

AGENDA

MEETING OF THE BOARD OF COMMISSIONERS

Chair: Sheila Kuehl

Thursday, March 25, 2021

1:30 PM Click [HERE](#) Public Zoom and Dial-in Meeting Info.

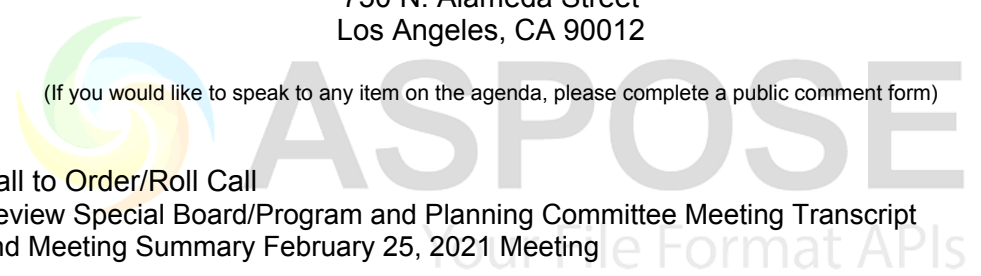
Meeting Location:

First 5 LA

750 N. Alameda Street

Los Angeles, CA 90012

(If you would like to speak to any item on the agenda, please complete a public comment form)

- 
1. Call to Order/Roll Call
 2. Review Special Board/Program and Planning Committee Meeting Transcript and Meeting Summary February 25, 2021 Meeting 3
 3. Highlights from Best Start Region 3 (Northeast Valley, Panorama City & Neighbors) 96

Presenters: Lee Werbel, Interim Director, Communities; Breanna Hawkins, Program Officer, Communities; Edith Aristizabal, Program Director, El Nido Family Centers; Rogelio Tabarez, Learning and Development Coordinator, El Nido Family Centers; Eduardo Najera, Father, Resident, and Best Start leader; El Nido Family Centers

4. Break
5. Highlights from Best Start Region 5 (Lancaster, Palmdale) 118

Presenters: Roxana Martinez, Program Officer, Communities; Jose Ramos, Director of Primary Prevention, Children's Bureau of Southern California; Kate Anderson, Center

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COMMISSIONERS

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

EX OFFICIO MEMBERS

Karla Pleitez Howell
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Wendy Smith, Ph.D., LCSW
Deanne Tilton

EXECUTIVE DIRECTOR

Kim Belshé

EXECUTIVE VICE PRESIDENT

John A. Wagner

- Director, Los Angeles County Center for Strategic Partnerships; Olivia Celis, Consultant,
Los Angeles County Center for Strategic Partnerships
6. Closure of Select Home Visiting Site in Best Start Region 3, Friends of the Family, Effective April 30, 2021 with Proposed Assignment of Home Visiting Grant Agreement and Services to El Nido Family Centers **(Written Only)** 144
 7. Break
 8. The Evolution and Future of Policy and Advocacy Funding 146

Presenters: Andrew Olenick, Policy Analyst, Government Affairs & Public Policy; Jaime Kalenik, Program Officer, Early Care & Education; John Guevarra, Program Officer, Communities

9. Public Comment (for items not on the agenda)
10. Adjournment



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SUMMARY MINUTES

FIRST 5 LA
February 25, 2021
Special Board/Program & Planning Committee Meeting (VIRTUAL)
1:30-4:00 pm

PROGRAM & PLANNING COMMITTEE

MEMBERS PRESENT:

Astrid Heger
Frank Ramos (Alternate)
Romalis Taylor
Marlene Zepeda

Ex-Officio Commissioners:

Jacquelyn McCroskey
Karla Pleitez Howell
Deanne Tilton
Keesha Woods

NON-COMMITTEE MEMBERS PRESENT

Judy Abdo
Linda Aragon (Alternate)

PROGRAM & PLANNING COMMITTEE

MEMBERS ABSENT:

Bobby Cagle [Excused]
Jonathan Sherin [Excused]

STAFF PRESENT:

Christina Altmayer, Senior Vice President for
Center for Child and Family Impact
Peter Barth, Chief of Staff
Kim Belshé, Executive Director
Linda Vo, Board Relations Manager
John Wagner, Executive Vice President

1. Call to Order / Roll Call

Committee Chair Marlene Zepeda called the meeting to order at 1:33 pm. Quorum was present.

2. Review Special Board/Program and Planning Committee Meeting Transcript from January 28, 2021

The transcript was received and filed with no deletions, additions or changes.

3. Fresh Ideas for CalFresh Discussion of Findings and Next Steps

Communities Interim Director Lee Werbel, along with LA Food Policy Council Executive Director Christine Tran, and LA Department of Public Social Services Human Services Administrator Nicole Williams, presented findings from the Fresh Ideas for CalFresh project. Their presentation included the project's overview, findings, recommendations and next steps.

4. Break

5. Highlights from Best Start Region 1 (Metro LA, East LA, Southeast LA, South EI Monte/EI Monte)

Debbie Sheen and partners from Para Los Niños (PLN) highlighted their work in Best Start Region 1, and PLN highlighted that real change happens when there is focus on the value that relationships bring in guiding their work. She spoke about how Community Promotoras in Region 1 worked to build and sustain relationships with parents, caregivers, and residents. Debbie and partners from PLN underscored how this process is intentional and is at the center

SUMMARY MINUTES

of grounding the strategies of all the partners in Region 1 to promote systems change in communities.

6. Strengthening Welcome Baby Virtual Visits Study Through Data Partnership: Update and Cost Implications (Written Only)

This was a written only item providing an update and cost implications of the Welcome Baby update that was discussed at the October 2020 Board meeting. Next steps include staff working to amend Fiscal Year 2020-2021 contracts with American Institutes for Research (AIR) and Public Health Foundation Enterprises, Inc. (PHFE WIC) to reflect the revised study approach. Staff then plan to return to the Board of Commissioners for support of the contract amendment exceeding \$75,000 at the March 11th, 2021 Board of Commissioners meeting.

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

There were no Public Comments.

ADJOURNMENT:

The Commission adjourned at 3:52 pm.

NEXT MEETING:

The next Special Board/Program & Planning Committee Meeting will take place on Thursday, March 25, 2021 at 1:30 pm.

VIRTUAL BOARD MEETING

Meeting details will be posted per Brown Act Requirements

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

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MEETING OF FIRST 5 LOS ANGELES PROGRAM AND PLANNING
Thursday, February 25, 2021
750 North Alameda Street, First Floor
Los Angeles, California 90012

STENOGRAPHICALLY REPORTED BY:
HEATHERLYNN GONZALEZ
CSR #13646

1 Thursday, February 25, 2021; Los Angeles, California

2 1:32 p.m.

3 -oOo-

4 COMMISSIONER ZEPEDA: So let's go ahead and
5 start. Welcome, everybody, to the program and planning
6 committee meeting February 25th.

7 Is Judy on the line yet?

8 THE SECRETARY: She is.

9 COMMISSIONER ZEPEDA: Before we start, I wanted
10 to thank Judy, Commissioner Abdo, for chairing last time's
11 meeting in my absence. I really appreciate that.

12 So, Linda, do you want to do any kind of
13 directions prior to the call to order?

14 THE SECRETARY: Yes. I'm going to establish some
15 ground rules as I usually do. Pursuant to Governor
16 Newsom's executive order, N-25-20, members of the First 5
17 LA board of commissioners or staff may participate in this
18 meeting via teleconference. In the interest of
19 maintaining appropriate social distancing, members of the
20 public may observe from this meeting telephonically or
21 otherwise electronically as otherwise posted on our
22 website and this agenda.

23 To provide public comment, you may submit written
24 public comments by e-mail to lvo@first5la.org or call
25 (213) 276-9389. Please do indicate the item number your

1 comment corresponds with. All public comments
2 corresponding to an agenda item must be received before
3 1:30 p.m. the day of the meeting. Any received after
4 (audio stops) does include video and audio, allowing all
5 meeting participants and public members to view the
6 presentations via shared screen.

7 Today's meeting, as you see, will also include
8 interpretation. To ensure you have clicked on
9 interpretation function that looks like a globe, and that
10 allows to chose English or Spanish as the language you
11 would like to hear the meeting in. If you have not done
12 this, please do it now.

13 To minimize background disruptions, all board
14 members and staff should place their lines on mute until
15 called upon to speak. And to minimize multiple people
16 speaking at the same time and to ensure for a coherent
17 dialogue, if board members would like to speak to an item
18 or have a question, please do text Commissioner Zepeda,
19 who is chairing today's meeting, to express your interest
20 in speaking. Do also identify yourself with your name to
21 ensure that she calls on the correct person. And,
22 alternatively, you can also use the hand raise function on
23 Zoom or message me directly in the chat box, and I will
24 coordinate with Commissioner Zepeda offline to indicate
25 your interest in speaking.

1 A reminder to all board members as well to take
2 yourselves off mute prior to speaking when you're called
3 upon to speak.

4 If technical assistance is required during the
5 meeting, do contact me at (213) 276-9389, and I will
6 connect you with IT.

7 With that, I hand this back to Commissioner
8 Zepeda.

9 COMMISSIONER ZEPEDA: Thank you very much, Linda.
10 So our first item is to call to order. We need a roll
11 call. We need a voice vote for that; right, Linda?

12 THE SECRETARY: Correct. I will begin roll call.
13 Judy Abdo?

14 COMMISSIONER ABDO: Here.

15 THE SECRETARY: Barbara Ferrer?

16 Astrid Heger?

17 Yvette Martinez?

18 Frank Ramos?

19 COMMISSIONER RAMOS: Here.

20 THE SECRETARY: Jonathan Sherin?

21 Romalis Taylor?

22 COMMISSIONER TAYLOR: Here.

23 THE SECRETARY: Marlene Zepeda?

24 COMMISSIONER ZEPEDA: Here.

25 THE SECRETARY: Karla Pleitez Howell?

1 COMMISSIONER PLEITEZ HOWELL: Here.

2 THE SECRETARY: Jacquelyn McCroskey?

3 COMMISSIONER McCROSKEY: Here.

4 THE SECRETARY: Deanne Tilton?

5 COMMISSIONER TILTON: Here.

6 THE SECRETARY: Keesha Woods?

7 Quorum is present.

8 COMMISSIONER ZEPEDA: Thank you, Linda.

9 So let's go to the review of the transcript. you
10 got a summary as well as the long version of it. Are
11 there any comments relative to last meeting from any of
12 the commissioners?

13 Hearing none, we'll go ahead and accept those and
14 move on to Item 2.

15 Item 2 is the review of the -- I'm -- excuse me.
16 Item 3. The Fresh Ideas for CalFresh discussion of
17 findings and next steps. You have a memo on this as well
18 as a PowerPoint presentation. So we're going to have a
19 presentation from Lee Werbel, Christine Tran. Hi,
20 Christine. Nicole Williams. And they will be presenting
21 on the CalFresh study.

22 MS. WERBEL: Thank you, Commissioner Zepeda.
23 Good afternoon, commissioners, staff, and guests. And I
24 think we're going to wait for the PowerPoint to come up.
25 Let me see here. There we go. Now, I'm good. Okay.

1 Thank you.

2 So we are really happy to be here today for the
3 first two I'm calling them featured presentations on the
4 Best Start learning sessions series. And if you remember
5 at the January programs and planning committee meeting and
6 at the February board meeting, we previewed. We gave you
7 a set of trailers for coming attractions of this series.
8 And today we're going to updating the board -- we can stay
9 right there. Yeah, that's perfect. Okay. We can stay
10 anywhere. We're going to preview or provide you an update
11 on the Cal -- the Fresh Ideas for CalFresh project and
12 also on the work in region one. And we'll come back and
13 introduce the region one presentation after the break.

14 So as we all know, there are issues that are
15 common across the Best Start geographies and regions that
16 really require an integrated countywide response. And the
17 built environment and food insecurity specifically is a
18 perfect example of this. So as part of the updates on the
19 regional work, we're including this presentation of the
20 learnings through our partnership with the Department of
21 Public and Social Services and LA Food Policy Council to
22 understand the challenges and barriers that families in
23 the Best Start regions encounter in accessing CalFresh
24 benefits.

25 And I want to give you just a basic little

1 background on Best Start, which you all are very familiar
2 with. In 2009, 2010, Best Start was created to really
3 cultivate community voice, to really provide collaborative
4 spaces where community residents could really become
5 powerful catalysts to achieve and sustain systems change
6 efforts and positive outcomes for children and families in
7 their own communities.

8 And so when we shifted to these regional -- to
9 the regional structure and the regional grantee networks
10 really to support the regional and local networks CalFresh
11 or Fresh Ideas for CalFresh serves as an example of our
12 shift to this systems orientation and implementing a
13 countywide approach.

14 So as -- as was mentioned, the executive summary,
15 which is attached, and today's presentation is going to
16 highlight the lived experience and relationship of
17 residents with CalFresh and provide a forum as we have
18 future conversations to really improve the program.

19 And let me just reintroduce the team of
20 presenters for today. Christine Tran who is the executive
21 director of the LA Food Policy Council and whom we know as
22 a former program officer from First 5 LA. So we're happy
23 to see her here today. And accompanying her is Nicole
24 Williams who is the human services administrator for the
25 Department of Public and Social Services. And then also

1 our First 5 LA team who guided the project are here to
2 provide responses and answer any questions as we -- at end
3 of the presentation. And that is Ruben Deleon who is a
4 senior program officer in the communities team, and Reed
5 Meadows (phonetic) who is a senior county strategist in
6 our Center for Child and Family Impact. And then Natasha
7 Moise who is a program officer in the communities team and
8 the project lead.

9 So now as we're looking at this slide in terms of
10 overview, I just want to take a moment to really highlight
11 what we think might be the take-aways, what we really want
12 to walk away from this presentation with; and that is,
13 really an understanding of the fresh ideas for CalFresh
14 project, the intent and the scope, and an understanding of
15 the value of building and leveraging relationships with
16 county systems and organizational partners and the value
17 of elevating community voice in this systems change work.

18 And then as we look at the overview the outline
19 for today, we're going to look at the problem statement,
20 We'll look at the project design and overview, and then
21 the findings and recommendations.

22 So I'd like to turn it over to Christine. Thank
23 you. Welcome.

24 MS. TRAN: Thank you, Lee. Good afternoon
25 commissioners, staff, and members of the public.

1 I'm really happy to be here with everyone today.
2 As Lee mentioned, I am a First 5 LA alum. So it's really
3 nice to be back and present to you all on this project
4 that is hopefully going to provide not only insight but
5 also provide a pathway for change.

6 So just a little bit of a context, my name's
7 Christine Tran. I'm the executive director of the LA Food
8 Policy Council. And the LA Food Policy Council is the
9 largest food policy council in the country. We are a hub
10 for about 400 organizations across the region.

11 The way we support and serve LA County and its --
12 the whole region is really to consider from farm to fork
13 how our supply chain works, how we understand our food
14 system. And one way I like to describe our organization
15 is, we're sort of like the Rolodex for anything food
16 related. And we connect the dots between and across food
17 systems in that way and broker conversations. And so this
18 -- Fresh Ideas for CalFresh project is representative of
19 that bandwidth to be able to connect those dots.

20 Can I get the next slide, please?

21 As Lee mentioned, there is this concept of a
22 CalFresh gap. Folks who qualify for CalFresh may not want
23 to apply for CalFresh for various reasons. We know a lot
24 of this information has been floating around for quite
25 some time. There's a lot of stigma and a lot of

1 administrative barriers when it comes to accessing the
2 CalFresh program.

3 So these are the common areas in which why a
4 CalFresh gap exists: So simply lack of information.
5 Again, stigma. There's a deep-rooted issue around
6 accessing public benefits. So a lot of times, from a
7 consumer's perspective, is it even worth the psychological
8 trauma or the administrative burdens to actually apply for
9 a program like CalFresh. So these are the top reasons
10 why. And the unique thing about the project is we went
11 deeper by having listening sessions with the community to
12 really unpack the why.

13 But before I go into the project, one thing to
14 note is that, within the county, prior to the board motion
15 that happened in -- in 20 -- was it 2017. 2017. And
16 during that time with the data that you see here in the
17 purple box, it says 64.9 percent of Angelenos who are
18 eligible for CalFresh participate. So the remaining
19 amount of folks who did not apply possibly could not apply
20 for the reasons mentioned, whether it's stigma related or
21 lack of information.

22 After the board motion was initiated, in 2018,
23 some data sets from 2018 indicated that DPSS actually made
24 some progress. So almost ten percent of folks who didn't
25 apply before actually applied within that one-year window.

1 So that ten percent increase demonstrates that a lot that
2 DPSS had done was effective. So people were enrolling.

3 A number of things that Nicole will talk about
4 later that happened was, a lot of outreach occurred during
5 that one-year window. And that really helped increase
6 enrollment, but there's still a shortage. There's been 26
7 percent that -- of folks who may qualify and are not
8 applying.

9 So there's a lot of reasons why we need to better
10 understand this gap, and this project really investigates
11 that why alongside the community.

12 Can I get the next slide, please?

13 So before going into the specifics of the
14 project, it's really important to note that programs like
15 CalFresh, formerly known as food stamps, is not an
16 economic drain. It's actually an economic stimulus. So
17 according to information from Nourish California, formerly
18 the California Food Policy Advocates, if LA County
19 enrolled a hundred percent of those who qualified -- and
20 this -- this is prepandemic numbers -- LA County would
21 actually get half a billion more dollars in CalFresh
22 funding from the federal government. And in circulation,
23 if this half a billion dollars were to be circulated in
24 our farmers markets, in our supermarkets, we would
25 actually \$833 million being circulated in the local

1 economy. So it's really important to see how CalFresh
2 enrollment is an economic benefit and not an economic
3 drain.

4 And this is something to note, not just for
5 policymakers, but the public at large. A lot of folks in
6 the community may not want to apply because they might
7 perceive themselves as being a economic drain. And that
8 adds onto the stigma.

9 So the messaging around CalFresh is super
10 important to really calibrate what does it mean to access
11 CalFresh and what does it mean for our economy to actually
12 have CalFresh dollars being circulated.

13 Next slide, please.

14 To provide an overview, this project in totality
15 was about 18 months. It started in 2019, prepandemic.
16 The goal was to really understand these firsthand
17 experiences of community members navigating the CalFresh
18 programs.

19 So Lee actually mentioned earlier before in terms
20 of the Best Start regions being the areas in which we did
21 the listening tours in. So it's important to note that
22 our Best Start regions are representative of all the five
23 supervisorial districts. And then moreover, are Best
24 Start regions is home to a lot of essential workers and a
25 significant portion of the county who are low income. And

1 statistically speaking, our Best Start communities
2 represent more than the average low-income communities in
3 the county. So it's really important for us to understand
4 how we sampled for this listening tour and who we were
5 listening to.

6 Next slide, please. Next slide. Thank you.

7 So I'm going to explain to you the project in two
8 phases. So the first component was a listening tour. So
9 between July 2019 and June 2020, we engaged with over 400
10 community members in the Best Start regions. And these
11 Best Start region presentations were conducted in
12 partnership with First 5 LA, DPSS, as well as the Office
13 of Immigrant Affairs, and Nourish California. The latter
14 partners represented the need to dispel any information --
15 any misinformation that the community had specifically
16 around public charge. So these presentations were really
17 well received and they were also conducted in other
18 languages. So our presentations were presented in
19 English, Spanish, Komi, and American Sign Language.

20 Two out of the five sessions were actually done
21 virtually due to the pandemic. So the first three we were
22 able to do in person. And during those in-person
23 meetings, we were actually able to enroll CalFresh
24 participants in the program onsite. So not only did we
25 get to listen to the community, but we were able to help

1 broker any administrative burdens that they might have had
2 prior to the event. So that really created an opportunity
3 to have conversations, but also to help out the community
4 in a way that they couldn't have been helped before,
5 creating the safe space for that engagement.

6 After those three events occurred during the
7 community, when Covid happened, it was really hard to
8 figure out what these next steps would be. But luckily,
9 through virtual engagement, we were able to complete this
10 project by hosting the later two virtually through
11 Facebook Live and Zoom.

12 And during those meetings, we learned a lot about
13 how it was easier for actually community members to access
14 CalFresh. At that time earlier on in the pandemic, there
15 were a number of waivers that happened at the federal and
16 state level. This facilitated the ability for folks to
17 enroll into CalFresh in a way that they couldn't before.
18 And administratively speaking, it was just easier, not
19 only for the participants, but it was easier on DPSS to
20 process.

21 So in looking at some of these barriers and
22 challenges, it's really important to see the systemic
23 ripple effect where some of these barriers may exist.

24 And then the last part of this listening tour is,
25 we actually took the all of the information that we

1 learned from the community, analyzed it using qualitative
2 data analysis and represented this information to the
3 community, asking the community, is this what you said?
4 Is this true? Is this accurate? And in qualitative
5 research, this is called member checking. And we were
6 able to do this in English and Spanish in November. And
7 this was a core part of this first phase of the project.

8 Next slide, please.

9 I mentioned a little bit about the Covid context.
10 One of the things to really highlight during this period
11 because this project captures it, is that the enrollment
12 for CalFresh for health food jumped to 32.8 percent if you
13 take that snapshot of that beginning portion of the
14 project to June 2020. So seeing that significant jump
15 really allowed us to understand the profound effect not
16 only that the pandemic had on the population, but also
17 what this meant for the newly unemployed. And so a lot of
18 folks who may not have had experience with CalFresh before
19 now had to get experience. And so we were able to capture
20 some of these experiences with existing members of the
21 community who were already familiar with CalFresh.

22 So this Covid context is really important to
23 understand the dynamics and -- of our changing time line
24 and how are we going to focus on recovery as much as
25 response simultaneously, not one versus the other.

1 Next slide, please.

2 The second phase of our project was to engage
3 with systems of care stakeholders. This is a broad term
4 that we developed to identify DPSS's partners as well as
5 nonprofit partners who may have historically brokered
6 these relationships between the community and systems
7 access. So throughout this process, we actually were able
8 to have meaningful conversations with program
9 administrators. And so one way to -- to summarize our
10 approach was, in order to present what we learned from the
11 community, we were able to ask the program administrators
12 about what their ability is.

13 Sometimes when we think about the government,
14 it's just one monolithic entity, but in reality we have
15 federal, state, local issues. And so the complexity of
16 program implementation occurs at different levels of
17 governance. And so we were able to share what the
18 community had said about their experiences, but we were
19 also able to ask program administrators what their
20 constraints were. And so in this way, we were able to get
21 program administrators to actually talk about their
22 struggles, what is it they can and cannot do.

23 And then from there, we found common ground. And
24 so this report is a representation of finding that common
25 ground.

1 Next slide, please.

2 I'm going to pass this on over to Nicole Williams
3 from DPSS, and she will share with you some of DPSS's
4 perspective.

5 Nicole.

6 MS. WILLIAMS: Hello. Good afternoon. Thanks
7 for having me.

8 Once again, my name is Nicole Williams, and I am
9 one of the CalFresh program analysts here at the
10 Department of Public Social Services. And my experience
11 in working with the Fresh Ideas for CalFresh project were
12 very positive as it allowed us as a department and a
13 department that administers the CalFresh program to meet
14 the community where they are and to try and dispel some of
15 the stigma and misinformation that's out there being
16 shared in the public about the program. It also allowed
17 us to -- to speak directly to the actions that we have
18 taken in our program and in our department to streamline
19 the process for our customers and make it more user
20 friendly.

21 So this opportunity to go out and share
22 information about the program and then hear feedback from
23 the community members at the same time. In addition to
24 that, providing them the opportunity to have some of their
25 questions about their specific cases or apply for CalFresh

1 onsite was very fulfilling for us as a department.

2 Also, as you may be aware, DPSS, along with First
3 5 LA and LA Food Policy Council, shares the dedication to
4 reducing food insecurity among families and children. So
5 that was another way we were able to connect in that
6 process and in this project to try and bring those people
7 that are potentially eligible to the CalFresh into the
8 program.

9 In doing that, we were also able to use the
10 preliminary report from this project to show how our --
11 our actions that we'd taken to streamline the process
12 using technological advances was basically validated by
13 the findings of the report, because some of the findings
14 are not new to the department, are not new to the CalFresh
15 program. So these are things that we have been diligently
16 working on to make changes to try and meet our customers'
17 needs in a more advanced method without requiring them to
18 even come into the office.

19 One of the recommendations is about providing
20 CalFresh enrollment in a non-stigmatizing environment.
21 And for us, as the administrators of the program, we feel
22 that being able to apply from your home, whether that's
23 through our CalFresh intake call center where you're doing
24 your complete application and interview over the phone in
25 one sitting, or being able to submit your application

1 online though our yourbenefitsnow application portal, or
2 our partners, Code For America GetCalFresh.Org, is the
3 greatest opportunity to privately apply for CalFresh
4 without that stigma of being concerned.

5 So those are some of the things that we have been
6 working on and trying to connect the dots and, basically,
7 fill those gaps between the CalFresh program and those
8 individuals that are potentially eligible.

9 However, as Christine shared, there are some
10 things that DPSS is limited on. And that's based on the
11 fact that CalFresh is the local California program for the
12 federal SNAP program. As we all are aware, SNAP is
13 regulated and the policies come through the United States
14 Department of Agriculture Food Nutrition Services. So,
15 basically, we are the -- the feet on the ground that are
16 determining eligibility and maintaining cases for
17 CalFresh.

18 So there are some -- some of the concerns from
19 our community that we wish we could make those changes;
20 however, we definitely support changes, such as some of
21 the flexibilities we were afforded during the Covid-19
22 pandemic and some of our wildfires.

23 So with that being said, we are definitely in
24 partnership in trying to see how we can get those -- those
25 temporary flexibilities to be more permanent; however, we

1 can't make that on our own.

2 So, once again, I think this was a great
3 opportunity. The final report should be coming out soon.
4 And once that final report is released, our department
5 head and the rest of our internal partners will take a
6 full, robust look at that and see if there's any other
7 actions that we can take internally to fill in more of the
8 gaps.

9 Once again, thank you.

10 MS. TRAN: Thank you, Nicole.

11 And I'm going to now get into the findings and
12 the recommendations that we have in the project and
13 highlighting some of the things that Nicole just talked
14 about.

15 So before I -- I jump into the findings, one
16 thing to kind of calibrate everyone on is the process of
17 how phase one and phase two came together. One of the big
18 things that we learned through this process is, it's a
19 collective effort to actually change the culture of
20 CalFresh. CalFresh is not a program where you just change
21 its name and it's going to be all better. CalFresh is
22 definitely something that requires a lot of input from the
23 communities as well as systems of care. So with that
24 said, when you combine the phases together, phase one and
25 phase two, this middle ground is changing the culture

1 collectively. And how can we support DPSS in that process
2 and how can we support the community in that process. So
3 this is a collective call to action.

4 And with that said, the uniqueness of this
5 project is it was powered by lived experiences, not just
6 from the community listening tour, but all of the parties
7 involved in this project: DPSS, First 5 LA, and the LA
8 Food Policy Council. They were members of this group that
9 have lived experiences with CalFresh.

10 I myself am a child of a CalFresh household. The
11 program officer who oversaw this project, Natasha, she is
12 also a child of CalFresh. So when we talk about lived
13 experiences, it's not just a unit of analysis that we were
14 looking at. This is coming from our own personal lived
15 experiences guiding the work that really needs to happen
16 in order to broker this change that we want to see.

17 So I wanted to highlight that aspect to really
18 orientate everyone that, in order to create change, we
19 also need to identify who our audience are and also what
20 that means when it comes down to the power dynamic of a
21 project such as this.

22 So with that said, I'm going to jump right into
23 our findings.

24 Next slide, please.

25 So there are four major themes that we found. So

1 theme number one is stigma misinformation and mistrust.
2 Similar to the original slide that we had earlier about
3 the CalFresh gap, this is not surprising. So in order to
4 dig deeper, this is what we found. We found that
5 community members felt shame in receiving CalFresh. So
6 that concept of being a drain to society, not wanting
7 others to know, that is that level of shame.

8 So with that said, there was a feeling that
9 there's a difference between types of public benefits in
10 the community, specifically CalFresh and WIC. A lot of
11 community members talked about how they wish CalFresh was
12 more like WIC. But CalFresh and WIC are administered very
13 differently. So it's really important to understand how
14 the public perceived certain things and how it works
15 within the governmental context.

16 So with that said, there was a lot of mixed
17 messages within the community, not knowing who to believe.
18 Sometimes these mix messages may have come from a DPSS
19 office or it could have come from the community in and of
20 itself.

21 So again with that said, some of the
22 recommendations that we had was to really coordinate to
23 meet the psychological safety of participants. Everyone
24 is going to come up differently in -- in terms of where
25 they are at and what their needs are. So exactly what

1 Nicole had talked about earlier, how do we meet
2 communities where they are at. And so to understand that
3 requires us to have a dexterous lens to really figure out
4 those pieces.

5 As Nicole also mentioned, we used the technology
6 enrollment in comfortable settings. And comfortable
7 settings is relative to whoever is experiencing it.
8 So that's the number one recommendations.

9 The other ones include really unpacking this
10 concept of stigma. Stigma is not an easy nut to crack.
11 It's something that is -- is just difficult to understand,
12 and it requires a lot of thought processes and really
13 relational building. And so in order to do that, a
14 long-term strategy in terms of community outreach
15 specifically is really important.

16 And then lastly, learning from WIC's
17 community-friendly approaches. What are some of the areas
18 in which WIC and DPSS can get together on to really figure
19 out what destigmatization really looks like.

20 Next slide, please.

21 This theme specifically is focused around
22 cultural and linguistic capacity. LA County is home to
23 over 220 languages. And it's really important to
24 understand types of dialects being spoken at offices and
25 administrative capacities like DPSS's offices because that

1 is important to understand what types of languages need to
2 be offered. So, for instance, Spanish could have multiple
3 dialects. The way you speak Spanish for the Ecuadorian
4 community is different from regionally in Mexico and
5 different places. One area to really highlight, too, is
6 the indigenous Latinx community where folks may not speak
7 Spanish at all but are sometimes lumped into a category of
8 Spanish speaking.

9 So with that said, sometimes the lack of
10 bilingual staff led folks to feel misunderstood or not
11 having the appropriate cultural context to really feel
12 like they were being served. And with that said, the
13 understanding and wording and phrases of applications
14 would vary. And that level of context really made a lot
15 of participants confused sometimes. It's like, like what
16 does this word mean? Is this word more academic in
17 certain dialects? And, you know, really unpacking how
18 it's experienced on the customers end.

19 So in order to really build the client and
20 provider relationship, the recommendations may have
21 include to cultivate a resilient systems of care
22 workforce. And this doesn't mean just with DPSS, but that
23 pipeline, what does it mean to educate and support a
24 workforce before entering the DPSS system as a worker. So
25 does that mean engaging with higher ed? Does that mean

1 creating special programs to really support social workers
2 and other folks that may need additional guidance?

3 Secondly, is to provide existing DPSS staff
4 support. So once you're a DPSS staff member, do you have
5 the skills necessary to respond to trauma? Do you have
6 the ability to connect those dots from a cultural humility
7 perspective and understanding implicit bias not in theory
8 but also in practice?

9 And then lastly, to increase the availability of
10 language support service. So, again, 220 languages are
11 not covered in a lot of our services across the county.
12 How do we do better when it comes to language support?

13 Next slide, please.

14 Related to the other two themes is the
15 application process and program navigation. So once we
16 address all of these other things, you still need to
17 apply. And so how do we understand those contexts? The
18 community members in this project specifically discussed
19 the application being too complicated. Some actually
20 responded to this question as being, can there be a
21 hotline? Is there someone I can just talk to to walk me
22 through this?

23 So sometimes in order to navigate a person
24 through an application, they just need direct assistance.
25 And a lot of that was voiced in our -- in our project.

1 And to Nicole's point, some of these things have been
2 addressed except sometimes the public just didn't know
3 about it.

4 Secondly is, this interaction between DPSS
5 offices and clients would vary. So depending on the time
6 of day, depending on the person, it really varied who the
7 community members would find to help them with their
8 application. And, again, this was during pre-Covid times
9 when more folks went to the DPSS offices for enrollment.

10 And then the third one is the DPSS office
11 environment in itself. So much of the comment that was
12 made earlier about WIC being so different from CalFresh,
13 the DPSS office environment just did not result in having
14 the same experience someone might have at a WIC office.

15 So, specifically, nonprofits and schools were
16 also identified during this process where community
17 members not only compared their experiences with WIC, but
18 just general other settings that folks might have a better
19 experience at.

20 With that said, our recommendations include
21 providing more direct support for enrollment; again,
22 really advertising the fact that there are other ways to
23 apply for CalFresh; streamlining the enrollment process.

24 And the third one is really interesting and
25 critical because in the tech world is user experience

1 research. How can we apply that level of thinking and
2 learning to our social service systems? How are we
3 understanding what it's like to actually apply? Because
4 if a person is contemplating applying to CalFresh, they
5 need CalFresh. So how do we facilitate that?

6 And then, lastly, as Nicole mentioned, what did
7 we learn from Covid-19 and the wildfires. Clearly, as
8 people have been navigating the system during this
9 pandemic, things have eased, but things have also eased
10 for our administrators. What is it that we can do to help
11 facilitate some of these changes, not temporarily, but
12 more permanently.

13 Next slide, please.

14 So this is the last thing that we found during
15 our listening tour and our engagement with the DPSS office
16 and other partners, is that there are food quality,
17 availability, and accessibility issues. Community members
18 voice not having enough quality fruits and vegetables in
19 the community and also having a lack of organic options.
20 Some community members experience just different
21 requirements when they went to one store versus another.
22 It could be a chain, but one store would have different
23 requirements than another store. So there's a lot of
24 confusion as a CalFresh shopper how to navigate your
25 benefits after you've received them.

1 And during the process of when we had the
2 presentations, a lot of community members started asking
3 really interesting questions. And one area that came
4 about was the fact that the public didn't know is that you
5 can actually use CalFresh dollars to buy seeds and
6 seedlings for home gardening and community gardening
7 purposes. So it was quite interesting to have that area
8 of information be highlighted because you can grow your
9 own food using CalFresh benefits.

10 And so after having those discussions, it
11 actually came up in our -- in our interviews and our focus
12 groups. Folks started asking more information. How do I
13 get more information about starting my own garden?

14 And so with that said, the three main areas of
15 recommendations we have is, to invest in technical
16 assistance for CalFresh vendors. We know that DPSS, this
17 is not their jurisdiction. So this is more of a USDA Food
18 and Nutrition Service issue. How can we provide our
19 CalFresh vendors with the necessary information so that
20 they know how to process CalFresh benefits but also stock
21 the stores with quality food for CalFresh offers.

22 And then once you get the food, there is a
23 knowledge gap for a lot of community members. How do I
24 cook food that I may not recognize? So supporting clients
25 with not only CalFresh options is important, but the how

1 to, that education component.

2 And then lastly, engaging with the local growers
3 and producers of our region. LA as a region, California
4 as a state, we feed the world. So the fact that we have
5 so many food insecure folks in this region, there
6 shouldn't be this high number. We grow food for the
7 world, so why can't we grow food for ourselves. And these
8 are supply chain conversations that need to be had in
9 conjunction with DPSS and other partners that can
10 facilitate and broker these things.

11 So these are the four themes that we found across
12 the listening tour and also our conversations with DPSS
13 and other partners.

14 Next slide, please.

15 So what's next? Well, before I talk about what's
16 next, I just want to remind everyone how unique this
17 project is. So first and foremost, we have a project that
18 was dynamic in key stakeholder perspectives. It was
19 cross-sector. It was really looking at how stakeholders
20 from all over our ecosystem can come together to connect
21 the dots.

22 Again, there's such unique perspectives, whether
23 you're a CalFresh recipient, someone who's newly
24 unemployed -- there is just so much about this
25 conversation that is really important for us to explore

1 more; not just really come up with these binary, yes/no,
2 good/bad. So how can we understand these complexities in
3 a way that is beneficial to our county?

4 And then, lastly, we were really lucky to be able
5 to sample in the way that we did to really capture the
6 changes in the community. Like, even though Covid
7 happened during this time period, if we didn't capture
8 that change in customer experiences, we probably wouldn't
9 have been able to share some of the things that we learned
10 through this process. So noting that the shifting
11 challenges for food insecurity for our region during this
12 time period is really important because we were able to
13 cover pre-Covid and early Covid issues and trends.

14 So our next steps is, like Nicole mentioned
15 earlier, we are planning on a full report. You all
16 received a copy of the executive summary. The final
17 report I will share with you in terms of its design is
18 going to be a report in a report almost. We're going to
19 have the findings of this particular report, but we're
20 also going to provide context. So if -- for instance, if
21 we can actually capture the information from WIC, what are
22 the different experiences that customers have between WIC
23 and CalFresh. And then on the back end, what does it look
24 like to support participants from the administrative
25 perspective. So this multilayered approach to the

1 reporting is what we want to provide. We didn't want to
2 just provide, this is what we learned. We want to provide
3 a roadmap. And this is basically our way of providing
4 that roadmap in the financial report.

5 And then lastly, using this report, the LA Food
6 Policy Council is planning on developing a CalFresh 101
7 workshop. This is a train the trainer approach. How can
8 we train the cultural brokers in our communities, whether
9 for the Latino community to go out and have these
10 conversations with community members, or faith-based
11 organizations. How can we dispel some of these myths in
12 the most trusted corners of our county. And,
13 specifically, I wanted to highlight again the languages
14 that may not be encompassed. So for a lot of the
15 indigenous Latinx populations, Nahuatl and Maya, these are
16 really underserved populations because there is no
17 interpretation for a lot of the things they're
18 experiencing.

19 And then within the Chinese diaspora, there are
20 dialects likes Teochew and Taishan where it's not
21 Mandarin, it's not Cantonese. How are we supposed to help
22 these corners of our county if we don't have the right
23 cultural brokers in place. So for us as the LA Food
24 Policy Council, we are in development of a CalFresh 101
25 workshop series as a product of the things that we've

1 learned from this project.

2 And with that said, I'm going to kick it on over
3 to Lee. Take us home.

4 MS. WERBEL: And the next slide. And just to
5 take one more moment to really highlight some of the
6 learnings for First 5 LA for us ourselves and really first
7 just to mention that this really -- this project really
8 provided us an opportunity to leverage our experience with
9 community engagement through ten years -- actually, more
10 than ten years of learning from implementing Best Start.

11 And then lastly, I just want to highlight that
12 this project also helped elevate the critical need to
13 really listen to and partner with parents and residents as
14 we look at and try to address barriers with accessing
15 CalFresh and inequities in the food system. So I don't
16 want to take more time. I think we want to get to the
17 questions and answers and any reflections.

18 I think we can go to the next slide and I can
19 turn it back to you, Commissioner Zepeda.

20 COMMISSIONER ZEPEDA: Thank you, Lee. Thank you,
21 Christine. And thank you, Nicole, for that excellent
22 presentation on CalFresh.

23 And I do have a question from Commissioner
24 Pleitez Howell. She would like to ask a question.

25 COMMISSIONER PLEITEZ HOWELL: Yes. Thank you,

1 Dr. Zepeda.

2 Yes. Phenomenal, phenomenal presentation.
3 Christine, your leadership on all of this and your story
4 just shows what can happen when we bring folks that
5 understand the issue from the inside and outside. So
6 thank you for sharing that.

7 There's three pieces that made me think about.
8 So one statement or question for Lee. In looking at the
9 Best Start connections, beautiful, beautiful example of
10 how we're really looking at highest need centering, Best
11 Start communities looking at equity and bringing that
12 voice in. The -- the follow-up to that is, there's
13 information gathering and advocating for that. And then
14 what role to do Best Start communities play after that in
15 the advocacy component because that builds community
16 empowerment. So that's one piece.

17 But the second piece for Nicole. It was really
18 interesting to hear you talk about the regulatory issues
19 at the federal and state level that tie your hands. And I
20 don't think I -- I don't know if the report will have
21 those regulatory barriers, but I think of the new Biden
22 administration and sort of what issues to bring up under
23 CalFresh and what things First 5 LA might be able to lift
24 up that creates those regulatory barriers that leads to
25 what community was saying and having some of that now,

1 especially as the new administration is building out their
2 team might be an opportunity for First 5 LA.

3 And then the third piece -- and this one is a
4 struggle. So there's -- what I heard community saying is
5 the feeling of shame, the treatment sometimes that happens
6 when we go into these systems. And I'm wondering what
7 sort of recommendations exist for behavioral changes in
8 the system.

9 So, for example, in the K-to-12 system when a
10 principal takes over, invitation of community, parents, et
11 cetera requires a different motivating factor. And I --
12 I'm wondering if there's recommendations on behavioral
13 shifts at DPSS that are also incorporated.

14 MS. WERBEL: Thank you. That was actually really
15 a lot and really rich information and questions. And I
16 would like to be able to turn it over to the team that led
17 the project. Natasha, Ruben, and Reed to really talk
18 about that first piece in terms of Best Start connections.

19 MS. MOISE: Hi, everyone. Again, my name is
20 Natasha. And thank you again for just capturing this
21 project.

22 So if I'm hearing the question correctly around
23 how are the networks engaging or will engage around this
24 -- around advocacy around CalFresh. Am I hearing that
25 correctly?

1 Well, I would say the R and G networks have been
2 engaging. They have been engaging with community members
3 around food justice and food security for some time. And
4 it's because of that engagement that we were able to tap
5 into the networks around CalFresh and around coming
6 together to share their experiences in these settings. I
7 think our next step that we can think of is sharing the
8 report with our -- and recommendations with our R and G
9 partners as they are working currently with addressing
10 food insecurity in their communities. For example, in
11 region four, which is Wilmington -- in Long Beach,
12 Wilmington providence is the local network coordinator.
13 They have taken steps to address food insecurities with
14 food boxes and outreach to community members. This is led
15 by the Bloomington Partnership.

16 In region one, Debbie can probably speak to this
17 a little later. Caroline is working with Metro via and
18 has been leading this effort with the other regional --
19 regional networks. So there's advocacy going on
20 addressing food insecurity.

21 I think another step would be to have a more
22 coordinated effort to really look at all of the efforts
23 that are happening to have more of a coordinated effort
24 like the report is recommending.

25 Did I answer that question? Okay.

1 COMMISSIONER ZEPEDA: Does anybody want to take
2 on the other question that's Carla mentioned?

3 MS. WILLIAMS: Hi. This is Nicole again. So
4 some of the regulatory barriers that we have are such as
5 the fourth recommendation where it mentions the quality of
6 food or the consistency of food availability within the
7 community with retailers and local growers and things like
8 that. That's really out of the scope of DPSS as a program
9 administer. So that was part of what we -- what we were
10 talking about. And in addition to that, some of the
11 flexibilities that we mentioned that are temporary because
12 of the Covid-19 pandemic have actually significantly
13 reduced barriers for customers; such as, right now
14 customers that are applying for CalFresh or recertifying
15 their eligibility for CalFresh are not required to
16 participate in the usual mandatory interactive interview.
17 If everything is received, there's no mandatory
18 verifications missing and identity is verified. So that's
19 been one of the barriers for CalFresh participation that a
20 lot of people would submit their applications but they are
21 not available for the interview. So as a department, we
22 would have to deny the application or discontinue the
23 benefits for recertification. So with this flexibility
24 during Covid-19, that eliminates a lot of that and it
25 allows a lot of our customers to successfully complete

1 their application or successfully retain their benefits.

2 So those are some of the things that are
3 authorized or approved from the federal government for
4 states and counties to utilize temporarily. However, if
5 it was made permanent, then that would also increase
6 access to the CalFresh program for our community members
7 and it would relax -- maybe provide that more relaxed
8 environment for customers to come in and apply because
9 they don't feel so confused about the process or there's
10 not too many steps that they would have to go through to
11 obtain eligibility to the program. So those are some of
12 the things with that.

13 And then with the behavioral changes for staff,
14 the department or the county as a whole requires our staff
15 to participate regularly in various trainings and
16 competencies such as implicit bias and cultural
17 competency, civil rights training, cultural diversity,
18 sensitivity. So our staff are trained. And these are
19 mandatory training require them to participate and utilize
20 these skills that they're learning on a continuous basis.

21 In addition to that, we do have an expectation
22 that all of our staff will provide an excellent customer
23 experience. And that's a program that we have internally
24 within DPSS for our customers -- our customers as well as
25 our employees. So that is the expectation of all of our

1 staff to provide that excellent customer service.
2 However, sometimes staff miss the mark. But that's not
3 the overall culture of the department.

4 And that's another part of that stigma this and
5 misinformation because you may have one family member that
6 came to our DPSS office and had that negative experience
7 and they share that with their family and it appears as if
8 that's how DPSS is. But that's not always the case.

9 So I hope I was able to answer your questions and
10 address your concerns.

11 COMMISSIONER ZEPEDA: Karla, did you want to
12 follow up on anything?

13 Okay. Thank you.

14 We have a question next from Commissioner
15 McCroskey.

16 Jacquelyn.

17 COMMISSIONER McCROSKEY: I also just loved this
18 work. It's a wonderful example of Best Start with a
19 countywide system working on community engagement and data
20 all at the same time. Just checks all the boxes really,
21 really interesting. Thank you, all.

22 I just had a question about something I've
23 experienced a lot of times in doing countywide studies,
24 which is, even though we have regulations and processes
25 and procedures, there also is some flexibility at the

1 local level. And oftentimes what you find is there are
2 really great examples going on in local communities and
3 that those great examples are oftentimes more powerful
4 than looking at it, for example, from outside, right,
5 because there are people can you actually talk to who talk
6 your language so to speak.

7 And so I just wondered the extent to which you
8 had experienced that where we have bright spots that we
9 can really build on and sort of team learning potential
10 that might come from this.

11 COMMISSIONER ZEPEDA: Who wants to take that
12 question? Christine, do you want to take that question?

13 MS. TRAN: I can take that question. I think one
14 of the things that we learned, especially when we did the
15 phase two portion was there was a lot of problem solving.
16 And so we actually presented this report in a subcommittee
17 on food security that Nicole and I serve on alongside with
18 Natasha and Reed where, when we presented this
19 information, Department of Public Health chimed in. We
20 also had other folks chiming in on best practices and
21 these bright spots that you've mentioned.

22 So I think part of why we wanted this final
23 report that we're completing next month to have to context
24 is information is complex. The solution is complex
25 because the problem is complex and we can't have

1 simplified answers. So one of the things that I've
2 learned throughout that process is that, if we can scale
3 and share those best practices, we can actually teach each
4 other from within the county instead of finding the
5 solutions constantly from outside. So how can we scale
6 best practices so that we can coach and maybe perhaps
7 create some of sort of apprenticeship model of how to be
8 better at customer service and really learn that because,
9 again, it's relational. And I think that's relational
10 piece that's really hard to learn but also to teach.

11 So even if you have a training on cultural
12 humility, what if you have just a person who had a bad
13 today and that bad day transfers on to whoever it is that
14 they're speaking to. So to combat the misinformation, we
15 want to counter it with good information and the other
16 things that are out there. And I often share, if you had
17 ten percent of your day is bad, it can feel like it's 90
18 percent. And so much more so if you are food insecure and
19 you're challenged by navigating the system. Where do you
20 transfer that level of hurt to? And sometimes it's the
21 person who's trying to help you. And so that's part of
22 the process in which we're trying to connect the dots
23 because in order to create that seamless system, we need
24 to step back to see the bigger picture.

25 So we definitely as a team feel like it's all

1 here from within. We just need to connect those dots
2 better.

3 COMMISSIONER ZEPEDA: Thank you, Christine.

4 We have a question from Commissioner Taylor.

5 COMMISSIONER TAYLOR. Wow. This is what I've
6 been talking about. This is excellent. This finally
7 shows what we've been doing with the Best Start community
8 and the concept that has not been availed to the
9 commission until now. This is good.

10 The other thing is, is that this is a study that
11 could be proof of concept. And I want to see what we're
12 going to do to advocate to the State and the federal
13 government as a strategy out of this concept. It should
14 be a proposal for a strategy to advocate for these changes
15 at the state -- not only the state. I should say local,
16 state, and federal level so that the -- this is not as
17 horrendous a problem for those that are in greatest need.

18 I think it covered a lot of the issues I've been
19 talking about with regards to systemic approaches to
20 community and how it's biased in a way that how people
21 treat other people may not be the same because their
22 perception of who they are is different. And that's the
23 implicitness that you picked up.

24 The other thing is that I'm worried about the 26
25 percent that aren't getting it and the lack of knowledge

1 that I talked about before in other things the community
2 don't know, and you pick that up very well. They don't
3 know what's available. So what are we going to do to
4 correct that with regards to providing a media campaign in
5 -- targeted media campaign in the communities where this
6 need is? I'm not talking about for the world, but where
7 the needs are so people know what's available and how to
8 get it.

9 And the training that they make sure that this is
10 about social support systems that help people apply and
11 structure taking away bureaucratic barriers that only
12 exist because people created the barrier.

13 Sometimes what the State requires or the federal
14 government requires is not what the State is asking or
15 what the local people are asking. So we create barriers
16 in government that sometimes over require compliance. So
17 we need to look at how we alleviate some of those barriers
18 and get rid of them and make this much more effective.

19 I like the idea of we're going to do a better job
20 of comparing what WIC is versus what CalFresh is and what
21 are those barrier problems and what can we do to overcome
22 it and what changes do we need to make at the state level,
23 the local level, and then the federal level. Because even
24 inside LA County, we create barriers for people because
25 we're over regulating it, if you will. This -- this

1 system begins to over regulate itself to prove that
2 they're doing it right when in fact it's not necessary.
3 So the idea is something going on like that.

4 My question is, when you're dropped off from
5 prepandemic to post-pandemic, you went to media and then
6 your number of participants dropped off from a hundred to
7 40 -- 60. You know what I'm saying? What was that and
8 that's where we've been talking about the media technology
9 gap in these communities and that ability to -- how to
10 access the system. You talked about it in your study. We
11 need to elevate that to train communities of how to access
12 it through virtual learning and have virtual systems
13 because, if you do it and put in a virtual system and
14 don't tell them how and how to do it, they won't access it
15 and they won't know, and then the people we're trying to
16 help won't be helped. So there needs to be an ongoing
17 media campaign to do that.

18 And then the third thing I'm not seeing here is
19 interagency requirements for these people. The same
20 people that are seen by DPSS, some level of them are seen
21 by DCFS, they're seen by the health system, and then
22 they're seen by the mental health system. And so all of
23 these systems, how do you educate them to make them know
24 what's aware and available for these things.

25 I said it before and I'm going to say it again,

1 at the end of the month, some of these poor people have no
2 food in their icebox. And if they had CalFresh or WIC or
3 what have you, they could have gone and had it. Or if
4 they knew where there was a -- a give away food bank and
5 not in a neighborhood, they could do that. Because if you
6 look at the law, it says neglect is when you can't feed
7 your children. And they use that law to insert themselves
8 in these people's lives when in fact you don't need to be
9 there. Show them where they get it and let them get it.
10 And then once they know, they know where to go and you
11 don't have to repeat that.

12 So the idea is, we need to educate all these
13 systems of the availability of CalFresh and how to help
14 those people get that service without all these barriers
15 because the intersystem barriers create other problems
16 somewhere.

17 Thank you.

18 COMMISSIONER ZEPEDA: Thank you, Commissioner
19 Taylor.

20 Are there any reactions to Commissioner Taylor's
21 comments?

22 MS. WIDBY: I would like to jump in to the first
23 comment about policy and advocacy and take this moment to
24 express my delight at the commissioners connecting the
25 dots between federal, state, and local recommendations,

1 especially coming off the last board meeting and new
2 policy agenda where we were committing to driving all of
3 our policy recommendations from local lessons learned and
4 orienting from this perspective. So this project of
5 CalFresh is a perfect opportunity for us to lean into that
6 posture, listen to the recommendations and obstacles
7 learned from community and translate those within our
8 policy agenda as well. So you hear that commitment from
9 us.

10 COMMISSIONER ZEPEDA: Thank you, Charna.

11 Any other questions from commissioners? I didn't
12 get any texts.

13 I'd like -- I have a couple of comments,
14 questions. Just to reiterate, I think it was an excellent
15 presentation. And as Lee mentioned in the very beginning,
16 it's a good way -- it's a demonstration of how we're
17 leveraging the Best Start efforts and working for systems
18 change with our other partners.

19 I do have a question about the public charge
20 rule, and I guess to what extent is that depressing the
21 numbers, Christina? Maybe that's going to come out in the
22 full report. But the -- Present Biden is looking at that
23 I believe right now. But I think that's an ongoing
24 concern for a lot of people that would be eligible for
25 CalFresh. So that's one thing.

1 I'm also -- I was very happy to hear about
2 elevating community voices, and I'm always concerned --
3 and I got the sense that you are very sensitive to
4 disaggregating the data, so to speak, because we are a
5 very heterogeneous society here in LA County with many
6 languages and many cultures, and we really need to almost
7 figure out what works best in each one of those
8 communities. And so that CalFresh 101 will be, I think, a
9 good place to start doing that. So I'd be -- when the
10 full report comes out, I'll be interested in looking at
11 disaggregated data.

12 And the last thing and I think Commissioner
13 Taylor and Commissioner Pleitez Howell brought this up on
14 the regulations -- the advocacy for regulatory change
15 because in the -- in the -- in the early learning policy
16 consul for the -- when they're reacting to the master
17 plan, there was a work group for parents. And they
18 brought up the same issue that it was just too complicate
19 and that they wanted an open-door policy across systems.
20 And so that's the place for advocacy at the federal level
21 to see if a waiver flexibility can be maintained over
22 time. And that's where I think -- and that's more
23 advocacy at the federal level. So I don't know how we can
24 get involved with that kind of thing.

25 But those were the three -- the three pieces that

1 kind of came up for me when I was listening to this
2 excellent presentation. And I'm really looking forward to
3 reading the full report.

4 MS. TRAN: Thank you, Commissioner Zepeda. I can
5 actually speak to a little bit to some of the areas you
6 mentioned.

7 So first public charge. I'll paint a more
8 generalized scenario. But it could be that a participant
9 has a multi-generational home and someone in their
10 household is undocumented. So that fear of public charge
11 is not necessarily directed to the potential applicant,
12 but to their household, that threat. And so I think that
13 speaks volumes to the disaggregated information piece
14 because, not only are we looking at the diversity of
15 racial ethnic population, but household information and --
16 if the houseless population, for instance.

17 To Commissioner Taylor's point, what are the
18 lived conditions -- not just the lived experiences, but
19 the conditions of a person and their interactions with the
20 built environment, and if there is a built environment to
21 speak of. And one of the things we've realized in the
22 work that we've done, especially working with our
23 neighborhood markets, is that, for instance, for Skid Row
24 People's Markets is one of our partner stores, they can't
25 sell a lot of vegetables because there is no kitchen for

1 their population to -- you know, to figure out how to do
2 that. So when they procure produce, it's going to be very
3 fruit heavy.

4 And as an organization, we've been trying to
5 figure out ways to perhaps host events where chefs can
6 actually be on site to cook up vegetables that CalFresh
7 participants may be able to buy from their stores. And so
8 how do we figure out not only that supply chain, but then
9 what happens after that food gets purchased.

10 So that goes back to the user experience
11 perspective. What are the multiple barriers, not only to
12 applying, but accessing and then following through to that
13 nutritional element of actually absorbing and having these
14 things that facilitate good nutrition. So that speaks to
15 the disaggregated data point.

16 And then, you know, with that said, how much of
17 this local, hyper-local realities are federal, state folks
18 privy to. So that goes back to, how do we tell these
19 stories of our community so that we can enact change that
20 is responsive to the needs, because those who are able to
21 define the problem are those positions who's solving those
22 problems. I think that's one of the reasons why we are
23 just so thrilled to be part of this project is, that's
24 exactly what we're doing. We are working along side the
25 community to identify the very problems that they face

1 every day in order to come up with the solutions.

2 COMMISSIONER ZEPEDA: Great. Thank you,
3 Christine.

4 COMMISSIONER TILTON: I have a question.

5 COMMISSIONER ZEPEDA: Someone's talking.

6 COMMISSIONER TILTON: I just wanted to jump in
7 behind Romalis and support his comment about the different
8 agencies, all of which had some part of a family. And so
9 since I work with multiple agencies, what I would love to
10 have is just your basic CalFresh 101 information to make
11 sure each agency is aware of the requirements, the
12 qualifications, how to apply, where to apply, what number
13 to call. I do think there should be a hotline for sure.
14 I agree with that comment.

15 I also just want to ask about how this might be
16 reaching the homeless population. Is it?

17 MS. WILLIAMS: Hello. This is Nicole again. So
18 DPSS does have a CalFresh fact sheet that provides the
19 basic information for eligibility to the CalFresh program,
20 the different access points to apply for CalFresh program,
21 as well as the benefit -- the maximum benefit amounts for
22 each household size that can be made available to this
23 commission. As well as, all of our information is
24 available on our DPSS website which was recently revamped
25 and we have many resources. We have -- in addition to

1 resources for our CalFresh program, we also provide food
2 nutrition access website that does link our customers that
3 visit our public facing website access and information to
4 other food resources, such as food banks, the WIC program,
5 and other programs that provide food access, in addition
6 to our partnerships with some of our other sister agencies
7 within Los Angeles county, such as Children and Family
8 Services, as well as the Department of Health Services.

9 Prior to the pandemic, we did have customers
10 eligibility staff colocated in clinics as well as DCFS and
11 probation sites assisting our shared customers with access
12 to CalFresh. So we had staff in those sites taking
13 applications for CalFresh onsite. So we do partner with
14 other county agencies to try and improve access to the
15 CalFresh program.

16 And for our homeless community members, our
17 website is available with all of this information that I
18 shared with you. And we have social media. We have our
19 Facebook page, our Instagram. We also have a YouTube page
20 where we provide even assistance and videos explaining how
21 to submit a SAR 7, which is required for continued
22 eligibility to the program once you've been approved at
23 some point within the certification period.

24 So we do have a lot of communication out there
25 available. And maybe one the challenges is -- is people

1 knowing about it to access it. Because that's what we
2 found in some of the listening sessions, is that, although
3 the name of the CalFresh program was changed over ten
4 years ago, some people still are not aware that this is
5 called CalFresh. They still relate it as food stamps.
6 And it doesn't matter that we have our social media
7 accounts, our we're on radio, local news, English and
8 Spanish, you know, representing the CalFresh program, but
9 sometimes the information just don't connect. But for our
10 homeless population, all of this information is available
11 online as well. And we have six customer service centers
12 that provide services to our customers throughout the
13 department.

14 COMMISSIONER ZEPEDA: Thank you, Nicole.

15 I turned off my video because, just giving
16 everybody fair warning, my Internet is unstable. So if I
17 disappear, Kim you'll have to take over and I'll have to
18 log back on.

19 Thank you for that excellent presentation. We --
20 our next item is a ten-minute break. So I have -- what
21 time is it? 2:48. So we'll be back in about ten minutes
22 and I hope to see you then. Again, thank you to the
23 presenters.

24 (A brief break.)

25 COMMISSIONER ZEPEDA: Call our meeting back to

1 order. We had ten minutes. I hope you got a drink and
2 stretched your legs. If -- if my video goes off, it's
3 because my Internet is continue to be unstable and
4 hopefully I can stay online without the video.

5 So moving on next to Item 5 which is highlights
6 from the Best Start region one. We have Debbie Sheen,
7 program officer. We have Brenda Aguilera, director of
8 community transformation from Para Los Ninos. Carlos
9 Arceo, regional project manager, Para Los Ninos. And
10 Alejandra Castillo, community promotora.

11 And you will notice that this presentation is the
12 first bilingual PowerPoint presentation that I have seen
13 in -- in the commission history since I've been on the
14 commission. So I was very delighted to see that. And
15 maybe we'll see more going forward.

16 So welcome. And we look forward to your
17 presentation.

18 MS. SHEEN: Thank you, Commissioner Zepeda.
19 We're also really excited to be here. My name is Debbie
20 Sheen. I am the program officer supporting the work of
21 our partners in region one, which is the Best Start
22 central east region. And joining me today will be
23 Alejandra Castillo, who is the community promotora at Para
24 Los Ninos. We also have Brenda Aguilera, director of
25 community transformation. And Carlos Arceo -- I did not

1 say that as beautifully as Commissioner Zepeda -- as the
2 regional project manager.

3 So I think Selena mentioned that the presentation
4 will be both in English and Spanish. And we're really
5 excited to do that to create this inclusive space for the
6 many community members who are joining us by -- by Zoom
7 and by phone today. And so let's get started.

8 We're going to do -- the next slide, please,
9 Carlos.

10 So today's presentation, we're going to cover the
11 context in our region and then we'll go into the
12 philosophy and approach for community transformation. And
13 the -- this work has many strategies, but we're going to
14 focus on two in particular today. One is partnering with
15 the residents and the other is partnering with
16 organization. And then we'll show how all of this came
17 into action during the Covid pandemic and the successes
18 and challenges associated with developing accurate metrics
19 for systems change work.

20 And, finally, we will invite you to the launch of
21 region one's bill of human rights for systems change.

22 And so with that, let's dive into it. I'm going
23 to pass the mic over to Alejandra to kick this off.

24 MR. CASTILLO: Good afternoon, everyone. My name
25 is Alejandra Castillo, and I am a community promotora with

1 Para Los Ninos. We are showing the lived experience of
2 community vendors through this work beyond the numbers.
3 Our report can't show the full range of experience. We
4 may never be able to capture all of the results. Working
5 in true partnership residence we partner with, it requires
6 being flexibility, adaptive, and innovative and agile.
7 And it's essential to grounding our systems change work.
8 It is essential that it's innovative to work in
9 partnership with the very people who are most impacted by
10 systemic violence. It's complex, but we will try to
11 represent that complexity by being open to what this work
12 looks like in what is similarly a short period of time.

13 Now, I turn it back over to my colleague Debbie.

14 MS. SHEEN: So as you heard from Alejandra, First
15 5 LA's investment is really in these case spaces for the
16 relationships within the communities to grow and to be
17 able to mobilize around the systems that influence the
18 conditions in the neighborhoods where our children and
19 family live. And First 5 LA's strategic plan prioritizes
20 advances and building on community experience.

21 So how do we in region one advance and build on
22 community experience? First, all of the work is grounded
23 in community expertise and action, the lived experiences
24 of our community members. The philosophy the
25 infrastructure, the processes, all of these aspects of the

1 work are guided by the experience, knowledge, and skills
2 of the community members. It's not about seeing their
3 input as external feedback coming into the process, but
4 rather it embeds them deeply within the process so that
5 the parents and residents are the ones leading the work.

6 And second, the work in region one is
7 continuously committing and recommitting itself to align
8 with what it means to have an authentic partnership, a
9 partnership that's between the community members, PLN as
10 the R and G, and First 5 LA. Each of us leaning into our
11 own role for systems change. And in our region,
12 partnership means that we're flexible and adaptive to
13 community needs. It means that the structures and
14 processes that carry out the work can pivot and evolve in
15 order to be able to truly advance and build on community
16 experience.

17 And I will pass it over to Brenda now to share
18 more about the context in region one.

19 MS. AGUILERA: Hello, everyone. My name is
20 Brenda Aguilera. I am the director of community
21 transformation Para Los Ninos. At Para Los Ninos, we
22 believe in eliminating barriers in marginalized
23 communities so that children and youth can thrive so that
24 families can exercise their full power and potential, and
25 so that communities can be strong and vibrant.

1 Some of the barriers are created by institutional
2 and systemic conditions that are racist in the (technical
3 interruption). And now matter how much work we do to
4 support a child or family, they are not able thrive. We
5 believe that the residents of these communities are strong
6 and want the very best for their children, families, and
7 communities. We believe the solutions are surfaced by
8 drawing in the communities' lived experience and
9 expertise, The expertise of a line organizational
10 partners, and the implementation of a systemic change
11 approach and partnership.

12 We create opportunities, conditions, and safe
13 spaces where community residents and other stakeholders
14 partner and develop system change strategies to transform
15 their communities. We believe that in order for
16 institutions and systems to truly support the well-being
17 of children and their families, their conditions need to
18 shift drastically so that they're accessible, quality,
19 aligned, and sustainable.

20 In 2009, we helped develop the Best Start Metro
21 Partnership, First 5 LA's pilot placed-based investment.
22 By 2010, the Metro Partnership was established with
23 approximately 20 community-based organization and four
24 residents. Together they discovered that, in order for
25 the conditions to truly change, they must be led by those

1 most affected by these conditions, marginalized residents.

2 By 2011, participation of residence exploded from
3 four to 100. And they partnered with the organizations in
4 leading the partnerships by facilitating, documenting,
5 designing, implementing, communicating, evaluating, and
6 celebrating all of their efforts. And they continue to
7 grow with approximately a hundred additional residents
8 joining each year.

9 Through all of our learnings, we have developed
10 the model that consistently recognizes and partners with
11 residents as experts of their lived experience that
12 navigate hostile institutions and systems and are critical
13 thinkers in developing strategies that will best meet the
14 needs of their communities. While we agree that we all
15 can have our capacity strengthen, we reject the notion
16 that residents are inherently lacking, broken, less than,
17 and any other adjective that promotes the notion that
18 residents are in any way meant to be fixed, saved, or
19 improved by us or anyone else to be better people, which
20 implies that they're not good people. We have all
21 participated in this practice, and we can see now more
22 than ever that marginalized children and families in
23 communities are hurting and dying as a result of these
24 systemic conditions.

25 This mental model must change if we want to see

1 the outcomes that will help children and families and
2 communities be ready to succeed in life. This is a
3 fundamental challenge that we see for a large portion in
4 other institutions and systems. While not seen so
5 overtly, it is implied in the proposed solutions that
6 systemic issues will be resolved by fixing people and
7 communities individually. By definition, that is not
8 systems change work.

9 In 2018, we scaled our model across region one.
10 That includes Best Start East LA, Metro LA, South El
11 Monte, El Monte, and Southeast LA with regional and local
12 contractors by providing training and technical
13 assistance, coaching support, and oversight to replicate
14 Metro LA's proven model.

15 We're still in the early on this process and in
16 the learnings and we're improving each day. We partner
17 with close to 900 residents and other stakeholders. We
18 have learned that regionally, marginalized community
19 residents are impacted by similar systemic barriers that
20 surface through the development of their strategic plans
21 and then fail them during the pandemic.

22 We have also learned that no matter how diverse
23 each community's geographic and municipality's makeup is,
24 the residents have the expertise and drive to shift the
25 conditions and systems to help create thriving communities

1 for all children and families.

2 I'll now turn it over to my colleague Carlos
3 Arceo.

4 MR. ARCEO: Thank you, Brenda. Good afternoon.
5 My name is Carlos Arceo. Thank you, Commissioner, for
6 trying to knockout the name in the right way. A lot of
7 years of bullying are remediated with that. So thank you
8 for that.

9 I'm the regional project for (audio distortion)
10 Para Los Ninos and Best Start region one. So thank you
11 for having us here today.

12 By now, you've heard the word partnership used
13 multiple times. So if you haven't heard enough of it,
14 I'll continue to repeat it. And I'll explain a little bit
15 why.

16 In order for us to truly practice partnership
17 with residents, we've had to challenge mental models that
18 proposed that, as organizations, we are the saviors and
19 the fixers, and that residents are to be saved or to be
20 fixed. But instead what we propose is that we need to
21 work shoulder to shoulder with residents as the folks who
22 are most impacted by the systems. Simply put, we will be
23 successful if we partner with each other.

24 So the reason why we do this work is, again, as
25 soon as you take on the work of systems change, it's

1 because you're recognizing that the systems are not
2 functioning well for a particular community or group of
3 communities. There's a history of disinvestment with a
4 lot of the communities that we work with, and they suffer
5 those impacts, not just generationally historically, but
6 they experience those today. And we name that
7 disinvestment systemic harm, systemic injury, and systemic
8 violence.

9 So systemic violence and harm to us defined not
10 as common sense understands, like crime statistics or
11 self-report victimization surveys that focus on the
12 personal violence or acts such as fighting or physical
13 intimidation, the use of weapons. Those are significant,
14 and residents bring those up consistently. However, for
15 us, violence also includes things that create harm that's
16 not strictly physical and can be understood broadly as
17 systemic injury, directed against a group or communities
18 as well.

19 This sometimes looks like the denial of
20 mortgages. It looks like taxation policies like robbing
21 communities of tax revenue for basic services. And while
22 this violence isn't interpersonal, it disrupts the daily
23 lives of people every day. So when neighbors are
24 systemically disfranchised when resources and political
25 power are withheld and longstanding communities are

1 disrupted through state policies like urban renewal or
2 disparate law enforcement practices, believing that
3 violence on residence puts the blame in the wrong place
4 and proposes solutions that will be neither effective nor
5 long lasting. They just won't be successful.

6 So I share this because it's fundamental to our
7 work. At times you'll hear residence being referred to
8 illegal or bad or even broken. Not surprising the
9 organizations public entities perceived and refer to
10 residents in this matter are very unlikely to partner with
11 residents. There's definitely, I serve and you receive
12 services. That relationship needs to shift.

13 So we see our residents as partners and
14 contributors. Oftentimes, we also hear residents
15 described as resilient and often in ways that are not
16 meant to be offensive, but we want to dig at that a little
17 bit. When we look at the definition of resilience as the
18 process of adapting well in the face of adversity, trauma,
19 tragedy, threats, or significant social distress like
20 family relationship problems or serious health problems
21 while we're placing financial stressors, we understand
22 that the intention is good, but it's misguided. Instead,
23 what we want to propose is that resilience capital is
24 something to be drawn on in occasional moments of
25 struggle, but should not be lifestyle. And that's what we

1 find. So our resident partners aren't resilient because
2 they choose to, but because they're forced to.

3 So instead, we challenge that model and we ask
4 different questions. We ask questions like, why is it
5 seemingly always the same communities that have to
6 demonstrate resilience? It's a pattern, it's theme that
7 needs to be explored. Why are we not interrogating the
8 institutions and systems that create the conditions that
9 force our communities into a constant state of resilience?

10 So again, we share it because it informs our
11 approach. So when First 5 made the shift to systems
12 change, it was definitely a welcome shift for us. A move
13 to systems change more accurately and appropriately places
14 the responsibility on systems for the conditions.

15 The last thing I'll talk about in terms of
16 framework is just equity. We'll all agree that in the
17 last ten to 20 years, there's been a discord shift where
18 now we hear words all the time on social justice, equity,
19 inclusion, and systems change. And we think that's a
20 great thing. But what we want to interrogate is this idea
21 that, while the words are used, the practices are not
22 reflecting those words. So this is where there is an
23 opportunity always for us and the way we want to engage.

24 So in that regard, again, this isn't about fixing
25 people or fixing communities. It's about addressing and

1 shifting systems that have created those outcomes.

2 So with that, I want to go on to the next
3 session. Sorry. I'm also controlling the presentation
4 over here. Here we go.

5 So really quickly, I do want to bring it back a
6 little bit to the six conditions of systems change. So in
7 order to take on systems change work, we have to
8 understand how systems work to begin with. In order to do
9 that, we look at the six conditions. The six conditions
10 for us shouldn't just be adding our work, but should also
11 be guiding how we evaluate this work. So we're limited on
12 time, but towards the end of our presentation, we'll talk
13 about some exciting things we're doing with regards to
14 evaluating this work more effectively. And as in previous
15 presentations, I'm going to focus a lot of mental model
16 shifts. I'll come back to that.

17 Then the next thing I want to point out before I
18 pass it on to my colleagues is that we're also really
19 conscious of the fact that we need to be looking at the
20 social emotional health. In addition to the six
21 conditions, our philosophy is informed by this. Our
22 understanding of the social determinants of health inform
23 us that only 25 percent of an individual's health is
24 related to their own personal health behaviors like
25 dietary and exercise choices and genes and biology. So

1 that means 75 percent of an individual's health outcomes
2 are actually related to these six conditions. So, again,
3 the math even tells us that we need to look at systems if
4 we're going to do this the right way.

5 Finally, I'll leave you with the graphic that
6 just demonstrates there is a constant interaction. You'll
7 see a Spanish version on the left and an English version
8 on the right. So it is the same image. But this
9 interplay between the social determinants of health and
10 six conditions of systems change is really, really helpful
11 in understanding what it is that we'll be addressing when
12 we work in partnership with residents and organization.

13 And with that, I'm going to hand it off to my
14 colleague Alejandra.

15 MS. CASTILLO: Thank you, Carlos.

16 Relationship building is key to partnership
17 development and (unintelligible) about (unintelligible)
18 only has to be with association of work together with the
19 conditions. As promoters, we work to build trust to then
20 train the capacity of the residents to understand their
21 power and develop and leverage its skills and building
22 community of support to change a systems. As promotoras,
23 we come from the same communities and we have been part of
24 Best Start and Para Los Ninos for some time. So we have
25 lived experience and we have the skills to facilitate the

1 building and sustained of relationships to develop
2 leadership that will sustain these efforts whether we are
3 here or not. We build trust without judgment and create
4 feelings of belonging and solidarity, being realistic to
5 honor their trust. We don't offer gifts other than those
6 we earn by working together. The incentive is to share
7 power.

8 We also continue learning and cultivating
9 critical relationships and making more adjustments when
10 necessary. People are not here for individual incentives,
11 despite that practice is learned from other organizations.
12 When funding is provided, then it is to cultivate that
13 infrastructure to make all of this possible. I am here as
14 a result of that. We also support the development of
15 content and curriculum which are presented to residents to
16 incorporate their feedback in the sign (unintelligible),
17 implementation and evaluation. This partnership brings
18 together the expertise of our staff, along with the
19 expertise of the residents we facilitate the building of
20 relationship between residents and organizations,
21 businesses, county departments, faith-based organizations,
22 and elected officials.

23 The point here is relationships among them.
24 Residents' whole relationship, not us, because this is
25 sustainable.

1 We also have the skill in conflict resolution
2 stepping in when necessary, but mostly guiding folks to
3 resolve conflicts, which is sustainable. Oftentimes,
4 residents challenge us and it is our responsibility to
5 listen to them and be collaborators with them as partners
6 in relationship (unintelligible) challenge them and always
7 guided by our values and principles.

8 Finally, promotoras provide support for basic
9 needs, resources, community connections, solidarity, and
10 moral support at the same time. This leads to mobilize
11 more support residents and their leadership. Folks can
12 find it difficult to engage in systems change -- change of
13 work when immediate needs are not met.

14 And now, I will turn it over to my colleague
15 Brenda.

16 MS. AGUILERA: Sorry to interrupt really quickly.
17 We had a little bit of technical difficulties. Appreciate
18 everyone's patience. But Ann Guzman, I just want to let
19 you know that both you guys were interpreting at the same
20 time. It's a little confusing, but I think we can get
21 that squared away for Alejandra's next session.

22 MS. AGUILERA: Thank you, Debbie.

23 As has been mentioned, partnerships are key for
24 our work. From the beginning, we have understood the
25 value of partnerships with residents, but also with

1 community-based organizations, particularly those
2 committed to the communities we all serve. The anchor has
3 been the alignment of organization of partners on the
4 philosophy and values guiding our authentic partnership
5 with residents. Not being connected at the value -- at
6 the value level has the potential to create misalignment.
7 We are critical in discerning when developing formal and
8 informal partnerships. We provide strengthening,
9 organizational capacity, and many forms.

10 However, as we expand throughout the region, some
11 of the most significant challenges are around mental model
12 shifts. One of the key conditions of systems change work.
13 We understand that partnering with residents the way we
14 defined it earlier may be new to CEOs. Yet they need to
15 be open, curious, willing to explore and adapt to the
16 times to be better providers and partners.

17 We also need -- this also means thinking broader
18 than a service provider culture and understanding how an
19 institution's perception of families of color can
20 perpetuate harm for families. We support the
21 establishment of partnerships between community-based
22 organizations, local elected official, private and public
23 entities, and other stakeholders and hand off those
24 relationships to -- to hold and leverage and to build
25 sharp power relationships. We don't hold those

1 relationships and partnership. We transition it to all
2 parties so that it is sustained, scaled, and transformed.
3 We continue to build the capacity of all parties to
4 navigate the complexities of these relationships. All of
5 our concerted efforts to build and sustain partnerships
6 with residents, community-based organizations, and other
7 stakeholders from the beginning would soon -- we would
8 soon find out would be crucial to our Covid-19 response
9 and recovery efforts.

10 And I'll pass it back to Alejandra.

11 MR. CASTILLO: Thank you, Brenda.

12 Covid-19 immediately effected our most effective
13 tool in our partnership with residents: The ability to
14 meet in person and the inability to respond to the
15 technology gap that our residents have been subject to
16 historically. We have to ask ourselves the day that we
17 left the office, how can we replicated the level
18 partnership that we have nurtured for almost ten years
19 while not being able to meet in person immediately as a
20 team. We went back to the basics. We began making phone
21 calls, one-on-one sending messages, and mailers. And when
22 you folks we work with enough to deploy and use
23 appropriate strategy with them. And this is just one of
24 the many benefits of sustained relationships over time.
25 And in more direct level, residents expressed gratitude

1 for the space to be heard, to express their fears,
2 frustrations, and question us about what would we do to
3 support this. We had to remind them that Best Start is
4 not just a service provider.

5 Mostly troubling, however, was the shared
6 experience and struggles directly related with Covid-19
7 itself. We immediately heard stories of families
8 suffering from Covid-19 living in small apartments, unable
9 to safely distance. And stories of loss employment and
10 the fear of losing their homes, lack of food, fear of
11 exposure in public transportation. And we also provided
12 technical support for families. That way they can apply
13 for largely inaccessible resources that they were not
14 distributing efforts, like Angelino card. However, being
15 removed toward data and counter-culture documenting in
16 these stories turned (unintelligible) data into empirical
17 data. And we were able to produce a brief -- brief to
18 present our program officer First 5 LA, Debbie Sheen, and
19 send it to various cities and LA County departments as
20 well as other strategic partners.

21 Now, I will hand it over to Debbie.

22 MS. SHEEN: Thanks, Alejandra.

23 So at the onset of pandemic, PLN and the Best
24 Start region one staff shared data with us on the current
25 reality of the residents on across the region. And First

1 5 LA, we learned in as a partner in this work based on the
2 data that the Best Start region one shared about the
3 community's experience during Covid. And I'd like to take
4 this time to highlight two roles that emerged for First 5
5 LA during this time.

6 So first, as a catalyzer, we provided the
7 flexibility in the R and G budget that was needed to
8 develop a response and an infrastructure for addressing
9 Covid. And our flexibility catalyzed the collection and
10 sense make of important community data on economic
11 security, food accessibility, transportation and mobility,
12 and other community conditions. Data on these community
13 conditions clarified for all of the partners in region one
14 what systems change is actually needed. And while many
15 nonprofits were reporting sustainability concerns with
16 funding streams, First 5 LA was able to pivot and respond
17 as a partner in a quickly evolving situation.

18 The second role I'd like to highlight is that of
19 First 5 LA as a connector to other systems. In the spring
20 of 2020, First 5 LA connected PLN and other organizations
21 in the Best Start network to LA Metro to pilot and scale a
22 food delivery service with the resources from LA Metro's
23 mobility on demand project. And we were able to connect
24 them because two and a half years prior to this moment,
25 First 5 LA had been cultivating a relationship with LA

1 Metro, and we were doing that because the Best Start
2 regions had identified mobility and transportation as a
3 key priority.

4 Grounded in the community's prioritization, First
5 LA had been in dialogue with LA Metro to share what we
6 have been learning about engaging authentically with
7 communities. Instances such as these demonstrate how
8 powerful our work can be when First 5 LA focuses its role
9 on critical connections that build relationships.

10 And I will pass it back to Brenda to speak more
11 on the infrastructure that was created during Covid.

12 MS. AGUILERA: Thank you, Debbie.

13 Distributing (audio distortion) includes the
14 activities that grounded our work starting right before
15 the pandemic hit, But I want to start be discussing in
16 full detail.

17 It's important to know that we continued our
18 systems change work while we pivoted to support the
19 communities with concrete supports as Alejandra and Debbie
20 shared. We also shared earlier that our partnership with
21 the residents is grounded in their lived experience. As
22 Alejandra shared, due to our team's transformational
23 relationships with residents across region one, through
24 the one-on-one calls and data collection efforts, and
25 collected their -- the reality on the ground, that allowed

1 us to be agile, responsive, and to pivot. And we learned
2 that systems were failing yet again.

3 We also shared that our partnership with
4 communities organizations is grounded on an aligned
5 philosophy and willingness to adapt and meet the moment.
6 Through conversations with organizations that are
7 dedicated to food distribution efforts, we found that they
8 were sitting on large quantities of food and were unable
9 to transport to residents and residents weren't able to
10 access. We sought to immobilize our long-time
11 community-based organization partners and establish new
12 ones. And we created a network of 18 distribution hubs
13 across region one with 17 organizations by providing a
14 geographically accessible location for residents to obtain
15 essential items by walking. While their COO, Sara
16 Figueroa, identified a couple of vendors that were able to
17 secure food items and personal protection equipment to
18 distribute. We launched the network in April of 2020 and
19 served upwards of 1300 families weekly across the region.

20 As shared earlier, by formalizing the individual
21 partnership with LA Metro transportation, we were able to
22 codesign a pilot of door-to-door delivery of essential
23 items to families in region one while in-person efforts
24 continued.

25 A few months in, we were awarded a momentum fund

1 and a Robert Wood Johnson Foundation grant to support our
2 Covid-19 response recovery data collection efforts. As
3 these efforts were underway, we followed up with prior
4 assessment, assessment efforts with a formal 20-page over
5 100 questionnaire that was called our community impact
6 needs assessment. And it intended to serve as the true
7 experiences that residents across our network were
8 experiencing with systems before and during the pandemic.
9 We found an incredible success that we received over 330
10 completed surveys. This data would be crucial to our
11 systems change efforts, allowing us to be data informed in
12 our work when we establish the Best Start network
13 distribution community, composed of residents and
14 organizations who through a combination of virtual
15 meetings, individual phone calls, mail communication, et
16 cetera, took on the work -- the work of -- to make sense
17 of the community impact survey data complimented by
18 secondary data, disaggregated the data, and composed a
19 bill of human rights that incorporates long-time work of
20 the Best Start region one priorities, demands an immediate
21 response to long existing inequities, while addressing the
22 fundamental root causes of the systemic issues our
23 communities are facing -- are currently experiencing.

24 In December 20, 2020, we were awarded a
25 California Community foundation grant for -- from the

1 CARES Act funds that allowed us to provider network to
2 support over 3,800 families across the county of Los
3 Angeles. And this work rolled out in January. It was a
4 million dollars that came with a lot of complexities. We
5 don't have time to share about that, but I would love to
6 be able to share about that experience as well.

7 We were able to replicate and further scale the
8 door-to-door home delivery system across the county of Los
9 Angeles with our vendor Fancy Foods while continuing the
10 in-person support.

11 It is important to recognize that our best --
12 that Best Start's work is not intended to respond with
13 services. Yet the collapse of the human services
14 infrastructure demanded that we respond.

15 The nature of our principles and values which
16 inform our intentional partnerships with residents and
17 organizations, elected leaders, and private and public
18 entities compelled our partners and us to act responsibly,
19 informed by data and created and tested an infrastructure
20 that we now hope we can transfer over to the institutions
21 and systems that are responsible to implement effectively
22 and to scale across the County of Los Angeles.

23 And I'll pass it onto my colleague Carlos.

24 MR. ARCEO: Thank you, Brenda.

25 So I mentioned earlier, as we wrap up, I do want

1 to return to the point my colleague Alejandra made earlier
2 about the limitations when attempting to measure systems
3 change work. It's also not a challenge just for us, but
4 it's large understood that it's a challenge in the field.
5 However, with the support of our fantastic evaluation team
6 led by (unintelligible), we're excited to say that we feel
7 we made progress in this area. For one, we started by
8 looking at the prior measures of (unintelligible), we're
9 looking at protective factors. And while protective
10 factors are significant in some ways, what they do is
11 primarily try and measure the nature of relationships with
12 books. And as we've observed, while those relationships
13 are helpful, those relationships are typically leveraged
14 to respond to systemic inequities. So no amount of
15 personal relationships are going to be able to measure the
16 effectiveness of systems. It just means that people are
17 resilient and that's all (unintelligible).

18 So instead, if you see on the slide in front of
19 you, we really begun to focus on the mental models. And I
20 apologize for the lawn mower in the background if you can
21 hear it.

22 But, specifically, we look at how mental models
23 can be measured. So, for example, for residents it's
24 important to track the process of empowerment to change
25 systems as well as the development of skill sets that

1 facilitate the process. For organizations, it's often
2 about shifting their lens with residents moving them from
3 seeing them as incapable victims and perpetrators of harm
4 who need to be fixed to seeing them as skilled partners
5 with expertise to participate in the development
6 solutions.

7 We also know -- and this has been something
8 that's been amazing as we've engaged in the efforts to
9 support communities with direct services, we've heard tons
10 of stories of leadership from the residents who will
11 sometimes split up a box to be able to share with multiple
12 residents. So to us, those are leadership metrics that
13 speak to like, once my thinking has changed, my behavior
14 will change accordingly as well.

15 We also -- I also want to draw your attention to
16 the next slide. And, again, when we're looking at the
17 social determinants of health, these that are highlighted
18 with the arrows pointing out of the center circles are the
19 actual issues that the residents surfaced as the Best
20 Start (unintelligible) community. So I bring these up
21 again because, again, there's no way that -- that fixing a
22 resident will respond or fix poor quality education.
23 There's no way that fixing a resident response to housing
24 instability. So, again, this leads us very accurately in
25 the direction that must go, which is systems change as

1 well.

2 But, again, given the limitation of time a little
3 bit, we do look forward to taking an opportunity to speak
4 more about where we're headed in the data efforts.

5 MS. AGUILERA: We'd like to acknowledge the lives
6 that have been lost to the pandemic to thank all our
7 partners starting with the residents across Best Start
8 East LA, Metro LA, South El Monte, El Monte, and Southeast
9 LA, the organizations that we work with, public
10 institutions, First 5 LA, and other funders and our Par
11 Los Ninos family. None of this work would be possible
12 without your trust, guidance, commitment to serve the
13 communities that we all serve and partner with.

14 Thank you. And now I'll open it up to questions.

15 COMMISSIONER ZEPEDA: Muchos gracias for that
16 excellent presentation. I really enjoyed it.

17 Let's open it up to some questions. Our first
18 questions are coming from Commissioner Pleitez Howell.

19 Karla.

20 COMMISSIONER PLEITEZ HOWELL: Thank you,
21 Dr. Marlene.

22 Two follow-up questions. One for Alejandra.
23 I'll say it in English, but if you want to translate it in
24 Spanish just because of communication. And then one on
25 mental models.

1 So the question for Alejandra, what role would
2 you like First 5 LA to play in order to empower your
3 community? Just -- you've committed a lot of your time to
4 do this -- (foreign language spoken).

5 So now what we will want to know, what is the
6 role that you think that First 5 LA can do during this
7 times for you and to feel empowered in your community?

8 COMMISSIONER PLEITEZ HOWELL: I think about the
9 mental models that we just covered in the CalFresh example
10 right before you all presented. One mental model that
11 lives there, community pulled shame because the system
12 sometimes treats communities with -- first, you fill out
13 an application that pages long and then do an interview.
14 There's a lot to trust there that individual would feel
15 coming in. So a mental model of potential fraud and trust
16 incorporated. And I see that in the system and I'm
17 wondering what you all are doing to explore the
18 communities' mental model. So I -- I think about black
19 and brown coalitions in Los Angeles county. And sometimes
20 we've got to unpack mental models that are held by Latinx
21 communities, Black communities. And I wonder what work
22 you all are doing in your region to have communities
23 explore the mental models that are coming from the ground
24 that may sometimes also impede systems change.

25 MS. AGUILERA: I can start. And, Carlos, feel

1 free to jump in. So I think what we've learned -- it's a
2 great question. And I was thinking a lot about this
3 throughout the prior presentation.

4 I think there's been a lot of work for a number
5 of years that several from promotora models have really
6 helped to bridge, like the services to the community.
7 It's -- it's happened -- and I'm sorry. I jumped before
8 Alejandra. (Spanish)

9 It's not a matter of, like, the residents not
10 knowing how to access. It's -- it is about, like you --
11 you did talk about the way that the -- that the
12 information -- like when they do go and apply and they do
13 feel shame, right. And there is something that happened.
14 That came up a lot in our survey. The treatment. They
15 feel like they're begging. They feel like they're turned
16 away. And then something that we want to actually lead
17 them to the systems is how do we remove those -- the
18 requirements. Like, people are hungry. Why do they have
19 to fill out an application? I get that there's data that
20 we need to collect, but why is it a barrier to access food
21 when people are hungry and there's a lot of food.

22 And, again, the promotoras that I've worked with
23 that help the community, there's been a lot of community
24 housing (unintelligible), they've been doing a lot of
25 education. And there is -- I mean, I think what happened

1 with public charge is real.

2 I really appreciate that the Biden administration
3 is taking a stand on it, but I think there has to be an
4 educational campaign that removes that trauma, too,
5 because people are really afraid to access resources when
6 they think it's going to impact their future eligibility
7 to be able to apply to be residents, for example.

8 So I think there's -- it's a combination, but I
9 think there's been a lot of work. And we do a lot of work
10 with the residents now. But it -- Alejandra was helping a
11 resident also fill out an application online. They don't
12 have access to technology. It's not about training them
13 to know how to use it, how to apply it. They don't have
14 access and it costs money. So there's a number of factors
15 that star to impact. And it goes back to what Carlos is
16 looking at, the social determinants of health. There's
17 all of these things that overlap.

18 COMMISSIONER ZEPEDA: Thank you, Brenda.

19 Would you like to answer the question?

20 MS. AGUILERA: Yes, of course. The need more
21 support. With our working on systems change. It's a long
22 time. It takes a lot of work. Trust and support to get
23 more involved. And right now, we are just able to share a
24 little tiny bit of everything that we do, but there is so
25 much behind us that you can't see. Involved and

1 participate and share with us and the community so that
2 you can know more of what we're changes that we have made.
3 How -- you know, how you see the families. How do you
4 measure change in a family? If can you support us with
5 that and trust in supporting us and giving us the
6 opportunity to advocate for systems change so that all
7 families can have a life.

8 MR. ARCEO: -- quickly.

9 I think to your question about the mental models
10 that shape -- that need to shift sometimes for residents.
11 And, again, this is more of a general response as opposed
12 to, they all meet this. It's really fascinating. I
13 alluded to this a little bit. But a lot of the mental
14 models that need to shift about our -- about feelings of
15 self worth and the ability to ask for things. Like, this
16 -- there's definitely -- you know, we've had residents
17 that we work with that are incredibly grateful for
18 translation, for example, but what the conversation we
19 have is, you live here. You deserve that.

20 So we have to change this model that says that we
21 have to be grateful for the things that just offer
22 dignity. And I also want to say that those mental models,
23 they don't come from nowhere. People are not born with
24 those. They're receiving messages constantly, both
25 overtly and covertly that they don't matter, that they're

1 less significant. I think we spoke to some of the words
2 that are utilize when referring to residents. And I don't
3 care who you are, you'll internalize. You'll internalize
4 that and over time you begin to assume those core feelings
5 of self worth. And when we do that to whole communities,
6 it creates of lot of what we see today.

7 COMMISSIONER ZEPEDA: Thank you, Carlos.

8 There's the -- the next question is from
9 Commissioner Taylor.

10 COMMISSIONER TAYLOR: I'm just impressed by the
11 work you guys are doing. This is what I've been asking
12 for so that the commission and people can understand the
13 value of what you're doing. And, finally, we get it.

14 But I want to say one thing about this mental
15 structure. We need to also extrapolate what this does to
16 the children and how that plays out in the dynamics of the
17 child's behavior zero to five because underlying
18 everything we do, zero to five is our target population,
19 as well as the whole family. But we want to elevate --
20 you need to talk about what that -- if you can -- it means
21 for these children that are developing from zero to five
22 within these families, this issue around what you're
23 bringing forward.

24 And then the second thing is that, Lee, we need
25 to be able to make that connection that says, this is how

1 what they're doing in their particular community that ties
2 to our strategic plan goal that you outlined earlier this
3 month. And so it could just be a simple chart that's an
4 added contact because in each one of these, they're going
5 to be different approaches and different approaches
6 community. But you have to tie it back for everyone so
7 people see the connectivity between what they're doing and
8 what we're saying we're trying to do from a strategic
9 plan. And you need to work with them so they understand
10 what that means to us as well. So we can communicate it
11 back.

12 Why am I saying this? All this is good work, but
13 you're showing things that are proof of concept. I said,
14 when you deal with these communities, this is how it has
15 to be done and these are the needs of the community.

16 Excellent work with the regards to the
17 transitioning over, documenting that transition effort.
18 I'm impressed by that. And I'm also impressed by how you
19 went out and got what I thought you guys should be doing
20 all along, other funding to augment what we're doing, to
21 augment whatever else the community said they needed.
22 That's excellent work. That's what I want to see because
23 you were doing it, but nobody told us about it. And
24 that's what I wanted. And we need to elevate that kind of
25 effort across all of the regional networks. Everybody

1 should be doing something as it relates to what their
2 goals are, but we always need to tie it back to our
3 strategic plan and our strategic plan goal so that the
4 value of all of this is consistent with what we want to
5 have done. I'm not saying yours didn't. We just haven't
6 made that connection and shown that connection.

7 So if we can do that throughout each one of these
8 and for this particular presentation and send it to me,
9 Lee, that would be great. I want to thank you for your
10 great work.

11 COMMISSIONER ZEPEDA: Thank you, Commissioner
12 Taylor.

13 Any other commissioners have questions?

14 Okay. I would -- if not, I would like to make
15 some comments. Again, this -- as Dr. -- as Commissioner
16 Taylor mentioned, he took the words right out of my head
17 in terms of how -- how oppression gets socialized. It
18 gets socialized in our young children. They're socialized
19 from a young age to accept and be grateful for whatever
20 they get. And that happens in -- you know, to large
21 extent to communities of color. So those -- that's where
22 the mental models, I think, Carlos, come from. And -- and
23 that takes a lot of work to kind of resocialize people,
24 frankly. But I think what you're talking about to a large
25 extent and probably similar to the concept of funds of

1 knowledge, the idea that communities are inherently
2 resourceful.

3 Now, we could quibble about the resiliency issue.
4 The resiliency, the way that resiliency is used has been
5 critiqued. Barbara Ferrer, who is one of our
6 commissioners who's the head of the Department of Public
7 Health, brought this to the commission's attention when
8 she first came on board. And so talked about how that is
9 really sort of like not an authentic way to really think
10 about what is going on in these communities. And it's
11 just an excuse, basically, to say, okay, they're not
12 resilient or these people are resilient and they made it
13 and those other people are not resilient, they didn't make
14 it.

15 So I think this mental model issue for me really
16 resonates. The question in my head is always, how
17 reciprocal is it. Is it a systems change from the top
18 down or is the mental models changing the system? And so
19 how do we navigate that? And I know that First 5 is
20 systems change and we -- one of the things with Best Start
21 that I need to keep reminding everybody, it took a long
22 time to establish these relationships with the community.
23 This did not happen overnight. You don't get the trust
24 and credibility of your communities overnight. And so
25 these are long-term investments that we have made. And

1 it's just fabulous to see as -- as Commissioner Taylor
2 says, proof of concept. And so I look forward to hearing
3 more about it as you go forward. And I wish you just the
4 best. And you're doing great work. So.

5 COMMISSIONER PLEITEZ HOWELL: Dr. Zepeda, you
6 inspired really quick thinking. So as we examine mental
7 models, Dr. Zepeda actually was one of the key folks that
8 led the shift in mental models with dual language learners
9 and English language learners. And examining that as both
10 a community, what's happening with our children, and a
11 systems change level that meet in the middle and gave us
12 the new proposition in the State of California. So you
13 just inspired that thinking, Dr. Zepeda, and the thing to
14 really explore as we looked that the question.

15 COMMISSIONER ZEPEDA: Yeah. I mean, we've --
16 Karla, we've been having this conversation for a long
17 time. This is not new. And it does fit in with our
18 strategic plan with the diversity, equity, and inclusion.
19 So that's the connection. So we need to keep that in
20 front of our minds. So again --

21 COMMISSIONER TAYLOR: Can I add one more thing
22 about the children? The mental health effect on these
23 children needs to also be layered out that you've
24 experienced that your parents are telling you about. How
25 it's playing out in these young children is important.

1 One of the things that I'm pushing is that -- and
2 I'm supporting this agency doing is advocating for
3 children zero to five to be included in the mental health
4 dynamics of the state and so that they can get the
5 services they need to help them to succeed in -- in life
6 and love. Okay?

7 I Just wanted to make that point because it's
8 important to talk about that. Everything you're doing
9 effects the children, as Chair Zepeda has talked about.
10 And so the idea that we need to talk about the mental
11 well-being, not only of the children, but the family as
12 well. This is -- this is having an effect that they need
13 help as well.

14 COMMISSIONER ZEPEDA: Thank you, Commissioner
15 Taylor.

16 Okay. With that, unless there's any other
17 questions or comments by the commissioners, I want to
18 thank the presenters very much for the presentation. And
19 I look forward to hearing more about it.

20 Alejandra (Spanish)

21 MR. CASTILLO: (Inaudible.) The children in our
22 -- that's why we're here is for the children in the -- the
23 parents, the grandparents, and we include everyone, then
24 children will have better results. And I -- part of that
25 and my other colleague because I remember from when we

1 were -- we were -- and we are there and now where are we.
2 And I just want to share that there's so much that you
3 can't see. I want to repeat that. But we are working on
4 all of these reasons. The pandemic has effected us, but
5 even with this, we are still -- we are still
6 collaborating. And I want to invite all of you to be part
7 of this collaboration, this systems change, and it will
8 make everything easier. Thank you so much. We're so
9 grateful.

10 COMMISSIONER ZEPEDA: I forgot to ask you if
11 there were any public comments on our Item 3 on CalFresh
12 and if there's any public comments on this item?

13 THE SECRETARY: There are no public comments on
14 any of the items for today's meeting.

15 COMMISSIONER ZEPEDA: Okay. Thank you.

16 Then turning to Item 6. It's a written only.
17 Commissioners, you have that.

18 Remind me whether we can ask questions about this
19 or not or if it's just submitted to us for -- for our own
20 reading pleasure.

21 MS. BELSHE: Both, Commissioner. If board
22 members have questions they want to lift up, this is an
23 opportunity. I know we have an Agnieszka standing by at
24 the ready. But we wanted to provide some background
25 information with previous board conversations as well as

1 to changes to the contract consistent with the approach we
2 spoke with the PPC about towards the end of last year.

3 COMMISSIONER ZEPEDA: Okay. All right. Thanks,
4 Kim.

5 Does any commissioner have questions about this
6 -- this item, the revision of the virtual -- baby virtual
7 visit study?

8 I do have a question. That's why I brought it
9 up.

10 MS. BELSHE: All right. Take it away.

11 COMMISSIONER ZEPEDA: I did look at that because
12 there's quite a bit of interest now at the state level on
13 home visitation. And so I'm -- I'm wondering if we're
14 going to be privy to the actual research proposal or the
15 design of the study because you're comparing -- you're
16 using WIC as your comparison group, that's correct; right?

17 MS. RYKACZEWSKA: That is correct.

18 COMMISSIONER ZEPEDA: So -- and I have questions
19 about that. I'm just wondering if we're going to be able
20 to see it. I'd like to kind of critique it, frankly. Is
21 that going to be a possibility?

22 MS. RYKACZEWSKA: Sure. So the -- there's two
23 teams involved here. This is a partnership between and
24 American Institutes for Research and our WIC data mining
25 partners at Public Health Foundation Enterprises. And

1 they are working together to augment the proposal that has
2 already been submitted by American Institutes for Research
3 so we can absolutely share the original proposal as well
4 as describe the augment that is now happening as a result
5 of this partnership.

6 COMMISSIONER ZEPEDA: Okay. That would be
7 helpful because I was reading it, and I just had some
8 questions in my mind that I thought if I had to -- that
9 would help me understand this.

10 So I'll be in contact with you. There is a lot
11 of interest in home visitation as you well know.

12 MS. RYKACZEWSKA: Absolutely.

13 COMMISSIONER ZEPEDA: And so I think we can also
14 provide a lot of best practices, I think for the State
15 going forward. So I look forward to that.

16 So if there's no other questions from
17 commissioners and there's no public comment, I think we're
18 ready to adjourn.

19 Okay. Thank you everybody. And we're adjourned.

20 (At 3:52 p.m. the meeting was adjourned.)
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C E R T I F I C A T E

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

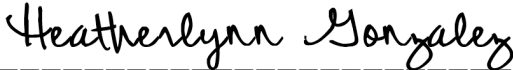
The preceding is a true and accurate transcription of the meeting of the organization named herein;

The meeting was taken down stenographically 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 11th day of March 2021.

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CERTIFIED SHORTHAND REPORTER

FOR THE STATE OF CALIFORNIA

FIRST 5 LA

SUBJECT:

Best Start Learning Sessions: Highlights from Best Start Regions 3 (San Fernando Valley) and 5 (Antelope Valley)

BACKGROUND:

The North Star guiding First 5 LA's work is: *By 2028, all children in Los Angeles County will enter kindergarten ready to succeed in school and life.* First 5 LA supports the strengthening of public and community systems, advancing and building on community experience, and expanding influence and impact with data in 14 geographic areas in Los Angeles County through an initiative called Best Start. This investment was created in 2010 to cultivate community partnerships, and collaborations of of community members as catalysts to create and sustain positive outcomes for children and families in their communities.

Through Best Start, our goal is to catalyze, strengthen, elevate and scale empowering and innovative approaches generated by communities that improve the lives of children prenatal to age 5, their families and communities. This is consistent with FY 2020-2028 Strategic Plan Objective 2.1, which focuses on demonstrating impact at a local level as “proof of concept” to inform countywide system improvement efforts.

In 2018, First 5 LA Board of Commissioners approved five Regional Network Grantees (RNGs): Para Los Niños (Region 1), Community Health Councils (Region 2), El Nido Family Services (Region 3), The Nonprofit Partnership (Region 4), and Children's Bureau (Region 5). This was the result of a comprehensive community planning process, transitioning the work into five regions, consisting of the 14 geographic areas, and supporting the emergence of regional and local networks of parents, residents, other community leaders and organizational partners, including but not limited to the Best Start community partnerships. This shift to networks recognizes the critical role networks play in developing, uplifting, and sustaining systems changes. The RNGs manage regional work and the strategic progress of the local networks, along with contracted partners.

DISCUSSION:

From February through April 2021, staff will engage the Board in a series of in-depth learning sessions at the Program and Planning Committee meetings to share learnings and results since the 2018 Board action approving the regional model. The March PPC meeting will focus on Region 3 (San Fernando Valley) and Region 5 (Antelope Valley). The discussions will highlight the unique context, challenges, approach, and opportunities for each region to advance the common commitment vision of “all children entering kindergarten ready to succeed in school and life”.

Region 3 (San Fernando Valley)

The March Program and Planning Committee meeting will include a presentation highlighting the work in Region 3 (San Fernando Valley) with El Nido Family Centers (El Nido) serving as the RNG. El Nido was selected as a key partner in this work to serve as the Regional Network Grantee for Best Start Region 3, building on the organization's experience investing in parent leadership and strengthening families in the San Fernando Valley for over 40 years.

The San Fernando Valley Best Start Network strives to advance culturally relevant, people-driven systems change to ensure all young children can maximize their full potential. El Nido applies a trauma-informed approach to mobilizing networks of parents, community organizations, public agencies, and anchor institutions to improve conditions for young children and families throughout the

Panorama City and Northeast Valley Best Start geographies. Through strategic partnerships, authentic relationships, and shared leadership—Best Start Region 3 is catalyzing paradigm shifts and influencing public systems towards more equitable outcomes for all.

During the meeting, First 5 LA and El Nido Family Centers will provide an overview of the work of the region. The objectives for the presentation and discussion are to:

- Spotlight Region 3’s philosophy and approach to cultivating a pipeline of parent leaders and amplifying community power to improve public systems for children 0-5 and families
- Elevate Region 3’s story of impact and alignment with F5LA’s Impact Framework results through resident experience and data
- Invite the Commissioners to share any reflections on the work from the field and opportunities to align with countywide efforts.

This March, El Nido launches their Promotora Pilot Program which places resident leaders from Best Start into promotora positions at partner organizations throughout the San Fernando Valley, including Los Angeles Unified School District (LAUSD) early education centers and schools. The promotoras will connect more San Fernando Valley families of young children with public systems and resources and increase engagement of parents, residents, and institutional partners in the Best Start Region 3 network.

Region 5 (Antelope Valley)

The March Program and Planning Committee meeting will also include a presentation highlighting the work in Region 5 (Antelope Valley) with Children’s Bureau serving as the RNG. As the RNG, Children’s Bureau’s goal is to achieve long term systemic change that better supports children and their families by centering community voice and power in the community ecosystem. Region 5 includes Palmdale and Lancaster, communities that have been able to provide essential support and resources for children and families, especially during COVID. This region has long called for addressing health care access, food security, transportation, early childhood education, and addressing severe racial disparities that exist and the need to strengthen the limited family-serving infrastructure. The network of support has been challenged with limited resources, workforce turnover, and high caseloads which limits bandwidth to engage in region wide coordination and alignment around prevention efforts. The COVID-19 pandemic only intensified the systemic barriers that families face when raising children in the Antelope Valley.

The residents who live in this region experience a mix of local and county systems that reflect the complexity which exists within our county – a network of small municipalities along with unincorporated areas. Complimenting this work are the efforts of the Antelope Valley Resource Infusion (AVRI), a county sponsored collaborative that’s working to strengthen the nonprofit sector and foster collaboration among community agencies. AVRI is currently engaging the community on a collective impact effort aimed at strengthening child and family wellbeing and safety in the region. A community action plan is expected to be finalized and launched in the Spring.

During the meeting, First 5 LA, Children’s Bureau, and AVRI will provide an overview of the work in region 5. The objectives for the presentation and discussion are to:

- Create shared knowledge around the efforts taking place to create long term systemic change that strengthens the wellbeing of children and families
- Highlight how community residents and partners build on the Best Start efforts to mobilize and respond to the COVID-19 pandemic
- Elevate the collective impact work led by the Antelope Valley Resource Infusion Project

- Share the many ways the network is aligning to better support children and families Invite the Commissioners to engage in a dialogue focused on opportunities to support the efforts taking place in Region 5,

Next Steps:

April 2021 Program and Planning Committee Meeting: Highlights from Best Start Regions 2 (South LA) and 4 (Port Cities).

May 2021 Board of Commissioners Meeting: Highlights of learnings from the Best Start Learning Sessions

HIGHLIGHTS FROM BEST START REGION 3

PUNTOS DESTACADOS DE LA REGIÓN 3 DE BEST START

San Fernando Valley

Board of Commissioners PPC Meeting
Reunión de PPC de la Comisión

Lee Werbel, F5LA

Breanna Hawkins, F5LA

Eduardo Najera, Best Start

Rogelio Tabarez, El Nido

Edith Aristizabal, El Nido



March 25, 2021
25 de marzo de 2021

PRESENTATION OVERVIEW

RESUMEN DE LA PRESENTACIÓN

Welcome to Best Start SFV: Context Setting
Bienvenidos a SFV Best Start: Dar el contexto

RNG Role & Regional Structure
Papel de la RNG y la Estructura regional

Philosophy & Approach
Filosofía y estrategias

Systems Change Actions & Stories of Impact
Cambio de sistemas y historias del impacto

Strategic Shifts & Lessons Learned
Cambios de estrategia y lecciones aprendidas



BEST START SFV CONTEXT

CONTEXTO DE BEST START SFV

- ✓ Regional Overview
Resumen regional
- ✓ Regional Structure
Estructura regional
- ✓ Regional Objectives
Objetivos regionales





BEST START SFV NETWORK OBJECTIVES

LOS OBJETIVOS DE LA RED DE BEST START SFV

1

- Strengthen **family, cultural, and community resilience**
- *Fortalecer la resiliencia familiar, cultural y comunitaria*

2

- Amplify **community leadership**
- *Activar el liderazgo comunitario*

3

- Advance **culturally-relevant, people-centered** systems change for children 0-5
- *Avanzar el cambio de sistemas que sea relevante culturalmente e impulsado para los niños 0-5*

BEST START SFV: REGIONAL STRUCTURE

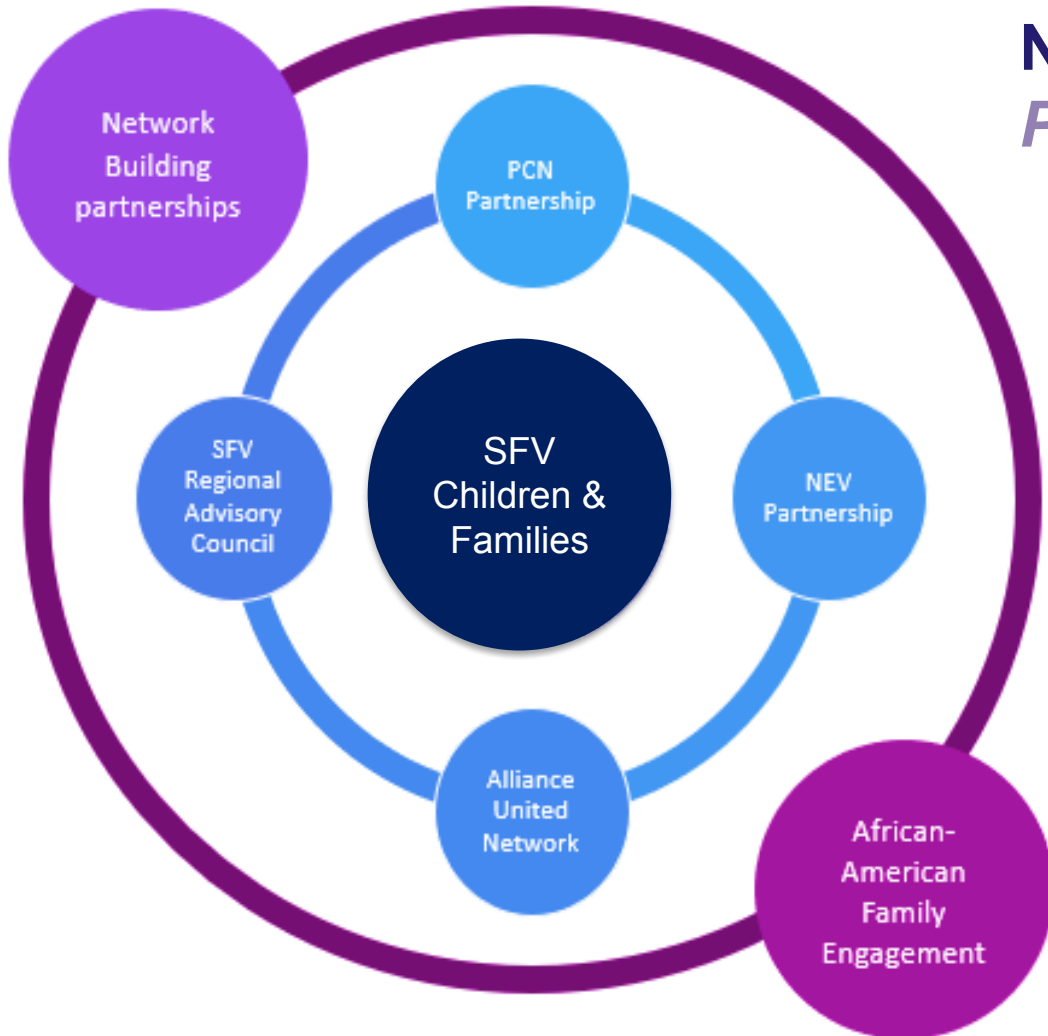
CAMBIOS EN LA ESTRUCTURA REGIONAL

Network Structure Priorities

Prioridades de la estructura de la red

- Strengthen and expand local network of parents, organizations, providers and agencies
Fortalecer y expandir la red local de padres, organizaciones, proveedores y agencias
- Incubate pipeline of parent and community leaders through shared leadership
Incubar la fuente de padres y líderes comunitarios mediante liderazgo compartido

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PHILOSOPHY & APPROACH

FILOSOFÍA Y ESTRATEGIAS



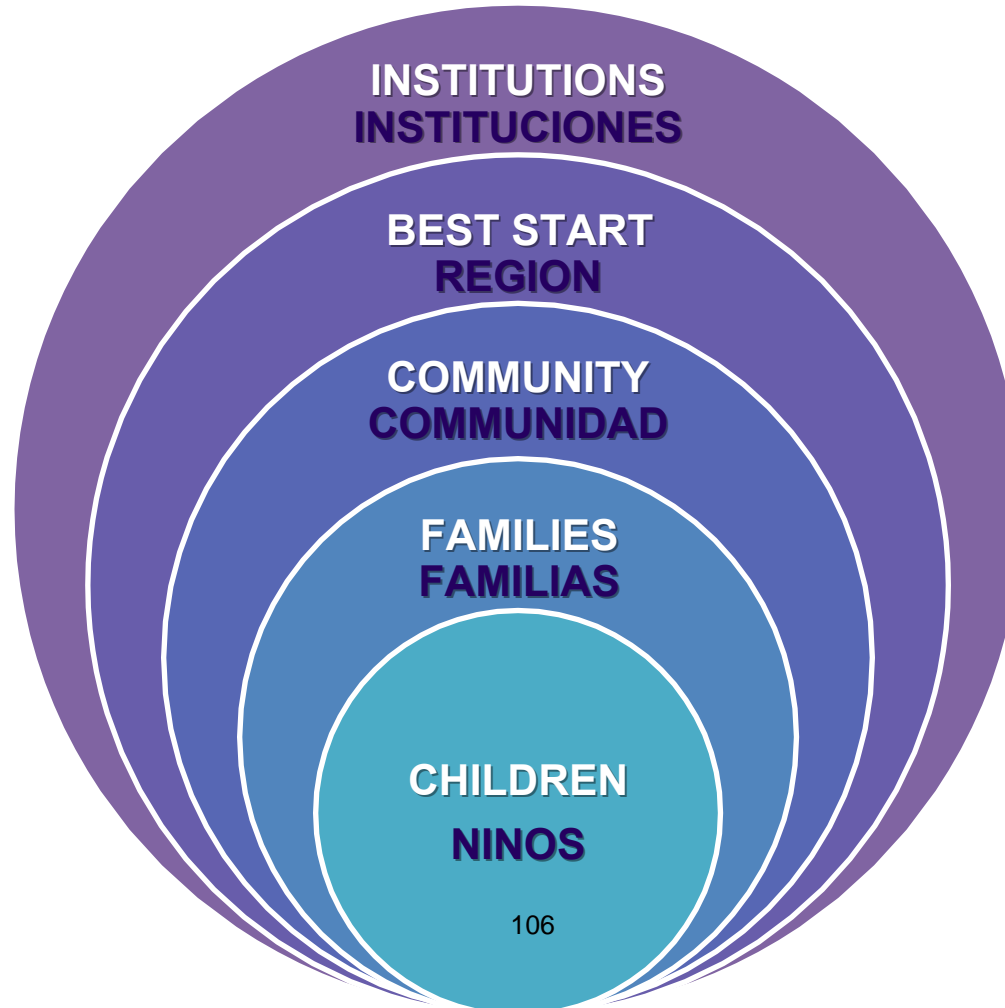
- ✓ Philosophy: Cultural & Community Resilience
Filosofía: Resiliencia cultural y comunitaria
- ✓ Approach: Personal, Community, & Institutional Shifts
Estrategias: Cambios personales, comunitarios e institucionales

PHILOSOPHY: CULTURAL & COMMUNITY RESILIENCE

FILOSOFÍA : RESILIENCIA CULTURAL Y COMUNITARIA

Community Resilience: is the ability of a community to use resources to **adapt to change** and respond to, withstand, and recover from challenges

Resiliencia Comunitaria: es la capacidad de una comunidad para utilizar recursos para **adaptarse al cambio** y responder, resistir y recuperarse de los desafíos



Cultural Resilience: is the ability to maintain and develop **cultural identity, knowledge and practices** in the face of change and adversity

Resiliencia cultural: es la capacidad para mantener y desarrollar la **identidad cultural, el conocimiento y las prácticas** frente al cambio y la adversidad

PHILOSOPHY: CULTURAL & COMMUNITY RESILIENCE

FILOSOFÍA : RESILIENCIA CULTURAL Y COMUNITARIA

ESPACIOS DE BEST START

- ✓ Shared Well-Being
- ✓ Proper Relations
- ✓ Interconnection
- ✓ Interdependence
- ✓ Reciprocity
- ✓ Social & ethical responsibility



- ✓ *Bienestar Compartido*
- ✓ *Relaciones Apropriadas*
- ✓ *Interconexiones*
- ✓ *Interdependencia*
- ✓ *Reciprocidad*
- ✓ *Responsabilidad Social y Ética*

SYSTEMS CHANGE ACTIONS

COMPORTAMIENTOS DEL CAMBIO DE SISTEMAS



- ✓ Actions to advance systems change at personal, community, and institutional levels
- ✓ *Acciones para avanzar en el cambio de sistemas a nivel personal, comunitario e institucional*

SYSTEMS CHANGE APPROACH

ENFOQUE DEL CAMBIO DE SISTEMAS



INSTITUTIONAL *INSTITUCIONAL*

*Shared power, influencing systems, resources
Poder compartido, influir sistemas, recursos

COMMUNITY *COMUNITARIA*

*Shared wellbeing, collective efficacy & action, mutual respect, healing, & cultural traditions
Bienestar compartido, eficacia y acción colectiva, respeto mutuo, curación, y tradiciones culturales

PERSONAL *INDIVIDUO*

*Self-efficacy, critical awareness, self-awareness
Autoeficacia, consciencia crítica, conciencia de uno mismo

SYSTEMS CHANGE ACTIONS: PERSONAL

COMPORTAMIENTOS PARA EL CAMBIO DE SISTEMAS: INDIVIDUO



Critical Platicas: Anti-Racism Trainings

Pláticas críticas: Capacitaciones anti-racistas

(F5LA Results Indicators: ALL; F5LA DEI Value)



Trauma-informed programming and supports

Programas y apoyo informado por el trauma

(F5LA Results Indicator 1: Social Supports)



Whole family engagement: Home Visiting Services

Compromiso de las familias

(F5LA Results Indicator 6: Family involvement with child)



SYSTEMS CHANGE ACTIONS: COMMUNITY

COMPORTAMIENTOS DEL CAMBIO DE SISTEMAS: COMUNIDAD



Network Building Partnerships with community orgs
Formar redes de asociación con orgs comunitarias

(F5LA Results 1 & 2: High quality ECE; Result 10: parks)



Alliance United / Alianza unida

(F5LA Results Indicator 8: Participation in public programs)



Capacity & Leadership Trainings / Capacitaciones y liderazgo

(F5LA Results Indicators: ALL)



African-American Community Engagement
Animar la participación de la comunidad afroamericana

(F5LA Results Indicators: ALL)

SYSTEMS CHANGE ACTIONS: INSTITUTIONAL ENVIRONMENT

COMPORTAMIENTOS DEL CAMBIO DE SISTEMAS: AMBIENTE INSTITUCIONAL



Participatory Budgeting Project / *Proyecto de presupuestos participativos*
(F5LA Results Indicators: ALL)



Influencing Public Systems (LA Metro, LAUSD, etc...) / *Influir los Sistemas públicos*
(F5LA Results Indicators: ALL)



Promotora Pilot with LAUSD / *Programa piloto de promotoras*
(F5LA Results Indicators 1& 2: ECE; Indicator 8: Access to programs)



COVID-19 Relief (\$2.5 million leveraged) / *Alivio de COVID-19*
(*maximizaron \$2.5 millones de dólares*)
(F5LA Results Indicator 8: Access to public programs)



COMMUNITY SUCCESS & OPPORTUNITIES

ÉXITOS Y OPORTUNIDADES DE LA COMUNIDAD



- ✓ Stories of Impact: successes and lessons learned
Historias del impacto: éxitos y lecciones aprendidas
- ✓ Pathway to progress
Caminos hacia el progreso

BEST START SFV: SHARING STORIES OF IMPACT

BEST START SFV: COMPARTIR HISTORIAS DEL IMPACTO



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BEST START SFV: PATHWAY TO PROGRESS

BEST START SFV: CAMINOS HACIA EL PROGRESO

2.5-Year Impact / Impacto de 2.5 años



\$900,000+ (by/para 6/2021)

To orgs for park access, food security, father engagement, ECE, housing advocacy, etc...

A organizaciones para acceso a parques, seguridad alimentaria, trabajo con los padres,

4 public agencies / agencias públicas

Partnered with to advance community priorities/ Asociados con el avance de las prioridades de la comunidad



\$150,000

Leveraged in mental health support for undocumented families / *Se maximizó en apoyo de salud mental para las familias indocumentadas*



\$2.5+ million

Leveraged for COVID-19 relief

Se maximizó para alivio de COVID-19



1,000+ kids/niños

Reached through Network Building Partnerships

Alcanzaron mediante las Asociaciones para formar redes



400+ parents/padres

And organizations trained in systems change y organizaciones se capacitaron en cambio de sistemas

LESSONS LEARNED

LECCIONES APRENDIDAS



Resident Leadership Drives Community-Centered Systems Change

Liderazgo residente impulsa el cambio de sistemas centrados en la comunidad



Network Building: Relationships are central to sustaining and expanding this work

Cultivación de redes: Las conexiones son centrales al sostenimiento y expansión de este trabajo;



Diversity, Equity, & Inclusion: Strategies must be tailored to unique dynamics of target populations, *Diversidad, equidad e inclusión: Las estrategias tienen que adaptarse a las poblaciones meta*



Field Building: Cultural and community resilience model

Desarrollo del campo: Resiliencia cultura y comunitaria

BOARD DISCUSSION

CONVERSACIÓN CON LA COMISIÓN

1. What observations from the field resonate with you?

¿Qué observaciones del campo resuenan con ustedes?

2. What questions do you have?

¿Qué preguntas tienen?



BEST START REGION 5

(Antelope Valley)

Highlights from the Field

Destacados de la región

Roxana Martinez, First 5 LA

Jose Ramos, Children's Bureau

Kate Anderson, LA County Center for Strategic Partnerships

Olivia Celis, LA County Center for Strategic Partnerships



- Context Setting
Contexto Visión
- Guiding Vision for the Work
Rectora del trabajo
- Regional Network Approach
Enfoque de red regional
- Community Highlights
Aspectos destacados de la comunidad
- COVID-19: meeting the moment
COVID-19: encontrando el momento
- Creating Network Alignment: AVRI
Creación de una alineación de redes: AVRI
- Dialogue / Q&A
Dialogue / Preguntas y respuestas



**“There is always light.
If only we’re brave
enough to see it. If
only we’re brave
enough to be it.”**

**“Siempre hay luz. Si
tan solo fuéramos lo
suficientemente
valientes para verlo.
Si tan solo fuéramos
lo suficientemente
valientes para serlo.”**

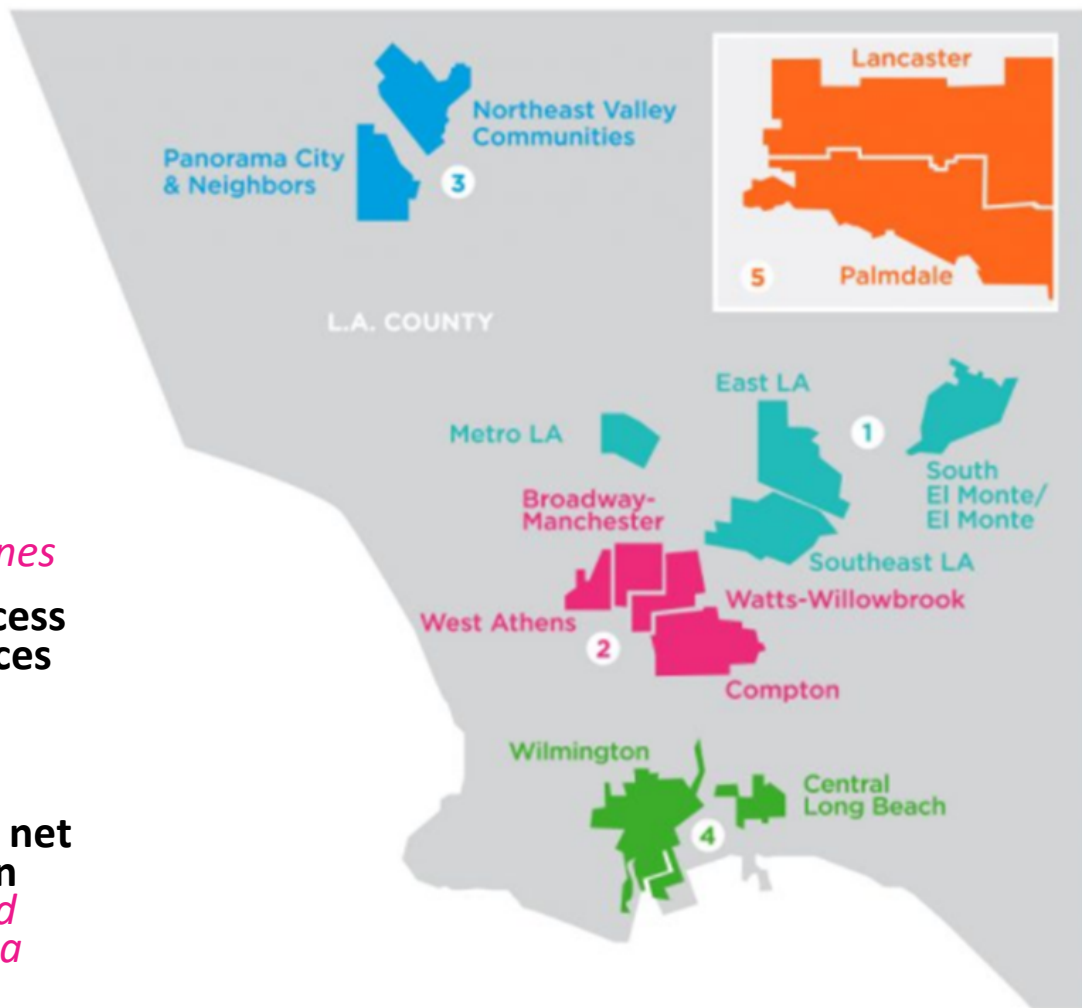
**– Amanda Gorman,
“The Hill We Climb”
“El cerro que escalamos”**

Best Start supports collaborative efforts so that, together, parents and community members, and community partners are a powerful catalyst for change to **achieve and sustain positive outcomes for children and families in their communities.**



Best Start apoya los esfuerzos de colaboración para que, juntos, los padres, los miembros de la comunidad y los socios de la comunidad sean un poderoso catalizador del cambio para lograr y mantener resultados positivos para los niños y las familias en sus comunidades.

- **Diverse community**
Comunidad diversa
- **Rapid population growth**
Crecimiento rápido de la población
- **Strong collaborative spirit**
Fuerte espíritu colaborativo
- **Prioritizing community power**
Priorizando el poder de la comunidad
- **Capitalizing on movements and investments**
Capitalizando movimientos e inversiones
- **Desire to keep child safe, provide access to quality health care, critical resources**
Deseo de mantener seguro al niño, brindar acceso a atención médica de calidad, recursos críticos
- **Strengthening the community safety net for children and families in the region**
Fortalecimiento de la red de seguridad comunitaria para niños y familias en la región





Best Start is a platform with parents, residents, and community-based organizations building stronger relationships, mobilizing, and supporting the well-being of children, and advocating for improvements in policies, services, and investments that benefit the community.



Best Start es una plataforma con padres, residentes y organizaciones comunitarias que construyen relaciones más sólidas, movilizan y respaldan el bienestar de los niños y abogan por mejoras en las políticas, los servicios y las inversiones que ¹²⁴ *benefician a la comunidad.*



Network growth
Crecimiento de la red



Learning and capacity building
Aprendizaje y desarrollo de capacidades



Leadership development
Desarrollo de liderazgo



Collective action
Acción colectiva



Resource mobilization
Movilización de recursos



Strategies Grounded in Data
Estrategias basadas en datos





CHILD ABUSE PREVENTION

*Prevención del
abuso infantil*



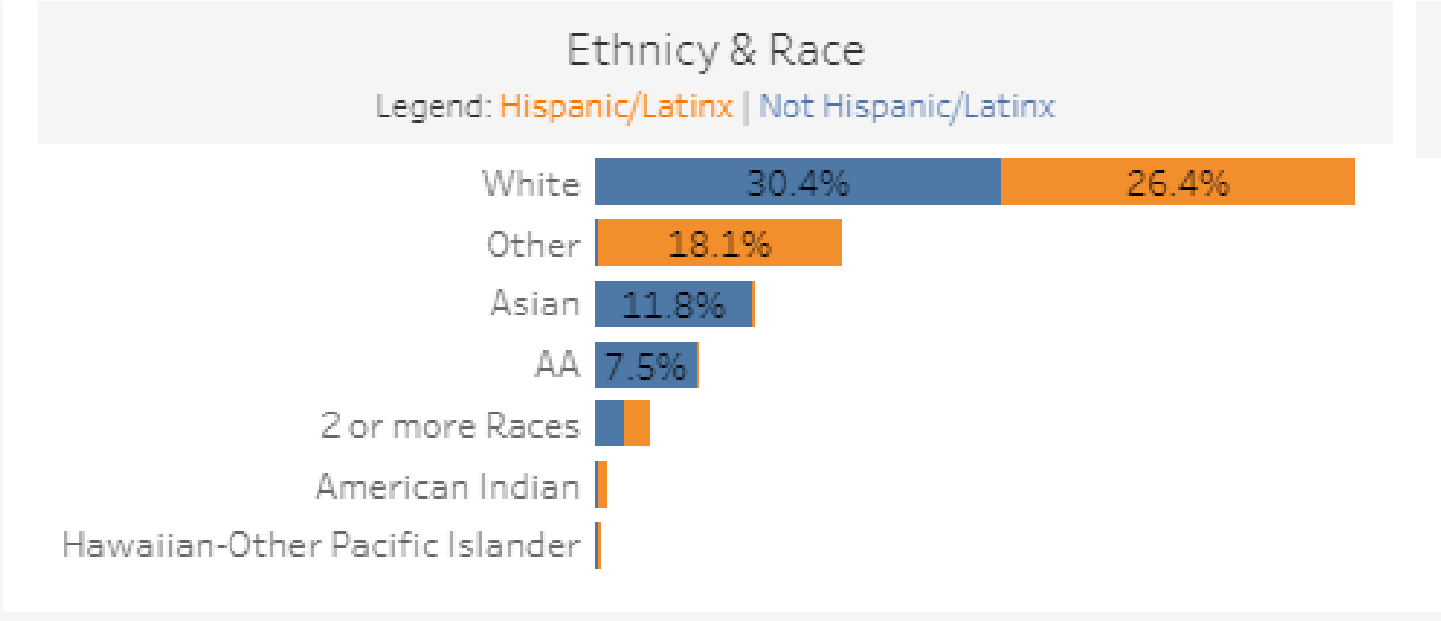
RESOURCE MOBILIZATION

*Movilización de
recursos*

Grounding the Work in Data

*Basar el
trabajo en
datos*





Source: UCLA Luskin and Agile Visual Analytics Lab

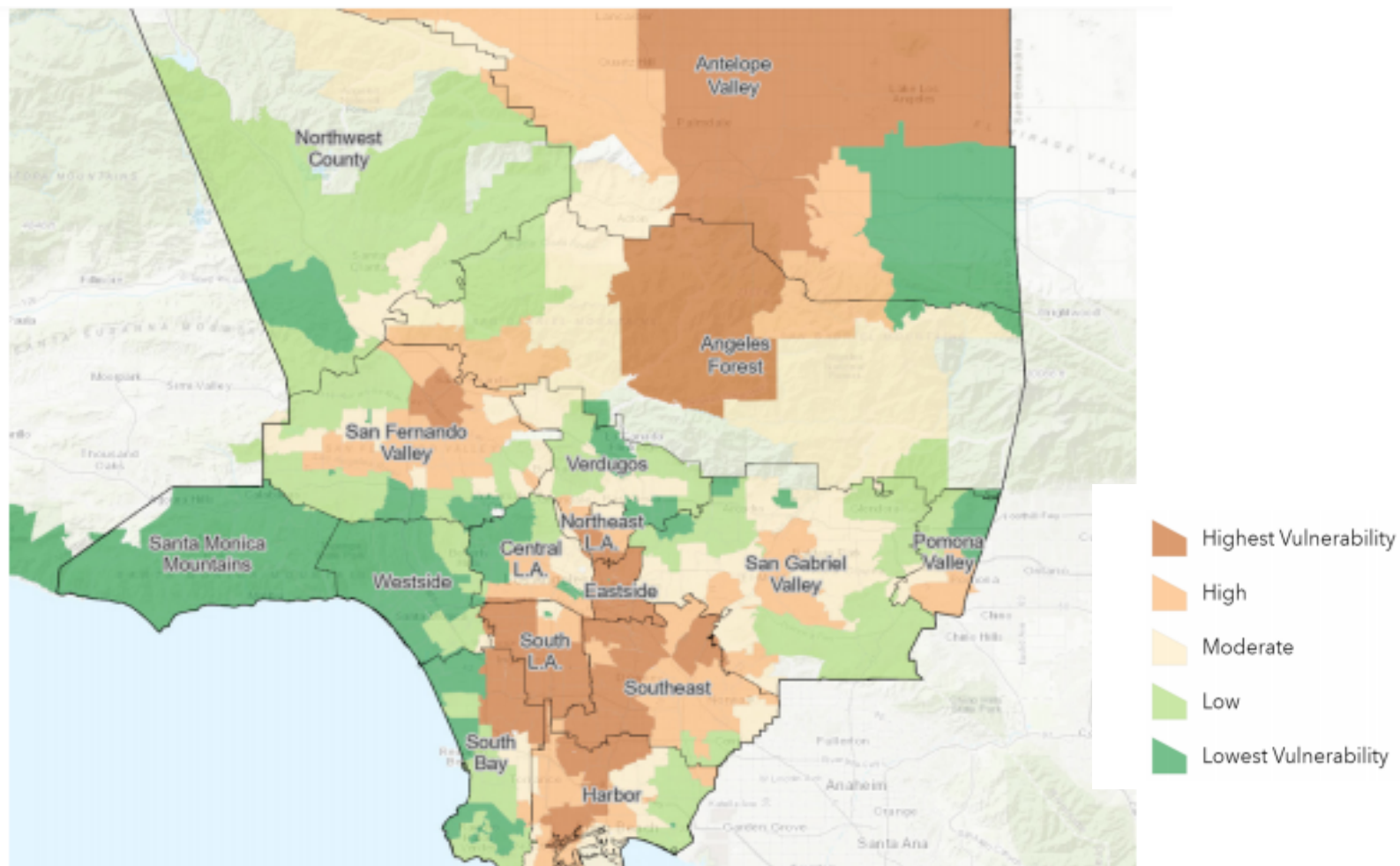


Figure 2. Preexisting Health Vulnerability, Los Angeles County



[Best Start Parent Leadership: The Story of Terra Nova](#)

The regional strategies are to support the network to utilize local resources more effectively, increase local support, ownership, and promote collaboration and sustainability so they can continue being vehicles for change within their communities.

Our network fosters a genuine commitment to resident-led civic engagement strategies resulting in lasting community transformation and regional changes.



Las estrategias regionales son apoyar a la red para utilizar los recursos locales de manera más eficaz, aumentar el apoyo local, la propiedad y promover la colaboración y la sostenibilidad para que puedan seguir siendo vehículos de cambio dentro de sus comunidades.

Nuestra red fomenta un compromiso genuino con las estrategias de participación cívica lideradas por los residentes que resultan en una transformación comunitaria duradera y cambios regionales.



Antelope Valley Resource Infusion



What AVRI is doing...

Lo qué está haciendo AVRI ...

- **Community Action Plan development through a collective impact approach**

Desarrollo de un plan de acción comunitario a través de un enfoque de impacto colectivo

- **Resource Mobilization**

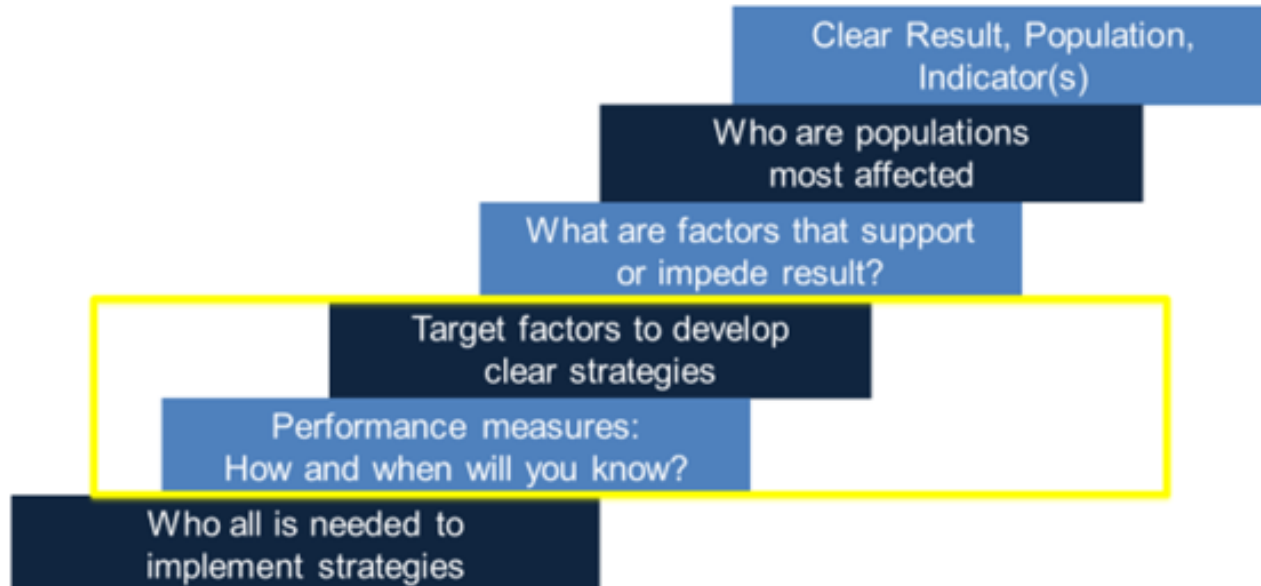
Recurso de movilización

- **Network Alignment and Support**

Alineación y soporte de red



Developing Results Based Solutions



Factors Elevated *Factores elevados*

Result:
Increased safety
and well-being
of Children and
Families in
Antelope Valley

Resultado:
Mayor
seguridad y
bienestar de los
niños y las
familias en el
Valle del
Antílope

The lack of **prevention programs and access to affordable activities** for children and families (*including lack of information about what is available to families in AV*)

La falta de programas de prevención y acceso a actividades asequibles para los niños y las familias (incluida la falta de información sobre lo que está disponible para las familias en AV)

The lack of **support for parents in the child welfare system**

La falta de apoyo a los padres en el sistema de bienestar infantil

Racism and the lack of racial representation among those who lead and serve the community

Racismo y falta de representación racial entre quienes lideran y sirven a la comunidad

The **lack of medical and mental health providers and specialists** (*including trauma specialists*) in the region

La falta de proveedores y especialistas médicos y de salud mental (incluidos los especialistas en trauma) en la región.

- **Sustaining long-term systemic change**
Mantener el cambio sistémico a largo plazo
- **Community driven decision-making**
Decisiones impulsadas por la comunidad
- **Continuing to learn and respond to COVID-19 needs**
Continuar aprendiendo y respondiendo a las necesidades de COVID-19
- **Strengthening the network of support**
Fortalecimiento de la red de apoyo



- ❖ **Deepening Network Mapping**
Profundización del mapeo de redes
- ❖ **Regional Community Wellness Exploration**
Exploración del bienestar de la comunidad regional
- ❖ **Completion and Launch of Community Action Plan**
Finalización y lanzamiento del plan de acción comunitaria



Nothing Happens to the AV Without the AV!

¡No pasa nada con el AV sin el AV!

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Thank you!
Time for
Dialogue...

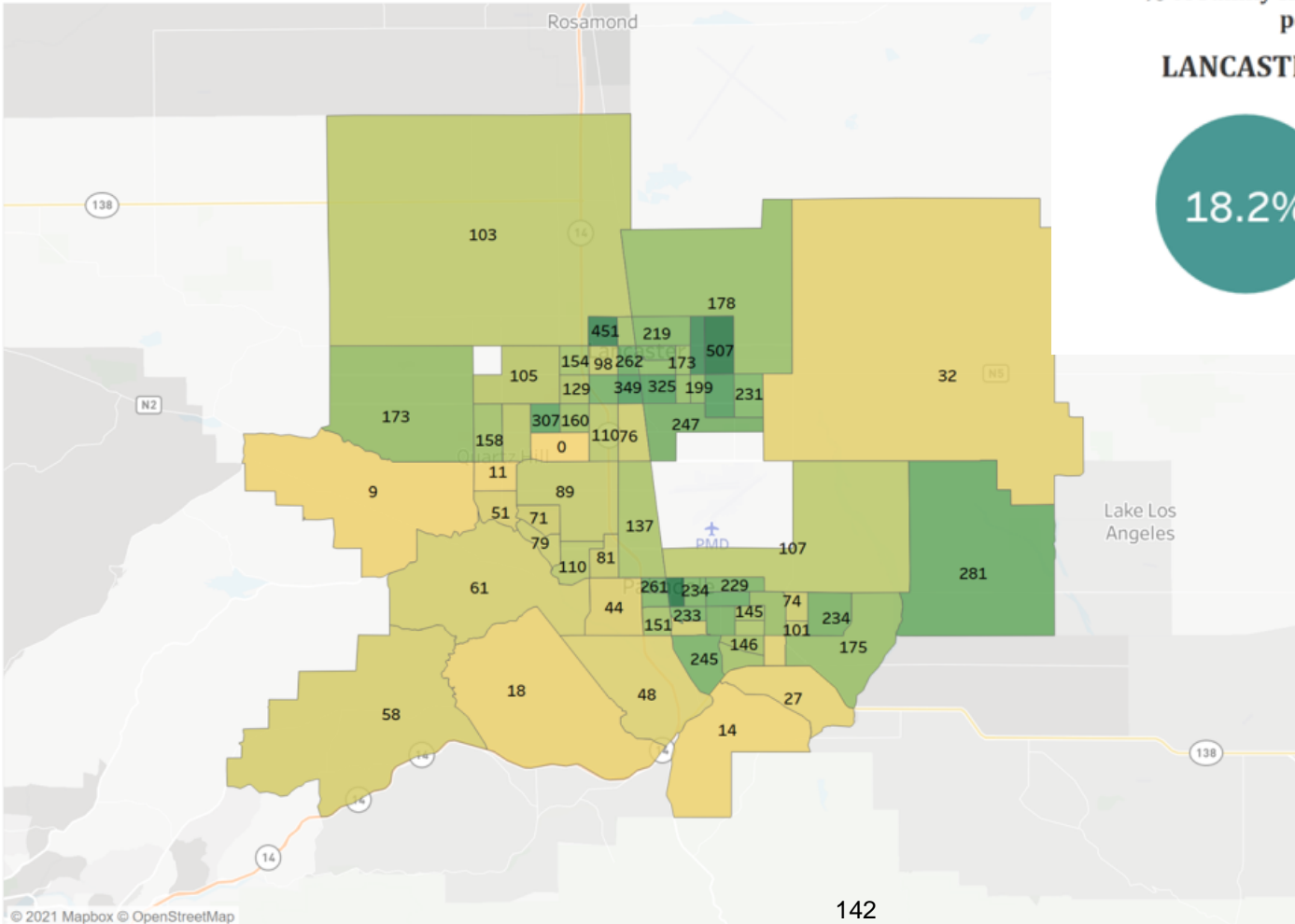
¡Gracias! Hora de
dialogar ...



1. What resonated or surprised you about what you heard?

2. Given other efforts you are a part of, are there opportunities to further support the work you hear about today?

LANCASTER - PALMDALE: Family Households below Poverty Threshold - data grouped according to U.S. Census Tract
 Data Source: U.S. Census Bureau, ACS 2015-2019 5-year estimate

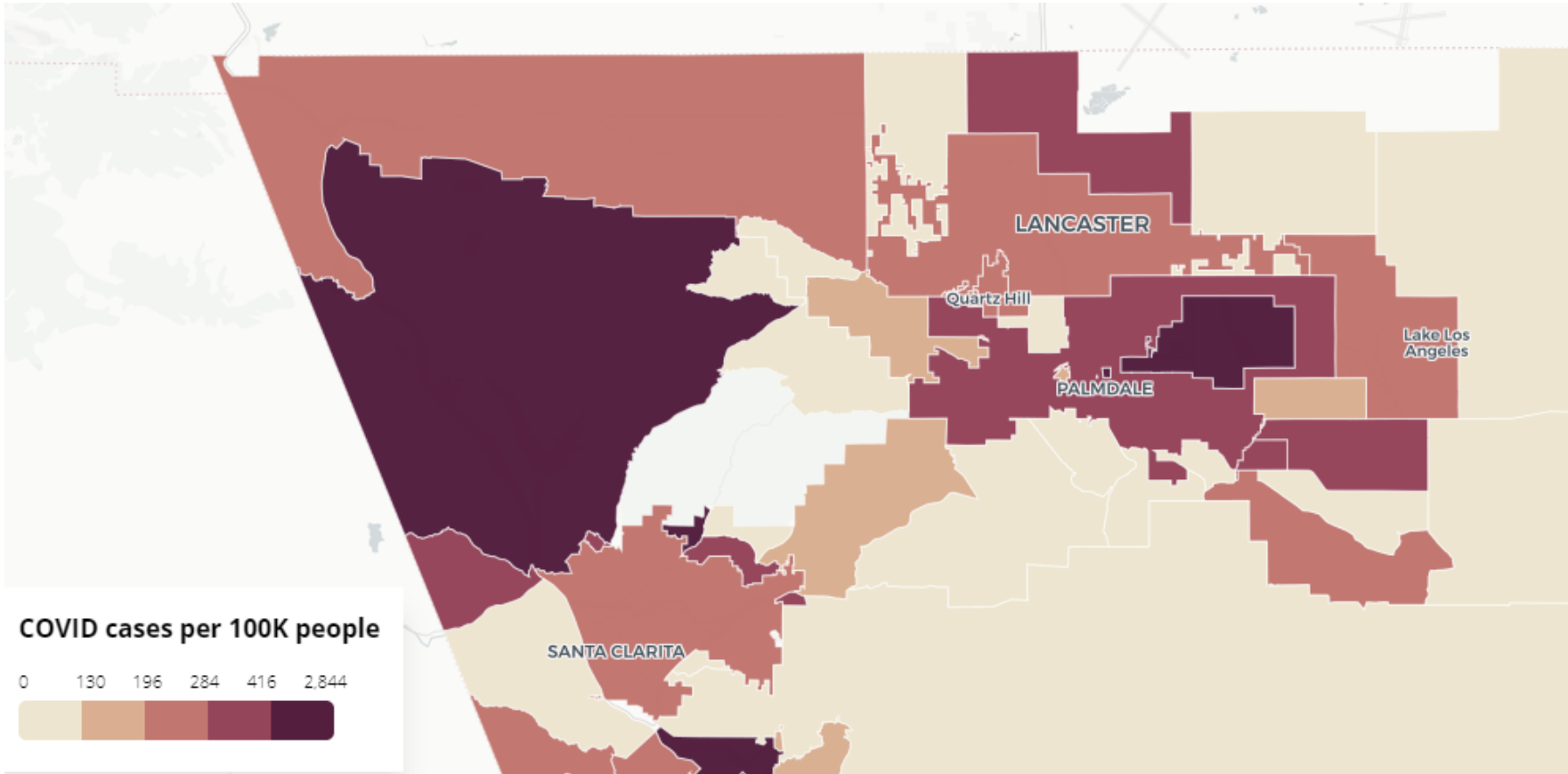


% of Family Households that fall below the poverty threshold

LANCASTER

PALMDALE





Memo

To: First 5 LA Board of Commissioners

From: Maria Aquino, Program Officer

Date: March 25, 2021

Subject: CLOSURE OF SELECT HOME VISITING SITE IN BEST START REGION 3, FRIENDS OF THE FAMILY, EFFECTIVE APRIL 30, 2021 WITH TRANSITION OF HOME VISITING SERVICES TO EL NIDO FAMILY CENTERS.

This memo is to provide information on an upcoming transition of a Select Home Visiting site, Friends of the Family (“FOF”), which is scheduled to cease operations as an agency effective April 30, 2021, and the proposed assignment of the grant agreement and home visiting services to El Nido Family Centers (“El Nido”).

Select Home Visiting Site Closure and Transition of Home Visiting Services

Background:

FOF has been a select home visiting grantee with First 5 LA since December 1, 2013. FOF has a current grant agreement with First 5 LA for the period July 1, 2020 through June 30, 2023. The agency has been funded in the grant amount of \$1,365,176 to implement the Parents as Teachers (PAT) home visiting model in Service Planning Area (SPA) 2, Best Start Region 3 of the San Fernando Valley. PAT serves as a family strengthening strategy and effective way to promote positive outcomes for children and families, as it enhances parenting skills, prevents child maltreatment, and addresses barriers to employment, such as improving access to child care to promote economic self-sufficiency. Home visiting continues to be a significant investment for First 5 LA in the 2020-2028 Strategic Plan, and First 5 LA aims to ensure home visiting supports continue to promote results for children and families throughout all Best Start geographies.

In February 2021, staff were informed of the decision of FOF to close the agency effective April 30, 2021. FOF previously contracted with the Los Angeles County Department of Children and Family Services (DCFS) to serve as the Prevention and Aftercare Network lead in SPA 2, working with public, private and faith-based partners to prevent child abuse and neglect. FOF’s grant under DCFS’ Prevention and Aftercare contract was not renewed and is one contributing factor impacting the decision of FOF to cease all operations. FOF subsequently proposed a transition plan to ensure

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A PUBLIC ENTITY

continuation of their services and personnel and proposes to assign the First 5 LA grant agreement to El Nido. Within the same Best Start Region, El Nido also serves as a home visiting grantee with First 5 LA and has implemented the PAT model since December 1, 2013. Executive leadership from both agencies commenced discussions about the possibility of El Nido absorbing FOF's contracts, including their existing county contracts and their First 5 LA and county funded home visiting program. El Nido, founded in 1925 and incorporated as a 501(c)(3) in 1954, is a trusted resource in the region and has the infrastructure in place to serve additional families through its site located in SPA 2. First 5 LA's grant agreement contract with FOF allows them to assign the home visiting grant to another provider with First 5 LA's advance written consent. The approval of such an assignment is in First 5 LA's sole discretion. Staff agree that a transition of home visiting services and assignment of the grant agreement to El Nido would best meet the needs to preserve infrastructure and client services without interruption, and support FOF's recommendation for El Nido to accept assignment of FOF's home visiting contract and program deliverables by transferring staff and remaining funds to El Nido effective May 1, 2021. El Nido is an existing First 5 LA grantee and has shown the financial and programmatic capability, as well as the willingness, to effectively accept the obligations of FOF's grant agreement.

The continuation of home visiting services is aligned with the adopted 2020-2028 Strategic Plan and specifically Strategic Priority 1, which aims to improve, integrate and expand systems of early prevention, intervention and learning to become family-centered, child-focused and promote equitable outcomes by strengthening public and community systems to better meet the needs of children and families and promote their wellbeing. Staff recognizes the immense contribution of FOF in SPA 2, to provide children and their families the best start by offering home visiting and other services and connecting them to their communities, thereby promoting a sense of belonging. FOF's vision of "vibrant communities where children and families thrive and succeed, where parents are equipped to be advocates, mentors, champions, and cheerleaders for their children, and where each child realizes his or her unique potential of mind, body, and spirit" will continue through its longstanding partnerships, shared vision and the continuation of its program services by El Nido using some of the same personnel.

Staff Recommendation:

Staff recommends that the Board approve the assignment of FOF's home visiting grant agreement dated July 1, 2020 through June 30, 2023 with remaining funding in the amount of \$1,109,700 to El Nido, which will allow families enrolled in the PAT program to be transferred with no disruption in services. Families will be informed that FOF will be closing and that their services will now be provided by El Nido, while the same Parent Educators (home visitors) they have come to know and trust will continue to provide support. FOF staff have been trained in the PAT model and will continue to provide a high-quality home visiting service housed under El Nido for the remainder of the multi-year contract period (FY 2020-2023). Unspent funds from FOF's multi-year budget will be transferred to El Nido via a contract assignment to support the continuation of home visiting services and program deliverables. This will allow FOF home visiting services to continue under El Nido without a lapse.

Next Steps:

Staff anticipates returning to the Board to seek authority to approve and execute the assignment of FOF's grant agreement to El Nido via Contract Consent in April 2021.

First 5 LA

SUBJECT:

The Evolution and Future of Policy and Advocacy Funding

BACKGROUND:

First 5 LA currently operates two Policy and Advocacy Funds (PAF), and a PAF expansion pilot, staffed independently by teams and offices across the organization. These launched between 2017 and 2020, and broadly intend to strengthen and amplify First 5 policy, advocacy and systems change work. Furthermore, the PAFs share major goals around building the capacity of funded organization; developing shared problem statements and understandings of early childhood as a special population across assorted stakeholders; cultivating diverse groups of voices to advocate for early childhood; building third-party validators around the importance of prioritizing the needs of children and families; and generating progress toward achievement of First 5 LA strategic plan goals and objectives.

The precursor to current PAF efforts was First 5 LA's Community Opportunities Fund, which originally launched in 2011 to support advocacy related to the 2010-2015 Strategic Plan. That fund ultimately provided more than \$10 million in project-specific funding to 23 grantees, with final grant expirations coming in 2018. To better coordinate and connect First 5 LA's advocacy and PAF grantees, as well as to prioritize movement building over the completion of discrete projects, First 5 LA launched the Early Care and Education Policy and Advocacy Fund (ECE PAF) in November 2016. Upon approval, the Long-Term Financial Projection assumed allocation of \$15 million in funding over five years, through June of this year.

Early Childhood Education Policy Advocacy Fund (ECE PAF)

The overarching goal of ECE PAF is to support advocacy for improved access to affordable, quality, sustainable ECE through greater public investment. It offers three types of grants:

- Partnership Funds of up to \$350,000, to strengthen grantee organizational capacity for policy advocacy in LA County and Sacramento;
- Field-Building Funds of up to \$75,000, for organizational capacity-building that allows funded organizations to more effectively participate in ECE advocacy efforts; and
- Rapid Response Funds of up to \$50,000, for discrete or otherwise time limited projects that address field-wide needs.

Results from the ECE PAF have included over 1403 total legislative visits conducted by grantees, greater collaboration in pursuit of the "Billion Dollars for Babies" budget request during the 2018 legislative session, and increased self-reported stability and effectiveness within the ECE advocacy field resulting from strengthened relationships between grantees. *(For more information on the ECE PAF, please see Item 8 Attachment A- ECE PAF Year 1 Report; and Item 8 Attachment B-ECE PAF Year 2-3 Report).*

ECE PAF grantees include organizations such as: Advancement Project; Child Care Alliance of Los Angeles; Child Care Resource Center; Crystal Stairs; Child360; Children Now; Early Edge; the LA Chamber of Commerce; The California Child Care Resource and Referral Network; Child Care Law Center; Common Sense Media; Community Coalition; Council for a Strong America; EveryChild CA; Inner City Struggle; MomsRising Educational Fund; Parent Voices; REAL Coalition; and the United Way of California.

Built Environment Policy Advocacy Fund (BEPAF)

Expanding upon the experiences of ECE PAF, First 5 LA launched the Built Environment Policy and Advocacy Fund (BEPAF) in October 2019. Grants ranged from \$40,000 to \$100,000, and were awarded to community-based organizations, policy advocacy organizations and coalitions that focus on improving neighborhood conditions for children and families. Funding is currently set to continue through June 2022. BEPAF includes two grant categories:

- Policy Advocacy Incubation Grants of up to \$50,000, to support grantee advocacy planning efforts and build organizational advocacy capacity related to built-environment issues, including Best Start parent engagement; and
- Policy Advocacy Implementation Grants of between \$75,000 and \$100,000, to support established policy advocacy organizations and networks with experience in impacting development or implementing built-environment policy and systems changes efforts.

BEPAF's goals are to maximize advocacy toward improving child and family access to high-quality parks, open spaces, and recreation facilities; promoting safe and reliable transportation/ opportunities for mobility; and increasing food security. Activities have included convenings with parents and residents in the Best Start geographic areas that focus on how to conduct digital community engagement, and that provide technical assistance to improve advocacy for public funding related to the built- environment areas impacting children and families. Monthly convenings of BEPAF grantees begin in June 2020. Following onset of the COVID-19 pandemic, Prevention Institute, BEPAF's funding intermediary, helped allocate a total of \$85,000 in Strategic Response Funds to BEPAF grantees. This delivered direct assistance for the immediate needs of family, as well as bolstered grantee abilities to monitor and address emerging or otherwise urgent policy opportunities. *(For more information on BEPAF, please see Item 8 Attachment C- BEPAF Progress Report - May-September 2020 highlights).*

BPAF grantees include organizations such as: The Community Coalition; Investing in Place; East LA Community Corporation/ ACT-LA; Proyecto Pastoral/ Promesa Boyle Heights; United Parents and Students; Just Environment; Long Beach/ Walk Long Beach; and Physicians for Social Responsibility LA.

Early Child Health Policy Expansion fund

Finally, in November 2019, the Board approved a Strategic Partnership for \$600,000 over a 24-month period to launch pilot grants related to funding early childhood development priorities. As an expansion to the ECE PAF, pilot grants intend to support advocacy for policies and practices that better ensure public systems provide maternal health services and early identification and intervention services, inclusive of home visiting supports, as well as the expansion of family-centered practices, including trauma-informed approaches in systems that serve children and families. In alignment with the 2020-2028 Strategic Plan, the pilot's broad goals center on increasing the rate of LA County children birth to age 3-years old with a developmental delay who participate in early intervention services; decreasing the average age that LA County children enter special education services; and increasing the rate of eligible LA County families participating in home visiting programs prenatally through age 5-years old. Grants for discrete projects, capacity-building and rapid response are available by invitation-only, in amounts between \$10,000 and \$75,000. Applications for funding are currently under review, and selected grantees will be notified soon.

CURRENT THINKING AND APPROACH:

First 5 LA is seeking to integrate current PAF efforts. Such an integrated PAF would promote whole child and whole family advocacy, incentivize partners to conduct their work holistically, catalyze cross-systems policies that benefit children and families, and transform the early childhood advocacy field toward a more complete view of child development and family success. It would also feature differing

strategies but shared outcomes across those strategies, especially around prioritizing children ages prenatal to 5-years old as a special population. Finally, it would bring together a diverse set of advocacy voices that exist at the intersection of systems, support achievement of First 5 LA strategic and sustainability priorities, and reflect our commitment to diversity, equity and inclusion.

PAF integration opportunities and goals:

- First 5 LA exists at the intersection of policy change, systems change and advocacy. As such, the integrated PAF should incentivize grantees that work across multiple systems and hold expertise in multiple policy areas. This approach would also allow First 5 LA to promote a whole child and whole family frame across the entire early childhood field of advocates, advancing children ages prenatal to 5-years, and their families, as a special population. The integrated PAF should further incentivize a diversity of voices in support of optimal child development, and fund organizations that have not traditionally partnered with First 5 LA. Finally, PAF funding should more holistically promote all avenues for policy change, including administrative advocacy and policy development, in addition to legislation and budget items.
- Guidelines for the integrated PAF fund should more explicitly identify First 5 LA Strategic Plan priorities, including potentially, our Four Results for Children and Families; Short-Term Markers of Progress (STMPs) and Long-Term Systems Outcomes (LTSOs); Results Indicators; and revised Policy Agenda priority areas. The fund should also prioritize policy and advocacy activities that explicitly address racial disparities and systemic inequities, as well as promote positive health outcomes for children most at-risk. Doing so would reflect First 5 LA's commitment to equity broadly, as well as investment guidelines around Diversity, Equity and Inclusion.
- An integrated PAF would better support First 5 LA sustainability, keeping in mind declining revenues and fund balances going forward. Over a potential 3-to-5 year life cycle, the integrated PAF could include reductions in grants year-over-year, or offer smaller grants to funded organizations. Integration will also reduce redundancies internally related to separately managing three contracts, and free-up staff time for more efficient usages.
- An integrated PAF controlled through a shared internal governance structure at First 5 LA would best utilize internal expertise. The Office of Government Affairs and Public Policy (OGAPP), as First 5 LA's in-house expert on policy and advocacy work, will best share PAF learnings with local, state and federal policy makers, with OGAPP determining where and how best to shape and amplify. First 5 LA Center for Child & Family Impact staff will share their experience and expertise in fund design and facilitation, drawing on best practices from previous PAF efforts, and continue to deepen and strengthen relationships with existing grantees, as well as identify opportunities for PAF learnings to bolster the range of Center-led projects and priorities.

Diversity, Equity and Inclusion:

- The integrated PAF should support First 5 LA's commitment to promoting equity, guide resources to communities that would most benefit from them, and incorporate investment guidelines that support DEI. In doing so, the integrated PAF will more explicitly support the reconstruction of systems that contribute to current inequities, as well as combat the implicit and/or explicit oppression of people of color.
- A key component of First 5 LA's equity-related work, and as reflected in the 2021 Policy Agenda, is more intentionally incorporating parent- and community-voices. As such, community-identified priorities should inform project and funding prioritization through the integrated PAF. Multi-year funding would also allow grantees to develop more durable organizational infrastructures, and avoid unequal power dynamics in which grantees must continually return to First 5 LA for more money. Finally, the integrated PAF should invite a diverse group of organizations and voices into this newly integrated work, and feature solicitations that avoid providing funds only to grantees

that have greater pre-existing financial capacities for bid development, as those would likely be larger and whiter organizations.

- Overall, First 5 LA grantmaking must serve the broader goals of dismantling structurally racist institutions, and promoting equity in health, well-being and opportunity. For the purposes of the integrated PAF, all funding should prioritize empowerment and power sharing, regardless of the grant amount or specific purpose. A funding intermediary with expertise in DEI will be critical in designing an equitable fund.

Lobbying compliance:

- The integrated PAF will include regulations around lobbying compliance that, as a public agency, First 5 LA must operate under. For example, legal requirements that disallow First 5 LA from participating in “grassroots lobbying” activities, or broadly asking others to advocate that policymakers take action on new or existing public policy proposals, should feature in the integrated PAF’s guidelines. As such, PAF grantees will be explicitly prohibited from using First 5 LA funds to engage in any grassroots lobbying.

DISCUSSION:

During the March 25 Special Board/Program and Planning Committee meeting, staff will provide an overview of First 5 LA’s Policy and Advocacy priorities (*for more information, please see Item 8 Attachment D-2021 First 5 LA Policy Agenda*); and Policy and Advocacy Fund integration efforts. The objectives for the presentation/discussion are to:

- Highlight the evolution of current PAF efforts, including funding histories and lessons learned from existing Policy and Advocacy Funds; and
- Introduce an approach to PAF integration through a Whole Child and Whole Family advocacy lens.

Staff hope to gain additional insight and perspectives from the Commissioners on how our policy and advocacy funding can most effectively support the achievement of First 5 LA’s North Star. Staff will be available to answer questions from Commissioners and seek input on the work including:

- 1) As First 5 LA considers intersections within our policy priorities, what are the most important opportunities and priorities for integration within our evolving Policy and Advocacy Funding?



**YEAR 1:
ALIGNMENT**

PAF ECE REPORT 2017-2018

Prepared for F5 LA

www.ersoylu.com

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YEAR 1 HIGHLIGHTS

Grantee Collaboration Highlights



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

Field Building Highlights

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

Policy Impact Highlights

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

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

-PAF ECE Grantee

THE INITIATIVE

ECE Policy Advocacy Fund

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

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

Guiding Principles of the Fund

Encourage relationship and trust building among all grantees

Leverage existing coalitions and assets

Promote alignment in policy priorities

Strengthen policy advocacy efforts and work in Los Angeles and Sacramento

Improve connections between LA and Sacramento policy organizations

Strengthen advocacy efforts at the LA County level

Build infrastructure for the long term

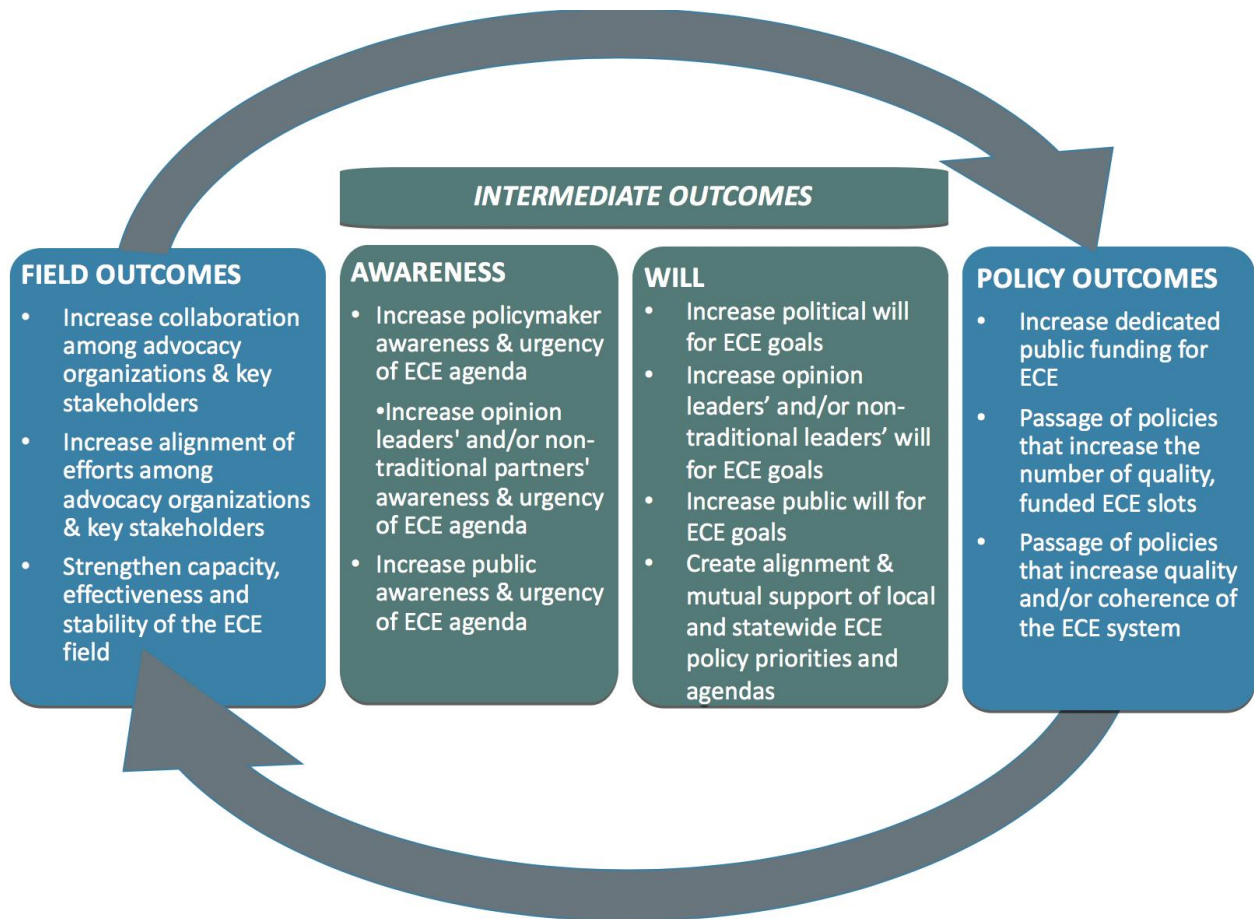
Agreements of PAF ECE policy and systems change work success:

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

¹ For the purposes of this Fund, early care and education¹⁵³ is defined as full-day or part-day child care and/or early learning programs serving infants, toddlers and/or preschoolers from birth through age 5.

Theory of Change

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



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

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



Methods

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

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

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



FIELD OUTCOMES: COLLABORATION & EXPANSION

Partnership Grantee Collaboration

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

PARTNERSHIP GRANTEES ON COLLABORATION

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

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

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

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

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

DIRECT ACTION HIGHLIGHTS:

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

KNOWLEDGE-SHARING

HIGHLIGHTS:

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

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

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

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

TABLE: PARTNERSHIP GRANTEE CAPACITY

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

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

Field Building Grants

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

TABLE: FIELD BUILDING GRANTEES

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

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

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

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

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

Where we are now...

Legislative advocacy (70%)

Budget analysis & advocacy (50%)

Engagement of ECE advocacy partners and coalitions (40%)

Engagement of non-traditional partners (40%)

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

Where we want to grow

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

Communications & messaging (60%)

Engagement of ECE advocacy partners and coalitions (30%)

Engagement of non-traditional partners (30%)

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

Electoral and ballot measures (30%)

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

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

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

INTERMEDIATE OUTCOMES: BUILDING AWARENESS & WILL

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

TABLE: ELEMENTS OF INTERMEDIATE OUTCOMES

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

Grantee-driven Awareness & Will-building

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

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

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

Engagement of Nontraditional Partners

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

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

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

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

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

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

Gubernatorial Work

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

Barriers

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

TABLE: ECE OBSTACLES OVER TIME

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

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

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

Supplemental Funding for Awareness & Will-building

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

TABLE: RAPID RESPONSE GRANT DETAILS

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

POLICY OUTCOMES: ADVOCACY & ACTION

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

Context

Legislative Website Analysis

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

TABLE: RESULTS OF LEGISLATIVE WEBSITE ANALYSIS

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

Legislative Consultant Survey

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

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

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

-ECE Legislative Consultant

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

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

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

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

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

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

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

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

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

PAF ECE Policy Agenda

LEGISLATIVE 'ASKS'

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

TABLE: PAF ECE 2017-18 LEGISLATIVE 'ASKS'

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

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

May 30, 2018

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

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

Dear Senator Mitchell & Assemblymember Ting:

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

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

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

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

Specifically, we request that you take the following actions:

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

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

ADVOCACY ACTIVITIES

The table below identifies the key activities that PAF ECE grantees conducted during Year 1 in pursuit of policy wins in the areas identified. ¹⁶⁶

PAF ECE POLICY OUTCOMES

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

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

Legislative Visits

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

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

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

Table: Legislators who received no visits from PAF ECE grantees

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

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

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

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

Local Policy Work

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

TABLE: LOCAL ECE POLICY ADVOCACY YEAR 1

What local Los Angeles area ECE policy change(s) have you been involved with in the past 12 months?
<ul style="list-style-type: none"> • Adoption of Birth-8 Roadmap for LAUSD (2) • Babies & Toddlers Campaign w/ LA County Supervisors (3) • Zero to Three Strolling Thunder • Foster Care Bridge Implementation (worked with local Board of Supervisors) (2)

USE OF LEARNING

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

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

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

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

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

APPENDIX A: DESCRIPTIONS OF PAF ECE FIELD BUILDING GRANTEES

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

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

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

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

Years 2-3: Engagement & Expansion



PAF ECE REPORT 2018-2020

Prepared for F5 LA

www.ersoylu.com

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YEAR 2-3 HIGHLIGHTS



Over the past two years, PAF ECE grantees have reported continued to collaborate on several levels; co-hosting site visits, communication in-between grantee convenings as well as advocating together for local and statewide policies. During this period, Rapid Response funds have played a larger role in the creation and dissemination of critical research, as well as increasing communications capacity within the field.

In Years 2-3, the local Los Angeles work has been strengthened by the addition of Field Building Grantees, diversifying and broadening the local ECE field, but also through the strengthening of the Early Childhood Alliance (ECA), co-led by Advancement Project and InnerCity Struggle (ICS). At the same time, the state-level work has continued to deepen, with substantial work done to strengthen the ECE Coalition to impact the broader field. With the support and guidance of consultants Linda Fowells and Barbara Masters, Coalition members have created internal policies, procedures and guiding bylaws to ensure their work is intentional, moving forward with internal clarity about the direction and vision.

Changes in the Atmosphere in Sacramento

At the same time that advocates were working to solidify elements of the ECE field and their respective roles within it, the external environment has been in a seemingly constant state of flux around them. During the April 2019 convening, grantees reflected on several items in the wake of the Governor's election in November 2018. Overall, the feeling that this was a 'new' opportunity was exciting and overwhelming.

"It's like drinking from a fire hose. We're spread thin, there's a lot going on and things are moving quickly."

-PAF Grantee

When grantees were asked specifically about how the atmosphere has changed in Sacramento, several mentioned the **palpable excitement** due to the level of interest in early childhood from the Governor ("...we've never before had a Governor that came out running on ECE...") and that the momentum for ECE is at an all-time high. At the same time, the majority of grantees also mentioned that this momentum has **"added its own level of challenges."** In particular, grantees mentioned that the field has **offered too many solutions and must show up as a united force**. One grantee felt that "...there's been a lot of legislation, probably too much... which is often directly competing... this has made it harder to keep us all rowing in the same direction." In addition, much of early 2019 was occupied with educating the new Sacramento staff on the ECE needs, as it was observed that the Governor had "his people" and many new policy issues to contend with.

In early 2020, Sacramento, along with the nation, was asked to re-think policy and budgetary priorities in the wake of COVID-19, the global pandemic that has impacted millions. As a result, the ECE field had to once again re-position itself to align to the emerging critical needs of children and families, as so much in the economic and public health space has shifted. The ECE PAF grantees have proven to be resilient, **continuing to virtually advocate** for the needs of families, while incorporating and responding to the newer, dynamic issues that families face regarding childcare during a pandemic.

THE INITIATIVE

ECE Policy Advocacy Fund

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

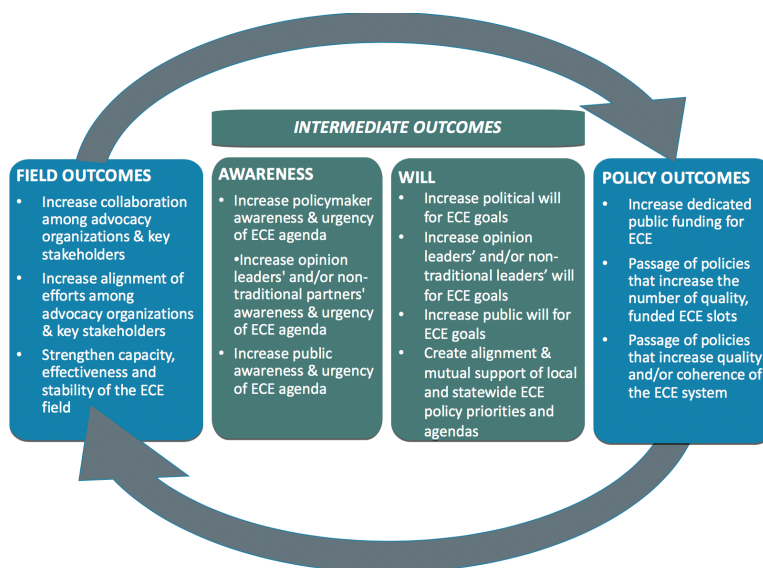
As a result, in 2017, the Fund began to provide flexible, multi-year funding, **Partnership Grants**, for organizations with a proven track record of policy change in Sacramento and Los Angeles. These funds are renewable, for a total of four years, based on progress toward expectations and outcomes.

Beginning in Year 2, funding became available for another subset of grantees, at a maximum of \$75,000 each. These **Field Building Grantees** are grantees who are believed to add value to the ECE field, but whose core work may not meet the stringent criteria for the Partnership grants. These grantees were identified and invited to apply based on the suggestions of Partnership grantees and F5 LA staff.

During Year 2, PAF ECE also made available a **Rapid Response Fund**, which was available to grantees on a project basis, to fulfill a need within the ECE field that was also identified by grantees in collaboration with F5 LA and Community Partners. These grants vary from \$1,500 to \$100,000.

Guiding Principles of the Fund

- Encourage relationship and trust building among all grantees
- Leverage existing coalitions and assets
- Promote alignment in policy priorities
- Strengthen policy advocacy efforts and work in Los Angeles and Sacramento
- Improve connections between LA and Sacramento policy organizations
- Strengthen advocacy efforts at the LA County level



Theory of Change

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

Methods

This report covers the data reported for Years 2-3 (between July 1, 2018- June 30, 2020). A compilation of written, oral, and observational data was collected

throughout this period in order to inform an evaluation that addresses both the outcomes and the intermediate progress and learning. The data in this report is comprised of:

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

- Grantee surveys of advocacy capacity and collaboration (October 2017, September 2018 and September 2019)
- Key informant interviews with various stakeholders, including grantees (conducted annually), F5LA and Community Partners staff, and legislative staff.
- Tracking of grantee meetings with state legislators (November 2018, November 2019)
- Grantee progress and reflection reports (June and December 2018 and 2019)
- Participant observations were conducted at grantee convenings (April 2018, October 2018, April 2019, October 2019, and April 2020)

Together, these data sources paint a picture of the progress toward achieving the identified outcomes through Year 3.

Years 2-3 were characterized by continued collaboration and an expansion of the field, to include a more diverse array of partners to support both the Sacramento and Los Angeles-based advocacy work. In addition to the six Partnership Grantees, an additional 10 Field Building Grantees were added into the mix, through a combination of two cohorts (March 2018 and August 2018).²

Expansion of PAF ECE Grantee Field



² In addition to those Field Building Grantees listed, Common Sense Media was funded for one year but was not renewed for subsequent years.

PART 1. FIELD OUTCOMES: COLLABORATION & EXPANSION

During years 2-3 of the ECE PAF grant, new opportunities for collaboration and engagement were identified and grantees continued to foster their relationships at the **Grantee Convenings**, as well as through the support from **Community Partners**. During this grant period, it is also important to note the deepening of connections in the field locally, here in Los Angeles, through the work of the **Early Childhood Alliance**. While the presence of the **Sandbox** in Sacramento continued to serve as a critical space for grantees to collaborate pre-COVID, it is important to note that the ECE work of the grantees during years 2-3 was spread throughout both at the state and local levels.

Grantee Collaboration

Grantee Reflections on Collaboration

- *“PAF has deepened a lot of the collaborative relationships, through time spent together and shared space.”*
- *“All groups may not have exact same priorities, but joint planning has led to a shared vision/shared voice/messaging at meetings.”*
- *“Communication is improving; always will be difficult because of some competition for funding, but while it may not be perfect collaboration, we’re being intentional and trying to make it work as much as we can.”*
- *“With one partner, collaboration has gone from a 0 to a 7 or 8 out of 10 and we didn’t know them at all before this grant.”*

Annual Partnership Grantee surveys were conducted (October 2017, September 2018 and 2019). In March 2018, Field Building Grantees completed a baseline survey similar to that completed by the Partnership Grantees. Grantees were asked to respond to a variety of questions on collaboration and partnership, as well as to rate their organizational capacity across a range of indicators that covered knowledge and experience in advocacy, collaboration internally and externally with nontraditional partners, and communication.

Grantees shared information on the types of collaboration, and, from the table below, some interesting trends emerged. For instance, we can see that, over time, Field Building grantees reported engaging **more parents**, as well as **non-traditional partners**.

Both grantee cohorts increased the K-12 advocates with which they collaborated, as well as ECE providers during the reporting period. Overall, collaboration with school districts and organized labor remained the least common.

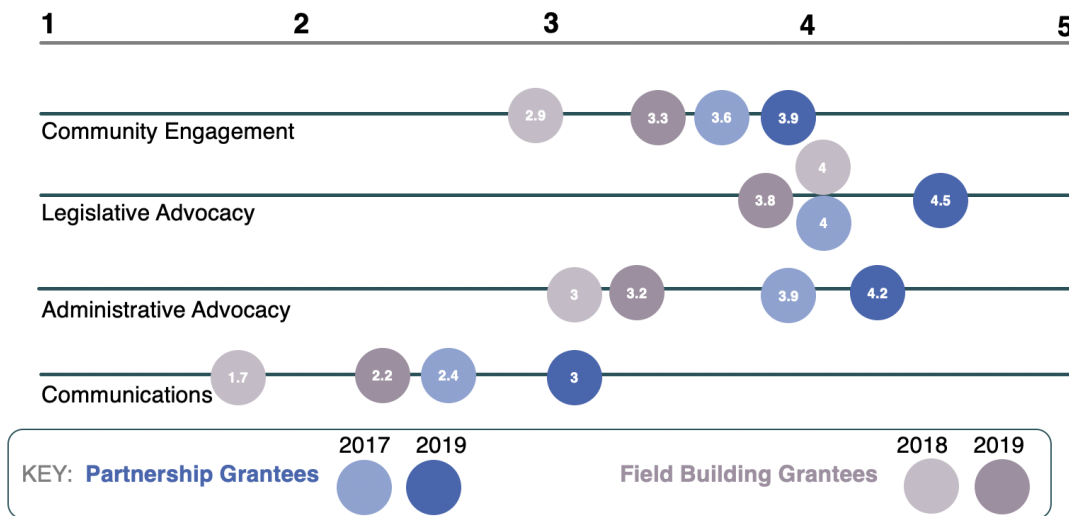
Collaboration Across Stakeholder Groups

Instances of collaboration with...	2017 Partnership	2019 Partnership	2018 Field Building	2019 Field Building
ECE Advocates	51	57	62	71
ECE Providers	34	45	45	51
Business	28	28	26	34
Organized Labor	17	20	20	24
School Districts	23	21	16	26
Parents	30	30	44	53
Non-traditional Partners	22	27	32	35
K-12 Advocates	19	31	19	26

Data from a scale of 11 unique potential collaboration strategies ranging from co-sponsoring legislation to sharing research and mobilizing advocates

Since the fund’s inception, the increase in collaborative activities has also been accompanied by an increase in grantee capacities. We can see from the figure below that the grantee’s comfort with four primary capacities increased over time, most notably in their communications capacity.

Shifts in Capacity Over Time



Grantee Convenings

The PAF ECE grantee convenings, facilitated by Community Partners, support the grantees by providing them with a chance to share with one another and identify room for collaboration and connections. Continually, grantees appreciate the “Take a Hike” and “Real Talk” components of the convenings. During the latter part of the grant period, it became clear that, although the convenings were initially designed to build a sense of community and trust, the participants seem to also be increasingly interested in using the space for more tactical discussion.

“It’s like drinking from a fire hose. We’re spread thin, there’s a lot going on and things are moving quickly.”

-PAF Grantee

During the April 2019 convening, held in Sacramento, grantees reflected on several items in the wake of the Governor’s election in November 2018. Overall, the feeling that this was a ‘new’ opportunity was exciting and overwhelming. Grantees spoke of the tensions of competing priorities, and of not knowing “who is really in charge” within the new Governor’s administration.

At the convening, grantees reiterated a need to come together regionally more frequently; a need to invest more time into the local partner spaces to create more opportunities to **pursue local priorities**. At the October 2019 convening, several grantees shared that they would like more time for strategy discussions with their colleagues. Grantees continued to share that the convenings are living up to their intent, with 23 of 24 respondents noting that they: **strengthened relationships, gained useful insights** and started to **build new relationships** at the convening.

The grantee surveys amplified the sentiments from the convenings, that Field Building grantees want both space and opportunity for grantee collaboration and opportunities to find alignment in their policy work.

Partnership grantees also noted during the same time period, with one noting, “More opportunities to discuss our work and priorities during the PAF convenings. We need facilitation to identify areas of overlap and opportunities for collaboration.”

“Are relationships stronger now or is there is more infighting?”

“Our relationships are stronger; but it’s challenging because we’re being pulled in different directions. We’ve certainly made progress because it’s hard to imagine what things would look like if we weren’t talking to each other or didn’t have the relationships we now have.”

“[We are] Closer within ECE field, but there’s more noise coming in from others.”

“We need to bring ECE advocates into bigger circles with other advocates. There are so many opportunities, so there are emerging capacity concerns.”

“We need more time for action/ strategy dialogue at the convenings.”

April 2020 Zoom Convening Feedback

80% found the breakout rooms in the Zoom convening useful.

100% found that they reflected, shared and supported one another during these challenging times.

The April 2020 grantee convening was the first convening held via Zoom. For this convening, grantees shared that they enjoyed the opening yoga and meditative space, and that the breakout rooms were particularly effective for them to speak freely. Grantees also shared that they found the insights from reflecting back on the Great Recession and the cuts to ECE useful in helping guide their current response to the COVID-19 crisis.

In addition to the collaboration and engagement in the convenings, grantees also had the opportunity during this grant period to update their ground rules. Grantees created a list of agreements that would guide their work moving forward.

PAF ECE Grantee Ground Rules

(Updated October 2019)

1. Put children first; keep the voices of parents, families, providers and teachers in mind when doing the work.
2. Share data and information within the ECE field to support increased coordination, especially among PAF grantees.
3. Share policy goals with one another in an effort to uncover areas of alignment regularly.
4. Have candid conversations and look for common ground when there are policy or strategy disagreements or missteps.
5. Be transparent and respectful when agreeing or disagreeing.
6. Be forthcoming about obstacles and/or failures.
7. Coordinate messaging so that when anyone engages with legislators, there is a united front.

Community Partners: Intermediary Support

Community Partners plays a unique role as an intermediary in providing technical support to the initiative in several ways. In addition to designing and facilitating the grantee convenings, administering the grant funds and reporting to F5LA, they support the administration of the **Rapid Response grants**, serve as an **objective voice with whom grantees can have frank conversations** when issues arise and provide critical linkages to the **technical assistance (TA)** for grantees that request it.

Community Partners has modeled an intentionality of process, while at the same time, moving work forward. This has been done at each step of planning, through their structuring of interactive convenings, to their style of facilitation and trust building. It is understood that activists are focused on action, and less often on process, due to the dynamic nature of their work. As a result, it is particularly important to have opportunities where they can take time to explore the latter. By modeling this through their convenings, Community Partners has brought this style into a field that has been often focused on expediency and transactions.

Community Partners is provided concepts for Rapid Response funding either by F5 LA staff or individual grantees themselves. The idea for Linda Fowells, for instance, to help the ECE Coalition – came from conversations with F5 LA staff. As a result, Community Partners screened consultants, identified an appropriate team and then was able to provide that resource to ultimately help strengthen the ECE Coalition structure and function (e.g. agreements, charters, etc.). This type of responsive resourcing is a field-wide support that is unique to this fund.

As an intermediary, Community Partners has also served a critical role as a buffer between organizations, creating opportunities for open dialogue. For instance, grantees have been open about challenges working with F5 LA, as well as with one another. This was exemplified by the “Ask Me Anything” panel of F5 LA staff at one grantee convening where they responded to a series of anonymous questions put forth by grantees. It was a powerful moment where F5LA staff, speaking as both a funder and advocate, were truly open and transparent with grantees.

When grantees with whom others felt had made missteps needed to hear a message, Community Partners could orchestrate ‘courage conversations’ and identify paths forward to reset these relationships. In this way, Community Partners is a neutral supporter of relationship strengthening.

In terms of providing individual-level technical assistance to grantees, that has been dependent on grantee requests. As a result, this is an area that hasn’t been heavily engaged. However, some representative items have been:

- Conducting a learning lunch for one grantee with the architect behind marriage equality.
- Providing a paid consultant to help staff with time management/managing up/ overload prioritization at one grantee organization.
- Identified training needs for one grantee would be best provided by Alliance for Justice, so they contracted with them to provide the support.
- Provided evaluation expertise to grantees through their contract with Ersoylu Consulting, who created a survey for one grantee, reviewed survey tools for another grantee and provided evaluation guidance to another grantee who requested it.

In addition, for the broader field, Community Partners has been a **resource to other funders, and to F5 LA** to help them think through how to best provide general support funding for advocacy and letting grantees define the goals, funding the field as a whole, and thinking about strengthening relationships in the field. This was evidenced by the work they did for the April 12, 2019 grantee convening, in Sacramento, where pre-work with F5 LA, Heizing-Simons and Packard Foundation was conducted and the PAF ECE model was shared.

Local Field Building: Early Childhood Alliance

Field Building Grantees, on a scale of 1 to 10...	2018	2019
...how well do you understand the LA ECE advocacy field?	2.5	4.8
...how much has ECE advocacy been a priority in the past year for your organization?	5.2	6.8

It is important to highlight that Field Building Grantees were chosen with the intent that, as partners relatively new to the ECE field, they each brought a particular expertise that would allow them to help **strengthen the ECE work taking place locally**, in Los Angeles County. As we can see from the table to the left, their engagement within ECE PAF has increased their understanding of the local ECE field and has led them to engage more fully in advocacy that is specifically ECE-focused.

In addition to the Field Building Grantees, another element of the local ECE field has been strengthened during this grant period—the **Early Childhood Alliance (ECA)**.

In 2006, the Los Angeles Preschool Advocacy Initiative Coalition (LAPAI) was created in an attempt to strengthen the LA area voice in the early childhood policy work. California Community Foundation (CCF), in partnership with Packard Foundation, wanted to ensure LA was organized and engaged. CCF served as a neutral backbone for the coalition, coordinating the members of the group; while Packard provided parent engagement and advocacy grants.

LAPAI focused in LA—at both the Board of Supervisors and LAUSD levels—with an eye toward statewide advocacy and making sure LA ECE providers got a fair share of the state resources. In 2011, LAPAI advocated for a successful reallocation of nearly \$40 million of LAUSD facilities money. Their engagement led them to obtain a seat on the LAUSD Bond Oversight Committee, ensuring ECE had a seat at the table.

Over time, it became evident that there needed to be more investment in the coalition’s own membership. As a result, in 2018, CCF reached out to Advancement Project and InnerCity Struggle to co-facilitate the coalition. With these two organizations at the helm, there are more opportunities to increase parent engagement and leadership development, strengthening the grassroots efforts that have largely been absent from ECE advocacy. As a part of the re-envisioning of the coalition, it was important for the group to rebrand as well, under a new name—Early Childhood Alliance. The coalition is now more agile with membership having shifted to be a smaller, more policy focused group that emerged out of the Babies & Toddlers campaign and the LAPAI Advocacy Committee.

Today, the coalition has expanded its reach in the community; there are more diverse voices now than there had been in the past. **There has been an increased alignment of advocacy work that had helped amplify the grassroots work.** While focusing on developing an EC system at the Board of Supervisors and LAUSD levels, the coalition also looks for areas where state and federal policy could support their goals. As the facilities work continues, the coalition has also considered a pivot to explore additional issues such as workforce in times of COVID and ensuring that the members feel ownership and have a voice in providing policy recommendations.

PART 2. INTERMEDIATE OUTCOMES: INCREASED AWARENESS & WILL

The Intermediate Outcomes from the Theory of Change focus on building will and awareness with key stakeholders, policymakers and nontraditional partners. This has been done through a combination of events, meetings and site visits with legislators. In addition, community engagement efforts also increase public awareness of ECE among parents and caregivers.

During this grant period, in addition to the **legislative visits made by grantees**, two additional items impacted the increase in awareness and will—the work on **strengthening the ECE Coalition**, and the broad array of **Rapid Response** funding awarded to influence various stakeholders through building critical capacities, increasing communications, and disseminating important research findings. Lastly, some insights were gleaned about **local policy staff (Board of Supervisors and LAUSD policy staff) awareness** of the ECE advocates and issues.

TABLE: ELEMENTS OF INTERMEDIATE OUTCOMES

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

Building Stakeholder Awareness & Will

ECE Coalition

A critical component of building the political will within California has been the strength of the ECE Coalition. During this grant period, significant attention was paid to supporting the Coalition's internal structure and function. Beginning in the summer of 2018 with a Coalition survey which was presented and discussed at the ECE Coalition meeting on September 11, 2018, the 2-year process has made strides in fortifying the internal structure and processes of the ECE Coalition in an effort to strengthen its ability to influence political awareness and will.

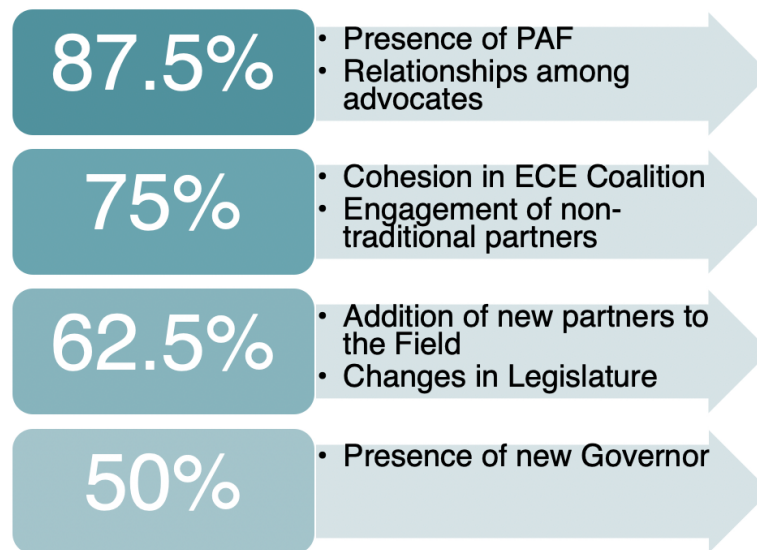
The initial survey of ECE Coalition members asked participants to share their reflections and perceptions of the Coalition process, strengths and areas for improvement. When asked what the Coalition can do that their organization cannot do alone, grantees focused on benefits such as the ability to have a unified budgetary ask, as well as the ability to speak with one voice for the ECE field by creating a coordinated message. Although members noted several benefits to participating in the Coalition (advancing a common goal, sharing intelligence, relationship building among others), it was also clear that there was room for improvement if the Coalition was to maximize its impact.

When asked how the Coalition can improve internal processes to be more effective, responses focused on the need for having guidelines, policies and structures to ensure that any policy or budget 'ask' is clearly understood by all, and the Coalition moves together in one direction as a result.

- *Develop coalition policy guidelines*
- *Clear decision-making structures, policies and procedures*
- *Be clear about who speaks for the Coalition*
- *Demystifying the process for negotiating the 'ask'*
- *Clear communication about the budget 'ask'*
- *Increase in-person meetings*

Through the process of working with external consultants, the Coalition has been able to **clarify these internal processes, creating internal documents, policies and processes to strengthen their ability to make an impact.**

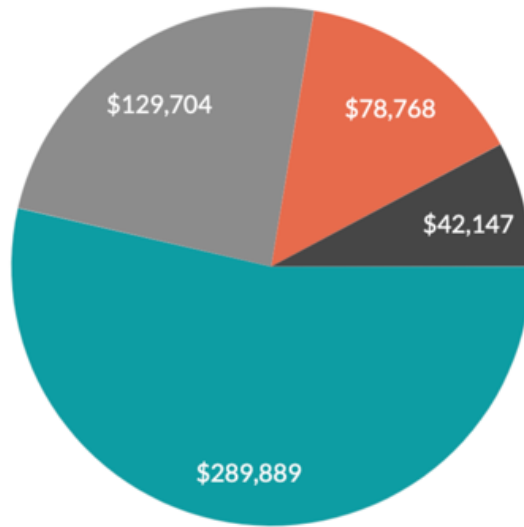
Factors increasing consensus in the field since 2017



Through the 2019 grantee survey, we saw that **87.5% of Partnership grantees feel extremely/very confident in the ability of the ECE Coalition to secure meaningful policy wins.** Furthermore, as the figure shows, Cohesion in the ECE Coalition was listed as one of the key factors that has helped increase consensus in the field since the inception of PAF ECE.

Rapid Response Grants

Rapid Response Grants



■ Research (53.63%)
 ■ Communications (24%)
■ Blue Ribbon Commission (14.57%)
 ■ Capacity Building (7.8%)

In addition to the work of the ECE Coalition on building awareness and will, during Years 2-3, Rapid Response Grants became another tool in the ECE PAF toolbox to help increase awareness of ECE among stakeholders statewide.

Rapid Response grants were made available to grantees for elements of the work that were short-term in duration (research, communications support, etc.), and involved more than one grantee in a collaborative way. Thus far, these funds have been used primarily in support of the Theory of Change Intermediate Outcomes, **building awareness and will for ECE**. That awareness and will has been built through a combination of research dissemination, communications and building capacity, as well as supporting the Blue-Ribbon Commission. Combined, these efforts have bolstered the work of the Partnership and Field Building Grantees with grants that vary in size depending on the project, but average approximately \$50,000 each.



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



- Communications firm outreach to support ECE Coalition's budget ask
- CA Fact Sheet
- Fiscal analysis - dissemination/ education
- WeBudget platform creation support



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



- ECE Coalition capacity building & network support
- Technology capacity

TOTAL: \$540,508

*Note: There is additional 218,481 unallocated

Building Political Awareness & Will

Legislative Visits

97% of California legislators were visited by a PAF ECE Grantee.

In addition, **68% of legislators were visited by both** Partnership & Field Building Grantees. **Collaborative visits were conducted with 40% of legislators in 2018-19**; an increase from **27%** in 2017-18. The average number of visits per legislator was 9. The full list of legislative visits is in Appendix A.



1,062 visits with state legislators were completed between November 2018 - November 2019, by PAF Partnership (583) & Field Building (479) grantees. This is up from the **341 visits** completed June 2017 - June 2018.

Four (4) legislators received zero visits; this is a decrease from 2017-18 when **20 legislators** received zero visits. All 4 were male: Jordan Cunningham, Tom Daly, Brian Jones, John Morlach and 3 of 4 were Republican.



90% of Republicans were visited

76 unique visits
(average of 2 visits per legislator)

99% of Democrats were visited

986 unique visits
(average of 10 visits per legislator)

100% of the 37 female legislators received visits

95% of the 82 male legislators received visits

Local Policy Staff Awareness



In addition to building will and awareness through visits to state legislative offices, grantees also made inroads locally with Los Angeles based policy staff. In an attempt to understand their perception of the ECE field, a survey was sent to ten (10) Los Angeles local policy staff members (May 2020) working for either the LA County Board of Supervisors or LAUSD. Three stakeholders responded to the survey, but their insights give a small snapshot of local staff perspectives on the ECE advocates and the field overall.

The LA policy stakeholders noted that the issues advocates share with them most often are:





- The need for more money/ increased funding/ avoid budget cuts
- Construction of childcare facilities
- Reimbursement rates/ salaries
- Quality childcare/ teacher qualifications
- Universal pre-K

When asked how ECE advocacy can be more impactful, they identified three items:
 1) a need for more innovative approaches (such as piloting 24-hour childcare or mobile childcare),
 2) continued collaboration with Sacramento to ensure local resources flow to LA and
 3) to engage superintendents and school board members.

LA Policy Stakeholder Questionnaire

 <p>Advocates you met with this year</p> <p>First 5 LA (3) Advancement Project (3) CCALA (2) OAECE LA COE Early Edge Child 360 Children Now UNITE LA Stage 1 Providers R&Rs</p>	 <p>Your trusted source for ECE information</p> <p>First 5 LA CCALA Policy Roundtable OA ECE Advancement Project Stage 1 Providers</p>
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Policy Stakeholder-Identified Areas for ECE Improvement

 <p>Qualifications</p> <p>Teacher qualifications and credentialing</p>	 <p>Adaptation</p> <p>Adaptation to economic downturn; adapt to parents hesitant to congregate care</p>	 <p>Funding</p> <p>Demand increase funding from state; increase funding</p>
		 <p>Coordination</p> <p>Figure out DPSS/ CalWorks enrollment issues</p>

PART 3. POLICY OUTCOMES: ADVOCACY & ACTION

The field has been consistently deepening its impact on policy, with advocates advancing policy at both the state and local levels. To help understand how much of a priority ECE was early on in the funding period (Year 2), we conducted an **analysis of legislative policy priorities**. This information is below. In addition, we provide highlights of the **policy success** that grantees have had during Years 2-3 at both the state and local level.

Legislative Landscape

The tables below provide a snapshot of California legislators’ priorities. This data, gleaned from legislator websites in December 2018, is a proxy for the issues elected officials are focused on. Although fluid, it does offer an outward facing policy agenda and areas of interest. We wanted to explore 1) what the key priorities are of all legislators and 2) if there was anything distinct among those who list ECE as a priority.

The table on the left reflects all 116 legislators. So, for example, for *job creation and training*, 63% of the 116 legislators mentioned job creation and training as a priority on their website. Again, these percentages on the left table are for all legislators, those who do and don’t prioritize ECE.

The table on left shows that 41% (in yellow) of the 116 legislators identified ECE as a policy priority. The table on the highlights those 48 legislators who identified ECE as a priority. This demonstrates that, the majority are concerned about Job Creation & Trainings. This information is useful to help advocates consider alignment with other topic issues of high priority. For instance, it is clear that job creation is a high priority, so perhaps focusing on the workforce elements of ECE will prove engaging for legislators. In addition, given that K-12 education is a relatively higher priority than ECE, identifying ways to link the two issues may prove to be a way to bolster the commitment to ECE.

Top Policy Priorities of all State Legislators (*according to website 2018)	
Policy Area	Percent Legislative Support (n=116)
Job Creation and Training	63%
Crime and Violence	57%
Higher Education	53%
K-12 Education	50%
Water	49%
Health Care and Insurance	48%
Transportation and Transit	42%
Early Childhood Education	41%
Taxes	41%
Housing	38%
Criminal Justice and Correction	34%
Social Safety Net	28%
Energy	27%
Climate Change	25%
Immigration	22%

Top Policy Priorities of Legislators who Identified ECE as Priority	
Policy Area	Percent Legislative Support (n=48)
Job Creation and Training	67%
Health Care and Insurance	65%
K-12 Education	65%
Higher Education	63%
Crime and Violence	56%
Water	52%
Transportation and Transit	46%
Housing	44%
Social Safety Net	40%
Energy	35%
Climate Change	33%
Criminal Justice and Correction	33%
Immigration	31%
Taxes	31%

Legislative Budget & Policy Advocacy

Grantees continued to speak positively about the role of collaboration in the work, and how the fund design has allowed for organic collaboration and trust building within the cohort. This fund has provided grantees with increased staff time to focus on their advocacy and collaboration. As the table below demonstrates, they have engaged in numerous advocacy activities in support of their policy goals.

Outcomes of Grantee Collaboration

	Partnership	Field Building
Creation of an ECE policy proposal at the state level	100%	67%
Creation of an ECE policy proposal at the local level	75%	33%
Effective monitoring of ECE policy	88%	89%
Prevention of cuts or negative changes to ECE policy	88%	78%
Implementation of an enacted ECE policy	88%	67%
Adoption of ECE policy or administrative change at the state level	88%	78%
Adoption of an ECE policy or administrative change at the local level	75%	44%

Grantees identified both state and local policies they have advanced during the grant period; these policies targeted issues ranging from reimbursement rates, to quality standards, to data systems creation, to CalWORKS, DLL, facilities and mixed-status families. Nearly all grantees shared that they worked as a part of the ECE Coalition's budget proposal. CCRC also noted that they conducted additional advocacy around SB89 fund distribution. In addition, Children Now noted that they explored Fall 2020 education revenue measures and that one of these will likely be on the November 2020 ballot. It is important to note that any of these policies identified below that were not directly COVID-19-related did not get significant traction but will likely be pursued at a later date.

Of the 6 ECE bills supported by F5 LA during the 2019-2020 legislative periods, two were held in suspense file (AB 125 and AB 324), while one, AB 452 was postponed by committee and others, SB 174, AB 1001 and AB 2883 are each continuing on through their respective committees (albeit at a pace impacted by COVID-19).

2019 STATE POLICIES			
Bill	Grantee Support	Bill	Grantee Support
AB 6 (CDE ECE Branch)	EE	AB 776 (Early learning data)	CN
AB 48 (Preschool in Schools Bond)	AP, CN	AB 1004 (Developmental Screening)	LACC
AB 123 (ECE standards)	AP, EE, LACC	AB 1012 (Biliteracy Program)	AP, EE
AB 124 (Local Planning Councils)	AP, CN, EE	AB 1754 (pre-K for all)	EE, LACC
AB 125 (ECE reimbursement rates)	Alliance, C360, EE, LACC	AB 324 AB 1114 (DLL)	AP, EE

AB 167 (CPIT grants)	EE	SB 174 (ECE reimbursement rates)	Alliance, C360, EE, LACC
AB 194 (CC Development Services)	Alliance, C360, EE, LACC	SB 321 (CalWORKS Eligibility)	Alliance, C360, *CCLC
AB 324 (ECE Professional Development stipends)	Alliance, C360, EE, LACC	SB 594 (Early learning Roadmap)	CN, EE
AB 452 (Childcare Facilities Grants)	C360, CN, EE	SB 607 (pupil discipline)	LACC

*Note: The 4 bills in bold above were also officially supported by F5 LA.

2020 STATE POLICIES			
Bill	Grantee Support	Bill	Grantee Support
AB 125/ SB174	CCRC, Child360	AB 2986	CCRC
AB 123	Early Edge, UNITE-LA	AB6/ 2851	CCRC
AB 2615	CCALA, Children Now, Early Edge	AB 1436	CCALA
SB 959	CCALA, Early Edge	AB 2594	CCALA
		AB 2883	CCALA
		AB 48	Children Now
		AB 776	Children Now

*Note: The three bills in bold above were also officially supported by F5 LA.

From the bills supported by ECE PAF grantees listed above, although several were either postponed or placed on suspense file, others did not make it through committee (AB 124, AB 167, AB 194, AB 1012, AB 1754) or were vetoed by the Governor (AB 776).

It is important to note that **2 bills were signed by the Governor—AB 48 (School Facilities) and AB 1004 (Developmental Screenings).**

During this time, in addition to the bills F5LA supported (see Appendix B), there were also several budgetary items that F5LA and grantees supported during this period.

State Budget Proposals: ECE FY 2019-20		
Budget Item	Proposal	Description
Full School Day/Year Kindergarten	\$750,000,000	One-time funding directed toward local education agencies to remove barriers to full school-day, full school-year kindergarten.
Infrastructure/Facilities /Professional Development	\$500,000,000	One-time funding to improve childcare infrastructure, including support for professional development and facilities
CSU Child Care Infrastructure	\$247,000,000	California State University system would receive \$247 million in one-time funding which could be used to expand childcare facilities for students with young children.
California State Pre-School	\$125,000,000	\$125 million would provide an additional 180,000 full-day, full-year pre-school spaces in 2019-20, increasing to 200,000 students by 2022.
Roadmap for Universal Pre-School and Child Care	\$10,000,000	\$10 million to develop, in partnership with the State Board of Education, Department of Finance, and Department of Social Services, a roadmap toward universal pre-school and quality, affordable subsidized childcare in California.
Child Care Bridge Program	\$47,000,000	\$47 million to bolster the Emergency the Child Care Bridge Program for Foster Children.

At the local level, several grantees continued to make progress on local advocacy items. The table below highlights the key items of focus during Years 2-3.

2019 LOCAL ADVOCACY		
Local Policies	Grantee Supporters	Status
DLL Pilot at LAUSD	AP, CN, C360, EE, LACC	Expansion discussion in progress; may expand to 10-15 sites in Fall 2019. Video project highlighting this will be available in 2019.
LAUSD ECE advocacy	AP, CN, C360, LACC	ECE Division has not been issued the 15% cut most other Divisions have had.
ECE Facilities Assessment Motion	AP, CCALA, CS	Motion passed in October 2018; Assessment complete June 2019.
Babies & Toddlers Campaign	AP, Alliance, C360, LACC	Led passage of the facilities assessment motion and supported passage of a financial assessment motion.

PART 4. IMPACTS OF COVID & MOVING THE FIELD FORWARD

Currently, the COVID-19 pandemic has simultaneously caused a dire economic downturn, increased stress on families and resulted in unprecedented fiscal strain on ECE programs, which are either indefinitely closed or having to adapt to much more rigorous infectious disease prevention protocols and higher staffing requirements. COVID-19 has only **amplified the profound inequities** in our system that disproportionately impact underrepresented communities.

Some grantees anticipate that families will be seeking childcare settings different from those of the pre-pandemic environment. They will be seeking out **smaller, more intimate home settings** such as Family Child Care Homes (FCCH) and those designated as Family, Friends and Neighbor (FFN). Data demonstrates that **women of color** are the vast majority of the home setting workforce.

During the COVID crisis, **Parent Voices** successfully advocated for \$50 million of CARES funds to go towards a new Emergency Child Care for Essential Workers program, majority of these vouchers went to low-income mothers of color. Within that program, they advocated for the recommendation to prioritize at risk populations such as families experiencing domestic violence, homelessness, or who have children with special needs.

ECE PAF grantees have been able to pivot to play critical roles during this time, in supporting the community moving forward. **Advancement Project** has created a [COVID-19 Rapid Response Education Brief](#) addressing racial inequities in Early Care and Education. This will be focused on the importance of supporting the facilities, ECE workforce, and other issues that have been amplified due to COVID. For **CCALA** and its member agencies, COVID-19 has positioned them to be the “go-to” childcare partners across Los Angeles County. They are focusing on leveraging relationships, resources and data to ensure childcare providers, low-income working families and children have the necessary tools and resources to adjust and thrive.

New legislative opportunities have also arisen from the challenges that COVID-19 has brought. **UWCA** has co-created a coalition of over 60 organizations, aimed at bridging the digital divide in California. They have testified before the Governor’s Bridging the Digital Divide Task Force and are identifying specific and comprehensive policy recommendations to ensure rapid progress to meaningfully connect all students to the internet. This is particularly important in the context of racial justice as low-income communities and communities of color have been disproportionately impacted.

During the pandemic, grantees have been forced to rely more on technology in their advocacy work. An unintended consequence being that the Los Angeles-based advocates – who typically cannot walk the halls of the Capitol as frequently as their Northern California counterparts – have a more level playing field in terms of their access to legislators. As a result, not only have relationships between LA partners been strengthened, but there is now a system for orchestrating highly effective meetings with legislators that can be used in the coming years.

We are unsure how the final year of ECE PAF will look, given the unprecedented uncertainty we face during this pandemic. However, it is clear that advocates will continue to be creative and adaptive in their advocacy methods and ‘asks’ to ensure ECE policy does not lose momentum during this unique time.

Appendix A: Legislators Visited by PAF ECE Grantees

Senate	#
Mitchell, Holly	55
Leyva, Connie	35
Durazo, Maria Elena	23
Atkins, Toni	17
Pan, Richard	16
Portantino, Anthony	16
Rubio, Susan	16
Skinner, Nancy	13
Jackson, Hannah-Beth	12
Caballero, Anna M.	9
Glazer, Steve	9
Wiener, Scott	9
Allen, Ben	8
Hertzberg, Bob	8
Hurtado, Melissa	8
Gonzalez, Lena A.	7
Borgeas, Andreas	6
Bradford, Steve	6
Chang, Ling Ling	6
Galgiani, Cathleen	6
Hill, Jerry	6
Mcguire, Mike	6
Roth, Richard	6
Stern, Henry	5
Umberg, Thomas	5
Wieckowski, Bob	5
Bates, Patricia	4
Beall, Jim	4
Nielsen, Jim	4
Stone, Jeff	4
Archuleta, Bob	3
Dodd, Bill	3
Hueso, Ben	3
Monning, William	3
Morrell, Mike	3
Grove, Shannon	2
Dahle, Brian	1
Wilk, Scott	1

Assembly	#
McCarty, Kevin	51
Reyes, Eloise Gómez	46
Rendon, Anthony	32
Ting, Philip Y.	24
Mullin, Kevin	22
O'Donnell, Patrick	22
Burke, Autumn R.	21
Limón, Monique	21
Gonzalez, Lorena	20
Rubio, Blanca E.	20
Garcia, Cristina	18
Rivas, Luz M.	18
Bloom, Richard	15
Bonta, Rob	15
Aguiar-Curry, Cecilia M.	14
Calderon, Ian C.	14
Wicks, Buffy	14
Kamlager-Dove, Sydney	13
Santiago, Miguel	13
Weber, Shirley N.	13
Arambula, Joaquin	12
Carrillo, Wendy	12
Friedman, Laura	12
Holden, Chris R.	12
Medina, Jose	12
Chiu, David	11
Berman, Marc	10
Kalra, Ash	10
Smith, Christy	10
Muratsuchi, Al	9
Salas, Jr., Rudy	9
Eggman, Susan Talamantes	8
Maienschein, Brian	8
Bauer-Kahan, Rebecca	6
Chau, Ed	6
Grayson, Timothy S.	6
Jones-Sawyer, Sr., Reg. B.	6
Lackey, Tom	6

Nazarian, Adrin	6
Boerner Horvath, Tasha	5
Cervantes, Sabrina	5
Frazier, Jim	5
Gloria, Todd	5
Patterson, Jim	5
Petrie-Norris, Cottie	5
Quirk-Silva, Sharon	5
Waldron, Marie	5
Bigelow, Frank	4
Brough, William P.	4
Cooper, Jim	4
Gabriel, Jesse	4
Garcia, Eduardo	4
Gipson, Mike A.	4
Rivas, Robert	4
Stone, Mark	4
Irwin, Jacqui	3
Kiley, Kevin	3
Levine, Marc	3
Quirk, Bill	3
Chen, Phillip	2
Choi, Steven S.	2
Chu, Kansan	2
Diep, Tyler	2
Flora, Heath	2
Fong, Vince	2
Mayes, Chad	2
Rodriguez, Freddie	2
Voepel, Randy	2
Wood, Jim	2
Cooley, Ken	1
Gallagher, James	1
Gray, Adam C.	1
Low, Evan	1
Mathis, Devon J.	1
Melendez, Melissa A.	1
Oberholte, Jay	1
Ramos, James C.	1

Appendix B: F5 LA Policy Priorities During Years 2-3

2019 ECE Legislation Supported by F5 LA		
AB 125	McCarty	This bill would provide that it is the intent of the Legislature to enact legislation that would establish a single regionalized state reimbursement rate system for childcare, preschool, and early learning services that would achieve specified objectives.
AB 324	Aguiar-Curry	ECE Workforce: In 2000, AB 212 (Aroner) authorized funds from the California Department of Education (CDE) for childcare development staff retention. These funds aim to retain quality staff who have experience working directly with children in state-subsidized, Title 5 child development programs. AB 324 requires CDE to develop guidelines for the use of AB 212 funds. The new guidelines will still allow for local flexibility, but will create a standardized, effective, and measurable funding program. These guidelines will prioritize stipends that recruit, strengthen, and retain a quality, diverse ECE workforce
AB 452	Mullin	This bill would seek to appropriate funds of between \$25,000,000 and \$35,000,000 towards grants to develop childcare facilities that serve children from birth to age three, with no less than \$10,000,000 of which dedicated to Early Head Start facilities.
SB 174	Leyva	This bill would provide that it is the intent of the Legislature to enact legislation that would establish a single regionalized state reimbursement rate system for childcare, preschool, and early learning services that would achieve specified objectives.

2020 ECE Legislation Supported by F5 LA		
AB 2883	Quirk-Silva (D-Fullerton)	Childcare services: alternative payment programs: direct deposits: reserve funds: 1. Eliminates variable work schedules for subsidized families so that when they secure a childcare center or family childcare provider, that center or provider will be able to budget accurately in the month the care is provided. 2. Deletes language that childcare providers can only change their rates once per year. 3. Eliminates the 14-day notice that must be given to a childcare provider before payment can be made to another provider chosen by the family.
Assembly Bill (AB) 125	McCarty (D-Sacramento),	Early childhood education: reimbursement rates: This bill would provide that it is the intent of the Legislature to enact legislation that would establish a single regionalized state reimbursement rate system for childcare, preschool, and early learning services that would achieve specified objectives.
AB 1001	Ting (D-San Francisco), Mullin	Local Planning Councils: AB 1001 would restructure the composition of local planning councils (LPCs) to be more representative of the local communities they serve and would appropriate no less than \$10,000,000 to LPCs to sufficiently fulfil their primary functions.
SB (Senate Bill) 174	Leyva (D-Ontario)	Reimbursement rates: This bill would provide that it is the intent of the Legislature to enact legislation that would establish a single regionalized state reimbursement rate system for childcare, preschool, and early learning services that would achieve specified objectives.

Built Environment Policy & Advocacy Fund (BEPAF) Progress Report May – September 2020



Background

- This document is compiled by First 5 LA staff to help provide updates on Prevention Institute's intermediary contract for BEPAF.
- The goal of BEPAF is to maximize policy- and systems-change advocacy strategies to improve children and families' access to: 1) high-quality parks, open space, and recreation facilities; 2) safe and reliable transportation/opportunities for mobility; and 3) food security.
- BEPAF advances this goal supporting community-based organizations to develop and implement effective, culturally competent built environment policy- and systems-change advocacy initiatives in the Best Start geographies.
- BEPAF is a multi-cycle grant program implemented through an Intermediary model, building on lessons learned from ECE PAF.
- Prevention Institute serves as the Intermediary for this initiative ([Contract #10209](#)), with a contract start date of October 15, 2019.

BEPAF Grantees

	Name of Organization	Best Start Region	Best Start Community	Grant Type	Priority Area	Funding Request	Rec. Funding Amount
Implementation Grants							
1	Community Coalition	2	Broadway-Manchester West Athens	Implementation	Parks	\$92,672	\$100,000
2	Investing in Place	1, 2	Broadway-Manchester Metro LA Watts-Willowbrook	Implementation	Transportation	\$99,998	\$100,000
3	East LA Community Corporation/ACT-LA	1, 2	East LA Metro LA SE LA County Cities Watts-Willowbrook	Implementation	Transportation	\$100,000	\$75,000
4	Proyecto Pastoral/ Promesa Boyle Heights	1, 3	East LA NE SF Valley Panorama City & Neighbors SE LA County Cities	Implementation	Parks	\$100,000	\$100,000
5	United Parents and Students	1, 2	Broadway-Manchester East LA SE LA County Cities Watts-Willowbrook West Athens	Implementation	Food	\$91,852	\$75,000
Incubation Grants							
6	Just Environment Long Beach/ Walk Long Beach	4	Central Long Beach	Incubation	Parks & Transportation	\$49,960	\$40,000
7	Physicians for Social Responsibility LA	1, 2	Broadway-Manchester Compton-East Compton Metro LA SE LA County Cities Watts-Willowbrook West Athens	199 Incubation	Parks	\$50,075	\$50,000

Please note: Descriptions of the BEPAF projects are included as an Appendix at the end of this document.

Summary of Activities: Convenings and Technical Assistance

- 1. Convenings and Technical Assistance:** Prevention Institute hosts monthly convenings with BEPAF grantees. First 5 LA staff attended the first grantee convening on June 1, 2020. Representatives and subcontractors from the 7 BEPAF grantee organizations attended. Themes from the conversation were: 1) How to do robust digital community engagement with parents and residents in the Best Start geographic areas, and 2) How to better advocate for shifts in public funding related to the built environment areas as it relates to children and families, especially at a time when public budgets are decreasing.



Summary of Activities: Evaluation Framework

2. Evaluation Framework: Working with Ersoylu Consulting, Prevention Institute completed the BEPAF Evaluation Framework and a grantee baseline assessment survey to help inform the technical assistance approach, grantee convenings, Learning Sessions, and distribution of Strategic Response Fund grants.

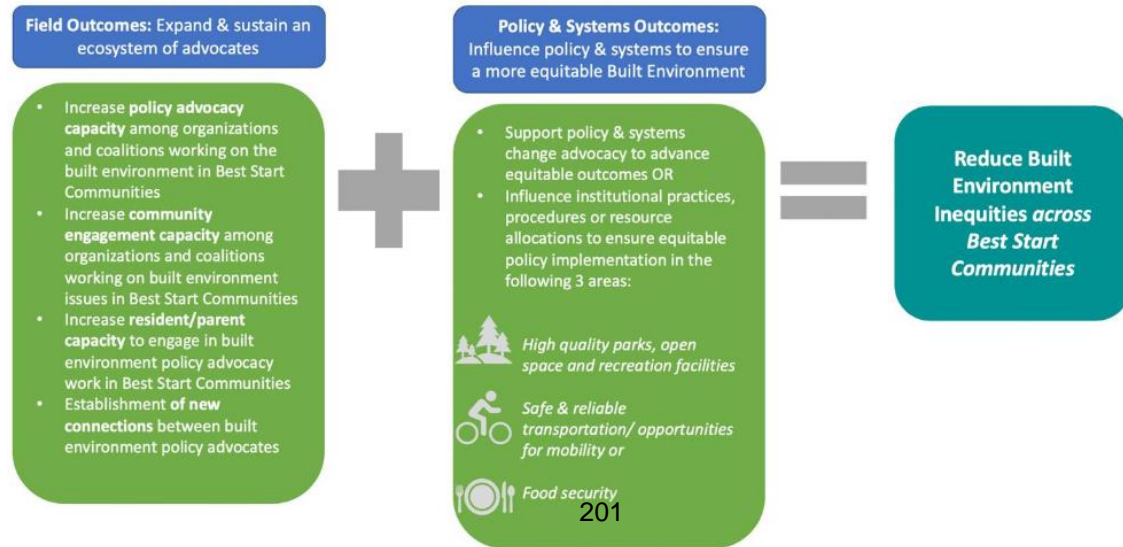


Figure 1: Representation of the field outcomes and policy and systems change outcomes for BEPAF

Summary of Activities: Evaluation Framework

BEPAF Grantees hope to experience growth in these advocacy competencies over the next 3 years...

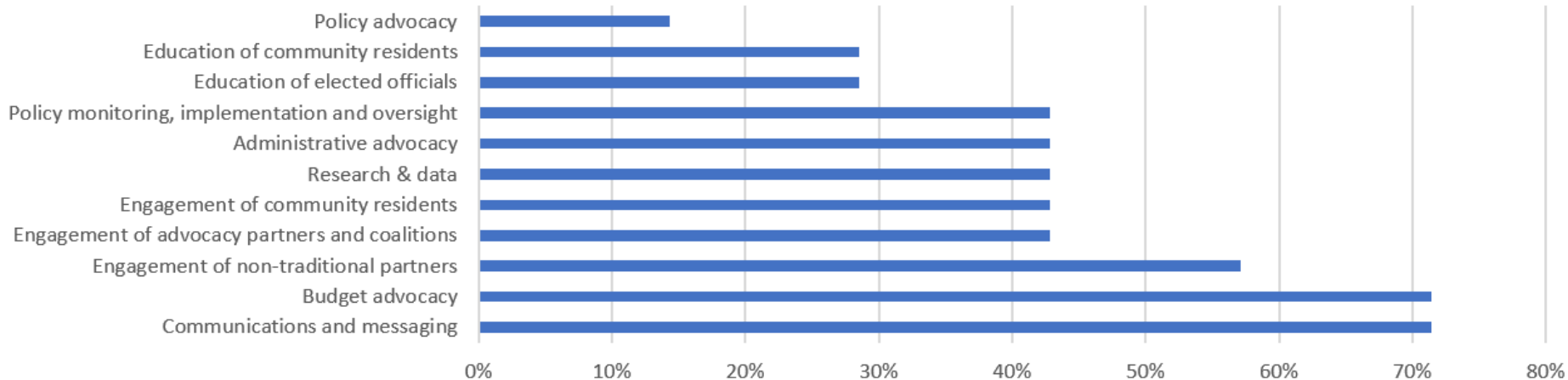


Figure 2: A sample of the type of data collected from the baseline assessment survey. This question assessed what types of competencies BEPAF grantees would like to strengthen in the next 3 years. These findings are helping to refine the services Prevention Institute will offer to BEPAF grantees.

Summary of Activities: Responding to COVID-19 Context

3. Responding to COVID-19 context: In May-July 2020, First 5 LA staff collaborated with Prevention Institute to transform the Rapid Response Fund into the Strategic Response Fund to help BEPAF grantees pursue urgent policy opportunities and to increase resident and parent engagement in advocacy opportunities. First 5 LA provided a \$125,000 augmentation to Prevention Institute's budget (during the remainder of the contract period, July – October 2020). The resources would help with: a) Providing grants up to \$12,500 for Implementation grantees and up to \$10,000 for Incubation grantees, b) A contract with Advancement Project to host Learning Sessions with BEPAF grantees on budget advocacy during COVID-19, and c) Summarizing the lessons learned from responding to COVID-19 to help inform the *Measures Matter* report.

Strategic Response Fund grantee augmentations: Working with First 5 LA staff, Prevention Institute distributed a Strategic Response Fund application to the 7 grantees. In alignment with the proposal First 5 LA staff submitted to the COVID-19 Response Funding committee, the selection criteria included:

- Technology support
- Direct assistance to support the immediate needs of parents/residents/members that grantees are organizing
- Staffing to monitor and address emerging policy opportunities
- Costs related to engagement of community members and other stakeholders
- Indirect costs (e.g., overhead/operations expenses): Should not exceed 15% of total request

Prevention Institute received applications from all 7 grantees. First 5 LA staff from Communities Department provided final approval.

Summary of Activities: Strategic Response Fund grants

Organization	Amount	Type of Request
Community Coalition	\$12,500	Hiring 5 part-time outreach workers to conduct a community-wide assessment to collect 30,000 in-person and digital survey responses from South LA residents and youth to inform parks and open space advocacy. Additional resources to strengthen digital communications infrastructure with information on COVID-19 related policies, safety precautions and resources.
Investing in Place	\$12,500	Additional communications support to amplify the urgent policy recommendations published in their report, "Moms and Mobility." Funding also helps provide additional support to East Side Riders and South Central LAMP for digital engagement with residents in the Best Start geographic areas.
Just Environment Long Beach/Walk Long Beach	\$10,000	Supporting the training of resident leaders to help conduct focus group discussions around priority built environment issues (i.e. Green Zones) in Best Start Central Long Beach. The augmentation also boosts digital communications infrastructure, including building an online engagement tool.
KIWA/ACT-LA	\$12,500	Supporting leadership development, organizing, and general staff capacity to advocate for greater investments in transportation at LA County Metro. For example, this advocacy is crucial for transit-dependent families in the Best Start geographic areas at a time when Metro is considering a 20% budget cut to bus services.
Proyecto Pastoral/Promesa Boyle Heights	\$12,500	Provides technology support to increase resident and parent engagement on urgent parks and open space issues (i.e. Measure A implementation). Promesa Boyle Heights is developing a digital training curriculum and materials for Park Equity Alliance members and residents to more fully participate in BEPAF activities.
Physicians for Social Responsibility	\$12,500	Provides technology support to monitor the policy and community landscape related to parks and open space, increase engagement in emerging alliances like the Healthy LA Coalition and LA Climate Commons to impact budgets at the local and state level, and helps with exploring budget advocacy opportunities for land remediation and proper clean-up process for parks development in Best Start communities.
United Parents and Students	\$12,500	Provides additional support for UPAS staff to monitor: a LA County Board of Supervisors food security motion calling for the Chief Sustainability Officer to debrief lessons learned from COVID-19, and CARES Act Spending Plans, which has \$60 million allocated for various food security programs.

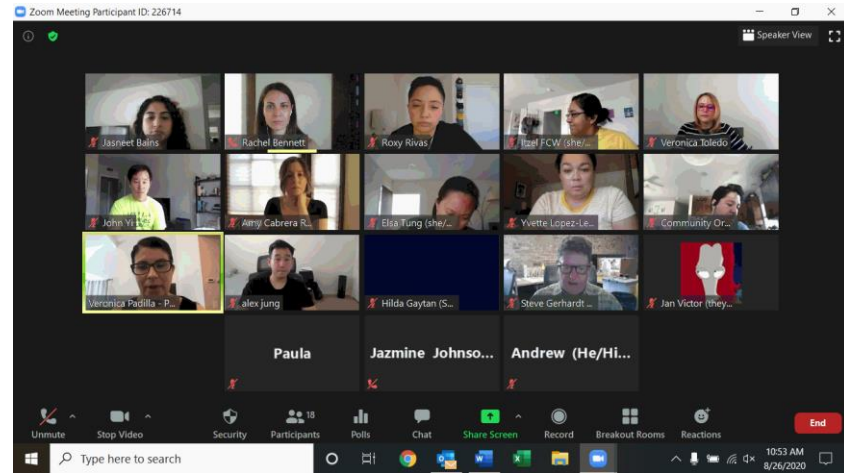
Summary of Activities: Strategic Response Fund, Learning Sessions

In response to COVID-19 and urgency to advocate for greater investments in the built environment in Best Start geographic areas, Prevention Institute brought on Advancement Project as a technical assistance provider to the BEPAF grantees. Last month, Advancement Project hosted their first webinar with BEPAF grantees on budget advocacy on the local and county level (LA City, LA County, and LA County Recreation Parks and Open Space District).

Key takeaways from the first webinar:

- Local municipalities and LA County are in the middle of budget cuts because of the pandemic – this impact might be compounded during a looming economic recession or downturn. **Budget advocacy is one way to align community priorities on the built environment with equitable spending.**
- We're seeing stronger partnerships between municipalities and local CBOs to get wraparound services out to people. **How can this type of partnership be a model?**
- Some revenue streams are safer (Measure A/parcel tax) while others (Measure H/sales tax, Measure M/sales tax) have been impacted; LA City parks report a \$30-\$40 million deficit because of lack of revenue from fees, permits, and reservations. **How to ensure equitable spending in Best Start geographic areas?**

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Next steps

- First 5 LA's agreement with Prevention Institute will renew on October 15, 2020, a 12-month term. The item is on Contracts Consent for the September 10, 2020 Board Meeting.
- Prevention Institute is compiling two documents: 1) Lessons learned from implementing the Strategic Response Fund and how these efforts connect with COVID-19 and the *Measures Matter* report, and 2) Lessons learned from implementing BEPAF during the first year, and how this program can influence philanthropic investments in the built environment as it relates to children and families.

Appendix: BEPAF Project Descriptions

Community Coalition – CoCo will work on cultivating a cohort of 35 community leaders, 12 of whom live in Best Start Broadway-Manchester and West Athens to build their capacity to address built environment policy opportunities, particularly around parks and open space. Part of this work includes engagement and education on pertinent policies, particularly tax and fiscal reform, to ensure that parks and open space meet the needs of families. Includes a list of activities like galvanizing a base of 75-100 community members (35 from the Best Start geographies), a parks needs assessment, and large-scale convenings within the Best Start area focused on parks and open space.

Investing in Place – Focused on the access and safety for women and young children to travel to meet their basic needs – to school, work, healthcare, parks, and more. The partnership is with South Central LAMP, East Side Riders Bike Club, and Los Angeles Walks (on-the-ground community partners). BEPAF funding helps expand their Moving Moms policy project in four ways: 1) shift the narrative around the importance of improving transportation options for women and children, 2) integrate gender disaggregated data to inform transportation policy, 3) advocate for budget changes to increase access for women and children, and 4) community engagement in Best Start communities.

KIWA/ACT-LA – ACT-LA is a non-profit organization with a coalition of over 37 LA County organizations focused on building a grassroots movement for more equitable public transit systems and budgets. They do so by building resident power to shape policies at LA Metro and City of LA – for example, they worked on Transit-Oriented Communities policy at Metro and Measure JJJ at the City of LA. The project seeks to increase transit affordability and access, particularly through their #PeoplesTransit campaign that seeks free transit for all users. Their workplan includes engagement with community leaders in the Best Start geographies and with their members-based coalition organizations. They will also advance policy research to support the campaign, including influencing Metro's congestion pricing models to meet the needs of low-income residents, and they will recruit a base of over 100 transit riders to engage in campaign activities. Other partners at the table include East LA Community Corporation.

Appendix: BEPAF Project Descriptions

Proyecto Pastoral/Promesa Boyle Heights – Proyecto Pastoral is a member of the Park Equity Alliance and will seek to strengthen resident and organizational capacity for policy-systems change for parks and open space through three ways: 1) building capacity of five residents leaders in Best Start East LA geography to engage the Measure A Advocacy and Oversight committee and to create a Park Equity organizing guide – this is what they call the Salazar – Parks and Open Space Committee (SPOSC); 2) With partners Pacoima Beautiful and From Lot to Spot, will organize community trainings and develop cohorts of core residents from Best Start communities of NEV, PCN, and SELA to form their own Parks and Open Space Committees (POSC) to monitor, attend, and assess Measure A oversight; and 3) Resident leaders from each of the POSC in each of the four Best Start communities will create shared goals for park advocacy activities and campaigns. The workplan also includes building a Park Equity Educational Materials and Advocacy Toolkit. Proyecto is also bringing on several subcontractor organizations including Pacoima Beautiful, From Lot to Spot, the Wilderness Society, and the Advancement Project.

United Parents and Students (UPAS) – UPAS is a non-profit organization that has been advocating for improved access to healthy, affordable, and high-quality food in the Best Start geographies (East LA, Watts/Willowbrook, Broadway/Manchester, SELA, and West Athens) for several years. Their project seeks to increase the quality of existing grocery stores, enable and equipty entrepreneurs to focus on healthy and affordable foods, and increase large-scale high-quality grocery stores in Best Start communities through policy change. Their partners include the LA County Department of Public Health and American Heart Association. Their workplan includes engagement and cultivation of their base of residents and parents (many who live in Best Start geographies) and building a coalition with DPH, AHA, and FreshWorks to help with financing entrepreneurs to provide increased access to affordable, healthy food in low-income communities. They plan to work with LA County Board of Supervisors in helping to track the Improving Supermarket Quality motion and Good Food Zones motions.

Appendix: BEPAF Project Descriptions

Just Environment Long Beach/Walk Long Beach – This is the only proposal in Long Beach that made it through the rigorous review process and is an incubation grant. Walk Long Beach is the lead applicant and a member of the Just Environment Long Beach coalition. The project seeks to engage residents on their needs and concerns around environmental hazards, park equity, and mobility equity to form the Green Zones policy, a policy similar to City of LA’s Clean Up Green Up which seeks to regulate land-use and restrict environmental hazards in sensitive neighborhoods by providing business incentives. The workplan includes ground-truthing workshops, resident and Best Start member engagement, and policy research and crafting of policy. The project is in partnership with Long Beach Forward, East Yard Communities for Environmental Justice, and City Fabrick. LB Forward will help provide technical assistance for strategic communications, policy research and analysis, and grant writing.

Physicians for Social Responsibility Los Angeles (PSR-LA) – PSR-LA is a long-standing environmental justice organization. Their incubation proposal strongly connects the science of child development with the impacts of environmental pollution. Their project focuses on building a toolkit that would help inform parks and open space development, called Toolkit for Integrative, Equitable, Restorative, Remedial, and Advanced Solutions for Healthy Future Generations (TIERRA). Vacant land is tough to come by, and most vacant land in under-resourced communities are brownfields or contaminated sites. The TIERRA project would help to remediate that by identifying how to safely clean up and convert these abandoned sites. The workplan includes resident and community engagement to develop tools and best practices on soil clean up, financing, and understanding the regulatory framework; policy research; policy development; and the TIERRA toolkit that could be used by community members and advocates to help inform policy makers’ decisions on land-use.

FIRST 5 LA POLICY AGENDA



The First 5 LA Policy Agenda guides policy efforts at the local, state and federal advocacy. Supporting achievement of the adopted 2020-2028 Strategic Plan's Results for Children and Families, Long-Term Systems Outcomes and Results Indicators, the agenda is grounded in First 5 LA's unique experiences and expertise, rooted in learnings from local investments, and informed by community- and family-voice. Foundational to the agenda is an understanding that children ages prenatal to 5-years old represent a special population, because the brain develops more rapidly during the earliest years of life than at any other time. Concurrently, the impacts of structural racism powerfully disrupt optimal development and health, as well as broader family stability. As such, all priorities within the Policy Agenda will:

- **Work to close race-based disparities in health, well-being and opportunity;**
- **Utilize the best available data and advocate for the availability of full and complete data; and**
- **Promote a holistic system of supports that is language- and culturally- appropriate.**



First 5 LA, in partnership with others, helps to strengthen families, communities, and systems of services and supports so all children in Los Angeles County enter kindergarten ready to succeed in school and life. To achieve this, First 5 LA advances the following community-informed priority areas:

Promote a comprehensive system of family supports to advance positive outcomes for the whole child and whole family.



- Build systems that strategically layer effective evidence-based, innovative and community-responsive resources of family strengthening supports, prioritizing home visiting and early intervention services.
- Promote and protect family supports to ensure families with young children and pregnant women are economically secure.
- Improve capacity and coordination across early identification, early intervention and family strengthening systems.

Improve systems to promote the optimal development of children through early identification and supports that are family-responsive.



- Ensure children receive early and periodic validated developmental and behavioral screenings, and coordination to appropriate interventions
- Strengthen child and family serving systems to prevent, anticipate, and respond appropriately to adverse experiences, trauma, and toxic stress.
- Incentivize preventative care to close maternal and pediatric health disparities through disaggregated data.

Expand access to affordable, quality early care and education.



- Increase public investment in early care and education systems prioritizing mixed delivery and family choice.
- Align an equitable and responsive early care and education quality support structure.
- Increase compensation and funded professional supports for the early care and education workforce.

Ensure communities have the resources and environment to optimize their child's development.



- Increase opportunities for community voices to shape resources, services and other critical issues affecting young children and families.
- Promote local flexibility in policies and systems that directly impact families and neighborhoods.
- Elevate and utilize disaggregated population level and integrated service data for effective system delivery and improvement.

Visit us online at First5LA.org and follow us on Twitter and Facebook @First5LA

The Evolution and Future of Policy and Advocacy Funding

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Andrew Olenick, Policy Analyst

March 25, 2021

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Presentation Overview

- Policy and Advocacy Fund (PAF) evolution and lessons learned.
- PAF integration: opportunities, goals, timelines and open questions.

Evolution of Policy and Advocacy Funds

PAF 1.0
(2011)



PAF 2.0
(2016)



PAF 3.0
(2021)

- 2010-2015 Strategic Plan
- Direct Services

- 2015-2020 Strategic Plan
- Policy and Systems Change

- 2020-2028 Strategic Plan
- Integration; Whole Child and Whole Family advocacy

Early Care & Education Policy and Advocacy Fund (ECE PAF)

Background

- Supports advocacy for improved access to affordable, quality, sustainable ECE.
- Goals include both Policy and Field-Building Outcomes.
- Has provided \$10 million in grants over 5 years.
- Partnership and Field-building Grants to 16 organizations; Rapid Response support for 20 projects.
- Pilot grants to support early childhood development priorities.

Results

- Grantee support of First 5 LA's ECE policy and budget priorities.
- 100 percent of Partnership grantees collaborated to create state ECE policy proposals.
- 1,403 legislative visits reaching 97 percent of state legislators.
- 87.5 percent of grantees cite the “Presence of ECE PAF” as a factor increasing consensus in the field.

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Built Environment Policy and Advocacy Fund (BEPAF)

Background

- Strengthens community-based organizations advocating for improved access to parks and open space, transportation and mobility, and food security for families and children in the Best Start communities.
- Goals include both Policy and Field-Building Outcomes.
- Has provided \$1.85 million since October 2019.
- Implementation grants to 5 organizations, and incubation grants to 2 organizations.

Results

- During the COVID-19 pandemic, BEPAF grants catalyzed advocacy on parks, transportation, and food security issues affecting Best Start communities.
- Strengthened advocacy between Best Start network partners and BEPAF grantees.

Takeaways from Policy and Advocacy Funding

- Design funding strategies with **equity** at the forefront.
- **Convene** and **facilitate** grantees to more intentionally foster relationships and trust-building.
- Navigate **First 5 LA's dual roles**: as an advocate and funder of advocacy.
- **Integrate** current PAF efforts to maximize organizational assets and scale up policy and advocacy efforts.

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PAF evolution: Integration

- The current PAFs share goals, and integration could better support First 5 LA strategic priorities.
- The current PAFs facilitate and improve First 5 LA advocacy efforts, and integration could bring down internal and external silos.
- The current PAFs fund grantees to build specific advocacy fields, and integration could develop a holistic early childhood field grounded in common principles.

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PAF integration: opportunities

- Promote **whole child and whole family** advocacy.
- Incentivize partners to **view their work through the lens of the whole child and family.**
- Transform and advance the field toward a more **holistic view of child and family advocacy**, even where silos currently exist among and across systems.
- Strengthen alignment with the Newsom administration, which **embraces a pro-family "parent's agenda."**

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PAF integration: goals

PAF integration will:

- Cultivate **Whole Child and Whole Family** advocacy.
- Feature different strategies, but shared outcomes across strategies: prioritize children ages prenatal to 5-years as a **special population**.
- Incentivize a **diversity of voices** in the advocacy field.
- Support achievement of First 5 LA **strategic** and **sustainability** priorities.

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PAF integration: DEI

The integrated PAF will reflect First 5 LA's commitment to Diversity, Equity and Inclusion (DEI) by working to:

- Reconstruct systems that contribute to inequities.
- Combat implicit and/or explicit oppression of people of color.
- Promote equity in health, well-being and opportunity.

Timelines

- Summer 2021: Release of Request For Proposal (RFP).
- Fall 2021: After an intermediary is on-board, return to the Board for additional feedback on designing fund guidelines.
- Summer 2022: Initial round of grants through PAF 3.0.

Commissioner feedback

- As First 5 LA considers intersections within our policy priorities, what opportunities and priorities do you see for greater integration within our evolving Policy and Advocacy Funding?



Questions?