

AGENDA

SPECIAL MEETING OF THE BOARD OF COMMISSIONERS AND PROGRAM AND PLANNING COMMITTEE

Chair: Marlene Zepeda

Thursday, October 24, 2019
1:30 PM 4:30 PM

Meeting Location:

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

1. ACTION

Call to Order / Roll Call
- **Marlene Zepeda, Committee Chair**

2. INFORMATION

Review Special Board/Program & Planning Committee Meeting Transcript and Meeting Summary – September 26, 2019
- **Marlene Zepeda, Committee Chair**

3. INFORMATION

Impact Framework: Contextual Indicators
- **Kimberly Hall, Interim Director, Measurement, Learning & Evaluation**
- **Agnieszka Rykaczewska, Manager, Measurement, Learning & Evaluation**

4. INFORMATION

- Policy and Advocacy Funding
- A. Lessons Learned from ECE Policy and Advocacy Fund
- **Becca Patton, Director, Early Care & Education**
- **Jaime Kalenik, Program Officer, Early Care & Education**
- **Cynthia Freeman, Senior Director of Programs, Community Partners**
- B. Establish a Strategic Partnership with Community Partners in the Amount of \$600,000 for a period of 24 Months to Pilot Funding Focused on Child Health and Family Strengthening Policy and Advocacy Grants and Alternative Revenue Opportunities
- **Peter Barth, Director, Public Policy & Government Affairs**

Created with an evaluation copy of Aspose.Words. To discover the full versions of our APIs please visit: <https://products.aspose.com/words/>

COMMISSIONERS

Los Angeles County Supervisor	Jane Boeckmann	Yvette Martinez
Sheila Kuehl <i>Chair</i>	Bobby Cagle	Romalis J. Taylor
Judy Abdo <i>Vice Chair</i>	Barbara Ferrer, Ph.D., M.P.H., M.Ed.	Keesha Woods Marlene Zepeda, Ph.D.

EX OFFICIO MEMBERS

Karla Pleitez Howell
Jonathan E. Sherin, M.D., Ph.D.
Wendy Smith, Ph.D., LCSW
Jeanne Tilton

EXECUTIVE DIRECTOR

Kim Belshé

EXECUTIVE VICE PRESIDENT

John A. Wagner

A PUBLIC ENTITY

- Charna Martin, Senior Policy Strategist, Public Policy & Government
Affairs

5. Break

6. **INFORMATION**

Authorize First 5 LA to Receive Funds from Los Angeles Department of Public Health (LADPH) for Contributions to County-Wide Efforts to Reduce African American Infant and Maternal Mortality (AAIMM) for Strategic Communications Initiative

- **Brandi Sims, Program Officer, Family Supports**

- **Melissa Franklin, Pritzker Fellow, First 5 LA**

7. **INFORMATION**

Public comment (for items not on the agenda)

8. **ACTION**

Adjournment



Created with an evaluation copy of Aspose.Words. To discover the full versions of our APIs please visit: <https://products.aspose.com/words/>

FIRST 5 LA
Special Commission/Program & Planning Committee Meeting
September 26, 2019
12:30-4:30 pm

COMMITTEE MEMBERS PRESENT:

Romalis Taylor
Michelle Vega (Alternate)
Arturo Valdez
Marlene Zepeda

Ex-Officio Commissioners:

Wendy Garen
Deanne Tilton

NON-COMMITTEE MEMBERS PRESENT:

Judy Abdo
Deborah Innes-Gomberg (Alternate)
Yvette Martinez

COMMITTEE MEMBERS ABSENT:

Bobby Cagle [Excused]
Barbara Ferrer [Excused]
Astrid Heger [Excused]
Karla Pleitéz Howell [Excused]
Keesha Woods [Excused]

STAFF PRESENT:

Christina Altmayer, Vice President of Programs
Kim Belshé, Executive Director
Linda Vo, Board Relations Specialist
John Wagner, Executive Vice President

EXTERNAL PRESENTER:

Steven LaFrance, Founder & CEO, Learning for Action

CALL TO ORDER / ROLL CALL: (Item 1)

1. Committee Chair Zepeda called the meeting to order at 12:30 pm. Quorum was present.

2. Review Program & Planning Committee Meeting Transcript – June 27, 2019

Program & Planning Committee Meeting Transcript for June 27, 2019 was received and filed

3. **2018-2019 First 5 LA Annual Report to First 5 California (State Commission)**

Ms. Kyle presented on First 5 LA's annual report to First 5 CA that provides fiscal and programmatic information in the format of a State Commission-designated template. The purpose of the report is to:

- 1) Summarize the number of children, families, and providers reached through our investments
- 2) Elevate policy and systems change work
- 3) Highlight accomplishments/success stories

The report consists of the following sections:

Section 1: Revenue and Expenditure Summary

Section 2: Demographic Worksheet

Section 3: Evaluation Summary

She informed Commissioners that the report is separated into four investment categories:

1. Child Health
2. Systems of Care
3. Family Functioning
4. Child Development

This report presented to Commissioners will then be presented as action at the October Board meeting.

4. Strategic Plan Refinement (SPR4) Process and Impact Framework Updates

Ms. Altmayer and Mr. LaFrance reported back on how input received at the September Board retreat informed First 5 LA’s updated strategic priorities and draft objectives. There was also a preview of the proposed Strategic Plan Review Cycle for ongoing strategy review, reflection, and refinement through 2028, including connections to the Impact Framework.

Below is a summary of the draft **Strategic Priorities** and the rationale presented to Commissioners.

Proposed Draft Strategic Priorities	Why this is a Priority for First 5 LA Now
Strengthening Public & Community Systems: Improve, integrate, and expand systems of early prevention, intervention, and learning in partnership with public and community agencies, networks and leaders	Given state and county priorities, First 5 LA, with its partners, has a transformative opportunity to improve and expand the capabilities of public and community systems to better meet the needs of young children and families and promote their wellbeing.
Advancing and Leveraging Community Experience: Connect, maximize and coordinate public resources and local assets within our prioritized fourteen Best Start geographies	The 14 Best Start geographies provide an opportunity to demonstrate the impact and value of weaving together key resources and infrastructure to advance local solutions for early prevention, intervention, and learning.
Expanding Influence & Impact with Data: Expand the availability, use, and communication power of data to elevate disparities and drive policy change, practice change, and will building.	Data is an essential tool to build public will and advance learning on early childhood. First 5 LA is well-positioned to help gather, shape and disseminate data and be a critical voice and storyteller on improving results for children and families.
Optimizing Our Effectiveness: Heighten organizational performance to enhance our impact.	To successfully lead this work, First 5 LA must align its structure, staffing, processes and culture with our strategic priorities to champion and promote systems change.

Further refinements will be presented as part of the draft refined Strategic Plan during the October 10 Board of Commissioners and October 24 Special Board/Program and Planning Committee meetings.

Ms. Hall then presented on First 5 LA’s Impact Framework. She highlighted the following three objectives of her presentation:

1. Review how the Impact Framework will help First 5 LA track and measure progress towards our North Star
2. Review revised indicators for the Results for Children and Families and current data for select indicators
3. Preview next steps for the Impact Framework

Below is a list of the 10 indicators presented:

- Increased rate of L.A. County children birth to age 5 enrolled in a high-quality early learning and care program.
- Increased rate of income-eligible L.A. County children birth to age 5 enrolled in publicly-funded early learning and care programs.

- Increased rate of L.A. County children birth to age 3 with a developmental delay participating in early intervention services.
- Decreased average age of L.A. County children entering special education services.
- Decreased rate of L.A. County children with Child Protective Services involvement at any point during the first 5 years of life.
- Increased rate of L.A. County families with children birth to age 5 who read, tell stories, sing, play music, or teach letters, words, or numbers to their child daily.
- Increased rate of L.A. County families who participate in home visiting programs at any point prenatally through age 5.
- Increased rate of eligible L.A. County families with children prenatal to age 5 participating in safety net programs.
- Increased rate of L.A. County families with children birth to age 5 who reporting having one or more people to talk to in times of need.
- Increased rate of L.A. County families with children birth to age 5 that have access to parks and open spaces.

Next steps include:

- Obtaining the most comprehensive and current data available
- Disaggregating by race/ethnicity, income and geography
- Sharing data with Strategy Refinement Teams to support implementation planning
- Considering additions based on the Revised Strategic Plan

Staff plan to come back to the Board with status of First 5 LA's Impact Framework at October's Special Commission/Program & Planning Committee meeting and at a Board meeting some time in Spring 2020.

There was no further discussion on this item.

5. Review Draft of the Comprehensive Annual Financial Report (CAFR), Including the Independent Auditor's Report for the Fiscal Year Ending June 30, 2019 (WRITTEN ONLY)

This item was presented as a written only item with no presentation by staff. Staff informed the Board that the CAFR was previously presented to the Budget & Finance and Executive Committees on September 24. Staff were pleased to announce that the Auditor's report stated First 5 LA's audit was clean, with no findings or observations and that the financial statements were presented fairly. Staff informed the Board that the CAFR would later be brought back as action at the October Board meeting.

6. Communications Strategic Partnerships (WRITTEN ONLY)
A. Establish a Strategic Partnership with CalMatters in the Amount of \$150,000 for a Period of 20 Months to Create and Publish a Series of In-Depth Journalistic Content and Commentary on Early Childhood Issues
B. Establish a Strategic Partnership with Fostering Media Connections in the Amount of \$150,000 for a Period of 20 Months to Create a Focus on Child Maltreatment Prevention in Policy, Practice and Research, as well as the Improvement of Health Services as they Pertain to Children, Youth and Families Through Trauma-Informed Approaches

Both proposed strategic partnerships were presented as written only with no presentation by staff. Both items will go for action on Consent at the October Board meeting.

7. Authorize First 5 LA to Receive Funds from the Los Angeles County Office of Education (LACOE) for Quality Start LA IMPACT Hub Consultation and the California Early Care and Education (ECE) Workforce Study (WRITTEN ONLY)

This item was presented as written only with no presentation by staff. The item will come back on Consent at the October Board meeting for action.

8. Public Comment (for items not on the agenda)

There were no public comments.

ADJOURNMENT:

The Commission adjourned at 3:38 pm.

NEXT MEETING:

The next Special Commission/Program & Planning Committee meeting will take place on January 30, 2020 at 1:30 pm.

First 5 LA
Multi-Purpose Room, First Floor
750 N. Alameda Street
Los Angeles, CA 90012

Meeting minutes were recorded by Linda Vo, Board Relations Specialist.

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

MEETING OF FIRST 5 LOS ANGELES PROGRAM AND PLANNING
Thursday, September 26, 2019
750 North Alameda Street, First Floor
Los Angeles, California 90012

REPORTED BY:
HEATHERLYNN GONZALEZ
CSR #13646

1 Thursday, September 26, 2019; Los Angeles, California

2 12:32 p.m.

3 -oOo-

4 COMMISSIONER ZEPEDA: Okay. If we can just get
5 situated. We can start on time. Good afternoon,
6 everybody. Welcome to the September 26th meeting of the P
7 and P meeting. Kim's going to be running a little bit
8 late today, so I'm going to start without her. I want to
9 start on time because we have a full agenda.

10 So let's go ahead and introduce ourselves and go
11 around the room. People might be coming in late because
12 we're used to starting later, even though it was posted as
13 a public -- for the public. So we'll see who comes in.

14 So let's start to my left.

15 COMMISSIONER MARTINEZ: Yvette Martinez.

16 COMMISSIONER INNES-GOMBERG: Debbie Innes-Gomberg
17 for John Sherin.

18 COMMISSIONER ABDO: Judy Abdo.

19 MS. KYLE: Holli Kyle.

20 MR. WAGNER: John Wagner, First 5.

21 MS. ALTMAYER: Christina Altmayer.

22 MR. ORTEGA: Raoul Ortega.

23 SPEAKER: (Inaudible) Valdez, LACOE.

24 COMMISSIONER TILTON: Deanne Tilton.

25 COMMISSIONER TAYLOR: Romalis Taylor.

1 COMMISSIONER ZEPEDA: So let's go this way.

2 THE REPORTER: Heatherlynn Gonzalez,
3 stenographer.

4 SECRETARY: Linda Vo.

5 SPEAKER: Evelyn Floyd.

6 SPEAKER: (Inaudible), First 5 LA.

7 MS. ANDREWS: Antoinette Andrews, First 5 LA.

8 SPEAKER: (Inaudible), First 5 LA.

9 MR. JIMINEZ: Jiminez, First 5 LA.

10 MS. TITH: Kaya Tith, First 5 LA.

11 MR. BARTH: Peter Barth, First 5 LA.

12 SPEAKER: (Inaudible.)

13 SPEAKER: (Inaudible), First 5 LA.

14 SPEAKER: Jasmine (inaudible), First 5 LA.

15 Speaker: Carl Garen, First 5 LA.

16 COMMISSIONER ZEPEDA: Steven.

17 MR. LaFRANCE: Steven LaFrance, Learning for
18 Action.

19 COMMISSIONER ZEPEDA: Kim.

20 MS. HALL: Kim Hall, First 5 LA.

21 COMMISSIONER ZEPEDA: Anybody we missed?

22 MR. SANCHEZ: Gabriel Sanchez, communications,
23 First 5. Thank you.

24 COMMISSIONER ZEPEDA: Thank you, everybody. I
25 hope you enjoyed your lunch. It was good, Linda, just so

1 you can know.

2 Moving on to Item 2, which is a review of the
3 transcript. Commissioners, have you had a chance, if
4 there any questions or concerns? Otherwise, we'll just
5 take them as approved. Okay.

6 Heatherlynn, we're going to accept them as is.

7 Moving on to Item 3. And we're going to have a
8 report from Holli on evaluation learning analyst, and it's
9 our annual report to the First 5 commission -- state
10 commission.

11 MS. KYLE: Good afternoon, everyone. It's great
12 to see you all here. My name is Holli Kyle. I'm an
13 evaluation learning analyst in the integration and
14 learning division. I will be presenting on the state
15 interim report for fiscal year 2018-2019. I want to first
16 acknowledge per our bylaws, we are required to present
17 this information at the executive committee meeting and
18 the PPC meeting.

19 Some of you may have already heard this
20 information. So rather than going through each slide, I
21 will highlight key take-aways and high-level information.
22 However, if you're interested in learning more, please see
23 your slide handout in your materials.

24 This state year-end report is a report we do each
25 year. It includes all investments from July 1st, 2018, to

1 June 30, 2019. Each county commission is required to
2 report program and expenditure data to First 5 California
3 by October 31st. The purpose of the report is to showcase
4 our investments through the number of children, families,
5 and providers reached, elevate any policy or systems
6 change work, as well as highlight any success stories or
7 accomplishments from our investments.

8 We're presenting this information in preparation
9 to ask for your approval at the October board of
10 commissioners meeting. First 5 LA will submit the entire
11 report via the web-based forms provided by the state
12 commission.

13 Reporting procedures did not change significantly
14 from last year. Our revenue and expenditure data was
15 collected from finance, and these numbers are pending upon
16 the completed audit. First 5 LA continues to have a
17 steady decline in revenue. The majority of our
18 expenditures are programmatic, specifically systems of
19 care in child health. First 5 LA reached over -- almost
20 300,000 children and families and providers at 296,174,
21 which is an increase from last year when we reached
22 244,000. Although we've shifted some of our investments
23 to systems change efforts, we're still reaching the same,
24 if not more, participants.

25 Children and parents were the largest group

1 reached. And of children zero to five, childbirth to
2 one-year old were the majority reached through our child
3 development and health investments.

4 Other race and ethnicities struggled to be
5 reflected in our numbers reached outside of Latino and
6 Hispanic. This could be due to a few things, such as
7 contractors or grantees did not report on race or
8 ethnicity or participants chose not to answer when they
9 did report.

10 English and Spanish overwhelmingly reflect the
11 primary language of children, families, and providers
12 reached with 75 percent identifying as a primarily English
13 speaker and 25 percent identifying as primarily Spanish
14 speaking. So although we're reaching Latino and Hispanic
15 populations, we're getting reports that reflect English is
16 the primary language spoken in the home.

17 Three evaluations took place this year, two of
18 which are completed: RICO and the Welcome Baby outcomes
19 and implementation study, while our QSLA developmental
20 evaluation is currently ongoing.

21 And, finally, our next steps include finalizing
22 expenditure data based on the completed audit, receive
23 approval at October's First 5 board of commissioners
24 meeting, and submit to First 5 California by October 31st.

25 Any questions, comments, or concerns?

1 COMMISSIONER ZEPEDA: Commissioners, any
2 questions or comments?

3 Seeing none, I do have a question, Holli.

4 MS. KYLE: Yeah.

5 COMMISSIONER ZEPEDA: And it's about the
6 ethnicities or races of the individuals. As we now have
7 an equity investment guideline, I just want to go on the
8 record that we need to think about how we can gather that
9 information. I don't think that's what's reflected on
10 this slide is telling the true story of what is going on.
11 I also think that people are refusing to tell you things.
12 And I know that parents often do not want their children
13 to be labeled as a foreign speaker, for all kinds of
14 reasons.

15 So I think as we go forward, we need to be
16 sensitive to this issue and maybe -- I don't know if this
17 is something that we need to put in our contract
18 guidelines or think about how we can do that, but in -- I
19 think in a sensitive way because I think it will vary from
20 community to community, and I think going forward it's
21 only going to get more complicated, frankly.

22 MS. KYLE: Yeah, I agree.

23 COMMISSIONER ZEPEDA: That's my comment on that.

24 COMMISSIONER TAYLOR: May I say something?

25 COMMISSIONER ZEPEDA: Sure.

1 COMMISSIONER TAYLOR: Even though the state might
2 not require it, and you -- but for the presentation for
3 us, we would require it so that we could see what's going
4 on. And what you present to the state is what they need
5 and do. But we need to require it because that's -- if we
6 don't elevate that thinking, then it kind of gets pushed
7 to the back. All right. Okay.

8 MS. KYLE: Thank you.

9 COMMISSIONER ZEPEDA: All right. So thank you,
10 Holli, for that.

11 So moving on to Item 4, which is the Big Kahuna
12 in the agenda for us. So we're glad, Steven, you're here.
13 We'll let you eat, Steven.

14 MR. LaFRANCE: I'm fueled up.

15 COMMISSIONER ZEPEDA: So this is a strategic plan
16 refinement (SPR4) process and impact framework. And we're
17 going to get a report on that. And this has been a very
18 iterative and collaborative process I think. And John's
19 here to talk to us. Christina, Steven, who is eating
20 lunch, and Kim is here to talk to us about this.

21 Christina.

22 MS. ALTMAYER: Thank you and good afternoon. I
23 want to start by thanking everyone who actively
24 participated in the board retreat about two weeks ago
25 today. And we appreciate your patience. We recognize

1 that there may have been some logistical challenges at
2 that setting. Thank you. So we do want to acknowledge
3 that and we also want to just give you a big thank you for
4 staying with it during the conversations.

5 And we heard quite a bit of very valuable input
6 as we continue to refine our strategic planning process.
7 And we're looking forward to today being a very
8 interactive just as it was those two weeks ago.

9 So what we want to do today is, we'll be doing a
10 bit of a report back from what we heard at the board of
11 commissioners retreat, as I mentioned. And I want to say,
12 I know Steven will give voice to this, that we really
13 appreciated the feedback in particular that we heard from
14 the commissioners about the need for plain speak and
15 acknowledging that there was what I call a lot of inside
16 baseball talk. And as we continue to engage other
17 partners in this work, that is something that we have to
18 keep first and foremost in our minds. So we appreciate
19 that reminder. We continue to try and step back as we're
20 presenting this information. So, hopefully, you'll see
21 some progress today, but we recognize that it's a
22 continued challenge to not get caught up in our own
23 language.

24 So then we're going to talk a little bit about
25 what we're proposing as our strategic priorities building

1 off of the discussion in September. And then I know Kim
2 will be joining us, Kim Hall, as we talk about the impact
3 framework.

4 So we've got a busy afternoon, and part of it
5 will be in this discussion, but we also will get to it in
6 just a moment, have these stations where we're doing a
7 gallery walk. And, hopefully, it will provide an
8 opportunity for informal interaction and opportunity for
9 you to ask questions in a different format.

10 So we are getting closer to our November
11 deadline, which we're very excited about. And we have
12 gone through our new phase, reflection of learning. This
13 summer was the refinement. And now we are beginning to
14 document what we have captured as our priorities for this
15 strategic plan in our results. So we're really making
16 that pivot, which will be more specific at next board
17 meeting at the October board meeting where we will be
18 presenting a draft of the strategic plan.

19 So before we get into that, I wanted to just pass
20 it over to John who will help us with some context
21 setting, be cognizant of our financial constraints.

22 MR. WAGNER: Good afternoon, commissioners and
23 staff.

24 I -- as I was getting ready for this, I
25 remembered working for the secretary in Massachusetts

1 health and human services, and there was an under
2 secretary for administration and finance and a budget
3 director. And any time they walked in the room together,
4 the secretary would proclaim, oh, here comes doom and
5 gloom. And I feel like I'm a bit of the manifestation of
6 doom and gloom. But I think it is an important discussion
7 to have as far as providing context for the work that
8 we're embarking to undertake. And what we have done in
9 the next slide is to try to convey and illustrate some
10 information that actually in various forms has come to you
11 before, but not in such a way all combined in one chart.

12 So there's a lot going on in this chart. And I
13 would just say that we began the discussion with the board
14 in yesterday's budget and finance committee meeting and
15 the executive committee because we wanted to raise some
16 financial policy considerations that we can engage the
17 board in regarding our long-term fund balance, our
18 long-term revenues and expenditures.

19 And so what you see here is really what we
20 brought to budget and finance and executive yesterday.
21 But the difference -- and I think the context for PPC is
22 less about a conversation around the policy issues and
23 more -- and even less about the numbers, but more about
24 the trends and the kind of general direction in which this
25 chart is going. And if you look at the -- the various

1 components, we have a green line that really is our --
2 illustrates our forecasted expenditures. You have the red
3 line, which is basically a projection of our revenues and
4 specifically tobacco tax revenues, Prop 10 tobacco tax,
5 which is not our only source of revenue, but is our main
6 and most stable source of revenue at this point. And then
7 the blue -- the blue boxes are what we refer to as our
8 fund balance.

9 So in any year in which the green line is over
10 the red line, our expenditures are over our revenues, we
11 have to rely on the blue, the fund balance in order to
12 make up that shortfall.

13 So there's a lot of notes and caveats. These are
14 estimates. They're not official which is why I'm saying
15 not to focus on the numbers. But the general trend you
16 will see is, within the next few years -- and in this
17 chart, it occurs in 26-27 -- we will begin to be at the
18 point at which our projected expenditures are above our
19 revenues and we will no longer have sufficient fund
20 balance to get through that year.

21 So I think that -- that's the headline and it
22 does cue up a conversation about how we best prepare for
23 that. And, obviously, there's a lot of great thinking and
24 good work that the SPR4 process has unveiled regarding
25 revenues and other things to go after. So, obviously,

1 this chart doesn't take any of that into account. It's
2 just what we know to be the case today and projecting that
3 out.

4 So with all the notes and caveats, I just wanted
5 to kind of share the general direction. And we will
6 continue to work with budget and finance and the exec
7 committee on some of those policy considerations which
8 include whether or not we want to fully fund -- or fully
9 expend our fund balance and whether we want to change our
10 reserve policy. So those conversations are underway, but
11 the real headline here was just kind of the direction of
12 our expenditures and revenues and fund balance.

13 So I'm happy to take any questions, otherwise, to
14 turn it back to the --

15 COMMISSIONER ZEPEDA: Commissioners, any
16 questions for John on this depressing graph?

17 MR. WAGNER: It's an opportunity.

18 COMMISSIONER ZEPEDA: Thank you for that, John.
19 The executive committee did go over this yesterday, and
20 this is -- this is something that we don't have -- we
21 don't have the graph over there anymore, right?

22 MR. WAGNER: Right.

23 COMMISSIONER ZEPEDA: Is it going to be replaced
24 by this one?

25 MR. WAGNER: I don't know that this is official.

1 COMMISSIONER ZEPEDA: Well, no. Yvette said we
2 shouldn't make this public, and I don't -- I don't see why
3 we wouldn't because I think that --

4 COMMISSIONER MARTINEZ: Isn't it just an
5 estimate?

6 COMMISSIONER ZEPEDA: Yeah, it's a guesstimate in
7 a lot of ways for the final years, but it shows a trend.
8 And I think that the public needs to know that in terms of
9 what their expectations are for this -- for this
10 organization going forward because, in the old days, it
11 was very different.

12 MR. WAGNER: Yeah. And to clarify, so this is a
13 public document in that it's in the board materials. So
14 it is a public document and so the public has access to
15 it.

16 The other thing is to recall, too, that the board
17 has some really -- continues to have critical touch points
18 with our budget process, with our long-term financial
19 protection. And it's actually the LTFP, or the long-term
20 financial projection, that we took that one chart from.
21 And we are engaging budget and finance and the executive
22 committee about how we want that LTFP to continue going
23 forward.

24 COMMISSIONER MARTINEZ: I have a question. How
25 often do we -- how often do we get reports from the state

1 on the tobacco tax? Like, it's probably not just once a
2 year after the fact, right? Do we get forecasts couple
3 touch points during the year?

4 MR. ORTEGA: So consistently we receive them in
5 May and/or June, and inconsistently the CDTFA does provide
6 us a forecast around January or February. I just want to
7 be clear, that's not consistent. What is consistent is
8 the forecast that happens every May or June. We put it on
9 the May revised.

10 COMMISSIONER ZEPEDA: Any other questions on
11 this?

12 Thank you, John.

13 MR. LaFRANCE: Good afternoon, commissioners, and
14 thank you for the opportunity to share with you a little
15 bit about where we are in the planning process and to
16 engage you in conversation about the strategic priorities
17 and objectives, where we are.

18 I want to start by saying much of what we're
19 going to share with you just absolutely 100 percent
20 reflects the feedback that you all have been providing
21 over the course of this work, including the retreat that
22 we had a couple of weeks ago, not the least of which that
23 hit home for me was that my presentation was boring. So
24 I'm hoping that the combination of a purple suit, some new
25 graphics, and less talking will just turn that right

1 around. We'll see how it goes.

2 COMMISSIONER ZEPEDA: Glad you're responsive.

3 MR. LaFRANCE: That's right. If nothing, I learn
4 for action.

5 But in addition, we heard, as Christina
6 highlighted, the importance of continuing to use plain
7 speak as we talk about the work. To really clarify First
8 LA's role, I would say the major theme of this strategy
9 refinement process has been just that: getting much
10 clearer, crisper, and focused on this organization's role
11 as connector, convener, and advocate, integrating across
12 what had been and are today the four outcome areas, but
13 thinking about the work more holistically in an integrated
14 fashion to achieve the results for children and families,
15 being very focused on how we eliminate disparities, how we
16 use data to inform advocacy efforts, and how this
17 organization can leverage its unique position having a
18 foot in community and a seat at the table where decisions
19 are being made to lift up the voices of families to ensure
20 that their needs are being met and their aspirations are
21 being represented.

22 In addition, since the retreat, there's been
23 ongoing dialogue with some board members. We've also
24 heard feedback about the importance of this organization
25 investing in its own effectiveness very intentionally,

1 training professional development, up-leveling skill sets,
2 et cetera. And so I preview all of this in the hopes that
3 you'll see how it is reflected in what I'll share with you
4 in a moment as our proposed strategic objectives. And
5 here they are.

6 So what we have put together here. It is hard to
7 see perhaps on the screen, but, hopefully, in your handout
8 or electronic version. We have now put together in this
9 visual the -- the critical policy guidance that the board
10 has provided in this strategy refinement process that
11 essentially will become the ongoing touchstones. And so
12 from the upper right to the lower left, we have the north
13 star, that by 2028 all children in LA will enter
14 kindergarten ready to succeed in school and life. We have
15 the four results for children and families that make that
16 north star measurable. We have the outcomes that we want
17 for the systems that effect children and families so that
18 they are family and child centered, the approaches to
19 achieving systems change, and then the first kind of exit
20 on our -- on our highway here is the strategic priorities
21 that provide the direction for how First 5 LA will focus
22 its work on an ongoing basis.

23 So everything on this chart, with the exception
24 of the strategic priorities, which is the subject of our
25 discussion today, has been either already endorsed by the

1 board or has been engaged -- the board has engaged in
2 significant discussion and provided significant input. I
3 should also underscore that our pathway here is paved, if
4 you will, by the investment guidelines that the board has
5 refined and adopted. And, of course, everything we do is
6 guided by our values represented in the upper left with
7 the sun.

8 But even since putting this graphic together, I
9 think we got this version from the designer last night.
10 Kaya? We met this morning and have made further
11 refinements in our own minds. The buildings will become
12 children and families.

13 COMMISSIONER TAYLOR: Now we're focusing.

14 MS. ALTMAYER: The thought originally around was
15 to try and capture the landscape of Los Angeles on the
16 roads. But as we reflect on this, we learn more and think
17 further about it, as Steven said. So we'll be making some
18 further edits to this before the October board meeting.

19 MR. LaFRANCE: But a very -- yes. And a couple
20 of very important points. This absolutely reflects the
21 board guidance all the way through our process. And I'm
22 also trying to put a fine point on the fact that we'll
23 be discussing the priorities in our gallery walk
24 conversation today. We'll set that up a little bit in
25 advance. But when you look at these four strategic

1 priorities, strengthening public and community systems,
2 advancing and leveraging community experience, expanding
3 influence and impact with data, and optimizing our
4 effectiveness, those are what we're seeing as kind of the
5 roll-up of the board's guidance along the way. And if
6 you're thinking to yourself, I'm not exactly sure how that
7 -- you know, how that plays out, that is the exactly why
8 we're going to now walk into a conversation about the
9 objectives that fall under those priorities because it is
10 -- it is those objectives that animate and express the
11 work under the priorities.

12 And so I'm just going to ask you to hold for a
13 moment or -- you know, suspend judgment if you will for a
14 moment on how reflective you feel the four priorities are
15 of your input and guidance along the way because we
16 recognize that it is an unfair question to ask of you
17 whether these four priorities feel like they provide the
18 right strategic guidance because they don't -- they don't
19 -- you can't understand what they mean until you look at
20 the objectives.

21 But any questions or initial feedback before I
22 move on? You may not even realize that this is the next
23 iteration of a chart that we looked at two weeks ago that
24 moved from -- there were five boxes left to right. And we
25 were like, wait a minute, graphics are supposed to help

1 you get the story. We had gotten too comfortable with how
2 we were telling the story with each other. And we were
3 like, this is a pathway. It's a pathway to change. It's
4 a pathway to a really important north star for children
5 and families, and it is articulating what this
6 organization is committing to achieving over the next
7 eight to nine years of your strategy.

8 So I will take a quick pause to ask maybe -- this
9 might be a leading way to ask the question, but hoping --
10 do you feel this is a step in the right direction in terms
11 of how to communicate the guidance of the strategy and do
12 you have any initial reactions on how to further improve
13 it?

14 COMMISSIONER ZEPEDA: Commissioners, questions,
15 comments?

16 COMMISSIONER ABDO: My only comment is, who are
17 we trying to communicate with?

18 MR. LaFRANCE: Excellent question. So we just
19 discussed this morning as we were reviewing internally
20 that this version or -- you know, iterations on this
21 version, but these -- these words, more or less we see as
22 the board version of the plan. It would be up on the
23 website with the idea that you could click on any one of
24 these and get a drill down. But we acknowledged that,
25 when it comes to a parent and community audience, there

1 will be need to be different versions of this.

2 COMMISSIONER TAYLOR: Yes.

3 MR. LaFRANCE: But we do envision that, for
4 example, the strategic priorities will become a way of
5 having an ongoing conversation with the board about
6 progress towards the plan; that updates from the staff
7 will be organized around what is happening with our work
8 on public and community systems, what is happening with
9 the work around elevating community experience, what is
10 happening with the work around expending influence and
11 impact with data, and how are we doing on strengthening
12 our own organizational effectiveness.

13 COMMISSIONER ZEPEDA: Other questions, comments
14 on the graphic?

15 Commissioner Taylor.

16 COMMISSIONER TAYLOR: I'm glad to see that you
17 evolved to say, who are we really trying to serve. And in
18 this case, it's the children and families. Right?

19 So somewhere in one of these, the family has to
20 pop up. Right? Not just the child but the family.

21 So I commend you guys on evolving and thinking
22 about this because it keeps us as a team focused on the
23 right issue. And I -- I really am excited about that
24 evolution.

25 MR. LaFRANCE: Great.

1 COMMISSIONER ZEPEDA: I think this is such a
2 great step forward in trying to portray a very complicated
3 picture. I like the -- the -- the highway or the roadmap
4 kind of idea. But all -- also, when I think about this,
5 this is all very interdependent and it's all very dynamic
6 and each one -- and it almost seems like with a road, it's
7 sort of, this happens first, this happens second, this
8 happens third. And I'm not sure that in reality that's
9 how it works out. But in terms of laying it out in a way
10 that I think is a heuristic, if you will, it's much --
11 much improved and I commend you on moving forward with
12 this and thinking about, as Judy said, who the audience
13 is.

14 MR. LaFRANCE: Wonderful. This is such excellent
15 input. And we're equally excited. And every time we hear
16 your feedback, you -- you spark more and more ideas. So,
17 you know, the core principle in our work is to under
18 promise and over deliver, but I am excited about -- I'm
19 excited about what the next version will look like. Just
20 the notion of children and families kind of being the main
21 graphic element here is -- is going to be great to see.
22 So thank you very much.

23 Okay. So we're going to move now into a
24 discussion about -- this is going to be a Steven-Christina
25 duet, although we won't pain you with our singing. What I

1 want to do is to explain kind of at a high level what each
2 of the strategic priorities is and how it reflects your
3 feedback and the learning that we've engaged in over this
4 refinement process. And then Christina is going to give
5 an example of how the work will look under this priority.

6 We're not going to read all of the objectives.
7 That will not happen. And that's because, as you have
8 your gallery walk, you will have the opportunity to -- to
9 read them and engage with them yourself.

10 So this first priority of strengthening public
11 and community systems is really about the integration of
12 all of the work that formerly had been organized around
13 health, early care and education, families, communities.
14 It's really to say, you know, we heard from the board,
15 from your stakeholders this is a systems and policy change
16 agent organization, there's even greater leadership for
17 the organization to take, and there is more impact that
18 can be achieved -- greater impact that can be achieved if
19 we think about how the work intersects across the systems
20 and how work in community and community systems and the
21 work that public systems supports also has to be thought
22 of in an integrated way because that is how families lives
23 and children's lives play out and are affected.

24 So that is really the -- the nugget of what this
25 priority is articulating. Now, obviously, all I just said

1 is the -- the sort of color commentary to help you get a
2 picture in your head more generally and deepen your
3 understanding of the priority. But Christina is going to
4 give some examples of what this actually means using a few
5 the objectives.

6 MS. ALTMAYER: So as we think about this first
7 area that mentioned, I think what you'll see is both some
8 affirmation of work that we are continuing to do, a more
9 specific articulation of what's our role within that work,
10 and in some cases a refinement of what that work has
11 entailed.

12 So what you see here, for example, is that First
13 5 LA will continue to provide a strong leadership role in
14 the universal system of home visiting. That's something
15 that we've talked quite a bit about with the board,
16 particularly in the last two years of that universal
17 system. So in that case, I think it's affirming the work
18 that we are continuing to do.

19 As compared with another place that I'd point
20 you, as we look trauma, where we recognize that there are
21 other entities within the county that have significant
22 expertise or developing that leadership expertise, that we
23 believe that we can contribute to that work, but that it's
24 not work that we would be directly leading. And our role
25 in that work may be to ensure that that work continues to

1 have a focus on early childhood; that their work that work
2 on organizations such as the county department of mental
3 health that's really been stepping into a leadership role
4 in trauma, that we don't let them forget about the young
5 kids as they think about their work in trauma.

6 Our work in advancing ECE quality continues to be
7 something that we have focused on in our current strategic
8 plan and will continue to focus on that. But as we think
9 about it, we have to recognize that we have to broaden the
10 settings we are considering for our quality initiatives to
11 take into consideration family child care and informal
12 networks. So our policy agenda as we advance that has to
13 continue to include all settings and ensure that we're not
14 just focusing on a limited number of settings for early
15 childhood.

16 And, finally, as we think about partnering with
17 our Best Start networks of community leaders and
18 organizations to inform county and state efforts, I think
19 this is a place that we're really excited to lean more
20 explicitly into. I would hold up as an example of that
21 work is work that we are doing right now in partnership
22 with many staff across First 5 LA, with John's leadership
23 on this to support the county as it's looking at its food
24 insecurity policy. We're helping to create the tables in
25 which the voice of community members can be more

1 explicitly heard as we think about what are the policies
2 that DPSS is employing to increase utilization of food
3 security benefits. So we're really leveraging the
4 relationships that we have within our 14 Best Start
5 communities to inform the policy work that we're active at
6 with our county partners.

7 COMMISSIONER ZEPEDA: Do you want to pause for
8 questions?

9 MR. LaFRANCE: I think that would make it a nicer
10 flow perhaps.

11 COMMISSIONER ZEPEDA: To stop for questions?

12 MR. LaFRANCE: Yeah. Because really the -- our
13 aim here is to help you all deepen your understanding of
14 each of these priorities because they are one of the
15 strategic pillars that the board will be endorsing.

16 And I didn't make this point earlier, but
17 actually will if I may interject, as commissioners are
18 thinking about questions they may have on this first one.
19 You know, you get to that point in strategic planning
20 where the board, whichever -- you know, the board of the
21 organization has provided the strategic guidance and then
22 the staff begin to articulate what the work is going to
23 look like and it begins to get into implementation
24 planning. And you can literally think of us being at this
25 juncture in the road, the strategic priorities where the

1 lower left of the pathway we just looked at that has all
2 of the board level guidance. The objectives are now where
3 staff is saying, we've heard your input and guidance. But
4 this is the beginning of the implementation planning.
5 Objectives are going to -- they become the top level of
6 the implementation plan.

7 So I just wanted to put -- if you're -- like the
8 wording for the objectives is really for staff if you
9 will. We all need to understand it enough to have a
10 conversation with each other. But this is where staff
11 will start saying, okay, now we have to map on activities,
12 timeline, who's responsible, et cetera.

13 So but with that, please any questions about what
14 Christina just gave as examples and -- are you -- you
15 know, just understanding the strategic priority around
16 strengthening public and community systems.

17 MS. ALTMAYER: I will just say one quick word.
18 So we will have, after we walk through these gallery walks
19 where staff will be available for informal questions and
20 comments by commissioners as well. So there will be other
21 opportunities.

22 COMMISSIONER ZEPEDA: Questions, comments,
23 commissioners?

24 COMMISSIONER TAYLOR: I have one. And I've read
25 all these documents, but somehow, Help Me Grow didn't show

1 up or didn't get mentioned. I'm sure it's in here in some
2 concept way, but it never been verbalized. It's important
3 that that element don't get lost because we are trying to
4 have a proof of concept that makes it easier for families
5 to get all of those services, and it starts with the
6 health system. Right?

7 MS. ALTMAYER: Absolutely.

8 COMMISSIONER TAYLOR: And sometimes some of the
9 community, the more needy communities, they don't engage
10 the system until the dire end. And so if that is the
11 first gate that opens up all of what we're trying to do,
12 that gate has to still be there and we have to acknowledge
13 our effort in that because that's the next big proof of
14 concept that we want to see done. Right? Unless I
15 misunderstood it.

16 MR. LaFRANCE: You're absolutely right,
17 Commissioner Taylor. And I just wanted to say as a --
18 again, helping to understand where we are in the process.
19 Help Me Grow articulated as an initiative will be named in
20 an implementation plan. But as the strategy guidance,
21 we're keeping this at the level where it's -- you know,
22 you want to be able to do the work that's needed. There
23 might be shifts over time. But, yes, when it comes to --
24 that was my initial thought.

25 COMMISSIONER TAYLOR: But I just wanted to make

1 sure that that's an element of what you're doing even
2 though it didn't get mentioned.

3 MS. ALTMAYER: Absolutely, yeah. And it's
4 included as we think about both multiple -- and I think
5 the difference that you'll see is you're not seeing Help
6 Me Grow per se -- oh, Help Me Grow is here. What you're
7 seeing is that our work to increase and ensure that all
8 children are identified with -- for their developmental
9 needs and connected with the services and supports at the
10 earliest stage policy is embedded. We have to do some
11 work to strengthen community -- the systems to have that
12 happen. We've got to leverage the experience of community
13 members. We've got to make sure that we have the data to
14 understand, if we're holding a health systems accountable,
15 to ensure that we a report on what percentage of children
16 are having access to early intervention services.

17 So that is I think how you see our work being
18 more integrated, articulated in the strategic plan.

19 COMMISSIONER TAYLOR: We realize there are
20 different entry points.

21 MS. ALTMAYER: Correct.

22 COMMISSIONER TAYLOR: So i just want to make sure
23 that entry point isn't get lost. Okay.

24 MS. ALTMAYER: No.

25 COMMISSIONER ZEPEDA: Other questions, comments?

1 Commissioner.

2 COMMISSIONER INNES-GOMBERG: One of the other
3 things I heard that I really -- that really resonated with
4 me is that there are certain points where First 5 LA will
5 take the lead and then there are other times when you
6 might be able to advocate for specific populations and
7 maybe even help various departments and community-based
8 organization work jointly as opposed to, you know, more --
9 in a more fragmented sort of way. So I think that makes a
10 lot of sense.

11 COMMISSIONER ZEPEDA: Other questions, comments,
12 commissioners?

13 COMMISSIONER TILTON: I'm sorry I missed the
14 retreat. So if I'm off center, I apologize.

15 On the partnering with Best Start networks, I'm a
16 little bit foggy on how we connect with Best Start in
17 terms of the receipt and compilation and utilization of
18 information that comes from each of these counties. I
19 mean, it's really an important component, a place where we
20 -- a way in which we connect with the communities on a
21 broader level, on a multidisciplinary level,
22 public/private, of all of that.

23 So my question is just -- you could just say,
24 yes, we're doing it, but I -- I'm just not clear how that
25 works.

1 MR. WAGNER: Sure. Maybe I can use an example of
2 how it's playing out in real time where there has been a
3 recent board motion charging the Department of Public
4 Social Services to increase access to the CalFresh program
5 by 20 percent. And that is based on the historic
6 underutilization for access to food for a lot of our
7 communities. So this is a big challenge for the
8 department. And one of the things our communities team
9 can bring to this is our long-standing investments in our
10 Best Start community to hear directly from parents, what
11 is getting in the way of your ability to access and apply
12 for and successfully enroll in CalFresh.

13 So DPSS is extremely interested in hearing that
14 information because they don't have those kinds of
15 connections in the community to get that direct input. So
16 we are working with the LA Food Policy Council, the
17 communities department, the Department of Public Social
18 Services to bring together a convening in each of our Best
19 Start regions. So five convenings over the next couple of
20 months. We'll be bringing parents to the table,
21 providers, food policy council, DPSS to hear and ask a
22 series of questions directly from parents, what are your
23 challenges, what's working, what's maybe not working so
24 well.

25 We can play at that role because we have that

1 relationship with community. If DPSS went and set up
2 these five meetings, you wouldn't have anyone come out,
3 especially in the current environment of public charge.
4 So that's exactly how we as a -- I like the notion, we
5 have a foot in community and a seat at the table. We can
6 actually bring those two things together.

7 COMMISSIONER TILTON: And, John, are we including
8 the 12 child abuse councils in each of the Best Start?

9 MR. WAGNER: We're working closing with LA Food
10 Policy Council that do stakeholder outreach. And we can
11 make sure that we're including that on the -- I don't know
12 off the top of my head, but I know that there are
13 significant numbers of folks doing outreach, but we can
14 add that to the list.

15 COMMISSIONER TILTON: That's helpful. Thank you.

16 COMMISSIONER ZEPEDA: Other questions?

17 I have a comment, and you can correct me in terms
18 of how I'm understanding this because, if I was sitting at
19 your -- your meeting for your developing this, the way
20 that I'm looking at this is that there's almost like
21 embedded -- these are like embedded priorities, that the
22 first -- that you have the strengthening public and
23 community systems as the umbrella one or the large one,
24 and the other ones, with the exception of the PD for the
25 staff, are levers, if you will, to move that.

1 MR. LaFRANCE: That is exactly the conversation
2 we had with each other.

3 COMMISSIONER ZEPEDA: Then I'm right.

4 MR. LaFRANCE: You are right.

5 COMMISSIONER TAYLOR: I wish it would say that.

6 MR. LaFRANCE: You're right.

7 COMMISSIONER ZEPEDA: So that's -- I was looking
8 at this, and I was thinking, okay, how is this fitting
9 together because I think it's very easy for us -- you have
10 to move between the general statements and the specific
11 exemplars. And it's really easy for us to get stuck in
12 the weeds on the implementation without looking at the
13 larger pictures.

14 MR. LaFRANCE: Yeah. There's a depiction of the
15 four in the later slide where you'll see that it's kind of
16 here and the other three are -- it's been a diamond. But
17 you're absolutely right.

18 COMMISSIONER ZEPEDA: Trying to figure that out.

19 MR. LaFRANCE: You decoded the matrix.

20 So the second priority is advance and leverage
21 community experience. And this is where we've really
22 already made the comment, but I'm going to just underscore
23 that. It has come through so clearly that this
24 organization has a unique -- is in a unique position by
25 virtue of its doing work in community and, you know, the

1 foot and the seat, you know, being so connected and close
2 to parents and families in communities around LA county
3 and being able to elevate their voices to systems and
4 policy tables.

5 But, again, the way that that is going to kind of
6 play out in terms of leveraging -- making sure that we're
7 advancing the outcomes within communities and then use --
8 and then take -- taking that experience in community and
9 leveraging it to policy and decision making tables.

10 Christina's going to give a few examples of how that plays
11 out.

12 MS. ALTMAYER: So I think one of the things that
13 was really exciting that we heard in the spring when we
14 were doing our review and reflection stage and we engaged
15 stakeholders was how often we heard from county partners
16 and philanthropic partners about the need and their desire
17 for us to help in doing this, that we could be helpful to
18 them in advancing their agendas.

19 So one of the examples that is very fresh and
20 ripe that we're doing right now is our work in the
21 Antelope Valley where we are supporting what's being
22 called as the AV Infusion Project, of which the intent is,
23 how do we facilitate collaboration across multiple county
24 departments. DCFS is at the table. DMH is at the table.
25 Department of Public Health is at the table. To think

1 about how can we support so that the impact of their
2 investments is better coordinated, as well as how can we
3 help convene the table to galvanize these different
4 initiatives that are occurring in the Antelope Valley so
5 that there is trust by community members for these
6 investments, and also ensure that there is an
7 accountability to these both philanthropic and public
8 investments that they're going to be sustained over time.

9 As we've talked about, one of the challenges that
10 there has been in the Antelope Valley is starts and stops,
11 where there has been investments and initiatives and then
12 those investments aren't sustained. We can be helping to
13 convene those conversations and set expectations. And
14 there is value -- I think our partners are seeing the
15 value that we provide in those conversation. So our staff
16 -- our Best Start staff in partnership with other staff
17 throughout First 5 LA is really helping to convene those
18 conversations and to help coordinate. And it is I think a
19 very different role than we had, let's say, five years ago
20 within the Best Start communities where it was about,
21 what's going to be First 5 LA's investment. This isn't
22 about our dollars. This is about, we bring in expertise
23 and relationships and important role to help coordinate
24 the impact of other's dollars.

25 So it's really exciting. I think it began with

1 the work that we launched in 2018 under the Best Start
2 alignment project, but I see this work continuing and
3 evolving, and it's exciting for us to see that it's being
4 well received and other partners are asking us to step
5 into that role.

6 COMMISSIONER ZEPEDA: Okay. Questions, comments
7 on this one?

8 Commissioner Taylor.

9 COMMISSIONER TAYLOR: I love the word "proof of
10 concept". What I wanted to point out in the write-up the
11 memo on Page 3 really starts at Page 2 that outlines us
12 and what we can do. You mentioned -- everything was dead
13 on, but you didn't mention that First 5 LA has the
14 ability. I see another bullet. We have the ability to
15 collaborate and bring forward the proof of concept to our
16 model. I see that this team has this unique ability to do
17 that.

18 And so -- so whatever we're trying to do to prove
19 that it's the best for children and families, you have
20 that skill set in -- in here to do that and you've done it
21 over and over and over. And I think you need to own that.
22 So I'd like to see an extra bullet. You use it here, the
23 term here, but you don't give yourself credit in the memo.
24 But I think elevating that will say that, yes, we can do
25 and you are doing. So please add that bullet.

1 That's all I want to say.

2 MR. LaFRANCE: Will do.

3 COMMISSIONER ZEPEDA: Other comments,
4 commissioners?

5 Can I just make a comment then on this issue, and
6 that's with regards to the history of Best Start and how
7 long it took us to get to the place that we are now --
8 which is, what, ten years or close to? -- so that we can
9 be the trusted -- or semi-trusted -- I guess it depends on
10 the community perspective, but -- arbiter or facilitator,
11 connector, what have you. But I am -- I do think about
12 those communities that were left out of Best Start because
13 they were -- so we can build on our successes with the
14 community and we can't -- I understand we can't be all
15 things to all people, but I also think about what's going
16 on in these other communities that we have not really been
17 involved with with Best Start. Not that we're going to
18 start another Best Start, God forbid. Antoinette, where
19 are you?

20 MS. BELSHE: She's hiding.

21 COMMISSIONER ZEPEDA: But just thinking about,
22 you know, we do have equity as one of our values. So
23 that's one of the things I -- and I know with Yvette this
24 resonates with her because she would bring it up at
25 meetings, like, well, what about my district.

1 So it's just something to kind of keep in mind as
2 we're moving forward with this because it may be, for
3 example, that we can then utilize these experiences as
4 proof of concept or whatever you were calling it and
5 transfer it over into these other communities.

6 COMMISSIONER TAYLOR: Yeah.

7 MR. LaFRANCE: Yeah.

8 MS. ALTMAYER: Exactly the intent.

9 MR. LaFRANCE: Thank you.

10 COMMISSIONER ZEPEDA: Commissioner Gomberg.

11 COMMISSIONER INNES-GOMBERG: Just to build on
12 both of what you said, I think this idea of proof of
13 concept could be so valuable to county departments. And
14 I'm thinking about Best Start as it relates to an
15 initiative we implemented, and that was our second
16 innovation project and in health neighborhoods, which goes
17 across departments. What you have learned is so valuable
18 and can really help us then further that sort of the
19 agenda.

20 MR. LaFRANCE: Thank you. Okay.

21 Well, this family of conversation that we've just
22 been having about this priority tees up perfectly the next
23 one, which is about expanding influence and impact with
24 data. You know, this is really where -- I mean,
25 Commissioner Taylor said it as well as I could have, if

1 not better, that the organization has built up this unique
2 skill set. And the skill set is it very needed at this
3 time where there are real gaps to be filled in
4 understanding the -- the nature of inequities, the models
5 that are going to be most effective in addressing them.

6 And just as Commissioner Zepeda was pointing out,
7 you know, the public and community systems priority is
8 this kind of umbrella one, and the others, you know, are
9 -- are levers. They are to really advance that work which
10 is going to have the broadest impact in the county.

11 So just putting a point on the fact that, in this
12 refinement process, the narrative that we've heard, the
13 feedback, the data has all pointed to that the influence
14 and impact this organization can have, there's a unique
15 role for -- for it -- the skill set and the opportunity
16 with respect to data in advancing progress towards the
17 results and the north star.

18 And, again, in our duet, I pass the microphone to
19 Christina.

20 MS. ALTMAYER: So just a couple of examples. I
21 would say that this strategic objective is really -- or
22 this strategic priority and the later objectives are
23 really giving more specific voice to work that we've been
24 doing and better articulating our intent. This isn't a
25 place where we're seeing significant new work and rather a

1 better statement of the intent of the work that we're
2 doing.

3 So the one place that I would point out that I
4 know has been identified by this board during our
5 discussions on the strategic plan refinement is this idea
6 that we have to think about how do we create consumer
7 demand for the high-quality services. And so as we're
8 doing education, which First 5 LA has done education
9 efforts for parents, it's with an eye towards, how are we
10 creating that consumer demand and really thinking about it
11 from that lens and for the services that we think are
12 critical: Home visiting, early identification and
13 intervention. This is, Commissioner Taylor, your comment
14 about Help Me Grow and for quality early learnings --
15 quality early learning settings and services.

16 I think under 33, again, a better articulation of
17 First 5 LA's role here is that, we have in the current
18 strategic plan really funded initiatives around models for
19 family engagement. And now we're saying, it is less about
20 a specific programmatic intervention. Effectively
21 engaging families is fundamental to all of the work we do.
22 And we have generated some experience and some knowledge
23 around, how do you effectively approach families, whether
24 we are thinking about invitations to families to
25 participate in home visiting or whether we're thinking

1 about educating parents and having family engagement
2 strategies embedded with early learning programs. How do
3 we now take that information, that body of knowledge that
4 we've accumulated over the past 20 years, and make that
5 information accessible. The same -- to the example that
6 John spoke to around, how do we leverage the relationships
7 that we have in communities to inform policy work that
8 children and family systems are doing, how do we use this
9 experience and knowledge.

10 And then, finally, I think the revision that we
11 have in this proposed refinement is around our
12 kindergarten readiness assessment and really expanding. I
13 think in the current strategic plan, it was more of an
14 exploratory. Now, we're understanding the value of this
15 and the specific value of it to link to our community
16 efforts that, how do we have this data available and
17 accessible to mobilize community actions, which we started
18 to see last week at the Leaders Today Learner Tomorrow
19 Conference.

20 So a few color comments on the examples and happy
21 to take any questions.

22 COMMISSIONER ZEPEDA: Commissioners, any
23 questions, comments on the data?

24 Commissioner Taylor.

25 COMMISSIONER TAYLOR: I just want to comment how

1 powerful that particular presentation done by Neal Hoffman
2 -- Halfon -- Halfon did, the impact it had on the Compton
3 East Compton Best Start community. The first thing --
4 because I went to their meeting this morning. And the
5 first thing they told me, they went over to the school
6 board and tried to find out when they gonna have EDI in
7 the Compton school district. And told me it's coming.
8 And the community took what they learned from that
9 presentation and wanted it for their community. The most
10 important thing is to be able to drill down to various ZIP
11 codes or areas so that the community can understand either
12 the strength or the weakness of what's going on in their
13 immediate area for their children. And they were excited
14 about that.

15 So this one of those things that you can add to
16 the list. EDI is very important, not only for the
17 immediate thing, but all the social support systems that
18 go around it that could tell so much and we can share it
19 with our colleagues in DCFS, we can share it with DMH,
20 DHS, DPSS, and all that helps them elevate their thinking
21 about areas they're servicing and what it's been doing for
22 children and not.

23 MS. BELSHE: So, Romalis, we're going to put you
24 on the road.

25 COMMISSIONER TAYLOR: That's where we take the

1 community and put them on the road to elevate these
2 things, because they actually took that and went to the
3 school board and said, when are we going to get that here.

4 MS. BELSHE: Christina, remind the whole board
5 what EDI is, the kindergarten readiness assessment we're
6 using.

7 MS. ALTMAYER: Yes. And the conference I
8 referenced last -- that was hosted was last week was a
9 Southern California conference bringing together the
10 communities in both LA and Orange County that are
11 employing -- it's called the Early Developmental Index. I
12 think we've spoken to the board about this in the past
13 around how we're working with school districts throughout
14 LA county to capture the data and then how the data is
15 mapped to allow an understanding of how children are doing
16 in terms of their readiness for schools on five different
17 dimensions of school readiness: Physical, social and
18 emotional, communication, general knowledge, and -- what
19 is the fifth?

20 COMMISSIONER ZEPEDA: Cognition.

21 MS. ALTMAYER: Yes. Thank you.

22 MR. LaFRANCE: That's ironic.

23 MS. ALTMAYER: Yes. Deservedly so. Yes, there
24 you go. So thank you.

25 COMMISSIONER ZEPEDA: Other questions?

1 Commissioner Tilton.

2 COMMISSIONER TILTON: I think this is really
3 important. I really depend on data a lot in terms of
4 determining high needs, high risk. It's like, are you
5 more afraid of a shark or a mosquito. And if you look at
6 data, you know that sharks kill ten people a year.
7 Mosquitoes kill two million people a year. But most
8 people would react to the shark. And I think when we look
9 at data that shows where the real needs are and the huge
10 population of infants and children and families who need
11 help, they're not necessarily the ones everybody is
12 talking about or reading about in the newspaper. So I --
13 I think this is great and I assume that determination of
14 risk, et cetera, will fall under this category.

15 MS. ALTMAYER: The other piece that I would say
16 that is embedded in this as we think about employing our
17 invest guidelines, which we heard, is that the
18 desegregation of data that we need to be more intentional
19 about ensuring that our data is -- you know, as we think
20 about activating decision and policymakers to prioritize
21 young children, included in that is the recognition that
22 we have to have our data broken out to highlight those
23 issues of equity.

24 COMMISSIONER ZEPEDA: Any other questions or
25 comments?

1 COMMISSIONER ABDO: I just have one thing about
2 that. It's one thing to know the outcomes of the surveys
3 that the EDI brings forward. It's another thing to have
4 programs that improve the outcomes. And those programs
5 usually cost money. And there's usually not a ready
6 source of that -- of those funds. And so I think it's
7 like, and then what. Once we get this data, what are we
8 going to do to help get -- get the needs met at the
9 community level, at the family level so it will show up on
10 the next survey.

11 COMMISSIONER ZEPEDA: Other questions, comments?

12 I think this has a real potential for informing
13 the master plan on early learning. I think, because one
14 of the buckets or goals is universal preschool, access to
15 child care, et cetera, and they're supposed to be having a
16 financial plan to back it up. So I'm sure Neal is all
17 over this, Dr. Halfon. But I think it has real potential
18 to be able to -- to inform those policymakers because I
19 was just at a meeting last week, and I'm telling you data
20 -- when they see those bar graphs, that tells the story
21 right there for them. Now, the -- certainly, the funding
22 is a whole other question, but I think that this is an
23 opportunity for either First 5 LA or the -- or the First 5
24 association to really be a real informant to whoever is
25 designing the master plan going forward.

1 COMMISSIONER TAYLOR: I want to add something.
2 This data will give them what we call will building, what
3 we have been calling will building. The community wants
4 to do something, but they will have the will to do it and
5 advocate at the local, state, and federal level as
6 necessary to address their community's needs. The fact
7 that we had this information and the community saw it,
8 they had the will to want to know more about it and
9 whether their community had it. But the next step is, if
10 they fall short, they have the will to advocate with us
11 and all these other great organizations together.

12 And let me tell you, when we went up there this
13 year and Compton brought those youth, young parents to
14 advocate just like we were advocating, those legislators
15 pay attention. And they were saying the same thing we
16 were saying, but they were the community talking to them
17 about the same issues.

18 And so I'm just saying teaming, collaboration,
19 advocation together is a powerful thing. And so that's
20 where we get to the will of change together. All right.

21 MS. ALTMAYER: Okay.

22 MR. LaFRANCE: I'll move to our fourth priority,
23 which is about optimizing the effectiveness of First 5 LA
24 to deliver on the strategic plan and the impact of that
25 we're seeking as expressed in the results in the north

1 star. And, actually, before I hand it over to you, I feel
2 like I'm the refrain and you're the chorus.

3 I'm going to -- because Commissioner Zepeda
4 picked up on this, I'm just quickly going to show just as
5 you had picked up on the supporting public and community
6 systems priority as really being kind of the umbrella into
7 which the community experience and data priorities feed
8 into, we similarly conceptualize the organizational
9 effective in this one as essentially the foundation.
10 Right? All of the work is built upon a strong, effective
11 organization that can deliver results and achievable its
12 vision, which is what this organization has articulated.

13 So I just wanted to quickly show this because I
14 think it really -- this is where the visual does capture
15 it. Right? This fourth priority is the -- is the
16 foundation. And Christina will sing about how that looks
17 in real life.

18 MS. ALTMAYER: So I think this is a change from
19 our current strategic plan that we should give explicit
20 attention to. And I think it was identified as sort of
21 implied within our current strategic plan as a commitment
22 to our own improvement. And now you see an explicit
23 commitment of what is necessary to invest in the
24 organization in order to successfully execute on this
25 refined strategic plan. Additionally, we see in the

1 second objective the explicit call out around First 5 LA's
2 efforts not just on sustainability, but on really
3 maximizing and pursuing new revenue in order to build out
4 this vision for all children entering kindergarten ready
5 to succeed in school and life.

6 So this is -- this of the four strategic
7 priorities is the most significant change from our current
8 strategic plan, both in giving explicit voice to the need
9 of us to focus on our own organization, as well as calling
10 out the need for new revenue to sustain and continue and
11 expand this work.

12 COMMISSIONER ZEPEDA: Okay. Questions, comments
13 commissioner, on this?

14 I think we're all for continuous improvement.

15 MR. LaFRANCE: Yes.

16 COMMISSIONER ZEPEDA: But in my field, the early
17 childhood -- the teacher or the provider is a key to the
18 highway. I don't care what curriculum you have, what
19 setting you have necessarily. It's the human capital that
20 drives missions. So I think we all understand that and
21 appreciate that.

22 MR. LaFRANCE: Fantastic. I really, really
23 appreciate this initial discussion to kind of engage with
24 each other on deepening our understanding of the strategic
25 priorities. We're now going to engage in our gallery walk

1 exercise. So in a way, the conversation we just had kind
2 of paid it forward a little bit. We're going to ask you
3 to -- first of all, you have a handout, and I have an
4 extra one if anyone needs it. There is -- yeah. It's on
5 legal size paper -- yeah. That one page. That if you
6 want to bring it with you, you may. That -- that will be
7 a helpful reference. The language is also on the poster
8 boards.

9 The idea of the gallery walk is that you can --
10 we are setting you loose and free and -- to take a wild
11 with the priorities as opposed to the world cafe'
12 structure where we sort of have you at the tables and ding
13 the bell and make you move from one to the other, this is
14 more free flowing. You may choose to go to wherever
15 priority you would like to go to at which you will find
16 three or four staff to, you know, engage in conversation
17 with you. If you have any questions about -- about the
18 priority or the objectives, they're there to answer them
19 for you. You can stay as long as you want at any one
20 priority or you can speed date each of the priorities if
21 that's what you prefer to do.

22 But we will have you then come back and discuss
23 whether you think the priorities and objectives kind of
24 reflect -- reflect what we're trying to achieve in this
25 planning process about integration, equity, and so forth.

1 if you feel that your guidance and input is reflected and
2 whether the objectives provide clarity on the work. As
3 we've said and I'll just restate, the priorities are part
4 of the strategy framework that the board formally adopts.
5 The objectives become the first point at which staff are
6 saying, this is how we see this objective -- these
7 priorities being animated, framing the work, and they are
8 the top line for staff implementation planning.

9 So we very much welcome your -- your input and
10 reflection. We hope that -- that you have fun. Don't
11 bump into each other. Christina and I had the realization
12 this morning as we were reflecting that there are --
13 across the four priorities, there are 20 objectives which
14 we think is just perfect. 20 for 2020. But really and in
15 all sincerity, we very much look forward to your
16 engagement at a next level of depth on -- on the
17 priorities and objectives with staff to engage in dialogue
18 with you and capture your feedback and input.

19 We have allocated 30 minutes for this part of the
20 meeting. And as we have done in prior exercises like
21 this, we'll just kind of stay in touch with you and read
22 the energy. If you're ready to come back and discuss
23 these questions sooner, we will do so. But we'll also
24 just make sure that we keep moving through our agenda as
25 we have other items following the gallery walk.

1 Any questions from commissioners about how this
2 game is played?

3 COMMISSIONER ZEPEDA: Commissioner Taylor, you
4 have a question?

5 COMMISSIONER TAYLOR: Just as long as I don't
6 have to wear a mask and sing.

7 MS. BELSHE: That's not until the holiday party.

8 MR. LaFRANCE: I can't sign you up for anything,
9 but there might be a couple of notes of humming when the
10 plan is adopted.

11 MS. BELSHE: Marlene.

12 COMMISSIONER ZEPEDA: I think I'll wait until we
13 have our full discussion because I want to see how it
14 plays out.

15 MR. LaFRANCE: Okay. Very good. Thank you. And
16 let's engage in our gallery walk.

17 (Gallery walk off the record.)

18 COMMISSIONER ZEPEDA: Okay. We need to
19 reconvene. We need to reconvene. Thank you.

20 Okay. So we're opening it up to a full
21 discussion.

22 MR. LaFRANCE: Yes. Thank you very much,
23 commissioners, staff, and members of the community, for
24 engaging in conversations about the priorities and
25 objectives. And we really just wanted to ask whether

1 they're -- the conversation you had based on whether there
2 were any questions or feedback that you wanted to provide
3 in the full group setting about the priorities and
4 objectives. I know that there was discussion in real time
5 there that staff was capturing, but anything that you'd
6 like to elevate as we do our full group debrief?

7 COMMISSIONER ZEPEDA: Commissioners, questions,
8 comments? You all have to get off your phones.

9 COMMISSIONER TAYLOR: I just found that the
10 engagement back and forth of us throwing ideas off of each
11 other, it was very helpful and insightful as to even
12 continuing to evolve what is the heading really mean and
13 should we add more terms to it. One example is, not only
14 are we doing certain things, but we're effecting practice.
15 Right? And other things that this particular objective
16 will have an outcome.

17 So we left some thoughts and ideas on that. And
18 everyone has added some other ideas that I thought was
19 very good, very creative. And then everyone has -- comes
20 with different strengths and they brought other ideas that
21 I hadn't even thought about. So I thought that was good
22 too.

23 MR. LaFRANCE: Wonderful.

24 COMMISSIONER ZEPEDA: Other comments,
25 commissioners?

1 I -- I think that the family piece, I think I
2 would like to elevate that somehow. I'm looking at the
3 way things are worded. And I know we're not into
4 wordsmithing here at this point, although we were
5 wordsmithing at we went around. But that -- that issue
6 it's not just the child, but it's the whole family that's
7 important. And I'd have to go back and look, but we
8 talked about that earlier in our earlier discussion. And
9 that also that the -- at the retreat, we had like 20 of
10 these -- 20 objectives under each priority. That hurt
11 your head to look at all that.

12 MR. LaFRANCE: What you saw at the retreat --
13 this is an excellent point. Those were the
14 recommendations from staff that were -- there were 40 of
15 them and those were distilled into the 20 objectives.

16 COMMISSIONER ZEPEDA: That's why my head hurt.

17 MR. LaFRANCE: Right. We just cut your work in
18 half.

19 COMMISSIONER ZEPEDA: So are these particular
20 objectives, are these the objectives that we're going
21 to --

22 MR. LaFRANCE: These are the proposed objectives.

23 COMMISSIONER ZEPEDA: These are the proposed
24 objectives.

25 MR. LaFRANCE: Yes. That would be -- well,

1 obviously, we'll reflect on the input from today, and
2 consider perhaps revisions to them. But they -- a version
3 of these four is what we would be asking the board to
4 consider adopting as part of the strategy framework.

5 COMMISSIONER ZEPEDA: Okay. Are these really
6 objectives or are these goals? I don't want to -- you
7 know, I've had this conversation a million times.

8 MR. LaFRANCE: Well, two things I want to say.
9 First is that I want, Commissioner Zepeda, I just -- I'm
10 just trying on the possibility of our first what we're
11 calling priority to maybe call it strengthen,
12 family-centered public and community systems in response
13 to your first comment.

14 And then, secondly, you -- I feel like we're
15 having this mind meld. Their -- in another paradigm,
16 these priorities are goals. It's completely
17 interchangeable language and -- because the objectives
18 fall under them and they have a longer-term durability to
19 them. So the lexicon that we've just chosen is the
20 strategic priorities lexicon, but you're absolutely right
21 to identify them as goals.

22 COMMISSIONER ZEPEDA: I think it's level of
23 specificity is what we're talking about.

24 MR. LaFRANCE: Exactly. That's exactly right.

25 COMMISSIONER ZEPEDA: So I see the objectives as

1 not specific, you know. So I think that -- I don't want
2 to get into a state department of education conversation
3 where you have to have a map to figure out what the term
4 means but -- literally, they do that.

5 Arturo, you can -- you can relate to that. But I
6 think that these objectives are still general. And so I
7 think that there may be questions under each one of them
8 as to what will that mean in practice. Right?

9 MR. LaFRANCE: Yes. And I -- just to continue to
10 have that conversation because really what we're doing is
11 socializing each other on this -- this refined plan that
12 is intended to guide the organization to 2028. So the
13 objectives are articulated at this higher level so they
14 have a bit more durability and they're looking at what is
15 it going to take over this time horizon. But you're 100
16 percent correct that every year there will need to be a
17 very specific implementation work plan that says exactly
18 what will happen, you know, for the year. It will be
19 linked with the budget process. And a -- we just this
20 morning penned out kind of a graphic that will show the
21 commission how -- how the objectives cascade down into
22 specific activities that are, you know, what we're going
23 to do within this time period and, you know, the
24 associated investment requirements, et cetera.

25 MS. ALTMAYER: The other point that I would add

1 is that the objectives -- if we read these strategic
2 priorities, they are both broad and bold about what we
3 seek. And the objectives, especially in light of the
4 fiscal context that John opened with, gives some more
5 specificity of guardrails around how we will do that work,
6 what are the specific bodies of work that First 5 LA is
7 going to directly lead or that First 5 LA is going to be
8 supporting others to be leading to ensure that they have
9 the children and families focus.

10 So the lexicon sometimes, you know, kind of gets
11 in the way of -- but this is the body of work that we're
12 focused on, and the objectives gives some more definition
13 and specificity to those, recognizing that they'll need to
14 be adapted as -- you know, just thinking about some of the
15 dramatic changes that have happened in early childhood
16 just in the last two years. So they'll need flexibility
17 in implementation.

18 COMMISSIONER ZEPEDA: Okay. That's helpful.

19 Commissioner Valdez.

20 COMMISSIONER VALDEZ: Thank you. I -- I was just
21 so happy to see the focus on the -- the index, the
22 kindergarten index readiness. Very happy to see that. I
23 know at LACOE we've made that a priority to work with our
24 80 districts, but also our early education. And I'm
25 looking at some of the results, but have I to admit that

1 at LACOE we struggle a bit to make that connection
2 solidify -- it almost seems like, are we getting these
3 results by -- by coincidence that we are working together,
4 but how do we make it purposeful and more strategic and
5 more aligned because sometimes I think the K-12 and early
6 education are doing this, but can you imagine if we were
7 doing this. I think some of these charts and -- would be
8 off the charts because of the improvement. There's no
9 doubt that anybody that participates in early education
10 has got head and shoulders advantage of those that did
11 not. But we need to strengthen those ties even better to
12 get even better results as we move forward.

13 So I'm glad to see some of that here as well.

14 COMMISSIONER ZEPEDA: Thank you.

15 Commissioner Tilton.

16 COMMISSIONER TILTON: Let me just confirm the
17 importance of LACOE in all of this because we think of the
18 students being older than our target population, but they
19 have younger brothers and sisters, and some of them are
20 parents. So the SAR boards and all the work with mental
21 health, et cetera, is so important to include in our
22 planning for communities and to -- to help families
23 succeed.

24 I want to use the word succeed. We talk about
25 children being ready to succeed. I believe that we should

1 try to help parents and service providers and community
2 members succeed because you want to feel good. You want
3 them to feel good about their part in this or their
4 accomplishment. So I think that it's really important
5 that we consider what's going to make them feel good about
6 this and what's going to make them gauge their own
7 success.

8 I -- my other -- well, two other comments. One
9 is relationships. I don't see the word -- the term
10 relationships in any of this. And I think if you really
11 look at what works at the community level is, who do you
12 know, who is it in your local store, in your mental health
13 clinic, in the school, in the law enforcement, whatever it
14 is, who do you know. And so I think that an important
15 effort is to establish forums and ways by which people
16 know who it is to call, who they are.

17 And -- and I think everybody here probably knows
18 that we operate that way. I mean, I know who to call in
19 an agency. But if I'm out in the community and I need
20 help, I'm going to dial the main number and ask for
21 somebody to help and you'll get an anonymous or a
22 wonderful person, depends. So relationships I think
23 should be integrated in here somewhere, developing
24 relationships.

25 And, of course, my big issue with high-risk

1 families and how we try to impact the families that are
2 most isolated and least likely to voluntarily participate
3 in what we're offering. And we had a nice discussion in
4 our group about home visiting and how the families that
5 are most at risk aren't going to want or ask for or
6 voluntarily accept home visiting. However, if there's no
7 stigma to it, if it's universal and if it comes in sooner
8 in the continuum of childbirth and child raising and child
9 care, that -- that that will help. But I think we should
10 keep thinking about it because, every time we look at one
11 of these awful cases, I think home visiting would have
12 prevented that. Well, how could we have been in that
13 family because they wouldn't have wanted home visiting at
14 that point. But at some point, I think that in a -- in a
15 way that -- that is presented that is not just government
16 -- we talked about government versus First 5 being
17 acceptable within the community, within families, within
18 homes.

19 So the extent to which we can creatively think
20 about how we could -- we could impact the outcomes more
21 positively with the high-risk families. I would like to
22 see that.

23 COMMISSIONER ZEPEDA: Thank you. Other comments,
24 questions on this?

25 MR. LaFRANCE: So I would -- what I'd like to do

1 before we transition is, since this was our first deep
2 dive into the priorities and objectives and as I've been
3 saying, we -- we will be seeking commissioner endorsement
4 of the priorities, we wanted to take a temperature read
5 today given the conversation we've had and, of course,
6 understanding that the whole point of the discussion today
7 was to get your input and feedback so that will be
8 incorporated. But we're providing this tool called the
9 gradients of agreement that is on the one side endorse, if
10 you are asked to consider these -- you know, having the
11 conversation and taking and putting into an account, where
12 on the continuum from endorse to agree with reservation,
13 don't like but won't block, or block, you know, is each --
14 is each commissioner because this will give us a gauge --

15 COMMISSIONER ZEPEDA: Is there a secret ballot?
16 Just teasing.

17 MR. LaFRANCE: I think it's a one by each where
18 is everyone.

19 COMMISSIONER TILTON: What are we voting on?

20 MR. LaFRANCE: Just the four priorities which are
21 represented, Commissioner Tilton, in this kind of building
22 block visual. The strengthen -- maybe strengthen
23 family-center, public and community systems, advance and
24 leverage community experience, expand, influence, and
25 impact with data and optimize our effectiveness, you know,

1 as a kind of the -- you could -- building blocks, pillars,
2 however you want to refer to them. Yeah, temperature
3 read. It will tell us how much work --

4 COMMISSIONER TILTON: Each one separately or --

5 MR. LaFRANCE: Well, I thought we would start
6 with all of them together as a -- as a set. But you can
7 think of it as a consent agenda. If we find ourselves
8 stuck on one, we can pull out of the building blocks and
9 hope the whole thing doesn't fall down. No. In all
10 seriousness, we could have a discussion but we wanted to
11 start with the collective.

12 COMMISSIONER ZEPEDA: All right, commissioners.
13 So you have to go on the record.

14 COMMISSIONER TAYLOR: Are we just talking about
15 the building blocks or the whole concept?

16 MR. LaFRANCE: Well, the rest of the concept
17 makes these meaningful, but we're really asking your
18 temperature read for the four building blocks themselves,
19 knowing there's more work and refinement to do.

20 COMMISSIONER GAREN: What was the scale?

21 MR. LaFRANCE: It is, endorse, agree with
22 reservations, don't like but won't block, and block.

23 COMMISSIONER ZEPEDA: You should have it in your
24 book.

25 MR. LaFRANCE: It's slide 20 --

1 COMMISSIONER ZEPEDA: Okay. Are the
2 Commissioners, we're all clear on what we're going to take
3 our temporary on?

4 COMMISSIONER TILTON: Understanding that within
5 each of these are all the conditions --

6 MR. LaFRANCE: Exactly. That's exactly right.
7 All that detail that animates them.

8 COMMISSIONER TAYLOR: But he's not asking us to
9 prove all that detail.

10 COMMISSIONER ZEPEDA: He's asking us to approve
11 the building blocks, the building blocks, the four
12 priorities.

13 COMMISSIONER TAYLOR: Correct.

14 COMMISSIONER ZEPEDA: Okay. All right? So,
15 Commissioner, we're going to go one by one. Right?
16 Commissioner Valdez.

17 COMMISSIONER VALDEZ: Endorse.

18 COMMISSIONER ZEPEDA: Commissioner Tilton.

19 COMMISSIONER TILTON: Endorse.

20 COMMISSIONER ZEPEDA: Commissioner Taylor?

21 COMMISSIONER TAYLOR: Endorse.

22 COMMISSIONER ZEPEDA: Commissioner Zepeda.

23 Endorse.

24 Commissioner Martinez?

25 COMMISSIONER MARTINEZ: Endorse.

1 COMMISSIONER ZEPEDA: Commissioner

2 Innes--Gomberg.

3 COMMISSIONER INNES-GOMBERG: Endorse.

4 COMMISSIONER ZEPEDA: Commissioner Garen.

5 COMMISSIONER GAREN: Endorse.

6 COMMISSIONER ZEPEDA: And Commissioner Abdo.

7 COMMISSIONER ABDO: Endorse.

8 MR. LaFRANCE: Wonderful. Thank you very much.

9 Yay. Snaps.

10 And with that, Christina will review where we go
11 from here, which will be a less arduous journey than if we
12 ended up with a round of blocks.

13 MS. ALTMAYER: Let me just say again, thank you.
14 Thank you, Steven. Thank you to the team who's been
15 working. There's been so many staff at First 5 LA that
16 have been putting their fingers on this clay. So it
17 really has been an org-wide effort.

18 So as we look to what's coming up as we march
19 towards our November 14th board of commissioners meeting
20 to endorse our refined strategic plan, we will have a
21 presentation similar to today, not precise on the exact
22 format, but the opportunity to then bring forward this
23 revised set of strategic priorities and objectives for
24 consideration for the board. As Steven said, we'll put
25 that within the context of where is the policy direction

1 and what is part of the implementation and how we will be
2 then in November really speaking to, with this board
3 endorsement, what does implementation look like -- excuse
4 me -- implementation planning look like, actual
5 implementation, obviously, will be through 2028.

6 So thank you. This has been a very, very helpful
7 direction and we really are also appreciative of how much
8 time the board has devoted to this issue, both at the July
9 and September board retreat.

10 COMMISSIONER ZEPEDA: Thank you. We do have a
11 request for public comment by Fiona Stuart from the Child
12 Care Alliance.

13 SPEAKER: Hi. Good afternoon. I just have a
14 quick question as you begin to head towards the
15 implementation phase of this. These are very exciting and
16 very lofty priorities. And I'm excited to read them all.
17 But one of the things that I'm wondering is, is there a
18 plan for input from community partners on how you might
19 actually realize these strategic priorities.

20 COMMISSIONER ZEPEDA: Thank you, Fiona, for that
21 question.

22 Okay. So I think we can move on to -- thank you
23 very much for -- Steven and Christina, for your work on
24 this and leading the discussion on this. This has been an
25 evolution and -- and I think we've gotten really close to

1 -- to where we need to be moving forward. So I really
2 appreciate all of your work on this and the staff work on
3 this.

4 MR. LaFRANCE: Wonderful. Thank you.

5 COMMISSIONER TILTON: I wonder, do we -- are we
6 going to answer her question?

7 COMMISSIONER ZEPEDA: Did we want to answer that
8 question?

9 COMMISSIONER ABDO: You can't do that in public
10 comment.

11 COMMISSIONER TILTON: That's just public comment
12 and we can't respond to it?

13 MS. BELSHE: Maybe in our summary comments around
14 next steps, we can --

15 COMMISSIONER ZEPEDA: -- we can address it. But
16 it's on the record so that we will be cognizant of that.
17 Correct?

18 MS. BELSHE: Correct.

19 MS. ALTMAYER: Yes.

20 COMMISSIONER ZEPEDA: All right. Thank you.

21 Okay. We have a number of written items only
22 for the commissioners. The first one, Item 5, is on the
23 comprehensive annual financial report.

24 MS. BELSHE: Actually, I think we've got the
25 impact framework items before we -- we're still -- we're

1 still here.

2 COMMISSIONER ZEPEDA: Oh, okay.

3 MS. BELSHE: We've got a couple of other issues.
4 You got your colleagues all excited.

5 COMMISSIONER TAYLOR: Okay.

6 COMMISSIONER ZEPEDA: Okay. Sorry, Kim.

7 MR. LaFRANCE: I'm going to do just a very brief
8 introduction to this update on the impact framework
9 because really bridging the strategic plan refinement work
10 that we've been doing together, which has been happening
11 in concert with the impact framework is coming up with
12 what is the approach and plan for ongoing review and
13 refinement. And so, you know, in the context of this
14 being a plan that will be adopted through 2028, which as
15 far as strategic planning goes is on the relatively
16 long-term horizon, but by no stretch of the imagination
17 does that mean that there won't be regular review and
18 reflection on it. So we wanted to just give you this
19 high-level overview of kind of what we see as the ongoing
20 and then periodic review and reflection cycles.

21 So, of course, you know, every year -- well, let
22 me start by saying, on an ongoing basis, any time a
23 contract is brought to the board for approval, the budget
24 -- that will provide an opportunity for conversation about
25 how does that align with the plan, where is it, you know,

1 making -- where is it intended to contribute. And even in
2 those moments when you're invoking the investment
3 guidelines, et cetera, you'll be giving -- you'll be
4 having ongoing reflections.

5 On an annual basis, we're looking at the annual
6 budgeting process as one other way of expression and
7 articulating the implementation plan where you get that
8 specific level of activity and how the resources will be
9 directed. And we're also looking at the annual -- what's
10 been the annual report to First 5 California, to the
11 state, the annual public hearing transforming that into an
12 opportunity to have a deeper reflection that is really
13 grounded in the strategic plan.

14 I mean, there's always what we need to do for
15 First 5 California for the state, but that will be -- can
16 provide the platform for annual reflection. The notion
17 being that there's ongoing and then annual reflection and
18 then three-year refinement, which we actually considered
19 maybe reterming -- Kim doesn't know this yet, but possibly
20 considering kind of three-year, you know, look back, look
21 back, look ahead, simply to signal that those three -- we
22 don't anticipate, by any stretch, those three refinement
23 processes would require nearly the level of investment and
24 effort and time that this one has taken, again, because
25 you're -- I keep saying you're paying it forward by doing

1 this planning on that time horizon. But every three years
2 you would want to take a look at the priorities, the
3 system outcomes, especially the short-term system
4 outcomes, and the impact framework indicators, right, to
5 say -- because it's that classic metaphor of calibrating.
6 You know, you -- your north star First 5 LA's version the
7 moon landing mission. You have to periodically send a
8 ping out and see what's coming back to you and be like,
9 okay, we are totally on track, or we are totally off
10 course and do those refinements on a three-year basis.

11 And then across the bottom, those T-1, T-2, time
12 one, time two, those are when the more substantial impact
13 framework reports indicators for the results would become
14 available, which, again, is not to say there won't be data
15 available on an ongoing basis as reports are commissioned
16 as there are available data that can be shared with the
17 commission annually. But these kind of larger analyses of
18 the trend lines would be over the cycle.

19 So this is just to give you a view into how the
20 refinement process we've been going through will have a
21 cycle to it through 2028. It begins to show you how the
22 impact framework feeds into and articulates with the --
23 the strategic plan.

24 And I think with that, I would just -- I think I
25 probably made all the points I need to without even

1 looking at the slide -- yes, I did. I'm going, mm-hmm,
2 compliance is important and -- and I think I made all the
3 annual and three-year points. Just in time to choke.

4 MS. ALTMAYER: So this last graphic is just kind
5 of pulling it together, that the concepts that we
6 introduced through the strategic planning process of this
7 review, reflection, refinement is really broken into kind
8 of a one-year and three-year segment where annually we
9 have to review our results and reflect on what we're
10 learning, particularly changes in the landscape, and a
11 more comprehensive review would be anticipated for every
12 three years.

13 So this specific cycle of review and refinement
14 will be further defined during our implementation planning
15 which will launch right after the November board action.
16 But this is our high level vision of how it would work.

17 So happy to take any questions.

18 COMMISSIONER ZEPEDA: Questions, comments,
19 commissioners?

20 I have a question. When you -- how are you
21 operationalizing short term?

22 MS. ALTMAYER: Generally -- and this will lead
23 right into the impact framework. We've been thinking
24 about short term as sort of one to two years, long-term
25 three to five years under that timeframe.

1 COMMISSIONER ZEPEDA: Okay. All right. Any
2 other questions or comments on this?

3 MS. ALTMAYER: With that, I'll pass it.

4 MS. HALL: Thank you, Christina and Steven.

5 Good afternoon, commissioners. I'm the Kimberly
6 Hall, and I'm the interim director for measurement,
7 learning, and evaluation, and I'll be providing the update
8 today on the result indicators. Sorry. The indicators
9 for the results for children and families. At times like
10 just now you'll hear me refer to them as result indicators
11 and that will make sense in a little bit.

12 So the result indicators were first introduced to
13 the commission at the June program and planning committee
14 meeting. It's been three months since that time. So
15 today we wanted to provide you with an update. At that
16 time, the draft was all indicators were presented by
17 Armando. We all probably remember very fondly how
18 eloquent and engaging Armando is. So I just want to
19 temper your expectations.

20 So today's presentation has three objectives.
21 First, I want to remind you of how we're planning to use
22 the impact framework as a tool to measure progress. Next,
23 and the bulk of the presentation will focus on really
24 updating on the revised result indicators. And some of
25 the things that I'll talk about in terms of that update is

1 giving you a summary of the kind of feedback that we
2 received, the type of revisions that we made, and also
3 share a little bit about what we know about the current
4 state of those indicators based on what I would call
5 readily available data. And then we'll wrap up by
6 outlining next steps.

7 So before jumping into the presentation I just
8 wanted to call out that there are about four or five
9 handouts that I'll refer to. They're all in your packet.
10 I'll refer to them at various points in the presentation.
11 You may or may not want to refer to them, but they will
12 provide more detail than what is presented on the slide.

13 So let's begin by reviewing the impact framework.
14 So in June, Armando described the impact framework as a
15 tool to measure progress towards the north star. So you
16 saw the video and the video provided an analogy of the
17 person in the control tower who's monitoring conditions in
18 order to relay that information to those who need it. So
19 here at First 5 LA, we'll be monitoring specific
20 conditions or what we're calling indicators. We'll use
21 that information -- we'll use what we learn to guide our
22 efforts, and we'll also be sharing that information with
23 our partners and public and community systems.

24 One of the things that I do want to note is that
25 the information from the impact framework, while very

1 important, it will not account for everything that we need
2 to know. So we'll be combining information from the
3 impact framework with other sources to really guide our
4 strategy and help us make decisions. So the impact
5 framework is very high level, but it will also be
6 important for us to understand things that are happening
7 on the ground. And those things come about through our
8 work with our partners and other sources.

9 So with that high-level overview of the impact
10 framework as a tool, I wanted to step back to remind you
11 of where we've been in terms of the conversations we've
12 had related to the impact framework. So last fall, the
13 board endorsed the four results for children and families,
14 as well as a set of indicators focused on the context.
15 Previously we referred to those indicators as monitoring
16 measures. Going forward we'll be referring to them as
17 contextual indicators. And I'll say a bit more about that
18 shortly.

19 In spring 2019, we introduced the four long-term
20 system outcomes. And those outcomes are principally about
21 children and family serving systems being accessible,
22 quality, aligned, and having long-term sustainable
23 funding. In early summer we shared the draft result
24 indicators and began a longer process of getting feedback.
25 That brings us today where we are presenting the revised

1 result indicators.

2 Before launching into our discussion of the
3 result indicators, I want to walk you through all of the
4 different types of indicators that we'll be monitoring as
5 part of the impact framework. This will help put our
6 discussion of the result indicators into context. There
7 is a handout that has much more detail that I'll cover
8 through the slides. You may want to follow along if you'd
9 like to see the detail all in one place.

10 So as you can see from this slide, we're using a
11 pyramid -- I like to call it the indicator pyramid -- to
12 communicate that there are different levels and different
13 types of indicators that build on each other to inform our
14 understanding of the progress that we're making towards
15 the north star. The indicators closest to the north star
16 are the indicator results -- indicators for the results
17 for children and families, also referred to as the result
18 indicators. The result indicators represent the child and
19 family experiences and conditions that signal progress
20 towards the north star. And we're going to use the result
21 indicators to really gauge how well systems are working
22 for children and families.

23 The second layer of indicators are long-term
24 system outcome indicators. These indicators reflect the
25 conditions we believe are needed in systems in order for

1 them to meet the needs of children and families. We'll
2 use the long-term system outcome indicators to measure the
3 progress of our system change -- system change strategies.

4 The bottom layer of the pyramid contains
5 indicators for short-term system outcomes. I do want to
6 note that the short-term system outcome will be developed
7 during implementation planning. So those have not been
8 brought to the board at this point. But these are the
9 indicators we believe should reflect early improvements
10 and response to our efforts. So these we expect to see
11 more of an indication of progress of the effectiveness of
12 the things that we're doing; whereas, the long-term system
13 outcomes and the results are a little more distal.

14 So we'll use the short-term system outcome
15 indicators to really guide our near-term strategy and help
16 us to identify when course corrections need to be made and
17 the type of course corrections we need to make.

18 The indicator pyramid is enclosed by the context.
19 This context represents LA county. And the indicators
20 associated with the context are what we're referring to as
21 contextual indicators, which we previously called
22 monitoring measures. So these indicators reflect
23 conditions within the county that are relevant to our
24 priorities and strategies. They give us information about
25 the children, families, communities, resources, et cetera

1 that can inform our work. So we'll use the contextual
2 indicators to understand key aspects of the landscape and
3 inform our systems change strategies.

4 This slide shows a complete pyramid and all of
5 the different types of indicators that we'll monitor
6 through the impact framework. It's important to note that
7 data from the different types of indicators builds on each
8 other and provides complimentary information. The one
9 exception would be the contextual indicators. We don't
10 expect contextual indicators to change as a result of what
11 we're doing; rather, we expect them to inform what we're
12 doing. However, starting at the bottom of the pyramid
13 with the short-term system outcomes as I just mentioned,
14 these should be signaling that our efforts are working.
15 And we consider achieving short-term system outcomes as
16 really foundational to achieving long-term system
17 outcomes. So sort of the stepwise manner in which we'll
18 get to long-term system outcomes, while we think that the
19 long-term system outcomes are going to help us -- will
20 indicate that we're making progress in terms of our
21 strategic priorities and demonstrate that systems are
22 meeting the needs of children and families.

23 Finally, the result indicator should reflect that
24 there are improved conditions for children and families
25 signaling progress towards the north star.

1 So here I want to remind you of how we're
2 defining indicators. So what is an indicator? An
3 indicator is really a specific observable and measurable
4 characteristic. Typically, it relies on quantitative
5 data, but that isn't always the case system. And when we
6 start to talk to you about long-term system and short-term
7 system outcome indicators, you'll see that we are planning
8 to include some qualitative and more descriptive kinds of
9 indicators.

10 So through the impact framework, we'll monitor
11 the four different types of indicators. The definition of
12 what an indicator is doesn't change across those four
13 types.

14 Also wanted to just point out what we mean by
15 proxy measure. Essentially, a proxy measure represents
16 the best available data when measuring the -- when a
17 direct measure either is impossible or isn't feasible.

18 In terms of what indicators can tell us, as I
19 mentioned previously, it's really to give us information
20 to gauge progress and understand how our efforts are
21 contributing to progress.

22 So now I'd like to shift our focus to the result
23 indicators. These are the indicators, again -- once
24 again, just to remind you, that will tell us whether
25 systems are meeting the needs of children and families.

1 So what we'll do in terms of the review, I'll walk you
2 through the progress that led to today's update, what's
3 happened since June. I'll highlight some of the key
4 themes that we heard as we gather feedback. And then I'll
5 provide some examples of the type of revisions that we
6 made in response to feedback. And then finally I'll
7 present to indicator statements to demonstrate the kinds
8 of statistics that we'll be looking at over time.

9 Before we get started, I just want to remind us
10 that today's conversation is focused solely on the
11 indicators for the results for children and families. So
12 we won't be talking about system or contextual indicators.
13 That was really just for background so you have an
14 understanding of the different kinds that we'll examine.
15 Similarly, today's discussion will not be focused on how
16 we're going to measure the north star.

17 One other caveat I'd like to make is that it's
18 important to note that the result indicators are intended
19 to provide a broad snapshot of information that's relevant
20 for multiple results. So here if you would like to refer
21 to one of the appendices, it looks like this. It shows
22 you how the indicators that I'll talk about map onto the
23 four results. And one of the things that you'll see is
24 that there's always multiple indicators mapping onto a
25 result.

1 So let's walk through the process of developing
2 the result indicators. So after the four results for
3 children and families were endorsed by the board, an
4 initial list of 45 potential indicators were drafted. We
5 refined that list using criteria that included empirical
6 considerations, contextual considerations, as well as best
7 practices. There is an additional appendix. This
8 information was shared at the June meeting, but it does
9 outline the different considerations we made in terms of
10 refining and how we arrived at that prioritized list of
11 ten indicators. It should be familiar to you, but we
12 wanted to include it in case there was interest.

13 So once the draft indicators are presented to the
14 board -- the commission in June, that began really the
15 process of vetting. So we heard feedback from the
16 commission at that meeting. We also had many one-on-one
17 briefings with commissioners where we received more
18 extensive and more detailed feedback. We had staff brown
19 bags. We had other meetings and conversations. So there
20 was an extensive process of getting input. And then,
21 finally, based on the combined feedback, we revised the
22 indicators, and we'll present them to you today.

23 Before doing that, we'd like to summarize the
24 themes that emerged as we gather feedback and also give
25 you a sense of the type of revisions that we made in

1 response to the feedback.

2 So one of the revisions are -- one of the themes
3 that came up, and it was mentioned in the earlier
4 presentation, is to use plain speak. So in response to
5 this revision -- or I'm sorry. In response to this
6 feedback, we simplified the wording of the indicators and
7 we also created that indicator pyramid that I just walked
8 you through. So one of the things that we heard that lead
9 to the creation of that is there seems to be different
10 ideas coming up about the kinds of indicators we should
11 consider that maybe fell into something other than
12 results. So we're getting ideas or suggestions that
13 related to what we might think about as contextual
14 indicators or system indicators. So we wanted to make
15 sure that we were clearly communicating the different
16 kinds of indicators we'll look at as a whole, but also
17 where we were focused on in the conversations we were
18 having.

19 We also heard that we needed to be consistent.
20 And what that was really referring to was that, in some
21 indicators, we talked about an increase or we talked about
22 directionality, but that wasn't consistently applied
23 across all of the indicators. Sometimes we specified an
24 age group and sometimes we didn't. And keep in mind these
25 were draft indicators, so this was the ideal kinds of

1 feedback we'd be getting so that, ultimately, we'd have a
2 set of indicators that included consistent elements. So
3 to ensure that there was consistency, we added age ranges
4 where they're appropriate, we specified LA county, We
5 talked about the desired directionality of change.

6 Another theme we heard was to be comprehensive.
7 So in response to this, we added the behaviors and
8 populations that maybe weren't originally called out in --
9 in some of the indicators. And I'm going to give a
10 concrete example of this type of revision in just a few
11 slides.

12 Another thing we heard -- we got a number of
13 questions about the connections between the result
14 indicators and First 5 LA systems work. So, as you know,
15 the result indicators are focuses on children and
16 families. And some people were asking, what about the
17 changes in the system, why are we only focused on children
18 and families. And so, once again, the visual that we
19 created was in response to this kind of question where we
20 wanted to demonstrate that, while the result indicators
21 were looking at children and families, we will also be
22 developing indicators that look at system outcomes, both
23 long term and short term. And we do intend to do use that
24 pyramid sort of as a foundation for future discussions.
25 So as we bring to you conversations about different types,

1 we'll remind you of sort of where we're focusing and how
2 we think that they will connect to other kinds of
3 indicators.

4 Finally, we got lots and lots of suggestions for
5 additional indicators to consider. And in some cases, we
6 added to the existing list of contextual indicators. In
7 other cases, we just took notes because we got suggestions
8 around system indicators that we might want to consider.
9 So we documented those so that, when we begin developing
10 those, we have them as reference.

11 So this slide here lists the revised indicators
12 for children and families. I won't go over them in
13 detail. I'm going -- as I said before, I'm going to share
14 a couple of examples, but I do want to point you to
15 Attachment 1 in your packet. It's a table. And in that
16 table we identify all of the original indicators, the
17 revised indicator, as well as the sort of reasoning or
18 rationale behind the changes that were made to that
19 indicator.

20 So here are a couple of examples to kind of
21 demonstrate our approach to making revisions. This is
22 focused on Indicator 3. The original indicator was the
23 rate of children screened at specific ages using
24 standardized tools. So based on the feedback we heard,
25 one thing we knew we needed to do was revise for clarity.

1 So we wanted to specify the geography that we're focused
2 on children from birth to age three, and we wanted to
3 include the desired direction of change. But more
4 importantly, we shifted the focus of the indicator from
5 developmental screening to the receipt of early
6 intervention services.

7 So the revised indicator is the rate of LA county
8 children birth to age three with a developmental delay
9 participating in early intervention services. I do want
10 to note that we still intend to monitor the rate of
11 developmental screening. However, we anticipate that that
12 will be a short-term system outcome indicator rather than
13 a result indicator. So it will let us know what the
14 system is doing to support children and families, and in
15 that case, to identify developmental delays.

16 So I want to go through one more example focused
17 on revisions to Indicator 6. So the original indicator
18 was the percentage of families who read to their child
19 every day. In response to this indicator, we were
20 encouraged to consider behaviors beyond reading that
21 supported language development and cognitive skills,
22 especially given the diversity of our population. So we
23 revised this indicator to be more comprehensive by adding
24 additional behaviors. We also revised for clarity. We
25 added the LA county. We specified families with children

1 from birth to age five. So now the revised indicator
2 reads, the increased rate of LA county families with
3 children birth to age five who read, tell stories, sing,
4 play music, or teach letters, words, or numbers to their
5 child daily.

6 The next two slides provide examples of the kinds
7 of statements we'll be able to make about the result
8 indicators. So we'd like to start with result Number 2,
9 which is looking at the rate of income-eligible children
10 birth to age five enrolled in publicly-funded early care
11 and education.

12 So based on available data, we found that 16
13 percent of income-eligible children were enrolled. So out
14 of nearly half a million income-eligible children, public
15 funding was only available for just about 70,000. For
16 those who may be wondering, I do want to point out that,
17 while the indicator is focused on the enrollment rate, we
18 will be tracking the actual number of children served as
19 well as the overall size of the population because we know
20 those things are subject to change. And if increased
21 enrollment rates are small but incremental, we may not see
22 a dramatic shift in terms of overall rate. So we want to
23 be able to track those increases. But keeping in mind
24 that we want all children to have these experiences, we
25 want to focus on the rate as well.

1 The next example is related to indicator Number
2 5. This indicator is a decreased rate of LA county
3 children with child protective services involvement at any
4 point during the first five years of life. So according
5 to recent data, 16 percent of children who were born in
6 2013 had some contact with child protective services
7 during the first five years of their life. This is a
8 higher rate than for children born in 2007.

9 So in terms of the type of contact with child
10 protective services, this indicator looks at children who
11 were reported as victims, children who had a substantiated
12 case, as well as children in out-of-home placements.

13 I do want to take a moment to acknowledge some of
14 the concerns that we heard about this indicator. Those
15 concerns principally centered on the fact that increased
16 reporting in and of itself isn't necessarily a bad thing
17 and, in fact, it may signal that children who are at risk
18 are being identified so that they can get critical
19 supports that they need as well as supports that their
20 families need. It was also suggested that we consider
21 out-of-home placements as either an alternative or as an
22 additional indicator. So we agree that being reported as
23 a victim isn't negative. However, we think it's still
24 important to monitor involvement with child protective
25 services.

1 I also want to point out that we'll have
2 information -- we won't be looking at the statistic in
3 isolation. So we'll have information coming from other
4 sources, including a potential long-term system outcome
5 indicator that's looking at policies that may effect these
6 numbers. We know that oftentimes institutional policies
7 can affect reporting rates or substantiated cases or
8 out-of-home placements. So we'll be looking at indicator
9 data related to the results in the context of what's
10 happening within those systems.

11 Finally, if you refer to the appendix that shows
12 the mapping of indicators to results, you'll see that this
13 is just one of six indicators that map onto the child and
14 family result that's about whether children are safe from
15 abuse and neglect. So this is one indicator among many.

16 So that concludes the update on the result
17 indicators. Now I just want to walk you through the next
18 steps for the result indicators as well as upcoming
19 conversations with the commission.

20 So one of our immediate next steps is to begin
21 working with system partners and other data owners to
22 obtain the most appropriate and comprehensive data
23 available. So there is an attachment in your packet that
24 presents the most recent data as well as some historical
25 trends. It's -- it looks like this for each of the

1 indicators. So for every indicator, we identify the
2 current data source that we used, the statistic based on
3 the current data, as well as any trends that are
4 available.

5 MS. BELSHE: Is that a separate handout, Kim?

6 MS. HALL: It's Attachment 2. It's in the
7 board --

8 COMMISSIONER ZEPEDA: It's in the appendix.

9 MS. BELSHE: It's in the appendix.

10 MS. HALL: I want to acknowledge that the
11 information presented there is what was readily available.
12 We haven't yet gone through the step of reaching out to
13 all of our partners and data owners. One of the things
14 we're waiting on is to finalize these result indicators
15 before we engage in that step. We are hoping to work with
16 commissioners and others who identify who in your
17 respective agencies and networks we should connect with
18 around data for specific indicators. So that's one next
19 step.

20 In addition to that, once we have the data, we do
21 plan to disaggregate it by race and ethnicity, by income,
22 geography, wherever possible. We know in some instances
23 that data is not available, but that's something that we
24 intend to do as we can.

25 We're also going to share what we learn the

1 information about these indicators with the team that's
2 going to be implementation planning. So we want what we
3 know about the context and what we know about the results
4 to inform the very specific implementation plans that
5 we're going to be developing.

6 And then, finally, when implementation planning
7 is complete, we're going to look back at this list to see
8 if there are any refinements we made, are there any
9 potential additions that we need to make. One that has
10 already been suggested is looking at some indicator that
11 relates to moms during their prenatal period if, in fact,
12 we decide to have some specific strategies focused on
13 that.

14 So in terms of upcoming conversations, in October
15 we'll be coming back to the program and planning committee
16 meeting with an update on the contextual indicators. And
17 in spring of next year, we plan to come back to share
18 indicators for the long-term and short-term system
19 outcomes.

20 So that concludes my presentation. Before
21 opening it up to your questions, I wanted to share a few
22 questions we have for you as you reflect on what we just
23 shared. So, first, I'd be happy to answer any questions
24 about the different types of indicators that I talked
25 about, if there are any clarifying questions regarding

1 those. I'd also be really interested in hearing what
2 resonates with you about the indicators for the results.
3 But also as I mentioned before, the impact framework won't
4 tell us everything that we need to know. So if there are
5 other factors you would encourage to consider as we assess
6 progress towards the results for children and families,
7 I'd love to hear those ideas as well.

8 COMMISSIONER ZEPEDA: Thank you very much, Kim.
9 That was an excellent presentation. This is a very
10 challenging and complicated endeavor by First 5 LA, I
11 think, for the county of LA. And it -- it has a lot of
12 potential, I think to inform us about all kinds of
13 information -- all kinds of things that are going on in
14 our county and then by locality, which I think becomes
15 very important for politician types.

16 So I will open it up to questions or comments by
17 commissioners.

18 Commissioner Garen.

19 COMMISSIONER GAREN: Just a quick comment, an
20 overall comment, which is, this is so much clearer and
21 more robust. And just using the example of the one that
22 was reading and then expanding it to, no, just interact
23 with your child, I thought was fantastic and the right
24 messaging.

25 And then with respect to the child welfare/DCFS

1 engagement, I think adding the contextual factor of
2 removal is critical. You know, the -- being touched by
3 the system is going to ebb and flow. And to a certain
4 extent, it relates to sort of what's in the news currently
5 and how anxious those reporters are -- the mandated
6 reporters. It may not necessarily reflect changed
7 realities. So -- so I think that hard measure of removals
8 is -- it's a good side car and it makes it feel more
9 robust.

10 So I thought that was great. That you listened
11 and incorporated that, I thought was great.

12 MS. HALL: Thank you.

13 COMMISSIONER ZEPEDA: Other comments, questions,
14 reactions, commissioners? This is your chance.

15 Commissioner Taylor.

16 COMMISSIONER TAYLOR: I just want to let us be
17 careful about the reporting of victims. There's an issue
18 of -- for minority people of implicit bias. And not only
19 that, the failure for those individuals serving these
20 children to understand the trauma and the toxic
21 environment these children live in and why they act the
22 way they are and why they're doing what they're doing. So
23 trauma-informed care is a key issue that we are in there
24 to do. So I just want to be careful that indicator may be
25 a response to what they think they see, but if they've not

1 received trauma-informed care training, they will report
2 more than they need to, and it may not be an actual trauma
3 or something. It might be a reaction to the environment
4 these kids are living in.

5 And so I just want to be careful. I'm not saying
6 that the indicator is wrong. I'm just saying, when we
7 express it, when we talk about it, we need to be very
8 careful about what we're saying with regards to that.

9 The other thing is, is that you say 16 percent of
10 the income eligible. Are we talking about
11 Medi-Cal/Medicare or what they call it WIC eligible
12 families?

13 MS. HALL: So the information I presented was
14 specific to publicly-funded early care and education.
15 However, in the attachment that I provided, there are
16 similar -- there's similar information for those programs.
17 One of the things that we're working on is getting sort of
18 what is that denominator of the eligible population.

19 COMMISSIONER TAYLOR: So who are we really
20 talking about is what I'm trying to ask. And is that
21 really all the kids or is that just that population of the
22 kids?

23 MS. HALL: So at any of the indicators where we
24 specify that we're going to look at eligible --
25 income-eligible children, in most cases, there are

1 different thresholds, eligibility thresholds that define
2 the population for a given indicator. So one of the
3 things that we're going to have to do is determine what
4 the size of the eligible population is for each indicator
5 because it's different. So who's eligible for WIC is not
6 the same as who's eligible for publicly-funded early care
7 and education. But we're going to be looking at it
8 specifically as it relates to the type of program or
9 service that we are deeming them eligible for.

10 COMMISSIONER TAYLOR: And we need to define what
11 the 455,000 children are. You're using that as an
12 indicator, so specifically who is that population.

13 MS. BELSHE: Like what income.

14 COMMISSIONER TAYLOR: Yes. What income are we
15 talking about. This is too broad because this can't be
16 all the children in LA county.

17 MS. BELSHE: No, it's not.

18 MS. HALL: No, it's not.

19 COMMISSIONER TAYLOR: That's what I thought.

20 MS. BELSHE: Just the ones who are eligible for
21 public programs.

22 COMMISSIONER TAYLOR: I know, but we want to be
23 more specific of what are we measuring because I know that
24 one of our efforts is to focus on low-income population
25 and try to make a big push in there to change the

1 dynamics. So but I -- the statement doesn't tell me we're
2 doing that. It tells me what is low eligible or eligible
3 population is. And you're already telling me there's a
4 difference. So to be a little more specific, who and what
5 is this population we're looking at.

6 COMMISSIONER VALDEZ: You mentioned the low
7 income. And my hope is that it's about income only
8 because you also mentioned WIC. And with everything
9 happening nationally around public charge, if that is ever
10 associated with that, there's going to be a drop in --
11 sorry. There's going to be a drop in enrollment of epic
12 proportions that would we might be seeing in some families
13 around health enrollment. So it frightens me quite a bit.
14 But it's a very sad statistic. It's a very real
15 statistic. And it's something I think we all need to work
16 together on because, when you look at the amount of
17 students that are not taking advantage, it's just
18 devastating.

19 COMMISSIONER ZEPEDA: Other reactions,
20 commissioners?

21 I have a question and maybe other people are
22 thinking, on the pyramid, Kim what -- Christina tried to
23 answer it the short term versus the long term. The short
24 term is one to three years. Is that -- one to two years?
25 And then three to five for the long term?

1 Even -- and then -- so but we will be getting the
2 result indicators every three years?

3 MS. HALL: Yeah. So one of the things that we
4 started to develop, which is not yet complete given that
5 we're still considering additional data sources, but we
6 developed what we're calling a data refresh cycle. So for
7 every data source we're relying on, we're starting to map
8 out when that new data will be available. So our hope, as
9 Christina mentioned, is that we're going to update data as
10 it becomes available so that we always have the most
11 current information. But not every, you know, data source
12 is going to be available at the same time. So at the
13 three-year intervals that were specified, it just so
14 happens, given the data that we looked at, it lines up
15 very nicely with those time horizons that we're
16 anticipating doing the larger refinement cycles for our
17 strategic plan. So we'll be providing updates on the
18 progress for the results at those time periods.

19 COMMISSIONER ZEPEDA: Yeah. It seems to me it's
20 going to be very uneven as we go move this process.

21 The other question I had had to do with the
22 result indicators are these broad snapshots, right, of --
23 it's like a report card of what's going on for the
24 well-being of our children and our families in LA county.
25 And it -- how are we going to -- it's just something to

1 think about. How are we going to think about that piece
2 in relationship to our systems change focus. Right?
3 Because this is how we're measuring systems change. I
4 mean, this is how it originated. And to -- to try to make
5 that connection -- and it's not going to be causal. It's
6 not going -- it can't be causal. We don't have the
7 ability to do that. So that we -- just trying to -- I'm
8 just trying to kind of keep this in my head in terms of
9 how -- so that how we are adding value by the things that
10 we're doing to our systems change. I mean, that's the
11 fundamental question.

12 MR. LaFRANCE: One comment if I may add is that,
13 just even in the break, Kim and I were just chatting with
14 each other and acknowledging that, you know, as we provide
15 the commission on an annual basis with the progress
16 updates on the work of the prior year, which will be on
17 the -- about the priorities, in some ways you can think
18 about that as like the left-hand side of your logic model
19 or theory of change, right, where it's like, here's what
20 we're doing, here's what progress we're seeing on our
21 contribution, and then the impact framework information is
22 kind of right-hand side of it. And we're going to have to
23 be in dialogue about how are these two, you know, adding
24 up, matching up with each other. And, again, we'll never
25 know the direct causal relationship, but taken together --

1 COMMISSIONER ZEPEDA: You can tell a story.

2 MR. LaFRANCE: You understand the story. And
3 it's, again, all about the calibration. You know, given
4 what we see, do we think that we're still wending our way
5 in the right direction to that -- to the results or is
6 something signaling to us that we actually need to make a
7 bigger pivot.

8 So I think it all has to be taken together and in
9 context.

10 COMMISSIONER ZEPEDA: The practical implication
11 of this to me, from my perspective, is that you're going
12 to need a bigger team of evaluators -- I'm just saying --
13 or consultants to come in to help with this because this
14 is -- this is huge. And so I think we -- we've got to get
15 our arms around that and think about what that means and
16 then how to support that.

17 MS. HALL: You're right. Uh-huh.

18 COMMISSIONER TAYLOR: Can I?

19 COMMISSIONER ZEPEDA: Sure.

20 COMMISSIONER TAYLOR: When we went through this
21 model of systems change, there was some -- in some cases,
22 there are no indicators. But what they are are anecdotal
23 proof that the movement of people to engage systems and
24 things changed because more are engaging it. But we also
25 have what they call evidence that says, if you do it this

1 way, it will have an impact, and it does have an impact.
2 So somehow we have to look at that in the contextual way
3 of saying, how do those two different things work
4 together. Because what our success has been is that we
5 have proof of concept that we've implemented using both
6 those methods. And then the State is relying on our proof
7 of concept to make some decisions along with our other
8 colleagues up and down the state, and we've been able to
9 collaborate with them.

10 So somehow we've got to put in that we move the
11 dial from an anecdotal standpoint of systems and applied
12 evidence practices within those system that's have made a
13 change. Right? Because that -- that systems change model
14 is saying what moved and did it move in the right
15 direction and are they engaging it effectively. So it's
16 that issue too versus the -- just the strict data. And so
17 we have to talk about that becomes the story.

18 And that's how we've sold getting and supporting
19 the Governor and getting to do more for these young
20 children and more for these families. And even though he
21 was ready, it was the proof of the data and the concept
22 and the change of the system that we proved. So it's not
23 going to be just the indicator that's going to do it. It
24 has to be the other element as well.

25 The other thing I'm looking at is that we keep

1 talking about two or three years. We have to be in that
2 first year. You've talked about reflection. In that
3 reflection, we've got to bring both of those issues
4 together to say, are we on course or are we not on course
5 every year so that we can change because there was an
6 opportunity several times that I've witnessed that someone
7 said, let's do this, and then made a huge change and you
8 shift, and we supported you in that shift and then that
9 shift was even better. And so we've got to be able to be
10 that flexible to say, hey, and that will change the
11 outcomes two or three down the years again.

12 So it's all this stuff. So the analytics is what
13 I'm talking about of this process. So I see the bigger
14 team coming in and helping that analytics to make the
15 story more effective. Right? Okay. That's -- just --

16 MS. ALTMAYER: Part of that, if I could just say,
17 is that qualitative data will may be the mechanism in
18 which we're measuring some of these system outcomes.

19 So, for example, if we're saying the increased
20 rate of LA county families to participate in home visiting
21 programs. Right? We have data based on our enrollment
22 and yet we're trying to make that system sustainable.

23 So you're absolutely right, Commissioner Zepeda.
24 We're not going to be able to say qualitatively how we --
25 what was our contribution. But we'll have anecdotal

1 qualitative stories of things that we've done. We used
2 the example before about, if we're going to move to have a
3 universal home visit, some of that's going to be
4 partnering with our health plans. Right?

5 So capturing the contribution from First 5 LA in
6 order to see, oh, okay, we've gone from 20 percent of
7 women receiving home visiting to 50 percent of women.
8 What was the contribution for that? It's most likely
9 going to be capturing anecdotal work and qualitative --
10 not anecdotal -- qualitative work that we have done in
11 order to contribute to that.

12 So I do think, as we think about these long-term
13 system outcome measurements, it has to be recognized and
14 it's going to be both quantitative and qualitative data.

15 COMMISSIONER ZEPEDA: Right. You need to have
16 the staff to be able to do that.

17 COMMISSIONER TAYLOR: And that's where educating
18 the community through communications and outreach and
19 engaging, telling our -- our the female population of this
20 community, it's very important that you engage health
21 systems early for the well-being of yourself and your
22 child. And that messaging has to go out there. And here
23 are some services that are out there to help you: Welcome
24 Baby, home visitation. So that the community will be more
25 willing to engage those services and actually ask them to

1 give it to them before they do it. Because I can tell
2 you, in the intercity, community has no idea what's
3 available. None. And so what these people do is wait
4 until the last minute and then go in and try to get help,
5 and they're already stressed out, worked out, and then
6 already in a health crisis. And then they may or may not
7 make it or their child may not make it because they don't
8 know.

9 So getting that message out to young people, as
10 well as the other adults in the community that these are
11 -- this is important for you to do this for your
12 well-being and the child's well-being and all that;
13 otherwise, we'll see death rates continue to go up.

14 COMMISSIONER ZEPEDA: Other questions or
15 comments, reactions, commissioners?

16 Kim, I just have one. And this goes to something
17 that with the early childhood piece, too. On Indicators 1
18 and 2, it's almost like 2 could be subsumed under 1. They
19 kind of overlap. So I'm just throwing that out there in
20 terms of clarity or if you want to simplify it somehow.

21 MS. HALL: Thank you.

22 COMMISSIONER ZEPEDA: All right. So I think --

23 MS. BELSHE: Okay.

24 COMMISSIONER ZEPEDA: -- we're done with this.

25 We don't have any public comment on this part.

1 SECRETARY: No public comment.

2 COMMISSIONER ZEPEDA: Commissioners, you're
3 looking at a number of written items for -- if you have
4 any questions, the first one is on the CAFR which the
5 executive committee had a presentation on. It's in your
6 packet. And it is the auditor's report.

7 Are there any questions.

8 MS. BELSHE: The clean -- the clean auditor's.

9 COMMISSIONER ZEPEDA: Oh, the clean auditor's
10 report.

11 MR. ORTEGA: Thank you.

12 COMMISSIONER ZEPEDA: It's in your packet. Raoul
13 is here to answer any questions, if you have any questions
14 about the auditor's report.

15 Okay. Doesn't look like it, Raoul, but you're
16 here to answer questions. You answered a lot of questions
17 for us.

18 MS. BELSHE: And the board will -- since we only
19 have a few board members who will not have heard it, given
20 the significance of it, there will be a very brief
21 presentation in open session in October.

22 COMMISSIONER TAYLOR: I just want know when we're
23 going to get our next award.

24 MS. BELSHE: We'll include that --

25 MR. ORTEGA: We will submit it once you approve

1 the board to the TFOA and we will receive the award
2 sometime in May.

3 COMMISSIONER ZEPEDA: Okay. Thank you.

4 Moving on to Item 6, the communications strategic
5 partnership, written only. There's two of them. One for
6 partnership with CalMatters in the amount of 150K to
7 create and publish a series of in depth journalistic
8 content and commentary on early childhood education. And
9 the second one with fostering media connections in the
10 amount of 150K for 20 months to focus on child
11 maltreatment prevention, policy, practice, and research.
12 And Gabe is here to answer any questions on that. If
13 there are any questions by commissioners regarding those
14 two investments.

15 COMMISSIONER MARTINEZ: On the CalMatters, it's
16 great. Not a lot of people outside of policy world know
17 what CalMatters is. So I was -- I would think that maybe
18 some of the great articles could be turned into like op-ed
19 pieces, by like Kim could be an author or whatever and we
20 could place those in newspapers that are relevant in our
21 communities.

22 MR. SANCHEZ: Yes. In fact -- hold on.

23 One of the other parts of this contract is they
24 will co-publish with other publications here in
25 Los Angeles county and throughout the state, both of the

1 original reporting articles, as well as potential op-eds.
2 So that's also a part of the CalMatters is placement for
3 op-eds.

4 And to your earlier point, I just wanted to echo
5 that with CalMatters that is a publication based in
6 Sacramento that has built itself as a powerhouse with a
7 lot of former journalism, *Sacramento Bee*, *LA Times*, a lot
8 of expertise there that will -- that publication is read
9 by a lot of decision makers and insiders in Sacramento.
10 Those are the people we're advocating to and lobbying. So
11 getting in there, it gets into their news feed, into their
12 mindset which then helps us when we do things like
13 advocacy day. So that's the other point why it's so
14 important.

15 COMMISSIONER ZEPEDA: Thank you, Gabe.

16 Any other questions on these two?

17 COMMISSIONER GAREN: I just like to make a
18 remark. I think this is some of the most effective not
19 large money, but highly impactful money in the scheme of
20 our budget that I think really can -- and there aren't
21 that many funders in this space. And as local newspapers
22 are hallowed out and there are less and less Sacramento
23 bureaus, these nonprofit, like pro -- it's the pro-publica
24 model. And there are times when it's just child welfare
25 focused, like Daniel Hemphill's organization or CalMatters

1 which is taking on full, statewide issues. And the
2 importance of them in addition to their -- their direct
3 audience for CalMatters is the pickups they get for
4 mainstream media. And that's where you start to change
5 the views of the public and move the needle on the way
6 people feel about these issues.

7 So I just am thrilled to see this. And I think
8 it's really leadership grant making because there are just
9 not very many people that understand the strategic nature
10 of these kinds of communications and how it's a lever. So
11 these are going to be exciting investments to watch play
12 out.

13 COMMISSIONER VEGA: I was going to add one thing,
14 also echoing everybody's sentiments and some of what
15 Yvette said on the fostering medial connections, it would
16 be great if we could leverage it elsewhere and also
17 integrate your partners on the commission, DCFS, DMH, DPH,
18 and some of the outreach efforts persons for the work that
19 they're doing.

20 And last but not least, you guys wrote in here
21 about the mainstream media that picks these up and
22 fostering media connections has a relation Spectrum One,
23 and I do think there's opportunity for broadcast news now
24 that Spectrum One is constantly looking for content for
25 their cable news station.

1 COMMISSIONER ZEPEDA: Thank you for that.

2 Okay. Moving on to Item 7, authorizing First 5
3 to receive money from LACOE for Quality Start, Impact Hub
4 Consultation, and with the California Early Care and
5 Education Workforce Study. Any questions on that?

6 The -- the workforce study is going to be done by
7 the Center For -- for the -- the Study of Child Care
8 Employment. That's a mouthful.

9 Okay. All right. If there are no questions. Is
10 there any public comment, Linda?

11 SECRETARY: No public comments.

12 COMMISSIONER ZEPEDA: Before we adjourn, I would
13 like to wish Peter Barth happy birthday today.

14 (Applause)

15 COMMISSIONER ZEPEDA: Peter is our policy quality
16 person extraordinaire. So we wish you happy birthday,
17 Peter. We won't ask you how old you are.

18 MS. BELSHE: Because it will depress us.

19 COMMISSIONER ZEPEDA: So many happy returns of
20 the days.

21 So I think we're at the end of our agenda. Thank
22 you very much, everybody. And we'll see you at the next
23 meeting.

24 (At 3:31 PM, the meeting was adjourned.)

25

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

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 9th day of October 2019.

DocuSigned by:
Heatherlynn Gonzalez

AE10E8980664405...
CERTIFIED SHORTHAND REPORTER
FOR THE STATE OF CALIFORNIA

FIRST 5 LA

SUBJECT:
Impact Framework: Contextual Indicators

BACKGROUND – WHERE WE’VE BEEN:

Over the past two years, First 5 LA has been developing the Impact Framework (IF), which reflects an innovative approach to monitoring our progress. Throughout this period, First 5 LA staff have engaged the Board in various aspects of the development process. Specifically, staff have:

1. Outlined the purpose and intended use of the IF (November 2017)
2. Described the components of the IF (November 2017)
3. Presented the Results for Children & Families and Contextual Indicators (formerly known as Monitoring Measures) for approval (November 2018)
4. Outlined the approach to measurement and indicator selection (March 2019)
5. Presented the Long-Term Systems Outcomes (March 2019)
6. Presented the proposed Indicators for Results for Children & Families (June 2019)
7. Presented the revised Indicators for Results for Children & Families (September 2019)

In addition, staff have engaged with Board members in individual briefings to gather insights and feedback related to the Impact Framework Indicators.

WHERE WE ARE:

As highlighted in previous Board presentations, staff emphasized the importance of identifying measures that help First 5 LA and its partners understand the context of L.A County and inform our strategies. To this end, staff has identified 20 Contextual Indicators which provide insights into the conditions within L.A. County which affect our work. These indicators fall into the following four domains:

- 1) Child Characteristics
- 2) Maternal Characteristics
- 3) Family Resources
- 4) Community Characteristics

To develop these indicators, staff engaged in a process of drafting an initial list of 30 indicators and prioritizing key indicators based on the following criteria:

- 1) Relevance to First 5 LA’s work: One of the intentions of the Contextual Indicators is to provide key contextual information to help inform First 5 LA’s strategies. One refinement criterion, therefore, was the extent to which the Contextual Indicator was relevant and could be informative to First 5 LA’s work.
- 2) Uniqueness: To the extent possible, redundancies among Contextual Indicators were minimized. Thus, if a Contextual Indicator was similar to another Contextual Indicator or featured in the Indicators for the Results for Children and Families, it was not included in the final list.
- 3) Alignment with External Measurement Efforts: Contextual Indicators which aligned with other Early Childhood measurement efforts were prioritized.

- 4) Data Availability: First 5 LA did not want to include indicators for which we could not identify a viable data source that is routinely available. Thus, if we were unable to locate a data source for a potential Contextual Indicator it was not included at this time.

Further information on the refinements made based on the prioritization criteria can be found in Attachment 1, *Revisions to the Contextual Indicators*. This process has resulted in the proposed list of the Contextual Indicators, which can be found in Attachment 2, *Impact Framework Contextual Indicators*. Currently, staff is in the process of gathering feedback from First 5 LA staff and Commissioners to further refine and finalize the Contextual Indicators.

In addition, staff have compiled currently available data on the Impact Framework Indicators. A summary of this data can be found in Attachment 3, *Indicators Guide*. The expectation is that staff will use the indicator data during implementation planning for SPR4 and as an input in future Strategic Plan Reflect and Revise cycles.

DISCUSSION:

The purpose of today's discussion at the Special Meeting of the Board/Program and Planning Committee is to:

1. Review how the Impact Framework will help First 5 LA track and measure progress towards our North Star
2. Review proposed Contextual Indicators and current data for select indicators
3. Preview next steps for the Impact Framework
4. Gather Commissioner feedback on the Contextual Indicators

NEXT STEPS – WHERE WE'RE GOING:

After the conversation at the Special Meeting of the Board of Commissioners/Program and Planning Committee, staff will utilize the insights gained to continue with the IF measurement and SPR4 work. This includes obtaining the most comprehensive and current data available on the Impact Framework Indicators to support Implementation Planning. In Spring 2020, staff will provide an update on the Impact Framework indicators for Long-Term Systems Outcomes and Short-Term Markers of Progress.

Revisions to Contextual Indicators

As part of the development of the Impact Framework, First 5 LA staff identified key contextual indicators that provide insights into conditions within L.A. County which affect our work, referred to as the Contextual Indicators. Starting with a draft list of 30 indicators, First 5 LA staff prioritized key indicators using the following criteria:

- **Significance to First 5 LA’s work:** One of the intentions of the Contextual Indicators is to provide key contextual information to help inform First 5 LA’s strategies. One refinement criterion, therefore, was the extent to which the Contextual Indicator was significant and could be informative to First 5 LA’s work.
- **Uniqueness:** To the extent possible, redundancies among Contextual Indicators were minimized. Thus, if a Contextual Indicator was similar to another Contextual Indicator or featured in the Indicators for the Results for Children and Families, it was not included in the final list.
- **Alignment with External Measurement Efforts:** Contextual Indicators which aligned with other Early Childhood measurement efforts¹ were prioritized.
- **Data Availability:** First 5 LA did not want to include indicators for which we could not identify a viable data source that is routinely available. Thus, if we were unable to locate a data source for a potential Contextual Indicator it was not included at this time.

The following table outlines the revisions made as part of this process.

ORIGINAL Contextual Indicators (11/5/2018)	Current Status and Rationale (10/7/2019)
Child Characteristics	
1) Birth Rates	Retain: Birth rates can help inform our understanding of the demand for services.
2) Low Birth Weight	Retain: Low birth weight, one of the leading causes of infant death, speaks to the need for services like prenatal care, home visiting, and health services.
3) Infant Mortality	Retain: Infant mortality is a widely used indicator of the health of a population and can highlight the need for services such as prenatal care, home visiting, and health services.
4) Overweight Healthy Weight	Revise to focus on healthy weight. This provides an assets-based focus and better aligns to other measurement efforts.
5) Obesity Healthy Weight	Revise to focus on healthy weight. This provides an assets-based focus and better aligns to other measurement efforts.
6) Abuse/Neglect	Eliminate as it is not unique. The indicators for the Results for Children and Families already track reported and substantiated cases of abuse and neglect (Results Indicator #5).
7) Foster Care	Eliminate as it is not unique. The indicators for the Results for Children and Families already track out-of-home placements (Results Indicator #5).
8) Individual Family Service Plan	Eliminate as it is not unique. The indicators for the Results for Children and Families already track the rate of children with IFSPs (Results Indicator #3).

¹ Office of Child Protection (OCP) Prevention Measures Workgroup, PEW Home Visiting Data for Performance Initiative, First 5 Association Indicators, and EC-LINC Performance Measures and Indicators

ORIGINAL Contextual Indicators (11/5/2018)	Current Status and Rationale (10/7/2019)
9) Special Education	Retain: This indicator helps inform our understanding of the demand for services that will promote learning and developmental growth for children with special needs.
10) English Learner Designation	Retain: English Learner Designation informs our understanding of our target population and speaks to the need for professional development in early care and education settings.
11) 3 rd Grade Reading Levels	Retain: 3rd Grade English Language Arts Level constructs an understanding of a child's academic achievement at the end of early childhood and speaks to the need for professional development in early care and education settings.
12) Newborn Drug/Alcohol Toxicity	Eliminate due to lack of data availability.
New: California Strong Start Index	Add to provide a holistic view of child well-being at birth.
Maternal Characteristics	
13) Prenatal Care	Retain as prenatal care is an important predictor of birth outcomes and later health and speaks to the need to connect families to services.
14) Breastfeeding	Retain: This informs our understanding of what the landscape of breastfeeding looks like in L.A. County, and speaks to the need for mothers to attain services and resources geared toward breastfeeding practices.
15) Education Attainment	Retain as understanding maternal educational background can help tailor services and has been linked to child outcomes.
16) Working Outside the Home	Eliminate due to lack of significance to First 5 LA's work.
17) Maternal Depression	Retain: This informs our understanding of the long-term effects of maternal depression and speaks to the need of early identification and screening for mothers.
18) Postpartum Care	Retain as postpartum care is a critical service that improves outcomes for women, infants and families and to support ongoing health and well-being. This indicator speaks to the need to connect mothers to healthcare services.
Family Characteristics	
19) Structure	Eliminate due to lack of significance to First 5 LA's work.
20) Housing Cost Burden	Eliminate as it is not unique as cost-of-living will be accounted for in the poverty measure below.
21) Income Poverty	Revise to focus on measuring children living in poverty (child characteristic), accounting for cost-of-living and safety net programs.
Resources	
22) Food Insecurity	Retain: Food insecurity can inform our understanding of our target population and speaks to the need for nutrition programming in early care and education and home visiting programs.
23) Homelessness	Retain: Homelessness can inform our understanding of our target population and be an indicator of need.
24) Emergency Room Visits Preventable Child Injuries	Revise indicator statement to focus on preventable child injuries (child characteristic). Understanding rates of preventable child injuries provides insights into child safety.
25) Health Insurance Well-Child Visits	Revise to focus on well-child visits (child characteristic) which can better speak to health care utilization rates.
Community Characteristics	
26) Access to Transportation	Retain: Access to transportation can inform whether barriers to accessing services based on transportation needs exist.

ORIGINAL Contextual Indicators (11/5/2018)	Current Status and Rationale (10/7/2019)
27) Access and Utilization of Public Libraries	Eliminate due to lack of significance to First 5 LA's work.
28) Access to Parks and Recreation	Eliminate as this indicator is already captured among the Indicators for the Results for Children and Families (Indicator #10).
29) Parent/Community Knowledge of Early Childhood	Eliminate due to lack of data availability.
30) K-12 coordination with ECE System	Eliminate due to lack of data availability.
New: California Healthy Places Index	Add to provide a global snapshot of community health outcomes.

Impact Framework Contextual Indicators

Child Characteristics:

1. **Birth Rate:** Annual number of live births per 1,000 total population in L.A. County.
2. **Infant Mortality Rate:** Annual number of deaths of children under one year old per 1,000 live births in L.A. County.
3. **Low Birth Weight:** Annual percentage of infants born at low birth weight (less than 2,500 grams).
4. **Well-child Visits:** Annual percentage of children birth to age 5 in L.A. County who have received the recommended well-child visits for their current age.
5. **Preventable Child Injuries:** Annual rate of preventable child injuries among children birth to age 5 in L.A. County.
6. **Healthy Weight:** Annual percentage of children birth to age 5 in L.A. County with a Body Mass Index (BMI) that falls within a healthy weight range.
7. **English Learner Designation:** Annual percentage of kindergarteners in L.A. County who are designated English Learners.
8. **Special Education:** Annual percentage of children from ages 1 to 5 in L.A. County who are enrolled in special education.
9. **3rd Grade English Language Arts:** Annual percentage of 3rd grade students in L.A. County who meet or exceed the grade-level standard in English Language Arts.

Maternal Characteristics:

10. **Prenatal Care:** Annual percentage of mothers in L.A. County who gave birth in the last year that received prenatal care in the first trimester of their pregnancy.
11. **Postpartum Care:** Annual percentage of mothers in L.A. County who gave birth in the last year that had a postpartum check-up.
12. **Maternal Depression:** Annual percentages of mothers in L.A. County who gave birth in the last year that displayed signs or symptoms of prenatal or postpartum depression.
13. **Breastfeeding:** Annual percentages of mothers in L.A. County who gave birth in the last year that were breastfeeding at one week, one month, and three months after childbirth.
14. **Educational Attainment:** Annual percentages of mothers with children birth to age 5 in L.A. County by their highest level of education completed.

Family Resources:

15. **California Strong Start Index:** Annual average number of assets at birth in L.A. County.
16. **Poverty:** Annual percentage of children birth to age 5 in L.A. County living in poverty.
17. **Food Insecurity:** Annual percentage of households with children birth to age 5 in L.A. County who experience food insecurity.
18. **Homelessness:** Annual number of children birth to age 5 in L.A. County who experience homelessness.

Community Characteristics:

19. **California Healthy Places Index:** Annual percentile rank of L.A. County compared to other California counties on community conditions which affect health outcomes.
20. **Access to Transportation:** Annual percentage of families with children birth to age 5 in L.A. County who use public transit.

Impact Framework Indicator Guide

The indicators for the Results for Children and Families are a component of the Impact Framework which represent child and family conditions that reflect progress towards the North Star. Monitoring this data will help First 5 LA gauge how well systems are working for children and families. This document highlights the value of each indicator and provides a high-level summary of the most recent data and trends. At this time, we are reporting data and trends from publicly available data sources; **data on result indicators will be updated as additional data is secured.**

Result Indicator	Value of the Indicator	Current Data Source ¹	Most Recent Data	Historical Data Trends
<p>1. Increased rate of L.A. County children birth to age 5 enrolled in a high-quality early care and education program.</p>	<p>There is a large body of evidence that suggests having high-quality early care and education (ECE) experiences prior to kindergarten entry leads to later school success. Beyond the experiences that improve specific cognitive domains, such as reading, language development and numeracy skills, participating in high-quality ECE promotes socio-emotional development through structured play, physical and motor development and the building of positive relationships with providers and peers. This indicator provides insights into the proportion of children in L.A. County connected to such services.</p>	<p>Proxy Measure: Quality Counts California (QCC) Common Data File for L.A. County</p>	<p>In 2017-18, just under 6% of the 631,911 children under five years old in L.A. County were attending a Quality Start Los Angeles (QSLA)-rated high quality early care and education program. Among the 43,660 children served in QSLA-rated programs during 2017-18, a total of 37,111 children were enrolled in programs that were rated Tier 3 or higher. ²</p>	<p><i>Pending access to historical data</i></p>
<p>2. Increased rate of income-eligible L.A. County children birth to age 5 enrolled in publicly-funded early care and education programs.</p>	<p>Participation in subsidized early care and education programs not only offers access to high-quality programs for low-income families, it also enhances the overall economic well-being of families in L.A. County. The research related to the relationship between family economic well-being and school readiness and later success is well established. This indicator provides insights into the proportion of children in L.A. County connected to such a resource.</p>	<p>Direct Measure: Enrollment data from Los Angeles County Office of Education (LACOE) and the Office for the Advancement of Early Care and Education (OAECE) Annual Survey of Early Care and Education Providers; Child Care Alliance of Los Angeles (CCALA)</p>	<p>70,516 children in L.A. County are enrolled in early care and education settings subsidized by state and federal funding sources as of April 2019. This represents 15.5% of the 455,581 children who were eligible for subsidized care in 2016.³</p>	<p><i>Pending access to historical data</i></p>

¹ Please note there are three current measures of the indicators: (1) Direct measures of the indicator, (2) Proxy measures which are indirect measures that provide an estimation of the indicator, and (3) Related Data which is provided when no measure of the indicator currently exists and a close alternative provides some insights into the current state of affairs.

² Please note additional data will be added in the future to include enrollments in programs with NAEYC accreditation, NAFCC accreditation, or those in compliance with Head Start Program Performance standards.

³ American Institutes for Research (2016). Early Learning Needs Assessment Tool.

Result Indicator	Value of the Indicator	Current Data Source	Most Recent Data	Historical Data Trends
<p>3. Increased rate of L.A. County children birth to age 3 with a developmental delay participating in early intervention services.</p>	<p>Research has shown that the earlier children’s developmental needs are identified, the more effective the intervention can be in supporting healthy child development, reducing stress in the home, increasing parental capacity and increasing success in school. This indicator provides insights into the proportion of children in L.A. County connected to such services.</p>	<p>Proxy Measure: CA Office of Special Education Programs (OSEP) Early Start Part C Annual Performance Report, Percent of children and toddlers birth to 3 with Individual Family Service Plans (IFSP)</p>	<p>Fiscal Year 2017 Early Start data indicates that 47,025 California children birth through age 3 are receiving early intervention services through the Regional Centers. This represents 3.18% of the 1,476,631 infants and toddlers in California.⁴ However, literature on early identification suggests 12–16% of children in the United States have at least one developmental delay.⁵</p>	<p>The proportion of California children who receive early intervention services through Early Start has increased slightly over the ten-year period between 2005 and 2017 (from 1.99% to 3.18%).</p>
<p>4. Decreased average age of L.A. County children entering into special education services.</p>	<p>Research has shown that the earlier children’s developmental needs are identified, the more effective the intervention can be supporting healthy child development, reducing stress in the home, increasing parental capacity and increasing success in school. Indicator 4 adds value by capturing services received beyond IDEA Part C (Early Start) by tracking the average age of children entering special education services with the goal of reducing this age over time, signaling that children are receiving services earlier.</p>	<p>Proxy Measure: California Department of Education Special Education Division, Average age of children receiving special education services for speech or language impairment⁶</p>	<p>As of December 2017, the average age of children receiving special education services for speech or language impairment among children in L.A. County was 6.25 years old.</p>	<p>Over the last ten years, the average age of those receiving special education services has gradually decreased by 0.6 years.</p>

⁴ Data is currently available only as a state-wide indicator and not specific to L.A. County.

⁵ Mackrides, P. S., & Ryherd, S. J. (2011). Screening for developmental delay. *American Academy of Family Physicians*, 84 (5), 544 – 549.

⁶ Speech and language impairments are the most prevalent developmental delay among young children, and frequently accompanies other delays.

Result Indicator	Value of the Indicator	Current Data Source	Most Recent Data	Historical Data Trends
<p>5. Decreased rate of L.A. County children with Child Protective Services involvement at any point during the first 5 years of life.</p>	<p>Children involved in the child welfare system are less likely to participate in high-quality early care and education programs, to be ready for kindergarten, or to graduate from high school. They are also more likely to be involved in other systems. This indicator provides insights into the proportion of children who have involvement with the child welfare system during their early childhood.</p>	<p>Direct Measure: Children’s Data Network, Cumulative Risk of Child Protective Services Involvement</p>	<p>Of children born in 2013, 16.2% were reported to Child Protective Services (CPS) as a victim at least once during their first 5 years of life, 5.7% were substantiated as a victim, and 2.8% were placed in out-of-home care.</p>	<p>There has been a slight increase in the rate of children reported to CPS as a victim at least once during their first 5 years of life, from 14.6% of children born in 2007. No significant changes occurred in the rate of children with substantiated cases or out-of-home placement.</p>
<p>6. Increased percentage of L.A. County families with children birth to age 5 who read, tell stories, sing, play music, or teach letters, words, or numbers to their child daily.</p>	<p>Research has shown that families play a key role in supporting their child’s language development. This indicator serves as a proxy for both awareness of child development and active parental engagement.</p>	<p>Proxy Measure: Public Health Foundation Enterprises (PHFE) WIC Research and Evaluation Department, Los Angeles County WIC Survey⁷</p>	<p>In 2017, of 6,000 surveyed WIC parents:</p> <ul style="list-style-type: none"> • 45% reported reading to their child every day. • 35% reported telling stories to their child every day. • 67% reported playing music to their child every day. • 60% reported teaching letters, words, or numbers to their child every day. 	<p>Since 2008, there have been slight increases in the percentage of WIC parents reading to their child everyday (from 37% to 45%) and in telling stories to their child every day (from 27% to 35%).</p>

⁷ The Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) provides supplemental foods, nutrition education and referrals to health care, at no cost, to low-income pregnant, breastfeeding and postpartum women, infants, and children up to age 5 who are determined to be at nutritional risk. In 2017, 48% of L.A. County families with children under the age of 5 participated in WIC. While the L.A. County WIC Survey is representative of the population of low-income WIC participants, it is not a population-wide measure for L.A. County broadly.

Result Indicator	Value of the Indicator	Current Data Source	Most Recent Data	Historical Data Trends
<p>7. Increased rate of L.A. County families who participated in home visiting programs at any point during prenatal through age 5.</p>	<p>Home visiting is a powerful tool to support and strengthen families by providing family-centered coaching and mentoring, education, support on an individual basis, and connecting families to additional critical services and supports. Home visitors meet families where they are and foster the critical parent-child bond by reinforcing parents' own efforts and abilities to optimize their child's development. This indicator provides insights into the proportion of children in L.A. County connected to such services.</p>	<p>Direct Measure: Los Angeles Best Babies Network (LABBN), Enrollments in First 5 LA funded Home Visiting Programs (Welcome Baby, Healthy Families America and Parents as Teachers)</p>	<p>A total of 18,678 families enrolled in First 5 LA-funded home visiting programs during Fiscal Year (FY) 2018-19. In 2017, 128,919 children were born in L.A. County.⁸</p>	<p>Enrollment in Welcome Baby has seen a steady increase from 12,777 in FY 2016-17 to 16,851 in FY 2018-19, while enrollments in First 5 LA-funded Healthy Families America and Parents as Teachers have remained relatively stable.</p>
<p>8. Increased rate of eligible L.A. County families with children prenatal to age 5 participating in safety net programs.</p>	<p>Public service system programs, such as CalWORKS, CalFresh, WIC and Medi-Cal, represent the availability of critical economic support resources for children and families. They allow families to meet important health care and basic needs. This indicator is a proxy for systems being accessible and available to meet families' needs.</p>	<ul style="list-style-type: none"> • Related Data: CA Department of Social Services, California Work Opportunity and Responsibility to Kids (CalWORKS) • Direct Measure: CA Department of Social Services, CalFresh Program Reach Index. • Related Data: U.S. Department of Agriculture, CA WIC Program MIS System. • Related Data: Department of Health Care Services, Medi-Cal Penetration Brief. 	<ul style="list-style-type: none"> • In 2019, 18% of children under 18 years old in L.A. County receive CalWORKS⁹. • In 2017, CalFresh reached over two-thirds (69%) of all eligible families. • In 2017, WIC served roughly half of all L.A. County children under the age of 5 years old.⁹ • In 2015, 57.7% of all children birth to age five years old in L.A. County had Medi-Cal as their primary insurer.⁹ 	<ul style="list-style-type: none"> • Within the past seven years (2012-19), there has been a slight decrease in children under 18 years old receiving CalWORKS with 24% of children receiving cash assistance in 2012. • Over a ten-year span (2007-2017), the percent of L.A. County children under age 5 years old participating in WIC slightly decreased.

⁸Enrollment data for home visiting programs that do not receive First 5 LA funding is not currently accessible.

⁹Please note that data estimates for the number of families eligible for CalWORKS, WIC, and Medi-Cal is pending access. Currently accessible data looks at participation compared to the total population of children in L.A. County and does not account for eligibility criteria.

Result Indicator	Value of the Indicator	Current Data Source	Most Recent Data	Historical Data Trends
<p>9. Increased rate of L.A. County parents/caregivers with children birth to age 5 who report having one or more people to talk to in times of need.</p>	<p>Research suggests that having stable social connections has been shown to be a critical support for families that enables them to deal with economic, social and parental stress. This indicator measures how well families have access to informal supports to assist in promoting their child’s development.</p>	<p>Proxy Measure: PHFE WIC Research and Evaluation Department, L.A. County WIC Survey⁷</p>	<p>Across L.A. County during 2017, more than 80% of parents/caregivers report having someone to turn to if they needed someone to comfort or listen to them.</p>	<p><i>Pending access to historical data</i></p>
<p>10. Increased rate of L.A. County families with children prenatal to age 5 that have access to parks and open spaces.</p>	<p>Families having access to parks and open spaces is representative of a community environment that offers the type of resources that enable families to be active and connect with others. This indicator can be viewed as a demonstration of communities’ commitment to young children and building social connections.</p>	<p>Proxy Measure: Los Angeles County Department of Parks and Recreation, Needs Assessment, Percentage of L.A. County residents who reside within one half-mile of a park, beach, or other open space greater than one acre.</p>	<p>In 2016, 49% of people residing in L.A. County lived within one-half mile of a park, beach, or other open space greater than one acre while 51% lived beyond one-half mile. Overall, 80% of parks in L.A. County experience high park pressure (amount of available land versus density of population in area) making play and connection difficult.</p>	<p><i>Pending access to historical data</i></p>

Contextual Indicators

This section summarizes 20 Contextual Indicators intended to capture the L.A. County context which are divided into the following four domains: child characteristics, maternal characteristic, family resources, and community characteristics. The four domains represent factors that are most relevant and the best fit to inform First 5 LA's work.

Contextual Indicator	Value of the Indicator	Current Data Source	Most Recent Data	Historical Data Trends
Child Characteristics				
1. Birth Rate: Annual number of live births per 1,000 total population in L.A. County.	Birth rates can help inform our understanding of our target population which speaks to the demand for services.	TBD	TBD	TBD
2. Infant Mortality Rate: Annual number of deaths of children under one year old per 1,000 live births in L.A. County.	Infant mortality is a widely used indicator of the health of a population and can highlight the need for services such as prenatal care, home visiting, and health services.	TBD	TBD	TBD
3. Low Birth Weight: Annual percentage of infants born at low birth weight (less than 2,500 grams).	Low birth weight, one of the leading causes of infant death, speaks to the need for services like prenatal care, home visiting, and health services.	Direct Measure: California Department of Public Health, Center for Health Statistics, OHIR Vital Statistics Section, 2006-2015.	In 2015, 9,100 (7.3%) of children were of low birth weight in Los Angeles County.	Over the last 10 years, there has been very little fluctuation in the proportion of children of low birth weight in L.A. County.
4. Well-child Visits: Annual percentage of children birth to age 5 in L.A. County who have received the recommended well-child visits for their current age.	Well-child visits can speak to health care utilization rates.	TBD	TBD	TBD

Contextual Indicator	Value of the Indicator	Current Data Source	Most Recent Data	Historical Data Trends
<p>5. Preventable Child Injuries: Annual rate of preventable child injuries among children birth to age 5 in L.A. County.</p>	<p>Understanding rates of preventable child injuries provides insights into child safety.</p>	<p>Direct Measure: L.A. County Department of Public Health</p>	<p>TBD</p>	<p>TBD</p>
<p>6. Healthy Weight: Annual percentage of children birth to age 5 in L.A. County with a Body Mass Index (BMI) that falls within a healthy weight range.</p>	<p>Childhood obesity puts children at risk for poor health outcomes later in life. Healthy weight provides an asset-based focus; it informs our understanding of our target population and speaks to the need for nutrition programming in early learning and care and home visiting programs.</p>	<p>Proxy Measure: Women, Infant, Child (WIC) Program, Childhood Obesity Rates in L.A. County⁵</p>	<p>TBD</p>	<p>TBD</p>
<p>7. English Learner Designation: Annual percentage of kindergarteners in L.A. County who are designated English Learners.</p>	<p>English learner students are those students for whom there is a report of a primary language other than English. English Learner Designation informs our understanding of our target population and speaks to the need for professional development in early learning and care settings.</p>	<p>Direct Measure: California Department of Education DataQuest, Enrollment by English Language Acquisition Status and Grade</p>	<p>In the 2018-2019 school year, 30%, or a total of 38,740 kindergarteners in L.A. County, were classified as English Learners.</p>	<p>While the number of kindergarteners in L.A. County has remained relatively flat from 2014-2015 to 2018-2019, the percent of kindergarteners classified as English Learners decreased by 8% during this period (38% to 30%).</p>
<p>8. Special Education: Annual percentage of children from ages 1 to 5 in L.A. County who are enrolled in special education.</p>	<p>Children with an IFSP or IEP are eligible for special education services. This helps inform our understanding of the demand for services that will promote learning and developmental growth for children with special needs.</p>	<p>Direct Measure: California Department of Education, Special Education Division</p>	<p>In 2017, more than 22,000 children aged 0 to 5 years old were enrolled in special education in L.A. County.</p>	<p>Enrollment in special education among 0 to 5-year-olds increased by 8% between 2014-15 to 2017-18.</p>

Contextual Indicator	Value of the Indicator	Current Data Source	Most Recent Data	Historical Data Trends
9. 3rd Grade English Language Arts Proficiency: Annual percentage of 3rd grade students in L.A. County who meet or exceed the grade-level standard in English Language Arts.	High reading levels are an early indicator of academic success. 3 rd Grade English Language Arts Level constructs an understanding of a child's academic achievement at the end of early childhood and speaks to the need for professional development in early care and education settings.	Direct Measure: California Department of Education, in English Language Arts (CAASPP)	In school year 2017-18, 48% of 3rd graders in L.A. County met or exceeded grade-level standards in English Language Arts (CAASPP).	The percent of 3rd graders in L.A. County that met or exceeded grade-level standards in English Language Arts increased by 13% from 2014-15 to 2017-18.
Maternal Characteristics				
10. Prenatal Care: Annual percentage of mothers in L.A. County who gave birth in the last year that received prenatal care in the first trimester of their pregnancy.	Prenatal care is an important predictor of birth outcomes and later health and speaks to the need to connect families to services.	TBD	TBD	TBD
11. Postpartum Care: Annual percentage of mothers in L.A. County who gave birth in the last year that had a postpartum check-up.	Postpartum care is a critical service that improves outcomes for women, infants and families and to support ongoing health and well-being. This indicator speaks to the need to connect mothers to healthcare services.	TBD	TBD	TBD

Contextual Indicator	Value of the Indicator	Current Data Source	Most Recent Data	Historical Data Trends
<p>12. Maternal Depression: Annual percentages of mothers in L.A. County who gave birth in the last year that displayed signs or symptoms of prenatal or postpartum depression.</p>	<p>Maternal depression negatively impacts healthy early development and school readiness. This informs our understanding of the long-term effects of maternal depression, and speaks to the need of early identification and screening for mothers.</p>	<p>Proxy Measure: California Department of Public Health: Maternal and Infant Health Assessment (MIHA) Survey Data Snapshot, County of Los Angeles, Maternal Characteristics</p>	<p>Between 2013 - 2015, an estimated 13.9% of mothers in L.A. County experienced prenatal depressive symptoms, and 13.6% of mothers of newborns in L.A. County experienced postpartum depressive symptoms.</p>	<p>Since 2010, the percentage of mothers experiencing prenatal and postpartum depression in L.A. County has remained steady.</p>
<p>13. Breastfeeding: Annual percentages of mothers in L.A. County who gave birth in the last year that were breastfeeding at one week, one month, and three months after childbirth.</p>	<p>Breastfeeding rates are indicative of mother/child bonding and child nutrition. This informs our understanding of what the landscape of exclusive breastfeeding looks like in L.A. County, and speak to the need for mothers to attain services and resources geared toward breastfeeding practices.</p>	<p>Proxy Measure: Los Angeles Mommy and Baby Project (LAMB), % of mothers reporting exclusive breastfeeding</p>	<p>In 2016, an estimated 55.6% of mothers in L.A. County were exclusively breastfeeding their children at 1 week, 51.0% at 1 month, and 43.2% at 3 months.</p>	<p>Since 2014, the percentage of mothers exclusively breastfeeding at 3 months has increased by 5% in L.A. County.</p>
<p>14. Educational Attainment: Annual percentages of mothers with children birth to age 5 in L.A. County by their highest level of education completed.</p>	<p>Understanding maternal educational background can help tailor services and has been linked to child outcomes.</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>

Contextual Indicator	Value of the Indicator	Current Data Source	Most Recent Data	Historical Data Trends
Family Resources				
15. California Strong Start Index (CASSI): Annual average number of assets at birth in L.A. County.	Birth asset scores, which summarize the conditions in which children are born, can speak to the need for services and supports to optimize child development across communities in L.A. County as children with fewer assets may have greater need for services. The CASSI explores 12 assets across family, health, service, and financial domains.	Direct Measure: California Strong Start Index, First 5 Association/Children’s Data Network	In 2016, children born in L.A. County had an average of 8 out of 12 assets at birth, which is consistent with the state average.	<i>Pending access to historical data</i>
16. Poverty: Annual percentage of children birth to age 5 in L.A. County living in poverty.	Living in poverty is associated with an array of risk factors. Poverty can speak to the demand for public/subsidized services.	TBD	TBD	TBD
17. Food Insecurity: Annual percentage of households with children birth to age 5 in L.A. County who experience food insecurity.	Food insecurity can lead to long-term negative health and developmental consequences for children, and can be an indicator of need.	Proxy Measure: Los Angeles County Department of Public Health	In 2015, an estimated 27.7% of families with children under the age of 18 in L.A. County were living in a household with limited or uncertain access to adequate food.	From 2002 to 2011 the percent of families with children under the age of 18 in L.A. County with limited access to adequate food increased by 9% and then decreased from 2011 to 2015 by 6%.
18. Homelessness: Annual number of children birth to age 5 in L.A. County who experience homelessness.	Homelessness can negatively affect the health, development and well-being of pregnant women, children and families, and can be an indicator of need.	Direct Measure: Los Angeles Homeless Services Authority (LAHSA)	In 2018, a total of 264 children under the age of 18 were reported as homeless, making up an estimated 2% of the homeless population in Greater Los Angeles.	The homeless youth count has significantly decreased across all of L.A. County from 2016-2018.

Contextual Indicator	Value of the Indicator	Current Data Source	Most Recent Data	Historical Data Trends
Community Characteristics				
19. California Healthy Places Index: Annual percentile rank of L.A. County compared to other California counties on community conditions which affect health outcomes.	This indicator can help identify community strengths and assets as well as opportunities for growth. It also gives a holistic picture of a community's health in comparison to other California communities and counties.	Direct Measure: Public Health Alliance of Southern California: California Healthy Places Index	Overall, L.A. County has healthier community conditions than 50% of other California counties, and healthier economic and educational conditions than over 60% of other California counties.	<i>Pending access to historical data</i>
20. Access to Transportation: Annual percentage of families with children birth to age 5 in L.A. County who use public transit.	Monitoring access to transportation can help inform the location of easily accessible sites for programming and identify communities in need of more flexible services, such as mobile clinics or home visiting.	TBD	TBD	TBD

DRAFT



IMPACT FRAMEWORK: CONTEXTUAL INDICATORS

Kimberly Hall

Interim Director, Measurement, Learning, & Evaluation



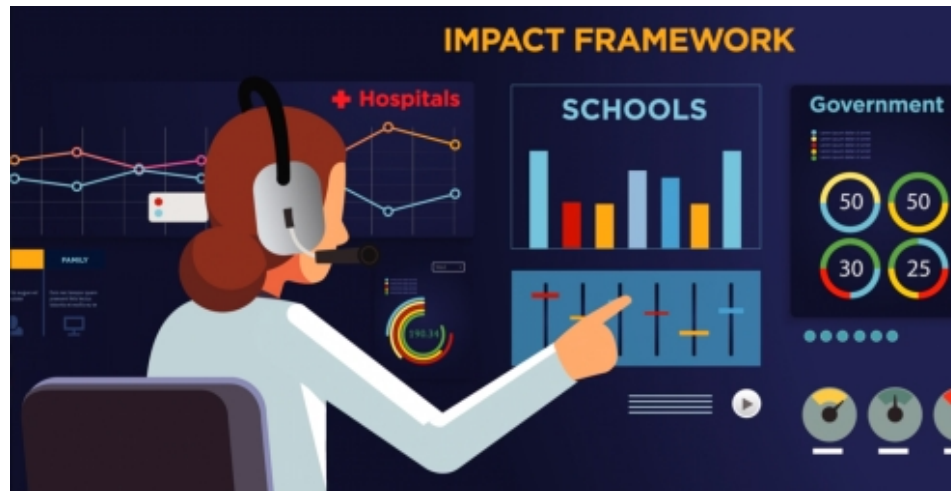
129

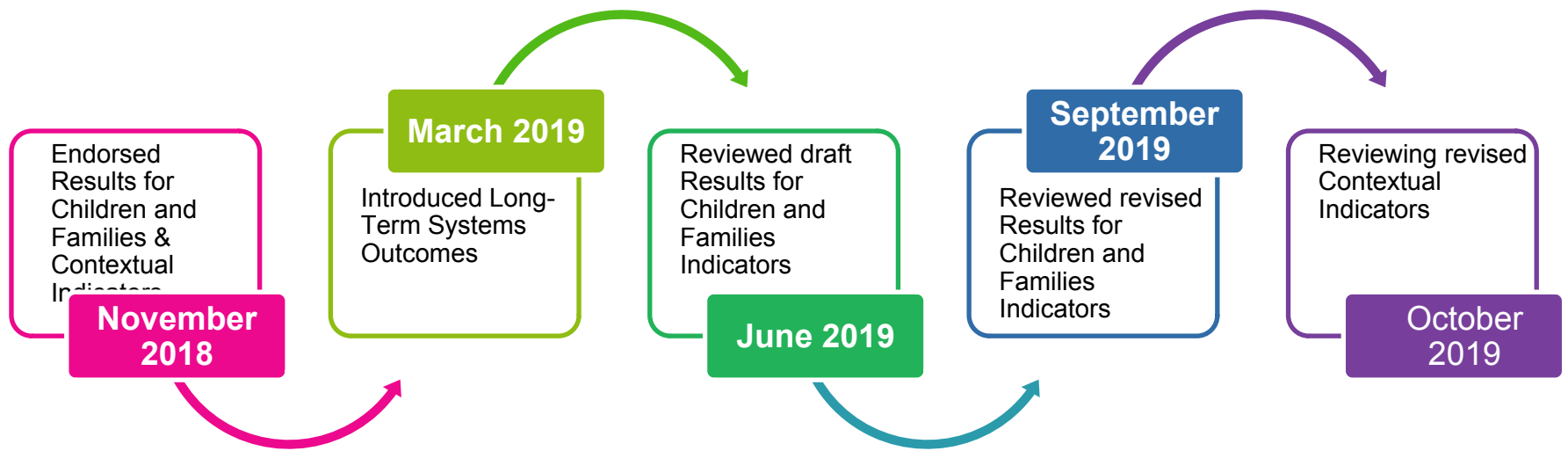
1. Review how the Impact Framework will help First 5 LA track and measure progress towards our North Star
2. Review revised Contextual Indicators and current data for select indicators
3. Preview next steps for the Impact Framework

Impact Framework Review



Measuring Progress towards our North Star





IMPACT FRAMEWORK INDICATORS



By 2028, all children in L.A. County will enter kindergarten ready to succeed in school and life

Results for Children & Families

Long Term System Outcomes

Short Term Markers of Progress

Context

IMPACT FRAMEWORK INDICATORS



By 2028, all children in L.A. County will enter kindergarten ready to succeed in school and life

Results for Children & Families

Long Term System Outcomes

Short Term Markers of Progress

Context

What They Are


The child and family conditions that reflect progress towards the North Star

How We Will Use Them

To gauge how well systems are working for children and families

IMPACT FRAMEWORK INDICATORS




 By 2028, all children in L.A. County will enter kindergarten ready to succeed in school and life

Results for Children & Families

Long Term System Outcomes

Short Term Markers of Progress

Context

What They Are

The improvements needed in systems so that they work for children and families

How We Will Use Them

To measure the progress of our systems change strategies

IMPACT FRAMEWORK INDICATORS



By 2028, all children in L.A. County will enter kindergarten ready to succeed in school and life

Results for
Children & Families

Long Term System Outcomes

Short Term Markers of Progress

Context

What They Are

The early improvements in systems expected from our strategies

How We Will Use Them

To guide course-correction and serve as early markers of progress

IMPACT FRAMEWORK INDICATORS



By 2028, all children in L.A. County will enter kindergarten ready to succeed in school and life

Results for
Children & Families

Long Term System Outcomes

Short Term Markers of Progress

Context

What They Are

Conditions within L.A. County which affect our work

How We Will Use Them

To understand the context and inform our strategies

IMPACT FRAMEWORK INDICATORS



By 2028, all children in L.A. County will enter kindergarten ready to succeed in school and life

Results for Children & Families

Long Term System Outcomes

Short Term Markers of Progress

Context

Revised Contextual Indicators



IMPACT FRAMEWORK INDICATORS



By 2028, all children in L.A. County will enter kindergarten ready to succeed in school and life

Results for
Children & Families

Long Term System Outcomes

Short Term Markers of Progress

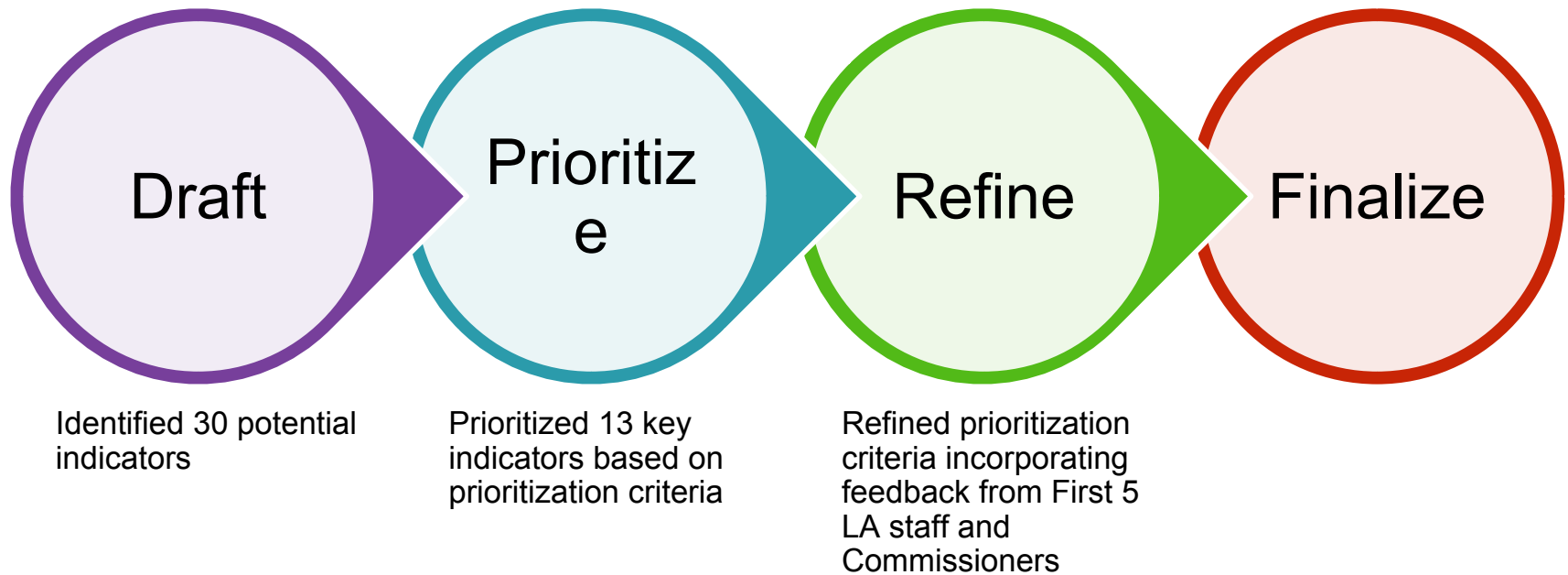
Context

What They Are

Conditions within L.A. County which affect our work

How We Will Use Them

To understand the context and inform our strategies



Significance to
First 5 LA's work

Uniqueness

Alignment with
External
Measurement
Efforts

Data Availability

Significance to
First 5 LA's work

Uniqueness

Alignment with
External
Measurement
Efforts

Utilization of Public Libraries

While Public Libraries are an important community resource, it is unlikely to inform our strategy.



Not significant to First 5 LA's
Work

Significance
to First 5
LA's work

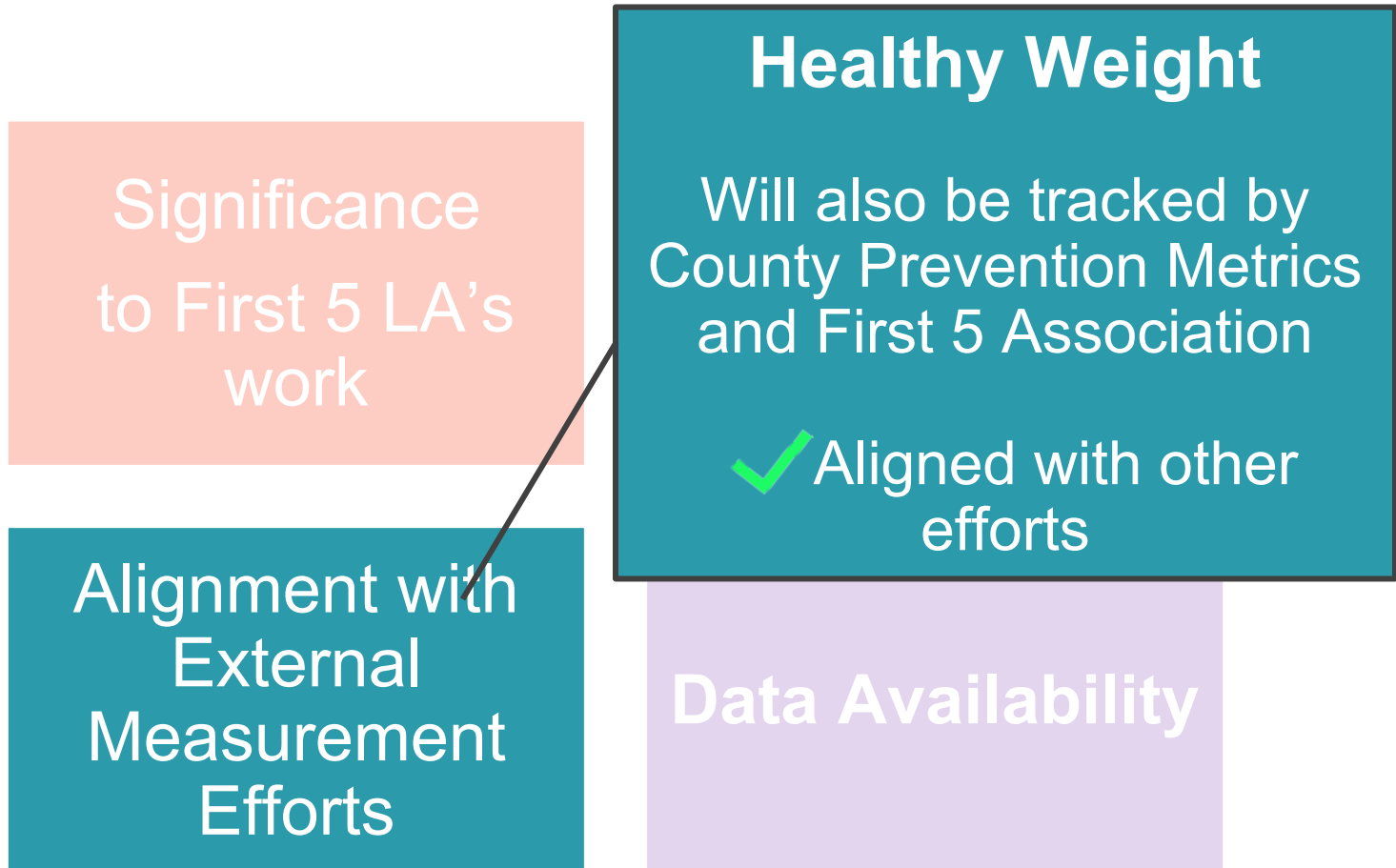
Uniqueness

**Access to Parks &
Recreation**

Currently a Result Indicator

 Not unique

Data
Availability



**Newborn -
Drug/Alcohol Toxicity**
We could not identify a data source at this time.

✘ No Data Available

Uniqueness

Alignment with
External
Measurement
Efforts

Data Availability

Child Characteristics

- Birth Rate
- Infant Mortality Rate
- Low Birth Weight
- Well-Child Visits
- Preventable Child Injuries
- Healthy Weight
- English Learner Designation
- Special Education
- 3rd Grade English Language Arts Level

Maternal Characteristics

- Prenatal Care
- Postpartum Care
- Maternal Depression
- Breastfeeding
- Educational Attainment

Family Resources

- Food Insecurity
- Homelessness
- California Strong Start Index (CASSI)
- Poverty

Community Characteristics

- California Healthy Places Index
- Access to Transportation

Contextual Indicator 9

English Learner Designation: Annual percentage of kindergarteners in L.A. County who are designated English Learners.

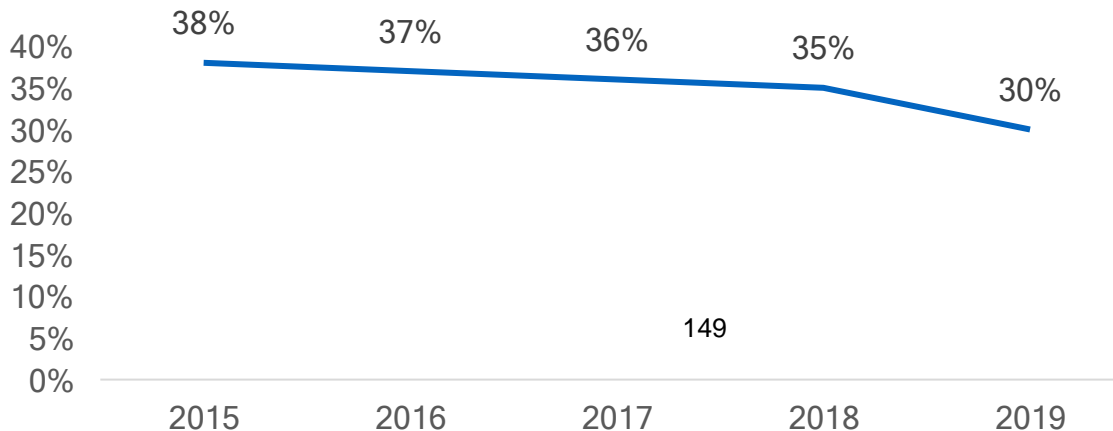


Current Data

In the 2018-2019 school year, 30% of kindergarteners in L.A. County were classified as English Learners.

$$\frac{38,740 \text{ English Learners}}{131,341 \text{ Kindergarteners}}$$

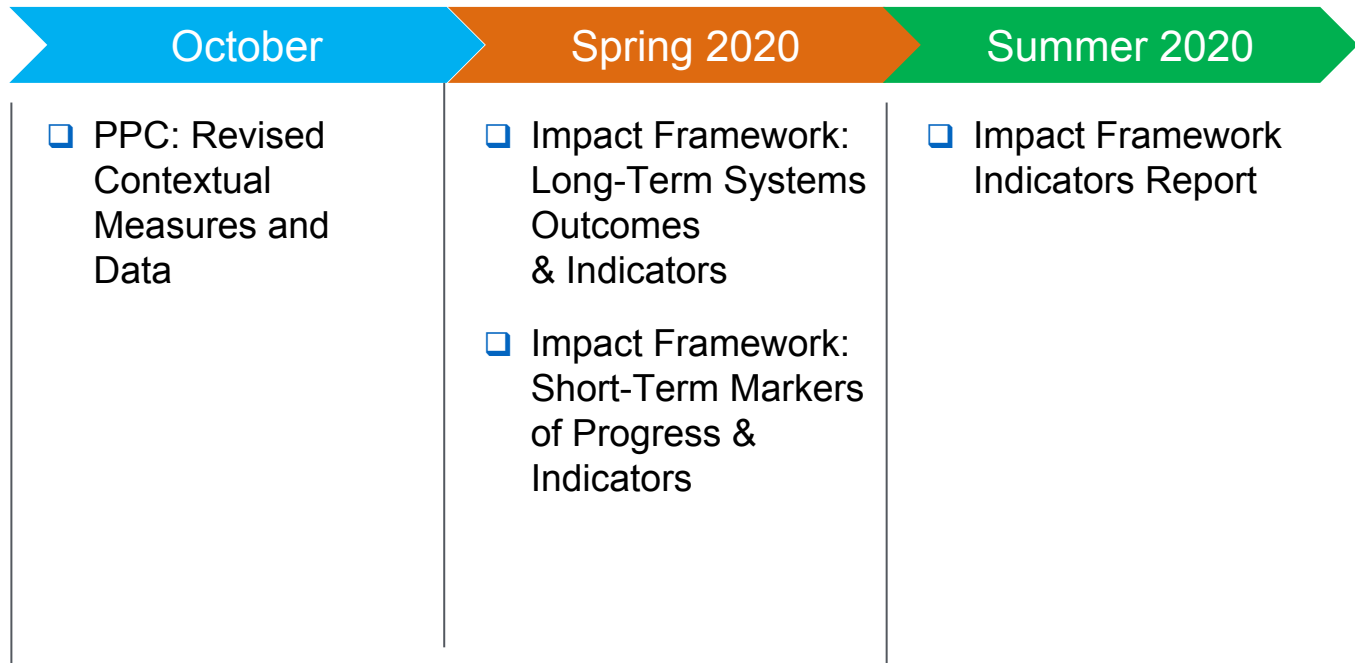
The percentage of kindergarteners classified as English Learners decreased by 8% since 2015.





Impact Framework Next Steps

- Engage county agencies and other key partners
- Obtain the most comprehensive and current data available
- Disaggregate by race/ethnicity, income and geography
- Share data with Strategy Refinement Teams to support implementation planning



1. Do you have any questions about the Contextual Indicators?
2. Do these Contextual Indicators resonate with you?
3. Is there anything missing from the current list of Contextual Indicators?

Comments/
Questions?



Policy and Advocacy Funding: Lessons Learned from the ECE Policy & Advocacy Fund

Becca Patton

Director, Early Care & Education

Peter Barth

Director, Public Policy & Government Affairs

Jaime Kalenik

Program Officer, Early Care & Education

Cynthia Freeman

Senior Program Director, Community Partners



October 24, 2019

Objectives

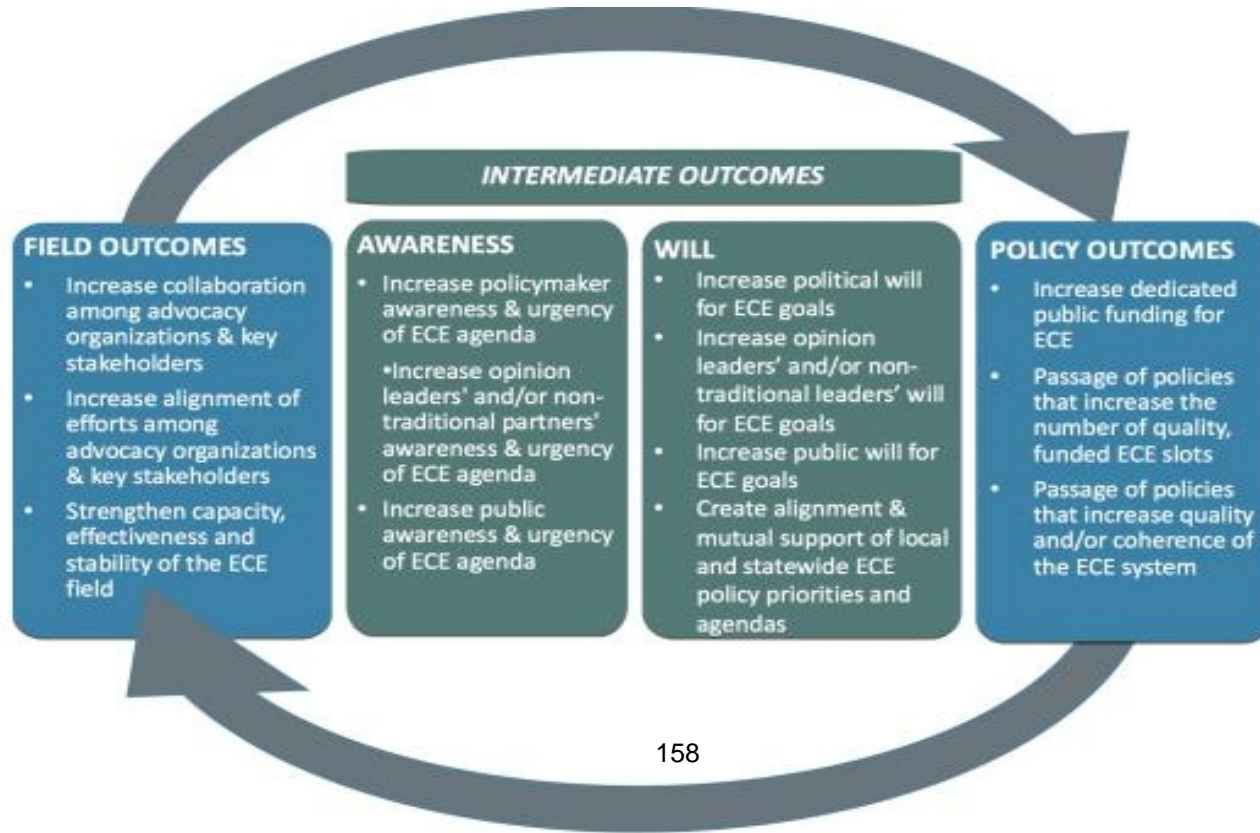
- Review First 5 LA approach to grantmaking within the ECE Policy & Advocacy Fund (ECE PAF)
- Share progress and lessons learned from the first two years of implementation
- Discuss next phase of policy and advocacy funding at First 5 LA

Background

- In 2016 the Commission approved the initial contract for ECE PAF estimating a total project cost of \$15 million through 2021
- Design phase included landscape analysis, stakeholder interviews, research
- When funding effective policy and advocacy, important to focus on outcomes, not outputs

157

Goals of ECE PAF



158

Structure of ECE PAF

Intermediary: Community Partners

- Provides grant administration and management
- Coordinates and provides individualized technical assistance for grantees
- Serves as neutral organizer and facilitator of grantee convenings
- Oversees learning and evaluation of the fund

First 5 LA Role

- Provides overall vision and strategy development
- Brings policy and systems change and subject-matter expertise
- Serves as a grantee partner and fellow advocate
- Retains final funding approval and decision rights

Partnership Fund

- Multi-year grants up to \$350,000 annually for anchor agencies with advocacy presence in Los Angeles and Sacramento
- Provides consistent, flexible funding for key partners

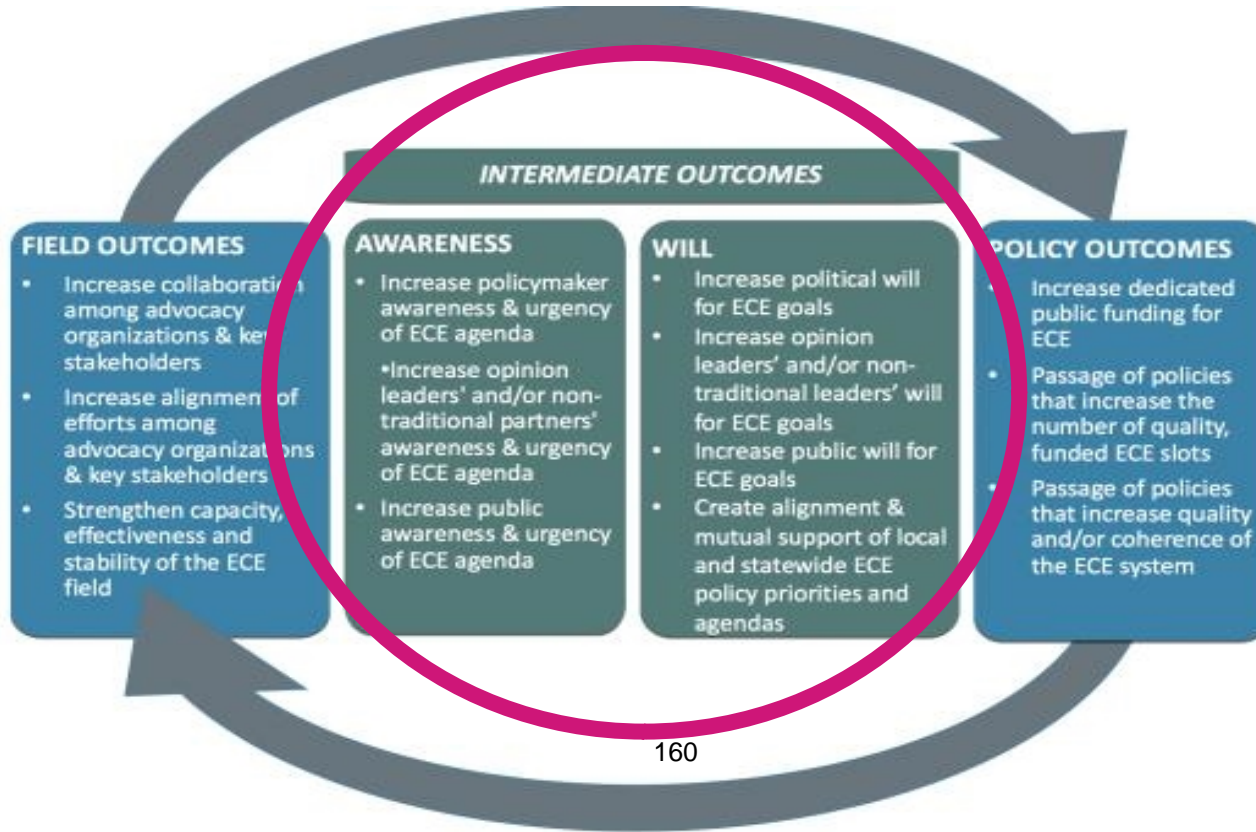
Field Building Fund

- Grants up to \$75,000 to build capacity for organizations to participate in coalitions, increase Sacramento or Los Angeles presence, or engage non-traditional partners

Rapid Response Fund

- Funding up to \$50,000 for discrete, time-limited projects that address field-wide needs

Impact of ECE PAF: Awareness and Will



160

Building Awareness & Will in Sacramento

- From June 2017-June 18 (Year 1), PAF Grantees made **341 legislative visits**
- 19 legislators received 5-7 visits (**15.8% of legislature received 35.8% of all PAF ECE grantee visits**)
- 20 legislators received 0 visits (**16.7% of legislature received 0 visits**);
- **27% of visits were done collaboratively** with other PAF ECE grantees

“Don’t assume that ECE is always competing with other policy priorities...”

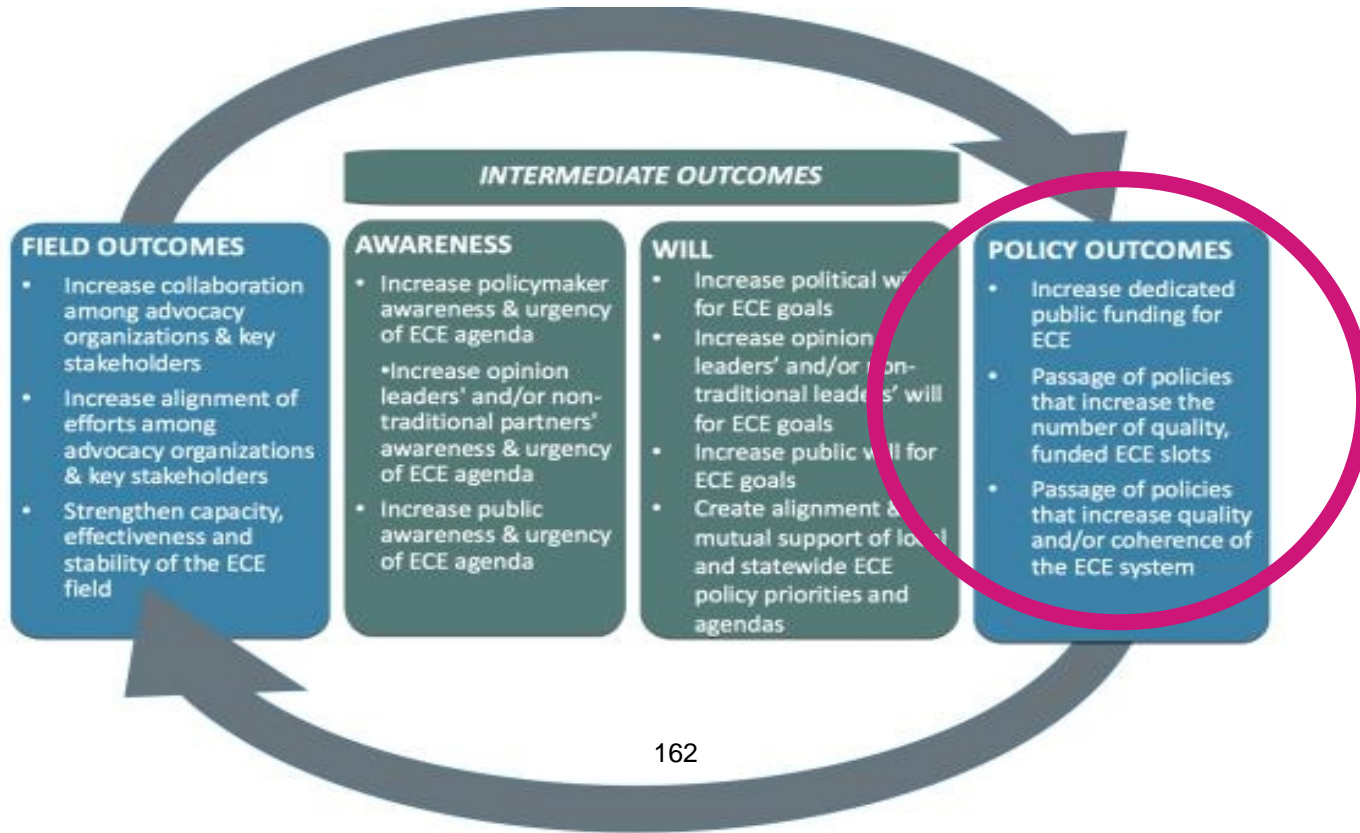
-ECE Legislative Consultant

SUGGESTIONS FROM LEGISLATIVE STAFF INTERVIEWED:

- Simplify the data, it is too high level
- Focus on implementation
- Acknowledge state funding challenges
- Have simple, cohesive messaging and asks
- Coordinate local site visits for legislative staff

161

Impact of ECE PAF: Policy Outcomes



162

Policy Outcomes

State Level ECE Bills Passed with Support from F5LA and PAF ECE Advocates

Year	2017-18	2018-19	2019-20
ECE Bills Passed	AB 2626 AB 2698 AB 605	SB 234 Others held (2 -year bills) AB 125 AB 324 AB 452 SB 174	AB 125 AB 324 AB 452 SB 174 Status TBD

Budget Success:

Grantees Collaborated on the **Billion Dollars for Babies** Budget Request & **CCDBG \$231 Million Expansion**

LOCALLY, the LAUSD Birth to 8 Roadmap, Dual Language Learning Pilots, Facilities Motion, and continued work toward local ECE Funding Initiatives have taken place.

Local Advocacy Progress

Local Policies	Status
DLL Pilot at LAUSD	Expansion discussion in progress; may expand to 10-15 sites in Fall 2019. Video project highlighting this will be available in 2019.
LAUSD ECE Advocacy	ECE Division has not been issued the 15% cut most other Divisions have had.
ECE Facilities Assessment Motion	Motion passed in October 2018; Assessment completed in July 2019.
Babies & Toddlers Campaign	Led passage of the facilities assessment motion and supported passage of a motion in support of a comprehensive fiscal assessment.

Rapid Response Grants Support the Field

RESEARCH

56%
\$112,493

- Crosswalk of rate reform recommendations
- Analysis of K-12 certificated teacher salaries and benefits in CA
- Demonstrate effectiveness of CCDBG funding for use in advocating to make it permanent
- Comprehensive fiscal analysis - research
- Data on LA County's childcare workforce

BLUE RIBBON COMMISSION

27%
\$57,290

- Support for BRC work
- Focus groups (parent input) for BRC recommendations

COMMUNICATIONS

15%
\$30,592

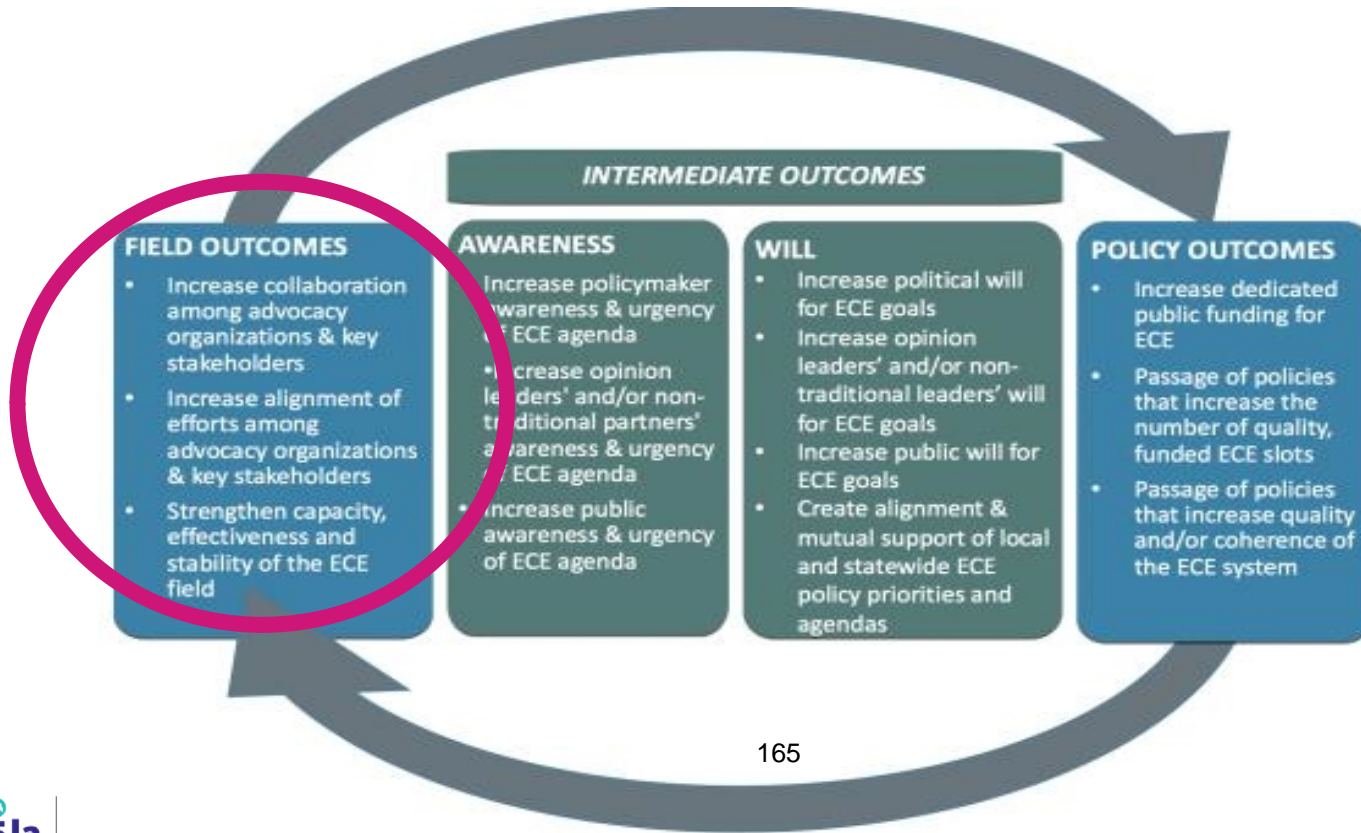
- Communications firm outreach to media and press to support ECE Coalition's budget ask
- CA Fact Sheet
- Fiscal analysis - dissemination/education

164

TOTAL: \$200,375

(excludes \$1,500 for Sandbox strategy lunches)

Impact of ECE PAF: Field Outcomes



165

Shifts in Field Perceptions 2017-2019

- Overall, grantees reported **increased consensus** in the field

“...[we] *have evolved state ECE conversations from deciding IF we should invest to WHAT we should invest in...*”

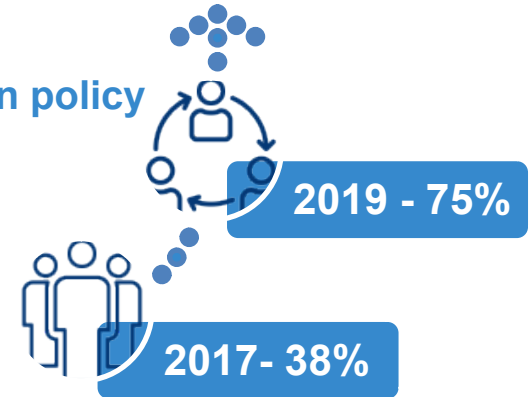
ECE Field is **more stable** than 2 years ago

87.5%

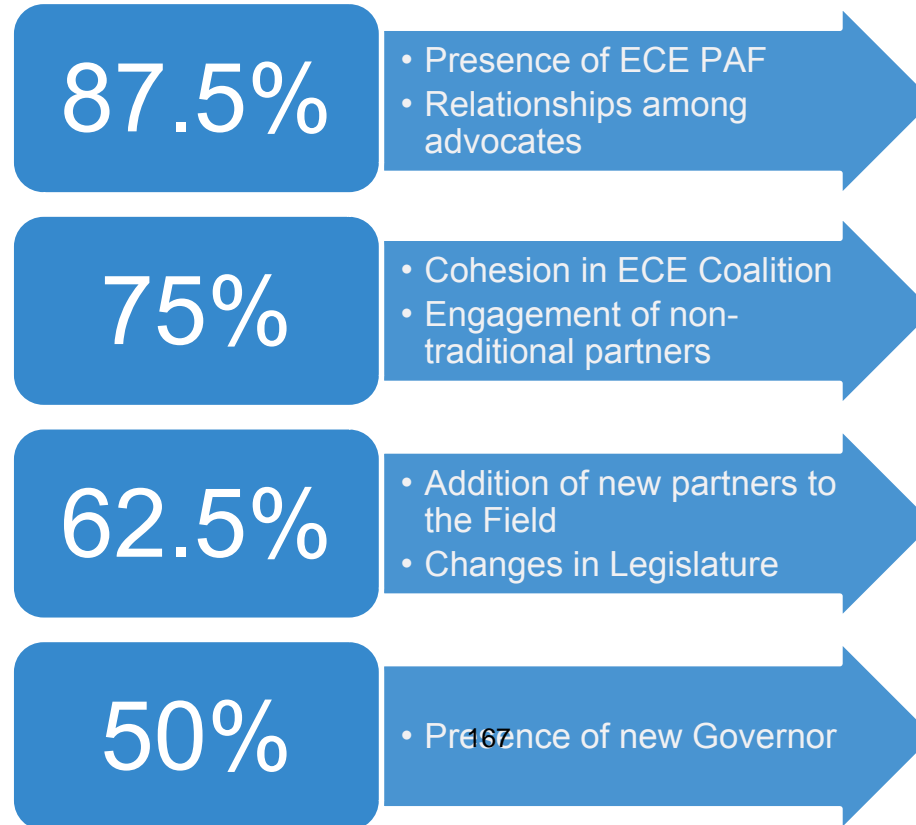
ECE Field is **more effective** than 2 years ago

87.5%

Consensus on policy priorities



Factors increasing consensus since 2017



Intermediary Perspective

Structure of ECE PAF provides flexibility for grantees

- Strengths: increased responsiveness in grant administration and management, mitigates tension for First 5 LA as a public funder supporting advocacy
- Challenges: bureaucracy for approvals can cause slowdowns, multiple layers of staff can result in mixed messages to grantees

Use of intermediary builds on organizational strengths of First 5 LA

- Strengths: First 5 LA and Community Partners have complementary areas of expertise; model allows First 5 LA to deploy staff to focus on policy development and advocacy strategy vs. contract management
- Challenges: First 5 LA is a peer *and* a power

Questions?

169



PAF Expansion

170



Child Health and Family Strengthening

- FY19-20 budget allocates \$600,000 to pilot policy and advocacy grants focused on child health and family strengthening
- Opportunity to leverage PAF Field Building and Rapid Response guidelines to implement grants

171

Early Childhood Development PAF

- Since the launch of the ECE PAF, First 5 LA has increased its focus on a “whole family” and “whole child” advocacy frame including issues related to health and family support systems
- Early childhood development (ECD) priorities, including health and family support issues, are a core part of Governor Newsom’s early childhood agenda
- The First 5 network is increasingly partnering with child health advocacy organizations to implement an ECD agenda

172

ECD PAF Beyond 2021

- Current Policy Advocacy Funds expire in 2021
- Lessons learned from PAF implementation – ECE, Built Environment, Health and Family Support – to inform recommendations for future policy advocacy grantmaking beyond 2021
- Vision for a more integrated, comprehensive early childhood development approach to policy grantmaking

173

Next Steps

- November 14 Board of Commissioners Meeting: Request for approval for a Strategic Partnership with Community Partners in the amount of \$600,000 to pilot health and family strengthening advocacy grants through 2021
- Pending approval, initial grants expected to be awarded in early 2020

ECE PAF Implementation

Partnership Grantees

- Advancement Project
- Los Angeles Resource & Referral Alliance (Child Care Alliance of Los Angeles/Child Care Resource Center/Crystal Stairs)
- Child360
- Children Now
- Early Edge
- LA Area Chamber of Commerce

Sample Rapid Response Projects

- California fact sheet on economic impacts of 0-3 childcare crisis
- Comprehensive Fiscal Analysis of LA County ECE System expansion and dissemination
- Consultant support for Assembly Blue Ribbon Commission
- Consultant support for ECE Coalition
- LA County report on California ECE Workforce Study
- Parent focus groups for Assembly Blue Ribbon Commission

Field Building Grantees

- CA Child Care Resource & Referral Network
- Child Care Law Center
- Common Sense Media
- Community Coalition
- Council for a Strong America
- EveryChild CA (formerly CCDAA)
- InnerCity Struggle
- MomsRising Education Fund
- Parent Voices
- R.E.A.L. Coalition
- United Ways of California



**YEAR 1:
ALIGNMENT**

PAF ECE REPORT 2017-2018

Prepared for F5 LA

www.ersoylu.com

TABLE OF CONTENTS

YEAR 1 HIGHLIGHTS _____	3
Grantee Collaboration Highlights _____	3
Field Building Highlights _____	3
Policy Impact Highlights _____	3
THE INITIATIVE _____	4
ECE Policy Advocacy Fund _____	4
Theory of Change _____	5
Methods _____	6
FIELD OUTCOMES: COLLABORATION & EXPANSION _____	7
Partnership Grantee Collaboration _____	7
Field Building Grants _____	9
INTERMEDIATE OUTCOMES: BUILDING AWARENESS & WILL _____	11
Grantee-driven Awareness & Will-building _____	11
Engagement of Nontraditional Partners _____	12
Barriers _____	12
Supplemental Funding for Awareness & Will-building _____	13
POLICY OUTCOMES: ADVOCACY & ACTION _____	14
Context _____	14
Legislative Website Analysis _____	14
Legislative Consultant Survey _____	14
_____	15
PAF ECE Policy Agenda _____	2
LEGISLATIVE ‘ASKS’ _____	2
ADVOCACY ACTIVITIES _____	3
USE OF LEARNING _____	7

YEAR 1 HIGHLIGHTS

Grantee Collaboration Highlights



Over the past year, PAF ECE grantees have reported **increased collaboration** on several levels; there has been an increase in co-hosting site visits, increased communication between grantee convenings as well as more grantees inviting one another to legislative visits. It was also clear that the cohort is very much in a ‘test period.’ Over the course of the year, grantees shared more information with each other and continue to want more information in order to better coordinate and collaborate. At the same time, despite substantial progress, there have also been **continued traces of distrust and unaligned messaging**.

Field Building Highlights

During Year 1, F5LA approved the first field building grants to 10 organizations. At the March 2017 grantee convening, 4 field building grantees attended with the 9 partnership grantee organizations. In the meeting evaluations, attendees reflected that it was useful to have partnership and field building grantees together.

Policy Impact Highlights

Over the past year, the most visible impact of the coordinated efforts of grantees has been the ‘Billion for Babies’ ask.

“I have to say when you make the collaboration the goal of an initiative, that is what you move towards – so it’s helpful in how we [grantees] show up on this project; we are keeping collaboration as the North star.”

-PAF ECE Grantee

THE INITIATIVE

ECE Policy Advocacy Fund

The Early Care & Education Policy Advocacy Fund was established to support early care and education (ECE) policy advocacy toward ensuring that all that all children in Los Angeles County - and particularly those at risk - have access to affordable, high-quality childcare and early education¹ (preschool). F5LA recognized that those who work on issues directly are the best experts on what their organizations and the field as a whole need to succeed.

As a result, in 2017, the Fund began to provide flexible, multi-year funding for strong organizations with a proven track record of policy change in Sacramento and Los Angeles. Funds are renewable for three additional years (for a total of four years) based on progress toward expectations and outcomes and available funding.

Guiding Principles of the Fund

Encourage relationship and trust building among all grantees

Leverage existing coalitions and assets

Promote alignment in policy priorities

Strengthen policy advocacy efforts and work in Los Angeles and Sacramento

Improve connections between LA and Sacramento policy organizations

Strengthen advocacy efforts at the LA County level

Build infrastructure for the long term

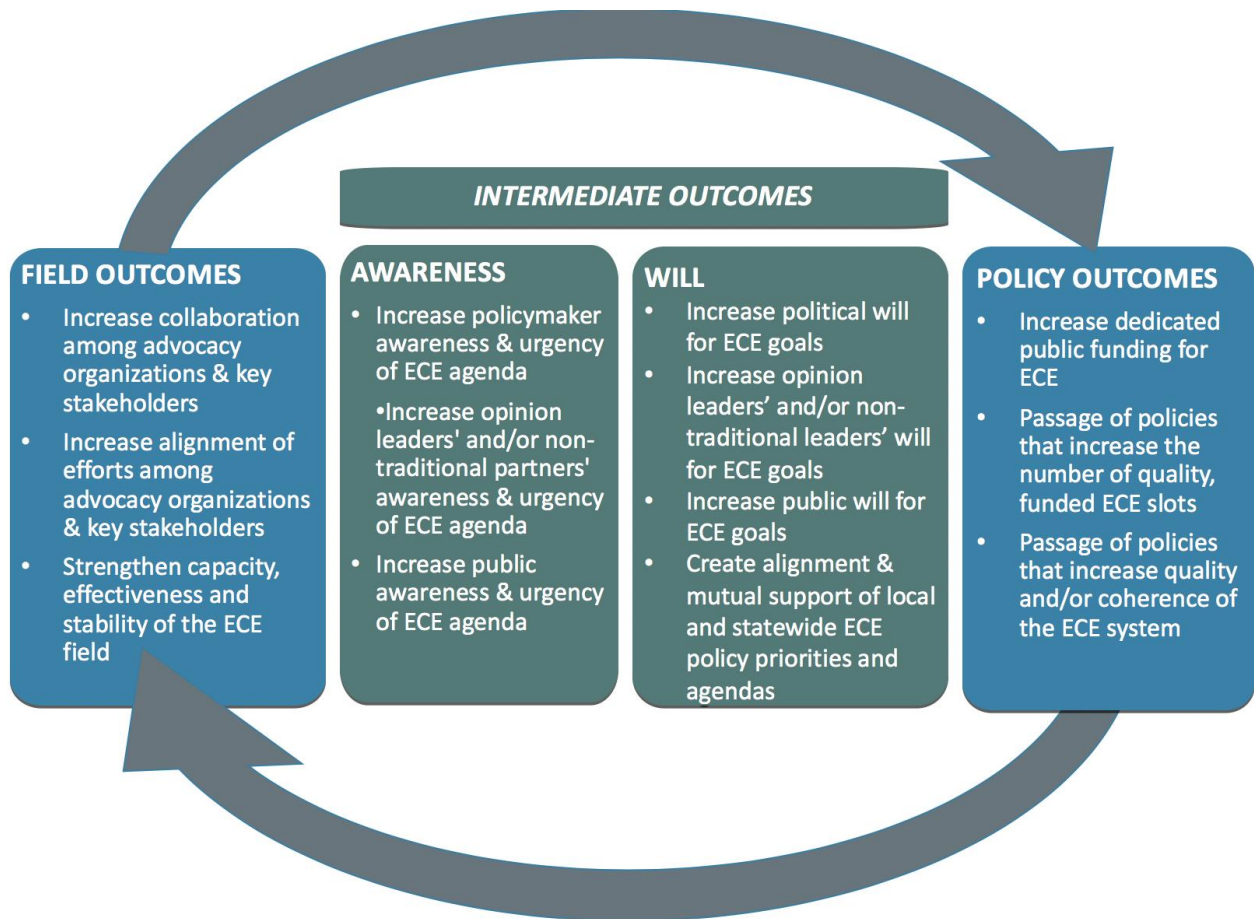
Agreements of PAF ECE policy and systems change work success:

- 1) Advocacy organizations that are strong, sustainable, and have the expertise and capacity to focus on ECE policy and respond to policy windows as they open at the state and local levels; *therefore the fund provides general operating support to organizations to build their policy capacity.*
- 2) Advocacy organizations that collaborate, share information, and coordinate efforts in support of aligned policy goals and priorities; *therefore the fund both facilitates and requires grantee collaboration.*
- 3) Focus on and ensure the alignment and reciprocity of the local, Los Angeles, and statewide ECE policy efforts, priorities, and agendas; *therefore the fund supports partnership grantees that work locally and statewide.*
- 4) Adequate time is taken and strong relationships among advocates, stakeholders, policymakers, and partner organizations are built, *therefore, the fund provides multiple years of funding, along with the flexibility for organizations to play to their strengths, align with partners and strengthen relationships, and respond quickly and effectively to opportunities as they arise.*

¹ For the purposes of this Fund, early care and education¹⁷⁹ defined as full-day or part-day child care and/or early learning programs serving infants, toddlers and/or preschoolers from birth through age 5.

Theory of Change

The PAF ECE work was grounded in a theory of change focused on achieving both policy and field outcomes. The visual below reflects these outcomes, as well as the host of intermediate outcomes that support both the field and policy outcomes.



At the beginning of Year 1, grantees were asked to review the Theory of Change (TOC) and identify where they felt the bulk of their work would be focused. Five of the six grantees identified working across the TOC in at least one field outcome, intermediate outcome (both in awareness and will), and policy outcome. One grantee worked in all of the outcome areas except field outcomes.

Additionally, all grantees identified focusing on change in three primary outcomes: **increase policymaker awareness & urgency of ECE agenda; increase political will for ECE goals; and passage of policies that increase the number of quality funded ECE slots.**



Methods

A compilation of written, oral, and observational data were collected throughout Year 1 (September 2017 to September 2018) of the PAF ECE Fund in order to inform a holistic and varied evaluation approach that not only addresses outcomes but also captures intermediate progress and learning.

The primary data in this report is comprised of a number of data sources. Grantee surveys, focused on both organizational advocacy capacity and on collaboration in the ECE field, were collected at the start (baseline) and end of Year 1. Additionally, key informant interviews were conducted with various stakeholders, including grantees (conducted formally at mid- and end-of Year 1), F5LA and Community Partners staff, and legislative staff.

Additionally, grantees submitted year-end progress and reflection reports and participant observations were conducted at grantee convenings in Fall 2017 and Spring 2018. The learning team also conducted content analysis of each California legislator's official website to see if ECE was a public. Tracking of F5LA policy advocacy activity was also performed. Together, these data sources paint a picture of the Year 1 PAF ECE baseline, activities, and progress thus far in achieving the outcomes identified in the Theory of Change: Field Outcomes, Intermediate Outcomes (Awareness & Will) and Policy Outcomes.



FIELD OUTCOMES: COLLABORATION & EXPANSION

Partnership Grantee Collaboration

Over the course of the year, grantees spoke positively about the role of collaboration in the work, and how the fund design has allowed for organic collaboration and trust building within the cohort. In addition, nearly all grantees noted the importance of their participation in the ECE Coalition as a primary way to increase collaboration with their peers. As many of the grantees are part of the ECE coalition, they have been working together regularly, pulling together information for policy ‘asks’, thinking together about various elements and moving into the budget cycle and encouraging legislative leadership together.

PARTNERSHIP GRANTEES ON COLLABORATION

“Overall the relationships [with other grantees] felt friendlier than before.”

“I wouldn’t have normally spoken to my [walking partner] and now I know so much about their work and can call them when needed.”

“We are getting more ‘in sync’ with F5 and their policy and advocacy goals, thus strengthening the field.”

A survey conducted in October 2017 was repeated in September 2018 to assess any changes in the grantee sentiments, perceptions, and activities from baseline to the end of Year 1. In the year-end survey, 100% of grantees noted that collaboration between their organization and another PAF ECE grantee led to policy success. Furthermore, although at the baseline, when grantees were asked if competition or non-alignment stifled policy success during the past year, 50% of grantees responded ‘yes’; at year-end that was 0%.

In particular, when asked in the Year 1 Grantee written reports and during the interview calls, grantees shared several instances of collaboration in the two primary ways: 1) direct collaboration on action items and 2) knowledge-sharing or critical communication. Across the six grantees, there were 12 unique instances of direct collaborative action and 17 unique instances of knowledge sharing during Year 1 identified.

DIRECT ACTION HIGHLIGHTS:

- **AP**, after being paired with **CCALA** and **CS** at the March convening, has now done legislative visits together, sharing the stories of what the community needs, and lifting up South LA stories in particular.
- For Access Sacramento Advocacy Day, **LACC** engaged **CCRC** in their advocacy and co-developed their remarks together.
- **CCRC**, **C360**, **CS**, and **CN** noted that they worked collaboratively to advocate for final push of expansion for the Child Care and Development Block Grant.

KNOWLEDGE-SHARING

HIGHLIGHTS:

- **C360** shared their early learning policy report with **all PAF grantees**. They also shared the report at provider network meetings orchestrated by themselves and **CCALA**.
- After **LACC** was paired with **CCRC** and the **Alliance** at the March convening, they have since partnered in sharing information (e.g. they now have a meeting with Marshall Tuck).
- **AP's** *Babies and Toddlers* report was strengthened with family stories shared by **CS**, as well as with key data from **CCALA** and **CCRC**.

In addition, data gleaned from convening evaluations make clear that the PAF ECE grantee convenings, facilitated by Community Partners, support the grantees by providing them with a chance to share with one another and identify room for collaboration and connections. Individual partners' advocacy capacities grew over the first year as a result of collaboration set up during the convenings.

"The format encouraged and facilitated collaboration in a meaningful and intentional way"

"Greatly appreciate your intentional operationalizing of a strength-based agenda with partners. You give us the space and intentionality to lean into our best selves"

TABLE: PARTNERSHIP GRANTEE CAPACITY

If you had to prioritize today, what do you consider to be your organization's top 3 advocacy competencies?	
Baseline	Year-end
Engagement of ECE advocacy partners and coalitions	
63%	86%
Budget analysis and advocacy	
63%	57%
Legislative Advocacy	
50%	81%

As a result of the partnership grants, grantees were able to increase their staff time and focus on advocacy and collaboration. This is likely why we see an increase in the capacities listed above.

Field Building Grants

Once the Partnership grantees were identified in Summer 2017, information was solicited from them and from others in the field to identify other potential organizations that should be brought in to the PAF over time. As a result, Field Building grantees were brought into the initiative. These field-building grants were to be smaller in size than Partnership grants and provided to organizations that would bring a unique skill, constituency or network into the ECE field. In Year 1, there have been 10 grantees funded. The details of the field building grantee commitments can be found in Appendix A.

TABLE: FIELD BUILDING GRANTEES

GRANTEE NAME	GRANTEE NAME
<i>United Ways CA</i>	<i>REAL Coalition</i>
<i>Parent Voices CA</i>	<i>MomsRising Education Fund</i>
<i>Council for a Strong America</i>	<i>Community Coalition</i>
<i>Common Sense Media</i>	<i>Child Care Law Center</i>
<i>California Child Development Administrators Association</i>	<i>California Child Care Resource and Referral Network</i>

In March 2018, Field Building Grantees completed a baseline survey similar to that filled out by the Partnership Grantees. Grantees were asked to respond to a variety of questions on collaboration and partnership, as well as to rate their organizational capacity across a range

of indicators that covered knowledge and experience in advocacy, collaboration internally and externally to nontraditional partners, and communication.

Nearly 50% of the grantees noted that ECE advocacy is a priority for their organization. 30% of the grantees shared that ECE advocacy is “something we do regularly, but have no clear plan for,” while 70% stated that they do have a clear plan for their work.

Overall, grantees rated their advocacy organizational capacity higher than their communication capacity. In addition to communications, they also noted that they had a lack of experience with legal advocacy, ballot initiatives, and GOTV. This pattern is reaffirmed in the ranking of their top strengths and areas in which they would like to grow. The grantees self-identified their top 3 strengths as well as where they would like to grow. The following columns list the strengths and areas for growth and then the percentage of grantees that reported each.

Where we are now...

Legislative advocacy (70%)

Budget analysis & advocacy (50%)

Engagement of ECE advocacy partners and coalitions (40%)

Engagement of non-traditional partners (40%)

Community engagement & mobilization (parents, families, etc) (40%)

Where we want to grow

Community engagement & mobilization (parents, families, etc.) (60%)

Communications & messaging (60%)

Engagement of ECE advocacy partners and coalitions (30%)

Engagement of non-traditional partners (30%)

Community engagement & mobilization (providers, educators, etc.) (30%)

Electoral and ballot measures (30%)

When asked about their collaboration (in the past year) across a listing of 13 different advocacy activities, all grantees noted that they had collaborated—to some degree—with ECE advocacy organizations. About half noted that they had collaborated with ECE providers, while 40% had collaborated with business. Two organizations noted that they had experience with non-traditional partners, and one had experience with labor and school districts. No one had experience collaborating with K-12 advocates.

Field Building Grantees reported collaborating with all of the Partnership Grantees.

For the most part, Field Building Grantees represent a cadre of experienced advocates, and these findings reflect that. Yet more recent recipients of field building grants represent more nontraditional stakeholders in communications and community organizing.

INTERMEDIATE OUTCOMES: BUILDING AWARENESS & WILL

The Intermediate Outcomes from the Theory of Change focused on building will and awareness with key stakeholders, policymakers and nontraditional partners. This was done by cohort members through a combination of events, meetings and site visits. In addition, community engagement efforts also sought to impact public awareness and will of ECE among parents and caregivers.

TABLE: ELEMENTS OF INTERMEDIATE OUTCOMES

WILL	<ul style="list-style-type: none"> • Increase political will for ECE goals • Increase opinion leaders' and/or non-traditional leaders' will for ECE goals • Increase public will for ECE goals • Create alignment & mutual support of local and statewide ECE policy priorities and agendas
AWARENESS	<ul style="list-style-type: none"> • Increase policymaker awareness & urgency of ECE agenda • Increase leaders' and/or non-traditional partners' awareness & urgency of ECE agenda • Increase public awareness & urgency of ECE agenda

Grantee-driven Awareness & Will-building

Intermediate activities reported by the grantees fell into three major categories:

1. **Advocacy Days** provide an opportunity for key elected officials and their staff to hear messaging around the key issues facing the ECE field.
2. **Agenda Setting Events** provide an opportunity for key stakeholders, nontraditional partners, and the public to learn more about the ECE agenda and issues.
3. **State Legislative Advocacy Visits** provide an opportunity for ECE advocates and partners (parents, providers, etc.) to share their perspectives.

In addition to the intermediate outcomes focused on educating the elected officials and their staff, the grantees also engaged with a host of nontraditional stakeholders. These activities focused primarily on building awareness and will within nontraditional stakeholders who could be potential partners and allies in the work, as well as on the gubernatorial candidates, who could serve as key champions in the future.

Engagement of Nontraditional Partners

Partnership Grantees reported engaging in several activities designed to increase the awareness of early learning elements within other key stakeholder groups during Year 1. These activities included:

- Educating the business community about the importance of early learning
- Meeting with labor unions regarding dual-language learner issues
- Meeting with CTA regarding the revisions to the Child Development Permit
- Continuing to engage ‘outside groups’ about early learning

In addition, at the end of Year 1, grantees reported on which organizations with whom they have made ‘inroads’ regarding ECE advocacy work. These are listed below and demonstrate a clear attempt to broaden and diversify the field.

GENERAL: CA Work and Family Coalition, CA Afterschool Advocacy Alliance, Unidos Network, business community, Bay Area Council (2), Labor (AFSCME, SEIU) (2), Silicon Valley Community Foundation, PEACH

GOVERNMENT: California Department of Education (CDE), California Commission on Teacher Credentialing (CTC), School districts and County Offices of Education (LAUSD, Fresno USD, Elk Grove USD, Sacramento County Office of Education)

EDUCATION: Community Colleges (Cal Poly Pomona), Mt. Saint Mary's University, LATTTC, Compton College

Gubernatorial Work

- Briefed the policy and campaign staff of major candidates
- Convened candidate events
- Hosted a Gubernatorial Forum with top 4 candidates (Oct. 2017) with questions informed by F5 and others
- Orchestrated site visits for gubernatorial and SPI candidates
- Participated in Silicon Valley Community Foundation gubernatorial forums and sent candidate campaigns a set of 10 reports about improving quality and access to ECE in CA

Barriers

Grantees also shifted their understanding of what the biggest obstacles are facing the success of the ECE field. As the table below demonstrates, at year-end they were more likely to note a lack of political will as a negative impact on the field rather than issues from the advocate and ally side.

TABLE: ECE OBSTACLES OVER TIME

What are the obstacles to the ECE advocacy field success?	
Baseline	Year-end
Lack of support for ECE from nontraditional partners and non-ECE allies - 62.5%	Lack of political will to dedicate financial resources - 71%
Fragmentation within the ECE advocacy field - 75%	Lack of political leadership - 71%

Interestingly, those items that ranked first and second at baseline, moved down to third and fourth at year-end with both ‘lack of support for ECE from nontraditional partners’ and ‘fragmentation within the advocacy field’ at 57% post-survey.

In addition, when asked at the end of Year 1, which capacity grantee organizations would like to improve upon in the next 5 years, ‘engagement of nontraditional partners’ (as well as communications and messaging) ranked the highest, with 4 of 7 grantees identifying this as a key area for growth.

Supplemental Funding for Awareness & Will-building

In addition to the grantee Partnership grants, and Field Building grants mentioned above, the ECE PAF fund included another unique funding stream to support the overall work. Rapid Response grants were made available to grantees for elements of the work that were short-term in duration (research, communications support, etc.), and involved more than one grantee in a collaborative way. These funds in Year 1 were used primarily in support of the Theory of Change Intermediate Outcomes, **building awareness and will for ECE**. The average grant amount for Year 1 was \$15,945.

TABLE: RAPID RESPONSE GRANT DETAILS

GRANTEE	AMOUNT	SUMMARY OF PROJECT	PARTNERS
CCLC/ LightBox	\$5,000	Hire communications firm to orchestrate outreach to media and press to support the ECE Coalition's budget ask for new childcare funds in the state budget.	CCLC, CCALA, Parent Voices, SEIU California Child Care Providers' Union
Social Policy Research Associates	\$19,335	Conduct focus groups with parents statewide regarding ECE perceptions; share findings with Blue Ribbon Commission and other key ECE thought leaders and stakeholders.	Parent Voices, Blue Ribbon Commission
Social Services of CA	\$23,500	Fund a California-specific data analysis of K-12 certificated teacher salaries and benefits compared to the salaries and benefits of early childhood permit educators in districts that provide center-based State Preschool programs; disseminate broadly to ECE stakeholders, advocacy groups, and lawmakers	Early Edge, The Los Angeles County Office for the Advancement of Early Care, AP, LA Chamber

POLICY OUTCOMES: ADVOCACY & ACTION

The field has been constantly evolving, and it was important to get a sense of where the political landscape is regarding ECE. To do so, we used a combination of a meta-website analysis of all California legislators, as well as a deeper dive of surveying the legislative staff working most closely with ECE.

Context

Legislative Website Analysis

To get a sense of where ECE was as a priority for legislators, we analyzed 116 CA legislators' websites to identify their overall policy agendas and, more specifically, if ECE was a clear priority. We did a content analysis of only official websites searching for terms and phrases that indicated that the legislator supported ECE. Some websites explicitly listed ECE as a policy priority, while others in narrative sections discussed the importance of affordable childcare. Both of these examples represent support for ECE. We did not include voting records in our analysis, but plan to do so in the future. The breakdown of the 116 sites is below. Overall, 77 were Assembly sites and 39 were Senate; of the 4 sites without conclusive data either way, 3 were Assembly sites and 1 was Senate. Of those sites where policy priorities were identified, 41% communicated that ECE was a policy priority.² The table below highlights various subpopulation distinctions of note:

TABLE: RESULTS OF LEGISLATIVE WEBSITE ANALYSIS

ECE is a policy priority	N=	YES	NO	Not Clear	% YES
All legislators' websites	116	48	64	4	41%
Assembly	77	38	36	3	49%
Senate	39	9	29	1	23%
Democratic legislators	78	45	32	1	58%
Republican legislators	38	3	32	3	8%
Female legislators	27	16	11	0	59%
Male legislators	89	32	53	4	36%

Legislative Consultant Survey

In addition to the website analysis, surveys were sent to 10 ECE legislative consultants identified as experts in ECE by F5 LA staff. They were asked a series of questions regarding where they get information on ECE, what advocates discuss with them, and areas for improvement. A total of six (6) responses were received.

² 3% of legislator websites did not provide enough evidence to conclude whether or not ECE was a policy priority.

“Don’t assume that ECE is always competing with other policy priorities...”

-ECE Legislative Consultant

Five of the six consultants reported that they have met with ECE advocates over the past year including the various F5 organizations from across California, Resource and Referral Networks, Parent Voices, Head Start, California Alternative Payment Program (CAPP), Childcare Alliance of Los Angeles, and the ECE Coalition lobbyists (CalStrat). One consultant said they had met with over 50 different groups during 2018.

Consultants identified F5LA, Resource and Referral organizations, California Department of Education, and the ECE Coalition as the *most trusted resources* when they need information on ECE.

They reported that advocates emphasized the following issues in their communications in 2017-18:

- **Funding**
- **Rates**
- **Access to affordable childcare**
- **Consistency of requirements and practices statewide**
- **Increase provider support across the ECE system**
- **Infant and toddler Slots**
- **Training for caregivers**

The consultants also identified areas where the advocates could improve, making their work more impactful when engaging at the administrative and legislative levels:

Simplify the data, it is too high level

Focus on implementation

Acknowledge state funding challenges

Have simple, cohesive messaging and asks

Coordinate local site visits in the Fall for legislative staff

Lastly, the ECE consultants identified barriers facing ECE as a key legislative policy priority:

- Competing demands between ECE and K-12 and higher education (n= 4)
- Lack of a cohesive policy agenda from early childhood education advocates and the overall complexity of the issue (n=3)
- A lack of a clear definition of what early childhood education means (n= 2)

“It [ECE] gets mixed in with childcare and gets caught between DSS and CDE. Within the Legislature, there is debate about which is the appropriate policy committee(s) to handle the bills (Education and/or Human Services).”

PAF ECE Policy Agenda

LEGISLATIVE 'ASKS'

F5LA identified bills that they supported, and submitted formal support letters to, as they align with the F5LA **ECE Systems** element of their policy agenda. These bills are listed below. In this table, we can see which organizations served as sponsors of the bill; overall PAF ECE grantees were active as sponsors during Year 1.

TABLE: PAF ECE 2017-18 LEGISLATIVE 'ASKS'

Bill	Author	Description	Sponsors
AB 1754	McCarty	Calls for targeted universal preschool for 4-year olds.	Early Edge
AB 2001	Reyes	Codifies FCCHEs and includes a few increased quality provisions.	CCRRN, CCDAA
AB 2292	Aguiar-Curry	Policy bill complement to the ECE Coalition budget ask - increase I/T adjustment rate factor and start-up grants.	CCRC, CCDAA, F5CA
AB 2626	Mullin	Statewide solutions bill to county pilots.	State Superintendent of Public Instruction Tom Torlakson
AB 2698	Rubio	Creates a 1.05 adjustment factor for state subsidized preschools and care centers that offer trainings on effectively managing children with challenging behaviors	Kidango
AB 605	Mullin	Creates single license for center-based care regardless of ages served. Retains quality requirements based on DAP.	CCRC

In May 2018, the Billion for Babies ask was made to the Senate and Assembly Budget Committees, from a coalition of organizations, including First 5s statewide, all PAF ECE grantees and others.

May 30, 2018

The Honorable Holly Mitchell, Chair
Senate Budget Committee
State Capitol, Room 5080
Sacramento, CA 95814

The Honorable Phil Ting, Chair
Assembly Budget Committee
State Capitol, Room 6026
Sacramento, CA 9581

Dear Senator Mitchell & Assemblymember Ting:

The Early Care and Education (ECE) Coalition is a partnership of early childhood education advocacy and service organizations working together to secure access to high quality early learning and care for California's low-income children and families. Early care and education is vital to giving California's children everything they need for a bright future while supporting working families, and we urge you to support a \$1 billion increase in the 2018-19 budget to meet their child care needs.

The severe undersupply of infant and toddler care is creating a crisis for working parents, their families, our businesses, and our state's future. Our youngest children need the most care, but the least help is available for their families. We urge you this budget year to commit to making critical, substantial investments that meet the needs of working families, provide new child care spaces, adequate per-child funding, age appropriate facilities and infrastructure, start-up support, and professional development for all care settings.

California is the 5th largest economy in the world, yet it is providing affordable infant and toddler child care to less than 14% of eligible families. In contrast, United Kingdom, the 6th largest economy in the world, provides universal early care and education for 3- and 4-year-olds, as well as 30 hours a week of enriching care for infants and toddlers in families making less than \$136,000 annually. With support and investment in care for babies and toddlers, California will be creating a more seamless support system for children from the beginning of life to preschool and beyond.

Congressional Republicans and Democrats came together to increase the Child Care and Development Block Grant (CCDBG) by \$5.8 billion in Fiscal Years 2018 and 2019. California will receive an additional \$231 million this year for child care, with the expectation that the increased funds will be used to help more low-income children get the nurturing care they need to thrive while their parents are working. California has an \$8.8 billion surplus as of the May revised budget. **We have faith that California can exceed the federal government's investment and follow their wisdom by investing in children from the beginning of their life.**

Specifically, we request that you take the following actions:

- 1) *A \$1 billion increase in flexible child care spaces to immediately improve access for California's families, as well as increasing the infant/toddler factor to better reflect the actual cost of high-quality care.*
- 2) *Provide a significant investment of one-time dollars across the ECE system so providers can open their doors to all our babies and toddlers in need by:*
 - *Reestablishing professional development days for Title 5 providers;*
 - *Providing subsidized child care centers with start-up grants so providers can begin to convert existing preschool classrooms into appropriate infant and toddler rooms; and*
 - *Providing additional funding to the Child Care Initiative Project to recruit and train new family child care providers;*
 - *Providing funding for the consumer education database.*

We thank the Legislative Women's Caucus for their leadership in these efforts and whole-heartedly agree that California's working families ought to have the child care they need to thrive. In addition to the organization logos pasted above, please see the additional organization logos pasted below the letter.

ADVOCACY ACTIVITIES

The table below identifies the key activities that PAF ECE grantees conducted during Year 1 in pursuit of policy wins in the areas identified. ¹⁹²

PAF ECE POLICY OUTCOMES

- Increase dedicated public funding for ECE
- Passage of policies that increase the number of quality, funded ECE slots
- Passage of policies that increase quality and/or coherence of the ECE system

POLICY	GRANTEE CONTRIBUTIONS
AB 2292 companion bill	<ul style="list-style-type: none"> • Met with Aguiar-Curry regarding introduction of companion legislation • Advocated for this at ACCESS Sacramento Day and also met with DOF Michael Cohen, McCarty, O'Donnell (Chair of Assembly Education), Allen • Attended press conference in support of AB2292 • Helped outside groups and advocates understand alignment of Governor's proposal with AB2292
AB2960	<ul style="list-style-type: none"> • Supported bill to establish workgroup to plan for integrated EC data system
AB 2001	<ul style="list-style-type: none"> • Advocated for reintroduction of bill which passed Senate Education • Made public comment in support of AB2001
Billions for Babies Budget Ask	<ul style="list-style-type: none"> • Drafted proposal, budget spreadsheets, advocated to Women's Caucus to ensure this was a key budget request this FY • Supported the ask at their ACCESS Sacramento event • Made public comment in support • Led letter writing campaign in support • Supported AB 11 (McCarty) • ECE Coalition letter urging the legislatures support for the increase (inclusive of the PAF ECE grantees) • Advocated in support of the budget proposals from the Senate and also Assembly Budget Subcommittees on Education increasing AP spaces
CCDBG \$231 Million Expansion	<p><i>Advocacy Visits:</i></p> <ul style="list-style-type: none"> • Advocated for the increase at Access DC Advocacy Day • Met with DOF ED ensuring governor and key staff understand business commitment to this item <p><i>Letter Campaign:</i></p> <ul style="list-style-type: none"> • Over 20 organizations (including labor) participated in joint organizational letter to CDE, DOF and budget staff on recommendations of state use of federal child care funds (FY 2019-21). • Led letter campaign from CA Congressional Delegation to state regarding the \$231 Million expansion • Used online platform for providers and parents to engage in a letter writing campaign in support of this
Local LA Revenue Strategy for ECE	<ul style="list-style-type: none"> • Commissioned research on Local ECE Funding Initiative
ECE Systems Changes:	<ul style="list-style-type: none"> • Pilot EDI in 6% of county sites • LB EDI pilot advocacy • Educare (ELALB) work continues • Pilot DLL program at 27 sites in LAUSD and crafted a report highlighting statewide policy recommendations • Crafting a policy agenda for moving DLL work forward
LAUSD Birth to 8 Roadmap Resolution:	<ul style="list-style-type: none"> • Engaged in development of roadmap and ongoing planning meetings • Supported adoption of resolution and formation of Steering Committee

Legislative Visits

At the end of Year 1, grantees were asked to share whether they conducted legislative visits and, if so, which of those visits were done in collaboration with other grantees (either a PAF ECE partnership *or* field building grantee). The tables below identify which of the California legislators were visited by PAF ECE grantees. Table 1 identifies those 28 legislators (21 Assembly and 7 Senate) visited by the majority of grantee organizations and Table 2 identifies those 23 legislative offices that were not visited at all (19 Assembly and 4 Senate). In addition, 40 Assembly members and 29 Senators were visited by less than half of the PAF ECE grantee organization during Year 1. Appendix A has the full listing.

Table: Legislators who received visits from the majority of PAF ECE grantees (4-8 visits)

Assembly	Aguiar-Curry, Cecilia*
Assembly	Burke, Autumn*
Assembly	Bloom, Richard*
Assembly	Chavez, Rocky
Assembly	Eggman, Susan*
Assembly	Friedman, Laura*
Assembly	Garcia, Cristina*
Assembly	Gonzalez, Lorena*
Assembly	McCarty, Kevin*
Assembly	Mullin, Kevin*
Assembly	Muratsuchi, Al
Assembly	O'Donnell, Patrick
Assembly	Obernalte, Jay
Assembly	Rendon, Anthony*
Assembly	Reyes, Eloise Gomez*
Assembly	Rubio, Blanca*
Assembly	Santiago, Miguel*
Assembly	Stone, Mark*
Assembly	Thurmond, Tony*
Assembly	Ting, Philip*
Assembly	Weber, Shirley*
Senate	Allen, Ben
Senate	DeLeon, Kevin*
Senate	Lara, Ricardo
Senate	Leyva, Connie
Senate	Mitchell, Holly*
Senate	Portantino, Anthony
Senate	Skinner, Nancy

Table: Legislators who received no visits from PAF ECE grantees

Assembly	Bigelow, Frank*
Assembly	Brough, William
Assembly	Chen, Phillip
Assembly	Chu, Kansen
Assembly	Cunningham, Jordan
Assembly	Dahle, Brian
Assembly	Daly, Tom
Assembly	Flora, Heath
Assembly	Fong, Vince
Assembly	Gipson, Mike*
Assembly	Gomez, Jimmy
Assembly	Harper, Matthew
Assembly	Kiley, Kevin
Assembly	Low, Evan*
Assembly	Mathis, Devon
Assembly	Steinorth, Marc
Senate	Anderson, Joel
Senate	Berryhill, Tom
Senate	Cannella, Anthony
Senate	Morrell, Mike

* - ECE listed or described as a priority on official website(s).

There were 326 unique visits to state legislators during Year 1 of the PAF ECE funding of which 36% were done collaboratively.

It is important to note that there is not a preference that all legislative visits be done collaboratively. Sometimes collaborative visits are likely to be most productive, while other times, individual visits will be best. For example, grantees learned that sometimes one-on-one visits could yield most candid contexts when a legislator and/or staff member knows a grantee and trusts them. With this knowledge, grantees have learned that it is helpful to coordinate regarding legislative visits to know when they should be collaborative and when they should be one-on-one, which legislators have had enough visits and which need more, and which intel grantees should have when they make those visits.

Local Policy Work

Although Year 1 was focused primarily on the statewide advocacy work, grantees did note their involvement with several local, Los Angeles-based policy activities.

TABLE: LOCAL ECE POLICY ADVOCACY YEAR 1

What local Los Angeles area ECE policy change(s) have you been involved with in the past 12 months?

- | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Adoption of Birth-8 Roadmap for LAUSD (2) • Babies & Toddlers Campaign w/ LA County Supervisors (3) • Zero to Three Strolling Thunder • Foster Care Bridge Implementation (worked with local Board of Supervisors) (2) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

USE OF LEARNING

Learning was used throughout the first year of the fund to both inform the work during Year 1, as well as to help grantees and First 5 LA identify potential opportunities in Year 2.

During Year 1, nontraditional partners were identified by grantees in a grantee survey in Fall 2017; this learning was shared with F5 staff to see where there was some convergence and/or overlap with what they were seeing in the field. The information was shared with Community Partners and they, as the intermediary, were able to work with F5LA staff to identify potential Field Building grantees that could be invited to apply for funding toward the end of Year 1 and into Year 2. In addition, at the end of Year 1, grantees were asked which nontraditional partners they engage; this will help inform Year 2 as grantees continue to identify ways to engage a broader audience in ECE advocacy work.

During Year 1, legislative data was collected from two primary sources. First, an analysis of policy agenda items was conducted to identify how firmly ECE was seated within the top priorities of legislators. In addition, some analysis was conducted to identify if gender, party or other variables impact the likelihood of a legislator focusing on ECE. The findings of this will be shared at the end of Year 1 with the grantees in an effort to inform their targeting for Year 2.

In addition, grantees were asked to identify legislators with whom they met during Year 1. The summary matrix of these visits will be shared with grantees to help them identify how best to leverage their legislative relationships. For instance, this data can be used to help them identify which legislators may need more ‘face time’ with advocates—as well as those who have sufficient commitment already and may not need as many visits moving forward.

Ongoing, the collaborative learnings have been shared with grantees over time to illustrate where they are making progress and where there are areas to continue building. At each grantee convening, the Learning Team provides presentations and updates as to general trends in advocacy and collaborative capacity assessments to facilitate grantee self-reflection.

APPENDIX A: DESCRIPTIONS OF PAF ECE FIELD BUILDING GRANTEES

All 10 PAF ECE Field Building grantees agree to fulfill the following commitments:

- 1) Advocate for policy and systems changes that improve access to quality, affordable childcare and preschool for all children in Los Angeles County;
- 2) Commence or increase participation in ECE-focused coalitions;
- 3) Collaborate and share data and information within the ECE field to support increased coordination among players;
- 4) Engage in opportunities to discover areas of possible alignment and shared priorities across the ECE field; make good faith efforts to have candid conversations and seek common ground in areas of policy or strategy disagreement;
- 5) Travel as needed to Los Angeles or Sacramento to participate in occasional Fund-led convenings (recognizing that staff time is a valuable organizational resource, the exact scope and nature of convenings will be determined in consultation with Grantee);
- 6) Increase staff capacity to coordinate the work, build/strengthen critical relationships, and respond to opportunities to address ECE policy issues; and
- 7) Participate in evaluation and learning activities about Grantee's work and the overall Fund.
- 8) Be transparent – even when there are agreements and disagreements.
- 9) Share broad policy goals with each other (share when you can!).
- 10) Coordinate being the “surround sound”, especially when it comes to legislator perspectives, and use each other to then advocate.
- 11) Understand where legislators are at and share with each other.
- 12) Keep the voices of parents, families, providers and teachers in mind when doing work – connect advocacy with clients.
- 13) Allow grace, assume people want to know when there is a misstep, and inform others of missteps.

APPENDIX B: NUMBER OF GRANTEES LEGISLATIVE VISITS PER LEGISLATOR
(Multiple visits by same grantee are counted as 1; * Indicates ECE is policy priority)

Leg Position	Member	Number of PAF ECE grantees that have met with	Leg Position	Member	Number of PAF ECE grantees that have met with	Leg Position	Member	Number of PAF ECE grantees that have met with
Assembly	Burke, Autumn*	7	Senate	Atkins, Toni	3	Assembly	Grayson, Tim	1
Assembly	Reyes, Eloise Gomez*	7	Senate	Dodd, Bill	3	Assembly	Maienschein, Brian	1
Assembly	Bloom, Richard*	6	Senate	Hueso, Ben	3	Assembly	Patterson, Jim	1
Assembly	Garcia, Cristina*	6	Senate	Jackson, Hannah-Beth*	3	Assembly	Quirk-Silva, Sharon	1
Assembly	McCarty, Kevin	6	Senate	Moorlach, John	3	Assembly	Quirk, Bill	1
Assembly	Rendon, Anthony*	6	Senate	Pan, Richard*	3	Assembly	Rodriguez, Freddie	1
Assembly	Rubio, Blanca*	6	Senate	Wiener, Scott*	3	Assembly	Waldron, Marie*	1
Senate	Lara, Ricardo	6	Assembly	Acosta, Dante*	2	Assembly	Wood, Jim	1
Senate	Mitchell, Holly*	6	Assembly	Arambula, Joaquin*	2	Senate	Bradford, Steve*	1
Senate	Portantino, Anthony	6	Assembly	Bonta, Rob*	2	Senate	Gaines, Ted	1
Assembly	Aguilar-Curry, Cecilia*	5	Assembly	Caballero, Anna*	2	Senate	Galgiani, Cathleen	1
Assembly	Chavez, Rocky	5	Assembly	Chau, Ed	2	Senate	Glazer, Steve	1
Assembly	Mullin, Kevin*	5	Assembly	Chiu, David*	2	Senate	Nielsen, Jim	1
Assembly	Muratsuchi, Al	5	Assembly	Cooper, Jim*	2	Senate	Stern, Henry	1
Assembly	O'Donnell, Patrick	5	Assembly	Lackey, Tom	2	Senate	Vidak, Andy	1
Assembly	Santiago, Miguel*	5	Assembly	Levine, Marc*	2	Senate	Wieckowski, Bob	1
Assembly	Ting, Philip*	5	Assembly	Melendez, Melissa	2	Senate	Wilk, Scott	1
Senate	Allen, Ben	5	Assembly	Salas, Rudy	2	Assembly	Bigelow, Frank*	0
Assembly	Eggman, Susan *	4	Assembly	Cervantes, Sabrina*	2	Assembly	Becanegra, Raul*	0
Assembly	Friedman, Laura*	4	Senate	Bates, Patricia	2	Assembly	Brough, William	0
Assembly	Gonzalez, Lorena*	4	Senate	Beall, Jim*	2	Assembly	Chen, Phillip	0
Assembly	Obernalte, Jay	4	Senate	Fuller, Jean	2	Assembly	Chu, Kansen	0
Assembly	Stone, Mark	4	Senate	Hernandez, Ed	2	Assembly	Cunningham, Jordan	0
Assembly	Thurmond, Tony*	4	Senate	Hertzberg, Bob	2	Assembly	Dababneh, Matthew*	0
Assembly	Weber, Shirley*	4	Senate	Hill, Jerry	2	Assembly	Dahle, Brian	0
Senate	DeLeon, Kevin*	4	Senate	Mcguire, Mike*	2	Assembly	Daly, Tom	0
Senate	Leyva, Connie	4	Senate	Mendoza, Tony	2	Assembly	Flora, Heath	0
Senate	Skinner, Nancy	4	Senate	Monning, William*	2	Assembly	Fong, Vince	0
Assembly	Calderon, Ian*	3	Senate	Newman, Josh	2	Assembly	Gipson, Mike*	0
Assembly	Garcia, Eduardo*	3	Senate	Nguyen, Janet	2	Assembly	Gomez, Jimmy	0
Assembly	Gloria, Todd	3	Senate	Roth, Richard	2	Assembly	Harper, Matthew	0
Assembly	Holden, Chris*	3	Senate	Stone, Jeff	2	Assembly	Kiley, Kevin	0
Assembly	Irwin, Jacqui*	3	Assembly	Allen, Travis	1	Assembly	Low, Evan*	0
Assembly	Jones-Sawyer, Reginald*	3	Assembly	Baker, Catherine	1	Assembly	Mathis, Devon	0
Assembly	Karira, Ash*	3	Assembly	Berman, Marc	1	Assembly	Ridley-Thomas, Sebastian*	0
Assembly	Limon, Monique*	3	Assembly	Carrillo, Wendy	1	Assembly	Steinorth, Marc	0
Assembly	Mayes, Chad	3	Assembly	Choi, Steven	1	Senate	Anderson, Joel	0
Assembly	Medina, Jose	3	Assembly	Frazier, Jim*	1	Senate	Berryhill, Tom	0
Assembly	Nazarian, Adrin*	3	Assembly	Gallagher, James	1	Senate	Cannella, Anthony	0
Assembly	Voepel, Randy	3	Assembly	Gray, Adam	1	Senate	Morrell, Mike	0

FIRST 5 LA

SUBJECT:

Establish a Strategic Partnership with Community Partners in the Amount of \$600,000 for a period of 24 Months to Pilot Funding Focused on Child Health and Family Strengthening Policy and Advocacy Grants and Alternative Revenue Opportunities.

RECOMMENDATION (PROVIDED AS INFORMATION):

This memo is provided as information for the Board's consideration at the October 24, 2019 Special Meeting of the Board of Commissioners / Program and Planning Committee Meeting. First 5 LA staff recommends that at the November 14, 2019 Commission meeting, the Board approve the establishment of a Strategic Partnership with Community Partners for an amount of \$600,000 for a period of 24 months. The contract will also be brought to the Board on November 14, 2019 for approval. Subsequent agreements will be presented to the Board for consideration as part of Contract Consent. Funds for FY 2019-2020 are included within the current First 5 LA Programmatic Budget under Strategic Plan Advocacy Strategies, which was approved by the Board of Commissioners in June 2019. Beyond FY 2019-20, funds will be pulled from the assigned fund balance which will be brought to the Board of Commissioners for approval in June of the corresponding fiscal year. 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:

First 5 LA's 2015-2020 Strategic Plan identified the four (4) outcome areas where it can achieve broad, lasting impact affecting the greatest number of children and their families: Family Supports, Communities, Early Care & Education Systems and Health-Related Systems. The Strategic Plan also acknowledged declining resources and the necessity of policy change investments to ensure sustainable improvements. To date, First 5 LA has developed specific policy advocacy funds for Early Care and Education (ECE) and the Built Environment in Communities, but no similar efforts dedicated to family strengthening and child health, or to efforts which could result in new funding sources for early childhood development. To maximize the impact of First 5 LA's early childhood development advocacy agenda, staff allocated \$600,000 in the FY19-20 budget to pilot funding focused on child health and family strengthening policy and advocacy, as well as on alternative revenue development opportunities which may emerge through the development of the state's master plan for early childhood and other state or local efforts. In order to capitalize on available resources and learning opportunities, staff recommends using the existing ECE Policy and Advocacy Fund (ECE PAF) grant structures and intermediary organization, Community Partners, to pilot this funding.

Launched in FY16-17, the ECE PAF is a multi-year initiative that aims to advance improved access to quality, affordable and sustainable ECE through both policy outcomes (increased public funding for ECE, passage of policies that increase the number of quality slots and passage of policies that increase the quality and coherence of the ECE system) and field outcomes (increased collaboration among advocacy organizations, increased alignment of efforts among advocacy organizations, and improved capacity, effectiveness and stability of the ECE field). Community Partners serves as the intermediary for ECE PAF and was selected through a competitive solicitation. In this role, Community Partners serves as a critical thought partner in the development of the fund structure, guidelines, and impact frameworks and continues to be responsive to the needs of grantees and First 5 LA in the administration of the program. The scope of work for the intermediary also includes technical assistance to grantees, planning and facilitating convenings, and program learning and evaluation. With this infrastructure in place, Community Partners is well-situated to pilot similar grants to family strengthening and child health advocacy organizations and to integrate learnings from these grants into larger policy and advocacy funding discussions.

Currently, ECE PAF provides grants to organizations for ECE policy and advocacy related projects in three ways: Partnership Grants which provide multi-year support up to \$350,000 for organizations focused on

ECE policy with a presence in both LA and Sacramento; Field-Building grants up to \$75,000 to support organizations' participation in the ECE Coalition and other collaborative efforts, to enable non-traditional partners to move into ECE advocacy and to increase engagement between Los Angeles and Sacramento; and Rapid Response grants to fund discrete, time-limited projects up to \$50,000 that address field-wide needs. ECE PAF also includes technical assistance for grantees, relationship and trust-building convenings and embedded learning and evaluation.

For the proposed Strategic Partnership to pilot family strengthening and child health policy and advocacy funding, a portion of the funding will similarly support administrative, learning and evaluation expenses while the majority will be distributed as grants following the guidelines and structures established for the existing Field-Building and Rapid Response components of the ECE PAF. By using existing structures to pilot these grants, the project seeks to help inform the future of First 5 LA's policy advocacy funding. With ECE PAF, the Built Environment Policy and Advocacy Fund (BEPAF) and this proposed pilot approved through 2021, collectively First 5 LA will have experiences, lessons, and learnings to improve efforts at crafting a more effective and holistic Early Childhood Development policy and advocacy strategy that encompasses work in all four outcome areas. These grants also provide an opportunity to start developing relationships with partners who will be essential to First 5 LA's evolving advocacy work through 2028.

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 the establishment of a Strategic Partnership for an amount not to exceed \$600,000 to comply with this policy. Section IV.5 of the Procurement Policy also states that contracts of \$75,000 or more requires Board approval prior to execution. At the November 14, 2019 meeting of the Board of Commissioners, staff will seek approval to execute a contract.

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

Sustainability: The proposed project is deliberately designed as a pilot and a time-limited effort to inform future strategy and so does not include an expectation of sustainability past the project term. Many of the outcomes of the project, however, will persist beyond the life of the project. The goal of providing flexible funding to policy and advocacy organizations is to seek policy change that contributes to more sustainable services for children and families. These policy changes can include increased public investment, but may also serve to create more efficient delivery systems and increase the quality of services delivered. Though this specific grant program will not continue without First 5 LA funding, the results from increased capacity for grantee organizations and the policy change that they facilitate will persist. The use of the existing structures of ECE PAF and Community Partners as an intermediary, ensure that more of the funding dedicated to this project contributes directly to these sustainable outcomes.

Leveraging: The pilot program will leverage existing resources invested by First 5 LA in ECE PAF. Rather than creating new structures and financing start-up costs, this Strategic Partnership allows most of the available funding to go directly to advocacy organizations. The project also represents a partnership between the Programs and Policy & Strategy Divisions, providing ample opportunities for integration, shared responsibility, and the leveraging of unique skills. Beyond alignment with existing work internally, First 5 LA staff are intentionally building relationships with other funders of child health and family supports advocacy in California, including the Packard, Blue Shield, and California Health Care Foundations. In addition, First 5 LA is working with the First 5 Center for Child Policy, funded in part by the Pritzker Children's Initiative, to leverage their existing efforts to convene and coordinate state child health advocacy. While these efforts will not necessarily yield more funding for specific advocacy organizations, it will ensure that any funding from First 5 LA aligns with and leverages existing funding in the child health and family supports advocacy field.

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 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:

Due to the development and administration of ECE PAF, Community Partners has existing infrastructure in place to carry out work on the proposed pilot and so does not require the additional start-up costs that an organization selected through competitive solicitation would require. For example, Community Partners will not need to set aside funds for additional staff time to establish new financial management programs, grant guidelines, applications, reporting mechanisms or learning and evaluation contractor solicitations and management. The use of this existing infrastructure also means First 5 LA will not need to pay significantly more administrative fees than it currently does for ECE PAF. This savings allows more of the funding allocated for the project to go directly to advocacy organizations and so increases the potential of the project to meet its goals. The proposed pilot will also encourage economies of scale with Community Partners' learning and evaluation contractor, Ersoylu Consulting, because evaluation of this pilot builds on the work that they are currently executing for ECE PAF. This additional flexibility in the use of the learning team is imperative for this project because the proposed pilot is meant to inform First 5 LA work moving forward.

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

Using the ECE PAF's existing field-building and rapid response structure allows First 5 LA to pilot child health and family strengthening advocacy grants as simply an expansion of Community Partner's existing scope for ECE PAF. Even though this expansion addresses new outcome areas, the policy and advocacy activities will be funded within the same structure. While the expanded focus on child health and family strengthening will elicit new grantees, Community Partners' role, processes, and infrastructure for administering the fund will not change. With this operating framework in place, minimal adjustments will be necessary before the distribution of grant funds. This expediency is crucial because of the limited timeframe for this project: ECE PAF, BEPAF, and this proposed project all sunset in 2021. For First 5 LA to collect viable data from this child health and family strengthening advocacy pilot in time to inform the next iteration of policy and advocacy funding, grants need to be executed as soon as possible.

In addition to the months necessary to issue a competitive solicitation, any new partner selected would also require significant time to develop the necessary structures, processes and understanding of the project before awarding any funding to advocacy organizations. Having already completed the design phase for ECE PAF and using its highly effective infrastructure, Community Partners anticipates releasing requests for applications for the pilot grants within two months of contracting. Additionally, Community Partners will utilize the learning and evaluation consultant contracted for ECE PAF, so there will not be any delay in developing a learning agenda due to the solicitation and contracting process.

While a Strategic Partnership with Community Partners' will undoubtedly launch the pilot grants more expeditiously than a competitive solicitation, the processes and structures built for ECE PAF also provide the necessary quality to execute the project effectively and responsibly. Notwithstanding the actual progress towards the policy and field-building outcomes of ECE PAF, the structures and processes developed and operated by Community Partners allow First 5 LA to occupy a unique role that

builds on organizational strengths. The grant administration and management support provide the opportunity for First 5 LA to participate as a partner and fellow advocate to PAF grantees, while still meeting our responsibilities as a public agency. The Community Partners team is structured to ensure compliance with First 5 LA requirements with and on behalf of subgrantees, their solicitation process is transparent and effective, and their oversight of the learning and evaluation of the fund provides important and usable data for First 5 LA.

Though a competitive solicitation was used to select an intermediary for BEPAF, the goals and context for that project do not align as closely to those of ECE PAF. Child health, family strengthening, and ECE advocacy target county and state-level change, requiring a specific mix of tactics, field-building and coalition structures. In addition, many of the existing grantees of the ECE PAF also do work on other child issues like health and family support, so leveraging Community Partners' knowledge of those grantees and their work will help ensure grantees receive funds to support unique and additive work for child development advocacy. BEPAF focuses on local, community-driven work in specific geographies that requires a different set of qualifications and capacity building supports. In addition, applicants to the BEPAF will be organizations with expertise in issues like transportation, food security, and parks and recreation; there is no anticipated overlap between potential community-based organizations applying for BEPAF and those who currently receive support through an expanded ECE PAF. Though using the ECE PAF infrastructure for that initiative would have been more expeditious, it would not have been appropriate for the project. The pilot health and family strengthening grants, however, align so closely to ECE PAF that a Strategic Partnership with Community Partners in this case is in the best interest of the Commission.

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

First 5 LA's 2015-2020 Strategic Plan places a heavy focus on child health and family strengthening efforts. The Strategic Plan commits First 5 LA to working with parents and caregivers to make sure they have the skills, knowledge and access to resources necessary to support their child's development. By helping to bolster Protective Factors, families are able to create nurturing environments and stable relationships for their children. The Strategic Plan also calls on First 5 LA to improve how health-related systems, including health, mental health and substance abuse services, coordinate and deliver care to young children and their families in Los Angeles County. Health issues can significantly impact the healthy development of children, and as a result, health-related systems that diagnose problems and deliver responsive, timely, appropriate and effective care, are vital.

This proposed Strategic Partnership is aligned with these desired outcomes in that it provides funding for advocacy organizations to work towards additional public investment in family-serving and child health systems as well as policies that improve service delivery. Potential grantee organizations will have to connect their strategies to First 5 LA's goals to expand access to high-quality services that optimize child development and connect families to appropriate supports; promote and protect services and supports that help families become self-sufficient; and improve systems that enable coordinated and responsive service delivery.

NEXT STEPS

Staff anticipates returning to the Board at the November 14, 2019 Commission meeting for action to approve the establishment of the Strategic Partnership for an amount of \$600,000 for a period of 24 months and seek approval to execute a contract.

FIRST 5 LA

SUBJECT:

Authorize First 5 LA to Receive Funds from Los Angeles Department of Public Health (LADPH) for contributions to County-wide Efforts to Reduce African American Infant and Maternal Mortality (AAIMM) for Strategic Communications Initiative

RECOMMENDATION:

The following recommendations are being presented as written information for the Board's consideration at the October 24, 2019 Special Meeting of the Board of Commissioners & Program and Planning Committee. First 5 LA staff recommends at the November 14, 2019 Board of Commissioners meeting, the Board approve the following actions related to African American Infant and Maternal Mortality Strategic Communications Initiative:

1. Approve a Budget Resolution # 2019-05 to approve receipt of funds in the amount of \$350,000 through June 30, 2021 to implement the African American Infant and Maternal Mortality Strategic Communications Initiative.
2. Authorize the Executive Director to complete execution of the MOU with LADPH upon approval from the Board at the November 14, 2019 Board of Commissioners meeting to receive funds through June 30, 2021.

BACKGROUND:

First 5 LA's Birth Disparities Allocation

On November 14, 2013 the First 5 LA Board of Commissioners approved a motion to allocate \$500,000 to support policy and systems change approaches that address the disparity in positive birth outcomes in African-American families. In the same motion the board approved allocations to: enhance and extend the First 5 LA's Black Infant Health Initiative for five years; and, (2) to support at-risk fathers of children from birth to five-years-old. Through the allocation First 5 LA has supported:

- The creation of a fellow, funded by the Pritzker Family Foundation with matching funds from First 5 LA, to lead AAIMM stakeholder engagement and strategic communications efforts in partnership with Los Angeles Department of Public Health;
- Strategic communications efforts to foster awareness about the disparity, interventions and associated efforts within the County;
- Data requests to the California Department of Health Care Services on Medi-Cal prenatal health care utilization of African-American enrollees within the County to inform key County and State birth disparity reduction initiatives; and
- Research to better understand African-American families' experiences with systems of care, improve the recruitment and retention of African-American families in home visitation and increase home visitation workforce diversity.

Los Angeles County's African American Infant and Maternal Mortality Initiative and the California Perinatal Equity Initiative

The Center for Health Equity, a Los Angeles County Health Agency Initiative led by the LACDPH, has a focus on eliminating the African-American infant mortality disparity. This has created a critical opportunity to align First 5 LA's work in improving perinatal outcomes with the efforts of the Health Agency. First 5 LA is well positioned to contribute to this effort. First 5 LA supports several County-wide strategies to reduce African-American infant and maternal mortality ("AAIMM") rates in collaboration with the Los Angeles County Department of Public Health. First 5 LA staff including the Pritzker Fellow serve on the AAIMM management team alongside LACDPH leadership to guide the implementation of the Center for Health Equity's 5-year action plan to reduce disparities by 30% and inform the activities to be funded by the State of California Perinatal Equity Initiative ("PEI"). The purpose of the State PEI funding is to expand the scope of interventions provided under the Black Infant Health ("BIH") program to

mitigate disparities in African American perinatal outcomes. Funding projections estimate the total funding available to LA County will be \$1.4 million annually from FY 19-20 until FY 21-22. Through a community needs, preferences and feasibility assessment, three interventions were included in the Los Angeles County PEI application: (1) group prenatal care; (2) pregnancy intentionality; and (3) fatherhood engagement. An additional \$2.2 million has been contributed by the California Department of Human Services Whole Person Care Program to expand doula support access for African American families. The Doula Project aims to improve birth outcomes for African American women and infants and will include free doula services for eligible families, public awareness and doula trainings.

As planning and implementation of the AAImm and PEI efforts progress, First 5 LA will continually review and align our policy and systems change contributions to improve practice and service delivery to meet the needs of Los Angeles County's African American families and reduce disparities in birth outcomes. Integration opportunities utilizing First 5 LA's existing allocation being explored as critical opportunities to improve services include: (1) interim funding of the Black Infant Health program to support continued implementation until State PEI expansion funds are disbursed; (2) connections to maternal early identification and intervention and home visiting efforts; and (3) leveraging investments in AAImm by other funders such as the LA Partnership for Early Childhood Investment.

Receipt of Funds for Strategic Communications Initiative

In order to build community awareness of the disparities and demand generation around the interventions being created or expanded to address them, First 5 LA has led the development and implementation of strategic communications guided by Pritzker Fellow Melissa Franklin. Implemented communication strategies include core message development; the establishment of a website that serves as a central point for fostering awareness about the disparity, interventions and associated efforts within the County; stories on NPR and social media channels; and sponsorship of community events. First 5 LA proposes to execute a MOU to receive funds in the amount of \$350,000 from the Los Angeles County Department of Public Health to expand these efforts.

This proposed Initiative aligns with First 5 LA's Policy and Systems Change strategy by supporting efforts to bolster African-American families' utilization of and experience with primary, prenatal and postnatal services. The Strategic Communications Initiative leverages external funding to support and expand strategic communication efforts already underway. The received funds will be directed to the birth disparities allocation and included in the FY 2019-20 Budget, by way of the FY 2019-20 Mid-Year Adjustment process, and the FY 2020-21 Proposed Budget.

Key Activities and Deliverables

First 5 LA responsibilities under this MOU will include:

- A. Conduct at least one focus group to understand current level of awareness of African American women related to doulas, as well as what messages most resonate with them as culturally relevant, respectful, and prompting of action;
- B. Develop radio advertising targeting Los Angeles County African American women and their families for AAImm initiative activities;
- C. Develop print advertising concerning AAImm initiative activities in community newspapers targeted towards African American people in Los Angeles County;
- D. Develop outdoor advertising (e.g., billboards) concerning AAImm initiative activities targeted towards African American people in Los Angeles County;
- E. Develop digital media advertising concerning AAImm initiative activities (e.g., web banner ads, social media ads, creation of social media posts in the form of video, banner ads, blogs, etc.);
- F. Create digital and print collateral concerning AAImm initiative activities;
- G. Implement two (2) community events designed to engage the local African American community around awareness of the value of doulas;
- H. Compile annual report of communications activities, reach, and impact; and
- I. Participate in monthly meetings with AAImm Management Team.

NEXT STEPS:

Staff will return to the next scheduled Board of Commissioners meeting on November 14, 2019 to request approval of Budget Resolution #2019-05 to accept receipt of funds in the amount of \$350,000 through June 30, 2021 from Los Angeles Department of Public Health to implement African American Infant and Maternal Mortality Strategic Communications Initiative and authorize the Executive Director to complete execution of the MOU with Los Angeles County Department of Public Health.

RESOLUTION NO. 2019-05

**A RESOLUTION OF THE LOS ANGELES COUNTY CHILDREN
AND FAMILIES FIRST PROPOSITION 10 COMMISSION:
APPROVAL OF RECEIPT OF AFRICAN AMERICAN INFANT AND MATERNAL MORTALITY (AAIMM)
FOR STRATEGIC COMMUNICATIONS INITIATIVE FUNDS**

The Board of Commissioners of Los Angeles County Children and Families First Proposition 10 Commission (“the Commission”) hereby finds and resolves as follows:

Whereas, pursuant to the Fund Balance Policy approved on October 13, 2016, the Commission is required to approve via Resolution the receipt of restricted funds, thus formally acknowledging and reflecting externally imposed constraints placed on the use of these resources; and

Whereas, the Los Angeles County Department of Public Health (LADPH) is leading overall county-wide efforts to reduce African American infant and maternal mortality and supporting the implementation of the African American Infant and Maternal Mortality Strategic Communications Initiative led by First 5 LA.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. Funding received from LADPH in the amount of \$350,000 through June 30, 2021 will be considered restricted for fund balance purposes; and
2. The executed copy of this Resolution shall be retained on file as evidence of the Commission’s actions herein.

PASSED, APPROVED AND ADOPTED THIS 24th DAY OF OCTOBER, 2019, BY THE FOLLOWING VOTE:

AYES: Commissioners _____

NOES: Commissioners _____

ABSTAIN: Commissioners _____

Sheila Kuehl
Chair, First 5 LA

Kim Belshé
Executive Director



African American Infant & Maternal Mortality Strategic Communications Initiative

How First 5 LA is Contributing to the
County-wide Effort to Reduce
Birth Disparities

By Brandi Sims
and Melissa Franklin

October 24, 2019



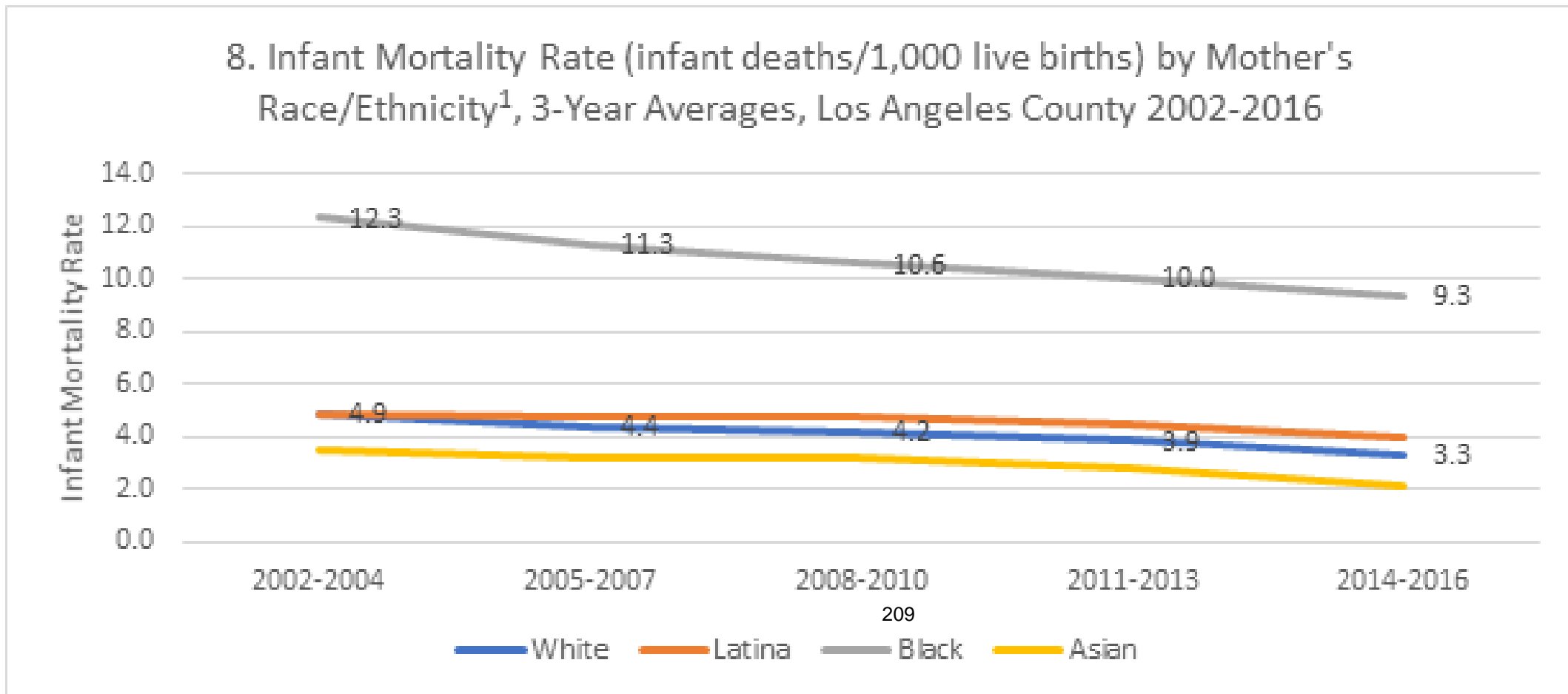
Presentation Objective

- **Discuss F5LA Efforts to Address Birth Disparities**
 - Birth Disparities Context
 - F5LA Birth Disparities Investments
 - Los Angeles County African American Infant & Maternal Morality Initiative
- **Request to receive funds for Strategic Communications Initiative**



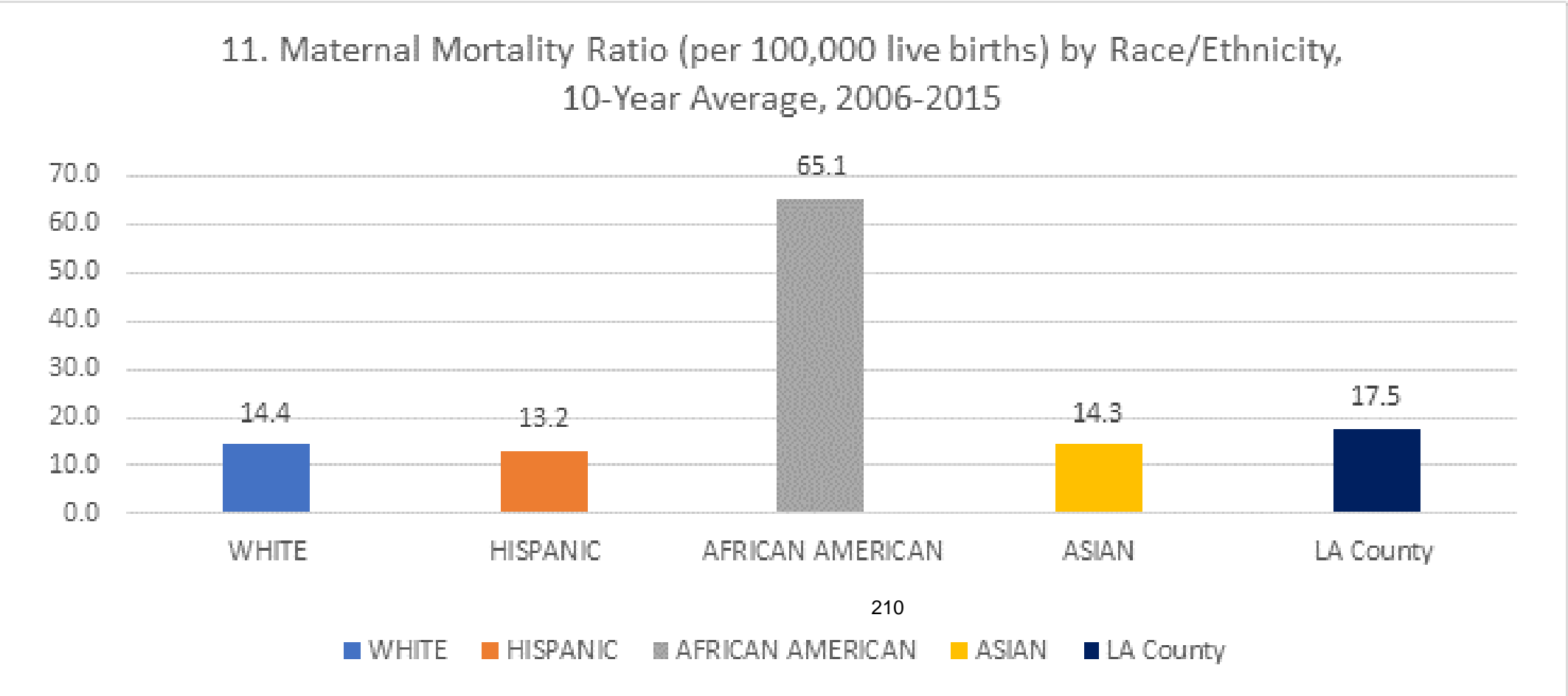
The Data: African American Infant Mortality

African-American babies in LA County are two to three times more likely to die before their first birthday than babies of other races.

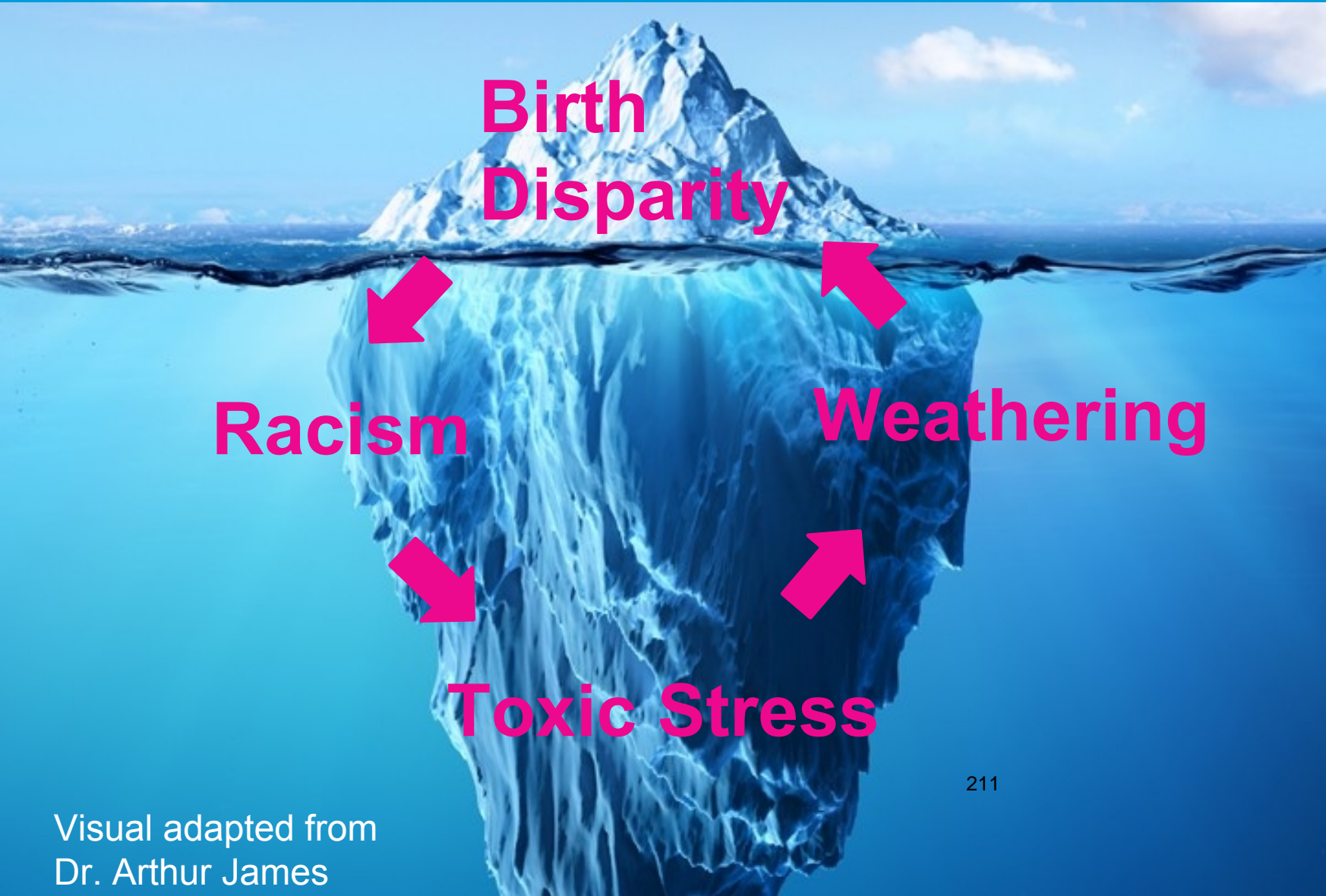


The Data: African American Maternal Mortality

Black/African-American mothers in LA County are four to five times more likely to die after childbirth than mothers of other races.



The Root Cause of Birth Disparities



- Research shows that the root cause of these birth disparities is **racism**.
- The daily trauma of racism creates chronic, **toxic stress** that negatively impacts health outcomes for black women and babies.
- This effect is called **weathering**.

211

Visual adapted from
Dr. Arthur James

African American Infant & Maternal Mortality Initiative (AAIMM)

First 5 LA, the Department of Public Health, community organizations, community members and other stakeholders are collaborating toward a common goal: Reducing the disparity by 30% within 5 years.

"We need to make sure that at the very beginning of life, every baby has an equal chance of survival, regardless of the color of their skin or where their families live. Our commitment is to work together to eliminate injustices, such as racism and homophobia, so that all our communities are thriving and all residents have what they need to be healthy."

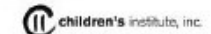
-- Dr. Barbara Ferrer, Director, Department of Public Health



African American Infant & Maternal Mortality Initiative (AAIMM)

AAIMM Accomplishments:

- Establishment of Countywide AAIMM Steering Committee
- 2 Community Action Teams covering 3 geographic areas with 2 more forming
- Submission of community-sourced proposal of interventions to CA DPH to draw down \$1.4 M in funding toward reducing AAIMM
- \$400K+ investments in backbone and programmatic support from private foundations – acknowledgement of First 5 LA/Pritzker’s investment in the work
- \$1.2 M in Medicaid funds from LAC DHS to increase access to doula care



African American Infant & Maternal Mortality Initiative (AAIMM)

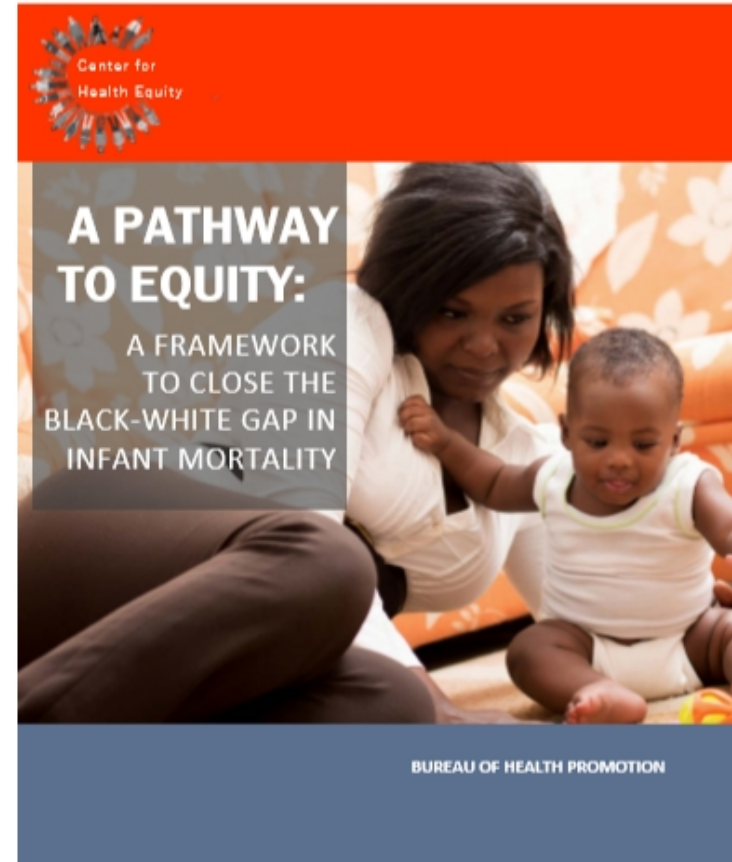
- **Center for Health Equity's 5 Year Plan**

- Focus on reducing stress and mitigating its impacts on health
- Community engagement, provider training, research, public awareness and clinical + community interventions

- **California State Perinatal Equity Initiative**

- Expands interventions available under BIH program
- Los Angeles County to receive \$1.4M annually
- Community prioritized interventions are: group prenatal care, preconception/inter-conception planning, fatherhood and doula access*

214



First 5 LA's Connections to AAJMM efforts

Strategy Integration & Alignment

- Support of the Black Infant Health Program
- Maternal Early Identification & Intervention
- Home Visitation
- Leveraging Investments through Los Angeles Partnership for Early Childhood Investment



Background: First 5 LA Funding to Address Birth Disparities (Nov. 2013)



Allocations:

1. **\$500,000 to support policy and systems change approaches to address disparity in birth outcomes for African American families**
2. **\$7,262,415 to enhance and extend the Black Infant Health Initiative for 5 years**
3. **\$600,000 to support at-risk fathers of children from birth to 5 years old**

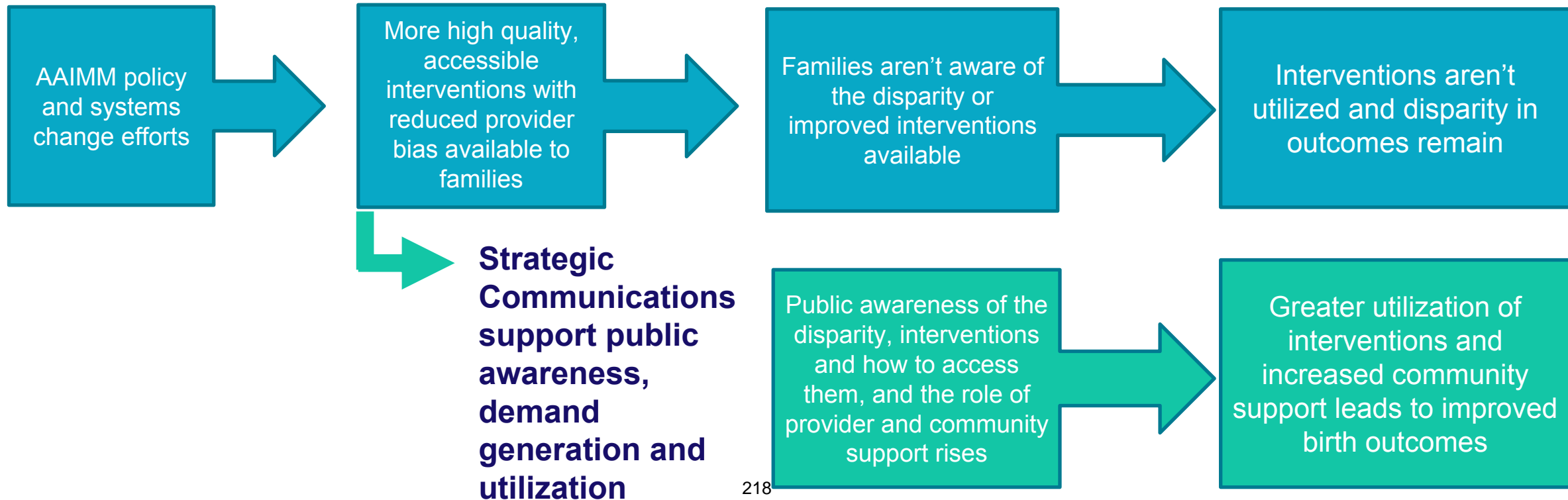
First 5 LA Current Support to Address Birth Disparities



- Leverage Anthony & Jeanne Pritzker Family Foundation funding for **Fellow Melissa Franklin**
- **Strategic communications, stakeholder engagement** and other **technical assistance** support to Department of Public Health
- California Department of Health Care Services **data requests** on Medi-Cal prenatal health care utilization of African-American enrollees within the County to inform key County and State birth disparity reduction initiatives
- **Research** to better understand African-American families' experiences with systems of care, improve the recruitment and retention of African-American families in home visitation and increase home visitation workforce diversity

The Need for Strategic Communications

- F5LA research shows that most women are not aware of the disparity or available interventions.
- As interventions to address birth disparities are created, expanded and improved, public awareness must rise to support demand generation and utilization.



Request to Receive Funds for AAIMM Strategic Communications Initiative

- **\$350,000 from County Department of Public Health to support strategic communications**
- Goal is to increase public awareness and intervention utilization
- Culturally responsive core messaging created in partnership with community stakeholders
- Strategies include focus groups; print, digital, radio and outdoor advertising; and community events

Black Infants & Families
LOS ANGELES

Every mother and every child deserve a **HEALTHY & JOYOUS BIRTH**

2-3X
Black/African American babies in LA County are two to three times more likely to die before their first birthday than babies of other races.

4X
Black/African American women in LA County are four times more likely to die as a result of pregnancy and delivery / postpartum complications than women of other races.

Harmful stress from the structural and social racism Black women face daily is at the root of the problem.

Let's work together to stop the injustice of black infant and maternal deaths in LA County

Join us as we advocate for...

- Quality health care delivered with respect and dignity
- Sister circles and prenatal groups providing encouragement and support
- Mommy visits at home
- Connection to resources and programs
- Birthing coaches and advocates
- Laws that place power in the hands of families and address unfair treatment
- Birth plans with the mom's wishes at the center

www.blackinfantsandfamilies.org

Next Steps

- | | |
|----------|------------------------------------------------------------------------------------------------------------------------------|
| Nov 2019 | MOU with Department of Public Health for \$350,000 over two years for Board consideration and approval via Contracts Consent |
| Jan 2020 | Project Launch |



Q & A

What resonates with you about this approach?

What feedback do you have?

What questions do you have about the proposed approach?