

# AGENDA

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

**Budget & Finance Committee Chair: Robert Byrd**

**Thursday, February 9, 2017  
1:30 PM**

**Meeting Location:**

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



# ASPOSE

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1. **ACTION**  
Call to Order / Roll Call  
- **Sheila Kuehl, Commission Chair**
2. **ACTION**  
Consent  
- **John Wagner, Executive Vice President**
  - A. Approve Commission Meeting Summary Action Minutes and Transcript 4  
- Thursday, October 27, 2016
  - B. Approve the Monthly Financial Statements Month Ending December 122  
31, 2016
  - C. Contract: Approve One New Grant Agreement, Two Amendments 128  
and Authorize Staff to Complete Final Contract Execution  
Upon Approval from the Board
  - D. Approve Long Term Financial Projection 131
  - E. **INFORMATION**  
Announcement of Committee Assignments
3. **INFORMATION**  
Remarks by the Commission Chair of the Board  
- **Sheila Kuehl, Commission Chair**

**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**

4. **INFORMATION** **154**  
 Executive Director's Report  
 - **Kim Belshé, Executive Director**
5. **INFORMATION** **164**  
 State and Federal Policy Briefing
- First 5 LA (Intro)  
 - **Kim Pattillo Brownson, VP of Policy and Strategy**  
 - **Peter Barth, Director, Public Policy and Government Affairs**
- Federal Perspective  
 - **Michael Yudin, Principal, The Raben Group**
- State Perspective  
 - **John Benton, Principal, California Strategies**
- County Perspective  
 - **Moir Kenney, Executive Director, First 5 Association**



**Introduction and Presentation: 50 minutes**  
**Break: 5 minutes**  
**Breakout Session #1: 30 minutes**  
**Break: 15 minutes**  
**Breakout Session #2: 30 minutes**  
**Reflections and Next Steps: 25 minutes**

**AGENDA**  
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**Note - Breakout Sessions for this item will take place in the following Conference Rooms:**

**Breakout Session #1 (2:50-3:20 pm)**  
**Discussion on Early Care and Education: Conference Room A**  
**Discussion on Health Systems and Family Supports: Conference Room C**

**Breakout Session #2 (3:35-4:05 pm)**  
**Discussion on Early Care and Education: Conference Room A**  
**Discussion on Health Systems and Family Supports: Conference Room C**

**Reflections and Next Steps: Multipurpose Room (4:05-4:30 pm)**

6. **INFORMATION**  
 Public Comment (for items not on the agenda)
7. **ACTION**  
 Adjournment



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MEETING OF FIRST 5 LOS ANGELES PROGRAM AND PLANNING  
Thursday, October 27, 2016  
750 North Alameda Street, First Floor  
Los Angeles, California 90012

REPORTED BY:  
HEATHERLYNN GONZALEZ  
CSR #13646

1 Thursday, October 27, 2016; Los Angeles, California

2 1:32 p.m.

3 -oOo-

4 COMMISSIONER DENNIS: Good afternoon, everybody.  
5 I think we're going to get started. And we do have a  
6 pretty meaty agenda.

7 The first point of order is introductions. I'm  
8 Duane Dennis your chair. And we'll go to my left.

9 COMMISSIONER ARAGON: Linda Aragon. I'm the  
10 director of maternal, child and adolescent health, and  
11 representing (inaudible).

12 COMMISSIONER ABDO: I'm Judy Abdo. I represent  
13 Sheila Kuehl.

14 MR. WAGNER: I'm John Wagner. I represent Kim  
15 Belshe.

16 MS. BELSHE: You guys got it all wrong. We all  
17 represent children zero to five.

18 MS. PINEDA: Hi. I'm Daniela Pineda, and I'm the  
19 vice president for integration and learning and  
20 (inaudible) glad to be here.

21 MS. COWAN: Hi. I'm Jennifer Cowan. I'm a  
22 senior program officer in our community investments  
23 department here at First 5.

24 MS. GUTIERREZ: Good afternoon. Sandra Gutierrez,  
25 Abriendo Puertas, Opening Doors.

1 COMMISSIONER DENNIS: Hi, Sandra.

2 MS. MALTESE: Joan Maltese from Child Development  
3 Institute in the San Fernando Valley.

4 MS. KAPLAN: Susan Kaplan from Friends of the  
5 Family and the (inaudible) Council on Family Well-being.

6 COMMISSIONER DENNIS: Hi, Susan. Nice seeing you  
7 again.

8 MS. KAPLAN: Nice to see you too.

9 MS. ANDRADE DUBRANSKY: Good afternoon, everyone.  
10 Barbara Andrade Dubransky, director of our families  
11 department.

12 MS. CHINAKARN: I'm Tina Chinakarn with grants  
13 management.

14 MS. FICEK: Tara Ficek, direct of health here at  
15 First 5.

16 COMMISSIONER DENNIS: I told Tara that she  
17 presents at every meeting. I don't know how many jobs she  
18 has. I don't care if it's commission, P and P, she's  
19 presenting.

20 MS. BELSHE: So noted.

21 COMMISSIONER DENNIS: I just want everybody to  
22 know.

23 COMMISSIONER ABDO: Successfully.

24 MS. BELSHE: Thank you, Judy. Thank you.

25 MR. GOULD: Bill Gould, programs

1 MS. Altmayer: Hi. Christina Altmayer with  
2 programs.

3 MS. BROWNSON: Kim Patillo Brownson, policy and  
4 strategy.

5 COMMISSIONER CURRY: Trish Curry, commissioner.

6 MS. BELSHE: Kim Belshe.

7 MS. WORBELL: Lee Worbell, program development.

8 MS. CHOUGH: Genie Chough.

9 MS. STEWART: Deanna Stewart with Child Care  
10 Alliance of Los Angeles.

11 MS. ALVARADO: Christina Alvarado, Child Care  
12 Alliance.

13 MR. JIMENEZ: Hi. Good afternoon. Armando  
14 Jimenez, Evaluation Center of Excellence, First 5 LA.

15 MR. BARTH: Peter Barth, policy department, First  
16 5 LA.

17 SPEAKER: Christy (inaudible), community  
18 investments department.

19 MR. JACKSON: Michael Jackson, Group Child  
20 Development Corporation.

21 MS. JOHN: Reena John, program investment.

22 COMMISSIONER DENNIS: Hi, Reena.

23 SPEAKER: Good afternoon, everyone. I'm  
24 Christina (inaudible). I'm a new face. I just joined  
25 this week starting Monday. Glad to meet all of you very

1 soon. I'm joining as a program officer under the health  
2 related systems working with Reena and Tara.

3 COMMISSIONER DENNIS: Welcome. Glad you could  
4 come.

5 MS. TRAN: Christine Tran for child investment.

6 MR. FIERO: Manuel Fiero, integration and  
7 learning here at First 5 LA.

8 SPEAKER: I'm (inaudible), information technology  
9 at First 5.

10 SPEAKER: (Inaudible){ Contract compliance.

11 MS. ECKHART: Jennifer Eckhart, department of --

12 COMMISSIONER DENNIS: Another one of our  
13 Jennifers.

14 MS. ECKHART: -- contracts department.

15 MR. ALVARADO: Joseph Alvarado, consultant with  
16 the Mexican-American Opportunity Foundation.

17 COMMISSIONER DENNIS: Tell Martin I said hello.

18 MS. NICHOLS: Janine Nichols, community  
19 investments.

20 MS. VALENCIA: Karen Valencia, First 5 LA.

21 MS. VOE: Linda Voe, First 5 LA.

22 MS. GONZALEZ: Heatherlynn Gonzalez,  
23 stenographer.

24 COMMISSIONER DENNIS: And Antoinette.

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

1           COMMISSIONER DENNIS:   Okay, folks.  Welcome,  
2 everybody.

3           Commissioners, did you review the minutes?  Any  
4 corrections, additions, deletions?  Not hearing none, we  
5 will submit and file.

6           MS. BELSHE:  Mr. Chair, the next two items are  
7 brought forward in writing only, but I thought we might  
8 ask Christina to say a quick word on item 3 and then I  
9 think Jennifer Cowan on Item 4, just for a brief context.  
10 Christina.

11          MS. ALTMAYER:  Thank you.  So there is a written  
12 report, as Kim mentioned.  The focus of this is to -- to  
13 extend the agreement with the PFF providers, recognizing  
14 that the driving principle behind this is really to  
15 continue the services, to not have any discontinuation of  
16 services -- excuse me -- which I understand has been the  
17 board's prior direction and policy.  This is hopefully not  
18 going to require First 5 LA's board action, but we're sort  
19 of taking a precautionary action.  We understand that DCFS  
20 has gone through procurement process, but there is appeals  
21 on their process which is pending.

22          So in the case, if these appeals are upheld and  
23 they need to revisit their procurement, we want to make  
24 sure that there isn't any discontinuation or disruption of  
25 services to the families that are currently being

1 supported through PFF. We will continue to be fully  
2 funded by DCFS for the delivery of these services, which  
3 includes not just the services but also First 5 LA's  
4 administrative costs associated -- with our function as  
5 the intermediary on this.

6 COMMISSIONER DENNIS: Christina, there's a couple  
7 of commissioners who are new and probably don't have any  
8 background with regards to PFF. So could you just give a  
9 brief overview of PFF, our connection with it, and then a  
10 brief history?

11 MS. ALTMAYER: Sure, and I'll turn it to Bill to  
12 give more specifics. So my understanding is that this was  
13 a project that was originally launched by First 5 LA to  
14 provide specific outreach to families transitioning out of  
15 DCFS's child welfare system and to support those families  
16 as a part of a family strengthening model.

17 My understanding is that, from the launch of day  
18 one, it was intended that, if outcomes could be proven and  
19 demonstrated, that DCFS would be entrusted in sustaining  
20 those services. So the good news is that from day one  
21 there was a real thoughtful and intentional plan for  
22 sustainability. The impact of those services was proven  
23 and shown as in supporting the strengthening families that  
24 were served. So it's really a successful implementation  
25 of a strategy that was identified by the board early on.

1 And Bill can answer any specific programmatic question on  
2 it.

3 COMMISSIONER DENNIS: I did that mainly for Judy  
4 and Linda because they weren't around when PFF was in the  
5 mix. Trish was, so she has some background.

6 Commissioners, any questions?

7 MS. BELSHE: So we'll come back in November if  
8 need be and speak to this more fully. But for now, this  
9 is just raising for information and moving this along in  
10 case in fact there needs to be an extension of our  
11 principle.

12 COMMISSIONER DENNIS: Great. Thank you,  
13 Christina.

14 Jennifer.

15 MS. COWAN: Hello, commissioners. The item  
16 before you is provided today as information for your  
17 consideration and subsequent approval at the November  
18 commission meeting. And the staff is recommending that  
19 the board approve an 18-month extension of an existing  
20 strategic partnership we have with the California  
21 Community Foundation to fund and operate the LA ECE bridge  
22 fund, which is a short-term recoverable grant program for  
23 child care providers who are experiencing delays in  
24 receiving funding from the State.

25 We're also recommending the board approve staff's

1 authority to execute a contract extension aligned with the  
2 strategic partnership. No additional funds are requested  
3 for this extension, and the extension will allow First 5  
4 LA, working in partnership with CCF and some of our other  
5 key partners in this project, including the Low-income  
6 Investment Fund and the LA County Office of Child Care, to  
7 maximize available funds to support an additional and  
8 final loan cycle, provide technical assistance and  
9 training to support the transition of grantees who have  
10 received funding through this project, to synthesize and  
11 communicate our lessons learned and impact to date, and  
12 finally to articulate opportunities for future policy and  
13 systems change work aligned with our strategic plan.

14 So more details on this history of the bridge  
15 fund as well as our progress to date is included in the  
16 memo.

17 COMMISSIONER DENNIS: Thanks, Jennifer.

18 Questions, commissioners?

19 Since I'm now understanding what it is, I fully  
20 support it. Yesterday my conversation with DEE, I was  
21 talking about something totally different. But anyway,  
22 any questions?

23 MS. BELSHE: Okay. So this will be coming back  
24 as well. Okay. Thank you, Jennifer. Thank you,  
25 Christina, as well.

1 COMMISSIONER DENNIS: So, Barbara, you're on.

2 MS. ANDRADE DUBRANSKY: Yes. I'm so excited that  
3 we're here to talk about this. I love talking about  
4 supporting families. I love being a parent that's  
5 supported. So today we're going to talk with three of our  
6 experts who've actually introduced themselves, but I'll  
7 say a little bit more about them in just a few minutes. I  
8 also want to thank Kristine Tran and Jocelyn Ramirez who I  
9 think are both in the room right now -- Jocelyn is back  
10 there, here's Kristine -- for -- for supporting the -- and  
11 leading the development of this panel. On the screen --  
12 can I get the --

13 COMMISSIONER DENNIS: He's on it.

14 MS. ANDRADE DUBRANSKY: Yeah. We're moving to  
15 the PowerPoint. But I'll go ahead and get started.

16 So we're talking about family engagement. And  
17 family engagement is a complex thing to define because, as  
18 we know, whatever field we're in, that field has a  
19 definition and there's even competing definitions within a  
20 field. So we're not going to have that conversation  
21 today, but we do want to provide context for what family  
22 engagement means to us here at First 5 LA. One of the  
23 easiest ways to do that is to look at front end of our  
24 strategic plan where we talk about what our focus is.  
25 We clarify that our focus is supporting parents and

1 caregivers in their child's success.

2 And if you look here at the slide, you'll see  
3 that these are the domains in which that plays out in our  
4 strategic plan. It's about parents' engagement with their  
5 children, parents' engagement with their child -- or with  
6 the providers, and it's about parents' engagement with  
7 systems and the communities. And that is relevant across  
8 our strategic plan. But we also specifically call out  
9 family engagement in the second strategy of our families  
10 outcome area, which is where we lay down the framework.  
11 We say we need to learn more about this, particularly in  
12 the context of ECE and health settings.

13 So that gives us some context for today as well  
14 as, what does it look like when we engage families? What  
15 does it entail? It entails making contact with families.  
16 We often talk about isolated families. So making contact  
17 is important. Maintaining that contact over time. So  
18 being so relevant to families that they want to continue  
19 to show up. And then building on that to build a quality  
20 relationship where there's an exchange where families are  
21 sharing, this is what we need and providers are sharing  
22 how they think they can support families and their needs  
23 and their desires.

24 These are our learning objectives for today. We  
25 want -- this is about increasing awareness and it's also

1 about informing our work. Every investment that we make,  
2 how we engage families is important and relevant,  
3 particularly to being successful and achieving outcomes.  
4 So these are critical questions that staff are dealing  
5 with in whatever initiatives or projects that they're  
6 working on.

7           So what does it mean for it to impact outcomes?  
8 So a few examples are, you know -- to take this first  
9 objective here, we know from science that, in order to  
10 achieve outcomes, we're looking at changing knowledge and  
11 then attitudes and then behaviors. And what are some of  
12 the areas in our plan where we want to do that? One would  
13 be -- example would be quality child care, making sure  
14 that families know what we know in the field about quality  
15 child care, for example, through our QRIS investment, but  
16 also knowing how are we going to make sure that we're  
17 incorporating families' concerns and their point of view  
18 in how we build a QRIS system.

19           Same with Help Me Grow. We want to make sure  
20 that families are aware of what typical developmental  
21 milestones are, but we also want to make that they know  
22 where they can go when they are concerned that their child  
23 is not meeting those typical milestones.

24           And another example would be that families  
25 understand that they are leaders. So supporting families

1 in that understanding and then making sure we support  
2 their ability to drive systems and policy change.

3           These are the areas where, you know, we feel like  
4 we can be most catalytic. And it doesn't -- you know,  
5 there's not a one-size-fits-all. The way that we engage  
6 families in each of these investments will be different,  
7 but what we want to talk today about is how we begin to  
8 develop a lens. So we as a staff need to have that lens  
9 when we're doing our staff work and we want that, of  
10 course, to be aligned with commissioners' lens as our  
11 policymakers.

12           So we've talked throughout our strategic planning  
13 process about there being a consistent thread for  
14 families. So I want to point -- there's a handout. If  
15 you didn't get one, raise your hand. We have them larger  
16 ones. It's very difficult to see on the slide. This is  
17 something we worked on with the Partnership of Early  
18 Childhood Investment and Harbor & Company. This is just  
19 an example. And what we're trying to express with this  
20 example in terms of this common thread is, if you look  
21 along the bottom, we have not all but some examples of  
22 what typical milestones that children are -- are going  
23 through and the families are supporting. And then above,  
24 you have just some of our investments and our partners'  
25 investments in supporting families at each of these

1 phases. And the key to having that common thread is so  
2 that families don't fall through cracks and whatever is  
3 happening in their child's development, they have a  
4 connection at any given time that they can reach out to  
5 and say, I have a concern, I have a challenge, I have  
6 something I want to see a change. And they are -- sorry.  
7 They are connected to somebody who can make sure that they  
8 get their needs met and their voices heard.

9 So this is just to give an example of what we  
10 mean by having a continuous thread of engagement with  
11 families throughout our investments and of course our  
12 partners' investments because we know we don't do this  
13 alone.

14 And, finally, we want to be really clear that  
15 family engagement is critical to systems change because,  
16 as you know, systems are not typically built to engage  
17 families. It's not the strength of the system. But this  
18 is where First 5 LA has an opportunity to play a role to  
19 bring knowledge to bear, to bring families to the table  
20 through our relationship with families, through our  
21 partners who work directly with families. So we will talk  
22 more about how family engagement plays a role in county  
23 systems when -- at our next board meeting when we're going  
24 to talk about integration with county systems starting  
25 with our work with the Office of Child Protection.

1           So just wanted to give us some sort of groundwork  
2 for this conversation. And now I want to say a little bit  
3 more about our panelists.

4           COMMISSIONER DENNIS: Barb, before you go on. It  
5 would be helpful for me anyway that how -- how are we  
6 defining families? Because I think that definition is  
7 core in this discussion and it is -- I mean, it's not a  
8 debate. But how are we defining -- what is a family and  
9 how do we define it. And that I think will structure the  
10 discussion that we will have subsequently.

11           MS. ANDRADE DUBRANSKY: In today's conversation,  
12 what we're really talking about are the people who impact  
13 a child's development, their optimal development. So they  
14 are the people who are supporting that child. And that  
15 could be -- it doesn't just have to be the parents. We  
16 know that there are grandparents, there are other  
17 caregivers, there are family, friends, whoever it is  
18 that's relevant to that child's development and getting  
19 their needs met. And that's an important question  
20 because, depending on what strategy we're talking about,  
21 we kind of know sometimes there are a lot more people  
22 involved in this aspect versus that aspect. That's a very  
23 good question.

24           COMMISSIONER DENNIS: Judy.

25           COMMISSIONER ABDO: I have kind of a basic

1 question, too. What children are we talking about?

2 MS. ANDRADE DUBRANSKY: We're talking about the  
3 children who we are trying to serve with our investments.  
4 So when we're talking about, for example, QRIS, in that  
5 context, we'd be talking about children who utilize the  
6 care that is being -- that is participating in a QRIS  
7 process. That's just one example. But the idea is that  
8 the lens we're trying to develop is in each strategy --  
9 and this is not just for the board, but for staff -- that  
10 we know that whoever it is that we're trying to target --  
11 and there is more work to be done to be even more precise  
12 about who that is. Like say from a call cultural  
13 perspective, we ask ourselves about say, for example, Help  
14 Me Grow who is really suffering from not being able to  
15 detect a delay until late. That's the target population.

16 So we need to understand more precisely what it  
17 means to engage that population. So it is specific to the  
18 investments and who is more challenged by that outcome  
19 that we're trying to change.

20 COMMISSIONER ABDO: Okay.

21 COMMISSIONER DENNIS: So getting back to the  
22 question I asked. So in a foster care situation, the  
23 biological mother is considered a part of the family. In  
24 a situation where there's a incarcerated parent, that  
25 parent is part of the family as well?

1 MS. ANDRADE DUBRANSKY: Absolutely. Absolutely.

2 COMMISSIONER DENNIS: Good. Thank you.

3 MS. ANDRADE DUBRANSKY: So our panelists -- our  
4 three panelists have had long-standing relationships with  
5 First 5. And I think that's important because it means  
6 they have -- you know, not only do they have their  
7 expertise, but they have an understanding of what the  
8 purpose of First 5 is, how we sit in the larger systems  
9 that affect children. So that's a really -- an asset to  
10 having them here today.

11 So I'll start with Dr. Joan Maltese who is the  
12 president and CEO of the Child Development Institute who  
13 -- I just have to read their mission because it's so  
14 similar to ours. To have all children reach their  
15 potential by supporting the relationships and environments  
16 that shape early development. So we have a lot of  
17 continuity in our mission. And she has been in the field  
18 as clinical psychologist and a leader for over 35 years.  
19 She's also faculty at the early childhood education  
20 graduate program at Cal State Northridge. And excitingly,  
21 you know, just as a piece of personal information, Joan  
22 was -- worked with us when we were designing Best Start,  
23 and that includes the home visitation pieces, it includes  
24 workforce work. And when we were doing that work, she had  
25 this dream of opening a place-based environment. She

1 worked with the City of Canoga Park to take over a library  
2 -- what was a closed library. And it's now a  
3 volunteer-run nature-based drop-in center for children and  
4 families. And it's -- I've been there. I recommend  
5 making a visit because it's a really beautiful space. So,  
6 you know, long-time partner to First 5 LA and someone I'll  
7 just say personally has taught me a lot about parenting.  
8 I tell people all the time, I learned how to get through  
9 tantrums from Joan. And that's not a small thing. And  
10 the baby is about to turn three.

11 COMMISSIONER DENNIS: I thought you were talking  
12 about your tantrums.

13 MS. ANDRADE DUBRANSKY: She dealt with a few of  
14 those, too.

15 And Sandra Gutierrez also on our board, also a  
16 long time friend of the commission, and actually one of  
17 our first state commission board members and who  
18 established the advisory committee on equity at the state  
19 board and also a very long career of advocating for  
20 families. The first two developed service organizations  
21 supporting central American refugees as well as building  
22 health, education programs for the United Farm Workers of  
23 America and was named by the White House as a Cesar H.  
24 Chavez champion of change. So that's just -- I won't go  
25 on and on, but that's just a few.

1           You may recognize her as one of our newest  
2 strategic partners as of two weeks ago. That's another  
3 role that Sandra is playing. So happy to have her here.

4           And finally, Susan Kaplan, also no stranger. And  
5 I'll say one of my personal memories of Susan for -- we  
6 might have -- Duane might have been there then. When this  
7 board considered adopting the family support principles,  
8 Susan was one of our most vocal community members  
9 supporting the board making that decision, which is very  
10 relevant to the work she does today as a leader in family  
11 resource centers, as a participant in our Best Start  
12 communities work as a grantee. And she has really taken  
13 in her career the principles of best practices management  
14 and best practices in human services and brought that to  
15 bear on areas of prevention and addressing social  
16 determinants of poor outcomes like poverty and inequity.

17           I could go on and on about them. I'm just really  
18 glad they're here.

19           So what I'm going to do -- what we're going to do  
20 now is, we're going to start with having each of them make  
21 a statement with you. And if you don't mind, what we'll  
22 do is we'll have them each make their statements and then  
23 we'll -- I'll take some time to answer any clarifying  
24 questions you have after those statements. And then we  
25 want to go on and have a discussion with the panel about

1 how we apply their knowledge to our work.

2 So with that, we'll start with Joan.

3 MS. MALTESE: Thank you. Good afternoon,  
4 everybody. It's really nice to be back here at First 5 LA  
5 to continue this 20-year long conversation I've been  
6 having with you about how to best support children's  
7 development.

8 For over 20 years, the mission of the Child  
9 Development Institute has been to help children reach  
10 their full potential by supporting the relationships and  
11 environments that shape early development. The CDI model  
12 was built on the neuroscience and child development  
13 research that confirmed that the first relationships in  
14 life and positive experiences build brain architecture at  
15 a time when it matters most and when the brain is most  
16 plastic and expecting nurturance and care.

17 Conversely, lack of sufficient nurturing  
18 relationships from neglect, abuse, and the presence of  
19 chronic adversity can undermine development and limit a  
20 child's future social, academic, and economic success.

21 The last decade of brain's research has looked  
22 into how those early experiences are built into our bodies  
23 with lasting impact on learning, behavior, and both  
24 physical and mental health. The ACE studies, Adverse  
25 Childhood Experiences, and research in developmental

1 trauma have revealed astounding numbers of adults who live  
2 with the consequences of multiple childhood adverse  
3 experiences and how that plays out in their adult life in  
4 parenting. Sometimes the experiences the parents need to  
5 provide for their children are the experiences they never  
6 received in their own development.

7 The new sciences of resilience and building adult  
8 capacities demonstrate that it is never too late to help  
9 adults build up their core capacities and that there is a  
10 lifelong intergenerational impact when adults are helped  
11 to support the development of their children.

12 In spite of our growing understanding of what  
13 children need and how we can help, too many children,  
14 especially those who are most disadvantaged and  
15 vulnerable, continue to fail.

16 During the recession of 2008, when even more  
17 children were being denied services and support due to  
18 budget cuts CDI took a radical departure from the  
19 wait-to-fail model and opened a community-based prevention  
20 program called the CDI early learning center, which  
21 Barbara visited, in the underserved community of Canoga  
22 Park in the San Fernando Valley.

23 We did not go in with services and intervention  
24 strategies, but we utilized the strengthening families  
25 approach which promotes well-being and development of

1 protective factors and families. We recognize that there  
2 was an incredible opportunity to build adult capacities by  
3 involving parents and caregivers in all childhood  
4 activities from planning to implementation. We spent  
5 months listening to families at community fairs, at  
6 events, and at our weekly booth at the farmers market.

7 This family engagement strategy served as a  
8 strong foundation for learning about families' needs and  
9 their desires for their children and it helped us to build  
10 trusting relationships before we even opened the doors.

11 Through community meetings, we were supported in  
12 taking over the abandoned, vandalized city library and we  
13 transformed it into a nature-based, museum quality, drop  
14 in to play, not drop off, with doors wide open free for  
15 any and all children birth to six with their families six  
16 days a week. A multigeneration strategy was key in all  
17 levels of planning.

18 However, it was not a seamless implementation.  
19 At first, families and volunteers almost automatically  
20 fell into the role of helper and helpee. There was a  
21 tendency for volunteers to jump in and run the activities,  
22 leaving parents on the sidelines. And parents dutifully  
23 complied. There was what everybody was used to. But we  
24 continued our conversation with families and the  
25 volunteers and we formed a family volunteer advisory

1 group. And we talked to families about taking a stronger  
2 leadership role in determining the programs and  
3 activities. Parents embraced the opportunity, but they  
4 also let us know that they didn't want to be in charge of  
5 everything. They wanted to have access to information and  
6 strategies that would help their children. So it was a  
7 balance between, don't do for us, but be there for us,  
8 especially bring information, expertise, and knowledge  
9 that we don't have but we want to know more about.

10 Parents overwhelmingly report time and again that they  
11 want help to help their children. They want structure and  
12 they want tips and they want to be treated with the  
13 respect for the knowledge and expertise that they bring.

14 When we talk about family engagement, we think of  
15 creating real relationships that last; not just  
16 information sharing, not pointing out resources, but  
17 conversations that build trust and deepen over time. We  
18 learn about families and their interests and desires for  
19 their children with continuous outreach, focus groups and  
20 surveys, and our family volunteer leadership team who act  
21 as ambassadors and advisors. They are at the ELC on a  
22 regular basis and they learned the names of families and  
23 children and they have constant conversations about what's  
24 relevant in their lives.

25 One of the most consistent areas of interest is

1 nutrition. Parents worry about obesity and diabetes, and  
2 they want to know how to get their children to eat good  
3 food. Based on that interest, the parents started a  
4 garden club where they plant seeds, they have scavenger  
5 hunts, they harvest their crops, they share recipes, and  
6 they make healthy snacks from the garden as one of the  
7 most popular groups we have. And it is well attended  
8 every Thursday.

9 This very popular club was enhanced by another  
10 weekly activity called Healthy and Fit Together, which is  
11 playing games and dancing with their children in the  
12 gardens, which is followed by making a healthy meal or  
13 snack together to enjoy outdoors. It's so popular that  
14 many families signed up for multiple sessions and then  
15 trade off leading it, bringing their favorite music and  
16 recipes.

17 So the takeaways that's we have are to engage  
18 families as their first -- as their child's first teacher  
19 with take-home messages and activities that reinforce  
20 learning opportunities, focus on the relationships for  
21 building the core social emotional milestones using  
22 experiences as teachable moments to help parents help  
23 their children with self-regulation, planning, and problem  
24 solving.

25 Parents desire experiences that will help their

1 child to succeed. So we let them know throughout the day  
2 that what they're doing is making a difference and how  
3 that happens.

4 High-quality learning experiences in an informal  
5 community space such as the early learning center helps to  
6 prepare children and parents to anticipate school with  
7 excitement and confidence.

8 From the families who are in the garden club and  
9 Healthy and Fit Together, they find out that their kids  
10 are very different in outdoor activities. They notice  
11 that their children are more attentive, less whinny, and  
12 show a lot greater enjoyment, and then the parents enjoy  
13 them more.

14 We've had some missteps along the way and we've  
15 learned some important lessons. When we have offered  
16 programs that have been developed maybe from theory or a  
17 textbook or maybe just in another setting, the focus is on  
18 sharing information and offering parents new ways of being  
19 with their children. The content is good, but the  
20 participation rate is low; sometimes zero even when we've  
21 offered gift cards for attendance. On the other hand,  
22 when we offer activities that families have expressed an  
23 interest in and they see the value for their child, they  
24 show up. And when they are running the programs, they  
25 show up in even bigger numbers. The excitement and the

1 pride is evident, and the learning value is high.

2 Informal community spaces like the ELC can be a  
3 key component of the early learning infrastructure by  
4 providing a landscape of learning environments where  
5 skills are developed across domains and by keeping  
6 families involved in their learning. And then these games  
7 transfer to the more formal school settings.

8 Thank you.

9 (Applause).

10 MS. GUTIERREZ: Thank you. It's hard to follow  
11 Joan because she has created such a special place. I do  
12 encourage all of you to visit it. There's some things  
13 that we share in common in terms of the process of the way  
14 we do the work, but I've learned a lot from both of the  
15 folks on the panel, and it's an honor to be here with  
16 them.

17 I think there's a lot of unity in this room I  
18 hope about the fact that parents are in an unparalleled  
19 position to make a difference. They are in a powerful yet  
20 underutilized position to provide very thoughtful  
21 recommendations on how to improve the services that impact  
22 their families how, service systems can improve to be more  
23 welcoming and to be more effective. We need to ask them  
24 in a very organized way with clear context but you'd be  
25 surprised of the wealth of great, practical

1 recommendations that come from parents' recommendations on  
2 how to improve services.

3 I'm excited about what's happening in the family  
4 engagement field. I know it's an anxious political time  
5 in the country, but the family engagement field is  
6 actually growing. It's maturing. It's being recognized  
7 as a field. There is a national association of family,  
8 school, and community education -- engagement that didn't  
9 exist before to document and to provide resources and  
10 research about what works. We recently zero to three did  
11 a national survey where they found that 74 percent of  
12 parents wanted a program, they wanted more information.  
13 So we can work with that, the fact that there is energy on  
14 the part of the parents to want to have more information.

15 In addition, this is raised in stature to the  
16 point that the -- and I know someone will correct me  
17 because I'll probably say it wrong -- but the National  
18 Academy of Sciences Engineering Medicine and some other  
19 thing -- national academy.

20 COMMISSIONER DENNIS: Sounds good to me.

21 MS. KAPLAN: The most prominent national academy  
22 of science that there is in the world -- right -- did a  
23 very exhaustive study on parenting, parenting programs,  
24 what works, what doesn't. And this was a first. So this  
25 is historic that this study exists. And it will be

1 available soon. At the national level, there's a lot of  
2 movement. There's a lot of recognition about the work  
3 that you've just laid out and how to do it, and Barbara as  
4 well about parents as advisors to improve systems.

5 I'm happy to report that, at the federal level,  
6 there's already an agreement -- and this is already  
7 underway -- to hire a minimum of 12 family ambassadors to  
8 work with health and human services and to work with all  
9 of the departments, not just Department of Health and  
10 Human Services, but all the other departments to vet  
11 legislations and see how they impact families so that  
12 parent voices are part of the legislation and impact that  
13 the legislations will have on families are considered as  
14 well. So that is a big step forward. They've already  
15 hired four of those ambassadors, and I think it will be  
16 divided regionally.

17 Just some examples of how what you're doing is  
18 along the lines of what people know work and are doing at  
19 the national level as well.

20 They're especially interested -- and this alludes  
21 to one of Joan's points -- in two-generation strategies,  
22 strategies that help children and families together  
23 because a parent can't give what they don't have. And so  
24 these family ambassadors will be contributing to  
25 legislation to make sure that the parent voice and parent

1 needs are present.

2 I know you've heard this before, but you cannot  
3 -- we cannot -- sorry. It just can't happen. You can't  
4 have a panel like this without having this. Parents want  
5 the best for their kids. They want their kids to have  
6 more opportunities than they've had in their lives. They  
7 want a better future for their kids. You hear that each  
8 and every day. And the truth is, is that is hard to come  
9 by in a lot of communities and it might be even getting  
10 harder. And we need to involve parents in the solutions  
11 to make sure that those dreams, those aspirations, those  
12 prayers that they have for a better future become a  
13 reality. They are an active part of converting those  
14 dreams into goals and making sure that the systems that  
15 are supposed to, that they pay into, that are supposed to  
16 serve them, do serve them and do serve their families.

17 I'll give I quick example. Yesterday we had a  
18 small event on transition to kindergarten. We found in  
19 the survey of Pico-Union and Westlake/MacArthur Park area,  
20 that 78 percent of the parents whose kids were about to  
21 enter kindergarten have not heard about open houses or  
22 school choice or what their rights were. So they were  
23 basing their decision about what school to go to or what  
24 to do next based on neighbors. My neighbor says, that's a  
25 good school, that the teacher's nice. So they had -- the

1 kid was this high at a very tender age is going many times  
2 in cases of Latino kids who have not been in any preschool  
3 program. Not all of them, but I think in the county, it's  
4 like 38 percent have not been in any early program. This  
5 is actually their first day of school. They had not  
6 visited. They had not had that open house. So that's  
7 something that could go very traumatic instead of having a  
8 warm, welcoming environment.

9 It's easy to fix. And I think we work with  
10 parents to come up with some great recommendations that  
11 both LAUSD and LACOE are very interested in hearing. It's  
12 all good news. This is just an example of the power of  
13 parents when listened to.

14 By extension, you know, learning behavior  
15 economics as it's called and all that, it's difficult.  
16 And learning is the art of sharing; right? And you can't  
17 -- I'm going to talk about some of the things we did  
18 wrong. A lot -- we went way -- but we want to demystify  
19 the research that matters the most, the research that  
20 parents can use every day; not just for the sake of  
21 knowing it, but something that they can do with this  
22 research that is really beyond any doubt important for  
23 their kids. So there's a lot of it. So you come at  
24 parents with all these things that are important.

25 And we were -- we were developed ten years ago.

1 Next year will be our tenth anniversary. And at that  
2 time, technology wasn't as rampant as it is now. Also  
3 ACEs and executive functioning, executive skills, and all  
4 those things are set in a way that are not easy for -- not  
5 in parent-friendly language. So we want parents to know  
6 the information that make as a difference for their child.  
7 We're working with a group of parents now to figure out  
8 how to present this in a way that matters to them, that's  
9 relevant to their daily lives, that isn't daunting and  
10 that isn't blaming and that isn't depressing, but that is  
11 filled with action. So we're involved in that process  
12 now.

13 Okay. Great. So in terms of best practices, I  
14 would just say, listen first. Always listen first. And  
15 in terms of challenges, I wanted to just mention a brief  
16 opportunity that we have. Just recently, the American  
17 Pediatric Association released -- finally released its  
18 study on the best uses of technology for kids two and  
19 under. So it's big news. It's important news for parents  
20 to have. We're still fragmented and we still don't have  
21 multiple ways to reach multiple family members with this  
22 information that they could use each and every day.  
23 So it's a challenge that I put before you. It's key  
24 information, you know, lap and app; not one or the other.  
25 And it's coming from a really trusted source, yet we don't

1 have the system in place to communicate that in a variety  
2 of ways.

3 The last point I'd make, I'd like you to look at  
4 the framework that's up there that I borrowed from Child  
5 Trends. And it's a pretty standard framework for -- this  
6 is for communication. And it makes the point that one  
7 size does not fit all and that there's a variety of  
8 communication mechanism that you have to use for younger  
9 parents as opposed to other parents. And I have copies of  
10 that report if you'd like.

11 But the reason I brought it is that they allowed  
12 us to add two things to this framework, which is a pretty  
13 standard framework. One is, listen first. And the last  
14 one is, after the data collection, don't keep doing what  
15 you're doing just because you've been doing it. We made  
16 that mistake. We -- we're doing our work for many, many  
17 years. We did a survey from parents, and the number one  
18 thing they wanted to address is bullying because kids who  
19 didn't speak English well were being bullied at an early  
20 stage. So we had not addressed that in our curriculum.  
21 We're doing that now.

22 So I leave you with that. Listen, correct what  
23 you're doing, always evolve, be self critical.

24 And, again, thank you. I think we're at a very  
25 time is up point.

1 (Applause).

2 MS. KAPLAN: So I have the absolutely daunting  
3 task of coming after my two very esteemed beloved  
4 colleagues next to me from whom I have learned so much and  
5 just sometimes feel like we're copying things that they  
6 do. So, for example, we came to the early learning center  
7 and saw the magnificent learning garden that CDI had  
8 created there and actually copied that when we moved into  
9 our new building so that we have a nature explore learning  
10 garden associated with our various programs. And Abriendo  
11 Puertas has been integrated as a part of our programming  
12 because it is so spot on and right on in terms of how we  
13 can help staff, providers, volunteers, whoever it is that  
14 are going to be interacting and interfacing with parents,  
15 do it in a way that truly goes even beyond involving to  
16 engagement. And I think there's a distinction between the  
17 two.

18 My charge, as I understood it, today wrangled by  
19 the really great First 5 team that is trying to keep us  
20 all on message and trying to present something that is  
21 cogent and perhaps a little bit stimulating as well, is to  
22 talk with you about the importance and impact of family  
23 engagement on community building. And I think the real  
24 significance of viewing family engagement through this  
25 lens, is that it moves the conversation from what has

1 typically been the definition of family engagement or what  
2 family engagement has most activity around schools  
3 involving parents, but that meant often that it was, how  
4 is a teacher best involved with a particular parent or a  
5 principal involved perhaps even a group of parents. So  
6 that moving it from that discussion to one that is an  
7 approach that builds peer social relationships. And it is  
8 the relationships of those social networks with one  
9 another and with whoever it is that agency that they're  
10 interfacing with, organizers, facilitators, providers,  
11 teachers, professionals, what have you so that -- that it  
12 is becomes the relationship of the peers in their group  
13 that is just as important for the engaging process as it  
14 is the relationship between any particular professional  
15 and -- and a parent or resident or family.

16 And I'm going to use residents and parents  
17 interchangeably, but, Duane, to your point, it's -- it  
18 means exactly what Barbara defined it as, as all of those  
19 people who in some way have some role in impacting the  
20 trajectory of a child's life.

21 So at Friends of the Family, our approach to  
22 family engagement rests on these core values and  
23 presumptions that relationship building is the key  
24 activity. It is the activity in and of itself that  
25 produces certain wanted and desired outcomes; that we have

1 demonstrated valuing of parents' lived experience, and  
2 honoring their lived experience as just as important and  
3 contributive as any book learning.

4           So professionals bring some stuff to the table  
5 maybe about how -- how it is that change could be  
6 instigated or about what it is that make people take  
7 things like that. But parents bring a lived experience  
8 about which they are the experts, and it has to be valued  
9 in a way that is just as important; a recognition that  
10 parents and residents have skills and talents that can be  
11 harnessed to improve their lives and a theory of change  
12 that says peer support and strong, cohesive social  
13 connections result in increased resilience, social and  
14 emotional competence, and concrete support that in fact  
15 social connections is the driver for the development of  
16 all of the other protective factors.

17           We rest on the notion that social connectedness  
18 is a tool for improving civic engagement and, likewise,  
19 civic engagement is a tool for improving social  
20 connectedness. Meeting with people and asking them what  
21 matters to them and what's important to them and what are  
22 they willing to get out of bed and work on each day is a  
23 galvanizing question that helps create an organized  
24 community groups that both then serve each other and serve  
25 then the -- the systems improvement with which they're

1 interacting.

2 Friends of the Family, my organization, invest in  
3 parent and resident relationship building, and parents are  
4 encourage and had supported to make social connections,  
5 increase their resilience for coping with stress, increase  
6 their knowledge of child development, and pro social  
7 parenting approaches, foster their children's and their  
8 own social and emotional health, and create mutually  
9 supportive relationships that provide concrete support in  
10 times of need. From these protective factors comes a  
11 greater sense of community and connectedness plus a move  
12 towards civic engagement that is truly resident driven.

13 Let me give you an example of how this works in  
14 real life or at least worked in our real life. In 2013,  
15 Friends of the Family was awarded a First 5 policy and  
16 advocacy fund grant for work designed to promote family  
17 strengthening principles and prevention practices in the  
18 child welfare system. The purpose of our communi-care  
19 advocacy initiative, a terrible name, one that was clearly  
20 developed by a bunch of people in some silo in an office.  
21 So as it was originally called until it morphed into the  
22 parent-driven name of Stand Up For Kids, was to elevate  
23 pro social attachment and language rich environment as  
24 paramount considerations and placement decisions for young  
25 children under five by the child welfare system. And you

1 might go, well, what does parent or family engagement have  
2 to do with that and how could that possibly affect that  
3 policy issue.

4 We decided as the methodology to use social  
5 network building approaches that are go-to approach for --  
6 for work and designed an initiative to develop, educate,  
7 and power and mobilize a coalition of parents and  
8 residents and also some folks from CBOs and NGOs and  
9 institutional representatives to advocate for this policy  
10 shift in the child welfare approach to care for young  
11 children in placement.

12 The initiative aimed as its result to develop  
13 critical mass for advocacy to affect policy change based  
14 on the latest brain science information, trauma-informed  
15 care, and protective factors framework.

16 Project activities included the development,  
17 organization, training -- oh, not, that's never going to  
18 work for me. Training and support of the  
19 resident-composed community action groups in 14 community  
20 action groups. Some 300 or more parents were develop and  
21 had everybody began with -- from the conversation of what  
22 is important to me, what matters to you and to a person.  
23 The parents, residents, grandparents, aunts and uncles who  
24 came to the groups that were developed out of street  
25 outreach and using parent leadership to find the folks in

1 neighborhoods who were -- who provided leadership in those  
2 neighborhoods to a person started with, what's important  
3 to me is to make sure that my children have the best  
4 possible outcomes that they can, my little ones have it  
5 better than I ever had it. And stories of trauma would  
6 come out and things like that, and that my school-age kids  
7 succeed, et cetera.

8 So the project that started from that me  
9 perspective. This is about me and what I need to do and  
10 what I need to learn to help my children become the best  
11 they can be. Move from that to a friends and neighbors  
12 perspective because those are the kids that my kids play  
13 with and go to school with. And from that even to the  
14 children I don't know but I read about and I worry about  
15 and it gives me pause for concern. So things moved from a  
16 me perspective you could say to a we perspective.

17 Over the project's three and a half year course,  
18 more than 300 parents and residents participated in 14  
19 community action groups, a number of which continued to  
20 meet subsequent to the project's official culmination.  
21 And participants are connected strongly enough together  
22 that they consider themselves to be part of a movement  
23 they call Stand Up For Kids.

24 Lessons learned from this and all of our family  
25 engagement activities. This is not a drive-by deal. It's

1 a long-term strategy that requires consistent and a  
2 ubiquitous catalyst to keep it burning. Community members  
3 need to know that we were there, that you are there, and  
4 that you're going to be there.

5 Importance of parent ownership. I think my two  
6 colleagues said this better than I did, but don't do for  
7 us; do with us. Co-creation, democratic processes, and  
8 the willing release of formal power by the people who hold  
9 the purse strings by the people who can define the terms  
10 by the people who have the book knowledge. We find that  
11 it is a transformational process for parents finding that  
12 they can learn from one another and help and support one  
13 another. And it moves things and challenges from what are  
14 seen at beginning as impossible to I'm possible. Parents  
15 are very interested -- again, I'm repeating this -- very  
16 interested in activities that will help their children  
17 succeed.

18 And the last lesson is to be open to movement  
19 attaching as Seth Godin, the author of *Tribes*, says and  
20 says it better than I would, so I'll read it. "There's a  
21 difference between telling people what to do and inciting  
22 a movement. The movement happens when people talk to one  
23 another, when ideas are spread within the community, and  
24 most of all when peer support leads people to do what they  
25 always knew was the right and essential thing." The last

1 is, "If I could close my mouth and open my ears, I would  
2 be much better off."

3 (Applause).

4 MS. ANDRADE DUBRANSKY: So we have a few  
5 discussion questions that we want to spend a little time  
6 on. But before -- as those are being brought up, I just  
7 want to ask if anyone has any clarifying questions of  
8 anything that you've heard from the panel. Anything that  
9 they explained that you weren't quite sure what it is that  
10 they're referring to?

11 Okay. Let's good. See how clear it was? It was  
12 all very clear.

13 Okay. So these are some questions -- follow-up  
14 questions that we have for the panelists. And we're also  
15 open to any other follow-up questions you have to dig  
16 deeper into these issues. We want to spend -- we're going  
17 to spend about 20 minute on these questions. And then  
18 what I want to do is move to some questions that we have  
19 for you, our board members. And our partners in the  
20 community can also weigh in on, what do you want to see  
21 from staff based on what you've heard today when we bring  
22 the work to you to consider?

23 But before I go there, we want to spend about 20  
24 minute on these questions. And I'll just -- what I'll do  
25 is I'll just start from the top. Again, if you have --

1 during the course of this conversation, you have a  
2 question, just please jump right in and -- on an area  
3 you'd like them to go deeper into.

4 So I'll start with the first one, panelists.  
5 What changes in the field should First 5 LA be aware and  
6 supportive of in the context of our ECE and health related  
7 systems as well as in our community work?

8 MS. GUTIERREZ: Well, it's not a new issue. But  
9 the issue of access, I mean, this is a very segregated  
10 city and it's very clear, based on ZIP code, where there  
11 is access to services and where there isn't. So I think  
12 that's something to be totally invested in the most  
13 vulnerable populations. That's nothing new. That would  
14 be my first gut reaction.

15 MS. MALTESE: I think one of the things that  
16 continues to be very important, which actually inspired me  
17 to start the organization 20 years ago, is that services  
18 and supports for children are still very fragmented. And  
19 when we're thinking about who parents are, and the most  
20 vulnerable children and the most vulnerable parents are  
21 really impacted by the complexity of systems that we ask  
22 them to navigate. Just health is impossible. But add  
23 that up with the right school, with, you know, really  
24 understanding of how to get services if your child needs  
25 to have services. Maybe they had a screening. They're

1 all still fragmented. And they're putting that on parents  
2 who are compromised sometimes in their ability to even  
3 take in that information and make the right choices.

4 So the continued effort to integrate services so  
5 that they're not fragmented in that way and to think about  
6 -- actually think about the user of those services which  
7 are parents by the way. No child ever showed up at my  
8 door without a parent bringing them there. That parent  
9 has to navigate that system and know how to get there.  
10 And we've seen more melt downs from families because of  
11 their frustration of dealing with whatever system they're  
12 having to deal with, which we see as adding greater  
13 problems to the family.

14 So being aware of not putting more burdens on  
15 family and just kind of add on to that piece that many of  
16 our systems are very punitive to parents when they don't  
17 follow the directions. In working with a lot of parents  
18 in DCFS, the amount of shame and problems that they have  
19 if they do not meet the letter of everything is really --  
20 but they're set up really to fail a lot of the time.

21 So I think that's important.

22 MS. KAPLAN: And what I might say take the  
23 emergence -- or the reemergence of this notion of two  
24 generation learning is vital, and we're -- in the middle  
25 of the 20th century there was a big movement around parent

1 participation cooperative preschool where parents were  
2 truly involved both from the perspective of program  
3 development and management as well as working in the  
4 classroom. And we're beginning to see some reemergences  
5 of that. The early childhood center at CDI is that.  
6 Friends of the Family, our early learning lab is a similar  
7 kind of concept and spot 8, south base, and other  
8 counseling -- Preschool Without Walls is another example.  
9 So we have here at home some really superb examples of  
10 two-generation learning models which let parents network  
11 or foster the networking of parents together. And that in  
12 itself fosters engagement as well as the so helpful -- so  
13 much more helpful than traditional parenting classes or --  
14 again, you -- no disembodied or no individual child shows  
15 up at the door. And, likewise, a parenting class where  
16 you learn concepts that you are not practicing and don't  
17 have in real life does you no good when that child is on  
18 the floor in a tantrum in the middle of Target and you are  
19 ready to sink into the floor.

20 So I think that's what I would say to -- my  
21 counsel would be to pay attention to those models.

22 MS. ANDRADE DUBRANSKY: Thank you.

23 Next question. What are some limitations and  
24 barriers to authentic and effective family engagement that  
25 First 5 LA should be prepared to address as we roll out

1 our investments and our strategic plan?

2 MS. KAPLAN: So I think that the strategies are  
3 most effective when pursued by local indigenous entities  
4 who are there for the long term. So I guess my counsel  
5 would be to be careful about not becoming the service  
6 provider or the activity providers yourself. I think  
7 that's a setup for failure. People know it. People know  
8 when people are being sent to their communities are from  
9 someplace else and -- and know that they're there for some  
10 kind of drafted amount of time that is not going to be  
11 shoulder to shoulder with them over the long run.

12 MS. MALTESE: I also think that it's important  
13 that you give it time. And that in all relationships, you  
14 need to leave room for failure. And it is through failure  
15 that we really learn about each other. We find out, oh,  
16 you're not me and you don't think the same way I think.  
17 Hu.

18 I was a marriage therapist for a very long time.  
19 I know a lot about that.

20 But it really is the ability to -- it's the  
21 ability to navigate those differences and sometimes that  
22 just is through frustration that you really don't get it.  
23 But that's where the good stuff comes out. And then you  
24 can have conversations.

25 So what we've learned is those mistakes -- and

1 you said -- well, we've made a lot of worse mistakes. I  
2 didn't have time to go into them, but they were good  
3 mistakes because they're mistakes that make you step back  
4 and go, you know what, I missed it. I missed it  
5 altogether. People don't come. You were wrong for not  
6 coming to my event. No. I missed the point and I didn't  
7 communicate very well. But that takes you back to the  
8 place to change the communication but to learn it from the  
9 person with whom you're trying to communicate, which is  
10 what didn't work about that.

11 So I think you have to give it time because  
12 that's something that grows in the process of really  
13 creating relationships.

14 MS. GUTIERREZ: I agree with both comments. I  
15 hate to be one no, but I think one of the things that's  
16 really important is the context. We're in LA county. a  
17 lot of people speak Spanish. It's not one size fits all.  
18 And to make sure that that's part of the planning as well.  
19 We're a very special county, not just because of the size  
20 but because of the size of the Latino population, the  
21 Spanish-speaking population.

22 One thing that worries me a great deal is that  
23 little kids who speak only Spanish, that's a good thing  
24 that they speak Spanish so they can learn English. So  
25 that's an asset. We don't want them to lose that asset of

1 speaking Spanish. That's not exactly to the point.

2 But just to be very cognizant that it's not one  
3 size fits all and jump from first generation to where  
4 there's a range of folk on the hybrid between being Latino  
5 and being in the United States and just to listen first so  
6 that you get the right communication strategies to reach  
7 the people that you want to reach.

8 I know you all expected that.

9 MS. ANDRADE DUBRANSKY: I also see the  
10 interconnectedness of these two points in the sense that,  
11 if you -- if you're going to take that time to listen, it  
12 goes back to your point of it's more valuable to -- to  
13 share yourself with somebody who you know is going to be  
14 there for a long time. So I see how those points also  
15 reinforce one another.

16 So our last question. What are some ways that  
17 First 5 LA can support the growth of the family engagement  
18 field in the context of its current investments?

19 MS. KAPLAN: So I was struck by I think Joan  
20 said, don't keep doing what you're doing just because  
21 you've always been doing it. Or was that Sandra? Both of  
22 you.

23 So my way of saying that is to make sure we are  
24 matching solutions to the problem or challenge that we  
25 want to address or impact.

1           We have such a habit in this industry that's  
2 developed around social services, you know, from the early  
3 part and middle part of last century to now of elevating  
4 what we've done as -- as gospel and then applying it  
5 whether or not it works. And we look around and go, hey,  
6 this is not working. And you know what the definition is  
7 crazy is. Let's just keep on doing what we've always been  
8 doing and expect a different outcome.

9           So I think we in the -- in the -- in this  
10 industry are all guilty of that to some degree, but I  
11 think if we can take the step back and talk about what  
12 really is the outcome that we want here or what is the  
13 problem or challenge that we're trying to address and what  
14 do we know about what might be the right or appropriate  
15 activity to actually get some change here.

16           MS. GUTIERREZ: Yes. That's -- Susan, you're  
17 always right on. Right on point.

18           You know, this is it a little -- might be a  
19 little tangential, but First 5 is considered, you know, a  
20 world resource and it's considered a leader in the field.  
21 It is. You have that platform. One of the things that  
22 the field needs is to be better at communicating with  
23 parents, a broad variety of parents. For example, that  
24 American Pediatric Association bit of information that's  
25 very useful. And there's a huge gap in how parents get

1 information that they can use that I think First 5 might  
2 want to look at a little closer because it's -- you know,  
3 this is stuff that's really practical and that could make  
4 a difference with your kid that you love a lot.

5 MS. MALTESE: And I would like to add one thing  
6 that is not in contrast but it's different than the  
7 concept of no one size fits all and everybody is a  
8 individual. I think it's also really helpful to have some  
9 common language. And one of the things that I think has  
10 made huge difference in the -- we do training for lots of  
11 different sectors, which is really great. And one of the  
12 most common concepts that we have been able to use that  
13 really pulls everybody together is strengthening families.

14 When people really understand the ways that we  
15 have disrespected and made assumptions about families and  
16 not approached them with the strengths that they have and  
17 how to build on those strengths, I think we've really  
18 gotten into trouble and alienated families. And when we  
19 use the strengthening families approach -- and I've been  
20 to their national conferences. And they have contests for  
21 every state, like how do you use this. They all translate  
22 it a little bit different, but they all use the same  
23 protective factors. And it does translate well. And I  
24 think that that's really helpful and it's something that,  
25 you know, whatever sector you're in I think is useful.

1           So the more we can encourage that strength-based  
2 approach and using the building of those capacities, I  
3 think we're going to be stronger.

4           MS. ANDRADE DUBRANSKY: Can I ask each of you --  
5 since you brought up the protective factors, which we have  
6 adopted in our strategic plan and have committed to  
7 increasing the existence of the protective factors in  
8 families, can you talk a little bit about how you  
9 communicate the protective factors? Because we talked  
10 just a little while ago about not using language that's  
11 inaccessible. Some of the language in the -- how the  
12 protective factors are framed aren't always accessible,  
13 but as you mentioned I know people adapted.

14           So if you have any thoughts about how you talk  
15 about any one of or more of the protective factors in your  
16 work.

17           MS. KAPLAN: Our parents absolutely don't reject  
18 all the jargon stuff, but are really good at pursuing  
19 conversation about what -- well, what does this -- what  
20 does this mean, this word resiliency, and how do you say  
21 resilience in Spanish. You know, I mean, translate it  
22 down the line. So moving that conversation to they talk  
23 about being able to bounce back and being able to -- but  
24 not -- it's not just that you fall, but it's that you get  
25 back up and about having hope that the difference in their

1 life when they wake up on a day and it feels totally  
2 hopeful to a day when it feels like maybe next month  
3 things will be a little bit better.

4           So I think it's not so very difficult to  
5 redefine. It just takes a lot more words and more time.  
6 And that's always difficult for the professional side of  
7 things because we want things in our bullet points and  
8 nice, well-rounded lists of -- of words. And sometimes  
9 maybe we even want words that are a little bit opaque to  
10 everybody else. So giving that up and being able to say  
11 we want to talk about things and we're willing to create  
12 this space and movement for using more words rather than  
13 less and with some examples, I think can help make those  
14 real.

15           And then I think the other thing is that the work  
16 that -- that began with the Center for the Study of Social  
17 Policy, so much promoting strengthening families model and  
18 protective factors framework is only beginning now. And  
19 they're actually behind numbers of us in this county at  
20 operationalizing them and saying -- what they did first  
21 was go in and look at a bunch of preschools and go, let's  
22 look at those places where things are working. And those  
23 places where things are working, people possessed these  
24 protective factors to a greater degree than elsewhere, but  
25 they didn't really talk about, well, if you don't possess

1     them, how can we help you get them or -- or how can you  
2     help yourself get them, how can be increased anyway. And  
3     that I think is the most important conversation to be  
4     having today and the -- shifting the work that -- that  
5     social service providers and teachers and educators do  
6     around and towards those things that -- was that actually  
7     a microphone? Wow. I thought it was a speaker. Just  
8     goes to show.

9             That shifting that I think can really be helpful.

10            MS. GUTIERREZ: I struggle with this protective  
11     factors and the power that it has and the potential that  
12     it has. I accept it. It has to be demystified in a way  
13     that's relevant to people's lives and that's useful, and,  
14     again, that's it's not daunting; that if you don't have  
15     this then, you know, you're doomed.

16            Well, one of the -- well, one of the things a  
17     good tool to demystify these things is to use real parents  
18     in video format because then a lot of us could use the  
19     same materials, talking about it, and real-life examples  
20     in their own words in English and in Spanish and other  
21     languages as well.

22            But so video is a good tool so demystify some of  
23     these sort of difficult, jargony concepts I think.

24            MS. MALTESE: I want to say that, at the early  
25     learning center, we infuse those protective factors into

1 our conversations, but nobody ever says, we're using a  
2 protective factor of, you know, strengthening families  
3 approach. We don't use any of those words actually. But  
4 when we're providing a reading circle and then we have a  
5 volunteer who is a former preschool teacher, he'll say,  
6 you know, how important it is for to you read at home to  
7 your families and, you know, wasn't this fun and you can  
8 take books home and you can do this at home.

9 So we're giving them information about importance  
10 of their relationship or we're talking about what the  
11 child is learning and how that's helping their  
12 development. We do things that make sure that families  
13 have an opportunity to actually do things with each other.  
14 So they're cooking together or -- you know, so we're  
15 creating opportunities which really provide that  
16 opportunity to learn more about your child, about social  
17 emotional development, about making friends, all of those  
18 kinds of things. And we don't like list it like a project  
19 that we're doing. It just is how we are being.

20 But we do have -- I just picked this up from one  
21 of our -- actually from Yoland Trevio because I love that  
22 she did this with some of her families. And we do have  
23 conversations sometimes about what makes your family  
24 strong; you know, what is it that you really like about  
25 your families that makes you feel like you're really a

1 family and you work together and those conversations. And  
2 they're more fun than we're trying to gather data, more  
3 organic.

4 MS. KAPLAN: One thing that is really useful  
5 about this movement to a protective factors outlook I  
6 think is -- and it is a little bit of an inoculation as  
7 this whole feel of predictive analytics takes -- gets  
8 traction and is now taking the place of what we used to  
9 say, we don't want to go into communities and only look at  
10 what's wrong there at the risk -- at the risk factors. We  
11 don't want to peg somebody you has, you have these three  
12 out of the five risk factors, you're really going to be in  
13 trouble, like it's hopeless, you're doom. And so  
14 maintaining an outlook from all of us who -- who make our  
15 -- do our work in this field from that perspective that  
16 says, it's much more important and more powerful to think  
17 of how we can help people strengthen the -- the aspects of  
18 themselves that will withstand all that vicissitudes and  
19 difficulties and challenges of life than looking at the  
20 things that are wrong and then trying to go in and do the  
21 interventions and/or treatments that will fix those wrong  
22 things.

23 MS. ANDRADE DUBRANSKY: Thank you. And I know we  
24 just got a flash of two more minutes, but I wanted to  
25 follow up one more thing. Sandra brought up technology.

1 And we -- our board has had several conversations about  
2 the role of technology in our programming. And you just  
3 have a few little tidbits of advise of what to be mindful  
4 of, what to be -- what works best that you know so far.

5 MS. GUTIERREZ: I'm not the right person, but  
6 there are great documents out there, very recent documents  
7 that Joan (inaudible) about this best practices around  
8 technology. This document that I brought about  
9 communication also has ideas about technology.

10 We need to use it. It's everywhere. Parents use  
11 it. We're underutilizing it, but we need to do it right  
12 with parent input, co-create some things. I'm not an  
13 expert but I can send you some resources about the best  
14 practices in that area.

15 We're lagging in that area. Just imagine virtual  
16 reality and all that you can do with that. I'm not saying  
17 that First 5 should go virtual reality right now, but  
18 these things are happening and we can't pretend they're  
19 not. So I will send you the resources. I do think that,  
20 especially young parents, it's a very effective way to  
21 reach them.

22 MS. ANDRADE DUBRANSKY: Okay. So what I want to  
23 move now is to first just take a quick look at that really  
24 cute little boy. I don't know anything about him other  
25 than he was very ill last night.

1           But, commissioners, we really want to hear from  
2 you now what resonates about what you heard. Pick which  
3 ever one of these questions is calling you right now. And  
4 how do the elements discuss and inform our current and  
5 future investments in your mind. And what would you like  
6 to know more about from what you've heard today.

7           COMMISSIONER DENNIS: Commissioners? Judy.

8           COMMISSIONER ABDO: Well, using accessible  
9 language is one of the things that I talk about a lot.  
10 And I thought that -- that all three of you were  
11 particularly articulate about that. I like the concept of  
12 using more words to describe what it is, and I -- I think  
13 what we tend to do professionally is to use the one word  
14 that will capture many concepts, and that doesn't really  
15 communicate very well. So I really appreciated the way  
16 you talked about using language in -- in -- I mean, it's  
17 -- it's saying too little to say it in an inaccessible  
18 way. It's really expressing concepts in a different way  
19 so that it's accessible to --

20           MS. GUTIERREZ: And giving examples, bring it to  
21 life so that it stays with you because you've not only  
22 heard it described but you've heard an example that you  
23 can relate to.

24           COMMISSIONER ABDO: And the world resilience I  
25 think was a great example of, what does that mean. It

1 probably really means different things to different  
2 people. But when pick use bounce back, or picked yourself  
3 up, well, kind of makes more sense. So I really  
4 appreciate that.

5 And then the other question I wanted to just  
6 address a little bit is -- is more of a question from my  
7 perspective is, how does this -- what we've talked about  
8 today -- learned today translate into a Best Start work?  
9 Because these are all kind of place based in a certain  
10 sense. It's either a cultural base or a -- or a specific  
11 part of our county. And I'm just wondering how we bring  
12 this into all of the Best Starts.

13 COMMISSIONER DENNIS: Anybody else? Linda.

14 COMMISSIONER ARAGON: I love this, by the way.  
15 I'm very visual, so this was excellent. And I actually  
16 had the same thought about where Best Start fits into  
17 this. But also I appreciate the fact that not only in  
18 terms of strengthening the parenting skills but also  
19 strengthening the parent skills to be civilly engaged.  
20 And I love those examples and I love hearing that. So not  
21 only just teaching them to be better parents but to be  
22 more in their community and changing that environment  
23 because that's where really the long-term sustainability,  
24 so when they move on that change is going to be impacted  
25 in their community -- they're going to still have that

1 impact in their community. So that really resonated and I  
2 appreciate hearing that. So thank you.

3 COMMISSIONER DENNIS: Thank you. Trish got  
4 anything?

5 COMMISSIONER CURRY: No.

6 COMMISSIONER DENNIS: All right. Usually you say  
7 I forget you.

8 COMMISSIONER DENNIS: Anybody else?

9 COMMISSIONER ABDO: Sure, I'll say.

10 COMMISSIONER DENNIS: Get in there.

11 COMMISSIONER ABDO: This concept of learning from  
12 making errors or mistakes or things that didn't work,  
13 nobody showed up, which is a great way of knowing whether  
14 it's working. I -- I think it needs to be looked at as  
15 what does work too and validating and repeating the things  
16 that work really well and making the distinction between  
17 what works and what doesn't work as opposed to what we've  
18 always done. I think that concept is really good and it  
19 -- and it translates into the Best Starts as well. Maybe  
20 what's working in one isn't working in another, but then  
21 it's -- well, why isn't it working or why is it working  
22 here and not there I think are important things for us to  
23 be thinking about. And I should add Welcome Baby too.  
24 It's not only Best Starts, but I kind of relate it a lot  
25 to Best Starts in what all of you are saying.

1 MS. BELSHE: Maybe Antoinette could offer a  
2 couple of observations about the role of family engagement  
3 in the context of this work.

4 COMMISSIONER DENNIS: I had something to say.

5 MS. BELSHE: I'm sorry. You always wait until  
6 the very end.

7 COMMISSIONER DENNIS: I do.

8 COMMISSIONER ABDO: Nobody to call on Duane.

9 MS. BELSHE: Commissioner Dennis.

10 COMMISSIONER DENNIS: All commissioners had their  
11 piece. Now it's my two cents.

12 You know, for staff, the degree to which racism  
13 or sexism and homophobia impacts families, I think we need  
14 to deal with that. And I don't know if our panelists  
15 could address that because I think those are important  
16 agitators that families have to deal with on an ongoing  
17 basis and the degree to which they can address it is core.

18 Secondly, the degree to which systems which  
19 historically have been very antifamily, when you look at  
20 our public assistance system just a generation ago, men  
21 couldn't be in the home; and if they were in the home, the  
22 family was penalized. So how do we deal with those  
23 systems and how do we bring families to grip around some  
24 of those systems which we pay our good tax dollars for but  
25 have, you know, in essence extraordinarily detracted from

1 families.

2 And then connected to that, you know, fathers.  
3 How are fathers engaged? How are fathers engaged in the  
4 lives of their communities and in the lives of their  
5 children? And that being an essential piece. I know  
6 we're going to do something -- talk about that at First 5,  
7 but, you know, I think that that's critical, you know, and  
8 important, the whole father involvement and engagement,  
9 how do we maintain, how do we sustain it, especially if  
10 the father is not in the home, and that's sort of thing.

11 And then, last, are there nuanced differences  
12 between families by ethnicity, race, and that sort of  
13 thing. You know, are we talking the same family when  
14 we're talking about an African-American family versus a  
15 Latino the family versus an Anglo family. And what are  
16 those nuanced differences which impact on service delivery  
17 and how you engage and how you evolve And what does the  
18 science say and what does practical experience say. You  
19 know so those would be my little tidbits.

20 MS. GUTIERREZ: Little tidbits?

21 COMMISSIONER DENNIS: What did you say, Sandra?

22 MS. GUTIERREZ: Little tidbits?

23 COMMISSIONER DENNIS: You would know.

24 Those four areas are pretty big areas, obviously.  
25 And obviously, it impacts the work that you do on a daily

1 basis. But more importantly, I think it helps us as we  
2 think about how we systematically deal with this taking  
3 into consideration our strategic imperatives and how do we  
4 change some of these systems considering, you know, some  
5 of those issues like racism and all of that.

6 MS. BELSHE: Well, should we invite our --

7 COMMISSIONER DENNIS: Yeah, I mean --

8 MS. BELSHE: We have a little bit of time. Let's  
9 hear maybe not each you for all four, but pick one of  
10 Duane's tidbits and offer some of your good thoughts.

11 MS. ANDRADE DUBRANSKY: You want me to list them  
12 again? So we have racism, sexism, homophobia, systems  
13 that are antifamily. Pick one of these huge issues and  
14 tell us how to fix it.

15 MS. KAPLAN: So the whole notion of addressing  
16 the ideological issues, the underlying issues: Poverty,  
17 racism, institutional racism, and even the drug -- the  
18 drug industry, the support for the drug industry and --

19 COMMISSIONER DENNIS: The whole penal system, the  
20 whole nine yards.

21 MS. KAPLAN: Yeah. Is -- I -- is a vital  
22 conversation to have. And to some degree it's integrated  
23 into the -- to prevention models that have -- and even our  
24 own board of supervisors, although it's not always acted  
25 on and the contracts don't always come out reflecting the

1     desire, but in the original board motion that was put out  
2     in 2008 for the prevention initiative demonstration  
3     project that asked DCFS working with other key county  
4     entities, First 5 among them, to come back and say, what  
5     do we need to do to address the underlying causes of child  
6     maltreatment. And they named those causes: Poverty,  
7     racism, substance abuse. But they didn't quite go so far  
8     as to say substance abuse because there's a whole industry  
9     that wants people to be addicted to substances and things  
10    like that.

11            So some of the activities that have grown up in  
12    the last since -- this last almost decade in best  
13    prevention practices I think begins to at least have --  
14    make that the center of the conversation. And the human  
15    assembly -- human services assembly organization, a  
16    national level, has also put that forward, that social  
17    service organizations have to move from seeing themselves  
18    as the provider of services and rather to the instigators  
19    of change and what are the kinds of activities that any of  
20    our kinds of organizations and First 5 and a policymaking,  
21    policy-generating, funding level also can do to become the  
22    catalyst as a social change entity.

23            And so I think beginning to integrate some of the  
24    kinds of activities that provoke social change or at least  
25    support it at a community level is really important in what

1 we do.

2 MS. GUTIERREZ: And, commissioner, thank you for  
3 those profound comments because that is what people live  
4 each and every day.

5 One of the advantages of co-creating materials  
6 and resources with parents is that that's integrated in  
7 there because that is their daily lives. So the issue of  
8 improving the rights that people have, immigrant rights,  
9 what to do if you're stopped by a police, things of that  
10 nature come up as things that people -- that are vital to  
11 a family's success and vital to their goal. So I  
12 encourage you to listen again And co-create things with  
13 their parents.

14 In terms of whether it's one size family is  
15 different between black and Latino, there's much more  
16 commonality in terms of all wanting us to get to a better  
17 place, but there are some cultural differences depending  
18 on how where you are, long you've been in this country.  
19 Generalizing and getting into some kind murky waters here,  
20 but things, for example, like, boys shouldn't cry; you're  
21 a boy and boys don't cry. Spanking, things -- there's a  
22 lot of different things that are different cultural  
23 practices that are addressed because it comes from the  
24 parents themselves. But I think there are more  
25 commonalities than there are differences. But those

1 differences, when they are -- when we know that they're  
2 not good for kids, we don't run from them. We really  
3 break down the -- demystify the research as to what's best  
4 for the child because, ultimately, that is what the  
5 parents want. It's just in the tone and in the approach  
6 that it's dealt with.

7           COMMISSIONER DENNIS: Any thoughts in the father  
8 engagement and, you know, any particular programs, how  
9 have -- how effective, if you have, been in getting  
10 fathers engaged, to what extent, what do you have fathers  
11 doing; if fathers are absent, how do you get them in the  
12 mix.

13           MS. KAPLAN: So we've had some focus on  
14 fatherhood for particularly on young fatherhood, teen  
15 dads, for more than a couple of decades. And so I'd say  
16 that where we've been successful has been using approaches  
17 that puts people together in groups; that it's not so much  
18 a one-to-one outreach or a counseling situation or things  
19 like that. So, for example, we have -- we got our young  
20 dads program that creates community action groups out of  
21 bunches of young dads that either share geography in  
22 common or age in common or perhaps a particular issue of  
23 dads who are not -- not physically parenting their kids or  
24 have just come out of jail or things like that. And  
25 they're facilitated by young American who were themselves

1 young dads. So it really expands that peer-to-peer peer  
2 support service. And we're just right now -- shameless  
3 plug. We're going for a competitive grant with LA 2015 so  
4 I'll have time to vote tomorrow at noon. It's called  
5 Young Man to Man Project. It is an expansion of our work  
6 around young dads to make it three generation program with  
7 mentor dads, mentor men mentoring the guys who are  
8 currently dads between the ages of 15 to 25. And then the  
9 young dads themselves want to become what they call an  
10 impact team to go into high schools and middle schools to  
11 talk about what too early fatherhood has meant to them  
12 with the boys. So three generations.

13 And I think that's the key for putting together  
14 -- putting -- being able to put together -- here I'm  
15 speaking like I would know, but as a woman in our  
16 organization. But it's turned over to the guys and they  
17 facilitate those program and recruit men together to come  
18 together to really talk about what it means to be a real  
19 dad.

20 MS. GUTIERREZ: I just want to add real quick.  
21 It's always important to ask when is the best time for  
22 these things to happen because a lot of times it's initial  
23 when the father can come And so to ask that first, so that  
24 you're really inviting them, you're creating a welcoming  
25 environment for parents, especially fathers, by asking

1     them when would be the best time for you.  And we've done  
2     a lot of work focus group with fathers about what they  
3     like.  The concept of seeing themselves as leaders of  
4     their families really does resonate.

5             Most parents aren't aware of the power of their  
6     daily decisions.  And that's been something that's been a  
7     really good thing and we're starting to integrate more  
8     parents but we get mainly moms still.

9             COMMISSIONER DENNIS:  I would imagine.

10            MS. GUTIERREZ:  But asking first is important  
11     because you're really making them explicit invitation.  
12     Don't leave it to chance.  Make it as explicit as  
13     possible.

14            COMMISSIONER DENNIS:  Joan, you had something to  
15     say?

16            MS. MALTESE:  I just think that it's so  
17     challenging to be able to find the right environment for  
18     men to be able to come because they're not available at  
19     the time when we can get our volunteers, for instances.  
20     But we do have a lot of dads who come to our center and we  
21     find that we get the best participation from dads when  
22     they just have an opportunity to make friendships and to  
23     do things together.  So we try to create -- and, again,  
24     it's asking them, you know, really giving them some space  
25     of how they want to use that time.  And they worked out

1 completely on their own. It's a very good thing I didn't  
2 get involved in it because I'm sure I would have scheduled  
3 things. But they managed to find a day where it turns out  
4 that Wednesdays and Fridays tend to be the dads' days.  
5 And they're all like, are you coming on Wednesday, are you  
6 coming on Wednesday. And that sort of peer-to-peer  
7 support is really important. And I -- you know, and I  
8 think it's hard to actually arrange it because you can't  
9 bring in -- if I said every Wednesday was going to be  
10 dads' day, I don't think people would come. But because  
11 they arranged it themselves and it was more personal, it  
12 really worked.

13 MS. GUTIERREZ: There's also a program designed  
14 for fathers. It's about 20 years old called Las Manos De  
15 Mi Pa, My Father's Hands. And it was developed by Head  
16 Start many years ago. They stopped using it, but it has a  
17 lot of great content.

18 COMMISSIONER DENNIS: It was in Baltimore. I  
19 remember. Yeah. I was in Baltimore.

20 MS. GUTIERREZ: We tested it and parents like it.

21 COMMISSIONER DENNIS: Okay. Thank you for  
22 indulging me. Obviously, we could talk a lot more about  
23 any of those particular issues that I brought up.

24 Antoinette, I think you're next, and you wanted  
25 to talk about the intersect with Best Start which leads to

1 this whole issue of family engage.

2 MS. ANDREWS: First of all, thank you very much  
3 for the information. There's a lot of consistency in  
4 terms of what you've been saying and what we've been  
5 thinking internally about Best Start. And I think the --  
6 I see model heading my way. So I'm going to adjust the  
7 microphone.

8 MS. BELSHE: He's actually a very well liked guy.

9 COMMISSIONER DENNIS: Way to be proactive. I  
10 like that.

11 MS. ANDREWS: So, you know, what I have -- what  
12 really resonates with me from what you all have said is,  
13 this is not a linear process. And when Barb and I were  
14 working on the chart with others, we kept saying -- you  
15 know, we sort of have the limitation of a sheet of paper  
16 and it's not as if, you know, families go along and, oh,  
17 at this point in time, that I go to a park or at this  
18 point in time, that's when I'm going to get engaged with  
19 my community. So understanding the limitations of a piece  
20 of paper, we know that this say very complex and dynamic  
21 process.

22 And so what we do in Best Start we have to  
23 understand that complexity and really see parent  
24 engagement at all of these different levels. When we talk  
25 about the community partnerships, as an example, it did

1 start from a me place. I'm coming because, yes, I care  
2 about my community, but what can I get out of this. What  
3 information because I'm hungry for that. And then to see,  
4 oh, there are others who have the same experience with me.  
5 And then to be able to say, well, now I have a platform  
6 where I can use the voice that I feel has been drowning  
7 all this time to make a difference in my community and the  
8 systems that impact my family. And it just sort of  
9 expands from there.

10 So when we think about Best Start we have to  
11 think about parents at the center as -- as we laid out in  
12 our strategic plan, but also how we partner with parents,  
13 how we partner with residents, how we partner with a  
14 variety of stakeholders to address these really important  
15 and complex issues within these communities.

16 So the next presentation is on what we're calling  
17 the Best Start environment. And, yes, Commissioner Abdo,  
18 we chose one word to try to cram in a whole lot of --  
19 we're very masterful at that.

20 COMMISSIONER DENNIS: We're going to take that  
21 back. I got it.

22 MS. ANDREWS: But part of what we're going to be  
23 sharing with you is, we're needing to change because it is  
24 true. We should not do what we've been doing just because  
25 we've always done it that way. The question really is,

1 what have we learned from doing this and how can we make  
2 this investment really what we all envision it to be. And  
3 it begins with an operational support structure, a  
4 different operational support structure for the community  
5 partnerships, but it doesn't end there. That's just the  
6 beginning of really addressing these larger, more complex  
7 issue. And at the same time, as we think about those  
8 operational supports, the other question for us is, are we  
9 creating a platform that really allows for the kind of  
10 authentic parent engagement that we all seek. That's  
11 really what this is about. Alignment doesn't -- isn't the  
12 -- may not be the right word, but it's the word we're  
13 using now to really express that there are some shifts and  
14 some reorganization at Best Start that's needed in order  
15 to achieve the outcomes that we seek.

16 COMMISSIONER DENNIS: Thank you, Antoinette.

17 This has really been wonderful. Obviously, this  
18 is just the beginning of a long conversation that this  
19 commission, you know, will have. Many thanks to you, our  
20 esteemed guests. And, you know, I know publicly I've  
21 known you for a while. And it's been --

22 MS. GUTIERREZ: Don't say anything.

23 COMMISSIONER DENNIS: Sondra, I didn't say how  
24 long you and I have known each other. But it's been quite  
25 interesting and, you know, it begs the question, you know,

1 to learn more and to know more. More importantly, it begs  
2 the question, what is our role in taking into  
3 consideration our strategic imperative around systems and  
4 policy. What do we do from those particular lens as it  
5 impacts on this particular area.

6 Anyway, thank you all very much. We have a break  
7 and let's come back at 3:15.

8 (A brief break.)

9 COMMISSIONER DENNIS: Ladies and gentlemen.  
10 Ladies and gentlemen. Ladies and gentlemen, boys and  
11 girls, we need to get started.

12 Okay. Next area is Best Start. I think  
13 Christina and Antoinette is going to take that. And I  
14 think we start off with Christina.

15 MS. ALTMAYER: Yes.

16 COMMISSIONER DENNIS: Then we'll finish out with  
17 Antoinette and then Judy will be changing the name from  
18 Best Start Alignment Strategy to something else.

19 MS. ALTMAYER. Thank you. So it's just such a  
20 fitting synergy to follow after the last presentation.  
21 Incredible. And, you know, so many of the things themes  
22 that I think the panel spoke to are themes that we've been  
23 talking around. It's this concept of, how do we take the  
24 learnings that we're having and apply them to build our  
25 Best Start investments to be better aligned to the

1 community building that we want to see and are hoping to  
2 achieve.

3 So what we want to do today just really quickly  
4 is we want to reflect back. I'm going to try and get us  
5 back to the time and space to pick up from the September  
6 conversation. We don't want to repeat it, but we want to  
7 build off of the discussions that we held at that time.

8 And then the key additional piece of learning  
9 from today is the work the RFI that we spoke about in  
10 September. We want to give you some high-level findings  
11 from that process. And then, again, reintroduce and  
12 update you with a calendar and look ahead of the process  
13 over the coming year.

14 So as we shared with you back in September, you  
15 know, there's some key concepts that we are really trying  
16 to build into this alignment effort, but, fundamentally,  
17 it's being informed by what we know as both. So much what  
18 we heard in the panel. The research, what it has told us,  
19 but also the experience that we have had here in LA from  
20 both the practitioner as well as the families and the  
21 community leaders. So it's a compliment to both what we  
22 understand to be best practices so to speak to degree that  
23 they're emerging in this field of community strengthening,  
24 but also to understand that there have been incredible  
25 learning experiences just from the work that we have done

1 that has to inform us.

2 So what we want to provide an overview today is a  
3 little bit about where we are in this process, where we  
4 are in the learnings, and how we want to move forward.

5 As you recall, we were here in September kind of  
6 introducing this concept of our alignment. Although,  
7 obviously, it's been that's been talked about at the First  
8 5 commission level for some time. And we've heard some  
9 key things from you all that we have to incorporate into  
10 our planning. You see here on this slide as we go through  
11 the model, but just some of the key concepts that  
12 resonated with us around understanding or learning from  
13 our prior implementation, from our current implementation,  
14 specifically Metro LA which has some unique aspects to it,  
15 but then more uniformly across the 13 communities; that we  
16 have to understand that we have to both be responsive to  
17 individual communities but then hopefully we are creating  
18 opportunities for cross sharing of practices across the  
19 communities. So we're sort of blending both communities  
20 specifically, but also looking for community themes, and,  
21 fundamentally, that we are looking to build community  
22 leadership to strengthen the outcomes for our families  
23 that live within those communities.

24 And I think very much building off of the  
25 conversation in our whole strategic plan, families are at

1 the center of the work that we do, but we're recognizing  
2 through our communities strategies that families live in  
3 communities and therefore it's strengthening those  
4 networks around families.

5 So I think the September meeting was a good  
6 reinforcement of a reminder, don't forget those core  
7 principles. And those are some of the reflections that we  
8 have captured on this slide.

9 So again, I don't want to repeat what we talked  
10 about in September, but just to reorient us. As you heard  
11 and you may recall, we talked a little bit about where we  
12 see ourselves today, where we see ourselves in the future,  
13 and that very much in this current strategic plan we're in  
14 this transitional phase. And one of the first pieces that  
15 we want to transition, which Antoinette will talk more  
16 about in just a moment, is really some of the  
17 infrastructure pieces.

18 Right now, you can see that First 5 LA under the  
19 current state column, First 5 LA staff is really in a very  
20 operational mode. We are providing the infrastructure for  
21 much of the work that occurs within the Best Start  
22 partnerships. And we want to begin that transition  
23 process so that it is more community owned and community  
24 driven. The first step in that process is some of the  
25 operational infrastructure. So we'll talk more about that

1 in just a moment.

2 Again, it's our goal -- and this is somewhat  
3 ambitious, but I think you have to be in some way driven  
4 by time in order to make those meaningful changes, is that  
5 our goal is by December of 2017 that First 5 LA will  
6 transition some key operational functions. This, is not  
7 transitioning our commitment to Best Start. This is not  
8 transitioning our investment. It's transitioning the  
9 operational way in which we do our work to existing  
10 community organizations that have the capacity, values,  
11 and philosophy to support the community change initiative.  
12 So this is the first step but we are very much committed  
13 to long-term vision that you see on the prior slide.

14 So we will get more into the details of what we  
15 need to do. But just to put us back into the time and  
16 space of where we were, so by next year, beginning --  
17 right now, we are in this transitional phase of doing a  
18 lot of the research and the learnings. We are looking to  
19 -- over the course of the next 13, 14 months, to really  
20 begin to transition these key operational functions to  
21 these organizations.

22 To get there, though, we know that there are both  
23 government processes we have to think about. We are a  
24 public agency, so we have to be grounded in that. There  
25 are communication strategies that we have to implement.

1 There are community building strategies that we have to  
2 implement. And most importantly I think there is learning  
3 that we have to incorporate as we design this feature.

4 So that's kind of the big picture as to where we are.  
5 I'm going to transition it over to Antoinette that will  
6 talk a little bit about our learning process and this next  
7 piece of the puzzle that we want to talk about, which was  
8 the feedback from an RFI that we did over the summer that  
9 really was an opportunity for us to hear from community  
10 organizations that have been actively involved in Best  
11 Start about what they see as some of the key issues as we  
12 transition.

13 MS. ANDREWS: Thank you, Christina.

14 So we definitely -- as Christina just mentioned,  
15 we have a goal of at the end of December 2017 that we will  
16 have transitioned the operational supports. There are  
17 some milestones to help get us there. So by May, we want  
18 to ensure that we have completed a really inclusive  
19 process. I'm going to talk a little bit more about that.  
20 And October is when we're thinking that we would bring to  
21 the board organizations that then the board would approve.  
22 And at that point, that we would begin to transition  
23 process.

24 So as I just mentioned, we do want to have a very  
25 inclusive and transparent process and be very deliberate

1 about what it is that we're doing. So we have several  
2 inputs into this process. We have convened what we're  
3 calling a transition team, which is community members from  
4 every Best Start community serving on this ad hoc  
5 committee to inform the decisions that we're making. We  
6 issued a request for information. We also conducted  
7 community input sessions because we recognize that a  
8 request for information is a very funder-driven type of  
9 tool and may not be as accessible to community -- to other  
10 community organizations. We've conducted interviews with  
11 key influencers and opinion leaders. We've looked at the  
12 literature. We're looking at our own knowledge: What  
13 have we gained, what have we done throughout course of  
14 implementing Best Start.

15 So today I'm going to talk specifically about the  
16 request for information. We issued this request for  
17 information back in May of this year, 2016, because we  
18 wanted to get a sense of the best thinking and ideas that  
19 community organizations have. And we also wanted to find  
20 out how interested they are to fulfill some of the  
21 functions that we outlined in the request for information.

22 The organizations had six weeks to respond. We  
23 received 21 responses. 14 of those responses were service  
24 providers. Seven considered themselves to be advocacy  
25 groups or networks of providers. And four respondents

1 were -- are members of prevention and aftercare networks.  
2 So it's really important for us to think about what's the  
3 current infrastructure within the county, the prevention  
4 and aftercare networks being important infrastructure and  
5 how might we look at building upon what already exists.

6 As I mentioned earlier, we also conducted  
7 community input sessions for the purpose of addressing the  
8 same questions in the RFI but using a different format,  
9 meaning we invited organizations to participate. And over  
10 the course of two community input sessions, we had an  
11 additional 48 organizations participate.

12 So there are two areas of inquiry. We wanted to  
13 know more about what are the key operational functions to  
14 support the community partnerships. We were thinking  
15 about the -- the coordination function. And this is the  
16 ongoing planning and the -- the meetings that are  
17 required, the logistics required for that. The fiscal  
18 management, as you know, we -- the board approved the  
19 Building Stronger Families grantees, and they are  
20 implementing in collaboration with the community  
21 partnerships the programmatic aspects of this. But we're  
22 thinking through, are there some financial management  
23 skill sets that -- that are required in partnerships in  
24 order to really advance the work.

25 And, finally, we are -- we wanted to know more

1 about skill building. Now, this is really capacity  
2 building. What are those things where there's leadership  
3 development or evaluation or some of the other things that  
4 community partnerships need in order to move the work  
5 forward. So we had this question about what we thought to  
6 be key operational functions and we wanted to get input  
7 from the organizations.

8 The second area of inquiry was around the  
9 geographic approach. As it currently stands, with the  
10 exception of Metro LA, we are implementing a countywide  
11 approach. There is one agency that provides all  
12 coordination, financial management, and skill building  
13 functions, and that is First 5 LA. We are functioning as  
14 the countywide entity with the exception of Metro LA,  
15 where that -- we rolled that out as a pilot community with  
16 a lead agency approach.

17 So we wanted to find out from community  
18 organizations what might be a different way of doing this  
19 and what are the pros and cons of having a per community  
20 approach as in the case of Metro LA, what might be --  
21 would it be better to have a regional approach where like,  
22 for example, in the Antelope Valley where we have both  
23 Lancaster and Palmdale. Should we be looking at the  
24 Antelope Valley and supporting that as a region versus two  
25 separate communities. So we consider further

1 implementation of a countywide approach; not that it would  
2 be First 5 LA, but we do have some experience in providing  
3 a countywide approach. And then we wanted to know, are  
4 there other ideas, are there other things that we should  
5 consider that we haven't considered yet.

6 So the overall -- these are some of the points in  
7 terms of the overall reflections.

8 One of the things that we have experienced and it  
9 was absolutely affirmed in what we heard from the RFI and  
10 from the community input sessions is that First 5 LA,  
11 being that operating foundation, being the operating arm  
12 of the community partnerships is -- does not build  
13 long-term capacity within communities. We also heard that  
14 we have to be very thoughtful about transition. We need  
15 to think about involving a network of organizations to  
16 really build trust.

17 One of the things that we're concerned about is  
18 inciting competition within communities. So we really  
19 want to think through, how do we work with a network of  
20 organizations to really elicit trust and build upon what  
21 already exists within communities.

22 And then thinking about the complexity of Best  
23 Start and in thinking about what we just heard from the  
24 panel before us, we really have to think about this work  
25 not strictly from a direct services perspective. And what

1 I mean by that is, we know that there are lots of direct  
2 service providers, but we also know that there are other  
3 organizations, other types of organizations out there that  
4 really address -- look at the work through a social  
5 justice lens, as an example, and how we might bring those  
6 various perspectives together in order to have a more  
7 holistic systematic approach.

8 We heard that we -- there's a need to do greater  
9 engagement of the API and African-American communities.  
10 And we also heard that -- we asked what would be the best  
11 role for First 5 LA. And what we heard was providing  
12 technical assistance: Meaning funding, technical  
13 assistance, not First 5 directly, evaluation support,  
14 financial resources given that we are a funder. But it's  
15 also our unique position in being able to engage county  
16 agencies in this work and overall advocacy for community  
17 development because, as Christina mentioned and as we all  
18 know, families live within the context of communities and  
19 in those communities, there are housing issues, there are  
20 transportation issues, there are a range of issues that  
21 are around overall community development that impact the  
22 health and well-being of families.

23 We also heard a lot of benefits and challenges  
24 associated with the geographic approaches that we  
25 outlined. So we're going to go over those in just a few

1 minutes.

2 But before I do that, I want to just highlight  
3 four key reflections from what we heard from the RFI and  
4 the community input sessions. One is there was further  
5 affirmation about our decision to transition operational  
6 support; that there was overwhelming support to do that.  
7 The second is around the idea including a network of  
8 organizations in order to enhance collaboration. The  
9 third is that First 5 LA can still play a critical role in  
10 supporting the community partnerships and in strengthening  
11 overall community capacity. And the fourth is in our --  
12 in the design phase of our work we really have to be  
13 mindful to have a support structure that maximizes the  
14 benefits and minimizes the challenges associated with  
15 various approaches. So those are the four key takeaways  
16 from what we heard from the RFI.

17 Now, again, another -- apparently we not only  
18 have -- are pros at adding a lot of words to it -- using  
19 words that have a lot of meanings. We also have a  
20 tendency to put a lot of content in a single slide. So I  
21 just want to take -- I'm not going to go through each one,  
22 but I'll give you the highlights.

23 So when we asked community members or community  
24 organizations what they see as the benefits and challenges  
25 of these geographic approaches, the -- what they said was

1 this: If we were to do a one-to-one approach, meaning  
2 that we will contract with a single agency per Best Start  
3 community, that the pro is that there is stronger local  
4 ownership and relationship building. And we heard that  
5 from Susan Kaplan today. The con is very costly. It can  
6 be very costly. And the required functions may not be  
7 available in all communities. So that is the takeaway in  
8 terms of where is the strength and where is the weakness  
9 of really considering a one-to-one approach.

10 When we asked about a regional approach, the pro  
11 was, well, it can be less costly while also promoting  
12 joint learning and action across multiple communities.  
13 So, again, in the example of in the Antelope Valley,  
14 Palmdale, Lancaster coming together as a single region,  
15 particularly around policy and advocacy issues that impact  
16 that region, it's more powerful than Lancaster by itself  
17 or Palmdale by itself trying to address those same issues.  
18 The con is that it may not be responsive to the specific  
19 needs of each community.

20 When we asked about the countywide approach, the  
21 pro was -- or the benefit was, it could potentially  
22 provide neutral oversight and there could be less local  
23 competition over the resources. The con is that it is a  
24 cookie-cutter approach that may not meet the unique needs  
25 of the communities.

1           So all the words that you see on this slide sort  
2 of boil down to how responsive do we need to be to the  
3 local community, how do we ensure that we are able to  
4 maximize the resources, and how do we really foster  
5 collaboration and community leadership and community  
6 ownership of this work, And how do we do that in a way  
7 that -- where communities or the organizations that we may  
8 partner with are really in it for the long haul. So  
9 something that, again, Susan mentioned and that we have to  
10 consider as we move forward.

11           So I will not ask you to read the slide, but  
12 rather refer to the attachment that you have -- that I'm  
13 hoping that you have on the four ways to structure the  
14 operational support. So there are -- based on what we  
15 learned through the request for information as well as the  
16 community input sessions, what emerged are four different  
17 ways that we could potentially do this. The first way is  
18 for us to take a countywide approach but only for the  
19 administrative functions. So this would mean, looking at  
20 the -- the -- the financial management primarily aspect of  
21 this work in order to foster collaboration and reduce  
22 competition at the local level, but understanding the need  
23 to have local engagement that we would look at possibly  
24 some functions residing at a more regional level, again,  
25 using the example of the Antelope Valley. And at the same

1 time, in terms of coordinating the partnerships, there may  
2 be some local work and investment that we may continue to  
3 do in order to foster that. So there's one option that is  
4 sort of like the blend of all three of the geographic  
5 approaches.

6 Another way in which we can do this is regional;  
7 that we can look at various region or grouping the  
8 communities in various regions. So, again, the Antelope  
9 Valley, but there's also south LA that we can group as a  
10 region and contract with a single entity that would be  
11 over that particular region but they would have local  
12 partners to work with the various community partnerships.

13 Another way is to say, well, we can go regional  
14 or we could go community by community, but let's allow the  
15 communities to actually decide for themselves,  
16 understanding that there would be certain parameters that  
17 we would put in place to help to guide those conversations  
18 and help us to ultimately make the decision as to what it  
19 is that we would do in each community.

20 The fourth way of looking at this is for us to  
21 contract with a single entity that would function much  
22 like First 5 LA functions today in supporting the  
23 community partnerships. So this would be one agency that  
24 would provide all functions for all 14 communities.

25 Now we understand that this is a lot of

1 information to take in. This is meant to be an  
2 introduction to this. I'm looking at Commissioner  
3 Dennis's face as we're reading these things.

4 COMMISSIONER DENNIS: No, I actually know a  
5 little bit about this. I actually read it before I got  
6 here. And I read all the words in the slides as well.  
7 This time and last time.

8 MS. ANDREWS: So we're not bringing this to you  
9 today because we want to you choose. We want you to know  
10 where we are in the process. We have to unpack these a  
11 lot more. And we have the intention of also getting  
12 feedback from the community partnerships themselves around  
13 these four options that helps us to then ultimately make a  
14 final decision around this that we will bring to the  
15 board.

16 So our next step in this is around holding some  
17 community partnership engagement sessions where we would  
18 go over these four options and get feedback from the  
19 community members. We're also scheduled to have a board  
20 -- full board presentation during the November board  
21 meeting around this where we'll be looking at what's the  
22 best ways to present this information to the full board so  
23 that they understand where we are in the process, but not  
24 feel overwhelmed by the amount of information that staff  
25 has been grappling with for quite some time now.

1           In December, we will hold a design session. We  
2 have hired a consultant regarding it who has expertise in  
3 really understanding operational support structures. And  
4 so they're help -- they're helping us to think through  
5 these various options and helping us to determine what our  
6 process is, grounded in a service that is design  
7 principles and design parameters that then will help us to  
8 make a final decision.

9           We do have a transition team meeting in  
10 December, on December 2nd, and we will be back to this  
11 committee, the program and planning committee, in January  
12 to talk more about where we are in terms of our  
13 recommendations.

14           Throughout the entire process, First 5 LA staff,  
15 we're taking in the information, we're doing some analysis  
16 and moving the process forward. From this point forward,  
17 we will be digging into these four design options and  
18 really trying to determine, is there anything that we  
19 missed, anything that we need to consider in order to  
20 arrive at a final decision with all of the great input  
21 that we have received throughout the process. And, of  
22 course, we will be communicating with our internal and  
23 external stakeholders along the way.

24           MS. ALTMAYER: So I guess two things: This is  
25 just an overview of the next 11 months or so around where

1 we're planning on transitioning. I think we want to  
2 approach this with a lot of creativity in terms of not  
3 necessarily just thinking about the three buckets of  
4 services as one whole pie, so to speak, but there's a  
5 number of different ways we're exploring about how the  
6 procurement strategy could structured. We'd love at this  
7 point to open it up and receive your questions. One of  
8 the pieces of information that would be very helpful to us  
9 at this point is also to hear from you about what your  
10 thoughts are about bringing this information forward to  
11 the board in November. What do you think are some of the  
12 most important pieces of information that the board would  
13 be interested in learning about. Any advice that you  
14 would have regarding how on we prepare to introduce these  
15 topics in November, recognizing that you've had two bites  
16 at the apple so to speak. What would be most valuable for  
17 us to bring forward.

18 With that, we're happy to any questions or  
19 receive feedback.

20 COMMISSIONER DENNIS: Commissioners.

21 Trish, I saw you. I got you.

22 COMMISSIONER CURRY: Thank you. You know, I'm  
23 looking at this and wondering how the prevention  
24 initiative -- countywide prevention initiative fits into  
25 it and if we make a decision that, you know, it's going to

1 be handed over, you know, one of these different -- four  
2 different structures countywide, what happens to the  
3 pieces of the prevention initiative that our county  
4 partners, where do they fit in to this and who will --  
5 will they have the same four options and go along with  
6 what happens in that community or will they have different  
7 -- I mean, do we all have to go with the same plan or --

8 MS. ALTMAYER: So let me make sure I understand  
9 your question. I think you bring up a great point that  
10 John would be the best person to ask this as well.

11 But one of the things that we've been really  
12 doing is thinking about how we leverage the existing  
13 provider aftercare network and strengthen those  
14 connections to the Best Start community partnerships.

15 John and I were really fortunate to have an  
16 opportunity to partner with the office -- thank you --  
17 with the OCP in meeting with representatives of the PAN,  
18 including Susan Kaplan, and get their feedback and input  
19 around how can we strengthen better alignment between the  
20 Best Start community partnerships as with PAN networks.  
21 There's some overlaps, as you saw that some of the PAN  
22 providers are also our Best Start partners. So how do we  
23 make that integration? I think as we design the future  
24 model for this operational structure, one of the things  
25 that we want to do is really leverage those PAN networks.

1 And I think one of the other principles that we're really  
2 thinking about is, how do we leverage the strength of  
3 those organizations. So we're not looking to build new  
4 organizations to carry on this work, but we know that  
5 there's tremendous assets that exist within the  
6 communities including some of those PAN providers, and how  
7 do we make sure we leverage those strengths because they  
8 have important insights into working with community  
9 members.

10 COMMISSIONER CURRY: Right. No question.

11 But they also have a contract with the county  
12 department. And how does all of that fit together with  
13 the decisions that the Best Start communities make on --  
14 on -- you know, which one of these four directions they're  
15 going to take in operating. There will be as we go along  
16 the PANs that have contracts with county departments, the  
17 services under the Mental Health Service Act from DMH.  
18 And I'm -- I'm just trying to figure out how they all  
19 coordinate together.

20 MS. ALTMAYER: And I think you bring up a good  
21 point. I'm not -- we're not envisioning that we're going  
22 to be changing the nature of the contracts with DCFS and  
23 PAN providers, but I think one of the huge advantages of  
24 changing this operational structure as it exists today is  
25 First 5 LA will be able to use its staff, its resources to

1 step out of some of the day-to-day operational work that  
2 we're doing as an operating foundation to focus our  
3 intention on exactly what you're bringing up as some of  
4 these system change efforts.

5 So how can we make sure that we are understanding  
6 the -- and building those connections for our community  
7 partnerships with things like the PAN networks with  
8 understanding some of the initiative that's DMH is  
9 launching on its community health and our healthy  
10 community networks.

11 So I think that's a huge advantage of moving to  
12 this so we can get out of the day-to-day and play a far  
13 more strategic role.

14 MS. BELSHE: Another point I'd make that you're  
15 encouraging us to think about, Trish, and Duane was saying  
16 to me, this is complicated. Yeah, it is, but we also need  
17 to make sure we don't overcomplicate it. So you're  
18 complicating our thinking in an important way.

19 COMMISSIONER CURRY: I'm sorry.

20 MS. BELSHE: No, no. As my colleagues will tell  
21 you, that's a positive thing within reason.

22 COMMISSIONER CURRY: Was there a message there?

23 MS. BELSHE: No, not at all. One of the things  
24 we'll be coming back with is to share with you some of the  
25 design principles and/or guardrails if you will that will

1 be incorporated in the solicitation we're going to need to  
2 do. So you've heard from Kristine and Antoinette the  
3 importance that we, staff, see in building upon existing  
4 infrastructure as opposed to First 5 LA -- we've done this  
5 before -- building an entirely new organization. How we  
6 move forward needs to be done not in a vacuum, but with an  
7 awareness of potential connecting points with important  
8 county conversations.

9 So there are ways we can write our solicitation  
10 to ensure that the organization or networks of  
11 organization -- because we haven't figured that out yet.

12 COMMISSIONER CURRY: Right.

13 MS. BELSHE: There's no decision here. We're  
14 sharing with you what we're wrestling with in kind of  
15 realtime. But the path we ultimately come to you and  
16 recommend is going to be a path that is not operating in a  
17 vacuum but is very much in part of this larger county  
18 construct.

19 So we're not going to prejudge and say, oh, it's  
20 going to be PANs. We know the PANs, as we heard from the  
21 RFI, are really important lead agencies. So the PANs are  
22 very important. They're incredibly powerful platforms.  
23 So, yeah, they're existing infrastructure but there's also  
24 other existing infrastructure. If some of that  
25 infrastructure is being furthered strengthened and

1 bolstered in the context of the OCP prevention work,  
2 that's going to be very important information as well.

3 So we need to find those connecting points but we  
4 also can't wait for everything to be --

5 COMMISSIONER CURRY: No, I'm not --

6 MS. BELSHE: I know you're not suggesting that.

7 COMMISSIONER CURRY: I'm the last person that's  
8 going to suggest waiving because I -- we don't go fast  
9 enough for me as it is.

10 MS. BELSHE: You give voice to that urgency as  
11 well.

12 COMMISSIONER CURRY: Yes. Thank you.

13 COMMISSIONER DENNIS: Judy.

14 COMMISSIONER ABDO: I think that it's -- it is  
15 going to be really, really difficult to figure out what  
16 will work. And I'm not sure that one solution is going to  
17 work for everybody, but I think that within each of the --  
18 the Best Starts there are internal organizations and  
19 people with strong leadership skills that differ from --  
20 from each group. And so some of them may be much more  
21 ready to be operational than others, and that needs to be  
22 taken into account of course. I mean, that's -- everybody  
23 can figure that one out. I think that the fiscal  
24 management is going to be a huge issue in that it's  
25 probably in each community very different from each other

1 community in terms of ability to -- to take on fiscal  
2 management. And I -- I don't know exactly how that would  
3 work assuming there's going to be First 5 involvement.  
4 It's -- it becomes almost like grants management again,  
5 but first there has to be capacity to do this kind of  
6 operational work. And I just picked the fiscal management  
7 because I think in many ways it's the most complicated if  
8 there are not people already ready to kind of take on that  
9 role. So I don't have an answer there. I just think it's  
10 important to look.

11 The other thing I think Duane brought up racism  
12 and sexism and homophobia. I think there's also classism  
13 that we really need to be aware of. And these regions  
14 don't necessarily have consistent class structures, and  
15 that can separate people greatly. And it can be kind of  
16 hidden as to why things are not working well when -- when  
17 assumptions about how life should be within a class  
18 structure are going to be very, very different.

19 So I -- I don't know how -- I know that  
20 complicates it more, but it's also part of reality. So I  
21 just wanted to add that -- that issue in there.

22 And I think that's all I want to say right this  
23 minute.

24 COMMISSIONER DENNIS: Linda, you got anything?

25 COMMISSIONER ARAGON: I'm good. Thank you.

1           COMMISSIONER DENNIS: Trish, back to you.

2           COMMISSIONER CURRY: So I'm trying to think how  
3 this works. And let's say that we allowed different --  
4 different Best Start locations to select different ways of  
5 doing it. If we did that, somebody could select number  
6 one and somebody could select number four option. Is that  
7 right?

8           MS. ALTMAYER: I don't think we're envisioning  
9 that -- I think we're envisioning that we would design a  
10 model that would -- across the -- across the 14  
11 communities look -- do a -- if you could envision it, it's  
12 really a matrix of thinking about which functions are best  
13 performed at a -- at the various levels and thinking  
14 through how we can structure a design for the delivery of  
15 these services looking at those specific scope of services  
16 and then figuring out the best way for those services to  
17 be delivered within each community and thinking about --  
18 so if you can envision sort of a function column and a  
19 geographic across figuring out how these different  
20 functions can be best delivered. Maybe all of them in a  
21 common approach or maybe a hybrid approach where some  
22 functions are delivered at a regional basis or some  
23 functions are delivered at a local basis and some  
24 functions are delivered at a countywide.

25           So we're considering both of those or a multitude

1 of those options is probably a good way to think of it.

2 COMMISSIONER CURRY: Okay. So just looking at  
3 number one, the countywide administration only, we're --  
4 or maybe number two would be a good one, contract with  
5 organizations to provide administrative support and  
6 financial management. So what if we get into this and one  
7 or two communities is not -- i's not working well, whether  
8 it's the management or the financial. Are we, First 5,  
9 hovering around kind of to help people out? Or -- or  
10 they're just -- once we decide are they on their own? Or  
11 how does that all work?

12 MS. ANDREWS: No, they're not. They won't be  
13 alone. So one of the things that just taking a step back,  
14 this is a capacity building effort. So although we're  
15 saying we would transition operational supports, that  
16 would come along with capacity building assistance. So  
17 these are the things that we still have work through sort  
18 of what that looks like. So we have another strand of  
19 work where we're looking at the various ways in which we  
20 can provide capacity building assistance to the  
21 organizations that would be taking on these functions but  
22 overall at a community level, how do we continue to  
23 support the growth and development of the community  
24 partnerships to play a critical role within those  
25 communities.

1 MS. ALTMAYER: And I think you're raising a  
2 related sort of line of analysis that we've been  
3 considering is, how do we look, how do we measure, how do  
4 we evaluate the strength and growth of the community  
5 partnerships along the way. Because we should be looking  
6 for milestones that can help inform the progress that  
7 they're making in terms of their own -- you know, the  
8 growth of those communities. So that's very much the work  
9 that we're launching in partnership with the new vice  
10 president of integrational learning to really think about,  
11 are there models that exist nationally, which we  
12 understand there are, that can help us understand  
13 benchmarks that are reasonable projections of growth and  
14 infrastructure strength within the community partnerships  
15 that can help inform the type of capacity building work  
16 that we need to do.

17 COMMISSIONER DENNIS: Linda.

18 COMMISSIONER ARAGON: Now, I thought of one.

19 One of the things that I was just curious about  
20 is, so the agencies are the community partners that you  
21 would engage with to look at whatever the procurement  
22 process ends up being and whatever model we go with. Is  
23 there something before that to work with communities and  
24 community partners to build their capacity to -- to apply  
25 or to be part of the procurement process? Because one of

1 the things that we get in the county is that we always go  
2 to the same agencies because they write really good grants  
3 or they write really good applications. And then they're  
4 community partners that could do the work but maybe don't  
5 have that capacity. So are we doing anything to prepare  
6 having -- you know, to prepare folks to be able to apply  
7 for us to be competitive in it and look at partners that  
8 we don't traditionally partner with?

9 COMMISSIONER DENNIS: Good point.

10 COMMISSIONER ARAGON: And if you do, let me know  
11 because I deal with that all the time. If you get that  
12 down, we could really follow that model.

13 MS. ANDREWS: That is absolutely one of the  
14 things that we're looking at. And in fact, when we  
15 release the request for information, we had that thought  
16 in mind as well. We thought the organizations that are  
17 going to respond to a request for information are  
18 organizations that have a relationship with First 5 LA; or  
19 if they don't, they understand how funding works.

20 But for those organizations that may be real  
21 anchors within communities but the tool itself that we're  
22 asking -- that we're using to ask for input may be the  
23 barrier. That's why we designed it to have community  
24 input sessions. And, actually, what we found is, you  
25 know, of those 48 organizations that applied, even the

1 organizations who know First 5 who -- who even responded  
2 to the RFI -- we had three organizations actually  
3 responded to the RFI -- but it was that relationship, that  
4 face-to-face engagement is what they really appreciated.

5 So we're looking at different ways in which to  
6 engage various stakeholders within the communities  
7 because, again, this is a capacity building effort. So if  
8 we only go to the usual players in this, then we're not  
9 really building capacity, we're just doing more of the  
10 same.

11 COMMISSIONER DENNIS: Anybody else?

12 COMMISSIONER ABDO: Just one little thing --

13 COMMISSIONER DENNIS: Judy.

14 COMMISSIONER ABDO: -- and then I know you'll  
15 have things to say.

16 From the earlier panel I think it would be  
17 important to build in quick recognition of what is working  
18 and quick recognition of what isn't working. And if  
19 something isn't working a -- again, quick look at is it  
20 because it needs to be altered a bit or whether it's truly  
21 not working because the structure doesn't work. And I say  
22 quick in front of all those things because I think that --  
23 that the evaluation and monitoring models that we've used  
24 -- and not just First 5 LA, but in general in funding --  
25 take a very long view. And so things kind of, well, this

1 is the way we've always done them, gets in the way of that  
2 quick recognition, hey, isn't going to work.

3 MS. BELSHE: Just music to Daniela and Manuel and  
4 Armando's ears. So excellent summation of what --

5 COMMISSIONER ABDO: Just wanted to throw that in.

6 COMMISSIONER CURRY: I like the word quick. Fits  
7 in my vocabulary.

8 MS. BELSHE: Noted.

9 COMMISSIONER ABDO: Everybody understandings  
10 quick.

11 COMMISSIONER DENNIS: Anybody else? Okay. My  
12 cents.

13 You know, Antoinette, you know, in your -- you  
14 know, explanation of the process you talk about a tendency  
15 not to want to treat this -- the RFP process to incite  
16 competition. I think part and parcel any time you do an  
17 RFP is going to be competition. I think the degree to  
18 which we up front a transparent process as far as, you  
19 know, the -- the RFP is concerned is going to be to -- to  
20 our benefit. There will be competition. You can't avoid  
21 that. It has happened historically when any funder puts  
22 money out there on the streets. So let's not try to run  
23 up -- run away from that, but let's try to embrace it and  
24 be as transparent to communities as we possibly can.

25 And then there was an example given, you know, up

1 in Antelope Valley about possible -- well, that may work  
2 in Antelope Valley because I think those organizations  
3 share some of the same nonprofits. It may be a lot harder  
4 if you look at, you know, south central and that sort of  
5 thing. So we need to think about that and the urban  
6 effect versus the -- you know, like the more disparity as  
7 far as our contribution is concerned.

8 And I think I said this a couple of meetings ago,  
9 I really want to know what are the lessons that we've  
10 learned from metro. What works, what didn't work. What  
11 is our own analysis around that situation because that is  
12 unique and must be first and, you know, it represents, you  
13 no, a community that is similar to other communities that  
14 we support through Best Start. So finding out what has  
15 worked there, what made it work, what didn't work there  
16 can inform some of what we're doing in this entire  
17 process.

18 And then, lastly, some of this would I think we  
19 are legally bound to when it comes to the money. So I  
20 don't know if we had any -- you know, I mean, any options.  
21 I mean, you know, because at the end of the day, it's  
22 First 5's money and we all -- you know, we as commission,  
23 staff and commission are responsible. So on one hand you  
24 want to make sure that it's -- it's, you know, good public  
25 service, but on the other hand you want to make sure the

1 communities have a degree of autonomy. I think that's  
2 tough. So I don't think we can get out of the money  
3 piece, but at the same time I don't think we could -- we  
4 should be dictatorial in it as well. So those are my --

5 MS. BELSHE: There's legal issues and policy and  
6 business issues that we're working very closely with Craig  
7 on that.

8 COMMISSIONER DENNIS: I don't think some of that  
9 we just can get out of. Those are my little pieces.

10 Okay. Anybody else?

11 Thank you, ladies, very much.

12 MS. BELSHE: Okay. Finishing strong with Tara  
13 and Tina.

14 MS. FICEK: We're ready as soon as clicker wants  
15 to come my way. All right. Well, good afternoon,  
16 commissioners, everyone.

17 So today staff is going to be providing the board  
18 an update on two legacy investments that resulted from a  
19 board motion that was introduced by Supervisor  
20 Ridley-Thomas who was our board chair at time. And this  
21 is back in November of 2013. And this motion had three  
22 parts. It included an extension and enhancement of the  
23 Black Infant Health Program, which has been done and that  
24 program is in full implementation and is funded through  
25 2019. And we -- it also approved two new funding focused

1 on these two areas: The engaging fathers and positive  
2 birth outcomes.

3 So further work as you're going to hear has gone  
4 into developing these investment in these two areas. And  
5 staff is now bringing back an update to the board with  
6 additional details. And my teammate here, Tina Chinakarn,  
7 is going to present on the progress that we've made  
8 related to the engaging fathers work. I'll share  
9 important updates on the positive birth outcomes and then  
10 we're going to close with next steps.

11 MS. CHINAKARN: As Tara mentioned, in 2013 the  
12 board approved a \$600,000 allocation for a two-year effort  
13 that supports fathers of children ages zero to five who  
14 are at risk of, involved in, or transitioning out of  
15 foster care or probation. The intent is to help fathers  
16 further their education, obtain stable employment, or  
17 become more positively engaged as a parent and caregiver.

18 With fatherhood efforts being a fairly new and  
19 emerging field, staff was aware that we had to do more  
20 research in this area. So we sought to better understand  
21 the landscape in LA county and provided an update to the  
22 board in 2014. We contracted with Harter & Company to  
23 identify best practices and promising strategies to  
24 promote father involvement with children zero to five. The  
25 report highlighted the importance of involving fathers in

1 maternal and child health programs and the need to reduce  
2 structural policy barriers to father involvement.

3 More information was needed to better understand  
4 the needs of the at-risk fathers population in LA county,  
5 so we released an RFI in March of 2015. There were ten  
6 respondents that provided key information to dig even more  
7 into challenges of systems. Our respondents were invited  
8 to a focus group in May of 2015 to provide additional  
9 insights and to explore potential areas for systems change  
10 efforts. During this time, the strategic plan was  
11 adopted, so we wanted to be thoughtful in rolling out this  
12 investment to compliment our shift to service delivery  
13 system improvement and policy and systems change work.

14 Key themes observed from the RFI and focus group  
15 included improving service coordination among providers,  
16 rising child support policies to be father friendly, and  
17 targeting fathers in outreach efforts, and addressing  
18 stigmas associated with formerly-incarcerated fathers.

19 Consistent with our priority on partnerships,  
20 staff found a federal investment that aligned with  
21 engaging fathers. Last year the Federal Office of Family  
22 Assistance launched new pathways for fathers of families  
23 to provide direct services such as support groups for  
24 fathers and job training for economic mobility. With  
25 First 5 LA's prioritizing systems change work, we released

1 the engaging fathers RFP last month to compliment large  
2 direct service investment -- this large direct service  
3 investment by funding systems change projects. Four  
4 agencies in LA county were awarded new pathways funding  
5 and only these agencies were eligible to submit proposals  
6 for our engaging fathers RFP.

7 So this investment has three key areas. Grantees  
8 will be identified through the RFP to implement systems  
9 change projects and awardees will be shared in a later  
10 slide. An RFQ for the TA provider will be released next  
11 month. The TA provider will support and build capacity of  
12 grantees to implement their systems change projects by  
13 building their capacity. These efforts should be  
14 sustainability after the project ends. The TA provider  
15 will also convene grantees to coordinate and explore  
16 linkages between their projects. The TA provider will  
17 also oversee the evaluation to capture learning to improve  
18 program implementation.

19 Evaluation for our -- this investment will be  
20 focused on learning, and this is consistent with our MEL  
21 framework as we shift towards systems change work in our  
22 strategic plan. Success will be assessed whether  
23 milestones are achieved and deliverables completed. And  
24 up to probably \$170,000 will be budgeted for the TA  
25 provider for two years.

1           So the goal of this investment is to strengthen  
2 systems to better engage and support fathers. The  
3 investment will focus on systems that regularly engage  
4 with fathers who are previously or currently at risk of  
5 being placed on probation or in foster care with the  
6 intent of helping them further their education, obtain  
7 stable employment, or become more positively engaged as a  
8 parent and caregiver. The investment will build off their  
9 new pathways direct service projects and compliment this  
10 OFA federal funding effort by supporting systems change  
11 work.

12           With four agencies LA county being eligible to  
13 apply for this RFP, the proposals were reviewed by  
14 external reviewers and three received high scores and they  
15 were awarded. And they're listed here. Children's  
16 Institute will provide training and capacity building for  
17 DCFS providers at all of their 18 regional offices  
18 throughout the county to better engage and support  
19 fathers. In addition, for example, they'll also advocate  
20 for DCFS forums to include father contact information to  
21 ensure that fathers are contacted for all activities  
22 related to their children.

23           The city of Long Beach will build a father  
24 friendly Long Beach network consisting of key institutions  
25 and fathers to encourage local businesses and service

1 providers to adopt guidelines that welcome and support  
2 fathers into their establishments and increase access to  
3 needed care and supportive services. In addition, the  
4 work on encouraging their city council to adopt a father  
5 friendly resolution for citywide use to designate father  
6 friendly establishments throughout the city.

7 Friends outside in Los Angeles county will work  
8 with DCFS, child support services, the LA Sheriff's  
9 Department, and other entities to create strong and  
10 effective linkages across systems to better support  
11 reentry fathers and their families in south LA. They'll  
12 also work on building the knowledge on this population to  
13 -- to inform and advance the field. They'll develop a  
14 rapport and a training that will include learnings from  
15 their key informant interviews, focus groups, and other  
16 assessments that they'll do in the project.

17 Based on project needs and the size and scope of  
18 each project, contract budgets will range from 120 to  
19 \$160,000 for each grantee for two-year projects.

20 Tara will now talk about the positive outcomes  
21 and investment.

22 MS. FICEK: So separate then from the engaging  
23 fathers investment, again back in 2013, the board also  
24 approved 500,000 to support policy and systems change  
25 efforts to address the birth disparities in

1 African-American families. And so we're still at the very  
2 early stages of defining this work further, but what we do  
3 know is that there are opportunities on a systems level  
4 that can be addressed to ensure we are getting women at  
5 higher risk for poor birth outcomes and connecting them to  
6 resources such as home visitation earlier in their  
7 pregnancy and that better meets their unique needs. So we  
8 want to focus these efforts to the communities in south LA  
9 and Antelope Valley because, as we know, the data from  
10 those areas show that they have the rates in poor birth  
11 outcomes, in particular related to preterm birth and low  
12 birth weight.

13 And so, for example, we're exploring  
14 opportunities to improve referrals between home visitation  
15 programs such as Nurse Family Partnership and our Welcome  
16 Baby program because as many of you know, Nurse Family  
17 Partnership is kind of the gold standard home visitation  
18 program that has demonstrated benefiting poor birth  
19 outcomes and it is focused on getting to women earlier in  
20 their pregnancy. So we want to explore how can we improve  
21 that connection and referral process to ensure eligible  
22 moms are getting into NFP sooner or at the right time in  
23 their pregnancy.

24 We're also looking at other successful models in  
25 California. Just this last year First 5 Fresno released a

1 needs assessment on African-American infant mortality up  
2 in Fresno county which cited kind of multiple approaches  
3 that they're doing there alongside other agencies and  
4 community members to address the issue. So we want to  
5 learn from the work that they're doing and see if there's  
6 anything that we can apply to this work here.

7 And then, lastly, we know that under Medi-Cal,  
8 women are eligible for CPSB, which stands for  
9 comprehensive perinatal services program. And that  
10 promotes and coordinates the delivery of early,  
11 continuous, and quality comprehensive perinatal services.  
12 So we're looking to better understand how that program is  
13 utilized in LA county and see if there are opportunities  
14 again there to look at systems approach to improve birth  
15 outcome for women and their infants.

16 And moving on to next steps then, the three  
17 grantees that Tina just reviewed for you, they will be  
18 presented to the board as part of both the November and  
19 the January consent calendar for approval. And then, as  
20 she mentioned, the TA provider, RFQ that will be released  
21 next month, November, to start in early 2017. And then  
22 also early next year in the spring of 2017, we plan to be  
23 coming back to the board with an update on the positive  
24 birth outcomes work and give you an update on where we've  
25 gotten with further exploration in that area.

1           And we can move on to questions and Tina can  
2 share with us the names of her adorable nephews. But  
3 before we do that, I do have to say a shout out and thank  
4 you to the entire team that worked on these investments  
5 because, you know -- okay. The word stamina has been  
6 thrown out there lately, right? We've heard a lot of this  
7 in relation to the presidential debates, but it actually  
8 is the perfect word to describe Tina and Judith Gomez, who  
9 is sitting behind me to the left. Their work on the  
10 project as you saw from the early slides has been quite a  
11 process to -- for us to understand not only this new and  
12 emerging field with fathers, fatherhood, engaging dads,  
13 at-risk dads, but to get a better understanding of what  
14 that was and what was happening in LA county. And they  
15 certainly stuck with quite a few ups and downs. We  
16 certainly hit quite a few roadblocks, even some true dead  
17 end and had to stop, turn around, go back, and start over.  
18 So I want to thank them for all the work that they did on  
19 this.

20           MS. BELSHE: And if I can just add an important  
21 contextual point to what Tara's properly calling out with  
22 Tina, on top of that is a whole new strategic plan of all  
23 the First 5 LA.

24           MS. CHINAKARN: In the meantime --

25           MS. BELSHE: In the meantime. So I want to echo

1 Tara's comments. And we're very self aware of the time  
2 that has passed. So we own that, but there's been a lot  
3 going on and a lot of learning as it relates to these set  
4 of issues at the same time we have a new strategic plan  
5 with a different focus in terms of policy and systems  
6 change. And I really want to commend Judith and Tina for  
7 finding not only getting smart and learning and getting a  
8 lot of good input from the community, but also seeing,  
9 where are the opportunities, what's already moving  
10 forward, and how can we bring our resources to compliment  
11 and bring a systems approach to what is work already  
12 underway.

13 So we're very excited about this though but  
14 mindful that time has past. But they've done a nice job  
15 aligning our new strategic direction with work that was  
16 supported by the board.

17 MS. FICEK: So I'd also like to thank Peter Barth  
18 and Amelia in our policy department because they played a  
19 big role in helping us out. Armando Jimenez and Kim Hall  
20 in our research and evaluation department have had a huge  
21 lift. We have worked closely with Emily Williams at  
22 District 2's office. Unfortunately, she was here earlier  
23 but had to leave. A big thank you to her for all of her  
24 guidance. Of course, to Kim and John for all of their  
25 support and guidance along the way. And we would never be

1 where we are today if it wasn't without our friends in the  
2 contracts compliance department. Victoria, I'm looking  
3 right at you.

4 COMMISSIONER DENNIS: Thank you, Tara.

5 Commissioners, questions?

6 This is the last agenda items so you got to go.

7 COMMISSIONER CURRY: So I'm a little bit  
8 confused. Just want to clarify. So Children's Institute  
9 contract and the city of Long Beach and Friends Outside,  
10 are those -- are these for foster kids and probation kids  
11 or are they for any young father?

12 MS. CHINAKARN: Any young father. Friends  
13 Outside in Los Angeles county they're particularly  
14 focusing on reentry fathers so that fathers that have been  
15 incarcerated. But Children's Institute, they're most  
16 likely focusing on fathers that are going through the DCFS  
17 system. City of Long Beach is all fathers.

18 COMMISSIONER CURRY: And then -- and then when we  
19 look at the next slide, the systematic ensure populations  
20 at risk for poor birth outcomes, that's a different piece  
21 of it completely.

22 MS. FICEK: That's a separate investment.

23 COMMISSIONER CURRY: And who is that aimed at?

24 MS. FICEK: That's still an early learning, early  
25 exploratory mode. So we're looking across the county,

1 where are their systems opportunities for us to improve  
2 birth outcomes. So we're both looking at strengthening  
3 the referral pathway between home visitation programs at  
4 this point where there's opportunities there to strengthen  
5 that connection between home visitation programs.

6 COMMISSIONER CURRY: But this piece doesn't  
7 necessarily look towards the dads.

8 MS. FICEK: No. It's a separate -- entirely  
9 separate.

10 COMMISSIONER CURRY: Okay. Thank you.

11 COMMISSIONER DENNIS: Anybody else?

12 The -- the conversations we had previously  
13 obviously intersect in a degree to which we intersect the  
14 thought and intelligence and the lessons learned --  
15 extremely helpful. And so I think we have made a  
16 conscious effort ensure that we have the father's  
17 conversation and the -- and the family engagement  
18 conversation in the same place at the same time so that we  
19 don't segregate which has been, you know, done in the  
20 past. And then, obviously, the fathers conversation as we  
21 look at what we're doing with Best Start is I think it --  
22 is imperative as well.

23 What was good about today was we had natural  
24 connectors and I hope, you know -- and, you know, and from  
25 a visual standpoint, it's very easy. And I think from a

1 programmatic standpoint and from a systems standpoint,  
2 it's incredibly difficult. And I think that's the  
3 challenge that we have, you know.

4 So thank you all.

5 MS. BELSHE: Tina, just tells us.

6 MS. CHINAKARN: These are my nephews. The one on  
7 the left in the front is Jonah. His older brother Noah is  
8 in the back being very active as usual.

9 COMMISSIONER DENNIS: Trish, you had something  
10 else.

11 COMMISSIONER CURRY: Yeah. The positive birth  
12 outcomes investment where it says, improving referrals  
13 between home visitation programs in LA county. How do --  
14 how have you thought about doing that?

15 MS. ANDRADE DUBRANSKY: We already have a pilot  
16 going on in our east LA area. What it is, is that there  
17 are multiple systems running these programs. So it's  
18 about connecting those systems.

19 I don't think Linda will mind me mentioning the  
20 Nurse Family Partnership right now takes referrals via  
21 fax. So that's something that they know they have a real  
22 goal to change so that it makes it easier for us to  
23 exchange information. That's one of the pieces of it.

24 There's also a role that we play in assisting our  
25 hope to assist getting families to NFP because it's such

1 an effective program at improving birth outcomes, as well  
2 as all of the other outcomes that they achieve, is helping  
3 to find families early enough in their pregnancy for that  
4 eligibility.

5 So that's an area. And going back to the family  
6 engagement panel and the very pressing question,  
7 Commissioner Dennis, that you raised about are there  
8 nuances around families. Absolutely. So we know that in  
9 all the areas where we're implementing this program,  
10 they're completely different hooks or trigger or ways that  
11 you engage families into accepting a home visiting  
12 program. And we are -- we have to improve in that area.  
13 And because there are so many subtleties, it's different  
14 how we improve in all those areas.

15 So this is our first pilot to say, can we do  
16 better at finding families early in the pregnancy and can  
17 we do better at making sure that families that are  
18 eligible are able to connect with Nurse Family Partnership  
19 when they're still eligible.

20 COMMISSIONER CURRY: I would just say, I know  
21 you've done a lot of work with DCFS and I know that can be  
22 trying at times because, no matter how many times we've  
23 all talked about it, sometimes the social workers are  
24 still not referring to the Nurse Family Partnership. But  
25 then also once they do refer to Nurse Family Partnership,

1 oftentimes what happens is, if they're not eligible for  
2 Nurse Family Partnership, then that's the end of the  
3 story, you know. They just end up with no services.

4 And so I'm not sure how you go about doing it,  
5 but I think it's a real problem in getting referrals to  
6 like Welcome Baby if Nurse Family -- if it's a second  
7 baby, which many of them have the second and third babies  
8 in the foster care system. So that's an issue.

9 And then being able to do the same thing out in  
10 the community, the kids -- youth that are not -- or even  
11 older, I guess, mothers that are not connected to Nurse  
12 Family Partnership at all, you know. How do you find  
13 them? And, you know, one of the conversations I've had  
14 with DCFS a lot of times is they tell me, well, a lot of  
15 times they just don't want to tell their social workers if  
16 they're pregnant because -- and I say, but doesn't it  
17 become obvious at some point. Like, hello, they visit  
18 them once a month. You'd think that --

19 MS. ANDRADE DUBRANSKY: By the time it's obvious,  
20 that I've tended to pass out of --

21 COMMISSIONER CURRY: But that doesn't mean they  
22 couldn't still refer to Welcome Baby. I know that's a  
23 huge problem and I know you've worked on it, Barbara, and  
24 I admire your sticking to it, but it is hard I know.

25 MS. BELSHE: And there's also work that I know

1 Linda called out in our September board meeting on the  
2 home visitation consortium that we're a part of.

3 Do you want to say a word about that, Christine?

4 MS. ALTMAYER: We're working closely with the  
5 consortium to look at how we can -- and the consortium has  
6 already done some really good foundational work, but to  
7 continue that work to understand where gaps exist either  
8 for eligibility requirements or geographic requirements.  
9 So one of the big criteria, as Barb mentioned, for NFP is  
10 that 28-weeks barrier that they have to be identified and  
11 it has to be the first child. So we know in a certain  
12 communities there is Best Start, which can often be  
13 referred to, but that's not countywide. But there's other  
14 programs that exist. What are those referral protocols  
15 and is there a clear understanding of both the connections  
16 to those programs and then where can we strengthen -- sort  
17 of strengthen those referrals in understanding those gaps.

18 So I know the consortium is being really involved  
19 in the work in terms of good foundational work, and we're  
20 continuing to support that work.

21 COMMISSIONER CURRY: And I think one of the  
22 things that maybe needs to get a little bit stronger is  
23 the Nurse Family Partnership takes a real active role in  
24 referring -- if youth are not eligible in referring to  
25 another visitation program.

1           So anyway, it's -- I know it's not easy.

2           MS. ALTMAYER: And hopefully we can streamline so  
3 that a mom is referred Nurse Family Partnership is  
4 connected as soon as possible because, given the  
5 requirement of the weeks pregnancy, it's so important that  
6 that connection is made early and smoothly so we don't  
7 waste any time.

8           COMMISSIONER CURRY: And all of this is that -- I  
9 understand what you're saying why it took longer than you  
10 had anticipated because it's not an easy thing to  
11 implement.

12           COMMISSIONER DENNIS: Anybody else?

13           Well, we're going to get out of here a little  
14 early.

15           MS. BELSHE: Man, you're good. Five minutes.  
16 Thank you very much.

17                       (At 4:28 PM, the meeting was adjourned.)

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C E R T I F I C A T E

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

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

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

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

Attested to on this \_\_\_\_\_ 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 December 31, 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 \$460.4 million. During the month of December 2016, we received \$9.0 million in revenues including \$8.0 million in tobacco tax revenue for the month of October 2016. We had \$5.6 million in program expenditures, \$1.1 million in pass-through expenditures and \$1.6 million in operating expenditures. As a result, First 5 LA ended the month with a cash balance of \$461.0 million.

This report includes detailed financial information for the months ending December 31, 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 December 31, 2016.
- Detailed operating and program expenditures: Shows expenses against the FY 2016-17 Budget approved on June 09, 2016, concluding with 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  
December 31, 2016, Unaudited**

	<b>REVENUES AND EXPENDITURES</b>	
<b>Cash Balance as of November 30, 2016</b>	<b>\$ 460,361,479</b>	
<b>Revenue</b>		
Monthly State Allotments	\$ 8,019,570	(1)
State Commission Matching Grant - Cares Program	-	
Medi-Cal Administrative Activities (MAA)	-	
State Commission - Other Program Funds	-	
Interest Income - Unreserved	212,106	
Investment Income - Other	-	
Rental Revenue - La Petite	9,363	
Partnerships for Families (PFF) - LA County Dept. of Children and Family Services (DCFS)	760,098	
ECE-LA County IMPACT	-	
<b>Total Revenue</b>	<b>\$ 9,001,136</b>	
<b>Expenses</b>		
<b>Program Budget (Attachment A)</b>		
2015-2020 Strategic Plan: Focusing For The Future	\$ 2,375,759	
Legacy Investments	3,056,111	
Research and Evaluation	188,259	
<b>Total Initiative/Program Expenses</b>	<b>\$ 5,620,129</b>	
<b>Pass-Through (Attachment B)</b>		
Medi-Cal Administrative Activities (MAA)	\$ 3,272	
Partnerships for Families (PFF) - LA County Dept. of Children and Family Services (DCFS)	1,088,587	
<b>Total Pass-Through Expenses</b>	<b>\$ 1,091,859</b>	
<b>Operation and Administration (Attachment C)</b>		
Personnel	\$ 1,391,412	
General Operating	108,522	
Professional Services	12,629	
Consultant Services	90,159	
Travel & Meetings	20,246	
Capital Improvements	-	
<b>Total Operation and Administration</b>	<b>\$ 1,622,968</b>	
<b>Total Expenses</b>	<b>\$ 8,334,956</b>	
<b>Variance (Revenue - Expenses)</b>	<b>\$ 666,180</b>	
<b>Cash Balance as of December 31, 2016</b>	<b>\$ 461,027,659</b>	(2)

**NOTE:**

- 1) Tobacco Tax Revenue for October 2016.
- 2) 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 2016-17 BUDGET**  
**DECEMBER 31, 2016, UNAUDITED**

<b>INITIATIVE/PROGRAM</b>	<b>FY 2016-17 BUDGET*</b>	<b>DECEMBER EXPENDITURES</b>	<b>FISCAL YTD EXPENDITURES</b>	<b>BALANCE REMAINING</b>
<b>2015-2020 STRATEGIC PLAN: FOCUSING FOR THE FUTURE</b>				
Strategic Plan Priority Outcome Areas				
Families	38,081,000	1,438,104	6,724,985	31,356,015
Communities	18,883,000	429,812	3,729,160	15,153,840
Early Care & Education Systems	24,199,000	58,038	537,826	23,661,174
Health-Related Systems	2,421,000	11,051	89,496	2,331,504
Strategic Plan Investment Areas & Support Costs				
Policy Agenda/Advocacy	2,442,000	20,162	365,982	2,076,018
Communications & Marketing	5,345,000	398,992	730,936	4,614,064
Communications - Conference Funding	300,000	19,600	39,050	260,950
<b>Subtotal 2015-2020 Strategic Plan</b>	<b>91,671,000</b>	<b>2,375,759</b>	<b>12,217,436</b>	<b>79,453,564</b>
<b>LEGACY INVESTMENTS</b>				
At-Risk Fathers Investment	299,000	-	-	299,000
Baby Friendly Hospitals	918,000	29,266	150,414	767,586
Black Infant Health	2,203,000	-	120,486	2,082,514
Children's Dental Care	8,908,000	-	1,561,352	7,346,648
Children's Vision Care	1,333,000	18,541	516,050	816,950
Early Identification and Intervention - Autism and other Developmental Delays	908,000	47,998	294,900	613,100
Healthy Food Access	1,174,000	103,673	372,305	801,695
Healthy Kids	373,000	41,242	249,448	123,552
Information Resource and Referral	1,260,000	-	398,523	861,477
Little by Little/One Step Ahead	3,312,000	695,024	695,024	2,616,976
Oral Health & Nutrition - Dental Home	890,000	-	-	890,000
Parent Child Interaction Therapy	3,590,000	236,576	368,159	3,221,841
Policy Advocacy Fund	1,263,000	239,682	420,922	842,078
Reducing Childhood Obesity	5,133,000	821,145	821,145	4,311,855
Resource Mobilization - ECE	800,000	-	-	800,000
Resource Mobilization - Funder Partnership	75,000	-	45,000	30,000
Resource Mobilization - Health	326,000	4,738	50,264	275,736
Resource Mobilization - Organizational Capacity Building	125,000	-	9,228	115,772
Resource Mobilization - Project Development	250,000	-	-	250,000
Universal Assessment of Newborns	8,451,000	818,226	3,309,498	5,141,502
Workforce Development	555,000	-	121,995	433,005
<b>Subtotal Legacy Investments</b>	<b>42,146,000</b>	<b>3,056,111</b>	<b>9,504,713</b>	<b>32,641,287</b>
<b>RESEARCH AND EVALUATION</b>				
Data Development and Integration	861,000	79,906	299,616	561,384
Data Partnership with Funders	900,000	62,435	252,933	647,067
Program Evaluation	4,707,000	45,918	369,401	4,337,599
<b>Subtotal Research and Evaluation</b>	<b>6,468,000</b>	<b>188,259</b>	<b>921,949</b>	<b>5,546,051</b>
<b>TOTAL</b>	<b>140,285,000</b>	<b>5,620,129</b>	<b>22,644,098</b>	<b>117,640,902</b>

\* The FY 2016-17 Program Budget was approved by the Board of Commissioners on June 09, 2016.

**NOTES -PROGRAM EXPENDITURES BY FY 2016-17 BUDGET:**

Journal entries for FY 2015-16 accrued expenses were reversed in July 2016. The amounts reported are the actual program expenditures for December 2016.

LOS ANGELES COUNTY CHILDREN AND FAMILY FIRST - PROPOSITION 10 COMMISSION (AKA FIRST 5 LA)  
 EXPENDITURES - PASS-THROUGH  
 DECEMBER 31 2016, UNAUDITED

Attachment B

INITIATIVE/PROGRAM - PASS-THROUGH	DECEMBER EXPENDITURES	YEAR TO DATE EXPENDITURES
Medi-Cal Administrative Activities (MAA) - LA County Charges	-	-
Medi-Cal Administrative Activities (MAA) - Participation Payment	3,272	3,272
Partnerships For Families - LA County Department of Children and Family Services (DCFS)	1,088,587	3,125,649
<b>TOTAL</b>	<b>1,091,859</b>	<b>3,128,921</b>

**Los Angeles County Children and Family First -  
Proposition 10 Commission (aka) First 5 LA  
Operating & Administrative Budget Update  
December 31, 2016, Unaudited**

OPERATION AND ADMINISTRATION EXPENSE	DECEMBER ACTUAL	FISCAL YTD ACTUAL	FY 2016-17 BUDGET	FISCAL YTD VARIANCE
<b>Personnel Services</b>				
Salaries & Wages	1,135,420	5,826,156	13,178,557	7,352,401
Fringe Benefits	255,992	1,636,634	3,909,538	2,272,904
<b>Total Personnel Services</b>	<b>1,391,412</b>	<b>7,462,789</b>	<b>17,088,095</b>	<b>9,625,306</b>
<b>General Operating Expenses</b>				
ADP Payroll Charges	1,633	14,656	31,000	16,344
Workers Compensation Insurance	-	76,103	100,000	23,897
Corporate Insurance	-	29,797	76,000	46,203
Mileage Expense	7,519	23,905	64,450	40,545
Telephones & Modems	9,379	26,377	35,000	8,623
Printing	170	4,800	18,750	13,950
Postage & Delivery	1,100	6,600	13,300	6,700
Office Supplies	6,422	31,580	80,640	49,060
Subscriptions & Publication	165	872	10,060	9,188
Equipment Rental	5,510	47,727	118,200	70,473
Repair & Maintenance - Furniture & Fixtures	16,093	93,013	180,000	86,987
Repair & Maintenance - Equipment	-	269	26,000	25,731
Rents & Lease - Offsite Storage	525	13,273	19,700	6,427
Los Angeles County Overhead	-	6,096	27,000	20,904
Contingency	-	23,000	75,000	52,000
Facilities & Other Supplies	-	9,200	12,150	2,950
Utilities	11,343	83,678	165,000	81,322
Educational Supplies	-	253	1,450	1,197
Cell Phones	3,516	20,592	51,240	30,648
Hardware & Software Maintenance	45,148	79,125	220,600	141,475
<b>Total General Operating Expenses</b>	<b>108,522</b>	<b>590,915</b>	<b>1,325,540</b>	<b>734,625</b>
<b>Professional Services</b>				
Audit and Accounting Fees	1,005	36,085	70,000	33,915
Legal Fees	8,026	33,424	175,000	141,576
Membership Dues	22	22,756	85,052	62,296
Professional Development	274	13,115	266,000	252,885
Professional Dues First 5 Association	-	70,000	70,000	-
Staff Recruitment	66	1,505	25,000	23,495
Commission Stipends	300	9,000	34,000	25,000
Human Resources Related Costs	2,936	15,438	78,000	62,562
<b>Total Professional Services</b>	<b>12,629</b>	<b>201,324</b>	<b>803,052</b>	<b>601,728</b>
<b>Consultant Services</b>				
Consultant Fees	68,737	316,721	1,208,000	891,279
Other Professional Fees	21,422	130,427	276,950	146,523
External Reviewers	-	1,500	8,000	6,500
<b>Total Consultant Services</b>	<b>90,159</b>	<b>448,648</b>	<b>1,492,950</b>	<b>1,044,302</b>
<b>Travel &amp; Meeting Expenses</b>				
Conferences - Travel & Lodging	5,011	31,209	89,492	58,283
State Prop 10 Commission Activities	-	989	-	(989)
Conference - Registration Fees	118	32,270	119,285	87,015
Local Meeting Expenses	3,312	21,835	71,700	49,865
Lodging	10,660	34,559	98,726	64,167
Per Diem	1,145	15,826	51,318	35,492
<b>Total Travel &amp; Meeting Expenses</b>	<b>20,246</b>	<b>136,688</b>	<b>430,521</b>	<b>293,833</b>
<b>Capital Improvements</b>				
Capital Outlay (Equipment Purchases)	-	2,400	75,000	72,600
Capital Improvements	-	-	20,000	20,000
<b>Total Capital Improvements</b>	<b>-</b>	<b>2,400</b>	<b>95,000</b>	<b>92,600</b>
<b>TOTAL OPERATING EXPENSES</b>	<b>1,622,968</b>	<b>8,842,764</b>	<b>21,235,158</b>	<b>12,392,394</b>

**NOTES - OPERATING & ADMINISTRATIVE BUDGET UPDATE:**

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

\* The FY 2016-17 Operating Budget was approved by the Board of Commissioners on June 09, 2016.

**Los Angeles County Children and Families First -  
Proposition 10 Commission  
Statement of Net Assets  
December 31, 2016 Unaudited**

<b>Assets</b>	
<b>Current Assets:</b>	
Cash	\$ 710,064
Cash- Morlin Mgmt Corp	26,950
Investment:	
Operating and Allocated funds	428,673,931
Operating Fund - SRI	-
Advance - LA Care Health Plan	8,005,142
Advance - LAUP	25,320,585
Advance - UCLA Dental Home Project	776,697
Interest Receivable	-
Other Receivables	1,610,056
<b>Total Current Assets</b>	<b><u>\$ 465,123,425</u></b>
<b>Fixed Assets:</b>	
Land	\$ 2,039,000
Building & Improvements	12,076,512
Furniture & Fixtures	627,671
Computer, Software & Accessories	1,779,722
Office Equipment	331,033
Accumulated Depreciation	(5,260,912)
<b>Total Fixed Assets</b>	<b><u>\$ 11,593,026</u></b>
<b>Total Assets</b>	<b><u><u>\$ 476,716,451</u></u></b>
<b>Liabilities and Net Assets</b>	
<b>Current liabilities:</b>	
Other Liabilities	\$ 259,484 (1)
<b>Total Current Liabilities</b>	<b><u>\$ 259,484</u></b>
<b>Net Assets:</b>	
Investment in capital assets	\$ 11,593,026
Restricted	464,863,941
<b>Total Net Assets</b>	<b><u>\$ 476,456,967</u></b>
<b>Total Liabilities and Net Assets</b>	<b><u><u>\$ 476,716,451</u></u></b>

**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 one new agreement and two amendments and authorize staff to complete final execution of the agreements upon approval from the Board.

**BACKGROUND:**  
First 5 LA's approved programmatic budget for FY 2016-17 totals \$140,285,000 and the approved operating budget totals \$21,235,158. Funding for the agreements in Attachment A was included in the budget presented to the Board on May 12, 2016, and approved on June 9, 2016. 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 is **one new grant agreement** with National Compadres Network to provide technical assistance and capacity building support to three (3) Engaging Fathers Grantees. The Contractor will develop technical assistance plans and support Grantees in the implementation of systems change projects, and development of learning priorities with the overall goal of improved fatherhood services, organizational practices and capacity to make systems change within Los Angeles County.

There are **two amendments**. One with Friends of the Family to continue implementing the strategies and activities selected by and in partnership with the Best Start Panorama City & Neighbors (PCN) Community Partnership through the "Learning by Doing" (LBD) process. The Contractor was one of the first to be awarded for LBD among the 14 Best Start Communities. The requested nine month amendment will enable the Contractor to complete the scope of work and enhance activities, such as Parent Cafés and training for parents to become resource liaisons, based on lessons learned in partnership with the PCN community. There is one amendment with Gina Airey Consulting for additional funding for continued management support of First 5 LA's Executive Team and other organizational leaders to carry out organizational transformation and strategic plan implementation and to facilitate team collaboration, cohesiveness, effectiveness, and integration across Executives and other management teams. The requested amendment will enable the Consultant to: (1) continue to provide team building support and coaching to the Executive Team; (2) complete pending division retreats; and (3) provide leadership coaching to Directors for progressive development of high performing teams.

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

Attachment A  
February 2017

NEW AGREEMENTS										
DEPARTMENT	INITIATIVE AND PROGRAM	CONTRACT (PROJECT) INFORMATION	BOARD APPROVAL DATE	PROCUREMENT METHOD	PROJECT LENGTH	ESTIMATED TOTAL PROJECT COST	CONTRACT AMOUNT	ANTICIPATED CONTRACT START DATE	ANTICIPATED CONTRACT END DATE	ANTICIPATED PROJECT END DATE
Grants Management	At-Risk Fathers Investment / At-Risk Fathers Investment	<p><b><u>NATIONAL COMPADRES NETWORK</u></b>                      The Contractor will provide technical assistance and capacity building support to three (3) Engaging Fathers Grantees. The Contractor will develop technical assistance plans and support Grantees in the implementation of systems change projects, and development of learning priorities with the overall goal of improved fatherhood services, organizational practices and capacity to make systems change within Los Angeles County.</p>	11/14/2013	RFQ	2 years	\$170,000	\$170,000 Estimated FY 16-17 Spending \$28,000 Impact to FY 17-18 Budget \$85,000 The remaining amount of \$57,000 will be spent in FY 18-19	3/1/2017	2/28/2019	2/28/2019

Attachment A  
February 2017

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?
Best Start Communities	Communities Strategy 1- Shared Vision & Collective Action / Community Engagement	<b>FRIENDS OF THE FAMILY (#09009)</b> <b>Amendment for additional funding of \$265,775 and a nine month contract extension.</b> The contract began on 10/1/15 and the extension will amend the expiration date from 2/28/17 to 11/30/2017. The Contractor implements the strategies and activities selected by and in partnership with the Best Start Panorama City & Neighbors (PCN) Community Partnership through the "Learning by Doing" (LBD) process. The Contractor was one of the first to be awarded for LBD among the 14 Best Start Communities. The requested amendment will enable the Contractor to complete the scope of work and enhance activities, such as Parent Cafés and training for parents to become resource liaisons, based on lessons learned in partnership with the PCN community.	11/14/2013	RFQ	2 years, 2 months	\$491,604	\$265,775	\$757,378	Yes  130
Executive	Internal Operations / Administrative Costs	<b>GINA AIREY CONSULTING (#09229)</b> <b>Amendment for additional funding.</b> The amendment is for additional funding only. This contract began 7/1/16 and is set to expire on 6/30/17. The Consultant provides management support to First 5 LA's Executive Team and other organizational leaders to carry out organizational transformation, strategic plan implementation and facilitate team collaboration, cohesiveness, effectiveness, and integration across Executives and other management teams. The requested amendment will enable the Consultant to: (1) continue to provide teambuilding support, and coaching to the Executive Team; (2) complete pending division retreats; and (3) provide leadership coaching to Directors for the progressive development of high performing teams.	6/9/2016	Procurement Exception	1 year	\$72,300	\$47,400	\$119,700	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**

## **Long Term Financial Projection**

**FY 2017 – 2021**

## **I. Introduction: Purpose of the Long Term Financial Projection**

This updated FY 2017-2021 Long Term Financial Projection (LTFP) is intended to support the financial stewardship role of the Los Angeles County Children and Families First Proposition 10 Commission (“Commission”) by providing a framework that shows the long-term implications of fiscal actions. It includes a multi-year outlook of anticipated expenditures of allocated funds, as well as annual operating and program demands against forecasted revenue.

The LTFP is presented to the Commission in advance of the annual budget process in order to provide context in which funding decisions will be made. The July 1, 2016 through June 30, 2021 period covered by this update includes the remaining four years of the current 2015-2020 Strategic Plan and the first year of the next Strategic Plan.

Specifically, the updated LTFP utilizes the following overarching approach:

- Uses the July 1, 2016 audited fund balance as a starting point;
- Includes updated revenue forecasts based on the most current available data;
- Includes spending estimates for the core activities highlighted in the 2015-2020 Strategic Plan, as well as other activities that are in support of the Strategic Plan work;
- Projects expenditures for all initiatives approved by the Commission, including those that have received a multi-year allocation and legacy investments that have received a multi-year award; and
- Forecasts ending fund balance for each fiscal year through June 30, 2021.

**It is important to note that the LTFP does not formally obligate or commit any funds and is not a spending plan—funds must be committed as part of the annual budget process approved by the Board or through a Resolution that specifically allocates funds for an initiative or program in a manner consistent with the Governance Guidelines.**

In sum, the LTFP serves as:

- A framework and context for considering specific budget and/or funding requests by providing a multi-year forecast of the revenue, program and operating expenses, and fund balance;
- An annually updated planning tool that informs the Commission of potential alternatives and highlights important long-term strategic financial decisions; and
- A catalyst for future Commission planning and action. The multi-year perspective should inform the Commission of upcoming decisions and help to set the timing for future actions.

## **II. Methodology/Approach**

This LTFP represents a collaborative effort between Finance and Program staff throughout the organization. Staff used the FY 2016-17 Budget and actual expenditures from FY 2015-16 as a baseline to forecast programmatic expenditures through FY 2020-21.

The LTFP was developed using the following approach and methods:

- The baseline year is the approved FY 2016-17 Budget. However, where sufficient information was available to adjust anticipated expenditures from the amounts initially budgeted for FY 2016-17, these figures were updated appropriately. The overall net effect of

these adjustments was a decrease of approximately \$3.4 million to anticipated spending for FY 2016-17. However, it's important to point out the mid-year budget adjustment process is currently underway, and figures may change from what was utilized in this LTFP if further information becomes available. Staff will return to the Board in March 2017 to present the detail of all mid-year adjustments to the FY 2016-17 budget figures.

- As part of the action taken to approve the FY 2016-17 Budget in June 2016, the Commission reauthorized multi-year commitments and allocations. This schedule of commitments and allocations, known as the GASB 54 schedule, was approved by formal Resolution and designates funds for those specific purposes as directed by the Commission. Final year-end balances for these commitments are available in First 5 LA's annual official audit, the Comprehensive Annual Financial Report (CAFR), for the fiscal year ending June 30, 2016.
- The LTFP includes forecasts for program and operating expenses as follows:
  - Initiative Allocations – As indicated above, the Commission has approved multi-year allocations for specific legacy initiatives. Staff conducted analyses to forecast spending over the approved funding term for each initiative.
  - Annual Program Demands – Other initiatives have not received a multi-year allocation, but were identified as priority strategies, activities or approaches in the 2015-2020 Strategic Plan. Funding for both legacy investments with multi-year awards and 2015-2020 Strategic Plan activities is a demand against annual revenue and the fund balance.
  - Operating Expenses – Projections include cost estimates for operating the Commission and associated staffing. Because the organization is currently undergoing a transition to an operating structure that best supports the work of the Commission moving forward, staff anticipates that changes will occur to the resource requirements projected for operating purposes. Analysis is underway and will continue during the organizational transformation process to more reliably project how changes in the organization's operating approach might affect costs. The administrative portion of the Operating Budget, sometimes referred to as the "administrative cap," is assumed to be within the limit of overall spending approved annually as currently defined by Commission policy.

### **III. Assumptions**

Compared with the long-term projections prepared and approved in previous fiscal years, this updated LTFP incorporates a few modifications of note to the overall assumptions, each of which is discussed in more detail below:

1. While the source of the projected Proposition 10 Tobacco Tax revenue remains the same, the updated data suggests a fairly level rate of decline, from an average decline of 4.4% per year to an updated rate of decline of approximately 4.34% each fiscal year. This continued decline is primarily due to declining sales of tobacco products, the decline in birth rates for Los Angeles County, and administrative fees assessed by the State Board of Equalization for the collection of tobacco taxes. This analysis does not include revenue assumptions based on recently approved propositions, for which the impacts to Commission revenue are still unknown. The new legislation does have implications for Proposition 10 tax revenue, but does not change or amend the language of Proposition 10 itself.
2. After one full year of the 2015-2020 Strategic Plan, updated information on implementation status of the Plan's strategies and activities shifted more costs to the latter years of the Plan, resulting in a revised spending trajectory for these activities. In addition, resource estimates for the Plan activities within each of the four primary outcome areas were updated to reflect additional information gained over the last year. While the LTFP has relied in previous years on the high-end estimates endorsed as part of the Plan's approval in November 2014, the

figures in the current LTFP may represent lower amounts in some areas, informed by actual expenditures. However, it is important to keep in mind that these expenditures, though actual, are still early on in the implementation of our current Strategic Plan.

3. Additional resources are included for activities that do not have committed multi-year allocations—such as policy/advocacy and marketing/communications activities—but for which resources will be needed to support anticipated activities that align to the goals and approaches established in the 2015-2020 Strategic Plan. General resources are included in the LTFP, which assumes that these resources will be approved each year as part of the annual budget.
4. Because the current LTFP extends a year beyond the 2015-2020 Strategic Plan, high-level assumptions were made to account for expenditures in the first year of the next Strategic Plan. Since insufficient information is known at this time to indicate what the status of 2015-2020 Strategic Plan strategies will be, how our current priorities and vision will be aligned to the Commission's next Strategic Plan, or what role the Commission will be playing with respect to these priorities in the future, it was assumed that spending levels for FY 2020-21 remain relatively consistent with those projected for FY 2019-20.
5. The LTFP methodology assumes that operating costs will increase slightly each year due to standard salary and benefit increases (estimated at 2% each year), as well as inflation of the cost of goods and services (estimated at 1% each year). Staff recognizes that operating requirements will change, as the Commission transitions fully to the 2015-2020 Strategic Plan activities and shifts to a revised operating structure that best supports the work of the Commission moving forward. Relatedly, one-time capital improvement costs are assumed for FY 2017-18 to account for updates and anticipated modifications to the building and workspaces to support the new operating structure.

#### **A. Beginning Fund Balance**

The FY 2016-17 beginning fund balance utilized in the LTFP reflects the ending fund balance per the CAFR for the fiscal year ending June 30, 2016. Beginning fund balance in future years is calculated based on projected revenue and expenditures for the year prior.

#### **B. Revenue**

The Commission is funded through the Proposition 10 Tobacco Tax, 80% of which is distributed to the County Commissions based on their proportion of statewide births. Los Angeles County receives the greatest share, representing approximately 26% of the total County allocations. Tobacco tax revenue, projected to be roughly \$87.0 million in FY 2016-17, is anticipated to continue declining in future years based on the most recent June 2016 estimate from the State Department of Finance (DOF), which forecasts an average annual decline of approximately 4.34% in tobacco tax revenue. This continued decline is primarily due to declining sales of tobacco products, the decline in birth rates for Los Angeles County, and administrative fees assessed by the State Board of Equalization for the collection of tobacco taxes.

As previously noted, this analysis does not include revenue assumptions based on recently approved propositions, for which the impacts to Commission revenue are still unknown. In addition, staff will continue to monitor and assess the impacts of ongoing changes to the political landscape, such as state-level legislation affecting tobacco tax revenue or federal legislative changes such as modifications to the Affordable Care Act.

Interest earnings are projected based off the average rate of return on anticipated cash balances for FY 2015-16 of 1.02%, with assumptions made for improving market conditions across the years

reflected in the LTFP. Interest earnings for FY 2016-17 are projected at approximately \$4.2 million. Lease revenue of approximately \$157,000 is also expected for FY 2016-17 grounded on the negotiated lease agreement for the preschool occupying space on the first floor of the Commission building. Based on the terms of the agreement, lease revenue is assumed to increase by a maximum of 2% per year across the timeframe covered by the LTFP. In addition, the Other Revenue category also includes IMPACT funding being received by First 5 LA from First 5 California, the bulk of which will be received in FY 2018-19 and FY 2019-20.

### **C. Program Expenditure Assumptions – 2015-2020 Strategic Plan Activities**

As part of the strategic planning process, staff developed resource estimates for the 2015-2020 Strategic Plan strategies that ranged from low to high estimates depending on the role that the Commission decided to take in the implementation of these strategies. Consistent with the approved 2015-2020 Strategic Plan, the high resource estimates were utilized as the baseline for current long-term projections based on the assumption that the Commission will take a leadership role in robustly implementing the Plan's strategies to achieve the greatest impact. Continued refinement of these resource estimates will occur as implementation of the Plan's strategies and activities moves forward. Although there were a number of areas where the resource projections for 2015-2020 Strategic Plan activities were refined and lowered from the initial high-end estimates, not enough information was available in some cases to support overall changes to resource requirements for those strategies and activities that are still in the development phase. In addition, some resources not initially considered in the development of 2015-2020 Strategic Plan cost projections—such as funding received from First 5 California, as well as remaining unspent balances from legacy investments redirected to the fund balance—were incorporated as part of this analysis. As implementation continues and further information becomes available, refined estimates will be incorporated into future updates of the LTFP. Although the LTFP is not the vehicle for updating the budget, additional staff analysis and recommendations will be brought to the Board for their action during the mid-year and annual budget processes.

There was sufficient information to support revisions to the expected trajectory of spending for the priority outcome areas. This updated information resulted in a shift in estimated spending to the later years of the Plan, showing more spending in FY 2018-19 and FY 2019-20 than previously projected. For example, previous projections anticipated that spending in the Early Care & Education Systems (ECE) outcome area would be the highest in FY 2016-17 and FY 2017-18 with a ramp down in spending by FY 2019-20, while current projections shifted the majority of spending in this area to FY 2018-19 and FY 2019-20. For the Communities outcome area, current projections include shifting the full implementation of the Best Start alignment to FY 2017-18, as well as revised assumptions around costs related to community-specific resident engagement and continuation of the capacity-building community grants through the duration of the 2015-2020 Strategic Plan.

Similarly, previous long-term projections showed anticipated peak spending in the Families outcome area in FY 2016-17 and FY 2017-18 with a 57% reduction in expenditures by FY 2019-20. Current projections reflect a steady increase in expenditures over the course of the five-year LTFP, with the outcome area-specific costs continuing into FY 2020-21. Current projections assume that funding for Universal Assessment of Newborns (UAN) will be exhausted by FY 2019-20. However, given the alignment of UAN with the Welcome Baby (WB) program, concurrent support for both UAN and WB services may be required to maximize optimal outcomes across all participating hospitals and for families within and around the Best Start Communities. Staff will be coming to the Board at a later date to discuss the updated projections for First 5 LA's home visiting investments, which will include a discussion of the programmatic implications of continuing to fund UAN beyond the initial allocation amount, as well as a discussion of the sustainability strategies that are currently being evaluated. Because the changing political landscape and various external policy changes may affect the

feasibility of these strategies, staff will continue to assess the potential impacts and will return to the Board with a recommended approach to sustainability.

#### **D. Program Expenditure Assumptions – Legacy Investments**

The expenditure projections contained in the LTFP were developed based on the following overarching assumptions:

- Fidelity to existing Commission-approved allocations and other funding decisions made by the Commission.
- Consistent with the Governance Guidelines, all initiatives and programs are assumed to end according to the Board-directed timeframe. For example, expenditure projections only include funding for the Children’s Dental Care initiative through June 2018, when the five-year initiative is scheduled to end.
- Ongoing funding for Legacy Investments that do not have an approved multi-year allocation is assumed to adhere to one of the following approaches:
  1. Funding is assumed for those legacy projects for which an amount was awarded to grantees or contractors via a multi-year award letter or strategic partnership agreement; and
  2. All other funding is assumed to be in support of activities that align to and support the strategies and approaches detailed in the 2015-2020 Strategic Plan.

#### **E. Program Expenditure Assumptions – Cross-Cutting and Support Investments**

Funding is assumed for a number of cross-cutting or “support” investments—such as Communications & Marketing, Policy & Advocacy, and Integration & Learning—that do not have committed multi-year allocations and may support both legacy work and the new work of the organization. While these investments represent key approaches for the Commission to advance the priority outcome areas established in the 2015-2020 Strategic Plan, they also reflect the Commission’s commitment to continuously learn and improve upon the efforts that the organization participates in and supports. Consistent with past Commission practice, the LTFP assumes that 5% of estimated programmatic spending will be spent on integration and learning activities, while costs for communications/marketing and policy activities are projected based on either existing approved funding levels or specific activities planned for future fiscal years.

#### **F. Operating Expenditure Assumptions**

The approved FY 2016-17 Operating Budget of \$21.2 million included assumptions related to staffing, salary and benefit costs, and other operating costs. The LTFP methodology assumes that operating costs will increase slightly each year due to standard salary and benefit increases (estimated at 2% each year), as well as inflation of the cost of goods and services (estimated at 1% each year). Staff recognizes that operating requirements will change, as the Commission transitions fully to the 2015-2020 Strategic Plan activities and shifts to a revised operating structure that best supports the work of the Commission moving forward. Relatedly, one-time capital improvement costs are assumed for FY 2017-18 to account for updates and anticipated modifications to the building and workspaces to support the new operating structure. Further analysis is underway and will continue during the organizational transformation process to more reliably project how changes in the organization’s operating approach might affect costs. As previously noted, although the LTFP is not the vehicle for updating the budget, additional staff analysis and recommendations will be brought to the Board for their action during the annual budget process.

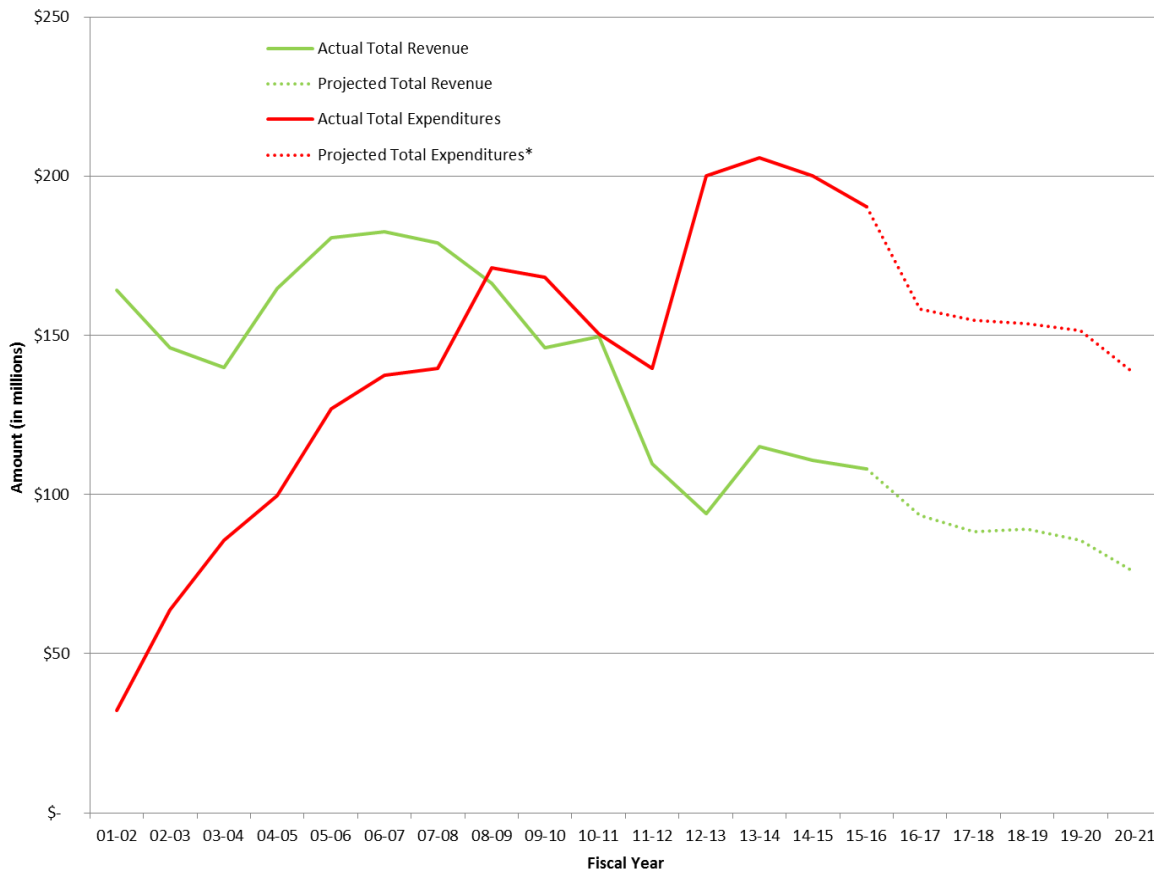
The LTFP does assume compliance with the Commission’s annual administrative limit, which for FY 2016-17 is 7.67% of proposed spending. Although this limit represents an increase from prior years, First 5 LA still maintains one of the lowest administrative limit percentages among the First 5 county Commissions. Per adopted policy, administrative expenses are assumed to include all costs incurred in support of the general management and administration of the Commission for a common or joint purpose that benefits more than one cost objective (other than evaluation activities), and/or those costs not readily assignable to a specifically benefited cost objective. The LTFP assumes that the annual administrative limit will be approved each year by the Board through the annual budget process, in alignment to Board-approved policy.

#### **IV. Analysis: The Multi-year Outlook**

Over the long-term, the LTFP continues to show a picture of declining resources, including both incoming revenue and existing fund balance. As previous projections have demonstrated, this is primarily driven by the fact that spending continues to outpace revenue (as illustrated in *Chart 1* below), requiring the Commission to depend on existing fund balance to cover the difference.

The Commission’s primary source of revenue, Proposition 10 tobacco tax revenue, has been steadily decreasing since FY 2004-05, and is projected to decline an additional 16% by FY 2020-21, from the \$87.9 million received in FY 2015-16 to an estimated \$73.5 million for FY 2020-21. At the same time, expenditures had been steadily increasing through FY 2013-14 exceeding incoming revenue for the first time in FY 2008-09. Commission expenses in FY 2015-16 totaled \$190.3 million, a 4.86% decrease from FY 2014-15.

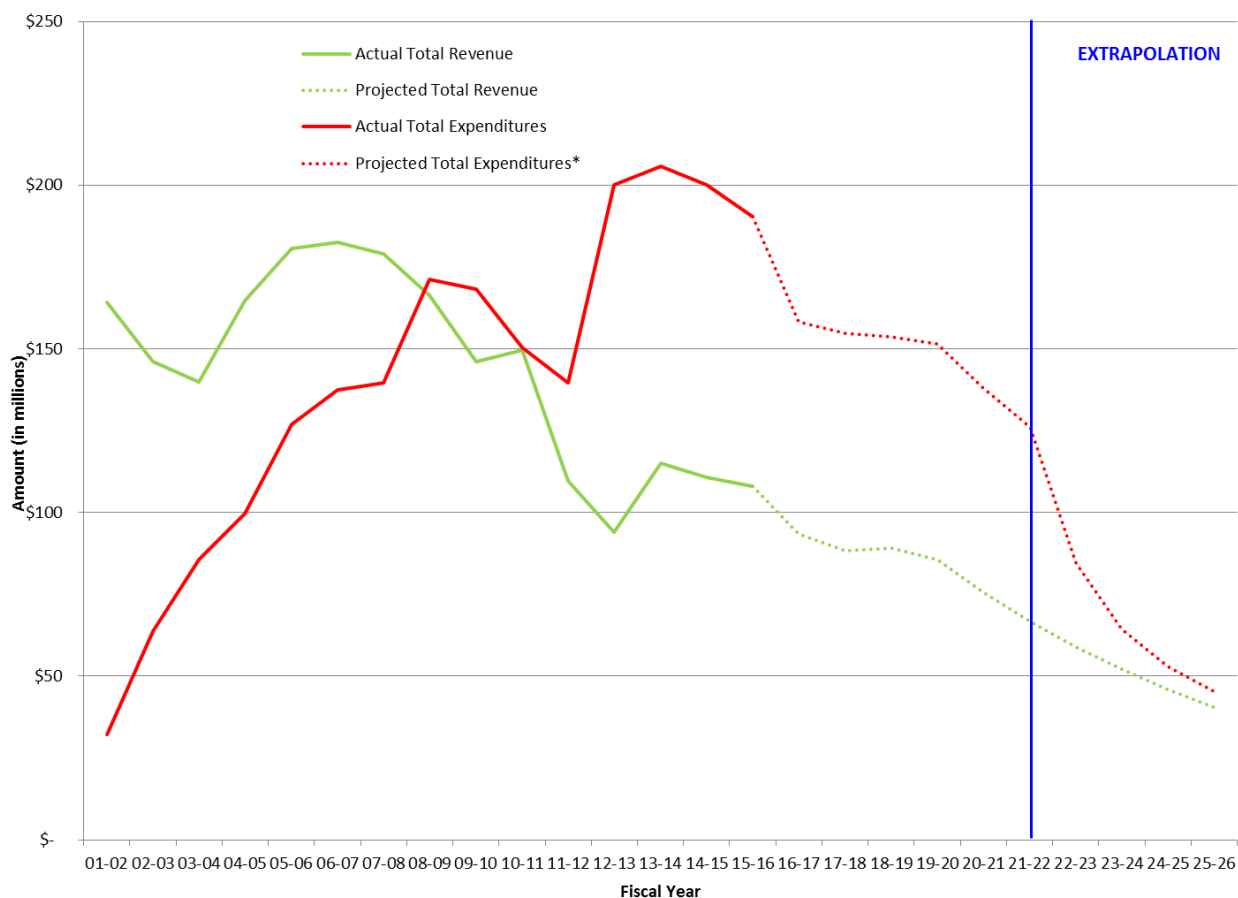
***Chart 1: Revenue vs. Expenditures through FY 2020-21***



In FY 2016-17, spending is estimated to total more than \$158.2 million, or 41% above the estimated incoming tobacco tax revenue, an excess level of spending that results in a commensurate decline in fund balance. This variance between projected revenue and expenditures results in a 70% decrease in fund balance from the July 1, 2016 beginning fund balance of \$460.1 million to \$136.1 million by June 30, 2021. Of this \$136.1 million, amounts would need to be set aside for subsequent fiscal year operating costs and the fund balance reserve, which is currently calculated as 25% of the projected annual fiscal year budget per Board-approved policy.

The necessary alignment of revenue and expenditures is not anticipated to occur until after FY 2025-26 (as illustrated in *Chart 2* below). This is driven by a combination of factors: 1) further decline in tobacco tax revenue, 2) continued spending in excess of revenue, utilizing existing fund balance to cover the difference; and 3) the approved policy governing the fund balance reserve, which requires the Commission to hold a portion of its fund balance each year in reserve, equivalent to 25% of planned annual spending. However, this does give the organization the opportunity to gradually transition to a more sustainable spending portfolio, with the goal of aligning annual spending with revenue.

Chart 2: Revenue vs. Expenditures through FY 2025-26



Even as the Commission moves farther into a Strategic Plan that places a greater emphasis on policy and systems change, it is important to note that more than half of incoming Proposition 10 tobacco tax revenue (\$200.4 million out of total estimated tax revenue of \$399.8 million) is projected to be spent through FY 2020-21 on the Commission’s direct service investment in home visitation through the Welcome Baby and Select Home Visitation programs. Specifically, the LTFP projects

that over the course of the next five years, these programs combined are forecasted to range from a high of 60% to a low of 43% of incoming tobacco tax revenue on an annual basis.

The additional year of actual data and updated revenue and expenditure estimates resulted in notable changes in the current LTFP relative to previous long-term projections. In particular, the current LTFP reflects higher revenues and lower expenditures than previous projections, resulting in a higher estimated fund balance than previously forecasted for the organization. In addition, although the updated spending projections for 2015-2020 Strategic Plan activities are lower than the high-end resource estimates initially forecasted when the Plan was approved, further work needs to be done in order to fully reconcile the Plan's resource requirements. Staff will continue to monitor the changing environment and political landscape—both at the State and federal level—and will evaluate the potential fiscal impacts to the organization triggered by items such as revenue-driven propositions at the State level or legislative decisions at the Federal level (e.g., changes to the Affordable Care Act).

Overall, the LTFP continues to demonstrate that the Commission cannot maintain the current rate of spending in the long run, and that the organization must continue to explore ways to transition to a more sustainable spending approach. Although the LTFP shows that resources are adequate in the short-term to cover existing obligations and projected spending, these declining resources must be considered carefully in the long-term. The Commission is already in the process of exploring where alternative revenue sources may exist, as well as what effect the recently approved California ballot measures may have on both existing revenue streams and potential additional sources beyond the current tobacco tax revenue. Based on the extrapolated data shown in Chart 2, the Commission is expected to continue spending in excess of incoming revenue based on current trends. The identification of alternative revenue sources will be critical in order to achieve the Commission's goal of aligning incoming revenue with annual expenditures.

The LTFP indicates that existing and estimated future resources are sufficient to provide a transition period over the coming years for the Commission to gradually move toward a “live within our means” budgeting approach that places more reliance on incoming resources rather than fund balance to cover annual spending.

## **V. Summary**

The LTFP provides a framework for informing future strategic decisions that determine the future direction of the Commission. Higher revenues and lower expenditures than were forecasting in last year's LTFP are resulting in a higher estimated fund balance than previously projected over the LTFP time period. In addition, staff will continue to monitor and assess the impacts of ongoing changes to the political landscape, such as state-level legislation affecting tobacco tax revenue or federal legislative changes such as modifications to the Affordable Care Act.

The LTFP shows that there is sufficient fund balance in the short-term to support a transition to a more sustainable spending portfolio—one that places less reliance on existing fund balance and begins the process of aligning annual spending with annual revenue—over the course of the 2015-2020 Strategic Plan and in the years that follow.

By balancing future investments with declining resources, the Commission has an opportunity to bring sharper focus to the directed areas of investment by aligning them in a manner that ensures sustainability. Coupled with the approved Governance Guidelines, this fiscal outlook should help to inform and provide parameters for any Commission decisions with a fiscal impact, ensuring that both existing and new funding commitments are sustainable and aligned with the 2015-2020 Strategic Plan.

# Long Term Financial Projection

FY 2017-2021

Meeting of the Board of  
Commissioners

February 9, 2017



# Agenda

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- Overview and Purpose
- Assumptions
- Highlights
- Key Takeaways
- Summary
- Next Steps

# LTFP: Overview

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- Goal of the LTFP: To aid in the Commission's financial stewardship role by providing a framework that shows the long-term implications of funding decisions.
- LTFP is a multi-year forecast—not a spending plan—that includes: revenue, fund balance, program commitments and expenditure projections, and operating expenses.
- The LTFP is presented to the Board provide fiscal context for the organization, not as a vehicle to make policy decisions.
- Forecast period of FY 2017 – 2021, one year beyond the 2015-2020 Strategic Plan.

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# Assumptions

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- Projections assume fidelity to allocations and other funding decisions made by the Commission.
  - All programs will be implemented according to the planned schedule and are assumed to end consistent with the Board-approved Governance Guidelines.
  - Any unspent funding from multi-year allocations will remain committed, pending Board action.
- Strategic Plan cost estimates were revised where additional information was available.
- Spending levels for FY 2020-21 are assumed to remain relatively consistent with FY 2019-20.
- Operating expenses increase slightly based on standard salary/benefit increases, inflation, and costs related to one-time capital improvements.

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# Highlights: Revenue & Expenditures

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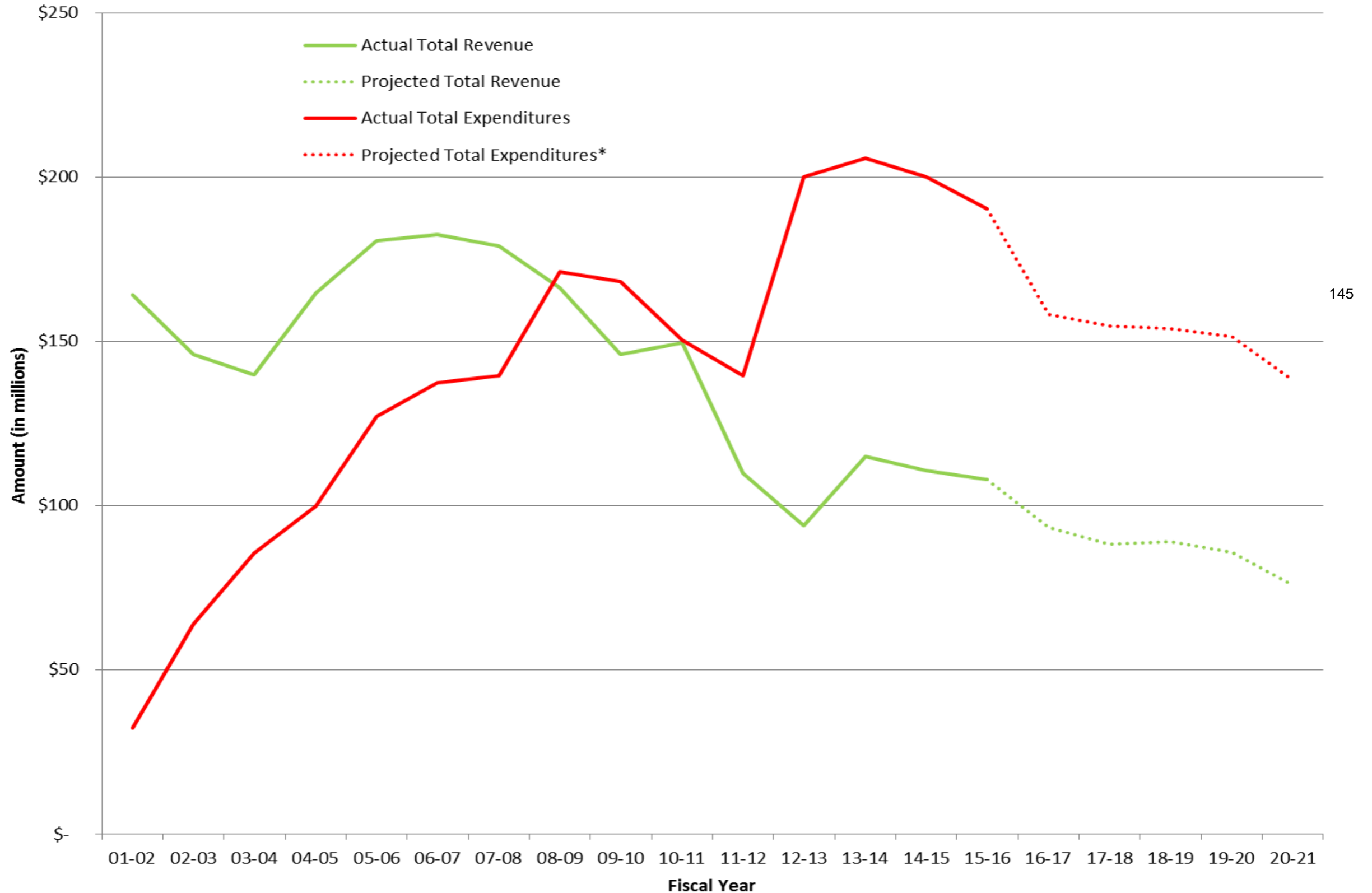
**Revenue:** Proposition 10 tax revenue is projected to decline by 16% by FY 2020-21, from \$87.9 million (FY 2015-16) to \$73.5 million (FY 2020-21).

## **Expenditures:**

- Annual spending began to exceed revenue in FY 2008-09.
- In FY 2015-16, expenditures of \$190.3 million were more than double the tobacco tax revenue of \$87.9 million.
- In FY 2016-17, spending is estimated to be \$158.2 million and remain above \$138.0 million through FY 2020-21, further reducing fund balance.
- Over the course of the 5 years covered by the LTFP, more than half of incoming tobacco tax revenue is projected to be spent on the Commission's direct service investments in home visiting.

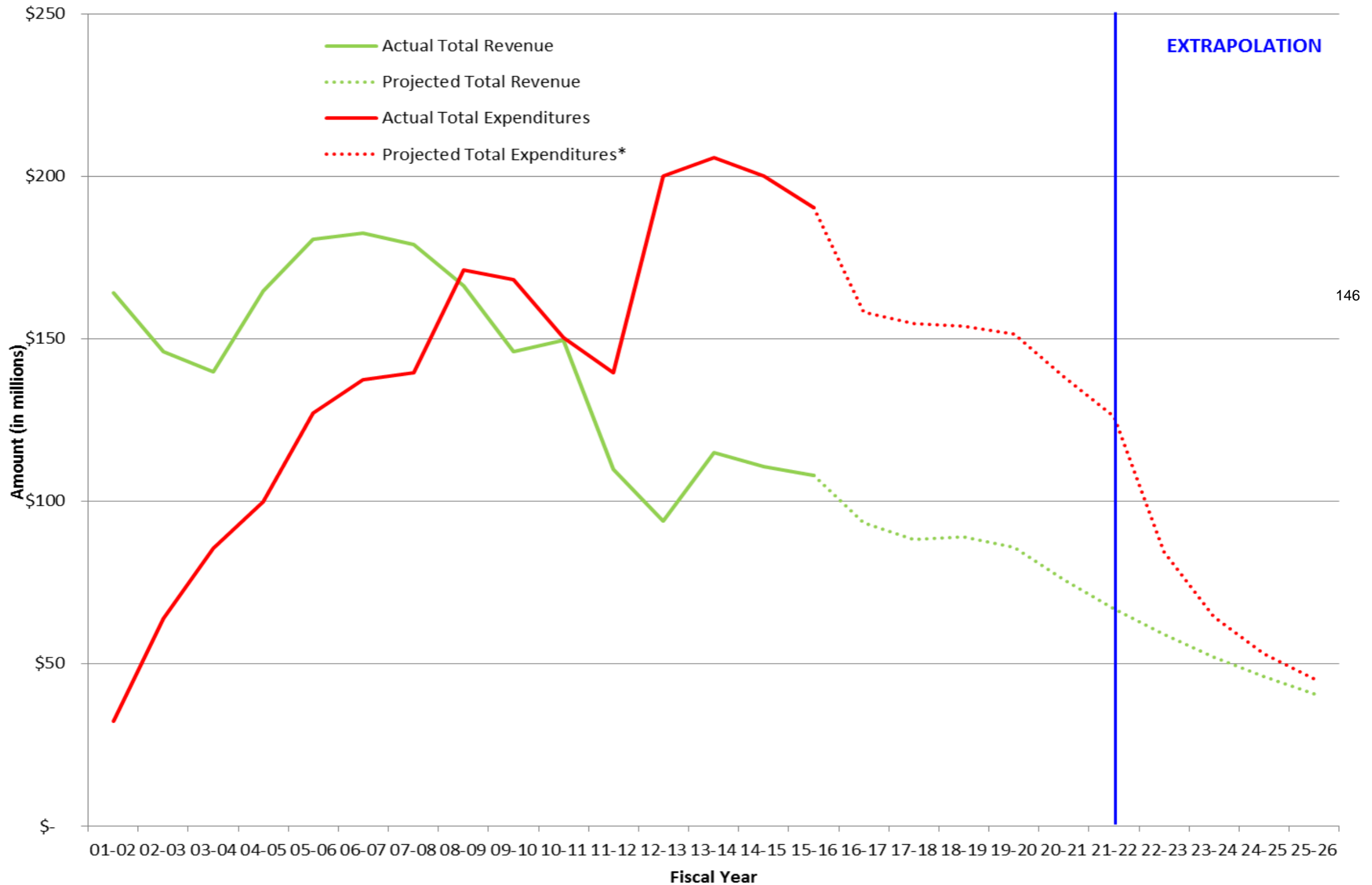
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# Revenue & Expenditure Projections



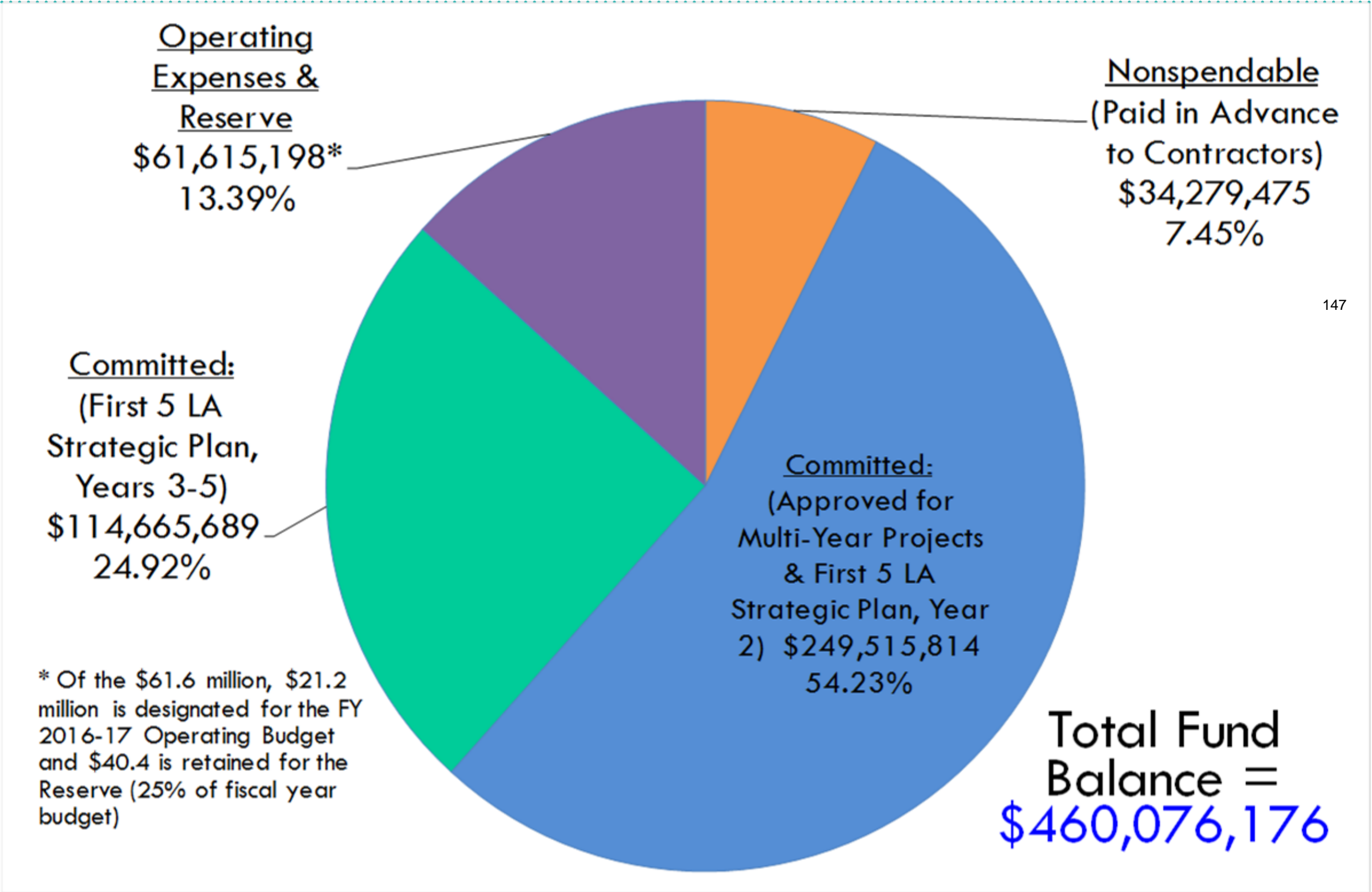
\* Expenditure projections assume that the Commission does not spend the reserve each year.

# Revenue & Expenditure Projections (Extrapolated)



\* Expenditure projections assume that the Commission does not spend the reserve each year.

# Fund Balance (6/30/2016): 100% Board Dedicated



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\* Of the \$61.6 million, \$21.2 million is designated for the FY 2016-17 Operating Budget and \$40.4 is retained for the Reserve (25% of fiscal year budget)

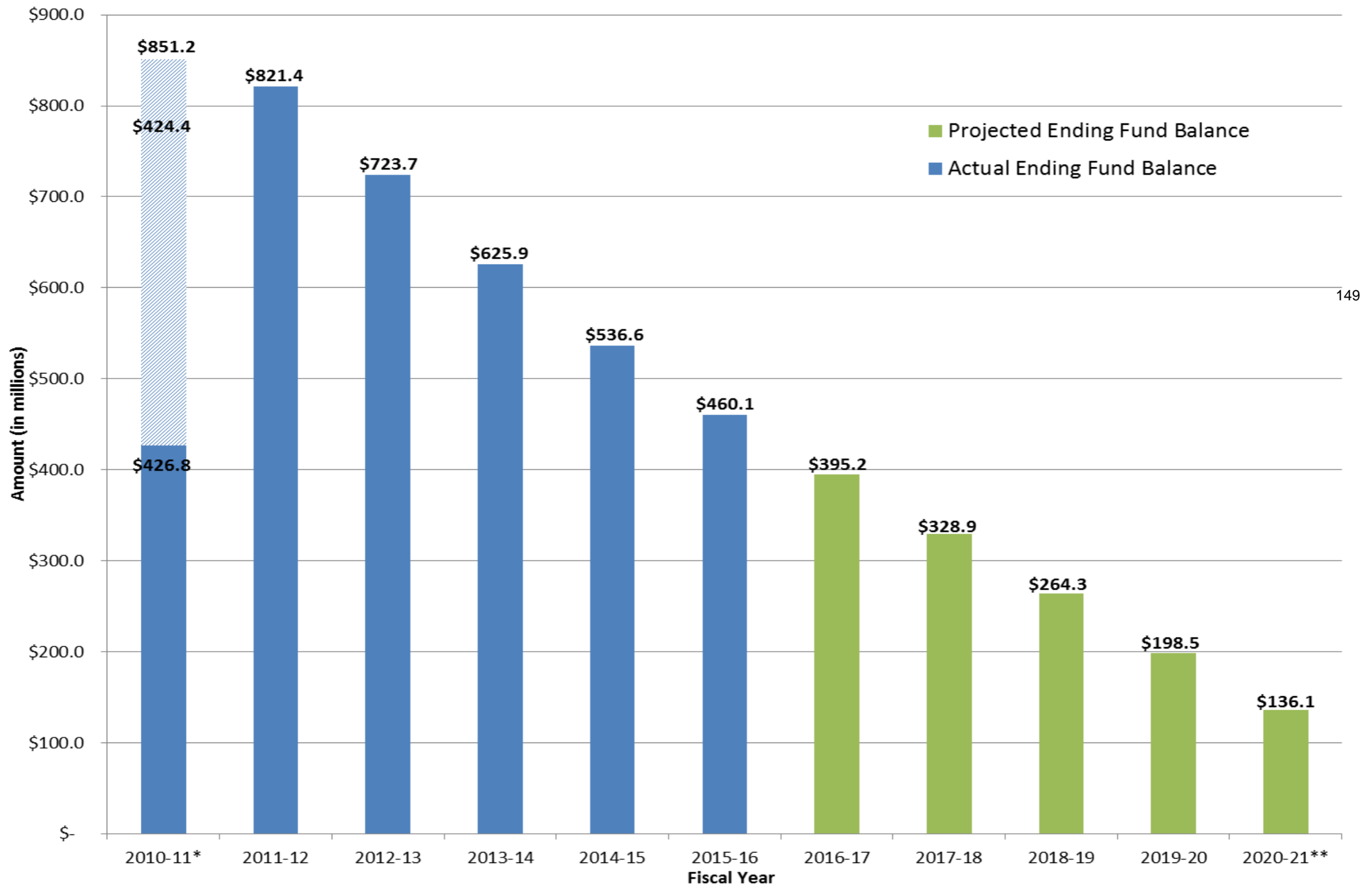
# Highlights: Fund Balance

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- July 2016 beginning fund balance was \$460.1 million, of which \$283.8 million, or 62%, was committed to approved multi-year allocations, advances to contractors/grantees, and FY 2016-17 appropriations.
- Total fund balance is projected to decrease by 70% by June 2021, from \$460.1 million in July 2016 to \$136.1 million by June 2021.
- The \$136.1 million would need to account for FY 2021-22 operating costs, the fund balance reserve, and unspent multi-year committed allocations.

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# Fund Balance: Future Outlook



\* The FY 2010-11 fund balance was lower due to an AB 99 liability of \$424.39 million, which was returned to net assets in FY 2011-12.

\*\* Funds must be available from this balance to support operating costs and maintain a fund balance reserve for FY 2021-22.

# Key Takeaways

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- Underspending in FY 2015-16 resulted in a higher FY 2016-17 beginning fund balance than previously expected.
- Compared to previous projections, the current LTFP shows higher revenues, lower anticipated expenditures, and an overall higher fund balance.
- An additional year of actual spending data and implementation produced revised projections for the four Outcome Areas that demonstrate a lower than anticipated level of spending by June 30, 2020
  - Staff will provide additional detail in the FY 2017-18 Budget, and will continue to revise resource estimates and update the Board as implementation continues and more is known

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# Conclusion

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- LTFP shows spending continuing to exceed revenue, placing demands on the diminishing fund balance.
- Staff continue to monitor the changing political landscape—both at the State and Federal levels—which will likely have implications for incoming revenue, as well as feasible sustainability strategies.
- Resources are adequate to cover existing obligations and projected spending through the course of the 2015-2020 Strategic Plan, providing the Commission with the opportunity to gradually transition to a more sustainable spending portfolio with the goal of aligning annual spending with revenue.
- In the short-term, the Commission must adhere to the Governance Guidelines relative to expiring initiatives and the efficiency & cost effectiveness of the 2015-2020 Strategic Plan strategies to reflect F5LA's fiscal reality.

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# Next Steps

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- LTFP will be presented to the Commission on January 26<sup>th</sup> as an informational item
- Staff will finalize mid-year budget adjustments to the FY 2016-17 Budget, to be presented to B&F on March 1<sup>st</sup> and to the Commission on March 9<sup>th</sup>
- Staff will return to the Commission in the near future to present revised long-term projections for the Home Visiting investments, with a focus on program and sustainability strategies

Questions?



# Memo

To: Board of Commissioners  
 From: Kim Belshé, Executive Director  
 Date: February 9, 2017  
 Subject: **EXECUTIVE DIRECTOR'S REPORT**

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## EXECUTIVE DIRECTOR'S HIGHLIGHTS

### Board – January 26, 2017:

“Moving forward, First 5 LA will take a more intensive approach by increasing its emphasis on systems change, collaboration and public policy. This transition supports the organization's goal of maximizing positive outcomes for children prenatal to age 5.”

#### ***First 5 LA 2015-2020 Strategic Plan***

As we begin 2017, First 5 LA is poised to execute on the vision embodied in our Strategic Plan in new and exciting ways. First, we've continued to make good progress in our efforts to align First 5 LA's structure and staffing to our strategic direction – a direction anchored in partnership and focused on policy and systems change. Our organizational change process has been thoughtful and deliberate. It's been time and resource-intensive. And, it is foundational to supporting First 5 LA's ability to shape and execute our work in new ways to advance those systems, policies and partnerships that will yield the greatest benefit for LA County's youngest children.

As we enter the New Year, we are shifting our focus to how to most effectively operationalize our organizational changes in service of our work and the results we seek. I'm excited by how First 5 LA staff is working together and with others in new and powerful ways to advance the broad impact we seek for children and families. Here are some examples:

- First 5 LA staff is forging new partnerships to advance shared goals. As examples, our staff is working with stakeholders from multiple sectors to shape and advance our new health systems-related work in developmental screening and trauma informed care. We are also working with County agencies, Prevention After Care Networks, and Best Start Communities to test strategies to strengthen families and improve child outcomes through improved coordination of economic supports and community-based services, such as home visiting.
- Our work in Best Start Communities is evolving to a sharper focus on policy and systems change. As a part of this evolution, we are working to transition the operational management of

#### **COMMISSIONERS**

Los Angeles County Supervisor	Nancy Haruye Au	Cynthia A. Harding, M.P.H
Sheila Kuehl	Jane Boeckmann	Jonathan E. Sherin, M.D., Ph.D.
<i>Chair</i>	Philip L. Browning	Marlene Zepeda, Ph.D.
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 Dayton Gilleland, Ed.D.  
 Karla Pleitez Howell  
 Deanne Tilton

#### **EXECUTIVE DIRECTOR**

Kim Belshé

#### **EXECUTIVE VICE PRESIDENT**

John A. Wagner

the Best Start Community Partnerships from First 5 LA to community organizations. This Best Start alignment effort will allow program officers in our new Communities Department to bring their attention and smarts to support community-identified priorities and related policy and systems change efforts.

- We are seeing and seizing opportunities to leverage our county- and state-leading investment in home visiting to inform and drive policy and systems change at the county, state and federal levels – with the goal of advancing a universal system of voluntary, evidence-based home visiting services for all Los Angeles families. Towards that end, staff leadership is actively participating in the effort to respond to the recent Board of Supervisors motion to develop a plan to coordinate, enhance, expand and advocate for high quality home visiting programs.
- We are working to stand up the new Integration & Learning Division – a new Division that reflects First 5 LA’s recognition of learning as a strategic asset to advancing the goals we seek.
- Our Administration team is leading an organization-wide initiative to rebuild our “chart of accounts” – a project that provides an opportunity to transform how we leverage First 5 LA’s financial data to operate more efficiently, tell our story, and better serve our mission.
- We are stepping up the visibility of and resources behind our policy efforts. As an example, this spring we will launch the Early Care and Education (ECE) Policy and Advocacy Fund, in partnership with Community Partners. This \$3 million initiative will support key ECE advocacy organizations to advance near term policy state and local goals and strengthen their capacity and effectiveness individually and as a field.

Building upon this last point, I want to share my appreciation to Commissioners Dennis and Zepeda and our Policy & Strategy Division colleagues (shout out to Kim P-B, Peter, Tessa, Gabriel and Jeff!) for their contribution to and participation in the recent 2017 First 5 Association of Capitol California Advocacy Day. First 5 LA was well represented among the 100 plus participants from First 5s across the state that went to Sacramento to meet with Legislators, staff, and Brown Administration officials. These meetings were intended to build awareness of First 5s and their contribution to systems change for families with young children and to highlight First 5 policy and administrative priorities. In support of our shared goals regarding early childhood investments as a priority, First 5 LA and the Association co-authored an op-ed that ran in the Sacramento Bee on Advocacy Day. Kudos to Gabriel and our communications team!

**The Sacramento Bee: California must recognize importance of early education and make it a priority** (<http://www.sacbee.com/opinion/op-ed/soapbox/article129650749.html>)

It’s been exciting to see the evolution of the Association’s Advocacy Days from general information about First 5s to a clearer and stronger presentation of First 5s as agents of systems and policy change on behalf of young children and their families. First 5 LA has played an important role in this evolution and I want to acknowledge the leadership that our Policy & Strategy Division has played. As we all know, First 5 LA is the largest of the First 5s; and, we are stronger by virtue of being a part of a statewide advocacy effort to move a shared agenda forward. At this month’s Commission meeting, Commissioners will have the opportunity to hear directly from Executive Director Moira Kenney about the policy, advocacy and systems change work the Association is leading.

In closing, as I mentioned in November, our changing and uncertain federal – and, by extension, state – landscape elevates the centrality of First 5 LA’s work as a child advocacy organization. It will

be more important than ever to bring our voice and our smarts to inform and drive change in support of greater opportunity and better outcome for young children. I'm proud to be a part of an organization committed to bringing its best thinking, learning, and ideas to help advance a better tomorrow for our youngest children and their families.

## I. FAMILIES

On December 20, 2016 the Los Angeles County Board of Supervisors (BOS) passed a motion proposed by Supervisors Sheila Kuehl and Janice Hahn to direct the Department of Public Health (DPH), in partnership with several county departments, the Los Angeles County Perinatal and Early Childhood Home Visiting Consortium and First 5 LA to develop a plan to coordinate, enhance, expand and advocate for high quality home visiting programs to serve more expectant and parenting families so that children are healthy, safe and ready to learn. DPH will report back to the board 180 days from the date of the motion with a plan that addresses program access and availability, standardized data collection, and financing. The plan calls to ensure maximization of enrollment, especially in the county's highest risk communities.

Vice-President of Programs, Christina Altmayer, and Family Supports Department Leadership are participating in a planning workgroup lead by Commissioner Linda Aragon, Acting Director of Maternal, Child and Adolescent Health at DPH, a volunteer group that will develop the response to the motion expected by the BOS in June 2017.

## II. COMMUNITIES

### *Best Start Community Leaders Weigh In On New Support Structure*

As First 5 LA pivots to a new support structure for the Best Start Community Partnerships, it is demonstrating its commitment to its overarching value of collaboration. This pivot, known as the *Best Start Alignment*, is about strengthening and partnering more effectively with local leadership in each of the 14 Best Start communities so that the work maintains momentum and can be sustained over time. The improved collaboration between First 5 LA and community leaders is evident in the planning and design process. Staff has gathered input from more than 80 organizations and 250 parents, residents, and stakeholders. This input helped shape initial thinking about the design of a new support structure, which was shared with approximately 150 Community Partnership leadership group members on January 27, 2017. The purpose of the meeting was to explore the findings, share First 5 LA's current thinking, and discuss implications of the emerging support structure. General feedback included the following: 1) recognize and respect each community's distinct circumstance and identity; and 2) relationships matter and are fundamental to success; regardless of the support structure that is selected, organizations must take time to build strong relationships and trust with the Community Partnerships. Staff is analyzing all community feedback to inform the initial recommendation that will be shared with the Board during the February Program and Planning Committee meeting.

**Staff Contact:** Antoinette Andrews-Bush ([aandrews@first5la.org](mailto:aandrews@first5la.org))

## III. EARLY CARE AND EDUCATION SYSTEM

### **ECE Competencies Stakeholder's Meeting:**

The California Early Childhood Educator (ECE) Competencies describe the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families. The ECE Competencies Curriculum Project is a First 5 LA

strategy that supports the integration and alignment of the competencies within the ECE professional development system. On January 19, 2017, First 5 LA convened a diverse group of 31 stakeholders to explore how to strengthen the professional development system through this project. The day-long event served as a part of a landscape analysis and fostered a dialogue between ECE leaders from the professional development arena, institutions of higher education, advocacy organizations and resource and referral agencies.

**Staff Contact:** Debra Colman [dcolman@first5la.org](mailto:dcolman@first5la.org)

**California Early Care and Education Workforce Registry:**

The request for board approval to extend the Strategic Partnership with the Child Care Alliance of Los Angeles to continue to operate the California Early Care and Education Workforce Registry in L.A. County will be delayed from February to March. A decision was made to postpone Commission action on the request until the March meeting to allow additional time for staff to respond to questions raised by Commissioners at the January meeting and for Commissioners to consider the new information provided by staff prior to taking action.

**Staff Contact:** Kimberly Hall [khall@first5la.org](mailto:khall@first5la.org)

**California Blue Ribbon Commission on Early Childhood Education Announced**

As part of the 2016-17 budget signed into law by Governor Brown in June 2016, California Assembly Speaker Anthony Rendon announced the creation of a Blue Ribbon Commission (BRC), a “policy driven body tasked with developing strategic solutions to improve outcomes for some of California’s youngest learners and their families.” Acknowledging the severely underfunded and outdated system of child care in California, the BRC was created to inform future policy and budget decisions.

On Wednesday, February 1, Speaker Rendon formally announced the launch of the BRC, including its membership. The BRC will be co-chaired by Assemblymembers Cristina Garcia (D-Bell Gardens) and Kevin McCarty (D-Sacramento), and includes the following representatives from Los Angeles County who are well-known to First 5 LA: Assemblymember Blanca Rubio (D-Baldwin Park); Michael Olenick, President and CEO of the Child Care Resource Center; Dr. Celia Ayala, Senior Advisor to LA Universal Preschool; Dr. Jacquelyn McCroskey, Professor of Child Welfare at the University of Southern California; and Sonia Campos-Rivera, Director of Education Policy and Public Affairs at the LA Area Chamber of Commerce.

First 5 LA has engaged with Legislative staff in the development of the BRC and will continue to work closely with the Commission and its members to ensure California develops thoughtful and actionable plans to support LA County’s children.

Staff Contact: Peter Barth ([pbarth@first5la.org](mailto:pbarth@first5la.org)).

#### IV. HEALTH-RELATED SYSTEMS

First 5 LA celebrates another milestone in the developing work connected to the Health-Related Systems Outcome area established in the 2015-20 Strategic Plan. First 5 LA, in partnership with LA CARE Health Plan, launched the Help Me Grow- Los Angeles (HMG-LA) workgroups on January 18<sup>th</sup> and 19<sup>th</sup>. The workgroups will participate in research and other information gathering efforts to shape the creation of HMG-LA’s four core components, which include Child Health Provider Outreach, Data Collection and Analysis, Centralized Access Point and Family and Community Outreach. The workgroups are being co-chaired by a cross-sector of representatives dedicated to developing a coordinated system of care for early identification, intervention and connection to services for young children with developmental and behavioral delays/disabilities.

The workgroups are responsible for developing recommendations for HMG implementation which will then be submitted to the HMG-LA Leadership Council for review. The Leadership Council guides the development of HMG-LA by setting the strategic direction, mission and five year vision. And also serves as a champion for HMG-LA and leads the build out effort. The HMG-LA Leadership Council will meet on a regular basis through September 2017; its members represent 24 agencies dedicated to improving LA County's system of early childhood services.

Help Me Grow is a system that connects at-risk children with the services they need, and aims to improve the healthy development of all children by facilitating greater access and collaboration across sectors, supporting providers and families to promote early detection, and providing a central access point for child development information and referrals. More information can be found at the HMG national website, [www.helpmegrownational.org](http://www.helpmegrownational.org), and the local site, [www.helpmegrowla.org](http://www.helpmegrowla.org).

**Staff contact:** Tara Ficek, [tficek@first5la.org](mailto:tficek@first5la.org)

### **Emergency Response Child Care Pilot Program**

First 5 LA has joined the Ralph M. Parsons Foundation and the W.M. Keck Foundation in a public private strategic partnership in order to fund a pilot that will provide emergency childcare slots, provide trauma-informed care training to providers, collect data for future learning, and advocate at the state for policy change. First 5 LA contributed \$70,000 of the total \$262,376 committed by other philanthropic partners. In addition to the \$168,000 DCFS has committed to the program a private donor has contributed an additional \$300,000 bringing the County commitment to \$468,000

The first convening of the Advisory Committee for the Emergency Response Child Care Program was held on November 2, 2016 with representation from First 5 LA, the Department of Family and Child Services (DCFS) and Southern California Grantmakers and led by the Child Care Resource Center (CCRC). The results of focus groups conducted with DCFS staff members and Family Child Care Home Providers were shared highlighting the child care needs and barriers to placement for children ages 0 through 5 who are removed from their homes on an emergency basis.

The pilot program is currently recruiting interested licensed child care facilities to be partnership sites. The benefits for the partnership sites include child care providers receiving training in trauma-informed care, professional development and coaching, and a monthly payment for keeping one spot open for a child (ages 0 through 5) who are referred to the program. Children will begin being placed within the open slots beginning in February 2017, pending an executed contract between DCFS and CCRC.

**Staff Contact:** Jessica Monge-Coria ([jmonge@first5la.org](mailto:jmonge@first5la.org))

## **V. POLICY, PARTNERSHIPS AND COMMUNICATIONS**

### **L.A. Compact**

Executive Director Kim Belshé and Strategic Partnerships Department staff represented First 5 LA at the signing ceremony for the [L.A. Compact](#) (Compact) on Wednesday, December 14, 2016. The Compact reflects a commitment by First 5 LA and leaders from the education, business, government, labor and nonprofit sectors to transform education outcomes from cradle to career in L.A. County. Compact members share the belief that we must collaborate and innovate in order to solve the complex, large scale, education and workforce readiness challenges facing our region.

This symbolic event, hosted by the Robert F. Kennedy Community Schools Campus and the L.A. Area Chamber of Commerce, celebrated the signing of the Compact by 3 new signatories: **Los Angeles Unified School District** (LAUSD) Superintendent Michelle King, United Teachers Los

Angeles President Alex Caputo-Pearl and L.A. County Office of Education Superintendent Debra Duardo. In her remarks, Superintendent King specifically acknowledged the Compact's role in helping educate and inform Compact members on the importance of early learning—even before students enter kindergarten. L.A. City Mayor Eric Garcetti and LAUSD Board President Steve Zimmer also affirmed their commitment to supporting the goals of the Compact:

- All students graduate from high school
- All students have access to and are prepared for success in college
- All students have access to pathways to sustainable jobs and careers

First 5 LA has been a member of the Compact since 2013, with staff serving on the Stewardship Group, Joint Advocacy, Data, and School Readiness workgroups. In this New Year, First 5 LA will also engage with the Compact's Institutions of Higher Education Collaborative (IHE Collaborative). First 5 LA staff's consistent participation in the workgroups has and will continue to educate Compact members on the importance of early learning on a child's future success, advocate for systems and policy change that benefit young children, and ensure the adoption of early learning metrics to assess progress toward the Compact's goals.

**Staff Contact:** Jennifer Cowan ([jcowan@first5la.org](mailto:jcowan@first5la.org))

#### **L.A. Grade Level Reading (GLR) Campaign**

First 5 LA convened the final in-person L.A. GLR School Readiness Workgroup (SRW) meeting on October 26, 2016. The goal of the meeting was to finalize a set of transition activities on school readiness in order to effectively leverage and sustain the three SRW priority areas: Kindergarten Readiness Assessment (KRA), Quality Rating Improvement Systems (QRIS), and Family Engagement. The October meeting also focused on identifying lessons learned, surveying opportunities for future collaboration and celebrating the accomplishments and success of the collaborative to date. Upon analysis of the current school readiness landscape, SRW members identified emerging as well as immediate opportunities to connect and transition key SRW activities to other initiatives with similar priorities which are well positioned (e.g., political will, infrastructure, resources, etc.) to advance the SRW priority goals. As part of the transition plan, First 5 LA staff is working with The Glen Price Group (GPG), facilitators for the SRW, to capture successes, challenges and lessons learned (related to cross-sector convening, collective impact and the three priority focus areas) in a summary report to be shared with school readiness stakeholders and the National GLR community in Spring 2017. First 5 LA's financial support for convening the SRW through a contract with GPG ends June 30, 2017. F5LA will continue to build off the important work from the SRW outside of GLR Campaign framework—with a clearer focus on KRA and QRIS, as emphasized in our Strategic Plan. We will also continue our active engagement in the LA Partnership for Early Childhood Investment's exploration of a funder-focused Family Engagement Learning Community.

**Staff Contact:** Christie Cardenas ([ccardenas@first5la.org](mailto:ccardenas@first5la.org))

#### **Disaster Preparedness for Young Children in L.A. County**

An opportunity to collaborate with Children's Hospital Los Angeles (CHLA) and the City of L.A. Office of Emergency Management Disaster Preparedness subgroup was explored by Communications & Marketing and Strategic Partnerships staff to promote emergency preparedness for young children, parents and early childhood educators in L.A. County. The City of L.A. Office of Emergency Management convenes a disaster preparedness subgroup of 20-25 organizations, which include L.A. County Office of Education Head Start Division, CHLA & L.A. County Department of Health Services to implement and practice disaster preparedness specifically focused on young children and their caregivers. The Disaster Preparedness subgroup created a 9-page guide on disaster preparedness for teachers, parents, and child care staff. There is a plan to launch a disaster management training for preschool teachers in the near future with expectations to collaborate with

Head Start's network of providers as the initial training participants. First 5 LA shared an English and Spanish version of the 9-page guide on the First 5 LA parenting website. The Communications & Marketing Department will continue to explore more options to collaborate with CHLA and the disaster management subgroup regarding this opportunity in the coming months.

**Staff Contact:** Violet Gonzalez ([vgonzalez@first5la.org](mailto:vgonzalez@first5la.org))

### **Federal Policy**

President Donald Trump's transition team has signaled that the Administration plans to closely follow a budget blueprint crafted by the Heritage Foundation for fiscal year 2018 that cuts federal spending by \$10.5 trillion over 10 years.

The plan aims to reduce costs by eliminating or consolidating programs. Pertinent to First 5 LA and our partners in the early childhood field, the proposal includes the following:

- Eliminate competitive and project grant funding under the Every Student Succeeds Act (cuts \$1.5 billion) and reduce Education's formula funding by 10 percent (cuts \$2.3 billion)
- Eliminate job training programs under the Workforce Innovation and Opportunity Act (cuts \$3.4 billion)
- Phase out Head Start, cutting funding by 10 percent each year (cuts \$935 million the first year)

The Administration has also indicated that it will seek tax credits for child and elder care. While no formal proposal has been introduced by the administration, the goal would be to allow child and elder care expenses to be a tax-deductible expense. Initial analyses of this approach assume that upper-income families would benefit most from a tax credit, and that lower-income families would not be able to afford the cost of child care while waiting for retroactive credits.

The President has already taken action on a number of other policy issues through Executive Order, including an Affordable Care Act (ACA) related order urging federal officials to "take all actions consistent with law to minimize the unwarranted economic and regulatory burdens" of the ACA. It is uncertain at this time whether the order provides administration officials with any new powers to unravel parts of the ACA.

In Congress, Senators Bill Cassidy (R-LA) and Susan Collins (R-ME) introduced the Patient Freedom Act to replace the Affordable Care Act. The authors stated that the new bill would give more power to the states on health care policy. The plan allows for states to choose between re-implementing ACA, enacting a new-market-based system or designing an alternative solution without federal assistance. States like California that have already opted to expand Medicaid would be allowed to keep it. Congressional Democrats panned the bill, stating that millions would lose coverage and that out-of-pocket costs would rise. At this time, it is unclear if there is support from Republican Party leadership for the new legislation.

First 5 LA will track these and other proposals carefully and will join efforts to advance our policy positions and protect programs that are important to the health and early learning of children and their families.

**Staff Contact:** Tessa Charnofsky ([tcharnofsky@first5la.org](mailto:tcharnofsky@first5la.org))

### **First 5 Advocacy Day and Reception**

For two days in January, the 30 and 31, as part of the First 5 Association's annual Advocacy Day, First 5 LA staff and Commissioners traveled to Sacramento to meet with legislators and attend a

reception to honor Assemblyman Adrin Nazarian, who received the Association's inaugural "Champion for Children" award. Last year, Assemblyman Nazarian authored two pieces of legislation signed into law, ABx2 11 and AB 2770, which stopped the Board of Equalization from diverting First 5 funds toward tobacco tax enforcement.

Commissioners Duane Dennis and Marlene Zepeda joined Kim Belshé, Kim Pattillo Brownson and others in meetings with elected and Administration officials to highlight First 5 LA priorities, including funding for young children and families.

**Staff Contact:** Tessa Charnofsky ([tcharnofsky@first5la.org](mailto:tcharnofsky@first5la.org))

### **California State of the State**

On January 24, Governor Jerry Brown delivered his State of the State address to the California Legislature, outlining his top priorities for the year. Aligned with his Administration's framing of his 2017-18 budget proposal, the Governor's key State of the State message was uncertainty, especially regarding federal policy and funding. With federal uncertainty in mind, and highlighting California's commitment to diversity and progress, the Governor noted a few key policy priorities for 2017 including immigration, healthcare, climate change, and infrastructure, all with an eye toward potential funding opportunities or preventing rollbacks in policies and funding supporting key California investments like Medicaid expansion. Closing his 16-minute address, the Governor reaffirmed his commitment to fighting federal changes, noting that, "California is not turning back. Not now, not ever."

**Staff Contact:** Peter Barth ([pbarth@first5la.org](mailto:pbarth@first5la.org))

### **Facebook Live Event**

First 5 LA hosted its first Facebook Live event in partnership with The Pump Station & Nurtury on January 10 reaching over 6,298 people and having over 1,726 video views. During the 45-minute live Q & A, which was shared via the First 5 LA Parents Facebook page, Dr. Jill Campbell and First 5 LA Family Supports Director Barbara Andrade DuBransky answered questions from parents and caregivers and shared advice on helping babies and young children sleep safely and soundly. Prizes, including a free sleep consultation, were given away during the broadcast.

**Staff Contact:** Gabriel Sanchez ([gsanchez@first5la.org](mailto:gsanchez@first5la.org))

### **Reaction to Governor Brown's Proposed Budget**

Despite continued growth in revenues, Gov. Jerry Brown's proposed budget for FY 2017-18 eliminates promised investments for young children birth to age 5. Last year, the Governor promised multi-year funding increases through 2018-19 to expand child care opportunities and provider reimbursement rates. First 5 LA offered a press release in response to this plan and also worked with early care and education advocates to curate their reactions.

The press release is attached. The web version of the press release includes the reactions of several advocates, including Children Now, the Children's Defense Fund, Early Edge, First 5 California and the United Ways of California. This web version can be found at: <http://www.first5la.org/index.php?r=site/article&id=3818>.

The press release was promoted on social media and was sent to media and a First 5 LA-curated list of more than 2,000 leaders and stakeholders. The email included a list of news articles and resources to support First 5 LA's message that if we fail to invest in kids' programs, we stunt future economic growth, and that now is the time to make investments that have a demonstrated rate of return.

Southern California Public Radio and EdSource published stories featuring Vice President of Policy & Strategy Kim Pattillo Brownson speaking about the impact Gov. Brown’s proposed budget would have on the youngest Californians.

[Southern California Public Radio](http://www.scpr.org/news/2017/01/11/68030/governor-s-budget-proposal-zeroes-out-planned-incr/) reported that preschoolers from low-income families waiting for a preschool seat may not get it in 2017 if Brown’s austere budget proposal passes. The story can be found here: <http://www.scpr.org/news/2017/01/11/68030/governor-s-budget-proposal-zeroes-out-planned-incr/>

[EdSource](https://edsource.org/2017/early-childcare-advocates-raise-concerns-about-governors-budget/575421) story that covers early education advocates’ concerns about the governor’s budget. The story can be found here: <https://edsource.org/2017/early-childcare-advocates-raise-concerns-about-governors-budget/575421>

The Communications Department promoted these stories on social media and also sent an email notification to more than 9,000 stakeholders highlighting these stories.

**Staff Contact:** Gabriel Sanchez [gsanchez@first5la.org](mailto:gsanchez@first5la.org)

**VI. MONITORING, EVALUATION & LEARNING**

Nothing to highlight for this month

**VII. LEGACY INVESTMENTS**

Nothing to highlight for this month

**VIII. ADMINISTRATION & ORGANIZATIONAL DEVELOPMENT**

Nothing to highlight for this month

**IX. ORGANIZATION-WIDE AND CROSS CUTTING RECENT CONFERENCES AND EVENTS**

**Rose Bowl Post Parade Float Showcase**

Following the Rose Parade on January 2nd and 3rd, families and parade attendees had the opportunity to be within feet of the floral and animated masterpieces parked along Sierra Madre and Washington Boulevards in Pasadena. Visitors had a chance to take a closer look at the design and workmanship that went into each float and learned more about the float process from tournament volunteers on hand.

This event was sponsored by First 5 California, and First 5 LA was invited to provide resources to families in attendance related to the Talk, Read, Sing campaign as well as tips related to the Protective Factors. Participation in this event tied into our work with Families and Communities

**City of Inglewood’s 34th Annual Dr. Martin Luther King Day Celebration: King Fest 2017**

On Monday, January 16, the City of Inglewood hosted its 34<sup>th</sup> Annual Dr. Martin Luther King, Jr Day Celebration. The celebration included speeches from elementary, middle and high school students, inspiring keynote speakers, moving gospel choirs, a family festival and renewed commitments to advance the Dream. Under the banner “*Building Bridges: Embracing Our Diversity,*” the King Day

event featured performances by local choirs and community groups, as well as participation from elected officials and special guests.

The event included performances by the Heritage Music Foundation Chorale and dance ensemble Glad II followed by a symbolic civil rights march that concluded at the Forum. At the Forum, families enjoyed various activities that included commercial vendors, interactive games, food, live entertainment and community resources.

This event was sponsored by First 5 CA, and First 5 LA collaborated by providing families with resources that highlighted the importance of Talking, Reading and Singing with your children. Participation in this event ties into our work with Families and Communities.

### **Connections for Children Conference**

The Connections for Children Conference took place on January 19 with over 100 early childhood educators, policy-makers and parents in attendance.

The conference provided information and discussed finding solutions to strengthen accessibility to high-quality and affordable early care and education. Attendees had the opportunity to address their ideas, concerns and interests which is vital to increasing local community capacity.

First 5 LA sponsored the conference at \$5,000 to further our investments in ECE and Communities.

**Staff Contact:** Violet Gonzalez– [vgonzalez@first5la.org](mailto:vgonzalez@first5la.org)

## **X. UPCOMING EVENTS**

Nothing to highlight for this month

## **XI. CONTRACTS EXECUTED BETWEEN \$25K - \$75K**

### **Procurement Update**

Pursuant to the Procurement Policy adopted on February 13, 2014, “The Executive Director (or designee) may approve any contract less than \$75,000 in the aggregate in a fiscal year, and will establish appropriate internal policies and controls for those awards. Copies of contracts executed in the amount of \$25,000 or more and up to \$75,000 within a fiscal year will be provided to the Commission during the course of its normal business and be provided as informational items.”

There are no contracts executed between 12/23/2016 and 01/20/2017.

**Staff Contact:** Sabel Morales [smorales@first5la.org](mailto:smorales@first5la.org).

# First 5 LA State and Federal Policy Engagement

February 9, 2017



# Discussion Goals

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- Highlight strategic plan alignment and collaboration
- Share emerging information
- Solicit feedback to guide future policy direction

# Discussion Overview

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1. First 5 LA's Engagement in Public Policy
2. Public Policy Briefings:
  - *Federal Policy Landscape*
  - *State Policy Landscape*
  - *The First 5 Association*
3. Breakout Sessions
4. Board Reflections and Discussion

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# A New First 5 LA

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“Moving forward, First 5 LA will take a more intensive approach by increasing its emphasis on systems change, collaboration and public policy. This transition supports the organization's goal of maximizing positive outcomes for children prenatal to age 5.”

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**First 5 LA 2015-2020 Strategic Plan**

# Focusing on LA County Outcomes

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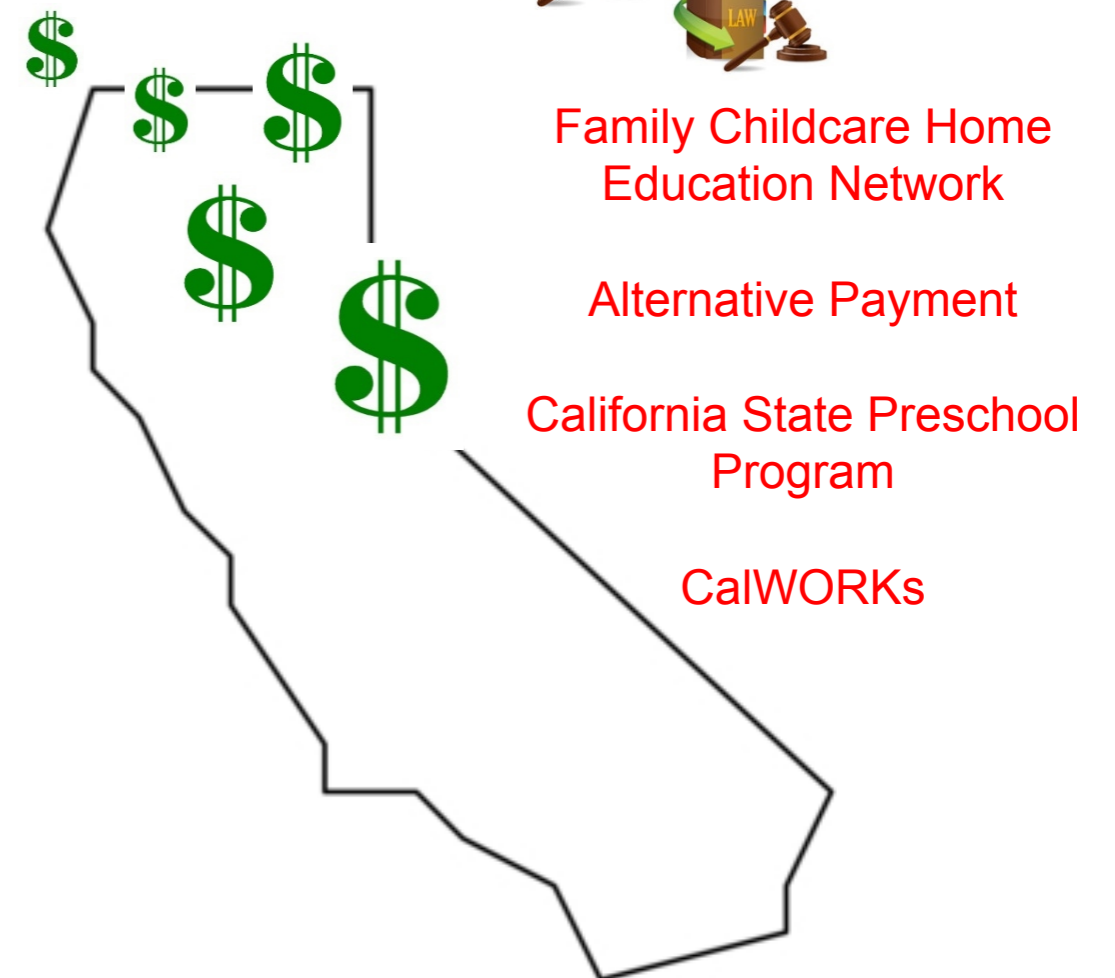
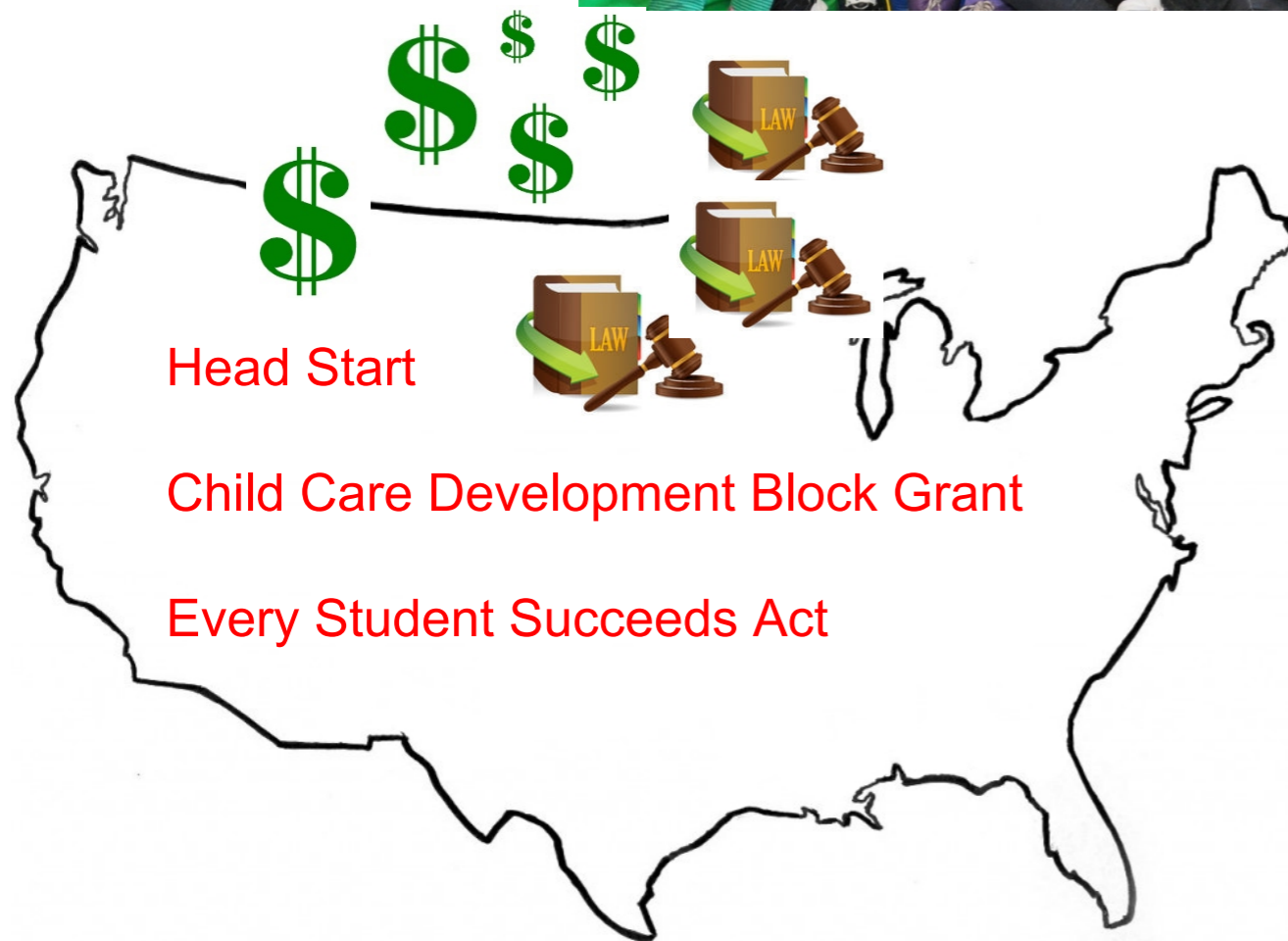
- Children have access to affordable, quality early care and education
- Children receive timely and appropriate developmental screens
- New and expecting parents have the option to receive home-based coaching and support services
- Parents have the capacity to, and are engaged in, important issues impacting their children and communities
- Providers have the capacity to identify and respond appropriately to early childhood trauma

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# State and Federal Policy Impact LA



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# Advocacy Partners

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**Federal Advocates: The Raben Group**

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**State Advocates: California Strategies**

**First 5 Coordination: First 5 Association**

# 2017 Federal Policy Landscape

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## The Raben Group

Michael Yudin, *Principal*

Sunil Mansukhani, *Principal*

Charna Martin, *Director*

Anais Duran, *Senior Associate*

# Federal Context

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- Transition updates
- Budget actions and proposals
- Administration and Congressional priorities

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# Health Systems

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- Affordable Care Act
  - Repeal and replace
  - Medicaid block grants
  - Early Periodic Screening, Diagnostic, and Treatment Services (EPSDT)
  - “Free Care Rule” for school-based services
- Children’s Health Insurance Program (CHIP) Reauthorization
- Trauma-related legislation

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# Family Support

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- Maternal, Infant, Early Childhood Home Visiting (MIECHV) program reauthorization
- National Home Visiting Coalition
- State-based advocacy opportunities

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# Early Care and Education

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- Child Care Development Block Grant (CCDBG) funding and implementation
- Every Student Succeeds Act (ESSA) funding and implementation
- Head Start budget proposal
- Child care tax proposal
- National coalitions and partners

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# 2017 State Policy Landscape

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## California Strategies

John Benton, *Principal*

Monique Ramos, *Senior Associate*

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# State Policy Context

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- Federal uncertainty
- Economic uncertainty
- Governor's priority: caution
- Legislative leadership
- Top priorities for 2017: transportation, housing, environment, immigration

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# Early Care and Education

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- Implementation of ESSA and CCDBG
- Governor's budget proposal
- ECE Budget Coalition
- Assembly Blue Ribbon Commission
- School District Engagement Coalition

178

# Family Support

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- California support for MIECHV reauthorization
- California Home Visiting Coalition
- Emerging legislation around home visiting

179

# Health Systems

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- Federal policy impacts on Medi-Cal
- State guidance on developmental screening
- Denti-Cal funding

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# Additional Activities

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- First 5 Advocacy Day
- First 5 Legislative Agenda
- Policymaker relationships
- Board of Equalization / Tobacco Tax revenue

181

# First 5 Coordination

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## First 5 Association

Moira Kenney, *Executive Director*

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# First 5 Association

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- Technical assistance for county commissions
- Liaison to First 5 California
- Elevating local early childhood policy and systems change best practices
- Coordinating a single First 5 voice in California

183

# 2017 Priorities

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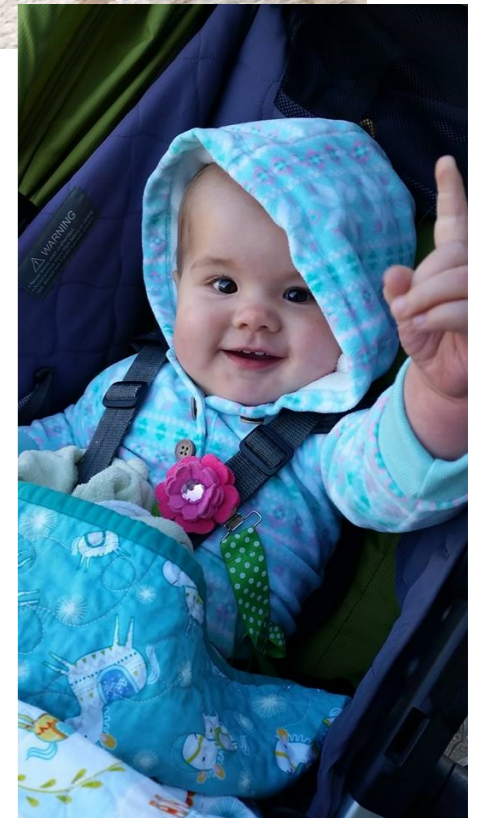
- Advance coordinated First 5 Policy Agenda
- Building stronger alliances with early childhood partners and California influencers
- Advancing family support priorities
- Protecting First 5 revenues and identifying opportunities to increase funding for early childhood services

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# Our motivation



185



# Breakout Discussions

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- There are two breakout rooms: one focused on ECE and one focused on health systems and family support
- Each commissioner will get to participate in both breakout discussions

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# Breakout Discussion Goals

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- Ask questions! Get clarity on state and federal policy activity related to First 5 LA's strategic priorities
- Share your insights and expertise
- Inform First 5 LA's priority public policy activities for 2017

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# Guiding Questions

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- What public policy issues do you think are most pressing for First 5 LA's engagement?
- Are there other policy issues that should be on our watch list?
- How should First 5 LA staff prioritize public policy engagement opportunities?

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# Breakout Discussions

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## Conference Room A

*Early Care and Education*

## Conference Room C

*Health and Family Support*

# Reflections and Discussion

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190

What are your reflections and key takeaways from the discussion today?

# Next Steps

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- Legislative agenda
- Advocacy Day follow-up meetings
- Coalition meetings and coordinated advocacy efforts
- Policy monitoring, briefings, and reports
- Policy development

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## THE RABEN GROUP



### MICHAEL YUDIN, PRINCIPAL

Michael K. Yudin joined The Raben Group in May, 2016.

Prior to The Raben Group, Michael served as the assistant secretary for special education and rehabilitative services, leading the Office of Special Education and Rehabilitative Services ([OSERS](#)) at the U.S. Department of Education. The president nominated Yudin for that position in July 2013, and the U.S. Senate confirmed his nomination on June 2, 2015.

Yudin served the secretary of education in a number of capacities dating back to 2010. He served as acting assistant secretary of OSERS from August 2012 to February 2015, leading the office in its mission to support full integration and participation in society of people with disabilities by promoting inclusion, ensuring equity, and creating opportunities for them from cradle through career.

He also served as acting assistant secretary and principal deputy assistant secretary of the Office of Elementary and Secondary Education ([OESE](#)) from June 2010 to July 2012.. Yudin also served as senior advisor to the secretary of education.

Prior to joining the Department, Yudin served nine years as a U.S. Senate staffer. He was the legislative director for Sen. Jeanne Shaheen of New Hampshire, senior counsel to Sen. Jeff Bingaman of New Mexico, and HELP Committee counsel to Sen. Jim Jeffords of Vermont. Working for senior members of the HELP Committee, Yudin helped draft, negotiate, and pass various pieces of legislation, including the No Child Left Behind Act, the Individuals with Disabilities Education Act 2004, the Higher Education Opportunity Act of 2008, the Carl D. Perkins Career and Technical Education Act of 2006, and reauthorization of the Head Start Act.

Before joining the Senate, Yudin served as an attorney at the Social Security Administration and at the U.S. Department of Labor for nearly 10 years.



### SUNIL MANSUKHANI, PRINCIPAL

Sunil joined The Raben Group after serving in the Obama Administration as deputy assistant secretary at the U.S. Department of Education's ([ED](#)) Office for Civil Rights ([OCR](#)). While at OCR, Sunil led the office's policy initiatives. During his tenure, OCR issued guidance in areas such as the consideration of race in school admissions, harassment and bullying, sexual violence, athletics, and equal access for students with disabilities.

Prior to joining ED, Sunil was the first executive director of the D.C. Access to Justice Commission and worked in the U.S. Department of Justice's Civil Rights Division, where he litigated education-related civil rights cases.

He has also worked as a law firm associate, clerked for a federal district court judge, and was a teaching fellow doing disability-rights work at Georgetown University Law Center.

Sunil's community service includes serving for nearly a decade on the Board of the Asian Pacific American Legal Resource Center. He was named one of the "Best Lawyers Under 40" by the National Asian Pacific American Bar Association.

Sunil received his B.A. in Political Science and Economics, summa cum laude, from the University of Illinois at Urbana-Champaign, his J.D. from Yale Law School, and a LL.M in Advocacy from Georgetown University Law Center.



**CHARNA MARTIN, DIRECTOR**

Charna Martin has over a decade of experience in nonprofit management and strategic policy development in state and local government throughout the Western region. With a background in nonprofit management and public health policy, Charna offers our clients experience in public policy, issue analysis, organizational capacity building, and strategic planning.

Prior to joining The Raben Group, she co-owned an early education and child development agency providing behavioral therapy and educational assessment services to families and school districts throughout Washington State. Through her role as president, she also provided management consulting support to social service agencies in transition.

Previously Charna also served as the program director for a leading early intervention services provider in Washington State. During her tenure, she worked to improve the operations of the Center's five key clinical program groups and successfully partnered with county and regional governments to improve practices and reduce expenses for intensive home-based services. Additionally, Charna has experience in management of public health and social service nonprofits throughout Western region states, where she focused on large-scale hospital adoption of evidence-based practices and system of care advocacy campaigns.

Raised in Sacramento, CA, Charna received a Master of Public Policy and a Master of Dispute Resolution from Pepperdine University. She earned a Certificate of Public Health from the University of Iowa and her undergraduate degree in Psychology from the University of Chicago. She is currently writing her dissertation on the Biomarkers and Mechanisms of Intergenerational Impact of Trauma.



**ANAIS DURAN, ASSOCIATE**

Anais Duran assists our office and clients with her advocacy and organizational background.

Prior to joining The Raben Group, Anais was a public affairs intern at Planned Parenthood of Santa Barbara. During her two-year tenure she assisted the public affairs director with mobilizing reproductive health policy advocates through grassroots organizing, community outreach and fundraising activities. She further honed her advocacy skills through organizing events and rallies on her college campus as co-chair of VOX: Voices for Planned Parenthood.

Anais served as a research assistant for the Gevirtz Graduate School of Education where she surveyed participants and facilitated workshops to examine and evaluate mother-daughter interactions on the topic of sexuality. She is a proud sister of Lambda Theta Nu Sorority Inc., an organization that builds the rising generation of Latina leaders.

A native of Los Angeles County, Anais received a bachelor's degree from the University of California, Santa Barbara, triple majoring in feminist studies, sociology and Spanish.

## **California Strategies**



### **JOHN BENTON, PRINCIPAL**

Prior to joining California Strategies, Benton was one of the founding partners of Government Strategies Inc. (GSI), a successful lobbying, government affairs and procurement firm located in Sacramento, California.

Earlier, he served as a regulatory and legislative counsel in the corporate legal departments of three large, national insurers: CNA Insurance Companies, Transamerica Insurance Group and CIGNA. For these industry giants, his work included directing the firms' legislative and regulatory interests in all 50 states; helping to defeat industry-threatening statewide ballot initiatives; and serving as a chief compliance and enforcement

negotiator with state insurance regulators.

Upon graduation from Drake University Law School in 1983, he began his career as a staff attorney in the Iowa Department of Insurance. During his years with the department, he prosecuted agents and companies, handled consumer issues, served as an administrative hearing officer, and advocated departmental positions in the Iowa Legislature.

Benton lives in Sacramento with his wife of 30 years and has three grown children. Over the span of his career, he has participated and chaired a number of local and national philanthropic, school, sports, and professional organizations.



### **MONIQUE RAMOS**

Since joining California Strategies & Advocacy, Ramos has consulted many clients focused on education and early childhood development, including, First

5 Los Angeles and Pearson Education.

Previously, Ramos served as the Director of the Government Affairs Division under State Superintendent of Public Instruction, Tom Torlakson. In that role Ramos managed the Superintendent's and agency's government affairs portfolio for five years.

Prior to her service to the State Superintendent of Education, Ramos worked as a consultant in the Speaker's Office of Member Services for six months. In this capacity, Ramos advised new legislators on strategic use of resources to target key constituencies, highlight their accomplishments, and manage other services provided by the Speaker's Office of Member Services.

Ramos earlier served as a Legislative Aide to then State Assembly Member Tom Torlakson and earlier to State Assembly Member Jim Beall, Jr. in these rolls Ramos researched, developed and staffed legislation in areas of education, transportation, judicial issues, human services and water.

Ramos balanced her final year of Undergraduate Studies working as a Program Coordinator, managing the Young Women's Voter Outreach program, for the California Women Lead formerly CEWAER.

Ramos received her Bachelor of Arts in Government with a Minor in Communications Studies from California State University, Sacramento. She resides in Sacramento with her husband and in her spare time she enjoys gardening.

### **KATHRINA GREGANA**



Kathrina Gregana is a Legislative Assistant for California Strategies & Advocacy. She is responsible for tracking bills and monitoring and reporting on key legislative committee hearings and board meetings, such as the State Board of Education and the Instructional Quality Commission. She also coordinates meetings with executives, legislators, and staff. She assists children's, health, and education clients, such as First 5 LA, Pearson Education, and DentaQuest.

Gregana previously interned at California Strategies, the sister corporation of California Strategies & Advocacy, working on media relations, research, and assisting in the coordination of high profile events.

Gregana received her Bachelor of Science in Environmental Science from University of California, Davis. She is also an active member of Capitol Network, an organization that supports building professional networks and fellowship among women within the Capitol Community.

## **VICTORIA BRADSHAW**



Bradshaw focuses primarily on employment relations and economic development opportunities. Clients benefit from her services as she has expertise dealing with every area of employment, including such issues as labor law and enforcement, benefit administration including workers' compensation and unemployment insurance.

Bradshaw served as Cabinet Secretary and Deputy Chief of Staff under both Governor Pete Wilson and Governor Arnold Schwarzenegger. These two experiences have given her a unique opportunity to work with all agencies, departments, boards and commissions under the Executive Branch of state government in both the development and implementation of policy in these areas, as well as in the administration and management of these functions.

Bradshaw has served as the California State Labor Commissioner, Director of the Employment Development Department (EDD), Board Member of the Occupational Safety and Health Standards Board, Executive Director of the Employment Training Panel (ETP) under Governors Wilson and Davis, Chair of the Economic Strategy Council, Chair of the California Workforce Investment Board, Board Member of the California Association for Local Economic Development, and Chair of the Partnership for the San Joaquin Valley. Bradshaw served as a Board Member on the Little Hoover Commission.

Bradshaw has a Bachelors of Arts degree in political science and history from the University of California at Davis and a Masters degree in Public Administration from the California State University at Sacramento.

## **JOANNE KOZBERG**



In her work for California Strategies, she has helped corporations develop philanthropic public affairs plans, managed high profile development projects, worked with major foundations and helped non-profits secure funding from both the private and public sector.

During Governor Pete Wilson's term, she was a cabinet officer, serving as Secretary of State and Consumer Services. Kozberg also served Pete Wilson during his terms as U.S. Senator, as his Senior Policy Consultant for several areas of great importance to the state, including entertainment and film, transportation, land-use and arts issues. She also served as Co-Chair of Governor Schwarzenegger's California Performance Review Commission and was a member of Los Angeles Mayor Antonio Villaraigosa's transition team. In addition, Kozberg just completed a 12-year term as a Regent of the University of California, and is now Regent Emeritus.

Kozberg earned a Bachelor of Arts degree in history from University of California, Berkeley and a Master of Arts degree in public policy from Occidental College. She is also a graduate of the Coro Fellowship program.

## **STEVE CAHN**



Since joining California Strategies, Steve Cahn has provided media relations support to a number of important statewide and local efforts, participated in developing strategies for high-profile development projects and a varied set of public policy campaigns, and has written direct mail pieces, op/eds and briefing materials in support of clients' projects.

He served as editor of three award-winning community newspapers owned by The Los Angeles Times, and covered the Missouri congressional delegation for the St. Louis Post-Dispatch and the federal departments of Agriculture and Health and Human Services for a group of trade publications.

Prior to joining California Strategies, he established his own media and public relations consulting practice in Orange County, where he provided grant writing, corporate communication and media relations services for his clients.

Cahn holds a bachelor's degree from Notre Dame, a master's degree in English from the University of Washington and a master's degree in journalism from the University of Missouri.

## **First 5 Association**

### **MOIRA KENNEY, EXECUTIVE DIRECTOR**



Moira Kenney is the Executive Director of the First 5 Association of California, an advocacy organization working with California's 58 county First 5 commissions. Moira started her First 5 career in 2001, at First 5 San Francisco, where she served as Executive Director and helped launch the city's Preschool for All initiative. Prior to her work at First 5, she was the Research Director at the Institute of Urban and Regional Development at UC Berkeley and worked at the Getty Research Institute in Los Angeles. Her background is in community development, and she has a PhD in Urban Planning from UCLA and a bachelor's degree from Harvard College.

# About First 5 LA

## The Early Years Matter

What happens to our youngest children today will impact all of us tomorrow. When we prioritize children at the earliest stages of their lives, we are laying the foundation for our community's social and economic future.



## Mission

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

## Goals

To ensure all children in L.A. County enter kindergarten ready to succeed in school and life, First 5 LA's 2015-2020 Strategic Plan focuses on the following four interlinked outcome areas.

- **Families:** Work with parents and caregivers so they have the skills, knowledge and access to resources they need to support their child's development.
- **Communities:** Increase community capacity to support and promote the safety, healthy development and well-being of children prenatal to age 5 and their families. Support a community's ability to foster safe, healthy, and safe neighborhoods that enable children and their families to thrive.
- **Early Care and Education (ECE):** Increase access to high-quality early care and education.
- **Health-Related Systems:** Increase children's access to quality screening, early intervention and referral to services. Promote the establishment of the Help Me Grow developmental screening system throughout L.A. County. Support the delivery of trauma-informed care by the health, mental health and substance abuse organizations that serve children prenatal to age 5 and their families.

First 5 LA also commissions initiative-level evaluations to discover lessons learned, implementation progress and outcomes. These evaluations are tailored to the particular activities and goals of the initiative.

## Key Strategies

- **Research and Development:** Promote widespread use of proven best practices that are grounded in research and real-life application.
- **Public Policy and Advocacy:** Increase public investments of funds dedicated to young children and improve policies that affect those investments.
- **Service Delivery System Improvement:** Increase the quality, effectiveness and coordination of how services are accessed and provided.
- **Provider Training:** Build the knowledge and skills of the people providing support and services to parents and children.
- **Community Capacity Building:** Help individuals and groups that live and work in neighborhoods and communities to take greater ownership and responsibility for the children and families who live within them by fostering safe, healthy and vibrant communities.
- **Communications:** Educate the public and engage policymakers about the importance of investing in young children and families.

## Funding

First 5 LA was created in 1998 to invest in L.A. County's allocation of funds from California's voter approved Proposition 10 tobacco tax. Since then, First 5 LA has invested more than \$1.9 billion in efforts aimed at providing the best start for children from prenatal to age 5 and their families.

### Facts About L.A. County's Young Children

In L.A. County ....

There are 650,000 children under the age of 5.

214,000 children (ages 0-3) live below the poverty line.

Only 2.4 percent of infants and toddlers have access to licensed center child care, and 11.4 percent under age 5 have access to licensed family child care.

As of 2007, only 21.8 percent of children (ages 0-5) had received a developmental screening.

19.4 percent of young children are exposed to two or more adverse childhood events that can have a direct impact on their well-being and their overall health as they grow into adulthood.

In 2015, 52,000 children were identified to the Department of Children and Family Services for possible abuse.





# FIRST 5'S COMMITMENT TO CHILDREN AND FAMILIES



The greatest opportunities to improve the trajectory of a child's life happen during pregnancy and the first five years of life.

First 5 leads statewide efforts to champion the complex needs of young children and their families through strong, effective and proven systems of care. Established by California voters through the passage of Proposition 10, First 5 commissions in all 58 counties now have nearly 20 years of on-the-ground experience and work to make kids healthy, safe, and ready to learn.

## IN 2016, FIRST 5 COUNTY COMMISSIONS SPENT:

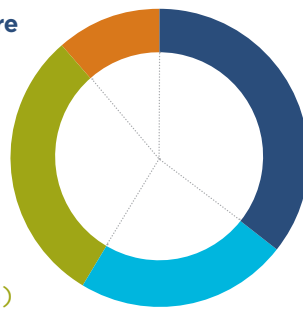
**\$503M\*** reaching over 800,000 kids

**\$179M** **Preschool and Quality Child Care**  
(Preschool, QRIS, Infant and Toddler Care)

**\$116M** **Family Strengthening**  
(Parent Education, Homeless Services)

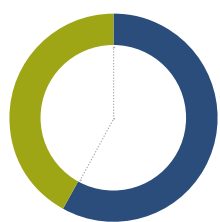
**\$151M** **Child Health** (Home Visiting, Early Intervention, Oral Health)

**\$57M** **Systems Building** (Coordinating services between agencies, leveraging resources, advocating for unmet needs)



\*includes leveraged funding

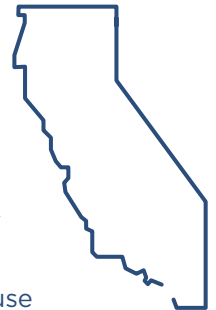
## FIRST 5 FUNDING GOES TO:



**42%** **Community-Based Organizations**  
(non-profits, including child care providers)

**58%** **Public Agencies** (Department of Public Health, School Districts, County Offices of Education, Health & Human Services Agencies)

## CHILDREN AND FAMILIES FACE REAL CHALLENGES



**50%** Medi-Cal births

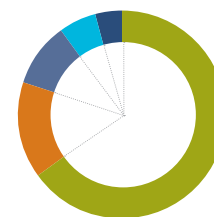
**24%** living in poverty

**14%** reported for abuse or neglect at least once

**67%** are not screened for development delays

**91%** of eligible infant toddlers are NOT placed in subsidized child care

## CHILDREN SERVED BY COUNTY COMMISSIONS:



**65%** Latino

**15%** White

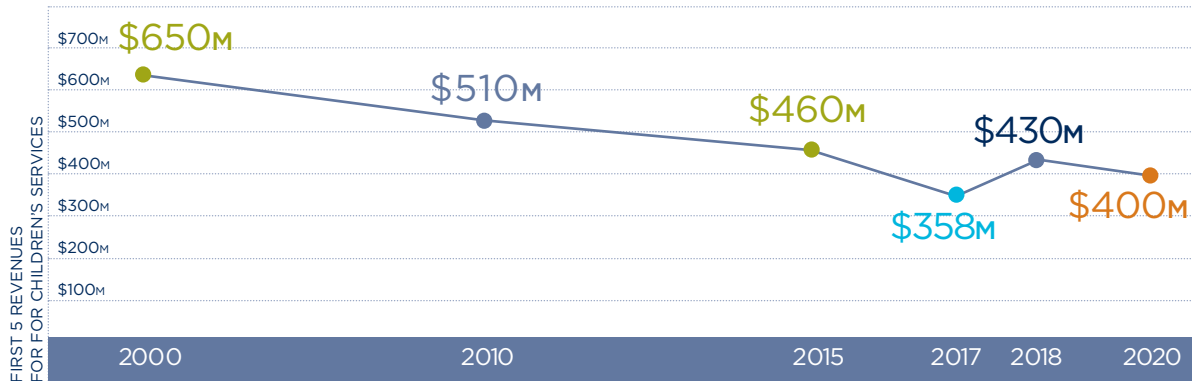
**10%** Multi-Racial / Other

**6%** Asian Pacific Islander

**4%** African-American

# BE A CHAMPION FOR CHILDREN

**FIRST 5 REVENUES WILL DECLINE BY NEARLY 40 PERCENT BY 2020.**



## VOLATILE & INADEQUATE FUNDING:

First 5 is solely funded through statewide Tobacco Taxes (Proposition 10, 1998). Fortunately, fewer Californians are smoking. However, California has tied essential services to unstable tobacco taxes.

The cumulative effects of increasing taxes on tobacco products (Prop 56) and increasing the smoking age to 21 (SBx2 5) have further reduced First 5 funding.

**The expected declines in tobacco tax revenues will affect programs and services funded by First 5 in your county.**

The State must fulfill its responsibilities for the health, education, and care of our youngest children.

**EVEN AT ITS PEAK, FIRST 5 FUNDING WAS NEVER ENOUGH TO ADDRESS THE NEEDS OF CHILDREN:**

**\$200 spent per child by First 5 in 2000**  
**\$125 spent per child by First 5 by 2020**

**BY COMPARISON:**

**\$9,500 spent per child enrolled in Head Start programs and services in CA.**

**THE TIME TO INVEST IS NOW. BE A CHAMPION FOR...**



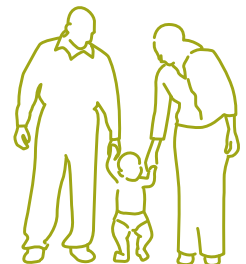
Kindergarten readiness and quality early learning



Developmental screening and early intervention



Preventative health services and oral health care



Supporting resilient families and safe homes

**...CALIFORNIA'S YOUNGEST CHILDREN**

## FAMILY STRENGTHENING



**VISION:**

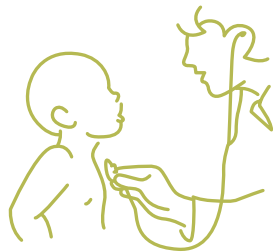
Enhance systems that support parental resilience, social connections, concrete support in times of need, and knowledge of parenting and child development.

**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.

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## 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.

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## 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.

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## QUALITY EARLY LEARNING



**VISION:**

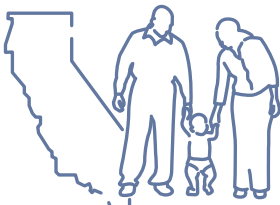
Improve overall well-being and social-emotional and cognitive outcomes for all children from birth in order to achieve kindergarten readiness.

**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.

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## SYSTEM SUSTAINABILITY AND REACH



**VISION:**

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

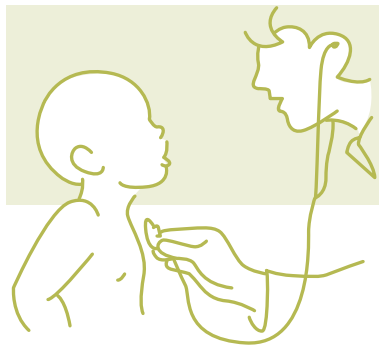
**POLICY GOAL:**

- 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.



## 5 Facts About First 5

- For nearly 2 decades, First 5 has championed the needs of our state’s youngest children – calling attention at the state and community level to the power of early brain development and the direct impact on early learning, starting at birth.
- First 5 is the largest funder of **Home Visiting** programs; leads the state’s **Quality Rating & Improvement System (QRIS)** to integrate quality into early learning; is building developmental screening and referral systems (**Help Me Grow**) to address the failures of the state’s early intervention systems; has dramatically increased access to **oral health** services across the state; and is **integrating and changing systems** to better address the needs of children and families.
- First 5 prioritizes investments in proven, evidenced-based practices to address the most challenging issues facing children and their families, such as: school readiness, toxic stress, abuse and neglect prevention, and early health interventions.
- Solely funded by tobacco taxes (Prop 10, 1998), First 5 funding has been steadily declining year-to-year. With revenues dropping to \$125 per child by the end of the decade, First 5 cannot be counted on to fund essential services. The state must fulfill its responsibilities for the health, education, and care of our youngest children. **The expected declines in tobacco tax revenues will affect programs and services funded by First 5 in your county.**
- First 5 is concerned that the Governor’s budget does not fulfill the child care promises signed into law last year. Delaying the expected increase to provider reimbursement rates and the nearly 3,000 preschool slots will undercut working families and puts quality early learning out of reach for too many.



## Key Impact:

# EARLY IDENTIFICATION AND INTERVENTION



1 in 4 children ages zero to five are at risk for developmental, behavioral or social delay.

### WHAT WE KNOW

#### Too often California's children are not getting screened for developmental delays.

Failing to address developmental or behavioral delays (such as autism, speech delays, or ADHD) in children, puts them at risk for life-long problems in learning, behavior and health. The sooner delays are identified, the more effective and affordable intervention can be.

The American Academy of Pediatrics recommends that children are screened at least three times before their third birthday. Developmental screenings are covered by the Affordable Care Act for both Medi-Cal and private insurance plans.

A robust screening system focuses on prevention by screening early and referring children needing follow-up to state and community-based services quickly.

### WE CAN DO BETTER: RECOMMENDATIONS FOR ACTION

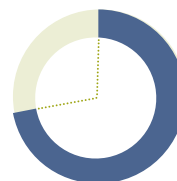
To fully achieve effective early intervention, California needs a multi-level approach:

**Educate and support** health care providers to identify and refer children at risk for delays.

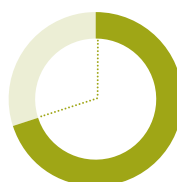
**Inform families** about the importance of screening and early treatment, and develop a centralized intake and referral process across counties.

**Collect and analyze data** on children screened, assessed, and served in order to effectively track statewide progress towards addressing developmental delays.

**Expand the Help Me Grow system** to more counties and regions throughout California.



72% of children do not receive a routine developmental screening



70% of delays are not identified until kindergarten, affecting a children's school-readiness and learning potential.

### HELP ME GROW

First 5 supports integrated systems, like Help Me Grow, to assist parents/care givers to identify potential developmental delays and referral them to appropriate services.



Help Me Grow is currently in 14 counties and will expand to 13 additional counties soon.

First 5 leads the effort to build strong, effective and sustainable systems to serve young children in California. The First 5 Association of California is the membership organization for the 58 First 5 county commissions. In 1998, California voters passed Proposition 10 — The California Children and Families Act — creating First 5 commissions in every county. First 5 supports the healthy development of children from birth through five years of age.



## Key Impact: QUALITY EARLY LEARNING



90% of brain development occurs in the first five years of a child's life.

### WHAT WE KNOW

**Affordable high quality early care and learning are essential for the life-long success of California's youngest children and their families.**

Early childhood is a critical time for developing social and learning skills that prepare children for both kindergarten and lifelong success. Research shows that students who start off behind tend to stay behind. Meanwhile, those who enter school ready are 10 times more likely to meet state standards for reading and math in elementary school.

California is failing to meet the needs of all its children. Too many families in California are locked out of preschool because there are not enough slots or because of prohibitive cost. This leaves families having to choose between working or paying for child care.

During the recession, child care was cut by \$1 billion from the state budget. Today, funding for child care and preschool remains 20% below their pre-recession levels and the state still has 70,000 fewer child care and pre-school slots than in 2007-08.

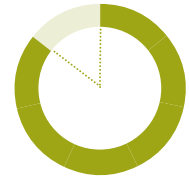
### WHY QUALITY?

For years, child care standards primarily focused on health and safety. While important, these standards set a low bar for cognitive learning and quality measures — great teaching, social skill building, and comprehensive services.

California's Quality Rating and Improvement System (QRIS) is a way to assess health, safety, and learning in all child care settings — family child care homes, centers, and school. Under QRIS, the child care teacher/ provider is rated on a 1-5 point scale and works with a coach to improve their program and practice. These scores are communicated to parents, so they can assess which sites are most appropriate for their child's development.

### IN CALIFORNIA

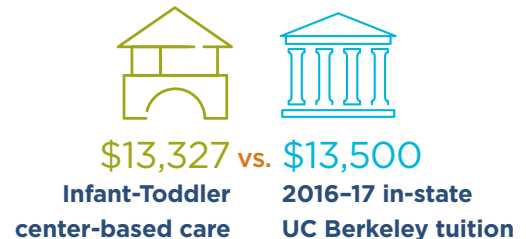
**1.2 million**  
(or 6 out of 7) income-eligible children are waiting for child care.



**2/3** of a typical single mother's paycheck in California is needed to cover child care costs.



**A typical family in California spends nearly the same amount per year on in-state college tuition as infant-toddler care:**



### WE CAN DO BETTER: RECOMMENDATIONS FOR ACTION

**Invest in a sustainable funding source** for quality in early learning. Outside of CSPP Block Grant, there is no sustainable funding source for QRIS beyond 2020.

**Start quality early.** Quality should be part of a continuum of care from birth through kindergarten and beyond.

**Ensure all new child care slots** are tied to quality measures.

**Increase compensation** to stabilize the early learning workforce and to keep up with minimum wage increases.

First 5 leads the effort to build strong, effective and sustainable systems to serve young children in California. The First 5 Association of California is the membership organization for the 58 First 5 county commissions. In 1998, California voters passed Proposition 10 — The California Children and Families Act — creating First 5 commissions in every county. First 5 supports the healthy development of children from birth through five years of age.

# FIRST 5 IS THE LARGEST FUNDER OF HOME VISITING IN CALIFORNIA



**NUMBER OF CALIFORNIA COUNTIES INVESTING IN HOME VISITING: 44**

**TOTAL ANNUAL INVESTMENT: \$87,500,000**

**TOTAL LEVERAGED FUNDS: \$28,000,000**

**TOTAL FAMILIES SERVED: 37,000**

## 5 THINGS ABOUT HOME VISITING:

### 1) Home visiting includes an array of programs and services

There are many different proven, evidenced-based home visiting models that help families and young children. Programs vary to best meet the needs of specific families. For example, certain programs focus on health by using nurse home visitors, while others rely on social workers to refer families to services.

### 2) Home visiting is voluntary

A family must invite a home visiting professional into their home to receive the services and supports.

### 3) Home Visiting has many benefits

Home visiting has immediate and long-term benefits for families and society: improved parenting practices, reduced child maltreatment, family resiliency and self-sufficiency, better birth outcomes, and increased school readiness.

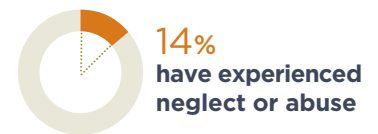
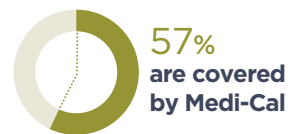
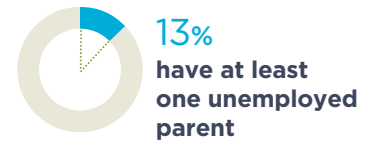
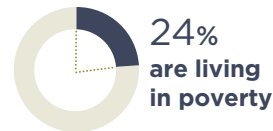
### 4) First 5 is the largest funder of home visiting

California does not invest General Fund dollars in home visiting programs. Instead, First 5 county commissions are the largest investors in home visiting in the state, many times using matching and leveraged funds to expand programs.

### 5) Federal home visiting funding is up for re-authorization

Since 2010, California has received over \$126 million in federal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) funding. MIECHV is up for reauthorization in September 2017.

## CALIFORNIA'S YOUNG CHILDREN:



## KEY POLICY RECOMMENDATIONS:

### INCREASE COORDINATION:

Better state-local coordination across home visiting programs can ensure that programs reach the highest need communities, refer families to services, and share data on program success.

### MAXIMIZE RESOURCES:

Home visiting is supported through multiple revenue streams, including First 5 funding. Due to declining funding, First 5 investments in home visiting are not sustainable. Furthermore, federal MIECHV funding is up for reauthorization in September 2017. State investments are needed to sustain home visiting programs throughout the state.

### PROMOTE SYSTEMS:

Home visiting works best when families are matched with the program that best addresses their needs and can connect families to other community services and supports. A systems approach ensures that families receive the level of intervention best suited for their needs.

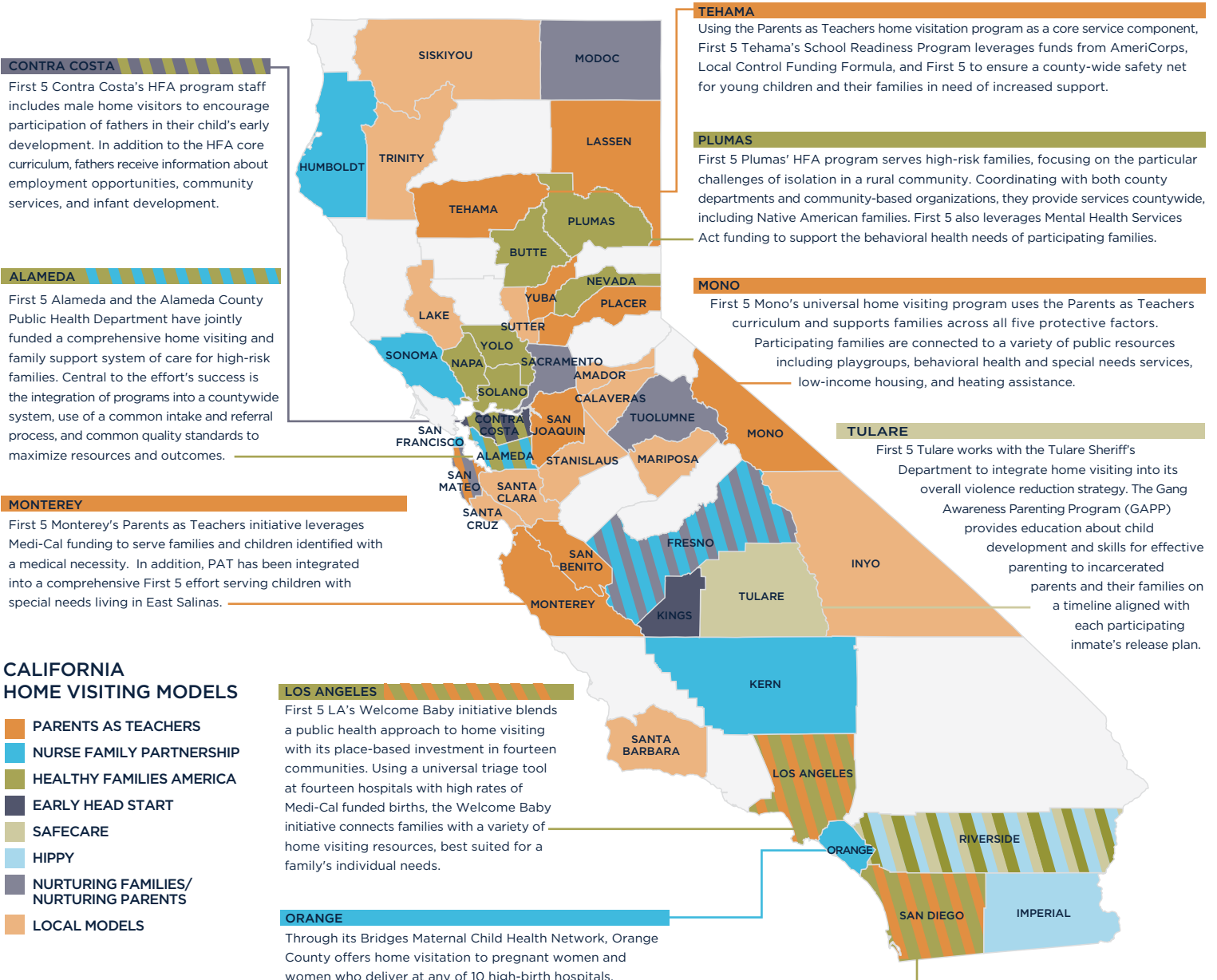
## HOME VISITING IS OFFERED IN DIFFERENT LANGUAGES:



# HOW IS FIRST 5 SUPPORTING HOME VISITING ACROSS CALIFORNIA?

First 5 programs help parents facing social, economic or health challenges who need additional supports. Home visiting is a proven intervention that strengthens families, helps break the cycle of poverty and ensures children the best possible start in life.

## WHAT DO FIRST 5 INVESTMENTS LOOK LIKE IN CALIFORNIA?



### CALIFORNIA HOME VISITING MODELS

- PARENTS AS TEACHERS
- NURSE FAMILY PARTNERSHIP
- HEALTHY FAMILIES AMERICA
- EARLY HEAD START
- SAFECARE
- HIPPI
- NURTURING FAMILIES/ NURTURING PARENTS
- LOCAL MODELS



## Key Impact: FAMILY STRENGTHENING



24% of our state's zero to five-year-old children live in poverty.

### WHAT WE KNOW

**When parents struggle to meet basic needs, their stress can affect their child's emotional and physical health.**

Growing research shows that children who grow up with toxic stress face significant health, wellbeing, and economic challenges as adults.

Family strengthening programs support parents and caregivers to build emotionally healthy, continuously safe and nurturing homes for their children. First 5 invests in proven family strengthening programs designed with culturally-appropriate care to build on a community's values and resources. These programs include:

- **PARENT EDUCATION:** Evidence-based parenting programs are shown to reduce rates of child abuse, keep families united and out of the foster care system and decrease hospitalizations from child abuse injuries.
- **HOME VISITING:** Evidenced-based home visiting programs can reduce child neglect and abuse by nearly half, leading to happier, healthier kids and stronger families.

### WE CAN DO BETTER: RECOMMENDATIONS FOR ACTION

**Expand evidence-based home visiting programs** for new parents and parent education opportunities for all parents.

**Expand trauma training** across multiple professions (education, health care, social work) to better meet the needs of children and families.

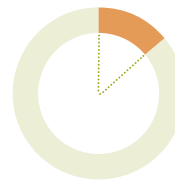
**Standardize guidance given** to health care professionals and health plans around maternal depression screening.



### IN CALIFORNIA

Nearly  
300,000

public school students experienced homelessness in 2014.



14% (or 1 out of 7) of CA children are reported for abuse or neglect before age 5

### Chronic exposure to trauma and toxic stress leaves children at risk:



2x more likely to develop diabetes and heart disease



5x more likely to be chronically absent in school



3x more likely to fail academically



5x more likely to face depression



4x more likely to become smokers

**These diseases and risky behaviors are preventable, especially when addressed early through family strengthening programs.**

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