

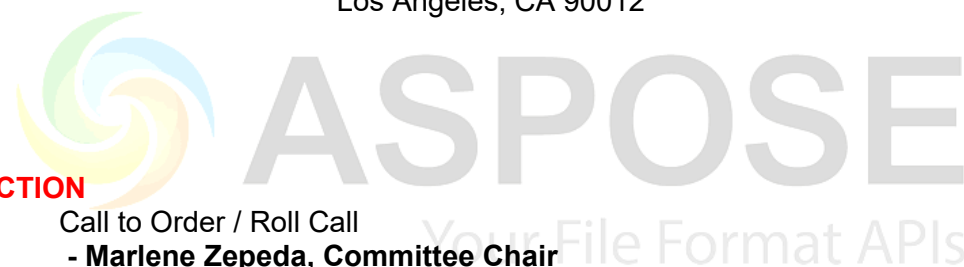
# AGENDA

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

Budget & Finance Committee Chair: Robert Byrd

Thursday, June 22, 2017  
1:30 PM

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

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1. **ACTION**  
Call to Order / Roll Call  
- **Marlene Zepeda, Committee Chair**
  2. **INFORMATION** 3  
Review Program & Planning Committee Meeting Transcript – May 25, 2017  
- **Marlene Zepeda, Committee Chair**
  3. **INFORMATION** 115  
Immigration Response Strategies  
- **Kim Pattillo Brownson, VP of Policy and Strategy**  
- **Jennifer Pippard, Director of Strategic Partnerships**  
- **Rosie Arroyo, Senior Program Officer, Immigration Integration**  
and  
Early Childhood Education, California Community Foundation
  4. **INFORMATION** 129  
Family Supports and Health Systems Outcomes: County Partnerships and Fund Leveraging Strategies  
- **Barbara Andrade DuBransky, Director, Family Supports**  
- **Reena John, Senior Program Officer, Family Supports**
  5. Break

#### COMMISSIONERS

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

#### EX OFFICIO MEMBERS

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

#### EXECUTIVE DIRECTOR

Karla Pleitéz Howell

#### EXECUTIVE VICE PRESIDENT

John A. Wagner

#### A PUBLIC ENTITY

- 6. **INFORMATION** **142**  
 ECE Outcome: Early Care and Education Workforce Development Update  
 (PEACH: Partnerships in Education, Articulation and Coordination in Higher Education)  
 - **Debra Colman, Senior Program Officer, Early Care and Education**  
 - **Jan Fish, PEACH Lead Consultant**
- 7. **INFORMATION** **158**  
 ECE Outcome: Kindergarten Readiness Assessment (KRA) Update &  
 Proposed Strategic Partnership with UCLA for Implementation of the Early  
 Development Instrument (KRA Tool)  
 - **Katie Fallin Kenyon, Director, Early Care and Education**  
 - **Kate Riedell, Program Officer, Early Care and Education**
- 8. **INFORMATION**  
 Public Comment (For items not on the agenda)
- 9. **ACTION**  
 Adjournment



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MEETING OF FIRST 5 LOS ANGELES PROGRAM AND PLANNING  
THURSDAY, MAY 25, 2017  
750 NORTH ALAMEDA STREET, FIRST FLOOR  
LOS ANGELES, CALIFORNIA 90012

REPORTED BY:  
HEATHERLYNN GONZALEZ  
CSR #13646

1 THURSDAY, MAY 25, 2017; LOS ANGELES, CALIFORNIA

2 1:41 P.M.

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4 COMMISSIONER ZEPEDA: OKAY. THANKS EVERYBODY FOR  
5 BEING HERE. LET ME GET THE AGENDA GOING. LET'S CALL TO  
6 ORDER. SO WE'LL START WITH THE ROLL CALL. I'M MARLENE  
7 ZEPEDA, CHAIR OF THE PROGRAM AND PLANNING COMMITTEE  
8 REPRESENTING DISTRICT ONE.

9 COMMISSIONER PLEITEZ HOWELL: CARLA PLEITEZ  
10 HOWELL REPRESENTING THE ROUNDTABLE FOR COUNTY DISTRICT  
11 ONE.

12 COMMISSIONER MARTINEZ: I'M YVETTE MARTINEZ FROM  
13 LA COUNTY SUPERVISOR DISTRICT FOUR, JANICE HAAN'S  
14 DISTRICT.

15 COMMISSIONER ABDO: I'M JUDO ABDO. I REPRESENT  
16 THE THIRD, SHEILA KUEHL.

17 MR. YBARRA: I'M JOSEPH YBARRA REPRESENTING  
18 LACOE.

19 MS. PINEDA: I'M DANELA PINEDA. I'M THE VICE  
20 PRESIDENT OF INTEGRATION AND LEARNING HERE AT FIRST 5 LA.

21 MS. PATILLO BROWNSON: KIM PATILLO BROWNSON,  
22 FIRST 5 LA.

23 MS. ALTMAYER: CHRISTINA ALTMAYER FROM FIRST 5  
24 LA.

25 MR. ORTEGA: RAUL ORTEGA FROM FIRST 5 LA.

1 MR. GAYDEN: CARL GAYDEN, FIRST 5 LA.

2 MR. WAGNER: JOHN WAGNER, FIRST 5 LA.

3 COMMISSIONER TILTON: I AM DEANNE TILTON FROM  
4 FIRST 5 LA REPRESENTING ICAN.

5 COMMISSIONER THOMPSON: {KIP THOMPSON FORM DMH.

6 COMMISSIONER TAYLOR: ROMALIS TAYLOR REPRESENTING  
7 THE SECOND DISTRICT, COMMISSIONER.

8 MS. BELSHE: KIM BELSHE, FIRST 5 LA.

9 COMMISSIONER ZEPEDA: DO WE WANT TO GO AROUND THE  
10 ROOM?

11 CHRISTINA?

12 SPEAKER: CHRISTINA ALVARADO, EXECUTIVE DIRECTOR  
13 OF THE CHILD CARE ALLIANCE OF LOS ANGELES AND ONE OF THE  
14 ARCHITECTS THAT YOU'LL BE HEARING ABOUT TODAY IN YOUR  
15 PACKET.

16 SPEAKER: KATHY SHRINER, BEST STAR PANORAMA CITY  
17 AND NEIGHBORS.

18 SPEAKER: RAOUL FIGUEROA, PROGRAM MANAGER FOR NEW  
19 FAMILIES AND (INAUDIBLE) FAMILIES AND BEST START  
20 COMPTON-EAST COMPTON PARTNERSHIP MEMBER AND ALL AROUND  
21 GOOD GUY.

22 SPEAKER: RAFAEL GONZALEZ, FIRST 5 LA AND I VOUCH  
23 FOR RAOUL.

24 SPEAKER: HI. ARMANDO JIMINEZ, FIRST 5 LA.

25 SPEAKER: (INAUDIBLE), FIRST 5 LA.

1 SPEAKER: (INAUDIBLE), FIRST 5 LA.  
2 SPEAKER: JENNIFER PIPARD, FIRST 5 LA.  
3 SPEAKER: RENA JOHN, FIRST 5 LA.  
4 SPEAKER: (INAUDIBLE), FIRST 5 LA.  
5 SPEAKER: (INAUDIBLE), FIRST 5 LA.  
6 SPEAKER: (INAUDIBLE) FITZIMMONS, FIRST 5 LA.  
7 SPEAKER: (INAUDIBLE).  
8 SPEAKER: BARBARA DUBRANKSI, FIRST 5 LA.  
9 SPEAKER: TARA FICEK, FIRST 5 LA.  
10 SPEAKER: KATY FALLIN-KENYON, FIRST 5 LA.  
11 COMMISSIONER MANALO: GOOD AFTERNOON. MY NAME IS  
12 VICTOR MANALO, AND I AM THE ALTERNATE COMMISSIONER FOR  
13 DISTRICT FOUR, JANICE HAAN'S OFFICE.  
14 SPEAKER: KAREN VALENCIA, FIRST 5 LA.  
15 SPEAKER: (INAUDIBLE), FIRST 5 LA.  
16 SPEAKER: (INAUDIBLE), LAUP.  
17 SPEAKER: GABRIEL SANCHEZ, FIRST 5 LA.  
18 THE SECRETARY: LINDA VO, FIRST 5 LA.  
19 SPEAKER: HEATHERLYNN GONZALEZ, STENOGRAPHER.  
20 COMMISSIONER ZEPEDA: SOMEBODY CAME IN?  
21 MS. BELSHE: INTRODUCE YOURSELF.  
22 SPEAKER: I'M DANIEL, FIRST 5 LA.  
23 COMMISSIONER ZEPEDA: THANK YOU. WELL, WELCOME  
24 EVERYBODY. WE HAVE A NEW COMMISSIONER, ROMALIS TAYLOR.  
25 AND I WAS WONDERING IF YOU'D LIKE TO SAY A FEW WORDS OF

1 INTRODUCTION TO THE GROUP.

2 COMMISSIONER TAYLOR: WELL, I'M REALLY, REALLY  
3 HONORED AND GLAD TO BE HERE. I ATTENDED MY COMPTON-EAST  
4 COMPTON PARTNERSHIP MEETING THIS MOURNING, AND IT WAS A  
5 VERY STIRRING EVENT PARTNERING WITH THE PARKS AND  
6 RECREATIONS TO MAKE LIFE BETTER FOR THE CHILDREN AND  
7 FAMILIES IN COMPTON, PARTNERING WITH LA COUNTY SHERIFF TO  
8 MAKE COMMUNITIES SAFE. AND SO THEY HAD A STIRRING  
9 PRESENTATION. AND THE YOUNG PEOPLE GOT UP AND PRESENTED  
10 ON WHAT THEY'RE DOING. MY COMPADRE BACK THERE, RAOUL, IS  
11 DOING AN OUTSTANDING JOB WORKING WITH YOUNG PARENTS  
12 RAISING CHILDREN IN COMPTON TO TAKE MAKE A DIFFERENCE. SO  
13 THAT'S A EXCITING.

14 A LITTLE BIT ABOUT MY BACKGROUND BECAUSE I WAS  
15 ASKED TO DO THAT. I HAVE OVER 30 YEARS OF TIME WORKING  
16 WITH THE COUNTY AT VARIOUS LEVELS: CEO'S OFFICE AS A  
17 BUDGET ANALYST, PRINCIPLE ANALYST AT END, AND THEN DEPUTY  
18 DIRECTOR WITH MUSEUMS AND THE COUNTY, AND EVENTUALLY GOING  
19 TO DCFS WORKING AS AN ADMINISTRATOR AND MANAGER OF FAMILY  
20 PRESERVATION OPERATIONS, AS WELL AS A REGIONAL  
21 ADMINISTRATOR EVENTUALLY. YOU KNOW, YOU DO SO MANY JOBS  
22 AT THE COUNTY. SO I EVENTUALLY ENDED UP AS A REGIONAL  
23 ADMINISTRATOR DOING A PROGRAM CALLED POINT OF ENGAGEMENT  
24 IN WATER RIDGE WHICH IS LIKE THE SECOND LARGEST OFFICE IN  
25 COUNTY FOR DCFS.

1           AND WHEN I STARTED, WE HAD OVER 4,800 CHILDREN IN  
2 MY OPERATION. DOING POINT OF ENGAGEMENT, WE CHANGED THAT  
3 DIRECTOR TO COLLABORATION AND A CONTINUAL CARE WHICH MADE  
4 A HUGE DIFFERENCE. SO WE WENT FROM THAT 4,800 DOWN TO  
5 2,800 BY THE TIME I RETIRED. AND THAT'S DUE TO THE  
6 COLLABORATION IN THE COMMUNITY. I'M ALL ABOUT  
7 COLLABORATION. I'M ALL ABOUT MAKING THINGS BETTER FOR THE  
8 CHILDREN AND FAMILIES OF OUR COMMUNITIES. AND I LIKE --  
9 AND YOU'LL FIND ME SAYING IT ALL THE TIME, I'M ALL ABOUT  
10 CULTURAL COMPETENCY TOO. SO WHATEVER WE DO NEEDS TO  
11 RESPECT AND HONOR THE CULTURE OF EVERY HUMAN BEING IN OUR  
12 COUNTY SO THAT WE CAN ENGAGE THEM IN A MORE EFFECTIVE WAY  
13 TO HELP THEIR FAMILIES.

14           COMMISSIONER ZEPEDA: THANK YOU, COMMISSIONER  
15 TAYLOR. WELCOME TO THE PROGRAM AND PLANNING COMMITTEE.

16           I'D LIKE TO INVITE DR. MANALO, VICTOR MANALO, WHO  
17 I ACTUALLY WAS MY COLLEAGUE AT CAL STATE LA. IF YOU WOULD  
18 LIKE TO SAY A FEW WORDS.

19           MR. MANALO: THANK YOU, MADAM CHAIR. VICTOR  
20 MANALO. AND I AM -- I'M HERE AS AN APPOINTEE OF  
21 SUPERVISOR HAAN AND CURRENTLY I SERVE AS A COUNSEL MEMBER  
22 IN THE CITY OF ARTESA. SO SOMEONE MENTIONED TO ME  
23 EARLIER, YOU CAN COME AND GET GOOD INDIAN FOOD THERE. SO  
24 ANY TIME YOU WANT TO COME DOWN, WE'LL HAVE LUNCH.

25           BUT THAT'S NOT MY REAL JOB. MY REAL JOB IS THAT

1 I'M A DEAN AT CLAREMONT LINCOLN UNIVERSITY, WHICH IS A  
2 GRADUATE ONLINE UNIVERSITY IN CLAREMONT, CALIFORNIA. I'M  
3 VERY EXCITED TO BE HERE. THANK YOU SO MUCH.

4 COMMISSIONER ZEPEDA: WELCOME. LET'S GO TO ITEM  
5 2 THEN. WE'LL TRANSITION TO THE REVIEW OF THE PROGRAM AND  
6 PLANNING COMMITTEE NOTES. AGAIN, ARE THERE ANY  
7 CORRECTIONS OR MODIFICATIONS NOTED BY ANYONE?

8 HEARING NONE, LET'S GO AHEAD AND ACCEPT THOSE AS  
9 THEY ARE WRITTEN.

10 MOVING ON TO ITEM 2, REVIEW -- EXCUSE ME. ITEM  
11 3, THE DRAFT PROPOSED 2017-18 BUDGET PROGRAM FOCUS. AND  
12 WE HAVE A NUMBER OF OUR FIRST 5 COLLEAGUES PRESENTING:  
13 RAOUL ORTEGA, FINANCE DIRECTOR; JOHN WAGNER, EXECUTIVE VP;  
14 CHRISTINA ALTMAYER, VP OF PROGRAMS; KIM PATILLO BROWNSON  
15 -- BOY, WE'VE GOT THE LINE UP TODAY -- VP OF POLICY AND  
16 STRATEGY; DANIELA PINEDA, VP OF INTEGRATION AND LEARNING.

17 MS. BELSHE: AND I WOULD LIKE TO SUBMIT IT GETS  
18 EVEN BETTER BECAUSE I'M GOING TO START.

19 COMMISSIONER ZEPEDA: LET'S NOT BE SHY.

20 MS. BELSHE: SO CALLING AN AUDIBLE. SO, SORRY I  
21 DIDN'T GET MY NAME ON THE AGENDA. BUT WITH  
22 YOUR FORBEARANCE, RAOUL AND I AGREED THAT I WOULD KICK  
23 THINGS OFF.

24 SO THE AFTERNOON, COMMISSIONERS. WE HAVE A  
25 REALLY EXCITING AND INTERESTING AND IN-DEPTH PRESENTATION

1 AND BOARD DISCUSSION TODAY ON THE PROGRAM -- MAJOR PROGRAM  
2 INVESTMENTS IN THE PROPOSED BUDGET. WE WILL CLOSE BY  
3 REMINDING OF WHERE WE ARE IN THE BUDGET JOURNEY. EVERY  
4 YEAR I SAY WE SHOULD MAKE UP T-SHIRTS, KIND OF LIKE THOSE  
5 ROCK CONCERT T-SHIRTS, YOU KNOW, WHERE ALL THE DIFFERENT  
6 PLACES THAT THE BUDGET HAS PLAYED. I BELIEVE THIS IS THE  
7 FOURTH OR FIFTH STOP ALONG THE JOURNEY, BUT ONE THAT'S  
8 REALLY EXCITING BECAUSE IT'S ABOUT THE WORK. IT'S ABOUT  
9 THE WORK AND HOW ALL OF OUR DIVISIONS ARE SUPPORTIVE OF IN  
10 SERVICE OF OUR IMPORTANT PROGRAM GOALS.

11 AS WE TALKED ABOUT AT OUR LAST BOARD MEETING,  
12 BUDGETS TELL A STORY, A STORY IN OUR CASE ABOUT CHILDREN  
13 ABOUT FAMILIES. AND PART OF THAT STORY SPEAKS TO OUR  
14 ORGANIZATIONAL VISION, OUR PRIORITIES, OUR VALUES. SO  
15 YOU'RE GOING TO HEAR TODAY A LOT OF ABOUT WHO WE ARE, WHAT  
16 WE DO, AND WHY WE DO IT. AND I WANT TO TALK ABOUT SOME OF  
17 THE KEY THEMES THAT REALLY CROSS ALL OF THE PROGRAM  
18 INVESTMENTS IN VARYING WAYS.

19 BUT BEFORE I DO THAT, I ALSO WANT TO NOTE THAT  
20 PART OF THE STORY THAT A BUDGET TELLS IS A REFLECTION OF  
21 HOW A BUDGET IS DEVELOPED. AND IN THAT REGARD, I WANT TO  
22 ACKNOWLEDGE THE PEOPLE WHO WON'T ACKNOWLEDGE THEMSELVES,  
23 WHICH IS MY TEAM OF COLLEAGUES WHO YOU'RE GOING TO BE  
24 HEARING FROM IN FAR MORE DETAIL TODAY.

25 SO THIS PROCESS HAS BEEN LED VERY ABLY RAOUL

1 ORTEGA. DAISY LOPEZ IS NOT HERE TODAY, BUT SHE HAS REALLY  
2 STEPPED UP INTO AN IMPORTANT ROLE WITH ALLISON MENDS  
3 MOVING OVER TO COUNTY-LAND. BUT REALLY APPRECIATE RAOUL'S  
4 VERY STRONG ORGANIZATION-WIDE PERSPECTIVE AND LEADERSHIP  
5 WITH THIS PROCESS, WORKING CLOSELY WITH LEADERSHIP WITHIN  
6 THE ADMIN DIVISION.

7 AND THEN AS THE BOARD HEARD AT THE MAY 11TH  
8 MEETING, EACH OF OUR DIVISION LEADS WHO WE'LL BE HEARING  
9 FROM TODAY SPENT A LOT OF TIME ENGAGING THEIR DEPARTMENT  
10 COLLEAGUES AND REALLY THE ORGANIZATION BROADLY. SO WHEN  
11 WE THINK ABOUT OUR ORGANIZATIONAL VALUES AND WHO WE ARE AS  
12 AN ORGANIZATION, SO MANY OF THOSE VALUES IN TERMS OF  
13 COLLABORATION AND INTEGRITY AND LEARNING AND  
14 ACCOUNTABILITY, YOU SEE IN THE BUDGET THAT IS BEFORE YOU,  
15 WHICH IS A SIGNIFICANT INVESTMENT OF RESOURCES. YES, OUR  
16 DOLLARS ARE GOING DOWN, BUT A \$140-PLUS MILLION IS A  
17 SIGNIFICANT INVESTMENT. SO HOW WE PUT A BUDGET TOGETHER  
18 REALLY AM PROUD OF THE COLLABORATIVE LEADERSHIP ACROSS THE  
19 ORGANIZATION THAT IT REFLECTS.

20 SO IT IS A BIG BUDGET. THERE ARE A LOT OF  
21 DIFFERENT MOVING PARTS. YOU'RE GOING TO BE HEARING ABOUT  
22 A LOT OF THE DETAILS, BUT LET ME KIND OF AT A HIGH LEVEL  
23 CALL OUT SOME OF THE THINGS I WANT TO DRAW COMMISSIONERS'  
24 ATTENTION TO. WE ARE A LEARNING ORGANIZATION. EVERY  
25 BUDGET, AS RAOUL HAS SHARED WITH US, IS DIFFERENT FROM THE

1 ONE BEFORE IT, AND WE BELIEVE BETTER INFORMED BY OUR  
2 EXPERIENCE TO DATE. AND WE'RE CONFIDENT THAT THE BUDGET  
3 WE BRING FORWARD TODAY IS STRONGER THAN IN PREVIOUS YEARS  
4 AND WE KNOW NEXT YEAR'S WILL BE EVEN STRONGER.

5 WE HAVE BEEN LEARNING FROM EXPERIENCE IN  
6 COMMUNITY, AND THAT REFLECTS SOME REFINED BUDGET  
7 ESTIMATES. WE ALSO LEARNED THROUGH THE MIDYEAR BUDGET  
8 ADJUSTMENTS AND FROM COMMENTS AND FEEDBACK WE GOT FROM  
9 YOU. SO SOME OF THOSE FINAL BUDGET PROPOSALS OR FINAL  
10 BUDGET AMOUNTS ARE REFLECTIVE OF INCORPORATING THAT ON THE  
11 GROUND AS WELL AS BOARD FEEDBACK.

12 A SECOND CROSS-CUTTING THEME TO CALL OUT IS  
13 PARTNERSHIP. THE BOARD WAS VERY CLEAR PARTNERSHIP IS IN  
14 -- THOSE WORDS ARE IN OUR MISSION. AND AS YOU'LL BE  
15 HEARING FROM MY DIVISION COLLEAGUES, YOU WILL SEE IN THE  
16 PROPOSED BUDGET CRITICAL PARTNERSHIPS TO ADVANCE OUR WORK  
17 IN EACH AND EVERY INVESTMENT AREA. THAT EMPHASIS ON  
18 PARTNERSHIP IS A REALLY GOOD EXAMPLE OF THE DIFFERENT ROLE  
19 FIRST 5 LA IS PLAYING. YES, WE ARE A FUNDER, BUT WE ARE  
20 ALSO A PARTNER, A CO-CONVENER, A FACILITATOR, AND A  
21 CATALYST. THIS KIND OF PARTNERSHIP WORK, AS WE HAVE  
22 DISCUSSED AND WILL CONTINUE TO DISCUSS, IS HARD, IT TAKES  
23 TIME, IT'S LABOR INTENSIVE, IT REQUIRES RELATIONSHIPS AND  
24 TRUST, BUT IT IS ENORMOUSLY POWERFUL, AND ULTIMATELY WE  
25 BELIEVE REWARDING IN TERMS OF THE KIND OF SUSTAINABLE,

1 SCALABLE CHANGE WE'RE SEEKING FOR YOUNG CHILDREN AND THEIR  
2 FAMILIES.

3 ANOTHER THEME ACROSS OUR INVESTMENTS, POLICY AND  
4 SYSTEM CHANGE. THAT IS AT THE CENTER OF OUR WORK AND YOU  
5 WILL SEE IN EACH AND EVERY DIVISION REFERENCES TO HOW THE  
6 INVESTMENTS THAT WE ARE RECOMMENDING FOR YOUR  
7 CONSIDERATION ARE CRITICAL TO ADVANCING OUR SYSTEMS AND  
8 POLICY CHANGE GOALS IN PARTNERSHIP WITH OTHERS.

9 ANOTHER THEME IS TO THE EXTENT POLICY AND SYSTEMS  
10 CHANGE IS AT THE HEART OF WHO WE ARE AND WHAT WE ARE DOING  
11 TO CONTRIBUTE TO MORE SCALABLE, SUSTAINABLE CHANGE FOR AS  
12 MANY CHILDREN AND THEIR FAMILIES AS POSSIBLE, WE ALSO KNOW  
13 THAT THESE KINDS OF INVESTMENTS TAKE TIME. WORKING IN  
14 PARTNERSHIP WITH OTHERS TAKES TIME. SO TO ADVANCE THE  
15 KIND OF CHANGE WE SEEK, THESE ARE LONG-TERM EFFORTS. AND  
16 WE ARE BEGINNING TO SEE THE PRODUCT OF THOSE KIND OF  
17 LONG-TERM INVESTMENTS IN OUR SIGNATURE EFFORTS SUCH AS OUR  
18 COMMUNITIES WORK IN BEST START COMMUNITIES, AS WELL AS OUR  
19 WELCOME BABY INVESTMENTS, IMPACTS THAT ARE IMPORTANT BOTH  
20 AT THE INDIVIDUAL LEVEL BUT ALSO AT A BROADER SYSTEMS  
21 LEVEL AS WE GAIN MORE EXPERIENCE AND BUILD OUT OUR SYSTEMS  
22 ORIENTATION.

23 EMERGING OPPORTUNITIES. IN EACH OF OUR  
24 DIVISIONS, WE HAVE IDENTIFIED AND HAVE ENCOURAGED MY  
25 COMMISSIONERS TO IDENTIFY SOME RESOURCES TO SUPPORT OUR

1 ABILITY TO BE NIMBLE AND ADAPTABLE. SO, YES, WE ARE AN  
2 ORGANIZATION INCREASINGLY DISCIPLINED AND FOCUSED,  
3 CONSISTENT WITH OUR STRATEGIC PLAN AND THE DIRECTION YOU  
4 ALL HAVE PROVIDED, BUT WE ALSO DON'T WANT TO BE SO OVERLY  
5 FOCUSED ON THOSE OUTCOMES AND PRESCRIBED APPROACHES THAT  
6 WE LOSE SIGHT OF THE FACT THAT WE DO OUR WORK IN A REALLY  
7 FLUID ENVIRONMENT AND WE NEED TO BE RESPONSIVE TO NEW  
8 OPPORTUNITIES AS THEY ARRIVE AND THAT -- ARISE AND THAT  
9 REQUIRES HAVING SOME AVAILABLE RESOURCES.

10 INTEGRATION OF LEARNING. YOU'RE GOING TO BE  
11 HEARING FROM DANIELA, WHO IS OUR NEW VICE PRESIDENT  
12 INTEGRATION AND LEARNING. YAY. THIS IS NEW WORK FOR US.  
13 IT'S A NEW DIVISION. IT'S NEW WORK. IT'S A NEW WAY OF  
14 THINKING ABOUT LEARNING AS, AS WE SAY, A STRATEGIC ASSET  
15 IN OUR WORK. THIS IS HARD WORK. IT IS ENORMOUSLY  
16 IMPORTANT FOR OUR ORGANIZATION INTERNALLY AS WELL AS THE  
17 WORK WE DO WITH THE FIELD AND EXTERNAL PARTNERS. AND  
18 YOU'LL HEAR FROM DANIELA ABOUT SOME OF THE CRITICAL  
19 BUILDING BLOCKS THAT ARE ESSENTIAL TO PUTTING INTO PLACE  
20 THE FOUNDATIONS OF ALL OUR EVOLUTION TO BE A LEARNING  
21 ORGANIZATION.

22 FINALLY, I'D CALL OUT HERE SUSTAINABILITY  
23 PLANNING. THIS HAS BEEN AN IMPORTANT PIECE OF OUR WORK  
24 AND INFORMED BY DIRECTION FROM YOU ALL. OUR GOVERNANCE  
25 GUIDELINES, YOU'LL RECALL, CALLS OUT THE IMPORTANCE OF

1 SUSTAINABILITY ASSOCIATED WITH ALL OF OUR INVESTMENTS.  
2 AND YOU'LL BE HEARING FROM CHRISTINA IN PARTICULAR ABOUT  
3 HOW SUSTAINABILITY IS CENTRAL TO OUR PROGRAM WORK. YOU'LL  
4 ALSO BE HEARING FROM KIM PATILLO BROWNSON ABOUT HOW  
5 SUSTAINABILITY IN TERMS OF REVENUES BROADLY IS AN  
6 IMPORTANT PART OF OUR ADVOCACY AND POLICY CHANGE WORK. SO  
7 BEING FAR MORE DELIBERATE AND INTENTIONAL ABOUT  
8 SUSTAINABILITY BOTH AT THE PROGRAM LEVEL AS WELL AS A  
9 BROADER POLICY AND SYSTEMS CHANGE LEVEL.

10 GOING TO THE NEXT SLIDE YOU WILL SEE  
11 ORGANIZATIONAL ALIGNMENT. THERE ARE SOME THEMES I CALL  
12 OUT HERE IN MY MEMO TO COMMISSIONERS. I'M NOT GOING TO  
13 SPEAK TO EACH OF THESE PRINCIPALLY BECAUSE OUR FOCUS HERE  
14 TODAY IS ON PROGRAMS. WE HAVE ENGAGED THE EXECUTIVE  
15 COMMITTEE AS WELL AS BUDGET AND FINANCE ON TWO OCCASIONS  
16 SPECIFIC TO THESE AND SOME OTHER OPERATIONAL ISSUES. IF  
17 PPC COMMISSIONERS HAVE SOME QUESTION ON THE OPERATIONAL  
18 SIDE, OBVIOUSLY, WE'LL ENGAGE IN THAT. BUT, AGAIN, TO  
19 EMPHASIZE OUR TIME HERE WITH YOU IS REALLY ON OUR  
20 PROGRAM'S BUDGET.

21 SO AGAIN I ACKNOWLEDGE AND THANK THE DEPARTMENT  
22 OF FINANCE FOR ITS OVERALL LEADERSHIP, BUT REALLY THE  
23 LEADERSHIP OF THE ORGANIZATION BROADLY AND CONTRIBUTING TO  
24 WHAT I THINK IS A REALLY SOLID DOCUMENT THAT FOR THE FIRST  
25 TIME REFLECTS OUR NEW ORGANIZATIONAL STRUCTURE AND REALLY

1 CAPTURES VERY WELL OUR VISION, OUR PRIORITIES, AND OUR  
2 DIRECTION TO BE IN SERVICE OF YOUNG CHILDREN AND THEIR  
3 FAMILIES.

4 SO TAKE IT BACK -- KICK IT OVER TO YOU, RAOUL,  
5 AND TAKE IT A WAY.

6 MR. ORTEGA: THANK YOU VERY MUCH. GOOD  
7 AFTERNOON, COMMISSIONERS, AND I APPRECIATE YOUR ATTENDANCE  
8 THIS AFTERNOON.

9 AND IT IS EXCITING BECAUSE THIS IS THE  
10 SECOND-TO-THE-LAST STOP FOR THE APPROVAL OF THE FISCAL  
11 YEAR 17-18 BUDGET. SO WE DO SEE THE LIME LIGHT AND WE SEE  
12 IT ON JUNE 8TH WITH THE BOARD APPROVING THE FISCAL YEAR  
13 17-18 BUDGET.

14 AS KIM ELOQUENTLY SAID, THE WAY THAT WE'RE  
15 PRESENTING THE 16-17 BUDGET -- I'M SORRY -- THE 17-18  
16 BUDGET REALLY DOES REFLECT THE CHANGE IN THE DIRECTION  
17 THAT THE ORGANIZATION IS GOING. AND WE HAVE FURTHER  
18 REFINED THIS YEAR'S STRUCTURE TO REFLECT THOSE CHANGES IN  
19 THE WAY THAT WE'RE REALLY FOCUSING ON THE THREE DIVISIONS  
20 -- ACTUALLY, THE FOUR DIVISIONS WITHIN THE ORGANIZATION  
21 AND JUST THE WAY THAT WE ARE PRESENTING THE BUDGET AT THE  
22 COMMISSION MEETING TWO WEEKS AGO AND TODAY BY HAVING EACH  
23 OF THE DIVISION LEADS REPRESENT AND REALLY ARTICULATE THE  
24 WORK THAT WE PLAN ON DOING FOR 17-18. SO WE ARE EXCITED  
25 THAT WE DO IMPROVE ON THE STRUCTURE OF OUR BUDGET AND

1 EVEN THE WAY THAT WE COMMUNICATE THE DIFFERENT COMPONENTS  
2 OF OUR BUDGET.

3 SO REALLY LET'S GET DIVING INTO THE NUMBERS. THE  
4 ILLUSTRATION IN THIS TABLE BEFORE YOU, YOU SEE THAT THERE  
5 IS AN OVERALL DECREASE IN THE ANTICIPATED SPENDING FROM  
6 THE PRIOR YEAR. YOU SEE THAT THE OVERALL REDUCTION  
7 BETWEEN THE TWO FISCAL YEARS, 16-17 AND 17-18, IS ROUGHLY  
8 \$2.1 MILLION. THIS IS DRIVEN BY DECREASE IN THE PROGRAM  
9 SPENDING OF NEARLY \$2.5 MILLION AND OFFSET BY AN INCREASE  
10 IN THE OPERATING COST OF ROUGHLY \$380,000. THE TRAJECTORY  
11 OF THESE SHIFTS IS EXPECTED. THIS IS SOMETHING THAT WE  
12 PLANNED FOR AND IT DOES MIRROR WHAT WE WERE PROJECTING IN  
13 OUR LONG-TERM FINANCIAL PROJECTIONS AND IT IS ALIGNED TO  
14 THE DIRECTION OF OUR STRATEGIC PLAN WHERE WE'RE SEEING OUR  
15 LEGACY INVESTMENTS DECLINING AND OUR INVESTMENTS THAT ARE  
16 FOCUSED ON THE 15-20 STRATEGIC PLAN ON AN UPHILL INCREASE.

17 SO JUST TO CONTINUE WITH THIS, THE SHIFT OF  
18 RESOURCES TO ADVANCE THE STRATEGIES OF OUR NEW STRATEGIC  
19 PLAN IS REFLECTED AND WE ARE REFLECTING A TOTAL INVESTMENT  
20 OF \$91.4 MILLION, WHICH IS AN INCREASE OF ROUGHLY \$5.2  
21 MILLION COMPARED TO THE PRIOR YEAR. AND AS I WAS  
22 REFERENCING, THE DECLINE IN OUR LEGACY INVESTMENT, YOU DO  
23 SEE THAT WE ARE BUDGETING AT ROUGHLY \$31.9 MILLION, WHICH  
24 IS AN OVERALL DECREASE OF \$7.8 MILLION. WITH THE INCREASE  
25 IN THE OPERATING BUDGET, AGAIN, THE TOTAL BUDGET YOU DO

1 SEE A DECREASE OF ROUGHLY \$2.1 MILLION.

2 THESE HIGHLIGHTS REFLECT ONE OR TWO KEY MESSAGES  
3 THAT WE WOULD LIKE TO MAKE SURE THAT WE LEAVE THE ROOM  
4 WITH. AS WE ENTER OUR THIRD YEAR OF THE STRATEGIC PLAN,  
5 WE ARE SEEING A CONTINUED SHIFT, AS I INDICATED IN THE  
6 PRIOR SLIDE. AND THIS DOES OCCUR NATURALLY AS WE ALLOW  
7 LEGACY INITIATIVES TO RAMP DOWN. THIS BUDGET DOES REFLECT  
8 OUR CONTINUED COMMITMENT TO LEARN FROM PAST EXPERIENCE AND  
9 APPLY THE KNOWLEDGE AND EXPERTISE THAT WE HAVE GAINED OVER  
10 TIME TO REFINE OUR ESTIMATES AND IMPROVE THE BUDGET  
11 RELIABILITY SO WE CAN CONTINUE TO EFFECTIVELY MANAGE OUR  
12 FISCAL RESOURCES AND TO MITIGATE RISKS.

13 NOW TO FOCUS FROM WHAT WE BROUGHT TO YOU AT THE  
14 LAST COMMISSION MEETING AND THROUGH THE LAST TWO WEEKS.  
15 WE HAVE MADE SOME CHANGES TO WHAT WE WILL BE BRINGING TO  
16 THE FULL COMMISSION ON JANUARY -- SORRY ON JUNE 8TH. THE  
17 OVERALL BUDGET HAS INCREASED ROUGHLY \$580 MILLION. MOST  
18 OF THE 580 MILLION -- I'M SORRY -- \$580,000. LIKE, WOW,  
19 HOW DID IT GO FROM 144 MILLION TO -- I APOLOGIZE. SO MOST  
20 OF THE \$580,000 ADJUSTMENT IS BECAUSE ADDITIONAL DATA  
21 BECAME AVAILABLE AND TO INFORM OUR THINKING AND BEST OUR  
22 ESTIMATES. THESE ARE PRIMARILY BASED ON ADDITIONAL  
23 PROGRAM ANALYSIS AND ASSESSMENT TO INFORM THE ANTICIPATED  
24 BUDGET NEEDS FOR 17-18.

25 IN ADDITION, TWO OF THE CHANGES ARE DUE TO DELAYS

1 IN CURRENT YEAR ACTIVITY RESULTING A SHIFT OF COST TO  
2 17-18. SO THESE WERE DELIVERABLES WHAT WE EXPECTED TO BE  
3 DELIVERED IN 16-17. AND WITH TALKING TO OUR CONTRACTORS  
4 AND OUR VENDORS, WE'RE REALIZING THAT THOSE OUTPUTS AND  
5 OUTCOMES WILL BE DUE IN 17-18. SO WE ARE SHIFTING THOSE  
6 APPROPRIATE COSTS FOR THE RIGHT FISCAL YEAR FOR THOSE  
7 RESOURCES TO GO OUT THE DOOR.

8 IN YOUR PACKET IS A MUCH CLEARER PRESENTATION OF  
9 ALL OF THE CHANGES. THIS TABLE DOES PROVIDE A MORE  
10 DETAILED LOOK AT THE PROGRAM BUDGET MODIFICATION THAT  
11 RESULTED IN THE \$580,000 NET INCREASE FROM WHAT WE  
12 PRESENTED A COUPLE WEEKS AGO. THE REASON FOR EACH CHANGE  
13 IS SHOWN IN THE LAST COLUMN, WHICH INDICATES WHETHER THE  
14 CHANGE WAS DUE TO NEW DATA THAT BECAME AVAILABLE TO INFORM  
15 THE BUDGET AND PROVIDE US WITH STRONGER ESTIMATES OR IN  
16 THE CHANGE WAS DUE TO DELAYS IN CURRENT YEAR ACTIVITY.  
17 YOU CAN ALSO SEE THESE ADJUSTMENTS INCORPORATED IN THE  
18 PROGRAM BUDGET AS ATTACHMENT B. FURTHER PROGRAM  
19 ASSESSMENT AND ANALYSIS DOES DETERMINE THE NEED FOR  
20 ADDITIONAL RESOURCES FOR MORE ADJUSTMENTS.

21 WE HEARD AND ADDRESSED THE FEEDBACK RECEIVED FROM  
22 PREVIOUS MEETINGS RELATED TO EMERGING OPPORTUNITIES. SO  
23 IN THE SCHEDULE YOU DO SEE THAT WE ARE ADDING ADDITIONAL  
24 RESOURCES FOR THOSE EMERGING OPPORTUNITIES. THESE  
25 RESOURCES WILL ALLOW US TO RESPOND TO UNANTICIPATED

1 OPPORTUNITIES THAT ALIGN AND HELP AS ADVANCE OUR  
2 ORGANIZATION DIRECTION AND STRATEGIC PLAN.

3 AND FINALLY AS I PREVIOUSLY MENTIONED, TWO OF  
4 THESE PROGRAMS, PROFESSIONAL DEVELOPMENT PROGRAM  
5 EVALUATION AND BABY FRIENDLY HOSPITAL CYCLE THREE, ARE  
6 BEING IMPACTED BY A DELAY IN ACTIVITY EARMARKED FOR THE  
7 CURRENT YEAR AND WHICH WILL BE SHIFTED TO THE UPCOMING  
8 17-18 YEAR.

9 ALSO REFLECTED IN THE UPDATED INFORMATION ARE  
10 SOME CHANGES THAT WE HAVE DONE RELATED TO THE ORGANIZATION  
11 STRUCTURE. THE ORGANIZATION RECENTLY UNDERWENT A  
12 TRANSFORMATION WHICH HAS DETERMINED THE APPROPRIATE  
13 INTERNAL STRUCTURE REQUIRED TO EFFECTIVELY ADVANCE THE  
14 WORK OUTLINED IN THE STRATEGIC PLAN AS WELL AS TO SUPPORT  
15 THE WORK RELATED TO THE LEGACY INVESTMENT THAT EXTEND INTO  
16 THE CURRENT STRATEGIC PLAN TERM. THE RESULTING STRUCTURE  
17 IS A FOUR KEY DIVISION, WHOSE WORK AND EFFORTS  
18 STRATEGICALLY COMPLIMENT ONE ANOTHER IN SUPPORT OF THE  
19 SUCCESS OF THE ORGANIZATION AND ITS MISSION. THESE FOUR  
20 DIVISIONS COMPRISE OF THE PROGRAM DIVISION, POLICY AND  
21 STRATEGY DIVISION, INTEGRATION AND LEARNING, AND THE  
22 ADMINISTRATION DIVISION.

23 AT THAT THIS TIME I WOULD LIKE TO PASS IT OVER TO  
24 MY COLLEAGUES STARTING WITH CHRISTINA ALTMAYER WHO IS THE  
25 VICE PRESIDENT OF PROGRAMS.

1 MS. ALTMAYER: THANK YOU. GOOD AFTERNOON.

2 SO I'M GOING TO START WITH WHAT DOES THE PROGRAM  
3 DIVISION DO. WHAT THE PROGRAM DIVISION IS REALLY CHARGED  
4 WITH IS VERY MUCH ECHOING THE THEMES THAT KIM SAID EARLIER  
5 WITH -- IN A WAY THAT MOVING FORWARD OUR ADVANCEMENT OF  
6 POLICIES AND SYSTEMS CHANGE EFFORT AND DOING THAT THROUGH  
7 PARTNERSHIP THROUGH OUR OWN STRATEGIC INVESTMENTS. SO  
8 YOU'LL SEE, AS YOU LOOK AT BUDGET, THAT THE PROGRAM  
9 DIVISION HAS THE LARGEST INVESTMENT. BUT THAT'S NOT THE  
10 ONLY TOOL IN OUR TOOLBOX AND WE RECOGNIZE THAT IT'S ALSO  
11 WORKING THROUGH PARTNERSHIP, THROUGH LEADERSHIP  
12 DEVELOPMENT TO REALLY ADVANCE POLICIES AND SYSTEMS THAT  
13 WILL IMPROVE OUTCOMES FOR CHILDREN AND FAMILIES.

14 SO AS WE WALK THROUGH THE PROGRAM DIVISION  
15 BUDGET, HOPEFULLY YOU'LL HEAR US HIGHLIGHT SOME OF THE KEY  
16 THINGS THAT WE'RE WORKING ON AND YOU'LL HEAR WORDS LIKE  
17 PARTNERSHIPS, SOME OF THE POLICIES WE'RE WORKING ON, AND  
18 IN PARTICULAR REFLECTIVE OF KIM'S COMMENTS ABOUT BEING  
19 NIMBLE, OUR INVESTMENTS IN EMERGING OPPORTUNITIES, WHICH  
20 RANGE FROM THOSE PROJECTS THAT WE HAVE A STRONG HANDLE ON  
21 AND WE THINK MAY COME TO FRUITION, BUT REALLY SOME INITIAL  
22 IDEAS WHERE WE THINK THERE MAY BE WORK AND WE WANT TO BE  
23 READY TO TAKE ADVANTAGE OF OPPORTUNITIES WHERE WE CAN  
24 ADVANCE SOME POLICY AND SYSTEMS CHANGE, BUT THAT THE WORK  
25 IS REALLY IN AN EARLY STAGE OF DEVELOPMENT. SO AS WE GO

1 THROUGH THIS, I'LL HIGHLIGHT THAT.

2 AT A HIGH LEVEL, THIS IS THE FUNDING FOR THE  
3 PROGRAM DIVISION. WE ARE DIVIDED OR ORGANIZED BY FOUR  
4 DEPARTMENTS WHICH MATCH THE FOUR OUTCOME AREAS OF THE  
5 STRATEGIC PLAN. NO SURPRISE THERE. OUR WORK TO SUPPORT  
6 FAMILIES, PRIMARILY THROUGH HOME VISITATION AND VARIOUS  
7 FAMILY ENGAGEMENT STRATEGIES, OUR IMPORTANT WORK IN 14  
8 COMMUNITIES, AS WELL AS BROADER EFFORTS -- AND WE'LL TALK  
9 MORE ABOUT THAT -- OUR WORK TO ADVANCE AND IMPROVE THE  
10 QUALITY ACCESS AND AVAILABILITY OF ECE, AS WELL AS OUR  
11 HEALTH-RELATED SYSTEMS TO SUPPORT CHILDREN FOR THEIR  
12 OPTIMAL HEALTHY DEVELOPMENT.

13 WHAT YOU'LL SEE HERE AS YOU LOOK AT THESE FOUR  
14 AREAS IS THAT OUR WORK IS REALLY EVOLVING AS WE THINK  
15 ABOUT THIS DIVERSE PORTFOLIO. YOU SEE WORK THAT IS  
16 SOMEWHAT STABLE, WORK THAT WE HAVE BEEN LONG INVESTED IN,  
17 AND THAT'S OUR WORK IN FAMILY SUPPORTS, AS WELL AS OUR  
18 EMERGING WORK. SO YOU CAN SEE FROM THE GROWTH IN OUR  
19 INVESTMENTS IN HEALTH-RELATED SYSTEMS, WHICH WE'LL TALK  
20 MORE ABOUT IN JUST A MOMENT, IS THAT'S WHERE WE HAVE SOME  
21 SIGNIFICANT NEW WORK, OUR EMERGING WORK IN THAT AREA.

22 SO LET ME WALK THROUGH EACH OF THE DEPARTMENTS  
23 AND HIGHLIGHT OUR WORK. AND WE PRESENTED IT IN ALIGNMENT  
24 WITH OUR STRATEGIC PLAN OUTCOME AREAS AND OUR STRATEGIC  
25 PLAN STRATEGIES. THE WORK IN OUR FAMILY SUPPORT AREA IS

1 TWO PRIMARY STRATEGIES: ONE IS ADVANCING HOME VISITING,  
2 AND YOU'RE FAMILIAR WITH OUR WELCOME BABY AND SELECT HOME  
3 VISITING PROGRAMS, AS WELL AS PILOT PROGRAMS THAT WE ARE  
4 TESTING TO SUPPORT WITH THE HOPES TO EXPAND THOSE AND MAKE  
5 THOSE A SUSTAINABLE INVESTMENT THROUGH ABRIENDO PUERTAS  
6 AND PROJECT DULCE.

7 WHAT YOU NOTICE ABOUT THE HOME VISITING WORK IS  
8 THIS IS ONE OF OUR INVESTMENTS THAT'S REALLY ONE OF THE  
9 MORE MATURE INVESTMENTS. WE HAVE BEEN INVESTING IN HOME  
10 VISITING FOR SOME TIME. AND NOW THERE'S OVER THIS NEXT  
11 YEAR WILL BE A REALLY INTENTIONAL EFFORT TO ADDRESS  
12 OPPORTUNITIES FOR REALLY OPTIMIZING THE PROGRAM AND WITH A  
13 VERY SIGNIFICANT AND IMPORTANT FOCUS ON SUSTAINABILITY.  
14 THIS -- THE SUSTAINABILITY CHALLENGE IS A SIGNIFICANT ONE  
15 FOR THE ORGANIZATION AND IT'S WITH A PARTICULAR FOCUS ON  
16 OUR HOME VISITING INVESTMENTS THAT WE'RE REALLY TRYING TO  
17 LOOK AT THOSE OPPORTUNITIES TO IMPROVE THE PROGRAM,  
18 DEMONSTRATE ITS EFFECTIVENESS, AND THEN DIVERSIFY THE  
19 FUNDING STRATEGIES THAT ARE SUPPORTING THAT.

20 SO YOU'LL SEE IN OUR EMERGING OPPORTUNITIES AND  
21 FAMILY SUPPORT AREA WORK ON LOOKING AT FUND LEVERAGING  
22 STRATEGIES; ARE WE MAXIMIZING THE OPPORTUNITIES TO DRAW  
23 DOWN FEDERAL FUNDS FOR PROGRAMS THAT ARE ELIGIBLE, OUR  
24 INVESTMENTS IN DATA DEVELOPMENT TO BETTER UNDERSTAND  
25 INCOME -- IMPACTS. AND THAT WORK IS BEING DONE IN

1 PARTNERSHIP WITH THE OFFICE OF CHILD PROTECTION LOOKING AT  
2 HOW WE CAN HAVE A BETTER UNDERSTANDING OF THE IMPACT ON  
3 FAMILIES. TESTING OUT IDEAS SPECIFICALLY WITHIN THE  
4 DELIVERY MODEL FOR HOME VISITATION. LOOKING AT HOW WE  
5 CAN, YOU KNOW, IMPROVE THE PROGRAM BY ADJUSTMENTS TO HOW  
6 THE SERVICES ARE DELIVERED, WHAT CAN WE LEARN FROM REALLY  
7 DIVING DEEP INTO THE PROGRAM DELIVERY MODEL, WHICH  
8 REQUIRES US TO REALLY IMPROVE AND ACCESS TO MUCH MORE  
9 TIMELY DATA ABOUT HOW THE PROGRAM'S WORKING. AND THEN  
10 FINALLY TESTING SOME PILOT STRATEGIES. WE'RE EXCITED THAT  
11 WE'VE BEEN WORKING WITH THE DEPARTMENT OF PUBLIC SOCIAL  
12 SERVICES FOR A PILOT TO LOOK AT HOW WE CAN BETTER  
13 INTEGRATE HOME VISITING SERVICES WITHIN THE SPA SIX REGION  
14 AND IN PARTNERSHIP WITH DPFS.

15 SO THESE ARE ALL IDEAS THAT WE ARE TESTING TO  
16 SAY, HOW CAN WE BETTER IMPROVE AND OPTIMIZE THIS PROGRAM,  
17 HOW CAN WE UNDERSTAND THE RESULTS BETTER, HOW CAN WE MOVE  
18 THE PROGRAM OVER ALL THESE INVESTMENTS IN HOME VISITING TO  
19 A MORE SUSTAINABLE PLATFORM. AND MUCH OF THIS WORK IS  
20 BEING DONE IN PARTNERSHIP WITH OUR COUNTY PEERS FROM  
21 ACROSS THE COUNTY, AS WELL AS IN RESPONSE TO THE BOARD  
22 MOTION THAT WAS PASSED IN DECEMBER WHICH IS ENCOURAGING  
23 AND PROVIDING DIRECTION TO DEVELOP A FRAMEWORK FOR AN  
24 INTEGRATED SYSTEM OF HOME VISITING.

25 YOU WILL NOTE ON THE FOLLOWING -- ON THE

1 FOLLOWING CHART THESE ARE THE PROPOSED INVESTMENTS BY THE  
2 TWO STRATEGIES. I DO WANT TO MAKE THE POINT THAT IN  
3 STRATEGY ONE FOR HOME VISITING, THERE IS NO CHANGE IN  
4 ELIGIBILITY IN THE PROGRAM. THIS IS WHERE OVER THE PAST  
5 SIX MONTHS IN PARTICULAR WE'VE REALLY DOVE DEEPER INTO  
6 UNDERSTANDING WHAT ARE THE COST DRIVERS. AND IT'S REALLY  
7 A BETTER ESTIMATE OF THE ANTICIPATED COST. SO WE THINK  
8 THAT WE ARE GETTING SMARTER AND BETTER ABOUT UNDERSTANDING  
9 HOW THIS PROGRAM IS OPERATING AND WE CAN REFINE OUR COST  
10 ESTIMATES. SO WE WANT TO MAKE SURE THAT IT'S UNDERSTOOD  
11 THAT THAT'S NOT A PROGRAM CHANGE. IT'S REALLY A BETTER  
12 FINANCIAL UNDERSTANDING OF THE COST DRIVERS.

13 THE POINT THAT I WOULD MAKE AS WELL, IT'S NOT  
14 SPECIFICALLY WITHIN THE FAMILIES OUTCOME AREA BUDGET. IT  
15 IS PART OF THE LEGACY PROJECTS. THERE'S TWO RELATED  
16 PROJECTS THAT WE'RE FOCUSED ON. ONE IS ON REDUCING BIRTH  
17 DISPARITIES AND THE SECOND IS OUR CONTINUED SUPPORT IN  
18 PARTNERSHIP WITH THE DEPARTMENT OF PUBLIC HEALTH FOR BLACK  
19 INFANT HEALTH.

20 I'M HAPPY TO ANSWER ANY QUESTIONS AS WE GO  
21 THROUGH THIS OR AT THE END.

22 SECOND KEY OUTCOME AREA IS OUR COMMUNITIES.  
23 THERE ARE THREE STRATEGIES THAT ARE WITHIN THIS AREA. THE  
24 WORK THAT I THINK OUR BOARD IS PROBABLY MOST FAMILIAR WITH  
25 IS OUR WORK IN STRATEGY ONE, WHICH IS OUR SUPPORT FOR THE

1 14 BEST START PARTNERSHIPS. AS YOU RECALL AT THE LAST  
2 BOARD MEETING, WE'RE VERY EXCITED THAT THE BOARD ENDORSED  
3 OUR IDEA FOR MOVING TO A NEW STRUCTURE FOR SUPPORTING 14  
4 COMMUNITIES. AND THE BUDGET ASSUMES THAT THAT TRANSITION  
5 WILL BEGIN IN 2018 -- APRIL OF 2018. SO WE HAVE IN THIS  
6 BUDGET A MIX OF BOTH THE CURRENT APPROACH AND THE FUTURE  
7 APPROACH. BUT WE'RE ALSO EXCITED ABOUT IN THIS YEAR IS  
8 OUR MORE INTENTIONAL EFFORTS TO FOCUS ON STRATEGIES TWO  
9 AND THREE, THE COMMUNITY RESOURCE NETWORKS. THIS IS OUR  
10 INTENT TO REALLY WORK IN PARTNERSHIP WITH COUNTY  
11 DEPARTMENTS. THIS IS IN PART THE WORK THAT JOHN'S LEADING  
12 WITH THE OFFICE OF CHILD PROTECTION TO, HOW CAN WE BETTER  
13 COORDINATE OUR WORK IN THE 14 COMMUNITIES WITH OTHER  
14 EFFORTS AND OTHER EXISTING NETWORKS THAT ARE WITHIN THE  
15 COUNTY TO SUPPORT CHILDREN AND FAMILIES. NOT LIMITED IT,  
16 BUT IT'S CERTAINLY A SIGNIFICANT PORTION OF THAT IS THE  
17 PREVENTION AND AFTERCARE NETWORK.

18 AND STRATEGY THREE IS OUR BUILT ENVIRONMENT.  
19 THIS IS OUR FOCUS ON IMPROVING ACCESS TO HEALTHY FOODS,  
20 IMPROVING ACCESS TO GREEN PARKS AND -- PARKS AND GREEN  
21 SPACE AND ALSO IMPROVE TRANSPORTATION. AND WITH THE TWO  
22 COUNTY INITIATIVES THAT HAVE PASSED THIS YEAR, THERE'S  
23 REALLY AN EXCITING OPPORTUNITIES FOR FIRST 5 LA WORKING  
24 WITH THEIR PARTNERS TO ADVOCATE FOR MAKING THOSE  
25 TRANSPORTATION AND PARKS INVESTMENTS AVAILABLE TO THOSE

1 COMMUNITIES THAT ARE MOST DISADVANTAGED AS WELL AS THOSE  
2 COMMUNITIES FOCUSED ON MAKING THOSE INVESTMENTS IN LIGHT  
3 OF THE NEEDS OF CHILDREN AND FAMILIES.

4 SO WE REALLY WANT TO FOCUS ON THOSE OPPORTUNITIES  
5 TO AGAIN BE STRATEGICALLY OPPORTUNISTIC WITH THESE NEW  
6 INITIATIVES.

7 AS WE LOOK AT INVESTMENTS IN COMMUNITIES, AS I  
8 MENTIONED, WE -- STRATEGY ONE IS A BLENDED BUDGET OF BOTH  
9 OLD AND NEW STRATEGY, AND YOU SEE INCREASES IN OUR  
10 STRATEGIES TWO AND THREE. ADDITIONALLY, WE HAVE OUR  
11 CROSS-STRATEGY INVESTMENTS. AND THIS IS FOR OUR EMERGING  
12 WORK IN BOTH STRATEGIES TWO AND THREE PRIMARILY WHERE  
13 WE'RE LOOKING TO WORK WITH OTHER FUNDERS, BOTH WITHIN THE  
14 14 BEST START COMMUNITIES AS WELL AS BOTH IN OUR WORK IN  
15 THE BUILT ENVIRONMENT AND COMMUNITY RESOURCE NETWORKS OF  
16 HAVING FUNDS AVAILABLE TO REALLY MAXIMIZE THOSE  
17 OPPORTUNITIES IN LINE WITH OTHER FUNDERS AND TO SUPPORT  
18 WHERE WE THINK THAT WE CAN LEVERAGE THE INVESTMENTS AND  
19 ENCOURAGE THOSE INVESTMENTS.

20 THE NEXT AREA IS ECE, OUR EARLY CHILDHOOD  
21 EDUCATION INVESTMENTS. AND THERE ARE THREE STRATEGIES  
22 HERE. YOU'RE GOING TO BE HEARING QUITE A BIT ABOUT OUR  
23 QRIS IN THE NEXT PRESENTATION, AND THAT IS OUR CONTINUED  
24 SUPPORT FOR IMPROVING THE QUALITY FOR ECE SYSTEMS. WE'RE  
25 VERY EXCITED ABOUT OUR WORK IN STRATEGY ONE. THIS IS SOME

1 OF OUR EMERGING WORK THAT BEGAN IN THIS FISCAL YEAR AND  
2 WILL BE EXPANDED AND REALLY TRANSITIONED INTO A MORE  
3 ADVANCED PROGRAM IN THE NEXT FISCAL YEAR.

4 A COUPLE OF OPPORTUNITIES THAT I WOULD  
5 HIGHLIGHTED: ONE IS THE ECE POLICY AND ADVOCACY FUND THAT  
6 WAS LAUNCHED IN THIS CURRENT FISCAL YEAR. IT WILL BE OUR  
7 FULL YEAR OF OPERATIONS, AND IT'S BEEN A COLLABORATIVE  
8 OPPORTUNITY WITH POLICY AND STRATEGY TO REALLY WORK WITH  
9 KEY LEADERS WITHIN THE COMMUNITY TO ADVANCE OUR ECE POLICY  
10 AGENDA.

11 NEW WORK THAT BEGAN IN A PLANNING STAGE IN THE  
12 CURRENT FISCAL YEAR THAT WE HOPE TO TRANSITION INTO PILOTS  
13 IS OUR WORK TO MOVE TOWARDS A COUNTYWIDE KINDERGARTEN  
14 READINESS ASSESSMENT TOOL. OUR FOCUS ON THIS IS TO REALLY  
15 BUILD ON MOMENTUM THAT EXISTS WITHIN THE COUNTY AND WE'VE  
16 BEEN WORKING WITH A NUMBER OF DIFFERENT COMMUNITIES THAT  
17 HAVE REALLY MADE AN INVESTMENT AND CARRY TOOLS AND ARE  
18 USING IT AS A PLATFORM TO ENGAGE MULTIPLE CROSS-SECTOR  
19 PARTNERS AND FOCUSING ON EARLY CHILDHOOD. WE'VE HAD SOME  
20 VERY EXCITING MEETINGS WITH DIFFERENT COMMUNITIES  
21 THROUGHOUT THE COUNTY THAT HAVE REALLY USED KRA AS A TOOL  
22 TO BRING DIFFERENT PARTNERS TO THE TABLE TO THEN FOCUS ON  
23 EARLY CHILDHOOD. AND WE LOOK FORWARD TO BRINGING THAT  
24 WORK TO THE NEXT STAGE OF DEVELOPMENT.

25 AND THEN OUR -- WE HAVE INCLUDED POTENTIAL

1 SUPPORT FOR THE EDUCARE SITE EXPANSION IN LONG BEACH. WE  
2 THANK COMMISSIONER ZEPEDA AND COMMISSIONER HOWELL FOR  
3 JOINING US ON OUR FIELD TRIP TO NORTHERN CALIFORNIA TO  
4 LOOK AT SILICON VALLEY EDUCARE SITE. AND I THINK THERE'S  
5 SOME POTENTIAL FOR US TO USE INVESTMENTS IN EDUCARE IN  
6 LONG BEACH, WHICH I UNDERSTOOD HAD THEIR GROUND OPENING --  
7 GROUND BREAKING THIS WEEK TO REALLY ADVANCE POLICY AND  
8 SYSTEMS CHANGE THAT -- SO THAT OUR INVESTMENT CAN BE A  
9 TRIGGER FOR DEMONSTRATING IMPACT OF QUALITY EARLY CARE AND  
10 EDUCATION AND FAMILY SUPPORTS.

11 AND THEN FINALLY STRATEGY THREE IS OUR WORKFORCE  
12 DEVELOPMENT. AND THIS IS OUR INVESTMENTS IN A NUMBER OF  
13 DIFFERENT STRATEGIES TO SUPPORT THE DEVELOPMENT OF THE ECE  
14 PROFESSION.

15 JUST A FEW ASSUMPTIONS THAT I'VE HIGHLIGHTED.  
16 AGAIN, WE TALKED ABOUT THAT FY 17-18 WILL BE THE FULL YEAR  
17 OF SUPPORT FOR THE ECE POLICY FUND THAT WAS LAUNCHED IN  
18 THE CURRENT FISCAL YEAR. THERE IS SIGNIFICANT PROGRESS  
19 THAT HAS BEEN MADE OVER THIS PAST YEAR IN THE DESIGN AND  
20 THE DEVELOPMENT OF A QUALITY RATING SYSTEM. AND YOU'RE  
21 GOING TO HEAR MORE ABOUT THAT IN JUST A MOMENT. AND THEN  
22 OUR CONTINUED INVESTMENTS IN WORKFORCE DEVELOPMENT. THIS  
23 INCLUDES A NUMBER OF DIFFERENT PARTNERSHIPS WITH HIGHER  
24 EDUCATION TO REALLY UNDERSTAND HOW WE CAN MOVE FORWARD  
25 WITH DEVELOPING A ECE CREDENTIALING PROJECT, HOW CAN WE

1 MOVE TOWARDS DEVELOPING COMPETENCIES. IT INCLUDES THE  
2 WORKFORCE REGISTRY. SO A NUMBER OF DIFFERENT INVESTMENTS  
3 TO SUPPORT THE GROWTH AND THE PROFESSIONALIZATION AND THE  
4 DEVELOPMENT AND THE TECHNICAL ASSISTANCE OF THE ECE  
5 WORKFORCE.

6 AND FINALLY OUR WORK IN HEALTH SYSTEMS. THIS IS,  
7 AS I SAID AT THE OUTSET, PROBABLY OUR MOST EMERGING WORK  
8 WITHIN THE PROGRAMS DIVISION PORTFOLIO. AND THIS FIRST  
9 YEAR -- EXCUSE ME. THIS YEAR -- THE FIRST TWO YEARS OF  
10 OUR STRATEGIC PLAN IMPLEMENTATION HAVE REALLY BEEN FOCUSED  
11 ON TWO STRATEGIES PRIMARILY. ONE IS REALLY UNDERSTANDING  
12 THE SYSTEMS THAT EXIST AND WHAT -- WHAT WORK IS CURRENTLY  
13 BEING DONE TO UNDERSTAND THE LANDSCAPE AND THE  
14 ENVIRONMENT, AND SECONDLY BUILDING RELATIONSHIPS WITH KEY  
15 PARTNERS THAT ARE INVOLVED IN THOSE SYSTEM SO THAT THE  
16 WORK CAN BE ADVANCED. THERE'S TWO STRATEGIES. I KNOW AT  
17 THE LAST BOARD MEETINGS WE SPENT QUITE A BIT OF TIME  
18 TALKING ABOUT THE HELP ME GROW SYSTEMS CHANGE INITIATIVE  
19 TO SUPPORT EARLY IDENTIFICATION AND INTERVENTION FOR  
20 CHILDREN. SO I WON'T SPEND TOO MUCH TIME ON THAT. BUT  
21 THAT WORK IS PROBABLY A REALLY TANGIBLE EXAMPLE OF HOW OUR  
22 WORK IS BEING DONE DIFFERENTLY. IT'S REALLY BEING DONE IN  
23 PARTNERSHIP WITH SIGNIFICANT LEADERS -- SIGNIFICANT NUMBER  
24 OF LEADERS THROUGHOUT THE COUNTY, INCLUDING BOTH COUNTY  
25 PARTNERS, HEALTH SYSTEM PROVIDERS, HEALTH SYSTEM FUNDERS,

1 TO UNDERSTAND WHAT ARE THE COMPLEX SYSTEMS THAT FAMILIES  
2 CURRENTLY WORK WITHIN TO BE CONNECTED TO INTERVENTIONS TO  
3 SUPPORT THEIR HEALTHY CHILD'S DEVELOPMENT. ONE OF THE  
4 MOST POWERFUL THINGS THAT CAME OUT OF THAT, JUST AS A SIDE  
5 NOTE, WAS HAVING FAMILIES MAP THE JOURNEY THAT THEY GO  
6 THROUGH WHEN THEY HAVE -- WHEN MOMS OR DADS HAVE THIS, YOU  
7 KNOW, NOTION. THEY KNOW THAT THERE'S SOMETHING THAT THEY  
8 WOULD LIKE TO HAVE AN INTERVENTION AVAILABLE FOR THEIR  
9 CHILD, AND WE SPEND SIGNIFICANT EFFORT WORKING WITH  
10 COMMUNITY LEADERS WHO SHARE THE STORIES OF FAMILIES'  
11 JOURNEY GOING THROUGH THAT SYSTEM. SO IT'S TRULY A  
12 SYSTEMS CHANGE EFFORT.

13 AND THEN OUR SECOND INVESTMENT ON TRAUMA-INFORMED  
14 CARE. THIS HAS BEEN DONE IN PARTNERSHIP WITH MULTIPLE  
15 FUNDERS. AGAIN, THIS IS WHERE PARTNERSHIP KEEPS COMING UP  
16 IN ALL OF OUR STRATEGIES. TO UNDERSTAND THE LANDSCAPE OF  
17 WHAT WORK IS OCCURRING, TO REDUCE AND THEN ADDRESS THE  
18 EXPERIENCE OF CHILDREN IN TRAUMA, AND THAT WORK THAT  
19 ENVIRONMENTAL SCAN WORK, AGAIN, IN PARTNERSHIP WITH  
20 MULTIPLE FUNDERS IS JUST ABOUT TO BE CONCLUDED AND THEN  
21 WE'LL BE MOVING INTO THE ACTION PLAN STAGE. SO WE LOOK  
22 FORWARD TO SHARING THOSE RESULTS WITH YOU AT THE UPCOMING  
23 JULY BOARD MEETING.

24 THIS IS IN SUMMARY. OUR INVESTMENTS WITHIN OUR  
25 HEALTH RELATED SYSTEMS. AGAIN, OUR TWO PRIMARY STRATEGIES

1 ARE WITHIN EARLY IDENTIFICATION AND INTERVENTION THROUGH  
2 HELP ME GROW AS WELL AS OUR TRAUMA AND FAMILY -- INFORMED  
3 CARE WORK. I WOULD SAY THAT FOR OUR TRAUMA-INFORMED CARE  
4 WORK, IT IS REALLY EMERGING WORK. THE BUDGET THAT'S  
5 PRESENTED IS REALLY PRESENTED IN CATEGORIES OF INVESTMENTS  
6 BECAUSE OUR WORK IS STILL BEING DONE TO UNDERSTAND  
7 SPECIFICALLY WHERE FIRST 5 LA CAN MAKE AN IMPACT.

8 SO YOU'LL NOTE IN THE BUDGETS THAT WE HAVE  
9 IDENTIFIED BUILDING BLOCKS FOR INVESTMENT, SUCH AS SYSTEMS  
10 IMPROVEMENT, ALIGNMENT, AWARENESS, AND DATA DEVELOPMENT.  
11 AND WE LOOK FORWARD TO THAT WORK GETTING MORE REFINED  
12 THROUGH THIS NEXT FISCAL YEAR.

13 SO WITH THAT, I WILL PASS IT ON TO KIM.

14 MS. PATILLO BROWNSON: I'M GOING TO START  
15 ACTUALLY WITH A REFLECTION. SO AVERT YOUR EYES FOR A  
16 SECOND FROM THE SCENE. AND THAT IS THAT I THINK IN  
17 CALIFORNIA POLICY AND BUDGET WORK THAT WE DO HERE, WE  
18 OFTEN START WITH THIS IDEA THAT A BUDGET IS A STATEMENT OF  
19 VALUES OF WHAT YOU BELIEVE IN, WHAT YOU CARE ABOUT, AND  
20 WHAT YOU PRIORITIZE FOR INVESTMENT. AND SO AS PART OF OUR  
21 POLICY AND STRATEGY WORK, I WAS IN WASHINGTON EARLIER THIS  
22 WEEK WHEN THE PRESIDENT'S BUDGET CAME OUT ON TUESDAY. AND  
23 I THINK IT'S PRETTY WIDELY AGREED THAT IT'S A PRETTY  
24 SEVERE AND STEEP SET OF CUTS THAT ARE BEING PROPOSED IN  
25 TERMS OF EDUCATION, HEALTH CARE, FOOD STAMPS, AND A HOST

1 OF OTHER SAFETY NET PROGRAMS THAT HAVE VERY SEVERE IMPACTS  
2 UPON CHILDREN AND FAMILIES. AND AS I LISTENED TO  
3 CHRISTINA'S PRESENTATION, IT'S A POINT OF PRIDE THAT OUR  
4 BUDGET I THINK STANDS AT A VERY DIFFERENT SORT OF BUDGET  
5 DOCUMENT AND ONE THAT ALL OF US WHO WORK ON STATE POLICY,  
6 COUNTY POLICY I THINK CAN SORT OF THINK OF AS A SORT OF  
7 COUNTERPOINT TO WHAT'S HAPPENING IN WASHINGTON.

8 SO IN ADDITION TO BEING A STATEMENT OF VALUES, IT  
9 IS ALSO A STATEMENT OF STRATEGY, NOT JUST SORT OF ETHEREAL  
10 VALUES BUT HOW WE PLAN TO GET THERE. SO THE POLICY AND  
11 STRATEGY DIVISION PLAYS THE ROLE OF A STRATEGIC ENABLER OF  
12 ESSENTIALLY PROMOTING A PATH FORWARD FOR THE GOALS THAT  
13 CHRISTINA HAS JUST OUTLINED.

14 OKAY. NOW YOU CAN LOOK AT THE PAGE AGAIN. THE  
15 KEY WORDS HERE AGAIN ARE TO CONNECT, TO CAPTIVATE, AND  
16 CATALYZE OUR PARTNERS TO ACTUALLY WORK ON THESE GOALS AND  
17 ACHIEVE THE OUTCOMES THAT WE ALL SEEK FOR YOUNG CHILDREN.  
18 I THINK THIS STATEMENT OF PURPOSE REFLECTS A SERIES OF  
19 ASSUMPTIONS THAT I'LL ALSO JUST LAY OUT, THE FIRST OF  
20 WHICH IS THAT FIRST 5 LA CAN'T DO THIS WORK ALONE; THAT IT  
21 IS -- AND I'LL SAY THIS IS WITH THE ROSE-COLORED GLASSES  
22 OF STILL BEING NINE MONTHS INTO MY POSITION HERE. IT  
23 SEEMS LIKE AN AWFULLY --

24 MS. BELSHE: 11.

25 MS. PATILLO BROWNSON: JULY, NO. DON'T

1       PREMATURELY AGE ME.

2               IT IS A UNIQUE PERCH THAT THE FIRST 5'S HOLD.  
3       AND ESPECIALLY HAVING JUST BEEN IN WASHINGTON, LOTS OF  
4       STATES DON'T HAVE ANYTHING LIKE THIS.   YET THE IDEA THAT  
5       THE TOBACCO TAX MONEY WILL SOLVE EVERYTHING IS JUST NOT  
6       REALISTIC.   AND I THINK ALL OF US HAVE SQUARELY FACED THAT  
7       AND RECOGNIZE THAT WE NEED PARTNERSHIPS AND THAT WE NEED  
8       AGENTS OF SCALE AND SUSTAINABILITY THAT HAVE REVENUE  
9       STREAMS BEYOND WHAT TOBACCO FUNDING CAN PROVIDE US.

10              I ALSO THINK ANOTHER UNDERPINNING THAT WE ARE  
11      ASSUMING IN THIS DIVISION IS THAT OUR PARTNERS WILL NOT  
12      FIND US; THAT WE ACTUALLY HAVE THE RESPONSIBILITY TO GO  
13      OUT AND POUND THE PAVEMENT AND FIND WHO SHOULD BE A  
14      PARTNER, WHO IS NOT YET TODAY.   AND SOME OF THAT IS ABOUT  
15      A COMMUNICATIONS CHALLENGE SO THAT THE CHALLENGES THAT  
16      YOUNG CHILDREN AND FAMILIES FACE ARE NOT SEEN AS THE  
17      UNIQUE PROVINCE OF JUST FIRST 5'S, BUT SOMETHING THAT  
18      EVERYONE HAS A RESPONSIBILITY AND A ROLE TO PLAY IN.

19              THE LAST THING THAT I'LL JUST SAY IS THERE IS  
20      ALSO A MULTISECTOR APPROACH THAT I THINK IS UNIQUELY  
21      WITHIN THE FIRST 5 WORLD, BUT ALSO WITHIN THIS NOTION OF  
22      PARTNERSHIP THAT RESPONSIBILITIES FOR YOUNG CHILDREN AND  
23      FAMILIES DON'T JUST LIVE IN AN EDUCATIONAL SILO OR A  
24      HEALTH SILO, BUT CUT ACROSS MANY SECTORS AND WE HAVE TO  
25      ACTUALLY BE MORE MULTILATERAL IN THE NUMBER OF

1 PARTNERSHIPS AND SECTORS THAT WE BRING INTO THIS FOLD.

2 OKAY. SO DIVING DEEPER INTO THE BUDGET. THE NET  
3 TOTAL -- AND I'M ACTUALLY JUST GOING TO SAY THAT WE NEED  
4 TO UPDATE THIS NUMBER AT THE BOTTOM TO REFLECT THE MOST  
5 RECENT MERGING OPPORTUNITIES. WE'RE AT 10.4 MILLION  
6 INSTEAD OF 10.3. AND THAT IS THE ALL TOLD FOR FOUR  
7 DEPARTMENTS FOR POLICY AND ADVOCACY, FOR COMMUNICATIONS,  
8 FOR STRATEGIC PARTNERSHIPS, AND ALSO COMMUNITY  
9 RELATIONSHIPS WHICH I'LL TALK ABOUT AT THE END. AND EACH  
10 OF THESE DEPARTMENTS, THEY ESSENTIALLY HAVE THE SHARED  
11 GOAL OF CULTIVATING EXTERNAL PARTNERSHIPS AND COALITIONS  
12 THAT ARE NECESSARY TO REACH OUR SHARED GOALS.

13 IN POLICY, I THINK HAVE YOU HEARD US TALK IN PAST  
14 MEETINGS ABOUT THE HOME VISITATION COALITION, ABOUT THE  
15 EARLY CARE AND EDUCATION COALITIONS, BOTH OF WHICH ARE  
16 QUITE ACTIVE IN SACRAMENTO AND IN SOME WAYS ARE THE MOST  
17 MATURE POLICY WORK. THERE ARE SEVERAL BILLS THAT ARE  
18 ACTUALLY ALIVE AND WELL AND BEING SENT TO CONFERENCE  
19 COMMITTEE UP IN SACRAMENTO WHICH IS A REALLY EXCITING NEW  
20 MOMENT. I DON'T THINK THAT HAS ACTUALLY HAPPENED FOR ANY  
21 HOME VISITATION BILL PREVIOUSLY IN CALIFORNIA, AND THERE  
22 ARE ACTUALLY SEVERAL BILLS ON THE EARLY CARE AND EDUCATION  
23 SIDE THAT ARE ACTUALLY GOING TO CONFERENCE COMMITTEE WITH  
24 MONEY ATTACHED.

25 IN TERMS OF OUR INVESTMENTS IN STRATEGY AND

1 POLICY MAKER EDUCATION THERE, I'LL ALSO HIGHLIGHT THAT, AS  
2 MANY OF YOU REMEMBER FROM A COUPLE OF MEETINGS BACK, THE  
3 ASSOCIATION IS A CRITICAL PARTNER. THE OTHER 57 COUNTIES  
4 HAVE AN INCREDIBLE ROLE TO PLAY. AND HAVING, AGAIN, JUST  
5 COME BACK FROM WASHINGTON, THE 14 REPUBLICAN MEMBERS OF  
6 THE CALIFORNIA DELEGATION HAVE A LOT OF SWAY IN  
7 CALIFORNIA. THEY'RE WELL RANKED AND THEY'RE NOT  
8 ANGELINOS. SO IN SOME WAYS THE PARTNERSHIP WITH THE  
9 ASSOCIATION WHICH REPRESENTS THOSE 14 MEMBERS OF CONGRESS  
10 BECOMES ALL THE MORE CRITICAL AS WE SEEK TO INFLUENCE  
11 FEDERAL POLICYMAKING.

12 IN TERMS OF COMMUNICATIONS, THERE'S A TWOFOLD  
13 STRATEGY AROUND POLICY MAKER COMMUNICATIONS AS WELL AS  
14 PARENTAL COMMUNICATIONS. FOR POLICYMAKERS, WE ARE IN SOME  
15 CASES LOOKING AT JUST BUILDING AWARENESS, FOR EXAMPLE, IN  
16 TRAUMA-INFORMED CARE. THIS IS SOMETHING THAT A LOT OF  
17 POLICYMAKERS DON'T YET KNOW WHAT IT IS. IN OTHER PLACES,  
18 FOR EXAMPLE, EARLY CARE AND EDUCATION, PEOPLE NOW HAVE A  
19 SENSE OF WHAT IT IS BUT NEED TO BUILD URGENCY IN A SENSE  
20 OF HOW THEY CAN ACTUALLY DIG IN TO ACTUALLY BE USEFUL.

21 THERE IS OF COURSE ALSO A TREMENDOUS AMOUNT OF  
22 WORK AROUND PARENT FOCUSED COMMUNICATIONS AND ACTUALLY  
23 HELPING PARENTS TO LEARN THE BEST WAYS IN WHICH TO ENGAGE  
24 WITH THEIR CHILDREN. THIS IS INCLUSIVE OF NOT JUST  
25 PARENTS, OBVIOUSLY, BUT CARE GIVERS, GRANDPARENTS,

1 GUARDIANS AND A WHOLE HOST OF OTHER PRIMARY CARETAKERS.

2 IN THE STRATEGIC PARTNERSHIPS DEPARTMENT, WHICH  
3 IS A NEW DEPARTMENT FOR US, THERE ARE THREE SECTORS THAT  
4 WE'RE LOOKING TO BUILD OUT PARTNERSHIPS WITH IN  
5 PARTICULAR. THOSE ARE THE BUSINESS SECTOR, HIGHER  
6 EDUCATION, AND PHILANTHROPY. AND THIS IS AGAIN WORKING ON  
7 THE MODEL THAT WE CANNOT CLAMOR ALONE. AND HAVING SOME  
8 UNLIKELY ALLIES I THINK WILL BE VERY HELPFUL.

9 SOME OF THE INVESTMENTS THAT ARE REPRESENTED IN  
10 THE STRATEGIC PARTNERSHIPS DEPARTMENT INCLUDED FUNDER  
11 TABLES WHICH GIVE US A LEVEL OF ACCESS AND INTRODUCTION TO  
12 UNLIKELY ALLIES WHO WE MIGHT NOT OTHERWISE SEE IN THE ZERO  
13 TO FIVE WORLD. THINKING ABOUT THE LA CHAMBER OF COMMERCE  
14 WHO ACTUALLY HOSTED THE DC DELEGATION, BUT ALSO  
15 PHILANTHROPIC TABLES, LIKE THE PARTNERSHIP FOR EARLY  
16 CHILDHOOD INVESTMENT WHICH SUPPORTED THE INVESTMENT WHICH  
17 WE CONTRIBUTED TO IN PAST YEARS AROUND KPCC AND BUILDING,  
18 AGAIN, SURROUND SOUND FOR THE IDEA THAT INVESTING IN,  
19 PRIORITIZING YOUNG CHILDREN IS SOMETHING THAT EVERYONE  
20 SHOULD BE BEHIND.

21 THE LAST DEPARTMENT THAT I'LL MENTION IS  
22 COMMUNITY RELATIONS WHICH IS ACTUALLY INCLUDED IN  
23 CHRISTINA'S BUDGET AROUND THE COMMUNITIES DEPARTMENT. AND  
24 THAT COVERS THE COST OF THE TRANSITION TEAM, WHICH SAUL  
25 AND KATHY ABLE CAN REPRESENT AND SPEAK TO, AS WELL AS A

1 HOST OF OTHER COMMUNITIES ENGAGEMENT ACTIVITIES.

2 AND WITH THAT, I'LL TURN IT OVER TO DANIELA.

3 MS. PINEDA: GREAT. SO I AM SO EXCITED TO HAVE  
4 THIS OPPORTUNITY BECAUSE THUS FAR YOU'VE HEARD A LOT ABOUT  
5 LEARNING, RIGHT, LEARNING IN THE BUDGET JOURNEY. YOU'VE  
6 HEARD ABOUT LEARNING IN HOW WE HAVE NEW DATA FOR HOW DO WE  
7 THINK ABOUT WHAT -- WHAT -- WHAT'S THE INVESTMENT, NEW  
8 INFORMATION. YOU HEARD ABOUT STRATEGIC ENABLING AND  
9 LEARNING ABOUT PARTNERS THAT WE NEED AND WHATNOT.

10 SO I WANT TO TALK A LITTLE BIT ABOUT THE  
11 INTEGRATION AND LEARNING DIVISION ITSELF. AS KIM  
12 MENTIONED, IT'S NEW DIVISION FOR THE ORGANIZATION. AND  
13 WHAT I'LL EMPHASIZE IS REALLY HOW WE SEE ITS ROLE IN  
14 HELPING FIRST 5 LA INTERNALLY DO SOME OF THAT LEARNING AND  
15 WALKING THE TALK, RIGHT, AND THINKING ABOUT -- YOU'LL  
16 NOTICE THIS INTEGRATION AND LEARNING IS NOT JUST LEARNING.  
17 THERE'S INTEGRATION. A REALLY KEY ROLE THAT INTEGRATION  
18 AND LEARNING DIVISION PLAYS IS REALLY STRATEGICALLY AND  
19 INTENTIONALLY CONNECTING DOTS ACROSS THE ORGANIZATION.

20 WE ARE NEW AND WE -- YOU'VE HEARD A LOT ABOUT  
21 TURNING TO BEING AN INTENTIONAL LEARNING ORGANIZATION. SO  
22 YOU KNOW, FIRST 5 LA I'LL START BY SAYING THAT -- THAT WE  
23 HAVE A TREMENDOUS HISTORY OF ALWAYS INVESTING IN  
24 UNDERSTANDING RESEARCH, UNDERSTANDING THE IMPACT OF OUR  
25 WORK. AND WE'VE BEEN DOING THAT FROM THE GET-GO. AND

1 THAT IS COMMENDABLE. THAT IS VERY RARE. AND WE'VE ALWAYS  
2 INVESTED VERY HEAVILY AND WITH REALLY GREAT RESULTS. AND  
3 SO THE -- AS PART OF THE ORGANIZATIONAL TRANSFORMATION, WE  
4 REALLY HAVE ELEVATED LEARNING TO MAKE IT A BROADER -- IT'S  
5 A BROADER APPROACH TO LEARNING.

6 SO, YES, WE'RE BUILDING ON STRONG RESEARCH AND  
7 EVALUATION AND PRACTICE, BUT WE ARE ACTUALLY SAYING, WE  
8 CAN DO BETTER. WE ARE THINKING ABOUT MORE BROADLY OF THIS  
9 IS NOT JUST A PURVIEW OF FEW RESEARCH TRAINED STAFF, AS  
10 GREAT AS WE ALL ARE; RIGHT, BUT THERE'S LEARNING IN  
11 PRACTICE. THERE'S LEARNING IN WHAT WE'RE LEARNING FROM  
12 BEING IN COMMUNITY, FROM WHAT WE'RE LEARNING WITH  
13 PARTNERING WITH SOME OF THE EMERGING WORK. AND SO WE'RE  
14 -- THE COMMITMENT AND WHAT YOU SEE REFLECTED IN THE BUDGET  
15 FOR INTEGRATION AND LEARNING, WHICH I'LL GET TO IN A  
16 SECOND, IS REALLY A COMMITMENT TO HAVING THAT INTERNAL  
17 CAPACITY FOR OURSELVES TO TAKE A LOOK, TO PAUSE AND LEARN,  
18 AND TO REALLY UNDERSTAND WHAT ARE THE WAYS THAT WE ARE  
19 DOING THE SAME THINGS THAT WORK, DOING THING DIFFERENTLY,  
20 TRYING THEM OUT, TRYING DIFFERENT HYPOTHESES, BECAUSE, IF  
21 YOU LOOK AT THE LITERATURE ON LEARNING ORGANIZATIONS,  
22 WHICH I'M SURE IS THRILLING AND ALL THE PEOPLE HERE CARE  
23 ABOUT, BUT BASICALLY A LEARNING ORGANIZATION IS A PLACE  
24 THAT CAN ADAPT. IT'S A PLACE THAT IN THE CIRCUMSTANCES OF  
25 HIGH COMPLEXITY, YOU HAVE THE LEARNING EDGE, RIGHT.

1           SO AS I JOKED TODAY WITH KIM BELSHE EARLIER,  
2 WE'RE NOT IN A -- WE DON'T MAKE WIDGETS HERE. WE ARE NOT  
3 A FACTORY. WE ARE A VERY INTERESTING ORGANIZATION. WE  
4 ARE INVOLVED IN MANY SECTORS. WE ARE INVOLVED IN  
5 DIFFERENT OUTCOMES. WE ARE -- WE HAVE THIS VERY SPECIFIC  
6 GOAL OF SUPPORTING YOUNG CHILDREN, AND THAT IS VERY  
7 COMPLEX. SO THE INVESTMENT IN INTEGRATION AND LEARNING  
8 DIVISION IS REALLY THIS PIVOT TO TRY TO UNDERSTAND, HOW DO  
9 WE HARNESS THE VALUE OF THE PRACTICE AND THE THINGS THAT  
10 OUR STAFF HAVE BECAUSE WE ALL HAVE A ROLE TO PLAY. WE ALL  
11 HAVE SOMETHING TO CONTRIBUTE.

12           SO THERE IS, YOU KNOW, IN OUR -- IN OUR CHARGE  
13 HERE THAT YOU SEE ON THE PAPER, THERE'S A FOCUS ON  
14 CONTINUOUS IMPROVEMENT BECAUSE WE BELIEVE THAT YOU HAVE TO  
15 -- THAT LEARNING IS, YOU HAVE TO BE ABLE TO ADAPT TO THE  
16 CIRCUMSTANCES.

17           SO IF YOU LOOK AT THE DEEP DIVE ON THE BUDGET,  
18 WHAT WE -- BECAUSE THIS IS NEW; RIGHT, SO THIS WILL BE THE  
19 FIRST FISCAL YEAR IN WHICH WE'RE LOOKING AT HAVING TWO NEW  
20 DEPARTMENTS. WE HAVE MEASUREMENT LEARNING AND EVALUATION  
21 DEPARTMENT, AND WE HAVE AN INTEGRATION AND LEARNING  
22 DEPARTMENT. AND SO THOSE TWO ENTITIES COMBINE HELP TO  
23 SUPPORT THE ORGANIZATION IN ANSWERING QUESTIONS ABOUT, HOW  
24 DO WE KNOW THAT WE'RE MAKING AN IMPACT, HOW DO WE KNOW  
25 THAT OUR PROCESSES ARE EFFECTIVE, HOW DO WE KNOW THAT THE

1       WAYS THAT WE'RE PARTNERING ARE ACTUALLY EFFECTIVE.

2               SO THERE ARE THREE KEY STRATEGIES THAT ARE THE  
3 BUILDING BLOCKS THAT WE'RE FOCUSING ON NEXT YEAR. SO IF  
4 YOU LOOK AT THE PAGE, THEY'RE CALLED OUT. SO THE FIRST IS  
5 REALLY BUILDING STAFF CAPACITY TO LEARN AND IMPROVE. SO  
6 THIS CAN SOUND VERY KIND OF VAGUE, BUT I'LL GIVE YOU A  
7 SPECIFIC EXAMPLE. YESTERDAY THE INTEGRATION AND LEARNING  
8 DEPARTMENT HELD A STRUCTURE FACILITATION SESSION WITH  
9 THREE DEPARTMENTS AND ORGANIZATIONS. AND WHAT WE DID WAS  
10 TAKE A LOOK AT SOME DATA FROM A PREVIOUS COLLABORATION  
11 ACROSS THOSE THREE DEPARTMENTS, ANALYZE THE DATA TOGETHER  
12 TO GO FROM THE INDIVIDUAL INTERPRETATION OF THE  
13 INFORMATION TO A GROUP MEANING MAKING COLLECTIVE  
14 INTERPRETATION THAT THEN OPENED A CONVERSATION ABOUT WHAT  
15 ARE SPECIFIC STRATEGIES THAT, AS WE GO INTO VERY PROMPTLY  
16 A COUPLE OF NEW COLLABORATIONS ARE COMING UP, HOW WE'RE  
17 GOING TO IMPLEMENT THEM.

18               SO YOU'RE COMING OUT LIKE THAT KIND OF STRUCTURE  
19 LEARNING PROCESS, THINKING ABOUT ADULT LEARNING IN MIND,  
20 THINKING ABOUT HOW DO YOU CREATE A PROCESS FOR PEOPLE TO  
21 BE VULNERABLE, FOR PEOPLE TO OPEN UP AND THINK ABOUT HOW  
22 THEY IMPROVE IS REALLY IMPORTANT. THAT'S KIND OF --  
23 THAT'S THE NEW WORK THAT WE'RE HIGHLIGHTING IN -- IT'S  
24 REALLY IMPORTANT BECAUSE, IF YOU THINK ABOUT THE LEARNING  
25 ORGANIZATION, IT'S -- THE INTERACTIONS AND THE CULTURE ARE

1 -- FUNDAMENTALLY GO BACK TO PEOPLE. SO THAT CULTURE, WE  
2 ALL CREATE THE CULTURE AT -- ONE-ON-ONE INTERACTION THAT  
3 IS HOW YOU CREATE A CULTURE AND HOW YOU INCENTIVIZE  
4 LEARNING.

5 SO THE FIRST -- THE BULK OF THE BUDGET FOR  
6 INTEGRATION AND LEARNING DEPARTMENT, THE BIGGEST  
7 INVESTMENT HERE IS THE STAFFING. BUT IN TERMS OF IN THE  
8 BUDGET, THE ACTUAL INVESTMENT IS TO SUPPORT THAT KIND OF  
9 STRUCTURE FACILITATION PROCESS AND TO PROVIDE STAFF WITH  
10 OPPORTUNITIES TO HAVE -- TO SYNTHESIZE WHAT THEY'RE  
11 LEARNING, BUILD SOME CAPACITY, AND EVENTUALLY TO HAVE THAT  
12 EMBEDDED IN THE WAY WE WORK.

13 THE SECOND STRATEGY FOR THE BUDGET IS WHAT WE'RE  
14 CALLING THE KNOWLEDGE BASE. FOR THOSE OF YOU WHO ARE  
15 FAMILIAR WITH SOME OF THE WORK IN PRIVATE SECTOR, THIS  
16 WILL BE KIND OF BUSINESS INTELLIGENCE, IF YOU WILL; RIGHT,  
17 WHERE YOU'RE THINKING ABOUT, HOW DO YOU HAVE A SYSTEM  
18 INTERNALLY WHERE YOU HAVE INFORMATION THAT IS EASILY  
19 ACCESSIBLE FOR STAFF SO THAT YOU AVOID REPLICATION, YOU  
20 KNOW, NOT -- YOU HAVE -- THIS IS A LARGE ORGANIZATION. WE  
21 HAVE 14 DEPARTMENTS; RIGHT? SO I MIGHT BE WORKING ON A  
22 PROCESS AND MY COLLEAGUE IN ANOTHER DEPARTMENT MIGHT NOT  
23 KNOW IT. SO WE ARE TRYING TO THINK ABOUT HOW TO CONNECT  
24 THOSE THOUGHTS INTENTIONALLY.

25 AND SO THE VERY FIRST STEP -- WE'RE EARLY IN THAT

1 PROCESS. WE'RE LOOKING AT THE NEXT YEAR AT UNDERSTANDING  
2 HOW FIRST 5 LA STAFF REALLY UTILIZE DATA. SO WHAT IS THE  
3 KIND OF INFORMATION THAT A PROGRAM OFFICER, PROJECT  
4 MANAGER NEEDS WHEN THEY'RE DOING THEIR WORK. AND SO WE'RE  
5 WORKING ON, YOU KNOW, SOME LANDSCAPING BUT ALSO JUST  
6 UNDERSTANDING THE CULTURAL PARTS OF IT.

7 AND THEN THE THIRD PIECE THAT I THINK SOME OF YOU  
8 ARE MORE FAMILIAR WITH IS THE TERMED AS RESOURCES THAT WE  
9 HAVE IN TERMS OF SUPPORTING RESEARCH AND EVALUATION FOR  
10 SOME KEY INVESTMENTS. SO THE TWO THAT I'LL CALL OUT  
11 SPECIFICALLY FOR OUR WELCOME BABY INVESTMENTS AND HOME  
12 VISITING IN GENERAL WE ARE SUPPORTING A LEARNING AGENDA.  
13 SO FOR THOSE OF YOU WHO WERE AT THE PPC MARCH MEETING, WE  
14 TALKED ABOUT THE LEARNING AGENDA SCORE IS A TOOL THAT  
15 HELPS YOU PRIORITIZE QUESTIONS TO HELP YOU ANSWER WHAT ARE  
16 THE MOST IMPORTANT THINGS YOU NEED TO UNDERSTAND. SO FOR  
17 US IN WELCOME BABY, WE FOCUS ON, WHAT DO WE NEED TO KNOW  
18 ABOUT THE FIDELITY TO THE IMPLEMENTATION OF THE MODEL,  
19 WHAT DO WE NEED TO UNDERSTAND ABOUT THE IMPACT. AND ALSO  
20 THERE'S SOME QUESTIONS ABOUT THE PROCESS. SO THAT'S A BIG  
21 -- A BIG BULK OF THE BUDGET IS TO REALLY TO UNDERSTAND THE  
22 INVESTMENT IN HOME VISITING.

23 AND THE OTHER ONE THAT I'LL CALL OUT THAT WE'RE  
24 STARTING TO DO NOW, YOU ALL HAVE BEEN HEARING A LOT ABOUT  
25 BEST START AND THE ALIGNMENT PROCESS. WE ARE VERY EXCITED

1 TO START TO SUPPORT A LEARNING AGENDA FOR BEST START. IN  
2 THIS NEW ITERATION, WE WILL -- WE ARE EXCITED TO BE COMING  
3 BACK TO THE BOARD TO GIVE YOU SOME SENSE OF WHAT THOSE  
4 QUESTIONS WILL BE IN TERMS OF WHAT WE'RE GOING TO LEARN  
5 BUT ALSO TO ELICIT YOUR INPUT INTO THINGS SPECIFICALLY  
6 ABOUT A BROAD SET OF STAKEHOLDERS, ALSO COMMUNITY THAT CAN  
7 -- 14 COMMUNITIES. SO THAT WE'RE EARLY ON IN THAT  
8 PROCESS. SO THAT'S ANOTHER EXAMPLE OF WHERE WE'LL BE  
9 INVESTING SOME INTEGRATION AND LEARNING RESOURCES.

10 SO I'LL PASS ON TO JOHN.

11 MR. WAGNER: THANK YOU DANIELA. SO EVEN THOUGH  
12 THE PURPOSE OF THIS PRESENTATION AND CONVERSATION IS  
13 REALLY TO FOCUS ON THE PROGRAMS, I THINK IT'S REALLY  
14 IMPORTANT TO ALSO TAKE TIME TO LOOK AT THE IMPORTANT ROLE  
15 THAT THE ADMINISTRATION DIVISION AND OUR RESOURCES ALSO  
16 CONTRIBUTE TO MAKING SURE THAT WE CAN GET OUR WORK DONE.  
17 AND YOU'LL SEE HERE THAT THIS IS THE ADMINISTRATION GOAL,  
18 DIVISION GOAL, WHICH IS IN SUPPORT OF THE ORGANIZATION AS  
19 A PUBLIC ENTITY. THE ADMIN DIVISION TOGETHER STRIVES TO  
20 ACHIEVE OPERATIONAL EXCELLENCE WITH AN INTEGRATED CUSTOMER  
21 FOCUS.

22 AND I THINK THERE'S A COUPLE OF POINTS IN THIS TO  
23 POINT OUT. ONE, IS TO ACKNOWLEDGE THAT WE ARE A PUBLIC  
24 ENTITY AND OFTENTIMES, WHEN WE TALK ABOUT PARTNERSHIP,  
25 WHEN WE TALK ABOUT HOW WE ARE WORKING WITH OTHERS TO

1 SUPPORT THE WORK THAT IS ALIGNED TO OUR STRATEGIC PLAN AND  
2 MISSION AND OTHER'S PRIORITIES, WE DO THAT IN THE REALM OF  
3 MAKING SURE THAT WE'RE VERY ACCOUNTABLE FOR THE PUBLIC  
4 RESOURCES THAT WE RECEIVE AND EXPEND. AND SO THAT HAS  
5 IMPLICATIONS FOR US AS FIRST 5 LA.

6 THE SECOND THING I THINK TO POINT OUT IS THIS  
7 NOTION OF OPERATIONAL EXCELLENCE. AND I THINK DANIELA  
8 SPOKE VERY ELOQUENTLY TO THE IMPORTANCE OF LEARNING AND  
9 CONTINUING TO IMPROVE AS AN ORGANIZATION. AND THAT'S  
10 CERTAINLY MEANT TO BE CAPTURED HERE. BUT IT'S ALSO  
11 ACKNOWLEDGING THAT, AS THE ADMIN DIVISION IS THE  
12 FOUNDATION IN MANY WAYS OF THE ORGANIZATION, HOW DO WE  
13 MAKE SURE THAT THAT FOUNDATION IS AS STRONG AS IT CAN BE,  
14 AS EFFICIENT AS IT CAN BE.

15 RELATED TO THAT, I THINK THIS SLIDE REALLY DOES  
16 CALL OUT SOME OF THOSE INVESTMENTS IN THE BUDGET THAT ARE  
17 REALLY STRENGTHENING THAT FOUNDATION. I THINK SOME OF YOU  
18 WHO WERE AT THE PPC MEETING EARLIER THIS YEAR WHERE WE  
19 TALKED ABOUT THE CHART OF ACCOUNTS. THAT'S AN EXAMPLE  
20 WHERE THAT IS A FOUNDATIONAL INVESTMENT ACROSS THE  
21 ORGANIZATION THROUGH ALL OF OUR STAFF, ALL OF OUR  
22 DEPARTMENTS AND DIVISIONS THAT ARE REALLY -- THOSE  
23 CONTRIBUTIONS ARE ENHANCING THE WAY WE CAN TELL OUR STORY  
24 AND TRACK OUR EXPENDITURES IN A MORE EFFICIENT WAY.

25 SO YOU'LL SEE THAT THE FIRST FEW BULLETS HERE

1 CALL OUT OTHER EXAMPLES WERE THE BUDGET INVESTS IN  
2 IMPROVING SOME OF THOSE -- THE PIECES TO THAT FOUNDATION.  
3 AND I WON'T GET INTO THOSE BECAUSE I KNOW WE'RE TALKING  
4 MORE ABOUT DIVING INTO THE PROGRAM WORK. BUT THE ONE I  
5 WOULD LIKE TO CALL A LITTLE MORE ATTENTION TO IS THE  
6 COUNTY PARTNERSHIP FUND. AND THIS IS REALLY INFORMED BY  
7 OUR EXPERIENCE IN SUPPORT OF COUNTY WORK IN THE -- WITH  
8 THE OFFICE OF CHILD PROTECTION. AND YOU'LL BE HEARING A  
9 LITTLE BIT MORE ABOUT THIS WHEN WE GO TO THE JUNE BOARD  
10 MEETING BECAUSE WE'VE INVITED AND -- MIKE NASH WILL BE  
11 ABLE TO ADDRESS THE BOARD, ALONG WITH KATE ANDERSON WITH  
12 THE CENTER FOR STRATEGIC PUBLIC/PRIVATE PARTNERSHIPS. AND  
13 KRISTINE AND OTHERS, KIM, WE'VE ALL SPOKEN TO THE  
14 IMPORTANCE OF PARTNERSHIP.

15 THIS FUND IS REALLY DEDICATED TO HAVING LEARNED  
16 WHAT THAT MEANS TO PARTNER WITH A COUNTY DEPARTMENT, IN  
17 THIS CASE, OCP. AND WHAT WE'VE LEARNED IS OFTENTIMES WE  
18 CAN BRING SOME FLEXIBILITY TO HELP CONVENE, TO HELP  
19 FACILITATE, TO HELP WITH SOME LOW-COST CONSULTANT SUPPORT  
20 FOR COUNTY WORK THAT IS ALIGNED TO OUR WORK. AND SO THIS  
21 FUND REALLY GIVES US THAT FLEXIBILITY AND OPPORTUNITY TO  
22 CONTINUE TO SUPPORT AND FIND NEW WAYS TO SUPPORT THE  
23 COUNTY.

24 YOU'LL BE HEARING ABOUT A VERY CONCRETE EXAMPLE  
25 AT THE BOARD MEETING WHERE THAT SUPPORT LED TO THE

1 DRAFTING OF THE PREVENTION PLAN WHICH IS GETTING READY TO  
2 BE RELEASED. BUT THAT IS THE TIP OF THE ICEBERG IN WHAT  
3 WE CAN DO TO FIND WAYS TO SUPPORT THE COUNTY TO MAXIMIZE  
4 OUR IMPACT FOR KIDS AND FAMILIES.

5 SO I WILL, WITH THAT AND THAT EMERGING  
6 OPPORTUNITY FUND, TURN IT BACK OVER TO RAOUL WHO WILL TALK  
7 ABOUT SOME OTHER EMERGING OPPORTUNITY FUNDS.

8 MR. ORTEGA: SO BEFORE I MOVE ON, WHAT WE JUST  
9 EXPERIENCED IS THE NEW ORGANIZATION STRUCTURE AND HOW  
10 WE'RE GOING TO WORK IN THE COLLABORATIVE WAY. HAVING MY  
11 COLLEAGUES REALLY REPRESENT THE WORK REALLY EMPHASIZES THE  
12 IMPORTANCE OF HOW FOCUSED WE ARE AS AN ORGANIZATION. AND  
13 I REALLY WANT TO COMMEND MY COLLEAGUES FOR BEING AT THE  
14 TABLE AND REALLY HERE TO REPRESENT THE WORK THAT WE'RE  
15 GOING TO IMPLEMENT IN 17-18 WITH THE RESOURCES THAT IS  
16 BEFORE YOU IN THE PROPOSED BUDGET.

17 SO JUST MOVING ON, AS ALL OF MY COLLEAGUES WERE  
18 DISCUSSING, WE ARE ELEVATING EMERGING OPPORTUNITIES. I'M  
19 NOT GOING TO GO THROUGH THIS TABLE IN DETAIL, BUT I JUST  
20 -- THIS WILL BE INCLUDED WITHIN THE PROPOSED 17-18 BUDGET.  
21 AND IT REALLY EMPHASIZES THE IMPORTANCE OF AN ORGANIZATION  
22 BEING NIMBLE. AND I REALLY WANT TO ACKNOWLEDGE KIM'S  
23 LEADERSHIP IN MAKING SURE THAT WITHIN THE FISCAL YEAR  
24 17-18 BUDGET THAT THERE ARE RESOURCES TO ALLOW THAT  
25 NIMBLENESS AND TO MAKE THOSE CONNECTIONS AND TAKE ADVANCES

1 AND ADVANTAGE OF SITUATIONS THAT WE KNOW WILL MOST LIKELY  
2 BE OCCURRING IN FISCAL YEAR 17-18 BUT WE JUST -- WE DON'T  
3 KNOW YET WHERE THOSE OPPORTUNITIES ARE, BUT JUST HAVING  
4 THAT FLEXIBILITY TO HAVE RESOURCES TO BE NIMBLE IS  
5 EXTREMELY IMPORTANT. WE ARE HIGHLIGHTING IT IN THIS  
6 SCHEDULE AND ALSO IT WILL BE INCLUDED IN THE BOARD PACKAGE  
7 AS A STAND-ALONE DOCUMENT.

8 SO FOR NEXT STEP. AS I SAID IN MY INTRODUCTION,  
9 THIS IS OUR SECOND-TO-THE-LAST PRESENTATION. WE ARE  
10 EXCITED. THE NEXT STEP IS TO GO TO JUNE 8TH TO THE FULL  
11 BOARD FOR ITS COMMISSION APPROVAL. ON THE JUNE 8TH  
12 PRESENTATION, WE WILL BE PRESENTING THE RESOLUTION. AND  
13 THAT RESOLUTION DOES CAPTURE SEVEN CRITICAL COMPONENTS  
14 THAT YOU WILL BE APPROVING, WHICH IS THE OVERALL BUDGET,  
15 THE ADMINISTRATIVE COST, REAFFIRMING THE FUND BALANCE, AND  
16 INTRODUCING A NEW BUDGET COMPONENT MOVING FORWARD RELATED  
17 TO CAPITOL PROJECTS.

18 AND WITH THAT, I WILL LEAVE IT OPEN FOR ANY  
19 QUESTIONS.

20 COMMISSIONER ZEPEDA: THANK YOU VERY MUCH FOR  
21 THAT OVERVIEW. IT WAS VERY, VERY INFORMATIVE. AND I  
22 APPRECIATE THE REDUNDANCY IN PRESENTING THIS INFORMATION  
23 BECAUSE IT'S A LOT TO GET YOUR HEAD AROUND. AND WITH A  
24 LOT OF NEW COMMISSIONERS, I THINK IT'S VERY IMPORTANT TO  
25 HAVE THIS. SO I WON'T CONTINUE MY EDITORIALIZING AND I'LL

1 OPEN UP FOR QUESTIONS FROM COMMISSIONERS.

2 COMMISSIONER PLEITEZ HOWELL: I HAVE THREE  
3 DIFFERENT QUESTIONS. SO ONE IS AROUND THE EMERGING  
4 OPPORTUNITIES. IS THIS LOUD ENOUGH?

5 SO FIRST I DO HAVE TO ECHO WHAT DR. ZEPEDA IS  
6 SAYING. THIS IS AN INCREDIBLE PRESENTATION OF A BUDGET.  
7 WE'VE SEEN DIFFERENT ITERATIONS THROUGHOUT THE YEARS, AND  
8 IT'S REALLY REMARKABLE TO SEE THE TRANSPARENCY, THE  
9 CLARITY OF THE LINK TO THE STRATEGIC PLAN, AND JUST HOW  
10 MUCH THOUGHT HAS GONE INTO IT. SO THE BRINGING IT BACK  
11 AND SORT OF SHIFTING, DEPENDING ON SOME OF THE THINGS THAT  
12 WE HEAR, IS REALLY REMARKABLE.

13 THE THREE QUESTIONS I HAVE: ONE IS AROUND  
14 EMERGING OPPORTUNITIES. SO WE CALL IT OUT AND THERE IS  
15 LOOKING AT EMERGING OPPORTUNITIES AS TO WHERE FIRST 5 CAN  
16 GO IN AND SORT OF MAKE THE WORK BIGGER AND BETTER. AND  
17 THEN THERE IS THE EMERGING DIFFICULTIES THAT OUR FAMILIES  
18 WILL FACE. AND I'M NOT SURE IF EMERGING OPPORTUNITIES IS  
19 FULLY CAPTURING THAT BECAUSE THE FEDERAL BUDGET RIGHT NOW  
20 AS PROPOSED HAS A LOT OF CUTS FOR FAMILIES. SO IF THERE  
21 IS THINKING ON HOW WE COULD THINK ABOUT SOME OF THE  
22 EMERGENCIES THAT ARE TO COME AND INCORPORATING SOME OF  
23 THAT, THAT WOULD BE HELPFUL. SO THAT'S ONE GENERAL  
24 COMMENT.

25 THE SECOND IS AROUND INTEGRATION AND LEARNING.

1 SO AS WE TALK ABOUT INTEGRATION AND LEARNING, WE TALK  
2 ABOUT WHAT WE'RE LEARNING INTERNALLY. HOW ARE WE GOING TO  
3 SPREAD THAT LOVE IN TERMS OF ALL THE THINGS WE LEARN  
4 INTERNALLY AND SHARE THEM OUT? AND IT MIGHT BE WITHIN  
5 COMMUNICATIONS, BUT AS THE BUDGET IS LISTED OUT RIGHT NOW,  
6 THAT'S NOT CLEAR TO ME. SO IT MIGHT BE CLEAR TO A  
7 DISCUSSIONS THAT YOU ALL HAVE HAD, SO I'D LOVE TO HEAR  
8 THAT.

9 MS. PINEDA: DON'T YOU LOVE IT WHEN YOU GET THOSE  
10 QUESTIONS WHERE YOU'RE LIKE JUMPING TO SAY THAT THING? SO  
11 THANK YOU.

12 SO, YES, ABSOLUTELY. SO ONE OF THE THINGS THAT I  
13 DIDN'T MENTION WHEN I TALKED ABOUT, YOU KNOW, THE  
14 PRINCIPLE, THE LEARNING ORGANIZATION, THERE'S A FEW  
15 THINGS. BUT ONE OF THEM IS THAT A LEARNING ORGANIZATION  
16 IS NOT JUST LOOKING WITHIN ITS FOUR WALLS. SO THERE'S A  
17 CORE CONCEPT THAT YOU TO LEARN, YOU'RE LEARNING  
18 INTERNALLY, BUT YOU'RE ALSO LEARNING PART OF FIELD  
19 BUILDING, SO IT'S A VERY BIG PIECE. SO PART OF WHAT IN  
20 THE BUDGET, RIGHT, SOME OF THE RESOURCES AND INTEGRATION  
21 AND LEARNING DEPARTMENT ARE FOR HAVING OPPORTUNITIES  
22 INTERNALLY, BUT THERE'S ALSO A COUPLE OF PIECES -- AND,  
23 YOU KNOW, WE CAN GO INTO THE LINE ITEMS, BUT TO REALLY GET  
24 AT, HOW ARE WE GOING TO SHARE THE FINDINGS AND HOW ARE WE  
25 GOING TO DO FIELD BUILDING BECAUSE WE'RE REALLY BEING

1 INTENTIONAL ABOUT THAT.

2 IN SOME OF THE ITERATIONS OF THIS WORK IN OTHER  
3 ORGANIZATIONS, YOU REALLY SEE A BIG, STRONG PARTNERSHIP  
4 FOR THIS KIND OF WORK WITH THE IT DEPARTMENT, RIGHT, IN  
5 TERMS OF ENABLING AND WITH COMMUNICATIONS. SO PART OF HOW  
6 WE'RE THINKING ABOUT THOSE LESSONS IS NOT JUST FOR FIRST 5  
7 INTERNALLY, BUT BECAUSE WE ACTUALLY BELIEVE THAT BY  
8 SHARING THOSE THINGS AND PARTNERING WITH COMMUNICATIONS IN  
9 TERMS OF HAVING THAT WIDER PLATFORM WE ARE GETTING THE  
10 MESSAGES OUT BECAUSE A LOT OF -- THE PARALLELS BETWEEN THE  
11 LEARNING AND KIND OF BUILDING THE AUDIENCE OF, YOU KNOW,  
12 IF WE WANT TO CONTINUE TO BE THIS -- CONTINUE TO BUILD OUR  
13 BRAND AS AN ORGANIZATION INTO, SAY, WE ARE A GO-TO FOR  
14 ZERO TO FIVE, WE HAVE TO BE GENEROUS WITH THAT, WE HAVE TO  
15 SHARE AND WE HAVE TO BE ABLE TO PUT STUFF OUT THERE  
16 BECAUSE THEN THAT'S HOW WE ENGAGE WITH OTHERS. SO IT'S  
17 ABSOLUTELY THERE. AND IT'S A -- WE ARE WORKING CLOSELY  
18 WITH COMMUNICATIONS. AND I DON'T KNOW IF YOU HAVE  
19 ANYTHING ELSE TO SAY, KIM, BUT IT'S DEFINITELY A CORE  
20 PRINCIPLE THAT WE'RE LOOKING OUTSIDE OUR FOUR WALLS. SO  
21 I'M GLAD YOU ASKED THAT BECAUSE IN ALL MY TALKING POINTS,  
22 SHARING DIDN'T MAKE IT. BUT THANK YOU.

23 MS. PATILLO BROWNSON: JUST WITHIN THE  
24 COMMUNICATIONS BUDGET, PART OF THE BRAND BUILDING AND  
25 BRAND AWARENESS MOVING FROM AWARENESS TO URGENCY PART OF

1 WHAT POLICY MAKER ENGAGEMENT LOOKS LIKE IN PARTICULAR IS  
2 ACTUALLY BUILDING THE BRAND OF FIRST 5 LA AS A TRUSTED  
3 RESOURCE FOR INFORMATION, FOR CUTTING-EDGE RESEARCH, AND  
4 FOR LESSONS LEARNED AS BOTH A PHILANTHROPIC ORGANIZATION  
5 AS WELL AS A PARTNER ORGANIZATION. AND I'LL CALL OUT --  
6 I'M NOT SURE IF BARB IS HERE. THERE WAS A RECENT KPCC  
7 ARTICLE WHERE SHE WAS TALKING ABOUT HOME VISITATION. AND  
8 KIM HEARD ME SQUEALING BECAUSE IT WAS SO EXCITING BECAUSE  
9 IT WAS A -- HERE'S A HOME VISITATION BILL THAT'S MOVING.  
10 AND THEN THE REPORTER BASICALLY PIVOTED TO SAY, AND HERE'S  
11 OUR LOCAL EXPERT, BARB -- YES.

12 SO SOME OF IT I THINK HAS DUAL FUNCTION AS BOTH  
13 SHARING THE LEARNING BUT ALSO SHARING SO THAT PEOPLE KNOW  
14 TO COME TO DANIELA AND SAY, TELL US MORE ABOUT WHAT YOU  
15 LEARNED.

16 MS. BELSHE: LET'S TALK A LITTLE BIT ABOUT  
17 EMERGING OPPORTUNITIES BECAUSE I THINK THAT'S SUCH AN  
18 IMPORTANT ISSUE THAT WE'VE BEEN WRESTLING WITH AND I DON'T  
19 WANT US TO SUGGEST THAT, YOU KNOW, WE HAVE THESE NUMBERS  
20 ENTIRELY RIGHT. COMMISSIONERS KNOW THAT THERE IS A DEEP  
21 SCIENCE BEHIND THE NUMBERS. BUT IT REFLECTS OUR INTEREST  
22 TO BE ABLE TO PLAY BOTH OFFENSE AND DEFENSE. SO SOME OF  
23 THESE -- MANY OF THESE EMERGING OPPORTUNITIES, AS  
24 CHRISTINA AND OTHERS HAVE NOTED, WITH SOME GENERAL IDEAS,  
25 LIKE THE LA COUNTY CHILD CARE NEEDS ASSESSMENT. A LOT OF

1 REALLY TERRIFIC LEARNING WORK, SPECIFIC RECOMMENDATIONS,  
2 ALIGNMENT WITH OUR POLICY AGENDA, ALIGNMENT WITH  
3 IDENTIFIED PRIORITIES COMING FROM BEST START COMMUNITIES.  
4 THERE'S A LOT OF POTENTIAL THERE. SO THERE'S SOME DOLLARS  
5 THAT HAVE BEEN SET ASIDE. WE WOULD COME BACK TO THE BOARD  
6 ONCE WE'RE FURTHER ALONG IN OUR WORK WITH THE COUNTY AND  
7 OTHERS.

8 SO THERE ARE A NUMBER OF THOSE. AND WE CAN TALK  
9 IN MORE DETAIL ABOUT THOSE IF COMMISSIONERS ARE  
10 INTERESTED. AT SAME TIME THOUGH, WE -- AND THIS IS WHERE  
11 THE SCIENCE IS REALLY MISSING. IT'S LIKE SO THERE ARE  
12 ALSO THREATS. SO A GOOD EXAMPLE OF THAT IS OUR VERY  
13 UNSETTLED ENVIRONMENT ASSOCIATED WITH FEDERAL  
14 IMMIGRATION-RELATED ORDERS OR POTENTIAL ORDERS. THAT HAS  
15 SIGNIFICANT IMPLICATIONS WHICH WE'RE ALREADY SEEING AT  
16 LEAST ANECDOTALLY FOR OUR PROGRAMS AND THE PEOPLE WE ARE  
17 ALL ABOUT SERVING AND SUPPORTING. SO WE CANNOT ADVANCE  
18 OUR GOALS AND OBJECTIVES THAT ARE EMBODIED IN THE  
19 STRATEGIC PLAN WITHOUT PAYING ATTENTION TO THOSE VERY REAL  
20 IMPLICATIONS FOR PROVIDERS AND PARENTS AND CHILDREN.

21 SO THERE'S A LITTLE BIT OF MONEY SET ASIDE IN THE  
22 POLICY AND STRATEGY DIVISION UNDER EMERGING OPPORTUNITIES  
23 THAT COULD BE DEPLOYED TO HELP, YOU KNOW, RESPOND. NOW  
24 ARE WE GOING TO RESPOND TO FUND SERVICES? NO. BUT IT'S  
25 MORE TARGETED IN TERMS OF CONVENING, FACILITATING,

1 RESEARCH. IT'S KIND OF LIKE THE COUNTY OPPORTUNITIES  
2 APPROACH THAT JOHN MENTIONED. ARE THOSE NUMBERS THE RIGHT  
3 NUMBERS? WE CAN'T TELL YOU. WE KNOW WE CAN ALWAYS COME  
4 BACK TO COMMISSIONERS. I'M ACTUALLY CONFIDENT AROUND  
5 IMMIGRATION. THERE'S PROBABLY IT'S GOING TO BE MORE  
6 OPPORTUNITIES OR GAPS THAT WE'RE IDENTIFYING BUT WE'RE NOT  
7 THERE YET.

8 SO THESE ARE REALLY PLACEHOLDERS BUT THEY'RE  
9 INTENDING TO ACKNOWLEDGE BOTH OFFENSE AND DEFENSE, SOME  
10 FAIRLY WELL DEFINED BUT NOT ENTIRELY CLEAR OPPORTUNITIES,  
11 AS WELL AS SOME BIG UNKNOWNNS.

12 BUT I WOULD INVITE MY COLLEAGUES TO OFFER ANY  
13 ADDITIONAL THOUGHTS ON THAT IN RESPONSE TO COMMISSION  
14 HOWELL'S QUESTION.

15 MR. WAGNER: JUST TO BUILD UPON THAT, I DO THINK  
16 WE DEFINITELY HAVE THE CONVERSATION, AS KIM JUST  
17 MENTIONED, AROUND, YOU KNOW, OPPORTUNITIES AND THREATS.  
18 AND ONE OF THE THINGS WE DID LEARN WITH OUR WORK IN  
19 BRINGING OCP INTO COMMUNITIES WITH OUR BEST START PARTNERS  
20 WAS THE IMPORTANCE OF ENGAGING PARENTS IN TRUSTED  
21 RELATIONSHIPS AND NEUTRAL ENVIRONMENTS. AND AS YOU KNOW,  
22 THINGS PLAY OUT AT THE FEDERAL LEVEL AND THERE ARE PERHAPS  
23 ADDITIONAL BARRIERS TO ACCESSING SERVICES. I MEAN, THAT'S  
24 AN EXAMPLE WHERE, YOU KNOW, WE CAN ENGAGE PARENTS AND FIND  
25 OUT AND BETTER HAVE OUR FINGER ON WHAT IS GOING ON TO

1 THINK ABOUT HOW CAN WE ADDRESS THAT GOING FORWARD AND  
2 COMING BACK, ACKNOWLEDGING WE DON'T HAVE THAT ALL WORKED  
3 OUT OR FIGURED OUT AT THIS POINT. BUT IT IS DEFINITELY  
4 ALIGNED TO WHAT YOU'RE RAISING AS FAR AS NOT JUST THE  
5 OPPORTUNITY, BUT THE OTHER SIDE OF IT.

6 COMMISSIONER ZEPEDA: CAN I JUST FOLLOW UP ON  
7 THAT? I GLAD YOU BROUGHT THAT UP, KIM, THAT YOU SAID  
8 THERE'S NO PARTICULAR SCIENCE BEHIND.

9 MS. BELSHE: THERE'S A LITTLE BIT OF SCIENCE.

10 COMMISSIONER ZEPEDA: WELL --

11 COMMISSIONER ABDO: AT LEAST THIS IS MATH.

12 COMMISSIONER ZEPEDA: THAT WAS MY QUESTION, WHAT  
13 WAS THE DECISION RULE THAT YOU USED TO MAKE THESE  
14 ALLOCATIONS TO THE VARIOUS CATEGORIES AND WHAT WAS THE  
15 LITTLE BIT OF SCIENCE BEHIND IT?

16 MS. BELSHE: LET ME ASK CHRISTINA TO SPEAK TO  
17 THAT.

18 MS. ALTMAYER: I DO THINK THAT WITHIN THE  
19 EMERGING OPPORTUNITIES, AS WE THINK OF THE FOUR OUTCOME  
20 AREAS, IT VARIES. WE -- AND I'LL GIVE TO YOU EXAMPLES  
21 THAT ARE MAYBE TWO ENDS OF THE SPECTRUM.

22 AS WE THINK ABOUT THE FAMILY SUPPORT AREA AND OUR  
23 INVESTMENTS IN HOME VISITING, WE KNOW A COUPLE OF THINGS.  
24 WE KNOW THAT THERE'S SOME OPPORTUNITIES FOR STREAMLINING  
25 THE PROGRAM IN PARTICULAR TO ADDRESSING SOME MORE

1 EFFECTIVE AND EFFICIENT REFERRAL NETWORKS SO THAT FAMILIES  
2 ARE ABLE TO ACCESS THOSE SERVICES. WE KNOW THAT THERE IS  
3 INTEREST AS EVIDENCED OF THE BOARD MOTION TO EXPAND AND  
4 DEVELOP STRATEGIES WHERE WE CAN WORK TOWARDS AN INTEGRATED  
5 SYSTEM OF HOME VISITING SERVICES.

6 SO WITHIN OUR EMERGING OPPORTUNITIES BUDGET FOR  
7 FAMILY SUPPORTS, WE HAVE A NUMBER OF IDEAS THAT WE HOPE TO  
8 TEST. AND I DO SAY HOPE TO, TEST NOT PLAN TO TEST BECAUSE  
9 SOME OF THESE IDEAS, WE'RE NOT SURE QUITE YET IF THEY'RE  
10 GOING TO GET TO ACTUAL TESTING STAGE. WE'VE BEEN WORKING  
11 CLOSELY, FOR EXAMPLE, WITH THE DEPARTMENT OF PUBLIC SOCIAL  
12 SERVICES TO EXPLORE A TEST IN WHICH WE WOULD POTENTIALLY  
13 CREATE A PATHWAY FOR FAMILIES IN REACHING -- IN THE DPSS  
14 REGION SIX TO HAVE ACCESS TO HOME VISITATION SERVICES THAT  
15 DO NOT MEET OUR NORMAL PATHWAY. OUR NORMAL PATHWAY IS  
16 FROM HOSPITAL, HOSPITAL-BASED ASSESSMENT REFERRAL INTO  
17 SELECT HOME VISITATION FOR THOSE FAMILIES THAT MEET OUR  
18 CRITERIA. OUR INTENT IS TO WORK WITH DPSS TO TEST THIS  
19 STRATEGY AND SEE IF WE CAN SHOW EVIDENCE THAT IT REALLY  
20 SUPPORTS FAMILIES IN A WAY THAT'S RESPONSIVE AND PROVIDES  
21 EASIER ACCESS TO OTHER COMMUNITY RESOURCES AS WELL AS PUTS  
22 THEM ON A PATH FOR SELF-SUFFICIENCY IN A MORE EFFICIENT  
23 WAY.

24 SO WE'RE HOPING TO TEST THIS. WE'VE BEEN IN A  
25 NUMBER OF DIFFERENT MEETINGS. WE'RE LEARNING HOW COMPLEX

1 IT IS AS WELL. AND SO THAT IS AN IDEA. WE'VE BUDGETED  
2 FOR IT, BUT I'M NOT QUITE SURE. I'M REALLY HOPEFUL THAT  
3 IT'S GOING TO ALL WORK OUT AND WE HAVE TREMENDOUS SUPPORT  
4 FROM OFFICE OF CHILD PROTECTION, FROM DPSS LEADERSHIP, AND  
5 FROM ONE OF OUR HOME VISITING PROVIDERS. SHE'S ALSO IS  
6 INTERESTED. SO THAT'S SORT OF ONE END OF THE SPECTRUM.

7 THE OTHER END OF THE SPECTRUM, AS KIM MENTIONED,  
8 WOULD BE THE CHILD CARE NEEDS ASSESSMENT, WHICH IS A  
9 REALLY SUCCESSFUL EFFORT THIS YEAR WHICH WAS COLLABORATION  
10 OF A NUMBER OF DIFFERENT ORGANIZATIONS THROUGHOUT THE  
11 COUNTY TO PROVIDE CONSISTENT, CLEAR DATA ON WHAT ARE SOME  
12 OF THE ISSUES RELATED TO ACCESS TO QUALITY CHILD CARE.  
13 AND WE HAVE RESERVED A HUNDRED THOUSAND DOLLARS TO SUPPORT  
14 IMPLEMENTATION. THERE'S A NUMBER OF DIFFERENT IDEAS THAT  
15 CAN COME FROM THAT FROM DATA IMPROVEMENT TO ACTUAL  
16 STRATEGIES TO INCREASING ACCESS TO THAT REPORT THAT WE  
17 HAVE BEEN TALKING ABOUT. SO IT'S AN IDEA. IT'S A  
18 CONCEPT. WE'VE BUDGETED A HUNDRED THOUSAND DOLLARS.  
19 CAN'T TELL YOU THE PRECISE MATHEMATICAL CALCULATIONS THAT  
20 ARE BEHIND THAT HUNDRED THOUSAND DOLLARS. I CAN TELL YOU  
21 ON THE DPSS, WE'VE ACTUALLY BUDGETED FOR EXPANDED HOME  
22 VISITORS. SO IT'S A LITTLE BIT OF DIFFERENT IDEAS ON THE  
23 SPECTRUM.

24 WE KNOW THAT THERE HAS BEEN TREMENDOUS INTEREST  
25 JUST GIVEN THE RESPONSE TO THE NEEDS ASSESSMENT REPORT

1 RELEASED, A LOT OF EXCITEMENT AND ENERGY IN THE COMMUNITY.  
2 AND WE'RE LOOKING FORWARD TO TAKING IT TO THE NEXT LEVEL,  
3 BUT WHAT THAT WILL LOOK LIKE AND HOW, WE'RE NOT SURE.

4 COMMISSIONER ZEPEDA: JUDY.

5 COMMISSIONER ABDO: I WANT TO BUILD ON THE  
6 EMERGING --

7 MS. BELSHE: JUDY. MICROPHONE.

8 COMMISSIONER ABDO: YES. I WANT TO BUILD ON THE  
9 EMERGING OPPORTUNITIES QUESTIONS. I SORT OF GET HOW WHEN  
10 YOU'RE LOOKING IN A DIRECTION YOU COULD RELATIVELY EASILY  
11 COME UP WITH A DOLLAR AMOUNT THAT MIGHT FIT IN THAT  
12 CATEGORY. BUT I'M WONDERING HOW YOU DECIDED BETWEEN  
13 25,000 AND ONE MILLION ON THESE -- MORE THAN ONE MILLION  
14 -- ON THESE CATEGORIES. I'M JUST WONDERING WHAT THOUGHT  
15 PROCESS DID YOU ALL GO THROUGH TO ASSIGN DOLLAR AMOUNTS  
16 WHICH I'M TOTALLY UNDERSTAND WILL CHANGE AND PRIORITIES  
17 WILL CHANGE AND IN SOME OF THESE CASES, IT WON'T HAPPEN.  
18 BUT HOW -- HOW DID YOU DO THAT?

19 MS. ALTMAYER: SO I CAN GIVE YOU AN EXAMPLE SINCE  
20 YOU REFERENCED THE MILLION DOLLARS IN THE FAMILIES OUTCOME  
21 AREA. THERE ARE MULTIPLE STRATEGIES THAT ARE EMBEDDED  
22 WITHIN THAT ONE MILLION DOLLARS. ONE IDEA THAT WE ARE  
23 WORKING TO IMPLEMENT, I MENTIONED, IS THE DPSS. SO THAT'S  
24 ONE COMPONENT OF IT. AND I CAN PULL OUT THE BREAKDOWN OF  
25 THE MILLION IF THAT WILL BE HELPFUL.

1 SECOND PIECE OF THAT IS THE DATA INTEGRATION  
2 PROJECT, WHICH IS WORKING TO BUILD A UNIFORM OR A COMMON  
3 METHODOLOGY FOR MEASURING PREVENTION AND CHILD PREVENTION  
4 STRATEGIES AT BOTH A CHILD COMMUNITY AND COUNTYWIDE LEVEL.  
5 SO THAT'S A SECOND PROJECT THAT WE'RE EXPLORING TO SUPPORT  
6 THE OFFICE OF CHILD PROTECTION. EMBEDDED WITHIN THAT  
7 MILLION DOLLARS ARE SOME SPECIFIC PROGRAM IMPROVEMENT  
8 IDEAS FOR THE -- OUR HOME VISITATION INVESTMENTS. WE WANT  
9 TO EXPLORE A TESTING -- JUST AGAIN AS AN EXAMPLE, AN IDEA  
10 OF CHANGING OUR STAFFING MODEL POTENTIALLY USING SOME  
11 FLOATERS -- RN FLOATERS BECAUSE KNOW THAT ONE OF THE  
12 BARRIERS IS THAT, WITHIN OUR DESIGN MODEL, WHICH IS AN  
13 EFFECTIVE -- AND I APOLOGIZE IF I'M GETTING TOO MUCH INTO  
14 THE WEEDS, BUT I JUST WANT TO GIVE SOME EXAMPLES.

15 ONE IDEA -- WE KNOW THAT ONE OF THE BARRIERS TO  
16 FAMILIES HAVING TIMELY ACCESS TO HOME VISITATION SERVICES  
17 IS A SEAMLESS PATHWAY. WE KNOW THAT IT'S EFFECTIVE TO  
18 HAVE AN RN TO BE THE FIRST PERSON TO REACH OUT TO THAT  
19 FAMILY AND WE SEE A CORRELATION BETWEEN THAT RN PHONE CALL  
20 AND THE RN VISIT AND FAMILY ACCEPTANCE RATES. BUT WE HAVE  
21 A LOT OF TURNOVER IN RN. SO WE'RE EXPLORING SOME IDEAS OF  
22 MAYBE A STAFFING MODEL.

23 SO EMBEDDED WITHIN THAT MILLION DOLLARS ARE  
24 MULTIPLE DIFFERENT STRATEGIES AND THAT -- WHICH ARE  
25 DETAILED WITHIN BUDGET DOCUMENT. SOME OTHER AREAS, IT'S

1 MAYBE JUST A PLACEHOLDER AMOUNT LIKE THE ECE CHILD CARE  
2 NEEDS ASSESSMENT.

3 MS. PINEDA: I'LL ALSO ADD TO CHRISTINA'S POINT  
4 ABOUT THAT INSTANCE AND THE DATA ASSESSMENT. WE HAVE  
5 HISTORICAL DATA OF WHAT WE HAVE SPENT ON PREVIOUS -- NOT  
6 THE EXACT SAME THING OBVIOUSLY, BUT PREVIOUS SIMILAR  
7 EFFORTS. SO WHEN WE'VE BEEN DOING A DATA INTEGRATION  
8 PROJECT WHERE THE ROLE WAS TO LOOK AT A COUPLE OF SYSTEMS  
9 AND TRY TO UNDERSTAND THE COMMON DATA ELEMENTS, FOR  
10 INSTANCE. YOU KNOW, SOME CONSULTING WORK. SO SOME OF  
11 THOSE ESTIMATES ARE ACTUALLY BASED ON HISTORICAL DATA TO  
12 THE BEST OF OUR AVAILABILITY IN CONNECTING, FOR INSTANCE,  
13 FAMILY SUPPORTS, CONNECTING WITH MEASUREMENT LEARNING AND  
14 EVALUATION AND SAYING, HEY, WHAT HAS THAT LOOKED LIKE IN  
15 THE PAST. IT'S NOT THE SAME, BUT, YOU KNOW, THAT IS AN  
16 EDUCATED GUESS OF WHAT WE CAN EXPECT. SO THAT'S ALSO PART  
17 OF THE PROCESS.

18 COMMISSIONER ABDO: THANK YOU. I JUST HAVE ONE  
19 OTHER THING I WANTED TO POINT OUT. I THINK -- I REALLY  
20 LOVE THIS WHOLE IDEA OF INTEGRATION AND LEARNING. IT'S  
21 REALLY IMPORTANT.

22 MS. PINEDA: TEN SAY MORE.

23 COMMISSIONER ABDO: I'M GOING TO SAY MORE. I  
24 THINK, IF I WERE GOING TO PUT THE PHRASE OUT THERE, I  
25 WOULD SAY, AND TEACHING. BECAUSE REALLY WHAT YOU'RE

1 TALKING ABOUT IS NOT ONLY THE INTERNAL LEARNING OF STAFF  
2 OR BOARD MEMBERS OR WHATEVER, BUT SHARING THAT, AND  
3 ESPECIALLY WHEN YOU'RE TALKING ABOUT COMMUNICATIONS. AND  
4 I KEEP THINKING ABOUT SACRAMENTO. I'VE GIVEN UP ON  
5 FEDERAL. BUT WITH THE STATE, WE HAVE A LEGISLATURE MADE  
6 UP OF MANY, MANY PEOPLE, VERY FEW OF THEM REALLY HAVE  
7 DEPTH IN EARLY CHILDHOOD ISSUES OR EVEN EDUCATION ISSUES  
8 OR HEALTH ISSUES.

9 AND SO PART OF WHAT I HOPE THE LEARNING THAT YOU  
10 ARE DOING WILL DO IS TO THEN TEACH, CONVEY. IT'S NOT JUST  
11 COMMUNICATION, BUT YOU'RE TAKING PEOPLE AT WHEREVER THEY  
12 ARE AND MOVING THEM TO A NEXT STEP, WHICH IS WHAT I THINK  
13 OF AS TEACHING. AND JUST -- JUST THINK ABOUT HOW THAT IS.  
14 AND WHEN YOU DO TRY TO INTENTIONALLY TEACH SOMEBODY, YOU  
15 DO A DIFFERENT KIND OF THOUGHT PROCESS THAN JUST SHARING.  
16 SO THAT -- THAT'S MY FEEDBACK.

17 MS. ALTMAYER: THE OTHER PIECE THAT I WOULD ADD  
18 IS THAT, AS WE THINK ABOUT THAT SHARING, IT'S ALSO TO THE  
19 PARTNERS WITH WHOM WE ARE WORKING ON THE SYSTEMS CHANGE  
20 EFFORT. AND THEY'RE AN IMPORTANT AUDIENCE. I THINK ABOUT  
21 LAST MONTH WHEN DR. PAUL DWORKIN CAME AND SPOKE TO THE  
22 BOARD AND SPOKE WITH FIRST 5 LA STAFF AND COMMISSIONERS.  
23 HE ALSO HAD A DEDICATED SESSION WITH A FUNDER COMMUNITY TO  
24 SPEAK WITH THE PHILANTHROPIC PARTNERS. HE ALSO HAD A  
25 DEDICATED SESSION WITH LEADERS THAT WE ARE WORKING WITH TO

1 PLAN AND DESIGN THE HELP ME GROW SESSIONS. SO VERY MUCH  
2 WE'RE TRYING TO NOT JUST ABSOLUTELY SUPPORT ADVOCACY  
3 EFFORTS, BUT ALSO INFORM THE FIELD AS WE'RE LEARNING  
4 INFORMATION ABOUT EFFECTIVE PROGRAMS, ABOUT HOW THEY CAN  
5 BE DEPLOYED, AND OUR OWN LEARNING ABOUT THE WORK AND HOW  
6 WE CAN BE IMPACTFUL.

7 COMMISSIONER ZEPEDA: THANK YOU.

8 COMMISSIONER MARTINEZ: I HAVE A QUICK QUESTION  
9 FOR KIM. SO WE ALL READ THE PAPERS AND HEARD ON THE RADIO  
10 ABOUT DEVASTATING CUTS TO THE SAFETY NET THIS WEEK FROM  
11 THE FEDERAL GOVERNMENT. OF ALL THE SAFETY NET POTENTIAL  
12 CUTS, FOOD STAMPS, WHATEVER WHICH ONE WORRIES YOU THE MOST  
13 FOR THE CHILDREN AND FAMILIES OF OUR COMMUNITIES?

14 MS. PATILLO BROWNSON: SO THE BIG ONE IS HEALTH  
15 CARE. AND I THINK THE FACT THAT CHILDREN'S HEALTH CARE  
16 WAS PART OF WHAT GOT CUT, WHICH WAS NOT EXPECTED, AS  
17 LITERALLY MEETING WITH A NUMBER OF FEDERAL ADVOCATES THE  
18 DAY BEFORE THE BUDGET WAS RELEASED. AND THEY WERE SAYING,  
19 OH, BUT WE HEAR CHIP IS OKAY. SO WHEN THE BUDGET ACTUALLY  
20 CAME OUT ON TUESDAY, IT WAS SORT OF A LOT OF PEOPLE SORT  
21 OF GASPING AUDIBLY.

22 THE IMPLICATIONS FOR CALIFORNIA THOUGH ARE --  
23 WILL REACH, IF THAT WERE ADOPTED, WELL BEYOND HEALTH CARE.  
24 IF -- DEPENDING ON WHICH BUDGET ESTIMATES YOU WOULD GO  
25 WITH, I'VE HEARD ANYWHERE FROM 18 TO \$30 BILLION OUT OF

1 THE CALIFORNIA STATE BUDGET. AND THOSE WOULD SQUEEZE  
2 EVERY OTHER PROGRAM THAT IS FUNDED IN THE STATE BUDGET TO  
3 HAVE THAT SORT OF MONEY GONE FROM THE FEDS. SO I THINK  
4 THAT IS -- I WILL SAY THE IMMEDIATE REACTION I THINK THAT  
5 WAS PICKED UP BY THE PRESS WAS THAT A LOT OF PEOPLE SAID  
6 THAT IT'S DOA. WE MET WITH SENATOR FEINSTEIN FOR  
7 BREAKFAST ON THE MORNING -- ON THAT TUESDAY MORNING. AND  
8 THAT WAS HER INITIAL TAKE.

9 THE THING I THINK TO WATCH FOR THOUGH IS THIS  
10 IDEA OF -- IN A BASIC NEGOTIATIONS CLASS, THE IDEA THAT  
11 YOU TETHER LOW IN ORDER TO MANAGE EXPECTATIONS AND KEEP  
12 EXPECTATIONS VERY LOW. SO THIS IS A VERY LOW-BALL INITIAL  
13 OFFER THAT SUGGESTS THAT -- THAT WE MIGHT BE IN AN AWKWARD  
14 POSITION OF NEEDING TO BE GRATEFUL AND REJOICING FOR VERY  
15 MODEST GAINS SHOULD THEY COME NORTH ON THE BUDGET.

16 SO THAT IS THE SORT OF OPTICS OF THE  
17 NEGOTIATIONS. BUT I DO ALSO I THINK TAKE SOME SOLACE FROM  
18 THE FACT THAT A NUMBER OF LEADING REPUBLICANS IN VERY  
19 IMPORTANT POSITIONS OF POWER SAID VERY QUICKLY THAT THIS  
20 BUDGET GOES TOO FAR. AND I THINK PART OF OUR WORK IS TO,  
21 AGAIN, WORK WITH THE ASSOCIATION THAT HAS MEMBERS IN THEIR  
22 HOME DISTRICTS THAT HAVE, YOU KNOW, RANKING POSITIONS IN  
23 WASHINGTON AND CAN ACTUALLY PUSH BACK AGAINST SOME OF  
24 THIS.

25 MS. BELSHE: THIS IS WHERE -- JUST TO BUILD ON

1 KIM'S COMMENTS, IT'S REALLY IMPORTANT THAT WE -- THIS  
2 REALLY UNDERSCORES THE IMPORTANT ROLE WE PLAY. WE ARE THE  
3 ONE FIRST 5 THAT HAVE BOOTS ON THE GROUND IN WASHINGTON.  
4 WE ARE REALLY WORKING WITH MANY OTHER FIRST 5S  
5 CONTRIBUTING TO BOLSTERING THE CAPACITY OF THE ASSOCIATION  
6 TO ENGAGE STATEWIDE. SO IT'S -- IT'S ABSOLUTELY RIGHT TO  
7 BE FOCUSING ON THE BUDGET, BUT THERE'S ALSO THE ONGOING  
8 EFFORT TO REPEAL AND REPLACE THE AFFORDABLE CARE ACT. AND  
9 THERE'S THE ONGOING EFFORT TO COME UP WITH SOME  
10 COMPREHENSIVE APPROACH OF TAX REFORM. SO ALL OF THOSE  
11 STRANDS OF ACTIVITY ARE DRIVING DEEP, DEEP REDUCTIONS IN  
12 THE SPENDING. AND THEN WE HAVE THE POLITICAL CONTEXT OF  
13 ALL THE CRAZINESS GOING ON WITH THE SPECIAL PROSECUTOR AND  
14 MANY BELIEVE AND I THINK THERE'S A STRONG ARGUMENT TO BE  
15 SAID THAT THAT'S ACTUALLY GOING TO DRIVE -- INCREASE THE  
16 LIKELIHOOD THAT THERE MAY WELL BE SOME KIND OF HEALTH DEAL  
17 BECAUSE OF THE POLITICAL IMPERATIVE TO DEMONSTRATE DOING  
18 SOMETHING.

19 SO I MEAN THERE'S JUST SO MANY DIFFERENT MOVING  
20 PIECES HERE. AND, AGAIN, THERE'S ONLY SO MUCH WE CAN DO  
21 AND WE GOT TO TARGET WHERE OUR HIGHEST AND BEST USE IS,  
22 BUT HOW LUCKY WE ARE TO BE PART OF AN ORGANIZATION THAT IS  
23 COMMITTED TO BEING AN ADVOCACY ORGANIZATION AND IS  
24 DEDICATING RESOURCES AND SMARTS TO THIS. AND, YOU KNOW,  
25 WE'RE NOT DOING IT ALONE. WE'RE NOT DOING IT ALONE.

1 COMMISSIONER ZEPEDA: THANK YOU. ROMALIS.

2 COMMISSIONER TAYLOR: MY QUESTION IS FOR  
3 CHRISTINA. YOU KEEP TALKING ABOUT DPSS. AND I KNOW  
4 THAT'S BEFORE I GOT THERE. BUT WHAT ABOUT OUR EFFORTS TO  
5 WORK WITH DCFS? THEY ARE TAKING A NUMBER OF CHILDREN OUT  
6 OF OUR COMMUNITIES THAT ARE BABIES BECAUSE THE PARENTS  
7 DON'T KNOW AND DON'T HAVE THE SUPPORT SYSTEMS OUT THERE TO  
8 HELP THEM UNDERSTAND WHAT THEY NEED TO DO AND HOW THEY  
9 NEED TO DO IT. SO I'M WONDERING, ARE WE CONSIDERING THAT  
10 COLLABORATION AS A PART OF THAT STRATEGY THAT YOU'RE  
11 TALKING ABOUT?

12 MS. ALTMAYER: ABSOLUTELY. I THINK THERE ARE  
13 MULTIPLE WAY AND I'LL MAKE A COMMENT AND THEN JOHN CAN  
14 COMMENT AS WELL.

15 DCFS IS INVOLVED IN, YOU KNOW, A NUMBER OF  
16 DIFFERENT STRATEGIES THAT WE'RE WORKING ON, IN PARTICULAR  
17 RIGHT NOW VERY ACTIVELY INVOLVED AS WE ARE PART OF A  
18 COLLABORATIVE GROUP TO LOOK AT HOME VISITATION UNDER THE  
19 LEADERSHIP OF THE COUNTY DEPARTMENT OF PUBLIC HEALTH IN  
20 RESPONSE TO THE BOARD MOTION THAT I MENTIONED EARLIER AND  
21 WHAT ARE OPPORTUNITIES TO PROVIDE PREVENTION-ORIENTED HOME  
22 VISITATION IN A VOLUNTARY WAY FOR FAMILIES FOR SUPPORTING.  
23 AND DCFS HAS BEEN VERY ACTIVELY INVOLVED IN THAT EFFORT.

24 WE WORKED WITH DCFS FOR A NUMBER OF YEARS TO  
25 LAUNCH PARTNERSHIP FOR FAMILIES. THAT WAS A PROGRAM THAT

1 WAS STARTED BY FIRST 5 LA AND THEN TRANSFERRED FOR  
2 ADMINISTRATIVE PURPOSES TO DCFS, BUT WE CONTINUE TO WORK  
3 WITH THEM AND THEY SERVICE PART OF OUR HOME VISITING  
4 CONSORTIUM.

5 MR. WAGNER: AND THE ONE THING I WOULD ADD IS THE  
6 BOARD HAS BEEN -- WE'VE DONE A NUMBER OF PRESENTATIONS.  
7 AND THIS IS THE PRESENTATION I REFERENCED EARLIER THAT  
8 I'LL COME BACK TO THE FULL BOARD ON JUNE 8TH AROUND OUR  
9 SUPPORT FOR THE OFFICE OF CHILD PROTECTION AS OCP GOT UP  
10 AND RUNNING OVER THE LAST YEAR AND A HALF, TWO YEARS. AND  
11 ONE OF THE THINGS THAT YOU WILL HEAR ABOUT IN THE  
12 PREVENTION PLAN THAT IS REALLY AN INTEGRAL PART OF HOW DO  
13 WE PREVENT CHILD MALTREATMENT IS TO BUILD THE VERY  
14 COMMUNITY SUPPORTS THAT ARE NEEDED TO PREVENT CHILDREN AND  
15 FAMILIES FROM ENTERING INTO THAT SYSTEM YOU'RE  
16 REFERENCING.

17 AND YOU'LL HEAR DIRECTLY FROM JUDGE GNASH AND  
18 WHEN THE REPORT COMES OUT SOME OF THE RECOMMENDATIONS  
19 ABOUT HOW DO WE TAKE THE INVESTMENTS THAT WE'VE MADE IN  
20 HOME VISITING THROUGH WELCOME BABY, HOW WE TAKE THE  
21 INVESTMENTS WE'VE MADE IN BEST START AND THROUGH DCFS AND  
22 THE PREVENTION AFTERCARE NETWORK. AND MORE INTENTIONALLY,  
23 THERE'S A REFERENCE IN THE REPORT TO NETWORKING THE  
24 NETWORKS; HOW DO WE BRING THESE ENTITIES TOGETHER TO  
25 STRENGTHEN THE SUPPORTS FOR FAMILIES TO PREVENT THEM

1 HAVING TO COME INTO THE SYSTEM TO ACCESS SOMETHING OR DCFS  
2 HAVING TO BE INVOLVED WITH THE FAMILY.

3 SO I THINK YOUR QUESTION IS REALLY A VERY  
4 IMPORTANT CRITICAL ONE AND ONE THAT OCP IS -- WITH OUR  
5 PARTNERSHIP OCP IS TAKING THE LEAD ON TRYING TO FIGURE  
6 THAT OUT.

7 COMMISSIONER TAYLOR: MY OTHER ONE IS FOR  
8 DANIELA. I SAW YOUR -- ONE OF YOUR STRONG POINTS IS  
9 RIGOROUS RESEARCH AND EVALUATION. SO I'M VERY FOCUSED ON  
10 WHAT ARE WE LEARNING AND HOW ARE WE USING THAT DATA TO  
11 DRIVE AND SUPPORT THE POLICIES WE'RE TRYING TO MOVE AND  
12 CAPTURING THAT BECAUSE, LIKE KIM IS TALKING ABOUT, NOT  
13 EVERYONE IS DOING WHAT WE'RE DOING. SO WE NEED TO TAKE  
14 OUR STRENGTH OF RESEARCH AND THE KNOWLEDGE WE'RE GAINING  
15 AND PUBLICIZE WHAT IS BEST PRACTICE. AND I'D LIKE TO  
16 KNOW, ARE YOU ALSO LOOKING AT WHAT IS BEING DONE  
17 NATIONWIDE, YOU KNOW, I MEAN STATEWIDE AND OTHERS SO THAT  
18 WE CAN TALK ABOUT BEST PRACTICE AND BE AN ADVOCATE FOR  
19 BEST PRACTICE IN THIS AREA?

20 SO WE SHOULD BE TAKING A LEADERSHIP ROLE AROUND  
21 THESE ISSUES IS MY SUGGESTION BECAUSE I THINK WE HAVE A  
22 LOT TO SHARE WITH PEOPLE AND NOT EVERYONE IS FOCUSED LIKE  
23 WE ARE.

24 MS. PINEDA: SO LET ME SAY A COUPLE OF THINGS  
25 ABOUT THAT BECAUSE THAT'S A BIG -- AND I LOVE THE

1 RECOMMENDATION THAT, YES, ABSOLUTELY.

2 SO I'LL FOCUS ON TWO AREAS. THE FIRST IS THE  
3 WORK THAT WE'RE DOING PLACE-BASED WORK, RIGHT? SO  
4 PLACE-BASED INVESTMENT. SO I THINK IT'S NO NEWS TO  
5 ANYBODY HERE THAT WE ARE REALLY AT THE FOREFRONT IN THE  
6 NATIONAL LEVEL IN TERMS OF THE BREADTH AND DEPTH OF HOW WE  
7 ARE ENGAGING COMMUNITIES AND HOW WE AS A FUNDER ARE TRYING  
8 TO ENABLE BUILD A CAPACITY.

9 SO IN TERMS OF ARE WE LOOKING AT BEST PRACTICE,  
10 PART OF THE PROCESS FOR THE LEARNING, RIGHT, IS REALLY  
11 UNDERSTANDING HOW DOES WHAT WE'RE DOING REALLY FIT IN WITH  
12 OTHER EFFORTS. SO WE'RE -- AND THIS IS -- AS YOU KNOW,  
13 THERE'S BEEN A LOT OF WORK IN BEST START, DIFFERENT  
14 ITERATIONS, DIFFERENT FOCUSES. AND SO RIGHT NOW WE'RE  
15 REALLY THINKING ABOUT WHAT OUR DIFFERENT -- WHAT ARE  
16 DIFFERENT PLACE-BASED EFFORTS. SO, YOU KNOW, THERE'S  
17 SKILLMAN WORK THAT HAS BEEN DONE, THERE'S SOME WORK IN  
18 COLLECTIVE IMPACT ACROSS -- CROSS-SECTOR COLLABORATIONS,  
19 THE EFFORTS ALL OVER THE COUNTRY. WE ARE REALLY LOOKING  
20 AT HOW ARE PEOPLE UNDERSTANDING WHAT IT MEANS TO PUSH  
21 SYSTEMS CHANGE IN THE CONTEXT OF PLACE-BASED WORK. AND WE  
22 ARE LOOKING AT 14 DIFFERENT INVESTMENTS.

23 SO IT IS DEFINITELY PART OF WHAT WE ARE TRYING TO  
24 DO WHEN WE CONNECT THE PEOPLE WHO ARE LEADING THOSE  
25 EFFORTS, ANNIE CASEY FOUNDATION, MCARTHUR FOUNDATION WHERE

1       THEY ARE REALLY LEADING IN THOSE WAYS.   THEY ARE LOOKING  
2       TO US IN SOME WAYS TO UNDERSTAND WHAT WE'RE LEARNING.   SO  
3       PART OF THE LEARNING AGENDA THAT I'VE REFERENCED AND THAT  
4       WE'RE DOING REALLY REQUIRES THAT WE UNDERSTAND THE  
5       POSITION OF WHAT WE'RE DOING IN THE NATIONAL CONTEXT  
6       BECAUSE WE DEFINITELY HAVE SOMETHING TO CONTRIBUTE AND WE  
7       ARE AT THE COMMUNITIES DEPARTMENT ACROSS THE ORGANIZATION  
8       DEFINITELY OUR -- WE WORK WITH SOME OF THE MOST  
9       PRESTIGIOUS AND RIGOROUS FIRMS, IIR, MATHEMATICA,  
10      WHO WANT TO WORK WITH US BECAUSE THEY UNDERSTAND THE  
11      OPPORTUNITY TO LEARN.   SO THAT IS SOMETHING REALLY AT THE  
12      FOREFRONT OF THE MIND.   SO THAT'S FOR THE PLACE-BASED  
13      WORK.

14                AND THEN THE OTHER THING THAT I WOULD SAY HAVING  
15      JUST COME BACK FROM A HOME VISITING DATA BOOT CAMP LIKE A  
16      DAY AGO IS THAT IN OUR WORKING HOME VISITING IS ALSO VERY  
17      INNOVATIVE IN THE CONTEXT OF THE PLETHORA OF SO MODELS OUT  
18      THERE.   RIGHT?   SO WE'RE TALKING ABOUT, WE HAVE A  
19      HOMEGROWN MODEL IN WHICH WE INVEST IN SIGNIFICANTLY TO TRY  
20      TO UNDERSTAND THE EFFICACY, IF THERE'S ACTUALLY AN IMPACT.  
21      AND RELATIVE TO THE DIFFERENT TYPES OF MODELS THAT ARE  
22      EVIDENCE-BASED OUT THERE.   RIGHT?   AND KIND OF MEETING THE  
23      FEDERAL CRITERIA FOR WHAT IT MEANS TO BE EVIDENCE BASED.  
24      THERE'S A LOT OF INTEREST IN THAT FIELD TO UNDERSTAND WHAT  
25      IS THE RETURN ON THE INVESTMENT FOR THIS KIND OF

1 QUOTE/UNQUOTE LIGHT TOUCH.

2 SO I -- I WAS IN THE ROOM WITH PEOPLE, YOU KNOW,  
3 FROM DIFFERENT STATES, CONNECTICUT, NEW HAMPSHIRE, WHERE  
4 THEY ARE LOOKING AT HOME VISITING. AND THEY DON'T HAVE  
5 THE -- JUST THE SHEER NUMBERS THAT WE HAVE. AND WE WERE  
6 THE ONLY COUNTY THERE.

7 SO I GIVE ALL THIS DETAIL TO SHARE THAT WE ARE  
8 DEFINITELY ENGAGED IN A NATIONAL CONVERSATION IN ALL THE  
9 OTHER WORK AND THIS IS WHY, YOU KNOW, WE ARE POISED TO BE  
10 LEADING. SOME OF THE WELCOME BABY HOME VISITATION  
11 RESEARCH IS -- IT'S VERY UNIQUE AT -- AT THE SCALE OF THE  
12 RIGOR AND -- YOU KNOW, IF WE'RE TALKING ABOUT A RANDOMIZED  
13 PERCENTILE, THERE'S NOTHING LIKE THAT OUT THERE. SO WE  
14 ARE DEFINITELY THINKING ABOUT HOW DO WE SHARE THAT WITH  
15 THE FIELD AND HOW DO WE INFORM BEING PART OF THAT BEST  
16 PRACTICE CONVERSATION. SO THIS --

17 COMMISSIONER TAYLOR: JUST ONE MORE THING. WE  
18 NEED TO HIGHLIGHT -- BECAUSE YOU'RE DOING SOME SIGNIFICANT  
19 WORK THAT IS CULTURALLY RELEVANT WITHIN THE CONTEXT OF  
20 WHAT YOU'RE DOING AND WE NEED TO SHARE THAT WITH OUR OTHER  
21 PARTNERS IN THE STATE AND THE COUNTRY BECAUSE NOT EVERYONE  
22 IS LOOKING AT THE DEPTH OF THAT BECAUSE, IF YOU GAUGE THE  
23 COMMUNITY AND THE CULTURES AND THE FAMILIES AND THE  
24 CULTURE IN A RELEVANT WAY, THE LONGEVITY OF THEIR RECOVERY  
25 AND SUCCESS AND RESILIENCE IS MORE EFFECTIVE.

1           SO I'M HOPING -- AND THEN THE NETWORKING THAT  
2 YOU'RE DOING WITH COMMUNITIES SEEMS TO LEAVE AND LINGER IN  
3 THE COMMUNITIES LONGER SO IT' KIND OF STRENGTHENS THE  
4 COMMUNITY IN A VERY EFFECTIVE WAY TOO. SO I'M HOPING WE  
5 HIGHLIGHT SOME OF THE THINGS THAT YOU ARE DOING HERE.

6           COMMISSIONER ZEPEDA: THANK YOU. ANY OTHER  
7 QUESTIONS FROM THE COMMISSIONERS? DEANNE.

8           COMMISSIONER TILTON: OKAY. FIRST OF ALL,  
9 EXCELLENT REPORT. I REALLY AM ENJOYING LISTENING TO YOUR  
10 REPORTS. IT'S A LOT OF INFORMATION BUT SOMEHOW IN TRYING  
11 TO IMAGINE HOW WHAT WE'RE DOING REALLY IMPACTS THE  
12 COMMUNITY, IMPACTS THE FAMILIES, THIS WAS PARTICULARLY  
13 RELEVANT I THINK AND WELL ARTICULATED. SO THANK YOU.

14           I WANT TO PARTICULARLY THANK JOHN WAGNER, TOO,  
15 BECAUSE OF HIS WORK AT OCP. IT WAS BECAUSE OF JOHN THAT I  
16 AND THIS COMMISSION ACTUALLY WERE INVOLVED IN THE OCP  
17 PLANNING PROCESS. AND BY DOING SO HE ENABLED ME TO BRING  
18 IN A MUCH BROADER SPECTRUM OF PLAYERS IN OUR CHILD  
19 PROTECTION SYSTEM BECAUSE, WHEN YOU THINK OF CHILD ABUSE  
20 PREVENTION, YOU DON'T THINK OF LAW ENFORCEMENT AND YOU  
21 DON'T THINK OF THE COMMUNITY COUNCILS THAT EXIST. YOU  
22 DON'T THINK -- FRANKLY, I DIDN'T THINK THE LGBTQ COMMUNITY  
23 WAS INCLUDED INITIALLY AND NOW IT'S VERY DIRECTLY  
24 ARTICULATED. AND NOW A WHOLE LOT OF PEOPLE FEEL MUCH  
25 BETTER ABOUT THIS PREVENTION PLAN THAT IS INCLUSIVE OF THE

1 REALITY. SO THE REALITY IS WHAT I ALWAYS SPEAK OF BECAUSE  
2 I'M ON THE OTHER SIDE OF THAT LOOKING AT BAD OUTCOMES.

3 SO WHAT I KNOW THAT IS THAT WE HAVE A VERY  
4 VULNERABLE POPULATION AND THAT IS VERY YOUNG CHILDREN.  
5 AND THAT'S OUR GOAL TO PROTECT, SERVE, AND ASSURE THE  
6 WELL-BEING OF THESE VERY YOUNG CHILDREN. THAT'S WHAT OUR  
7 FUNDING IS BASED ON.

8 SO HAVING JUST RELEASED OUR REPORTS, I CAN SAY  
9 THAT 89 PERCENT OF THE CHILDREN WHO ARE FATALLY INJURED BY  
10 CARE GIVERS ARE IN HOMES WITH DOCUMENTED SITUATIONS OF  
11 DOMESTIC VIOLENCE, DOCUMENTED DOMESTIC VIOLENCE. WE  
12 HAVEN'T REALLY THOUGHT ABOUT THAT SO MUCH. BUT THEN YOU  
13 LOOK AT 70 PERCENT -- OVER 70 PERCENT ARE UNDER AGE TWO.  
14 SO NOW WE HAVE CHILDREN UNDER TWO AT HOMES WITH DOMESTIC  
15 VIOLENCE. MANY OF THESE HOMES ARE AFFECTED BY THIS WHOLE  
16 IMMIGRATION SCARE. SO WE HAVE THESE ALREADY INVISIBLE  
17 AT-RISK CHILDREN VICTIMS WHO ARE EVEN MORE INVISIBLE NOW  
18 BECAUSE OF THEIR CONCERN ABOUT THE WHOLE REACHING OUT  
19 PROCESS OR EVEN KNOWING HOW TO REACH OUT OR EVEN HAVING  
20 THE LANGUAGE TO REACH OUT.

21 SO IN TERMS OF EMERGING OPPORTUNITIES, I JUST  
22 HOPE WE CONSIDER THE OPPORTUNITY TO SOMEHOW -- SOMEHOW  
23 MAKE IT POSSIBLE FOR OUR TRAUMA-INFORMED EFFORTS TO  
24 INCLUDE CHILDREN IN HOMES WITH DOMESTIC VIOLENCE, VERY  
25 YOUNG CHILDREN.

1 KIM, I KNOW YOU HAD A CONNECTION WITH THE  
2 DOMESTIC VIOLENCE COUNCIL RELATED TO EARLY CHILDHOOD  
3 EDUCATION. I THINK THAT'S A GREAT CONCEPT TO MAKE SURE  
4 THAT PEOPLE PROVIDING EARLY CHILDHOOD EDUCATION UNDERSTAND  
5 THAT SOME OF THESE KIDS MAY BE COMING FROM VERY VIOLENT  
6 HOMES OR MIGHT BE ACTUALLY HURT.

7 SO I -- AS I SAID, EVERY WORD THAT I HEAR THAT  
8 SAYS, OKAY, WE'RE ACTUALLY GETTING OUR FINGERS ON  
9 COMMUNITY, WE'RE REPRESENTING SOMETHING THAT MAKES A  
10 DIFFERENCE AND GIVES HOPE, I JUST LOVE IT BECAUSE IT GIVES  
11 US THE OPPORTUNITIES TO SAY, OKAY, HERE'S HOPE FOR YOU.  
12 BUT I THINK WE'RE STILL NOT TOTALLY WANTING TO OR  
13 EFFECTIVELY REACHING OUT TO THOSE CHILDREN IN HOMES WITH  
14 DOMESTIC VIOLENCE.

15 THE BOARD OF SUPERVISORS HAS STARTED LOOKING AT  
16 THIS IN TERMS OF DOMESTIC VIOLENCE, THE TALE OF THESE  
17 SURVIVORS. CAN YOU IMAGINE YOU'RE IN A HOME WHERE YOUR  
18 DAD SHOOTS YOUR MOM, DAD GOES TO JAIL, YOU DON'T HAVE YOUR  
19 MOM. WHAT HAPPENS TO YOU? YOU'RE TWO OR THREE YEARS OLD.  
20 THERE ISN'T A SYSTEM FOR YOU. THERE ISN'T.

21 SO THAT'S SOMETHING THAT MY ORGANIZATION HAS TO  
22 LOOK AT, BUT IT'S SOMETHING THAT IS A REALITY IN  
23 COMMUNITIES THAT WE SERVE. AND IT'S A REAL ISSUE.  
24 IT ISN'T JUST A TINY, LITTLE PERCENTAGE OF THE POPULATION.  
25 IT'S A SUBSTANTIAL PERCENTAGE OF THE POPULATION, THE

1 NUMBER OF CHILDREN WHO -- WHO EXPERIENCE EITHER ABUSE OR  
2 DOMESTIC VIOLENCE OR WHATEVER.

3 SO THAT'S MY TWO CENTS. AS I SAID, I REALLY DID  
4 ENJOY THE REPORTS TODAY AND I HOPE THAT WE CAN CONTINUE TO  
5 JUST BEAR IN MIND, ARE WE REACHING, HOW ARE WE REACHING  
6 THESE INVISIBLE CHILDREN THAT ARE POTENTIALLY OUR HOPE FOR  
7 -- FOR PROVIDING A HEALTHIER NEXT GENERATION BECAUSE THEY  
8 ARE GOING TO BE OUT THERE AS THE NEW PARENTS AT SOME  
9 POINT.

10 SO ANYWAY. I HAVE THE REPORTS. I GAVE THEM TO  
11 JOE. AND IF ANYBODY WANTS, THE STATE OF CHILD ABUSE IN LA  
12 COUNTY OR THE REPORT ON SAFE SURRENDERS OR THE ONE ON  
13 CHILD FATALITIES AND CHILD SUICIDES. WE DON'T DEAL WITH  
14 CHILD SUICIDES. THESE ARE MOSTLY TEENAGERS, BUT WE HAD 23  
15 KIDS KILL THEMSELVES LAST YEAR. THAT'S A PRETTY SHOCKING  
16 SITUATION. SO WE WORK WITH THE EDUCATION DEPARTMENT.

17 BUT I DON'T MEAN TO JUST BRING DOOM AND GLOOM.  
18 I'M REALLY HAPPY WITH WHAT'S HAPPENING HERE. AND SO --  
19 AND WE ARE BRINGING FELITTI BACK ON AUGUST 1ST. HE'LL BE  
20 TALKING ABOUT THE ACE STUDY AT THE ENDOWMENT RIGHT NEXT  
21 DOOR. AND WE'VE GIVEN HIM MORE TIME THIS YEAR. SO HE HAS  
22 THE FULL FOUR HOURS TO TALK ABOUT THE IMPACT OF THE  
23 ADVERSE CHILDHOOD EXPERIENCES STUDY AND THE IMPACT ON  
24 TRAUMA-INFORMED CARE. SO THANK YOU.

25 COMMISSIONER ZEPEDA: THANK YOU, DEANNE.

1 WE HAVE TWO REQUESTS FOR PUBLIC COMMENT. THE  
2 FIRST ONE IS FROM SAUL FIGUEROA.

3 SPEAKER: HELLO. GOOD AFTERNOON, COMMISSIONERS,  
4 FIRST 5 STAFF, AND COMMUNITY MEMBERS.

5 FIRST OF ALL, I'D LIKE TO CONGRATULATE THE FIRST  
6 5 STAFF. I THINK YOU GUYS BROUGHT YOUR HEAVY HITTERS OUT  
7 HERE AND THEY REALLY DID A GREAT JOB. I THINK THAT THE  
8 PEOPLE THAT ARE BEHIND, THE PEOPLE THAT ARE SITTING HERE  
9 TODAY ALSO PROBABLY DID A GREAT JOB AS WELL BECAUSE  
10 THERE'S PROBABLY A LOT OF HANDS INVOLVED IN MAKING THIS  
11 BUDGET A REALITY AND ALL THE WORK THAT THE COMMISSIONERS  
12 HAVE DONE.

13 AS WE TALK ABOUT CONTINUOUS PROGRAM IMPROVEMENT  
14 AND EVALUATION. AND ROMALIS MENTIONED ABOUT BEST  
15 PRACTICES AND GETTING THE WORD OUT ABOUT THE GREAT  
16 CUTTING-EDGE WORK THAT WE'RE DOING HERE AT FIRST 5 LA, NOT  
17 ONLY HERE IN THE COUNTY BUT IN THE STATE BUT IN THE  
18 NATION; THAT IT'S IMPORTANT THAT MORE PEOPLE REALIZE AND  
19 FIND OUT THE LEVEL OF WORK THAT WE'RE DOING HERE IN THE  
20 DIFFERENT AREAS. AND PART OF IT IS, YOU KNOW, I THINK  
21 THAT WE NEED TO BE PRESENTING MORE AT CONFERENCES. WE  
22 NEED TO BE WRITING MORE PAPERS FROM ALL OF THE PROGRAMS,  
23 WHETHER IT'S WELCOME BABY, SELECT HOME VISITATION, AND OUR  
24 PLACE-BASED INITIATIVE BEST START. I THINK THAT ONE WAY  
25 OF GETTING AND DOING WORKSHOPS AT CONFERENCES WOULD BE

1 THOSE CONFERENCES THAT FIRST 5 LA ALREADY SUPPORTS AND  
2 FUNDS. IT WOULD BE AN EASY WAY FOR US TO GET IN THERE AND  
3 START PRESENTING. I THINK THAT HAS TO BE DONE, NOT ONLY  
4 HERE AT THE LOCAL LEVEL BUT, YOU KNOW, STATE AND NATIONAL.  
5 WE CAN EASILY BE PRESENTING AND SENDING TEAMS OF PEOPLE  
6 FROM THOSE DIFFERENT AREAS TO TOOT OUR OWN HORN AND CHANGE  
7 THE MINDS AND THE PERCEPTIONS OF -- IN THOSE AREAS BY THE  
8 GREAT WORK THAT WE'RE DOING. AND THAT LEADS TO WHAT JUDY  
9 TALKED ABOUT. WE'RE NOT JUST HERE TO BE EDUCATED BUT  
10 WE'RE HERE TO EDUCATE. WE LEARN IT. WE'RE BEING  
11 EDUCATED, BUT THEN WE GO AND TEACH IT, IS A BIG PART OF  
12 IT. SO THAT'S WHAT WE CAN DO, TEACHING AT THAT LEVEL.

13 ONE OF THE THINGS THAT I WANTED TO BRING UP WAS  
14 IN REGARDS TO THE BEST START COMMUNITIES. I KNOW THAT THE  
15 BEST START BUILDING STRONGER FAMILIES IS GOING TO BE  
16 SUNSET IN 2018-19. SO THERE'S MONEY FOR IT TO CONTINUE TO  
17 THE 17-18 BUDGET HERE. THERE'S GOING TO BE A REDUCTION.  
18 BUT MY CONCERN IS, YOU KNOW, AFTER OUR INVESTMENT OF  
19 APPROXIMATELY 1.9 MILLION IN THOSE COMMUNITIES, WHAT ARE  
20 WE DOING TO FIND OUT WHAT WERE THE LESSONS LEARNED. AND  
21 IF WE INVESTED SO MUCH MONEY -- AND MONEY IS JUST ONE PART  
22 OF IT. WE'RE NOT TALKING ABOUT THE ADDITIONAL PEOPLE  
23 HOURS, COMMUNITY HOURS THAT WERE INVESTED. HOW ARE WE  
24 GOING TO INCORPORATE THOSE MOST VALUABLE LESSONS THAT WE  
25 LEARNED AND THOSE PROGRAMS AND CAPACITIES THAT WERE GAINED

1 THAT WE DON'T LOSE THEM AND JUST SHELF THEM; THAT SOMEHOW  
2 THEY'RE INTEGRATED, YOU KNOW, AS THIS IS WHAT WE HAVE TO  
3 KEEP ON DOING AND NOT JUST MOVE ON AND, YOU KNOW.

4 IT WAS FUNNY WHEN I WAS BRINGING IT UP TO OUR  
5 COMMUNITY WHEN IT SAID SUNSET, THAT SOUNDS LIKE I TOOK MY  
6 PET OUT TO THE COUNTRY, I OPEN THE DOOR AND I LET HIM OUT.  
7 OR ARE WE TALKING ABOUT SUNSET WHERE WE RETIRE IT BUT WE  
8 STILL HAVE THAT VALUABLE RESOURCE THAT WE CAN GO BACK AND  
9 CONNECT WITH AND ALWAYS GET THE KNOWLEDGE BASED. SO THAT  
10 WAS A CONCERN FOR MY COMMUNITY TODAY.

11 ANOTHER THING THAT MY COMMUNITY SAID, YOU KNOW,  
12 THEY WERE ECSTATIC ABOUT ROMALIS BEING APPOINTED AS THE  
13 COMMISSIONER. I MEAN IT WAS LIKE A HEROES SEND OFF. AND  
14 THEY'RE REAL PROUD OF IT BECAUSE THEY UNDERSTAND THE  
15 MEANING OF WHAT A COMMISSIONER MEANS IN OUR COMMUNITY.  
16 THEY UNDERSTAND HOW HE'S SOMEONE THAT'S GROUNDED, THAT HAS  
17 INTEGRITY, THAT HAS RESPONSIBILITY AND THAT'S GROUNDED IN  
18 OUR COMMUNITY. SO THEY -- I KIND OF FEEL LIKE MY  
19 COMMUNITY WANTED ME TO ALSO SAY THAT HERE TO THIS BODY  
20 TODAY.

21 SO THANK YOU VERY MUCH.

22 COMMISSIONER ZEPEDA: THANK YOU. SO WE  
23 APPRECIATE YOUR COMMENTS. THE NEXT PERSON IS KATHY  
24 SHRINER.

25 SPEAKER: THANK YOU. SO MY POINT IS VERY

1 SPECIFIC, AND IT'S ABOUT THE COMMUNITIES AREA BUDGET AND  
2 THE BEST START PART OF IT. SO IF YOU LOOK AT, YOU KNOW,  
3 TWO PAGES THAT CHRISTINA PRESENTED, THEY INCLUDE JUST THE  
4 STRATEGY ONE AND THE DETAILS AS IF IT'S ALL ABOUT BEST  
5 START. BUT IF YOU GO TO THE ATTACHMENT B THAT YOU  
6 RECEIVED -- SO FOR ME, IT'S PAGE 123 OF THE PACKAGE, AND  
7 YOU LOOK AT THE DETAILS FOR COMMUNITY, UNDER STRATEGY ONE,  
8 THERE'S A LARGE AMOUNT OF FUNDING, \$2.5 MILLION, WHICH IS  
9 BASICALLY FOR SBCC'S NAC, NEIGHBORHOOD ACTION COUNCIL'S,  
10 PROGRAM. AND I FEEL THAT IT'S IMPORTANT TO BE ABLE TO  
11 SEPARATE OUT WHAT MONEY AND IMPACT IS ASSOCIATED WITH BEST  
12 START AND SEPARATE THAT FROM WHAT'S GOING ON WITH THE NAC  
13 SYSTEM.

14 WHEN I MADE THIS POINT TO ANTOINETTE JUST IN  
15 INFORMAL CONVERSATION, SHE SAID, WELL, THIS IS THE WAY THE  
16 STRATEGIC PLAN IS SET UP AND, YOU KNOW, THAT'S WHAT  
17 STRATEGY ONE IS ALL ABOUT. BUT I REALLY DON'T THINK IT'S  
18 APPLES AND ORANGES WITHIN THAT. AND I WANT TO BE SURE OF  
19 THE FOCUS ON BEST START.

20 JUST IN OUR COMMUNITY, THE NACS, THEY WENT FROM  
21 FOUR TO ONE IN THE LAST TWO YEARS. AND I REALLY DON'T  
22 KNOW THE REASON. BUT IT'S A DIFFERENT MODEL AND IT REALLY  
23 IS UNCOMFORTABLE.

24 SO THAT'S WHAT I WANTED TO SAY.

25 COMMISSIONER ZEPEDA: THANK YOU. AND WE'LL GET

1 -- KATHY, WE'LL GET SOME CLARIFICATION ON THAT. THANK  
2 YOU.

3 THANK YOU TO THE LEADERSHIP TEAM. WE REALLY  
4 APPRECIATE YOUR PRESENTATIONS AS WAS MENTIONED BEFORE. I  
5 THINK THIS IS A REFLECTION OF THE RESPONSIBLE STEWARDSHIP  
6 OF THIS ORGANIZATION AND I THINK THE COMMISSIONERS  
7 APPRECIATE THAT. SO THANK YOU VERY MUCH AND I THINK WE'RE  
8 READY FOR A BREAK.

9 (A BRIEF BREAK.)

10 COMMISSIONER ZEPEDA: WE NEED TO ROCK AND --

11 MS. BELSHE: AND WE NEED TO ROCK AND ROLL, GANG.  
12 I GET TO BE THE BAD COP.

13 COMMISSIONER ZEPEDA: THANK YOU.

14 MS. BELSHE: THE DISTINGUISHED CHAIR WANTS YOUR  
15 ATTENTION.

16 COMMISSIONER ZEPEDA: WE NEED TO MOVE ON TO ITEM  
17 NUMBER 5, ECE OUTCOME, THE QRIS ARCHITECT UPDATE AND  
18 PROPOSED STRATEGIC PLAN. KATIE FALLIN KENYON WILL BE  
19 PRESENTING AS WELL AS CHRISTINA COLLOSI FROM VIVA.

20 MS. FALLIN KENYON: THANKS. GOOD AFTERNOON,  
21 COMMISSIONERS.

22 SO, YES, WE'RE PRESENTING AN UPDATE ON OUR  
23 QUALITY RATING AND IMPROVEMENT SYSTEM, OR QRIS, WORK. THE  
24 LAST TIME WE PRESENTED TO THE BOARD WAS IN OCTOBER. SO WE  
25 FELT LIKE WE'VE MADE SOME IMPORTANT PROGRESS THAT WE

1 WANTED TO SHARE WITH YOU. AND ALSO WE WANTED TO CUE UP AN  
2 ITEM WILL BE ON NEXT MONTH'S AGENDA, A STRATEGIC  
3 PARTNERSHIP WITH LACOE TO IMPLEMENT A COUNTYWIDE QRIS  
4 DATABASE, WHICH IS A VERY EXCITING UPDATE FOR US.

5 SO I AM COPRESENTING WITH CHRISTINA BATH COLLOSI,  
6 WHO IS MANAGING PARTNER AT VIVA COMMUNICATION -- STRATEGY  
7 AND COMMUNICATIONS. FORGOT THE STRATEGY PART. AND OUR  
8 CONSULTANT ON THIS WORK. AND WE'VE BEEN WORKING TOGETHER  
9 FOR TWO YEARS. TWO YEARS. VIVA IS A SOCIAL IMPACT  
10 CONSULTING FIRM UP IN THE BAY AREA. AND THEY HAVE  
11 SIGNIFICANT EXPERIENCE THROUGHOUT THE STATE AND IN OTHER  
12 STATES, PARTICULARLY IN EARLY EDUCATION AND LEARNING IN  
13 QRIS ESPECIALLY.

14 SO OUR GOALS FOR TODAY ARE REALLY TO PROVIDE SOME  
15 BACKGROUND FOR THOSE NEWER COMMISSIONERS. SO FOR SOME OF  
16 YOU, SOME OF THE SLIDES MAY LOOK FAMILIAR, BUT WE REALLY  
17 FELT IT WAS IMPORTANT TO PROVIDE THAT BACKGROUND BEFORE WE  
18 LAUNCH INTO OUR PROGRESS UPDATE. AND AS I MENTIONED, WE  
19 WILL BE AT THE VERY END TALKING ABOUT OUR STRATEGIC  
20 PARTNERSHIP PROPOSALS WITH LACOE.

21 AS A REMINDER, THE QRIS WORK FITS WITHIN OUR  
22 EARLY CARE AND EDUCATION OUTCOME AREA AND WAS ONE OF OUR  
23 STRATEGIES TO REALLY PROMOTE AND IMPROVE THE QUALITY OF  
24 EARLY CARE AND EDUCATION IN OUR COUNTY.

25 SO FOR THOSE OF YOU WHO ARE -- SORRY. MY ORDER

1 IS A LITTLE BACKWARDS FROM THIS. SO THIS IS ACTUALLY A  
2 MAP THAT THE QRIS BUILD INITIATIVE KEEPS ON THEIR WEB  
3 SITE. AND AS QRIS SPREADS THROUGHOUT THE COUNTRY, THEY  
4 UPDATE THE MAP. AND THIS IS AS OF JANUARY 2017. THERE  
5 WERE NEARLY 40 STATES THAT HAD STATEWIDE QRIS. YOU'LL  
6 NOTICE THAT CALIFORNIA, FLORIDA, AND KANSAS ARE RED. AND  
7 YOU PROBABLY CAN'T SEE THAT FROM HERE. BUT THAT MEANS  
8 THAT EACH OF THOSE STATES HAS A REGIONAL APPROACH TO QRIS,  
9 NOT A STATEWIDE APPROACH. SO WE FALL IN THAT CATEGORY.  
10 AND IT'S IMPORTANT TO NOTE THAT THERE'S BEEN DRAMATIC  
11 GROWTH IN QRIS AS THE SPREAD OF QRIS ACROSS THE COUNTRY IN  
12 THE PAST PROBABLY ABOUT FIVE -- FIVE TO TEN YEARS AND IT'S  
13 REALLY GROWN DRAMATICALLY, PARTICULARLY WITH THE FEDERAL  
14 RACE TO THE TOP EARLY LEARNING CHALLENGE GRANT THAT  
15 HAPPENED IN 2012.

16 SO THEN MOVING ON TO WHAT -- WHAT IS QRIS. SO  
17 QRIS IS A SYSTEMATIC APPROACH, A METHOD TO ASSESS,  
18 IMPROVE, AND COMMUNICATE THE LEVEL OF QUALITY IN EARLY  
19 CARE AND EDUCATION SETTINGS. AND QRIS CAN EXIST ON A  
20 SPECTRUM IN TERMS OF THEIR DEVELOPMENT AND IMPLEMENTATION  
21 AND, AS I MENTIONED, CAN OPERATE AT STATEWIDE OR REGIONAL  
22 LEVEL.

23 SO A FULLY FUNCTIONING QRIS HAS SEVERAL  
24 COMPONENTS: QUALITY STANDARDS FOR PROGRAMS AND  
25 PRACTITIONERS, SO REAL CLEAR STATEMENTS ABOUT WHAT -- HOW

1 DO WE DEFINE QUALITY. SUPPORTS AND INFRASTRUCTURE TO HELP  
2 PROVIDERS MEET THOSE STANDARDS, SO THAT'S REALLY THE I IN  
3 QRIS, THE IMPROVEMENT, AND IS A REAL PARTICULAR EMPHASIS  
4 IN OUR COUNTY. WE REALLY WANT TO EMPHASIZE THE HELPING  
5 PROGRAMS TO IMPROVE CONTINUOUSLY. ONGOING FINANCIAL  
6 ASSISTANCE THAT IS LINKED TO MEETING QUALITY STANDARDS IS  
7 AN IMPORTANT PART OF QRIS. AND ALSO ENGAGEMENT AND  
8 OUTREACH STRATEGIES, SO ENGAGING PROVIDERS AND ENGAGING  
9 PARENTS AND COMMUNICATING WHAT TO LOOK FOR IN PROGRAMS IN  
10 TERMS OF QUALITY.

11 SO IN CALIFORNIA THE QUALITY STANDARDS ARE  
12 STATEWIDE STANDARDS AND ARE DOCUMENTED IN WHAT IS CALLED  
13 THE QUALITY RATING MATRIX. AND THERE ARE SEVEN ELEMENTS  
14 OF QUALITY THAT ARE LOOKED AT IN THE CENTERS. THOSE  
15 INCLUDE THE USE OF CHILD ASSESSMENT AND OBSERVATION TOOLS,  
16 THE USE OF DEVELOPMENTAL AND HEALTH SCREENINGS, LEAD  
17 TEACHER QUALIFICATIONS, EFFECTIVE TEACHER-CHILD  
18 INTERACTIONS USING A SPECIFIC MEASURE CALLED THE CLASS  
19 INSTRUMENT, RATIO AND GROUP SIZE, PROGRAM ENVIRONMENT  
20 RATING SKILLS, THE ENVIRONMENT IN WHICH CHILDREN ARE  
21 LEARNING, AND THEN DIRECTOR QUALIFICATIONS.

22 AND FAMILY CHILD CARE PROVIDERS ALSO PART OF QRIS  
23 IN CALIFORNIA, AND THEY ONLY HAVE FIVE OF THE SEVEN  
24 ELEMENTS THAT THEY'RE RATED ON BECAUSE THEY'RE NOT RATED  
25 ON THE DIRECTOR QUALIFICATIONS BECAUSE THE LEAD TEACHER IS

1 THE DIRECTOR IN THE FAMILY CHILD CARE SETTING AND ALSO THE  
2 RATIO AND GROUPS SIZES DON'T APPLY TO FAMILY CHILD CARE  
3 BECAUSE THEY MEET LICENSING STANDARDS OR TITLE 22. SO  
4 THAT'S WHAT -- HOW IT'S DEFINED IN CALIFORNIA.

5 I WANTED TO SHARE A LITTLE BIT OF DATA FROM THE  
6 CHILD CARE NEEDS ASSESSMENT. I KNOW THAT WAS MENTIONED  
7 EARLIER. THIS IS JUST TO GIVE A PICTURE OF THE REACH OF  
8 QRIS IN LA COUNTY AS OF 30TH OF 2016. AND AS YOU CAN SEE,  
9 ABOUT 18 PERCENT OF -- OR 18 PERCENT OF CENTER-BASED  
10 PROGRAMS IN THE COUNTY HAVE BEEN QRIS RATED AND ONLY FOUR  
11 PERCENT OF FAMILY CHILD CARE HOMES HAVE BEEN RATED. AND  
12 WHILE THE REACH IS QUITE DIFFERENT -- SORRY.

13 OKAY. I HAD ANOTHER SLIDE TO SHOW THE REACH OF  
14 QRIS IN TERMS OF CHILDREN. AND THIS IS SOMETHING THAT WE  
15 STRUGGLE WITH WHEN THINKING ABOUT HOW DO WE REACH PROGRAMS  
16 BUT ALSO HOW DO WE REACH CHILDREN. AND ONE OF THE  
17 STRUGGLES THAT WE HAVE IN THINKING ABOUT REACH AND WILL  
18 CONTINUE TO STRUGGLE WITH IS THAT FAMILY CHILD CARE HOMES  
19 REACH MUCH FEWER CHILDREN, SO THE COST OF REALLY IMPROVING  
20 QUALITY FOR FAMILY CHILD CARE REACHES ON AVERAGE ABOUT  
21 SEVEN CHILDREN; WHEREAS A CENTER-BASED PROGRAM BASED ON  
22 THIS DATA FROM THE RACE TO THE TOP REACHES ABOUT 48  
23 CHILDREN. SO YET WE KNOW THAT MANY, MANY FAMILIES CHOOSE  
24 FAMILY CHILD CARE AND IS A CRITICAL PART OF THE SYSTEM.  
25 SO IT'S JUST A FACT THAT WE HAVE TO DEAL WITH AND STRUGGLE

1 WITH AS WE MOVE FORWARD.

2 SO THIS SLIDE SHOWS THE FUNDING LANDSCAPE OF QRIS  
3 BEGINNING WITH A RACE TO THE TOP GRANT IN 2012. SO  
4 LOS ANGELES COUNTY WAS UNIQUE WITHIN THE STATE IN THAT WE  
5 WERE AWARDED TWO RACE TO THE TOP GRANTS. ONE GRANT WAS  
6 LED BY LAUP AND THE OTHER WAS WHAT WAS THEN CALLED THE LA  
7 COUNTY OF OFFICE OF CHILD CARE BUT HAS SINCE CHANGED THEIR  
8 NAME TO THE OFFICE OF ADVANCEMENT OF EARLY CHILD CARE AND  
9 EDUCATION. SO WHILE THIS NEW FUNDING CREATED A GREAT  
10 OPPORTUNITY TO EXPAND QRIS IN OUR COUNTY AND TRY OUT  
11 DIFFERENT APPROACHES, IT ALSO CREATED NUMEROUS CHALLENGES  
12 BECAUSE WE HAD TWO SEPARATE SYSTEMS. AND SO ANOTHER MAJOR  
13 CHALLENGE ASIDE FROM OPERATING THOSE TWO DIFFERENT SYSTEMS  
14 WITHIN ONE COUNTY WAS THE VARIOUS FUNDING STREAMS FOR QRIS  
15 THAT CAME ABOUT RIGHT AS WE WERE STARTING OUR STRATEGIC  
16 PLAN IN 2015.

17 SO AS YOU CAN SEE, WE HAD THE TWO RTT GRANTS AT  
18 THE TOP, TWO NEW STATE FUNDING STREAMS, AND OUR OWN LOCAL  
19 FUNDING WITH OUR STRATEGIC PLAN. AND EACH HAD THEIR OWN  
20 FOCUS, THEIR OWN REQUIREMENTS AND TARGETS. WHAT THAT  
21 MEANT WAS -- IT WAS A BIT OF A CRAZY TIME FOR FOLKS IN OUR  
22 COUNTY BECAUSE THERE WASN'T REALLY TIME TO STEP BACK AND  
23 THINK ABOUT HOW DOES THIS ALL FIT TOGETHER, WHAT'S THE  
24 BIGGER PICTURE, WHAT ARE WE TRYING TO ACCOMPLISH  
25 REGARDLESS OF FUNDING STREAM.

1           MUCH AND THEN FIRST 5 CALIFORNIA CAME OUT WITH  
2           THEIR IMPACT INITIATIVE, AND THAT REALLY GAVE US THE  
3           OPPORTUNITY TO CREATE A COUNTYWIDE VISION AND CREATE A  
4           UNIFORMED APPROACH TO QRIS. AND, FORTUNATELY, THE FUNDING  
5           FROM FIRST 5 CALIFORNIA WAS VERY FLEXIBLE AND ALLOWED US  
6           TO REALLY CREATE THE SPACE AND TIME TO THINK AS A COUNTY  
7           AND AS COUNTY ENTITIES ABOUT WHAT WE WANT THE FUTURE OF  
8           QRIS TO LOOK LIKE IN OUR COUNTY. AND REALLY THAT WAS  
9           FOCUSED ON A SINGLE MODEL THAT WOULD BE UNCONSTRAINED BY  
10          ANY PARTICULAR FUNDING STREAM AND REALLY BUILT ON THE  
11          LESSONS LEARNED OF OUR MANY YEARS IN OUR COUNTY WORKING TO  
12          IMPROVE QUALITY AS WELL AS LESSONS LEARNED FROM OTHER  
13          COUNTIES IN THE STATE AND OTHER STATES IN THE NATION.

14          SO TO FURTHER THIS WORK, ORGANIZATIONS THAT WERE  
15          REQUIRED SIGNATORIES ON FIRST 5 CALIFORNIA IMPACT  
16          APPLICATION CAME TOGETHER. WE CONVENED THEM TO REALLY  
17          WORK OUT WHAT WE WANT OUR QRIS TO LOOK LIKE IN THE COUNTY.  
18          AND WE CALL OURSELVES THE QRIS ARCHITECTS BECAUSE WE ARE  
19          BUILDING THAT MODEL TOGETHER.

20          AND HERE'S A LIST OF -- I'M SO SORRY MY SLIDE  
21          SHOW IS ALL DIFFERENT THAN MY STAPLED PAGES. SO THESE ARE  
22          OUR ARCHITECT AGENCIES THAT WE'RE WORKING VERY CLOSELY  
23          WITH. IN FACT, WE JUST HAD A RETREAT YESTERDAY, ALL-DAY  
24          RETREAT TOGETHER. AND KRISTINE ALVARADO IS HERE FROM THE  
25          CHILD CARE ALLIANCE. THAT'S ONE OF OUR PARTNERS. AND

1 ROSA VALDEZ IS HERE FROM LAUP. I DON'T THINK ANYONE ELSE  
2 SNUCK IN?

3 WE'RE PARTNERS WITH THE LA COUNTY OFFICE OF  
4 EDUCATION, THE LA COUNTY OFFICE FOR THE ADVANCEMENT OF  
5 EARLY CARE AND EDUCATION, THE CHILD CARE PLANNING  
6 COMMITTEE, AND PEACH, WHICH IS A CONSORTIUM OF OVER 20  
7 INSTITUTES OF HIGHER EDUCATION IN OUR COUNTY.

8 SO LET ME GO BACK ONE MORE SLIDE JUST SO I CAN GO  
9 OVER WHAT OUR REAL GOALS ARE BEFORE I PASS IT ON TO  
10 CHRISTINA. SO ARCHITECTS HAVE THREE MAIN GOALS. THE  
11 FIRST IS TO COLLECTIVELY DEVELOP THAT SHARED VISION, THAT  
12 FUTURE QRIS FOR OUR COUNTY. THE SECOND IS TO REALLY BUILD  
13 AND STRENGTHEN THE RELATIONSHIPS AMONG OUR ENTITIES AND  
14 AMONG THE PARTICIPANTS IN OUR COUNTY. AND THIRD IS TO  
15 STRENGTHEN THE INFRASTRUCTURE SO THAT IT IS EFFICIENT AND  
16 ABLE TO USE RESOURCES TO THE BEST THAT WE CAN IN OUR  
17 COUNTY.

18 SO LET ME JUST MAKE SURE YOUR SLIDES ARE THERE.  
19 SO THIS -- I REALLY LOVE THIS QUOTE BECAUSE I THINK IT  
20 REPRESENTS WHAT WE'RE REALLY TRYING TO DO AS ARCHITECTS.  
21 WE'RE REALLY CREATING THE TIME AND SPACE SO THAT WE CAN BE  
22 CREATIVE AND CREATE A SYSTEM THAT IN THE PAST WE ONLY  
23 WOULD HAVE OTHERWISE DREAMED OF OR IMAGINED.

24 SO I HAND IT OFF TO YOU.

25 MS. BATH COLLOSI: HI. THANKS FOR HAVING ME.

1           BEFORE I GET STARTED, I THINK -- ESPECIALLY SINCE  
2 WE HAVE SOME NEW FOLKS, I'M GOING TO EXPLAIN QRIS IN A  
3 DIFFERENT WAY. IT'S NOT ON YOUR SLIDES. SO YOU CAN THINK  
4 ABOUT QRIS SORT OF LIKE A REPORT CARD. AND THERE'S THE  
5 SAME NUMBER OF SUBJECTS FOR EVERYBODY IN CALIFORNIA. SO  
6 THAT'S GOING TO BE SEVEN IN QRIS BECAUSE THERE'S SEVEN  
7 ELEMENTS, FIVE FOR FAMILY CHILD CARE PROVIDERS. BASED ON  
8 WHERE YOU ARE IN THOSE, YOU'RE ASSIGNED A TIER, THE SAME  
9 WAY YOU'D BE ASSIGNED A GRADE IN A CLASSROOM. SO DURING  
10 EARLY LEARNING CHALLENGE RACE TO THE TOP, THE CONSORTIA,  
11 THOSE WERE COUNTIES ACROSS CALIFORNIA THAT WERE  
12 PARTICIPATING, THEY DETERMINED TOGETHER WHAT THOSE  
13 SUBJECTS OR WHAT THOSE ELEMENTS WERE GOING TO BE USING  
14 RESEARCH. THE BENEFIT THAT CALIFORNIA HAD IS THAT WE WERE  
15 ACTUALLY A LITTLE BIT LATE TO THE GAME SO WE HAD SOME  
16 LESSONS LEARNED FROM OTHER STATES.

17           THE QRIS MATRIX IS NOT THE SAME ACROSS THE  
18 COUNTRY. SO IN ANOTHER STATE YOU MIGHT HAVE 20 ELEMENTS.  
19 IT MIGHT BE RATED VERY DIFFERENTLY. IT MIGHT BE A  
20 SELF-ASSESSMENT. SO THAT'S THE VARIATION OF QRIS ACROSS  
21 THE COUNTRY.

22           SO I JUST THOUGHT I WOULD EXPLAIN IT IN A  
23 DIFFERENT WAY IN CASE -- I KNOW THERE'S SO MANY ACRONYMS  
24 AND QRIS IS JUST ANOTHER ONE. HOPEFULLY THAT HELPS.

25           ANOTHER QUOTE THAT I LIKE IS THAT -- I WROTE THIS

1 DOWN EARLIER. ALICE WALKER, THE MOST COMMON WAY PEOPLE  
2 GIVE UP THEIR POWER IS BY THINKING THEY DON'T HAVE ANY. I  
3 THINK THAT'S REALLY RELEVANT TO THE WORK IN LOS ANGELES.  
4 IT WAS A QUOTE I ACTUALLY WROTE UP ON THE WALL YESTERDAY  
5 PRIOR TO OUR RETREAT. AS YOU THINK ABOUT OUR POWER IN  
6 LOS ANGELES AND WHAT YOU HAVE THE OPPORTUNITY TO DO,  
7 CERTAINLY WITH QRIS BUT ALSO WITH ALL OF YOUR WORK, IT'S  
8 REALLY ABOUT SEIZING THAT OPPORTUNITY AND HAVING THAT  
9 BRAVERY TO DO WHAT'S RIGHT FOR KIDS. AND THAT'S WHAT  
10 WE'RE DOING WITH OUR WORK. THAT'S JUST A CORE VALUE, NOT  
11 JUST OF MINE AND KATIE'S BUT CHRISTINA AND REALLY ALL OF  
12 THE ARCHITECTS. SO THAT'S WHAT GUIDES OUR WORK.

13 OKAY. THAT WAS A LITTLE OFF CUE. IF YOU HAVE  
14 ANY QUESTIONS, FEEL FREE -- OH, MY GOODNESS.

15 OKAY. HOPEFULLY, MY SLIDES ARE SOMEWHAT IN  
16 ORDER. AS KATIE WAS SAYING, THE SYSTEMS BUILDING EFFORT  
17 -- THIS IS A QUOTE FROM AN ARCHITECT -- FOR THOSE OF YOU  
18 WHO DON'T HAVE PACKET, IT READS, THIS IS OUR OPPORTUNITY  
19 TO PAUSE, TAKE A BREATH, AND FIGURE OUT HOW WE ALL WORK  
20 TOGETHER. WHEN KATIE WAS TALKING ABOUT WHO ARE ARCHITECTS  
21 AND HOW DID WE DECIDE WHO WAS GOING TO BE AN ARCHITECT, IN  
22 CASE IT WASN'T CLEAR, EACH OF THE FUNDING SOURCES FOR QRIS  
23 -- AND YOU SAW THAT THERE WERE SEVERAL -- THERE WERE FOLKS  
24 THAT NEEDED TO SIGN OFF ON THOSE APPLICATIONS. SO FOR  
25 EACH PROCUREMENT, THE ENTITY THAT WAS THE TARGET OF THE

1 PROCUREMENT NEEDED TO GET THE SIGNATURES OF CERTAIN OTHER  
2 ENTITIES.

3 SO -- AND SOMETIMES THAT'S AWKWARD BECAUSE YOU'RE  
4 WRITING YOUR RESPONSE AND THEN IT'S RUSH, RUSH BECAUSE  
5 MOST RFPS ARE AND YOU GO AND YOU'RE USING YOUR LEVERAGE TO  
6 ASK SOME NETWORK, CAN YOU SIGN OFF ON THIS, BUT PROBABLY  
7 THEY HAVEN'T READ THE WHOLE THING AND ARE NOT QUITE SURE  
8 WHAT THAT MEANS FOR THEM. SO WHEN WE HAD TO THINK ABOUT  
9 WHAT'S THAT LIST OF FOLKS THAT WE WANT TO WORK WITH, IT  
10 SEEMED REALLY NATURAL TO THINK ABOUT REALLY ENGAGING  
11 REPRESENTATIVES FROM EACH THESE ARCHITECT ENTITIES BECAUSE  
12 ESSENTIALLY, THEY'RE THE FOLKS WHO VERY LIKELY WILL  
13 CONTINUE TO NEED TO SIGN OFF ON THE APPROACH. AND IF WE  
14 LEFT ANY OF THOSE FOLKS OUT, THAT WOULD REALLY NOT BE  
15 CONSISTENT I THINK WITH THE INTENT AROUND INCLUSION AND  
16 THINKING ABOUT A SYSTEM TOGETHER.

17 SO THAT'S -- WHEN WE THINK ABOUT THE ARCHITECTS'  
18 WORK, IT REALLY IS ABOUT ENGAGING THE DIFFERENT PARTNERS  
19 IN LA COUNTY SO THAT THE ONE APPROACH THAT'S CREATED CAN  
20 BE ACTIONABLE, RIGHT, BY THOSE THAT ARE STEWARDING THOSE  
21 FUNDS. ANY QUESTIONS ABOUT THAT?

22 OH, BOY. I'M GOING TO COME BACK TO THAT SLIDE  
23 BECAUSE I THINK IT WILL MAKE MORE SENSE IN SEQUENCE.

24 SO FOR THOSE OF YOU THAT HAVE PARTICIPATED IN  
25 OTHER PRESENTATIONS, THIS IS GOING TO LOOK SIMILAR EXCEPT

1 FOR THERE'S BEEN A CHANGE. SO WHEN WE THINK ABOUT THE  
2 ARCHITECTS' APPROACH, IT'S REALLY BEEN IN SEQUENCE. SO  
3 THE FIRST PHASE OF OUR WORK IS CALLED DEFINE -- OR WAS  
4 CALLED DEFINE. IT LASTED FROM JANUARY OF '16 THROUGH  
5 AUGUST OF '16, AND THAT WAS REALLY FOUNDATIONAL  
6 CONVERSATIONS. SO OF THOSE SEVEN ENTITIES ENGAGING  
7 TOGETHER AND DEFINING HOW WERE WE GOING TO MAKE DECISIONS,  
8 WHAT IS OUR VISION, WHAT DO WE WANT TO WORK ON TOGETHER.  
9 SO IT'S VERY PARTICIPATORY AND ACTUALLY DETAILED. SO WHEN  
10 WE NEED TO MAKE A DECISION, HOW ARE WE GOING TO VOTE,  
11 WHAT'S THE THRESHOLD, WHAT HAPPENS IF SOMEBODY CAN'T MAKE  
12 IT, CAN YOU SEND A DELEGATE, DOES EVERYTHING HAVE TO BE  
13 THE SAME OR JUST CERTAIN THINGS. IT WAS A LOT OF PROCESS,  
14 BUT IT WAS REALLY TAKING THAT TIME TO MAKE SURE THAT, WHEN  
15 WE ENGAGE TOGETHER, WE KNEW WHAT WAS THERE FOR US. AND SO  
16 I THINK ACTUALLY I TIRED THEM OUT THROUGH THAT PROCESS SO  
17 BY THE TIME WE ACTUALLY GOT TALKING TO QRIS AND LEARNING,  
18 THEY WERE REALLY READY TO MAKE SOME DECISIONS.

19 SO THE LEARN PHASE IS REALLY ABOUT DEEPENING OUR  
20 KNOWLEDGE. YOU KNOW, YOU HAVE TREMENDOUS LOCAL KNOWLEDGE  
21 HERE IN LOS ANGELES COUNTY THROUGH ALL OF THE QUALITY  
22 IMPROVEMENT WORK YOU'VE ALREADY DONE. CERTAINLY THERE'S  
23 KNOWLEDGE ACROSS THE STATE AND ACROSS THE COUNTRY. SO THE  
24 PHASE THAT WE'RE ENGAGED IN RIGHT NOW IS LEARN. AND IT  
25 REALLY IS ABOUT MINING THAT KNOWLEDGE LOCALLY, STATEWIDE,

1 AND ACROSS THE COUNTRY, AND IN TAKING THE TIME TO HAVE THE  
2 CONVERSATIONS TO HAVE SOMETHING MORE RICH THAN A MATRIX  
3 THAT'S BLACK AND WHITE ON PAPER. IT'S ABOUT THINKING WHAT  
4 IS BEST FOR THE CHILDREN IN LA COUNTY, LET'S HAVE THOSE  
5 CONVERSATIONS, AND LET'S LET THAT BE AT APPROACH BECAUSE,  
6 EVEN THOUGH THE, AGAIN, SUBJECTS OR ELEMENTS ARE THE SAME  
7 ON PAPER, THE WAY THAT YOU BRING THOSE TO LIFE IS  
8 CUSTOMIZED IF YOU TAKE THE TIME TO DO IT. OKAY. SO THAT,  
9 AGAIN, IS WHAT WE'RE TRYING DO THROUGH THIS APPROACH.

10 ORIGINALLY, IT WAS DEFINED, LEARN, TEST, SCALE,  
11 OR EXPAND. WE'VE ACTUALLY MADE A CHANGE SINCE OUR LAST  
12 PRESENTATION THAT SEGMENTED TESTS INTO TWO PHASES. PART  
13 OF THIS WAS OUR EXPERIENCE AND THEN PART OF IT ACTUALLY  
14 CAME FROM A COMMENT FROM A COMMISSIONER AT OUR LAST  
15 MEETING OR LAST PRESENTATION, REALLY THINKING ABOUT, IF  
16 YOU DON'T MAKE DECISIONS AS YOU'RE GOING, YOU CAN HAVE  
17 THIS REALLY LONG CYCLE OF CONVERSATION WITHOUT FEELING  
18 LIKE YOU'RE MAKING ADEQUATE PROGRESS. SOME OF YOU MIGHT  
19 REMEMBER THIS CONVERSATION FROM THE COMMISSION MEETING.  
20 SO WE'VE CHUNKED OUT WE'RE LEARNING ABOUT -- CERTAIN  
21 NUMBER OF THINGS, WE'RE GOING TO MAKE DECISIONS ON THOSE  
22 THINGS, WE'RE GOING TO CONTINUE TO TALK ABOUT ANOTHER  
23 BATCH OF ITEMS, MAKE DECISIONS ABOUT THOSE ITEMS. AND I  
24 THINK THAT THAT'S WORKED WELL.

25 THE OTHER THING THAT THAT ALLOWS BY CHANGING OUR

1 APPROACH A LILT BIT IS THAT, AS THOSE FUNDING CYCLES CLOSE  
2 AND THEN RENEW, WE'RE ABLE TO INCORPORATE THOSE DECISIONS  
3 IN REAL TIME.

4 THE LAST PHASE IS SCALE WHICH, YOU KNOW, SCALE IS  
5 ALWAYS A SCARY WORD. IT'S REALLY ABOUT EXPANSION AND  
6 THINKING ABOUT, YOU KNOW, ONCE WE HAVE THE MODEL BUILT,  
7 HOW THEN CAN WE REALLY AMPLIFY THE EFFORTS TO EXPAND QRIS  
8 IN A WAY THAT'S RESPONSIBLE AND MEETS OUR GOALS, YOUR  
9 GOALS. OF COURSE, AT SAME, TIME, THIS IS NOT HAPPENING IN  
10 A VACUUM. SO ALL OF THOSE FUNDING SOURCES FOR QRIS ARE  
11 HAPPENING RIGHT NOW. SO WHILE WE'RE DOING SYSTEMS  
12 BUILDING, WERE READING PROGRAMS, WE'RE IMPROVING PROGRAMS.  
13 ALL OF THOSE THINGS ARE HAPPENING. SO IT'S A PRETTY BIG  
14 GRAY AREA I HAVE TO SAY BETWEEN THE DOING NOW AND THE  
15 THINKING ABOUT FOR TOMORROW. SO THEN THERE'S THIS  
16 REFLECTING, REFINING, AND THEN ULTIMATELY THE SYSTEM.

17 ANY QUESTIONS SO FAR?

18 OKAY. HERE'S ANOTHER QUOTE FROM AN ARCHITECT.  
19 REALLY, AGAIN, THAT IT'S TAKING THIS TIME TO THINK ABOUT A  
20 TRUE COUNTYWIDE SYSTEM. AND SUCH A CUTE PICTURE. THAT  
21 GIRL ALWAYS -- YOU KNOW, IT JUST COMES IN THERE.

22 I THINK I'M BACK ON TRACK ON SLIDES THERE. SO IN  
23 TERMS OF SYSTEMS BUILDING, HERE ARE JUST A COUPLE OF  
24 QUOTES I THOUGHT I WOULD SHARE FROM SOME OF THE PARTNERS.  
25 THESE ARE ALL ARCHITECTS -- OR EXCUSE ME. ONLY ONE OF

1 THEM HAS ARCHITECT BY NAME. SO FROM HARVEY KAWASAKI FROM  
2 THE LA COUNTY CEO'S OFFICE. THIS WAS ACTUALLY BETTER LAST  
3 RETREAT IN MARCH, SO A FEW MONTHS AGO. AND, YOU KNOW, THE  
4 RETREAT WAS GREAT. I WISH I COULD HAVE DIVIDED MYSELF  
5 INTO THREE SO I COULD HAVE BEEN AT EACH OF THE CONTENT  
6 STREAMS. WHAT WE'VE NEEDED TO DO BECAUSE THE -- THERE'S  
7 ONLY SO MANY DECISIONS OR DEEP CONVERSATIONS YOU CAN HAVE  
8 IN A MEETING, WE DECIDED TO MOVE TO AN APPROACH WHERE WE  
9 HAD A COUPLE OF RETREATS WHERE WE DID A DEEP DIVE INTO  
10 FEWER NUMBER OF CONTENT AREAS. SO HE'S REFERRING TO -- HE  
11 WAS IN ONE STREAM AND THEN THERE WERE TWO OTHER CONTENT  
12 STREAMS.

13 IN MARCH WE DID THREE CONTENT STREAMS. AT THE  
14 END OF THAT, THERE WAS AN ARCHITECTS' MEETING AND THOSE  
15 CONTENT STREAMS WERE ROLLING UP TO RECOMMENDATIONS AND  
16 THEN THE RECOMMENDATIONS WENT TO THE ARCHITECTS AND THOSE  
17 DECISIONS WERE MADE.

18 THE RETREAT WE HAD YESTERDAY WAS THE INITIATION  
19 OF NEW TOPICS. AGAIN, THERE WERE THREE STEAMS. IT WAS  
20 REALLY JUST BEGINNING TO TALK ABOUT COACHING, BEGINNING TO  
21 TALK ABOUT APPLICATION ENROLLMENT, AND BEGINNING TO TALK  
22 ABOUT ASSESSMENT. SO THOSE WERE OUR THREE NEW ONES.

23 HERE'S A LEARNING JOURNEY REFLECTION. WE'VE DONE  
24 SOME DIFFERENT LEARNING JOURNEYS. ONE THAT WAS A  
25 PARTICULAR INTEREST WAS A COACHING MODEL WE LEARNED ABOUT

1 THAT UNIVERSITY OF FLORIDA ACTUALLY PUT TOGETHER. FLORIDA  
2 IS ONE OF THE OLDEST RUNNING QRIS'S, AND THEY WERE HAVING  
3 A HARD TIME SHOWING THE IMPACT OF THEIR COACHING AFTER TEN  
4 YEARS OF DOING QRIS. WE ALL KNOW IT'S VERY DIFFICULT TO  
5 SHOW IMPACT. AND THEY TOOK ACTUALLY 13 MONTHS WITH THE  
6 UNIVERSITY OF FLORIDA TO THINK ABOUT WHAT'S A DIFFERENT  
7 WAY OF DOING COACHING. THEY ACTUALLY HAVE BEEN BROUGHT  
8 INTO THE STATE LEVEL TA TEAM FOR CALIFORNIA TO THINK ABOUT  
9 CALIFORNIA'S COACHING MODEL. SO WHEN I MADE THE  
10 RECOMMENDATIONS TO STUDY UNIVERSITY OF FLORIDA'S COACHING  
11 MODEL, I WAS SORT OF ACCIDENTALLY STRATEGIC. SO IN A WAY  
12 LA WILL BE AHEAD OF LEARNING, YOU KNOW, WHAT CAN WE TAKE  
13 FROM THE ASSETS FROM THAT MODEL.

14 AND THEN, YOU KNOW, WE'VE ALL HEARD THIS BEFORE.  
15 DON'T TRY TO BOIL THE OCEAN. THAT IS DEFINITELY A RISK  
16 WHEN WORKING ON QRIS BECAUSE THERE'S SO MANY THINGS THAT  
17 YOU CAN WORK ON. YOU CAN REALLY GET BURIED IN IT. SO  
18 EVERYBODY SAID, OKAY, LET'S REMEMBER. DON'T BOIL THE  
19 OCEAN.

20 HERE'S SOME PICTURES. WE'RE REALLY NOT JUST  
21 HAVING THOSE DEEP, DEEP CONTENT CONVERSATIONS, BUT ALSO  
22 NETWORKING WITH OTHERS AROUND THE STATE, UNDERSTANDING,  
23 YOU KNOW, WHAT ARE YOU LEARNING, WHAT ARE YOU TRYING, WHAT  
24 HAVE YOU FAILED AT, HOW CAN WE LEARN. IT'S, YOU KNOW,  
25 WHAT WE TALK ABOUT ALL THE TIME.

1           THERE ARE THREE MAIN DECISIONS THAT HAVE BEEN  
2       MADE IN THIS LAST ROUND OF LEARNING. ONE IS ABOUT COMMON  
3       PARTICIPANT INCENTIVES. LET ME EXPLAIN WHAT THAT MEANS.  
4       IN EACH OF THE FUNDING STREAMS, IF YOU CAN IMAGINE, ALL  
5       DONE BY DIFFERENT ENTITIES, THERE WERE RFP CYCLES AND  
6       THERE WERE BUDGETS ATTACHED TO THOSE RFP CYCLES. THEY  
7       WERE WRITTEN DIFFERENT TIMES SO SOME OF THE INCENTIVES  
8       THAT WERE WRITTEN IN AND THE INTERPRETATIONS OF THOSE  
9       INCENTIVES WERE DIFFERENT. SOMETIMES THOSE INCENTIVES  
10      WERE STACKED. THAT RESULTED IN PRETTY WILDLY DIFFERENT  
11      INTENSIVES. THAT'S SOMETHING WE'D LIKE TO AVOID MOVING  
12      FORWARD.

13           SO THOSE ARE THE CONVERSATIONS WE'RE HAVING. HOW  
14      DO WE FIGURE OUT, YOU KNOW, HOW WE CAN HAVE SOME  
15      COMMONALITY HERE BECAUSE THAT'S SOMETHING THAT'S ACTUALLY  
16      FELT ON THE USER END. YOU DON'T WANT TO HAVE ONE FAMILY  
17      CHILD CARE PROVIDER AND ANOTHER FAMILY CHILD CARE PROVIDER  
18      SHOPPING ENTITIES BASED ON WHO THEY'RE GOING TO GET THE  
19      BETTER INCENTIVE FROM. YOU WANT TO THINK ABOUT THAT IN  
20      ADVANCE SO THAT IT MAKES SENSE.

21           A SECOND DECISION IS TO MOVE TO A COMMON QRIS  
22      DATABASE. THIS IS REALLY HISTORIC I THINK FOR LOS ANGELES  
23      COUNTY. ALL OF THE PARTNERS HAVE AGREED TO DO THIS. WE  
24      HAD VERY DETAILED CONVERSATIONS ABOUT WHAT NEEDS TO BE IN  
25      PLACE FOR CONFIDENTIALITY AND SHARING, WHAT THE DATA

1 FIELDS LOOK LIKE, WHO HAS ACCESS TO WHAT. THAT WAS A  
2 PROCESS THAT TOOK ABOUT SIX MONTHS TO FACILITATE. DEEP  
3 DISCUSSIONS THAT FINISHED IN MARCH. AND YOU HAVE A  
4 RELATED ITEM TO THAT LATER ON TODAY.

5 AND ANOTHER IS QRIS INTEGRATION WITH THE ECE  
6 WORKFORCE REGISTRY. AGAIN, ANOTHER INCREDIBLE OPPORTUNITY  
7 IN LOS ANGELES. WHAT THIS MEANS IS, IF YOU THINK ABOUT  
8 THOSE SEVEN SUBJECTS, IMAGINE THAT TWO OF THEM CAN  
9 ACTUALLY BE ANSWERED BY THE REGISTRY. SOMETHING ELSE  
10 YOU'RE ALREADY INVESTED IN.

11 SO UP UNTIL NOW -- I IMAGINE YOU KNOW THIS, BUT  
12 THE REGISTRY LOOKS AT THE TEACHER TRANSCRIPTS, LOOKS AT  
13 THE PROFESSIONAL DEVELOPMENT, AND THEN THERE'S A -- CHILD  
14 CARE ALLIANCE GOES THROUGH TO VALIDATE THE TRANSCRIPTS AND  
15 THEN THEY'RE ALL PART OF THE REGISTRY. FOR QRIS, TWO OF  
16 THE ELEMENTS, ONE FOR LEAD TEACHER AND ANOTHER ONE FOR  
17 DIRECTOR QUALIFICATIONS, HAS AN ELEMENT THAT TALKS ABOUT  
18 WHAT ARE YOUR QUALIFICATIONS. SO PRIOR TO THIS RIGHT  
19 HERE, NUMBER THREE, THIS INTEGRATION ON THE BACK END, A  
20 TEACHER WOULD HAVE TO -- OR A DIRECTOR OR FAMILY CHILD  
21 CARE PROVIDERS, EACH TIME THEY WERE RATED, THEY WOULD HAVE  
22 TO GET THEIR PAPER TRANSCRIPTS, RIGHT, SEND THEM TO  
23 WHEREVER, HAVE THEM REVIEWED, GO THROUGH THAT PROCESS.  
24 WELL, WHAT HAPPENS WHEN THAT TEACHER MOVES? IF THEY'RE IN  
25 ANOTHER WEB SITE, GUESS WHAT, ALL OVER AGAIN.

1 ADMINISTRATIVE BURDEN.

2 AND SO BY INTEGRATING THE REGISTRY WITH THE QRIS  
3 DATABASE -- AND THERE'S A ACTUALLY DATA EXCHANGE ON THE  
4 BACK END -- THE REGISTRY, WHICH IS ALREADY FUNDED BY YOU,  
5 THE WILL CALCULATE THAT. SO WHEN A TEACHER MOVES, THEY  
6 JUST GIVE THEM THE REGISTRY NUMBER. THEY DON'T HAVE TO  
7 REGET -- THEY DON'T HAVE TO REOBTAIN THE TRANSCRIPTS AND  
8 YOU'RE NOT PAYING TO REVERIFY THE TRANSCRIPTS YOU ACTUALLY  
9 PROBABLY ALREADY VERIFIED.

10 SO THIS IS REALLY I THINK A BIG WIN FOR THE  
11 COMMISSION AND ALSO FOR LA AND, YOU KNOW, WHAT YOU'RE  
12 GOING TO BE ABLE TO LEARN THROUGH HAVING ALL OF THIS  
13 INTEGRATED TOGETHER IS REALLY OUTSTANDING, NOT JUST FOR  
14 QRIS BUT REALLY FOR ALL OF YOUR QUALITY IMPROVEMENT  
15 EFFORTS.

16 IN TERMS OF SYSTEMS BUILDING AND ACTION AND HOW  
17 WE'RE LEVERAGING RELATIONSHIPS, ANOTHER EXAMPLE IS WITH  
18 AB-212 BECAUSE WE HAVE THE CEO'S OFFICE IN THE SAME ROOM  
19 TO HAVE THESE CONVERSATIONS ABOUT STIPENDS, AH-HA, WE HAVE  
20 HARVEY, AH-HA. YOU KNOW WHAT? I'VE GOT AB-212 AND WE'VE  
21 GOT STIPENDS OVER HERE. WHY DON'T WE START TALKING AND  
22 FIGURING OUT A WAY OF ALIGNING THESE ITEMS SO THAT WE CAN  
23 MAXIMIZE OUR FINANCING LOOKS LIKE FOR REALLY THE SAME  
24 THING.

25 IN TERMS OF OUR LEARNING THEMES - HOW ARE WE

1 DOING ON TIME? FIVE MINUTES. OKAY.

2 IN TERMS OF OUR LEARNING THEMES, THERE'S  
3 DEFINITELY AN EQUITY LENS THAT IS ONE OF OUR THEMES THAT  
4 CAME THROUGH REALLY STRONGLY IN THE SAN FRANCISCO BAY  
5 REGION. HOW THAT'S BEEN APPLIED IN LOS ANGELES IS  
6 THINKING DIFFERENTLY ABOUT OUR INCENTIVE STRUCTURE AND  
7 MOVING AWAY FROM SAME-SIES TO WHAT MAKES SENSE FOR WHAT  
8 TYPE OF PROGRAM. THAT MEANS THAT THE FAMILY CHILD CARE  
9 INCENTIVES WILL NOT BE THE SAME OR NOT JUST A PERCENTAGE  
10 OF THE CENTER BUT WHAT TYPES OF INCENTIVES MAKE SENSE FOR  
11 THEM, WHAT TYPES OF INCENTIVES MAKE SENSE FOR CENTERS.

12 ADMINISTRATIVE INTEGRATION OF FUNDING SOURCES.  
13 SAN FRANCISCO WAS DEFINITELY AN INCREDIBLE MODEL THERE.  
14 THEY BLEND THEIR CALWORKS STAGES ONE, TWO, AND THREE, APP  
15 PROGRAM, HEAD START, EARLY HEAD START, CALIFORNIA STATE  
16 PRESCHOOL THROUGH THEIR OFFICE OF EARLY CARE AND  
17 EDUCATION. EXCUSE ME. IT'S THROUGH THE MAYOR'S OFFICE.  
18 IT'S THE EARLY CARE AND EDUCATION OFFICE THROUGH THE CITY  
19 AND MAYOR'S OFFICE. SO ALL OF THE MONEY GETS COMBINED  
20 TOGETHER AND THEN SITES OR HOMES APPLY FOR EARLY LEARNING  
21 SCHOLARSHIPS. IT WAS REALLY AN INCREDIBLE MODEL. AND  
22 AGAIN, IT'S THOSE CONVERSATIONS THAT LEAD TO CONVERSATIONS  
23 HERE ABOUT THINGS LIKE AB-212.

24 COACHING MODEL. I'M NOT GOING TO GET INTO THAT  
25 BECAUSE WE'RE A LITTLE BIT SHORT ON TIME, BUT, AGAIN,

1 THAT'S A CONVERSATION THAT WE'RE STARTING NOW USING THOSE  
2 LEARNINGS.

3 ANOTHER REALLY EXCITING LEARNING IS THINKING  
4 ABOUT THE LINKAGE OF SYSTEMS INVESTMENTS. ONE EXAMPLE IS  
5 SAN DIEGO IN THE WAY THAT THEY'VE TAKEN THEIR LOCAL  
6 COMMISSION INVESTMENT AND INITIATIVE THEY CALL HEALTHY  
7 DEVELOPMENT SERVICES. IT'S ONE OF THE LARGEST INVESTMENTS  
8 BY FIRST 5 SAN DIEGO AND THINKING ABOUT HOW CAN THEY TAKE,  
9 AGAIN, AN EXISTING COMMISSION INVESTMENT AND THEN AMPLIFY  
10 THE WORK OF QRIS THROUGH THAT BECAUSE ASQ IS ONE OF THE  
11 ITEMS IN THE MATRIX. SO THEY'VE MADE A VERY INTENTIONAL  
12 LINKAGE BETWEEN THEIR ASQ EFFORTS AND THEIR QRIS EFFORTS.  
13 AND IT'S HAD SOME REALLY INCREDIBLE OUTCOMES THAT THEY  
14 WERE ABLE TO SHOW WITH DATA. AND THEN THEY HAVE DATA  
15 SHARE SYSTEM AND I THINK YOU'LL TALK MORE ABOUT THIS  
16 LATER. WE'VE ALREADY REFERENCED THAT.

17 WE SHARED A FEW CHALLENGES THE LAST TIME WE WERE  
18 HERE: GETTING ON THE SAME PAGE, STAYING FUTURE FOCUSED,  
19 STRENGTHENING PARTNERSHIPS. I THINK THERE'S BEEN  
20 SIGNIFICANT PROGRESS IN ALL OF THESE ITEMS. CERTAINLY, WE  
21 STILL HAVE CONTINUED DILIGENCE THAT'S NEEDED. NOTHING  
22 THAT WE CAN'T OVERCOME.

23 I'M GOING TO SKIP THAT ONE AND MAYBE JUST TALK --  
24 THERE'S THAT ONE SLIDE THAT WAS IN THE FUNKY SPOT. THAT'S  
25 THE WRONG ONE. IT'S THE ONE IN THE BEGINNING.

1           SO THESE ARE THE FOUNDATIONAL COMPONENTS THAT THE  
2 ARCHITECTS AGREED TO STUDY TOGETHER AND CERTAINLY WOULD BE  
3 FAR TOO TEDIOUS TO GO THROUGH EACH OF THESE. BUT SINCE  
4 IT'S IN YOUR PACKET, I JUST WANTED TO EXPLAIN THAT THIS IS  
5 AGAIN WHAT THE ARCHITECTS ACROSS FUNDING SOURCES DECIDED  
6 WOULD BE COMMON. IT'S WHAT'S CODIFIED IN THE SIGNED  
7 MEMORANDUM OF UNDERSTANDINGS ACROSS THOSE ENTITIES. AND  
8 REALLY THESE 16 ITEMS ARE ORGANIZED INTO FOUR THEMES. THE  
9 FIRST THREE -- THE FIRST THEME, NUMBERS ONE THROUGH THREE,  
10 IS REALLY ABOUT THE QUALITY CONTINUUM FRAMEWORK BECAUSE  
11 THE FRAMEWORK ITSELF IS NOT JUST A MATRIX; IT'S ALSO THE  
12 IMPROVEMENT PATHWAYS AND THE OPTION TO CREATE LOCAL  
13 INDICATORS AND TIERS TWO AND FIVE. THE NEXT THEME WHICH  
14 WOULD BE ITEMS FOUR THROUGH EIGHT, IT'S REALLY ABOUT DATA  
15 RESEARCH AND EVALUATION. THE NEXT SET IS NINE THROUGH 12.  
16 THAT'S REALLY ABOUT INCENTIVIZING AND IMPROVING QUALITY.  
17 AND THEN 13 THROUGH 16 IS ABOUT OUTREACH AND  
18 COMMUNICATION.

19           SO IT'S AN OVERWHELMING LIST. IT'S AN INCREDIBLY  
20 HUGE PIECE OF WORK, BUT THERE'S SO MUCH THAT YOU CAN YIELD  
21 AS A COMMISSION THROUGH THE SYSTEMS WORK FROM A POLICY  
22 STANDPOINT, YOU KNOW, INFORMING REALLY ALL OF YOUR EARLY  
23 LEARNING, THE DATA THAT'S GOING TO COME OUT OF IT, THE  
24 RELATIONSHIPS THAT ARE BEING BUILT. THAT'S VERY EXCITING.

25           I THINK THAT PROBABLY GIVES YOU ENOUGH OF A

1 FLAVOR SO I MIGHT JUST PIVOT.

2 MS. FALLIN KENYON: SO AS WE MENTIONED  
3 THROUGHOUT, ONE OF THE EXCITING NEXT STEPS FOR US  
4 HOPEFULLY IS OUR PROPOSED STRATEGIC PARTNERSHIP WITH LACOE  
5 TO ESTABLISH A COUNTYWIDE QRIS DATABASE, WHICH WOULD  
6 ENABLE US TO HAVE ACCESS TO -- REGARDLESS OF WHO -- WHICH  
7 ENTITY IS PROVIDING INFORMATION INTO THAT DATABASE, WE  
8 WOULD HAVE ACCESS AT A COUNTYWIDE LEVEL, ALONG WITH LACOE,  
9 TO LOOK AT TRENDS, TO LOOK AT -- TO UNDERSTAND WHAT'S  
10 HAPPENING IN THE FIELD IN TERMS OF QUALITY IMPROVEMENT.  
11 BUT WOULD ALSO ENABLE EACH ENTITY TO LOOK AT THEIR OWN  
12 DATA. AND IT'S EXCITING.

13 I WAS JUST TALKING TO BARBARA, HOW DOES THIS  
14 RELATE TO THE HOME VISITING DATA WORK THAT YOU'RE DOING.  
15 THAT WORK IS NOT A COUNTYWIDE DATABASE. THIS WOULD BE ONE  
16 SINGLE PLACE FOR OUR COUNTY TO IN THE FUTURE COLLECT  
17 QUALITY DATA, WHICH I THINK AS A RESEARCH AND EVALUATION  
18 PERSON VERY EXCITING.

19 SO LACOE, IN OUR PROPOSED STRATEGIC PARTNERSHIP  
20 THAT WILL COME TO YOU NEXT MONTH AS PART OF THE -- AS AN  
21 ACTION ITEM, WOULD BE A REQUEST TO STRATEGIC PARTNERSHIP  
22 NOT EXCEED 2.5 MILLION. THE FUNDING FOR THIS WOULD COME  
23 FROM FIRST 5 CALIFORNIA IMPACT, SO NOT LOCAL FUNDS BUT  
24 STATE FUNDS. IT WOULD BE FOR A PERIOD OF JULY 1ST THROUGH  
25 JUNE -- JULY 1ST OF THIS YEAR THROUGH JUNE 30TH, 2020. IT

1 ALSO LEVERAGES A LITTLE UNDER \$700,000 IN OTHER STATE  
2 FUNDING. SO SOME OF THOSE OTHER QRIS FUNDING STREAMS ARE  
3 ABLE TO TAP INTO TO DRAW DOWN THAT BUILD UPON WHAT LACOE'S  
4 ALREADY BEGUN. SO LACOE ALREADY HAS AN EXISTING CONTRACT  
5 WITH PINWHEEL, WHICH IS THE DATABASE THAT THE MAJORITY OF  
6 COUNTIES IN CALIFORNIA ARE USING FOR THEIR QRIS. THEY  
7 ALREADY HAVE BEGUN WORK WITH PINWHEEL FOR A COUPLE OF THE  
8 FUNDING STREAMS MENTIONED SO THAT THIS WOULD BE -- THIS  
9 WOULD EXPAND THAT WORK. AND AS I MENTIONED, IT WOULD  
10 ENABLE US TO HAVE ACCESS TO THE DATA ON A COUNTYWIDE LEVEL  
11 TO LOOK AT TRENDS AND REALLY MONITOR THE SYSTEM FROM OUR  
12 PERSPECTIVE.

13 SO I THINK THAT'S IS THE OVERVIEW.

14 MS. BELSHE: DO YOU HAVE A PHOTO YOU WANT TO  
15 CLOSE WITH?

16 MS. FALLIN KENYON: YES. THANK YOU. ON THE LEFT  
17 ARE CHRISTINA'S TWO CHILDREN AND THAT'S MY SUPER HERO ON  
18 THE RIGHT. SHE'S A LITTLE SASSY.

19 MS. BELSHE: LIKE HER MOTHER.

20 WHY DON'T YOU GO BACK TO THE OTHER SLIDE, KATY,  
21 JUST SO COMMISSIONERS CAN SEE THAT.

22 COMMISSIONER ZEPEDA: THANK YOU FOR THE  
23 PRESENTATION.

24 COMMISSIONERS, DO YOU HAVE ANY QUESTIONS? OKAY.

25 COMMISSIONER PLEITEZ HOWELL: THE -- SO FIRST I

1 WAS REFLECTING ON PAGE 7, THE SLIDE YOU SHOWED, KATY, OF  
2 IN 2014, WE'RE LOOKING AT RACE TO THE TOP FUNDING THEN  
3 WE'RE LOOKING AT PRESCHOOL FUNDING, FIRST 5 CALIFORNIA  
4 IMPACT FUNDING. AND THIS COMMISSION HAD A CONVERSATION  
5 OF, WHAT DO WE DO IN THIS FIELD, HOW DO WE GET INVOLVED  
6 JUST AS WE'RE SORT OF FINISHING UP THE STRATEGIC PLAN.  
7 AND IT REALLY IS INCREDIBLE TO SEE WHERE WE ARE FROM THAT  
8 DISCUSSION DURING THAT TIME THAT THERE WAS UNCERTAINTY  
9 ABOUT WHAT WE WOULD DO AND THE HOMEWORK THAT YOU ALL DID  
10 TO SAY WE SHOULD BE INVOLVED IN THIS. IT'S NICE TO SEE  
11 THAT PROGRESSION AND TO KNOW THAT WE MADE THAT STRATEGIC  
12 DECISION AND IT IS BEING HELPFUL NOW. SO THAT SLIDE WAS  
13 REALLY HELPFUL.

14 THE TWO THINGS THAT COME UP FOR ME: ONE, IS  
15 GETTING PARENT INPUT AND PROVIDERS THAT ARE NOT PART OF  
16 THE QRIS SYSTEM AND MAKING SURE THAT THAT IS PART OF AS WE  
17 MOVE FORWARD AND THINKING ABOUT THAT. IT MAY BE  
18 HAPPENING, BUT JUST GETTING SOME OF THAT TRANSPARENCY.  
19 AND THE SECOND ONE, WHEN WE TALK ABOUT THE EQUITY LENS,  
20 LET'S TALK ABOUT IT AS THE IMPACT THAT IT HAS FOR KIDS AS  
21 OPPOSED TO BEING INCENTIVES THAT MAKE SENSE FOR PROVIDERS.  
22 SO THERE IS AN EQUITY COMPONENT IN THE TIERED  
23 REIMBURSEMENT BUT THERE IS ALSO WHAT IS IN THE QRIS WHERE  
24 WE ARE REALLY PULLING OUT THE EQUITY ISSUE AND IT ISN'T  
25 JUST ABOUT INCENTIVE, BUT WE'RE REALLY DIVING DEEP AND

1 WHAT COMPONENTS OF EQUITY AND WHAT WE WANT RESULTS FOR  
2 KIDS THAT ARE STRUGGLING THE MOST AND WHAT THAT LOOKS  
3 LIKE, NOT JUST THE REIMBURSEMENT OF WHAT THAT IS. SO JUST  
4 THOSE TWO THINGS AS WE THINK ABOUT MOVING FORWARD.

5 MS. FALLIN KENYON: SO YEAH. IN TERMS OF GETTING  
6 PROVIDER AND PARENT INPUT, I THINK MAYBE YOU COULD TALK  
7 ABOUT THE FUTURE WORK THAT WE'RE DOING AROUND  
8 COMMUNICATION A LITTLE BIT AND I'LL TALK ABOUT SOME OF THE  
9 WORK WE ALREADY ARE DOING WITH LACOE IN PARTNERSHIP SO WE  
10 HAVE AN EVALUATION NETWORK COFUNDING THAT LACOE IS  
11 LEADING, AND WE ARE -- THERE ARE SOME QUESTIONS EMBEDDED  
12 WITHIN THAT EVALUATION FOR PROVIDERS WHO HAVE CHOSEN NOT  
13 TO BE A PART OF QRIS OR HAVE CHOSEN TO NOT CONTINUE WITH  
14 QRIS, AS WELL AS CURRENTLY PARTICIPATING PROGRAMS TO  
15 REALLY TRY TO UNDERSTAND WHAT MIGHT SOME OF THE BARRIERS  
16 BE FOR PROVIDERS AND REALLY TRY TO UNDERSTAND THAT FROM  
17 DIFFERENT PERSPECTIVES, SO FOR FAMILY CHILD CARE AND  
18 CENTER-BASE PROVIDERS AND TRYING TO DIG IN A LITTLE BIT  
19 MORE DEEPLY INTO HOW COULD WE IMPROVE IN TERMS OF REACHING  
20 OUT -- OUTREACHING AND POTENTIALLY CHANGE -- YOU KNOW, USE  
21 THAT TO INFORM OUR MODEL AS WELL AS USE THAT TO INFORM THE  
22 KIND OF ONGOING WORK THAT'S HAPPENING RIGHT NOW.

23 DO YOU WANT TO TALK A LITTLE BIT ABOUT THE --

24 MS. BATH COLLOSI: SURE. AND THIS NEXT DRAFT  
25 ACTUALLY WILL INCLUDE BOTH PARENT AND PROVIDER FOCUS

1       GROUPS IN DIFFERENT LANGUAGES, SO LOOKING AT ALL DIFFERENT  
2       FACETS OF QRIS.

3               I ALSO JUST WANT TO SAY, I APPRECIATE YOU RAISING  
4       THE EQUITY QUESTION.   THE EXAMPLE THAT WAS IN THE SLIDE  
5       WAS REALLY JUST MEANT TO SHOW ONE EXAMPLE OF HOW IT'S  
6       ALREADY BEEN PUT IN PLAY.   BUT THAT IS ABSOLUTELY  
7       PARAMOUNT I WOULD SAY FOR ALL OF THE ARCHITECTS TO REALLY  
8       THINK ABOUT WHAT'S NEEDED.   AND THAT'S REALLY THE --  
9       UNDERGIRD EVERYTHING WE'RE DOING.   IN CALIFORNIA, 57  
10       PERCENT OF CHILDREN AGES ZERO THROUGH FIVE ARE DUAL  
11       LANGUAGE LEARNERS.   SO IT'S A MATRIX.   AND WHAT WE DO IN  
12       TERMS OF QUALITY IMPROVEMENT DOESN'T WORK FOR DUAL  
13       LANGUAGE LEARNERS, THEN WE'VE COMPLETELY FAILED.   SO IT'S  
14       -- IT REALLY IS THREADED THROUGH EVERYTHING THAT WE DO.  
15       THERE WOULD BE NO POINT IN DOING OUR WORK IF WE WEREN'T  
16       THINKING ABOUT THAT.

17               COMMISSIONER ZEPEDA:   QUESTIONS?

18               COMMISSIONER TAYLOR:   MINE IS TO CONGRATULATE YOU  
19       ON A HARD-FOUGHT EFFORT.   YOU STAYED WITH IT AND YOU'RE  
20       NOW ALMOST ABOUT TO CROSS THE THRESHOLD.   AND I WANT TO  
21       GIVE YOU A SHOUT OUT FOR THAT.   THAT'S VERY GOOD WORK.

22               WHAT MY QUESTION GETS TO BE IS, HOW DO YOU GET IT  
23       DOWN TO THE LEVEL, LIKE WITH THESE DIFFERENT ENTITIES THAT  
24       YOU DRILL DOWN TO THE TEACHER, THE PARENT, AND MAKE IT  
25       HAPPEN?   THERE HAS TO BE SOME WAY TO TRAIN, TEACH, AND

1 MOTIVATE THEM TO DO BETTER FOR CHILDREN. SO THAT --  
2 THAT'S A STRATEGY THAT YOU MAY WANT TO LOOK AT MOVING  
3 FORWARD. I'M -- YOU KNOW, WE HAVE TO KEEP DOING THAT.

4 SO AND THEN CAPTURING THE DATA AND FINDING A WAY  
5 IN A FORUM IN WHICH WE PROMOTE THE OUTCOMES OF WHAT WE  
6 FIND TO IMPROVE THE PROCESS. SO WE SHARE WITH THE  
7 COLLEGES, WITH THE COMMUNITIES, WITH THE PARENT, WITH THE  
8 ENTITIES. SO WE NEED TO COME BACK WITH SOMETHING THAT  
9 SAYS, HOW WE'RE GOING TO DO THAT HOPEFULLY.

10 MS. BATH COLLOSI: HOPEFULLY.

11 MS. FALLIN KENYON: AT THE CORE I THINK OF THIS  
12 WORK IS CONTINUOUS QUALITY IMPROVEMENT. I MEAN, THAT'S  
13 THE REAL KIND OF FUNCTION OF QRIS IF IT'S WORKING RIGHT.  
14 AND I THINK IT HAPPENS AT MULTIPLE LEVELS AND IT HAS TO  
15 HAPPEN AT THE PROVIDER-PARENT INTERACTION LEVEL, TEACHER  
16 LEVELS. THE TEACHERS ACTUALLY THINKING LIKE THAT. SOME  
17 OF THE COACHING MODELS THAT WE'RE WORKING AT WHERE THE  
18 COACH GOES OUT AND WORKS WITH THE TEACHER IS REALLY ABOUT  
19 NOT JUST KIND OF, LET ME HELP YOU TELL YOU WHAT YOU NEED  
20 TO DO TO DO A BETTER JOB, BUT LET ME TEACH YOU HOW TO BE  
21 REFLECTIVE ON YOUR OWN PRACTICE SO THAT YOU CONTINUE TO DO  
22 THAT WHEN I'M NOT HERE. THAT'S A LOT OF WHAT WE'RE  
23 THINKING ABOUT.

24 BUT EVEN AT OUR ARCHITECT TABLE, HOW WILL WE IN  
25 THE FUTURE USE DATA FROM OUR SYSTEM, SIT AND LOOK AT IT,

1 REFLECT ON IT TOGETHER AT A SYSTEMS LEVEL. SO KIND OF  
2 THINKING ABOUT IT I THINK AT MULTIPLE LEVELS IS A REALLY  
3 CORE FUNCTION OF THIS WORK. SO I THANK YOU.

4 COMMISSIONER TAYLOR: I JUST HOPE WE'RE USING IT  
5 AS A GUIDE TO STILL HOPE FOR THOSE PARENTS AND THOSE  
6 CHILDREN, BECAUSE I LOVE THE FIRST 5 MESSAGE THAT I SEE ON  
7 THE RADIO THAT SAYS, START WITH THE CHILD AND THE BABY AND  
8 THEIR MIND ABOUT -- SIMPLE MESSAGE BUT IT HITS HARD AND  
9 THAT MESSAGE IS -- SO WE HAVE TO FIND A MESSAGE THAT SAYS,  
10 DO THIS AND THIS IS WHY, YOU KNOW, SOMETHING LIKE THAT.

11 COMMISSIONER ZEPEDA: THANK YOU. OTHER  
12 QUESTIONS? I HAVE -- OKAY. JUDY.

13 COMMISSIONER ABDO: I JUST WANT TO PUT IN THAT I  
14 DON'T KNOW THAT THERE'S AN ANSWER HERE. WHAT KIND OF  
15 INCENTIVE IS THERE FOR PROGRAMS THAT WE KNOW THAT THEY'RE  
16 NOT GOING TO COME OUT WITH A GOOD GRADE AS YOU POINTED  
17 OUT. WHY WOULD THEY DO IT; AND ESPECIALLY IF THEY DON'T  
18 HAVE ANY CONTROL OVER IMPROVING, FOR INSTANCE, LEVEL OF  
19 EDUCATION OF STAFF OR SOMETHING LIKE THAT?

20 MS. BATH COLLOSI: GOOD QUESTION. I THINK PEOPLE  
21 ARE MOTIVATED BY DIFFERENT THINGS. SO ONE IS A FINANCIAL  
22 INCENTIVE. TWO IS ACCESS TO ALL KINDS OF SUPPORTS,  
23 INCLUDING COACHING AND MATERIAL SUPPORT. BUT, YOU KNOW,  
24 THE MATRIX IS SET UP IN A WAY RIGHT NOW IN CALIFORNIA  
25 WHERE TEACHER EDUCATION REQUIREMENTS ARE REALLY -- IT'S

1 TOUGH. YOU KNOW, IT'S TOUGH TO MOVE. SO THERE ARE I'M  
2 SURE ARE PROGRAMS, BOTH CENTERS AND FAMILY CHILD CARE  
3 PROVIDERS, WHO WILL CHOOSE NOT TO PARTICIPATE. AND YOU  
4 KNOW, THERE'S DIFFERENT WAYS OF ACTUALLY CONSTRUCTING A  
5 MATRIX THAT'S COMPLETELY POINT BASED. SO THAT'S ACTUALLY  
6 THE MOST STRENGTH BASED WAY TO DO IT. RIGHT NOW, IT'S SET  
7 UP IN TIERS SO YOU GET POINTS IF YOU THINK HORIZONTALLY.  
8 SO, FOR EXAMPLE, A TEACHER EDUCATION GOES HORIZONTALLY.

9 FLORIDA ACTUALLY PULLED TEACHER EDUCATION OUT OF  
10 THEIR MATRIX BECAUSE THEY WERE FINDING THAT PEOPLE WEREN'T  
11 MOVING, BUT ACTUALLY CHILD OUTCOME MEASURE LIKE CLASS WERE  
12 CHANGING. SO I THINK THAT IT'S -- YOU KNOW, CALIFORNIA IS  
13 AT THE BEGINNING OF MATRIX CONSTRUCTION. I IMAGINE THAT  
14 IT WILL GO THROUGH A REVISION IN THE NEXT TWO YEARS. I  
15 DON'T KNOW WHICH OF THOSE -- HOW THAT WILL PLAY IN THE  
16 END. BUT YOU BRING UP A REALLY GOOD POINT IN THAT THE  
17 MATRIX WAS LARGELY ESTABLISHED AROUND SUBSIDY PROGRAMS, SO  
18 STATE PRESCHOOLS AND HEAD STARTS. SO THAT'S WHY THOSE  
19 SEVEN ELEMENTS ARE THOSE SEVEN ELEMENTS.

20 COMMISSIONER ABDO: ALL MY EXPERIENCE IS WORKING  
21 WITHIN A SCHOOL DISTRICT WITH SUBSIDY. SO THERE WERE A  
22 CERTAIN BOTTOM LEVEL -- LEVELS OF I GUESS EXCELLENCE THAT  
23 HAVE TO BE THERE. BUT IF YOU'RE WORKING IN A ENVIRONMENT  
24 OF LONG-TERM EMPLOYEES, PARTICULARLY, UNIONIZED EMPLOYEES  
25 -- AND I'M STRONGLY IN FAVOR OF UNIONIZED EMPLOYEES -- IT

1 ISN'T OFTEN EASY TO SAY TO SOMEBODY WHO HAS BEEN DOING  
2 THIS WORK FOR 30 YEARS, YOU NOW NEED TO GET A BA. IT'S  
3 NOT GOING IT HAPPEN. AND SO WHAT THAT DOES IS BRING YOUR  
4 SCORE DOWN AND THEN THAT GETS -- THAT GETS PUT ON YOUR  
5 DOOR OR HOWEVER IT GETS DISSEMINATED. WHY WOULD YOU DO  
6 IT --

7 MS. BATH COLLOSI: YEAH. AND SOME --

8 COMMISSIONER ABDO: -- OBVIOUSLY GOING TO HAPPEN  
9 TO YOU.

10 MS. BATH COLLOSI: AND SOME WILL CHOOSE NOT TO.  
11 AND THAT'S 100 PERCENT ACCURATE. IT'S A VOLUNTARY QRIS.  
12 AND WOULD JUST SAY FOR THOSE WHERE IT DOESN'T MAKE SENSE,  
13 YOU KNOW, THAT THE ASSETS FOR YOU DON'T MAKE SENSE, THEN  
14 WE SHOULD NOT SHAME THOSE PROGRAMS. IT'S A CHOICE THAT  
15 FOLKS HAVE. SOME STATES ARE NOT THAT WAY. SOME STATES  
16 ACTUALLY ALIGN THEIR QRIS WITH LICENSING. SO THERE ARE  
17 STAR-RATED LICENSES. AND IF YOU CHOSE NOT TO PARTICIPATE,  
18 YOU'RE A ONE. CALIFORNIA IS NOT THAT WAY. YOU KNOW,  
19 MICHIGAN IS THAT WAY. FLORIDA IS THAT WAY. NO, EXCUSE  
20 ME. FLORIDA IS NOT THAT WAY. NORTH CAROLINA IS THAT WAY.  
21 THERE'S A HANDFUL OF STATES THAT ARE STAR RATED.

22 AND THERE'S DIFFERENT REASONS WHY FOLKS HAVE  
23 MOVED QRIS. SO IN THE VERY BEGINNING, IT WAS NOT ABOUT  
24 CHILD OUTCOMES. THIS IS SOMETHING THAT REALLY RESULTED  
25 FROM INCREASED PRESSURE AT FEDERAL LEVEL AND CAME OUT

1 THROUGH EARLY LEARNING RACE TO THE TOP CHALLENGE. THE  
2 VERY FIRST QRIS WERE ESTABLISHED TO RAISE LICENSING  
3 STANDARDS. AND THE REASON WHY THEY SET IT UP IS THEY  
4 NEEDED TO ESTABLISH, AS THEY TRIED TO CHANGE THEIR OWN  
5 LICENSING STANDARDS AND HIT POLITICAL PRESSURE, THEY  
6 CREATED A QRIS AND THEN STARTED IMPROVING PROGRAMS SO THAT  
7 THEY COULD GET A CRITICAL NUMBER OF PROGRAMS TO A TIER TWO  
8 AND THEN MAKE THE CASE THAT THEY COULD CHANGE THEIR  
9 LICENSING STANDARDS TO A TIER TWO, GET RID OF TIER ONE,  
10 AND THEN THERE'S YOUR BASE.

11 SO QRIS HAS EVOLVED OVER THE YEARS, REALLY  
12 THROUGH THREE MAIN MOVEMENTS OF QRIS. THE FIRST WAS  
13 RAISING THE LICENSING STANDARDS.

14 COMMISSIONER ZEPEDA: ANY OTHER QUESTIONS FROM  
15 COMMISSIONERS?

16 I HAVE A QUESTION AND A COUPLE COMMENTS BEFORE WE  
17 END. THE -- THE MONEY -- THE IMPACT MONEY THAT YOU  
18 MENTIONED, IS THAT REFLECTED IN THE EARLY CARE AND  
19 EDUCATION BUDGET THAT WE WENT OVER TODAY? IS THAT  
20 EMBEDDED IN THERE?

21 MS. FALLIN KENYON: YES. YES.

22 COMMISSIONER ZEPEDA: OKAY. AND THEN JUST A  
23 COUPLE COMMENTS. AND THIS IS SOMETHING I'VE SAID A NUMBER  
24 OF TIMES. AND THAT IS OUR FAMILY CHILD CARE PROVIDERS ARE  
25 THE STEPCHILDREN. AND I KNOW THAT YOU SAID THE PAYOFF

1 ISN'T GREAT BECAUSE THERE'S ONLY EIGHT CHILDREN IN THERE  
2 VERSUS 48 OR WHATEVER IT WAS IN A CENTER BASE, AND SO  
3 YOU'RE LOOKING AT IT FROM A COST BENEFIT ANALYSIS. BUT  
4 THE FACT OF THE MATTER IS OUR MOST HIGHLY-VULNERABLE  
5 CHILDREN ARE IN FAMILY CHILD CARE. AND OUR MOST NEEDED  
6 PROVIDERS, EARLY CHILD CARE PROVIDERS, ARE IN FAMILY CHILD  
7 CARE. AND OUR INFANTS AND TODDLERS ARE IN FAMILY CHILD  
8 CARE. SO I WANT TO MAKE A PITCH FOR THE IMPORTANCE OF  
9 FAMILY CHILD CARE.

10 AND THIS IS JUST SOMETHING TO THROW OUT THERE FOR  
11 FUTURE REFERENCE BECAUSE I SAW THOSE 12 COMPONENTS OR  
12 WHATEVER, THAT LONG LAUNDRY LIST YOU THAT HAD, AND THAT IS  
13 QRIS IS AN ACCOUNTABILITY SYSTEM FOR ZERO TO FIVE AND IT  
14 IS COMPLETELY QUALITATIVELY DIFFERENT THAN WHAT IS GOING  
15 ON IN K THROUGH THREE. SO HOW DO WE TALK ABOUT  
16 ACCOUNTABILITY AND ALIGNMENT WITHIN THESE SECTORS MOVING  
17 FORWARD WHEN WE'RE -- IT'S ALMOST LIKE APPLES AND ORANGES.

18 I DON'T HAVE AN ANSWER TO THAT. BUT I KNOW THAT  
19 THIS IS COMING UP. AND IT WILL COME UP WITH IN THE  
20 FUTURE. SO THAT'S JUST SOMETHING TO PUT ON YOUR TO-DO  
21 LIST.

22 MS. FALLIN KENYON: AND I'M SORRY. THE POINT  
23 ABOUT FAMILY CHILD CARE WAS NOT TO EVEN IMPLY THAT THEY  
24 WOULDN'T BE A VERY IMPORTANT PART. I THINK THAT, YOU  
25 KNOW, WHEN WE TALK ABOUT EQUITY, FAMILY CHILD CARE

1 REPRESENTS A LOT OF EQUITY ISSUES IN OUR COUNTY. SO  
2 THEY'RE ABSOLUTELY A PART OF OUR EFFORTS. IT'S JUST --  
3 IT'S A -- IT'S A CONSIDERATION WHEN WE THINK ABOUT SCALE,  
4 HOW FAR CAN WE GO BECAUSE OF THAT.

5 COMMISSIONER ZEPEDA: IT'S JUST IT'S BEEN A OVER  
6 ABUNDANCE OF ATTENTION ON CENTER BASE AND EVEN THE MATRIX  
7 IS ALL ABOUT CENTER BASED. AND SO THERE'S JUST THIS  
8 OVERSIGHT I THINK IN NATIONALLY ACTUALLY. IT'S NOT JUST  
9 HERE IN CALIFORNIA.

10 DID YOU HAVE A COMMENT?

11 COMMISSIONER TAYLOR: YEAH. BEFORE WE GET AWAY  
12 FROM THIS AND BECAUSE I KNOW WE'RE RUNNING OUT OF TIME,  
13 BUT I WANT TO ASK A QUESTION BECAUSE I READ YOUR DOCUMENT  
14 ABOUT THE CONTRACT AND I WASN'T CLEAR ABOUT SOMETHING.

15 YOU WANT A THREE-YEAR CONTRACT AND THEY WANT THE  
16 FIRST YEAR OF THE CONTRACT TO BE ONLY \$900,000. WHAT'S  
17 THE OTHER -- WHAT'S THE AMOUNT FOR THE SECOND AND THE  
18 THIRD YEAR?

19 MS. FALLIN KENYON: SO IT WOULD NOT BE A  
20 THREE-YEAR CONTRACT. IT WOULD BE A ONE-YEAR CONTRACT WITH  
21 THE OPPORTUNITY TO RENEW AND TO BRING BACK TO YOU ALL TO  
22 APPROVE IN SECOND AND THIRD YEAR. SO WE HAVE A ROUGH  
23 ESTIMATE OF WHAT YEARS TWO AND THREE MIGHT BE. THAT'S HOW  
24 WE CAME UP WITH THE UP-TO AMOUNT, BUT WE REALLY ONLY  
25 WORKED OUT THE DETAILS OF YEAR ONE AND THEN THE COMMISSION

1 WOULD APPROVE -- WE WOULD BRING BACK YEAR TWO AND SAY,  
2 HERE'S WHAT WE'RE LOOKING AT FOR YEAR TWO AND THE AMOUNT  
3 AND FOR YEAR THREE.

4 COMMISSIONER TAYLOR: IS THERE A WAY JUST TO LET  
5 ME KNOW WHAT YOU ESTIMATE AS YEAR TWO AND THREE MIGHT BE?  
6 I UNDERSTAND IT'S AN ESTIMATE.

7 MS. FALLIN KENYON: YEAH, IT'S ABOUT THE SAME --  
8 IT GOES DOWN A LITTLE BIT IN YEARS TWO AND THREE. I THINK  
9 WE WANTED A LITTLE BIT OF -- BECAUSE IT'S HARD TO PREDICT  
10 WITH A BRAND NEW PROJECT, BUT I CAN DEFINITELY GET THOSE  
11 NUMBERS FOR YOU. WE HAVE ANNUAL ESTIMATES.

12 COMMISSIONER TAYLOR: ALL RIGHT. THANK YOU.

13 COMMISSIONER ZEPEDA: THAT MIGHT BE GOOD FOR THE  
14 GENERAL MEETING.

15 ANY OTHER QUESTIONS OR COMMENTS?

16 OKAY. IF NOT, I'D LIKE TO THANK OUR PRESENTERS  
17 AND I THINK WE'RE ADJOURNED. THANKS, EVERYBODY.

18 (AT 4:35 PM THE MEETING WAS ADJOURNED.)  
19  
20  
21  
22  
23  
24  
25

C E R T I F I C A T E

I, HEATHERLYNN GONZALEZ, A CERTIFIED SHORTHAND REPORTER FOR THE STATE OF CALIFORNIA, LICENSE NUMBER 13646, DO HEREBY ATTEST THAT:

THE PRECEDING IS A TRUE AND ACCURATE TRANSCRIPTION OF THE MEETING OF THE ORGANIZATION NAMED HEREIN;

THE MEETING WAS TAKEN DOWN IN SHORTHAND AND TRANSCRIBED INTO ENGLISH UNDER MY SUPERVISION AND AUTHORITY;

I HAVE NO INTEREST, FINANCIAL OR OTHERWISE, IN ANY OF THE PARTIES, ISSUES, OR INDIVIDUALS WHO ARE INVOLVED IN THIS ORGANIZATION.

ATTESTED TO ON THIS 5TH DAY OF JUNE, 2017.

-----  
CERTIFIED SHORTHAND REPORTER  
FOR THE STATE OF CALIFORNIA



GRANTMAKERS CONCERNED WITH  
IMMIGRANTS AND REFUGEES

## Joint Foundation Statement on Immigration

<https://www.gcir.org/joint-foundation-statement-immigration#statement>

200 philanthropic institutions have signed in support of this statement, representing local, state, regional, and national foundations from across the country.

### Statement

The United States stands at a historic crossroads. Founded as a refuge from religious persecution and built by generations of immigrants, our country has been the standard bearer internationally for the assertion and protection of inalienable rights and freedoms, a beacon of hope for refugees facing oppression and persecution, and a land of opportunity for immigrants seeking a better life for themselves and their families.

As philanthropic institutions, we have built our missions on this proud and rich tradition. We have invested in creating healthy communities, promoting diversity and inclusion, building a vibrant democracy, and advancing equity and equality for all people, regardless of gender, race, religion, sexual orientation, gender expression, immigration status, and national origin.

The recently issued immigration executive orders compromise our nation's founding principles and the Constitution, our standing in the world, and our core values of liberty, justice, and due process. They weaken our moral leadership, fuel the efforts of those who wish us ill, harm our global competitiveness, and fray our social fabric.

Our foundations support diverse issues, strategies, and communities across the country, but we are united in the belief that immigrants and refugees are integral to every aspect of our society. Newcomers enrich our culture and tradition as artists, playwrights, and dancers. Naturalized citizens strengthen our civic life as voters, jurors, school-board members, and elected officials. Immigrant entrepreneurs and refugee-owned businesses revitalize neighborhoods, towns, and cities across America. Foreign-born scientists and engineers fuel innovations and help our country prosper. Farmworkers put food on our tables, and caregivers nurture our children, care for our elders, and nurse our ill. Young newcomers—including DACA beneficiaries—demonstrate their patriotism and enthusiasm for American ideals in schools, communities, workplaces, and the armed forces. Without the contributions of immigrants and refugees now and throughout our history, our collective wellbeing and economic vitality would be greatly diminished.

We, the undersigned philanthropies, join public officials, the faith community, business leaders, and the American public in supporting policies that protect our national security, strengthen our economy, and uphold core American values. We stand with our grantees—advocates, organizers, researchers, and service providers—in calling for policies that reflect our nation's founding principles, promote cohesion and inclusion, instill hope, and show compassion. Policies that recognize our global interdependence, that honor our tradition of welcoming those seeking refuge and a better life, and that keep families together will make our communities stronger, safer, and more prosperous.

We expect additional challenges in the weeks and months ahead on the immigration front, including expanded detention and deportations, and on policies affecting the rights of women, African Americans, the LGBTQ community, and other vulnerable groups. The issues, communities, and core values that our foundations have sought to advance are under serious and imminent danger. With history and morality as our guide, we reject discriminatory policies that target individuals based on gender, race, ethnicity, religion, national origin,

immigration status, sexual orientation, gender expression, and other grounds. We stand committed to the inherent value and dignity of every person at home and abroad. We stand together for the American Dream.

# Supporting Immigrant Families

Policy & Strategy Division  
June 22, 2017



# Background

Los Angeles County  
foreign-born population

**34.5% of the total population**

**56%** of which are non-citizens

118

**1 in 6**

California  
children have  
at least one  
undocumented  
parent.

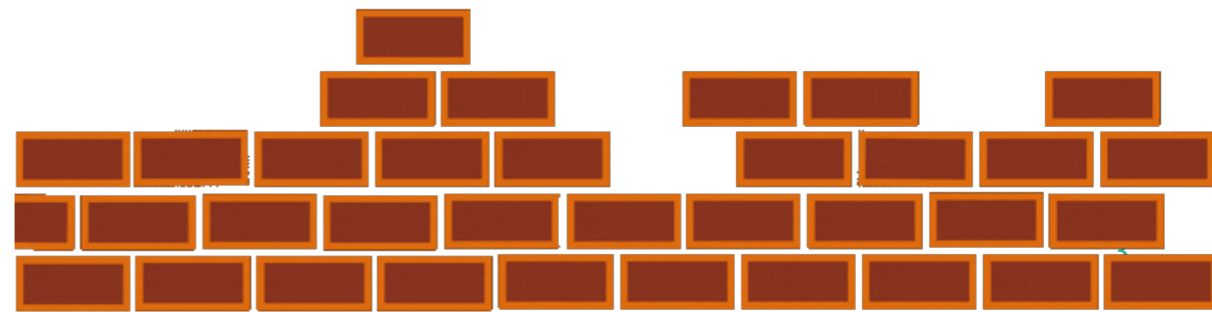


**80%** of those children  
are U.S. Citizens.

# Presidential Executive Orders

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1. Enhancing Public Safety in the Interior of the United States
2. Border Security and Immigration Enforcement Improvements
3. Protecting the Nation from Foreign Terrorist Entry into the United States
4. Draft Executive Order



# Problem Statement

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- Children are at the heart of immigration.
- Immigrant parents often do not take advantage of the public programs, inclusive of F5LA programs, available to children and families out of fear.



# Problem in Context of Strategic Plan

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- First 5 LA's commitment is to strengthen **all** families and improve outcomes for **all** children
- Immigrant families have a right to engage with the public systems that exist to serve their health, education and caregiving needs.
- The success of First 5 LA's mission to transform systems for children depends upon their families continued participation in public systems.

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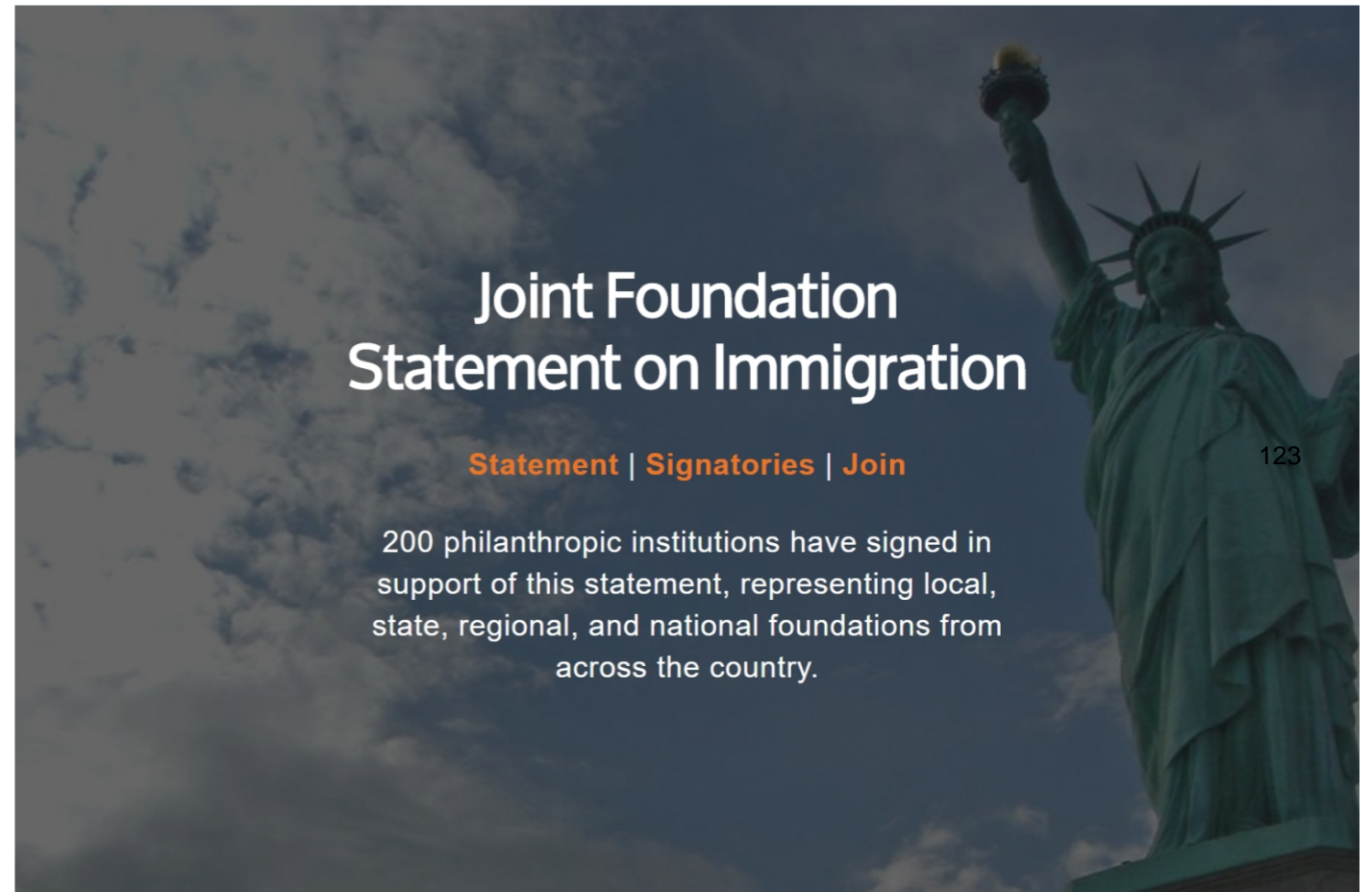
**Perspectives from  
our Philanthropic  
Partners**

Rosie Arroyo, Senior  
Program Officer  
California Community  
Foundation

# First 5 LA's Immediate Response

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- Kim Belshé signed the Joint Foundation Statement on behalf of First 5 LA
- Funding for convening of ECE providers and specific outreach to young families



# Joint Foundation Statement on Immigration

The recently issued immigration executive orders compromise our nation's founding principles and the Constitution, our standing in the world, and our core values of liberty, justice, and due process.



Our foundations support diverse issues, strategies, and communities across the country, but we are united in the belief that immigrants and refugees are integral to every aspect of our society.

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We stand with our grantees—advocates, organizers, researchers, and service providers—in calling for policies that reflect our nation's founding principles, promote cohesion and inclusion, instill hope, and show compassion.

We stand committed to the inherent value and dignity of every person at home and abroad. We stand together for the American Dream.

# What role can First 5 LA play?

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- **Truth Teller** – utilizing our voice and influence
- **Funder** – join the efforts of our public and private partners
- **Resource** – disseminate information and connect families

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# Next Steps

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- Return in September to present to the Board a broader plan for supporting immigrant families.
- Provide staff with training and resources related to increased immigration enforcement and its effects on families we are serving.

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# Board Discussion:

Are these the right roles for First 5 LA to be playing?

*“We stand committed to the inherent value and dignity of every person at home and abroad. We stand together for the American Dream.”*  
-Joint Statement



**SUBJECT**

Family Supports & Health Systems: County Partnerships and Fund Leveraging Strategies

**BACKGROUND**

First 5 LA's 2015-2020 strategic plan brings greater focus and clarity to the organization's role and impact on the lives of LA County's children 0-5 and their families. This focus and clarity are guided by key principles which are foundational to our work, such as partnership-building, policy and systems change, and greater intentionality relative to sustainability of the outcomes we seek for children and families. These principles, set against a backdrop of declining state tobacco tax revenues which fund F5LA's investments, are all important forces influencing our path forward to ensure the vision of our strategic plan is fully realized.

Driven by these core principles of partnership-building, policy and systems change and sustainability of outcomes, First 5 LA's approach and strategies have greatly evolved in the current strategic plan. For example, partnership-building is instituted at the earliest stages of our planning, embedded in the very design of our efforts. One example of this is in our Health-Related Systems strategy on early identification and intervention, where First 5 LA is facilitating early efforts to develop a Help Me Grow (HMG) system in LA County, to ensure all children have access to timely developmental and behavioral screenings and are appropriately referred to needed services and supports. At very early planning phases, a broad range of key stakeholders including County Departments, healthcare providers, early care and education providers, Regional Centers and CBOs were recruited and now participate on the HMG Leadership Council, a body which will guide the early phase development of this system.

Furthermore, another core principle, policy and systems change, is the lens by which we frame our work in this strategic plan. To this end, we are working with a number of County Departments on multiple fronts for addressing system improvement in terms of prevention. This is exemplified in our partnership with the LA County Office of Child Protection, on the development of the Prevention Plan, shared at the June Commission meeting.

Finally, there is also now greater intentionality relative to sustaining the outcomes we seek for children and families. First 5 LA has a significant sustainability challenge therefore fund leveraging is a priority focus of our work. As an important example, First 5 LA participates in a working group led by LA County DPH, which is dedicated to developing a countywide plan for sustaining universal home visiting efforts in LA County, a direct response to a motion passed by the Board of Supervisors in December 2016. The motion includes a number of priority recommendations, including a request for partners to "identify a framework to maximize resources by leveraging available funding and where possible, identify new and existing but not maximized, revenue streams." To that end, the named County agencies and community partners have committed to explore opportunities to bring additional resources to support LA programs.

**SUMMARY**

At the June 22, 2017, Program and Planning Commission meeting, staff will build on the June 8, 2017 board presentation by the Office of Child Protection, to present an update on the evolving and continued partnerships with County Departments to address policy and systems change. We are working with County Departments on multiple fronts for addressing system improvement in terms of prevention, efforts that will further our outcomes for families and health systems. As part of this, we are working on strategies to leverage and maximize funding in the immediate- and long-term. Some specific examples of emerging opportunities include leveraging Temporary Assistance for Needy Families (TANF) funds and Targeted Case Management (TCM) to further home visiting efforts, and

Medicaid Administrative Activities (MAA) to further our efforts in early identification and intervention. Finally, we will provide some early learning relative to our sustainability work to date.

# Family Supports & Health Systems: County Partnerships & Fund Leveraging Strategies

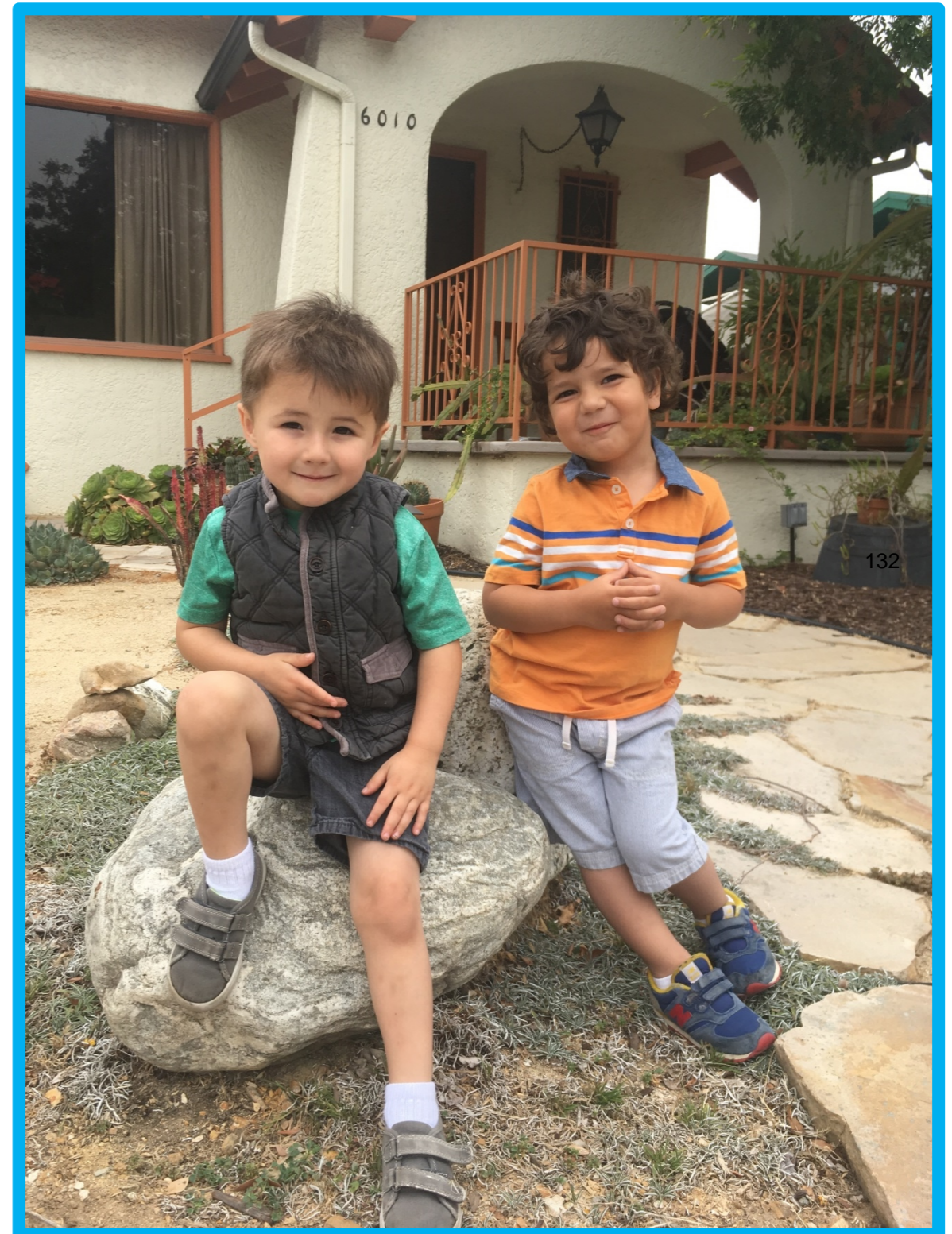
*Special Meeting of the Board of Commissioners/  
Program & Planning Committee*

*June 22, 2017*

1<sup>ST</sup>  LA  
**first 5 la**  
Giving kids the best start

# Objectives

- **Review and Discuss Collaboration with County Departments to:**
  - Support Policy & Systems Change Efforts
    - Office of Child Protection's Prevention Plan
  - Further Develop Emerging Opportunities to Leverage Funding and Address Sustainability Challenges



# Working with County Departments

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- **Focus on Prevention and Family Strengthening for Young Children & Families**

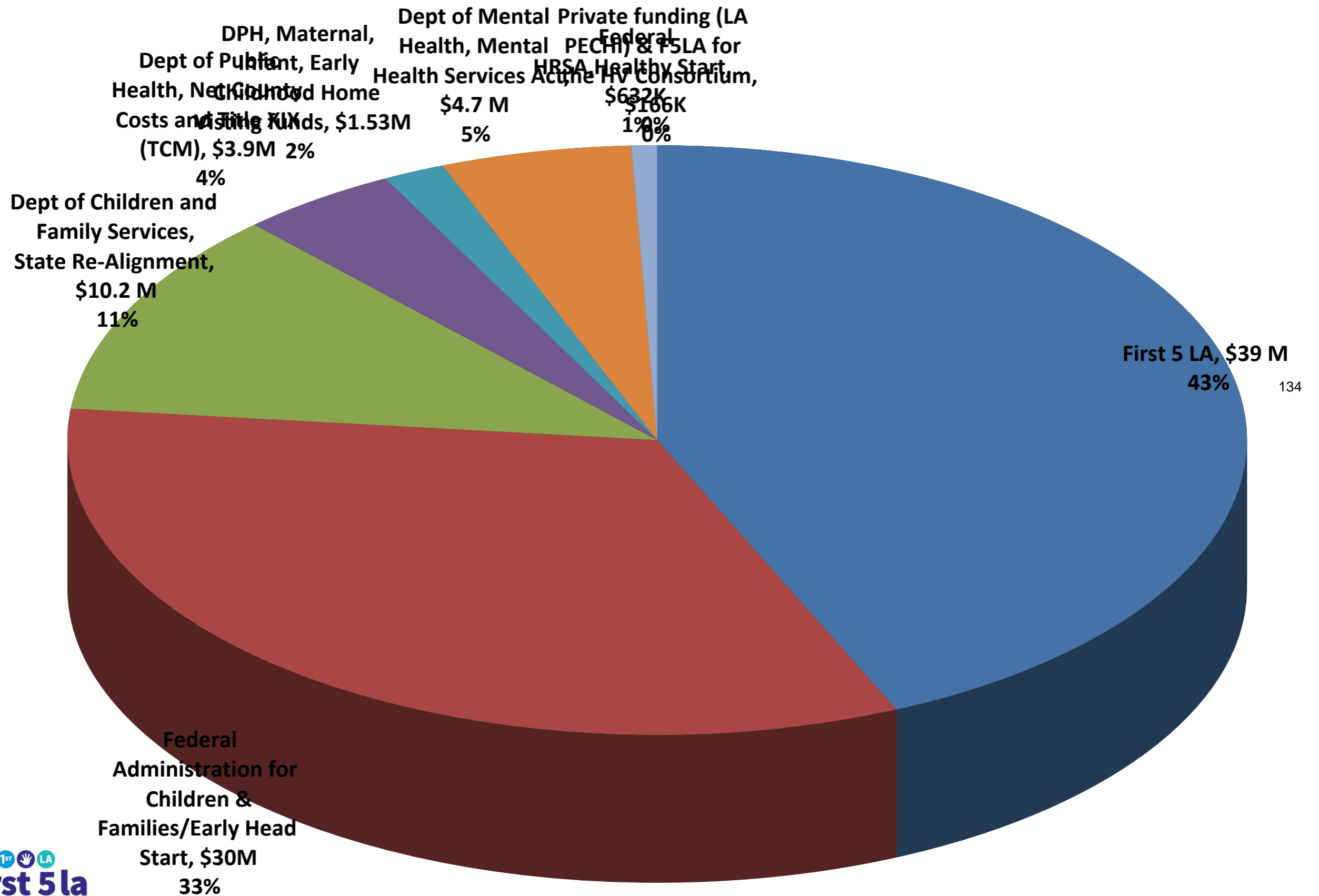
- Perinatal and Early Childhood Home Visiting
- Early Identification & Intervention
- Early Care & Education

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- **Opportunity to Leverage Resources and Sustain the Outcomes & Strategies of the Strategic Plan in the Context of:**

- Shift to Policy & Systems Change
- Declining Tax Revenues
- Role as single largest funder of Home Visiting in LA County
- Role as Help Me Grow System Catalyst

# Home Visiting Funding Estimates in LA County, FY16-17



# Early Learnings in Sustainability

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- Blend/Braid Multiple Strategies
- Coordinate Countywide Funding Intentionally
- Align Financing Strategies to Intended Programmatic Efforts<sup>135</sup>
- Execute Policy and Advocacy Work in Parallel

# FY 2017/18 Emerging Opportunities

- **Maximize Available Funding**
  - Medicaid Administrative Activities
- **Leverage New Types of Funding for Early Childhood Strategies**
  - Medicaid Targeted Case Management
  - Temporary Assistance for Needy Families
- **Explore Potential Revenue Opportunities**
  - Mental Health Services Act
- **Leverage County Platforms for Future System**
  - DPH/Early Identification and Intervention
- **Invest in Continuous Program Improvement for Home Visitation**

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# MediCal Administrative Activities (MAA) & Targeted Case Management (TCM)

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- **Partnering with the Department of Public Health to:**
  - **Increase Draw of MAA funds Available to Support:**
    - Early Identification and Intervention
    - Welcome Baby
      - Piloting MAA in one Welcome Baby program
  - **Expand TCM Opportunities in LA County**
    - Select Home Visiting

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# CalWORKS: Temporary Assistance to Needy Families (TANF)

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- **Partnering with the Department of Public Social Services to:**
  - Pilot new pathways into intensive home visiting programs for pregnant women and families with young children in the CalWORKS system based on shared target outcomes
  - Evaluate how outcomes support DPSS priorities and explore sustainability strategies

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# Mental Health Services Act

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- **Partnering with the Department of Mental Health to:**
  - **Improve and Create Linkages to Clinical Services Supporting**
    - Early Identification
    - Mental Health Needs Identified Through Home Visiting
  - **Explore Opportunities to Expand Services**
    - Early Intervention
    - Home Visiting
    - Strengthening Systems to be Trauma-Informed

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# Next Steps

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- **Continue to integrate our work with county departments in the following areas:**
  - Trauma Informed Care
  - Office of Child Protection Prevention Plan
  - Home Visiting Board Motion Response
  - Help Me Grow Planning
- **Raise opportunities for board consideration, as needed**

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# Questions?

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## FIRST 5 LA

### **SUBJECT:**

**The Early Care and Education (ECE) Credential Advocacy Project: Partnerships for Education, Articulation and Coordination through Higher Education (PEACH) as an ECE Systems Change Strategy**

### **BACKGROUND:**

The quality of early learning programs for children is intrinsically connected to the early care and education (ECE) workforce. Numerous studies (e.g., Shonkoff & Phillips, 2000; Whitebook, 2003; Tout, Zaslow & Berry, 2006; Kelley & Camilli, 2007) have cited how members of the ECE field who are more educated and have specialized training not only provide children with better quality care, but the children in their care have been found to make greater gains developmentally than their counterparts. In a 2015 report, the Institute of Medicine and the National Research Council concluded that all lead teachers in the nation's preschools should have a bachelor's degree in early childhood development or early education. Higher education is important pathway to strengthening the ECE field. The establishment of an ECE teaching credential is a primary lever to professionalize the ECE workforce, as well as improve the quality of early learning experiences for children. One way that First 5 LA's ECE Outcome Area increases access to affordable, quality early care and education is by strengthening the preparation and professional development system. One strategy in this focus area is the ECE Credential Advocacy Project. The project, which is led by Partnerships in Education, Articulation and Collaboration in Higher Education (PEACH) strengthens the preparation and professional development system by supporting the 1) Modification and implementation of the Child Development Permit Matrix and 2) Development and implementation of a credential for teachers who work with children in 0 - 8 years old.

**The ECE Credential Advocacy Project** –The primary purpose of developing a 0-8 credential is to support the effective preparation of teachers to provide high quality ECE to children. California first established the Standard Early Childhood Credential under the provisions of the Fisher Act and it was available from 1961 until 1974. With the passage of the Ryan Act in 1974, the Standard Early Childhood Credential was phased out due to a revamping of the credential system that eliminated options not considered flexible enough for teacher mobility. One of the central focus points of PEACH's advocacy efforts has been to establish an ECE Teaching. Over the past six years, PEACH has laid the groundwork for institutions of higher education and ECE leaders to speak in a singular voice around the need for an ECE teaching Credential.

**PEACH Overview:** PEACH is a higher education systems initiative that works with faculty from colleges and universities to strengthen the preparation and career pathways in the ECE field. As an advocacy and systems change coalition, PEACH is currently comprised of Los Angeles County college and university faculty members, as well as representatives from ECE professional development and advocacy organizations. PEACH's partner organizations include 15 Los Angeles County community colleges, 6 California State University (CSU) campuses and the CSU Chancellor's Office, 2 private universities (University of La Verne and Pepperdine University), UCLA Education Extension and Applied Developmental Psychology Minor, Child Care Alliance of Los Angeles, ZERO to THREE, the Program for Infant/Toddler Care (PITC), Los Angeles Unified School District ECE Division and the Los Angeles County Office of Education ECE Professional Learning Communities. To advance policy and systems change efforts around the establishment of an ECE Credential, all PEACH members actively participate in issue specific working groups which include:

- **Child Development Permit Working Group:** Leads systems change effort around Child Development Permit including stakeholders' meetings and input to Child Development Permit Advisory Group
- **ECE Credential Working Group:** Leads efforts to advocate for an ECE Credential by convening stakeholders, meeting with allies and opponents and providing input to the California Commission on Teacher Credentialing

- ***ECE Doctoral Program Working Group:*** Leads public awareness efforts around the need for ECE doctoral programs and support universities in launching ECE doctoral programs.
- ***Advocacy and Alliances Working Group:*** Leads the development of advocacy materials that move PEACH issues and builds alliances with new allies.

**Innovation through PEACH Efforts** - As agents of system's change, PEACH has developed a unique collaborative of college and university faculty that partner with other ECE stakeholders to strengthen the professional development system. It is a new experience for academics to step into the role as advocates, yet PEACH has taken on this challenge with vigor, working with local policy groups to strengthen their advocacy skills. In order to create systems change, it has been essential for PEACH to build alliances beyond the walls of higher education. Some of the key partnerships to date include the Los Angeles County Office of Education, the Los Angeles Unified School District, the Los Angeles Child Care Alliance, ZERO TO THREE and One Los Angeles. As PEACH establishes new partnerships, their expertise is being sought by various committees working on systems change issues. To elevate the ECE workforce voice, PEACH members sit on multiple committees including the California Commission on Teacher Credentialing - Child Development Permit Advisory Panel, California Department of Education Early Childhood Professional Learning Team, Los Angeles County QRIS Architects, ECE Coaching and Adult Learning Competencies Development Advisory Committee and Transforming the Workforce 0-8 California. As PEACH becomes stronger as an advocacy collaborative, members are also being engaged as thought leaders who can advise advocacy organizations and elected officials on upcoming ECE workforce legislation through an evidence-based lens.

**Sustainable Systems Change** - PEACH's advocacy strategies endure past the life of First 5 LA's investment through the adoption of an ECE teaching credential that would systemically change early education in California. Once an ECE teaching credential is established in California, it would be embedded within California Commission for Teacher Credentialing. The major purpose of California Commission for Teacher Credentialing is to serve as a state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators and the discipline of credential holders in the State of California. While PEACH is advocating for an ECE Credential, they will also be conducting the necessary work of building a higher education system poised to implement an ECE Credential by informing the revisions to the Child Development Permit, advocating for ECE doctoral programs and integrating the Early Childhood Educator Competencies and elements of the Quality Rating and Improvement System (QRIS) into college coursework. The long-term implementation of the ECE Credential will be sustained through the California Commission on Teacher Credentialing and California's institutions of higher education as college students pursue their credential as a part of their career pathways.

**NEXT STEPS:**

Recently, PEACH joined forces with the California Child Development Administrators Association are preparing a joint letter to the Commission addressing permit revisions. In September 2017, the California Commission on Teacher Credentialing votes on the proposed Child Development Permit revisions.

# PEACH: The ECE Credential Advocacy Project

Program and Planning Committee  
Debra Colman and Dr. Jan Fish  
June 22, 2017

1<sup>ST</sup>  LA  
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Giving kids the best start



# Goals for Today

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- Learn about PEACH's evolution and how it supports First 5 LA's strategic plan
- Build an understanding of PEACH's unique collaborative approach to strengthening the early care and education (ECE) workforce
- Explore PEACH's innovative policy and system's change strategies for early care and education

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# Quality and the ECE Workforce

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- **High quality early care and education for young children is inherently linked to a highly-qualified workforce.**
  - ECE workforce members with more professional development and education provide children with better quality of care and children make greater gains.
- **2015 Report from the Institute of Medicine and the National Research Council**
  - All lead preschool teachers should have a bachelor's degree.
- **Higher education is a pathway to professionalize the ECE field.**
  - Establishment of an ECE Credential is primary lever to improving ECE quality for children and professionalizing the ECE workforce

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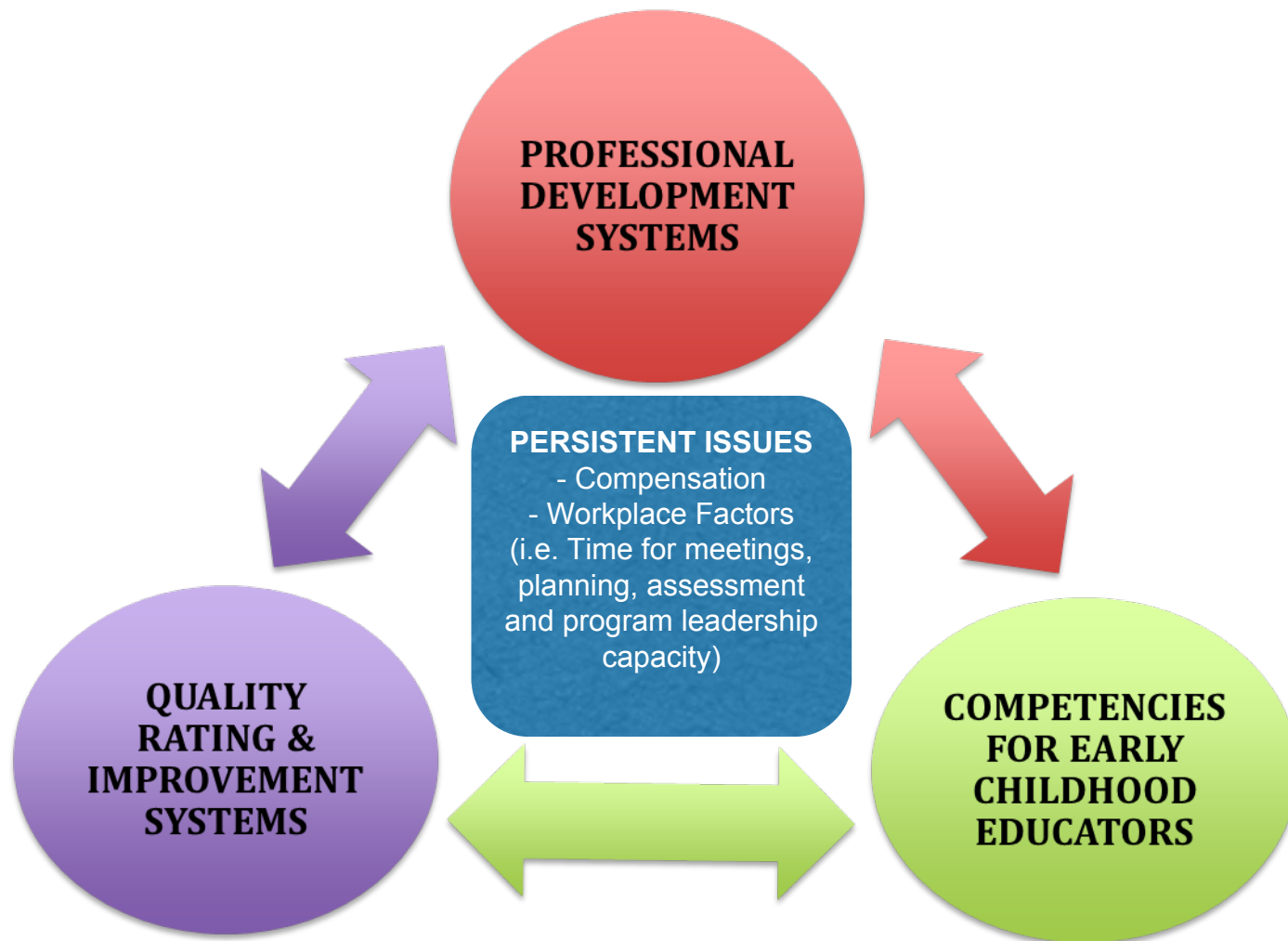
# Connection to First 5 LA's Strategic Plan

**ECE Outcome Area:** Increase access to affordable, quality early care and education

- **Focus:** Strengthen the preparation and professional development system for early care and education
  - **ECE Credential Advocacy Project**, led by PEACH, strengthens the preparation and professional development system by supporting the:
    - 1) Revision and Implementation of the Child Development Permit Matrix and
    - 2) Development and implementation of an credential for teachers who work with children 0 - 8 years old.

147

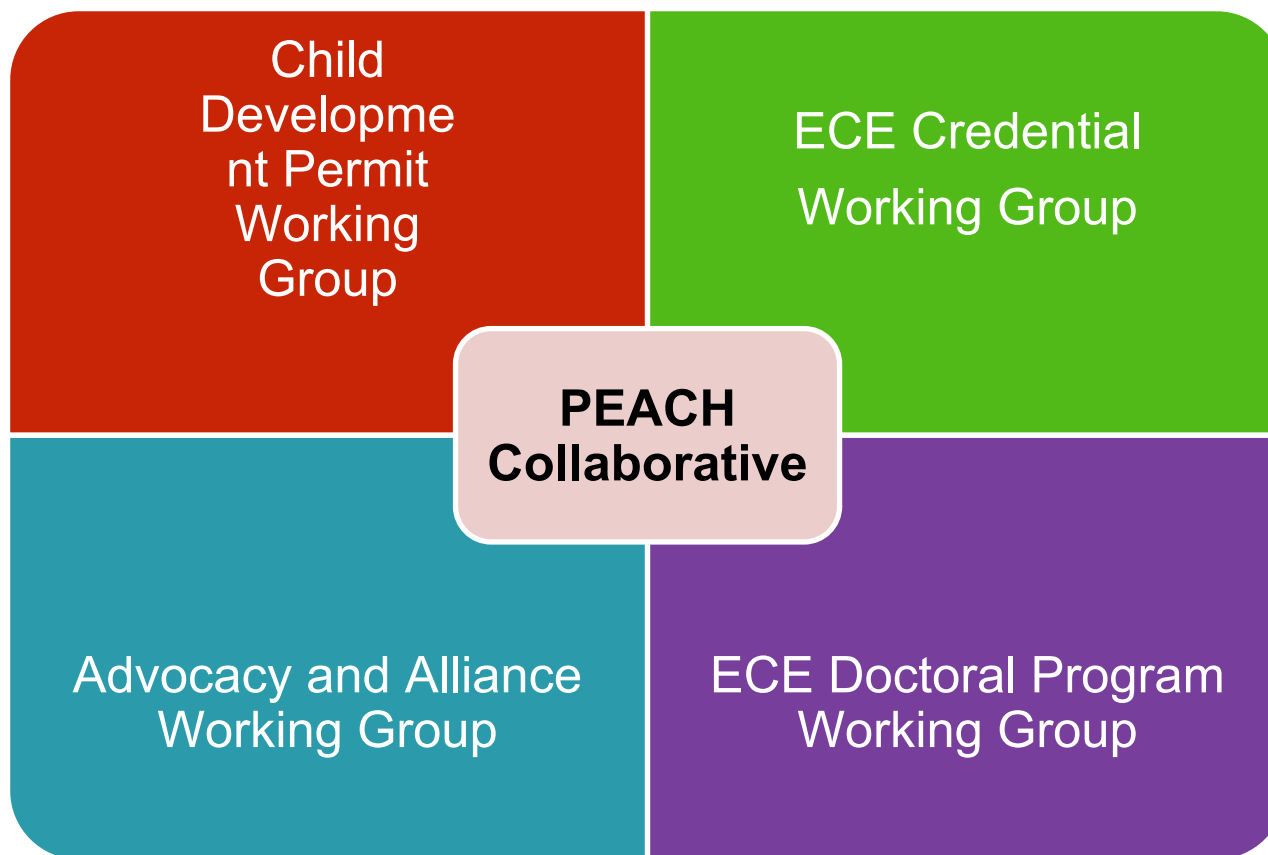
# ECE Workforce Preparation Framework



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# The Collaborative PEACH Structure

PEACH is a collaborative of faculty from 24 colleges and universities that strengthens educational pathways for the ECE workforce.



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# Moving Advocacy Work Forward

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**All PEACH members actively participate in an issue specific working group to advance systems change**

## Child Dev. Permit

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- Lead systems change effort around Child Development Permit including stakeholders' meetings and input to Child Development Permit Advisory Group

## ECE Credential

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- Lead efforts to advocate for an ECE Credential by convening stakeholders, meeting with allies and opponents and providing input to the Commission on Teacher Credentialing

## ECE Doctoral Program

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- Lead public awareness efforts around the need for ECE doctoral programs and support universities in launching ECE doctoral programs.

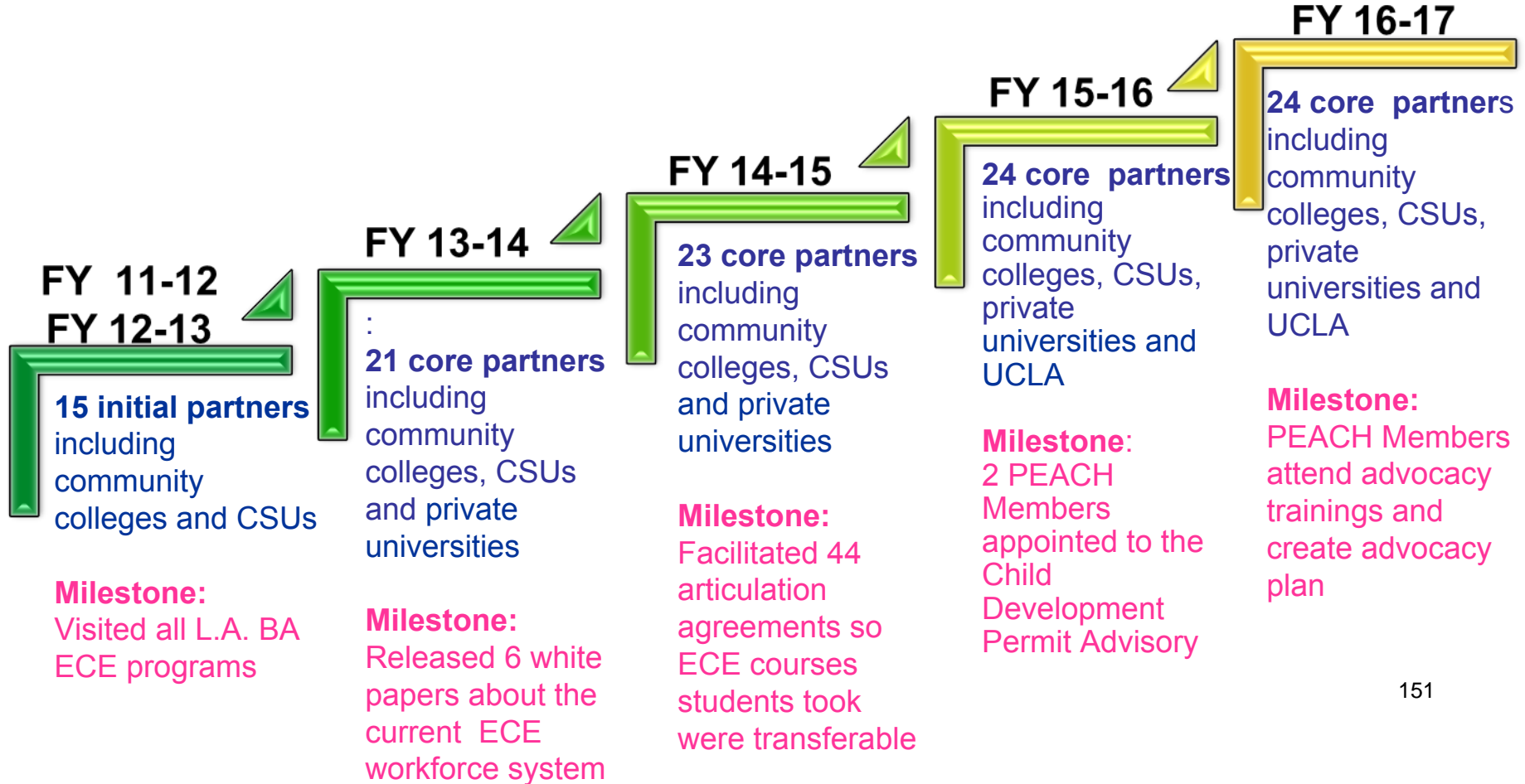
## Advocacy and Alliances

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- Lead the development of advocacy materials that move PEACH issues and build alliances with new allies.

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# The PEACH Growth Trajectory



# Moving Academics to Advocates

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**PEACH members have voices on multiple committees to build public awareness and elevate ECE workforce issues:**

## **Sample Committees:**

- CTC Child Development Permit Advisory Panel
- Ca. Dept. of Education Early Childhood Professional Learning Team
- Transforming the Workforce 0-8 California
- L.A. County QRIS Architects

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# Innovation through PEACH Efforts

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## **Partners:**

- Building system change alliances across and beyond the walls of higher education

## **Advocates:**

- Developing academics as advocates to strengthen the ECE system

## **Thought Leaders:**

- Advising advocacy organizations and elected officials on upcoming legislation through an evidence-based lens

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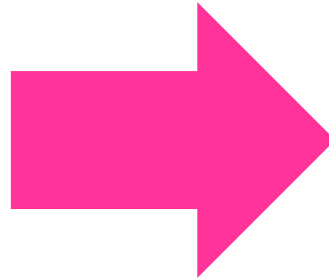
# Creating Sustainable Systems Change

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**PEACH's systems change strategies endure past the life of the investment through:**

## **Child Development Revisions**

- 6 levels of permits
- First revisions since 1994
- Increases qualifications



## **ECE Credential:**

- Professionalizes ECE workforce
- Pathway for increased compensation

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# Strengthening Existing Systems

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## Strengthening Institutions of Higher Education:

- Advocating for ECE doctoral program
- Integrating ECE Competencies into coursework
- Improving articulation of courses from one college to another

## Supporting QRIS:

- Member of the L. A. QRIS Architects
- Inform the development of the QRIS system
- Integrating understanding QRIS into college coursework

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# The Journey Forward

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## Next Steps in 2017:

- **September 2017:** California Commission on Teacher Credentialing votes on Child Development Permit revisions.
- **Building Alliances:** PEACH and the Ca. Child Development Administrators Association are preparing a joint letter to the Commission addressing permit revisions.

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# Questions

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Hanna Leigh  
18 months old



Luzanna Rose  
21 months old

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## FIRST 5 LA

### **SUBJECT:**

**Kindergarten Readiness Assessment – Recommended Approach**

### **PURPOSE OF MEMO:**

This memo is provided as background information for the Board's consideration at the June 22, 2017 Special Meeting of the Board of Commissioners/Program and Planning Committee (PPC) meeting.

### **BACKGROUND:**

The 2015-2020 Strategic Plans' ECE Strategy 1 - Policy/Advocacy, prioritizes partnering with others to identify and implement a Kindergarten Readiness Assessment (KRA) in L.A. County that can be used as a platform to advocate for policy, fiscal and systems change. More specifically, the goal is to implement a uniform KRA within five communities by the end of the current strategic plan. Currently, there is no way of knowing if children in L.A. County enter kindergarten ready to succeed. KRAs provide an opportunity to learn about children's readiness for school using tools that collect data regarding children's development when they enter kindergarten. These tools are typically completed by teachers for their kindergarten students and collect information about children's knowledge and skills in a range of child development domains, including physical well-being/motor development, socio-emotional development, approaches to learning, language and literacy development, and cognition and general knowledge. There are two main uses of KRAs:

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

As stated in the 2015-2020 Strategic Plan, First 5 LA seeks to use KRA data for policy, fiscal and systems change, thus, this goal necessitates the use of a population-level KRA.

### **KRA Collaborative Planning Process: 2016-2017 FY**

Over the past year, First 5 LA has engaged in an intensive planning process in collaboration with partners from the Los Angeles Chamber of Commerce to develop an implementation strategy for the launch of a KRA effort within Los Angeles County. The Chamber of Commerce has been a key partner given their leadership on the LA COMPACT as well as our prior partnership on the Campaign for Grade Level Reading. This year long planning process was supported and facilitated by Children Now and Viva Strategy + Communication. It built upon prior work completed in FY 2015-2016, and included:

- Completion of a report by Children Now and Viva Strategy + Communication entitled, *"Kindergarten Readiness Assessment: Key Conditions Leading States to KRA Adoption and Implementation."* A significant amount of time during a leadership meeting was devoted to dissecting this report and determining possible intersections for our work here in Los Angeles County. The findings from this report indicated that there were three key conditions that have led states to adopt KRAs:
  - *Initiating Condition:* The federal recommendations and guidelines defining school readiness and how to measure it at kindergarten entry.
  - *Catalyzing Condition:* Federal grants, which provide critical resources for planning and implementing KRAs.
  - *Principle Condition:* State statutes and regulations that define and set requirements for the administration of a KRA.

- Facilitated discussions on various models that could be used to guide the implementation of a KRA effort within Los Angeles County. The models that were part of this discussion included:
  - *Catalyst Model*: This model was set forth to give a targeted invitation to policy table/cabinet of systems leaders & participating district superintendents. The requirement for participation in this model would be a commitment to KRA administration.
  - *Data-Centric Model*: This model focused on creating a data snapshot of school readiness with a sampling of school districts administering a pre-selected KRA tool.
  - *Local Cohort Model*: This model emphasized a collaborative planning & piloting process with local districts and communities coming together to consider and choose a KRA tool.
  - *Policy Change Model*: This model was concentrated around advocacy. This model would have required key stakeholders to work in unison with the goal of amending Local Control Accountability Plan/Local Control Funding Formula (LCAP/LCFF) to require use of a reliable uniform district-level summative and/or formative KRA tool.
- Children Now and Viva Strategy + Communication then facilitated a reflective discussion on the models listed above. Staff from First 5 LA and the Los Angeles Chamber of Commerce carefully considered each of the models listed above individually as well as collectively. This collaboration resulted in a model that combined the following elements:
  - A cross-sector partnership group (catalyst model), which would have a focus that would include KRA but would not be limited to it.
  - Engaging stakeholders at multiple levels (Adaptation of cohort model)
  - Localizing policy efforts (Adaptation of policy model)
  - Expansion of KRA (Data Centric Model).
- Examining existing efforts in Los Angeles County – First 5 LA staff identified existing community collaborations around use of a KRA tool in L.A. County and explored the feasibility of expanding on those opportunities. Through this exploration, First 5 LA identified several communities that were investing local resources to collect KRA data and engage local government and community partners in improving school readiness. Given First 5 LA's Strategic Plan priority to build support for a KRA countywide, First 5 LA staff and the Chamber collectively recommended that the initial step focus on expanding and supporting these existing efforts.

### **The Recommended Approach based on the 2016-2017 FY Collaborative Process**

Our local assessment found that multiple communities in Los Angeles County have current or prior experience in using one KRA tool known as the Early Developmental Index (EDI). Community support for the EDI had been enabled by prior philanthropic and First 5 LA investments. The experience of the early communities in using the EDI resulted in the establishment and strengthening of community level partnerships to advance their early childhood agendas. Two communities, in particular, provided valuable learning of how KRA data, in this case EDI, can support local efforts to build an early childhood agenda. Santa Monica has collected EDI data for the past six years, and Pasadena has collected data in 2014 and 2017. Both early care and education leads in the city of Santa Monica and Pasadena identified how EDI had led to collaborations with their city and with local community partners to support child development, parent education, and increase focus on supports to families.

Building on the experiences of communities such as Pasadena and Santa Monica, First 5 LA is looking to support these communities and new communities that are interested in deploying a similar KRA strategy. The proposed approach is to build on communities that have expressed interest in replicating a similar approach and the FY 2017/18 Approved Budget includes funding for up to three

communities that are interesting in testing a KRA. Several communities have expressed interested in working with the EDI.

The proposed approach includes:

- Learning from communities that have successfully built substantive early care and education efforts that leveraged the EDI data, (i.e. Santa Monica and Pasadena).
- Continuing to build up and support communities that have experience and interest in continuing KRA efforts (pilot communities). Please note: several communities and school districts participated in early pilot efforts and there is interest in renewing these efforts.
- Criteria for selecting these pilot communities includes the following:
  - Communities that had previously worked with KRA and/or shown significant interest in piloting a KRA for the first time, or a subsequent time.
  - Communities that can inform broader scale and sustainability.
  - Communities with a commitment to support learning.

The FY 2017/18 Approved Budget includes funding for multiple components to support implementation of this recommended approach:

- Funding to support communities that are currently relying on a KRA tool to inform early care and education systems, policy and fiscal change.
- Funding to support communities interested in collecting KRA data. First 5 LA staff is currently exploring potential partnerships with several communities/school districts and would return with recommended funding actions in fall 2017.
- Funding to support potential coaching and additional resources for those communities/school districts that are piloting a KRA.

The primary focus of this effort is to capture learnings on how communities are currently using and will use KRA data to inform and improve local systems that support early childhood development. While school districts are a critical audience for this information, this approach is grounded in building the capacity within local communities to understand and use the data for policy and systems change, while informing a broader policy agenda.

The accompanying memo includes a recommended action for the July 2017 Board of Commissioners meeting to establish a strategic partnership with the Regents of the University of California Los Angeles (UCLA). This action would be the first of multiple anticipated actions which would make resources available to communities that are interested in employing the Early Development Instrument (EDI), which is implemented through the UCLA Center for Healthier Children, Families and Communities. Broadly, staff from First 5 LA and the Los Angeles Chamber of Commerce has researched multiple KRA tools in place at the local, state and national level, while keenly looking to build on local community interest. The leadership team from First 5 LA and the Los Angeles Chamber of Commerce is not recommending that the EDI is the exclusive tool for Los Angeles County; rather, the recommended approach is intended to be responsive to community interest and build upon existing efforts in L.A. County. As we explore further local partnerships, additional tools could be used and tested.

FIRST 5 LA

**SUBJECT:**

**Request to establish an 18-month Strategic Partnership through December 31, 2018 with the Regents of the University of California Los Angeles (UCLA) for an amount up to \$522,000, and authorize staff to execute a contract.**

**RECOMMENDATION (PROVIDED AS INFORMATION):**

This memo is provided as information for the Board's consideration at the June 22, 2017 Special Meeting of the Board of Commissioners/Program and Planning Committee (PPC) meeting. First 5 LA staff recommends that at the July 13, 2017 Commission Meeting, the Board approves the establishment of a Strategic Partnership with The Regents of the University of California to work with UCLA's Center for Healthier Children, Families and Communities for an amount not to exceed \$522,000 and authorize staff to execute a contract with an intended start date of July 14, 2017 through December 31, 2018. The funds have been included in the First 5 LA FY 2017-2018 Programmatic Budget under the ECE Strategy 1 - Policy/Advocacy Initiative: Kindergarten Readiness Assessment.

**BACKGROUND:**

***2015-2020 Strategic Plan Alignment***

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

The 2015-20 Strategic Plans' ECE Strategy 1 - Policy/Advocacy Initiative, prioritizes partnering with others to identify and implement a Kindergarten Readiness Assessment (KRA) in L.A. County that can be used as a platform to advocate for policy, fiscal and systems change. More specifically, the goal is to implement a uniform KRA within five communities by the end of the current Strategic Plan. Currently, there is no way of knowing if children in L.A. County enter kindergarten ready to succeed. KRAs provide an opportunity to learn about children's readiness for school using tools that collect data regarding children's development when they enter kindergarten. These tools are typically completed by teachers for their transitional kindergarten or kindergarten students and collect information about children's knowledge and skills in a range of child development domains, including physical well-being/motor development, socio-emotional development, approaches to learning, language and literacy development, and cognition and general knowledge. There are two main uses of KRAs:

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

As stated in the 2015-2020 Strategic Plan, First 5 LA seeks to use KRA data for policy, fiscal and systems change, thus, this goal necessitates the use of a population-level KRA. The Early Development Instrument (EDI) is one population-level (or summative assessment) KRA that has been or is currently being used by several communities/school districts to inform early care and education systems, fiscal and policy change efforts. Thus, First 5 LA and its' partners, such as the

Los Angeles Chamber of Commerce seek to build on this existing momentum by establishing a strategic partnership with the Regents of the University of California, Los Angeles.

*Background on the EDI.* The Early Development Instrument (EDI) is a population level assessment which provides critical insight into young children's readiness or lack thereof for kindergarten, as well as which neighborhoods in the community need more support in ensuring their young children are ready for kindergarten. In addition, preliminary analyses from a UCI and UCLA study have found that the EDI is predictive of later academic achievement. Population-level assessments better align with systems and policy change by pinpointing the strengths and weaknesses of each neighborhood's students' levels of kindergarten readiness. EDI has been effectively used by communities to:

- Map children's health, development and school readiness, neighborhood by neighborhood and school by school, in communities within Los Angeles County, using the Early Development Instrument (EDI), and;
- Support the use of the EDI results with F5LA and with cross-sector, local early childhood stakeholder groups in each community to engage stakeholders, inform planning, and take actions to improve local early childhood systems.
- Assess change over time. Because the EDI has already been implemented in Los Angeles in select districts, there may also be the ability to begin to assess change over time and the collective impact of F5LA investments in these communities.
- Learning from communities where children's development is exceeding or underperforming expectations in relation to indices of community wellbeing.
- Monitor results in communities that are exceeding or underperforming expectations. These results might signal the positive effect of community efforts, and are an important step towards validating local efforts and identifying promising practices for adaptation and spread. For communities that are found to be under-performing on the EDI relative to community indices, community actors may be able to identify new tools and processes for improvement not previously acknowledged. Either outcome enables communities to engage in a more thoughtful and focused a data driven planning process.

EDI data is valid for a period of three years. Collected data can then be reviewed and acted upon by communities.

### **Proposed Scope of Work with UCLA**

#### ***Overview of Proposed Strategic Partnership with UCLA Center for Healthier Children, Families and Communities***

First 5 LA proposes to develop a Strategic Partnership with UCLA that includes the following scope of services:

- 1) School Engagement
- 2) EDI Data Collection, Analysis and Reporting
- 3) Enhanced Analytics\*
- 4) Individual Coaching on the Use of the EDI – Communities new to EDI Implementation\*\*
- 5) Individual Coaching and Facilitation on the Use of EDI Data – Communities that have already implemented the EDI\*\*
- 6) Regional Shared Learning Network for Los Angeles County Communities using the EDI (this includes those who are new to using the EDI, and then those who have already used the EDI)\*\*
- 7) Linkage to National Shared Learning Network Activities\*\*

**\*Indicates an optional task that will only be authorized if determined as necessary and relevant by First 5 LA.**

**\*\*Indicates a task that will only be authorized with school district/community approval and input.**

**Note – This work contingent on the commitment of school districts. Staff from First 5 LA and the Los Angeles Chamber of Commerce are currently working with several potential districts to confirm plans.**

School Engagement. Staff from the UCLA Center for Healthier Children, Families and Communities will assist First 5 LA in leveraging their current relationships with school districts and communities that have already implemented the EDI, or have expressed interest and/or commitment to piloting the EDI in an effort to obtain the commitment of approximately three school districts that are willing to implement the EDI during the 2017-2018 school year. This limited consultation work will occur between July 14, 2017-October 31, 2017. As relationships are central to the implementation of the EDI, it is critical that we partner with the UCLA Center for Healthier Children, Families and Communities in this effort. Estimated Cost \$14,000.

EDI Data Collection, Analysis and Reporting. Central to this project is the data collection, which accounts for approximately 50% of the budget with the UCLA Center for Healthier Children, Families and Communities. However, prior to data collection, UCLA will co-develop an EDI implementation plan for each community/district in consultation with key community stakeholders. This implementation plan will detail how and when teachers will be trained on the implementation of the EDI, as well as when EDI data will be collected, in addition to preliminary plans for analysis. UCLA will facilitate the training of teachers to collect the EDI data in-person, as well as provide the option of additional online training. All teachers will be provided with the necessary guidebooks, and access to the online EDI data collection portal to enter data. In conjunction with this process, staff from UCLA will engage educational stakeholders within each community in the process of selecting boundaries and indicators for the EDI maps. UCLA staff will then create an EDI map book (pdf) per school district/community which will contain ten maps, and four additional ones to meet the needs of each community. Each school district/community will receive an Excel Table Book and Reference Guide, with a comprehensive set of de-identified data that will allow school districts and communities to run additional analyses should they choose to. Finally, each community will receive a summary report, and each school with two participating classrooms will receive a school report. All of these reports will provide a comprehensive analysis to inform future efforts about how to support early care and education initiatives. Estimated Cost: \$240,000 for three communities/school districts

Enhanced Analytics. While the analysis of the EDI provided by UCLA Center for Healthier Children, Families and Communities is robust in nature, there are still additional analyses that can be done to better inform policy, fiscal and systems change. For the past six years, the staff at the UCLA Center for Healthier Children, Families and Communities has received questions about which community contexts drive child development health and well-being outcomes and what can communities specifically do to improve overall child development. Recent analytic enhancements have allowed them to define those contexts using Child-Raising Vulnerability index created by Charles Bruner, to assess the relationship of EDI measured outcomes and local community conditions. This very useful and robust index utilizes 10 US Census variables to describe patterns vulnerability based on child's neighborhood condition. It can be used to better understand how community factors are impacting patterns of vulnerability within and across different populations in different neighborhoods. This type of analysis identifies those communities that are either under-performing or exceeding expectations based on the relationship of outcomes and local conditions. For communities exceeding expectations, these results signal the positive effect of community efforts, and are an important step towards validating local efforts and identifying promising practices for adaptation and spread. For communities that are found to be under-performing on the EDI relative to community indices, community actors may be able to identify new tools and processes for improvement not previously acknowledged. Either outcome enables communities to engage in a more thoughtful and focused a data driven planning process. Estimated Cost: \$90,000

Individual Coaching on the Use of the EDI for those Communities that are in the Early Stages of Piloting the EDI. It is important to support communities that are in the early stages of piloting the EDI. The UCLA Center for Healthier Children, Families and Communities draws upon extensive experience in coaching other communities on a national scale that have implemented the EDI. As part of this work, staff from the UCLA Center for Healthier Children, Families and Communities will facilitate and support a cross-sector stakeholder group in each community with the following goals: (1) understanding their EDI results; (2) identifying the underlying causes driving those results; and (3) finding opportunities for using the data to inform change/action. Estimated Cost: \$30,000

Individual Coaching and Facilitation on the Use of EDI for those Communities that have previously Implemented the EDI. Long after the EDI is collected and the data is analyzed, communities continue to require support to utilize the data to not only inform systems, fiscal and policy changes broadly, but to also strategically engage cross-sector stakeholder groups to effectively implement systems, fiscal and policy changes. Furthermore, the UCLA Center for Healthier Children, Families and Communities will also work with each community to leverage local opportunities and resources to improve systems for young children. Estimated Cost: \$48,000

Regional Shared Learning Network for Los Angeles County. As a learning organization, staff at First 5 LA recognize the importance of learning from and with communities, whether those at the beginning stages of EDI implementation, or those who have already implemented EDI. Thus, the UCLA Center for Healthier Children, Families and Communities will support the establishment of a learning network that encompasses a variety of communities of a various stages of EDI implementation. The goal of this learning network is to accelerate learning and innovation by ensuring the local communities have ample opportunity to share best practices and lessons learned about EDI implementation, understanding and engaging around the use of the data to support local planning and improvement efforts for young children. As an addition, all communities will have access to the National Share Learning Network. Estimated Cost: \$100,000

### **Future Phases of Work**

This initial phase of work will be foundational towards future phases which will focus on scaling the implementation of a KRA by other school districts and communities, leading to the acquisition of valuable data to inform and support policy, fiscal and systems change efforts that positively impact young children. Additionally, staff from both First 5 LA and the UCLA Center for Healthier Children, Families and Communities will capture the ongoing learnings and lessons learned from the school districts and communities through the ongoing coaching and learning opportunities that will occur.

### **Specific Goals for First 5 LA to Accomplish by the End of the 18-month pilot:**

- Analyze and determine the relevant challenges and successes of the KRA data collection.
- Create a plan of how to address the challenges and build upon the successes with a subsequent data collection.
- Determine the level of effectiveness of data utilization by those communities that have previously and/or continue to pilot the EDI.
- Continue to build relationships with school districts/communities and secure additional commitments for KRA data collection for the 2018-2019 FY.
- Develop a plan on how to continue to support those communities who have just piloted the EDI during the 2017-2018 FY, and how to support their continued data utilization to inform KRA systems, policy and fiscal change.

Pursuant to the Procurement Policy, Strategic Partners of \$75,000 or more in a fiscal year must be presented to the Board for approval. Staff is requesting an establishment of a strategic partnership for an amount not to exceed \$522,000 to comply with this policy. Section IV.5 of the Procurement Policy also states that contracts of \$75,000 or more require Board approval prior to execution. Staff

is seeking approval to execute a contract for \$522,000 for and anticipated period of July 14, 2017 to December 31, 2018.

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

First 5 LA's investment in UCLA Center for Healthier Children, Families and Communities supports critical foundational activities that will contribute to the adoption and implementation of policies to sustain a KRA system. First 5 LA funds will provide the resources to effectively pilot the EDI in approximately three school districts/communities. However, capacity building within both school districts and communities is essential in ongoing data collection, analysis and support to communities for data utilization to inform and impact policy, fiscal and systems change. Participating school districts and communities will highly benefit from the UCLA Center for Healthier Children, Families and Communities support in the following areas: EDI data implementation planning, data collection and analysis, as well as ongoing support for school districts and communities at various stages of data collection with the end goal of effectively utilizing the data to inform policy, fiscal and systems change.

***Actions to Support Sustainability***

Without Kindergarten Readiness Assessment data, communities, school districts, policy makers and politicians have no way of knowing if the services and resources they provide for young children and their families are exactly what they need. By using EDI data, school districts and communities can pinpoint what areas need to be strengthened to aid young children in their growth and development. Thus, the EDI data and its' requisite analyses serves a critical tool in ensuring that the proper resources and services are utilized and/or established to ensure that the school districts and communities do not incur too many long-term costs providing necessary supports for some children as they grow older. So, while the EDI requires funding initially from First 5 LA, it is expected that school districts and communities will begin to recognize that the EDI is a cost-effective tool, that when invested in, supports local decision-making and effectively informs local policy making, including priorities set through the Local Control Action Plan (LCAP) for districts. Ideally, this would then mirror similar efforts done by Pasadena and Santa Monica in which communities invested local resources to sustain efforts. Further, First 5 LA's demonstrated support of a KRA system in LA County has the potential to serve as a catalyst to attract other First 5 Commissions and funders interested in leveraging resources to advance a statewide KRA system.

***Leveraged Resources***

A strategic partnership with the UCLA Center for Healthier Children, Families and Communities will leverage several resources including:

- Capacity building with school districts and communities through tailored support and coaching by the UCLA Center for Healthier Children, Families and Communities in consultation with First 5 LA.
- Convergence with Best Start Community partners where applicable.
- Utilization of the existing expertise of school districts and communities that have already implemented the EDI and are at the point of data utilization.

**JUSTIFICATION:**

**This Strategic Partnership meets the criteria below:**

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

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


**AND**

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

The proposed strategic partner, UCLA Center for Healthier Children, Families and Communities is licensed by the Canadian Publishers of the Early Development Instrument (EDI) at McMaster University, Offord Centre for Child Studies to sublicense the EDI and provide technical support to organizations in the United States. UCLA runs the EDI national support network for local communities participating in the EDI by providing the technical assistance, licensed training materials, online EDI software used by teachers to complete the EDIs, data analytics and visualization.

Establishing this Strategic Partnership is in the best interest of the Commission because (1) The UCLA Center for Healthier Children, Families and Communities is the only institution in the United States that is licensed to support the implementation of EDI in communities within the United States; (2) It will continue to leverage ongoing momentum for use of the EDI in the Los Angeles County through the current relationships it has built with communities and school districts specifically in relation to the EDI; (3) It will build upon UCLA's continued expertise of leveraging EDI data to support systems' change in communities; (4) It will support First 5 LA in documenting and thinking through ongoing learnings and final lessons learned.

The proposed Strategic Partnership is aligned with the adopted Strategic Plan because the Early Care and Education (ECE) Systems strategy seeks to improve access to affordable, quality, sustainable ECE through improving policies and systems. One activity within this priority focus area involves partnering with communities to encourage their school districts within L.A. County to adopt a single KRA. Based on continued conversations across Los Angeles County, staff recognizes the developing momentum and the value in supporting an intentional learning strategy on the use of the EDI to promote systems level change. This Strategic Partnership will allow First 5 LA to not only support up to three school districts in piloting the EDI, but also provide critical areas of support to school districts and communities for their implementation of the EDI and their utilization of that EDI data to inform systems change



**KRA Update and Proposed  
Strategic Partnership with  
UCLA Center for Healthier  
Children, Families and  
Communities**

**Katie Fallin Kenyon & Kate  
Riedell**

June 22, 2017

1<sup>ST</sup>  LA  
**first 5 la**  
Giving kids the best start

# Broad Overview



Kindergarten Readiness Assessment (KRA)  
Overview and Recommended Approach



Request approval to establish a new  
strategic partnership with the UCLA Center  
for Healthier Children, Families and  
Communities

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# First 5 LA's Strategic Plan: Kindergarten Readiness Assessment Objective

**ECE  
Strategy 1**

**Partner with others to identify and implement a Kindergarten Readiness Assessment (KRA) in L.A. County that can be used as a platform to advocate for policy, fiscal and systems change**

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# What is a Kindergarten Readiness Assessment (KRA)?

A “kindergarten readiness assessment” (KRA) refers to a tool that collects information about the “school readiness” of children around the time they enter kindergarten (typically within the first eight weeks of school).



# What information does a KRA provide us with?

## A holistic view of children's school readiness

### Language and Literacy

- Appropriately expresses needs and wants verbally
- Engages with books

### Social and emotional development

- Works and plays cooperatively with peers
- Comforts self with adult guidance and support

### Approaches to learning

- Stays focused and pays attention during activities
- Demonstrates curiosity and enthusiasm for learning

### Cognition and general knowledge

- Recognizes letters of the alphabet
- Counts small groups of objects correctly

### Physical well-being and motor development

- Performs basic self-help/care tasks
- Uses tools, such as pencil and crayons correctly

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# How can KRA results be used?

## Look Back (Population Level, Summative)

- Identify the strengths and needs of our early childhood systems by aggregating data at a district, county, and/or state-wide level
- Assist local and state policy makers to use aggregated data to determine how best to support school readiness of students, schools, and communities
- Help teachers understand the needs of children entering kindergarten in their district or community
- Help parents advocate for systems change



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# Overview of KRA Collaborative Planning Process: FY 2016-2017

- **Completion of a Report:** *“Kindergarten Readiness Assessment: Key Conditions Leading States to KRA Adoption and Implementation”*
- **Discussion of the Following Models:** Catalyst, Data-Centric, Local Cohort, Policy Change.
- **Reflective Discussion based on the Models:** Combination of all models, with adaptations made to both the Local Cohort and Policy Change models.
- **Close Examination of Current KRA Efforts in Los Angeles County:** First 5 LA staff identified existing community collaborations around the use of a KRA tool, and the utilization of KRA data.

# KRA Recommended Approach: Drawing Upon Community Experiences

- **Local Assessment Results:** Multiple communities in Los Angeles County have current or prior experience using one KRA tool known as the Early Development Instrument (EDI).
- **Prior Use of the EDI Data:** Has provided communities with valuable information to support their local efforts in building an early childhood agenda.
  - **Pasadena:** Collection of EDI data in 2013 and 2017.
    - September 23, 2017 – Launch Pasadena becoming an Early Learning City by 2025.
    - Utilization of data to inform community conversations and development of early childhood hubs.
  - **Santa Monica:** Collected EDI data the past six years.
    - Data analysis options with RAND.
    - Options for supporting the school districts.
    - Santa Monica Cradle to Career Initiative: Building KRA Workgroup capacity.

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# KRA Recommended Approach: Moving into FY 2017-2018

- **Building Upon Experiences of Communities like Pasadena and Santa Monica:** Support these communities and new communities that are interested in deploying a similar KRA strategy.
  - Learn from communities that have leveraged the data from the EDI (Pasadena and Santa Monica).
  - Continue to build up and support communities that have experience and interest in continuing their KRA efforts.

# Kindergarten Readiness Assessment Executive Leadership Team: Collaborative Process

- **Criteria used to select communities to pilot KRA/EDI**
  - Communities that had previously worked with KRA/EDI.
  - Communities that can inform broader scale and sustainability.
  - Communities with a commitment to support learning.

# Elevating and Building Upon Current Efforts



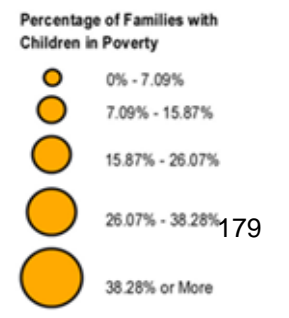
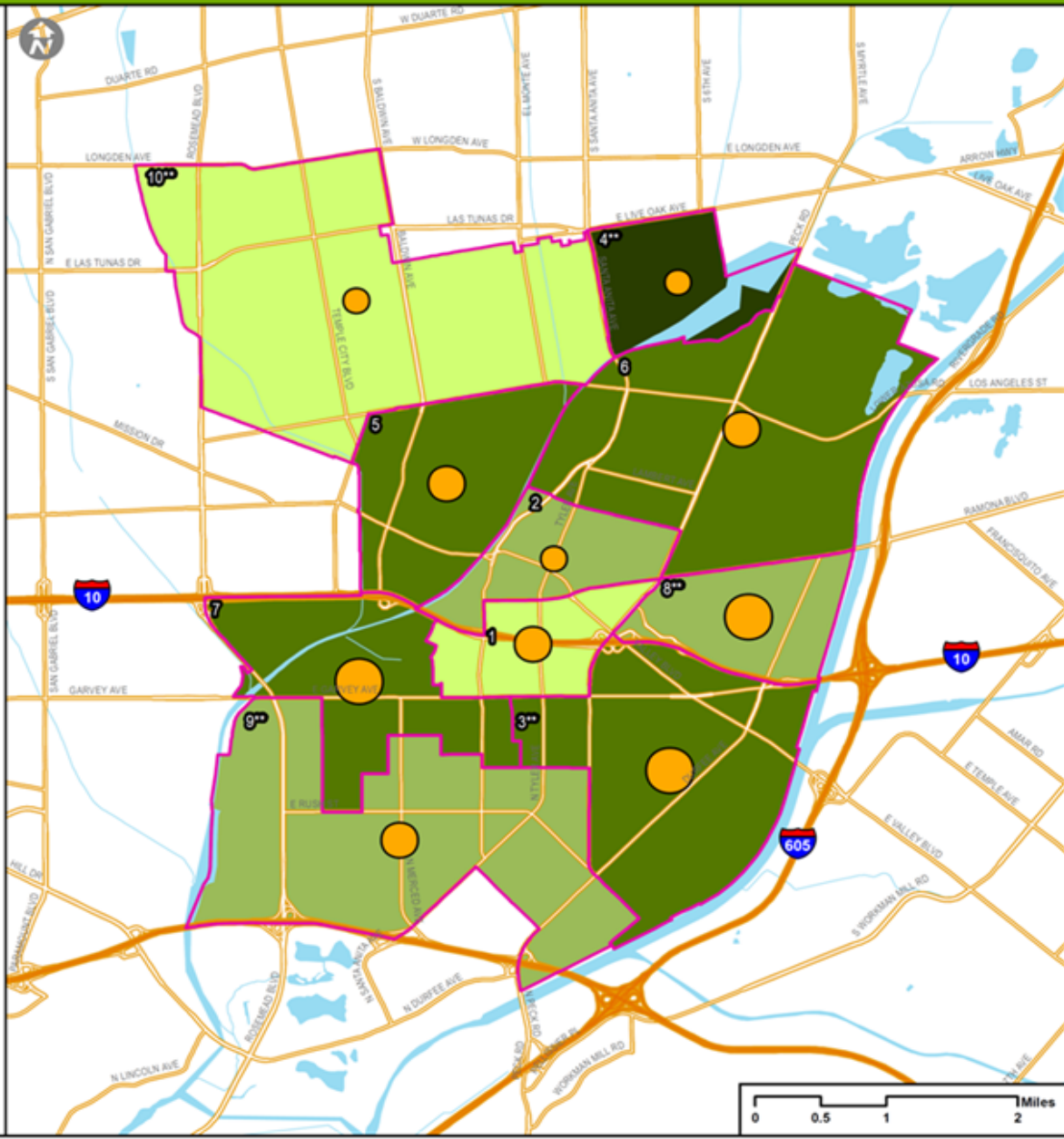
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# How EDI Supports Community Efforts

- **EDI Purpose:**
  - Provides a community snapshot of children's health, development and school readiness.
  - Informs place-based efforts to optimize the healthy development for all young children as the foundation for human capital development.
- **EDI Administration:**
  - Kindergarten teachers administer the EDI once every 3 years
  - Completed online – Average of 10-15 minutes per EDI per child
  - Observational recall, completed at least 3 months into the school year

# EDI 2013: Children Vulnerable on 2 or More Developmental Domains with Percent of Families with Children in Poverty in El Monte Area Neighborhoods

Neighborhoods: Percent Vulnerable on Two or More Domains		
ID	Neighborhood	%
1	Downtown	12%
2	Downtown/ Norwood Cherrylee	15%
3	Mountain View**	20%
4	North El Monte**	29%
5	Northwest	21%
6	Norwood Cherrylee	19%
7	Park El Monte	20%
8	River East**	13%
9	South El Monte**	16%
10	Temple City**	9%
Neighborhood-wide		18%



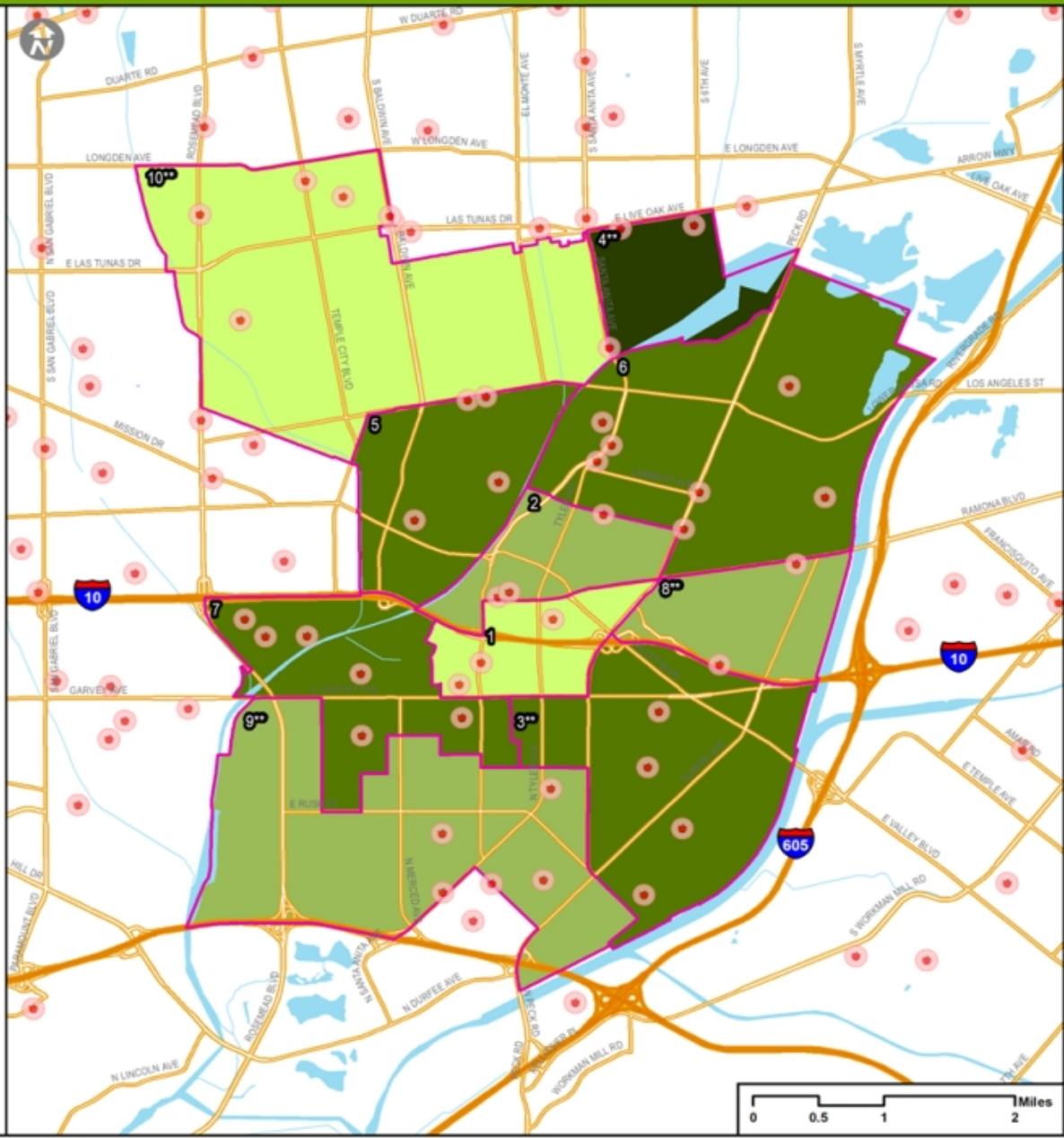
**T**ransforming  
**E**arly  
**C**hildhood  
**C**ommunity  
**S**ystems

THE SCIENCE FOR A BETTER START  
TECCS@mednet.ucla.edu

\*\* EDI data collection is less than 70% of the estimated kindergarten population; interpret with caution.

# EDI 2013: Children Vulnerable on 2 or More Developmental Domains with Child Care Sites in El Monte Area Neighborhoods

Neighborhoods: Percent Vulnerable on Two or More Domains		
ID	Neighborhood	%
1	Downtown	12%
2	Downtown/ Norwood Cherrylee	15%
3	Mountain View**	20%
4	North El Monte**	29%
5	Northwest	21%
6	Norwood Cherrylee	19%
7	Park El Monte	20%
8	River East**	13%
9	South El Monte**	16%
10	Temple City**	9%
<b>Neighborhood-wide</b>		<b>18%</b>



**Legend**

- Neighborhood Boundary
- Proportion of Children Developmentally Vulnerable
  - Lowest Proportion
  - Highest Proportion
  - No or Few Data
- Child Care Sites
  - Licensed Child Care Centers

\*\* EDI data collection is less than 70% of the estimated kindergarten population; interpret with caution.

# Next Steps: Strategic Partnership with UCLA Center for Healthier Children, Families and Communities

## What do we hope to accomplish between July 1, 2017 and December 31, 2018?

- Continue to engage school districts and obtain the commitment of at least three school districts to pilot the EDI.
- Finalize analysis and reporting of the EDI data collected.
- Potentially provide coaching on the use of EDI data to those communities piloting the EDI.

## Total Project Cost:

- Not to exceed \$508,000 for 18 months.  
(July 1, 2017 – December 31, 2018)



# Next Steps: Strategic Partnership with the UCLA Center for Healthier Children, Families and Communities

- Seek Board approval to establish a strategic partnership and execute a contract with the UCLA Center for Healthier Children, Families and Communities at the July 13, 2017 Commission Meeting
- Pending Board approval, a contract with UCLA Center for Healthier Children, Families and Communities will begin July 14, 2017.

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**In the end...**



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**We want to ensure all kids are supported!**

# Additional Information

# EDI Domains and Sub-Domains

Physical Health and Well Being	Social Competence	Emotional Maturity	Language and Cognitive Development	Communication Skills and General Knowledge
Physical readiness for the school day	Overall competence with peers	Prosocial and helping behavior	Basic literacy skills	
Physical independence	Respect and responsibility	Anxious and fearful behavior	Interest in literacy/ numeracy and memory	
Gross and fine motor skills	Approaches to learning	Aggressive behavior	Advanced literacy skills	
	Readiness to explore new things	Hyperactive and inattentive behavior	Basic numeracy skills	

# How is the EDI different from Kindergarten Entry Assessments?

	Kindergarten Entry Assessments	EDI
Level of Reporting	Child, teacher, school and district	Neighborhood, Community, City, County, School, District
Emphasis of Measures	Numeracy, Literacy, Motor Skills	Holistic – 5 Domains: Social, Emotional, Physical health, Language and Cognitive, Communication skills and general knowledge
Frequency	Multiple times every year	Once every three years
Consumers	Education sector	Cross sector coalitions; Collective impact and cradle to career initiatives
Purpose	Assess child and teacher progress, guide individual instruction and inform curriculum.	Mobilize cross-sector partnerships; Understands neighborhoods to inform place-based decisions; Assess collective impact.