higher Education (PEACH), and the Los Angeles County Local Planning Council (commonly referred to as the Child Care Planning Committee).

PROGRAM UPDATE:

With facilitation support from VIVA, the QRIS Architects have worked collaboratively to develop, refine and improve LA County's existing QRIS (known as Quality Start Los Angeles, or QSLA) into a cohesive system to improve the quality of early care and education environments for Los Angeles County's earliest learners aged 0-5. The first activity of the Architects was to develop and submit an application for First 5 CA's funding under the Improve and Maximize Programs so All Children Thrive (IMPACT) QRIS grant initiative. In the application, the QRIS Architects identified a four-phase process as the means through which a uniform QRIS would be developed in Los Angeles County. These phases include 1) Define, 2) Learn, 3) Test and 4) Scale.

Through the Define, Learn and Test phases, the QRIS Architects and other key stakeholders met regularly to refine and enhance the QSLA model which is to be implemented in FY 18-19. Program improvements to the QSLA model include but are not limited to the:

- Development of a uniform coaching model and coaching dosage, including different coaching types, minimal coaching thresholds, and optional coaching for sites with high tier ratings,
- Creation of a “navigator” role, a position which will provide pre-assessment technical assistance to sites participating in QRIS,
- Development of an assessment and rating model, including enrollment cycles, and assessments (CLASS, ERS) every two years,
- Integration of the ECE Workforce Registry into QRIS and modifications/enhancements to the ECE Workforce Registry process,
- Creation of a menu of options for participation stipends and quality improvement grants awarded to QRIS-participating sites, and
- Development of a QSLA Marketing and Communications Plan.

Additionally, First 5 LA and LACOE (in collaboration with the QRIS Architects and other key stakeholders) are currently in the process of finalizing Test phase evaluation questions related to a number of LA County QRIS model changes that will inform expansion efforts. These include, but are not limited to:

- Effectiveness of the re-conceptualized uniform coaching model,
- Effectiveness of the newly created “navigator” role,
- Efficiency and effectiveness of the QSLA onboarding process (enrollment),
- Fiscal and administrative implications of the newly developed assessment and rating process, and
- Provider perception of the assessment and rating process.

As the QRIS Architects continue to refine, implement and ultimately expand QRIS efforts in Los Angeles County, a number of new priorities have emerged and it is the intent of the Architects to address these priorities over the next two years. These activities will include: determination of QRIS expansion priorities (e.g., geographic priorities, site types, age groups, etc.), increasing engagement and advocacy opportunities of key stakeholders, and further refinement of QSLA to better meet the needs of Los Angeles County’s children and providers. In addition, the Architects will work to develop innovative approaches to blending, braiding and layering different funding streams that operate on different funding cycles.

Perhaps most importantly, the Architects will develop a new governance structure which will be reflective of QSLA’s progress to date. It is the expectation that the new governance structure will ultimately be self-sustaining and facilitate close collaboration between First 5 LA and LACOE (LA County’s QRIS funding administrators) which, in turn, will help to maximize not only the valuable time of our countywide partners, but also the limited resources available for QRIS.

VIVA has served as an external facilitator to assist First 5 LA in its role as convener of the QRIS Architects and their work since the group’s inception. Over the next two years, First 5 LA staff proposes to continue to contract with VIVA to accomplish the next phases of the Architects’ work at an amount not to exceed \$700,000 for both years. The above activities are recommended to be added to VIVA’s scope of work and will be funded through the California Department of Education’s Quality Counts California (QCC) Regional Certification and Coordination Grant Funds, First 5 CA’s Improve and Maximize Programs so All Children Thrive (IMPACT) initiative and Regional Coordination and Training and Technical Assistance Hubs funds. The FY 18-19 VIVA contract will be placed on the June Commission Consent Calendar for approval by the Board of Commissioners.

The challenging work of refining QSLA continues and our countywide partners remain dedicated to improving the quality of early care and education so that all children enter school ready to succeed in school and life. As the QRIS Architects continue to test the QRIS model, First 5 LA will need to continue to explore how to align First 5 LA’s investment in QRIS with our broader quality policy

advocacy and system change efforts. First 5 LA will also continue to actively participate in planning efforts to implement a California QRIS with our partners including First 5 California, the First 5 Association and other First 5 Commissioners. Staff expects that the lessons learned from the testing and refinement work planned for FY 2018-2019 will inform these discussions. By engaging with and working collaboratively with our countywide partners to enhance and maximize QRIS funding opportunities locally and across the state, First 5 LA is able to reflect upon the strengths and challenges in our county to develop a QRIS that is purposeful, sustainable, and builds upon lessons learned over the past decade.

NEXT STEPS:

The VIVA contract will be placed in the June Commission Meeting Consent Calendar for First 5 LA Board of Commissioners approval.



Where we've been

- September 2015 – Presented to Program and Planning Committee on QRIS and IMPACT, convened Architects
- January 2016 – Partnered with VIVA to facilitate QRIS Architects group
- Developed a four-phase QRIS implementation approach
- May 2017– Presented to Program and Planning Committee on QRIS Architects' progress

Intent of QRIS Architects

- Embark upon a four-phase strategy to re-envision QRIS in Los Angeles County
 - 1) Define, 2) Learn, 3) Test, and 4) Scale
- Goal: Create a single QRIS experience in Los Angeles County, regardless of QRIS funding stream(s)

Progress to date

- Updated coaching model and coaching dosage
 - Different coaching types
 - Minimal coaching thresholds
 - Optional coaching for sites with high tier ratings
 - Created a “navigator” role, a position which will provide pre-assessment technical assistance to sites participating in QRIS,
- Updated assessment and rating process
 - Cycle model of enrollment
 - Assessments (CLASS, ERS) every two years

Progress to date (cont.)

- Integrated ECE Workforce Registry into QRIS
 - Used to verify teacher/director qualifications and professional development hours
- Developed a QSLA Marketing and Communications Plan

Evaluation of new approaches

- First 5 LA is embarking upon an evaluation of components of new model
- Potential components to test may include:
 - Re-conceptualized uniform coaching model
 - Effectiveness of the newly created “navigator” role,
 - Efficiency and effectiveness of the QSLA onboarding process (enrollment),
 - Fiscal and administrative implications of the newly developed assessment and rating process, and
 - Provider perception of the assessment and rating process.

Priorities for FY 18-19

- Establish a singular governance structure
- Develop QRIS expansion priorities
- Test model components
- Explore policy and advocacy connections
- Conceptualize a broader continuum of quality improvement supports
- Explore blending and braiding funding streams

June 15 Commission Meeting

- Approve VIVA contract for the period July 1, 2018 – June 30, 2019
- Two-year cost not to exceed \$700K
- Paid with funding from California Department of Education and First 5 CA

