

AGENDA

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

Budget & Finance Committee Chair: Robert Byrd

**Thursday, April 14, 2016
 1:30 PM**

Meeting Location:

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



ASPOSE

Your File Format APIs

1. **ACTION**
 Call to Order / Roll Call
 - **Sheila Kuehl, Chair**
2. **ACTION**
 Consent
 - **John Wagner, Chief Operating Officer**
 - A. Approve Commission Meeting Summary Action Minutes and Transcript 3
 - Thursday, March 10, 2016
 - B. Approve the Monthly Financial Statements Month Ending February 29, 131
 2016
 - C. Contract: Approve Two New Agreements and One Amendment and 137
 Authorize Staff to
 Complete Final Contract Execution Upon Approval from the Board
 - D. Approve Mid-year Budget Adjustments for FY 2015-16 140
3. **INFORMATION**
 Remarks by the Commission Chair of the Board
 - **Sheila Kuehl, Commission Chair**
4. **INFORMATION** 152
 Executive Director's Report
 - **Kim Belshé, Executive Director**

COMMISSIONERS

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

EX OFFICIO MEMBERS

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

EXECUTIVE DIRECTOR

Karla Pleitez Howell

EXECUTIVE VICE PRESIDENT

John A. Wagner

A PUBLIC ENTITY

- 5. **ACTION** **166**
 Approve Legislative Agenda
 - **Tessa Charnofsky, Government Affairs Manager**

- 6. **INFORMATION** **184**
 Strategic Plan Implementation: Measuring Change at the Systems,
 Community, and Family Level

 - **Armando Jimenez, Director, Research and Evaluation**
 - **Barbara DuBransky, Director, Program Development**
 - **Antoinette Andrews, Assistant Director, Best Start
 Communities**
 - **Peter Barth, Director, Policy & Intergovernmental Affairs**

- 7. Break
- 8. **INFORMATION** **213**
 Kindergarten Readiness Assessment Landscape Findings
 - **Katie Fallin, Assistant Director, Research & Evaluation**
 - **Namrata Patel, Research Analyst, Research & Evaluation**
 - **Ted Lempert, President, Children Now**
 - **Kendra Rogers, Managing Director, Early Childhood
 Policy, Children Now**
- 9. **INFORMATION**
 Public Comment (for items not on the agenda)
- 10. **ACTION**
 Adjournment



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MEETING OF FIRST 5 BOARD OF COMMISSIONERS
Thursday, March 10, 2016
750 North Alameda Street, First Floor
Los Angeles, California 90012

REPORTED BY:
HEATHERLYNN GONZALEZ
CSR #13646

1 Thursday, March 10, 2016; Los Angeles, California

2 1:31 p.m.

3 -oOo-

4 SUPERVISOR KUEHL: Welcome to everyone. If I can
5 have the rest my commissioners in their seats and
6 somewhere there's a -- that was magic, just like Harry
7 Potter-land.

8 Welcome to our March meeting; hopefully, not
9 March madness. And I think we should just start. You
10 know, I'm on so many boards, I can't tell. Are we going
11 to have --

12 MS. BELSHE: We're going to take role.

13 SUPERVISOR KUEHL: Are we going to have
14 invocation or are we going to salute the flag?

15 MS. BELSHE: We take role. I would like to note
16 that our -- the board secretary, Linda Voe, is
17 unfortunately under the weather. So this will be her
18 first commission meeting that she's missing. But we're
19 fortunate at Karen Valencia and Monica Nuno stepping in, so
20 I would suggest Karen calls the role.

21 SUPERVISOR KUEHL: I would take your suggestion
22 and ask that the roll be called.

23 MS. BELSHE: Even better.

24 SECRETARY: Judy Abdo.

25 Nancy Au.

1 COMMISSIONER AU: Here.

2 SECRETARY: Jane Boeckmann.

3 COMMISSIONER BOECKMANN: Here.

4 SECRETARY: Duane Dennis.

5 COMMISSIONER DENNIS: Here.

6 SECRETARY: Cynthia Harding.

7 COMMISSIONER HARDING: Here.

8 SECRETARY: Chris Thompson.

9 COMMISSIONER THOMPSON: Here.

10 SECRETARY: Joseph Ybarra.

11 COMMISSIONER YBARRA: Here.

12 SECRETARY: Marlene Zepeda.

13 Phillip Browning.

14 COMMISSIONER BROWNING: Here.

15 SECRETARY: Patricia Curry.

16 COMMISSIONER CURRY: Here.

17 SECRETARY: Karla Pleitez Howell.

18 Deanne Tilton.

19 COMMISSIONER TILTON: Here.

20 SECRETARY: Sheila Kuehl.

21 SUPERVISOR KUEHL: Here.

22 SECRETARY: Quorum is present.

23 SUPERVISOR KUEHL: Thank you. All right.

24 So we'll turn first to our consent items. Does

25 anyone wish to remove anything from consent for our

1 discussions or you can still do it after our discussions
2 before we vote.

3 Mr. Wagner.

4 MR. WAGNER: Thank you, madam chair. Good
5 afternoon, commissioners.

6 A couple of brief comments for context on the
7 items on consent. Calling to your attention subitem C is
8 a request to authorize staff to execute a new contract.
9 This contract is for \$146,995 in funding for the Harder &
10 Company to work with the grantees involved with the
11 community identified projects. Harder will work with them
12 to increase their understanding of the approach we're
13 taking to collect and use data, to inform and track
14 results of these projects. They will also facilitate
15 coordination across the community project grantees to
16 capture lessons learned as partnerships manage their
17 projects going forward across our Best Start communities.
18 Funding for this year has been included in the budget you
19 approved last June.

20 Subitem D would approve the contract with the
21 Los Angeles County Office of Education. And this is the
22 evaluation of the California state preschool program
23 quality rating and improvement block grant. You'll recall
24 that this item was presented by Kim Hall of our research
25 and evaluation department at the last program and planning

1 committee special commission meeting at the end of
2 February. This authorizes us, allows us to receive
3 \$100,000 and LACOE and to manage the evaluation.

4 Subitem E would allow First 5 LA to establish a
5 strategic partnership with a Glen Price Group or GPG, and
6 direct staff to authorize a contract for up to \$170,000.
7 This strategic partnership will enable GPG to continue to
8 facilitate the school readiness work group of the LA grade
9 level reading campaign. And I should point out that this
10 item was also presented as an informational item and
11 discussed at the -- with the board at the special
12 commission PPC meeting at the end of February.

13 It's important to acknowledge this contract is
14 but one of -- amongst a portfolio of our -- of contracts
15 for First 5 LA in efforts to support school readiness
16 through policy and systems change as well as direct
17 services. One of the things we discussed at the PPC is
18 that this work is focused on school readiness assessments,
19 or KRAs, which can help support teachers in being able to
20 tailor their instruction to individual student needs. But
21 it also provides policymakers with population level data.
22 We can also use this as an opportunity to elevate the need
23 for greater alignment between the early learning systems
24 and the K-to-12 systems.

25 So with that summary, staff requests approval of

1 the items on consent.

2 MR. STEELE: Chair, we just need to note that
3 Commission Ybarra is abstaining from item 2C, which is a
4 contract with his employer.

5 SUPERVISOR KUEHL: 2C?

6 MR. STEELE: 2C. I apologize. 2D.

7 SUPERVISOR KUEHL: I never correct you, counsel.
8 I would have done it later. 2d seemed to me to be the
9 LACOE item.

10 Mr. Ybarra, that's the one you meant, correct?

11 COMMISSIONER YBARRA: That's correct.

12 SUPERVISOR KUEHL: Since no one wanted to remove
13 anything from consent, I'm assuming there's no comments or
14 questions. Do I have a motion?

15 COMMISSIONER DENNIS: Yeah, have I a question.

16 SUPERVISOR KUEHL: Oh.

17 COMMISSIONER DENNIS: John, with regards to the
18 contract with LACOE to do the evaluation -- and I'm not
19 even disagreeing with it. I guess my question stems out
20 of, to what degree would this evaluation inform a uniform
21 QRIS system, something that, you know, was one of our
22 goals and -- and I would hope that part of this work would
23 lead to that. So could somebody talk about that to some
24 degree?

25 MS. NUNO: That's precisely the idea. That's

1 precisely the intent, Commissioner Dennis, that the
2 evaluation and information data gathered from that effort
3 will inform the QRIS systems building activities. If
4 you'd like more detail, I can have Katie come up, but
5 that's the intent.

6 COMMISSIONER DENNIS: I believe you. I don't
7 doubt you. I was just hoping that that was part of the
8 expected outcome because, obviously, that has been an
9 issue at hand for several years and one of the, you know
10 -- the lynch pins in our strategic plan to have a unified
11 QRIS system.

12 MS. NUNO: We're leveraging knowledge and data.

13 COMMISSIONER DENNIS: Thank you.

14 SUPERVISOR KUEHL: Thank you. Any other comments
15 or questions?

16 Do I have a motion to approve the consent items?

17 COMMISSIONER AU: So moved.

18 SUPERVISOR KUEHL: Second?

19 COMMISSIONER THOMPSON: Second.

20 SUPERVISOR KUEHL: Any objection with the noted
21 abstention? All right. Then they stand approved.

22 Next item on the agenda, my remarks. Wanted to
23 say just a few things to kind of reiterate. At the first
24 meeting, I spoke about the possibility of our looking for
25 additional revenue. And I think we are not alone. You

1 can read in the paper every day that the cities, the
2 county of LA, the state, I don't think we're going to be
3 able to lift the ballot actually this fall. There will be
4 so many things on it. And, of course, things like the
5 city and the county things are down ballot and people
6 don't -- especially in a presidential election, don't
7 often go there. But still I do think it's interesting
8 since Conway Hollis and Grace pulled the initiative that
9 they were going to do related to children and poverty, it
10 actually means there are a dozen initiatives on the
11 ballot. Not one of them is about kids.

12 Now, that may be okay, but it does mean that we
13 may want to continue our discussion about different ways
14 to look at increasing the revenue because, of course, the
15 chart behind me doesn't seem to change every month and
16 it's just as depressing now as it was when I first walked
17 in here.

18 The -- the other thing -- two other things
19 occurred to me: One is, when we look at our programs
20 overall, the kinds of things we do in terms of our very
21 early childhood or work with prenatal and post-natal
22 visits, home visits, what we're doing in terms of our 14
23 different area programs. I wanted to begin to float the
24 idea of including the arts in -- as an integral part of
25 what we do, not as an extra thing or a different program

1 or a new program.

2 As you know, Commissioner Tilton, there's an ICAN
3 and ICAN Associates. Coincidentally, after I already made
4 these notes, saw that they're -- they're hosting a special
5 event the day before the childhood grief and traumatic
6 loss conference. And it is going to use creative arts
7 materials and processes to really look at the kinds of
8 encounters people have in the workplace in the world, how
9 we create safe spaces. I had a visit from actors in the
10 actor's gang talking about the work they do in the
11 prisons, just getting people to pretend to someone else
12 but of course they're talking about themselves often in
13 their own. And, you know, as we align ourselves with
14 issues of trauma informed care, I just think it's
15 something that I want to continue to -- to talk about.

16 The other area really is prevention, which is
17 really a big part of what we're devoted to and what we
18 talk about, but to think about it kind of across the
19 board. In the county, we are trying to think more across
20 the board, as I've said, and less in silos. And I think
21 we're making some headway. And I simply wanted to say
22 that those two issues, the arts and prevention, will be on
23 my mind and, you know, talking with others including you
24 here as commissioners to see how we can continue to
25 integrate that. It's not only cutting edge being widely

1 adapted, but also I think we can lead in some ways in this
2 with our very focused programs under our strategic plan.

3 So I think that's all I've got as they say.

4 Over to you, executive director.

5 MS. BELSHE: Good. Thank you.

6 COMMISSIONER TILTON: May I comment on that?

7 SUPERVISOR KUEHL: Oh, please. Deanne.

8 COMMISSIONER TILTON: Thank you so much for
9 bringing up the preconference focus on arts and therapy.
10 And Diane Rhode from New York, who has treated children
11 who have survived the 9/11 disaster will be leading this
12 process. And if anyone's interested in attending, we
13 really hope that you'll let us know soon because it's
14 actually filling up. People are excited about it.

15 Also, this is the month that we have the
16 children's child abuse prevention month poster art
17 contest. You'll probably be asked to judge. I know
18 Phillip is a judge and always has been. I don't know if
19 you were judging. In any case, children in the -- in
20 schools throughout the county draw and create art about
21 preventing child abuse. They have themes, different
22 themes. And this year, it's been a little more difficult
23 to engender the response because schools are cutting art
24 programs. And I think that's a real problem that should
25 be addressed by someone -- somebody. But the stories that

1 are told by these children. We think they don't
2 understand, they don't worry. They worry. They care.
3 And they express themselves. And I really appreciate your
4 focusing on the arts because we've tried to pull from the
5 actual children in the classrooms and the general public,
6 not only what they're experiencing but then by helping to
7 educate people how to work with children through art. I'm
8 hoping this will have a much broader impact. So thank
9 you.

10 SUPERVISOR KUEHL: Well, I think we -- we're
11 really looking at this more and more as we look at
12 cross-cutting things. But in looking at trauma informed
13 care, for instance, the issue of being able to tell or
14 being able to expiate, you know, the kind of tension that
15 we have. It's not only a mental health issue, it's also a
16 physical health issue. Finding that, for instance, young
17 girls who've been abused are more likely to have heart
18 issues as adults, and not really understanding the
19 connection of what -- in the new age days, we used to call
20 that mind-body connection. So I think that we can pay
21 attention and should at really at very little expense to
22 pay attention.

23 But it is true that, in our education system,
24 there has been a de-emphasis on arts. My theory always
25 was they really didn't want kids to be creative because

1 that made them more troublesome, which is true. But I
2 think we're going to run that risk. We are going to have
3 a new superintendent at LACOE in probably after June.
4 Have some very good candidates for the job. And one of
5 the things that we may be talking to them about has to do
6 with our early childhood education areas and whether or
7 not we can help with arts being -- you know, being a part
8 of that.

9 So anybody else? Please.

10 COMMISSIONER CURRY: I'm really glad you brought
11 it up also because I think it's so important. And I'm
12 sure a lot of other people are on the e-mail list, but
13 from the music center and it tells all the different
14 things that are going. It amazes me how many programs are
15 free to children and families. And what I've done is
16 taken them and forwarded them on to grandparents and
17 parents and some of the relative care provider
18 associations who know nothing about them and they end up
19 getting some of the relatives to go and take the kids with
20 them. And it's free. But we don't do a very good job of
21 getting the word out that they exist.

22 SUPERVISOR KUEHL: The county is trying to do
23 more and more. Music center actually does a lot and
24 always has, but it means families have to come there. But
25 we're doing a lot more in terms of outreach. Dudamel, of

1 course, is doing outreach with youth of Los Angeles,
2 across the county, and it's inspirational to young people
3 because they see young people, you know, playing. And
4 it's free instruments to learn how to play. The LA opera,
5 the county has just decided to pay for a remote broadcast
6 of an opera in one supervisorial district each year. I
7 always was paying through the third for them to do it at
8 the pier and we had 5,000 people come. So since they're
9 going to be doing it, I'm encouraging the other
10 supervisors because it's actually cheaper once you're
11 broadcasting it over there to do it in our district as
12 well.

13 And there were a lot of children who came because
14 operas are fun. You know, they're like playing. There's
15 a lot of dress up, a lot of drama and sword play and all
16 kinds of fun things, and they just -- you know, they just
17 loved it.

18 Anybody else? Thank you so much.

19 COMMISSIONER HARDING: Can I just add one thing?
20 I just couldn't control myself.

21 SUPERVISOR KUEHL: Something about public health?

22 COMMISSIONER HARDING: I think you brought up a
23 really -- you brought up the YOLA. And I just have to
24 comment that there's some studies that the Centers for
25 Disease Control have done about violence prevention. And

1 one of the premiere interventions to prevent violence is
2 orchestras for kids because it gets them involved in
3 something early on that takes the place of other kinds of
4 gang or other kind of activities.

5 So I think for us in First 5 LA, I think there's
6 all kinds of intersections with the prevention work and
7 with -- I think many of our investment portfolio. In
8 fact, Kim and I last month went a session with a Harvard
9 researcher talking about what to do sort of to intervene
10 early in life. And it was very comforting to leave that
11 and understand that the portfolio of investments that
12 First 5 has are just the right things to do to be -- as a
13 prevention kind of portfolio. That was very encouraging.

14 But I think this idea of how do we integrate arts
15 into what we're doing with Best Start communities. I
16 think we can do more there. And I think it's an excellent
17 idea. And our arts commission, we've worked with on
18 design of healthy communities because a healthy community
19 it is a beautiful community. And arts is a key part of
20 that.

21 SUPERVISOR KUEHL: It's also interesting about
22 kindergarten. We've been having quite a few conversations
23 about what it means to be ready for kindergarten or school
24 readiness notion, and how kindergarten has become so much
25 more like the first grade where it's just work and how

1 play has fallen by the way side. And I've always been
2 convinced -- many of you, I don't know whether you know
3 that Director Harding is a singer and -- yes, you all
4 know. Okay. Good.

5 MS. BELSHE: Yes, we do. Grammy nominee.

6 SUPERVISOR KUEHL: Yes, Grammy nominee.

7 MS. BELSHE: Not many commissioners can say they
8 were unable to attend a meeting because they were at the
9 Latino Grammy's, but Commissioner Harding can.

10 COMMISSIONER HARDING: Yeah, yeah. Right.

11 SUPERVISOR KUEHL: But I mean play can also
12 teach. And the arts have kind of been a part of that.
13 And so there might be a way to find a middle ground on
14 this. You have to learn all this stuff now in
15 kindergarten, but maybe, I don't know, a different way to
16 learn it.

17 I simply wanted to bring it up as a general
18 proposition, and I can see that it strikes a note with a
19 lot of folks. Those who were fortunate enough to have
20 arts in their childhood and those who were not that
21 fortunate.

22 Anybody else? That was fun.

23 Okay. Kim.

24 MS. BELSHE: It's a great segue to one of the
25 issues I wanted to touch on in my time, which is --

1 involves our collective efforts in recent months to get
2 out and -- as staff and commission, to get out and see
3 firsthand much of the really powerful work that we are
4 doing at First 5 LA, particularly as it relates to what we
5 sometimes call our anchor investments in Welcome Baby home
6 visiting, as well as our Best Start community capacity
7 building.

8 We actually just had an event this morning, our
9 third meeting with the partnerships in Wilmington. And I
10 want to thank Nancy for attending, along with Dr. Swilley,
11 who was so eager to learn more about Wilmington Best Start
12 that she actually showed up yesterday. They were having
13 an early leadership meeting. She sat right down, got
14 engaged, and then realized, they seem to be preparing for
15 tomorrow's meeting. And she came back. So if you have
16 any questions about Wilmington, she is very, very studied
17 in that as is now Nancy.

18 But it's a great connection to what our chair's
19 talking about because we saw firsthand this morning how
20 art is being incorporated into their work.

21 Two quick examples: Number one, of the thing
22 things that Wilmington's Best Start partnership has done,
23 one of their -- their overarching focus is on social
24 connections and trying to improve social connections and
25 reduce social isolation which we know is such a

1 significant contributor to parents being as strong and as
2 capable as they can be on behalf of their children. And
3 one of the issues they use to engage community broadly is
4 around health and nutrition. So they did an arts exhibit.
5 Actually it was through the RWJ -- RFJ -- RFK Institute,
6 Cindy, that DPH is supporting with First 5 LA's support
7 and using photography. And the art of photography is as a
8 way of engaging the community in a conversation about, in
9 this case, healthy eating and effective marketing for
10 healthy foods. So really exciting and innovative way of
11 using the art of photography to engage and connect
12 residents.

13 And then just this morning they used theater to
14 tell their story. So they simulated a news story and then
15 they would -- they would -- they had somebody pretending
16 to be a report. And then they would go to one part of the
17 room and talk about how their work involved
18 resident-to-resident engagement. And then they pivoted to
19 another part of room where they were telling a different
20 story about resident-to-family supporting organization
21 engagement. And then they pivoted to another part of the
22 room and talked about organization-to-organization
23 engagement in terms of helping parents navigate the
24 services and supports that they need, recognizing that
25 there's generally not one organization that can meet all

1 the diverse needs of families.

2 And then finally, they did a little theatre piece
3 of the final piece, which is how the partnership can work
4 with and engage government agencies because many of the
5 problems they're identifying require policy leaders to get
6 engaged.

7 So I think it's very appropriate that -- and your
8 encouraging us to think broadly about how arts either is
9 or can be integrated in our work, and it's just a -- we
10 had a real-life example of that here today. It was very
11 exciting to see. And, again, thanking commissioners who
12 have been attending these meetings and, hopefully, will
13 attend future ones.

14 A couple of other things: One issue I noted in
15 my related -- continuing on Best Start that I noted in my
16 executive director's report is just to kind of foreshadow
17 some work that we'll be bringing back to first the program
18 and planning committee and then the full commission around
19 some staff thinking informed by conversations with the
20 community partnerships and other inputs regarding the
21 long-term sustainability of the partnerships and the
22 outcomes that they're working on. We effectively, First 5
23 LA, support a lot of the administrative and related work
24 of the partnerships. And what we want to look at is,
25 what's an approach to supporting the important work of the

1 partnerships that is sustainable over the longer term? So
2 we want to look at how we are currently supporting the
3 partnerships. We employ two different models. We want to
4 look at what other place-based initiatives, such as the
5 California Endowments and others, are doing.

6 We're also going to be conducting a countywide
7 kind of environmental scan in terms of putting out what we
8 sometimes call a request for information, where we're
9 going to say, this is the initiative, here's the long-term
10 goals, here's what we mean by partnership support, give us
11 your best thinking, organizations. Who's out there?
12 Who's interested? Who has the capacity. And bring that
13 learning back to the board to help inform your thinking
14 and our thinking about how we might support these kinds of
15 partnership organizations over the longer term.

16 Two final items: First, we have some very
17 important work that will be unfolding over the course of
18 the next month or so related to our health-related systems
19 work, which is one of the four outcome areas of our
20 strategic plan, as commissioners know. Recall that that
21 health-related stream focuses in two principle areas:
22 Trauma informed care, number 1 one; developmental
23 screening, number two. There will be an April 1 convening
24 that we, First 5 LA, are supporting, along with the
25 California Endowment, the California Community Foundation,

1 and the Parson's Foundation, comprised of a number of
2 commissioners, county agency partners, as well as funders,
3 to really help us think through and begin to map out a
4 countywide approach to trauma informed care. So more to
5 come on that.

6 And then towards the end of May, on May 20th, we
7 will be doing the initial kick off for our work around
8 developmental screening, which you've heard us talk about
9 the Help Me Grow model is a systems framework for helping
10 support parents and providers alike to insure that kids
11 are getting connected to timely and appropriate screens as
12 well as timely referrals to early intervention. So more
13 to come on both of those, but really important kind of
14 next steps in moving that developmental work forward.

15 Finally, you'll be receiving an e-mail from Linda
16 as our board secretary related -- that will include a
17 Survey Monkey. We are going to be soliciting your
18 feedback on issues around information, communications,
19 materials in the context of our work together with an eye
20 towards how to -- how can staff best support you in your
21 governing role as commissioners. So we're -- we worked
22 with executive committee. I want to thank them for their
23 good thoughts and feedback, as well as our research and
24 evaluation team that has a lot of experience with surveys.
25 We tried to keep it as focused as possible, but there are

1 a lot of things we want to get some feedback from you on.
2 So please, please, please take the time and give us your
3 feedback. It's for the benefit of the organization
4 broadly.

5 Thank you.

6 SUPERVISOR KUEHL: Any questions or comments to
7 our executive director?

8 COMMISSIONER AU: One -- something that Kim
9 forgot totally about this morning's event, that we also
10 had music and dance and Kim was featured.

11 MS. BELSHE: I should have mentioned -- I should
12 have mentioned that I did show off my Zumba moves. That
13 regrettably is a site that was captured on video. I fear
14 it will return to the broader community. My moves are not
15 very good. I'm just saying. But I did Umbra, I did
16 Zumba, as did Nancy and Sylvia. And the art of dance was
17 another important factor. And it's also a good lesson in
18 humility and knowing what you're good at and where you
19 have room for improvement.

20 SUPERVISOR KUEHL: But that could be a very
21 inspiring thing because 98 percent of us are probably in
22 your camp. Maybe I should just say 97 percent. For the
23 board, it could be even lower.

24 So any other comments? Thank you very much. All
25 right. Thanks, Kim.

1 Let's move to Item 5. And if I may frame it a
2 little bit before we have the presentation because we will
3 have a presentation on four initiatives that are expiring.
4 And I think many of you probably were at P and P had saw
5 the presentation and may be familiar but not every single
6 one of us. So what we're really asked to do is to decide
7 whether we want to allow each of the four to expire. And
8 if we don't, then we must take a series of votes about
9 findings that we must make about one that we may not want
10 to expire or two or whatever. And so I will guide the
11 voting as we go through it. But, first, a presentation on
12 each of the four of them, correct?

13 Now in terms of public comment, have people
14 signed up for public comment on these items?

15 SECRETARY: Yes.

16 SUPERVISOR KUEHL: I think that what we will do
17 is kind of have the whole presentation, discussion about
18 each of them, and then ask for public comment rather than
19 on each initiative to take public comment on, you know,
20 all at the same time because it's only four. So we can
21 hear from you. I think that will help to combine our
22 time.

23 All right. Over to you.

24 MS. FICEK: All right. Thank you. Good
25 afternoon, commissioners. Thank you for that

1 introduction.

2 And as you know, at last month's commission
3 meeting, staff did present on the annual expiring
4 initiatives review process providing an overview of just
5 the process itself. And then we followed that up with
6 another presentation at our February program and planning
7 committee meeting where staff reported on the findings
8 from the review process for the initiatives that are
9 expiring by December of 2017. And then for today we are
10 bringing back the findings for the two investments listed
11 here, which are information resource and referral,
12 includes our contract with 211 LA county, and early
13 identification and intervention, or autism and other
14 developmental delays investment. And we're bringing those
15 back today because they're the ones that require board
16 approval.

17 So also as a quick reminder, I'll go quickly
18 through the next few slides just because you have seen
19 them for the last two presentations, but serving as the
20 foundation of the expiring initiatives review process are
21 our board approved governance guidelines, and in
22 particular guideline number 7, which does state, all First
23 5 LA multiyear service related investments do end and that
24 expiration is based on the time state in their original
25 allocation or in their grant award. And guideline number

1 7 also does require First 5 LA staff to come back annually
2 and provide a report out to the board, thus today's
3 presentation as well as the presentation at the February
4 commission meeting and the February program and planning
5 committee meeting.

6 You'll also recall that the purpose of this
7 review process is to successfully close out our
8 investments and capture lessons learned from our expiring
9 investments and then take that learning to then inform our
10 future work and, when possible, to also inform the field.

11 And also a reminder, these are the components
12 that are considered as part of the expiring initiative
13 review process. To capture lessons learned we look at,
14 was the initiative time limited or capacity building
15 focus. We also look at the success of the initiative in
16 completing its desired deliverables and meeting desired
17 outcomes. We also look at its impact on a countywide or
18 population level. And then the three last considerations
19 we look at whether it has a clear, sustainability plan,
20 whether it aligns with our current strategic plan, and not
21 just at the outcome level but at the strategy and
22 investment guidelines level as well. And then we also
23 look at the environmental landscape and have there been
24 any significant changes within that since the investment
25 was first funded by First 5 LA.

1 And then you'll recall, in rare instances, we
2 come back to the board when we've completed that review
3 process. And our report back does include a waiver of
4 governance guidelines when one of these last three
5 considerations -- when something is going on or one of the
6 last considerations have been met. And we come back with
7 a waiver of the guidelines to continue that investment for
8 a specific set amount of time. And in each of those rare
9 occasions -- again, it's been one -- it's been when one of
10 these last three items has been met.

11 So as Supervisor Kuehl mentioned at the
12 beginning, this year the expiring initiatives review
13 process did review four different investments. Those are
14 the ones listed here based on their end dates. And as
15 already noted, today we are going to be only presenting on
16 two: Information resource and referral and early
17 identification and intervention. Our permanent supportive
18 housing investment will end based on the dates noted here,
19 and that is per our governance guidelines. However, as we
20 also shared the February program and planning committee
21 meeting, considering all that is going on regionally
22 around homelessness, staff is looking at potential First 5
23 LA engagement opportunities with the LA county homeless
24 initiative effort, and we're also looking at, of course,
25 how those can align with our strategic plan. And we do

1 plan on bringing those ideas back to the board this spring
2 coming up soon.

3 And you'll recall at our February program and
4 planning committee meeting as well, the CEO's office was
5 there to present on the homelessness initiative so that
6 you were more familiar and aware of have effort.

7 And then as for parent/child interaction therapy,
8 the final four investment, we do plan on bringing an
9 update on that investment back to the board as well next
10 year in the spring of 2017, well before its end date of
11 September 2017, to share the latest on PCIT's fund balance
12 that was mentioned at the February program, and also talk
13 about potential alignment to our strategic plan.

14 So now getting into the two investments that we
15 do need board vote on today though. We'll start with
16 information resource and referral. Again, this our
17 contract with 211 LA county. First 5 LA has been
18 contracting with 211 since 2005. So this is an investment
19 that has been in place for sometime, but it is renewed on
20 an annual basis. This contract is scheduled to end in
21 June of 2016. Currently, it's funded at 1.2 million per
22 year. Key findings from the review process did include,
23 as staff reported last year as well, we do continue to see
24 potential alignment with our strategic plan, in particular
25 with our developmental screening strategy, or Help Me Grow

1 work, as that includes a telephonic component. And as all
2 of you know, 211 LA county does provide information
3 resource and referral by a telephonic platform.

4 So staff is therefore recommending to extend this
5 investment for an additional 18 months of our strategic
6 partnership with 211 LA county. This would take it
7 through December of 2017. This would then continue
8 current important information and referral telephonic
9 services, while Help Me Grow is further developed. And in
10 addition, we also are requesting your approval to give
11 First 5 LA's executive director authorization to extend
12 this contract for an additional six months, the total
13 amount of funds that are needed 2.5 million. And this
14 amount does include that additional six-months extension
15 period.

16 The extension does allow continuation of
17 important I R and R services while the Help Me Grow
18 solicitation of the telephonic access component is
19 completed. Once that solicitation is released then, 211
20 could be a competitive partner to help advance our future
21 Help Me Grow work.

22 Board action required though is a waive of
23 Governance Guideline Number 7 so that include a
24 seven-of-nine vote. If the board then approves, staff
25 would execute the contract once the fiscal year 16-17

1 programmatic budget has been approved in June of this
2 year.

3 The next investment is early identification and
4 intervention, EII, autism, and other developmental delays.
5 This is often better known as our first connections
6 initiative. It is scheduled to end in early April of
7 2017. This is a \$2.5 million allocation that was over a
8 three-year period. Through the funding, six organizations
9 and one TA provider were contracted. Key findings from
10 the review process for this investment did include
11 potential alignment with our strategic plan, again with
12 the developmental screening strategy, the Help Me Grow
13 work, which focuses on improving coordination and
14 functioning of developmental screening assessment and
15 early intervention programs.

16 Staff has identified that future Help Me Grow
17 work does have the potential to leverage the existing work
18 that partners that are a part of our current EII task
19 force. So due that potential alignment, staff is
20 recommending that we extend this initiative for up to 15
21 months to take this investment through June of 2018.
22 Again, this would be for up to 1.25 million. And this
23 would continue early identification and intervention
24 services and then, of course, the task force support,
25 again, until Help Me Grow has been further developed.

1 The board action required is again a waiving of
2 Governance Guideline Number 7. So, again, also
3 seven-of-nine vote and staff would be executing contracts
4 once the board has approve the 16-17 budget in June.

5 And then next steps are really as I already
6 noted: Any fiscal impact that's been shared will be
7 included and noted in the 16-17 budget process which is
8 approved by the board on the June 9th date.

9 And we can open up for questions.

10 MS. BELSHE: Who's that?

11 MS. FICEK: I did not plan this picture but he's
12 exploring his artistic side. He's doing art. This is my
13 sweet little Sam, 21 months old.

14 SUPERVISOR KUEHL: Okay. I see where it's very
15 tricky. I noticed this every month, just to make the
16 board feel really good about the presentation and adopt
17 all of the recommendations without any problems, we have a
18 cute kid at the end.

19 MS. FICEK: I know. It's distracting.

20 SUPERVISOR KUEHL: Very smart.

21 MS. FICEK: I want to go back to the specifics of
22 what you're voting on today.

23 SUPERVISOR KUEHL: Let me guide us through
24 because I want to go a few steps back so that we
25 understand what we're not voting on today, first.

1 The rental assistance component of our
2 homelessness funding expires June 30th. The capital piece
3 of it does not expire until next year.

4 MS. FICEK: Correct.

5 SUPERVISOR KUEHL: And if we wish to allow that
6 program to expire, we just take no action. The county has
7 indicated that it will pick up some of what we were doing,
8 maybe most of what we were doing in this coming budget
9 year through rapid rehousing a number of ways because we
10 have specifically pulled out in our language family -- you
11 know, families with young children, and probably in the
12 17-18 budget as well. But as we heard, we will hear in
13 the spring whether there may be other ways that First 5
14 might find a way to help or augment or find a way to align
15 with our strategic plan. But right now, the
16 recommendation is to take no action and therefore allow
17 the rental assistance component part of that to expire in
18 June, though, again, we will hear back in the spring.

19 The second thing in terms of PCIT, this also
20 stands to expire not until the end of October 2017. It
21 has a good deal of unexpended money. And so staff is
22 going to come back to us essentially in a year to tell us
23 how that money's doing. And as there may be some no-cost
24 extension that we may want to deal with in the spring of
25 2017, but that program actually will continue if we take

1 no action today. It doesn't mean it expires, you know,
2 right away because it's not actually scheduled to expire
3 until the end of October 2017.

4 So the actions -- if that's acceptable on those
5 two. The actions that we're then asked to take relate to
6 the other two initiatives which you've heard
7 recommendations about. And we would need to essentially
8 vote first to -- to waive the Governance Guideline Number
9 7 so that we could actually extend these contracts. So
10 the first would be a waiver. The second would be about
11 211 and we will have discussion about this, of course.
12 The third would be about early identification and
13 intervention. And then the fourth would be actually
14 authorizing the staff to do the contracts for the
15 extension.

16 So it seems to me the conversation -- well, it's
17 open to you about all four of them obviously, but any
18 comments or questions?

19 Mr. Browning.

20 COMMISSIONER BROWNING: You probably already
21 mentioned this, but do we have an evaluation of the two
22 contract proposals that we're talking about extending; and
23 if so, did the evaluation meet the performance metrics or
24 measure that were outlined?

25 MS. FICEK: We do track performance for both. So

1 it varies for each one. So with 211 LA county, they have
2 performance measurements they're asked to track and report
3 on monthly. We have monthly conference calls with them
4 where they share progress and we look at whether they're
5 meeting them, whether they're not, how that's happening,
6 what adjustments need to be made. As far as a evaluation
7 on a larger sense than that, no, there's not, but there is
8 that tracking of performance on a monthly basis.

9 For first connections, I am going to probably ask
10 the program officer to speak to that because I'm not quite
11 sure how we evaluate that program.

12 MS. WORBELL: Hi, Lee Worbell. There's not an
13 actual formal evaluation for the specific program.
14 There's a larger scan that the research and evaluation
15 department is heading up so the work of first connections
16 will be involved and included in that. But, again, we
17 are, as Tara said, tracking. There have been about -- to
18 date, I think it's about 11,000 screenings conducted and
19 serving about 3,700 families so far to date in this
20 project.

21 COMMISSIONER DENNIS: Tara, with regards to the
22 budget allocation, you were talking in -- with regards to
23 PCIT that there's unexpended money and those monies will
24 be used going forward. For the two programs that we are
25 going to -- we've been asked to waive the governance

1 guidelines on, where are those monies coming from? Are
2 those monies that have been unexpended or are those monies
3 that are coming out of this current strategic plan pot
4 which we went through when we went through the strategic
5 planning process? And if that's the case, the latter,
6 what pots would they be coming out of?

7 MS. FICEK: For 211 LA county, it is a contract
8 that fully spends their budget each year, so there isn't
9 unexpended funds available for that investment. And
10 Raoul, I'm going to ask to speak to where exactly we're
11 pulling these future funds that we're requesting.

12 MR. ORTEGA: With the I and R 211 because it
13 aligns to the health outcome area, we will pull it from
14 the high-end estimates that we put aside for that
15 strategic plan.

16 MS. BELSHE: Same with the EIR. Same with both
17 of them because they're health screening outcome?

18 MR. ORTEGA: Yes.

19 MS. FICEK: Tied to the health outcome.

20 COMMISSIONER DENNIS: Okay. Good. So going
21 forward it would be good perhaps in P and P and at some
22 point in time, since we're beginning the process of
23 getting into the funding around this strategic plan, to
24 look at the allocation, monies expended, and, you know,
25 how -- and the alignment. That would be a healthy

1 exercise as we move forward because now we're going into
2 different territory with regard to our new strategic plan.
3 We're starting to expend funds. And so to that degree,
4 that would be very helpful.

5 MS. BELSHE: And we're beginning that
6 conversation in the context of this year's budget
7 development with the budget and finance committee. So
8 it's a work in progress. And then that will be coming to
9 the full board because we're trying to pivot from the bulk
10 of the resources from First 5 LA associated with legacy
11 work of two and even three strategic plans ago to our work
12 going forward.

13 COMMISSIONER DENNIS: Thank you.

14 COMMISSIONER HARDING: So -- thank you. I just
15 wanted to make a comment. I wanted to thank the staff for
16 taking our comments from the program and planning
17 committee to heart, and particularly in relation to 211.
18 And I appreciate you extending the time frame and the
19 funding for that because I think it's critical that we
20 align it with the Help Me Grow investment.

21 Would it be possible to bring both the -- the
22 interventions for autism and other developmental delays
23 and the information referral to program and planning in
24 the future to have us get it -- I haven't heard much about
25 the autism investment in a while, so it would be good to

1 learn a little bit more about and what we hope to have
2 happen in this new investment.

3 And second, with the 211 investment, what we
4 heard and now I'm channeling Commissioner Abdo who said
5 very loudly, are we using that -- you know, young families
6 communicate differently than we all used to, and myself
7 included, which telephonic was really useful. But young
8 families communicate differently. So can we work with 211
9 on some of those platforms that might -- you know, they've
10 got really new, innovative staff too, so there's probably
11 things that we could learn about their approaches to
12 compliment Help Me Grow with this referral service.

13 MS. FICEK: Yes. We are considering that. And I
14 think a future Help Me Grow, EII, 211 conversation at PPC
15 can highlight -- will clearly highlight the telephonic
16 access component is only one piece of it. There's many
17 other ways to access parents these days: apps, e-mail,
18 texting. Like, yes, the telephonic piece is just one part
19 of it. So I think that will come out in the future of
20 Help Me Grow conversation that can show connection or how
21 it's connecting and potentially aligned with EII and 211.

22 SUPERVISOR KUEHL: I think it's important to
23 point out, too, that there will be an RFI issued -- I mean
24 RFP issues for that 211 will be able to compete for that
25 relates to a telephonic R and R component down the line.

1 Now, it doesn't mean they'll get it, but it makes good
2 sense to help them continue so we don't start back
3 building infrastructure.

4 MS. FICEK: Right. The intention is not to
5 remake the structure we rebuilt.

6 COMMISSIONER ZEPEDA: I have a question. I was
7 not at the last P and P meeting. And I think Cindy brings
8 up a good issue and I think it's relating to what
9 Commissioner Browning said as well. I would be very
10 interested in a little bit more detail on evaluation going
11 forward. I think just tracking how many screenings are
12 done or whatever Internet you're using for tracking is
13 pretty -- is not going to give us the information we need
14 going forward in terms of lessons learned because the idea
15 is for these investments to have broader impact. And so I
16 would be concerned about the kind of evaluation that has
17 been going on or will go on, particularly if we're moving
18 into using new monies or these additional monies or moving
19 from the legacy funding to the new strategic plan. So I'd
20 be interested in knowing more about that.

21 MS. FICEK: Okay.

22 COMMISSIONER CURRY: The 211, is the only
23 telephonic? I thought we had in another environment been
24 given a presentation that showed that they also access --
25 you had access to the Web site for all the information as

1 well as telephonically.

2 MS. FICEK: They do. They have -- there are
3 search capacities on their Web site as well. I think they
4 would say that is a work in progress and they're still
5 growing and refining that. And then we also fund the
6 position at the children's court. That's the end person
7 course 211 information.

8 SUPERVISOR KUEHL: It's a broader county issue as
9 well. We're kind of reorganizing our IT capabilities big
10 time. So this I think is going to be a -- albeit a small
11 piece of it, but 211 will also be part of what we'll
12 looking for because the county funds 80 percent of 211's
13 budget.

14 Other comments?

15 All right. Let us go to public comment then on
16 this. Have I three requests to speak. Mona Patel, Marian
17 Williams, and Deborah Rosen. If you would step forward
18 and to the mic and speak directly into the mic. You don't
19 have to speak in that order as long as you tell us who you
20 are as you speak.

21 Welcome. Speak right in the mic because --

22 DR. WILLIAMS: I'm Dr. Marian Williams, and I'm
23 here from Children's Hospital Los Angeles. We are the
24 training and technical assistance lead for the early
25 identification and intervention, the first connections

1 project. And we were delighted that you'd like to hear
2 more about it. So I'm also available if there's question
3 that we can answer while we're here. And the other two
4 commenters are partner agencies that we're working very
5 closely with on delivering the project.

6 So I just wanted to mainly thank First 5 LA. As
7 you heard, thousands of children have been screened
8 because of this initiative. And we've also had the
9 opportunity to really learn about some innovative models,
10 what works well, what's effective in terms of strategies,
11 what barriers do families encounter when we're trying to
12 link them with services. So there's been a lot of
13 learning that's gone on. And I think a couple of key
14 things that we've learned is the importance of using
15 standardized screening tools, and that even expert,
16 well-trained pediatricians have discovered, often to their
17 surprise, that they were missing kids, that just
18 eyeballing them in the middle of a very busy well-child
19 visit doesn't cut it.

20 And another lesson learned is the challenges of
21 really linking families once you've screened them and the
22 importance of kind of the warm handoff, the care
23 coordination role. So I think there's a lot more to
24 learn, and we're really excited about joining with the
25 Help Me Grow process and being kind of the project that

1 bridges from where we are now to how to successfully
2 implement Help Me Grow, which right now at least in
3 California is in small counties, and we're talking about
4 scaling up in a big way.

5 So it's not going to be an easy task. And I
6 think using the task force that we put together, which has
7 stakeholders from all the key areas of early intervention
8 that's already in place and very active -- I've never been
9 on a task force where people actually come every single
10 time and are excited. So we want to keep it going.

11 So thank you.

12 SUPERVISOR KUEHL: Thank you very much. And
13 we're going to be talking about communications and
14 branding later. And I just wanted to pass on, I think
15 Children's Hospital is doing a great job. You know, I see
16 TV commercials, I see their logo everywhere. I'm not
17 saying better than First 5, certainly not. But when
18 someone is at your mic, you may as compliment them while
19 they're here.

20 Welcome.

21 MS. ROSEN: Thank you. Good afternoon, and thank
22 you for the opportunity to speak.

23 My name is Deborah Rosen. I direct quality and
24 health education at Northeast Valley Health Corporation.
25 We're a federally qualified health center in the

1 San Fernando and Santa Clarita valleys. We have 13
2 licensed sites, and eight of them serve young children.

3 So prior to -- we have been a recipient of this
4 wonderful funding for First Connections. Prior to the
5 funding, our providers assessed developmental delays
6 through their observations during a 15-minute visit. And
7 as Dr. William's said, most of our particularly older
8 pediatricians think they're quite good at doing this.
9 What we have found is the importance of implementing
10 standardized developmental screening. And we have
11 implemented this process and this model at two sites. We
12 are learning as we go along. We're planning to spread
13 that and learn more.

14 In addition to implementing the standardized
15 screening, we also have employed care coordination so that
16 parents are refereed to this warm handoff, this individual
17 who is culturally linguistically competent to help our
18 parents go through a very fragmented and scary process.
19 So in fact they help them complete the forms to a referral
20 for regional center.

21 And just to give you an idea, in the first year
22 we screened 1,200 -- approximately 1,200 through this
23 standardized tool, and 49 percent of those children were
24 identified as having a developmental delay. That's a
25 huge, huge number. Our care coordinators have seen over,

1 either by phone or in person, over 80 percent of these
2 parents. Many parents blame themselves, need emotional
3 support through this process. Some are in denial. And
4 these care coordinators really work with these parents to
5 help them through this -- this process.

6 And so I wanted to also point out that, as a
7 federally qualified health center, and almost all of our
8 young children are -- are -- have Medi-Cal managed care,
9 we do receive payment for the visit, but we do not receive
10 any additional money to do a very comprehensive screening
11 on these patients. So we get the same amount of funding
12 whether the provider just observes them during that 15
13 minutes or we work with the parent ahead of time to insure
14 that the questionnaire is completed, and they help them in
15 the health center as well. It needs to be scored, the
16 provider needs to review it, and then the hand off.

17 So I will close now. Thank you again for the
18 opportunity.

19 SUPERVISOR KUEHL: Thank you very much.

20 Dr. Patel.

21 DR. PATEL: So good afternoon. I'm Dr. Mona
22 Patel. I'm a practicing general pediatrician from
23 Children's Hospital Los Angeles, and also I work with
24 Altamed Health Services System, which serves over 80,000
25 children, is one of the largest FQACs in the nation.

1 I'm the PI and one of the grantees of this
2 amazing opportunity. And just as what Drs. William and
3 Deborah mentioned is, as a provider, the biggest
4 roadblocks I have is time. I see upwards to 20 to 30
5 parents a day in well-child visits. I practice along
6 family practice PA, mid-levels, all kinds of providers.
7 And what our goal with this grant was to standardize
8 operationalize this screening into an electronic format
9 into our integrated electronic medical records so that
10 standard all children at nine, 18, 24, and soon 30 months
11 are screened across our entire system.

12 We have success really launched at three clinics
13 including Children's Hospital. And by the end of this
14 month, we'll be at three more sites and additional,
15 hopefully, four more by the end of the year. We have also
16 screened numerous and -- children, and we're doing hand --
17 warm handoffs, linkages. We're going to hopefully be
18 starting parent support groups in what is developmental
19 delay and how do you access early intervention services
20 because a lot of the families we serve do not understand
21 this.

22 A really important critical point as a practicing
23 pediatrician in academics is a lot of my provider
24 colleagues don't understand what screening is. We are not
25 all trained about this in medical school. So a large

1 component of this and the sustainability that you
2 mentioned is education. So we've been doing a large scale
3 provider education with pediatric residents with
4 practitioners in the community so that, in the future,
5 there will also be sustainability in that platform.

6 So thank you so much for this opportunity and we
7 hope you can continue this amazing work.

8 SUPERVISOR KUEHL: Thank you. Any further
9 comments or questions from the commissioners?

10 All right. So it requires then that we take four
11 separate votes and seven votes are required for each. The
12 first would require a motion to waive Governance Guideline
13 Number 7 so that we can potentially take action on
14 extending two of these contracts.

15 So do I have such a motion?

16 COMMISSIONER ZEPEDA: So moved.

17 SUPERVISOR KUEHL: Is there a second?

18 COMMISSIONER AU: Second.

19 SUPERVISOR KUEHL: All right. Any --

20 COMMISSIONER DENNIS: Do we have to do them
21 separately?

22 MR. STEELE: We suggest you take a role call vote
23 on that item, Chair, just to make sure we get the seven
24 that are required.

25 SUPERVISOR KUEHL: The question from Mr. Dennis

1 was whether we can vote on all four.

2 MS. BELSHE: There's -- it's waiving the
3 governance guideline for 211 and waiving the governance
4 guidelines for EII.

5 COMMISSIONER DENNIS: My question is, do they
6 have to be two separate votes?

7 MR. STEELE: It's up to the commission, but we're
8 not required two if you're intending to vote affirmatively
9 on both.

10 SUPERVISOR KUEHL: Then we would have to vote to
11 extend to a time certain, et cetera, for each of them.
12 And then we would have to instruct staff to enter into the
13 contracts. Is that also a separate vote for each one?

14 MR. STEELE: You could take all three of those
15 items in one vote if you prefer.

16 SUPERVISOR KUEHL: All three of those items. You
17 mean the --

18 MR. STEELE: The two extensions and then
19 authorization to staff are all related if --

20 SUPERVISOR KUEHL: So first we must waive for one
21 and then for the other, and then we'll go forward if that
22 receives seven votes.

23 All right. So we'll have a role call then on
24 waiving Guideline 7 related to the 211 contract.

25 SECRETARY: Judy Abdo.

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Nancy Au.
COMMISSIONER AU: Yes.
SECRETARY: Jane Boeckmann.
COMMISSIONER BOECKMANN: Yes.
SECRETARY: Duane Dennis.
COMMISSIONER DENNIS: Yes.
SECRETARY: Cynthia Harding.
COMMISSIONER HARDING: Yes.
SECRETARY: Christopher Thompson.
COMMISSIONER THOMPSON: Yes.
SECRETARY: Joseph Ybarra.
COMMISSIONER YBARRA: Yes.
SECRETARY: Marlene Zepeda.
COMMISSIONER ZEPEDA: Yes.
SECRETARY: Sheila Kuehl.
SUPERVISOR KUEHL: Yes.
All right. That has eight votes, so the
guidelines have been waived related to the 211 program.
And now we will take a similar vote. I think we
need a motion to waive the guideline related to the EII
program. Is there such a motion?
COMMISSIONER CURRY: So moved.
SUPERVISOR KUEHL: Second?
COMMISSIONER AU: Second.
SUPERVISOR KUEHL: Any discussion? Role call

1 please.

2 SECRETARY: Judy Abdo.

3 Nancy Au.

4 COMMISSIONER AU: Yes.

5 SECRETARY: Jane Boeckmann.

6 COMMISSIONER BOECKMANN: Yes.

7 SECRETARY: Duane Dennis.

8 COMMISSIONER DENNIS: Yes.

9 SECRETARY: Cynthia Harding.

10 COMMISSIONER HARDING: Yes.

11 SECRETARY: Christopher Thompson.

12 COMMISSIONER THOMPSON: Yes.

13 SECRETARY: Joseph Ybarra.

14 COMMISSIONER YBARRA: Yes.

15 SECRETARY: Marlene Zepeda.

16 COMMISSIONER ZEPEDA: Yes.

17 SECRETARY: Sheila Kuehl.

18 SUPERVISOR KUEHL: Yes.

19 All right. That has eight votes and therefore we
20 have voted to waive the guidelines for both of these.

21 Was indicated by counsel that, if we wish, we
22 could vote -- take one vote, but let's make sure we know
23 what we're voting on: To extend the contract for 211, to
24 extend the contract for EII, and to instruct the staff to
25 actually enter into those contracts as we decided.

1 So could staff remind us of the particulars of
2 the extension of the 211 contract, the timing, et cetera?
3 Because I think -- thank you very much for the work that
4 was done at P and P because I think they made a few
5 adjustments, so we know exactly what the extension is
6 for --

7 MS. FICEK: Correct. So I brought up the slide.

8 SUPERVISOR KUEHL: -- what the option is for the
9 extra six months, et cetera.

10 MS. FICEK: So I brought the slide back up. It
11 is requesting an extension of that strategic partnership.
12 They are currently scheduled to end this June. It's
13 asking for an extension through December of 2017 for the
14 amount of 2.5 million. And then we're also asking for an
15 authorization for First 5 LA's ED to then extend for an
16 additional six months pending delays in the Help Me Grow
17 strategy development, and that funding for that six months
18 is included in that 2.5 million as well. That's why it
19 says up to 2.5.

20 SUPERVISOR KUEHL: Thank you. Then for EII?

21 MS. FICEK: For EII, because they're scheduled to
22 end in April of next year, we're recommending to extend
23 them through June 30th of 2018. That's for an additional
24 1.25 million to continue their early identification and
25 intervention services and their task force support.

1 SUPERVISOR KUEHL: All right. Then we will take
2 this as one motion if that's okay with the commissioners.
3 A motion that would include extension of 211 contract as
4 described, of EII's contract as described, and to instruct
5 the staff to enter into those contracts as described.

6 Do I have a motion for those three together?

7 COMMISSIONER THOMPSON: So moved.

8 COMMISSIONER AU: Seconded.

9 SUPERVISOR KUEHL: Moved and seconded. Any
10 discussion?

11 All right. Role call, please.

12 SECRETARY: Judy Abdo.

13 Nancy Au.

14 COMMISSIONER AU: Yes.

15 SECRETARY: Jane Boeckmann.

16 COMMISSIONER BOECKMANN: Yes.

17 SECRETARY: Duane Dennis.

18 COMMISSIONER DENNIS: Yes.

19 SECRETARY: Cynthia Harding.

20 COMMISSIONER HARDING: Yes.

21 SECRETARY: Christopher Thompson.

22 COMMISSIONER THOMPSON: Yes.

23 SECRETARY: Joseph Ybarra.

24 COMMISSIONER YBARRA: Yes.

25 SECRETARY: Marlene Zepeda.

1 COMMISSIONER ZEPEDA: Yes.

2 SECRETARY: Sheila Kuehl.

3 SUPERVISOR KUEHL: Yes.

4 All right. That is approved by eight votes as
5 required.

6 Thanks very much. I think that concludes that
7 item. So thank you all.

8 And we'll move to the next item, which would be
9 Number 6. This is an information only item related to our
10 state policy and government affairs and an update on
11 what's going on.

12 Welcome.

13 MR. BARTH: Thank you. So this morning -- or
14 this morning -- this afternoon.

15 SUPERVISOR KUEHL: It was morning.

16 MR. BARTH: This afternoon -- thank you very
17 much, Monica. We have the privilege of having our
18 California Strategies colleagues who are based in
19 Sacramento and represent us on a daily basis here with us
20 to share a little bit about what the context is, what's
21 going on, what's on the forefront of a lot of people's
22 minds in our state capitol. Last month we had the
23 opportunity to hear from our federal advocates, The Raben
24 Group.

25 So just to add some context before I turn it over

1 to them, we will continue to come to you a lot of times,
2 both in this full commission meeting and also in our
3 program and planning committee meetings, to talk about
4 what's going on, both some specific issues, whether it's
5 related to the budget or a specific piece of legislation
6 or just to share some general updates about what's
7 happening so that you can be informed about the activities
8 our organization broadly across all of our areas are
9 focusing on. And also just wanted to remind you all that
10 a number of bills -- nearly 2,000 bills have been
11 introduced in Sacramento for this year's legislative
12 session. And thanks to the support of Cal Strat and our
13 advocacy partners, we're going to be narrowing it down to
14 a much, much, much smaller list that we'll be sharing with
15 you for information, first at our program and planning
16 committee meeting on March 30th, just to give you a sense
17 of some of the bills we're paying attention to as it
18 relates directly to our policy agenda and to our strategic
19 plan.

20 In your materials, you actually have a copy of
21 the First 5 Association's policy agenda. And I want to
22 you take a look at it because that gives you a sense of
23 what statewide all 58 commissions are focusing on from a
24 policy perspective and what a lot of our efforts look like
25 in Sacramento. And you'll note that some very specific

1 items in our strategic plan happen to be very specific
2 items that are in their policy agenda. I've shared some
3 of the highlights here as it relates to home visiting, as
4 it relates to early learning, as it relates to workforce
5 development, and health systems.

6 But also there's an important section here which
7 is this general focus on systems sustainability and reach.
8 So as we work with our partners across the board, we're
9 not just taking a look at all the investments we've made
10 historically and saying, sorry, that's not part of the
11 strategic plan moving forward, we're not going to pay
12 attention to it. We're paying attention to those
13 opportunities that are emerging, whether it's around
14 housing or oral health, that are going to be able to fund,
15 expand, sustain, and grow the programs we have invested
16 in. And there's some great opportunities. We heard about
17 some of them in the federal conversation last month.
18 You'll hear about some of them today.

19 So while we are focused on a lot of the new work
20 that we're working on in the strategic plan, there --
21 we're not tone deaf to a lot of priorities that are moving
22 forward elsewhere.

23 So with that, I will stop talking and I will turn
24 it over to our great friends at Cal Strat who are with us
25 today.

1 MR. BENTON: Great. Thank you very much. Peter's
2 taller than I am, so I'm going to move this down here a
3 bit.

4 Thanks for inviting us back for the annual spring
5 fling down here to talk about the budget and
6 opportunities. And thank you, madam chair. We certainly
7 miss your humor and thoughtfulness up in Sacramento in the
8 Senate Health Committee.

9 SUPERVISOR KUEHL: Do they still have my sign up
10 that says, do no harm?

11 MR. BENTON: No, but I will try to do no harm to
12 this presentation in your honor.

13 So I first wanted to introduce my colleague,
14 Monique Ramos. I was able to steal her from
15 superintendent of education, Tom Torlakson. She was the
16 deputy commissioner in charge of government affairs and
17 legislation. She has been at the forefront of many of the
18 initiatives -- education initiatives in the last several
19 years. So she's a huge addition to our team up in
20 Sacramento.

21 Also wanted to introduce Steve Cahn who is my
22 associate down here in Los Angeles county who works with
23 your First 5 LA folks on a lot of the local control
24 funding formula issues and other local initiatives where
25 we take kind of state policy matters and they start coming

1 back to the county. Steve is instrumental in working with
2 groups to try to implement those around your strategic
3 plan.

4 So you can see -- let me see here. So this is
5 the kind of the topics we're going to cover. There was a
6 whole host more, but Kim and Peter kind of narrowed us
7 down to ones that really matter towards your strategic
8 plan. And thank you for that, else we'd be here for a
9 couple of hours.

10 I think we're going to start by really talking to
11 you broadly about the strategic kind of opportunities and
12 things that we're doing at Cal Strat with a variety of
13 groups that have been on the ground in Sacramento for a
14 long time. So we're -- we have a number of efforts up
15 there. And I think one of our key efforts this year, and
16 it's been -- really started last year was to really
17 increase kind of the collective voice of the First 5s up
18 in the Capitol. And so we're doing that.

19 We're going to talk about the state budget.
20 Governor's proposal came out in January. Two critical
21 pieces of that: One is the early learning block grant.
22 And Monique is going to really focus on that because she's
23 been leading our efforts on that with our ECE coalition.
24 And also this year, the Medi-Cal 2020 waiver was approved,
25 which is a five-year Medi-Cal waiver that allows

1 opportunities for some of the pilots that you have been
2 doing and funding down here in the county to have a
3 five-year span to kind of prove themselves as opposed to
4 kind of the year-to-year, budget-to-budget-year type of a
5 thing. A lot of great programs get rejected because you
6 can't fund them for -- you can't see the savings over a
7 year. But this five-year waiver kind of allows us to maybe
8 hopefully knit into some of your priorities into that.

9 We're going to talk about one of the issues, and
10 there's the dental transformation initiative, which is
11 \$750 million to help repair the Denti-Cal program in this
12 state which is just a disaster.

13 And then we're going to talk about some recent
14 action on tobacco taxes. There were some bills that are
15 now going to the Governor's desk we want to talk about.
16 And then several other ballot measures that are kind of in
17 play. And then also President Pro Tem DeLeon has a
18 homelessness initiative. And I was noticing on your --
19 just the prior discussion here some of the housing issues
20 in that could fit within the homelessness initiative.

21 So up in Sacramento kind of what we have done in
22 terms of kind of plowing the field and gathering the
23 forces. As I mentioned earlier, it's really try to have a
24 collective First 5 voice. And as part of what we do with
25 that is, thankfully -- and this is under LA -- First 5

1 LA's leadership, the association, which is all 58
2 counties, has start to -- has hired some resources, has
3 got some internal resources that are dedicated to the
4 capital and to policy. At the same time, Camille Maben at
5 First 5 California brought in Erin Gabel and Whitney
6 Sandifer from the Department of Education who were very
7 active on the ECE areas to work at First 5 California. So
8 they are -- we're a great team now of kind of First 5s
9 active up there.

10 April 5 -- I was talking to Commissioner Dennis
11 earlier to see if he was coming up April 5th or not, but
12 we have the kind of the annual -- what's now become the
13 annual First 5 Association day at the Capitol. And so our
14 firm works with Moira Kenney at First 5 Association to
15 really kind of schedule meetings around and to develop the
16 messaging for First 5s up there. So that's happening.

17 At the same time, we are continuing to develop
18 champions. And just two days ago I guess one of those
19 champions, Speaker Anthony Rendon, was sworn in. And I
20 think it -- certainly, he's very familiar with a lot of
21 you down here. I think he's going to be a great champion
22 moving forward. And there's others in the caucus as well
23 that are really aligned with your priorities. So we're
24 going to try to continue to work on developing champions
25 in the legislature.

1 And I think we've got roughly eight or nine
2 former First 5 commissioners that are now legislatures
3 that -- from across the state that include Republicans and
4 Democrats. So we've got some pretty strong Republican
5 voices now, which is nice, prior First 5 commissioners.

6 We also convened like-minded stakeholders. We
7 for the last three years have had the ECE coalition we
8 call it, which is a variety of groups. We've kind of
9 expanded that this year to include the child care networks
10 that includes the business groups like the LA Chamber, the
11 Bay Area Council. This year also, we've added Moms
12 Rising, which is a group of moms with young kids. And
13 they're heavy, heavy users the social media channels. So
14 trying to work the social media angle into what we're
15 doing up there.

16 We're obviously trying to leverage priorities of
17 the Governor and the legislature. We're going to talk
18 about two of those items here, the Medi-Cal waiver and ECE
19 block grant. Again, I mentioned the building the
20 longer-term relationships that would include with Speaker
21 Rendon, but also with the women's caucus and the LA
22 delegation. We really want to try to get the LA
23 delegation around and in support of your agenda and
24 knowing what your agenda is and your priorities.

25 In terms of the expanded partnerships, I talked

1 about that earlier. And then coordinating the state
2 policy locally. For the last several years since we've
3 had the local control funding formula here, we have
4 convened -- First 5 LA here has convened a group of
5 advocates that are trying to get the local school
6 districts to take some of those LCFF dollars and invest
7 them in early childhood education programs. As we talk
8 about the Medi-Cal waiver coming up, we may be able to do
9 the same thing on some of the Denti-Cal -- some of the
10 dental pilots around the youngest age groups of kids.

11 So this will give you a sense of the state
12 budget. This is a Department of Finance graph. But I
13 think it's important for us to look at the left side, the
14 personal income taxes side, and then look at the -- on the
15 right side, the K through 12 and the health and human
16 services. So you can see how dependent are programs here
17 in this state are on the personal income tax. We have a
18 very progressive personal income tax. So when those
19 revenues are up like they are now and they have been the
20 last several years, we're able to fund a lot of programs
21 at the state budget and argue for monies. At the same
22 time, when those revenues go down, when the stock market
23 goes down, when we don't have capitol gains, it impacts
24 directly the services and what we're able to do on the
25 right side of that ledger. So I just wanted to give you a

1 sense of the relationship between the personal income
2 taxes and the expenditures that we pay attention to and
3 try to work under.

4 So for Governor Brown and his budget priorities,
5 kind of his common theme is solve today's problems without
6 making those of tomorrow even worse. And so part of that
7 is to save for a rainy day. He has put a lot of money
8 into the rainy day fund. It's going to be a total of --
9 if his plan is adopted this year, there will now be a
10 total of \$8 billion to kind of help handle some of the
11 swings and the valleys that occur when that personal
12 income tax does go down. At the same time, he's
13 recognized there's a lot of maintenance at the state level
14 that needs to be dealt with. So he -- of the deferred
15 maintenance of 77 billion that's kind of out there that
16 needs to be addressed, part of this year's budget includes
17 \$2 billion for the state complex, the state buildings that
18 need to be kind of repaired and upgraded. So that's in
19 the budget this year.

20 He continues to fund education. And with the
21 Medi-Cal population now a third of the state, that's a
22 significant budget item for him. And he's looking forward
23 to the time when the share that California has to take on
24 for the newly eligible under Obamacare, the state's going
25 to have to start picking up a share of that. And so

1 that's going to be something on the horizon. So he's
2 looking forward to that and -- not forward to it, but he's
3 looking out into the future for that.

4 And then certainly climate change. You've seen
5 him in Paris and other places. That's certainly a big
6 issue for him.

7 So Governor Brown, this is kind of one of the
8 first years that he has responded to critics on his agenda
9 on poverty. And so in the budget this year, he has
10 basically said, listen, we've done a lot of poverty. And
11 you can certainly debate how much, but the Governor's
12 position is that we kept -- we have an extensive safety
13 net in this state versus other states. And we have
14 maintained that largely during the recession. He'll cite
15 the raising of the minute wage. He'll cite this earned
16 income tax credit that was passed last year to -- which
17 got a lot of fanfare. The prevailing wage laws that the
18 state has adopted for public work, paid sick leave, the
19 Cal grants for the low-income kids for higher ed. He has
20 continued to put money into Cal Works, foster care, and
21 child care. You can certainly argue about the cuts to
22 child care that happened during the recession, but he has
23 included those in the narrative at least.

24 He really counts on the health care expansion.
25 We're now a third of our population is covered by state

1 programs -- state and federal program. And over 50
2 percent of the births are under that program. He's
3 included that as his -- one of his poverty agenda items.
4 And certainly the education investments he's made through
5 the local control funding formula, he continues to cite
6 the focus and the grants that go to districts to really
7 focus on the neediest of kids, the English learners, the
8 former -- the foster youth, and also the kids that qualify
9 for federal school lunch programs -- federal meal programs
10 as the focus and, again, part of his poverty agenda.

11 So you've probably -- I think you've seen and
12 heard from Peter and others some of the budget highlights.
13 I won't hit any of these. I just want to identify two
14 area on that chart that are areas we're going to talk
15 about here. And Monique's going to take over here.

16 But the first is this kind of \$1.7 billion early
17 care and education block grant. This actually came as a
18 surprise to the Department of Finance that puts the budget
19 together for the Governor. They were kind of shocked when
20 this came out. And I think the driving force behind this
21 is his sense that we're not going to put any more money
22 into this system until it's actually -- there's a plan,
23 it's fixed, and there's some accountability in the
24 program. So we can argue -- and Monique will go into much
25 greater detail about all the things that we're having

1 discussions about. But I think the sense is that that's
2 -- we were, number one, glad that the Governor actually
3 wanted to have a discussion about the early childhood
4 education system. And we're -- we're -- you know, we
5 really welcome the opportunity to have that discussion.
6 But there's so many particulars and issues in this that I
7 think it's going to be kind of a long haul until we
8 actually get to an agreement on that.

9 So I'm going to turn this over at this point to
10 Monique Ramos, and she's going to go into this early care
11 and education block grant.

12 MS. RAMOS: I'm even shorter.

13 So I think you've also seen this before. So,
14 essentially, the Governor's proposal for the early
15 learning care -- early learning block grant -- excuse me
16 -- is taking all the current funding sources that are
17 focused on four and five year olds. So he's taken 7.25
18 million, which they believe to be the average daily
19 attendance for TK; 800 million, which is the state
20 preschool dollars; and then the \$50 million for the QRIS
21 program that is being paid for out of general fund
22 dollars. And it's completely repurposing these dollars.
23 There's no new money in his proposal. I think that's
24 important to note.

25 What he does is, he goes ahead and puts it into a

1 block grant. This block grant will then serve the
2 neediest four and five year olds. It is nearing his
3 philosophy under LCFF, so he is looking toward English
4 learners, students who receive free/reduced priced meals,
5 potentially foster youth, and to serve those neediest.

6 It's important to note his budget proposal has
7 almost nothing in it. It was incredibly short. And it
8 was done intentionally because they want to hear from
9 stakeholders. And we will see the larger proposal when it
10 comes out in May revise.

11 MS. BELSHE: May revise is?

12 MS. RAMOS: I just realized I jumped my next
13 slide. So May revise is May 15.

14 MS. BELSHE: May revise is the updating of the
15 budget informed by --

16 MS. RAMOS: So May revise is, once new revenues
17 come in from the State tax -- the taxes that the State
18 receives in April, they will update their numbers and
19 update their policy proposals. And that's referred to as
20 May revise. That's released around May 15th every year.

21 So the Governor's proposal does have a hold
22 harmless. This money is directed in his proposal
23 currently to school districts and local educational
24 agencies. It does not necessarily go to providers. And
25 what it promises to do is hold those school districts

1 harmless. There will be some level of accountability, but
2 it's not clear to us what it will be.

3 So the earlier care -- the early care coalition,
4 which we've been working with, has set up some broad
5 messages. So similar to last year, kind of the main focus
6 continues to being access, affordability, and quality. So
7 for this year, the top kind of priority is rates. What
8 the coalition is beginning to come around is that you
9 cannot impact access, affordability, or quality unless you
10 actually address the rate issues. There's just no way to
11 go around that. Additionally, what they said is that,
12 this is a very interesting proposal and we'd like to have
13 the conversation about reform, but it has to be done over
14 multiple years. No one sees a way in this community that
15 you can basically turn the entire system upside down in
16 four months and expect a program to roll out July 1. So
17 there's been a lot of recommendations to mirror LCFF, to
18 have a multiyear process of stakeholder feedback, a very
19 open and transparent process. And then there's also been
20 suggestions about a multiyear funding, so maybe having a
21 target and getting multiple years to move to that target.

22 So next steps for the coalition. At this point,
23 we are now attempting to proactively pull together our
24 budget ask. We have been meeting with the K12 advocates.
25 So as you can imagine, this proposal also kind of stirred

1 some thoughts in the K12 community. It is essentially
2 taking away their TK dollars, which they receive under
3 average daily attendance, and it's putting it into a block
4 grant that is just -- it will not grow. So that's caused
5 a lot of heartburn for those folks. For as much as there
6 was some frustration with TK initially, they now very much
7 feel ownership of that program and are not prepared to let
8 that go.

9 So we've been having meetings with them. We have
10 very similar messages. Essentially, both the communities
11 would like to see a multiyear process and conversation
12 about how to make reforms and changes to our early
13 learning community. In addition, we continue to be
14 engaged in hearings as well as the stakeholder process.
15 We've attended several of the Department of Finance's
16 meetings to provide feedback in regards to their proposal
17 and will continue to keep folks updated as they release
18 their additional proposal -- or their proposal with more
19 detail on May 15th.

20 MR. BENTON: So, madam chair, the ECE grant
21 proposal is relatively complicated. Do you want to take
22 questions -- do you have any questions on that now or do
23 you want me to continue with the --

24 SUPERVISOR KUEHL: Keep going.

25 MR. BENTON: So the second item we wanted to

1 mention in terms of areas where we think there's some real
2 opportunities for us is the Medi-Cal waiver. Again, it's
3 the Medi-Cal 1115(b) waiver it's being called Medi-Cal
4 2020. Again, I mentioned it earlier. It's for \$6.2
5 billion in federal monies, and it's for five years to kind
6 of show the value of these programs and pilots. I've got
7 -- I listed below there the global payment program, the
8 whole person care, the prime program for public hospitals.
9 And I'm really going to spend most of my time on the
10 dental transformation initiative.

11 But I wanted to mention some of the key kind of
12 themes that are in this waiver. The first being kind of
13 coordination of care. And so it's kind of throughout
14 these different programs that they've put forward, the
15 idea of combining physical, mental health, and specialty
16 care, kind of the whole person care around -- in that and
17 to actually coordinate across all the different
18 specialties. That's one theme.

19 Payment reform. The idea that providers and
20 hospitals in particular are going to have to start taking
21 on risks and being responsible for value of the services
22 they provide, not just the volume. And so it's this idea
23 of transforming the provider, and the house services are
24 provided and reimbursed.

25 The third item that's really kind of a theme here

1 is the risk sharing. So there's going to be new risk
2 quotients now on public hospitals and hospitals that are
3 seeing this population, the Medi-Cal population. So the
4 idea here being, are there some programs that you have
5 piloted and funded over the years -- you've got 14
6 hospitals doing the Welcome Baby program, right? Are
7 their ways for you to work with some of these hospitals
8 under this waiver to develop these five-year pilots that
9 help them manage this risk in their hospitals.

10 The fourth kind of theme is the chronic users.
11 This is really focused on folks that have been -- on
12 people that have been using historically the emergency
13 room. And what they're try incentivize the hospitals to
14 do is to work within kind of -- to develop and work with
15 FHCs and others around primary care and preventive care.
16 So they're trying to help move this forward with that.

17 And then the last item is housing. They're first
18 -- they're kind of introducing housing now as a critical
19 health component and a way to kind of help manage the cost
20 and the providing of care to these populations. So that's
21 all within this Medi-Cal waiver.

22 They're going to do a number of access surveys.
23 We've talked in our work on Help Me Grow with LA Care,
24 kind of about HEDIS measurements and all this type of
25 thing around developmental screening. So they're actually

1 going to start focusing on managed care plans and their
2 access levels and their service levels and their oversight
3 of providers down stream. And so I think that's -- that's
4 an important consideration.

5 And then the -- we mentioned earlier it's really
6 a budget neutrality thing. The cost in here, yes, there
7 could be savings, but you can't go over in these pilots
8 with that -- from that 6.2 billion that the Feds have
9 allocated here.

10 So the dental transformation initiative -- and I
11 understand that you don't -- in part of your strategic
12 plan, you're not funding dental initiatives moving
13 forward, but you're still engaged in oral health for
14 children. You're interested -- engaged in the policy
15 discussions. So I want to highlight several areas in here
16 because I think there's some real excitement around this.
17 \$750 million was provided over a five-year period under
18 this waiver to develop programs mostly around young kids
19 and their oral health. That's a sweet spot for you. So I
20 think there's opportunities here for First 5 LA to really
21 engage at the county level for many of these are pilot
22 programs that the counties and others are going to have to
23 apply for. So you're going have to develop stakeholders,
24 a plan, to really apply upstream and hopefully become --
25 get part of this 750 million.

1 So the first one I wanted to mention is
2 preventive services for children. This goal is this ten
3 percent improvement in preventive services. And,
4 essentially, most of these -- in fact, all of these are
5 incentive payments to providers. One of the major
6 problems with the Denti-Cal program is the rates are so
7 low that dentists aren't getting into it. They're not
8 taking dental patients. And many of those dentists that
9 are in the Denti-Cal program don't take kids under five
10 years old. And you all know that. I mean that's a big
11 issue. So I think there's areas here where with incentive
12 payments there may be the opportunity to encourage some of
13 these to see some of the younger kids.

14 The other one -- another one that we're talking
15 about here is the caries risk assessment and disease
16 management. These are county pilots. They're only for
17 children under six years old. It's an opt-in. And
18 there's training for dentists who may not know how to
19 serve this population. And, again, it's incentive
20 payments for them to participate at this age group in the
21 program.

22 The third item is the continuative care. This is
23 the idea that, if you get someone in a dental home and
24 you're there for two to six years, you're going to really
25 see enough tick in some of the health numbers for these

1 kids. And so I know you're doing a lot of work on dental
2 home, the work with the physical doctor kind of connecting
3 with the dental home. So the idea of this continuity of
4 care, there may be some opportunities for you to work in
5 there.

6 The fourth item is this funds local dental
7 pilots. There will 15 of these local dental pilots that
8 are going to be awarded. There's -- you can -- I've
9 provided it up there, the counties, the tribes, the Indian
10 health programs, the UC, the CSU. Many of your dental
11 programs that you funded down here are -- work with UCLA
12 and other higher ed institutions. So can you partner with
13 them on some of these pilots. And they have to align,
14 each of these pilots has to align with the three areas
15 that we've got listed above.

16 I wanted to mention two other kind of dental
17 related things that are going on that I think are pretty
18 important. The first is that, for the first time in 40
19 years, CMS required Denti-Cal, Department of Health Care
20 Services, to put out a --

21 MS. BELSHE: CMS? CMS?

22 MR. BENTON: CMS. Oh, I'm sorry. Centers -- the
23 Federal Health and Human Services agency. How's that?
24 Center for -- but they required the Department of Health
25 Care Services to put out a competitive RFP to help manage

1 and administer the Denti-Cal program. It's been with the
2 same vendor 40 years. There's been a lot of oversight.
3 The state auditor's report -- the little Hoover commission
4 is coming out with a report I think next month on the
5 Denti-Cal program. So Denti-Cal has put out a competitive
6 bid and there's a number of -- several that have bid on
7 that. And hopefully that will generate some change and
8 innovation in the Denti-Cal program.

9 The second thing, and probably more importantly
10 for you, is last year we supported a bill that would have
11 -- that created a state dental director at the Department
12 of Public Health. And they brought in Dr. Jay Kumar, who
13 Kim and others have met, at the Department of Public
14 Health who is now the new state dental director. And he
15 is charged with developing the state dental plan -- oral
16 health plan. So he's convened a group, which I
17 participated in for First 5 LA and First 5 California, and
18 First 5 Association were also there, and a whole variety
19 of stakeholders, to draft up this plan.

20 And the most important thing about that is --
21 there were two things: One, is the Department of Health
22 Care Service, which runs Denti-Cal, is an active
23 participant in that. It could very easily be that,
24 because Dr. Kumar is over in the Department of Public
25 Health, a sister agency, they could largely just kind of

1 ignore him and let him do this thing. But in this case,
2 they're actually hand in hand working on this state oral
3 health plan. I think there's some real opportunities here
4 for us to engage on that.

5 And in particular, I should note that home
6 visiting is included as one of the strategies for the
7 statewide oral health plan to reach out because Dr. Kumar,
8 his experience in New York is, if you get the moms when --
9 the oral health of the mom will dictate the oral health of
10 the baby and the infant growing up. So if you're able to
11 get that mom when she's in the hospital with services and
12 then in turn being able to follow those up through home
13 visiting, you're able to get the babies, right? So I
14 think that's an important initiative here that we can work
15 on in that statewide plan.

16 I apologize for not including it in the
17 presentation.

18 So the no place like home initiative. This is
19 the -- what I mentioned earlier, is Senator DeLeon, his
20 initiative that takes Proposition 63, which is the mental
21 health ballot measure that passed several years ago. It
22 takes bond and leverages bond monies from that. And by
23 that -- and several other funds that they're going after.
24 But they're going to basically create \$2 billion in bonds
25 to construct permanent housing for the chronically

1 homeless with mental illnesses. Kind of in the interim,
2 before that is actually built, they've got 200 million in
3 their plan for kind of rent subsidies to help get people
4 off the streets.

5 And then they've also got two programs that
6 they're working -- that they've added which would require
7 county matching grants. And this is the first one
8 Bringing Families Home pilot, I believe was out of San
9 Diego, is for families in the child welfare system. And
10 the second one, the CalWorks Housing Support Program is
11 for CalWorks families in danger of becoming homeless.

12 And so those are two things -- this is the
13 homelessness and it's -- right now, it's a proposal.
14 There's not a lot of meat on the bone, but it's something
15 certainly that we're going to follow closely and
16 participate in as it starts to develop.

17 So Monique's going to talk about the recent
18 tobacco tax -- tobacco legislation that passed and some of
19 the statewide ballot measures that we're looking at.

20 MS. RAMOS: So in regards to tobacco legislation,
21 actually, today a package of tobacco legislation was
22 passed in the Senate and it's on its way to the Governor's
23 desk. So these are three bills that we think are of
24 particular interest. So the first is Assembly Bill 10 in
25 the second extraordinary session. That's the session on

1 health care. It allows local jurisdictions to tax
2 tobacco. So this is a bit of a change. It would allow,
3 essentially, the county of Los Angeles or other counties
4 to go ahead and put their own tax on cigarettes for
5 whatever purpose they would intend.

6 Assembly Bill 11, 2-X, which is also the second
7 extraordinary session, will require the State Board of
8 Equalization to change the way it's charging licensing
9 fees. So as you may recall, there have been requests for
10 state audit last year. That audit was released last week.
11 And, essentially, what it's saying is that the State Board
12 of Equalization is only charging a one-time fee when
13 somebody requests to sell tobacco. And what they're doing
14 is for their annual inspections and their annual costs,
15 they're taking that money out of the proposition. So
16 money that should be coming down to First 5s is not. It's
17 being paid for for the ongoing maintenance of the Board of
18 Equalization. So this bill would stop that behavior. It
19 would basically require them to charge an annual fee. And
20 it's estimated that would bring somewhere between eight to
21 \$9 million annually back into the First 5s.

22 Then lastly, there's Senate Bill 5 by Senator
23 Leno. What this would do is, essentially, treat
24 E-cigarettes like tobacco. Now, this doesn't address the
25 taxing issue, but it does treat it on a parity level in

1 all other places in the code, so everywhere else.

2 So then moving down to propositions -- I'm
3 actually going to jump to the tobacco tax quickly. So you
4 would still need that tobacco tax in order to increase the
5 tax on the E-cigarettes. In addition what this does
6 backfill so as smoking declines, it backfills the First
7 5s. And there also is some additional money for Medi-Cal
8 reimbursement, which would help, essentially, communities
9 as a whole to have more -- better reimbursement for the
10 doctors.

11 Popping backup to the Proposition 30 extension.
12 So as you'll recall when -- when we were -- when Governor
13 Brown took office, he advocated for Proposition 30, which
14 is an increased tax on the wealthiest Californians. This
15 is an extension of that tax. It would go until 2030.
16 And, essentially, these resources would be utilized for
17 the budget, so you would see K-12 receiving some of these
18 as well as some children's hospital and other dollars.
19 But it would help the state budget as a whole budget as a
20 whole.

21 Then, lastly, is Chair Kuehl pointed out, the
22 Lifting Children and Families Act, unfortunately, has
23 stalled as of this year and won't be moving forward.

24 So additional activities for 2016, we will
25 develop and implement First 5 LA's state legislative

1 agenda. We're coordinating First 5's advocacy day as well
2 as other special events. We continue to strengthen our
3 partnerships with other leading organizations for early
4 childhood advocacy, as John has pointed out. We continue
5 to monitor the landscaping and then we are providing
6 support to the First 5 Association for their April 5th
7 lobby day.

8 And, lastly, these are the youngest members of
9 CalState that we have provided a picture of so you can
10 see.

11 Thank you.

12 MS. BELSHE: Who are they, Monique? Who's
13 children are they?

14 MS. RAMOS: So these are Steve's -- one of
15 Steve's grand nephews and then Vicki Bradshaw's
16 granddaughter.

17 SUPERVISOR KUEHL: The third one we just took a
18 picture outside. We don't know who that kid is.

19 Thank you very much. We will take questions and
20 comments now.

21 Commission Tilton.

22 COMMISSIONER TILTON: Yes. I understand there's
23 a bill on the Governor's desk that would extend to age 21
24 the legal limit to by cigarettes and e-cigarettes, tobacco
25 and e-cigarettes. How will -- is that expected to be sign

1 and had how will that affect the income?

2 MS. RAMOS: We don't know. We were taken by
3 surprise with these tobacco bills moving all together.
4 They did not move until last week. It's our understanding
5 that, at that point, Speaker Atkins really wanted this
6 package to move. And we were really surprised when they
7 kept moving this week and are now in their way. So we're
8 not clear as to what he will be signing or won't be
9 signing.

10 We also don't have information at this time about
11 how increasing the age would impact the cost. So we just
12 haven't gotten there.

13 COMMISSIONER TILTON: I also think that, when we
14 see these adorable picture, we should ask theses
15 questions. Have these children all been vaccinated? Have
16 they had dental evaluations? Are they read to each night?

17 MS. RAMOS: These are not my children, so I can't
18 answer those questions for you, but I'll let you know. We
19 can get back to you.

20 SUPERVISOR KUEHL: We need captions under these
21 things.

22 Duane.

23 COMMISSIONER DENNIS: Couple questions, John.
24 What is a projection for surplus by the May resize? Do we
25 have any sense on how much a surplus the state will have

1 by May revise this year?

2 MR. BENTON: The current I think surplus right
3 now is 5.9 billion. I believe that's what was in the
4 Governor's budget. I'd have to go back and look.

5 The numbers each month have been kind of up and
6 down, and so -- but you're right. It is -- the numbers
7 are going up. And so everyone's kind of trying to figure
8 out -- and we'll know more in the May revise what is kind
9 of the one-time spending we might be able to do. And
10 that's what we were able to leverage last year in the
11 budget, the one-time spending for early childhood
12 education programs.

13 COMMISSIONER DENNIS: And to what degree is First
14 5 LA providing testimony at the current hearings; and, if
15 we are, what positions are we taking with regards to not
16 only the block grant but to other positions that the
17 Governor has developed through his budget?

18 MR. BENTON: So we're just now starting with the
19 hearings on the budget items. The subcommittees in both
20 houses are just now starting to hold those hearings.
21 Where appropriate and necessary, we will testify in
22 support of those items if it's -- if it's something --
23 they're doing a lot of the informational kind of
24 backgrounding now on these items. The most important
25 thing for us I think is to be disciplined as an ECE

1 coalition to make sure that we have a set of principles,
2 which we have already provided and we're going to refine
3 those. And Monique is real instrumental in quarter
4 backing that with all these disparate groups in the ECE
5 community. But to be disciplined and on message and to be
6 able to provide kind of guidance advice, especially to
7 someone like Speaker Rendon who is going to have to, you
8 know, really debate this with the Governor, and certainly
9 Senate Pro Temp DeLeon as well.

10 So I think right now we're in the, what is our
11 message, what are we -- what can we all agree around the
12 table, and then how do we share that not only in the
13 hearings themselves, but also behind the scenes when we
14 have meetings with key legislators and leaders in the
15 building.

16 COMMISSIONER DENNIS: And have we developed a
17 position related to the block granting that the Governor
18 has proposed primarily concentrating on four and five-year
19 olds?

20 MR. BENTON: Yeah, if you look in your packet, at
21 least I saw it in there. There's a letter that Monique
22 quarter-backed that includes kind of the key points that
23 we want to have discussions around. Currently, the
24 Department of Finance is holding these kind of stakeholder
25 meetings. So Monique testified at the first one of those

1 at the Department of Finance both on behalf of First 5 LA
2 and kind of the coalition and then provided this letter to
3 them that sets forth the pressure points that we want to
4 have discussions about.

5 MS. BELSHE: If I may. There's an attachment to
6 the executive director's report of a -- the EC -- early
7 care and education coalition letter to the director of
8 finance, Michael Cohen, from mid to late February which
9 reflected the conversation we had at PPC about some of the
10 key message points. We have a lot to learn, but I think
11 Cal Strat has done a really nice job helping to coordinate
12 clear and consistent messaging across these disparate
13 groups that Monique and John mentioned. We'll be bringing
14 this back as this proposal evolves further, but right now
15 it's very conceptual. So the messaging in turn is raising
16 concerns but not leaving with the, this is a terrible
17 idea, and just closing the door to the administration,
18 which we don't think tactically would be a smart thing to
19 do.

20 COMMISSIONER DENNIS: Then, finally, I hope as
21 the process develops, we say something with regards to
22 infants and toddlers. This Governor has historically lost
23 sight on, you know, the babies. And, clearly, they don't
24 start off at four and five. So there's so much
25 concentration on four and five. Not only the fact that

1 the Governor did include more money and -- you know,
2 that's the issue I think we need to speak to. But we
3 really need to have somewhat of a stance with regards to
4 services and supports for infants and toddlers and the
5 providers who serve these kids.

6 MR. BENTON: Just so you know, in each of our
7 meetings, the younger kids are always talked about. The
8 babies are always talked about in this context. And also
9 the women's caucus in the legislature is very strong on
10 that age group and helping the moms and the providers and
11 those kids. So part of what we do is try to align
12 ourselves around the champions in the women's caucus,
13 Senator Mitchell certainly and others. So I think you're
14 absolutely right. That's not lost on us.

15 COMMISSIONER DENNIS: Great. Thank you.

16 MR. BARTH: Quickly on that one. Sorry.

17 The Governor's proposal in the budget was for
18 four and five-year olds. Our message and positioning is
19 zero to five. So we're saying, don't separate them out;
20 let's focus on all of them. So when we say rates, it's
21 not rates for state preschool, it's rates for child care
22 and state preschool. When we say we want to have a
23 thoughtful multiyear policy process, we're basically
24 taking his proposal for a child care voucher and saying,
25 you want to do a five-year transition phase for a child

1 care voucher and yet you want to immediately change the
2 entire system for four and five-year olds, let's step back
3 and look at the system as a whole and then engage with
4 you. So that messaging that's in your packet is for -- is
5 inclusive of child care.

6 COMMISSIONER DENNIS: Thank you.

7 SUPERVISOR KUEHL: Commissioner Harding.

8 COMMISSIONER HARDING: Thank you for a very
9 comprehensive presentation. I really appreciate it. I
10 appreciate the focus on oral health and the opportunities
11 that we might have in the future to advocate more for
12 those services and the funding streams which are really
13 critical.

14 I'd appreciate if you could comment on some of
15 the other areas of health that First 5 has invested in,
16 such as breast feeding support and baby friendly hospitals
17 and the link to Welcome Baby and maybe perhaps even some
18 of the work that could be promoted around asthma
19 management of young children. Are there some other
20 opportunities there? And if you could just comment on
21 that, I'd appreciate it.

22 MR. BENTON: Yeah. So our home visiting agenda
23 is not as far advanced because, when we started this a
24 couple of years ago, you talked to folks in the capitol,
25 they had no idea there were home visiting programs. And

1 we're still kind of finding that up and down the state.

2 Having said that, I think we've done a good job
3 of the education piece and aligning it to the needs of the
4 Medi-Cal program. And I think the 1115(b) waiver may
5 offer us some opportunities in the areas that you
6 mentioned. But when we met with Jennifer Kent, the
7 director of the Department of Health Care Services, much
8 of that population now has been kind of moved down in the
9 managed care plans to manage. And so their kind of view
10 at Department of Health Care Services is, talk to the
11 managed care plans. So part of our work on developmental
12 screening is exactly that with LA Care. Let's go talk to
13 a managed care plan about how we can take this and move it
14 within their system and then kind of expand out. So I
15 think that's a nice model for the other areas you talked
16 about.

17 SUPERVISOR KUEHL: Any other comments or
18 questions?

19 COMMISSIONER ZEPEDA: I have sort of a
20 question-comment. Maybe Monique can answer it. It has to
21 do with the Governor's early learning block grant because
22 I think there's an opportunity here to bridge between the
23 zero-to-five culture, if you will, and the K through 12
24 because of the TK issue. And you mentioned that you are
25 having meetings with the K through 12 individuals. And so

1 my hope is that they are all on message with -- and I saw
2 the points that were mentioned in the letter in terms of
3 developmentally appropriate transitional kindergarten
4 because I really don't feel in my heart that a lot of our
5 K through 12 colleagues have enough information and -- to
6 be able to really navigate the zero to five world.

7 So -- I don't mean to insult you, Joe.

8 MS. RAMOS: So the fact that the K-12 community
9 and kind of the large group was willing to have a meeting
10 with the early learning community and actually to try to
11 get on the same message points -- I mean, they aren't
12 identical. It's a little hard for them to accept maybe
13 their program isn't as quality as the early learning folks
14 think. But the fact we were all willing to say, this
15 isn't the way you should make these reforms. We all want
16 to make reforms and we want to do it together. We need
17 more time. And the big thing for them was to say, and you
18 need to pay more in rates for everybody because nobody can
19 run these programs at the level that's currently existing.
20 That was a huge win. And the fact that we still have a
21 conversation going and we're willing to have
22 conversations, I mean, in our limited time in this, I've
23 never seen that.

24 SUPERVISOR KUEHL: Any other questions or
25 comments?

1 Can you tell us about the proposed marijuana
2 initiatives if you know? Because the notion of
3 legalization, of course, leads immediately to the notion
4 of taxation for any governmental agency.

5 MR. BENTON: We kind of jokingly call it pot for
6 tots as a potential option, but we haven't gotten any of
7 that -- and so I don't -- I'm not versed in that as well.
8 I do know that it is moving. I do know that the
9 Lieutenant Governor is heavily involved in kind of the
10 marijuana initiatives as well, and he also has a focus,
11 because we met with him, on the early years. So maybe
12 there's a connection there, but I'm not well versed in
13 that.

14 SUPERVISOR KUEHL: Well, I think it's sort of
15 anathema at the moment when people say, well, you know,
16 this is not a great place to get money for early childhood
17 education. But, of course, when we tax marriage licenses
18 to pay for domestic violence shelters, it wasn't like we
19 were saying every marriage was going to have that issue,
20 but you just grab the money where you can.

21 Prop 30, you spoke about. I guess my question
22 is, in terms of transition kindergarten, I thought at the
23 beginning it was meant to be a temporary program so kids
24 of a certain age would sort of catch up, and then
25 everybody would be on the same page. What is that program

1 now?

2 MS. RAMOS: So transitional kindergarten is now
3 -- it's not -- some people consider it a grade. So it's a
4 permanent program within the K-12 spectrum. And it is
5 essentially for those five-year olds between the beginning
6 of the school year, so who turned five in September and
7 December. And it is supposed to be a developmentally
8 appropriate program that kind of combines preschool and
9 some K activities.

10 SUPERVISOR KUEHL: Okay. Any other questions or
11 comments?

12 All right. Thank you very, very much. We'll
13 take a 12-minute break. Come back at 25 of.

14 (A brief break.)

15 SUPERVISOR KUEHL: People in the hallway, people
16 in the break room, people, people. We're missing the
17 executive director. I'm certain that the executive
18 director will join us, but may have heard this
19 presentation before.

20 So let's go to the next item, Item 8, midyear
21 budget adjustments.

22 COMMISSIONER YBARRA: Thank you, madam chair.
23 The budget finance committee meeting we had on March 1
24 where staff presented the midyear adjustments and the
25 committee had the opportunity to ask questions, give

1 deeper questions to some of the program reductions that
2 we've had. And we had excellent feedback on the overall
3 presentation. And as we continue to move forward, the
4 midyear adjustments are consistent with prior year. And
5 on that, I'd like to turn it over to Raoul.

6 SUPERVISOR KUEHL: Thank you.

7 MR. ORTEGA: Thank you very much, Dr. Ybarra.
8 And I really want to acknowledge all of the support from
9 our budget and finance -- can you guys hear me okay?

10 SUPERVISOR KUEHL: It doesn't look like the red
11 light is flashing. Would you press the little button that
12 says "speak"?

13 MS. BELSHE: Here comes Rusbay.

14 MR. ORTEGA: Rusbay to my rescue.

15 SUPERVISOR KUEHL: He'll go on the back room and
16 turn on the master switch. Unlike us. If we say untoward
17 things, the mic is on all the time.

18 MR. ORTEGA: Well, I'm going to go ahead. Can
19 you hear me okay?

20 SUPERVISOR KUEHL: Yes, I can hear you.

21 MR. ORTEGA: Before we started, I passed to
22 Alison Mendes. I want to acknowledge the support that we
23 did receive from the budget and finance committee led by
24 Dr. Ybarra as our chair, our core chair Nancy Au, and
25 committee member Dr. Marlene Zepeda.

1 Before I pass it to Alison, I'd just like to
2 remind the commissioners for the older commissioners to
3 just refresh what the midyear budget adjustment is and
4 what it's not. The midyear budget adjustment is our
5 opportunity to align and reconcile the budget to the
6 actual resources required to achieve the outcomes and
7 targets and deliverables that will be accomplished by June
8 20th, 2016. It is also the first data point of many data
9 points that we will use to help inform any short-term or
10 long-term impact and to help identify, if any, any
11 implications in the development of next year's fiscal year
12 it 2016-17 program and operating budget and the long-term
13 financial plan.

14 Though we are identifying a reduction of roughly
15 \$11.5 million in this school year program budget, we do
16 not know enough to say that these are truly cost savings.
17 And it is simply a reduction of resources needed for this
18 fiscal year.

19 So just like to answer Dr. Dennis's question
20 earlier --

21 COMMISSIONER DENNIS: Doctor?

22 MR. ORTEGA: I'm sorry. Commissioner Dennis.

23 COMMISSIONER DENNIS: Thank you for the
24 promotion.

25 MR. ORTEGA: This information, along with our

1 year-end closeout process, will be used to reconcile and
2 help inform what funds are needed to accomplish our
3 long-term goals for the remaining four years of our
4 strategic plan. We will use this information to reconcile
5 what are the resources needed to complete this strategic
6 plan's four outcome areas, including our commitments to
7 our legacy work. And also it is an opportunity to at that
8 time -- to identify true cost savings.

9 So there is a process in place. And it just
10 happens between the span of time between now and our
11 long-term financial plan revisions.

12 So from there, I'd like to pass it on to Alison
13 Mendes who is our finance manager. And, Alison, take it
14 away. Eight.

15 MS. MENDES: Thank you. And good afternoon,
16 commissioners.

17 So today I will be giving you a very high-level
18 overview of our proposed midyear budget adjustments for
19 for 15-16. And I want to start by acknowledging that this
20 was an agency-wide process and I do appreciate and thank
21 all of the input and analysis that staff put into this
22 process, approaching it thoughtfully and patiently.

23 So just to give you an idea of our process, it is
24 consistent with the process that we used last year. We
25 combined all of our midyear adjustments for both our

1 programmatic budget and our operating budget into one
2 midyear item to be presented simultaneously. These
3 proposed adjustments do include augmentations and
4 reductions to projected spending authority for this fiscal
5 year for various line items within the budget.

6 Adjustments were based on additional analysis and updated
7 information on spending projections and assessments of
8 need for the remainder of the fiscal year.

9 And also to give you an idea of the policy guard
10 rails that we are operating under, consistent with our
11 current policies, our current budget policies, we must
12 bring all operating budget adjustments -- operating
13 adjustments between line items in excess of 25,000 back to
14 the board for approval. Historically what we've done is
15 we have brought all of our operating budget line item
16 adjustments to the board for information and to increase
17 transparency. On the program side, our current policy
18 states that any adjustment to the programmatic line items
19 must be brought to the board of commissioners for
20 approval.

21 So here you can see at a very high level our
22 proposed adjustments to the 15-16 budget. You can see
23 that the adjustment of approximately 11.5 million
24 reduction is driven entirely on the programmatic side.
25 Our adjustments on the operating side are cost neutral.

1 We do have some adjustments between line items, but the
2 operating budget does remain constant at 20.7 million --
3 or 20.8 million. Excuse me.

4 So to get into the program highlights. There are
5 additional highlights that were provided in the memo in
6 your packets. We do have four initiatives that had a
7 documented need for an increase. I do want to call out
8 that these are not needs of additional funding. They
9 represent resources that are part of an approved contract
10 that has been extended or a board-approved allocation that
11 these increases are still within that overall allocation.

12 In one case, for the Healthy Kids initiative, as
13 you recall, the adjustment reflects the board's approval
14 of that increase to the LA Care contract through September
15 of this year. And we are adding some money to the fiscal
16 year 15-16 budget to account for that.

17 So to get a little bit into the reductions, all
18 of the reductions to eight different initiatives represent
19 revisions that are based on primarily updated information
20 or changes in circumstances. For example, final contract
21 negotiation versus initial budget estimates before the
22 budget was approved, updated spending estimates, and
23 fiscal year estimates of need for the remainder of the
24 fiscal year based on more realistic and updated data.

25 Delays also provided some areas of reduction and

1 spending authority including some procurement and contract
2 negotiation processes internally that mean that we just
3 won't spend as much this fiscal year, moving more money
4 into the next fiscal year. And also some subcontracting
5 delays in some of our contracts such as the hiring of
6 grantees or contractor staff.

7 So I do want to dive a little bit deeper into our
8 programmatic budget reductions. Almost two-thirds of \$11
9 and a half million reduction is driven by reductions in
10 our various home visiting programs. These reductions were
11 driven by a number of factors that are detailed here.
12 First, one hospital was eliminated from the budget
13 estimates for Welcome Baby and universal assessments
14 because an agreement could not be reached over data
15 sharing. One Select Home Visiting contractor chose to
16 terminate their contract effective this month. And that
17 was due to low program enrollments overall. In addition,
18 our contractors experienced a degree of staff turnover and
19 lower than anticipated enrollments resulting in a decrease
20 in the programmatic needs for the fiscal year.

21 And, lastly, at this point in the year, we no
22 longer have a need to maintain the five percent
23 contingency that was built into our initial budget
24 estimates to account for unknown variables that arise
25 during our contract negotiation process.

1 On the operating side, I do want to reiterate
2 that this -- that our adjustments on the operating side
3 are cost neutral, no additional funds were requested.
4 These adjustments represent movements between line items
5 to account for higher need in some areas and savings in
6 other areas that were able to compensate for those higher
7 needs.

8 Consistent with past practice, our budget
9 projections and any necessary adjustments are prepared at
10 our internal departmental level. And this allows for a
11 higher degree of due diligence on our side in terms of
12 monitoring our spending and also setting up a foundation
13 for the development of the 16-17 budget which is already
14 under way.

15 The primary change identified, even though
16 minimal on the overall scale, was the need to account for
17 additional funds for our building security, our nighttime
18 building security, for afterhour security for those staff
19 who are working after dark. These costs were not
20 initially built into budget estimates, but savings were
21 identified elsewhere in the budget to cover for those
22 needs.

23 And our next steps are, depending on the outcome
24 of today's discussion, if there's significant revisions,
25 we will bring it back to budget and finance which is

1 currently scheduled for March 22nd for additional
2 discussion. Otherwise, consistent with our governance
3 guidelines, we will bring it back to full commission on
4 the consent portion of the April agenda for approval.

5 And I do want to note that, as Raoul noted
6 earlier, these adjustments will inform the foundation of
7 the fiscal year 16-17 budget as I mentioned currently
8 under way. In addition, we will use the revised 15-16
9 budget and updated information on actual spending to
10 inform the reaffirmation process that we also go through
11 in conjunction with the annual budget process. And
12 through this reaffirmation process, all levels of our fund
13 balance are evaluated for appropriateness and potential
14 modifications are recommended to the board for approval.

15 And with that, I will be happy to take any
16 questions.

17 SUPERVISOR KUEHL: Kim's going to ask you who
18 this is.

19 MS. BELSHE: Who's that?

20 MS. MENDES: This is me and my family. My
21 husband and my daughter who is fully vaccinated and has
22 excellent oral health and is read to every single night.

23 SUPERVISOR KUEHL: Thank you very much. Any
24 questions from the commissioners?

25 Dr. Dennis?

1 COMMISSIONER DENNIS: No. We're not going to
2 live that down, Raoul.

3 With regards to the -- it's -- \$14 million, was
4 it 11 or \$14 million?

5 MS. MENDES: 11 and a half.

6 COMMISSIONER DENNIS: 11 and a half million. Is
7 that in line percentage-wise and dollar-wise what we've
8 done in the past? Is that -- is this year, you know,
9 unusual? I mean, since I've been on the commission, we've
10 never spent our total allotment for many reasons. But
11 this seems to be pretty high this year as far as
12 percentage end and dollar amount.

13 MS. MENDES: Actually, last year was the first
14 year that we did implement budget reductions at midyear,
15 and the budget reduction last year was actually higher.
16 It was about 15.1 million. So this year is a little bit
17 less of a reduction in an effort to align our projected
18 spending, our projected budget for this fiscal year with
19 what we actually anticipate to get out the door by June
20 30.

21 COMMISSIONER DENNIS: And do we anticipate the
22 one \$11 million being instituted within our current
23 strategic plan so therefore we will increase dollars in
24 those like four primary buckets that we designated under
25 the plan?

1 MR. ORTEGA: Correct.

2 COMMISSIONER DENNIS: Use the hand held --

3 MR. ORTEGA: Okay. So you can hear me.

4 MS. BELSHE: That's why he's a doctor.

5 SUPERVISOR KUEHL: Mic doctor.

6 MR. ORTEGA: So as part of the -- right now what
7 we're looking at is what we're identifying as resources
8 that are not needed to fulfill the outcomes and the
9 deliverables for this fiscal year. The next step is to
10 reconcile with our long-term financial projections and our
11 long-term projections that we did back in November of 2014
12 between the four outcome areas. So we're not in a
13 position right now to say that these are funds that are
14 available until we do that complete reconciliation between
15 now and what's -- for the next four years of the strategic
16 plan, what are the needs, what the resources that are
17 required to fulfill those -- all of those strategies.

18 COMMISSIONER DENNIS: Thank you.

19 SUPERVISOR KUEHL: Anyone else?

20 Programmatically, I understand this is a numbers
21 presentation, but one of the reasons for the reductions --
22 not the greatest one, but one of the reasons is related to
23 lower than anticipated enrollments. Is this a pink flag
24 for us in any way about anything we should be doing or
25 could be doing?

1 MS. MENDES: Actually, I'm going to invite Deanna
2 up here to speak. She is the senior program officer over
3 the home visiting programs.

4 SPEAKER: Thank you, Alison. Would I say that
5 there has been variations in enrollment across regions.
6 Some regions have done very well in high enrollment rates
7 and referral to the intensive home visiting programs. The
8 one program that closed this March specifically had
9 significant staff turnover which brought on executive
10 leadership involvement and then just challenges in
11 bringing up new staff and aligning their training needs
12 and they decided not to continue. So that was very
13 specific to that agency.

14 SUPERVISOR KUEHL: So the agency, in having some
15 leadership issues, had lower than estimated enrollment at
16 that agency?

17 SPEAKER: They lost their program manager and
18 then a portion of their home visitors had to rehire at
19 least four different staff within a six-month period.
20 They had to transfer all of their existing clients to
21 another agency and start from scratch and they just felt
22 at that time that it was too challenging to continue.

23 SUPERVISOR KUEHL: Okay. Thank you.

24 Anything else? All right. Thank you for the
25 presentation. And I think -- do you have any closing

1 comments or any additional information you need to give?

2 MR. ORTEGA: I just wanted to say thank you and
3 this will be on the next commission meeting consent
4 calendar for your approval to take action.

5 SUPERVISOR KUEHL: All right. Thank you. All
6 right. Let us move then to Item Number 9, communications.

7 Welcome.

8 MR. SANCHEZ: Thank you. I realize I'm the only
9 thing holding everyone between now and dismissal, so I
10 will do my best.

11 SUPERVISOR KUEHL: Do your best to be brief.

12 MR. SANCHEZ: But impactful.

13 SUPERVISOR KUEHL: But impactful. Excellent.

14 MR. SANCHEZ: First off, I just want to say thank
15 you, board members, for this opportunity to share how
16 we're using strategic communications to advance the
17 programmatic and policy goals of the 2015-2020 strategic
18 plan.

19 Next slide. I wanted to provide you a brief
20 overview of what we're going to be talking about today.
21 And we wanted just to provide information that places
22 strategic communications in context, our approach to
23 making a broader impact, how we're using communications
24 and future information and action items that we'll be
25 presenting to the board.

1 At January's program and planning committee
2 meeting, we presented a broader overview, and parts of
3 this presentation address some of the concerns that were
4 raised in that presentation as well. Again, this
5 presentation is intended to serve as a high-level overview
6 and provide you updates. And as part of my preparation, I
7 ask my daughter, which you'll see at the end, her advice.
8 I said, I'm making a presentation to the board. She said,
9 daddy, why are you going to make people bored? So I hope
10 she just misunderstood. But I don't know.

11 So this leads into my next point of what this
12 presentation is not. And first and foremost, not boring I
13 hope. But also, we're not going to go into too much into
14 tactics. We're going to be talking, give a broad overview
15 of strategy. I am going to provide some examples of our
16 current work to illustrate some of the strategies. But,
17 again, I don't -- we'll be talking about tactics and other
18 portions in different presentations. So this is meant to
19 be -- consider it the menu and the descriptions, and we'll
20 get into the items and appetizers at a later date.

21 So just wanted to provide some context and look
22 back. Back in 2012 and 2013, we engaged Edelman, which
23 was our agency at the time, to do a brand perception
24 study. And we wanted to ask people what they thought
25 about us from stakeholders, internal, external

1 stakeholders, parents and other groups of user services
2 and other folks in Best Start communities as well as our
3 target audiences; basically, asking, what do you know
4 about us? What do you think about us?

5 And here's what we learned, that is both internal
6 and external stakeholders felt there was a lack of focus
7 and clear direction for First 5 LA and that there was a
8 need for a cohesive, consistent story. We also found
9 there was a low brand awareness. That means people --
10 they felt we needed to define our story and effectively
11 communicate it. They wanted clarity on what we wanted to
12 do and what we're trying to do. And among parents, there
13 was some awareness when they were reminded of First 5, but
14 there was some confusion with other organizations, as well
15 as there was little awareness of First 5 LA-funded
16 programs. And these are parents who might be using some
17 of the programs we fund but they didn't know that we
18 funded them.

19 The other part among stakeholders, there was a
20 strong desire for us to have a role beyond that of a
21 funder and a growing need for us to focus on strategic
22 partnerships, policy, and advocacy. So these leanings
23 help define our approach.

24 So looking forward our approach in strategic
25 communications is informed by lessons learned from the

1 past. And I think this is key here. This is -- it's also
2 informed by our fundamental focus of improving outcome for
3 kids. This is -- this is our passion. This is our
4 expertise. This is why we do things. This is the why
5 here. When I talk about my daughter, I think about how I
6 want the best for her, but then I think about First 5 LA,
7 there's a 120 or more -- I don't know the exact staff
8 amount. There's been some new hires. But here you have a
9 whole building full of people that are thinking not just
10 about their own kids but the hundreds of thousands of kids
11 across LA county and what's best for them. So that speaks
12 to me of what our role is, our passion. That's what
13 should be coming through.

14 So that's what I look at when I talk about, this
15 is the why here, as well as, we want to use communications
16 to -- well, our approach is based on our understanding of
17 how we can use communications to contribute to these
18 better outcomes, using communication to engage people.
19 And, again, as I said, to make a broader impact.

20 So we came up with our approach, and that is,
21 First 5 LA recognizes that every mode, medium, and method
22 in which we communicate -- and that's exchanging ideas,
23 whether it's group or individuals on our own or in
24 partnership with external groups is an opportunity to
25 advance our programmatic and policy goals within the

1 strategic plan and to make a broader impact for children
2 and families.

3 So when I say strategic, I mean being thoughtful
4 and purposeful. That means within every communications,
5 there is some underlying thought and we wanted to address
6 -- we wanted to advance our goals in some way, no matter
7 what it is. It's even -- for example, this board
8 presentation is an opportunity to advance our goals.
9 Everything that we say here today is an opportunity to
10 advance what we're doing. It's a way to show our passion
11 for kids. It's a way to build our brand. And I'll talk
12 about that a little bit more.

13 So I also want to talk about what's different
14 from what was done in the past. And it's -- there's some
15 intangibles here, but it's really -- we want to be sure
16 we're working across internal departments to maximize
17 impact. That means reminding ourselves of our work and
18 what we're doing across departments and being able to
19 communicate that to broad audiences. It's leveraging
20 partner and grantee relationships to broaden our impact.
21 It's using people that we work with or looking to them to
22 help carry our message, as well as it's measuring outcomes
23 and adjusting. I mean, this is also very important. I'll
24 talk about this in a moment, but it's utilizing the MEL
25 framework to see what is working, what are we doing what's

1 working, what's not, what can we do better. Okay. Let's
2 move forward and do that.

3 So first, let's talk about our approach and talk
4 about new channels. And this was a topic that came up
5 during the program and planning committee meeting. I'm
6 sure I'm dating myself here, but when I was zero to five
7 we only have five TV channels, maybe six if you counted
8 PBS, and no remote. Now that number has just exploded.
9 There's literally -- it's called the golden age of TV now.
10 You have Netflix, Amazon. Literally, I mean, there's more
11 than -- I remember hearing a stat. There are currently in
12 production 465 scripted TV shows. How are you going to
13 watch all that? But people do. I'm not saying it's all
14 good.

15 But from social media to streaming channels, a
16 lot has changed. But the one constant -- and again, this
17 goes back to our approach, is having to clear and
18 consistent message. That's what matters. So we want to
19 be able to look at all the different channels that exist,
20 whether it's social media, whether it's Hulu, whether it's
21 Spotify, you know different ways people get information.
22 We want to use those channels to communicate with people.

23 So we want to creatively engage them, including
24 Millennial, multigenerational, and dual language
25 households and those who have cut the cord. By that I

1 mean, people who don't have any type of Direct TV or any
2 other kind of subscription or cable description like that,
3 as well as niche audiences like at-risk fathers. And we
4 want to use multiple means and channels to reach them. So
5 we will be engaging our strategic marketing and
6 communication agency to help build our ability to
7 communicate through those channels.

8 So again our goal with this approach is to reach
9 our intended audiences where they live, where they work,
10 where they play, where they pray, and reach them with
11 clear cohesive messages and calls to action.

12 Let me give you an example of this. I know we
13 mentioned -- we were talking about 211 earlier. And I
14 know we -- not many people use the phone anymore in the
15 same way you don't dial, but they click to call, right
16 the? The same way where, I'm sure when you're looking for
17 a place, you Google map it and you find the place you're
18 looking for, you just click the button, you can call to
19 make your reservation for your -- if you're going for a
20 restaurant or what have you. We want to be able to do the
21 same thing.

22 Another example I want to talk about is how
23 through research we've already done that our target
24 audiences of Latinos, Asians, and African-Americans with
25 household incomes of less than \$60,000, they prefer to

1 Google it on a mobile device when they're looking for
2 information, whether it's -- their child has a fever or
3 they're looking for an event to go to for a family outing.
4 And they Google it on a mobile device, not on a laptop or
5 a computer. And they don't use apps. This is something
6 we discovered amongst -- when we did our literature review
7 and other devices. This is where there are many channels
8 but we also want to be thoughtful. And what channels are
9 our audiences using and how do we reach them and how do we
10 get them to act. Maybe it is developing a portal where we
11 have a click to call that goes to 211 versus advertising
12 say on a billboard, call 211. That's just a example.
13 That's not any particular finding, but that's just a means
14 of our approach and how we're looking at things.

15 So I want to talk next -- not advancing. So I
16 see. Sorry about that -- on how we're using
17 communications. And so we're using communications to
18 build our brand, to engage decision makers, to elevate
19 awareness and create urgency and support internal
20 communications to advance the work within our strategic
21 plan. It's how we're in partnership with others. We want
22 to elevate the public awareness of issues and again our
23 brand and our work.

24 So let me talk a little bit about how we're
25 building our brand. So, again, what we want to do when I

1 talk about building our brand is establish First 5 LA as a
2 leading early childhood advocate. That's the language we
3 have in our mission. And here's some ways that we're
4 doing that. Before I get into that, I want to talk a
5 little bit about what a brand is because sometimes when we
6 say branding, it's easy to think of branding as just a
7 logo, like the one on this podium here. But a brand is
8 what people say about you when you're not in a room. a
9 logo is just an information shortcut that provides an
10 impression. So what's behind that logo? When people see
11 this logo, what do they think? We want to provide the
12 best possible option for them.

13 So when we think about a brand, it's the sum
14 total of impressions that we've made with any audience.
15 So we want to make sure we're making the best impressions.
16 And our staff is committed to their work and its outcomes
17 and want to use communications to help that shine through,
18 to make those positive impressions. It's putting our
19 passion, our expertise, and our work on display. And we
20 look at that as the foundation of a trusting relationship
21 with our audiences meaning we want them -- we're going to
22 be coming to our different audiences asking them to act on
23 several different things, whether it's to change -- help
24 us change a policy or to help engage parents to maybe
25 build stronger social connections. But they're only going

1 to do that if they trust us. And branding is one way to
2 build that trust.

3 We're also going to engage decision makers. And
4 by that, there's one way -- we talked about it earlier.
5 There was an earlier meeting with the folks from
6 California Strategies about engaging decision makers and
7 what does that mean. And in some cases, its elevating the
8 amount and the quality of coverage of the issues we care
9 about, whether it's early care and education or health
10 care systems. And I can tell you right now by example --
11 and our chair hopefully can confirm this -- you probably
12 got an email with clips of all different stories going out
13 daily. I remember that was one of my first jobs, sending
14 out clips. And here's a way to build awareness amongst
15 decision makers of what's happening in the world. And
16 we're only going to do that if we get stories out there
17 about the issues we care about.

18 So, again, that's to elevate the quality and --
19 quality and quantity of coverage. And we're already doing
20 that in some cases where we're partnering with the LA
21 Partnership. And that's with investment in the KPCC with
22 their reporter Deepa Fernandes to cover early care and
23 education issues. So that's one way we're doing it. And
24 right now, we're in the process of developing investments
25 with two different organizations. They have similar

1 names, is the Center for Health Reporting and the Center
2 For Health Journalism. And in both cases, we'll be
3 looking to them to engage them to cover stories about
4 health care issues affecting children zero to five. So,
5 again, it's a way to build more coverage and get people
6 talking about it.

7 And while our target audiences for a public
8 awareness campaign may not listen to KPCC or they may not
9 read the *LA Times*, their constituents do, right? Oh, I'm
10 sorry. The people who represent those people do read the
11 *Times* or they do listen to KPCC.

12 And so let me give you another example about what
13 I mean about elevating the quality or quantity.
14 Through this investment with the LA Partnership for early
15 childhood investment, it's resulted in ten to 12 broadcast
16 and digital stories on early care and education a month as
17 well as two live events and several other methods to
18 increase audience engagement. So it's creating that
19 engagement of those stories that decision makers are
20 listening to.

21 We're also working to elevate awareness. And by
22 that, we're working on a public awareness campaign that
23 we'll be presenting to you I believe -- and I'll have it
24 later on the list in April -- our April program and
25 planning committee meeting. But this is an awareness

1 campaign we want to engage parents and caregivers and the
2 general public on the role we all have in supporting and
3 raising of children. We've conducted focus groups with
4 our target audiences and tested our messages with the help
5 of a strategic marketing agency, and we're going to be
6 promoting this campaign through our Best Start community
7 partnerships. It's a way to try to involve all sectors of
8 the community in raising children.

9 And another example, which I mentioned about Best
10 Start communities is, there's a pilot program that we're
11 going to consider in amplifying and making larger, and
12 that is a Best Start friendly business. This would be
13 businesses that have either child friendly policies or
14 just places whether either it's a kids' menu or coloring
15 books, things like that.

16 We also want to work to create urgency. By that,
17 we're talking about, you know, these are issues and we're
18 talking about issues, but there's a certain urgency in
19 that we need to address things as soon as possible because
20 we have -- well, commissioners, you all know that we have
21 more and more children zero to five and we want to be able
22 to get as many kids as possible ready for kindergarten as
23 well as we'll talk later on about third grade reading
24 levels. So we're developing partnership opportunities
25 with other groups to help create a greater sense of

1 urgency and build public will around quality early
2 learning and education. We're partnering with California
3 Community Foundation and the LA Preschool Advocacy on
4 their LA preschool and advocacy initiative to support a
5 local early care and education communications
6 infrastructure, which is developing, messaging, using
7 qualitative and quantitative research to develop messaging
8 on what will resonate with audiences to create that sense
9 of urgency as well as target which audiences need to be
10 targeted, what's going to move the needle.

11 Also, we're using internal communications.
12 Again, this is a way we want to remind ourselves of our
13 work and what we're doing. And there's several parts of
14 that. One, is a revised brand ambassador training which I
15 know some commissioners they're new, we haven't done the
16 brand ambassador training with you. We will shortly, but
17 we're in the process of revising what we had done in the
18 past, as well as developing an internal newsletter where
19 we'll be able to communicate about all the work we're
20 doing as well as provide opportunities to use our own
21 staff social networks to push our messages out.

22 We also are working to build the communication
23 capacity of our grantees and partners. Again, this is an
24 example of how we want to be thoughtful and purposeful
25 about our communications and work with other partners to

1 amplify our messages.

2 And other thing that's a bit different than in
3 the past is how we're going to be measuring impact. I
4 mentioned earlier about all the different digital channels
5 that we -- are available to us and that we're using or are
6 planning to use. That also comes with a bevy of digital
7 data to sift through and sort and to consider about how we
8 target audiences. So we want to be looking at that and
9 figuring out ways to use that data to reach our target
10 audiences, again, as I mentioned, where they live, work,
11 play, and pray.

12 We're also using qualitative and quantitative
13 research. These are things like focus groups, traditional
14 survey or polling research, again, to gauge attitudes and
15 to adjust and develop our messaging as well as integrating
16 our monitor, evaluation, and learning framework to ensure
17 that the learning that we do come up with on different
18 projects is incorporated into future projects.

19 So what's next? Coming to you on the April 14th
20 board meeting -- and this is consistent with the board
21 approved fiscal year 15-16 budget, so not this coming one,
22 but last year's budget, we'll be seeking board approval to
23 execute a contract with a new strategic marketing and
24 communications agency. There's -- we've already gone
25 through an exhaustive RFP process. And then on the

1 April 28 program and planning committee meeting, we're
2 going to do two things: One, is an informational overview
3 of the public awareness campaign we're developing on
4 family strengthening. That's going to be primarily
5 talking to parents about how the importance of social
6 connections as well as having an informational overview of
7 investments and development. Again, those are ones to
8 engage other organizations to have more health care
9 coverage on -- or early care and education issues, as well
10 as health care systems issues.

11 Then at the May 12 board meeting, we'll be
12 seeking approval for a strategic partnership for early
13 childhood development tools. That's with the Too Small to
14 Fail organization to put materials in Welcome Baby kits.

15 And I think that's it. We're here for questions.
16 And, hopefully, I didn't bore you. And there's my never
17 boring daughter, Eliana.

18 But, commissioners, if you have any questions, I
19 welcome them.

20 SUPERVISOR KUEHL: Any questions or comments?

21 Mr. Dennis.

22 COMMISSIONER DENNIS: Gabe, you talked about, you
23 know, communications primarily dealing with and being in
24 alignment with strategic trajectory. And you started off
25 by saying that, you know. Part of my question is just out

1 of ignorance. This is not my field. But shouldn't
2 communications also reflect the values and the culture of
3 the organization as well? And so in that, I mean, I would
4 think that what we say is important but how we say it and
5 to whom we're saying it is just as critical. And, you
6 know, so if we think we're an inclusive organization, our
7 communication should be reflective and that sort of thing.
8 And I didn't see that in the presentation. And, you, know
9 obviously -- but to some degree, I think, you know, our
10 values should be reflective in -- in our communication.

11 MR. SANCHEZ: Of course. And let me provide an
12 example of that. Again, this presentation was meant to be
13 a very high-level overview, but you're absolutely right.
14 For example, we sent out an internal communications about
15 the Zika virus just letting everyone know there was a case
16 discovered in LA county and that deferring to the
17 Department of Health -- the LA County Department of Health
18 for resources. And part of that in that message we
19 described our values and how it guided our decision to
20 know that we have a supporting role. And, again, this is
21 something you're absolutely right where we would use our
22 values to guide the decision making on how we communicate
23 and how we say things.

24 So, yes, you're -- of course, we are considering
25 our values and how we communicate and who we communicate

1 to and what channels we use.

2 COMMISSIONER DENNIS: And I too am channeling
3 Commissioner Abdo in her absence because she would say,
4 you know, the very same thing. Judy is very keen on, you
5 know, how we, you know, communicate and make sure we're
6 responsive to, you know, the various communities
7 throughout the county.

8 MR. SANCHEZ: I think the other part as well as
9 channeling Commissioner Abdo, is thinking about the actual
10 term, communications has a Latin root of communis; that is
11 to make common. And by that, it mean means commonly
12 understood. That's something we also want to strive to
13 do, is that we want it to be plain what we're doing and be
14 able to communicate that plainly, not with acronyms or not
15 with other complicated ways, but we want to be clear,
16 concise, and direct.

17 COMMISSIONER DENNIS: Thank you.

18 SUPERVISOR KUEHL: Commissioner Au.

19 COMMISSIONER AU: Actually, I've got a comment
20 about your daughter sort of saying, dad, why do you want
21 to present a boring thing. It reminded me of my
22 granddaughter when she was about four-years old and I was
23 telling her a story about a knight in shining armor
24 rescuing a damsel in distress. I wanted to make a point
25 in terms of you know that damsels don't need to be in

1 distress all the time, that they have a power within them.
2 And she goes, but, Grammy, I like that damsel in that
3 dress. So the comment about understanding a common way of
4 communicating -- well anyway.

5 But I have a question though, regarding the --
6 sort of the strategy as well because right now in our
7 airwaves -- and it's taken hold actually -- is this whole
8 First 5 California's communication pitch, which is to --
9 to -- to talk --

10 MR. SANCHEZ: Talk, read, sing.

11 COMMISSIONER AU: Talk, read, sing. And are we
12 going to capitalize on that messaging because there is
13 some confusion regarding the communication strategy of
14 First 5 California versus First 5 LA. And I want to
15 minimize confusion and want to actually work in -- in
16 complimentary effort.

17 MR. SANCHEZ: Yes. One of the things that we --
18 are -- that we -- First 5 California has been sharing with
19 us are media buy and their media plans. And on the first
20 part is, again, like a doctor, we want to do no harm. So
21 we don't want to air campaign ads that would possibly
22 conflict. So we also want to think of ways of how we can
23 compliment that. And in some cases, the ways in which
24 we're advertising and the channels they're reaching are
25 different audiences.

1 For our public awareness campaign, the audience
2 is different. So the messaging and the channels which we
3 use are going to be different than what First 5
4 California's going to use.

5 One of the things we'll be engaging our strategic
6 marketing and communication agency on is this very fact,
7 is how do we make sure that we limit confusion because
8 they're both First 5's, but at the same time, we want to
9 be clear on what we do in the county versus what's
10 happening statewide.

11 So some of that is first being aware of the
12 issue. And we're looking at ways on how we tackle that.
13 And a lot of what we do in terms of raising our
14 availability will be different in that, whereas you have
15 First 5 LA California air TV ads, what we're going to be
16 doing a lot of is events, whether they're book fairs,
17 other types of either conferences or places where parents
18 congregate. We'll be handing out materials with our logo
19 and material so it's reaching people in a different way
20 with different messaging but branded messaging that's
21 First 5 LA. So that's kind of how we would look to build
22 our brand as well as limit confusion.

23 But, again, this is an initial approach. And as
24 I mentioned before, we're in a phase where we're testing
25 some things too. So we want to find out what's going to

1 work and how we tackle that and adjust.

2 COMMISSIONER AU: Thank you.

3 COMMISSIONER ZEPEDA: I have a comment, Gabe.
4 Thanks for the presentation. And I'm showing my ignorance
5 here because I don't know this area, but I was feeling
6 very overwhelmed by all of the things that are on your
7 plate. It -- and I wrote a little note to myself, it's
8 almost like we want to be all things to all people in
9 terms of branding and messaging. And it wasn't really
10 clear in my head, you know, trying to list all the
11 different stakeholders and all the different ways that you
12 can reach all those different stakeholders. And I know
13 that you're just giving us a broad vision right now and
14 we're not getting into the specific strategies, but for
15 me, it would be helpful to have a better sense of who the
16 -- the -- the targets are because it wasn't -- it was sort
17 of -- it was not clear to me.

18 And so, hopefully, going forward that that will
19 get more settled. I don't know. And it's almost like
20 targeted investment, you know, where are you going to put
21 your resources and where are you going to get the most
22 bang for your buck in terms of messaging. I just wanted
23 -- because I was sitting here and I was thinking, there's
24 -- it's just so much that you're thinking of doing and I
25 -- I don't know how manageable that is.

1 MR. SANCHEZ: First off, when we -- our
2 communication strategy, it's entirely to advance the four
3 outcome areas of our strategic plan. So in terms of our
4 communications on what it's doing, it's to -- it's focused
5 on the four outcome areas of families, communities, early
6 care and education, and health care systems. So we're not
7 trying to necessarily be all things to all people. We
8 want to focus on those outcome areas and look at ways to
9 either create policy and systems change or in some cases
10 behavioral change when it comes to families and parents
11 and family strengthening at that level. So that's where a
12 lot of the communications will go into.

13 And as to the targeting of audiences, that will
14 be the topic of when we present to the program and
15 planning committee and later to the board of our family
16 strengthening campaign, we'll get into the actual targets,
17 who we're trying to reach and why.

18 But you raised a very good point, and that's
19 something that -- it speaks to measuring outcomes is at
20 the very beginning to be mindful of who our targets are,
21 who are we trying to reach, as well as what we're trying
22 to say.

23 SUPERVISOR KUEHL: Along the lines of what
24 Dr. Zepeda just said, it seems to me that it's also
25 important to understand what we want to result from our

1 communications, because I can see -- for instance, when we
2 say we want to reach families, families I would assume we
3 want to become engaged in our programs, to know about
4 them, to be able to access them, to tell their friends
5 about them, to want to help their children to improve or
6 have better outcomes, et cetera. When you talk to
7 community, that's a little more variegated because we have
8 communities in the county.

9 But it seems to me -- and I'm not certain how we
10 do or do not take advantage of the fact that there
11 probably is also a First 5 community in the same way as I
12 have about, I don't know, 12,000 people that I send an
13 email to every week. It's simply about what we've done in
14 the county, what I've done, what I'm doing, something that
15 we feature. It has a lot of clickable sites if you want
16 to know more, but it's a really fast read. It's not a
17 newsletter. Newsletter look like they have an article
18 here and an article there. I never read them because
19 they're so small on my phone. This is a paragraph with a
20 clickable site and a paragraph with a clickable site,
21 maybe a graphic something.

22 And I wonder if we have our own. And I don't
23 mean internal because by internal I assume would you mean
24 people who work for First 5 or related whatever, but
25 whether we have our own email list of interested people

1 because they may not be exactly a target in these areas
2 that you've outlined, but they are -- in their own way,
3 they are ambassadors I guess would you use that word. And
4 I think it would be really interesting to know what First
5 5 did this week even if it's something from Kim saying,
6 three things we're proud of on Friday. I'm not saying you
7 have to do this, obviously, but I've found it to be very
8 successful in my office.

9 MR. SANCHEZ: Yes.

10 SUPERVISOR KUEHL: I go a lot of places, and all
11 people want to say to me is, I really like your blog or --
12 they don't even know what to call it because it's short.
13 But it gives them a lot of information about -- and clicks
14 to our entire board minutes -- not minutes, but my summary
15 of what the board did, just more interesting than the
16 minutes, and not even self-serving. So I think it could
17 be -- that's one thing.

18 The second thing is, I'm not certain how much
19 you're using Kim and others in terms of, you know, radio
20 interviews, paper interviews, et cetera, because every
21 time they mention Kim, they're going to mention First 5.
22 Every time they mention you or any of our staff, they're
23 going to mention First 5. And soon I think there will be
24 more and more and more awareness about something very
25 clear that First 5 does because of whatever you talked

1 about on the radio, the focus of the article which might
2 be about one of our programs. People are interested. But
3 it feels a little bit amorphous at the moment in terms of
4 what people know; whereas, when you read what we do, it's
5 not amorphous at all. It's quite clear.

6 So I just want to suggest as we go along that Kim
7 is a very good asset for this. I've seen this in other
8 settings as well. And we don't have much of a cult of
9 personality in our agencies the way we do in the board of
10 supervisors. I mean, we are five personalities and so we
11 act like personalities. This is not really what we do at
12 First 5, but it's not a bad thing. We shouldn't shy away
13 from it because people doing the work are very interesting
14 to people outside.

15 MR. SANCHEZ: That's points well taken. And I
16 just want to address that briefly. I know we're -- the
17 clock is ticking. But we do have a newsletter that we
18 just relaunched. The second edition just came out last
19 week where we do -- are putting things in just like that
20 as you mentioned, as well as to raise awareness of our
21 work. These are decision makers, other types of folks
22 that are interested in our work. They're not necessarily
23 our target audiences for other campaigns. So I'm happy to
24 -- I know -- I believe it was in Kim's ED report as well
25 talking about that in terms of I think -- I'm not sure if

1 the link was in there, but it's something you can see that
2 addresses your concerns as well as one other example I
3 wanted to point to is on how we're thinking about
4 engagement is that, as you know, we have the new
5 VP positions and senior director positions. And we wanted
6 to inform other grantees and partners, other stakeholders
7 about -- about these positions and openings and the
8 purpose behind it. And so, of course, we did that. There
9 was a whole strategy to reach out. But then we looked at
10 this list and we matched it up with our newsletter
11 describer list, and we saw that they were almost mutually
12 exclusive. So these are people that we care about knowing
13 what we -- we want them to know what we're up to and, yet,
14 they're not getting the main vehicle for that.

15 And so one of the things that we're in process of
16 doing is actually sending out an email to those folks. I
17 think it might go out today or it might go out next week
18 and inviting them to subscribe to this newsletter so that
19 they can be aware and informed. Because we know they care
20 about First 5 LA because we care to contact them. So we
21 want to make sure we're matching those things up, as well
22 as another part of this newsletter, again, to talk about
23 engagement and how we want to leverage that is we ask --
24 there's several -- once we have articles, we share them
25 out with folks so that they can share in the other social

1 networks and other ways.

2 A couple of powerful examples of that is the --
3 we call this feature, four people and a point to ponder.
4 We just ask a question on involving children in some way.
5 And this last question was -- that we asked for four
6 people was, what did you learn from your parents that you
7 want to teach your child. And so we reached -- we look at
8 this as an opportunity to reach out. And in this one case
9 we reached out to Mayor Garcetti. Beautiful answer. He
10 said that he wants to teach his child about culture,
11 meaning the arts and performing arts, as well as cultures.
12 Beautiful lesson. And not only did we publish that, but
13 then we sent a link over to his communications team and
14 said, look, this is what we did, this is how we put his
15 picture. And so then they share it out that. So that
16 speaks to the First 5 community that you're -- we're
17 working to try to tap into that, to try to tap into the
18 more of that. So that's one way we're doing it, and we
19 plan to do more.

20 And then the other piece about stories, one of
21 the other projects we're in the process of creating is
22 about that expertise and creating a speakers bureau where
23 we'll be able to list all our different directors, of
24 course, exec and other directors and their areas of
25 expertise so that, even though a story may not necessarily

1 be about us or our work, if it's about the field, if it's
2 about the issue, we might be a source for that. And it's
3 a way, again, to keep engaging and raise our awareness
4 even though it may not necessarily be about our program or
5 our initiative.

6 SUPERVISOR KUEHL: All right. Thank you.

7 Any other questions or comments?

8 COMMISSIONER DENNIS: Gabe, did you --

9 SUPERVISOR KUEHL: I didn't call on you, Dr.
10 Dennis.

11 MR. SANCHEZ: I want to see if you get an email
12 asking to you describe.

13 SUPERVISOR KUEHL: This is Dr. Curry's turn. I
14 think we can all be doctors today. I got the quick and
15 dirty doctorate, you know, three years -- if you're juris
16 prude is broken, just let me know because I'm a doctor of
17 juris prudence.

18 Trisha.

19 COMMISSIONER CURRY: I was wondering, is there a
20 way also not just educate people about the programs we
21 have but what the issues and the problems are we're trying
22 to solve, prevention and what does that mean and why is it
23 important. And, you know, there's a variety of different
24 things that we do that we talk in this global very
25 positive way about how we're tackling this but I'm not

1 sure if some people out there know why we're tackling it,
2 what's the underlying -- what will make things better in
3 the communities if we do this. And I just wonder if there
4 is any -- are there any plans to kind of educate people
5 during this process?

6 MR. SANCHEZ: In some cases -- the short answer
7 is yes. We're looking at -- for example, there was a
8 recent -- it was a series of studies that was done by the
9 Children's Aid Network but -- on issues or incidences of
10 maltreatment among children prenatal to five. And what we
11 want to be able to do is use that as a vehicle to
12 highlight the issue. And in one case, there was a
13 reporter -- I believe it was in the LA Magazine that
14 talked about it and just referenced it in one line. But
15 he talked more broadly about the issue and ways to address
16 it which raises the awareness on why we need to act and do
17 things about this and why there's more support that's
18 needed.

19 But it's using things like that that we're
20 already engaged in, whether it's different studies and
21 processes, other types of findings or white papers that we
22 might publish that we would use to elevate that awareness
23 of the issues more broadly as well as possible solutions.

24 COMMISSIONER CURRY: Just previously when you
25 were saying that you wanted -- that we all want our kids

1 to learn from things that we learned in growing up and
2 that's what we want to pass on to our children. But when
3 you look at studies that have been done, you know, in the
4 Hilton Foundation report about kids that have been in the
5 foster care system and when they have children, the -- a
6 high number of them end up in the foster care system.
7 Some of that is because they are learning the bad
8 practices that their parents did and they're trying to
9 replicate them not knowing that maybe they're bad
10 practices. So we don't want necessarily all kids to learn
11 from, you know, what our childhood was if the childhood
12 was inappropriate behavior on the part of the parents for
13 the children.

14 So I just think that -- and there's a growing
15 number of children zero to five coming into the foster
16 care system every year, just a few more, few more, the
17 percentages increasing, the numbers are increasing. And
18 is that something that we should also make people aware of
19 in relationship to prevention and why is prevention
20 important?

21 MR. SANCHEZ: Right.

22 COMMISSIONER CURRY: Just a thought.

23 SUPERVISOR KUEHL: Duane.

24 COMMISSIONER DENNIS: On the newsletter --

25 MR. SANCHEZ: Yes, sir.

1 COMMISSIONER DENNIS: -- are commissioners
2 supposed to receive that because I haven't seen it yet?

3 MR. SANCHEZ: I'm going to double check the list
4 and make sure.

5 COMMISSIONER DENNIS: I haven't gotten a
6 newsletter. We used to get the Monday morning report.
7 But the new newsletter, I haven't seen it. So it would be
8 nice if we had --

9 MR. SANCHEZ: If you were getting the Monday
10 morning report, you should be getting the new newsletter,
11 so --

12 COMMISSIONER DENNIS: Any of my colleagues got
13 it? Okay. I'm not by myself.

14 MR. SANCHEZ: You should expect an email today.

15 MS. BELSHE: So noted.

16 SUPERVISOR KUEHL: Good to know as they say.

17 Thank you very, very much. We'll go to public
18 comment. Do we have public comment requests?

19 We do not. All right.

20 Thanks very much to those of you who hung in
21 there with us. Thanks very much to the commissioners.
22 We'll see you at the next meeting.

23 Do I have a motion to adjourn?

24 COMMISSIONER DENNIS: So moved.

25 SUPERVISOR KUEHL: Is there a second? Without

1 objection, we stand adjourned.

2 (At 4:42 p.m. the meeting was adjourned.)

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C E R T I F I C A T E

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

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

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

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

Attested to on this _____ day of _____, 2016.

CERTIFIED SHORTHAND REPORTER
FOR THE STATE OF CALIFORNIA

FIRST 5 LA

SUBJECT:
Monthly Financial Reports

RECOMMENDATION:
Approval of the monthly financial statements for the month ending February 29, 2016.

BACKGROUND:
Staff provides monthly financial reports for the Commission's review and approval to ensure transparency of the financial status of First 5 LA.

DISCUSSION:
First 5 LA began the month with a cash balance of \$521.9 million. During the month, we received \$6.5 million in revenues. We had \$1.2 million in operating expenditures, \$10.6 million in program expenditures, and \$586,891 in pass-through expenditures. As a result, First 5 LA ended the month with a cash balance of \$516.0 million.

This report includes detailed financial information for the month ending February 29, 2016. The financial statements are unaudited and reported as a "soft close." All materials in this packet and check registers are available online. Statements in this report include the following:

- Revenue and Expense Statement: Summarizes financial statements to highlight the starting cash balance, revenues received, program and operating expenses, and the ending cash balance for the month.
- Balance Sheet: Provides a "snapshot" view of the Commission's assets, liabilities and fund balance as of February 29, 2016.
- Detailed operating and program expenditures: Shows expenses against the FY 2015-16 Budget approved on June 11, 2015, as well as a report of expenditures related to programs functioning as pass-through agreements.

**Los Angeles County Children and Family First -
Proposition 10 Commission (aka) First 5 LA
Revenue and Expense Statement
February 29, 2016, Unaudited**

	REVENUES AND EXPENDITURES	
Cash Balance as of January 31, 2016	\$ 521,880,828	
Revenue		
Monthly State Allotments	\$ 6,608,591	(1)
State Commission Matching Grant - Cares Program	(331,553)	(2)
Medi-Cal Administrative Activities (MAA)	26,930	
State Commission - Other Program Funds	-	
Interest Income - Unreserved	220,469	
Investment Income - Other	-	
Rental Revenue - La Petite	9,252	
Partnerships for Families (PFF) - LA County Dept. of Children and Family Services (DCFS)	-	
Total Revenue	\$ 6,533,689	
Expenses		
Program Budget (Attachment A)		
2015-2020 Strategic Plan: Focusing For The Future	\$ 4,256,072	
Legacy Investments	5,977,969	
Research and Evaluation	336,435	
Total Initiative/Program Expenses	\$ 10,570,476	
Pass-Through (Attachment B)		
Medi-Cal Administrative Activities (MAA)	\$ 4,805	
Child Signature Program (CSP)	-	
Partnerships for Families (PFF) - LA County Dept. of Children and Family Services (DCFS)	582,086	
Total Pass-Through Expenses	\$ 586,891	
Operation and Administration (Attachment C)		
Personnel	\$ 1,074,173	
General Operating	66,955	
Professional Services	20,246	
Consultant Services	55,640	
Travel & Meetings	22,236	
Capital Improvements	1,918	
Total Operation and Administration	\$ 1,241,168	
Total Expenses	\$ 12,398,535	
Variance (Revenues - Expenses)	\$ (5,864,847)	
Cash Balance as of February 29, 2016	\$ 516,015,981	(3)

NOTE:

- 1) Tobacco Tax Revenue for December 2015.
- 2) \$331,553 was booked as FY 15-16 revenue, but should have been applied against a FY 14-15 receivable.
An adjustment was made in the amount of \$331,553 against the prior year accrual.
- 3) Cash Balance excludes fixed assets and liabilities.

LOS ANGELES COUNTY CHILDREN AND FAMILY FIRST - PROPOSITION 10 COMMISSION (AKA FIRST 5 LA)
PROGRAM EXPENDITURES BY FY 2015-16 BUDGET
FEBRUARY 29, 2016, UNAUDITED

INITIATIVE/PROGRAM	FY 2015-16 BUDGET*	FEBRUARY EXPENDITURES	FISCAL YTD EXPENDITURES	BALANCE REMAINING
2015-2020 STRATEGIC PLAN: FOCUSING FOR THE FUTURE				
Investments and Approaches Reaffirmed by the Board and Aligned with SP				
Families: Placed-Based - Welcome Baby/Select Home Visiting	36,603,000	1,976,402	12,545,497	24,057,503
Communities: Place-Based - Community Capacity Building	17,029,000	555,249	4,071,292	12,957,708
Policy Agenda/Advocacy	2,797,000	139,568	445,674	2,351,326
Communications & Marketing	4,672,000	78,717	377,129	4,294,871
Communications - Conference Funding	200,000	-	94,805	105,195
Existing Investments Potentially Aligned with SP				
Healthy Kids	2,250,000	1,431,636	1,928,315	321,685
Information Resource and Referral	1,360,000	-	588,351	771,649
New Investments Under Development (Strategic Plan Implementation Fund)				
Families	636,000	-	-	636,000
Communities	1,093,750	74,500	78,229	1,015,521
Early Care & Education (ECE) Systems	370,000	-	76,363	293,637
Health, Mental Health & Substance Abuse Systems	546,250	-	55	546,195
Other/Cross - Cutting Activities	490,000	-	10,073	479,927
Subtotal 2015-2020 Strategic Plan	68,047,000	4,256,072	20,215,784	47,831,216
LEGACY INVESTMENTS				
At-Risk Fathers Investment	150,000	-	-	150,000
Baby Friendly Hospitals	1,245,000	76,704	254,561	990,439
Black Infant Health	1,955,000	135,817	482,776	1,472,224
Children's Dental Care	10,656,000	404,846	4,237,058	6,418,942
Children's Vision Care	1,341,000	48,931	820,521	520,479
Early Identification and Intervention - Autism and other Developmental Delays	818,000	46,259	417,402	400,598
ECE Environmental Scan	80,000	5,165	5,165	74,835
Healthy Food Access	2,064,000	138,392	711,162	1,352,838
Little by Little/One Step Ahead	3,515,000	319,083	1,426,333	2,088,667
Los Angeles Universal Preschool (LAUP)	55,423,000	-	19,453,620	35,969,380
Oral Health & Nutrition - Dental Home	3,904,000	-	924,250	2,979,750
Parent Child Interaction Therapy	4,642,000	-	363,869	4,278,131
Partnerships for Families (PFF)	150,000	-	-	150,000
Peer Support Groups for Parents	1,469,000	98,648	568,161	900,839
Policy Advocacy Fund	2,194,000	185,248	1,030,919	1,163,081
Reducing Childhood Obesity	15,462,000	3,026,690	4,300,846	11,161,154
Resource Mobilization - ECE	1,225,000	75,000	252,289	972,711
Resource Mobilization - Funder Partnership	60,000	-	32,474	27,526
Resource Mobilization - Health	1,540,000	424,101	477,437	1,062,563
Resource Mobilization - Organizational Capacity Building	550,000	36,075	224,299	325,701
Resource Mobilization - Project Development	-	-	4,139	(4,139)
Tot Parks and Trails	660,000	-	-	660,000
Universal Assessment of Newborns	8,785,000	647,943	2,877,370	5,907,630
Workforce Development	2,522,000	199,188	562,910	1,959,090
Workforce Development - ECE Workforce Consortium	12,798,000	109,880	2,236,704	10,561,296
Subtotal Legacy Investments	133,208,000	5,977,969	41,664,265	91,543,735
RESEARCH AND EVALUATION				
Data Development and Integration	2,527,000	70,885	895,856	1,631,144
Data Partnership with Funders	900,000	87,212	474,957	425,043
Program Evaluation	4,240,000	178,338	1,680,707	2,559,293
Subtotal Research and Evaluation	7,667,000	336,435	3,051,520	4,615,480
TOTAL	208,922,000	10,570,476	64,931,569	143,990,431

* The FY 2015-16 Budget was approved by the Board of Commissioners on June 11, 2015

NOTES -PROGRAM EXPENDITURES BY FY 2015-16 BUDGET:

Journal entries for FY 2014-15 accrued expenses were reversed in July 2015. The amounts reported are the actual program expenditures for February 2016.

LOS ANGELES COUNTY CHILDREN AND FAMILY FIRST - PROPOSITION 10 COMMISSION (AKA FIRST 5 LA)
 EXPENDITURES - PASS-THROUGH
 FEBRUARY 29, 2016, UNAUDITED

Attachment B

INITIATIVE/PROGRAM - PASS-THROUGH	FEBRUARY EXPENDITURES	YEAR TO DATE EXPENDITURES
Medi-Cal Administrative Activities (MAA) - LA County Charges	-	-
Medi-Cal Administrative Activities (MAA) - Participation Payment	4,805	18,461
Child Signature Program (CSP)	-	-
Partnerships For Families - LA County Department of Children and Family Services (DCFS)	582,086	4,231,480
TOTAL	586,891	4,249,941

**Los Angeles County Children and Family First -
Proposition 10 Commission (aka) First 5 LA
Operating & Administrative Budget Update
February 29, 2016, Unaudited**

OPERATION AND ADMINISTRATION EXPENSE	FEBRUARY ACTUAL	FISCAL YTD ACTUAL	FY 2015-16 BUDGET	FISCAL YTD VARIANCE
Personnel Related Expenses				
Salaries & Wages	815,856	6,861,180	12,387,038	5,525,858
Fringe Benefits	258,317	2,131,478	3,980,943	1,849,465
	1,074,173	8,992,658	16,367,981	7,375,323
General Operating Expenses				
ADP Payroll Charges	4,598	18,236	31,000	12,764
Workers Compensation Insurance	-	(6,690)	100,000	106,690
Corporate Insurance	-	28,999	76,000	47,001
Mileage Expense	2,935	28,455	61,850	33,395
Telephones & Modems	4,833	37,316	65,000	27,684
Printing	1,455	11,812	19,200	7,388
Postage & Delivery	1,100	9,907	13,300	3,393
Office Supplies	4,089	40,605	83,980	43,375
Subscriptions & Publication	450	2,439	10,060	7,621
Equipment Rental	1,130	56,274	118,200	61,926
Repair & Maintenance - Furniture & Fixtures	13,429	152,670	180,000	27,330
Repair & Maintenance - Equipment	-	2,205	32,000	29,795
Rents & Lease - Offsite Storage	473	12,303	23,700	11,397
Los Angeles County Overhead	-	11,725	27,000	15,275
Contingency	6,375	41,287	75,000	33,713
Facilities & Other Supplies	2,541	7,619	12,150	4,531
Utilities	10,429	123,704	155,000	31,296
Educational Supplies	29	448	5,300	4,852
Cell Phones	3,622	22,813	52,250	29,437
Hardware & Software Maintenance	9,468	113,339	258,000	144,661
	66,955	715,464	1,398,990	683,526
Professional Services				
Audit and Accounting Fees	-	46,780	70,000	23,220
Legal Fees	7,357	56,361	175,000	118,639
Membership Dues	80	14,560	82,100	67,540
Professional Development	9,519	34,334	210,800	176,466
Professional Dues First 5 Association	-	-	50,000	50,000
Staff Recruitment	1,455	9,123	25,000	15,877
Commission Stipends	-	8,700	34,000	25,300
Human Resources Related Costs	1,835	19,088	68,000	48,912
	20,246	188,947	714,900	525,953
Consultant Services				
Consultant Fees	34,205	372,034	1,491,000	1,118,966
Other Professional Fees	21,435	198,017	237,500	39,483
External Reviewers	-	11,210	5,000	(6,210)
	55,640	581,261	1,733,500	1,152,239
Travel & Meetings				
State Prop 10 Commission Activities	2,500	2,820	40,000	37,180
Conferences - Travel & Lodging	4,590	23,531	86,242	62,711
Conference - Registration Fees	9,962	52,199	89,485	37,286
Local Meeting Expenses	2,676	22,481	115,900	93,419
Lodging	1,356	23,406	84,876	61,470
Per Diem	1,152	14,142	42,488	28,346
	22,236	138,580	458,991	320,411
Capital Improvements				
Capital Outlay (Equipment Purchases)	1,918	26,368	120,000	93,632
TOTAL OPERATING EXPENSES	1,241,168	10,643,278	20,794,362	10,151,084

NOTES - OPERATING & ADMINISTRATIVE BUDGET UPDATE:

The administrative expenses are within the maximum authorized under the Board policy.

* The FY 2015-16 Operating Budget was approved by the Board of Commissioners on June 11, 2015.

**Los Angeles County Children and Families First -
Proposition 10 Commission
Statement of Net Assets
February 29, 2016, Unaudited**

Assets		
Current Assets:		
Cash	\$	1,060,409
Cash- Morlin Mgmt Corp		26,950
Investment:		
Operating and Allocated funds		460,264,523
Operating Fund - SRI		-
Advance - LA Care Health Plan		8,562,929
Advance - LAUP		40,915,826
Advance - UCLA Dental Home Project		3,343,591
Interest Receivable		-
Other Receivables		53,119
Total Current Assets	\$	<u>514,227,346</u>
Fixed Assets:		
Land	\$	2,039,000
Building & Improvements		12,076,512
Furniture & Fixtures		627,671
Computer, Software & Accessories		1,755,170
Office Equipment		331,033
Accumulated Depreciation		(4,944,345)
Total Fixed Assets	\$	<u>11,885,041</u>
Total Assets	\$	<u><u>526,112,387</u></u>
Liabilities and Net Assets		
Current liabilities:		
Other Liabilities	\$	221,648 (1)
Total Current Liabilities	\$	<u>221,648</u>
Net Assets:		
Investment in capital assets	\$	11,885,041
Restricted		514,005,698
Total Net Assets	\$	<u>525,890,739</u>
Total Liabilities and Net Assets	\$	<u><u>526,112,387</u></u>

NOTES:

(1) Other Liabilities include accounts payable, security deposit from La Petite Academy and other related liabilities.

FIRST 5 LA

SUBJECT:
Contracts for approval

RECOMMENDATION:
Approve two new agreements and one amendment and authorize staff to complete final execution of the agreements.

BACKGROUND:
First 5 LA's approved programmatic budget for FY 2015-16 totals \$208,922,000 and the approved operating budget totals \$20,794,362. Funding for all initiatives and programs was included in the budget presented to the Board on May 14, 2015 and approved on June 11, 2015. For contracts that span fiscal years, the estimated spending amount for each fiscal year will be included in First 5 LA's annual budgets for approval. Pursuant to contract terms, if the Commission does not appropriate funds for the contract in future fiscal years, First 5 LA may terminate the contract. Upon approval of the agreement presented below, staff will complete final execution.

There are **two new agreements**. One with American Institutes for Research to conduct the Welcome Baby Impact Evaluation. The evaluation aims to 1) Demonstrate the impact of the Welcome Baby program on maternal and child outcomes; 2) Determine whether the impact of the Welcome Baby program varies across maternal risk levels (as assessed by the Modified Bridges for Newborns Screening Tool); 3) Identify variation in the impact of the Welcome Baby program across demographic subgroups; and 4) Understand the outcomes of women who participated prenatally in Welcome Baby. There is one new agreement with Ogilvy Public Relations to support First 5 LA's communications and marketing priorities and activities. The Contractor will provide professional full-service strategic marketing and communications services to help advance the outcomes of First 5 LA's 2015-2020 Strategic Plan. These services are intended to build First 5 LA's brand as a leading early childhood advocate, elevate the awareness and urgency of the Strategic Plan's outcomes areas, engage decision makers, and support internal communications. The types of services the Contractor will provide include strategic communications planning and implementation, building brand awareness, social marketing strategies, public awareness campaigns, partnership/grantee communications, public relations and stakeholder outreach, internal communications strategies, crisis communications, collateral material production and management, concept testing and market research, evaluation and measurement of impact, event sponsorships, event support and logistics, communications training and capacity building, and digital property development and support.

There is **one amendment** to provide additional funding to Vision y Compromiso under the Policy and Advocacy Fund (PAF) initiative. The Contractor advocates for policies that improve health insurance retention rates for children ages 0-5 and their families, with a particular focus on reducing barriers for immigrant and low income Latino families. The Contractor is requesting additional funds to complete activities in the last year of the project, including: outreaching to and training of promotoras (community health workers) in English and non-English; educating coalitions on the barriers for families with children 0-5; and increasing the number of agencies who adopt policies that improve health insurance retention rates. This funding is within the Board-approved allocation for the PAF initiative.

DISCUSSION:
Staff seeks the Commission's approval of the agreements summarized in Attachment A.

Attachment A
April 2016

AMENDMENTS									
DEPARTMENT	INITIATIVE AND PROGRAM	CONTRACT (PROJECT) INFORMATION	BOARD APPROVAL DATE	PROCUREMENT METHOD	PROJECT LENGTH	CURRENT CONTRACT AMOUNT	AMENDMENT AMOUNT	NEW CONTRACT AMOUNT	*SATISFACTORY PROGRESS ACHIEVED BY CONTRACTOR?
Policy & Intergovernmental Affairs	Policy Advocacy Fund / Policy Advocacy Fund - II	<p><u>VISION Y COMPROMISO (#08397)</u> Amendment for additional funding The Contractor advocates for policies that improve health insurance retention rates for children ages 0-5 and their families, with a particular focus on reducing barriers for immigrant and low income Latino families. The Contractor is requesting additional funds to complete activities in the last year of the project, including outreach to and training promotoras (community health workers) in English and non-English; educating coalitions on the barriers for families with children 0-5; and increase the number of agencies who adopt policies that improve health insurance retention rates.</p>	6/11/2015	RFP	3 years, 4 months	\$69,529	\$36,879	\$106,408	Yes

*Satisfactory progress is based on whether contractors and grantees are making or will be expected to make satisfactory progress towards completion in the current agreement by the contract expiration date.

FIRST 5 LA

SUBJECT:

Mid-Year Adjustments to the FY 2015-16 Budget

RECOMMENDATION:

Approve mid-year adjustments to the FY 2015-16 Budget as detailed in Attachment 1 (Program) and Attachment 2 (Operating).

BACKGROUND:

The \$229.7 million FY 2015-16 Budget, approved via Resolution by the Board of Commissioners on June 11, 2015, included \$208.9 million of funding for program costs and \$20.8 million for operating costs. Initial funding requests were generated using the latest information available at the time of budget development, and were based on spending estimates—rather than negotiated contract amounts—so staff would have the flexibility to manage contracts within a budget unit without having to return to the Commission.

The Program Budget includes 35 initiatives with anticipated costs to be incurred during FY 2015-16. Based on updated information and analysis, this item reflects a net decrease to the overall FY 2015-16 Program Budget of \$11.5 million for a revised fiscal year Program Budget of \$197.5 million. These adjustments are detailed by initiative in Attachment 1A and by program—which aggregate up to the amounts at the initiative level—in Attachment 1B.

This item also includes increases and decreases to various Operating Budget line items, the net effect of which is cost neutral, resulting in the Operating Budget remaining at \$20.8 million for the fiscal year. These adjustments are detailed at a summary level in Attachment 2.

The net result to the approved FY 2015-16 Budget of \$229.7 million is a decrease of \$11.5 million, or 5.0%, for a revised total fiscal year budget of \$218.3 million.

DISCUSSION:

Program Budget:

Per current First 5 LA policy, any change to the spending levels approved at the initiative level in the Program Budget requires formal approval by the Board of Commissioners via Resolution. As in the prior year, staff consolidated all FY 2015-16 Program Budget adjustments into a single process for presentation to the Commission at mid-year for approval. These adjustments, including both augmentations and reductions for programs that are anticipated to significantly underspend their approved budget levels, are detailed by initiative in Attachment 1A and by program—which aggregate up to the amounts at the initiative level—in Attachment 1B.

The following are highlights of the requested changes at the initiative level.

2015-2020 Strategic Plan: Focusing for the Future

Families: Place-Based – Welcome Baby/Select Home Visiting: Reduction of \$5,637,000 (-15.4%)

The overall decrease to this initiative is driven by a \$4.3 million decrease for the Select Home Visiting program and a \$1.3 million decrease for the Welcome Baby program. One Select Home Visiting grantee chose to terminate their grant effective March 2016 due to low referral rates. In addition, First 5 LA has ceased negotiations that began in 2012 with Kaiser Baldwin Park, due to the inability to reach an agreement on data sharing. The FY 2015-16 Budget has been reduced

accordingly. Both the Select Home Visiting grantees and the participating Welcome Baby hospitals have experienced cost savings due to staff turnover, resulting in lower than anticipated enrollments and related program materials. Estimates were also updated based on actual expenditure rates, also eliminating the need to maintain a small contingency initially built into the budget amounts, which accounts for 27.9% of the reduction. There are many unknown variables that influence initial budget estimates, such as referral and enrollment rates for the programs. As the programs continue to mature and improve their implementation, staff will be able to refine budget assumptions based on access to realistic data.

Communities: Place-Based – Community Capacity Building: Reduction of \$893,000 (-5.2%)

The overall decrease to this initiative is driven by cost reductions in Marketing and Communications (\$670,000), Partnership Capacity Building (\$307,000) and Results Focused Actions (\$1,253,000). These are offset by increases in Partnership Support (\$1,270,000) and the Long-Term Business Model Transition (\$67,000), for an overall net decrease of \$893,000.

- Marketing & Communications – Reduction of \$670,000 (-35.8%): Lower costs are expected due to a delay in enacting a plan to bring on Communications Capacity Builders for all 14 Best Start Communities. The plan was delayed due to staff considerations related to a stronger, more efficient capacity building approach. As a result, solicitation for communications capacity builders did not take place in the first six months as originally anticipated.
- Partnership Capacity Building – Reduction of \$307,000 (-10.5%): Updated spending projections for the fiscal year indicate that fewer costs will be needed in this area, primarily because Community Partnerships have not accessed customized training and technical assistance funds. This is because during the first six months of the fiscal year the Community Partnerships prioritized the Building Stronger Families (BSF) grantee selection and onboarding processes.
- Results Focused Actions (aka Community-Identified Projects) – Reduction of \$1,253,000 (-23.9%): This amount is being reduced—reflecting a shift of costs from FY 2015-16 to future fiscal years—to align projected spending with the currently executed agreements with the BSF grantees for FY 2015-16, most of which cover only the last seven months of the fiscal year.
- Partnership Support – Increase of \$1,270,000 (54.7%): Additional partnership support costs are needed to account for the increased number of monthly Leadership Group meetings, workgroups and other smaller meetings. These meetings allow community members to build momentum around the community-identified projects. This includes activities such as developing outreach plans and materials, orienting new Community Partnership members, refining bylaws and governance, introducing and onboarding BSF grantees to the Community Partnership, and hosting training on relationship-based outreach.
- Long Term Business Model Transition (aka Long Term Support Structure) – Increase of \$67,000 (239.3%): Updated spending projections indicated the need to increase community and key stakeholder engagement to inform the long-term support structure for Best Start. The major cost driver is the implementation of the Transition Team, a cross-community advisory group that meets frequently to gain community insight and share initial thinking prior to final decisions being made about the design and implementation of the long-term support structure.

Healthy Kids: Increase of \$482,000 (21.4%)

The Healthy Kids budget is being increased to account for changes to the two contracts that comprise this initiative. The contract with LA Care to administer the Healthy Kids Insurance

Coverage program was initially approved by the Board for six months—through December 2015—for a total of \$250,000. However, the Board subsequently approved an extension through September 2016, with an estimated additional \$380,000 to be spent in the second half of the fiscal year. In addition, the budget is being increased by \$102,000 for the Healthy Kids Outreach, Enrollment, Retention, and Utilization program to align the budget amount with the balance remaining in the allocation. The contract with the Los Angeles County Department of Public Health was amended during the fiscal year to align the contract with the balance remaining in the allocation.

Legacy Investments

Baby Friendly Hospitals: Increase of \$106,000 (8.5%)

The net increase to the Baby Friendly Hospitals initiative of \$106,000 is due to the need to account for \$274,000 of costs related to Cycle 2 grantees, offset by a reduction of \$168,000 for Cycle 3 grantees. In both cases, the grantees found that more time is needed to prepare for the Baby Friendly USA site visit than initially anticipated. Cycle 2 grantees originally expected to end in FY 2014-15, but requested no-cost extensions into the current fiscal year to account for the additional time needed to prepare for the site visit, thus resulting in the need to account for expenditures in FY 2015-16 that were not initially considered during budget development. Similarly, Cycle 3 grantees also require more time to prepare for site visits, and anticipate requesting no-cost extensions for their contracts into FY 2016-17, resulting in cost savings for grantees in that cycle.

Early Identification and Intervention – Autism and Other Developmental Delays: Increase of \$128,000 (15.6%)

All six of the grantees in the Early Identification and Intervention initiative executed contract budget amendments to account for funds that were unspent in FY 2014-15. These funds are expected to be spent in FY 2015-16, resulting in the need for a budget increase for this initiative.

Oral Health & Nutrition – Dental Home: Reduction of \$490,000 (-12.6%)

The Dental Home project is being reduced to account for expected cost savings based on both historical spending trends and the rate of spending through the first six months of the fiscal year. The cost savings are being driven by a combination of delays and compliance issues with various subcontractors. Compliance issues with two clinic sites prevented the distribution of funds to these sites, resulting in additional savings across other areas that support these sites, such as training and technical assistance. In addition, a subcontract with the project's policy partner experienced a six-month delay, the subcontract for the project's primary software was executed later than anticipated, and four clinic sites will not receive the software due to insufficient infrastructure, resulting in savings for maintenance and installation.

Parent Child Interaction Therapy: Reduction of \$1,900,000 (-40.9%)

The decrease of \$1.9 million for the Parent Child Interaction Therapy initiative is primarily due to updated spending projections based on both historical trends as well as discussions with the primary contractors, the Los Angeles County Department of Mental Health (DMH) for program implementation and the University of California at Davis for training and technical assistance. During the four years of the project, DMH has never reached 100% of projected spending, realizing spending of approximately 50% each year. Additionally, DMH and the provider agencies have experienced some staffing changes and vacant positions in FY 2015-16, leading to lower than anticipated costs.

Peer Support Groups for Parents: Reduction of \$425,000 (-28.9%)

The Peer Support Groups for Parents initiative is being reduced primarily due to updated spending estimates based on actual expenditures incurred to date and the actual negotiated contract amount

for the remainder of the fiscal year. FY 2015-16 is the final year of the project, and while the project is anticipated to meet the overall goal of facilitating 100 parent support groups, total project costs are expected to be less than the initial allocation due to lower costs required to implement the support groups.

Resource Mobilization – ECE: Reduction of \$700,000 (-57.1%)

The net decrease for Resource Mobilization – ECE is due to a decrease of \$700,000 for the ECE Recoverable Grant. Although additional fundraising efforts are underway to draw down matching funds through the \$1 million challenge for the ECE Recoverable Grant Fund, staff anticipates that total matching funds will not exceed \$225,000 for this program in FY 2015-16.

Resource Mobilization – Project Development: Increase of \$5,000

Although this initiative did not have a budget approved for FY 2015-16, a no-cost extension was executed for the Pay For Success feasibility study to allow for the use of unspent funds during the fiscal year. This resulted in the need to adjust the budget accordingly to account for these previously unanticipated costs incurred in this fiscal year.

Universal Assessment of Newborns: Reduction of \$1,804,000 (-20.5%)

Similar to the reduction under the Families initiative noted above, the reduction for Universal Assessment of Newborns is due to several factors. First, estimates were updated based on actual expenditure rates, which eliminated the need to maintain a small contingency initially built into the budget amounts, accounting for 23.2% of the reduction. Second, the participating hospitals have experienced cost savings due to staff turnover, resulting in lower than anticipated enrollments and related program materials. Third, First 5 LA has ceased negotiations that began in 2012 with Kaiser Baldwin Park, due to the inability to reach an agreement on data sharing, further reducing the fiscal year budget needs. Funds not spent for this initiative in FY 2014-15 will be available for use in future years, consistent with the program design and approved timeframe.

Research and Evaluation

Program Evaluation: Reduction of \$334,000 (-7.9%)

The net decrease for the Program Evaluation budget is driven primarily by the following changes at the program level:

- Best Start Evaluation – Increase of \$89,000 (31.2%): The budget is being increased to account for costs related to several deliverables that were originally scheduled to be completed in FY 2014-15 that were moved into FY 2015-16 due to competing project timelines.
- Professional Development System Study – Reduction of \$340,000 (-100.0%): The budget for this project is being eliminated because the study was canceled internally before a contract was executed with a potential contractor. There are no plans at this time to pursue this study in a future fiscal year.
- Welcome Baby Impact Study – Reduction of \$92,000 (-33.5%): The budget for this study was initially developed based on estimates prior to the full construction of the project's Request for Proposal solicitation. This budget reduction reflects more accurate estimates that lower the anticipated total cost of the study.

Operating Budget:

Per current First 5 LA policy, the Executive Director has the authority to approve budget adjustments to the Operating Budget between line items in an amount not to exceed \$25,000. Adjustments to the

various line items within the FY 2015-16 Operating Budget exceed this amount specified in the policy, and as such require approval by the Board of Commissioners. Based on analysis of actual expenditures as well as additional anticipated expenditures through June 2016, we expect that higher-than-anticipated needs in some areas will be offset by savings projected in other areas.

Consistent with past practice, spending projections and necessary adjustments are prepared at the departmental level, which support the organization-wide adjustments presented for Commission approval in *Attachment 2*. This allows for a higher degree of due diligence to ensure that budgets are monitored and managed at the appropriate level, as well as to appropriately inform the development of the FY 2016-17 Budget.

Although work is currently underway regarding the overall organizational transformation, there was not enough information available at the time of this analysis to determine the impact to FY 2015-16 operating costs. As such, no adjustments were made to account for any incremental changes that may take place during this fiscal year.

As noted previously, the net effect of the adjustments to line items within the FY 2015-16 Operating Budget are cost neutral. Although savings are anticipated for the fiscal year overall, there are a significant number of unknown variables that could impact the analysis of estimated expenditures. Because of this, staff is not recommending a reduction in the overall FY 2015-16 Operating Budget amount at this time. Current spending trends will be utilized to explore opportunities to decrease operating costs from current budgeted levels during the FY 2016-17 Budget development process.

The following are highlights of changes within the major spending categories:

- General Operating Expenses – This category includes a number of transfers both in and out, with a total net decrease of \$55,600 (-4.0%). This is primarily due to a net reduction in Telephones and Modems costs of \$19,200 and a reduction in costs related to Hardware and Software Maintenance of \$30,000. The reduction in costs for telephones and modems is due to a new contract executed with the provider that reduced monthly costs by approximately thirty percent. In addition, software maintenance costs are lower than initially anticipated for FY 2015-16 because although planning and work are taking place during the current fiscal year, the actual reimplementation of the financial system will occur during FY 2016-17.
- Consultant Services – This category includes several transfers, resulting in a net overall increase of \$44,955 (2.6%). This is driven primarily by additional funds needed for Other Professional Fees related to the provision of evening security for the building that were not anticipated during the initial budget development for FY 2015-16.

Administrative Cost:

As part of the approval of the annual fiscal year budget, the Commission approves an annual limit on the organizations administrative spending. While this administrative cost limit represents a percentage of the overall fiscal year budget, the Commission approves the limit at the dollar amount level. This is due to the fact that administrative costs are generally not as fluid as other types of costs, and cannot adapt quickly to respond to changes in actual spending levels.

The administrative cost limit approved in June 2015 as part of the FY 2015-16 Budget was \$11.4 million. Based on the mid-year budget revisions discussed above and detailed in *Attachment 2*, the total revised administrative cost amount is within the dollar amount limit approved for FY 2015-16 of \$11.4 million, and administrative spending for the fiscal year will not exceed the approved amount.

NEXT STEPS:

The analysis of spending trends and project status that was conducted as part of the mid-year budget adjustment process will be used to inform the FY 2016-17 Budget development process

currently underway. This analysis will also inform the reaffirmation process that takes place in conjunction with the approval of the FY 2016-17 Budget, through which all levels of fund balance are evaluated for appropriateness and potential modifications. The proposed FY 2016-17 Budget will be presented to the Board of Commissioners on May 12, 2016 for discussion.

BUDGET COMPONENT	APPROVED FY 2015-16 BUDGET	PROPOSED ADJUSTMENTS	REVISED FY 2015-16 BUDGET	% CHANGE
2015-2020 STRATEGIC PLAN: FOCUSING FOR THE FUTURE				
<i>Investments and Approaches Reaffirmed by the Board and Aligned with SP</i>				
1 Families: Place-Based - Welcome Baby/Select Home Visiting	\$ 36,603,000	\$ (5,637,000)	\$ 30,966,000	-15.4%
2 Communities: Place-Based - Community Capacity Building	17,029,000	(893,000)	16,136,000	-5.2%
3 Policy Agenda/Advocacy	2,797,000	-	2,797,000	0.0%
4 Communications & Marketing	4,672,000	-	4,672,000	0.0%
5 Communications - Conference Funding	200,000	-	200,000	0.0%
Sub-Total	\$ 61,301,000	\$ (6,530,000)	\$ 54,771,000	-10.7%
<i>Existing Investments Potentially Aligned with SP</i>				
6 Healthy Kids	\$ 2,250,000	\$ 482,000	\$ 2,732,000	21.4%
7 Information Resource and Referral	1,360,000	-	1,360,000	0.0%
Sub-Total	\$ 3,610,000	\$ 482,000	\$ 4,092,000	13.4%
<i>New Investments Under Development, to be Aligned with SP (Strategic Plan Implementation Fund)</i>				
Families	\$ 636,000	\$ -	\$ 636,000	0.0%
Communities	1,093,750	-	1,093,750	0.0%
Early Care & Education (ECE) Systems	370,000	-	370,000	0.0%
Health, Mental Health & Substance Abuse Systems	546,250	-	546,250	0.0%
Other/Cross-Cutting Activities	490,000	-	490,000	0.0%
Sub-Total	\$ 3,136,000	\$ -	\$ 3,136,000	0.0%
TOTAL 2015-2020 STRATEGIC PLAN: FOCUSING FOR THE FUTURE	\$ 68,047,000	\$ (6,048,000)	\$ 61,999,000	-8.9%
LEGACY INVESTMENTS				
8 At-Risk Fathers Investment	\$ 150,000	\$ -	\$ 150,000	0.0%
9 Baby Friendly Hospitals	1,245,000	106,000	1,351,000	8.5%
10 Black Infant Health	1,955,000	-	1,955,000	0.0%
11 Children's Dental Care	10,656,000	-	10,656,000	0.0%
12 Children's Vision Care	1,341,000	-	1,341,000	0.0%
13 Early Identification and Intervention - Autism and Other Developmental Delays	818,000	128,000	946,000	15.6%
14 ECE Environmental Scan	80,000	-	80,000	0.0%
15 Healthy Food Access	2,064,000	-	2,064,000	0.0%
16 Little by Little/One Step Ahead	3,515,000	-	3,515,000	0.0%
17 Los Angeles Universal Preschool	55,423,000	-	55,423,000	0.0%
18 Oral Health & Nutrition - Dental Home	3,904,000	(490,000)	3,414,000	-12.6%
19 Parent Child Interaction Therapy	4,642,000	(1,900,000)	2,742,000	-40.9%
20 Partnerships for Families	150,000	-	150,000	0.0%
21 Peer Support Groups for Parents	1,469,000	(425,000)	1,044,000	-28.9%
22 Policy Advocacy Fund	2,194,000	-	2,194,000	0.0%
23 Reducing Childhood Obesity	15,462,000	-	15,462,000	0.0%
24 Resource Mobilization - ECE	1,225,000	(700,000)	525,000	-57.1%
25 Resource Mobilization - Funder Partnerships	60,000	-	60,000	0.0%
26 Resource Mobilization - Health	1,540,000	-	1,540,000	0.0%
27 Resource Mobilization - Organizational Capacity Building	550,000	-	550,000	0.0%
28 Resource Mobilization - Project Development	-	5,000	5,000	N/A
29 Tot Parks and Trails	660,000	-	660,000	0.0%
30 Universal Assessment of Newborns	8,785,000	(1,804,000)	6,981,000	-20.5%

BUDGET COMPONENT		APPROVED FY 2015-16 BUDGET	PROPOSED ADJUSTMENTS	REVISED FY 2015-16 BUDGET	% CHANGE
31	Workforce Development	2,522,000	-	2,522,000	0.0%
32	Workforce Development - ECE Workforce Consortium	12,798,000	-	12,798,000	0.0%
TOTAL LEGACY INVESTMENTS		\$ 133,208,000	\$ (5,080,000)	\$ 128,128,000	-3.8%
RESEARCH AND EVALUATION					
33	Data Development and Integration	\$ 2,527,000	\$ -	\$ 2,527,000	0.0%
34	Data Partnership with Funders	900,000	-	900,000	0.0%
35	Program Evaluation	4,240,000	(334,000)	3,906,000	-7.9%
TOTAL RESEARCH AND EVALUATION		\$ 7,667,000	\$ (334,000)	\$ 7,333,000	-4.4%
TOTAL FIRST 5 LA PROGRAM BUDGET		\$ 208,922,000	\$ (11,462,000)	\$ 197,460,000	-5.5%

INITIATIVE NAME	PROGRAM NAME	APPROVED FY 2015-16 BUDGET	PROPOSED ADJUSTMENTS	REVISED FY 2015-16 BUDGET	% CHANGE
2015-2020 STRATEGIC PLAN: FOCUSING FOR THE FUTURE					
<i>Investments and Approaches Reaffirmed by the Board and Aligned with SP</i>					
Families: Place-Based - Welcome Baby/Select Home Visiting	Family Strengthening Oversight Entity	\$ 3,418,000	\$ -	\$ 3,418,000	0%
	Family Strengthening Public Education	100,000	-	100,000	0%
	Select Home Visitation Programs	17,183,000	(4,315,000)	12,868,000	-25%
	Welcome Baby Hospitals	15,902,000	(1,322,000)	14,580,000	-8%
Communities: Place-Based - Community Capacity Building	Best Start Metro LA	1,112,000	-	1,112,000	0%
	Long-Term Business Model Transition	28,000	67,000	95,000	239%
	Marketing & Communications	1,870,000	(670,000)	1,200,000	-36%
	Partnership Capacity Building	2,933,000	(307,000)	2,626,000	-10%
	Partnership Support	2,323,000	1,270,000	3,593,000	55%
	Resident Engagement	3,520,000	-	3,520,000	0%
	Results-Focused Actions	5,243,000	(1,253,000)	3,990,000	-24%
Policy Agenda/Advocacy	Early Learning Advocacy Strategies	2,055,000	-	2,055,000	0%
	Federal Policy and Sustainability Advocate	127,000	-	127,000	0%
	Opinion Research	75,000	-	75,000	0%
	Policy Briefs	100,000	-	100,000	0%
	State Policy and Sustainability Advocate	440,000	-	440,000	0%
Communications & Marketing	Communications & Marketing	4,672,000	-	4,672,000	0%
Communications - Conference Funding	Conference Funding	200,000	-	200,000	0%
<i>Sub-Total</i>		\$ 61,301,000	\$ (6,530,000)	\$ 54,771,000	-11%
<i>Existing Investments Potentially Aligned with SP</i>					
Healthy Kids	Healthy Kids Insurance Coverage	\$ 250,000	\$ 380,000	\$ 630,000	152%
	Healthy Kids Outreach, Enrollment, Retention, and Utilization	2,000,000	102,000	2,102,000	5%
Information Resource and Referral	211 LA County	1,340,000	-	1,340,000	0%
	Performance Based Agreement (Consulting)	20,000	-	20,000	0%
<i>Sub-Total</i>		\$ 3,610,000	\$ 482,000	\$ 4,092,000	13%
<i>New Investments Under Development, to be Aligned with SP (Strategic Plan Implementation Fund)</i>					
Families		\$ 636,000	\$ -	\$ 636,000	0%
Communities		1,093,750	-	1,093,750	0%
Early Care & Education (ECE) Systems		370,000	-	370,000	0%
Health, Mental Health & Substance Abuse Systems		546,250	-	546,250	0%
Other/Cross-Cutting Activities		490,000	-	490,000	0%
<i>Sub-Total</i>		\$ 3,136,000	\$ -	\$ 3,136,000	0%
TOTAL 2015-2020 STRATEGIC PLAN: FOCUSING FOR THE FUTURE		\$ 68,047,000	\$ (6,048,000)	\$ 61,999,000	-9%

INITIATIVE NAME	PROGRAM NAME	APPROVED FY 2015-16 BUDGET	PROPOSED ADJUSTMENTS	REVISED FY 2015-16 BUDGET	% CHANGE
LEGACY INVESTMENTS					
At-Risk Fathers Investment	At-Risk Fathers Investment	\$ 150,000	\$ -	\$ 150,000	0%
Baby Friendly Hospitals	Baby Friendly Hospital Project - Cycle 2	-	274,000	274,000	N/A
	Baby Friendly Hospital Project - Cycle 3	645,000	(168,000)	477,000	-26%
	Baby Friendly Hospital Project - Cycle 4	600,000	-	600,000	0%
Black Infant Health	Birth Outcomes and Disparities – Policy and Systems Change	500,000	-	500,000	0%
	Black Infant Health Program	1,455,000	-	1,455,000	0%
Children's Dental Care	Children's Dental Care Program	10,656,000	-	10,656,000	0%
Children's Vision Care	Children's Vision Care	1,341,000	-	1,341,000	0%
Early Identification and Intervention - Autism and Other Developmental Delays	Early Identification and Intervention - Autism and Other Developmental Delays	818,000	128,000	946,000	16%
ECE Environmental Scan	ECE Environmental Scan	80,000	-	80,000	0%
Healthy Food Access	Children's Garden Collaborative	1,389,000	-	1,389,000	0%
	Market Match	675,000	-	675,000	0%
Little by Little/One Step Ahead	Little by Little/One Step Ahead Program	3,515,000	-	3,515,000	0%
Los Angeles Universal Preschool	Los Angeles Universal Preschool	55,423,000	-	55,423,000	0%
Oral Health & Nutrition - Dental Home	Oral Health & Nutrition - Dental Home	3,904,000	(490,000)	3,414,000	-13%
Parent Child Interaction Therapy	Parent Child Interaction Therapy	4,642,000	(1,900,000)	2,742,000	-41%
Partnerships for Families	Partnerships for Families	150,000	-	150,000	0%
Peer Support Groups for Parents	Peer Support Groups Lead Agency	1,352,000	(425,000)	927,000	-31%
	Peer Support Groups Training and Technical Assistance Provider	117,000	-	117,000	0%
Policy Advocacy Fund	Policy Advocacy Fund - I	805,000	-	805,000	0%
	Policy Advocacy Fund - II	1,276,000	-	1,276,000	0%
	Policy Advocacy Fund Technical Assistance Provider	113,000	-	113,000	0%
Reducing Childhood Obesity	Reducing Childhood Obesity	15,462,000	-	15,462,000	0%
Resource Mobilization - ECE	ECE Recoverable Grant	925,000	(700,000)	225,000	-76%
	Grade Level Reading Campaign	300,000	-	300,000	0%
Resource Mobilization - Funder Partnerships	Emerging Funder Collaboratives	30,000	-	30,000	0%
	LA-N-Sync	15,000	-	15,000	0%
	Los Angeles Partnership for Early Childhood Investment	15,000	-	15,000	0%
Resource Mobilization - Health	Early Childhood Linkages to Wellness	1,250,000	-	1,250,000	0%
	Freshworks Fund	290,000	-	290,000	0%
Resource Mobilization - Organizational Capacity Building	Organizational Capacity Building	550,000	-	550,000	0%
Resource Mobilization - Project Development	Consulting	-	5,000	5,000	N/A
Tot Parks and Trails	Tot Parks and Trails	660,000	-	660,000	0%
Universal Assessment of Newborns	Welcome Baby Hospitals	8,785,000	(1,804,000)	6,981,000	-21%
Workforce Development	CARES Plus	2,000,000	-	2,000,000	0%
	P-5 Workforce Development Core Competencies	522,000	-	522,000	0%
Workforce Development - ECE Workforce Consortium	ECE Workforce Consortium	12,798,000	-	12,798,000	0%
TOTAL LEGACY INVESTMENTS		\$ 133,208,000	\$ (5,080,000)	\$ 128,128,000	-4%

INITIATIVE NAME	PROGRAM NAME	APPROVED FY 2015-16 BUDGET	PROPOSED ADJUSTMENTS	REVISED FY 2015-16 BUDGET	% CHANGE
RESEARCH AND EVALUATION					
Data Development and Integration	Data Consultant	\$ 8,000	\$ -	\$ 8,000	0%
	Data Requests	10,000	(1,000)	9,000	-10%
	Dissemination	42,000	-	42,000	0%
	First 5 LA Contracts and Grants Program Reporting Database	200,000	(13,000)	187,000	-7%
	Los Angeles County Health Survey	108,000	34,000	142,000	31%
	Los Angeles County P-5 Asset Mapping	13,000	(13,000)	-	-100%
	Los Angeles Mommy and Baby (LAMB) Project	260,000	-	260,000	0%
	Maternal Infant Hospital Assessment	105,000	-	105,000	0%
	Stronger Families Database	880,000	(7,000)	873,000	-1%
	WIC Data Mining Research Partnership	320,000	-	320,000	0%
Data Partnership with Funders	Workforce Registry	581,000	-	581,000	0%
	Children's Data Network (CDN)	900,000	-	900,000	0%
Program Evaluation	Best Start Evaluation	285,000	89,000	374,000	31%
	Countywide Systems Improvement Evaluation	61,000	33,000	94,000	54%
	Early Identification and Intervention - Autism and Other Developmental Delays Evaluation	100,000	(35,000)	65,000	-35%
	Little by Little/One Step Ahead Evaluation	10,000	(5,000)	5,000	-50%
	Los Angeles Universal Preschool Evaluation - Universal Preschool Child Outcomes Study	109,000	-	109,000	0%
	Medi-Cal Match Feasibility Study	45,000	3,000	48,000	7%
	Obesity Prevention & Nutrition Collective Impact Evaluation	720,000	-	720,000	0%
	Parent-Child Interaction Therapy Evaluation	47,000	-	47,000	0%
	Peer Support Groups for Parents Implementation Evaluation	62,000	-	62,000	0%
	Professional Development Program Evaluation	1,501,000	-	1,501,000	0%
	Professional Development System Study	340,000	(340,000)	-	-100%
	Universal Screening Psychometric Study	170,000	13,000	183,000	8%
Welcome Baby Impact Study	275,000	(92,000)	183,000	-33%	
Welcome Baby Implementation and Outcomes Evaluation	515,000	-	515,000	0%	
TOTAL RESEARCH AND EVALUATION		\$ 7,667,000	\$ (334,000)	\$ 7,333,000	-4%
TOTAL FIRST 5 LA PROGRAM BUDGET		\$ 208,922,000	\$ (11,462,000)	\$ 197,460,000	-5%

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BUDGET SUMMARY FY 2015-16
Mid-Year Adjustments

		Approved FY 2015-16 Budget	Estimated FY 2015-16 Expenditures	Projected Savings/ (Shortfalls)	Mid-Year Adjustments	Revised FY 2015-16 Budget
Personnel Services						
	Total Salaries	12,387,038	11,785,481	601,557	-	12,387,038
	Total Employee Benefits	3,980,943	3,148,026	832,917	-	3,980,943
	Total Personnel Services	16,367,981	14,933,507	1,434,474	-	16,367,981
General Operating Expenses						
6131	ADP Payroll Charges	31,000	31,000	-	-	31,000
6132	Workers' Compensation Insurance	100,000	90,173	9,827	-	100,000
6202	Utilities	155,000	163,000	(8,000)	10,000	165,000
6203	Corporate Insurance	76,000	66,136	9,864	-	76,000
6205	Mileage and Parking	61,850	41,657	20,193	4,000	65,850
6206	Telephones and Modems	65,000	45,800	19,200	(19,200)	45,800
6207	Cell Phones and Mobile Devices	52,250	38,000	14,250	(8,900)	43,350
6208	Outside Printing	19,200	16,566	2,634	2,500	21,700
6209	Other Supplies	12,150	12,000	150	-	12,150
6210	Postage and Delivery	13,300	13,400	(100)	200	13,500
6211	Educational Supplies	5,300	818	4,482	-	5,300
6212	Office Supplies	83,980	58,375	25,605	(4,200)	79,780
6214	Subscriptions and Publications	10,060	4,096	5,964	(200)	9,860
6218	Equipment Rental	118,200	110,000	8,200	-	118,200
6220	Building Repairs and Maintenance	180,000	180,000	-	-	180,000
6221	Equipment Repairs and Maintenance	32,000	5,173	26,827	(5,000)	27,000
6222	Offsite Storage	23,700	17,397	6,303	-	23,700
6223	Hardware and Software Maintenance	258,000	200,405	57,595	(30,000)	228,000
6230	Miscellaneous Service Charges	27,000	12,000	15,000	-	27,000
6231	Miscellaneous/Contingency	75,000	44,295	30,705	(4,800)	70,200
	Total General Operating Expenses	1,398,990	1,150,292	248,698	(55,600)	1,343,390
Professional Services						
6502	Audit	70,000	70,000	-	-	70,000
6504	Legal	175,000	162,000	13,000	-	175,000
6507	Professional Dues	82,100	22,950	59,150	4,250	86,350
6508	Professional Dues - First 5 Association	50,000	50,000	-	-	50,000
6509	Professional Development	210,800	75,327	135,473	(7,855)	202,945
6512	Staff Recruitment	25,000	16,902	8,098	-	25,000
6514	Commission Stipends	34,000	33,000	1,000	-	34,000
6606	Human Resources Related Costs	68,000	36,000	32,000	-	68,000
	Total Professional Services	714,900	466,179	248,721	(3,605)	711,295
Consultant Services						
6601	Consultant Fees	1,491,000	1,079,190	411,810	(2,295)	1,488,705
6602	Other Professional Fees	237,500	269,000	(31,500)	39,450	276,950
6603	External Reviewers	5,000	12,800	(7,800)	7,800	12,800
	Total Consultant Services	1,733,500	1,360,990	372,510	44,955	1,778,455
Travel and Meeting Expenses						
6701	Airfare	86,242	37,230	49,012	9,000	95,242
6702	Program Events	40,000	40,000	-	-	40,000
6703	Lodging	84,876	45,332	39,544	10,400	95,276
6704	Conference Registration	89,485	69,428	20,057	12,180	101,665
6706	Local Meetings	115,900	33,552	82,348	(21,580)	94,320
6707	Per Diem	42,488	25,211	17,277	4,250	46,738
	Total Travel and Meeting Expenses	458,991	250,752	208,239	14,250	473,241
Capital Improvements						
6216	Capital Outlay	120,000	100,000	20,000	-	120,000
6302	Capital Improvements	-	-	-	-	-
	Total Capital Improvements	120,000	100,000	20,000	-	120,000
	Total Operating Expenses	20,794,362	18,261,721	2,532,641	-	20,794,362

Memo

To: Board of Commissioners

From: Kim Belshé, Executive Director

Date: April 14, 2016

Subject: **EXECUTIVE DIRECTOR'S REPORT**

EXECUTIVE DIRECTOR'S HIGHLIGHTS

Leadership Appointments

I am delighted to report the recent appointments of Christina Altmayer as Vice President of Programs and Carl Gayden as Senior Director of Administration. These appointments are the result of First 5 LA's ongoing process to align structure and staffing to support the effective execution of First 5 LA's Strategic Plan.

As Vice President of Programs, Christina is part of a five-member Executive Team of organization-wide leaders tasked with shaping, setting and executing First 5 LA's strategic direction. Christina will have oversight and authority for our core business: our programs. In her role, Christina will oversee four departments that correspond to our four outcome areas: Families, Best Start Communities, Early Care and Education, and Health.

Many of us at First 5 LA have had the opportunity to work with Christina in her current capacity as Executive Director of the Children and Families Commission of Orange County and also in her role as President of Altmayer Consulting. Commissioners may recall Christina's 2015 presentation on developmental screening and Help Me Grow, as well as her previous work with First 5 LA related to LAUP. She brings a deep mission-driven orientation to her work along with a track record of organization-wide focus, leadership and success in building programs and partnerships to improve the health, safety and school readiness of young children.

As the new Senior Director of Administration, Carl will oversee the administrative functions of First 5 LA, including contract compliance, finance, information technology, facilities and records management. Carl has built an impressive record over two decades as Senior Director/Associate Dean for Finance and Administration at the University of San Francisco, Senior Assistant Dean for Strategy and Finance at the University of California Davis, and most recently as the Deputy Executive Director for Finance and Administration at the San Francisco Housing Authority where he managed and integrated administrative functions of public entities to enhance overall organizational performance.

COMMISSIONERS

Los Angeles County Supervisor	Nancy Haruye Au	Christopher Thompson, MD
Sheila Kuehl	Jane Boeckmann	Joseph Ybarra Jr., Ph.D.
<i>Chair</i>	Duane Dennis	Marlene Zepeda, Ph.D.
Judy Abdo	Cynthia A. Harding, M.P.H	
<i>Vice Chair</i>		

EX OFFICIO MEMBERS

Philip L. Browning
 Patricia Curry
 Karla Pleitéz Howell
 Deanne Tilton

EXECUTIVE DIRECTOR

Kim Belshé

CHIEF OPERATING OFFICER

John A. Wagner

A PUBLIC ENTITY

Carl has an appreciation for engaging both internal and external stakeholders in developing a customer-focused, innovative approach to the delivery of administrative services and supports.

We are excited to have both Christina and Carl bringing their expertise to First 5 LA and helping to lead First 5 LA's efforts to maximize our impact for children.

Trauma Informed Care Convening

First 5 LA, along with The California Endowment, California Community Foundation, and Ralph M. Parsons Foundation, crossed an important milestone on April 1 with the convening of the county-wide leaders to discuss how to promote a trauma-informed Los Angeles County.

The event was a great success and an effective launch of a systems change effort to transform Los Angeles into a trauma-informed county. The meeting included a diverse representation from philanthropy, county agencies, and community organizations – all of whom were thoughtful, engaged, and appreciative of the forum. Our keynote and panelists did a terrific job advancing the meeting's substantive learning outcomes around the role of partnership, the need for systems-change, and the characteristics of and approaches to trauma-informed cities/counties. There was strong validation by speakers of both the approach First 5 LA and its foundation partners are taking – working at a systems and policy level – and the process the co-funders have laid out – supporting an environmental scan and facilitated workgroup of stakeholders to move this work forward.

It was great that Commissioners Abdo and Tilton were able to attend, participate and learn with First 5 LA staff and attendees alike about the complexity of the issue and the opportunity for First 5 LA to contribute to a collective effort with the county, community leaders, law enforcement, funders and others to transform LA into a trauma-informed county.

The April 1 convening was a first step in what we know will be an ongoing planning - and action – effort. I am pleased to see that First 5 LA will have many partners in this effort. Indeed, nearly all attendees submitted the requested Leadership Commitment Form, including many who indicated an interest in joining the workgroup – consistent with our emphasis that a trauma-informed LA is a shared aspiration and a shared responsibility.

We will be coming to the Commission with more detailed learning from the convening as well as next steps to advance First 5 LA's efforts in support of trauma-informed care.

First 5 Association of California Advocacy Day

On April 5, roughly 30 First 5 County Commissions participated in the 2016 First 5 Association of California Advocacy. I'm delighted that Commissioners Dennis and Zepeda were able to join First 5 LA staff and attend meetings with members of the legislature and their staff as well as executive branch leadership. These meetings provided a great opportunity for First 5 Commissioners and staff to discuss First 5s' investments in children, share learning in such areas as home visiting, early care and education, developmental screening, and oral health, and make the case for public investment in our youngest children.

Advocacy Day is still relatively new for the First 5s and it's been terrific to see the growing policy and advocacy engagement and sophistication of the Association and member First 5s over the past three years. For this year's Advocacy Day, for example, the Association developed short, concise materials that capture First 5s' 2016 Policy Agenda and priorities to support young children in all policies (see attachment A). As Commissioners will see and as we've previously shared, there is a strong alignment between the Association's policy agenda and First 5 LA's priorities. We are fortunate to be a part of a larger community of First 5 Commissions working to advocate and effect policy change on behalf of our state's youngest residents.

ORGANIZATION-WIDE ACTIVITY HIGHLIGHTS

I. PERINATAL SUPPORT

No highlights to report this month.

II. PARENTING SUPPORT AND CHILD SAFETY

No highlights to report this month.

III. PHYSICAL AND MENTAL HEALTH

Governor Signs Special Session Bills

In early March, Governor Jerry Brown signed three special session bills into law, including SBX2 2 (Hernandez, D-West Covina), which reforms a managed care organization (MCO) tax that ensures maintenance of more than \$1 billion in critical federal funds for health care services. The new bill replaces California's current MCO tax which sunsets on July 1, 2016.

Another special session bill signed by the Governor, ABX2 1 (Thurmond, D-Richmond), is especially relevant to individuals experiencing severe developmental delays. The newly signed law makes a significant investment in the developmental disabilities system by providing \$300 million in state general funds, which will be allocated on a permanent on-going basis for community-based developmental services. Since the recession, the developmental services system has experienced more than \$1 billion in state budget reductions. The system serves an estimated 300,000 people who are among the state's most vulnerable citizens.

Staff Contact: Ruel Nolloedo (RNolloedo@first5la.org)

IV. SCHOOL READINESS

Welcome Reception for Superintendent Michelle King

On March 23, First 5 LA co-sponsored a welcome event focused on early learning with the LA Chamber for the new LAUSD Superintendent, Michelle King. At the event, the Superintendent shared that early learning is a top investment priority for her, noting that in order to close the achievement gap LAUSD must invest in early childhood programs. The Superintendent specifically highlighted school readiness assessments as an area of interest. This was the first in a series of events co-hosted by First 5 LA and the LA Chamber to introduce Superintendent King to the early learning community.

Staff Contact: Tessa Charnofsky (tcharnofsky@first5la.org)

V. BEST START

Partnerships

First 5 LA is supporting the Youth Policy Institute's (YPI) Department of Labor grant application with a Partnership Agreement to implement a proposed project called Strengthening Working Families Initiative (SWFI). In collaboration LA City and County agencies, the SWFI project aims to strengthen Promise Zone and Promise Neighborhood communities by improving child care supports for parents. These child care supports would help parents participate in job training in the health care and

technology fields. First 5 LA intends to leverage this effort with other First 5 LA investments such as Best Start Communities. The SWFI project could potentially benefit families in the *Best Start* Northeast Valley Community, which includes a Promise Neighborhood.

Staff Contact: Maria Aquino (maquino@first5la.org)

On March 2, 2016, First 5 LA staff participated in a funders' tour co-sponsored by the Office of Los Angeles County Supervisor Hilda Solis and the Weingart Foundation. Representatives from ten foundations from across Los Angeles County, including First 5 LA, joined Supervisor Solis, local elected officials and key community leaders on a tour of Southeast Los Angeles. The tour provided an opportunity for funders and policy makers to learn about local issues and infrastructure needs, as well as to identify opportunities to bring additional assets and resources to the Southeast Los Angeles area. Supervisor Solis and funders will continue to engage in a collective effort to support and strengthen the capacity of the non-profit sector in support of families in Southeast Los Angeles. Southeast Los Angeles is one of 14 communities funded by First 5 LA under *Best Start*. Staff will continue to engage in the conversation and explore alignment between *Best Start* and other efforts to strengthen the community capacity and resource mobilization of Southeast LA.

Staff Contact: Roberto Roque (rroque@first5la.org)

Investments

On February 12, the Board approved two new contracts to help implement the Building Stronger Families Framework (BSFF) Grantees which include Antelope Valley Partners for Health (AVPH) for *Best Start* Lancaster, and LAUP for the *Best Start* Northeast Valley community.

Since then, the *Best Start* Lancaster Partnership has worked closely with AVPH to identify 13 members to serve as the advisory group. Their first meeting was held on March 16th, where they began discussing communication protocols and plans for activities that support April's Child Abuse and Neglect Awareness Month.

The *Best Start* Northeast Valley (NEV) Partnership and BSFF grantee, LAUP, have been collaborating to finalize the different work streams for the BSFF strategies/activities. The Partnership has selected a venue for the second Annual Summer Fest resource and health fair, which will take place in June 2016. Partnership members attended two events in which they conducted outreach to CicLAvia in the valley and an Open House at the Foothill Police Station. The Partnership has welcomed their new Capacity Builder, who is a former Partnership member, and is currently engaging in dialogue with members to create a Capacity Building Plan.

Staff Contact: John Bamberg (jbamberg@first5la.org) / Ellaine Hartley-Polissky (ehartley@first5la.org) / Maria Aquino (maquino@first5la.org)

Learning

First 5 LA Leadership, including Kim Belshé, Teresa Nuno and Commissioners Nancy Au and Sylvia Swilley, attended *Best Start* Wilmington's Partnership meeting on March 10th. The Partnership incorporated theater to share information about how the Partnership works to strengthen social connections and their accomplishments. The engaging skit presented by members of Wilmington's leadership group is comprised of parent/residents, community-based organizations and other community stakeholders. The skit focused on the Partnership's successful and collaborative community efforts on issues such as social connections, health outcomes, etc., between residents, organizations and governmental offices.

Staff Contact: Marcella Manzanedo (mmanzanedo@first5la.org)

Resources

On March 16, 2016, *Best Start* Panorama City & Neighbors (PCN) and the Los Angeles Public Library Presented: The READING WORKSHOP. There were 35 representatives from the *Best Start* Communities such as East Los Angeles, El Monte/South El Monte, Compton, West Athens, Watts-Willowbrook and Palmdale. This was a learning exchange led by the PCN Communications Workgroup members and sponsored by the *Best Start* Learning Community. During the workshop, community members:

- ✓ Learned from Los Angeles Public Library staff how to collaborate with the local library
- ✓ Received training on how to deliver and request interactive Read Alouds to children at schools in their community with "Potter the Otter: A Tale About Water"
- ✓ Learned how to partner and volunteer with their local library, schools and child care centers

Best Start PCN regularly conducts "Potter the Otter" readings at local schools and preschool programs in their community and has done so since 2013.

Staff Contact: Gina Rodriguez (grodriguez@first5la.org)

VI. WORKFORCE DEVELOPMENT

No highlights to report this month.

VII. COUNTYWIDE SYSTEMS IMPROVEMENT

Conference/Events Grants

2/22 & 23 Advancement Project- Stronger Together: Transforming Opportunity For Every Child

The Early Care and Education (ECE) Water Cooler Conference brought together a diverse set of stakeholders, representing various fields and perspectives to discuss policy solutions to benefit California's youngest children. The ECE Water Cooler Conference works to nurture relationships between education allies and provide a space to build consensus. First 5 LA awarded a grant in the amount of \$5,000 to support the conference and provided First 5 LA brochures and pens to 200 conference participants. In addition, Best Start Communities Director Rafael Gonzalez moderated a panel on "Elevating ECE Through Meaningful Community Partnerships."

Staff Contact: Violet Gonzalez (vgonzalez@first5la.org)

Countywide Public Education Activities Supporting First 5 LA Investments

2/20 American Youth Symphony

The American Youth Symphony Family Music Adventure Concert is an interactive and engaging introduction to the work of a symphony orchestra. It is a free event to all Los Angeles County families. Families enjoyed excerpts from a variety of music pieces highlighting elements of orchestration, technique and style before performing them in entirety, with the intention of educating and engaging young audience members in the process. During intermission First 5 LA hosted a resource table providing families with books, Parenting Guides and Father Resource Guides. We also hosted a reading garden and music oriented crafts to 200 families.

3/5 Heal the Bay Story Time with Potter the Otter

Heal the Bay hosted a special story time with First 5 LA's Potter the Otter as a special guest. The special reading was attended by 150 kids and their families. During the reading, First 5 LA hosted a resource table providing Parenting Guides, Father Resource Guides and books.

3/5 Fiesta Los Clippers

The Fiesta Los Clippers outdoor festival provided pre-game multiethnic entertainment and resources from various Los Angeles agencies. During the festival First 5 LA hosted a resource table providing Parenting Guides, Father Resource Guides, an interactive activity and books to over 100 families.

3/5 CicLAvia - Valley

CicLAvia catalyzes vibrant public spaces, active transportation and good health through car-free streets. It provided a day of safe family bicycle riding in the San Fernando Valley to over 2,500 riders with a variety of activities along the route. First 5 LA hosted the kids bicycle safety rodeo and distributed Parenting Guides, Father Resource Guides, brochures and bicycle safety guides.

Staff Contact: Violet Gonzalez (vgonzalez@first5la.org)

VIII. INTERNAL INITIATIVES

No highlights to report this month.

IX. FEDERAL AND STATE PUBLIC POLICY AND GOVERNMENT RELATIONS

Meeting with Speaker Anthony Rendon

First 5 LA convened a small gathering of child advocates for a meeting with Assembly Speaker Anthony Rendon on Monday, March 21 in his home district to discuss opportunities and priorities for early childhood investments. The new Speaker, as a champion for young children and a strong proponent of quality early education and home visiting, met with partners from Children Now, Early Edge, Advancement Project, Families in Schools, LAUP, and the LA Chamber to discuss his commitment to expanding quality services for young children.

Staff Contact: Tessa Charnofsky (tcharnofsky@first5la.org)

Meeting with Congresswoman Lucile Roybal-Allard

On March 9, First 5 LA staff joined early education providers from the Mexican American Opportunity Foundation and the Human Services Association for a site visit at a child care center in Downey with Congresswoman Lucile Roybal-Allard. The Congresswoman discussed federal funding for early education programs, noting the priority to avoid cuts to existing services. First 5 LA, with support from our federal advocates, continue to inform the California congressional delegation about the importance of increasing federal spending limits to support early childhood programs.

Staff Contact: Tessa Charnofsky (tcharnofsky@first5la.org)

First 5 Advocacy Day

The First 5 Association, with support from First 5 LA staff and our state advocates, California Strategies, hosted the annual First 5 advocacy day in Sacramento on April 5. The day included a breakfast and lunch with legislators and visits to legislative offices to advocate for expanded investments in early childhood programs. See Attachment A for the First 5 Association Policy Agenda. First 5 LA Commissioners Marlene Zepeda and Duane Dennis joined staff for the day.

Staff Contact: Tessa Charnofsky (tcharnofsky@first5la.org)

Letters of Support and State Budget Letter

First 5 LA signed on to two letters of support this month. See Attachment B and C. The first letter offers First 5 LA's support for a budget request to provide funding for emergency child care and other services for foster parents, and the second relates to recommendations on child health quality indicators for the 2017 External Accountability Set. Also, in partnership with a number of children's organizations and business groups, and with the support of California Strategies, First 5 LA developed and distributed a letter directed to state law makers urging them to invest in and strengthen the early education system in California. The letter elevates a number of key points, including increasing payment rates for providers, expanding parent eligibility, increasing access and improving quality. See Attachment D for a copy of the letter.

Staff Contact: Tessa Charnofsky (tcharnofsky@first5la.org)

Policy Advocacy Fund Grantee Meeting

On March 15, the Policy Department hosted the quarterly meeting for Policy Advocacy Fund (PAF) grantees at The California Endowment. The meeting, hosted in partnership with Community Partners, provided grantees and First 5 LA staff training on power analysis tools to support policy and systems change. Gloria Medina of Strategic Concepts in Organizing and Policy Education (SCOPE), a leading civic engagement organization based in South LA, served as the guest speaker and facilitator for the training.

Staff Contact: Amelia Cobb (acobb@first5la.org)

PRIORITIZING YOUNG CHILDREN IN ALL POLICIES



FAMILY STRENGTHENING



VISION:

Enhance systems that support parental resilience, social connections, concrete support in times of need, and knowledge of parenting and child development.

POLICY GOALS:

- Expand access to evidence-based family strengthening programs, including voluntary home visiting, which optimize child development and reduce the risk of abuse and neglect.
- Increase and improve child and parental mental health and substance abuse awareness, diagnosis and treatment.
- Strengthen the social safety-net to ensure families are self-sufficient and can meet their basic economic needs, such as food, housing, child care, transportation and health care.

EARLY IDENTIFICATION AND INTERVENTION



VISION:

Build a family-centered system that supports all children at risk of developmental and behavioral delay.

POLICY GOALS:

- Ensure all children receive mandated developmental and behavioral screenings.
- Invest in and improve coordination across systems of care to efficiently connect young children to early intervention.
- Improve statewide data collection, sharing and reporting on key indicators of screening, assessment, referral and treatment.

ORAL HEALTH



VISION:

Expand access to preventative and restorative oral health services and oral health education.

POLICY GOALS:

- Increase utilization of essential Medi-Cal dental services by young children.
- Expand the availability and geographic spread of pediatric oral health providers.
- Mobilize state support for innovative approaches that provide oral health services in alternative settings.

QUALITY EARLY LEARNING



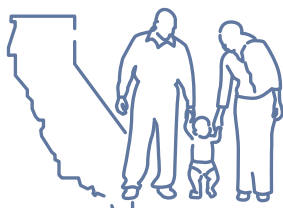
VISION:

Improve overall well-being and social-emotional and cognitive outcomes for all children from birth in order to achieve kindergarten readiness.

POLICY GOALS:

- Increase the quality and number of state-funded early learning slots for infants, toddlers and preschoolers.
- Embed high-quality standards in all state-funded early learning programs and support state and local efforts to meet them.
- Strengthen the qualifications, compensation and stability of the early learning workforce.

SYSTEM SUSTAINABILITY AND REACH



VISION:

Ensure that California's youngest children and their families thrive.

POLICY GOAL:

- Explore and advance opportunities to preserve and increase funding streams dedicated to early childhood, including Proposition 10 revenues.
- Improve state and county data systems to track children's outcomes.

March 29, 2016

The Honorable Holly Mitchell, Chair
Senate Budget and Fiscal Review Subcommittee No. 3
State Capitol, Room 5080
Sacramento, CA 95814

The Honorable Tony Thurmond, Chair
Assembly Budget Subcommittee No. 1
State Capitol, Room 5150
Sacramento, CA 95814

Dear Senator Mitchell and Assembly Member Thurmond:

First 5 LA supports the Child Care Bridge Program for Foster Children budget proposal. This program would increase access to early care education services for abused or neglected children across the State. Attached please find a fact sheet that includes more details about the proposal.

First 5 LA is a child advocacy and grantmaking organization created by California voters to invest Proposition 10 tobacco tax revenues in health care, early education and child development programs for L.A. County children from the prenatal stage to age 5 and their families.

County child welfare agencies rely on the commitment of countless foster families to provide children with a safe and loving home during their times of crisis. Many willing foster parents have identified that the lack of access to child care services is a barrier to provide a home for a foster child. It is, therefore, in our interest to do everything we can to remove these barriers. In addition, we know that, for all the benefits that high quality child care has on children ages 0 to 5, the impact can be far more dramatic for children who have experienced the trauma of abuse, neglect and removal from their homes.

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The Child Care Bridge Program for Foster Children would provide 1) an emergency child care voucher for up to six months for foster children and children of parenting foster youth ages of 0 through 3; 2) the foster family with enhanced support of child care navigators; and 3) professional development component in trauma-informed care, ensuring that child care providers have the training they need to care for the youngest of our abused and neglected children. The voucher would serve as a bridge, transitioning families to long-term, high quality early education programs.

First 5 LA agrees that this is very important and strongly support this legislative effort. We are looking forward to working with you as you consider this important proposal and the support it will provide to our State's most vulnerable population..

Sincerely,



Kim Belshé
Executive Director

KB:tc

cc: Senator William Monning
Senator Jeff Stone
Assembly Member Rob Bonta
Assembly Member David Chiu
Assembly Member Shannon Grove
Assembly Member Matthew Harper

COMMISSIONERS

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Kim Belshé

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John A. Wagner

A PUBLIC ENTITY

March 30, 2016

Sarah Brooks
Deputy Director of Health Care Delivery
Systems
Department of Health Care Services
P.O. Box 997413, MS 4400
Sacramento, CA 95899-7413

Nathan Nau
Chief of Managed Care Quality and
Monitoring Division
Department of Health Care Services
P.O. Box 997413, MS 4400
Sacramento, CA 95899-7413

RE: Recommendations on child health quality indicators for the 2017 EAS

Dear Ms. Brooks & Mr. Nau,

The undersigned organizations are writing to share recommendations for the child health quality indicators in the 2017 External Accountability Set (EAS).

We believe that development of the 2017 EAS indicators is an extremely important opportunity to provide additional and targeted focus on quality and performance of care delivered to the 4.6 million children relying on Medi-Cal managed care for their health coverage. We understand that, at most, only one-third of the current EAS indicators are focused on children and pregnant women, thereby disproportionately underrepresenting the significant child population in Medi-Cal (since children alone make up 43% of Medi-Cal managed care enrollees). As you may be aware, in federal fiscal year 2014, California reported on only 12 of the 22 Child Core Set indicators. In comparison, the median state reported on 16 of the 22 Child Core Set indicators, suggesting that California could add additional child-specific indicators, some of which are already collected by the vast majority of other states.

As consideration of the 2017 EAS gets underway at DHCS, we recommend that, at a minimum, DHCS make the following improvements in measuring child health quality:

- **Update the Consumer Assessment of Healthcare Providers and Systems (CAHPS) survey to reflect the 5.0H Child Version *Including Medicaid and Children with Chronic Conditions Supplemental (CPC)***, and publicly report the results annually in order to ensure that the consumer voice is well-represented in quality improvement decisions;
- **Adopt “Developmental screenings in the first three years of life” (DEV) from the Child Core Set**, given the priority for early identification and intervention by the Legislature through the unanimous passage of ACR 77 in 2015;
- **Adopt “Well-child visits in the first 15 months of life (W15)” from the Child Core Set**, as California is one of only nine states that do not report on this basic preventive care indicator reflecting a crucial time of child development;

- **Adopt “Adolescent well-care visits (AWC)” from the Child Core Set**, as California is one of only seven states that do not report on this basic preventive care indicator even though we know that that adolescence is a time of significant developmental changes and many adolescents begin engaging in risky behaviors that can lead to chronic health conditions later in life;
- **Adopt “Child and Adolescent Major Depressive Disorder: Suicide Risk Assessment (SRA)” from the Child Core Set**, to address the youth suicide epidemic and position Medi-Cal as a national leader in mental health delivery; and
- **Address critical issues of health care disparities and race equity by disaggregating all EAS indicators by race/ethnicity, language, etc., and publicly reporting the information** in order to drive quality improvement efforts that intentionally work to close the gaps.

We look forward to reviewing the public discussion document on quality measurement expected from DHCS in May and would welcome any engagement or dialogue with DHCS prior to then – especially to ensure that DHCS has the resources it needs to implement a robust quality improvement data collection agenda for children in Medi-Cal as part of the 2017 EAS.

Sincerely,

American Academy of Pediatrics, California
 California Children's Hospital Association
 California Coverage & Health Initiatives
 California School-Based Health Alliance
 California WIC Association
 Children Now
 Children’s Defense Fund-California
 Children’s Specialty Care Coalition
 First 5 Association of California
 First 5 LA
 First 5 Santa Cruz County
 L.A. Trust for Children's Health
 Maternal and Child Health Access
 The Children’s Partnership
 United Ways of California

cc: Members of Medi-Cal Children’s Health Advisory Panel (MCHAP)
 Members of Medi-Cal Managed Care Advisory Group (MCAG)

Attachment D



April 4, 2016

The Honorable Marty Block, Chair
Senate Budget & Fiscal Review Sub. 1 on Education
State Capitol, Room 4072
Sacramento, CA 95814

The Honorable Kevin McCarty, Chair
Assembly Budget Sub. 2 on Education Finance
State Capitol, Room 2160
Sacramento, CA 95814

The Honorable Holly Mitchell, Chair
Senate Budget Sub. 3 on Health & Human Services
State Capitol Building, Room 5080
Sacramento, CA 95814

The Honorable Tony Thurmond, Chair
Assembly Budget Sub. 1 on Health & Human Services
State Capitol Building, Room 5150
Sacramento, CA 95814

Re: Invest in Quality Early Education Funding in the 2016-2017 Budget

Dear Chairs Block, McCarty, Mitchell, and Thurmond:

We are a partnership of statewide early childhood education advocacy organizations writing to urge you to build on the Legislature’s momentum of the last two years and continue to champion quality early care and education programs for California’s youngest children. In order to strengthen the deteriorating foundation of our state’s early learning system for today and tomorrow, we highly encourage you to prioritize significant investments in several fundamentally linked areas: **affordability, access, quality and infrastructure.**

In a year of budget surplus, it is critical the state invest strategically and with the long-term viability of our early learning system in mind. Before beginning any restructuring, there must be a significant infusion of resources to stabilize the system. An investment in our early learning and care system will be necessary this year if we want to discuss rebuilding the system. We applaud the call of the Legislative Women’s Caucus for a down payment of \$800 million in the 2016-2017 budget to stabilize the system and move toward ensuring that all working families have access to quality, affordable early care and education opportunities. Specifically, we propose the following:

1) Increase reimbursement rates so that early care and education providers can maintain current services, and take up expansion contracts, thereby ensuring low-income families have continued access to affordable child care and preschool.

- Invest in both the Standard Reimbursement Rate and the Regional Market Rate systems to ensure forward progress toward paying early care and education providers a rate that considers the most current cost of

providing services to our youngest population, including the impact of the proposed state minimum wage increase.

- Take initial steps toward transitioning to a single reimbursement system for vouchers and contracted centers based on regional market rates and quality of care.

2. *Expand access to quality early learning for low-income young children and their families through increased slots as well as family-friendly policies to ensure eligibility and continuity of services.*

- Update eligibility guidelines to reflect the current State Median Income (SMI), and increase the exit eligibility level to 85% of current SMI so that families do not unnecessarily lose services.
- Promote 12-month eligibility and reduced administrative burden for families, consistent with AB 2150 (Santiago).

Contingent on securing reimbursement rate increases so that providers/programs can actually afford to expand services; we would recommend:

- Building off of last year's initial restoration of child care for infants and toddlers in both the General Child Care and Alternative Payment programs and expanding slots by an additional 20,000.
- Fulfilling the preschool promise of ensuring low-income 4-year-olds have access to early learning before kindergarten and expanding the California State Preschool Program (CSPP) by an additional 10,000 slots.

3. *Continue to focus on increasing quality in all settings, supporting the professional development of the workforce, and building the infrastructure to ensure a system that works efficiently for children, families and providers.*

The state continues to make incremental progress toward a more coherent quality improvement and professional development system that local entities can leverage to drive quality improvement efforts. However, long-term planning and investment will be necessary to ensure that children throughout the state have equal access to quality child care and preschool. New federal Child Care and Development Block Grant (CCDBG) requirements, including raising provider reimbursement rates, present an opportunity for the state to take foundational steps toward achieving a higher quality system. Additionally, we propose that you take the following actions this year:

- *Ensure expansion and sustainability of quality improvement systems throughout the state:*
Increase the CSPP QRIS block grant by \$25 million dollars and expand the one-time \$25 million infant and toddler block grant into a \$35 million ongoing program. Amend the current law relating to the block grants to: 1) ensure greater efficiency, local flexibility, and meaningful coordination so that local and federal resources and partners are leveraged, and 2) broaden the impact of quality improvement efforts in all early learning settings, with an emphasis on relevant and research-based coaching supports for providers.

- *Build out the statewide consumer education database to streamline access to affordable, quality care and move toward an integrated child care data system:*

Leverage the 2015-16 investment for the Child Care Resource & Referral (R&R) Data Efficiency Project to build out the platform for a comprehensive statewide child care data system which will link consumer education, program eligibility, and provider information. To move toward this goal, we request \$15 million in one-time General Funds to: 1) enable automatic data uploads between the 12 different databases currently used by the 69 R&R programs in California into the statewide database; 2) enhance the website design to improve parent engagement and build a mobile component; 3) provide a disaster preparedness function to notify child care providers of emergency situations; 4) build state level and local components for the Centralized Eligibility List (CEL) into the Data Efficiency Project; and 5) lay the groundwork for future linkages with relevant data systems and agencies.

Attachment D

Early care and education is critical to the current and long-term economic and educational viability of our state. In addition to providing critical support to working families, high-quality early learning programs have proved to be effective significantly narrowing the readiness gap, reducing the high school dropout rate, and leading to savings from lower costs related to special education, public assistance, and crime. Particularly in light of the Governor's recent proposals to restructure current preschool and child care programs, we respectfully ask you to prioritize our youngest children and their families in this year's state budget and urge your visionary leadership in addressing the long-term challenges facing the early learning system. We look forward to partnering with you in this process.

Sincerely,

Advancement Project
Child Care Resource Center
Fight Crime Invest in Kids
First 5 Association of California
Mission Readiness
United Way

Bay Area Council
Child Care Alliance Los Angeles
First 5 California
Kidango
Mom's Rising
Los Angeles Area Chamber of Commerce

Children Now
Early Edge California
First 5 LA
LAUP
Ready Nation

Cc: Members, Senate Budget and Fiscal Review Sub. 1 on Education
Members, Assembly Budget Sub. 2 on Education Finance
Members, Senate Budget Sub. 3 on Health & Human Services
Members, Assembly Budget Sub. 1 on Health & Human Services

FIRST 5 LA

SUBJECT:

First 5 LA 2016 Legislative Agenda

RECOMMENDATION:

Staff recommends the approval of the 2016 Legislative Agenda

BACKGROUND:

First 5 LA seeks to achieve lasting change in the lives of children, families and communities by working toward long-term public policy change. Actively engaging in state legislation related to First 5 LA's policy priorities is one opportunity to improve the lives of children and their families. In March 2015, the Commission approved a set of criteria for staff to use in focusing its advocacy activities during the state legislative and budget season. The criteria include:

- Opportunities to advance First 5 LA priorities related to early learning and home visiting;
- Policies that directly affect First 5 LA (e.g., tobacco taxes, bills or proposals that affect Proposition 10);
- Near-term opportunities related to the new Strategic Plan; and
- Opportunities that support First 5 LA's current investments (e.g. oral health, vision and others).

Per First 5 LA's Governance Guidelines, staff brought First 5 LA's proposed Legislative Agenda to the Program and Planning Committee meeting for information and discussion, and is now submitting the Agenda to the Commission for action at the April Board meeting.

DISCUSSION:

Staff seeks the Commission's approval of the proposed 2016 State Legislative Agenda (Attachment A), which reflects the list of bills toward which First 5 LA staff will direct advocacy activities in the current legislative session. Per Commission-approved policy, the list is subject to modification as bills are amended or new legislation is introduced.

The proposed Legislative Agenda includes a brief description of each item, the author, and the current status of the bill (at time of submission). As in prior years, First 5 LA's position on legislation is informed by internal staff and partners in the field, including the Intergovernmental and External Affairs Branch of the L.A. County's CEO Office.

The Policy Department will continue to provide updates to the Commission as bills advance. As part of the approval process set into place by the Commission in April 2012, any additional legislative items that are identified at a later period as relevant to First 5 LA's priorities will be brought to the Executive Director for approval. The Board will be kept apprised of Legislative developments and opportunities via monthly meetings and/or the Executive Director's report.

Attachment A: First 5 LA 2016 Legislative Agenda

**First 5 LA 2016
DRAFT Legislative Agenda**

Bill #	Author	Description	Sponsors	Status	Fiscal Analysis
SB 1042	Loni Hancock	Child care: state preschool programs: age of eligibility Defines 3-year-old children, for purposes of state preschool programs, as children who will have their 3rd birthday on or before December 1 of the fiscal year in which they are enrolled in a California state preschool program.	State Superintendent of Public Instruction Tom Torlakson	Suspense	LAO estimates \$261 million
AB 1644	Rob Bonta	School-based early mental health intervention and prevention services Renames the Early Mental Health Initiative (EMHI) as the HEAL Trauma in Schools Act, expands the program to serve preschool and transitional Kindergarten students. Requires DPH to provide outreach to LEAs and county mental health agencies to inform them of the program.	Children Now and Attorney General Kamala Harris	Assembly Health Committee	
AB 2150	Miguel Santiago and Shirley Weber	Subsidized Child Care and Development Services Extends eligibility for child care assistance to families for a period no less than 12 months. The bill changes existing thresholds by establishing income eligibility upon the most recent State Median Income (SMI) data published by the US Census Bureau and raises the income limit of eligibility from 70% of the current SMI to 85% of the most recent SMI.	Parent Voices and the Child Care Law Center	Assembly Human Services Committee Hearing: 04/12/16 1:30 pm, State Capitol, Rm 437	
AB 2770	Adrin Nazarian	Cigarette and Tobacco Product Licensing: Fees Requires a fee to be submitted with each license application. Requires a retailer to file an application for renewal of a retailer's license accompanied with a fee per retail location, in the form and manner prescribed by the State Board of Equalization. Two hundred sixty-five dollars (\$265) shall be submitted with each application.		Assembly Governmental Organization Committee	
SCR 125	Ben Allen	Kindergarten Readiness Assessment Tool States that the Legislature will work towards the adoption of a statewide, developmentally appropriate kindergarten readiness assessment tool to assess the readiness of children entering transitional kindergarten and kindergarten	Children Now	Senate Committee on Education 04/20/2016 9:00 am, John L. Burton Hearing Rm 4203	

Watch List Priority I

Bill #	Author	Description	Sponsors	Status	Fiscal Analysis
AB 2410	Rob Bonta	Local Control School Readiness Act of 2016 This bill would enact the Local Control School Readiness Act of 2016. The bill would require the department to develop prekindergarten learning development guidelines, focused on preparing 4- and 5-year-old children for kindergarten, based on current science that reflects how publicly funded programs can close the school readiness gap. The bill would authorize a local educational agency, as defined, in partnership with community-based organizations, to apply to the State Board of Education for a waiver from the department's Desired Results Quality Improvement System. The bill would specify material to be submitted with such a waiver request. The bill would require the department to submit to the state board, by July 1, 2018, a kindergarten readiness definition that has clear benchmarks for skills that are predictive of later success in academics and social-emotional, health, and executive functioning skills as evidenced by current research.		ASSEMBLY Committee on EDUCATION.	
AB 2631	Miguel Santiago	CalWORKs: Housing Assistance This bill would increase the duration of homeless assistance benefits to 30 days and would delete the limitation on the number of times a recipient may receive homeless assistance or permanent housing assistance benefits. The bill would also delete the authority for the county to require a homelessness avoidance case plan as a condition of eligibility for homeless assistance benefits.		Assembly Human Services Committee Hearing: 04/12/2016 1:30 pm, State Capitol, Room 437	
AB 2660	Kevin McCarty	Early Education This bill would require the State Department of Education, in consultation with the State Board of Education and the State Advisory Council on Early Learning and Care, on or before July 1, 2017, to submit to the Legislature and the Department of Finance a	Early Edge California	ASSEMBLY Committee on EDUCATION.	

		plan that provides a 3-year plan for providing access to income eligible children to high-quality prekindergarten programs for a minimum of one year before enrollment in kindergarten and a 3-year plan for ensuring that publicly funded prekindergarten programs focus on certain areas associated with positive childhood outcomes.			
AB 2680	Susan Bonilla	Parent, Pupil and Family Engagement Support and Services: Plans This bill would require local educational agencies, including state subsidized preschools and child development programs, that elect to participate in family, parent, and pupil engagement support and services to develop a plan that addresses at least one specified parent, pupil, and family engagement element relating to active and meaningful participation and training. If a local educational agency accepts funds appropriated in the annual Budget Act for purposes of this provision, as a condition of receiving those funds, the LEA would be required to develop an additional plan that aligns to the school district's or county office of education's local control and accountability plan that delineates how funds apportioned for purposes of this section would be spent. One year pilot program		Assembly Education Committee Hearing: 04/06/2016 1:30 pm, State Capitol, Room 126	
SB 1466	Holly Mitchell	Early and Periodic Screening: Trauma Screening Requires screening services for individuals under a specified age include early and periodic screening, diagnosis, and treatment under the Medi-Cal program to include screening for trauma. Provides that child abuse and neglect or removal of a child from the parent or legal guardian by a child welfare agency shall be prima facie evidence of trauma for purposes of conducting a screening under the program.		Senate Health Committee Hearing: 04/06/2016 1:30 pm	

Watch List Priority II

Bill #	Author	Description	Sponsors	Status	Fiscal Analysis
AB 598	Ian Calderon	Family Child Care Home Education Networks Amends existing law that requires family child care home education network programs to include an assessment of each family child care home provider. This bill would require that tools used to make these assessments be appropriate to family child care home settings. The bill would require the network to complete the developmental profile in collaboration with the provider by including conducting a parent survey of a child's developmental progress as directed by the department and incorporating it into the profile; would also require a family child care home education network to conduct a minimum of 9 site visits to each affiliated provider in a calendar year, as provided, among other things; would require a provider in a family child care home education network to adopt and use a curriculum or curricula of the provider's choosing that is appropriate for the age range of children in the home, and include age and developmentally appropriate educational activities for children.		Introduced in 2015 Currently in: Assembly Appropros	
AB 1565	Tom Lackey	Developmental Services: Funding Requires the State department of Developmental Services to submit a plan to the Legislature to ensure the sustainability, quality, and transparency of community-based services for individuals with developmental disabilities. Requires the Department to regularly consult with stakeholders in developing the plan. Relates to funding regional centers. Relates to rate increase negotiation.		Assembly	
AB 1568)/ SB 815	Rob Bonta/ Ed Hernandez	Medi-Cal 1115b Waiver Demonstration Pilots Requires DHCS to implement a waiver or demonstration project authorized under a specified federal waiver that includes a delivery system transformation and alignment incentive program for designated public hospital systems and district		Assembly Health Committee	

		municipal hospitals. The bill would require DHCS to consult with interested stakeholders and the Legislature in implementing this waiver or demonstration project.			
AB 1679	Shirley Weber	Child care: state preschool programs eligibility military families Excludes the amount of the basic allowance for housing provided to an individual who is on federal active duty, state active duty, active duty for special work, or Active Duty and Reserve duty in the military that is equal to the lowest rate of the allowance for the military housing area in which the individual resides from income for purposes of determining eligibility for state preschool services.			
AB 1897	Kevin Mullin	Day care centers: birth to first grade license option Requires the State Department of Social Services to, adopt regulations that develop and implement a birth to entering first grade license option for day care careers. Requires the regulations to include age appropriate transition times, a requirement that a single integrated license option list the age groups of children being served at a day care center, a requirement that all other licensing regulations that apply to a day care center shall also apply to a birth to entering first grade license option		Assembly Human Services Committee	
AB 2036	Patty Lopez	Online child care job posting services: consumer education background check service providers Requires an online child care job posting service posting information on an Internet Web site to include, among other things, a statement about the trustline registry and, if the service provides access to a background check, a written description of the background check provided to it by the background check service provider		Assembly Human Services Committee	
AB 2207	Jim Wood	Wood Medi-Cal: dental program Requires the Department of Health Care Services to undertake specified activities for the purpose of improving the Medi-Cal Dental Program, such as expediting provider enrollment and		Assembly Health Committee	

		monitoring dental service access and utilization. Requires a Medi-Cal managed care health plan to provide dental health screenings for eligible beneficiaries and refer them to the appropriate Medi-Cal dental providers. Relates to data regarding the dental fee-for-service dental program			
AB 2676	Rocky Chavez	Income taxes credit: dependent care Amends the Personal Income Tax Law to increase the amount of an applicable state credit percentage and revise adjusted gross income amounts for dependent care		Assembly Revenue and Taxation Committee	
AB 2677 (Possible Oppose)	Rocky Chavez	Subsidized child care limit on services Amends the Child Care and Development Services Act, which authorizes the Superintendent of Public Instruction to enter into and execute local contractual agreements with any public or private entity or agency for the delivery of child care and development services. Limits a family to a total of not more than 8 years of subsidized child care services under the act		Assembly Human Services Committee	
SB 818	Jim Neilsen	Developmental Services: Medi-Cal: Rate Increases Appropriates certain sums to the Department of Developmental Services to provide a 10% rate increase for certain developmental service providers and regional center operating budgets, and appropriates certain sums to the Department of Health Care Services to restore rates paid to Medi-Cal providers to those levels in effect prior to the implementation of the provider rate reductions.		Senate Health Committee	
SB 1034	Holly Mitchell	Health Care Coverage: Autism Screening Modifies requirements to be a qualified autism service professional to include providing behavioral health treatment, such as clinical management and case supervision. The bill would require that a treatment plan be reviewed no more than once every 6 months, unless a shorter period is recommended by the qualified autism service provider.		Senate Health Committee	
SB 1071	Ben Allen	Special education funding: preschool-age individuals with exceptional needs		To SENATE Committee on	

		Establishes a new formula for a permanent one-time total adjustment to the base funding calculation, to support special education as required under the individualized education program for each 3-and 4-year-old preschool individual with exceptional needs		EDUCATION.	
SB 1113	Jim Beall	Pupil health: mental health services funding Declares the intent of the Legislature to enact legislation relating to mental health services in schools that would require counties to enter into agreements with special education local plan areas to allow access to Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) funding through the county mental health programs by providing EPSDT mental health services.		Senate Rules Committee	
SB 1146	Ricardo Lara	Education programs: Head Start Makes nonsubstantive changes to existing law which provides that the Legislature finds and declares certain things about the federal Head Start program, including that the Congress has recognized the importance of the transfer from preschool to primary school.		Senate Rules Committee	
SB 1154	Carol Liu	Child care and development services: resource and referral Establishes the Patricia Siegal Child Care Resource and Referral Memorial Act of 2016. Requires a child care resource and referral program to provide specified additional services, including, providing training and workshops relating to child care services, providing community resource assistance, and collaborating with and assisting other community agencies in planning, coordinating and improving child care. Repeals provisions regarding short-term respite care. Requires written complaint procedures.		Senate Education Committee	

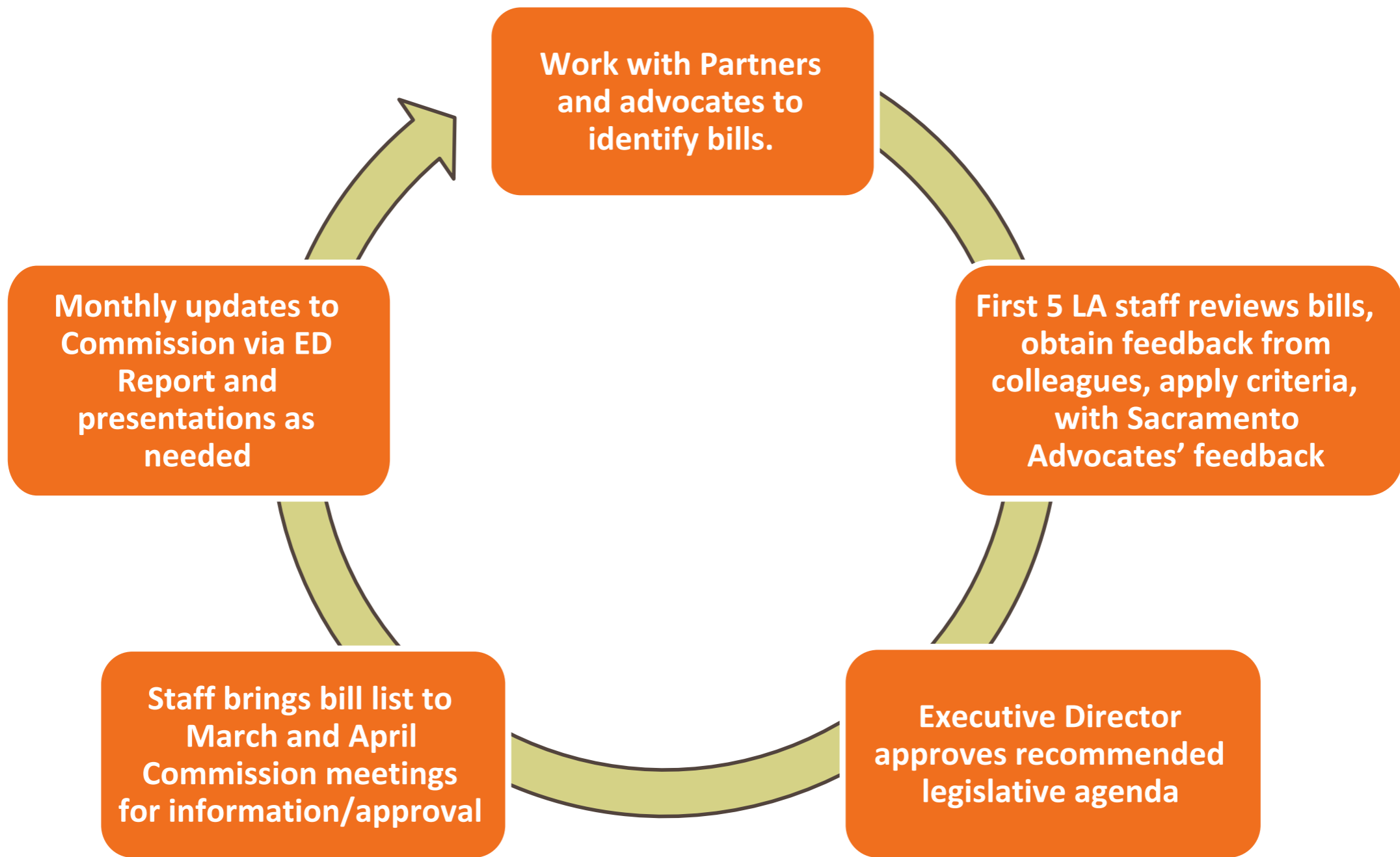
First 5 LA Legislative Agenda Review, 2016

Tessa Charnofsky,
Government Affairs Manager

April 14, 2016



Legislative Agenda Development Process



Criteria for Support

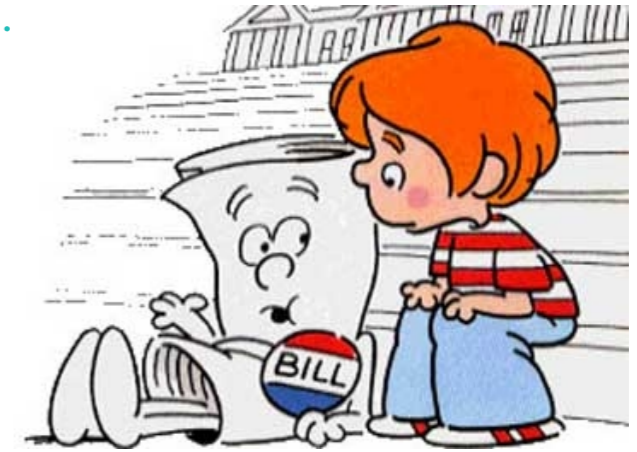
- Opportunities to advance First 5 LA priorities related to early learning and home visiting;
- Opportunities related to the new Strategic Plan;
- Opportunities that support First 5 LA's legacy investments (e.g. oral health, vision and others);
- Policies that directly affect First 5 LA (e.g., tobacco taxes, bills or proposals that affect Prop. 10).

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Advocacy Efforts

Support List Bills

- Letters of support where appropriate
- Testimony at Hearings
- Meetings with Legislators



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Watch List Bills

- Bills are in development, which provides an opportunity to suggest amendments
- *Can be moved to the support list during the legislative season*
- Testimony at Hearings
- Meetings with Legislators

Commissioner Engagement

- Participating in First 5 Advocacy Engagement Efforts, such as Advocacy Day
- Participating in Welcome Baby site visits, and other hands-on¹⁷⁸ opportunities
- Reviewing, advising, and approving Legislative Agenda
- Let us know other ways you would like to be involved.



First 5 Advocacy Day, April 5, 2016



2016 Legislative Agenda



First 5 LA 2016 Legislative Agenda

Bill #	Author	Description	Sponsors	Status	Fiscal Analysis
SB 1042	Loni Hancock	Child care: state preschool programs: age of eligibility Defines 3-year-old children, for purposes of state preschool programs, as children who will have their 3rd birthday on or before December 1 of the fiscal year in which they are enrolled in a California state preschool program.	State Superintendent of Public Instruction Tom Torlakson	Suspense	LAO estimates \$261 million
AB 1644	Rob Bonta	School-based early mental health intervention and prevention services Renames the Early Mental Health Initiative (EMHI) as the HEAL Trauma in Schools Act, expands the program to serve preschool and transitional Kindergarten students. Requires DPH to provide outreach to LEAs and county mental health agencies to inform them of the program.	Children Now and Attorney General Kamala Harris	Assembly Health Committee	181
AB 2150	Miguel Santiago and Shirley Weber	Subsidized Child Care and Development Services Extends eligibility for child care assistance to families for a period no less than 12 months. The bill changes existing thresholds by establishing income eligibility upon the most recent State Median Income (SMI) data published by the US Census Bureau and raises the income limit of eligibility from 70% of the current SMI to 85% of the most recent SMI.	Parent Voices and the Child Care Law Center	Assembly Human Services Committee Hearing: 04/12/2016 1:30 pm, State Capitol, Rm 437	
AB 2770	Adrin Nazarian	Cigarette and Tobacco Product Licensing: Fees Requires a fee to be submitted with each license application. Requires a retailer to file an application for renewal of a retailer's license accompanied with a fee per retail location, in the form and manner prescribed by the State Board of Equalization. Two hundred sixty-five dollars (\$265) shall be submitted with each application.		Assembly Governmental Organization Committee	
SCR 125	Ben Allen	Kindergarten Readiness Assessment Tool States that the Legislature will work towards the adoption of a statewide, developmentally appropriate kindergarten readiness assessment tool to assess the readiness of children entering transitional kindergarten and kindergarten	Children Now	Senate Committee on Education 04/20/16 9:00 am John L. Burton Hearing Rm 4203	

Example of Watch List Bill- *may move to support*

SB 1466

Holly Mitchell

Early and Periodic Screening: Trauma Screening

Requires screening services for individuals under a specified age to include early and periodic screening, diagnosis, and treatment (EPSDT) under the Medi-Cal program to include screening for trauma. Provides that child abuse and neglect or removal of a child from the parent or legal guardian by a child welfare agency shall be prima facie evidence of trauma for purposes of conducting a screening under the program.

Criteria: Strategic Plan



Toby, 10 months



FIRST 5 LA

SUBJECT:

Strategic Plan Implementation: Measuring Change at the Systems, Community, and Family Level

BACKGROUND:

First 5 LA's Strategic Plan brings greater focus and clarity to the organization's role and impact on the lives of LA County's children 0-5 and their families. On November 13, 2014, the Commission adopted the FY 2015-2020 Strategic Plan which prioritizes outcomes, strategies and investment areas involving families, early childhood education, communities, and health systems involving health, mental health and substance abuse. Additionally, the plan outlines an approach to monitoring, evaluation and learning which reflects our commitment to using data to advance strategies that change policies and systems affecting children, families and their communities.

First 5 LA is transforming to a more intentional organizational learning culture through strengthened systematic, data-driven, formal and informal knowledge building practices. To support this transformation, a new, comprehensive Monitoring, Evaluation and Learning (MEL) framework for First 5 LA was developed.

In April of 2015, staff presented the MEL guiding principles to the Board. In June, the broader MEL framework and approach was presented to the Board, which provided directional endorsement. In November 2015, staff presented an update on First 5 LA's efforts to transform into a learning organization.

The purpose of today's presentation is to discuss First 5 LA's evolving approach to measuring progress and to highlight evaluation best practices that will inform our future MEL work. There will be an opportunity for discussion and feedback so that the Board's input can inform the work of staff.

Strategic Plan Implementation: Measuring Change at the Systems, Community, and Family Level


April 14, 2016



Goals of Today's Presentation

- Provide a high level overview of the Monitoring, Evaluation and Learning (MEL) framework
- Outline the shift in First 5 LA's approach to Evaluation
- Present three case studies that exemplify programmatic work in the strategic plan and outline the key take-aways for future evaluation work
- Outline next steps and future discussions

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Monitoring, Evaluation and Learning (MEL) Overview

Past Board Conversations about MEL

- April 2015 Board Presentation on the MEL Framework Guiding Principles
- June 2015 Board Presentation on the MEL Framework and Approach
- November 2015 Board Presentation on First 5 LA as a Learning Organization

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Monitoring, Evaluation, and Learning (MEL) Framework

- Organizing structure for studying and learning about strategy execution
- Best practice approach to organizational learning among strategic grant-making organizations
- Emphasis on learning and impact
- Grounded in our efforts to improve the lives of children and families in LA County

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Learning Priorities

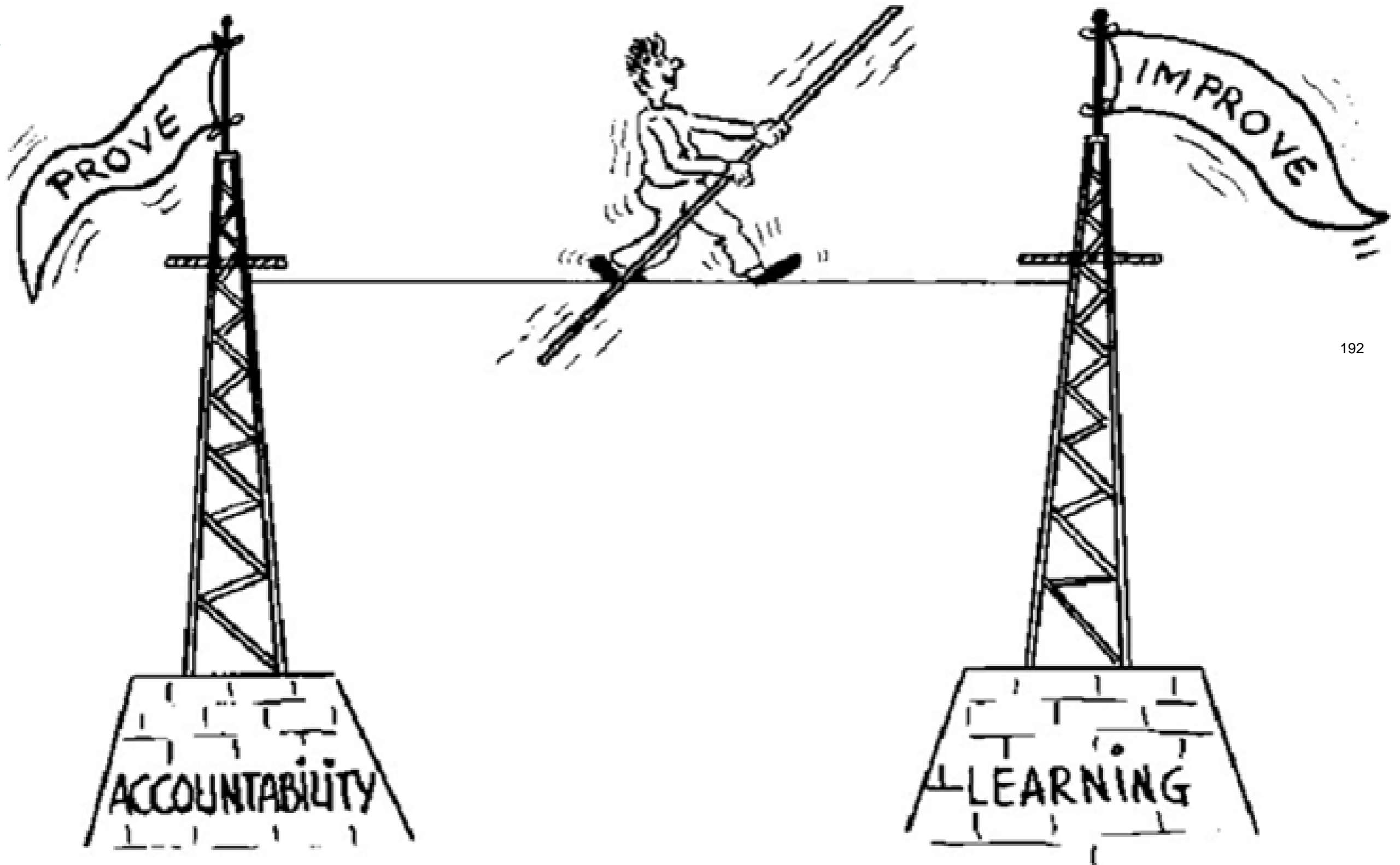
Learning: the process of forming and applying knowledge, insights, and information to the issues or needs of an organization

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- Learn about the implementation and outcomes of our investments
- Learn about how our internal performance and processes affect implementation of the strategic plan
- Learn about external efforts and conditions that influence our work

Shifting our Evaluation Approach





Source: Terry Smutyla & Daniel Morales-Gomez

Maximizing the Current Evaluation Work

- We are engaged in evaluations of legacy investments but have made modifications to the work to help us:
 - 1) Inform the work of the strategic plan
 - 2) Enhance the field
 - 3) Test learning practices that can be used in the future work

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Factors Driving the Evaluation Shift

- The strategies policy, systems change, community building require a different perspective and approach to understanding progress.
- Utilize the vast amounts of informal learning that can help us understand progress in real time.
- The understanding that MEL is a toolbox, and when used effectively, will help us get better outcomes and achieve greater impact for children and families in LA County.

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GET ALL THE
INFORMATION YOU CAN,
WE'LL THINK OF A
USE FOR IT LATER.



Case Studies



Durham Connects

Case Study 1 - Family

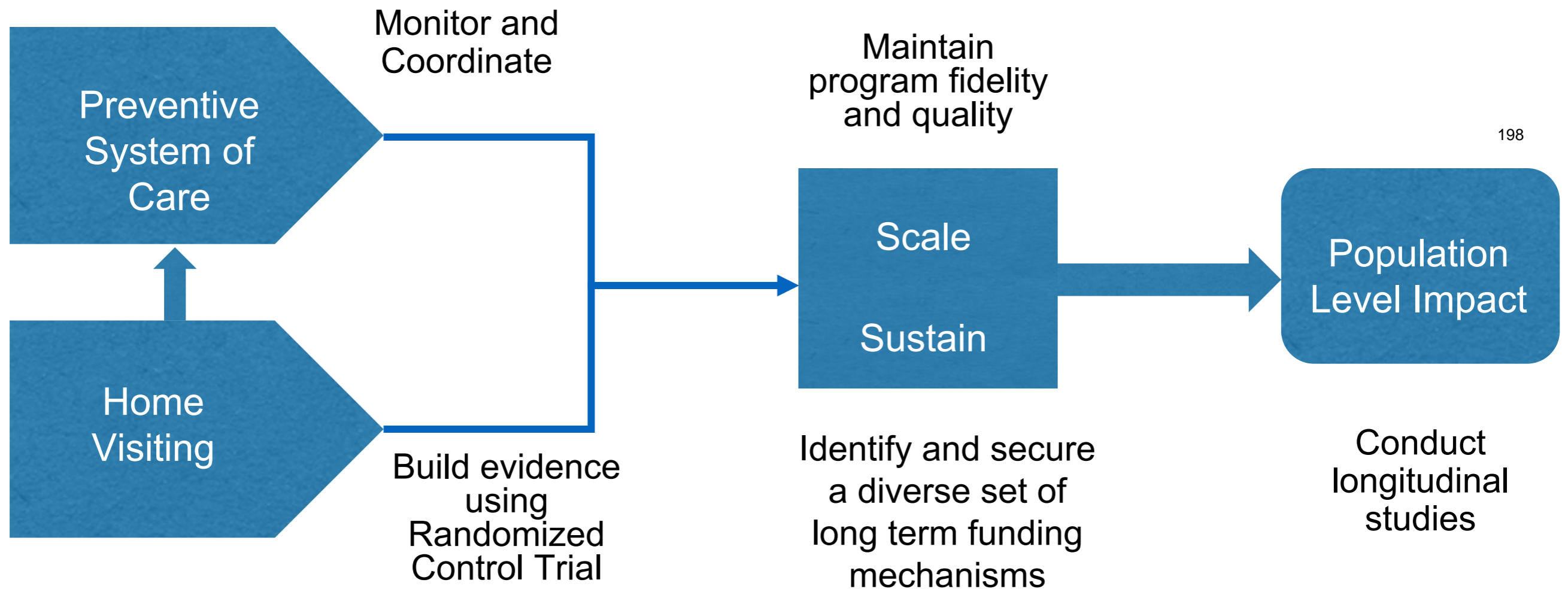
Goal: Achieve population level impact on key outcomes for children and families in Durham, North Carolina.

197

Strategy: Support a Preventive System of Care and implementation of a short term, postnatal nurse home-visiting program.

Durham Connects

Pathway to Population Level Impact



198

Outcomes Tracked to Measure Progress

- Community connections
- Parenting and childcare
- Well-being of the mother
- Home environment quality
- Home environment safety
- Infant health

199

Skillman Foundation: Good Neighborhoods Good Schools Initiative (Building Neighborhood Capacities)

Case Study 2 – Community

Goal: Ensure that young people living in six Detroit neighborhoods are safe, healthy, well-educated, and prepared for adulthood.

200

Strategy: In the initial phase of the work, the effort focused on developing community-based governance structures and resident and stakeholder leadership able to implement a community owned plan to improve youth outcomes.

Skillman Foundation: Good Neighborhoods Good Schools Initiative (Building Neighborhood Capacities)

Specific Activities: Support of community based capacity building, research, technical assistance and training for organizations/residents, community liaisons and small grants addressing residents self-identified needs.

201

Evaluation approach: Learning focused effort that included qualitative assessments and observational assessments and the use of story telling narratives.

Outcomes Tracked to Measure Progress

- Institutional engagement
- Resident participation
- Relationships among cultural identity groups
- Collective decision making abilities
- Strength and depth of resident networks
- Organizational capacity
- Resident and stakeholder leadership
- Leveraged resources
- Use of data for learning and decision making

202

The Colorado Trust's Advocacy Funding Strategy

Case Study 3 – Policy Change

Goal: To improve access to health care for all residents of the State of Colorado.

Strategy: Starting in 2007, The Trust's \$2.4 million dollar grantmaking effort focused on building the capacity of and connecting selected health policy/advocacy organizations.

203

The Colorado Trust's Advocacy Funding Strategy

Specific Activities: The activities included providing core operating support to 9 grantees, supporting technical assistance and networking opportunities, and funding site based evaluators to build data and evaluation capacity among the funded agencies.

204

The Colorado Trust's Advocacy Funding Strategy

Evaluation Approach – Strategic Learning:

- Learning focused to provide real-time information about strategy progress.
- Embedded evaluators provided capacity building support to maximize learning at the grantee level.
- Examined progress and lessons learned across grantees.

205

Outcomes Tracked to Measure Progress

- Organizational capacity
- Partnerships or alliances
- Collaborations and alignment
- New advocates
- New champions
- Media coverage
- Issues reframing
- Awareness
- Salience
- Attitudes or beliefs
- Growth in base of support

206



Key Take-Aways Across the Case Studies

Implications

Evaluation

- Include evaluation in initial program design
- Assess impact as a collective whole, not just one program, strategy or activity.
- Focus on short term, intermediate outcomes (to track progress and ensure accountability).

208

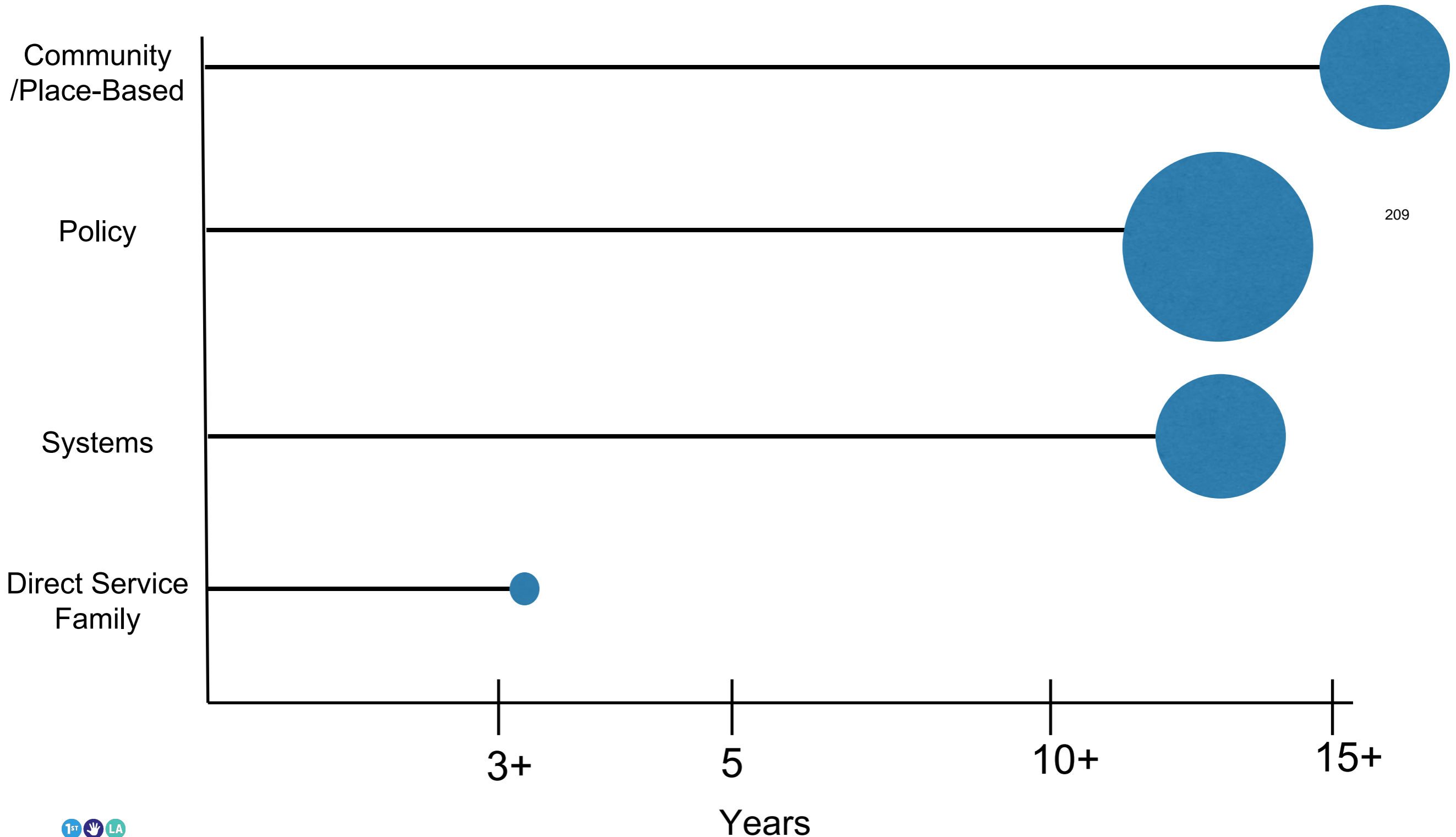
Learning/Communication

- Use Theories of Change to ground all stakeholders in the outcomes
- Be intentional about the construction of real time feedback loops and the use of data for strategy/organizational learning.
- Build evaluation capacity in partner organizations to enhance learning.
- Be committed to use learning from others in the field.

Child/Family Outcomes

A Literature Based Perspective

● - Corresponds to size of sustainable impact



Next Steps



Upcoming Discussions

- We will continue to provide updates on evaluation findings and lessons learned as the work continues.
- In the future, as the program work evolves, we will provide the Commission periodic updates on indicators and baseline determination, as well as monitoring, evaluation and learning approaches that will be used to assess progress.

211

Questions?

1ST  LA
first 5 la
Giving kids the best start

FIRST 5 LA

SUBJECT:
Kindergarten Readiness Assessment Landscape Findings

BACKGROUND:

First 5 LA's overarching goal in the 2015-20 Strategic Plan is to ensure that all children enter kindergarten ready to succeed in school and life. First 5 LA supports a continuum of services and systems change efforts to advance this goal. Starting at birth with Welcome Baby and continuing with developmental screening, quality early learning efforts, and trauma-informed care, First 5 LA is engaged in a multi-faceted approach to supporting a child's readiness for school and schools' readiness for young children.

Currently, there is no way of knowing if children in L.A. County enter kindergarten ready to succeed. One way of learning about children's readiness is via Kindergarten Readiness Assessments (KRAs). KRAs are tools that collect data about the school readiness of children when they first enter kindergarten. These tools are typically completed by teachers for their transitional kindergarten/kindergarten students and collect information about children's knowledge and skills in a range of child development domains, including physical well-being/motor development, socio-emotional development, approaches to learning, language and literacy development, and cognition and general knowledge. There are two main uses of KRAs:

- 1) Individual-level (or formative assessments) can support teachers to tailor their instruction to individual student needs.
- 2) Population-level (or summative assessments) can support policymakers to craft policies and reforms that address readiness gaps identified at the population level by aggregating data at a district, county, and/or statewide level.

To better understand current use of KRAs across the county and determine our next steps in supporting a KRA which collects data that can be aggregated across L.A. County, First 5 LA partnered with Children Now in April – November 2015 to conduct a scan of KRAs currently used in the county's 75 school districts serving elementary school students. The scan intended to identify what KRA tools are currently used in the county's kindergarten classrooms, what developmental domains the KRAs assess, what factors impede or facilitate effective KRA implementation, and for what purposes are KRA tools used and valued.

Today's presentation will describe results from the KRA scan (see attached report). Sixty-one percent of school districts in L.A. County completed a survey and a subset participated in interviews. As expected, variation was the norm when it came to readiness assessments in the County. This presentation will describe participant responses as well as recommendations for a countywide readiness assessment system.

ABOUT THE PRESENTERS:

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President
Children Now

Ted Lempert is the President of Children Now, a national research and advocacy organization based in Oakland, California. He is also a Lecturer in the Political Science Department at UC Berkeley. Previously, Lempert was the founding CEO and co-founder of EdVoice (a California education reform organization), a California State Assembly member, chair of the Assembly Higher Education Committee and the Select Committees on Education Technology and Coastal Protection, co-chair of the Joint Committee to Develop a Master Plan for Education, and President of the San Mateo County Board of Supervisors. He has had more than 75 bills signed by governors, including major laws in the areas of education, health care, children and families, tax policy and the environment. Lempert graduated from Princeton University's Woodrow Wilson School of Public and International Affairs and earned his law degree from Stanford University.

Kendra Rogers
Managing Director, Early Childhood Policy
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Kendra Rogers is Children Now's Managing Director of Early Childhood. She works on a range of state and local policy issues, including quality child care, preschool and connections between birth-5 and K-12, and also helps grow The Children's Movement of California. Prior to joining Children Now, Kendra worked at First 5 Fresno County from 2000-2014, where she served as executive director for five years. She holds a Master's Degree in Public Administration, and has a breadth of knowledge and experience in early childhood development and community coalition building.



Kindergarten Readiness Assessments in LA County

Prepared by Children Now for First 5 LA

December 2015

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Kindergarten Readiness Assessments in LA County

Executive Summary

In 2011, the federal government initiated the Race to The Top – Early Learning Challenge (RTT-ELC), which required participating states to develop a plan to administer a kindergarten readiness assessment (KRA) to all children in public kindergarten. As one of the initial grant recipients, California and the California Department of Education have now for several years promoted the importance of KRA in California. Furthermore, in 2015 State Superintendent Tom Torlakson recommended the “statewide use of a developmentally appropriate school readiness assessment tool” throughout California as part of the Blueprint for Great Schools Version 2.0. However, given the scale and diversity of school districts in California, the state has a complicated road ahead and statewide implementation of KRA remains a critical but lofty aspiration.



Los Angeles County represents roughly a quarter of the state's public school population

As a leading childhood advocate that works to strengthen systems of services and supports, First 5 LA elevated the importance of a common KRA for LA County in its 2015-2020 strategic plan. In terms of its public school population, LA County represents roughly a quarter of the state; as such, successful implementation of a common KRA throughout the county would add tremendous momentum to the state's goal. But, the massive size and diversity of LA County and the large number of school districts underscores the magnitude of this undertaking. Due to the scale of this challenge, First 5 LA developed an intentional, multi-year strategy to achieve a common assessment across the county. As part one of this strategy, First 5 LA contracted with Children Now to conduct a scan of readiness assessments currently used in the county. The findings from this scan are detailed in this report, which intends to identify what KRA tools are currently used in the county's kindergarten classrooms, as well as what developmental domains they assess, what factors impede or facilitate effective implementation and, critically, for what purposes are KRA tools used and valued. This report aims to provide guidance to First 5 LA and its partners that will help as they refine an implementation strategy and ultimately work with partners to select a KRA tool for LA County.

The scan consisted of a two-part approach. First, Children Now distributed an electronic survey to all 75 elementary and unified districts in the county. Second, based on responses provided in the survey, they interviewed staff from 20 districts. Districts identified their staff-member who oversees assessment decisions for kindergarten classrooms, and those individuals served as respondents both for the survey and interviews.

The following report highlights the key issues that emerged with regards to several important themes:

When it comes to readiness assessment, variation is the norm in LA County. Due to the lack of a coherent approach to kindergarten readiness assessment, districts are currently left to make their own decisions around school readiness assessment. As such, district approaches to readiness assessment vary greatly. When kindergarten readiness assessments are used in LA County, the majority of districts tend to utilize KRA tools for a formative, as opposed to summative, purpose. (“Formative” assessments, also sometimes called “individual-level” or “diagnostic” assessments, help teachers diagnose their individual students’ strengths and needs so they can tailor their instruction. “Summative” assessments, also sometimes called “population-level” assessments are designed to collect system-wide information and to promote system-wide improvement and alignment.) Because many districts already use formative assessments, and because formative assessments do not need to be uniform across districts, the primary value-add of a countywide KRA is that it could collect summative, population-level information to inform policy and other system-level decisions.

Districts would value a well-administered KRA system. The majority of respondents indicated that both administrators and teachers would value a “well-administered” kindergarten readiness assessment system. Additionally, more than two-thirds (68%) of respondents expressed agreement or “strong agreement” with this statement: “My district would find value in a countywide initiative to use a common kindergarten readiness assessment across districts.”

Districts value formative more than summative kindergarten readiness information. District administrators are more likely to value formative functions of KRA (e.g., to help teachers better tailor their instruction and support to the unique needs of their students) than the summative functions of KRA (e.g., to identify the needs of a community in order to inform program development and/or target resource allocation). Support for the summative functions of KRA may be higher among stakeholders with a policymaking perspective (e.g., superintendents and other administrators, school boards, and county officials) as opposed to practitioners in districts and classrooms.

Non-academic skills, like socio-emotional development, are important yet rarely assessed. A clear trend that emerged through this scan is that although cognitive knowledge (e.g., early mathematics), language and literacy, and English language development are widely assessed in LA County kindergarten classrooms, approaches to learning, socio-emotional development, and motor development are rarely assessed. This is in spite of the fact that district administrators generally view assessment in the non-academic domains as equally important, and teachers tend to believe that “soft skills” are more important to cultivate and assess upon kindergarten entry.

Barriers to countywide implementation of a readiness assessment exist. The highest hurdles to achieving a countywide KRA were identified. Specifically, limited teacher capacity was identified as the most critical barrier. Another key issue identified had to do with the tension between uniformity and local autonomy, and some tips were provided around how to balance this friction. Finally, the other major barrier cited was around technological infrastructure. Many respondents believe that ultimate success will hinge on whether or not a KRA data system is integrated with district data management systems.

Districts provided many recommendations for a countywide readiness assessment system. For instance, respondents believe that:

- A countywide readiness assessment should include more than just academic domains.
- A countywide kindergarten readiness assessment should be “quick and easy” to administer.
- Since many readiness assessment tools have been created and validated, there is no need to “reinvent the wheel.”
- A readiness assessment data system must be linked to district information systems.
- A recommendation from the County Office of Education would be well-received, but a mandate would result in push-back.
- Some “wiggle room” in a county-endorsed KRA tool would be appreciated by districts that value their local autonomy.
- Information on demographics and “prior to school” experiences should be included in any KRA designed to collect population-level data.
- Dual-language learners should be explicitly considered in the countywide readiness assessment.
- Further research is needed to determine if and how to engage transitional kindergarten classrooms and charter school kindergarten programs in the county.

The road to a countywide KRA is essential but will be difficult, and this scan is a critical step on that road. Ultimately, this report makes recommendations around the process to select the KRA for LA County, the districts to engage and/or recruit, and the interaction between a new countywide KRA and the battery of formative assessments already used in LA County kindergarten classrooms.



Introduction

The transition to kindergarten¹ is a pivotal period in the developmental growth of children. It also represents the moment when young children move from one system into a very different one, and so is a critical time to ensure children are prepared for success. In fact, kindergarten “readiness” may be the best predictor of children’s future outcomes.²

Defining Kindergarten Readiness

“**Kindergarten readiness**” can be interpreted in myriad ways. Physiologically, all kids are ready to learn; young children’s brains are “spongy” and ready to grow as they take in information. However, many children enter kindergarten without the advantage of having spent their early days in developmentally-appropriate, high-quality educational environments. This population is therefore, on average, less prepared for kindergarten, school, and life. Kindergarten readiness is a holistic concept that should include the five essential domains of school readiness³: social-emotional development (e.g., relationships and social interactions with peers), approaches to learning (e.g., curiosity and initiative), physical well-being and motor development (e.g., gross and fine motor development), language and literacy (e.g., concepts about print and responsiveness to language), and general cognition (e.g., sense of quantity and patterning).

Assessing Kindergarten Readiness

A “**kindergarten readiness assessment**” (KRA) refers to a tool that collects information about the “school readiness” of children around the time they enter kindergarten (typically within the first eight weeks of school). An effectively implemented KRA can provide insights into the needs of individual children, while the aggregated data can be used to inform the development and revision of policies and practices that could be leveraged to promote district-wide (or even state-wide) readiness. Some schools conduct brief readiness assessments in the summer prior to kindergarten enrollment; others administer KRAs during the first part of the kindergarten school year. Comprehensive KRA tools should incorporate all five essential domains of kindergarten readiness (see above), but in practice, most kindergarteners are only assessed in early literacy and math. Typically, KRA tools are administered by teachers (but may include supplemental information submitted by parents). The purpose and benefits of KRAs fall into two major categories:

- 1 Individual-level assessments** also sometimes called “**formative**” or “**diagnostic**” assessments, help teachers diagnose their individual students’ strengths and needs so they can appropriately target and tailor their instruction. These tools do not need to be uniform across districts. Individual-level assessments are usually more time-intensive than population-level tools, and are often administered on an ongoing basis throughout the school year.
- 2 Population-level assessments** also sometimes called “**summative assessments**” are designed to collect system-wide information and to promote system-wide improvement. For instance, they may help districts know what kind of professional development services to provide, and they may help policymakers identify communities that need extra early supports. The utility of these tools hinges on their ability to aggregate data across districts, and so they only work if administered in a widespread or universal way. Compared to other kinds of assessments, population-level tools are designed to be less time-intensive per-pupil and sometimes are only administered to a sample of students instead of to all pupils. They often include supplemental information on the pre-kindergarten experiences of students.

Importance of a Universal Kindergarten Readiness Assessment

KRAs are frequently used to collect information about individual students so teachers can better tailor their instruction to their individual student needs. If the same KRA is used across schools and districts, uniformity in and of itself provides an added benefit. The comparable, apples-to-apples data that accrue from a universal tool can provide policymakers with population-level information that helps them craft policies and reform programs to address community needs, particularly in the early child education (ECE) sphere.

As awareness of the impact of ECE increases, more attention has been placed on efforts to ensure that our ECE investments are providing our children with the best possible footing for success. In 2011, the federal government initiated the Race to The Top – Early Learning Challenge (RTT-ELC), which required participating states to develop a plan to administer a KRA to all children in public kindergarten. The emphasis on measuring kindergarten readiness illustrates the increasingly mainstream recognition that states should measure data on school readiness so that policies can be more targeted to address readiness gaps.

Kindergarten Readiness in LA County

With a population of roughly ten million, LA County is larger than 43 states. It has 80 school districts (75 of which serve elementary school students) that range vastly in size, from the smallest district, Gorman Elementary, which serves 103 students, to Los Angeles Unified, which enrolls roughly 650,000 students. Across the county, there are approximately 124,000 kindergarten students. Ninety-two languages are spoken in the county's 2,283 schools.⁴

To promote school readiness across the vast and diverse county, system leaders need to know some basic data points, such as: What percentage of the county's children are entering school ready? Additionally, what groups of children are most likely to be behind in certain domains of readiness?

Unfortunately, while districts in LA County (and across the state) already use a variety of formative assessments in kindergarten classrooms, the variance in the tools that are used means leaders lack these key data points. Currently, districts are much more likely to concern themselves with their own battery of assessments which are used primarily for formative purposes. Without action on the part of county, regional, and/or state leaders, population-level data on kindergarten readiness will not materialize. Without these data, critical efforts to ensure all children are prepared for school and life cannot be as effective.

First 5 LA is a leading early childhood advocate working collaboratively across LA County. In partnership with others, First 5 LA strengthens families, communities, and systems of services and supports so all children in the county enter kindergarten ready to succeed in school and life. In its 2015-2020 strategic plan, First 5 LA elevated the importance of a common KRA for the county to help inform and drive early care and education policy, fiscal, and systems change.⁵

LA County Facts

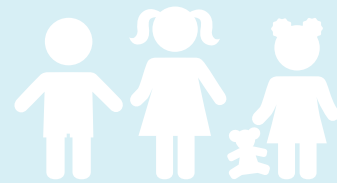
10 million - roughly 10 million in population

80 amount of school districts

92 languages spoken in the county's 2,283 schools

650,000 amount of students in LA USD

124,000 amount of kindergarten students



First 5 LA is currently developing an implementation plan for a countywide, population-level KRA that will greatly influence the state's future KRA landscape. State Superintendent Torlakson's *Blueprint for Great Schools Version 2.0* recommends "statewide use of a developmentally appropriate school readiness assessment tool,"⁶ and the success of such a statewide tool will be greatly affected by the efforts in LA County.

The purpose of this report is to inform First 5 LA's long-term plan to support a universal kindergarten readiness assessment tool across LA County. This report provides a landscape assessment of KRAs in the county's 75 elementary and unified school districts. In the sections that follow, this report details the districts' varied approaches to assessing kindergarteners as well as stakeholders' differing opinions with respect to kindergarten assessments.

Methodology

Children Now is a leading non-partisan national, state and local research, policy development, and advocacy organization dedicated to improving children's overall well-being. In 2014, Children Now interviewed districts across California to better understand the statewide readiness assessment landscape as well as common district perspectives.⁷ Given their expertise in early childhood research, policy, and advocacy, along with their contacts in school districts across LA County and California, First 5 LA contracted with Children Now to conduct a scan of KRA use in the county. This scan consisted of a two-part approach. First, Children Now distributed an online survey to all 75 elementary and unified districts in the county. Second, based on responses provided in the survey, Children Now interviewed key staff from 20 districts.⁸ A list of the 46 districts that completed surveys and interviews is provided in Appendix A.

Survey:

Between May and August 2015, the survey was distributed by email to district-level administrators who "oversee decisions for assessment approaches in Kindergarten."⁹ The most common titles of survey respondents were deputy superintendent; assistant superintendent; and director and/or administrator of: elementary education, educational and/or instructional services, curriculum and instruction, assessment and research, child development, and early childhood education. In three cases, respondents were teachers; it is not unusual for central office administrators to delegate certain decisions to teacher-led committees. We received input from 56 respondents in 46 districts. This amounts to a district response rate of 61.3%. The survey was very brief; it took an average of eight minutes for respondents to complete. Primarily through multiple choice questions, the survey asked respondents to provide their districts' perspectives on several topics, including:

- The most important functions of KRA;
- The most important domains to be assessed among incoming kindergarteners;
- The KRA tools used in their districts as well as the degree of uniformity across their district;
- Common barriers to effective KRA implementation; and
- The degree to which their district would value a countywide approach to readiness assessment.

The survey summary, which includes all of the survey questions and responses, is included in Appendix B.

Interviews:

The purpose of the survey was to collect a broad range of information, which is why it was constructed in a multiple-choice format. The interviews, on the other hand, provided an opportunity to explore the topic at a deeper level.

Following the administration of the survey and compilation of the results, interviewees were selected in order to secure diverse representation along the lines of district size and degree of KRA “sophistication,”¹⁰ as well as to attract participants that represented both elementary education and child development departments. The interview questions probed more deeply into the information that had been collected through the surveys. The focal questions of the interviews are described in the interview summary, which can be found in Appendix C.

Key Findings

It is important to note that district administrators who completed the survey and participated in the interviews often described substantial limitations to their own knowledge regarding their district’s readiness assessment approach. Except when describing the practices that are mandated district-wide, they often defaulted to: “Most of our teachers do...” or “Some of our teachers say...” or even “I don’t know what they do in Transitional Kindergarten, but...”. Due to school site variation, the information that follows is a broad overview of LA County’s kindergarten readiness assessment landscape.

Finding 1: Variation is the norm

Due to the lack of a statewide approach to kindergarten readiness assessments, districts are currently left to make their own decisions around school readiness assessments. Absent more directive guidance from the state, it is unsurprising to find that district approaches to readiness assessments vary greatly, and that districts tend only to require or promote formative assessments.

When asked to describe their districts’ approach to kindergarten readiness assessment, 24% of respondents said “Most kindergarten teachers do use a readiness assessment, and they can use whichever one they like.” Twenty-two percent of districts that completed the survey have a uniform approach to readiness assessment, with only 18% of respondents stating that most of their kindergarten teachers do not use a readiness assessment at all (responses are provided in Figure 1). When kindergarten readiness assessments are used, the majority of districts tend to utilize formative tools rather than summative tools. The most direct evidence of this is found in the fact that very few districts aggregate their assessment data.

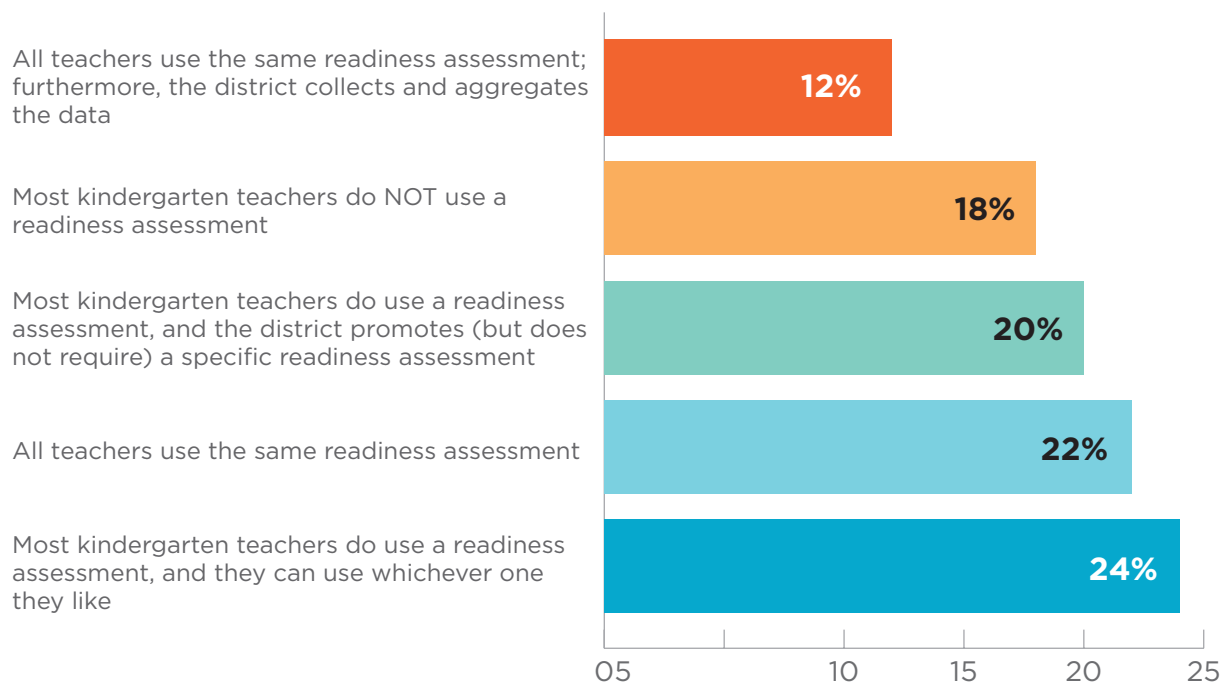


Figure 1: Approaches to kindergarten readiness assessment vary

The readiness assessments that are used are administered either prior to the start of the school year or within the first several weeks of the school year. The tools used prior to school entry allow schools to set balanced classes and may help facilitate a more gradual transition into a new school environment. However, one administrator shared the perspective that these tools can also lead to problematic, illegal student “tracking.” Additionally, the use of a tool that is administered prior to the start of the school year can be challenging as many teachers are on vacation over the summer. Furthermore, these tools tend to be more cursory.

Table 1 lists the kindergarten assessments that are most commonly used in LA County (a complete list of all assessment tools in use in the county is provided in Appendix D). With the exception of the Woodcock-Johnson,¹¹ all of these commonly-used assessment instruments focus on particular developmental domains (typically, language and literacy or mathematics). In other words, they are not comprehensive KRA tools.

Assessment	Districts (%)
District-developed math assessment	87%
District-developed reading/language arts assessment	87%
Basic Phonics Skills Test (BPST)	67%
Dynamic Indicators of Basic Early Literacy (DIBELS)	63%
Other district-developed assessment	52%
Developmental Reading Assessment (DRA)	48%
Woodcock-Johnson	41%
Other commercial reading/language arts assessment	41%
Scholastic Reading Inventory	37%
Other commercial math assessment	33%

Table 1: Frequently used kindergarten assessment tools

Number of Assessments Used in Kindergarten Classrooms	Number of Districts
3 assessments	11
4 assessments	3
5 assessments	7
6 assessments	6
8 assessments	3
9 assessments	5
10 assessments	4
13 assessments	1
14 assessments	2
15 assessments	3
21 assessments	1

Table 2: Number of kindergarten assessments used by districts

Table 2 provides a sense of the quantity of kindergarten assessments already used in LA County. Eleven districts use three kindergarten assessments (most of the districts that fall into this category use district-developed math and reading/language arts assessments in addition to one other tool). One district uses 21 assessments in kindergarten classes. This district (and others with a high number of assessments) probably does not have any schools or teachers that use 21 different assessments; rather, this more likely illustrates high variance between schools and teachers.

As has been mentioned already, LA County districts in general use kindergarten assessments for formative purposes, but they rarely aggregate data in order to develop population-level information. California’s most commonly used population-level tools (Early Development Instrument [EDI]; Kindergarten Observation Form [KOF]; and Kindergarten Student Entrance Profile [KSEP]) have made some inroads in the county. By scanning the long table provided in Appendix D, one can see that seven districts use the KOF to some degree, four districts use the KSEP to some degree, and three districts use the EDI to some degree. However, there is not a single district (among all survey respondents) that aggregates data from the KSEP or KOF. It appears that one or more teachers or schools in these districts uses these tools, but they are not using them in the summative, population-based manner for which they were primarily created. The EDI is aggregated to the district level (and so is used for summative, population-level purposes) in at least one district.¹²

Finding 2: District staff and teachers would value a “well-administered” kindergarten readiness assessment system

Two related findings emerged from the survey. First, the majority of respondents indicated that both administrators and teachers¹³ would value a “well-administered” kindergarten readiness assessment system (see Figure 2).

Second, more than two-thirds (68%) of respondents expressed agreement (or “strong agreement”) with this statement: *My district would find value in a countywide initiative to use a common kindergarten readiness assessment across districts.* Despite the overwhelming push towards promoting local education autonomy, it is very encouraging to see that district administrators generally support the goal of a common, countywide assessment.

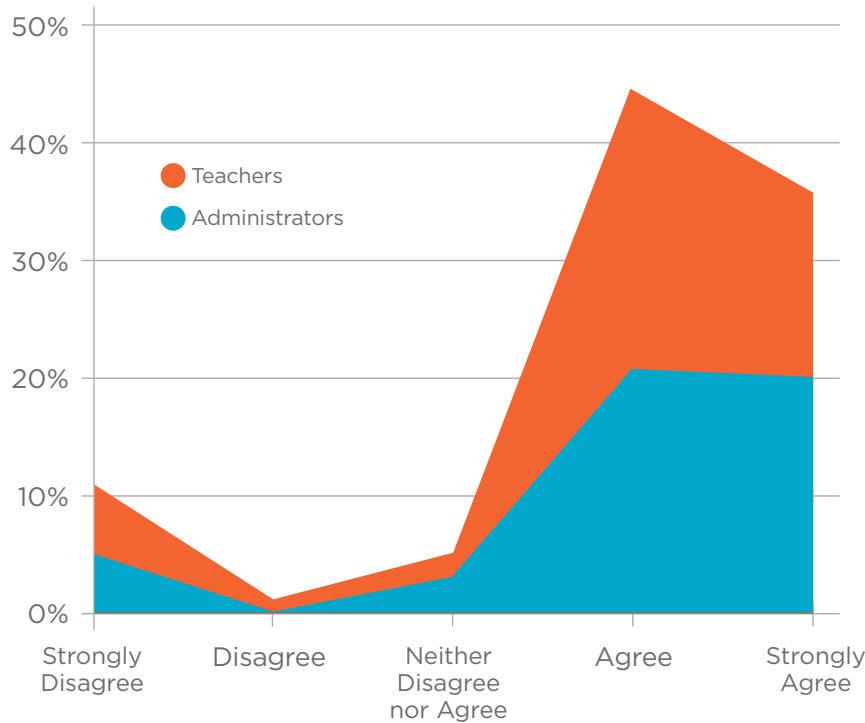


Figure 2:
Respondents value kindergarten readiness assessment

In follow-up interviews, the major reasons cited by district administrators when expressing support for assessment commonality were:

- Students, especially in low-income areas, are often transient and move not only between schools but also between districts. Therefore, it helps them (for consistency) to use the same assessments (and have the same expectations) as they move.
- Teachers and administrators also move between schools and districts. If assessment practices were more standardized, the necessary training required in order for assessments to be reliable (from one teacher to the next) would be firmly developed throughout the larger system. This would also likely increase support for the assessments. The California English Language Development Test (CELDT)¹⁴ was described as a model. Since it is used statewide, the protocols for assessing English learners (ELs) with the CELDT are widely known and so the assessment is generally trusted to be reliable. Furthermore, CELDT examiners don't have to be trained on how to use it if they change schools or districts.

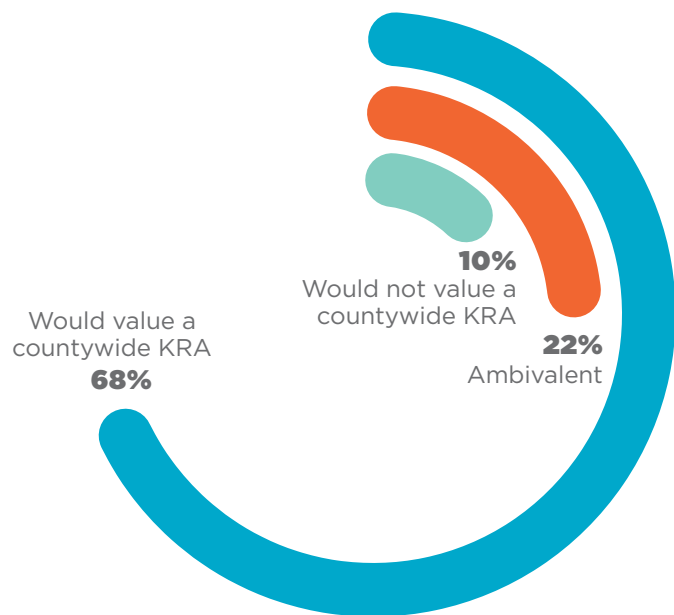


Figure 3: Respondents support a countywide approach to readiness assessment

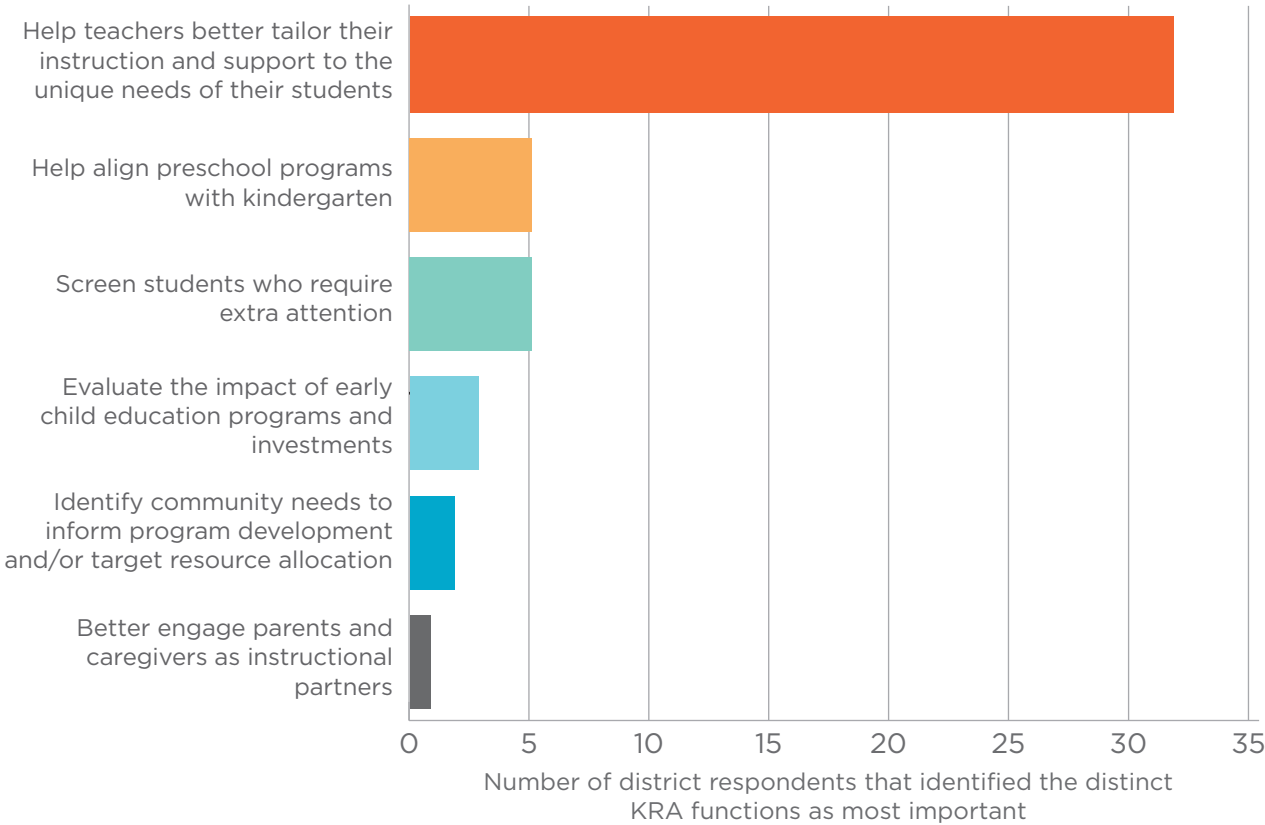
- Smaller districts often do not have the research capacity to appropriately design – or review and select – their own assessment instrument, instructional tools and practices. They may prefer to have the county or state provide validated, trustworthy resources for them.

From a *policymaking* perspective, the primary benefit of assessment uniformity is that one can collect more robust data when a measurement tool is uniform. It is surprising that, when district administrators described the major benefits of assessment uniformity, they did not mention anything about data. An inference can be made that the interest for summative data would be stronger among policymakers (e.g., superintendents, school boards, the county office of education and other local leaders) than among district staff. The absence of a strong interest in summative data at the district level demonstrates the uphill effort that will be required to educate district staff and leadership about the value of using a tool with population-level, summative capacity.

Finding 3: Districts value formative more than summative kindergarten readiness information

Figure 4 demonstrates the interest among district administrators in collecting formative (individual-level) rather than summative (population-level) data.

Figure 4: Districts cite formative functions as more important than summative functions



The tendency towards supporting a formative over summative tool can be explained by the need among local practitioners to cull actionable information that can directly translate to targeted and tailored instructional practices. Any resulting countywide tool will need to acknowledge and address this preference among practitioners.

This being said, nearly one-in-five (18%) administrators selected one of the summative functions of KRA as the most important function of kindergarten readiness assessment. Support for the summative functions of KRA may be higher among stakeholders with a policymaking perspective (e.g., superintendents, school boards, and other county and state officials) as opposed to practitioners in districts and classrooms.

Finding 4: Some domains are important but are rarely assessed

A clear trend that emerged through this scan is that although cognitive knowledge (e.g., early mathematics), language and literacy, and English language development are widely assessed in LA County schools (primarily for formative purposes), approaches to learning, socio-emotional development and motor development are rarely assessed.

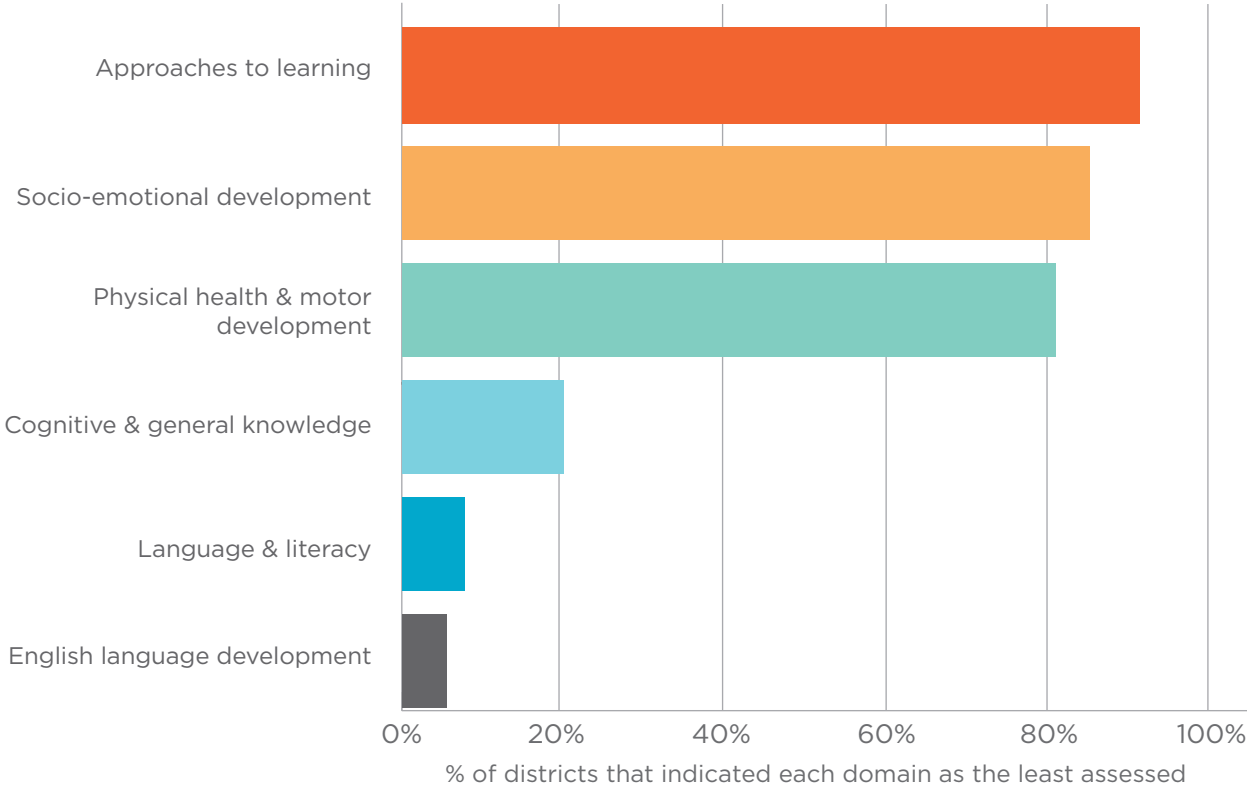


Figure 5: Certain developmental domains are infrequently assessed¹⁵

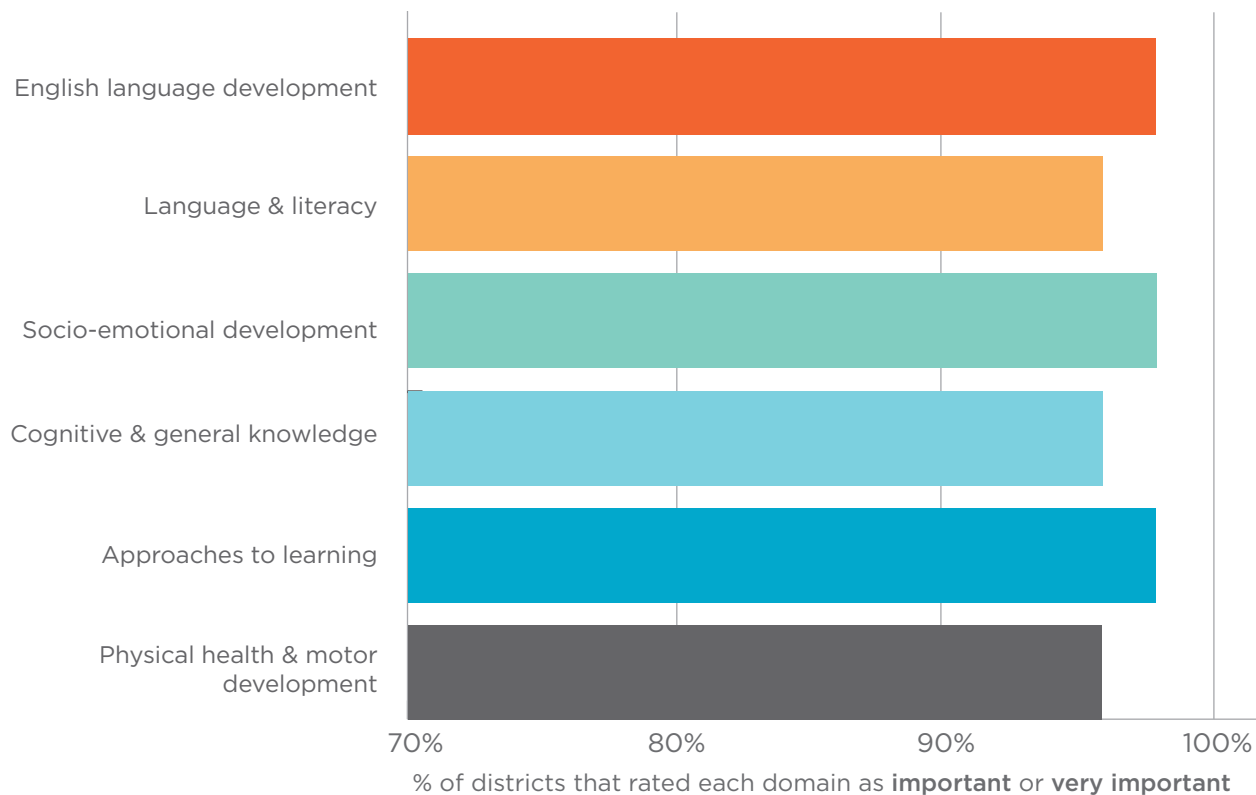


Figure 6: All major domains of school readiness are important to assess¹⁶

Nonetheless, district administrators generally view assessment in the non-academic domains as equally important. In fact, two very knowledgeable groups of stakeholders – individuals with child development expertise, and kindergarten teachers – tend to believe that “soft skills” are more important to cultivate and assess upon kindergarten entry.

Several administrators who were interviewed claimed that kindergarten teachers more often indicate that what they need, in terms of readiness, is for their students to know how to share, to know how to hold scissors, and to know how to follow instructions. If these skills aren’t widely in place, it can disrupt and slow down an entire class. According to one kindergarten teacher, “If they don’t know their alphabet that’s okay. It’s more important that they can use their hands and explore their world.” Administrators in some of the county’s largest districts identified the absence of social-emotional learning assessments as a problematic gap.

Administrators in Long Beach Unified recently tested the theory that kindergarten teachers highly value assessment of social-emotional readiness in their incoming students. They sent a survey to their kindergarten teachers in which they asked what KRA measures (based on the preschool version of the Desired Results Developmental Profile, an assessment used in California State Preschool and Head Start programs) are most important. They selected these 10 measures: self-control of feelings and behavior, conflict negotiation, relationships and social interactions with peers, fine motor manipulative skills, concepts about print, phonological awareness, letter and word knowledge, emergent writing, number sense of quantity, and shapes.

Finding 5: Barriers to countywide implementation of a readiness assessment exist

Figure 7 provides a general view on what types of implementation challenges administrators believe would be the steepest. The greatest perceived challenge that was identified to a countywide KRA is that of “limited capacity, training, and/or buy-in from teachers”.

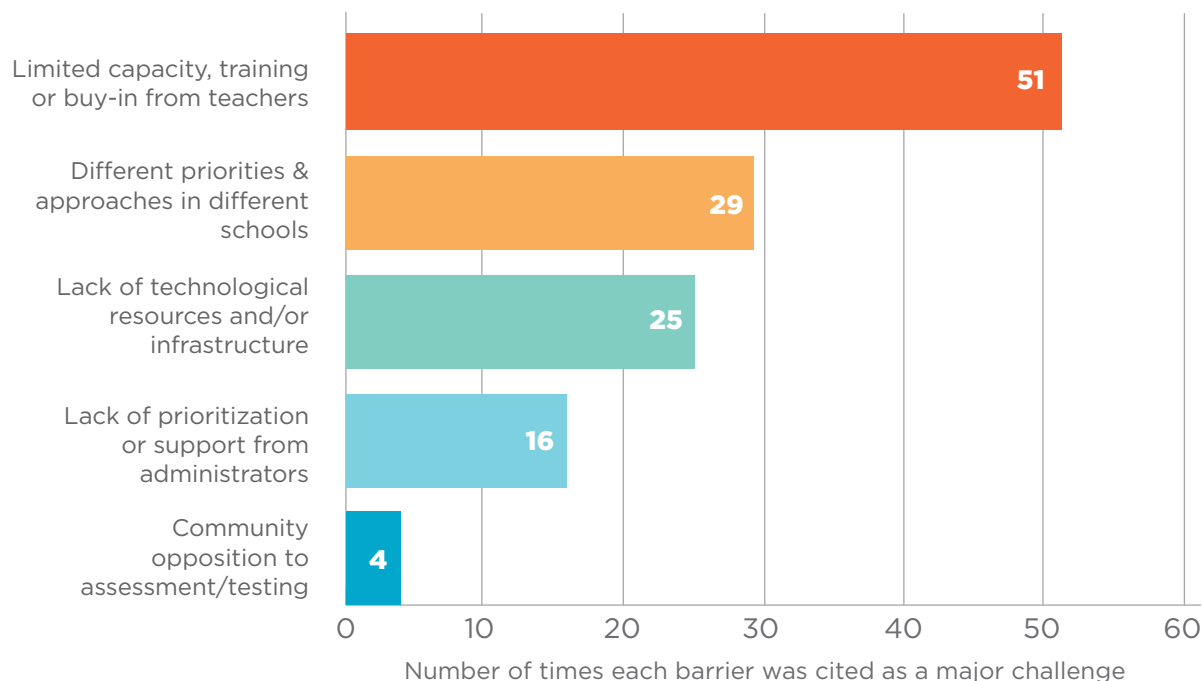


Figure 7: Barriers to implementation of a common readiness assessment

1. Teacher capacity, training and buy-in: In order for a countywide KRA to work, several interviewees said teachers must truly understand its value. Because of this, substantial time will be necessary to educate teachers and other leaders. As stated by several administrators, “If they don’t recognize the value of the assessment, it will just feel like a hoop to jump through [and the quality of the data will be compromised].” Professional development and other supports will need to be embedded into the future KRA system so that teachers understand its value as well as how to properly implement the tool. Furthermore, teachers will be more supportive of a system that fully provides them with all necessary materials and/or equipment, and requires as small a burden on their time as possible.

In order to decrease potential teacher resistance, administrators also stressed that this assessment should not be tied to high stakes. Indeed, it would not make sense to evaluate a kindergarten teacher based on readiness assessment scores that are taken during the very beginning of the school year. Several administrators suggested that this point should be made explicitly in future KRA “marketing” materials.

The unions that represent teachers were also cited as key stakeholders that need to be engaged. In general, teachers will need to be supportive. In particular, the unions must be acknowledged, and district leadership must be engaged in order to garner the support from the unions.

Finally, some (but not all) interviewed administrators feel that a stipend would be necessary in order to recruit teacher participation.

2. Different priorities and approaches: The importance of local needs arose throughout this scan. Respondents made it clear that a new KRA should be designed in a way that does not lead to it being publicly perceived as undermining local autonomy.

Some administrators expressed that Common Core could be helpful in demonstrating how a KRA might help meet individual districts' needs. Administrators want support in adapting their instruction and curricula to the Common Core State Standards (in the words of one administrator, all the commercial assessment companies now claim that their tools are aligned to the Common Core; districts need help identifying truly-aligned tools). Many district representatives therefore anticipate their ability to support a standard, county-recommended KRA if it is seen as complementary to Common Core implementation.

3. Lack of technological resources and/or infrastructure: One concern that emerged regularly in the interviews involved data management. Districts need to be able to reflect and act on the data that the assessment tool provides—and data systems must be user-friendly. As further described below (in “Finding 6”), administrators believe ultimate success will hinge on whether or not a KRA data system is integrated with district data management systems.

In interviews, classroom-based technology was not cited as a major barrier. However, multiple administrators described iPad- and/or computer-based assessments as an effective method of implementing KRA.

4. Lack of administrator prioritization: District leaders and even elementary school principals often lack knowledge (based, in part, on administrator credentialing requirements and processes) in child development. Frequently, interviewees from district child development departments claimed that the administrators with greater authority (e.g., deputy superintendents and directors of educational services or curriculum and instruction) are not engaged in the issue of assessment in kindergarten and transitional kindergarten. Two child development administrators (both from large districts) claimed that their district leaders would more likely support a particular KRA if the recommendation did not come solely from the child development department, but rather from county and/or other district leaders.

Implementation of KRA will require an investment in both time and money to provide professional development and fund substitute teachers for out-of-class professional development time. It will also take a concerted effort to equip and engage administrators who oversee district budgets as allies in the KRA tool adoption effort.

5. Community opposition: Very few survey respondents highlighted this as a significant barrier.

Finding 6: Districts have recommendations for a countywide readiness assessment

The interviews with district administrators were rich and varied, but in terms of frequency, the following cross-cutting themes rose to the top:

1. A countywide readiness assessment should include more than just academic readiness domains.

As identified in “Finding 4”, a widely acknowledged assessment gap exists in the non-academic developmental domains. Readiness assessments should capture readiness holistically. If the countywide tool does include the non-academic domains, administrators and teachers may be more likely to view it as plugging a gap, and not redundant with the (formative) assessments already in use.

2. A countywide assessment must be “quick and easy,” but also “useful.” Kindergarten teachers have large classrooms, but unlike in state preschool programs, they rarely have instructional aides. Furthermore, with the advent of the Common Core, kindergarten teachers are being asked to align their curricula to a new set of standards in both math and English language arts. With this already challenging workload, any new requirement must be quick and easy, and contain a clear, accepted rationale as to why it is worth the teachers’ limited time to implement.

One way that readiness assessments can be made easier for teachers is to provide them with materials, including clear instructions and necessary professional development supports. The general consensus is that if all of the materials and/or the electronic assessment equipment (e.g., iPads) are provided to teachers, the likelihood of their use of the tool will significantly increase.

3. Do not reinvent the wheel. Instructional administrators are all aware – to differing degrees – that many different assessment instruments have been developed and validated for kindergarten students (and, to a lesser degree, for transitional kindergarten students). Several interview respondents offered the very reasonable advice that a tool may already exist that can be used or adapted for use in LA County.

4. The readiness assessment data system should link with district data systems. “Unless it [a KRA data system] talks to our [district] data management system, I won’t recommend it to our teachers.” Either directly or indirectly, several district administrators explained that they would not support an assessment system if it requires teachers to enter information into an additional data system. Since teachers in most districts already enter student-level data into their district information systems, it would be burdensome to ask them to enter information into a separate system as a part of the kindergarten readiness assessment. Unless and until state-level action integrates the statewide data system (CALPADS – the California Longitudinal Pupil Achievement Data System) with kindergarten readiness assessment metrics, no system is likely to achieve the multi-district breadth necessary to become an effective population-level assessment. In the absence of CALPADS incorporating KRA information, another approach to countywide KRA would be for teachers to complete an assessment – on paper or a device – and then for a third party to do data entry and analysis to relieve teachers from having to enter the data into a separate system. While this would not be an ideal long-term approach, it may be the best alternative until CALPADS is updated.

5. A recommendation from the County Office of Education would be well received, but a mandate may lead to resistance. According to many administrators, a county position statement or a recommended approach to KRA (if combined with supplemental supports) would be well-received. One interviewee commented on the fact that district staff and teachers are not trained as assessment experts. They select their assessments based largely on private industry marketing. In other words, they would appreciate having the county or some other entity (e.g., First 5 LA) complete the necessary legwork and then recommend a well-researched, standards-aligned approach. Another administrator went a step further and said her district leadership is much less likely to listen to her recommendation, but if an official county statement is made in support of a particular KRA, her district would likely embrace it.

Although a few administrators shared a potential willingness to mandate a particular kindergarten readiness assessment in their district, the majority of interviewees expressed either hesitation or distaste for any future mandate at the district level on the topic of KRA.

6. “Wiggle room” may be important. Several administrators shared the belief that local approaches must be tailored to their specific needs, and that countywide requirements often are too rigid. The idea of “wiggle room” arose in several interviews. Specifically, a KRA could have a bundle of required assessment items and a list of optional ones. Another potential KRA scenario is one in which a menu of several endorsed tools is made available. However, if the primary goal is to develop robust and comparable data, recommending one tool with some wiggle room would be significantly more effective than endorsing and offering multiple tools.

7. Information on demographics and “prior to school” experiences should be included in the population-level KRA. A summative readiness assessment should include fields for important demographic elements such as EL status, as well as other characteristics that often co-vary with opportunity and achievement, such as homelessness, foster care status, race/ethnicity and family income, as well as information on preschool and/or TK attendance.

Since a major goal of the countywide KRA is to structure a cycle of continuous improvement and inform new investments in the early learning and education systems, the assessment must have fields where raters can include information on the before-school experiences of kindergarten students. (Collecting this information is a large task that requires parental engagement.) If the data elements include a field for specific preschool sites previously attended by the students, the resulting data may both be more powerful but also could lead to unintended consequences, such as individual preschool providers or teachers feeling unfairly evaluated based on kindergarten readiness “scores”.

8. Dual-language learners should be explicitly considered in the countywide assessment.

Nearly one quarter (24%) of LA County students and more than four in ten (41%) kindergarteners in the county are formally designated EL. Though not all summative kindergarten readiness assessment tools measure English language proficiency,¹⁷ it is critical that they not include any systematic biases that would result in invalid findings as a result of linguistic or cultural differences. To ensure biases are not engrained in an assessment instrument:

Assessment should not depend on a child’s understanding of English, but on the specific knowledge, skills, or abilities that the assessment measures. Assessing a child who is a dual language learner only in English will rarely give an accurate or complete picture of what the child knows or can do.¹⁸

Dual language-learning children should be observed and assessed by a linguistically-matched assessor, but they should also be assessed by an individual who they are comfortable with, like their teacher.¹⁹ Some schools are better prepared for this as their teacher demographics are well matched to their student demographics. Other schools will need extra support and/or training to appropriately administer a culturally and linguistically appropriate KRA.

9. Further research is needed to determine if and how to include “other” programs in the countywide KRA. One administrator commented on the growing presence of transitional kindergarten. Some districts are now expanding their TK programs as a result of language that was included in the state budget that was signed into law in 2015. This new provision allows districts to draw on TK funding for children who enter the district at a younger age. Given this change, it may make sense to include TK students in the future countywide KRA. However, if the future KRA is to be inclusive of TK students and teachers, it must be developmentally appropriate by including a continuum of readiness rating options that is broad enough to include younger children.

Additionally, this scan did not include the perspective or voice of charter systems and schools. According to the California Charter Schools Association, almost 190,000 LA County students are enrolled in a charter school,²⁰ representing 11% of public school enrollment in the county. At least one administrator believes that these charter schools may use the new TK expansion as an opportunity to recruit more students into their programs from a young age. Future research may be needed on how to include charter schools in the countywide KRA.

Next Steps

First 5 LA's primary goal with respect to readiness assessment is to collect summative information to guide systems improvement. In achieving this goal, First 5 LA would help fill the existing void of systems-level data within LA County and help inform how to better allocate resources to improve quality and access, especially in the ECE system. (See Figure 1, which indicates that few districts aggregate their readiness data.)

The road to a countywide KRA will be difficult, and this scan is one step on that road. Key questions for the next phase of this larger project include:

1. Should the population-level tool that First 5 LA ultimately endorses displace the dozens of formative assessments already used, and aim to achieve a one-tool-accomplishes-everything approach?

The answer, based on this research, is “no.” Districts already use their own battery of formative assessments. It is unlikely that a KRA could replace district formative kindergarten assessments, especially since the formative tools are often part of a larger assessment suite that follows students from kindergarten through the elementary system. However, with the state's shift to the Smarter Balanced Assessments (which include formative assessments in kindergarten and are part of the new state testing system, the California Assessment System for Performance and Progress (CAASPP)) there is the potential to see an increase in standardization even among formative assessments. The summative, population-level KRA should be complementary to the formative Smarter Balanced Assessment-aligned suite, but it is very unlikely that it could displace the formative kindergarten tools.

2. Through what process should a countywide KRA tool be selected?

Fortunately, some of the work in tool selection has been done through this report. While the report intentionally does not recommend a particular tool, it does identify particular recommendations (Finding 6 above) that should be considered in the selection of LA County's KRA tool.

Addressing the concept of “buy-in” – the most frequently cited barrier to implementation identified via the survey (see section on teacher capacity in Finding 5 above) – interviewees suggested that the LA County Office of Education (LACOE) should be involved in coordinating a survey or facilitating some other mechanism to aggregate teacher feedback on “the tool”. Additionally, they recommended that implementation should begin with a pilot phase in order to collect more feedback before countywide implementation. To help collect teacher feedback, several administrators expressed willingness, in interviews, to identify teachers or a teacher committee who would likely participate. One administrator suggested that this project be presented at the Southern California Kindergarten Conference – and another suggested a similar presentation at the county TK Conference – in order to solicit further teacher feedback.



One thing that became very clear throughout this research is that materials and presentations must be very direct and easy to understand. Teachers, administrators and district leaders need to appreciate the value of KRA, as well as the difference between formative and summative assessment, including why there is a particular need for a summative assessment in LA County.

3. Which particular districts will want to participate in the (pilot) implementation?

Several administrators expressed keen interest in future participation in this project. The following district variables should be considered when recruiting districts for participation:

District size: Administrators who represent smaller districts were generally more enthusiastic about following a county-recommended approach (because, in the words of one small district administrator, “We do not have the research and development capacity to design our own tools [or take the time to research and select the most appropriate, high-quality tools]”). At the same time, large districts should also be recruited, at least in part. Administrators representing two of the largest LA County districts expressed interest in future participation, especially in order to help plug the assessment gap in social-emotional learning.

Importance of summative KRA: Districts in which administrators selected the summative functions of KRA as the most important, when responding to the KRA survey, should be considered for follow-up inclusion.

Interest in participating: Districts that expressed interest in participating should be approached. Children Now can be consulted to provide more information in the future about districts that appear particularly interested in follow-up participation.

Conclusion

This scan intends to serve as the first phase of a multi-year strategy to achieve a common readiness assessment used throughout LA County. Many of the findings in this scan underscore the obstacles that must be overcome. KRA is a complex topic, and the information collected through this scan should serve an important role in guiding the next phase of the strategy to achieve a common KRA.



Appendix A: Participating Districts

The table below lists all 75 LA County districts (it excludes the high school-only districts), and indicates the 46 districts that responded to the KRA survey as well as the 20 districts whose staff were interviewed.

LA County School District	Survey Respondents	Interviewees
ABC Unified	X	X
Acton-Agua Dulce Unified	X	
Alhambra Unified	X	
Arcadia Unified		
Azusa Unified	X	
Baldwin Park Unified	X	X
Bassett Unified	X	
Bellflower Unified	X	X
Beverly Hills Unified		
Bonita Unified		
Burbank Unified	X	
Castaic Union		
Charter Oak Unified	X	
Claremont Unified	X	X
Compton Unified	X	X
Covina-Valley Unified		
Culver City Unified	X	X
Downey Unified		
Duarte Unified	X	X
East Whittier City Elementary	X	
Eastside Union Elementary	X	
El Monte City		
El Rancho Unified		
El Segundo Unified	X	
Garvey Elementary		
Glendale Unified	X	X
Glendora Unified		
Gorman Elementary	X	X

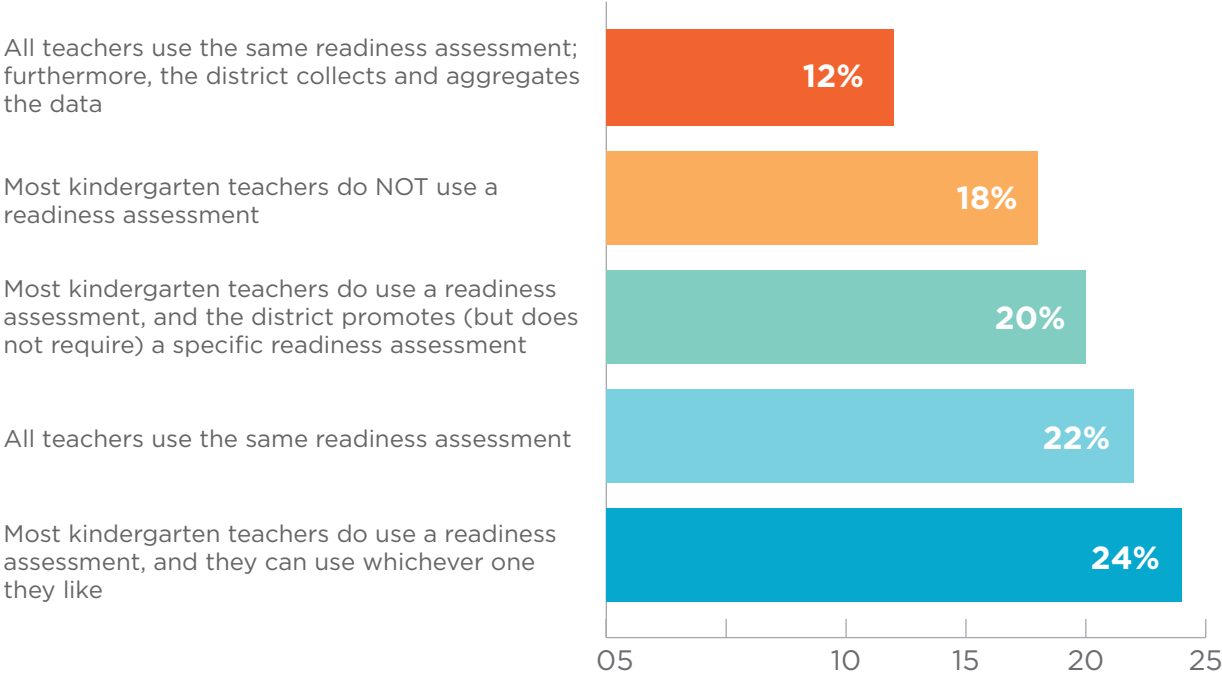
LA County School District	Survey Respondents	Interviewees
Hacienda la Puente Unified		
Hawthorne		X
Hermosa Beach City Elementary	X	
Hughes-Elizabeth Lakes Union Elementary	X	
Inglewood Unified	X	
Keppel Union Elementary	X	X
La Canada Unified	X	X
Lancaster Elementary	X	
Las Virgenes Unified		
Lawndale Elementary	X	
Lennox	X	X
Little Lake City Elementary		
Long Beach Unified	X	X
Los Angeles Unified	X	X
Los Nietos	X	X
Lowell Joint	X	
Lynwood Unified	X	
Manhattan Beach Unified	X	X
Monrovia Unified		
Montebello Unified		
Mountain View Elementary		
Newhall		
Norwalk-La Mirada Unified		
Palmdale Elementary	X	
Palos Verdes Peninsula	X	
Paramount Unified		
Pasadena Unified	X	
Pomona Unified	X	
Redondo Beach Unified	X	
Rosemead Elementary	X	X
Rowland Unified	X	

LA County School District	Survey Respondents	Interviewees
San Gabriel Unified		
San Marino Unified		
Santa Monica-Malibu Unified	X	X
Saugus Union	X	
South Pasadena Unified		
South Whittier Elementary		
Sulphur Springs Union		
Temple City Unified	X	
Torrance Unified	X	X
Valle Lindo Elementary	X	
Walnut Valley Unified		
West Covina Unified		
Westside Union Elementary	X	
Whittier City Elementary	X	
Wilsona Elementary		
Wiseburn Unified		

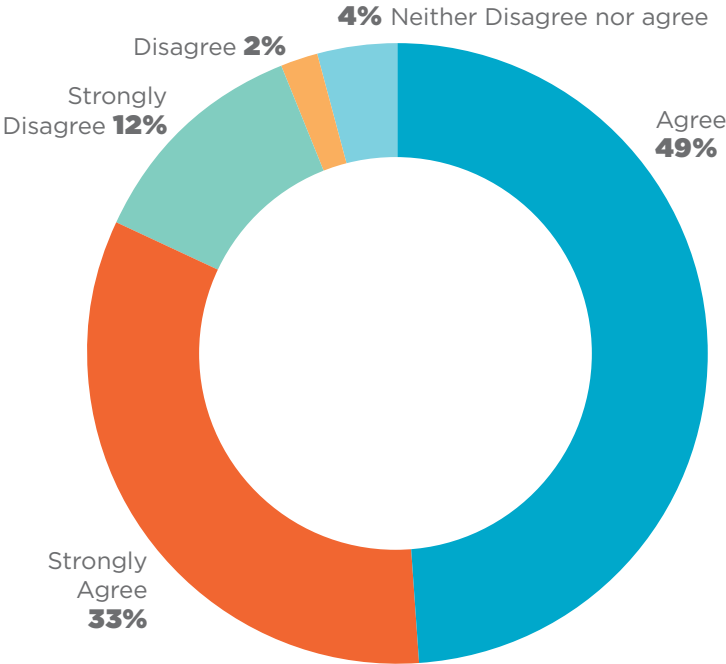
Table 3: List of participating districts

Appendix B: Survey Summary

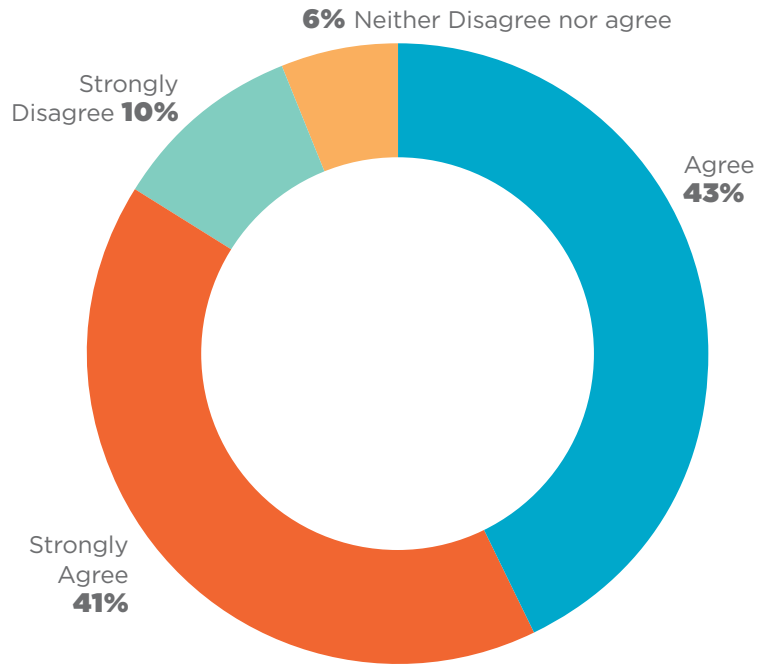
1. Please indicate which of the following scenarios most closely describes the state of kindergarten readiness assessments in your district:



2. Please indicate your level of agreement with the following statement. As defined in the “working definition” at the top of this page, teachers would (or do) value a well-administered kindergarten readiness assessment system.



3. Please indicate your level of agreement with the following statement. As defined in the “working definition” at the top of this page, districts would (or do) value a well-administered kindergarten readiness assessment system.

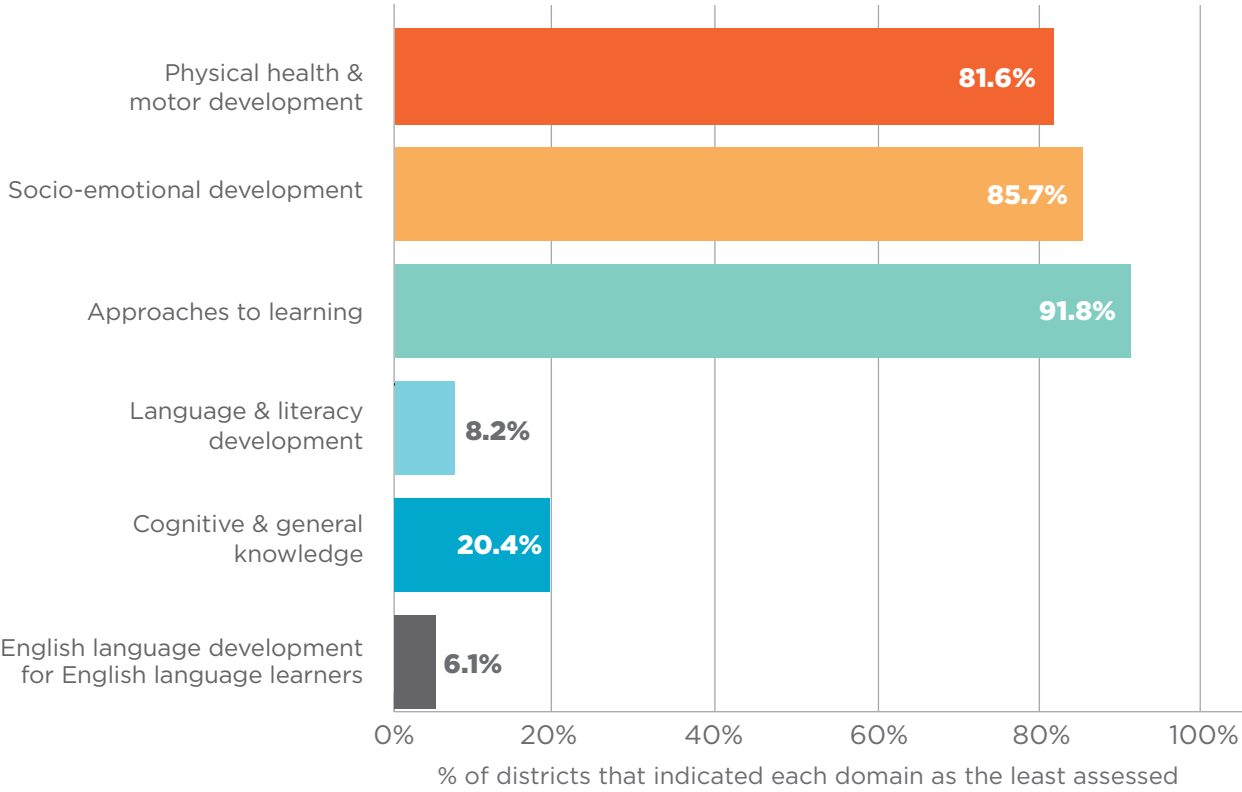


4. Please indicate how important you believe it is to assess each of these developmental domains for incoming kindergartners.

	Very Unimportant	Unimportant	Neutral	Important	Very Important	Responses
Physical health & motor development	0.0% 0	0.0% 0	4.0% 2	54.0% 27	42.0% 21	50
Socio-emotional development	0.0% 0	0.0% 0	2.0% 1	40.0% 20	58.0% 29	50
Approaches to learning / Self-regulation	0.0% 0	2.0% 1	0.0% 0	46.0% 23	52.0% 26	50
Language & literacy development	0.0% 0	0.0% 0	4.0% 2	32.0% 16	64.0% 32	50
Mathematical cognition	0.0% 0	0.0% 0	4.0% 2	40.0% 20	56.0% 28	50
Scientific cognition	0.0% 0	4.0% 2	24.0% 12	46.0% 23	26.0% 13	50
English language development for English language learners	0.0% 0	0.0% 0	2.0% 1	20.4% 10	77.6% 38	49

240

5. What 3 developmental domains are least assessed in kindergarten students in your district? Select 3 of the below domains.



6. Regardless of whether your district uses assessments for any of these purposes, please rank the importance of the following functions that kindergarten readiness assessment can fulfill. (Here, the number ‘1’ represents most important; the number ‘6’ represents least important.)

	Score*	Overall Rank
Help teachers better tailor their instruction and support to the unique needs of their students.	247	1
Screen students who require extra attention.	198	2
Better engage parents and caregivers as instructional partners.	153	3
Help align preschool programs with kindergarten.	153	4
Identify the needs of a community in order to inform program development and/or target resource allocation.	122	5
Evaluate the impact of early child education programs and investments.	110	6

*Score is a weighted calculation. Items ranked first are valued higher than the following ranks, the score is the sum of all weighted rank counts.

7. To the best of your knowledge, please indicate which assessments are currently used in kindergarten classrooms in your district. (Check all that apply.)

	Yes, this is used in at least one school	Yes, and at least one school collects and aggregates data from this assessment	Yes, and data from this tool are aggregated up to the district level	Responses
Basic Phonics Skills Test (BPST)	38.7% 12	35.5% 11	32.3% 10	31
BRIGANCE Assessment(s)	60.0% 6	30.0% 3	20.0% 2	10
Classroom Assessment Scoring System (CLASS)	25.0% 1	50.0% 2	25.0% 1	4
Desired Results Developmental Profile (DRDP)	46.2% 6	30.8% 4	30.8% 4	13
Developmental Indicators for the Assessment of Learning (DIAL)	100.0% 1	0.0% 0	0.0% 0	1
Developmental Reading Assessment (DRA)	72.7% 16	22.7% 5	9.1% 2	22
Devereux Assessments (DECA or DESSA)	100.0% 1	0.0% 0	0.0% 0	1
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	58.6% 17	31.0% 9	20.7% 6	29
Early Development Instrument (EDI)	33.3% 1	33.3% 1	33.3% 1	3
Early Growth Indicators Benchmark Assessment (EGIBA)	100.0% 1	0.0% 0	0.0% 0	1
Formative Assessment System for Teachers (FAST) aka FastBridge	100.0% 2	0.0% 0	0.0% 0	2

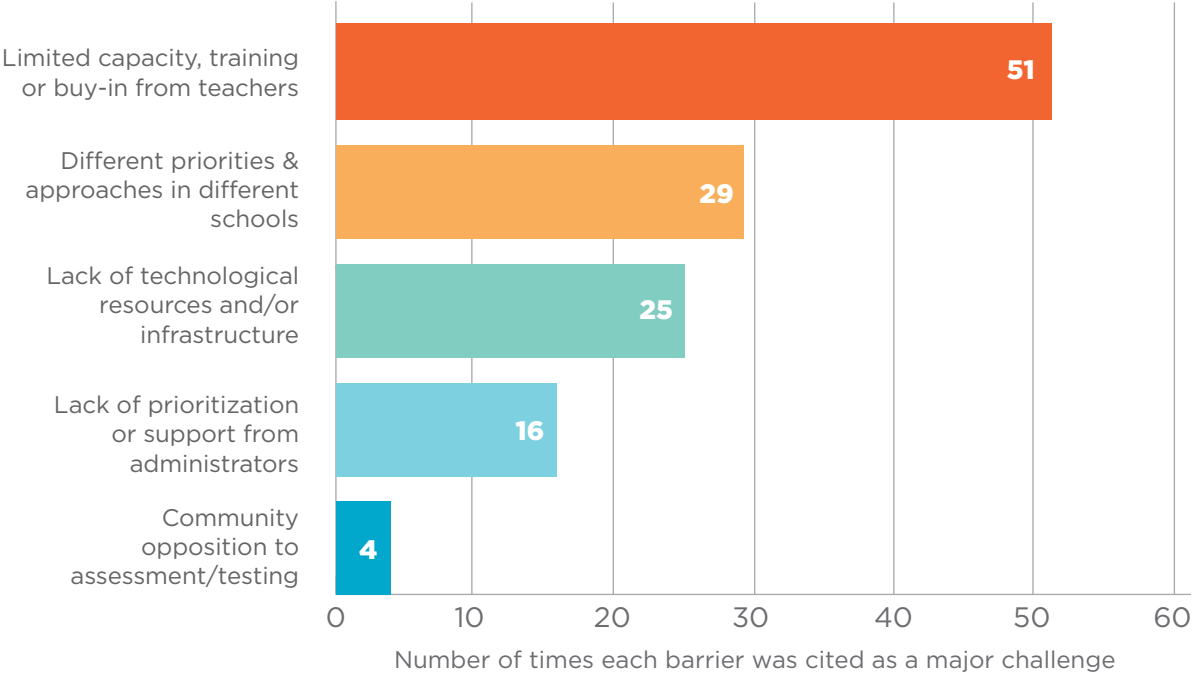
8. To the best of your knowledge, please indicate which assessments are currently used in kindergarten classrooms in your district. (Check all that apply.)

	Yes, this is used in at least one school	Yes, and at least one school collects and aggregates data from this assessment	Yes, and data from this tool are aggregated up to the district level	Responses
Individual Growth and Development Indicators (IGDI)	100.0% 2	0.0% 0	0.0% 0	2
Kindergarten Observation Form (KOF)	85.7% 6	14.3% 1	0.0% 0	7
Kindergarten Student Entrance Profile (KSEP)	50.0% 2	50.0% 2	0.0% 0	4
Peabody Picture Vocabulary Test	78.6% 11	14.3% 2	7.1% 1	14
Phonological Awareness and Literacy Screening (PALS)	50.0% 4	25.0% 2	25.0% 2	8
Scholastic Math Inventory (SMI)	75.0% 3	0.0% 0	25.0% 1	4
Scholastic Reading Inventory (SRI)	58.8% 10	35.3% 6	17.6% 3	17
Superkids Reading Assessment	100.0% 1	0.0% 0	0.0% 0	1
Teaching Strategies GOLD	100.0% 1	0.0% 0	0.0% 0	1
Woodcock-Johnson	57.9% 11	36.8% 7	15.8% 3	19
Work Sampling System	87.5% 7	12.5% 1	0.0% 0	8

9. To the best of your knowledge, please indicate which assessments are currently used in kindergarten classrooms in your district. (Check all that apply.)

	Yes, this is used in at least one school	Yes, and at least one school collects and aggregates data from this assessment	Yes, and data from this tool are aggregated up to the district level	Responses
District-developed math assessment	32.5% 13	20.0% 8	55.0% 22	40
District-developed reading/language arts assessment	27.5% 11	22.5% 9	57.5% 23	40
Other district-developed assessment	25.0% 6	16.7% 4	58.3% 14	24
Commercial math assessment not described above	20.0% 3	33.3% 5	53.3% 8	15
Commercial reading/language arts assessment not described above	36.8% 7	31.6% 6	47.4% 9	19
Other commercial assessment	50.0% 5	40.0% 4	20.0% 2	10

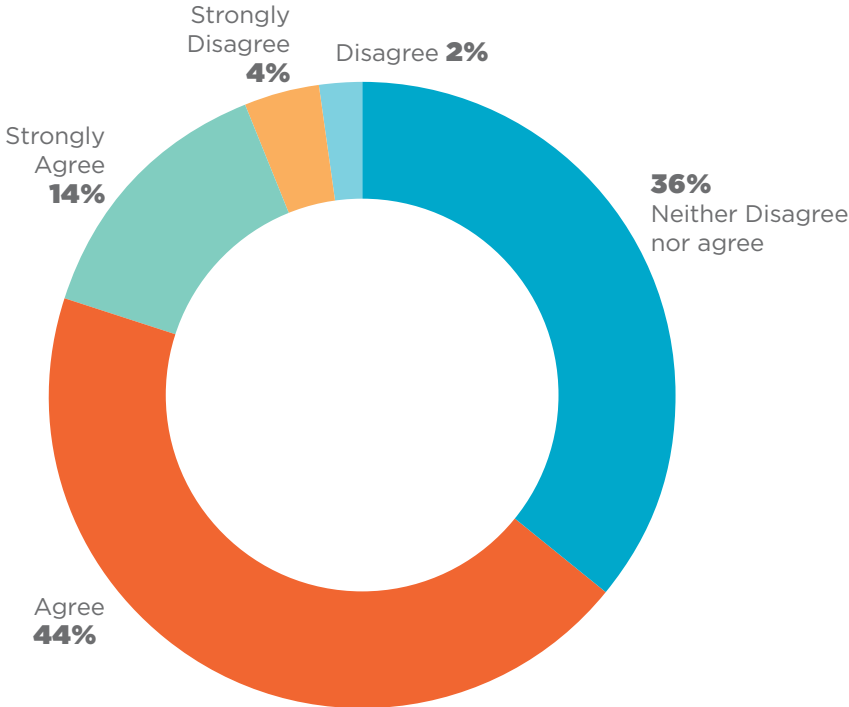
10. In your opinion, what 3 challenges present the biggest barriers to an effective, district-wide implementation of a readiness assessment? Select the 3 most significant challenges.



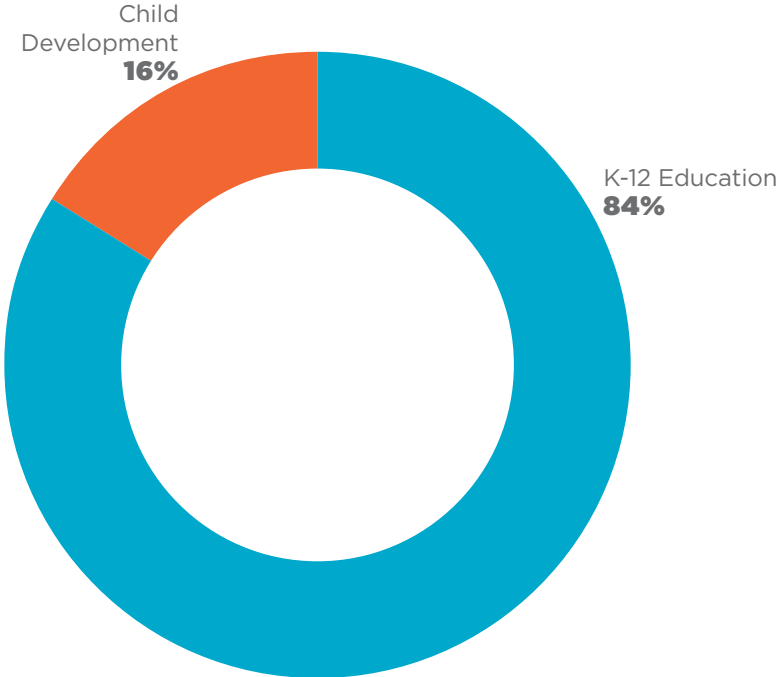
11. For each of the following statements, please indicate your level of agreement.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Responses
My district has a common readiness assessment system in place and it fulfills our needs.	12.2% 6	44.9% 22	18.4% 9	18.4% 9	6.1% 3	49
Establishing and/or utilizing a common kindergarten readiness assessment is a priority for my district.	0.0% 0	14.3% 7	40.8% 20	26.5% 13	18.4% 9	49
My district has had serious conversations about choosing and/or implementing a common readiness assessment across sites.	2.0% 1	22.4% 11	30.6% 15	28.6% 14	16.3% 8	49
My district would find value in a countywide initiative to use a common kindergarten readiness assessment across districts.	4.0% 2	6.0% 3	22.0% 11	40.0% 20	28.0% 14	50

12. Please indicate your level of agreement with the following statement. I would like to participate in future conversations and/or events on the topic of a common school readiness assessment for LA County.



13. If you HAD to pick, would you say that your expertise is mainly in K-12 education or child development?



Appendix C: Interview Summary

Between July and September 2015, administrators from 20 districts were interviewed. The interviews typically lasted between 45–60 minutes. These districts were identified because, based on previous survey results, they represented a wide range of district size, KRA “sophistication” (as estimated based on their indicated degree of KRA uniformity), and administrator types (specifically, staff from both child development and elementary education departments were sought).

Interviews were conducted with district staff from a diverse set of district “types,” along these key dimensions:

- Interview respondents represented several very small districts (e.g., Duarte Unified, Gorman Elementary, Keppel Union Elementary, La Canada Unified, and Los Nietos School district) with enrollment ranging from 103 (Gorman Elementary) to 4,241 (Duarte Unified) as well as several large district (e.g., Compton Unified, Glendale Unified, Long Beach Unified, and Los Angeles Unified) with enrollment ranging from 23,057 (Compton Unified) to 667,184 (Los Angeles Unified).
- Seven interview respondents identified their field of expertise as “child development,” while 13 identified their field as “K-12 education.”
- Interview respondents were housed in districts with a wide range of approaches to kindergarten readiness. Interview respondents represented districts where all teachers use the same readiness (n = 6), where the district promotes a readiness assessment but teachers are not required to use it (n = 5), where most teachers do not use a readiness assessment (n = 5), and where teachers do generally use a readiness assessment but the district does not promote a particular tool.

Interviewees were asked to share their definitions of “kindergarten readiness assessment” and to provide further detail on the assessment tools used in their districts, as well as on the degree of flexibility teachers in their districts have around KRA. They were also asked to explain certain answers they provided in their survey. For instance, they were asked to explain why they had chosen particular KRA functions as more important than others. They were asked to explain their survey answer around whether their district would value a countywide approach to readiness assessment. In addition, they were asked to provide more details on barriers to effective KRA implementation, and to share their suggestions on KRA implementation strategies. Finally, they were also asked to share any history from their districts with respect to past KRA-related deliberations or efforts.

Appendix D: LA County Kindergarten Assessment Tools

The table below lists the percent of districts (out of the 46 districts that responded to the survey) that, to some degree, administer each of these assessments. For instance, 87% of responding districts have their own district-developed math and reading/language arts assessments for kindergarteners, and 67% of districts use the BPST in at least some kindergarten classrooms. (All of these assessments are for kindergarten classrooms, with the exception of the CLASS which is most commonly used for preschool classes).

Assessment	Districts (%)
District-developed math assessment for kindergarteners	87%
District-developed reading/language arts assessment for kindergarteners	87%
Basic Phonics Skills Test (BPST)	67%
Dynamic Indicators of Basic Early Literacy (DIBELS)	63%
Other district-developed assessment for kindergarteners	52%
Developmental Reading Assessment (DRA)	48%
Woodcock-Johnson	41%
Other commercial reading/language arts assessment for kindergarteners	41%
Scholastic Reading Inventory	37%
Other commercial math assessment for kindergarteners	33%
Peabody Picture Vocabulary Test	30%
Desired Results Developmental Profile (DRDP) ²¹	28%
BRIGANCE Assessment(s)	22%
Other commercial assessment for kindergarteners	22%
Phonological Awareness and Literacy Screening (PALS)	17%
Work Sampling System	17%
Kindergarten Observation Form (KOF)	15%
Classroom Assessment Scoring System (CLASS) ²²	9%
Kindergarten Student Entrance Profile (KSEP)	9%
Scholastic Math Inventory (SMI)	9%
Early Development Instrument (EDI)	7%
Formative Assessment for Teachers (FAST)	4%
Individual Growth and Development Indicators	4%
Developmental Indicators for the Assessment of Learning (DIAL)	2%
Devereux Assessments (DECA or DESSA)	2%
Early Growth Indicators Benchmark Assessment (EGIBA)	2%
Superkids Reading Assessment	2%
Teaching Strategies GOLD	2%

Table 4: LA County kindergarten assessment tools

Endnotes

1. “Kindergarten,” in this report, refers both to transitional and traditional kindergarten, unless otherwise specified.
2. According to a regional project that included readiness assessment in Silicon Valley, children who are “well prepared” for school are 10 times more likely to meet state standards on 3rd grade standardized tests than are students who enter school under-prepared. See: Lynne Mobilio, PhD, “Understanding & Improving School Readiness in Silicon Valley,” presentation, 2009, Applied Survey Research, <http://www.appliedsurveyresearch.org/storage/database/research-presentations/readykidstoreadyschools/UnderstandingSRinSiliconValley-ASRpresentation2009.pdf>.
3. As defined by the US Department of Education and others. See: <http://www.ed.gov/early-learning/elc-draft-summary/definitions>.
4. Data accessed from LA County Office of Education factsheet, available at http://www.lacoe.edu/Portals/0/LACOE/LACOE%20ID%20FACT_2015_16revised.pdf
5. More on First 5 LA and its strategic plan can be accessed at www.first5la.org.
6. A Blueprint for Great Schools Version 2.0, last accessed October 27, 2015 from: <http://www.cde.ca.gov/co/in/bp/bp2contents.asp>.
7. The statewide landscape showed that with a handful of coordinated regional exceptions, districts (and, often, schools) do not use a consistent KRA tool. The three most frequently used population-level KRAs across California are the Kindergarten Student Entrance Profile (KSEP), Kindergarten Observation Form (KOF), and the Early Development Instrument (EDI). Although it is not designed as a population-level tool, the Desired Results Developmental Profile: Kindergarten (DRDP-K) is also commonly used, with some efforts to aggregate its data to serve a population-level function.
8. Charter schools were not incorporated into this study. However, they may play an increasingly important role. With the expansion of Transitional Kindergarten to younger 4-year olds, charter organizations may now be bringing more students into their schools sooner.
9. Typically, but not always, survey respondents had authority over assessment decisions for both transitional and traditional kindergarten.
10. As estimated based on survey responses regarding the degree of KRA uniformity and within-district KRA aggregation.
11. The Woodcock-Johnson IV is a Houghton-Mifflin product that assesses cognitive and oral domains, as well as “achievement.” It is sometimes used as a special education assessment for kindergarteners.
12. First 5 LA has supported the implementation of the Early Development Instrument (EDI) in its “Best Start” communities across LA County.
13. While almost all respondents were administrators, they indicated that they believe teachers would value a well-administered system.
14. The California English Language Development Test (CELDT) is used to identify students who may need extra support listening, speaking, reading, and writing in English.
15. Survey participants were able to select multiple answer choices for this survey item and so the total is greater than 100%.
16. Survey participants were able to select multiple answer choices for this survey item and so the total is greater than 100%.
17. The California English Language Development Test (CELDT) is used to identify students who may need extra support listening, speaking, reading, and writing in English.
18. Espinoza, LM and García, E, 2012; Working Paper #1: Developmental Assessment of Young Dual Language Learners with a Focus on Kindergarten Entry Assessment: Implications for State Policies, Available at: http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/imce/documents/CECER-DLL_WP%231_Nov12.pdf.
19. Ibid.
20. California Charter Schools Association, LA Charter Public Schools Factsheet, June 2015, http://www.ccsa.org/blog/2014-15_FactSheetLosAngelesv2.pdf.
21. The DRDP is most commonly used in preschool and Head Start sites. Most likely, the majority of districts that claim to use the DRDP are referring not to the DRDP-K (which is used in kindergarten classes and is not in wide use) but to the DRDP-PS or the DRDP-2015, which is used in preschool classes.
22. The CLASS is unlike the rest of the assessments on this chart. It assesses the quality of teacher-child interactions, as opposed to the developmental “readiness” or progress of students.

Kindergarten Readiness Assessment- Landscape Findings



Katie Fallin & Namrata Patel, First 5 LA
Ted Lempert & Kendra Rogers, Children Now
April 14, 2016

Agenda

- I. Kindergarten Readiness Assessment Overview
- II. The California Landscape
- III. The L.A. County Landscape- Scan Findings
- IV. Next Steps



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First 5 LA's Mission

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

Given that First 5 LA provides a continuum of supports starting from birth (e.g., Welcome Baby) to achieve our mission, we **need a way of knowing whether children do, in fact, enter kindergarten ready to succeed**

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How do we know if our children enter kindergarten ready to succeed?

We don't!

L.A. County (and California) **lack a common measure** to gauge young children's preparation for school. We have **no way of knowing** whether our early childhood investments are working, and whether the opportunity gap is closing

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What is a Kindergarten Readiness Assessment (KRA)?

Teacher observation instrument

- **Completed by kindergarten teachers** in the first 2 months of school (children often aren't aware teachers are using this tool)
- **Concise observation form**, based on observing students' participation in routine activities
- Scores typically on a continuum (e.g., not yet, beginning, in progress, proficient)

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Parent survey component

- **Complements** teacher observations
- Asks information **about their child**, such as languages spoken in the home, developmental supports prior to school entry, and special needs



Holistic view of children's school readiness

Language and Literacy

- Appropriately expresses needs and wants verbally
- Engages with books

Social and emotional development

- Works and plays cooperatively with peers
- Comforts self with adult guidance and support

Approaches to learning

- Stays focused and pays attention during activities
- Demonstrates curiosity and enthusiasm for learning

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Cognition and general knowledge

- Recognizes letters of the alphabet
- Counts small groups of objects correctly

Physical well-being and motor development

- Performs basic self-help/care tasks
- Uses tools, such as pencil and crayons correctly

What about “Ready Schools”?

Ready schools have the following characteristics:

- Foster communication and continuity between early care and education (ECE) and school settings
- Support successful transitions from preschool to kindergarten
- Adjust their instructional approaches to meet the individual needs of children
- Support the professional development of all staff who interact with children
- Facilitate parental involvement
- Focus on continuous quality improvement
- Partner with parents and other community organizations to support children’s learning



KRA as a tool to support “Ready Schools”

With KRA data the K-12 world would be better able to:

- ✓ Have common language and understanding of early learning and engage in developmentally-appropriate practice
- ✓ Provide continuity between ECE programs and elementary schools by building upon children’s prior knowledge and experiences
- ✓ Understand the strengths and needs of children entering Kindergarten
- ✓ Tailor supports for children
- ✓ Tailor trainings for teachers
- ✓ Provide information to help families and teachers work as partners to ensure children's success
- ✓ Better align early instruction to the expectations of Common Core

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How KRA results can be used

Look Forward (Individual Level, Formative)

- Identify strengths and needs of individual children so teachers, districts, and parents can tailor instructional approaches and educational supports for the child
- Inform parents about their child's development and use as a tool to partner with parents to support their child's education



Look Back (Population Level, Summative)

- Identify the strengths and needs of our early childhood systems by aggregating data at a district, county, and/or state-wide level
- Assist local and state policy makers to use aggregated data to determine how best to support school readiness of students, schools, and communities
- Help teachers understand the needs of children entering kindergarten in their district or community
- Help parents advocate for systems change

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How KRA results should NOT be used

High-stakes decisions about program or teacher quality, effectiveness, or accountability

- There are many factors other than KRA data collected at a single point in time that need to be considered before making high-stakes decisions

Labeling individual children as “ready” or “not ready”

- Children are expected to start kindergarten at different ages and with different levels of knowledge and skills. Therefore, it is important that children are not categorized or tracked as “ready” or “not ready”

Restricting kindergarten entry

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- Using KRA data to postpone or deny kindergarten entry labels children as failures and can have serious implications for their social-emotional well-being and development

Predicting children’s future academic achievement and life success

- Children develop at different rates, have different life experiences and have different opportunities to participate in high-quality early learning experiences. KRA data are not a valid predictor of a child’s potential

The case for a *countywide* KRA

- Population-level data can demonstrate the strengths and needs of children across L.A. County and be leveraged to make the case for enhanced investments in early childhood and to drive policy, fiscal, and systems change
- The utility of a population-level KRA hinges on its ability to aggregate data across districts, and so it only works if administered in a widespread or universal way

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Need a countywide KRA in L.A. County

The California Landscape



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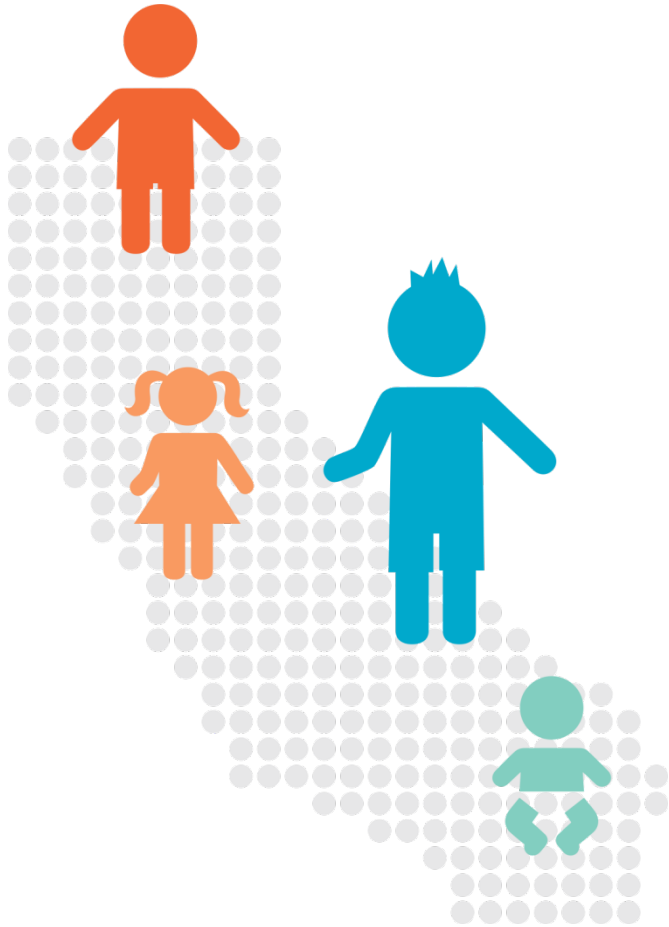
The California Landscape

Over half of the states (29) in the country collect kindergarten readiness information in a state-level data system-

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California is not one of them

Momentum is Building



- Race to the Top- Early Learning Challenge grant
- California KRA Scan by Children Now
- Legislative Resolution in support of KRA authored by Assembly member Ben Allen
- State Superintendent's Accountability and Continuous Improvement Task Force ²⁶⁴
- California Campaign for Grade Level Reading
- Interest by other communities, First 5s, and funders

L.A. County: A Critical Partner to Advance the Field

L.A. County can advance the field and help provide a path to a statewide system

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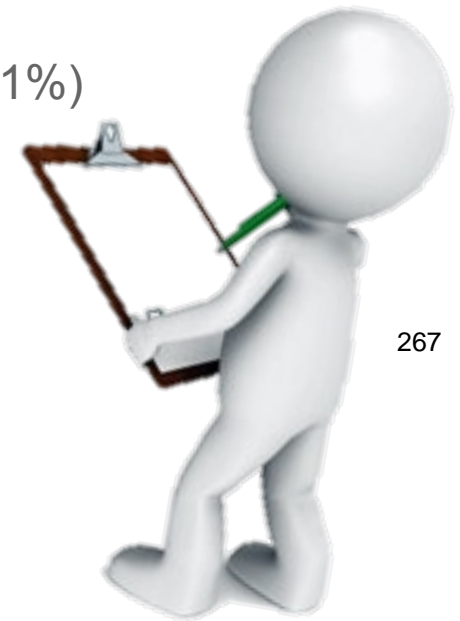
The L.A. County Landscape: Scan Findings



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Methodology

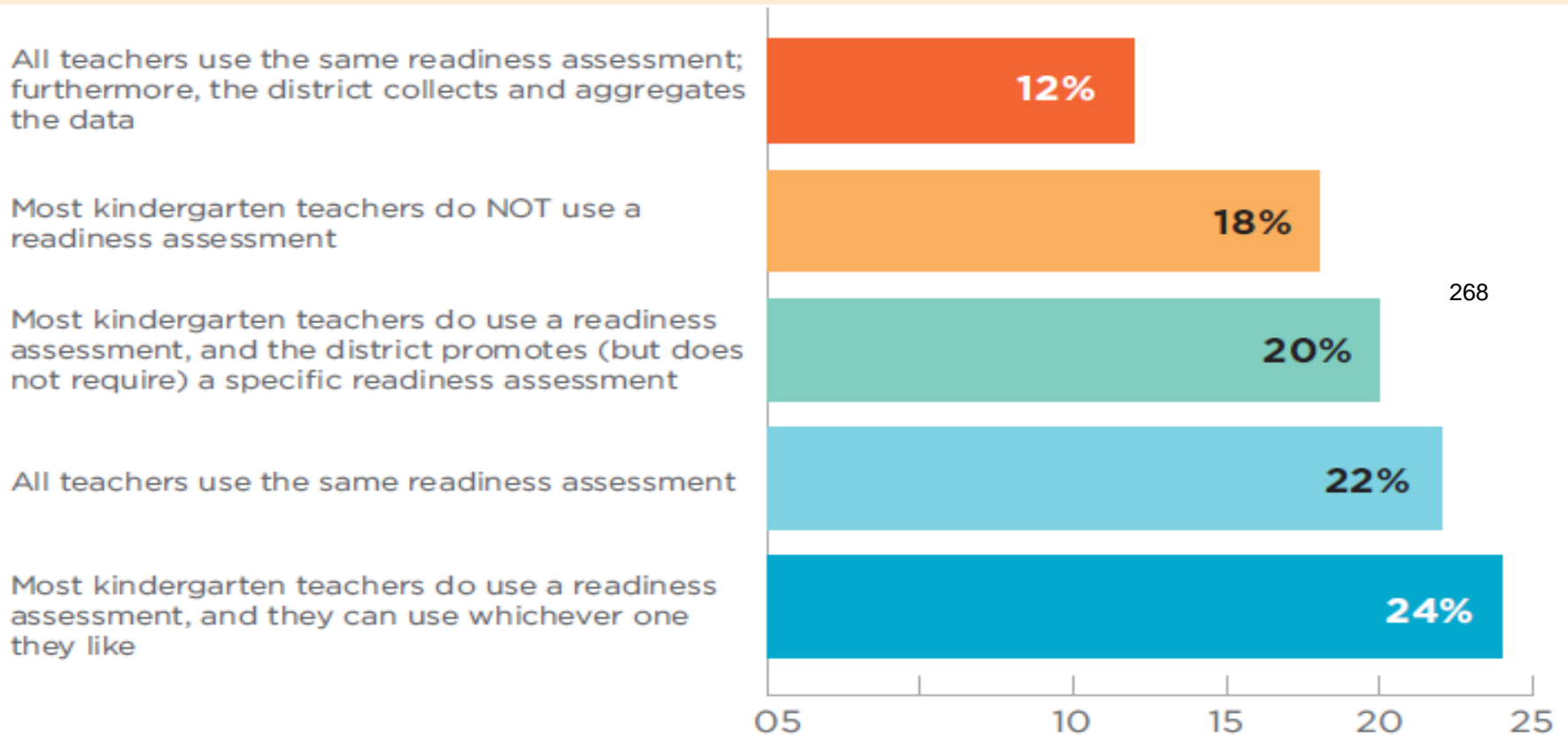
- **Who:** Children Now surveyed L.A. County school districts about their KRA use. A sample were also interviewed.
 - *Response rate:* 56 responses from 46 districts (61%)
- **When:** May - August 2015
- **Where:** Online surveys and phone interviews



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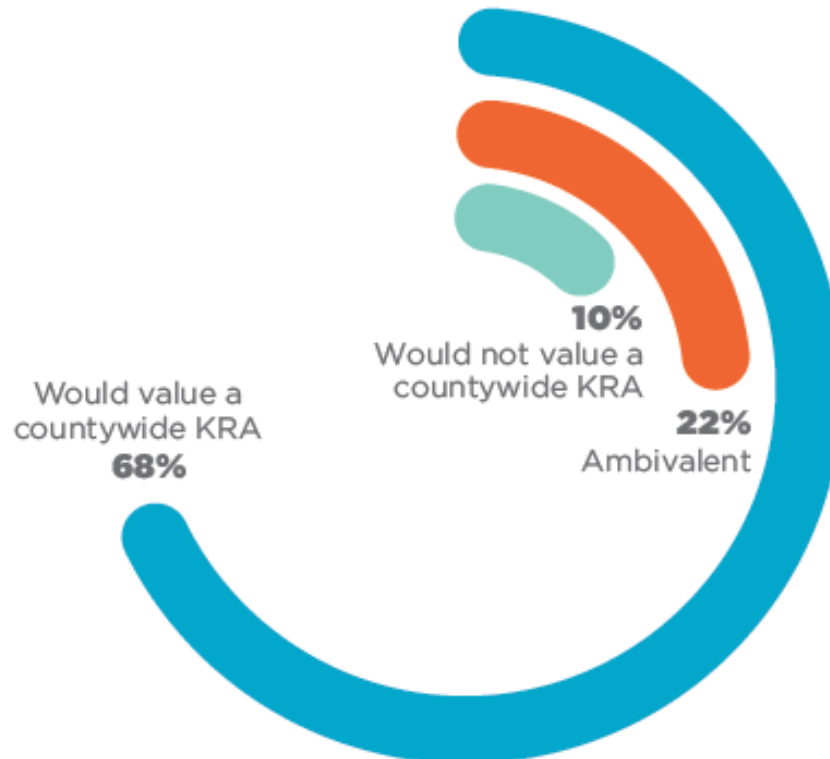
Findings

When it comes to readiness assessment, variation is the norm in L.A. County



Findings

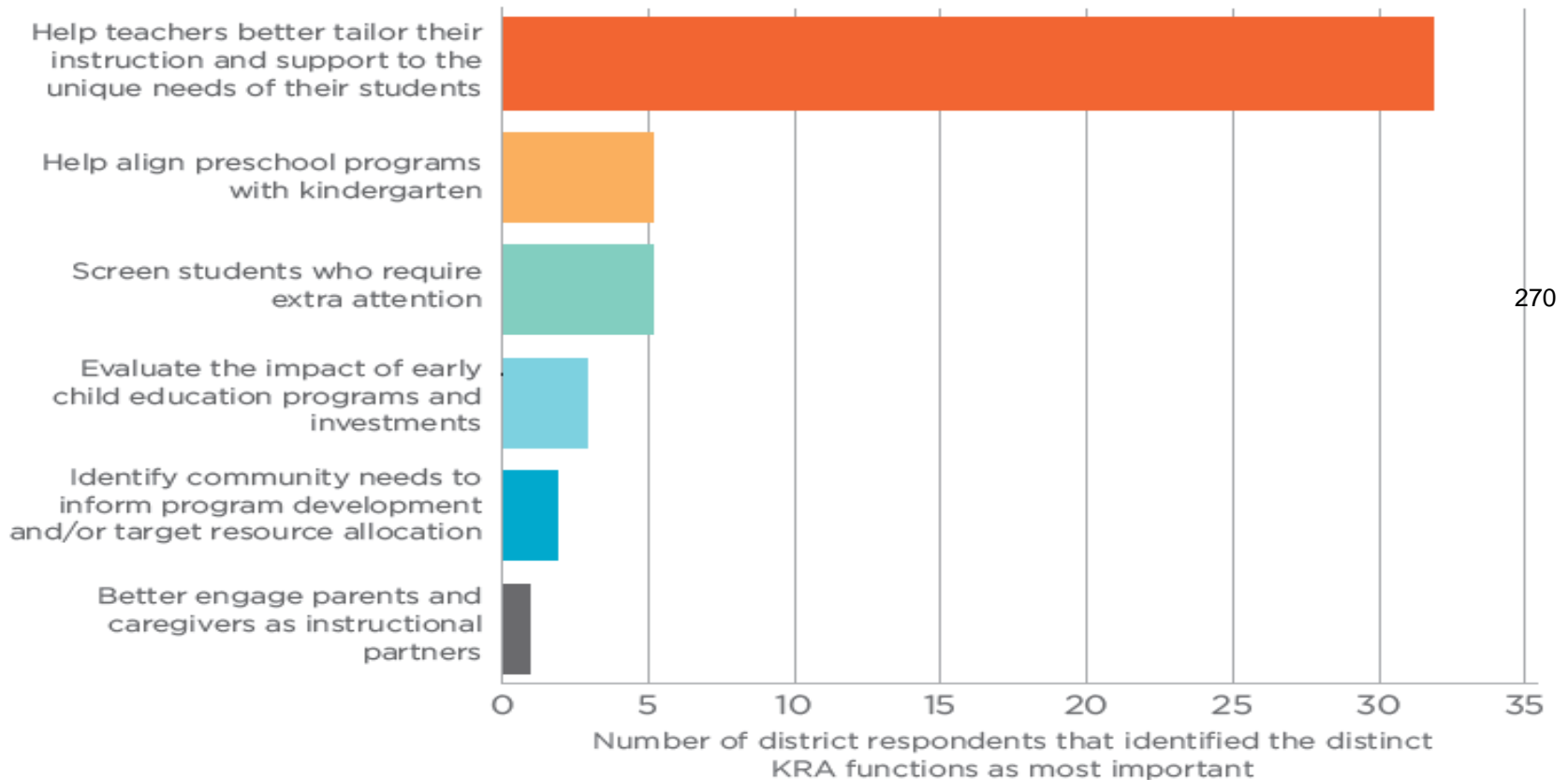
Most surveyed staff would value a countywide KRA



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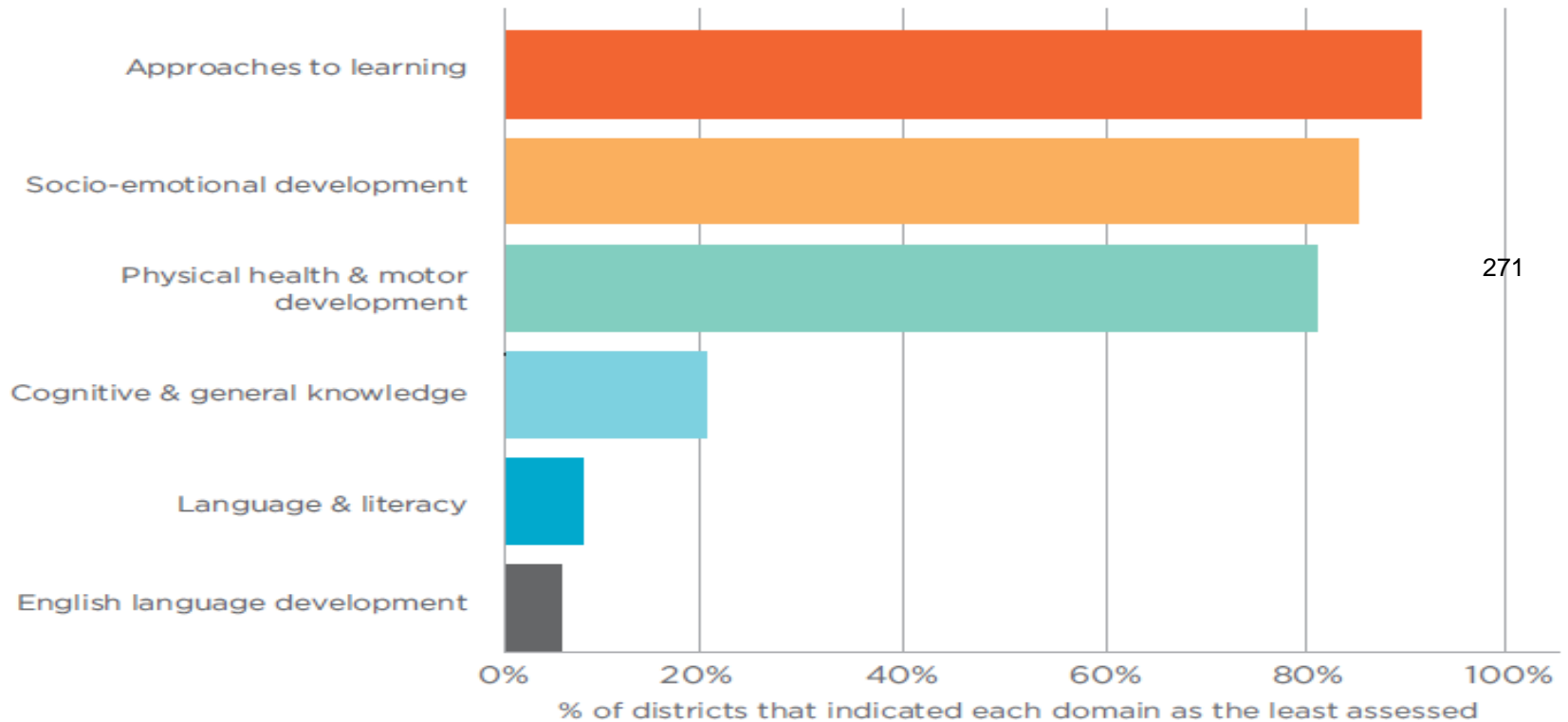
Findings

Understandably, district staff value individual-level more than population-level kindergarten readiness information



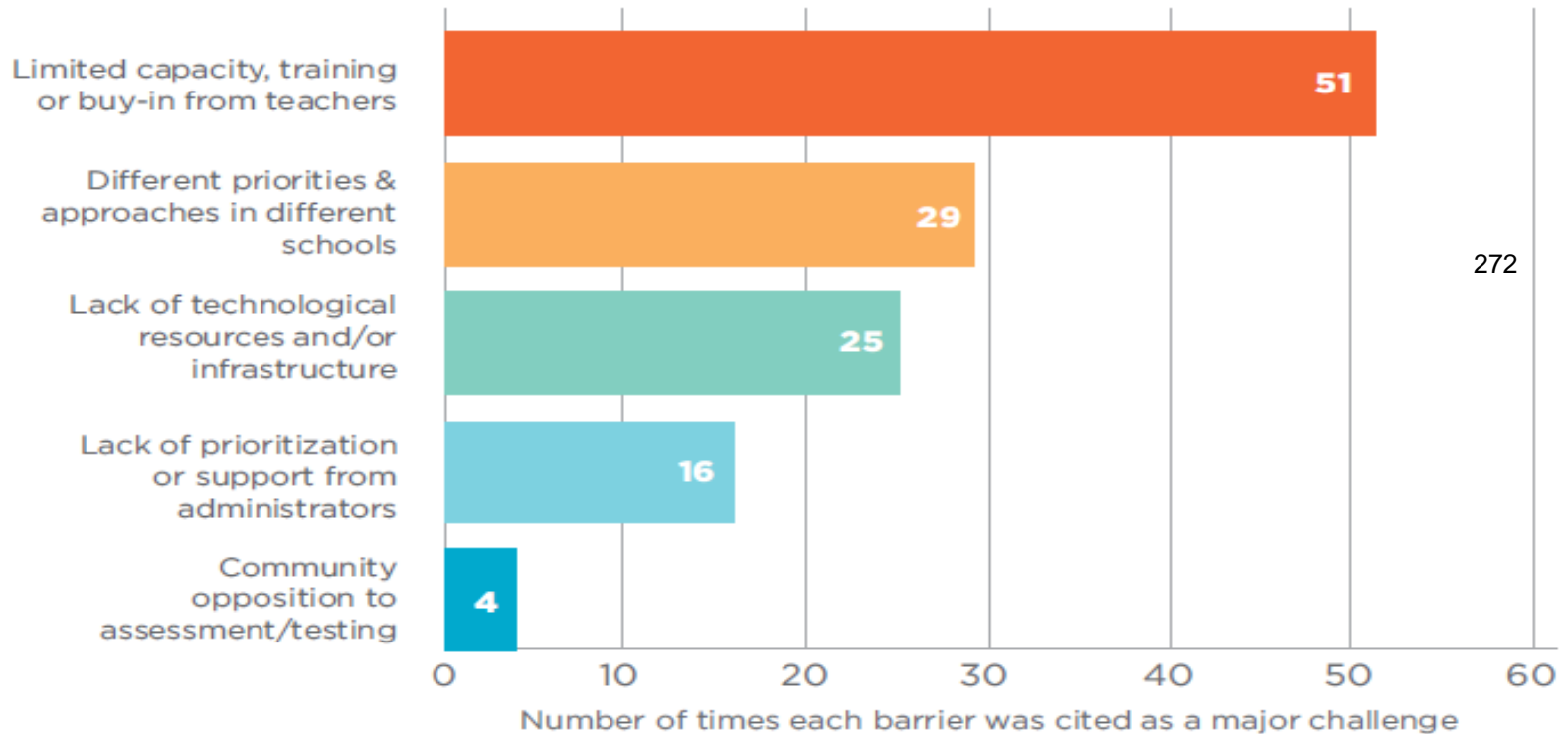
Findings

Non-academic skills (e.g., socio-emotional development) are important, yet rarely assessed



Findings

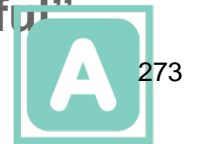
Barriers to countywide implementation of a readiness assessment exist



Recommendations

Districts provided many recommendations for a countywide readiness assessment system

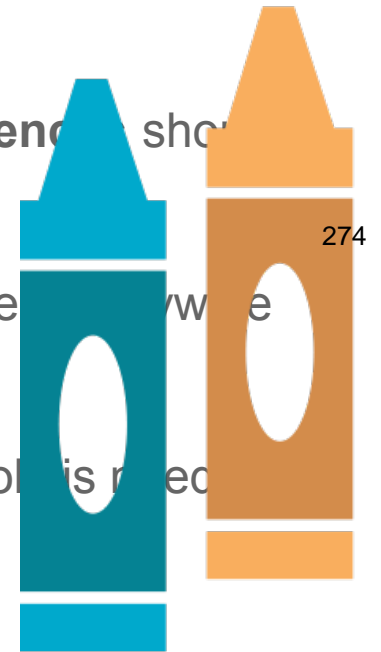
- A countywide readiness assessment should include **more than just academic domains**
- A countywide assessment must be “**quick and easy,**” but also “**useful**”
- **Do not reinvent the wheel**
- The readiness assessment data system **should link with the district data systems**
- A recommendation from LACOE would be well received, but a **mandate may lead to resistance**



Recommendations

Districts provided many recommendations for a countywide readiness assessment system

- **“Wiggle room”** is important
- Information on **demographics** and **“prior to school”** experience should be included in the population-level KRA
- **Dual-language learners** should be explicitly considered in the countywide assessment
- **Special considerations** are needed for TK and charter schools



Next Steps

- Learn about the local and national KRA context
- Build local and statewide support for a uniform KRA system
- Monitor and leverage existing local and statewide KRA efforts and policy opportunities



**Presentation at the May 26th
Program and Planning Committee meeting**



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Questions?

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