

AGENDA

MEETING OF THE BOARD OF COMMISSIONERS

Chair: Sheila Kuehl

Thursday, May 23, 2019
1:30 PM - 4:30 PM

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. **ACTION**
Call to Order / Roll Call
- **Karla Pleitez Howell, Committee Vice Chair**

2. **INFORMATION** 4
Review Program & Planning Committee Meeting Transcript – April 25, 2019
- **Karla Pleitez Howell, Committee Vice Chair**

3. **INFORMATION** 116
Draft of Proposed FY 2019-20 Budget (Program Focused)
- **Raoul Ortega, Director of Finance**
- **Daisy Lopez, Financial Planning & Analysis Manager**
- **John Wagner, Executive Vice President**
- **Christina Altmayer, Vice President of Programs**
- **Kim Pattillo Brownson, Vice President of Policy & Strategy**
- **Daniela Pineda, Vice President of Integration & Learning**

4. Break

5. **INFORMATION**
Strategic Plan Refinement Process (SPR4): Strategy Refinement

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COMMISSIONERS

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

EX OFFICIO MEMBERS

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

EXECUTIVE DIRECTOR

Kim Belshé

EXECUTIVE VICE PRESIDENT

John A. Wagner

A PUBLIC ENTITY

	Approach and Community Engagement Process	
	- Christina Altmayer, VP of Programs	
	- Kaya Tith, Strategic Plan Project Manager	
6.	INFORMATION	247
	Philanthropic Partnerships	
	- Jennifer Pippard, Director, Strategic Partnerships	
	- John Wagner, Executive Vice President	
A.	Amend Strategic Partnership with California Community Foundation, Fiscal Sponsor for the Bold Vision Equity 2028 Fund in the Amount of \$150,000, for a Total Project Cost of \$201,282 for an Additional 12 months and Authorize First 5 LA Staff to Execute an Amendment of \$150,000, for a Total Contract Amount Not to Exceed \$201,282 and Extend the Contract for 12 months	257
B.	Amend Strategic Partnership with Southern California Grantmakers, Fiscal Sponsor for the Center for Strategic Partnerships, in the Amount of \$75,000, for a Total Project Cost of \$125,000, to Provide Operational Support for the Center for an additional Three Years and Authorize First 5 LA Staff to Execute an Amendment to the Memorandum of Understanding of \$75,000, for a Total Amount Not to Exceed \$125,000, and Extend the Contract End Date from June 30, 2019 to June 30, 2022	260
7.	INFORMATION	263
	Establish Strategic Partnerships with the Child Care Alliance of Los Angeles and the UCLA Center for Improving Child Care Quality for a Collective Amount of \$102,111 to Utilize Funding from the Quality Counts California Regional Certification and Coordination Grant for the Purpose of Regional Certification of Assessors and Trainers, Regional Coordination, Regional Communities of Practice, and/or Regional Training (Written only)	
	- Kevin Dieterle, Program Officer, Early Care & Education	
8.	INFORMATION	266
	Amend the Strategic Partnership with Child360 in the Amount of \$3,800,000, for a Total Project Cost of \$54,300,000 to Continue to Serve Quality Start LA (QSLA) Participants through June 30, 2020 (Written Only)	
	- Kevin Dieterle, Program Officer, Early Care & Education	
9.	INFORMATION	269
	Amend the Strategic Partnership with Los Angeles Unified School District for a Total Project Cost of \$6,515,000 to Expand Implementation of the Kindergarten Readiness Assessment and Develop Action Plans to Address Data Results through June 30, 2020 (Written Only)	
	- Ofelia Medina, Senior Program Officer, Early Care & Education	
	- Avery Seretan, Program Officer, Early Care & Education	
10.	INFORMATION	273
	Amend Strategic Partnership with Dignity Health dba California Dignity Hospital in the Amount of \$265,002, for a Total Project Cost of \$604,290, to Coordinate the Provision of Training and Materials to Support the Department of Health Services' MAMA's Neighborhood Program Expansion for an	

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Additional Year and Authorize First 5 LA Staff to Execute a Contract in the Amount of \$265,002 with an Anticipated Period of July 1, 2019 to June 30, 2020 **(Written Only)**

- Diana Careaga, Senior Program Officer, Family Supports

11. **INFORMATION**

Public Comment (For items not on the agenda)

12. **ACTION**

Adjournment



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MEETING OF FIRST 5 LOS ANGELES PROGRAM AND PLANNING
Thursday, April 25, 2019
750 North Alameda Street, First Floor
Los Angeles, California 90012

REPORTED BY:
HEATHERLYNN GONZALEZ
CSR #13646

1 Thursday, April 25, 2019; Los Angeles, California

2 1:32 p.m.

3 -oOo-

4 COMMISSIONER ZEPEDA: Welcome to the special
5 meeting of the board of commissioners, which I lovingly
6 call the P and P meeting.

7 Let's call to order. We'll start with roll call.
8 Let's start with Linda.

9 COMMISSIONER ARAGON: Here.

10 COMMISSIONER ZEPEDA: No, no, no.

11 MS. BELSHE: Introductions.

12 COMMISSIONER ARAGON: Linda's here. Or Linda
13 Aragon from LA County Department of Public Health.

14 COMMISSIONER ABDO: Judy Abdo, Sheila Kuehl's
15 representative.

16 MR. WAGNER: John Wagner, First 5 LA.

17 MS. PENA: Cristina Pena, First 5 LA.

18 MR. BALDWIN: Hi. Steve Baldwin, LA county
19 Department of Public Health.

20 MS. FICEK: Tara Ficek, First 5 LA.

21 MS. PATTILLO BROWNSON: Kim Pattillo Brownson,
22 First 5 LA.

23 COMMISSIONER WOODS: Keesha Woods, Los Angeles
24 County Office of Education.

25 COMMISSIONER THOMPSON: Kip Thompson, Department

1 of Mental Health.

2 COMMISSIONER TAYLOR: Romalis Taylor,
3 representative Mark Ridley Thomas' office.

4 MS. BELSHE: Kim Belshe, First 5 LA.

5 COMMISSIONER ZEPEDA: Marlene Zepeda, District
6 one rep.

7 COMMISSIONER MARTINEZ: Yvette Martinez, the rep
8 for Janice Hahn, supervisor.

9 SECRETARY: Linda Vo, First 5 LA.

10 Speaker: (Inaudible) I can.

11 Speaker: (Inaudible), First 5 LA.

12 Speaker: (Inaudible.)

13 Speaker: (Inaudible.)

14 Speaker: (Inaudible), First 5 LA.

15 MS. WORBELL: Lee Worbell, First 5 LA.

16 Speaker: (Inaudible.)

17 Speaker: (Inaudible), Santa Ana.

18 Speaker: (Inaudible), First 5 LA.

19 Speaker: (Inaudible.)

20 Speaker: (Inaudible), First 5 LA.

21 Speaker: John, First 5 LA.

22 Speaker: (Inaudible.)

23 Speaker: First 5 LA.

24 Speaker: Caldron First 5.

25 Speaker: Pardon me.

1 Speaker: Kaya Tith, First 5 LA, (inaudible).
2 Speaker: Steven LaFrance, Learning For Action.
3 Speaker: (Inaudible.)
4 Speaker: First 5 LA.
5 Speaker: Antoinette Andrew Bush, First 5 LA.
6 Speaker: Armando Jiminez, First 5 LA.
7 Speaker: (Inaudible), CCRC.
8 Speaker: (Inaudible), First 5 LA.
9 STENOGRAPHER: Heatherlynn Gonzalez,
10 stenographer.
11 COMMISSIONER HEGER: Astrid Heger, commissioner,
12 fifth district.
13 COMMISSIONER ZEPEDA: And anybody we missed?
14 Speaker: Yes. Good afternoon, everybody.
15 Veronica Flores, Community Health Council.
16 MS. BELSHE: And Sonia, introduce yourself.
17 Speaker: Hi. Sonia Steel, new executive
18 assistant to Kim Belshe.
19 COMMISSIONER ZEPEDA: Welcome.
20 MS. BELSHE: God love her.
21 COMMISSIONER ZEPEDA: Thank you, everybody.
22 Let's move to Item 2, which is looking at the
23 transcripts from March 28th. I know we all stay up late
24 at night reading these. If there are any comments about
25 the transcripts or, if not, we'll just accept them as

1 consensus.

2 Okay. Moving onto Item 3, Early Identification
3 and Intervention: Help Me Grow Implementation Update. We
4 have Tara, Cristina, and Steven. And you need to look at
5 his socks before he leaves because he is wearing his Star
6 Wars socks.

7 MR. BALDWIN: My lucky Chewbacca socks.

8 COMMISSIONER ZEPEDA: That's right. So let's
9 hope they bring you luck in your presentation. Okay.
10 Well, welcome.

11 MR. BALDWIN: Me, too.

12 MS. FICEK: We're learning more about Steve every
13 minute.

14 So good afternoon, commissioners. Today we are
15 presenting an update on several areas of work that are all
16 contributing and supporting strengthening early
17 identification and intervention efforts throughout LA
18 county, and with one of those areas being the build out of
19 Help Me Grow LA countywide.

20 As you know, we have partnered with LA County
21 Department of Public Health to co-implement Help Me Grow.
22 So my colleague Cristina and I are very excited to be
23 sharing the spotlight with Steve and his Chewbacca socks
24 today.

25 So we are going to begin with the latest in state

1 policy and advocacy landscape. We're going to follow that
2 with a brief overview of the Help Me Grow model and how we
3 are co-implementing -- how we've developed a
4 co-implementation structure, which that will lead into the
5 actual implementation update of Help Me Grow LA. And then
6 we're going to close with activities and next steps.

7 So over the past few years, our early
8 identification and intervention -- I'm going to refer to
9 that as EII throughout the rest of the presentation. Our
10 state policy and advocacy efforts have been guided by our
11 board-approved policy agenda, which is what is on the
12 slide here. Emphasis, as you can see, is on earliest
13 screenings that are validated and are followed by
14 appropriate interventions and connections to
15 family-centered services. In addition, cross-systems
16 coordination is called out as well as prevention and
17 response to adverse experiences, including trauma.

18 So what is happening around state policy and
19 advocacy. Well, we're only four months into 2020, and, of
20 course, we have a lot to share. So the Governor's budget
21 proposal did include funds as you see for both
22 developmental screening and ACEs screening. These funds
23 are a mix of federal and Prop 56 funds. And in alignment
24 with the Governor's budget proposal, we also wanted to
25 highlight two areas where we have engaged with the

1 administration to further shape direction and priorities.

2 Over this last month, Department of Health Care
3 Services released two important input feedback
4 opportunities. I want to give a shout out to Lindsey
5 Angelots and Charna Martin. I'm not sure if they're here
6 today, but staff here at First 5 LA that played a very
7 important role in that feedback. And the first was around
8 value-based payments program which is about incentivizing
9 providers to meet important health and well-being
10 benchmarks. First 5 LA, along with key partners,
11 submitted comments, recommendations for the VPB program,
12 all aimed at increasing the capacity of the managed care
13 plans to support EII.

14 The second listed here was a draft "all plan
15 letter" also released by DHCS that clarified the
16 responsibilities of MediCal managed health plans to
17 provide early periodic screening, diagnostic, and
18 treatment services, also known as EPSDT. First 5 LA led
19 and coordinated a response emphasizing in detail where
20 further clarification is needed between DHCS and managed
21 care plans and delivering, communicating, reporting,
22 monitoring of the EPSDT program. One concrete example,
23 our response letter emphasized the important role of care
24 coordination and care management services when a
25 developmental delay is detected during an EPSDT screen,

1 and we identified that managed care plans are responsible
2 for that care coordination.

3 As long as -- so moving into legislative
4 advocacy. First 5 LA is cosponsoring AB-1004. This is a
5 continuation of AB-11, our sponsorship last session.
6 Overall the focus is on implementing specific
7 developmental screening recommendations at regular
8 well-child visits, which we know should already be
9 happening but are not, and to close important data and
10 oversight gaps.

11 Then, finally, just maybe it goes without saying,
12 but just to remind us, we do all of this work in
13 partnership with other First 5's, with the association,
14 with the First 5 California, and our policy and advocacy
15 work is centered on strong partnerships and building the
16 field to prioritize EII across funding and service
17 delivery systems.

18 MS. BELSHE: And we have advocacy day on Tuesday.

19 MS. FICEK: Yes, a plug for advocacy day, which I
20 know many of you are participating in.

21 So moving on. Now that we've established the
22 larger policy work, reinforcing our system building work,
23 we wanted to pivot to our co-implementation of Help Me
24 Grow LA in partnership with LA County Department of Public
25 Health. And because of that focus, we think a helpful

1 starting place is a reminder that Help Me Grow is a
2 system, not a program, that works to promote early
3 identification and connect young children to intervention
4 services. Front and center in this work is local
5 cross-sector collaboration as well as coordination among
6 existing resources and systems.

7 The visual on the left is from Help Me Grow
8 National, and we see it as a very helpful system visual as
9 it clearly shows the four core components of Help Me Grow
10 and how each component is connected and reliant upon each
11 other, yet -- and contributing toward building a system of
12 care for children.

13 So we also wanted to share the latest in our
14 build-out -- as we're beginning to share the latest in our
15 build-out of Help Me Grow, we wanted to elevate our shared
16 values which were developed back in 2017 as part of our
17 countywide early planning and design process, and they
18 continue to influence our planning and implementation to
19 date.

20 The Help Me Grow model relies upon an organizing
21 entity -- as you can see, it's acknowledged on the visual
22 on the right there -- to guide planning of the
23 infrastructure, to provide oversight and support for
24 implementation, as well as administrative and fiscal
25 management necessary for long-term systems sustainability.

1 In November of 2017, the First 5 LA board approved LA
2 County Department of Public Health to serve as Help Me
3 Grow LA's organizing entity. And since then, DPH staff
4 and First 5 LA have been working together -- have been
5 working through dividing and assigning the four core
6 components to one of our organizations based on our
7 infrastructure, our expertise and experience, and so
8 forth.

9 So that has resulted in LA County Department of
10 Public Health serving as the lead for the centralized
11 access point as well as data collection and analysis,
12 while First 5 LA is leading efforts regarding child health
13 and provider outreach, as well as family and community
14 engagement. And as you can see, we've color coded the
15 visual to help illustrate this.

16 So today we'd like to bring our latest
17 implementation planning of Help Me Grow LA back to the
18 board and looking across these four components. And we're
19 going to begin that update with the DPH's areas of
20 centralized access point and data collection analysis.
21 I'm going to hand it over to Steve to dig into that --
22 those pieces further.

23 MR. BALDWIN: Great. Thank you, Tara.

24 So before I get into my slides, I'll just begin
25 by saying, in conceptualizing the centralized access

1 point, the CAP for Help Me Grow LA, a key source of
2 guidance for our team with the recommendations that were
3 born from the planning process that took place over about
4 18 months between 2016 and 2017. I think some of you in
5 this room were involved with that. And it's really been a
6 guiding document for us in this process. So thank you for
7 that early work that you did.

8 Among the key themes -- among the recommendations
9 for the CAP that were in the report, some key themes
10 emerged and became a set of working principles that we've
11 been able to lean on as they reflect, not only what should
12 be in the components of the system, but sort of how the
13 system should function as a whole. And for the sake of
14 time, I won't go through this entire slide and, obviously,
15 you have them in front of you as well. But I wanted to
16 call out the second bullet down, which is the
17 centralized/decentralized approach that the planning body
18 envisioned for CAP. And this is really -- the
19 centralized/decentralized is really two sides of the same
20 coin with CAP serving as the central point of entry for
21 Help Me Grow users and on the other side of that coin, the
22 decentralized side creating linkages to a decentralized
23 system of supports provided by like-minded and
24 like-missioned partners that are available to provide
25 screenings at the local community level.

1 An important turning point in the past year of
2 our planning process was the recognition that, while the
3 Help Me Grow system model as represented by the gears
4 graphic, the four gears that were on the previous slide
5 during Tara's comments, clearly shows four distinct
6 components. In function, they're really interconnected
7 ideas that rely -- that each rely on the other three to
8 ensure the success of the system. And this idea of
9 interlocking ideas is most evidence in the relationship
10 between the CAP and the data components of Help Me Grow.
11 The two are inexorably connected and together they form a
12 symbiotic whole that serves the system and its users.

13 We also recognized that the CAP can be thought of
14 as really have be three distinct components. So the first
15 one is a front public facing website which is backed by
16 public awareness efforts. The second component, which is
17 the middle bubble in the graphic on the screen, is the
18 phone system for families that need a little bit more than
19 simply interacting with a website. And the third
20 component is data, and that is that there's -- there's
21 actually two distinct types of data in a Help Me Grow
22 centralized access point. One is that there's data that
23 provides information to the users of the system in the
24 form of referrals and linkages. And then the other type
25 of data is the data that's collected from clients in order

1 to track client progress and to inform continuous quality
2 improvement of the system, so you know what's working well
3 and what needs improvement over time.

4 And, finally, when we apply the key themes and or
5 principles as laid out by the plan process in the form of
6 decision criteria to ensure we're meeting the vision of
7 the planning process and to further refine that vision, we
8 have what we've come to call the parachute model which
9 provides a more complete picture of the individual parts
10 that form the whole that is the centralized access point
11 for Help Me Grow.

12 So one of the key principles also that came out
13 of the planning process was that the CAP should employ a
14 tiered model of support and -- to be able to take into
15 account and address equity versus equality across the
16 system. Our goal is to develop a system that will provide
17 leveled services for every user.

18 And to accomplish this, our system is -- will be
19 designed with three tiers of support. So the first tier
20 is the universal tier. Universal tier, as the name
21 implies, is available to all that is represented a public
22 facing website. We'll have information, materials with
23 separate entry points, and information for families and
24 service providers. Our vision includes a searchable data
25 base for service providers that anyone can use on their

1 own to find resources that are needs based and
2 geographically appropriate for the user.

3 The second tier of the CAP is the assisted tier.
4 So this is the -- you know, for when family needs a little
5 bit more help than just looking at a website, there are
6 phone operators and a phone system that can be leveraged
7 so that they can actually talk to a real person. And we
8 will have several ways to interact with that person, not
9 only the phone, but also texting and chatting
10 functionality.

11 And then the third tier, the most inner tier of
12 the model is care coordination. And this refers to a
13 increasingly intensive customized service assistance. In
14 reality, a light touch of care coordination will actually
15 begin at the assisted level the moment a family accepts an
16 offer for follow-up from a Help Me Grow operator. And as
17 the need for help increases, a scaled and increasingly
18 intense support for families may be required. And we'll
19 be working with our partners through the demonstration
20 communities and the LA Care pilot to build out these
21 services to identified partners, including, as Tara
22 mentioned earlier, managed care organizations via EPSDT
23 that are best able to provide this level of coordination
24 care support.

25 So with that, I'll hand it off to Cristina to

1 share about the -- well, about the community and family
2 engagement and health care provider elements of our
3 system.

4 MS. PENA: Great. Thank you, Steve. Hello,
5 commissioners, everyone.

6 Next, I will share updates related to the two
7 components of the Help Me Grow model: The community and
8 family engagement component and the child health provider
9 outreach component. As a reminder, the two components
10 that First 5 LA are leading. Also, as a reminder, our
11 community -- our community and family engagement
12 components seeks to engage and empower families and
13 community partners to have a shared role in strengthening
14 early identification and intervention, or EII; whereas,
15 the child health provider outreach component is largely
16 focused on raising EII standards and practices across all
17 health service centers, everything from health plans to
18 clinic level to the providers and supporting clinical
19 staff.

20 As Steve mentioned, a key them of the
21 recommendation report is the centralized/decentralized
22 component. And whereas Steve was able to address the
23 centralized aspect earlier in the presentation, we will
24 now turn to the decentralized piece or the other side of
25 the coin.

1 The recommendation report advised direct
2 services, including screenings, care coordination, early
3 intervention services should really be coordinated and
4 delivered at the local community level. And during PPC
5 back in September, we introduced the concept -- a
6 high-level concept of the Help Me Grow demonstration
7 communities. Steve mentioned this when speaking about the
8 centralized access point. In addition, back in September,
9 we showed the slide and it outlines or highlights the
10 seven key sectors or systems that have a role in providing
11 screenings, education, care coordination, early
12 intervention services.

13 Based on our exploration, First 5 LA and our
14 partner exploration with key stakeholders and current
15 data, we know that the referral pathways across many of
16 these sectors are just not well linked. They're often not
17 well coordinated and, in many cases, siloed, which is what
18 the visual displays. Ultimately, the aim of the Help Me
19 Grow demonstration communities is to really strengthen and
20 expand the referral pathways across these key sectors to
21 be much more coordinated, integrated, and multidirectional
22 within a place-based or decentralized setting.

23 We are planning on seven demonstration
24 communities which will overlap with LA county's seven
25 regional center catchment areas. By design this provides

1 a foundation for countywide reach and positions us to
2 spread and scale systems change practices. The leading
3 goal, as I shared, is to strengthen referral pathways and
4 doing this through the application of technology,
5 infrastructure and practice change. We also see
6 tremendous opportunity to really overlap when appropriate,
7 of course, other Help Me Grow strategies and activities.
8 So, for example, piloting features of the CAP call line or
9 website across some of these collaboratives.

10 And then staff currently are preparing to release
11 an RFP or a request for proposals in the coming months
12 with the goal of launching this investment in early
13 January -- or early 2020, which we're hoping would be
14 January 2020. And then staff will return to the board
15 with updates on the Help Me Grow demonstration
16 communities, including selected agencies and a budget in
17 the fall 2019.

18 In addition to preparing for the demonstration
19 communities, staff are also engaged in a number of efforts
20 to support the child health provider outreach component.
21 So during this past March, the board approved a strategic
22 partnership with LA Care to integrate EII protocols and
23 practice work flow, as well as really increase awareness
24 and education across members, clinic settings, providers,
25 and network. We are currently working closely with our

1 administration contracts department to really solidify
2 that contract with LA Care with an anticipated start date
3 of August of this year.

4 Next, staff are working in partnership with the
5 American Academy of Pediatrics Chapter 2 and our DPH
6 partners to cohost a Help Me Grow strategic forum this
7 upcoming May. This is a half-day event. It's going to
8 explore the challenges and barriers when children fall
9 within the mild to moderate zone or category, often the
10 wait-and-see category. And this is where we find the
11 greatest ambiguity with how best to respond. So we're
12 targeting diverse representation to join in this planning
13 effort, and we really see this as an opportunity to inform
14 implementation, planning, and strategy to really increase
15 access.

16 Our third exciting effort underway is our work
17 with our First Connections investment. As you may recall
18 a year ago back in May, the board approved extending our
19 legacy investment with First Connections for an additional
20 two years until 2020. This was an investment that was
21 initiated in 2014. And this program prioritizes early
22 screenings and intervention for young children at six
23 grantee sites, three federally qualified health clinics,
24 two community-based organizations, and one family resource
25 center that's colocated at a regional center. We are

1 currently procuring an independent evaluator to come on
2 board and assess First Connections implementation and
3 effectiveness and the correlation between the two. So we
4 really want to look at the relationship between how
5 grantees chose to implement and what the effectiveness of
6 that implementation has resulted in. And we believe these
7 findings will help sustain practices established by our
8 First Connection grantees but also inform system change
9 efforts at large.

10 And then, additionally, our First 5 LA health and
11 communication teams are jointly working with the First
12 Connection grantees to develop toolkits which will
13 illustrate best practices and implementation steps to
14 really help like agencies replicate these homegrown best
15 practices and strategies to strengthen early
16 identification and intervention.

17 So in summary, here's a visual of activities and
18 efforts currently under way, many of which you heard from
19 the presenters today, Tara and Steve and myself. We look
20 forward to what is on the horizon. As I shared, we are
21 looking forward to releasing the Help Me Grow
22 demonstration RFP and also working with our DPH partners
23 to launch the Help Me Grow advisory committees this
24 summer.

25 Next year, so in the not-too-distant future, we

1 are also working towards procuring the build-out of the
2 Help Me Grow CAP with the goal of a soft launch in summer
3 2020. Also, in June we will be coming back to the board
4 to seek approval for contract renewal authority with the
5 Los Angeles County Department of Public Health to continue
6 their role serving as the Help Me Grow organizing entity.

7 And with that, we thank you and are happy to take
8 comments and questions.

9 COMMISSIONER ZEPEDA: Thank you very much for the
10 presentation.

11 Commissioners, any questions about this program?

12 Commissioner Taylor.

13 COMMISSIONER TAYLOR: One of our new directions
14 is about going with an equity lens. I saw it in the first
15 page on Page 9 where you indicated that how we -- what
16 does equity and equality mean in this -- in this model to
17 the consumer, to the family, to the child? Because you
18 know, and I love this effort, people who get referrals
19 don't know where to go, don't know what to do. And then
20 when they go there, nothing happens.

21 So you assess the child. And if you're not
22 helping the child, they're not going to progress. So what
23 does this equity lens look like in this concept?

24 MS. FICEK: It came up as a part of the -- why it
25 was included in the slide, it came up as part of our

1 planning process as well and was a kind of guiding
2 principle that our partners recommended we continue to
3 think about as we're implement -- continuing to design and
4 implementing Help Me Grow.

5 So maybe we can talk a little bit about where
6 it's coming up, as Steve mentioned, with the CAP design
7 and also as we're in the demonstration communities, how
8 it's influencing the design of those two components.

9 MR. BALDWIN: The equity versus equality is --

10 MS. BELSHE: You're being very demur.

11 COMMISSIONER TAYLOR: Come on, you got the socks.

12 MR. BALDWIN: The Chewbacca socks. I'll try not
13 to growl.

14 Equity version us equality is a key concept in
15 every public health program that we try to look at, making
16 sure that we're -- we're bringing everybody up to an equal
17 level, and that means that some families may need more
18 services than others need to get to that level. And so
19 we're building out the CAP with that in mind.

20 So our -- our CAP is a sort of a technology
21 forward, web forward approach where the website is the
22 first stop. So some families, that's all they will need
23 and they're able to navigate the website, get the
24 resource, make their own connections and go and they're
25 done. Other families are going to need more help than

1 that we know. So the -- the assisted level would provide
2 exactly as the name provides, assistance that need a
3 little bit of extra help.

4 So that's really how we're applying the concept
5 of equity versus equality to make sure that everyone is
6 getting the services they need for their child based on
7 what the child needs. It's just that some families might
8 need a little bigger box to stand on than others.

9 COMMISSIONER TAYLOR: See, my experience is
10 dealing with communities, especially communities of need.
11 A lot of times they don't know, they don't have access to
12 the same things other communities, have like a website And
13 the things of that nature. So there has to be an effort
14 to outreach and engage the community where they are, who
15 they are, culturally relevant so that they will know that
16 services are available and equitably provided to them. If
17 they don't, they might be afraid to engage the system.
18 We're in a society now where we're victimizing people. So
19 we want to be able to reach everyone and let everyone know
20 that they can get this for the benefit of the child.

21 So I'm just saying that's equity too. And I'm
22 not hearing it, but I hear you're trying to get to it.
23 But that kind of level of evaluation of what does the
24 client at that level need because this model could be a
25 model that could be used to drive the state to do better,

1 the nation to do better in serving people. So I'm putting
2 a lot of faith in what you're doing that we will come up
3 with that and bring out forward that equity effort around
4 engaging people where they are because you're talking
5 about a medium that they may or may not use. So I'm
6 saying there has to be a work around that. I know you
7 have it, but I'm just saying.

8 MR. BALDWIN: Thank you. I really appreciate
9 those comments and I think the communications piece and
10 how we talk about Help Me Grow in various communities
11 around the county is going to be really critical. We're
12 not there yet, but when we get ready to soft launch in
13 about a year or so, we'll need to have that communications
14 lined up to soft launch as well with the system.

15 COMMISSIONER TAYLOR: what I'd like to see is
16 that there's a plan for that.

17 MR. BALDWIN: Got it. Okay. Thank you.

18 COMMISSIONER ZEPEDA: Commissioner Heger.

19 COMMISSIONER HEGER: I'm interested in equity as
20 well, but I'm also always interested in quality. So I'm
21 sort of interested in, if we launch and we're assessing,
22 you know, impact, et cetera, what are our guidelines that
23 say this is a quality program. I mean, what are we using
24 to say, you know, what are you doing to assess a kid
25 developmentally, what's included in that. Because as a

1 pediatrician at a child abuse center, I see us looking to
2 try to figure out how do we get attorneys to come in and
3 help us advocate that all children have access to the same
4 quality services, and that they're -- you know, I -- I'm
5 into equity and I'm into access, all that. But I'm also
6 interested in quality. And I think there are parts of
7 this county where that's I think maybe what we're talking
8 about, because they have access but the services don't
9 meet a standard.

10 So how do we set a standard, then how do we
11 assess they've actually got that standard of care. And,
12 of course, I personally believe -- you're so tired of me
13 saying this. I personally believe, if they're doing an
14 assessment for developmental challenges, that they need to
15 be looking at fetal alcohol at the same time and that they
16 should put forward that as a part of their assessment plan
17 because we're missing -- if we're looking at 19 percent of
18 the kids in juvenile justice being FASD, we're not
19 assessing those kids when they're zero to five. So maybe
20 we should think about that as part of what we're
21 advocating for.

22 MS. FICEK: I would add -- you know, it's
23 interesting because I'd say on the developmental
24 screening, early identification side of the work, we've
25 often leaned on quality being determined by utilizing

1 evidence-based practices, so specific tools that have been
2 determined and are valid for a particular point in the
3 child's development. But to flip that or include the
4 equity conversation within that, we also know that those
5 tools have been tested with particular ethnic or racial
6 groups and not necessarily across.

7 So there's a challenge around maybe some prior
8 thinking around what is quality and, at the same time,
9 kind of complicating that by bringing in the equity
10 conversation.

11 So and to -- in response to also Commissioner
12 Taylor, so I think we're wrestling with that. We've
13 historically always gone with the evidence based. We need
14 to look at, what are -- who of those evidence-based models
15 been tested against what populations and which have they
16 not. And so wrestle with that a little bit more. And
17 also think about in terms of equity, as we're building up
18 the data collection and the data analysis component with
19 DPH, what data do we already know about when kids are
20 identified, how late, how it's very different across
21 racial groups, language preference, economics, how -- we
22 need to dig into that data a little bit deeper, figure out
23 what's contributing to that, and I think it can help shape
24 then our pilot with LA Care health plan. I think it can
25 help shape certainly our focus and where we target our

1 demonstration communities. And I think we can also learn
2 -- as Cristina mentioned, we have an evaluation coming for
3 our First Connections investment, which has been in place
4 since 2014. And we can really look at maybe learning from
5 that investment and get a better handle on defining
6 quality because that work across six grantees across the
7 county, two FQHCs, two community-based organizations, and
8 a family resource center co-located at a regional center.
9 I didn't cover them all, did I? I'm missing somebody.

10 MS. PENA: Three federally-qualified --

11 MS. FICEK: Three FQHCs. I think we have an
12 opportunity to define because that evaluation is looking
13 at effectiveness and impact of that program. And maybe we
14 can also get into some quality -- defining quality knowing
15 program for the last five years has already been doing a
16 lot around the EII space.

17 COMMISSIONER HEGER: Have we been talking to --
18 do most of the -- I'm a novice here. I don't know what
19 I'm -- where we've been, so I'm looking at where we're
20 going, I guess.

21 Do most of these agencies that you funded, do
22 they also have DMH contracts and are they being held to
23 APSTD -- the billing standards? I'm sorry. Thank you.
24 Billing standards so that we know that somebody's auditing
25 what they're doing in terms of delivering care? Is that

1 part of it?

2 MS. FICEK: Yes. The certainly the CBOs. I'd
3 have to do some digging. You would know better, Cristina.
4 But the CBOs are -- one of the CBOs is a PNA contractor.
5 Another one has multiple contracts, large contracts with
6 DMH. So they're all organizations that have been very
7 well or very familiar to all of you, have a strong
8 experience and background in this work. So I don't doubt
9 they have that infrastructure and expertise and
10 experience.

11 COMMISSIONER HEGER: Because I think that tends
12 to hold people to a certain quality, I think, when you're
13 from my position and you're looking at -- at outcomes for
14 the kids that we're seeing that are the highest risks and
15 come from the highest-needs communities that you really
16 are hoping that they actually have access to centers that
17 not only, as we talk about, do care coordination and help
18 families get access to the support, but that the actual
19 services that they're giving being audited in a way that
20 are evidence-based practices, yes, and that they meet a
21 certain standard of care because it's frustrating I think
22 for all of us in health to see these kids cycle back.

23 COMMISSIONER ZEPEDA: Other questions,
24 commissioners? Comments?

25 I'd like to -- I have a couple comments. I

1 really appreciate this conversation about what is quality
2 and for whom is the quality, and the whole bit. I think
3 this is something -- this is a theme that's come up in a
4 number of conversations, not just with health given --
5 given the diverse population of LA county.

6 So I think, Tara, the idea of looking at the data
7 to try to give us some guidance on how that's rolling out
8 would be helpful. With that in mind, you mentioned the
9 DCA committee, which is the data collection and analysis
10 committee. Who is on that committee? What constitutes
11 that committee?

12 MR. BALDWIN: So the committee is currently being
13 formed. One of our staff in our office is will be leading
14 those meetings. And we're looking to have our first
15 meeting towards the end of this fiscal year, so June.
16 There's been sidebar meetings. Unfortunately, I don't
17 have the list -- the roster with me. But there are many
18 folks who participated in the planning process in 2016 and
19 '17 are involved.

20 COMMISSIONER ZEPEDA: Because if in fact we're --
21 this data collection is going to be used to help inform
22 this equity issue, then I think it would be helpful to
23 have and practically probably would be helpful for us to
24 have a set of principles or ideas or concepts or underline
25 assumptions that would help guide the progress of -- or

1 the approach to data analysis to answer some of the
2 questions that we're -- I mean, these are hard questions.
3 There's no question about it, but that we're bringing up.
4 So I think that would be helpful.

5 And then I did have a question earlier. I think
6 it was, Tara, you were talking about all the policy
7 contents.

8 MS. FICEK: Yes.

9 COMMISSIONER ZEPEDA: What's value based payment?
10 I'm showing my ignorance. I don't know what that means.

11 MS. FICEK: Okay. I'm going to do my best. I'm
12 hoping -- there she is in the corner.

13 Charna, back me up. Kim. Kim could probably ask
14 -- let me start because I don't want to do a toss handover
15 right away.

16 So, essentially, it's getting at moving the
17 conversation away from -- you know, our health care
18 structure has really been established and built around
19 quantity more than quality. Providers get reimbursed for
20 the number of exams, the number of tests, the number of
21 appointments, the number -- et cetera. Everybody is on
22 the same page with that. This is a way to kind of pivot
23 and shift towards quality and outcomes of your patients.

24 So there's opportunities to implement value-based
25 programming. It often gets at incentives for particular

1 providers. So we have the opportunity -- California is
2 moving in that direction. I think they've already done it
3 in some other spaces. Medicare I think typically moves
4 into value based as it's typically been focused on
5 high-cost, high-need populations versus the healthy zero
6 to five we're all focused on.

7 Oh, Astrid, you could probably also say something
8 about this. Putting a lot of people on the spot.

9 MS. BELSHE: You're doing fine.

10 MS. FICEK: So it's really about -- it has a lot
11 to do with incentivizing providers. And it was our
12 opportunity to push towards that zero to five population
13 and around early identification and intervention, the
14 areas we're most --

15 COMMISSIONER ZEPEDA: Focused more on outcome on
16 some kind of an outcome as opposed to how many visits you
17 had or -- okay.

18 MS. BELSHE: And it really is getting at this
19 issue of, in an environment of, basically, universal
20 coverage for children in our state, that the policy
21 conversation is really evolved in a dramatic way from
22 focusing on coverage, getting kids an insurance card, to
23 getting kids access to quality services and actually
24 health improvement. So that's really what this initiative
25 is about; it's about our effort to evolve from focusing on

1 subsidizing insurance coverage to partnering with diverse
2 systems and partners to ensure that our financing and
3 delivery of care is actually incentivizing and rewarding
4 and contributing to actual health improvement.

5 So I think you did it very well, Tara. And
6 speaking to the Governor is bring a real priority to
7 value-based payment and how do you align incentives in a
8 way so that providers and health plans are focusing on
9 getting kids into the services they need at the right time
10 to ensure the right outcomes.

11 COMMISSIONER ZEPEDA: Thank you for that because
12 I --

13 MS. BELSHE: I think Astrid wants to --

14 COMMISSIONER HEGER: I think it's great. I think
15 they do this in Europe a lot, which is awesome. And it
16 holds providers accountable for outcomes, not just numbers
17 seen.

18 I'm concerned about that we haven't done enough
19 to move the agenda in that direction in the U.S.,
20 certainly, not in this county, and it's still based on
21 numbers seen. And in my field, numbers never count. The
22 only thing that matters is outcomes. And if you're asked
23 to, basically, see a whole bunch of patients in a day that
24 are abused kids, it doesn't really benefit the kid.

25 And I think we -- I'm thrilled that we're as an

1 entity going to push forward the idea of quality care as
2 something that we want to see and take a stand on that.
3 That really makes me feel happy inside, which is good
4 right now.

5 COMMISSIONER ZEPEDA: And then I have one final
6 question about the family engagement piece, Cristina.
7 That's in the work right now? Is that what I'm
8 understanding?

9 MS. PENA: So the Help Me Grow demonstration
10 communities, we could see it as one strategy and kind of
11 the leading strategy at this time. We absolutely see an
12 opportunity to sequence in many regards additional
13 activities that fall under the family and community
14 engagement piece, everything from outreach to promotion to
15 educational material. So I think as we think about the
16 rollout, we see that sequencing coming later as of course
17 in alignment with building up the CAP, the website, the
18 call line. The demonstration communities is almost like
19 an early precursor. It sits at the community
20 decentralized level in many regards. The aim, again, is
21 to focus on strengthening the referral pathways,
22 recognizing that we're -- we will need to address that in
23 -- in addition to elevating or increasing developmental
24 screenings and outreach and promotion. So we're going to
25 have to do that simultaneously.

1 MS. BELSHE: They're hand in glove.

2 MS. PENA: Part of it is getting ahead of that
3 with current demand and really thinking critically about
4 trying to measure increasing or ensuring that the
5 appropriate match is made from the get-go with the
6 referral, trying to increase the number of children
7 receiving early interventions at an earlier age, and
8 trying to reduce delays and wait time between the referral
9 and actually utilizing services. So those three are kind
10 of our core perhaps measurements that would be across all
11 seven demonstration communities.

12 The communities would have the opportunity to be
13 creative in how they choose to design and invest in the
14 referral pathways. But that said, there is that equity
15 kind of quality piece where by and large we want that to
16 be -- we want the referral pathways to be strengthened so
17 that it is valuable for all children being served in the
18 system. So really the kind of -- I know I'm going to
19 throw it off, but it's where you raise the water or the
20 ship, right -- I shouldn't even go there. It can't even
21 pull it -- bad.

22 Anyways, nonetheless, it's one of what we
23 envision as many activities.

24 COMMISSIONER ZEPEDA: I think that relates to
25 what Commissioner Taylor was talking about, is the ground

1 up, getting that information. So even though you have the
2 bigger picture coming from the Department of Public
3 Health, you know, how -- that's your reality check I think
4 the families to see what's working.

5 MS. FICEK: Yeah. And we should add on that
6 previous slide in the -- on the horizon section, it says,
7 the Help Me Grow advisory committees. There is a family
8 engagement committee as part of that. So there's three.
9 There's the data committee, there's what was initially
10 framed as an advisory committee. That's kind of evolved
11 into a, dare I say it, system synergy -- we're still
12 working on it -- committee. And then a family engagement
13 community -- committee. So that's where, you know, the --
14 there is plans to -- we need to hear from the parents who
15 are experiencing this, who are, you know, living in the
16 day-in and day-out and the challenges that they face. So
17 that's a big part of Help Me Grow as well.

18 COMMISSIONER TAYLOR: Can I have one more?

19 COMMISSIONER ZEPEDA: Sure. Go ahead.

20 COMMISSIONER TAYLOR: It's my sincere hope that
21 the timely engagement of the child assessment and
22 screening and then services that we can track the success
23 of how we turn an ultimate calamity into a positive
24 outcome for these children. That's going to sell them
25 that what we're doing means something. Because everybody

1 has a child -- most of them do, and the idea is that to
2 show them by helping changing this system to be more
3 responsive to the needs of the child and the family in the
4 timely way changes the trajectory of the child in the
5 future, which is our ultimate north star.

6 So the idea is that, if we're not capturing that
7 through this process, we're not going to get it. And how
8 it affects all these different communities and children in
9 our county in different ways and different zip codes and
10 how we're elevating different strategies to address that,
11 I think that's the key to doing this, and that's why I see
12 this as a pivotal, important model that we cannot fall
13 apart. Because one of the things that you're doing, and
14 I'm glad you're doing it in the regional center, getting
15 them to step up and engage this more effectively rather
16 than step back and wait until the child is five or six and
17 then deciding whether or not they're going to do it.
18 Let's do it early so they don't have to continue in that
19 vein.

20 So I'm hoping we can show that as a model and a
21 system for this county and the state and, eventually, the
22 country. Because the idea is, we need to find out who's
23 doing it best. And if they're not doing it, let's test it
24 so we can show them there is a better way for these
25 children.

1 COMMISSIONER HEGER: Can I ask just one question?

2 His sounds really naive. Let's just say I'm a 19
3 year old mother in Compton and I'm living in a apartment
4 or a room -- a room over a garage and I have two kids
5 under the age of five. Now, how do I connect to services?
6 I mean, I'm -- I have not -- my kids are not immunized
7 because I'm -- let's make that I'm 21. I have three kids
8 under the age of five and I don't have a stroller and so
9 I'm really isolated in terms of how I get out into the
10 community. How do I connect to the services I need to
11 make sure my kids are not being left behind? Who's in
12 charge?

13 MS. FICEK: I mean, I think there's kind of
14 multiple pathways. That's why I think the Help Me Grow
15 model or approach, it's -- a lot of our focus has been
16 working with the medical home, working with the
17 pediatricians and health providers, knowing that's where
18 families are accessing services and support most early.
19 Your example doesn't sound like that's happening. At the
20 same point then, we're trying to push out in the community
21 setting with our demonstration communities, with CBOs,
22 with school districts, with regional centers, with all of
23 the entities that are involved in this work, that they
24 play a key role and need to get in the community setting
25 to address this. And at the same time, there is a marking

1 and communications and public education effort to really
2 get the word out about what this is, what it's for, how to
3 be a part of it, what's your kind of entry point in.

4 But I think your example is kind of the
5 challenging parent that we, across all of our work, we're
6 trying to see how do we best serve and support that
7 family, the very isolated families.

8 COMMISSIONER HEGER: You know, my thing about
9 loneliness. I think my concern is -- you know, I have had
10 those patients in my practice. And the reason they end up
11 coming in my practice is a neighbor that ultimately turns
12 them in or somebody at grocery store or something like
13 that. And I'm just -- I'm wondering, I'm just trying to
14 think outside the box about churches and -- and, you know,
15 like creating a focus in a community where they're
16 actually -- the women -- because it's usually the women.
17 Sorry, guy -- that's would go out in the community and
18 start saying, who's isolated. And how do we engage a
19 community to identify those cases that kids are, you know,
20 left alone in the homes. Or like in the Turpin case in
21 Riverside, the neighbors knew these kids were being tied
22 up or abused over whatever. That they actually pay
23 attention.

24 So how do we say to that 21-year old with three
25 little kids and no stroller, you know -- maybe it's the

1 market. I don't know. I just think -- to me, there's
2 this isolation piece. And I get the kids afterwards. I
3 don't get the -- the patients usually that are visible. I
4 get the invisible ones.

5 MS. BELSHE: And I think one of the exciting
6 aspects of the approach -- I mean, we are a nation state.
7 So we're not going to roll this out countywide. So the
8 idea of beginning with demonstration projects. It gives
9 us an opportunity to test some different strategies.

10 And your point, Astrid, about bringing a broad
11 definition to communities is going to be really important.

12 COMMISSIONER HEGER: I think we're in a unique
13 position to say to people, come on, participate in this in
14 the demonstration communities, get the churches involved.
15 And I've always felt that they were very responsive when
16 you went and said, hey, I need help with this family and,
17 you know, it's just thinking about how do we pay attention
18 to what goes on around us. And I think that a lot of
19 times we serve the families that are a lot more visible.
20 And the ones that are invisible are the ones we really
21 need to be -- I don't know. I have some ideas about that.
22 But I feel like going door to door and knocking on doors
23 maybe not my job right now, but it feels that way some
24 days. Does that make sense?

25 MS. FICEK: Yeah.

1 COMMISSIONER ZEPEDA: Well, you can tell that the
2 commissioners are highly interested in this project and we
3 look forward to further updates as you're moving along.
4 So thank you very much for your presentation.

5 MR. BALDWIN: Thank you.

6 MS. BELSHE: Thanks for coming, Steve.

7 MR. BALDWIN: You're very welcome. Thanks.

8 COMMISSIONER ZEPEDA: So we're going to move on
9 to Item Number 4, Community Outcome: Regional Network
10 Grantee updates. Best Start Local and Regional.

11 We've got a big panel here. So welcome to Kim,
12 Roxana, Hector, Veronica. And, Antoinette, you're just
13 sitting in?

14 MS. ANDREWS-BUSH: Yes.

15 MS. BELSHE: So Antoinette, are you kicking off?

16 MS. ANDREWS-BUSH: Roxanne is. No, Hector.

17 MR. GUTIERREZ: I'm kicking it off. I'm just
18 waiting for the popcorn to load up.

19 MS. MARTINEZ: Sorry. We don't have any Star
20 Wars socks.

21 MR. GUTIERREZ: Thank you, board of
22 commissioners. Today we'll be sharing an update on the
23 Best Start regional network implementation for Best Start.
24 Today's presentation objectives include briefly reviewing
25 the learning agenda and the questions that we're using to

1 gauge learnings our Best Start regional structure
2 implementation. We'll discuss three key learnings around
3 year-one implementation as the Best Start regional network
4 structure has put into place. We'll share learnings and
5 perspectives from our regional network grantee, community
6 health councils, which serves as an R and G for region 2,
7 which is south LA. And then we'll share some immediate
8 next steps around how this work will be moving forward in
9 the year-two implementation.

10 I'll hand it over to Kim to briefly share around
11 how we're understanding our Best Start investment through
12 the learning agenda.

13 MS. HALL: Good afternoon, commissioners. My
14 name is Kimberly Hall, and I work in the measurement
15 learning and evaluation department. And I'm working in
16 collaboration with the communities department on
17 developing and implementing the Best Start learning
18 agenda.

19 So before we talk about updates for year one of
20 the implementation of the new model, I just wanted to
21 remind us all of the five learning questions that serve as
22 a foundation for the Best Start learning agenda and to
23 identify the connections between those questions and what
24 we'll share with you today.

25 So the key learning and reflections that we're

1 going to share today are related to three of the five
2 questions. I won't read the questions, but I'll talk
3 about the three that are related to what we share today.
4 Those are questions 1, 3, and 5.

5 So learning question 1 is really focused on the
6 implementation of the new approach. And what you'll hear
7 about today is, we'll be talking about relationship
8 development that's happening at various levels as we are
9 implementing the new approach. So we'll talk to you about
10 what we're seeing in terms of relationship development.

11 In terms of learning question 2, that question is
12 focused on the Best Start networks and their positioning
13 or readiness to -- to really drive policy and system
14 change.

15 And so what we're going to hear about today is
16 how system changes are occurring within the networks
17 themselves and how the changes that are occurring within
18 the networks are really fundamental for them to be
19 positioned to really drive community and systems change
20 more broadly.

21 And then, finally, question 5 is about First 5
22 LA's adapting and evolving as a change agent. So today
23 we'll share what we heard and what we observed about how
24 we can more effectively partner with the Best Start
25 networks in service of our shared policy and system change

1 goals.

2 MR. GUTIERREZ: So now we'll transition to
3 Roxana.

4 MS. MARTINEZ: Thank you, Kim.

5 Before I go into the learnings, I want to say a
6 few brief words about how we got to where we're at right
7 now. As you can see on the slide, we have 14 Best Start
8 community partnerships, and they have been grouped into
9 five regions throughout LA county, each with their own
10 unique strengths, visions, needs, and priorities. And
11 First 5 LA believed that a shift from a structure where
12 First 5 LA was the sole funder and partner to the
13 partnerships to one where there was more local
14 collaboration and multiple partners would be able to
15 better serve the community partnerships, and serve them so
16 they can be better positioned to influence the policies
17 and the systems that ultimately impact the outcomes for
18 their children and their community.

19 In May of 2018, so this marked the start of the
20 new regional structure. As in regional network grantees
21 and their local network partners began their work with the
22 Best Start partnerships, First 5 LA sought to be a true
23 partner throughout this transition process. And the
24 community of practice was organized to have a space where
25 regional network grantees and First 5 LA could come

1 together and have critical conversations about the work,
2 make sure that we're having conversations where we're
3 getting closer to alignment and also learning together.
4 That was very important. And there were many, many
5 learnings on this project.

6 Today we'll be sharing three key areas of
7 learnings that we have identified throughout this first
8 year of the implementation. I will share two of those key
9 learnings, and my colleague, Hector, will share the third.

10 So like most periods of change, transition in
11 this new structure came with its own challenges.

12 As partnership members were saying goodbye to established
13 relationships and established way of collaborating
14 together for eight years, they were also saying hello to
15 new partners and a new structure. So, naturally, there's
16 a lot of tension sometimes and conflict, but it's a part
17 of change. And we realize that growing pains are real,
18 you know. This is a natural part of the process. And
19 it's to be expected at all levels, from an individual up
20 to the organizational level.

21 And so it reminded us that forming a team takes
22 time. Members of team often go throughout different
23 stages. In the interest of time, I'm not going to go
24 deeper on this -- on what's on this slide. But really
25 what we're seeing is that, in groups you have different

1 stages and the group is really coming from a collection of
2 strangers. While some of them already know each other,
3 but with new partners you're really learning about each
4 other and trying to achieve unity and trying to get
5 alignment so that you have common goals. And this is
6 oftentimes complex work.

7 And that's something that I really want to
8 highlight is that these dynamics between groups is complex
9 and it's not static by any means. So it doesn't mean you
10 go from forming and then storming and norming and
11 performing. Oftentimes, you move forward and you go back
12 and it's a part -- natural part of the work. So there's
13 constant evolution. And our partners at First 5 LA have
14 been supportive in navigating through those complexities
15 and in continuing to seek alignment in our Best Start
16 partnerships.

17 Many partnership members in fact have had
18 conversations about power dynamics. So those are
19 difficult conversations, talking about their structure
20 and, you know, what is the best model to move the work
21 forward. So these are difficult conversations. They're
22 not easy and there can be tension. But I think that
23 tension shows us that, above anything, our community
24 members care deeply about the work, they're passionate,
25 and they care very much about the role in changing

1 outcomes for children. And that's why we see that
2 tension. They're fully invested.

3 Which brings us into our second key learning. As
4 the work moves forward, it became abundantly clear that
5 systems change cannot occur without communities. Shifting
6 the conditions that hold problems in place involves
7 changing many -- many conditions, so norms, behaviors,
8 cultures, decision making processes. You know, all of
9 these come into play if we want to change systems. And
10 Best Start we really see as the place where the parents
11 come together and parents with young children and partners
12 in their community come together because they have a
13 vision for what the world can look like if it is to better
14 serve their kids.

15 But it's not just the vision. It's that they're
16 also coming together and creating action plans to make
17 that vision into a reality. And, in fact, as communities
18 are coming together, they're already -- already they're
19 doing work that is policy and systems change. So just by
20 connecting to each other and to resources, I think that's
21 an important and crucial part of it.

22 And Commissioner Heger actually was discussing
23 the issue of social isolation and how do we get to
24 individuals that may not have that access. So I think
25 Best Start is that kind of place where parents are

1 connecting to each other and to resources.

2 And now I will turn it over to Hector who will go
3 a little bit deeper into policy and systems change.

4 MR. GUTIERREZ: So when we really think about
5 systems change, we know that it's complex, it's
6 multidimensional, and that happens at all levels. You
7 know, if you look at the image there on the slide, you'll
8 see things like, should we focus on a linear model or a
9 nonlinear model, should we focus on structures or
10 processes. It's not a versus, but it should be an
11 and-both, right? So we're looking at both these things
12 because it's complex.

13 And when we're looking when systems change
14 happens in communities, we often think systems change
15 should happen at kind of this macro level where public
16 systems are changing and communities have some role to
17 play with that, right? But the way we're understanding
18 Best Start is really, those systems change happen at all
19 levels. Communities are engaging at the local level
20 within their community partnerships to engage in systems
21 change, but they're also engaging in systems change to
22 inform how systems design better serve families and
23 children across LA county. And we've heard from
24 communities that it feels daunting, right? Daunting that
25 we're transforming these systems and what could my little

1 partnership do.

2 What we need to realize is this partnership is
3 not an isolated. It's part of a much bigger network of 14
4 partnerships and new networks that are building as new
5 partners are coming into the fold and we're transforming
6 how we're actually engaging in this complex change that
7 we're seeing in communities.

8 So when we think about how Best Start communities
9 are advancing systems change, they're working locally over
10 this last year to develop what we're calling the community
11 change agendas, which are the local strategies that
12 they're using to transform and engage in policy and
13 systems change. What we've realized through the
14 implementation of year one of this new structure is that,
15 the work that they're doing is vital for First 5 LA to
16 achieve our north star. Right? They're essential
17 partners for us to move this work forward and to transform
18 the way systems, both, locally, state, federal, and all --
19 all aspects serve families and children across the county
20 to give them the best start in life and get them ready to
21 succeed in kindergarten.

22 One example that I'll share with you of the way
23 communities are engaging the systems change is some of the
24 work that's happening in the Antelope Valley. They're
25 engaging the Antelope Valley Transportation Authority and

1 working with that agency to figure out how they better
2 design the next iteration of investments in that
3 community. You know, so that has led to relationship
4 building. That has led to community members having a seat
5 at the table to actually drive how systems serve them and
6 their families for future generations to come.

7 So when we think about our third learning has
8 been as we think about the implementation of this work is
9 that our learning has been that First 5 LA is learning how
10 to be a better partner. We know that communities are
11 committed to working with First 5 LA and driving the
12 change that they want to see in their communities. And as
13 First 5 LA really demonstrates its values of partnership
14 and collaboration, we're seeing that our partners actually
15 need clarity in terms of where we're moving towards as we
16 think about resources, roles, timeframe, policies and
17 sustainability. These are all issues that come to mind as
18 our partners engage in this work with community alongside
19 First 5 as we all strive together to reach our north star.

20 So in summary, the three learnings that we really
21 gauged as year one implementation has happened is that,
22 growing pains are real and natural part of the process.
23 With 14 partnerships, five regional grantees, over 24
24 local network contractors that are secure the partnership,
25 we've experienced these growing pains during the first

1 year, but we've learned from them and are going to use
2 them to strengthen the work moving forward.

3 Number two, systems change is complex and
4 multidimensional. Right? And we shouldn't just be
5 thinking about systems change at a macro level.
6 It also involves the systems change that local communities
7 are engaging in within their geographies to transform how
8 they -- how they're serving and connecting with families
9 and young children.

10 And finally, we need to answer the questions
11 around timeframe, resources, priorities, roles, and
12 sustainability, which are critical for our partners to
13 understand where we're going and how this work is going to
14 unfold over the next few decades as we reach our north
15 star.

16 With that, I'd like to turn it over to Veronica
17 who will share year-one learnings from a grantee
18 perspective.

19 MS. FLORES: All right. Hello, everybody.

20 So I'm going to pick up on the three learnings
21 and sort of where we've been around that. And I think,
22 first of all and most importantly, is, as we think about
23 how do we approach community, right, and growing pains,
24 and there's this huge -- maybe we don't look at it as
25 important as it should be. But there's a whole history of

1 centuries of our communities being utilized for
2 experiments, for understanding, for testing, for
3 place-based strategies. I mean, we've had a number of
4 place-based strategies in California alone. So when we
5 look at the success of those place-based strategies, I
6 think it's important to understand then, what is that
7 community left with those place-based strategies walk
8 away. There is disappoint, there's mistrust, there's
9 apathy.

10 So stepping into a new relationship that all of a
11 sudden we say, you know, we now need to transition from
12 direct services. Direct services is an application to my
13 immediate needs. So I know that, if I'm hungry, a direct
14 service approach would be provide food, right? Provide
15 vouchers. So there's this immediate reaction to the
16 direct services when we think about our communities.

17 So understanding how to align the immediate need
18 of a community with system change, which is a longer-term
19 strategy and understanding that it's a longer-term
20 strategy. And as Hector said, it's a very complex and it
21 happens at all levels. So it isn't one single, linear
22 approach that we need to take. It's a multiplicity of
23 approaches that allow to us reach systems change.

24 So I think understanding that piece for us has
25 been very important, right. And so disruptions, the --

1 the people being upset about just the change of -- of why
2 are you making this change when it's about a direct
3 services or we're going to systems change. And what the
4 majority of the people in our county who are currently
5 providers who don't understand what systems change is, why
6 would we even think that our communities would have a
7 better sense of what that is immediately. So I think the
8 disruption in all of that and how we've come in, it's
9 completely understandable.

10 Secondly, when you think about the complexity of
11 systems change and so -- and it's a big endeavor. So we
12 know people around the table, whether they're R and Gs or
13 subcontractors, certainly First 5 is very committed to
14 this positioning of systems change. And so having a
15 partner that really understands that -- I thought I was
16 pretty loud. All these people are telling me, lowering it
17 a little bit. So okay.

18 So when we think about it, is then what we've
19 come to understand and really sort of think about, what is
20 our strategy to, you know, from a short of macro
21 perspective and then work out the details, is that we have
22 to really approach this from a three-prong approach that
23 happens simultaneously. One is around individuals. It's
24 a residence.

25 So individuals need to build their capacity. We

1 need to build their capacity, not only to understand
2 systems change, but how to be an active participant in
3 systems change. So that's one thing. And all of us need
4 to understand how to be active participants, not just our
5 communities.

6 Secondly, organizations. Individuals don't live
7 in silos. They live in an environment that may and most
8 likely has limited access, that is disruptive, that is
9 nonresponsive. And so when we think about that
10 environment, the low-hanging fruit, and those systems that
11 really touch that are community-based organizations. And
12 those are the entities, right, or the systems that support
13 the individuals which are also systems. So if we don't
14 also concentrate on what are those nonprofits and those
15 entities that are part of the backbone of those
16 communities within a radius, really understanding those
17 radiuses of services, then we're also missing the boat.

18 And then, thirdly, which, again, simultaneously,
19 is that we need to understand the institutions that we
20 need to face in order to create systems change so that it
21 is happening at all levels. So I think that's the piece
22 where the complexity of this is, it can be underestimated.
23 It is -- we're talking about all of our systems that we
24 know. And for many of us, we've been in the system for a
25 long time, so there's a lot to work through.

1 Thirdly, the relationship with First 5. And I
2 think this is -- for me, it's been really a breath of
3 fresh air, to be honest with you. Because I think, as we
4 come to the table and are able to have conversations,
5 open, honest, candid conversations about the reality of a
6 community, the resources that's needed in that community,
7 and what's -- what's -- I'm sorry -- what First 5 LA has
8 been guilty of in some of these years, and being able to
9 be completely explicit about it and not from a place of
10 like, wah, but rather, this is what's happened, let's
11 admit the reality, this is where our communities are,
12 let's look at that reality, and how do we now work
13 together in a combination with other R and Gs that sort of
14 this space that you were talking about, the learning
15 community space. That's been critical for us because
16 we're able to then come together, not only with First 5 to
17 talk about what's going on, but I think with the other
18 grantees, the R and Gs, and where we are and the
19 challenges that we're facing.

20 And so -- and now I think we move on to year two
21 of this approach. Part of what's really interesting, and
22 I think this is a part that we can't emphasize enough is
23 that there's a real alignment to now the north star of
24 First 5. And so we're finally are going to be able to get
25 there. Now, are we going to see changes in year two,

1 systems changes? I doubt it. I doubt it. But are we
2 going to be able to position our communities towards
3 system changes? Absolutely.

4 So I think having this relationship around the
5 table, having this relationship with First 5 and some of
6 the other funders who are now stepping up to also move
7 beyond just talking about upstream effect, but rather,
8 what are the real elements of systems change is a
9 combination that is the perfect storm.

10 Thank you.

11 MS. MARTINEZ: Thank you, Veronica, for that
12 important perspective.

13 And so moving forward, the learnings from year
14 one are going to help inform our renewal process for year
15 two. They're also going to help inform our strategic
16 refinement process for First 5 LA and, ultimately, inform
17 the fiscal year 19-20 budget process as we move forward,
18 continue to explore with communities what will be
19 realistically spent, particularly around
20 community-identified projects because we want to better
21 position our communities to be able to achieve that change
22 in the future.

23 Thank you all so much for your time. We're happy
24 to gather your thoughts and answer any questions that you
25 may have.

1 MS. BELSHE: Who's this? Who's that? Veronica.

2 MR. GUTIERREZ: It's me and Roxana as babies.

3 MS. MARTINEZ: So Hector's on the left and I'm on
4 the right. Just in case. I know we're both in blue,
5 but --

6 COMMISSIONER ZEPEDA: Thank you for that
7 presentation.

8 Commissioners, questions.

9 Commissioner Abdo.

10 COMMISSIONER ABDO: I'm curious about what you're
11 doing in sort of individual leadership development of the
12 people who are being leaders within the -- the different
13 groups. And what I'm wondering is whether you're working
14 to help them identify city commissions or committees or
15 school district committees or even county commissions that
16 they might want to get on where they have a real voice
17 perhaps in making changes for their communities. Or is it
18 too soon talking about that?

19 MS. FLORES: I think that's a great question
20 because I think this is actually one of those things that,
21 when we think about leadership or civic leadership, we
22 think about voting, we think about bodies to sit in to
23 make decisions. And those are important, absolutely. But
24 you're right. It's not ready. This is not ready.

25 So, you know, part of our -- our challenge in

1 this particular place-based strategy, which this is why
2 I'm excited about it, is that we're going at a pace that
3 is so thoughtful and evaluative along the way. So it's an
4 iterative process that we can understand that, based on
5 each community of where they are. Like, what we're doing
6 in region 2, it's actually very different than they're
7 doing in region 2 and region 1. So we're moving at a
8 different pace.

9 But it also is a real -- I think it's become
10 clear to us that, as providers, it is about us. So it's
11 an internal process. And I think Roxanne addressed a
12 little bit of that. But it's an internal process as well,
13 is that we as providers, we as leaders in community
14 organizations need to be clear about what we mean by
15 systems change. And that, I think, is part of the
16 problem, is that we step into these things and we say,
17 let's develop the advocacy of this community; right? And
18 what do we do? We develop their advocacy. We send them
19 to a leadership training for two days or a day. And then
20 we say, okay, so have you time. Are you ready to commit?
21 Yes, I want to create change.

22 People have jobs. You know, and really, if we --
23 when we say people have to represent the communities
24 they're from, that means, if our task primarily is to
25 really look at the layers, and the layers should start

1 with those most in need. Those most in need most likely
2 have two or three jobs most of the time. They have kids.
3 They may or may not have a car. You know, they -- so this
4 is sort of -- are life challenges; right? All of us deal
5 with that. And so as we think about those life
6 challenges, attending a meeting right now during the day
7 and a commission might be really hard, but it's an
8 important place to be.

9 So how do we really think about this stuff in a
10 way that allows for community perspective while
11 understanding life's circumstances. And so I think that
12 -- you know, and this is one of the things we're dealing
13 with at the -- we have four communities at region 2. And,
14 you know, in trying to diversify the leadership to now
15 move them into training -- and we're actually going to get
16 them certified. So they need commit first before they
17 commit to a commission. They need to commit to, like,
18 eight weeks of leadership training around just
19 communication, four weeks of leadership training around,
20 you know, just being able to articulate policies. So
21 there's -- this is now the preparation in year two. So
22 that's why I say, if we position people in community to be
23 in that space, we have a much better shot.

24 COMMISSIONER ABDO: I did some of this work long
25 ago, and we ended up taking over the city actually.

1 MS. BELSHE: I love her.

2 COMMISSIONER ABDO: It was a while back.

3 But I think that it's important for us to be
4 thinking about where is it that community members can be
5 most effective and what each individual person's
6 leadership style can bring to whatever openings there are.
7 And part of that is identifying within each community
8 where there might be groups with openings where people can
9 kind of ease into it. And some people will get that
10 leadership skill building faster than others, and we
11 shouldn't hold them back.

12 COMMISSIONER ZEPEDA: Thank you. Other questions
13 or comments?

14 COMMISSIONER HEGER: I have a comment. What has
15 your experience been in terms of holding the public sector
16 accountable for being good partners, like Department of
17 Health Services, Public Health, DCFS? You know, how does
18 that partnership work out? Because I feel a lot of
19 pushback -- well, I -- yeah. I work in both sectors. But
20 the idea being that the county will say, I'm not sure
21 we're ready for private partnerships. And I think that --
22 that without the public/private partnership where you each
23 hold each other accountable for a service, that we're
24 missing a real opportunity. And it comes back I think to
25 what Judy was talking about in terms of leadership, too,

1 is the idea that there has to be -- it may be in the
2 public sector, but it also might be in the private sector,
3 and we have to respect both.

4 I mean, I'm just -- I think that's one of the
5 policy things that we have to say, that there's got to be
6 integration of the public and private sector if we're
7 going to take care of the problems that are facing us
8 right now. And when the public sector tells me that it's
9 not my job to raise money to buy food for my patients, I'm
10 a bit perplexed by that position because I'm not sure
11 who's job it is. And I think that it's -- you know, it's
12 okay if I want to spend my time doing that, but I think
13 that there need to be a sense of welcoming the private
14 sector as partners in the public sector I guess is what
15 I'm saying more than we're -- more than we've done.

16 What do you think, Judy?

17 COMMISSIONER ABDO: I can't --

18 COMMISSIONER HEGER: Since you took over a whole
19 city, I'm looking to you for leadership.

20 COMMISSIONER ABDO: I did not do that personally.

21 COMMISSIONER HEGER: I took it to mean
22 personally, actually.

23 COMMISSIONER ABDO: But that did happen in Santa
24 Monica.

25 COMMISSIONER HEGER: I think that's part of the

1 policy, is that I think we have to real -- we have to have
2 that partnership. And I know this county is moving in
3 that direction by creating the Office of Public/Private
4 Partnerships, but I think it's certainly part of our
5 policy at First 5, is that it's important that the public
6 side of service provision is partnered with the private
7 side in guaranteeing access to quality care. And I just
8 -- I'm just relating my experience as an employee of a
9 private entity working in a public sector that there's
10 sometimes a difficult challenge.

11 MS. FLORES: And if I could address just one
12 little thing on that, and I feel like -- because this is
13 one of the things that at CHC we've been looking at and
14 actually are kicking off an initiative around the
15 public/private relationship. And I think part of our --
16 our challenge in the public sector is that -- that ROI;
17 how do we demonstrate return on investment in a way that
18 the public sector can understand and feel engaged.
19 Because I think it's not just about buying food for that
20 Thursday meal, but it's about, how do I now become part of
21 this partnership in this long-term planning within a
22 county structure -- you know, within the system of a --
23 institutional systems. And I think that's a little bit
24 different. I think the resources and the way that we do
25 our ROI is very different.

1 And so I think we need to start thinking
2 differently around economic models that really understand
3 and can demonstrate that there's real opportunity by the
4 private sector to be involved that ultimately there's
5 return on investment to the private sector by then
6 investing in the public sector.

7 I agree with you. It's just -- it's not that
8 easy.

9 COMMISSIONER HEGER: I think the public sector
10 tends to patronize the private sector in a way that's
11 unhealthy.

12 MS. FLORES: Yeah. I totally agree.

13 COMMISSIONER ZEPEDA: Commissioner Taylor had a
14 comment or question.

15 COMMISSIONER TAYLOR: I have three questions.

16 I need to know what have you actually achieved at
17 the community level in this first year, and I mean with
18 the partnerships. What have we actually done? Because
19 I'm aware of what you're talking about. There's different
20 levels of readiness among those different entities and
21 communities and some are more ready than others. So,
22 hopefully, we're not holding them back, but we're getting
23 them ready to move forward even faster so they can be a
24 role model for others within that network. Do you know
25 what I'm saying? Because there's a tendency to try to

1 say, well, everybody's not at the same level and we're
2 going to hold them back. It makes no sense. We need to
3 have -- say, okay, this group is ready, let them go, we
4 train them, they move forward; this group needs a little
5 more; this group needs a little more. But when you cut
6 across communities and they can see this group can do it,
7 then they get to believe they can do it, and they get to
8 see how to do it at the community level.

9 So, to me, I heard all of this, but I want to
10 know what has happened in this first year at the community
11 level. We have created -- we got entities that have
12 multilevel of skills and things that should be evolved or
13 brought to the community, and that's why we supported the
14 creation of this. So, to me, if you don't have it now, if
15 you come back again, I better hear what have we achieved
16 at the community level right now, next year, and into the
17 future.

18 The other thing I want to know is, I read in a
19 memo saying some kind of increase in funding when what I'm
20 hearing here says you're still in the planning stage. So
21 why are we having a memo saying that in the next month or
22 two or something we're going to see a request for more
23 money? I don't understand that.

24 And third thing is, is that what are the networks
25 doing in planning -- either doing or planning to do about

1 sustainability? I want to know about that because that's
2 a big issue for the community on the downside and
3 everything. So you have grant writers, you have all these
4 other skills you can teach the community how to advocate
5 and get grants to fund some of the things they want to do
6 that don't require us. And that's where they learn how to
7 be independent of us all.

8 So I want to know what are we doing, what is the
9 plan to be done, and who's moving forward, who's not, who
10 needs more help to move forward. I -- I'm waiting for
11 that. I didn't hear it yet. I just wanted to put it out
12 there.

13 MS. ANDREWS-BUSH: So I will address those
14 questions.

15 The first question about what has been achieved
16 in year one, what we're communicating is that we always
17 have big plans and big intentions to move things forward
18 very quickly, and then we're faced with the reality of
19 what actually can be accomplished within a year given the
20 lessons that we've learned. However, having said that,
21 some things have happened across communities, such as the
22 metro LA working with LA Walks, as well as elected
23 officials, around promoting safe streets within their
24 communities. Roxana --

25 COMMISSIONER TAYLOR: That's what I want to know.

1 MS. ANDREWS-BUSH: -- just recently the
2 conversation, an example of that was elevated around
3 community members talking with the Antelope Valley
4 Transportation Authority as the AVTA is thinking about
5 plans for transportation in that region.

6 So there have been examples throughout year one
7 that we did not spotlight; however, they did -- they have
8 been occurring. And more of that is on the horizon as the
9 communities have been planning -- creating their community
10 change agendas. So these are just some -- a very few
11 examples that I'm sure my colleagues can provide more of
12 that.

13 In terms of the money, you're absolutely right
14 that in the memo and even if the PowerPoint in full
15 disclosure we were a little ahead of our budget process.
16 So we admit that. For -- what we would like for the board
17 to know is that there was a allocation of \$1.95 million
18 over a five-year period through June of 2020. So this
19 current strategic plan that was allocated to every
20 community. Due to a variety of reasons, there has been
21 some under spending over the course of this five years.
22 Fiscal year 19-20 will be the last year. And we're
23 thinking through how to address that under spending.
24 So that's one point.

25 A related point is, consistent with our budget

1 philosophy and our budget approach, we are working in
2 collaboration with the grantees to determine what would
3 realistically be spent in this last year of allocation.
4 So if there -- so any -- there are no additional monies.
5 It's about how we might need to address under spending
6 from prior years, but it is in alignment with board
7 approved action and alignment with our budget philosophy
8 and approach.

9 Next week, I believe, the budget and finance, as
10 well as the executive committees, will be seeing the first
11 iteration of the budget for the overall agency. And so
12 you'll see some early thinking about what we think will be
13 realistically spent in fiscal year 19-20.

14 And then in terms of your last point around
15 sustainability, as Hector pointed out, this is a hot topic
16 for the communities, for First 5 LA, not just in the
17 communities department but across our whole agency about
18 how we think about sustainability. Do we think about
19 sustainability only in terms of our funding being replaced
20 or do we think more holistically about sustainability from
21 a leadership development perspective and infrastructure
22 development perspective?

23 Now having said that, I know that CHC and region
24 2 in particular has really been thinking about those
25 anchor organizations that are within the communities and

1 how those organizations can be supported to take on some
2 of the responsibilities and really strengthen the
3 infrastructure that already exists within communities.

4 So these three points are issues that we have
5 been discussing internally. And that last point is very,
6 very critical, and we've also started to have some
7 conversations with other funders across the state and even
8 nationally who are trying to address this very question
9 of, what do you do about -- how do you address
10 sustainability for place-based efforts.

11 So First 5 LA definitely is not alone in trying
12 to figure this out, and we seek the best thinking and are
13 offering the best thinking around this issue.

14 COMMISSIONER TAYLOR: I understand that. But I
15 want to hear that those networks are thinking with us
16 together collaboratively with the community and the
17 community's thinking with all of you about sustainability.
18 It's not just ours and it's not just the network
19 providers; it's everyone --

20 MS. ANDREWS-BUSH: Yeah.

21 COMMISSIONER TAYLOR: -- moving together and
22 teaching them the skills to look on their own together and
23 then collaborating around it and leveraging funds. We
24 need to teach them how to do that. And we have done a
25 good job in that, And we need it share that knowledge with

1 our networks, with our communities, and on and on.

2 So I'm just saying, I appreciate the fact that
3 you can consider that light, but I want everyone to know
4 that that means something to me to hear that we have done
5 something. Right? And so I need that list to come from
6 every one of those networks that say, here's what we
7 achieved like in Antelope Valley. That means the
8 community did something. They did something very
9 important that they would never have done without that
10 network. All right?

11 And the same thing in LA. They've done some
12 things. Some of the communities have done things that
13 they would never have done, like a community function at
14 Compton College, you know, and a conference and things of
15 this nature. That's unusual for a community to come
16 together and do that for itself.

17 MS. ANDREWS-BUSH: Yes, and I --

18 COMMISSIONER TAYLOR: I think we need to elevate
19 that. That's true leadership, too.

20 MS. ANDREWS-BUSH: I think the other thing that
21 you're pointing to is the north star and the four results
22 are owned by everyone, not just by First 5. And that is a
23 part of sustainability as well.

24 COMMISSIONER TAYLOR: Thank you. Yes.

25 COMMISSIONER HEGER: Excuse me. Could you do me

1 a favor since I represent the fifth district and I'm very
2 interested in Antelope Valley? Whoever we fund up there
3 -- do we have enough equity with whoever we fund up there
4 to say -- because I go up there all the time trying to
5 raise money for services up there and -- that I'd like to
6 meet with them and see what they're doing in terms of zero
7 to five in Antelope Valley in terms of bringing people
8 together because it is a small village up there. And the
9 70 percent of the foster kids are placed ed in that
10 district. And I'm interested in -- yeah. I'm going to go
11 and make a field trip, house call, And see what they're
12 doing with their money and who they're bringing to the
13 table, and then I'll come back and tell Commissioner
14 Taylor that they're doing something up there.

15 COMMISSIONER ZEPEDA: Commissioner Martinez has a
16 comment.

17 COMMISSIONER MARTINEZ: Have I idea. I'm always
18 trying to think of practical ways to feel more engaged in
19 this work. But maybe it would be great for the
20 representative of the region to do a visit to one of these
21 or to do a tour or to meet with the community groups or
22 just to -- so that commissioner can go see for himself a
23 great partnership in action or visit a child care center
24 that's engaged with other partners, something like that
25 just to see firsthand the kind of work being done on the

1 ground.

2 MS. MARTINEZ: So if I may, this is music to my
3 ears because that's my community. Not only do I serve it,
4 I live in Palmdale and have been living in the AV for
5 26-years plus. And I'm very grateful that you're often
6 coming up there. I talked to Donna Gattis from the
7 children's center of AV. And so to me, it's --

8 COMMISSIONER HEGER: You know I'm talking to
9 them?

10 MS. MARTINEZ: Yes. Absolutely. So, to me,
11 that's more to celebrate. But I appreciate that
12 suggestion. I think a field trip would be great to come
13 up there and learn a little bit more about this region.

14 And going back to the sustainability question.
15 Small win, but as they're developing this relationship
16 with the transit authority and it's starting to deepen,
17 there's been some sustainability wins because they offered
18 the space at their facility. And so their guidance body
19 meetings have now moved there and they're saving money.
20 So it's one small win, but we've got to celebrate it.

21 COMMISSIONER TAYLOR: You're doing things and
22 you're not bringing it forward. These are important
23 things that shows that the network is teaching them some
24 leadership skills, they are doing some things that
25 generate sustainability. And we need to celebrate each

1 success along the way as you go through this journey to
2 the ultimate end of, how do we do it even stronger and
3 better across the systems.

4 So I'm just saying --

5 MS. BELSHE: And I think your comment,
6 Commissioner Taylor, is a good reminder to us of the
7 importance of us being very clear at the front end of our
8 presentations about what we're focusing on and what we're
9 not. As you heard from our colleagues a very light touch,
10 but important reference to some very concrete examples of
11 community-led systems change throughout the five regions.
12 But that really wasn't the focus of today's discussion.
13 So it's great to see the energy and interest because we
14 will, as Antoinette said, have an opportunity beginning
15 next week in the context of the budget development to talk
16 in a bit more detail about the community-identified
17 projects and let us take back the ideas of maybe doing a
18 site visit or two across the five regions, which I think
19 is a terrific idea because there's, as you're hearing,
20 some really exciting work underway.

21 Today's discussion -- and, Veronica, we're very
22 grateful to you to come and bring the regional network
23 grantee perspective -- was really to talk about the
24 evolution of the structure of support and to be very
25 transparent with commissioners about what we're learning

1 along the way and where we see some real opportunities.
2 And we will have an opportunity to dig more deeply into
3 the actual community-identified projects in other forms.

4 COMMISSIONER ZEPEDA: Okay. I would like to
5 thank you for your presentation. I know we have a
6 comment, but I would just like to say -- and this is kind
7 of piggy-backing on what Kim said. I appreciate,
8 particularly Ms. Flores' comments about how difficult it
9 is to form these relationships, and the fact that you are
10 being very explicit about the growing pains and the
11 process part of it that I'm sure is driving Kim crazy to
12 try to document all that. But, you know, I think that
13 part of the issue is, there's a tremendous amount of
14 suspicion on the part of many of our communities because
15 we've been socialized to fight amongst ourselves over a
16 diminishing pool of resources. And this is a completely
17 different perspective, and it's like, you know, we're not
18 -- we're not trusting.

19 And so I think it's going to take some time. But
20 I think by -- by showcasing the highlights and the
21 positive things that are going on, I mean, to try to begin
22 to turn that -- that around, but we're talking about
23 decades of history of how these communities have been
24 treated by institutions. And so it's not an easy lift.
25 So I -- I really appreciate the process piece of what was

1 presented today.

2 So with that said, we do have a Kathie Shriner
3 who wants to make some comments. Kathie.

4 MS. SHRINER: Thank you very much. So I'm with
5 Best Start Panorama City and Neighbors, which covers North
6 Hills East, Panorama City, and Van Nuys.

7 I don't think I can probably get all my comments
8 into two minutes, but the first comment I want to make was
9 that the statement that growing pains are real is such an
10 understatement that I really hope you'll find out more
11 about that later.

12 But what I want to talk about is policy and
13 systems change, because I think it is a very difficult and
14 nuanced kind of question. And the problems, you know, was
15 kind of highlighted for me because we got a presentation
16 in region 3 that basically told us that what we were going
17 to do is the traditional kind of policy and systems
18 change, that we were going to go and try to change
19 agencies and their policies and legislation and that sort
20 of thing. And I really would hope that the commission,
21 you know, will be able to think about how the best way of
22 using the people power that we have at the proposed ground
23 level in Best Start.

24 And Antoinette and I have been dialogue for at
25 the last two years about what does policy systems change

1 mean at the community. So we're not startled that there
2 are no direction services anymore. We got that message
3 three or four years ago in our partnership. And we also
4 interacted with all of the neighborhood councils so we
5 have some leverage, you know, in that kind of local
6 politics and with the council offices and the state
7 legislators and those sorts of things.

8 But you have to really think for each community
9 about where they're situated both geographically and
10 politically in LA county. And we're 100 percent within
11 the boundaries of the City of Los Angeles, which mean that
12 the bureaucracies we deal with for recreation and parks,
13 for transportation, how lovely to be able to talk to the
14 transportation authority. But we're just not big enough
15 to command that interest in us. So we -- and so there's
16 limitations to what we can do on that score.

17 With regard to state legislators, I really hope
18 and have spoken to both Antoinette and Kim about being
19 able to share information about the legislative agenda
20 that we could then, as local people, go to our local
21 legislators and talk them about it and why it was
22 important to us. And so I mean, I think that there are
23 things we can do.

24 But the biggest takeaway I have had in working in
25 our community is that some of the problems are so simple

1 and they're the ones the community agencies haven't
2 touched. And they have to do with parents who do not
3 understand child development and do not know how to work
4 with and protect their young children in order for them to
5 be ready by age five to go to school. Our vision and our
6 partnership has always embraced First 5's north star. And
7 right now we're saying we focus on children being safe
8 from abuse and neglect, you know, growing up healthy and,
9 you know, having the stimulation and the background to be
10 ready for school. So again, that's always been our focus.
11 But how we reach that, we've -- every time we have a
12 workshop on these topics, I'm just so stunned how many
13 parents have never heard this message.

14 So, you know, Best Start First 5 LA has done a
15 lot of that sort of messaging. But penetrating into these
16 especially immigrant grant communities who have a whole
17 different way of interacting with children and families
18 and getting this message across, to me, that would be a
19 change in that community that we would be worth putting
20 effort and energy into.

21 And we have spent so much of our time is that our
22 messages at the partnership meetings, bringing in experts
23 and people to give parenting tips. We have workshops. We
24 have done our ready for kinder workshop a couple of times
25 about things that parents can do with inexpensive

1 materials in their home to work with their children and
2 then sharing the notebook that we developed on that, and
3 to hire -- resource fairs, our own and other ones, where
4 we take these same messages out and try to get across.

5 So we really think -- and so we really think that
6 those things are important too. And so that's why I'm
7 just hoping that we'll figure this out.

8 And the -- this chart -- I'm sorry, Hector, you
9 didn't have a chance to really go over it. But this is
10 the first hopeful thing I've seen. So this is the one
11 that has the north star, but then it also has illustrative
12 change agendas examples. And they are not all about
13 changing public organizations. And so I really feel like
14 -- as they say, it's a nuanced conversation, so it's not
15 easy. And I'm not sure what your experience is, but
16 anybody has to really penetrate into First 5 LA because
17 they have such abstractions. It takes a while to try to
18 tie it down to practical kinds things.

19 So, again, I think the presentation that we got
20 -- and I did express to our regional person I didn't think
21 that was the appropriate presentations, but it was a very
22 classical, this is what, you know, systems change is and
23 this is how you go about it. And, yes, we can do some of
24 that, but to take away our motivation to help the
25 individual families too I feel would be a real disservice

1 and not where we're all trying to go.

2 And then the last thing I wanted to say was, I --
3 as you know, I come to these meetings, partly I want to
4 see what's going on, I want to see how we can tie in. So
5 I have been trying to find us a place, you know, on some
6 of these big initiatives that are so important. So the
7 learning -- Help Me Grow, wherever the people are. You
8 know, I talk to her and she knows that, at least the last
9 year. I got myself on the family and community engagement
10 subgroup with Help Me grow before the end. And then, you
11 know, I've been waiting and waiting and waiting for the
12 family engagement part of this because in our own
13 community -- first of all, we know how these agencies
14 don't work together, the regional center and the blah,
15 blah, blah. And we have highlighted this because we have
16 parents who have children with special needs, but the --
17 the place we've been waiting for was, how parents who've
18 gone through the experience can help other parents because
19 we've heard, especially in the Latino culture, they do
20 want to acknowledge that a child is special or different.
21 So, therefore, you can't even get a handle on the
22 identification and the intervention.

23 And so we think that's where our parents can have
24 a lot to say from their own experiences and to encourage
25 these parents to explore the possibilities. So you know,

1 we haven't had a chance to get down to that -- talking at
2 that level yet, but I think it's really important and I do
3 hope that we might have that chance.

4 Then I wanted to -- the kindergarten readiness
5 assessment. I had no idea that was being expanded within
6 LAUSD until the two or three days before when I read the
7 agenda. So what happened was the decision had already
8 been made to expand from the south area to the central
9 area. And I said, but what about the valley? I mean, we
10 really have needs in the east valley. And they said, you
11 know, we've already decided this with LAUSD. It's going
12 to be on the -- near the board agenda in like two weeks or
13 something. And I was really upset, but I finally decided
14 it wasn't worth the -- you know, trying to upset the whole
15 apple cart. But I just really wish they had thought about
16 it because what we would get out of that. We would get
17 this measurement much sooner than later about the gaps in
18 the preparation of children in the area, and we would have
19 the benefit of kindergarten teachers and preschool
20 teachers talking about what the transition needs to be
21 like and what could make it work better and we could see
22 areas where maybe we could have more influence in order --
23 you know, kind of ground level communities. So I was --
24 that was kind of frustrating.

25 And then in Kim's recent executive director

1 report, I found out that staff had gone and met with the
2 director of the department of rec and parks in the City of
3 Los Angeles. And, again, was so frustrated by the missed
4 opportunity because parks has been one of our emphases for
5 the last couple years, and we have been doing a lot of
6 thinking and a lot of working on it. And I even managed
7 to sneak in as a neighborhood council person to a meeting
8 with the director of rec and parks where I got him to
9 admit that they didn't really have much of a strategy for
10 zero to five.

11 So here we have some thoughts and ideas about
12 that and we didn't even get a chance to say, here's what's
13 going on in the ground, like we have this park that
14 doesn't have enough staff so -- and then -- but none of
15 the parks have staff for zero to five. So -- and so
16 anyway so --

17 COMMISSIONER ZEPEDA: Thank you, Kathie. I know
18 that's a big laundry list, I understand. And I really
19 appreciate a lot of the comments that you made. Thank you
20 very much.

21 Okay. Thank you for your presentation. And,
22 hopefully, you got some ideas about how we're thinking.
23 And we're scheduled for about a ten-minute break. So
24 we'll see you back here in ten minutes.

25 (A brief break.)

1 4:26 PM.

2 COMMISSIONER ZEPEDA: We're moving on to Item 6,
3 Strategic Plan Refinement Process SPR4 Update. And Steve
4 LaFrance and Kaya Tith will be presenting to us.

5 MS. TITH: Thank you. Good afternoon,
6 commissioners.

7 So for today's SPR4 update, we're going to do a
8 brief presentation on our community engagement approach
9 for the SPR4 process that we are engaging in right now.
10 And then we'll -- that will follow up by Steven's
11 presentation on some key findings from the programmatic
12 review. That's the second section of the review phase
13 data report, followed with some -- engaging the
14 commissioners in discussions on the implications of its
15 finding.

16 So as a reminder, we are currently in the reflect
17 phase of the SPR4 process. And this phase is occurring
18 now through June and involves us reflecting on those
19 findings from the review phase data report. That is based
20 on the learning that we have from the external environment
21 and as well as the implementation progress to date; how
22 does that inform our approach and our work moving forward
23 in order to achieve our target results for children and
24 families.

25 So in addition to engaging commissioners in your

1 reflection on the review phase data report, there are
2 other key activities taking place during this reflect
3 phase. So that includes LFA conducting a series of phone
4 interviews with our county partners. Internally, we are
5 having department and division discussions and reflection
6 on the review phase data report as well.

7 And then, lastly, we're engaging a series of
8 community engagement sessions to get input from our
9 community partners and stakeholders for SPR4.

10 So in the next two slides, I'll share with you a
11 preview of our approach to the community engagement
12 sessions. And, again, the purpose of today's presentation
13 is just to share with you our approach. And details of
14 what people are hearing about from these community
15 engagement sessions will come in the June presentation.

16 So as we heard in the previous presentations,
17 we've heard that, in order to achieve our north stars --
18 our north star that children enter kindergarten ready to
19 succeed in school and life, we need to work with partners
20 and partner with our communities. And so soliciting input
21 from our community partners and our key stakeholder is
22 critical for this process so that way it informs us how do
23 we better work and achieve our target results for children
24 and families.

25 So informed by the feedback that we received from

1 the board, our guiding principles to our community
2 engagement approach includes these three areas. So rather
3 than having stand-alone community engagements sessions for
4 SPR4, we are leveraging existing forums and meetings that
5 are taking place to serve as platforms to gather input for
6 SPR4. That includes leveraging existing Best Start
7 communities meetings to gather community input.

8 In addition, the input that we're soliciting is
9 grounded in our current strategic plan and our SPR4
10 approach.

11 And, lastly, staff who are attending these
12 existing meetings and forums are leading this community
13 engagement process and facilitating and gathering the
14 input across the different stakeholders for these forums
15 and meetings.

16 Our community engagement sessions are taking
17 place now with the majority of them taking place in May
18 with the goal of finishing up by the end of May.

19 The discussion questions for these sessions will
20 include these four areas, reflecting on the implication of
21 the landscape review findings from our review phase data
22 report. Also will include identifying, so what are those
23 partnership opportunities to advance our work moving
24 forward in improving our target outcomes for young
25 children and families.

1 We also would like to learn from our community
2 partners and from our stakeholders. So what are the key
3 critical areas First 5 LA can strengthen its capability to
4 do this work more effectively moving forward.

5 And, lastly, how do we envision success would
6 look like for our work in partnership with others if we
7 are widely successful in achieving our four results in --
8 to advance our north star.

9 So, again, in leveraging the existing community
10 meetings and forums that are taking place, the list that
11 you have on that slide are the list of the meetings and
12 forums where we have confirmed time and space to solicit
13 input for the SPR4 process. So this includes work -- our
14 staff and communities department working in partnership
15 with the R and Gs in soliciting input at the regional
16 community meetings, as well as gathering input across
17 various meetings representing our areas of work in health,
18 in early health learning, and family strengthening as
19 well.

20 So, again, we're in the middle of conducting the
21 community engagement sessions now. And our plan is to
22 share preliminary findings of those community engagement
23 sessions at the June 13 board of commissioner meeting.
24 So this was just meant to share with you a preview of what
25 to expect and also let you know of our approach to these

1 community engagement sessions.

2 So we'll pause here before handing it over to
3 Steven to present the second part of the presentation. We
4 welcome any questions you have about the community
5 engagement session and approach.

6 COMMISSIONER ZEPEDA: Commissioners, any
7 questions about this part so far?

8 Kaya, I have -- no questions. Okay.

9 I have a question about the actual questions that
10 -- are you running it like a focus group? Is that how
11 you're running it more or less where have you general
12 probes and specific questions?

13 MS. TITH: So we created a common framework. So
14 given that we are using existing space and time to solicit
15 input, staff is working with the organizers of these
16 meetings and determine what's the best way to capture
17 input. So in some cases, that could maybe mean a focus
18 group format. In some cases, it's engaging them in large
19 group in the forum. So we're being flexible and
20 adaptable, depending on the space we're engaging on
21 getting input from.

22 COMMISSIONER ZEPEDA: Your probes would cover all
23 of the four buckets, right?

24 MS. TITH: Exactly. But being flexible how we do
25 that.

1 COMMISSIONER ZEPEDA: Right. Right. Just asking
2 about methodology. Thank you.

3 Steven.

4 MR. LaFRANCE: Thank you very much. Good
5 afternoon, commissioners and staff and members of the
6 public.

7 I am very happy to share with you another part of
8 the review phase data report that we've put together,
9 which reflects on what we're referring to as First 5 LA's
10 programmatic work. That term can be somewhat misleading
11 because programmatic is an umbrella term under which we
12 refer to policy, systems change, communications, all of
13 the levers that First 5 LA uses to create change among
14 families and young children and communities.

15 So I will just jump right into the presentation
16 because I'm eager to get to the discussion with the
17 commissioners on the questions that we have. This is
18 really an exciting part of the work. Here we have the
19 same visual that Kaya just presented so I think I can
20 probably just skip right over it, And share the layers of
21 the data review report which we've also referred to
22 previously as we discussed the findings from the landscape
23 review and the implications in the last board meeting.

24 But the focus of the programmatic review, as
25 we're calling it, was to really examine progress and

1 lessons learned regarding implementation of First 5 LA's
2 strategies since implementation beginning in 2015.

3 So this is really a bridge kind of set of
4 findings from what we heard in the landscape review, which
5 is essentially to say that, not only has the approach that
6 First 5 LA has shifted towards regarding policy and
7 systems change being highly valued, but we heard about how
8 it has made positive contributions and created to change
9 in all of the four outcome areas that First 5 LA is
10 focused on. And also perhaps connecting back to the Best
11 Start communities conversation we just heard, the shift to
12 policy and systems change has also lead to culture change
13 in this organization, particularly with respect to its
14 orientation toward partnership and being a learning
15 organization internally, which requires a level of
16 humility, reflection, grounding in data and -- and
17 patience to establish trust and relationships.

18 First 5 LA is being seen as bringing expertise in
19 conversations with planning groups and other funders to
20 inform systems change approaches. And we heard this I
21 think in the conversations that we had in the board
22 meeting a few weeks ago where commissioners were looking
23 to see how First 5 LA could further build on this emerging
24 identity, if you will, as being able to bring the voice to
25 policy and systems change conversations, bringing the

1 voice of the parents, children, and communities into the
2 work that is happening at broader regional and county
3 levels.

4 We've heard about how partnerships can -- really
5 are critical to success and that there are opportunities
6 for where First 5 LA can further clarify what its role is
7 and what it is trying to achieve through particular
8 partnerships. So we heard a lot about the -- an interest
9 in First 5 LA even further deepening and expanding the
10 extent to which it is elevating the voice of parents
11 generally, but parent leaders in particular, further
12 uniting research and data with political power and
13 community voice. So I see this as like a further
14 integration of the tools in your toolkit. I think -- I
15 hold this is the category of the -- you know, when you're
16 -- I am resisting the term, victims of our own success,
17 because I don't like the word victims. But you're
18 creating a virtuous cycle of greater interest in bringing
19 more of your tools to the table in an even more integrated
20 way, building even to -- and a request to build even
21 stronger connections with philanthropy, government
22 agencies, and the corporate sectors seeing First 5 LA as
23 being, you know, kind of in a nexus role and has this
24 ability to both understand and connect with and is
25 obviously deeply in partnership with government agencies,

1 but can bridge with both private philanthropy and private
2 corporate entities.

3 We also heard a lot about and it has also been
4 part of our conversation regarding how First 5 LA can even
5 further focus and leverage work at the municipality level
6 to think about how you get to change and impact at scale
7 eventually to reach the north star of all children in the
8 county entering kindergarten ready to succeed in school
9 and live.

10 One drill down here on the work of First 5 LA in
11 communities. You know, the context for our work with SPR4
12 right now is that the Best Start -- well, the communities
13 department at First 5 LA has been engaged, as we just
14 discussed, in a very significant and rigorous reflection
15 process to evolve the model. And what we heard was that
16 there -- there -- that that is great and there's an
17 opportunity to further clarify both internally and
18 externally what the new approach means for how First 5 can
19 leverage that work in community to most effectively
20 achieve the outcomes and sustainability for this work and
21 how community voice can be even further engaged and
22 leveraged as First 5 LA is looking to refine its
23 strategies and build partnerships with new -- with new
24 entities, communities, and neighborhoods.

25 Looking at the work that First 5 LA has been

1 doing in early learning, it is not the only exemplar, but
2 it was called out to us as an exemplar of the unique role
3 that First 5 LA can play in bridging policy and practice.
4 The -- a key example has been in First 5 LA's work to
5 build traction and momentum on the quality rating and
6 improvement system in the county, that that has been a
7 real platform for strengthening relationships and
8 convening a diverse set of partners to build consensus on
9 how the QRIS work can move forward in the county and
10 expand to scale.

11 The KRA strategy we also heard as an example of
12 where partners are building the understanding of its
13 importance and haven't quite gotten clear -- entire
14 clarity on what's the end game; you know, how are we
15 ultimately getting there, what is the way in which First 5
16 LA will be able to articulate kind of success of the KRA
17 strategy. And while that's kind of a broader question, we
18 heard about some more specific issues where there's an
19 opportunity for -- in this refinement process to gain more
20 clarity such as an exploring how the KRA -- or clarifying
21 how the KRA will be used in -- to achieve outcomes
22 equitably, thinking about things like language for
23 children whose home language is not English, how will that
24 be taken into account, how will the strategy be looked at
25 through this refinement process with an equity lens.

1 The next area is under the umbrella of health,
2 but speaking to First 5 LA's work on home visitation.
3 Obviously, we heard a little bit about the Help Me Grow --
4 more than a little bit about Help Me Grow this morning.
5 The -- there's this broad recognition about the degree to
6 which we've made progress on bringing home visitation to
7 scale and increasing sustainability. And, again,
8 commentary that, while we've seen the potential for home
9 visiting programs to demonstrate results for children and
10 families, there still are access issues and there are
11 equity related issues that thinking through the question
12 of how to ensure the families who are most in need --
13 Commissioner Heger referred to those families who may be
14 more invisible that we're not seeing, how do we ensure
15 that they also are being reached to receive early
16 identification and intervention.

17 I may have just mixed my strategies and my
18 outcomes, but bear with me.

19 I spoke early in the previous slide about Help Me
20 Grow. I want to further touch upon early identification
21 and intervention, both seeing the progress on -- on a
22 sustainable and scalable pathway, but also looking to see
23 how we can build momentum in connecting the strategy to
24 regional centers, school districts, and other places where
25 families and children are reached -- or are at.

1 In terms of the trauma-informed care strategy,
2 there was commentary and reflection we heard on how it
3 might be valuable for First 5 LA to further clarify the
4 trauma-informed care work. We heard suggestions regarding
5 promoting messaging and training for parents and
6 caregivers on the impact of trauma on child development
7 and helping to better equip ECE providers to create
8 trauma-informed environments so that all children can
9 thrive.

10 Again, we're really surfacing this as a -- a
11 reflection that came up in our data collection that can
12 inform where we are currently in the SPR4 process and the
13 strategy refinement that will occur in the next phase of
14 the work.

15 So taking these findings all together, we've
16 distilled them down to kind of four broad implications,
17 which we have further distilled down into three discussion
18 questions that we'll engage commissioner input on.

19 So the first implication is to invite First 5 LA
20 to even further -- well, double down on systems and policy
21 change as your core identity, but also looking at how you
22 can focus the scope of work in the strategic plan moving
23 forward so there are clear guidelines for the
24 organization's role in each strategy.

25 The second is to look at how you're mapping

1 necessary partnerships to achieve desired systems change
2 outcomes, to focus relationship building efforts, to more
3 effectively integrate and demonstrate how First 5 LA's
4 work in Best Start communities advances the organization's
5 overall theory of change. And, fourth, to invest more
6 heavily in communications and dissemination with clear and
7 accessible campaigns aligned to outcomes and results,
8 which is what we've heard commissioners speak to quite a
9 bit.

10 Should we pause here for questions and discussion
11 before going into -- general questions of clarification
12 before we go into the discussion questions?

13 COMMISSIONER ZEPEDA: Commissioners, questions,
14 comments?

15 COMMISSIONER TAYLOR: I just wanted to not just
16 get off this issue about trauma-informed care. It's
17 critical, and you highlighted here, in the lower-income
18 communities, this message about people not knowing where
19 to go and how to get an understanding of what the impact
20 is to their children and themselves and how that plays out
21 in the family dynamics is very important.

22 So some communication around that so that people
23 know what it is and how to get help. And there's a key
24 point of implicit bias because people have an attitude
25 about kids that -- they don't understand that the trauma

1 is what's acting out. And so the teachers says, throw
2 them out, or they kick him out of these schools. So the
3 role that implicit bias plays in this issue of equity is a
4 key issue around that.

5 I just -- before you get off the trauma, because
6 we have to be able to say, here's where you can go as a
7 parent and the child to get help, and that everybody
8 understands it's their role to help them go in that
9 direction and get that help and not just say, it's not my
10 problem.

11 Go ahead. I'm sorry.

12 COMMISSIONER ZEPEDA: Okay. Other questions or
13 comments?

14 I have a question, Kaya and Steven, about Number
15 1 where you say double down on systems and policy change
16 as First 5's core identity while also further reducing the
17 scope of work. What -- what exactly do you mean by,
18 further reducing the scope of work?

19 MR. LaFRANCE: So this is getting at a theme that
20 we heard where in our -- in our review phase conversations
21 in looking at the expansiveness the current strategies.
22 We heard that there is jut a lot going on, if plain speak
23 is one of our success factors for this process.

24 So this -- the notion of reducing the scope of
25 work is really just a way of saying, how can we further

1 prioritize, focus I think away, sometimes reducing a scope
2 of work is also about finding better points of integration
3 so you're leveraging efforts more strategically.

4 So that's what that's getting at, Commissioner
5 Zepeda.

6 COMMISSIONER ZEPEDA: I think that would be
7 better communicated in that fashion.

8 MR. LaFRANCE: Okay.

9 COMMISSIONER ZEPEDA: Because I think that, when
10 you say reducing the scope of work, it can connote all
11 kinds of things. And so I would suggest rephrasing that.

12 MR. LaFRANCE: Thank you.

13 COMMISSIONER TAYLOR: Can I jump on this one
14 because it's a hot issue for me? I am not just say that.

15 The other side of that is, what is your proposal
16 and strategy so that we can maintain the strength of what
17 we're doing? You know, there may be an interim step and
18 then there's a long-range step. And so I'm very keenly
19 aware of that. But if you step back when we're making all
20 this progress, then it's not that good.

21 So I hear it. What you're telling me is that
22 we're overwhelming the system, the resources that we have.
23 So that means you need to come back with a plan of what
24 you think you need now, next month, a year from now, five
25 years from now moving that forward so that it doesn't stop

1 the momentum.

2 We have a unique opportunity right now to effect
3 this -- how this state does some things that fit our north
4 star and all our goals. And if we don't put the resources
5 behind it to keep pushing to get that, we may miss the
6 unique opportunity to put it in law that most people don't
7 change down the road. So the idea is, tell us -- tell us
8 what you think you need.

9 Go ahead.

10 COMMISSIONER ZEPEDA: Commissioner Woods.

11 COMMISSIONER WOODS: If I could just piggy back
12 on what Commissioner Taylor indicated. Maybe part of the
13 look could be aligning where we have duplication of scope
14 of work amongst our teams and even our partners
15 internally, externally. So reducing and bringing more
16 efficiency into how we do our work so that we can then
17 maximize our resources. When I say resources, I'm not
18 only talking about dollars, but I'm talking about our
19 human resources because we are losing that as well.

20 MR. LaFRANCE: Thank you, Commissioner Woods.

21 One concrete example, whenever there are these --
22 the examples where we're concretely building on
23 commissioner input and recommendations, I want to share
24 these back to you. So in the board of commissioners
25 meeting that we had to two weeks ago, you made the

1 recommendation -- it came from the board to -- for us in
2 our work, as we have county partner conversations, to ask
3 the county partners for their strategic plans to see where
4 we can align the work moving forward to create the kind of
5 efficiency you just discussed. We're now receiving some
6 of those. LACOE's, actually, for example. And I've just
7 been -- on the plane ride down last night, I was looking
8 through and circling where there are -- so it's --

9 COMMISSIONER WOODS: You may have LACOE's
10 (inaudible), but you don't have LACOE's ECE.

11 MR. LaFRANCE: I think -- I'll let you know what
12 I have and what I need.

13 MS. BELSHE: We got something very recent.

14 MR. LaFRANCE: It's the -- it's education first.
15 Anyway, we will let you know, but the point is very well
16 taken.

17 COMMISSIONER ZEPEDA: Any other questions or
18 comments before we move on to discussion questions?

19 MR. LaFRANCE: Thank you very much,
20 commissioners.

21 COMMISSIONER ZEPEDA: You want to just start?

22 MR. LaFRANCE: Sure. I'll just prompt the
23 discussion. We got into a little bit of the greater focus
24 conversation. Although it's interesting now I reflect on
25 the wording of the question, and I may have worded it

1 differently had we had the discussion first or what we
2 just discussed.

3 But we were initially thinking, are there areas
4 of work where the commission advises First 5 LA streamline
5 to strategically hone the focus, but maybe the question
6 really is broader about where there are opportunities for
7 greater efficiency, alignment, and integration internally
8 and externally to create a greater sense of manageability
9 within the financial and human resource capacities.

10 COMMISSIONER TAYLOR: I didn't hear you say the
11 last one is, and doubling down where should we put more
12 resources to double down on the effort. You know, because
13 you're -- your comment about systems and policy change
14 agenda. There may be opportunities where we need to
15 double down.

16 MR. LaFRANCE: Yes. Thank you.

17 COMMISSIONER ZEPEDA: And I think I also -- and I
18 think I mentioned it when we were being interviewed. I
19 think one of the points of leverage for more long-term
20 change is the work that we're doing with county agencies
21 because they have more money than we do. Right? So I
22 think that for me, that's a priority. And, you know, it's
23 great that we have heads of those agencies that are open
24 to collaboration with First 5. So I think continuing that
25 relationship I think is really important, or deepening

1 that relationship is really important.

2 Commissioner Abdo.

3 COMMISSIONER ABDO: Just kind of building on the
4 LACOE issue, the strategic plan for LACOE may be different
5 from the early childhood part of LACOE. I don't -- I
6 don't really know. But I think it's important to look at
7 the school districts that we have within our county, of
8 which there are many. And we can't have a huge effect on
9 all of them. That's not what I'm suggesting. But there
10 are a few that may have some alignment with us that would
11 help us to build on what we're trying to do within the
12 county. I just don't want to forget the school districts
13 because they -- they get the children and because the
14 Governor is trying to increase the early childhood
15 programs within the state, which -- which in some cases
16 will be within the school districts, not all. But in some
17 cases will be, and what can we do to help that happen more
18 smoothly than I fear it might happen.

19 COMMISSIONER ZEPEDA: I also have a thought about
20 the policy focus. Certainly, that's a very strong focus
21 that's growing. And right now, we're in a particularly
22 sensitive time, I think with this new governor and all the
23 money that he's suggesting will go towards young children.

24 And so my question is, do we need to expand our
25 policy team in order to deal with all the policy

1 initiatives that we're presently interested in, frankly?
2 Do we prioritize? Because I know that I was the one that
3 was pushing for more local and municipal interaction. And
4 we're starting to see that happen.

5 So I just throw that out as a particular question
6 that -- and I -- that's what I was talking to Kim about
7 earlier, actually, is something that we might want to
8 think about particularly right now. I think it's very
9 timely, so.

10 MS. BELSHE: And I think a related question to
11 that is, you know, one of the things I think commissioners
12 are seeing increasingly and you saw it earlier in Tara's
13 presentation, Tara led her presentation and update to the
14 board on EII by talking about policy and advocacy. It
15 wasn't the policy department providing that briefing. So
16 I just want to call out that explicitly because that is
17 how we are working together. Not only is the work
18 changing, how we do our work is changing. And, you know,
19 our program officers at the heart of their job is policy
20 change. So it's both resource questions that are raised,
21 but also how we deploy the resources that we have in
22 furtherance of our policy and systems change goals.

23 MR. LaFRANCE: So I can move to the next
24 discussion question?

25 COMMISSIONER ZEPEDA: Sure.

1 MR. LaFRANCE: This is within the theme of honing
2 First 5 LA's work in communities. We're curious to hear
3 commissioner reflections on how First 5 LA can better
4 integrate and communicate its work with communities
5 particularly but not only in Best Start communities to
6 most effectively achieve our results for children and
7 families.

8 COMMISSIONER ZEPEDA: Commissioners, thoughts?

9 COMMISSIONER HEGER: I think we're going to make
10 site visits. I think we're going to go and not just in
11 the Best Start community, but we're also going to try to
12 engage other communities that have high-risk populations
13 and see if we can ferret out who the leaders are
14 potentially in that community. I think by doing that, I
15 think we descend the ivory tower and exit the front door
16 or back door, whichever you prefer and go out and say,
17 we're really interested in what you're doing.

18 And I think we discussed at some length the idea
19 of looking at what our ultimate product is in the
20 community, that we state that very clearly, and how we're
21 going to measure a successful product, what is the quality
22 of the product that we want. And that's kind of how I'm
23 -- I focus what I do in life is, like what's the product
24 and then look at the process.

25 And I think, Marlene, what you're saying is the

1 idea of what staff do we need to have in order to make
2 sure that that product is -- you know, is quality and
3 accessible. But I think defining that -- and I feel like
4 we talk a lot about process and I would rather talk about
5 product and then work on process because it might be
6 different in each community. I don't know.

7 COMMISSIONER ZEPEDA: Commissioner Taylor.

8 COMMISSIONER TAYLOR: I think we need to also
9 look at, around this question, communications, what is our
10 strategy in communications. One of our community members
11 here was right on point. How many people in this county
12 of different cultures and different communities and
13 different economic status don't know what is available and
14 how to get help and what to do for these children. And
15 what is going to be our messaging around what our issues
16 are for them and helping them. That's a key strategy and
17 a key plan we need to elevate and rethink because they
18 still don't know. In our community, they still don't
19 know. And then in certain communities, they're afraid to
20 even engage with anybody for anything.

21 So the idea is, what are we going to do about
22 that and how are we going to educate the community. And
23 some of them don't listen to the same station. Some of
24 them don't read the same papers. So we have to have a
25 multilevel culturally relevant strategy to communicate

1 what those parents can do to help themselves and their
2 children, especially what needs to be done. When you're
3 hearing children aren't being vaccinated, we need to be
4 saying, it's to the better for the health of the children
5 and you go and have an annual checkup for your child and
6 get their most current vaccination. Very simple. We
7 could collaborate with our partners in public health to do
8 that around messaging, partnering, or whoever. So there's
9 many ways to do that.

10 But we have to look at the messaging, you know,
11 that we're doing and what are we going to do about that.
12 And I think one big thing is, how are we going to
13 communicate to the community what there is available and
14 how they can get and where they can get it.

15 COMMISSIONER ZEPEDA: Most of our -- those big
16 buckets that we have, do they all have a family engagement
17 aspect to them? Because in the Help Me Grow, remember, we
18 brought up the family engagement piece. And I'm wondering
19 to what degree the other ones have a family engagement or
20 -- or getting people on the ground, you're end consumer if
21 you will, what their ideas are in order to get the
22 messaging correct. I'm just throwing that out there
23 because I'm thinking that some do and maybe some don't.
24 I'm not sure.

25 MR. LaFRANCE: I would like to take the question

1 back and discuss it with staff. I hear where you're
2 going.

3 COMMISSIONER ZEPEDA: I think the discussion that
4 was coming out of I think with the Best Start, maybe even
5 coming out from the other discussion, was that there needs
6 to be more on-the-ground intelligence gathering, so to
7 speak, about what the needs are.

8 We are a nation state and we're so diverse, it's
9 just -- it's really hard to think that we're going to meet
10 every single person's need; however, that's what we're
11 tasked with.

12 COMMISSIONER TAYLOR: And in looking at the
13 prematore (phonetic) model, should we partner with them
14 when they're outreaching to that particular community
15 through like DMH is working real hard at that, and they've
16 got one that's throughout the county for the Latino
17 community, immigrant community. Do we -- you know, so
18 when we're looking at communications, what are the mediums
19 we're going to use and where are we going to do it and who
20 do we partner with to make that happen. And I think DMH
21 has been a great partner with us and we can probably work
22 together to get a message out, and they've got DMH funds
23 to do with it.

24 COMMISSIONER ZEPEDA: And we're funding things
25 that are relevant, I think, but we're not connecting the

1 dots necessarily. Like, for example, the work we did with
2 the California Community Foundation on immigration, I
3 think that's very valuable, but in what bucket does it
4 fit, how does it fit. That would be an example, I think.

5 MS. BELSHE: I think what you're lifting up is --
6 more broadly stated is, there is work that we do or could
7 be doing that really crosses all four.

8 COMMISSIONER ZEPEDA: Yes, yes.

9 MS. BELSHE: So as we work to be more integrated
10 in strategy and action, what does that look like relative
11 to our four results. And not everything is cross-cutting,
12 but lifting up those that are cross-cutting, I'm hearing
13 is an important piece of work we have to do.

14 COMMISSIONER HEGER: And I think it would be a
15 really cool thing to do is, in the communities -- and I
16 certainly empathize, since you're in the fifth district,
17 right?

18 COMMISSIONER ABDO: No. I'm in the third.

19 COMMISSIONER HEGER: Well, then I can't help you.

20 COMMISSIONER ABDO: Let me just say she's the
21 only Best Start in the third.

22 COMMISSIONER HEGER: I think asking people in a
23 very nonpatronizing way and listening to what they have to
24 say, which is, how can we as First 5 help you. And I
25 don't think we ask that enough. And it's a -- and when

1 we're asking for their opinion, we're not actually
2 patronizing them. We're actually listening to what they
3 have to say, we make a list, and then figure it out
4 because I think that's one of the things that's missing.

5 And the idea of the immigration and the families
6 that are afraid to step forward is a real challenge to us.
7 And I think, as a medical professional in safety net
8 hospital, you know, we're trying to get to the point where
9 we can actually ask those questions and have answers
10 because I think they will only come when they're sick or
11 their kids are sick, and they don't come before that.

12 COMMISSIONER TAYLOR: Sometimes when they're very
13 sick.

14 COMMISSIONER HEGER: Yeah. And I just think it
15 would be great to be able to incorporate some of that
16 feedback and -- and then say, hey, what I'm hearing is X,
17 Y, or Z. So when somebody in the federal government says
18 they want to put all the immigrants, send them back to us
19 because we're, what, a sanctuary city? My basic response
20 to that is, bring it on. We'll be happy to figure out how
21 to -- to ask them the questions of how can we help and
22 what do you need. That's awesome. We have an awesome
23 ability here to do that, which is kind of cool.

24 Third district, hu?

25 COMMISSIONER TAYLOR: We touched on your

1 communications --

2 MR. LaFRANCE: I was just going to say, I think
3 you did get into the communications question.

4 COMMISSIONER ZEPEDA: I think Commissioner Abdo
5 has a comment.

6 COMMISSIONER ABDO: I don't really know how to
7 bring this in, but I listen to the Senate hearing on the
8 budget -- the committee hearing on the budget on my way
9 here. So first of all, I don't know what committee it
10 was, but Ben Alan's on it. He's not chairing it. He
11 texted me and asked me to listen to it. So I did. I
12 figured out how to do it in the car.

13 COMMISSIONER HEGER: I heard you can do that.

14 COMMISSIONER ABDO: It was coming as sound, not
15 video.

16 And before I got in the car, I was able to give
17 him some the feedback, which I then heard him say as I was
18 driving, which was amazing. My words were coming out.
19 But my point here is that the -- the State is going to do
20 increased programming for early childhood. We don't know
21 yet exactly what, but there's a bunch of hundreds of
22 millions of dollars -- billion maybe coming in different
23 parts of the state and different aspects of what the State
24 funds and maybe some new stuff.

25 It seems to me what we need to be doing is

1 strategically is being ready to use our resources to get
2 the communication out so that our families are able to
3 access the new services as they come out. And I'm not
4 sure how the State is going to roll it out because it's so
5 complicated, but they're talking about putting a lot of
6 extra money into child care programs, preschool programs.
7 They're talking the difference between full day and part
8 day. They're -- they're -- it's discussions we've been
9 having for years, and it's suddenly right.

10 There and decisions are going to be made. We
11 don't know what those decisions are yet, but we better be
12 ready to communicate them out because a lot of that money
13 is going to come to our county. And if we don't help
14 people access those services, they're not going to know.

15 COMMISSIONER MARTINEZ: I have a question. Are
16 we engaging in census information or -- like, there's a
17 lot of community meetings where people are trying to, you
18 know, explain to community leaders -- I think this would
19 be great for Best Start -- what the census is and how it's
20 beneficial to your community. I think that would be a
21 really great --

22 MS. BELSHE: We're actually bringing an
23 information item to PPC next month for a pretty
24 significant investment which would then be matched by
25 other funders. So there's a lot of activity underway

1 throughout the county. And given the history and the
2 trends around the under counting --

3 COMMISSIONER MARTINEZ: I think for Best Start
4 that's a really great organizing thing.

5 MS. BELSHE: Yeah. There's some great
6 opportunities there. But that's another example of
7 cross-cutting work that doesn't exist in a service of a
8 particular result.

9 COMMISSIONER MARTINEZ: But it's an emerging,
10 just like you know --

11 MS. BELSHE: If I may, this issue of readiness is
12 an important one. And it has a lot of different layers.

13 So, Judy, you did mention another aspect of what
14 we're expecting to come down the pike around home
15 visiting. So the Governor's really providing a lot of
16 leadership in terms of both policy and budget. And
17 there's a readiness issue on family strengthening, home
18 visiting in terms of infrastructure. And there's also
19 some early learning examples of that as well. So it's
20 thinking through, what does readiness look like from a
21 provider perspective, a systems perspective, a parent
22 perspective, and thinking through what is our highest and
23 best use in terms of addressing some of those -- or
24 helping address some of those readiness issues.

25 COMMISSIONER ABDO: One of the things we were

1 discussing is working force development. But I don't
2 think they even understand how difficult that's going to
3 be if you say, okay, we're going to put all this money
4 into new programs for young children and we don't have any
5 staff members to hire. And unemployment is really low.
6 And, yes, people have three jobs, that kind of thing. But
7 if you say, I'm going to open a new preschool or a new
8 child care center and you can't hire anybody, that's going
9 to be a problem. And we need to help with that.

10 COMMISSIONER TAYLOR: Judy, one of those issues
11 is about the salary level of those people --

12 COMMISSIONER ABDO: Absolutely.

13 COMMISSIONER TAYLOR: -- and that's something --

14 COMMISSIONER ABDO: They did say that.

15 COMMISSIONER TAYLOR: Oh, they did? That's very
16 good.

17 COMMISSIONER ZEPEDA: Linda.

18 COMMISSIONER ARAGON: I just want to add, too,
19 especially what's really critical is a lot of this funding
20 that comes down has to be spent in a short amount of time
21 and the amount of work that has to get done. When we're
22 trying to explain why there wasn't -- we didn't spend all
23 the first three years, because it take a long time. And
24 if we don't have the resources and infrastructure, it's
25 going to take longer. So we have to create that

1 understanding of folks and really push back on being able
2 to, you know, have funding that will get us to the point
3 where we will be able to show the results, and not just
4 throwing money out there just because we're throwing money
5 out there.

6 I'll just say, even in the department, we're
7 saying, oh, we're going to amend your contract, we're
8 going to amend your contract, and they're like, we don't
9 have the people to do the work. So, great, you're going
10 to amend my contract, but I'm not going to meet the
11 deliverables even though I'm trying.

12 So we just have to be mindful of the time, how
13 much time we have with this.

14 COMMISSIONER TAYLOR: Can I bring up one more
15 element that I think we keep going over, but I'm just
16 going to throw it out here.

17 This institution is now a leader, and different
18 people are coming to us, and rightfully so, by the great
19 leadership of this lady to my left and her team. The idea
20 is that they keep coming to us. And that's part of a good
21 collaborative partner leader. We're trying to help them.
22 But that puts a further stressor on everyone else to do
23 that. So we have to say as a part of that restructuring
24 and looking at what we're going to do, how we're going to
25 create space for that so we can continue to help our

1 partners up and down the state, like San Bernardino,
2 Riverside, and the Governor.

3 And so we're evolving at the same time we're
4 doing things. And we need to be able to give this
5 wonderful leader the opportunity to evolve with it without
6 stressing her system out. I know she will do a great job,
7 but the idea is, I want her to know that we support that.

8 MS. BELSHE: And if I may, thank you, Romalis,
9 for that support. And your comments bring me back to
10 question number 1 around greater focus. So I just want to
11 return -- and we will continue to return to the theme of
12 focus. And we have a lot of people who may come to us,
13 but not -- we're not going to be able to respond to
14 everyone. So it's both being clear about what is our
15 strategic direction and priorities, where do we say yes,
16 but also where do we sometimes regrettably have to say no,
17 and also thinking through, are there different ways that
18 we can provide support to partners.

19 So you raise a really good point about other
20 First 5s. This board has provided a lot of leadership in
21 terms of providing financial support to the association of
22 First 5s and the network strategy. And we'll be talking
23 more with the board next week in our committee meetings.
24 But that's an example of a partnership that with our
25 support can build that capacity which in turn can work

1 with all the First 5s.

2 So it's getting at, there's business models,
3 different approaches by way which we can advance our
4 goals, but we still need to focus. And that's what
5 strategic planning is about; it's not just what we're
6 going to do, but it's also what we're not going to do.

7 COMMISSIONER ZEPEDA: Any other questions or
8 comments?

9 All right. I hope you got some good feedback.

10 MR. LaFRANCE: We sure did. That's what I call
11 feedback. Thank you very much, commissioners.

12 COMMISSIONER ZEPEDA: We'll see you at next
13 meeting.

14 All right. I think we're -- there was no public
15 comment, right, Linda?

16 SECRETARY: No public comment.

17 COMMISSIONER ZEPEDA: So we stand adjourned.
18 Thank you.

19 (At 4:26 PM, the meeting was adjourned.)
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C E R T I F I C A T E

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

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

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

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

Attested to on this 8th day of May, 2019.

CERTIFIED SHORTHAND REPORTER
FOR THE STATE OF CALIFORNIA



FY 2019-20 BUDGET:

TRANSMITTAL MEMO

Memo

To: Program and Planning Committee

From: Kim Belshé, Executive Director

Date: May 23, 2019

Subject: **FIRST 5 LA PROPOSED FISCAL YEAR 2019-20 BUDGET**

Members of the Committee:

We are pleased to share with Commissioners a draft budget for fiscal year (FY) 2019-2020. This budget reflects First 5 LA’s continued work – in partnership with others - to strengthen families, communities and systems of services and supports to ensure that by 2028, all children in LA County enter kindergarten ready to succeed in school and life.

As we remind ourselves each year, an organization’s budget tells a story about its vision, values and priorities. For First 5 LA, the proposed budget FY 2019-20 tells a story about our continued efforts to support young children and create a vision for a better, stronger, more equitable future. It’s a story about working with parents, community stakeholders, and decision-makers to make young children a priority. It’s a story about First 5 LA’s efforts to ramp up and sustain investments in family strengthening, to support and foster strong collaborative community efforts around a shared vision for children and families, and to facilitate access to essential early learning and health-related services and supports to achieve and sustain positive outcomes for children. And, it’s a story of our Board’s and staff’s commitment to partnership, with resources proposed to enable First 5 LA to work creatively and collaboratively with County agencies and other partners to advance shared systems change goals to benefit young kids.

The proposed budget reflects First 5 LA’s strategic imperative to maximize its contribution to impact for young children and their families. The programs and activities recommended for funding reflect both the critical issues influencing outcomes for our youngest children and their families and the opportunities for First 5 LA to leverage the changing political and policy environment in Sacramento and here in LA County. While our vision for young kids is ambitious, the proposed budget brings to life what it takes for First 5 LA to help lead the policy and systems changes needed to ensure our kids are ready to succeed in school and life. These strategies and activities will serve as the basis for our continued work together to review, reflect on and refine First 5 LA’s strategic direction through the SPR4 (Strategic Plan Review, Reflect, Refine, Results) process.

COMMISSIONERS

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EXECUTIVE DIRECTOR

Kim Belshé

EXECUTIVE VICE PRESIDENT

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A PUBLIC ENTITY

In addition, the proposed budget reflects First 5 LA's fiscal imperative to align its expenditures with revenues over time. Towards that end, the proposed 2019-20 budget represents an overall reduction of 6 percent. In addition, the budget reflects a more intentional focus on sustainability, with activities identified to support the leveraging of federal funding, generation of alternative revenues, and expanded philanthropic partnerships to advance aligned objectives.

First 5 LA is pleased to present the proposed fiscal year 2019-20 budget for Board consideration and discussion on May 23rd, when the Special Meeting of the Board of Commissioners/Program and Planning Committee will meet.

What follows are a number of observations about key themes and issues associated with the proposed FY 2019-20 budget. In the attached material, Commissioners can review both a high-level overview of the four divisions around which First 5 LA's work is organized, including division overview, operations, and detailed information breaking out the budget requests by each department.

Strategy Implementation

In its adoption of the 2015-2020 Strategic Plan in November 2014, the Board recognized both the fiscal realities of our declining revenues and the strategic value of First 5 LA approaching its work differently to achieve our goals for young children. First 5 LA's evolving approach – anchored in partnership and focused on policy and systems change – is reflected in the attached proposed FY 2019-20 budget. The proposed budget represents staff's best estimate of the financial resources needed to move work forward to advance the goals and priorities articulated in our Strategic Plan – and the evolving nature of our approach to impact. The following are a number of key themes to highlight relative to the proposed budget:

- Continued progress in implementation of the Strategic Plan. Significant progress has been made in executing the Strategic Plan this past year. As we enter the final year of our current 5-year strategic plan period, the proposed budget recognizes implementation began at different starting points. In the year ahead, we will continue to strengthen First 5 LA's longer-term signature investments, such as Welcome Baby and Best Start, through our partnerships with providers and parents; we will solidify new systems change efforts that are gaining support and traction, such as kindergarten readiness assessment efforts, and we will transition from planning to implementation of new work, such as early identification and intervention (Help Me Grow) and the built environment. The varying stages of development and implementation are reflective of First 5 LA's evolving strategic direction and approach. Advancing meaningful change in policies and systems and achieving progress towards population-level improvements for all children in LA County is a long-term proposition; it's exciting to see First 5 LA gaining some real momentum in this work.
- Policy and systems change: at the center of our work. First 5 LA's Strategic Plan recognizes that the path to widespread impact and sustainability runs through communities, systems and public policies. The proposed FY 2019-20 budget reflects a continued transition away from funding discrete direct services with impact at the participant level and an increased emphasis on collaboration, systems change and public policy in furtherance of population-level outcomes. This work is complex and multi-faceted; and, it's encouraging to see signs that we're moving in the right direction, as most recently affirmed through the Strategic Plan Refinement process' Data Review report presented to the Board at its April meeting by our consultant, Learning for Action. The proposed budget requests funding to

support First 5 LA's policy and systems change work in important ways, such as expanding support for the development and testing of sustainability strategies for home visiting, supporting the evolving network of First 5s to bring a strong and unified voice for young children to Sacramento; and expanding our policy and advocacy work to bring a more explicit "whole child framework", as seen by the proposed support for child health and family strengthening advocacy. Importantly, Commissioners will see in the proposed budget a closer integration of our programmatic and policy work to support First 5 LA's efforts to leverage learning from our programmatic efforts to inform and drive state policy change. Examples here include family-strengthening home visiting and early identification and intervention.

- Partnerships are at the heart of changing systems for children in LA County; and, partnerships are at the heart of the proposed budget. Partnerships are at the heart of First 5 LA's mission, strategy and tactics. Throughout the proposed budget, Commissioners will see the evolution in First 5 LA's approach and role, shifting from primarily a funder role to a lead convener, partner and catalyst role. This partnership work is challenging. It requires time and effort to build relationships, engage others, and forge a common agenda in the context of competing needs and demands. And, our experience demonstrates that multiple partnerships are critical to long-term, sustained systems changes. With the resources proposed in the draft budget, First 5 LA has the opportunity to build on extensive partnerships and leverage opportunities in the current environment to advance shared systems change goals to benefit young kids. Of particular note are the multiple First 5 LA-LA County partnerships, including support for: the next phase of implementation of the early identification and intervention initiative in partnership with the Department of Public Health; the development and implementation of the Department of Mental Health's Prevention and Early Intervention financing plan; and concrete projects emerging from the Office of Child Protection's prevention plan implementation efforts.
- First 5 LA as an impact-focused learning organization: In the year ahead, First 5 LA will continue important work associated with the learning agendas of our largest investments, Welcome Baby and Best Start, learning that will help focus and inform our programmatic and policy work going forward. In addition, resources are proposed to support important data-related investments critical to advancing First 5 LA and LA County priorities related to data development, with a particular focus on prevention measures. In addition, resources are requested to support First 5 LA's evolving Impact Framework, which will clarify our intended impact, tell the story of how our funding and activities contribute to systems change, track our progress against the Strategic Plan, and inform our strategies.
- Sustainability planning and projects. Consistent with the Strategic Plan's direction that First 5 LA makes progress in aligning its expenditures to its declining revenues, First 5 LA's programmatic efforts incorporate a number of sustainability strategies, including fund leveraging and co-investment. In particular, the proposed budget includes resources to support federal financial funding efforts for our family-strengthening home visiting and early identification and intervention investments. In addition, our Policy & Strategy Division will continue to develop First 5 LA's municipality strategy, which includes activities to engage in and support local alternative revenue generation opportunities.

Organization Alignment

Highlights to call out here include:

- Staffing. First 5 LA's evolving approach to impact – one that places less emphasis on direct services and more emphasis on partnership, policy and systems – has implications for First 5 LA's staffing. Our more collaborative, partnership-focused approach to advancing shared policy and systems goals is more staff-intensive, relative to staff's more traditional contract solicitation and management roles. Recognizing the critical role of First 5 LA staff in our policy and systems change work and the need to limit growth in First 5 LA's operating budget, the proposed budget retains the cap on the number of full time equivalent positions at the number authorized in the current year budget (148). To manage resources and reflect attrition, the budget assumes a 7 percent vacancy rate.
- Equity. With Board approval of a new Investment Guideline focused on equity, First 5 LA is considering how to most effectively center equity in our work, including our strategies, values and organizational processes. First 5 LA's equity journey will take time and will incorporate opportunities to listen to and learn from the Board, staff and partners alike. To help inform and shape this process, the budget includes resources to secure consultant services to support a thoughtful and deliberate process.
- Staff development/support. First 5 LA recognizes the importance of supporting staff to learn and grow in their jobs and strengthen the skills and capabilities they need to succeed. In the proposed budget for FY 2019-20, resources are included to support staff training through our Human Resources and Talent Management Department led "First 5 LA University." Training priorities have been identified that are grounded in our commitment to effective execution of the Strategic Plan, our employees' development, and to First 5 LA being a high-performing, high-impact organization.
- Infrastructure/systems. We continue to invest in infrastructure and some of the foundational systems supporting staff and the work we do. As an example, given the Capital Improvement Plan, and in an effort to enhance efficiencies, improve information sharing and security, we have been migrating many of our Information and Technology (IT) systems to the cloud, refining the process for upgrading and enhancing these systems from a variety of locations, preparing for the building renovations mentioned below. We have also upgraded aspects of our accounting, contracting, and document management systems, moving towards a vision of enhancing the integration of these systems.
- Capital improvements. As the owner and operator of its building, into which First 5 LA moved in 2005, we are reaching the point in the life of our facility which will require certain capital expenditures to maintain this critical asset. Following the Board's direction in establishing a Capital Improvement Fund (CIF) as part of the FY 2017-18 Budget process as well as the Board-approved Capital Improvement Plan (CIP), we are moving this critical project forward in a way to provide needed upgrades to the building as well as to enhance the way in which we work. Solicitations for different aspects of this project have begun and we anticipate construction occurring in the upcoming calendar year.

- Cost-effective operations. Each year, the Commission approves an annual administrative cost limit, which is a percentage of the total fiscal year budget. The administrative cost for supporting First 5 LA programs is projected to be 10.12% of the budget. Consistent with First 5 LA's past practice, First 5 LA continues to have one of the lowest administrative limit percentages among all 58 First 5 Commissions.

The proposed budget for FY 2019-20 includes a total budget request of \$133.7 million as presented in the table below.

BUDGET CATEGORY	FY 2018-19 Budget		Proposed		Variance
	Original	Revised	FY 2019-20 Budget		
Program					
<i>2015-2020 Strategic Plan: Focusing for the Future</i>					
a. Programs Division: Four Priority Outcome Areas	\$ 88,781,000	91,345,000	\$ 90,556,000	\$ (789,000)	-0.9%
b. Policy & Strategy Division: SP Related Investment Areas & Support	10,713,000	10,458,000	9,892,000	\$ (566,000)	-5.4%
c. Integration & Learning Division: Learning Organization	5,941,000	5,941,000	6,212,000	271,000	4.6%
<i>Total 2015-2020 Strategic Plan</i>	\$ 105,435,000	75% \$ 107,744,000	75% \$ 106,660,000	80% \$ (1,084,000)	-1.7%
<i>Legacy Investments</i>	11,708,000	8% 11,646,000	8% 4,229,000	3% (7,417,000)	-63.7%
Total Program	\$ 117,143,000	84% \$ 119,390,000	84% \$ 110,889,000	83% \$ (8,501,000)	-7.1%
Operating (Administration Division)	22,849,688	16% 22,849,688	16% 22,828,358	17% (21,330)	-0.1%
TOTAL BUDGET	\$ 139,992,688	100% \$ 142,239,688	100% \$ 133,717,358	100% \$ (8,522,330)	-6.0%

1. The Integration & Learning costs include research and evaluation resources in support of ongoing legacy investments.
2. The operating budget includes \$9.3 million, or 40.7%, in support of programs and \$13.5 million, or 59.3%, in support of organization-wide administrative functions, the latter being the annual Administrative Cost Limit. See Attachment B - Administrative Limit Calculation for additional detail.

Finally, I'd like to close with my appreciation to Finance Department Director Raoul Ortega and his team for its collaborative approach in leading this organization-wide process; in so doing, the team has ably modeled First 5 LA's values and goals on behalf of young children and their families.



ATTACHMENT A:

**FY 2019-20 BUDGET –
HIGHLIGHTS**

ATTACHMENT A: FY 2019-20 BUDGET – HIGHLIGHTS

The FY 2019-20 Budget represents the fifth and final fiscal year under this fifth Strategic Plan, approved by the Commission in November 2014. This budget is representative of an alignment of program costs to the fiscal realities of declining tobacco tax revenues, continued advancement of our new strategic direction grounded in policy and systems change, and the resolve to reach our North Star which states that by 2028, all children in LA County will enter kindergarten ready to succeed in school and life. The reduced level of resources proposed in support of the priority outcome areas and activities to achieve the goals detailed in the 2015-2020 Strategic Plan, compared to prior year, reflects the progress of the work undertaken to refine our direction, improve the impact we seek, redefine our spending, and strengthen internal capacity to deliver on our mission.

Proposed budget resources will be drawn from the Assigned category of the fund balance; at the time of budget approval, requested resources will shift from the Assigned resource category to the Committed category.

Historically, the Commission approves the budget at the initiative level, with each initiative including one or more programs. These highlights include a summary of budget requests at the initiative level, specifically calling out investments that are large, high-profile, or Commission priorities. These highlights provide a general overview of the FY 2019-20 Budget and assumptions that inform the requests, as well as a high-level discussion of the resources for Year 4 activities related to the implementation of the 2015-2020 Strategic Plan. The highlights are presented in the following manner:

- I. Budget Overview
 - A. Budget Development Context
 - B. Overall Budget Summary
 - C. Program Costs Summary
 - 1) 2015-2020 Strategic Plan: Focusing for the Future
 - a. Strategic Plan Priority Outcome Areas
 - b. Strategic Plan Related Investment Areas and Support Costs
 - c. Integration & Learning
 - 2) Legacy Investments
 - D. Internal Operations (Operating Budget)
- II. Budget Development Context
 - A. Format and Approach to the FY 2018-19 Budget
 - B. Potential Future Changes
- III. Revenue Assumptions
- IV. Impact on Fund Balance
- V. Administrative Cost Limit
- VI. Conclusion

Further detail on each program and operating budget request by internal division and departments is provided in Attachments C - G. While the budget document is intended to provide broad parameters around programmatic spending, it is important to note that much of the information included is subject to change, as funding requests were generated using the latest information available at the

time the budget was developed. In addition, activities or funding estimates for contracts that have yet to be negotiated may be revised as appropriate. Formal budget adjustments will be included as part of the mid-year adjustment process about halfway through the fiscal year.

Key budget and supporting documents are organized as follows:

Attachment A: FY 2019-20 Budget – Highlights

Attachment B: FY 2019-20 Budget

- FY 2019-20 Budget Summary
- Budget Summary for Programs by Initiative/Strategy & Program
- Operating Costs Summary
- Administrative Limit Calculation
- Schedule of Authorized Positions

Attachment C: Programs Division

Division Summary

Operating Budget – Summaries & Detail Tables by Department

Program Budget – Detail by Initiative/Program

Attachment D: Policy & Strategy Division

Division Summary

Operating Budget – Summaries & Detail Tables by Department

Program Budget – Detail by Initiative/Program

Attachment E: Integration & Learning Division

Division Summary

Operating Budget – Summaries & Detail Tables by Department

Program Budget – Detail by Initiative/Program

Attachment F: Administration Division

Division Summary

Operating Summaries & Detail Tables by Department

Attachment G: Executive Division – Operating Summaries & Detail Tables by Department and Program Budget

For Attachments C – E, operating and program detail are organized within the division by department.

I. BUDGET OVERVIEW

The 2015-2020 Strategic Plan lays out a clear path for First 5 LA to maximize its impact to strengthen families and improve outcomes for the greatest number of children prenatal to age 5 in a changing LA County. Consistent with the Commission's strategic direction, First 5 LA continues to place greater emphasis on efforts that contribute to the development and improvement of sustainable public financing, public policy and systems-level change to make things better for children and their families.

To ensure that we continue to take steps toward achieving our North Start that by 2028, all children in LA County enter kindergarten ready to succeed in school and life, the strategic goals direct that the Commission’s work focus on the following four priority outcome areas, as defined below:

Families: Increased Family Protective Factors

- Work with parents and caregivers so that they have the skills, knowledge and access to resources they need to support their child’s development.

Communities: Increased community capacity to support and promote the safety, healthy development, and well-being of children prenatal to age 5 and their families

- Support a community’s ability to foster safe, healthy, engaged neighborhoods that help children and their families thrive.

Early Care and Education (ECE) Systems: Increased access to high-quality early care and education

- Increase access to affordable, quality child care and preschool.

Health-Related Systems: Improved capacity of health, mental health, and substance abuse services systems to meet the needs of children prenatal to age 5 and their families

- Improve how health-related systems coordinate and deliver care to young children and their families in LA County.

Specific program and operating costs associated with each Division are summarized in Attachments C-F.

A. BUDGET DEVELOPMENT CONTEXT

Format and Approach to the FY 2019-20 Budget

Consistent with FY 2018-19, the role of the FY 2019-20 Budget is to set the context and provide a proposal for spending on Commission priorities, including setting outside spending parameters based on estimates. To maintain fiscal control, we define Budget Authority as a spending cap, and thus have developed the budget based on spending estimates—rather than negotiated contract amounts—so staff has the flexibility to manage contracts within a budget unit without having to return to the Commission. We have generated program-level budget requests that include the program purpose, expected use of funding, and the methodology used to determine the funding level. Additionally, in response to our fiscal imperative and need to make progress in the alignment of revenues and expenditures, the guardrails set for FY 2019-20 includes an alignment to the FY 2018-19 mid-year revised cost, a thorough assessment of new and prospective expansion costs, and a continued emphasis in long-term sustainability. These guardrails resulted in a \$16.1 million, or 10.7%, reduction compared to the FY 19-20 total estimated spending projected through the Long-Term Financial Projection (LTFP) presented to the Board of Commissioner’s in February 2019.

B. OVERALL BUDGET SUMMARY

The total FY 2019-20 Budget is presented in a summary schedule in Attachment B. As shown in the following high-level table, the Budget totals \$133.7 million, a decrease of approximately \$8.5 million, or 6.0% compared to the FY 2018-19 revised budget of \$142.2 million. Costs are estimated to decrease by 7.1% for programs and decrease by 0.1% for internal operations.

BUDGET CATEGORY	FY 2018-19 Budget				Proposed		Variance
	Original		Revised		FY 2019-20 Budget		
Program							
<i>2015-2020 Strategic Plan: Focusing for the Future</i>							
a. Programs Division: Four Priority Outcome Areas	\$ 88,781,000		91,345,000		\$ 90,556,000		\$ (789,000) -0.9%
b. Policy & Strategy Division: SP Related Investment Areas & Support	10,713,000		10,458,000		9,892,000		\$ (566,000) -5.4%
c. Integration & Learning Division: Learning Organization	5,941,000		5,941,000		6,212,000		271,000 4.6%
<i>Total 2015-2020 Strategic Plan</i>	\$ 105,435,000	75%	\$ 107,744,000	75%	\$ 106,660,000	80%	\$ (1,084,000) -1.7%
<i>Legacy Investments</i>	11,708,000	8%	11,646,000	8%	4,229,000	3%	(7,417,000) -63.7%
Total Program	\$ 117,143,000	84%	\$ 119,390,000	84%	\$ 110,889,000	83%	\$ (8,501,000) -7.1%
Operating (Administration Division)	22,849,688	16%	22,849,688	16%	22,828,358	17%	(21,330) -0.1%
TOTAL BUDGET	\$ 139,992,688	100%	\$ 142,239,688	100%	\$ 133,717,358	100%	\$ (8,522,330) -6.0%

The FY 2019-20 Budget reflects the significant decline in Legacy Investments approved as part of previous strategic plans, and an increased emphasis on the strategies and investments prioritized in the 2015-2020 Strategic Plan, including resources to continue expanding our policy and advocacy efforts, strategic communications approach, and strategic partnership ventures to develop and catalyze organization-wide relationships and partnerships that contribute to the advancement of First 5 LA's strategic plan outcomes and mission.

In addition, although operating resource requirements continue to evolve, management has committed to living within the current level of authorized positions to support First 5 LA's internal work.

C. PROGRAM COSTS SUMMARY

1. 2015-2020 STRATEGIC PLAN: FOCUSING FOR THE FUTURE

a. Strategic Plan Priority Outcome Areas

The FY 2019-20 Budget reflects further advancement of the 2015-2020 Strategic Plan goals, as well as progress toward what we anticipate for our next Strategy Plan, which includes estimated resources in support of the four priority outcome areas: Families, Communities, Early Care and Education (ECE) Systems, and Health, Mental Health and Substance Abuse (Health) Systems. Costs represent estimated resources to support both ongoing and new work related to the anticipated Year 5 activities of the 2015-2020 Strategic Plan, based on the implementation work done to date.

Costs reflected below are approximate, reflecting the best thinking to date regarding the potential needs for Year 5 activities. Additionally, where sufficient information was available, some of the proposed costs and activities for FY 2019-20 are offset and leveraged by County investments. As the scope of tasks for FY 2019-20 is clarified through continued refinement work, additional information to further define the use of funds will be provided through standard operating procedures.

2015-2020 STRATEGIC PLAN OUTCOME AREA	Revised		Proposed	
	FY 2018-19 Budget		FY 2019-20 Budget	
Families	\$ 41,383,000	45%	\$ 39,343,000	43%
Communities	20,482,000	22%	19,470,000	22%
Early Care & Education (ECE) Systems	25,793,000	28%	26,046,000	29%
Health-Related Systems	3,687,000	4%	5,697,000	6%
Total Strategic Plan Priority Outcome Areas	\$ 91,345,000	100%	\$ 90,556,000	100%

Families (\$39,343,000)

The Families outcome area budget for FY 2019-20 is largely comprised of ongoing work related to First 5 LA's investments in Welcome Baby and Select Home Visiting, under Families Strategy 1 – Home Visiting, identified as continuing anchor investments for First 5 LA in the 2015-2020 Strategic Plan. This is consistent with the Commission's dedication in the Strategic Plan to promoting the Protective Factors, which encompass the skills and supports that families need to help their children succeed. Additional activities in support of advancing the anchor investment goals are also included as part of the Strategy 1 – Home Visiting FY 2019-20 project costs. In addition, estimated resources are included for activities to advance the Strategic Plan's Families Strategy 2 – Family Engagement, such as Abriendo Puertas and Project Dulce, which are focused on demonstrating the effectiveness of family engagement strategies in places where families access services including community clinics, schools, faith-based centers.

FAMILIES OUTCOME AREA	Proposed	
	FY 2019-20 Budget	
Strategy 1 - Home Visiting	\$ 37,275,000	95%
Strategy 2 - Family Engagement	2,068,000	5%
Total Families Outcome Area	\$ 39,343,000	100%

Families Strategy 1 – Home Visiting (\$37,275,000)

The investments in Welcome Baby and Select Home Visiting (SHV) represent ongoing programs that the Commission confirmed as central to advancing the Families outcome area defined in the 2015-2020 Strategic Plan. These activities directly support Strategy 1 of the Families outcome area, and begin with engaging families through Welcome Baby, a voluntary hospital and home visitation program designed to serve as an outreach to families at strategic points in time during pregnancy, birth, and postnatally. Welcome Baby provides parenting education and health promotion information, and invites families into an array of services and supports in their community. In addition, families receive information and support during each visit on topics such as breastfeeding, health, safety, postpartum depression and other issues.

All families delivering at one of the 14 Welcome Baby participating hospitals, regardless of income status or place of residence, will receive a Welcome Baby hospital visit at the time of their baby's birth. Families residing within a Best Start Community and identified as having a great risk for poor child outcomes will be eligible for referral to one of 19 participating providers' intensive Select Home Visitation Program (Healthy Families America, Parents as Teachers or Triple-P).

Although other, less intensive parent education and support services may be available, the goal is to develop a network of high quality, evidence-based models to serve as the primary resource for high risk pregnant women and new parents. Families residing within a Best Start Community are eligible

for up to nine Welcome Baby engagements: three prenatal, at the hospital, and up to five postpartum engagements. Families living outside Best Start communities, that is, non-Best Start families, facing serious challenges in caring for their newborn due to such factors as lack of social supports or limited knowledge on infant care will be linked to supportive services by implementing a universal risk screening at the birth of their child. Additionally, families who reside outside of the Best Start Communities, i.e. non-Best Start families, will be provided with a hospital visit and up to three postpartum home visits, as needed, to offer basic supports and ensure linkages to needed services. In FY 19-20, costs to provide home visiting services to non-Best Start families are incurred through Universal Assessment of Newborns funding source.

Additional project costs proposed for FY 2019-20 include resources to ensure the adherence to program fidelity by Welcome Baby providers and Select Home Visitation providers. It also includes funds to support the analysis, planning and retention of the Home Visiting program workforce and technical assistance to the LA County Department of Mental Health (DMH) in operationalizing Prevention and Early Intervention (PEI) funding.

Furthermore, as we continue to face the reality of declining revenues, we also continue to strive toward sustainability. This includes establishing partnerships and leveraging resources to reduce the fiscal impact to our budget. One example of this sustainability measure included in the proposed FY 2019-20 cost estimates is the downward adjustment to the SHV budget to reflect the costs that are being offset by leveraging State Targeted Case Management (TCM) program resources. The TCM program provides reimbursement for the federal share of costs for case management services provided to Medi-Cal beneficiaries in specific target populations. As the pilot program is still in the early stages, projected TCM reimbursements are conservative and may increase as full implementation gets underway and additional data is made available.

STRATEGY/PROGRAM	Proposed FY 2019-20 Budget	
Families Strategy 1 - Home Visiting		
Welcome Baby Hospitals	\$ 9,404,000	25%
Universal Assessment of Newborns - Welcome Baby Hospitals	11,574,000	31%
Select Home Visiting Programs	11,102,000	30%
Family Strengthening Oversight Entity	3,600,000	10%
Home Visiting Compensation and Turnover Analysis	62,000	0%
Home Visiting Sustainability Support in Health Systems	120,000	0%
Home Visiting Sustainability Support in Mental Health Systems	75,000	0%
LAC Perinatal and Early Childhood Home Visiting Consortium	50,000	0%
MAMA's Visits Home Visiting Program Training and T.A. Support	304,000	1%
Stronger Families Database	800,000	2%
Targeted Case Management Implementation Support	184,000	0%
Total Families Strategy 1	\$ 37,275,000	100%

Families Strategy 2 – Family Engagement (\$2,068,000)

FY 2019-20 costs related to Strategy 2 of the Families outcome area includes ongoing work around Abriendo Puertas, Project Dulce program implementation and research, as well as the Family Engagement Learning Community Support partnership.

The components of these activities are reflected in the table below.

STRATEGY/PROGRAM	Proposed FY 2019-20 Budget	
Families Strategy 2 - Family Engagement		
Abriendo Puertas	\$ 1,093,000	53%
Project Dulce	955,000	46%
Family Engagement Learning Community Support	20,000	1%
Total Families Strategy 2	\$ 2,068,000	100%

Abriendo Puertas promotes school readiness, family well-being, and advocacy, and is the nation’s first evidence-based comprehensive training program developed by and for Latino parents with children ages prenatal to age 5. The FY 19-20 program plan includes the following activities:

1. Convene a Summit with Phase 1, 2, 3 partners to share implementation best practices and challenges
2. Provide technical assistance to support project partners in scaling and sustaining programming
3. Convene Facilitator Training Institutes to train new facilitators for programming in English and Spanish
4. Refine implementation and sustainability tools with school and non-school settings by identifying factors that inform provider capacity processes and needs to deliver a high-quality program
5. Cultivate relationships to advance sustainability efforts with an eye toward the future, with new curricular designs and implementation practices for diverse populations by #6
6. Conduct a demonstration lesson(s) of adapted Abriendo Puertas programming to non-Latino populations, and
7. Work with research contractor to accompany the aforementioned components in order to help develop a body of knowledge on family engagement needs across LA County by evaluating provider capacity issues to capture organizational and facilitator challenges and needs when implementing Abriendo Puertas/Opening Doors.

Also included within this strategy is First 5 LA’s investment in Project Dulce, an innovative pediatric-care-based intervention through which primary care clinical sites proactively address social determinants of health and promote the healthy development of infants from birth to six months of age. The program aims to increase connection to much needed concrete supports and community resources; increase utilization of well-child/preventive health care visits; and decrease the use of emergency room care. Each Project Dulce participating clinic is expected to serve approximately 120-140 infants and their families, build continuous quality improvement capacity in the local CQI

teams and participate in the national evaluation and sustainability efforts lead by the Center for the Study of Social Policy (CSSP). The CSSP will provide \$100,000 in FY 2019-20 to support the work of The Children’s Clinic in Central Long Beach and the Northeast Valley Health Corporation in Sun Valley participating clinics. The goal for FY 2019-20 is to serve a total of 480-560 children and their families across the four participating DULCE clinics.

Last, resources within Strategy 2 of the Families outcome area will fund the Family Engagement Learning Community Support project – a collaboration with other funders to support the building of the Family Engagement field through shared learning and integration efforts between funders.

For further information and detail on the budget amounts and activities anticipated to occur in the Families outcome area during FY 2019-20 please refer to Attachment C.

Communities (\$19,470,000)

The Strategic Plan emphasizes the ongoing commitment to the community partnership investments and highlights the critical nature of community environments to the advancement of the Protective Factors. A majority of the planned FY 2019-20 costs within the Communities outcome area are driven by the second full year of the new Best Start Regional and Local Networks structure (regional with local customization) for Best Start community partnerships, endorsed by the First 5 LA Board of Commissioners in May 2017. Estimated resources for the Regional Networks and other place-based activities are included as follows:

COMMUNITIES OUTCOME AREA	Approved FY 2019-20 Budget	
Strategy 1 - Community Leadership & Collaboration	\$ 17,597,000	90%
Strategy 2 - Coordinated Services & Supports	-	0%
Strategy 3 - Built Environment Policy & Advocacy	1,175,000	6%
Cross-Strategy Investments	698,000	4%
Total Communities Outcome Area	\$ 19,470,000	100%

Communities Strategy 1 – Community Leadership & Collaboration (\$17,597,000)

This anchor investment includes costs related to the new Best Start community partnership structure for the five Regional Networks (\$15,411,000) and Neighborhood Action Councils (\$1,913,000).

The five Regional Network (RN) grantees represent a network of partners that will work together to fulfill regional and local level roles that support the operations and work of the community partnerships. FY 2019-20 RN budgets include funding for community-identified projects (CIP) based on estimated expenditures grounded in historical costs. This Board allocation of \$1.95 million per community was approved for the implementation of CIPs over the course of the FY 2015-2020 Strategic Plan period. In FY 2018-19, the transition to the new RN structure resulted in a slow ramp up for CIPs and lower than anticipated spending. Projected expenditures for FY 2019-20 do not include underspending from prior years. As communities finalize their plans for implementation, required resources that exceed the current projected expenditures, but fall within the Board-approved \$1.95 million per community, will be reflected in the mid-year budget adjustment. FY 2019-20 will be the final year for use of CIP funds. In addition, Strategy 1 also includes the final year of the strategic partnership with South Bay Community Counseling (SBCC) Thrive LA, referred to as the

Neighborhood Action Councils, to support 76 Neighborhood Action Councils and 215 Community Connection Groups, involving approximately 3,200 parents/residents in resident engagement efforts and capacity building for the Best Start Partnerships.

Additionally, resources previously included within Communities Strategy 2 to support Regional and Local Networks in strengthening their ability to build and operate as a network, develop the ability to understand their social ecosystem, and to become more adaptive to constant change, have been moved under Communities Strategy 1 due to the service alignment.

Communities Strategy 3 – Built Environment Policy & Advocacy (\$1,175,000)

Major cost drivers in FY 2019-20 will support three primary areas: 1) support to build the capacity of community-based organizations and advocates to work with communities and advocate for healthy places and spaces for children and families; 2) build the capacity of municipalities to engage community residents and stakeholders in the development and implementation of comprehensive plans that position them to compete for and leverage impending Measure A park and opens space funding in 2019, and 3) to partner with the Los Angeles Department of Public Social Services (DPSS) in coordination with the five Regional Networks, to assist in the planning and development of recommendations and strategies that will help to reduce the prevalence of food insecurity.

Communities – Cross-Strategy Investments (\$698,000)

Resources for FY 2019-20 will fund the Learning Consortium, formerly referred to as the Capacity Building Consortium, to support peer learning and reflection among grantees across the Communities outcome area. Funds will also support staff roles as convener, connector and catalyst through local, regional and countywide convenings such as AV Transportation Forum and Best Start Leadership summits and other forums to help deepen our understanding of how Best Start is evolving in the first two years of the new structure and to find opportunities to integrate and leverage the investments in Best Start communities. Additional resources will be used to support real-time data and learning activities, including qualitative analysis of grantee quarterly reports, workshops and technical assistance providers.

For further information and detail on the budget amounts and activities anticipated to occur in the Communities outcome area during FY 2019-20 please refer to Attachment C.

Early Care and Education (ECE) Systems (\$26,046,000)

Activities for FY 2019-20 related to the ECE outcome area includes coordinating advocacy around the need and importance of high-quality and accessible early care and education, supporting a Quality Rating Improvement System (QRIS), and improving ECE professional development systems.

ECE OUTCOME AREA	Approved FY 2019-20 Budget	
Strategy 1 - Policy/Advocacy	\$ 8,464,000	32%
Strategy 2 - QRIS	15,550,000	60%
Strategy 3 - Professional Development	1,905,000	7%
Emerging Opportunities	127,000	0%
Total ECE Outcome Area	\$ 26,046,000	100%

ECE Strategy 1 – Policy/Advocacy (\$8,464,000)

Resources for FY 2019-20 will support the ECE Policy Advocacy Fund (\$3,300,000), Kindergarten Readiness Assessment (\$4,864,000), and the Educare Policy and Advocacy program (\$300,000).

The ECE Policy Advocacy Fund encompasses three categories of funding: 1) partnership grants to key state and local ECE advocacy organizations, 2) field-building grants to ECE advocacy organizations to increase capacity, and 3) grant funding to support emerging ECE public policy and advocacy-related projects which will support First 5 LA's goal around access to quality, affordable child care and preschool. Funding in FY 2019-20 assumes resources for the cost of partnership grants, technical assistance and capacity building activities, intermediary costs associated with executing and managing contracts, as well as facilitating grantee meetings. Some resources are also available for emerging opportunity grants that arise during the fiscal year.

FY 2019-20 resources will also support the continued advancement of work with school districts across LA County to promote the collection and use of Kindergarten Readiness Assessment (KRA) data through the use of the Early Development Instrument (EDI) that can help inform and drive ECE policy, fiscal and systems change. In FY 2019-20, First 5 LA will continue to support the existing KRA communities as well as the additional participating school districts that joined the efforts for additional data collection in mid-FY 18-19– most notably the Los Angeles Unified School District – with implementation of EDI as the KRA tool. First 5 LA is also continuing the partnership with UCLA to provide EDI data collection technical assistance to the participating KRA communities. The technical assistance component also includes a partnership with UNITE-LA as a steward for early childhood in the exploration and development of opportunities to utilize the KRA data and EDI pilot lessons learned to advocate for resources and policy and systems change at the county, state and federal levels, inform a countywide expansion of a common KRA, and engage inhibiting or enabling system-level partners to expand the use of the EDI across LA County communities.

Educare is one of the nation's most effective early childhood schools serving financially disadvantaged young children birth to five to ensure the best possible chance for success in life. The launch of Educare in Los Angeles at Long Beach presents an opportunity for First 5 LA to advance public policy and advocacy by utilizing data that demonstrates high-quality early learning education. FY 2019-20 funds will focus on expanding professional development for ECE educators, access to the mental health system, family engagement practices, and local evaluation efforts. In addition, FY 2019-20 represents year two of three years of funding, therefore, First 5 LA will assist Educare in creating a sustainability plan.

ECE Strategy 2 – QRIS (\$15,550,000)

Approximately 94% (\$14,600,000) of the FY 2019-20 budgeted resources under the ECE strategy 2 will support the work largely funded by First 5 California's Improve and Maximize Programs so All Children Thrive (IMPACT) program, also known as QRIS Continuous Site Engagement (LAUP). The majority of projected costs in FY 2019-20 will be spent on activities will focus on assessing and rating the quality of providers, providing quality improvement services, and providing incentives to support the ongoing quality improvement of services, including coaching, training, technical assistance and ratings, as well as providing incentives to support the ongoing quality improvement of sites. In addition, FY 2019-20 costs include expansion sites served via a Request for Qualifications (RFQ) that will be released in early Summer 2019.

Additional resources within Strategy 2 will support the QRIS Architects activities; a strategic partnership with the Los Angeles County Office of Education (LACOE) that will support the development and administration of the QRIS data system (iPinwheel) for LA County; and continued support of the Shared Services movement to strengthen, sustain and improve ECE program quality in LA County.

ECE Strategy 3 – Professional Development (\$1,905,000)

The aim in FY 2019-20 is to continue the support of the ECE Workforce Registry, continue partnerships with local institutes of higher education to advocate for an ECE credential and increase alignment between coursework and the California Early Childhood Educator Competencies, and to increase alignment between professional development trainings and the California Early Childhood Educator Competencies.

The purpose of the Early Childhood Education Credential Advocacy Project is to increase access to quality early care and education by strengthening the preparation and professional development system for early childhood educators. The work will be led by Partnerships for Education, Articulation and Coordination through Higher Education (PEACH), a collaborative of early childhood education/child development faculty from over 20 colleges and universities. In the fourth, and final, year of this four-year project, PEACH will continue to implement its advocacy plan, convene Los Angeles County colleges and universities to advocate for the ECE Credential and connect with other advocacy groups to plan strategies around ECE workforce development. PEACH will also continue to work toward reinforcing a pathway in the higher education system for an ECE Credential.

The ECE Competencies Curriculum Project intends to increase access to quality early care and education by strengthening the preparation and professional development system for early care and education providers by providing resources and support to integrate and align professional development provided outside the formal education system (e.g., noncredit bearing professional development) with state Early Childhood Educator Competencies. In the third and final year, the seven ECE Competencies grantees will develop, deliver and refine training that embeds the ECE competencies.

This ECE Workforce Registry project will continue to fund the Child Care Alliance of Los Angeles (CCALA) to operate the Early Care and Education (ECE) Workforce Registry in LA County. CCALA will monitor and manage Registry data, provide technical support to Registry users, support the ongoing development and refinement of the data system, while also increasing efforts towards integration with existing ECE systems.

ECE – Emerging Opportunities (\$127,000)

The ECE emerging opportunity funds are intended to provide flexibility to respond to and implement emerging opportunities that align with the ECE outcome area to help further the organization's strategic goals. With the current local and state political environment – including the Governor's commitment to increased Early Care and Education (ECE) support, the Office for the Advancement of Early Care and Education's (OAECE) strategic plan and new leadership, as well as the governance structure under Quality Start LA – First 5 LA is in a prime position to partner, increase visibility, and leverage resources as early childhood leaders and advocates.

For additional information and detail on the budget amounts and activities anticipated to occur in the ECE outcome area during FY 2019-20, please refer to Attachment C.

Health-Related Systems (\$5,697,000)

Activities for FY 2019-20 related to the Health outcome area are transitioning from the planning and development phase to implementation, and include work around the Help Me Grow model, the ongoing First Connections autism and other developmental delays screening project, and knowledge and practice of trauma-informed care, as follows:

HEALTH-RELATED SYSTEMS OUTCOME AREA	Proposed FY 2019-20 Budget	
Strategy 1 - Early Identification and Intervention	\$ 4,815,000	85%
Strategy 2 - Trauma-Informed Care	697,000	12%
Emerging Opportunities	185,000	3%
Total Health Outcome Area	\$ 5,697,000	100%

Health Strategy 1 – Early Identification and Intervention (\$4,815,000)

Through Strategy 1 of the Health outcome area, First 5 LA seeks to improve how health-related systems coordinate and connect to provide timely screening, effective care coordination and appropriate referrals so that more young children at risk of developmental delays have access to the care they need to thrive. The largest cost-driver in this strategy is the development and co-implementation of the Help Me Grow (HMG) system in LA County. HMG is a national framework intended to improve the early detection of developmental delays and connect children to appropriate services as early as possible. First 5 LA adopted the HMG framework, which includes the following core components:

1. Child Health Provider Outreach: Efforts to strategically engage, outreach and train child healthcare providers to support early detection of developmental delays and the receipt of early intervention/care coordination;
2. Community and Family Outreach: Efforts to strategically outreach to service/educational providers, social service agencies and community-based agencies to promote use of HMG and to provide networking opportunities among families and service providers;
3. Data Collection and Analysis: Intentional and foundational efforts to undertake data collection and research to understand all aspects of the HMG system including the identification of gaps and barriers; and
4. Centralized Access Point: Established access platform(s) and county infrastructure (e.g. web-based, telephone, in-person, smartphone apps, chat/text, etc.) for facilitating care coordination and connection to services.

FY 2019-20 resources will focus on the development of strategic partnerships and release for proposals (RFPs) to implement the above-mentioned HMG components and related activities. The HMG-LA Implementation Plan developed over FY 2018-19, coupled with the HMG-LA Recommendation Report “Promoting Young Children’s Optimal Development” from the early planning period in prior years, will inform LA County Department of Public Health’s (LACDPH) (the HMG Organizing Entity) implementation of the Centralized Access Point and Data Collection and

Analysis components. First 5 LA will be the lead for Community and Family Engagement as well as Health Care Provider outreach. Additionally, First 5 LA will continue to support First Connections, the former Early Identification and Intervention – Autism and Other Developmental Delays project, which was found to align with the Health outcome area through the expiring initiatives process.

Health Strategy 2 – Trauma-Informed Care (\$697,000)

In FY 2019-20, First 5 LA will continue to partner with County departments, foundations and key stakeholders to explore opportunities for systems change and use the action plan and environmental scan developed in FY 16-17 to inform implementation of strategies across the county. First 5 LA, in partnership with other funders will contribute to a pooled fund that will cover the costs associated with a third-party fiscal intermediary to support the workgroup and identification of demonstration projects that align with the strategies identified in the county-wide action plan report. In addition, First 5 LA's Health Systems Department and Communities Department are partnering to advance a trauma and resiliency informed approach within First 5 LA's Best Start communities and County agencies.

Health – Emerging Opportunities (\$185,000)

In addition to the external countywide work, First 5 LA will explore internal and external emerging opportunities that may arise during FY 2019-20 that align with the Health-Related strategies and goals. This includes potential partnerships at varying levels with the LA County Department of Mental Health (DMH), the LA County Department of Health Services (DHS), as well as other internal Early Identification and Intervention (EII) integration opportunities.

For further information and detail on the budget amounts and activities anticipated to occur in the Health outcome area during FY 2019-20, please refer to Attachment C.

b. Strategic Plan Related Investment Areas & Support Costs

The category includes resources for approaches identified as part of the 2015-2020 Strategic Plan that are key to advancing all four of the outcome areas established by the Plan, including policy and advocacy efforts and communications and marketing, as well as costs for activities that advance the strategic plan goals, such as strategic partnerships, community engagement and advocacy.

Policy Agenda/Advocacy (\$2,370,000)

First 5 LA invests in key activities to support its work across the four priority outcome areas and to develop/explore issues related to the organization's short and long-term strategic and fiscal goals. The Policy Agenda/Advocacy initiative includes multiple components, including resources funding opinion research, policy briefs, and the work of both the federal and state policy advocates that broadly support First 5 LA priority policy and sustainability issues, aligned with First 5 LA's strategic goals and policy agenda. In addition, anticipated work during FY 2019-20 includes key activities to support First 5 LA's policy goals related to family support, health systems, early care and education, and community engagement. Among other activities, work in this area includes policy technical assistance, advocacy initiatives, coalition support, statewide First 5 Association activities, research and briefings, and advocacy partnership development. Resources formerly included in the Policy Agenda/Advocacy budget to support statewide ECE advocacy activities are included in the ECE Policy Advocacy Fund (PAF) project within the ECE outcome area for FY 2019-20 as the activities

were aligned with the work being executed by ECE PAF. The budget proposes expanding the PAF to incorporate child health and family-strengthening policy.

The FY 19-20 budget also includes an increase in contributions to the First 5 Association to support the capacity of the Association's 501c3 Foundation – the First 5 Center for Children's Policy. These additional Association resources would be used to support the capacity of the Center to play a critical field coordination, convening and collaboration role with child health and developmental activists, which would provide First 5 LA with a platform to advance health and development policy driven by First 5 LA's work in LA County. Additionally, a portion of the First 5 LA funding will be matched by other Foundations to support and develop an early childhood communications hub for California, along with messaging specifically tailored to advancing early childhood policy goals.

Communications (\$6,116,000)

In FY 2019-20, the Communications Department will continue to develop and implement strategic communications and marketing plans that engage decision makers, build First 5 LA's brand and reputation among decision makers, parents and communities, elevate awareness and create urgency, support internal communications to help advance the organizations strategic goals and priority focus areas, and support First 5 LA's policy and systems change strategies.

The FY 2019-20 Communications budget is divided across four project areas: Strategic Communications; Strategic Communications Partnerships; Strategic Marketing; and Conference Funding. In order to improve the spending plan transparency, the former Communications & Marketing budget was divided into three distinct programs: Strategic Communications, Strategic Communications Partnerships and Strategic Marketing. The resources for Strategic Communications support the general marketing and communications for First 5 LA's projects, efforts and initiatives; communication support for department-specific programs, efforts and initiatives; and research and development of communications and marketing strategies. The Strategic Communications Partnerships project resources will focus on building upon previous investments in strategic partnerships to engage decision makers on early care and education and health care delivery systems, as well as supporting a strategic partnership with the First 5 Association and media outlets to engage decision makers, parents and communities, and elevating awareness and creating urgency to support First 5 LA's policy and systems change strategies. The goal of the Strategic Marketing project is to educate the general public on the importance of brain development: to help set the stage for our broader advocacy efforts; motivate and empower both parents and non-parents to become advocates for the healthy development of all children, complementing First 5 LA's efforts to engage decision makers; and to continue to educate the public about the importance of the first five years of life. All communications activities are in service of improving implementation of our short and long-term strategic outcomes for young children and families.

The Conference Funding provides conference sponsorship funding to applicants in support of knowledge-sharing activities that will advance the field of early childhood development through conferences and events that will increase community and/or professional capacity, disseminate best and promising practices and share new research findings.

Strategic Partnerships (\$1,033,000)

The Strategic Partnership activities support organization-wide efforts to develop and catalyze relationships and partnerships in the arenas of philanthropy, business, and higher education that contribute to the advancement of First 5 LA's Strategic Plan. FY 2019-20 Strategic Partnership activities will focus on initiating, developing, and sustaining strong and effective partnerships with key stakeholders that have shared strategic value to First 5 LA at the local, state, and national levels. This will allow the organization to leverage additional funding, create more flexibility in existing funding streams, develop public-private partnerships, and find ways to make the best use of dollars already being spent by improve the alignment of new resources. Internal support and learning, organizational-wide teams, existing and emerging funder collaboratives, and cross-sector convening activities will also assist in building the advocate base and leveraging resources in service of the policy and systems change goals stated in our 2015-2020 Strategic Plan.

Included within the Strategic Partnerships investment area is the County Partnerships initiative which will help support developing opportunities with County entities, when those emerging needs are assessed by First 5 LA to be aligned to or potentially aligned to the work in the Strategic Plan. These resources will be used to hire outside consultants or contractors to help identify opportunities that might be aligned to the First 5 LA Strategic Plan, as well as to support the work itself and inform how our work can enhance the very systems serving a significant amount of the County's population of children prenatal to age 5 and their families. These resources will also be used to support projects with County partners, such as the Department of Mental Health's investment to help build the administrative capacity of community-based organizations to compete for county contracts.

Additionally, this initiative is investing \$150,000 toward the Bold Vision 2028 project, a philanthropic led effort of grantmakers and civic leaders which seeks to leverage the upcoming 2028 Olympics hosted by Los Angeles by creating a cross-sector collaboration to significantly expand economic vitality and shared prosperity for all Angelinos by 2028, with a focus on improving the outcome for youth of color living in Los Angeles.

Community Engagement and Advocacy (\$323,000)

This initiative builds relationships with civic/community organizations, municipalities, school districts and parent/resident leaders throughout the County to create potential leveraging/partnership opportunities that will elevate our communities and advance the policy and system change goals. It also recognizes that parents and caregivers' experiences provide valuable insight in the direction and development of programs and policies needed to help strengthen families and improve the communities in which they reside. Resources will be utilized to build and maintain relationships with local municipalities and school districts to increase First 5 LA's ability to drive and leverage its resources and partnerships to have greater influence and impact on policy related to our four priority outcome areas and the organization as a whole. Funds will also be used to establish new and diverse relationships with civic organizations and parent/caregiver leaders that bring rich and diverse voices to the early childhood narrative for purposes of advocacy and communication.

Policy & Strategy – Emerging Opportunities (\$50,000)

Emerging opportunity funds are included within the Policy & Strategy Division for the purpose of identifying alternate sources of revenue as Proposition 10 tobacco tax dollars continue to decline.

See Attachment D, for more information on the budget amounts and activities anticipated by the Policy & Strategy Division in FY 2019-20.

c. Integration & Learning

First 5 LA is anticipating expenditures of approximately \$6,212,000 to support the ongoing transformation of the organization to one that is deeply rooted in accountability, learning and knowledge dissemination. The activities within this category include projects that align with and contribute to the outcomes and strategies of the 2015-2020 Strategic Plan, inform the development of the next Strategic Plan through the Strategic Plan Refinement (SPR4) process, and focus on the systematic use of data and evaluation to make decisions in service of better outcomes for our community members. The focus of these activities will be on: evaluation, research, measurement and data development, data integration, data analysis, co-developing learning agendas with key stakeholders, developing technical assistance strategies, and creating the foundation to share lessons and insights to build internal capacity and achieve greater change in outcomes. In addition, the Impact Framework will provide First 5 LA with greater insight and clarity in our systems change efforts through the ongoing development and implementation of an interactive tool that measures our impact in systems outcomes, our progress in support of the mission, and our contribution to the children and families in LA County.

Impact Framework (\$400,000)

The Impact Framework will play a key role in FY 2019-20. This measurement, learning and evaluation framework will be utilized to track progress against goals outlined in the strategic plan (current and future) and will help in the advancement towards systems change. All funding related to the Impact Framework – data, reporting tools & practices, staff capacity building, internal and external stakeholder engagement – formerly included in various budgets throughout the organization (e.g. Information Technology’s budget) has been centralized in the Impact Framework program budget, resulting in a perceivable increase in cost (from \$112,000 in FY 2018-19 to \$400,000 in FY 2019-20). These resources will support Phase’s II (Measurement Plan) and III (Reporting Plan) of the Impact Framework.

Program Evaluation (\$3,078,000)

Of the roughly \$6.2 million identified for use to advance internal learning and evaluation, Program Evaluation is the largest of the Integration & Learning initiatives and is focused on both accountability and learning. The purpose and focus of the evaluations differ depending on the scale of the program being evaluated, the maturity of the program, as well as the capacity and resources of the grantees/contractors implementing the program to support evaluation and learning. Evaluation activities range from collecting and reporting common data from all grantees and contractors on services that were implemented as well as data on the recipients of those services to designing highly rigorous implementation and outcome evaluations of First 5 LA’s leading projects, such as Best Start and the Quality Rating and Improvement System (QRIS).

See Attachment E, for more information on the budget amounts and activities anticipated by the Integration & Learning Division in FY 2019-20.

2. LEGACY INVESTMENTS

These investments are existing multi-year programs (“Legacy Investments”) representing ongoing work of the Commission that is expected to end according to the terms of the project approval. Any continued funding beyond the previously approved timeframe and amount will be subject to criteria

approved by the Commission, such as alignment with the Strategic Plan through the expiring initiative assessment process, consistent with the First 5 LA Governance Guidelines.

Of the nine (9) legacy investments in FY 2018-19, only four will continue into FY 2019-20 as the other five investments have concluded, consistent with the project terms and internal policy.

Baby Friendly Hospitals (\$102,000)

The Baby Friendly Hospitals initiative was approved by the Commission in March 2009 for a total of \$10.5 million with the goal of achieving International Baby Friendly designation which indicates that the hospital has met key criteria related to the support of breastfeeding. Although this initiative was projected to end in FY 2018-19, there is one hospital remaining that required additional time to complete an assessment that would designate them as a Baby Friendly Hospital. This initiative is scheduled to end in December 2019.

Black Infant Health (\$1,027,000)

The Black Infant Health (BIH) project is a state program of the California Department of Public Health to address the large and persistent disparities in maternal and infant health that affect the African American community. Programs are at local health jurisdictions where more than three quarters of African-American births occur in California. First 5 LA has been supporting three BIH Programs in Los Angeles County since 2009: Los Angeles County Department of Public Health (LAC DPH), the City of Pasadena, and the City of Long Beach. In November 2013, the Commission approved an allocation to the BIH Program for five years beginning in FY 2014-15. Although FY 2018-19 marked the fifth year of this program, all three grantees required additional time to achieve the program goals. The remaining award balance, by grantee, will be used to cover the costs in FY 2019-20.

The second project within the Black Infant Health Initiative, the Birth Outcomes and Disparities – Policy and Systems change program, is likely to exhaust the remaining balance of the \$500,000 approved by the Commission in November 2013. The purpose of these funds is to support advocacy to address the disparity in positive birth outcomes for African American families. The FY 2019-20 budget reflects a full spend-down of the award.

Little by Little/One Step Ahead (\$3,100,000)

The Little by Little/One Step Ahead initiative is a continuing investment intended to improve health, developmental and safety outcomes for newborns in low-income communities for families receiving services through the Women, Infants and Children (WIC) in LA County. The initiative seeks to provide resources that the target population may not otherwise be able to afford, including early literacy and safety awareness education or counseling, along with vouchers for age appropriate books, toys and safety items. In FY 2019-20, the initiative expects to provide services to over 65,000 unique WIC participants throughout the County.

Although the investment was anticipated to end in September 2019, the Board took action in November 2018 to extend the strategic partnership with the Women, Infants and Children program (WIC) through September 30, 2023 and amend the contract for an additional \$9,024,757.

D. INTERNAL OPERATIONS (OPERATING BUDGET)

Based on an analysis of historical spending and projected expenditures through June 2019, as well as anticipated needs for FY 2019-20, the budget includes approximately \$22.8 million for First 5 LA operating costs.

The \$22.8 million represents a decrease of approximately \$21,000 or 0.1% from the revised FY 2018-19 Budget, influenced primarily by decreases in almost all cost categories save for Personnel Services and Travel Expenses.

OPERATING COST CATEGORY	FY 2018-19 Budget				Proposed	
	Original		Revised		FY 2019-20 Budget	
Personnel Services	\$ 18,024,406	79%	\$ 17,765,206	78%	\$ 17,867,331	78%
Operating Expenses	1,788,900	8%	\$ 1,815,300	8%	1,801,387	8%
Consultant Services	1,532,300	7%	\$ 1,732,300	8%	1,715,700	8%
Professional Services	520,552	2%	\$ 540,552	2%	512,740	2%
Travel Expenses	422,630	2%	\$ 439,430	2%	448,850	2%
Professional Development	560,900	2%	\$ 556,900	2%	482,350	2%
Total Operating Costs	\$ 22,849,688	100%	\$ 22,849,688	100%	\$ 22,828,358	100%

Please note: Percentages reflected have been rounded to the nearest whole

Attachments C - G provide additional detail on the operating budget request by internal division and department, based on the current organizational structure.

Highlights and Assumptions:

FY 2019-20 Budget changes to personnel are primarily the result of the annual merit salary adjustments offset by a vacancy rate adjustment to account for vacancies throughout the year. At this time, First 5 LA will maintain the current level of authorized positions for the organization and repurpose vacant positions to meet priority hire needs. Although the largest increase to the operating budget is in personnel, the budget includes increases and decreases within individual departmental budgets. The following are highlights of the major spending categories:

Personnel Services

Approximately \$17.9 million, or 78.3%, of the total \$22.8 million in operating costs is for Personnel Services, which includes salaries and employee benefits. This represents an increase of about \$102,000 or 0.6% over the revised FY 2018-19 personnel budget. As mentioned above, this overall increase in personnel is primarily driven by the annual merit-based salary increases and an increase in employee benefits in proportion to increased salaries. In an ongoing organization-wide effort to more closely align the budget with actual anticipated costs First 5 LA continues to budget for estimated savings due to unforeseen, but common, changes in work force throughout the year. One of the ways in which this adjustment is carried out is by using a phased hiring approach to budget for the vacant positions in FY 2019-20. Of the twenty-three open positions at the time of budget development, three of those vacant positions are budgeted for nine months at 100% compa-ratio, two of vacant positions are budgeted for six months at 100% compa-ratio, and six are budgeted for three months at 100% compa-ratio based on current outreach efforts, position prioritization and anticipated hire dates. Additionally, the total personnel line item costs include a vacancy rate adjustment based on the latest information available at the time of budget development. This vacancy rate adjustment allows the organization to modify the personnel cost calculation by including a downward adjustment to capture the length of vacant positions, outside of the personnel attrition/turnover rate. Staffing needs will be further considered in the context of the strategy refinements and organizational capacity needs that emerge via the Strategic Plan Refinement (SPR4) process. A complete schedule of authorized positions may be found in Attachment B.

Operating Expenses

General operating expenses comprise \$1.8 million, or 7.9% of the total operating costs of \$22.8 million. This is a net decrease of approximately \$14,000 influenced primarily by a \$209,000 hardware and software maintenance cost increase informed by the recently completed Information Technology Assessment. This includes costs to support many of the existing functions such as data hosting, the electronic contract management software, BlackBaud Financials, Survey Monkey, HelpDesk, etc., as well as upgrades such as the development and implementation of an advanced budget module, electronic invoicing software, electronic signature software, new Grantmaking software licenses and upgrades to Office 365. This overall increase, as well as a couple other minor increases, is offset by decreases in many other areas such as capital outlay, equipment rents & leases, internal meetings, utilities and telephone costs which were all updated to reflect new contracted savings or were updated to align with historical cost and anticipated need.

Consultant Services

The budget includes approximately \$1.7 million for Consultant Services, representing 7.5% of total operating costs and a decrease of approximately \$17,000, or 1% from FY 2018-19. These services will be used to support with the design, development and/or implementation of various projects and activities, including the Strategic Plan Refinement (SPR4) process. Consultants will also support in the facilitation of meetings, trainings and workshops, executive recruitment, ergonomic assessments, executive coaching, the implementation of the Enterprise Risk Management (ERM) framework, and other services as needed. Resources are also included in this cost category to solicit support in the organization's journey to instill and promote equity in the activities, strategic goals and work culture.

Professional Services

The budget includes approximately \$513,000 to support Professional Services, representing 2.2% of total operating costs and a \$28,000 or approximately 5% decrease in funding level compared to the revised FY 2018-19 budget. Resources will fund the First 5 California Association and Professional dues, among others, as well as legal fees, general staff recruitment, commissioner stipends, web-based services, audit fees and miscellaneous bank charges.

Travel and Meeting

Travel and Meetings costs comprise 2.0% of the total operating costs at approximately \$449,000, representing an increase from the revised funding level for FY 2018-19, primarily driven by staffing needs and the directional change of the organization toward a more policy, advocacy, and systems change approach.

Professional Development

Professional Development expenditures represent 2.1% of the total operating budget, at nearly \$483,000. This budget includes a \$75,000 reduction in spending, or 13.4%, compared to the revised resources proposed in FY 2018-19. Resources are included to support ongoing professional development and staff enhancement activities through relevant content and skills-based training opportunities, conferences and educational materials. In addition, funds are included to support equal-access staff training through our Human Resources and Talent Management Department led

endeavor, referred to as “First 5 University”. Each department maintains a budget for program-specific Professional Development needs. As First 5 LA continues to transition in response to new priorities and a gradual decline in funding, these resources will be critical to ensure that staff is well equipped to perform the key job functions needed to advance the desired outcomes in the short and long-term.

II. REVENUE ASSUMPTIONS

First 5 LA is primarily funded through the Proposition 10 Tobacco Tax, 80% of which is distributed to the County Commissions based on their proportion of statewide births. Los Angeles County receives the greatest share, representing approximately 24-25% of the total County allocations. The State Department of Finance (DOF) distributes the Commission revenue forecasts, which incorporates assumptions related to the State Board of Equalization’s (BOE) administrative costs. As reflected in the First 5 LA Long-Term Financial Plans (LTFP), Proposition 10 tobacco tax revenue has been steadily decreasing since FY 2004-05, and is projected to continue to decline in future years as fewer people take up smoking. Tobacco policy changes implemented in 2017 – including the increased smoking age to 21 years (SBx27), additional BOE licensing fees (ABx211 and AB2770), an increased cigarette tax by \$2 per pack and taxation implementation of e-cigarettes (Proposition 56) – have resulted in an accelerated rate of decline in tobacco tax revenue in subsequent years. This accelerated decline is consistent with the DOF revenue analysis, as is the Proposition 56 tax revenue backfill shortfall for FY 2018-19 and projected shortfall implications for FY 2019-20. Additionally, analysis by the First 5 LA Finance department indicates that combined Proposition 10 and Proposition 56 backfill revenues are estimated to be lower than originally projected by the State DOF and the State Board of Equalization (BOE), based on actual revenue shortfalls identified in the last two fiscal years. Consequently, Proposition 10 and Proposition 56 revenue was adjusted downward by an additional 2% for the purposes of the LTFP analysis, and FY 2019-20 revenue projection, to account for this shortfall.

Interest earnings, projected to yield approximately \$4.5 million in revenue for FY 2019-20, are projected using an estimated 2.0% return on anticipated cash balances. Lease revenue is projected to generate approximately \$146,000 in FY 2019-20, grounded on the negotiated lease agreement for the preschool occupying space on the first floor of the Commission building. In addition, as approved by the Board of Commissioners, First 5 LA will receive pass-through funds for the initiative “Improve and Maximize Programs so All Children Thrive” (IMPACT) from First 5 California to help advance the work within the Early Child and Education (ECE) priority outcome area, funding from the Center for the Study of Social Policy (CSSP) in support of Project DULCE, and the County of Los Angeles to process claims for Medi-Cal Administrative Activities (MAA) reimbursement for services to eligible and potentially eligible Medi-Cal clients.

First 5 LA continues to work with other county Commissions and the State First 5 Association to closely monitor and evaluate the increasing BOE administrative costs and other adjustments that may directly impact revenue. Additionally, as Proposition 10 revenue continues on a downward trend, First 5 LA will continue to explore alternative revenue generating strategies for the future as well as pursue opportunities to leverage funding from other organizations to support the work of the Commission. These early pursuits are noted in the alternative revenue sources above and the Targeted Case Management (TCM) leveraged resources included as part of the Families – Home Visiting investment.

First 5 LA will continue to explore and identify new public and private revenues that could support and advance our strategic goals.

III. IMPACT ON FUND BALANCE

It is important to note how the annual budget impacts First 5 LA's fund balance, particularly given the picture of the agency's financial future communicated through the updated Long-Term Financial Projection presented in February 2019 and the impact of revenue decline. As tobacco tax revenues that have supported the work to date continue to decline, spending is anticipated to continue to exceed the incoming revenue resulting in a commensurate decline in fund balance. Nevertheless, a portion of the budget is set aside for the fund balance reserve, which is currently calculated as 25% of the projected annual fiscal year budget per Board-approved policy. For FY 2019-20, the Reserve is calculated at \$33.6 million, an amount that is also classified as unassigned for fund balance purposes.

The annual budget, also per board policy, is approved by the Commission via Resolution, which formally commits the resources for purposes of the initiatives as outlined in the budget document. However, the Commission has in many instances already taken formal action via Resolution to commit funds to discrete multi-year allocations for specific initiatives. Funds for these multi-year allocations are set aside in the First 5 LA committed fund balance as designated for specific purposes. The balances of these funding allocations remain in committed fund balance until the Commission takes action via Resolution to redirect the funds for other purposes.

To the extent that any amounts approved for the FY 2019-20 Budget do not exceed the remaining balance for these funding allocations, approval of the FY 2019-20 budget amounts for these initiatives will not commit additional dollars. The projected remaining allocation balances as of June 30, 2019 will be brought to the Commission for reaffirmation in June 2019 in conjunction with the approval of the FY 2019-20 Budget.

In contrast to the multi-year allocation balances for specific initiatives, only the annual appropriation approved for a fiscal year is shown as committed for fund balance purposes for programmatic investments without an approved multi-year allocation. Any unspent funds from the previous fiscal year for these investments revert back to assigned fund balance, which represents funds available for use within the parameters set by the 2015-2020 Strategic Plan.

The existing fund balance, although diminishing, is still sufficient to provide the organization with the opportunity to transition to a more sustainable "live within our means" spending approach, with the goal of aligning annual spending with incoming resources and reducing the demand and reliance on fund balance. However, as the Proposition 10 revenue rate of decline is more accelerated than the expenditure rate of decline, the organization is having to reassess costs in the short and long-term, beginning with FY 2019-20. The Strategic Plan Refinement (SPR4) process will be critical in planning for First 5 LA's short and long-term fiscal and programmatic success. Balances for all fund balance categories will not be finalized until the completion of the FY 2018-19 year-end audit and Comprehensive Annual Financial Report (CAFR). Fund balance updates will be provided in the next Long-Term Financial Projection.

IV. ADMINISTRATIVE COST LIMIT

Based on current policy and in compliance with the California Health and Safety Code governing the operations of First 5 LA, the Commission approves an annual administrative cost limit which is a percentage of the total budget. Though it does not set or mandate a limit, Proposition 10 does require all First 5 commissions to establish an administrative cost cap. As part of the approval of the annual fiscal year budget, First 5 LA approves an annual limit on the organization's administrative spending. While this administrative cost limit represents a percentage of the overall fiscal year budget, the Commission approves the limit at the dollar amount level. This is due to the fact that administrative costs are generally not as fluid as other types of costs, and cannot adapt quickly to respond to changes in actual spending levels.

The definition of administrative cost accounts for 100% of the following departments' costs: Administration Division, Board of Commissioners, Communications, Contract Administration and Purchasing, Executive, Facilities Management, Finance, Human Resources & Talent Management, Information Technology, Integration & Learning Division (excluding personnel costs associated with the Knowledge Management Manager and the Information & Data Analytics Specialist, both of which are program-specific), Policy & Strategy Division (excluding personnel costs associated with the Special Projects Manager, whose work stream is predominantly program-specific), and Programs Division (excluding costs for Interns).

In addition to these department costs, the definition includes salary and employee benefit (S&EB) costs for Directors and Administrative Assistants in the following programmatic departments: Communities, Community Relations, Early Care & Education, Family Supports, Health Systems, Integration & Learning, Measurement, Learning & Evaluation, Public Policy & Government Affairs, and Strategic Partnerships.

This methodology, as reflected in the current Board-approved Administrative Cost Policy, represents a conservative approach to the administrative limit calculation. For example, although the organization's Executive Leadership and Senior Management Teams do not spend 100% of their time strictly on administrative activities, the entirety of their costs (salaries and benefits) are captured in the calculation of the administrative limit for the fiscal year.

Using the methodology noted above (further detail is provided as part of Attachment B), the administrative cost for supporting First 5 LA programs is projected to be \$13.5 million, or 10.12% of the total budget. The increase from the previous year's revised 9.66% is due to the overall increase in operational costs and the overall reduction in programmatic expenditures proposed for FY 2019-20.

V. CONCLUSION

Each year the Board adopts an annual budget which reflects the staff's best estimate of the financial resources that will be needed to advance the work in alignment to the strategic direction. This year's budget process is reflective of the ongoing momentum toward advancing the goals established in the 2015-2020 Strategic Plan. However, this budget is also forward-looking. It is reflective of First 5 LA's efforts to improve and align financial goals and estimates with actual need while remaining acutely aware of declining revenues and fund balance. Every year, we revisit and improve our budget planning guardrails and this year is no different. This continued effort reflects our values of learning and accountability; of continuing to be good stewards of public funds. Our goal is to be proactive and not reactive to declining revenues. This is made evident by the increase in partnerships with County

entities, philanthropies and other organizations– the overall goal of which is to leverage and maximize resources, share learnings, and continue to shift our role in LA County from funders to thought partners, with a focus on sustainability, so that we may collectively continue to improve outcomes for children and their families. First 5 LA also endeavors to continue to improve the financial management and reporting practices to effectively communicate the use and progress of the Commission’s work. This includes planning for the short-term and long-term, and aligning our strategic goals with our fiscal realities. To the extent that there are financial implications associated with decisions taken by the organization, staff will return to the Board of Commissioners with findings, options and recommendations, including funding adjustments, as appropriate.

We will continue to strive to take meaningful steps to reach our North Star, that by 2028 all LA County children enter kindergarten ready to succeed in school and life. We are grateful to the Commission for its ongoing leadership and support of First 5 LA’s efforts.

DRAFT



ATTACHMENT B:

FY 2019-20 BUDGET

- Budget Summary
- Budget Summary for Programs by Strategy/Project
- Operating Costs Summary
- Administrative Limit Calculation
- Schedule of Authorized Positions

FY 2019-20 BUDGET SUMMARY

BUDGET COMPONENT		APPROVED FY 2018-19	PROPOSED ADJUSTMENT	FY 2018-19 REVISED BUDGET	FY 2019-20 PROPOSED BUDGET	VARIANCE
		\$	\$	\$	\$	%
2015-2020 STRATEGIC PLAN: FOCUSING FOR THE FUTURE						
Strategic Plan Priority Outcome Areas						
1	Families	\$ 40,857,000	\$ (526,000)	\$ 41,383,000	\$ 39,343,000	\$ (2,040,000) -4.9%
2	Communities	20,976,000	(494,000)	20,482,000	19,470,000	(1,012,000) -4.9%
3	Early Care & Education Systems	25,281,000	2,532,000	25,793,000	26,046,000	253,000 1.0%
4	Health-Related Systems	3,687,000	-	3,687,000	5,697,000	2,010,000 54.5%
	Sub-total: Strategic Plan Priority Outcome Areas	\$ 88,781,000	\$ 2,564,000	\$ 91,345,000	\$ 90,558,000	\$ (787,000) -1%
Strategic Plan Policy & Strategy Support						
5	Policy Agenda/Advocacy	\$ 3,015,000	\$ (300,000)	\$ 2,715,000	\$ 2,370,000	\$ (345,000) -12.7%
6	Communications & Marketing	6,121,000	-	6,121,000	5,866,000	(255,000) -4.2%
7	Communications - Conference Funding	250,000	25,000	275,000	250,000	(25,000) -9.1%
8	County Partnerships	50,000	115,000	165,000	315,000	150,000 90.9%
9	Strategic Partnerships-Cross-Cutting Funder Partnerships	745,000	-	745,000	557,000	(188,000) -25.5%
10	Strategic Partnerships-Grantmaking Memberships	41,000	-	41,000	41,000	- 0.0%
11	Strategic Partnerships-Partnership Development	160,000	-	160,000	120,000	(40,000) -25.0%
12	Community Engagement and Advocacy	256,000	(95,000)	161,000	323,000	162,000 N/A
13	Policy & Strategy - Emerging Opportunities	75,000	-	75,000	50,000	(25,000) -33.3%
	Sub-total: Strategic Plan Policy & Strategy Support	\$ 10,713,000	\$ (255,000)	\$ 10,458,000	\$ 9,892,000	\$ (566,000) -5%
Integration & Learning						
14	Communities of Practice	\$ 35,000	\$ 96,000	\$ 131,000	\$ 131,000	\$ - 0.0%
15	Data Development and Integration	975,000	-	975,000	935,000	(40,000) -4.1%
16	Data Partnership with Funders	850,000	-	850,000	850,000	- 0.0%
17	Grantee Assessment	75,000	-	75,000	40,000	(35,000) -46.7%
18	Impact Framework	112,000	-	112,000	400,000	288,000 N/A
19	Knowledge Management	178,000	-	178,000	178,000	- N/A
20	Learning Plan Development	200,000	-	200,000	600,000	400,000 200.0%
21	Organizational-Wide Investment	96,000	(96,000)	-	-	- #DIV/0!
22	Program Evaluation	3,320,000	-	3,320,000	3,075,000	(245,000) -7.3%
23	Integration & Learning - Emerging Opportunities	100,000	-	100,000	-	(100,000) -100.0%
	Sub-total Integration & Learning	\$ 5,941,000	\$ -	\$ 5,941,000	\$ 6,212,000	\$ 271,000 5%
	TOTAL 2015-2020 STRATEGIC PLAN: FOCUSING FOR THE FUTURE	\$ 105,493,000	\$ 2,309,000	\$ 107,744,000	\$ 106,660,000	\$ (1,084,000) -1%
LEGACY INVESTMENTS						
24	At-Risk Fathers Investment	\$ 295,000	\$ -	\$ 295,000	\$ -	\$ (295,000) -100.0%
25	Baby Friendly Hospitals	150,000	-	150,000	102,000	(48,000) -32.0%
26	Black Infant Health	1,863,000	-	1,863,000	1,027,000	(836,000) -44.9%
27	Children's Dental Care	372,000	-	372,000	-	(372,000) -100.0%
28	Information Resource and Referral	620,000	620,000	1,240,000	-	(1,240,000) -100.0%
29	Little by Little/One Step Ahead	3,925,000	(425,000)	3,500,000	3,100,000	(400,000) -11.4%
30	Parent Child Interaction Therapy	4,428,000	(257,000)	4,171,000	-	(4,171,000) -100.0%
31	Policy Advocacy Fund	55,000	-	55,000	-	(55,000) -100.0%
	TOTAL LEGACY INVESTMENTS	\$ 11,708,000	\$ (62,000)	\$ 11,646,000	\$ 4,229,000	\$ (7,417,000) -64%
	TOTAL FIRST 5 LA PROGRAM BUDGET	\$ 117,143,000	\$ 2,247,000	\$ 119,390,000	\$ 110,889,000	\$ (8,501,000) -7.1%

FY 2019-20 BUDGET SUMMARY FOR PROJECTS BY STRATEGY/PROJECT

INITIATIVE / STRATEGY NAME	PROJECT NAME	APPROVED FY 2018-19 BUDGET	PROPOSED ADJUSTMENTS	FY 2018-19 REVISED BUDGET	FY 2019-20 PROPOSED BUDGET	VARIANCE	
						\$	%
2015-2020 STRATEGIC PLAN: FOCUSING FOR THE FUTURE							
Strategic Plan Priority Outcome Areas							
Families							
Families Strategy 1 - Home Visiting	Welcome Baby Hospitals	\$ 8,572,000	\$ 648,000	\$ 9,220,000	\$ 9,040,000	\$ 184,000	2%
	Universal Assessment of Newborns - Welcome Baby Hospitals	10,511,000	837,000	11,348,000	11,571,000	226,000	2%
	Select Home Visiting Programs	13,572,000	(153,000)	13,419,000	11,102,000	(2,317,000)	-17%
	Family Strengthening Oversight Entity	3,577,000	200,000	3,777,000	3,600,000	(177,000)	-5%
	Home Visiting Compensation and Turnover Analysis	200,000	(155,000)	45,000	62,000	17,000	38%
	Home Visiting Sustainability Support in Health Systems	120,000		120,000			0%
	Home Visiting Sustainability Support in Mental Health Systems	25,000		25,000			200%
	LAC Perinatal and Early Childhood Home Visiting Consortium	26,000	(26,000)		50,000	50,000	100%
	MAMA's Visits Home Visiting Program Training and T.A. Support	334,000	(30,000)	304,000			0%
	Stronger Families Database	947,000	(210,000)	707,000	800,000	93,000	13%
Targeted Case Management Implementation Support	200,000	(65,000)	145,000	184,000	39,000	27%	
Welcome Baby Implementation and Outcomes Evaluation	238,000		238,000			-100%	
Families Strategy 2 - Family Engagement	Abricando Puertas	1,100,000	(160,000)	940,000	1,093,000	153,000	16%
	Project Dulce	1,215,000	(310,000)	875,000	955,000	80,000	9%
	Family Engagement Learning Community Support	20,000		20,000			0%
Families - Emerging Opportunities	Emerging Opportunities - Families Outcome Area	200,000		200,000			-100%
		\$ 40,857,000	\$ 526,000	\$ 41,383,000	\$ 39,243,000	\$ (2,040,000)	-4.9%
Sub-total Families							
Communities							
Communities Strategy 1 - Community Leadership & Collaboration	Center for the Study of Social Policy (CSSP)	572,000		572,000		(672,000)	-100%
	Neighborhood Action Councils	2,250,000		2,250,000	1,913,000	(337,000)	-15%
	Region 1 Central-East Regional Network	4,236,000		4,236,000	4,074,000	(162,000)	-4%
	Region 2 SLA Regional Network	4,710,000		4,710,000	5,233,000	523,000	12%
	Region 3 SPV Regional Network	2,248,000		2,248,000	1,998,000	(250,000)	-11%
	Region 4 Port Cities Regional Network	2,198,000		2,198,000	2,048,000	(150,000)	-7%
	Region 5 AV Regional Network	2,068,000		2,068,000	1,998,000	(70,000)	-3%
	Network Capacity Building	503,000	(180,000)	323,000	273,000	(50,000)	-15%
	Built Environment Policy Advocacy Fund	750,000	(300,000)	450,000	750,000	300,000	67%
	Food Security				125,000	125,000	100%
Communities Strategy 2 - Coordinated Services & Supports	Link Advocates Government Family and Parks (Link)	300,000		300,000			0%
	Legacy Investments	206,000		206,000		(206,000)	-100%
	Learning Consortium	518,000	(194,000)	324,000	300,000	(24,000)	-7%
	Data and Learning		180,000	180,000			0%
Communities - Cross-Strategy Investments	Integrated Transition Planning (ITP)	63,000		63,000	54,000	(9,000)	-14%
	Leveraging Opportunities Fund				200,000	200,000	100%
	Stakeholder Engagement	104,000		104,000	144,000	40,000	38%
	Emerging Opportunities - Communities Outcome Area	250,000		250,000		(250,000)	-100%
Sub-total Communities	\$ 20,974,000	\$ (494,000)	\$ 20,482,000	\$ 19,470,000	\$ (1,012,000)	-4.9%	
Early Care & Education (ECE) Systems							
ECE Strategy 1 - Policy/Advocacy	ECE Policy Advocacy Fund	3,000,000	300,000	3,300,000	3,300,000		0%
	Educare Policy and Advocacy	300,000	81,000	381,000	300,000	(81,000)	-21%
	Kindergarten Readiness Assessment	1,945,000	1,614,000	3,559,000	4,864,000	1,275,000	36%
	Early Childhood Educators Improving Quality (CCALN)	141,000	71,000	212,000		(212,000)	-100%
	QRIS Architects Group and Systems Planning	463,000	(25,000)	438,000	200,000	(238,000)	-54%
	QRIS Continuous Site Engagement	13,702,000	631,000	14,333,000	14,600,000	267,000	2%
	QRIS Database	895,000	(245,000)	650,000	650,000		0%
	Shared Services Support	200,000		200,000	100,000	(100,000)	-50%
	Early Childhood Education Credential Advocacy Project	700,000		700,000	600,000	(100,000)	-14%
	Early Childhood Educator Competencies Curriculum Project	700,000		700,000	640,000	(60,000)	-9%
ECE Strategy 3 - Professional Development	ECE Financial Assessment	150,000		150,000		(150,000)	-100%
	ECE Workforce Registry	665,000		665,000			0%
	Emerging Opportunities - ECE Outcome Area	400,000	75,000	475,000	127,000	(348,000)	-73%
Sub-total ECE	\$ 23,261,000	\$ 2,532,000	\$ 25,793,000	\$ 26,046,000	\$ 253,000	1.0%	
Health-Related Systems							
Health Strategy 1 - Early Identification and Intervention	Help Me Grow	1,660,000		1,660,000	3,865,000	2,205,000	133%
	First Connections	950,000		950,000	950,000		0%
	Trauma-Informed Care	827,000		827,000	697,000	(130,000)	-15.7%
Health Strategy 2 - Trauma-Informed Care	Emerging Opportunities - Health Outcome Area	250,000		250,000	185,000	(65,000)	-26%
		\$ 3,687,000	\$ -	\$ 3,687,000	\$ 5,097,000	\$ 2,010,000	54.5%
Sub-total Health	\$ 88,781,000	\$ 2,564,000	\$ 91,345,000	\$ 90,556,000	\$ (789,000)	-1%	

FY 2019-20 BUDGET SUMMARY FOR PROJECTS BY STRATEGY/PROJECT

INITIATIVE / STRATEGY NAME	PROJECT NAME	APPROVED FY 2018-19 BUDGET		PROPOSED ADJUSTMENTS		FY 2018-19 REVISED BUDGET		FY 2019-20 PROPOSED BUDGET		VARIANCE	
		\$	%	\$	%	\$	%	\$	%	\$	%
Strategic Plan Policy & Strategy Support	Policy Agenda/Advocacy	130,000	0.0%	-	-	130,000	0.0%	130,000	130,000	\$	0.0%
	State Policy and Sustainability Advocate	440,000	0.0%	-	-	440,000	0.0%	440,000	440,000	\$	0.0%
	Strategic Plan Advocacy Strategies	2,445,000	-16.1%	(300,000)	-	2,145,000	-16.1%	1,800,000	1,800,000	(\$345,000)	-16.1%
	Strategic Communications Partnerships	6,121,000	-4.2%	-	-	6,121,000	-4.2%	2,875,000	2,875,000	(\$3,246,000)	-4.2%
	Strategic Marketing	250,000	-9.1%	25,000	-	275,000	-9.1%	213,000	213,000	(\$62,000)	-9.1%
	Conference Funding	50,000	0.0%	-	-	50,000	0.0%	165,000	165,000	(\$115,000)	0.0%
	County Partnerships	450,000	-15.6%	-	-	450,000	-15.6%	380,000	380,000	(\$70,000)	-15.6%
	Sector Partnership Development	20,000	25.0%	-	-	20,000	25.0%	25,000	25,000	(\$5,000)	25.0%
	LA Funders Collaborative	25,000	0.0%	-	-	25,000	0.0%	30,000	30,000	(\$5,000)	0.0%
	LA N-Sync	40,000	-25.0%	-	-	40,000	-25.0%	30,000	30,000	(\$10,000)	-25.0%
	Los Angeles Area Chamber of Commerce	25,000	20%	-	-	25,000	20%	85,000	85,000	(\$60,000)	20%
	Los Angeles Partnership for Early Childhood Investment	85,000	-21%	-	-	85,000	-21%	100,000	100,000	(\$15,000)	-21%
	Southern California Grantmakers (SCG)/Center for Strategic Public	100,000	-100.0%	-	-	100,000	-100.0%	41,000	41,000	(\$59,000)	-100.0%
	Private Partnerships (SPPP)	41,000	0.0%	-	-	41,000	0.0%	100,000	100,000	(\$59,000)	0.0%
	Grantmaking Memberships	100,000	-33%	-	-	100,000	-33%	60,000	60,000	(\$40,000)	-33%
Consulting	60,000	N/A	(103,000)	-	60,000	N/A	76,000	76,000	(\$16,000)	N/A	
Parent and Caregiver Advisory Council	153,000	101%	(77,000)	-	76,000	101%	153,000	153,000	(\$77,000)	101%	
Parent Advocacy and Engagement	-	100%	85,000	-	85,000	100%	170,000	170,000	(\$85,000)	100%	
Municipalities Engagement	75,000	-33%	-	-	75,000	-33%	50,000	50,000	(\$25,000)	-33%	
Emerging Opportunities - Policy & Strategy	\$	10,713,000	\$	(255,000)	\$	10,458,000	\$	9,892,000	\$	(566,000)	-5.4%
Sub-Total: Strategic Plan Policy & Strategy Support											
INTEGRATION & LEARNING											
Communities of Practice	External Partner Learning	7,000	0%	86,000	-	93,000	0%	93,000	93,000	\$	0%
	Learning Advisory Committee	10,000	0%	10,000	-	20,000	0%	20,000	20,000	\$	0%
	Organization-wide Learning	18,000	0%	-	-	18,000	0%	18,000	18,000	\$	0%
	Data Analytics	25,000	0%	-	-	25,000	0%	25,000	25,000	\$	0%
	Data Consultant	90,000	0%	-	-	90,000	0%	90,000	90,000	\$	0%
	Data Requests	5,000	0%	-	-	5,000	0%	5,000	5,000	\$	0%
	Dissemination	15,000	-100%	-	-	15,000	-100%	-	-	(\$15,000)	-100%
	First 5 LA Contracts and Grants Program Reporting Database	75,000	-33%	-	-	75,000	-33%	50,000	50,000	(\$25,000)	-33%
	Indicator Development	165,000	0%	-	-	165,000	0%	165,000	165,000	\$	0%
	WIC Data Mining Research Partnership	600,000	0%	-	-	600,000	0%	600,000	600,000	\$	0%
	Children's Data Network (CDN)	850,000	0%	-	-	850,000	0%	850,000	850,000	\$	0%
	Grantee Perception Report	75,000	-47%	-	-	75,000	-47%	40,000	40,000	(\$35,000)	-47%
	Impact Framework	112,000	257%	-	-	112,000	257%	400,000	400,000	(\$288,000)	257%
	Knowledge Management	178,000	0%	-	-	178,000	0%	178,000	178,000	\$	0%
	Cross Outcomes/Strategy Area	100,000	400%	-	-	100,000	400%	500,000	500,000	(\$400,000)	400%
ECE Outcome Area	50,000	0%	-	-	50,000	0%	50,000	50,000	\$	0%	
Health Systems Outcome Area	50,000	0%	-	-	50,000	0%	50,000	50,000	\$	0%	
Investment Process	96,000	N/A	(96,000)	-	-	N/A	-	-	(\$96,000)	N/A	
Best Start Learning Agenda	800,000	0%	(260,000)	-	540,000	0%	540,000	540,000	\$	0%	
Early Identification and Intervention - Autism and Other	-	0%	100,000	-	100,000	0%	100,000	100,000	\$	0%	
Developmental Delays Evaluation	600,000	-100%	-	-	600,000	-100%	-	-	(\$600,000)	-100%	
Obesity Prevention & Nutrition Collective Impact Evaluation	300,000	82%	260,000	-	560,000	82%	1,018,000	1,018,000	(\$458,000)	82%	
Quality Rating and Improvement System Evaluation	1,620,000	-7%	(100,000)	-	1,520,000	-7%	1,420,000	1,420,000	(\$100,000)	-7%	
Welcome Baby Impact Study	100,000	-100%	-	-	100,000	-100%	-	-	(\$100,000)	-100%	
Emerging Opportunities - Integration & Learning	\$	5,941,000	\$	-	\$	5,941,000	\$	6,312,000	\$	271,000	4.6%
Sub-Total Integration & Learning	\$	105,433,000	\$	2,309,000	\$	107,742,000	\$	106,460,000	\$	(1,084,000)	-1%
TOTAL 2015-2020 STRATEGIC PLAN: FOCUSING FOR THE FUTURE											
LEGACY INVESTMENTS											
At-Risk Fathers Investment	295,000	-100%	-	-	295,000	-100%	-	-	(\$295,000)	-100%	
Baby Friendly Hospitals	150,000	-32%	-	-	150,000	-32%	102,000	102,000	(\$48,000)	-32%	
Birth Outcomes and Disparities - Policy and Systems Change	400,000	-59%	-	-	400,000	-59%	165,000	165,000	(\$235,000)	-59%	
Black Infant Health	1,463,000	-41%	-	-	1,463,000	-41%	862,000	862,000	(\$601,000)	-41%	
Children's Dental Care	372,000	-100%	-	-	372,000	-100%	-	-	(\$372,000)	-100%	
Information Resource and Referral	620,000	-100%	-	-	620,000	-100%	1,240,000	1,240,000	(\$620,000)	-100%	
Little by Little/One Step Ahead	3,925,000	-11%	(425,000)	-	3,500,000	-11%	3,100,000	3,100,000	(\$400,000)	-11%	
Parent Child Interaction Therapy	4,428,000	-100%	(257,000)	-	4,171,000	-100%	-	-	(\$4,171,000)	-100%	
Policy Advocacy Fund	55,000	-100%	-	-	55,000	-100%	-	-	(\$55,000)	-100%	
Policy Advocacy Fund Technical Assistance Provider	\$	11,705,000	\$	(62,000)	\$	11,643,000	\$	4,225,000	\$	(7,418,000)	-64%
TOTAL LEGACY INVESTMENTS	\$	11,744,830,000	\$	2,247,000	\$	11,939,000	\$	110,889,000	\$	(6,501,000)	-7.1%
TOTAL FIRST 5 LA PROGRAM BUDGET											

		FY 2018-19					FY 2019-20					Variance from FY 2018-19
Personnel Services	Revised Budget	Estimated Expenditures	Variance	Governance and Executive	Administration	Programs	Policy & Strategy	Integration & Learning	Proposed Budget			
Salaries	13,803,286	11,776,496	2,026,790	929,871	3,205,266	5,265,715	3,084,089	1,551,061	14,036,002	292,716		
Total Salaries	3,961,920	3,533,653	428,267	255,191	886,306	1,490,681	913,808	385,029	3,931,015	(30,905)		
Total Employee Benefits	17,765,206	15,310,149	2,455,057	1,185,062	4,091,572	6,756,396	3,997,897	1,956,090	17,867,331	102,125		
Total Personnel Services												
Operating Services												
6205 ADP-Payroll	38,000	28,278	9,722	-	38,000	-	-	-	38,000	-		
6210 Worker's Compensation Insurance	65,000	1,861	63,139	-	65,000	-	-	-	65,000	-		
6215 Utilities	165,000	155,424	9,576	-	138,000	-	-	-	138,000	(27,000)		
6220 Corporate Insurance	75,000	31,000	44,000	-	75,000	-	-	-	75,000	-		
6225 Mileage, Parking and Other Transportation	63,850	21,569	42,281	5,800	2,450	22,980	16,500	2,250	49,980	(13,970)		
6230 Telephone	67,000	57,621	9,379	1,800	55,800	28,900	15,600	600	55,800	(1,200)		
6235 Cell Phone & Mobile Devices	53,500	33,332	20,168	1,800	4,900	28,900	15,600	600	51,800	(1,700)		
6240 Outside Printing & Publishing	22,000	18,422	3,578	-	3,000	-	-	-	20,500	(1,500)		
6245 Other Supplies	20,250	16,148	4,102	250	20,000	-	17,500	-	20,250	-		
6250 Postage & Delivery	13,200	13,200	-	-	13,200	-	-	-	13,200	-		
6255 Educational Supplies	7,100	1,903	5,197	7,000	1,000	2,000	900	-	3,900	(3,200)		
6260 Office Supplies	87,500	62,848	24,652	7,000	50,500	7,720	11,450	5,400	82,070	(5,430)		
6265 Subscriptions & Publications	21,000	4,158	16,842	-	2,850	2,005	14,100	2,200	21,155	155		
6270 Capital Outlay	191,000	191,000	-	-	134,500	-	-	-	134,500	(56,500)		
6275 Equipment-Rents & Leases	119,000	73,562	45,438	-	55,000	-	-	-	55,000	(64,000)		
6280 Building Repair & Maintenance	192,000	192,000	-	-	182,000	-	-	-	182,000	(10,000)		
6285 Equipment Repairs & Maintenance	24,000	20,000	4,000	-	11,000	2,000	2,000	-	13,000	(11,000)		
6290 Offsite Storage	34,400	17,413	16,987	-	11,500	-	23,652	-	35,152	752		
6295 Hardware & Software Maintenance	244,300	203,262	41,038	-	449,480	-	3,000	-	452,480	208,180		
6300 Miscellaneous/Contingency	75,000	-	75,000	50,000	20,000	-	-	-	70,000	(5,000)		
6305 Stipend/Honorarium	137,100	86,612	50,488	15,000	20,100	38,500	36,000	15,000	124,600	(12,500)		
6310 Internal Meetings	100,000	100,000	-	25,000	25,000	25,000	25,000	25,000	100,000	-		
6315 Divisional Capacity Building	100,000	100,000	-	25,000	25,000	25,000	25,000	25,000	100,000	-		
Total Operating Services	1,815,300	1,290,891	524,409	104,850	1,353,280	129,105	163,702	50,450	1,801,387	(13,913)		
Consultant Services												
6410 Consultant Fees	1,414,800	888,203	526,598	186,000	733,300	253,000	15,000	185,400	1,372,700	(42,100)		
6420 Other Professional Fees	315,000	315,000	-	-	342,000	-	-	-	342,000	27,000		
6430 External Reviewers	2,500	450	2,050	-	1,000	-	-	-	1,000	(1,500)		
Total Consultant Services	1,732,300	1,203,653	528,648	186,000	1,076,300	253,000	15,000	185,400	1,715,700	(16,600)		
Professional Services												
6510 Audit	80,000	61,000	19,000	-	80,000	-	-	-	80,000	-		
6520 Legal Fees	175,000	78,392	96,608	175,000	-	-	-	-	175,000	-		
6540 Professional Dues	123,552	21,665	101,888	78,000	23,650	7,040	4,200	12,850	125,740	2,188		
6550 Staff Recruitment	25,000	5,060	19,940	-	20,000	-	-	-	20,000	(5,000)		
6560 Commissioners Stipends	30,000	24,000	6,000	30,000	-	-	-	-	30,000	-		
6570 Web-Based Services	75,000	14,482	60,518	-	50,000	-	-	-	50,000	(25,000)		
6580 Bank & Other Service Charges	32,000	32,000	-	-	32,000	-	-	-	32,000	-		
Total Professional Services	540,552	236,539	303,953	283,000	205,650	7,040	4,200	12,850	512,740	(27,812)		
Travel Expenses												
6610 Airfare	172,380	108,517	63,863	6,000	13,200	45,700	93,800	17,800	176,500	4,120		
6620 Lodging	161,200	61,082	100,118	5,000	19,900	47,500	58,500	33,000	163,900	2,700		
6640 Per Diem	77,200	41,149	36,051	3,500	9,000	21,200	32,000	12,800	78,500	1,300		
6650 Other Travel Expense	28,650	12,872	15,778	500	3,250	7,800	9,000	9,400	29,950	1,300		
Total Travel Expenses	439,430	223,620	215,810	15,000	45,350	122,200	193,300	73,000	448,850	9,420		
Professional Development												
6810 Training Materials & Supplies	12,500	5,392	7,108	-	6,000	900	2,600	-	9,500	(3,000)		
6820 Internal Training	94,400	10,000	84,400	-	60,000	3,000	30,400	1,000	94,400	-		
6830 Leadership Programs	102,000	5,265	96,735	-	63,000	-	-	-	63,000	(39,000)		
6840 Conference Registrations	206,000	88,246	117,754	6,000	40,750	63,500	61,000	39,900	211,150	5,150		
6850 External Education/Training	142,000	34,333	107,667	-	25,000	25,000	34,700	19,600	104,300	(37,700)		
Total Professional Development	556,900	143,236	413,664	6,000	194,750	92,400	128,700	60,500	482,350	(74,550)		
Total OPERATING EXPENSES	22,849,688	18,408,149	4,441,539	1,779,912	6,966,902	7,360,141	4,502,799	2,318,290	22,828,958	(21,330)		

ADMINISTRATIVE LIMIT CALCULATION

First 5 LA FY 2019-20 Operating Budget Administrative Limit Calculation	
Departmental Budgets:	
Administration Division	\$ 702,813
Board of Commissioners	89,050
Communications	1,188,515
Contract Administration & Purchasing	1,186,329
Executive	1,690,862
Facilities Management	781,700
Finance	1,398,684
Human Resources & Talent Mgmt.	1,293,418
Information Technology	1,603,958
Integration & Learning Division ¹	409,339
Policy & Strategy Division ²	412,033
Programs Division ³	681,083
Salary & Benefits⁴:	
Communities	272,693
Community Relations	188,524
Early Care & Education	218,711
Family Supports	196,523
Health Systems	246,958
Integration & Learning	225,007
Measurement, Learning & Evaluation	213,880
Public Policy & Government Affairs	263,039
Strategic Partnerships	268,070
Total FY 2019-20 Administrative Budget	\$ 13,531,189
Total FY 2019-20 Operating Budget	22,828,358
Total FY 2019-20 Program Budget	110,889,000
Total FY 2019-20 Budget	\$ 133,717,358
Administrative Cost Percentage	10.12%
<p>1. Budgets for two positions were excluded in the calculation of the division's total budget.</p> <p>2. Budget for one position was excluded in the calculation of the division's total budget.</p> <p>3. Budget for 1 Position and interns were excluded in the calculation of the division's total budget.</p> <p>4. Directors and Administrative Assistants only.</p>	

SCHEDULE OF AUTHORIZED POSITIONS

FIRST 5 LA SCHEDULE OF AUTHORIZED POSITIONS					
Division/Department	FY 2018-19		FY 2019-20		
	Authorized Positions ¹	Filled Positions as of March 2019	Baseline	Addition/Deletion	Total
Executive Operations	8	5	8	0	8
Administration Division Administration	4	4	4	0	4
Contract Administration & Purchasing	10	9	10	0	10
Facilities Management	0	0	0	0	0
Finance	9	9	9	0	9
Human Resources & Talent Management	4	3	4	0	4
Information Technology	5	3	5	0	5
Integration & Learning Division Integration & Learning Division Support	4	2	4	0	4
Integration & Learning	7	6	7	0	7
Measurement, Learning & Evaluation	6	5	6	0	6
Policy & Strategy Division Policy & Strategy Division Support	3	3	3	0	3
Communications	10	8	10	0	10
Community Relations	5	5	5	0	5
Public Policy and Government Affairs	9	8	9	0	9
Strategic Partnerships	7	6	7	0	7
Programs Division Programs Division Support	2	2	2	0	2
Communities	23	18	23	0	23
Early Care & Education	10	9	10	0	10
Family Supports	12	12	12	0	12
Health Systems	10	8	10	0	10
	148	125	148	0	148

1) Temporary employees are not included in the FTE count.

FY 2019-20 Draft Budget – Program Costs

Special Board/Program &
Planning Committee
Meeting

May 23, 2019



Objectives

1. Budget Overview

a) Context

b) Summary & Highlights

c) Components

2. Division Costs

3. Next Steps

Context - Fiscal Lifecycle & Processes

~CURRENTLY IN PROGRESS~

FY BUDGET DEVELOPMENT

February - June

Preparation of the identified and proposed expenditures for the upcoming fiscal year

FISCAL AUDIT

June – October

Establishes the resources available to fund First 5 LA Strategic Plan Activities & Commitments

All fiscal processes are interconnected and interdependent; each process builds off of and supports the others

LONG TERM FINANCIAL PROJECTIONS (LTFP)

October – February

Five-year forecast of the Commission's fiscal position (current year budget + four projected years)

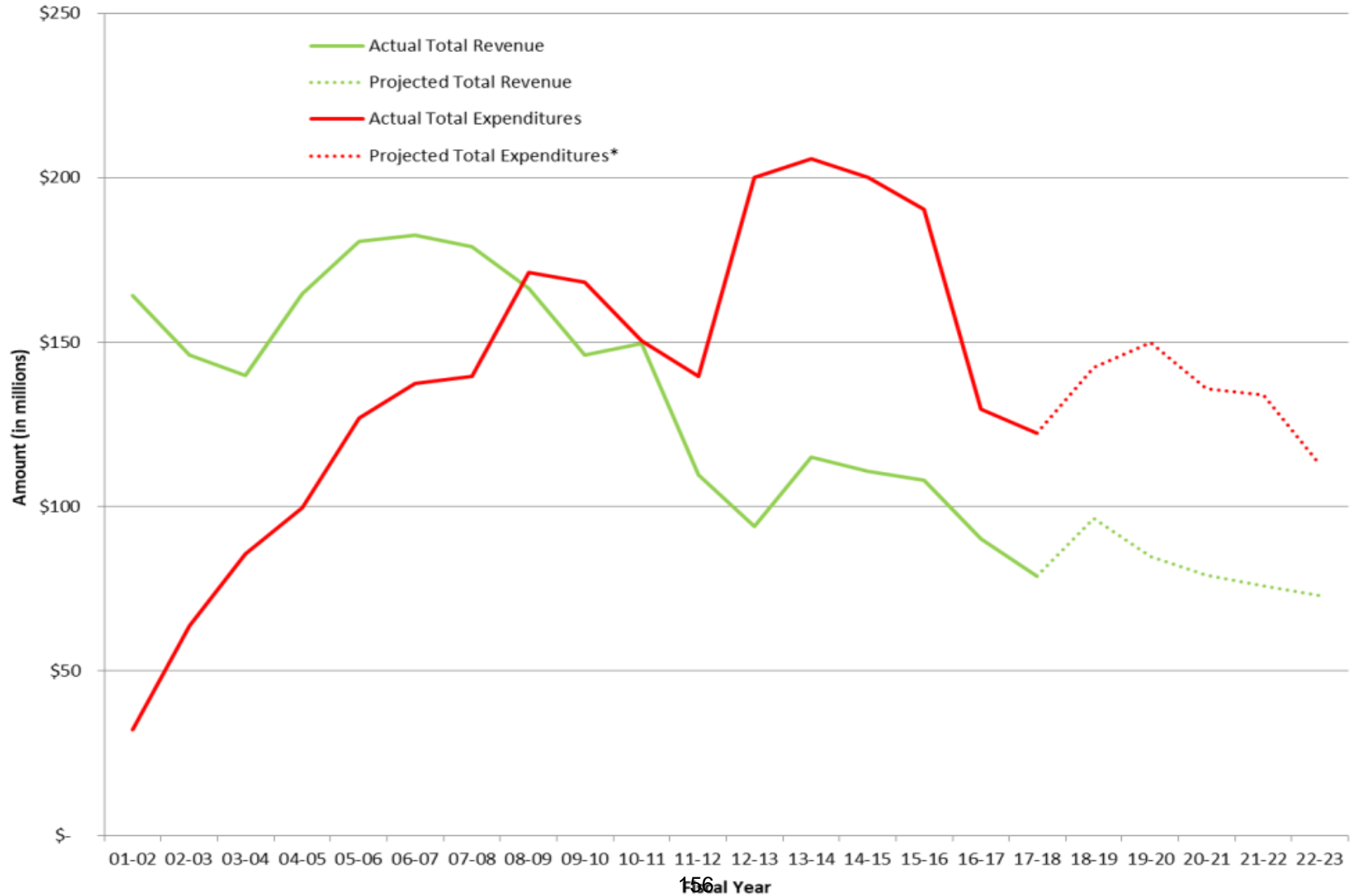
MID-YEAR ADJUSTMENT PROCESS

October – March

Adjustments to current FY Budget to reflect changing circumstances

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Context - Revenue & Expenditure Projections



Context – First 5 LA's Investment Strategies

Investment Guidelines → How and where First 5 LA can have the most impact

- Equity (new)
- Sustainability (new)
- Upstream
- System and Policy Change
- Engage partners at the earliest possible stage of activity or investment
- Prioritize investments strengthen families and, whenever possible, improve community capacity

Investment Areas → Where First 5 LA will invest

- Public Policy and Advocacy
- Service Delivery System Improvement
- Community Capacity Building
- Research & Development
- Provider Training
- Communications

Investment Guidelines and Areas are outlined in the 2015-2020 Strategic Plan and are foundational to the budget and the LTFP

FY 2019-20 Budget Summary

BUDGET CATEGORY	FY 2018-19 Budget		Proposed		Variance	
	Original	Revised	FY 2019-20 Budget			
Program						
<i>2015-2020 Strategic Plan: Focusing for the Future</i>						
a. Programs Division: Four Priority Outcome Areas	\$ 88,781,000	\$ 91,345,000	\$ 90,556,000	\$ (789,000)	-0.9%	
b. Policy & Strategy Division: SP Related Investment Areas & Support	10,713,000	10,458,000	9,892,000	\$ (566,000)	-5.4%	
c. Integration & Learning Division: Learning Organization	5,941,000	5,941,000	6,212,000	\$ 271,000	4.6%	
<i>Total 2015-2020 Strategic Plan</i>	\$ 105,435,000	75% \$ 107,744,000	76% \$ 106,660,000	80% \$ (1,084,000)	-1.7%	
<i>Legacy Investments</i>	11,708,000	8% 11,646,000	8% 4,229,000	3% (7,417,000)	-63.7%	
Total Program	\$ 117,143,000	84%	\$ 119,390,000	84%	\$ (8,501,000)	-7.1%
Operating (Administration Division)	22,849,688	16%	22,849,688	16%	(21,330)	-0.1%
TOTAL BUDGET	\$ 139,992,688	100%	\$ 142,239,688	100%	\$ (8,522,330)	-6.0%

FY 2019-20 Budget Components

Program

2015-2020 Strategic Plan Investments

- a. Programs Division: Four Priority Outcome Areas
- b. Policy & Strategy Division: Related Investment Area & Support
- c. Integration & Learning Division: Learning Organization

Legacy Investments

Operating (Administration Division & Organization Support)

Programs Division

Through partnership, we promote strategic investment, innovation, and leadership to advance the policies and systems that will improve outcomes for children and families.

Programs Division

2015-2020 STRATEGIC PLAN OUTCOME AREA	Revised FY 2018-19	Proposed FY 2019-20
Families	\$ 41,383,000	\$ 39,343,000
Communities	20,482,000	19,470,000
Early Care & Education (ECE) Systems	25,793,000	26,046,000
Health-Related Systems	3,687,000	5,697,000
Total Strategic Plan Priority Outcome Areas	\$ 91,345,000	\$ 90,556,000

- Proposed Budget reflects the fifth year of Strategic Plan implementation and continued advancement and refinement of our strategic goals and North Star
- Budget reflects a continued focus on working with our partners to achieve system change, sustainability, and leveraging opportunities

Families Overview

FAMILIES OUTCOME AREA	Revised		Proposed	
	FY 2018-19 Budget		FY 2019-20 Budget	
Strategy 1 - Home Visiting	\$ 39,348,000	95%	\$ 37,275,000	95%
Strategy 2 - Family Engagement	1,835,000	4%	2,068,000	5%
Total Families Outcome Area	\$ 41,383,000	100%	\$ 39,343,000	100%

Key Budget Highlights

- Home Visiting continues to be the largest single programmatic investment; early stage of sustainability transition
- Family engagement work through Abriendo Puertas, Project DULCE and Family Engagement Learning Community with philanthropic partners continues

New Work for FY 2019-20

- Continued emphasis on system building for home visiting
- Maximizing federal, state and local revenue including TCM, County Prevention and CalWORKS funding
- Expanding diversity of models and access points for families
- Strengthening connection of home visiting to larger system of family supports including health system, social services, and prevention

Communities Overview

COMMUNITIES OUTCOME AREA	Revised		Approved	
	FY 2018-19 Budget		FY 2019-20 Budget	
Strategy 1 - Community Leadership & Collaboration	\$ 18,282,000	89%	\$ 17,597,000	90%
Strategy 2 - Coordinated Services & Supports	323,000	2%	-	0%
Strategy 3 - Built Environment Policy & Advocacy	956,000	5%	1,175,000	6%
Cross-Strategy Investments	671,000	3%	698,000	4%
Total Communities Outcome Area	\$ 20,482,000	100%	\$ 19,470,000	100%

Key Budget Highlights

- Regional structure implementation (Year 2) and remaining funding for community identified projects
- Launch of the Built Environment implementation work
- Last year of Strategic Partnership for Neighborhood Action Councils
- Continued work to implement trauma and resiliency framework into Best Start
- No budget line for Strategy 2 (Coordinated Services & Supports) - operationalized through collaboration with other Programs Departments to inform initiatives/projects (e.g. Help Me Grow, EDI, trauma-informed care, etc.)

New Work for FY 2019-20

- Launch of the Learning Consortium to support peer learning among grantees
- Capacity building for organizations included in Best Start networks
- Implementation of Built Environment Policy Advocacy Fund and Link

ECE Overview

ECE OUTCOME AREA	Revised		Approved	
	FY 2018-19 Budget		FY 2019-20 Budget	
Strategy 1 - Policy/Advocacy	\$ 7,270,000	28%	\$ 8,464,000	32%
Strategy 2 - QRIS	15,833,000	61%	15,550,000	60%
Strategy 3 - Professional Development	2,215,000	9%	1,905,000	7%
Emerging Opportunities	475,000	2%	127,000	0%
Total ECE Outcome Area	\$ 25,793,000	100%	\$ 26,046,000	100%

Key Budget Highlights

- Year 3 of the ECE Policy and Advocacy Fund and support for Educare in Los Angeles at Long Beach
- Continued expansion of the KRA work and partnership with LAUSD, consistent with Board action
- Continued focus on quality through QSLA and workforce strategies
- Child 360 Fund Balance projected to be exhausted by January 2020

New Work for FY 2019-20

- Expansion of quality incentives, rating and technical assistance through IMPACT funding (First 5 CA)

Health Overview

HEALTH-RELATED SYSTEMS OUTCOME AREA	Revised FY 2018-19 Budget		Proposed FY 2019-20 Budget	
Strategy 1 - Early Identification and Intervention	\$ 2,610,000	71%	\$ 4,815,000	85%
Strategy 2 - Trauma-Informed Care	827,000	22%	697,000	12%
Emerging Opportunities	250,000	7%	185,000	3%
Total Health Outcome Area	\$ 3,687,000	100%	\$ 5,697,000	100%

Key Budget Highlights

- Year 2 of strategic partnership with Department of Public Health for early identification and intervention using Help Me Grow framework
- Continuation and final year of First Connections
- Continuation of trauma and resiliency system change efforts (e.g. Office of Violence Prevention)

New Work for FY 2019-20

- Launch of the Demonstration Communities to pilot connection to early intervention and strengthening referral pathways
- Implementation of LA Care pilot to expand access to developmental screening through practice transformation via technology and technical assistance, community/family education, and provider practice supports

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Policy & Strategy Division

The Policy & Strategy Division connects, captivates and catalyzes key partners to help drive policy and transform systems for young children and their families.

Policy & Strategy Division

Policy & Strategy Division	Revised FY 2018-19 Budget		Proposed FY 2019-20 Budget	
Communications	\$ 6,396,000	61%	\$ 6,116,000	62%
Community Relations	161,000	2%	323,000	3%
Public Policy & Government Affairs	2,715,000	26%	2,370,000	24%
Strategic Partnerships	1,111,000	11%	1,033,000	10%
Emerging Opportunities	75,000	1%	50,000	1%
Total P&S Division	\$ 10,458,000	100%	\$ 9,892,000	100%

Policy & Strategy Division

Budget Highlights

Continue and deepen focus on:

- Whole child policy and advocacy for investments and systems change with Governor Newsom and legislative champions
- Decision maker engagement through strategic communications
- Cultivating commitments from emerging municipal strategy
- Champion building among activated strategic partners in business and philanthropy

New Work for FY 2019-20

- Health policy and advocacy grantmaking at state level
- Administrative advocacy within child-friendly Administration
- Continued exploration of partnerships with influential media
- Advocacy fellows training on Strategic Plan priorities

Integration & Learning Division

The Integration & Learning Division builds, shares and applies First 5 LA's collective knowledge to maximize our effectiveness and impact for children and families.

Integration & Learning Division

Integration & Learning Division	Revised FY 2018-19 Budget		Proposed FY 2019-20 Budget	
Integration & Learning Division Support	\$ 290,000	0%	\$ 578,000	9%
Integration & Learning	206,000	3%	171,000	3%
Measurement, Learning & Evaluation	5,345,000	90%	5,463,000	88%
Integration & Learning - Emerging Opportunities	100,000	2%	-	0%
Total Integration & Learning Division	\$ 5,941,000	100%	\$ 6,212,000	100%

Integration & Learning Division

Budget Highlights

- Continue to support key learning investments such as:
 - Welcome Baby Impact Study
 - Best Start Learning Agenda
 - QRIS Evaluation
- Impact Framework
 - Centralized costs
 - Entering Phases II (Measurement Plan) and III (Reporting Plan)

New Work for FY 2019-20

- Support collaboration with key external partners, in the county and across the state. Examples could include:
 - Partnership with the LA County Office of Child Protection (OCP) to support the OCP Prevention Plan Data Committee in data/evaluation related activities

Administration Division

In support of First 5 LA (a public entity), the Administration Division together strives to achieve operational excellence with an integrated customer focus.

Administration Division

Operating Budget

OPERATING COST CATEGORY	Programs		Administration		Total Proposed	
	FY 2019-20 Budget		FY 2019-20 Budget		FY 2019-20 Budget	
Personnel Services	\$ 13,775,759	60%	\$ 4,091,572	18%	\$ 17,867,331	78.3%
Operating Expenses	448,107	2%	1,353,280	6%	1,801,387	7.9%
Consultant Services	639,400	3%	1,076,300	5%	1,715,700	7.5%
Professional Services	307,090	1%	205,650	1%	512,740	2.2%
Travel Expenses	403,500	2%	45,350	0%	448,850	2.0%
Professional Development	287,600	1%	194,750	1%	482,350	2.1%
Total Operating Costs	\$ 15,861,456	69%	\$ 6,966,902	30%	\$ 22,828,358	100%

Please note: Percentages reflected have been rounded to the nearest whole

Administration Division Budget

ADMINISTRATION DIVISION	Revised		Proposed		Variance	
	FY 2018-19 Budget		FY 2019-20 Budget			
Administration Division	\$ 710,486	3%	\$ 702,813	3.1%	\$ (7,673)	-1.1%
Contract Administration & Purchasing	1,068,496	5%	1,186,329	5.2%	117,833	11.0%
Facilities Management	870,700	4%	781,700	3.4%	(89,000)	-10.2%
Finance	1,393,273	6%	1,398,684	6.1%	5,411	0.4%
Human Resources	1,456,146	6%	1,293,418	5.7%	(162,728)	-11.2%
Information Technology	1,446,938	6%	1,603,958	7.0%	157,020	10.9%
Total Administration Costs	\$ 6,946,039	30%	\$ 6,966,902	100%	\$ 20,863	0.3%

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Next Steps

- **May 2, 2019 – Budget & Finance/Executive Committee**
 - Overview and discussion of Draft FY 2019-20 Budget
- **May 9, 2019– Commission Meeting**
 - Informational Item: Written Only – FY 2019-20 Draft Budget
- **May 23, 2019– Program & Planning Committee**
 - Discussion of FY 2019-20 proposed programmatic costs
- **June 13, 2019 – Commission Meeting**
 - Action Item: Final FY 2019-20 Budget presented for Board Approval



Questions

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FIRST 5 LA

SUBJECT:

Strategic Plan Refinement Process (SPR4): Strategy Refinement Approach and Community Engagement Process

BACKGROUND:

The Strategic Plan refinement process encompasses four major phases: Review, Reflect, Refine, and Results (SPR4). The Review Phase was completed in March and the Board engaged in discussions and reflections of the key findings from the Review Phase Data Report during the April Board meetings.

The second phase of the SPR4 process, Reflect, is underway from now through the end of June where the Board and staff are reflecting on the findings from the Review Phase Data Report and addressing the following questions:

- How do learnings from our progress inform how we approach our future work?
- How do changes in the landscape create new and/or unanticipated opportunities to advance our targeted outcomes?
- How do the Results for Children and Families, as defined in the Impact Framework, inform our strategies and how we approach our work?

Building on the Board and staff discussions, the Reflect phase will also include:

- Gathering input from community partners and key stakeholders to inform First 5 LA's strategies and how we approach our work through community engagement sessions
- Conducting a series of County partners interviews to inform First 5 LA's strategies and how we approach our work

Inputs from the Reflect phase will inform the planning and development of the strategy refinement process occurring during the third phase of SPR4 process. Staff is currently developing the approach to the strategy refinement process, including drafting a set of key guidance needed to inform how we focus and prioritize our strategies.

DISCUSSION AND NEXT STEPS:

SPR4 Refine Phase: Approach and Cross-Cutting Guidance

The Refine phase of SPR4 will focus on refining our strategies based on learnings from our own experience in policy and systems change work, inputs gathered from the Review and Reflect phases, and our assessment of strategic opportunities to achieve our targeted outcomes. This phase will occur from July through September, addressing the following questions:

- How should we refine and prioritize our strategies based on our review and reflections?
- How do we need to approach our work differently based on this review and reflection?
- How can we best communicate our refined Strategic Plan to inform our partners and stakeholders?

The strategy refinement process will be grounded in key guidance for prioritizing and focusing our strategies. During the May 23 Special Board/Program and Planning Committee meeting, staff will present the strategy refinement approach and gather feedback on the proposed set of strategy refinement guardrails, inputs and guidance. This strategy refinement approach recognizes and builds upon the policy guidance previously articulated by the Commission through the following:

- Results for Children and Families and Long Term System Outcomes

- Updated Investment Guidelines
- Review Phase Data Report Discussion
- Strategic Plan Refinement Critical Success Factors.

In addition, staff will be discussing two new elements that will provide guardrails and guidance for the strategy refinement process. The first is the development of a set of proposed system change approaches and tactics building from the definitions of policy and system change. The proposed system change approaches reflect our learning from the current Strategic Plan implementation and the experience of our staff working with partners to do this work. Since 2017, First 5 LA has employed the following definitions from the BUILD System Framework:

- System Change - Change that encompasses a broad set of interrelated changes including the norms, resources, behaviors, learned habits, culture, authority/decision-making and patterns operating within the legal, regulatory, social and community environment.
- Policy Change - Changes to rules governing institutions, practices, and resource allocation. Policy can be set by both public institutions (e.g., government) and private institutions (e.g. hospitals or employers)

In employing these definitions, policy change is one lever to achieve broader system change. Our thinking has evolved to recognize other system change approaches which work in concert with policy change. Additional system change approaches include *practice change*, which reflects how services and supports are connected to families and *collective will building* which reflects efforts to build and sustain the will, relationships, and networks to change the norms, attitudes, and beliefs. In implementing this system change approaches, First 5 LA employs a range of tactics including communication, partnership development, advocacy and most fundamentally data.

The second element that staff will be discussing is the concept of targeted universalism (see Attachment A) and how it applies to work to support achievement of our North Star and our commitment to equity. The concept of targeted universalism is increasingly being identified as an effective approach to reducing disparities and was recently discussed within the context of the County home visiting planning effort.

Targeted Universalism: In its simplest definition, targeted universalism alters the usual approach of universal strategies (policies that make no distinctions among citizens' status, such as universal health care) to achieve universal goals (improved health), and instead suggests we use targeted strategies to reach universal goals. National Equity Project, 2011

Inherent in the concept of targeted universalism is the recognition that to achieve desired universal outcomes, particular attention needs to be paid to the unique circumstances of specific groups.

Targeted universalism rejects a blanket universal which is likely to be indifferent to the reality that different groups are situated differently relative to the institutions and resources of society. It also rejects the claim of formal equality that would treat all people the same as a way of denying difference. Any proposal would be evaluated by the outcome, not just the intent. While the effort would be universal for the poor, it would be especially sensitive to the most marginal groups.

John A. Powell, Post-Racialism or Targeted Universalism, 86 Denver U.L.Rev. 785 (2008)

Input from the Board will inform finalizing the guidance that will be utilized during the strategy refinement process occurring over the summer. The emerging strategy refinement recommendations and preliminary targets will be presented during the July 11 Board Strategic Planning Retreat.

During the May 23 Special Board/Program and Planning Committee meeting, there will also be a brief update on the community engagement process. Preliminary findings from the community engagement sessions will be presented at the June 13 Board of Commissioners meeting.

STRATEGIC PLAN REFINEMENT (SPR4) PROCESS: STRATEGY REFINEMENT APPROACH AND COMMUNITY ENGAGEMENT PROCESS UPDATE

Christina Altmayer

Vice President, Programs

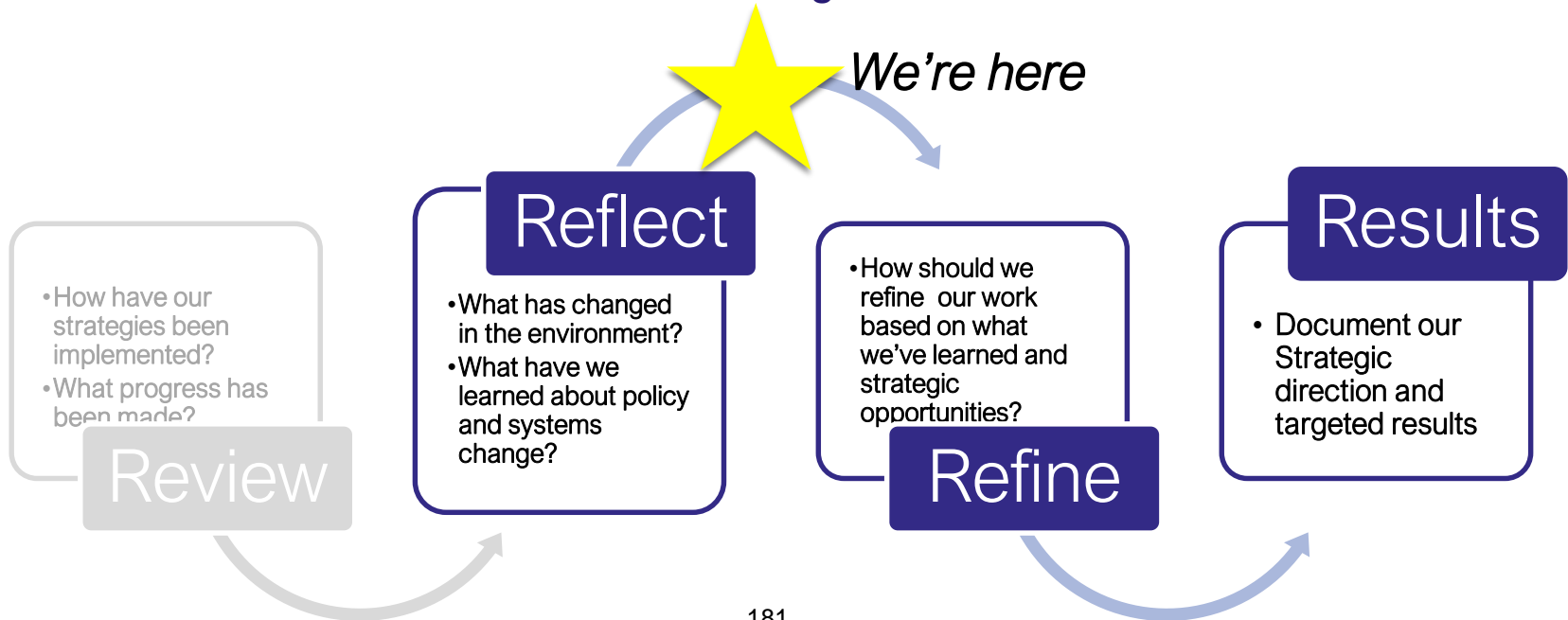
Kaya Tith

Strategic Plan Project Manager



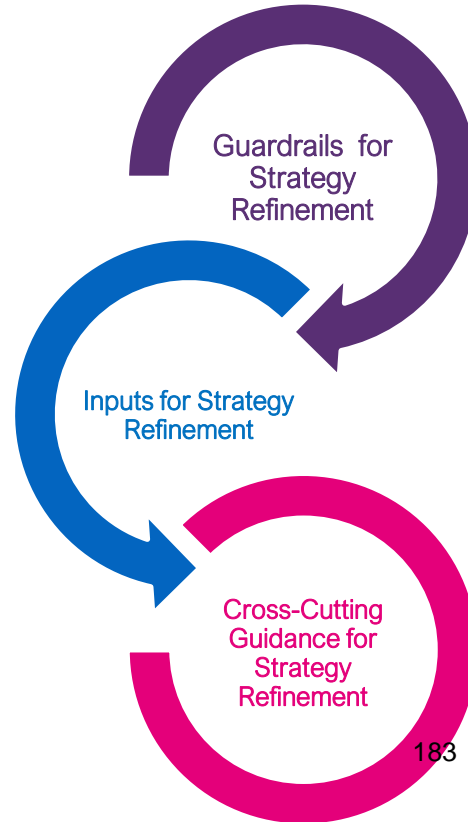
- Present Strategy Refinement Approach and Guidance
- Provide an update on Community Engagement Sessions and County Partner Interviews

Proposed planning process will focus on **reviewing, reflecting, and refining** the current Strategic Plan



- Strategic Plan will build from the Impact Framework and the targeted ***Results for Children and Families***
- “Hold tight” to our North Star and outcomes; “hold loose” in our strategies
- Consider the capacity First 5 LA needs across all its Divisions to do this work effectively
- Leverage diverse stakeholder engagement and community outreach strategies conducted over the past three years to inform our planning process

- Review Phase Data Report & Learnings
- Community Engagement Sessions
- County Partner Interviews
- Children’s Forecast
- First 5 LA Policy Agenda



- Results for Children and Families and Long Term System Outcomes
- Investment Guidelines
- System Change Approaches

- Equity
- Critical Success Factors – Strategy Implications

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Results for Children and Families Contributing to First 5 LA's North Star

North Star
Aspiration



Dimensions of
School
Readiness

- Children are ready for school
- Schools are ready for children
- Families and communities prepare children for school

Results for
Children and
Families

Families have the awareness, resources, opportunities, relationships and environment to optimize their child's development

Children enter kindergarten without any previously unidentified developmental delays and connected to developmentally appropriate services/supports

Children are safe from abuse, neglect, and other trauma

Children have high-quality ECE experiences prior to kindergarten entry

Long-Term
System
Outcomes

To achieve our Results and support family well-being, the systems that support children and families must be:

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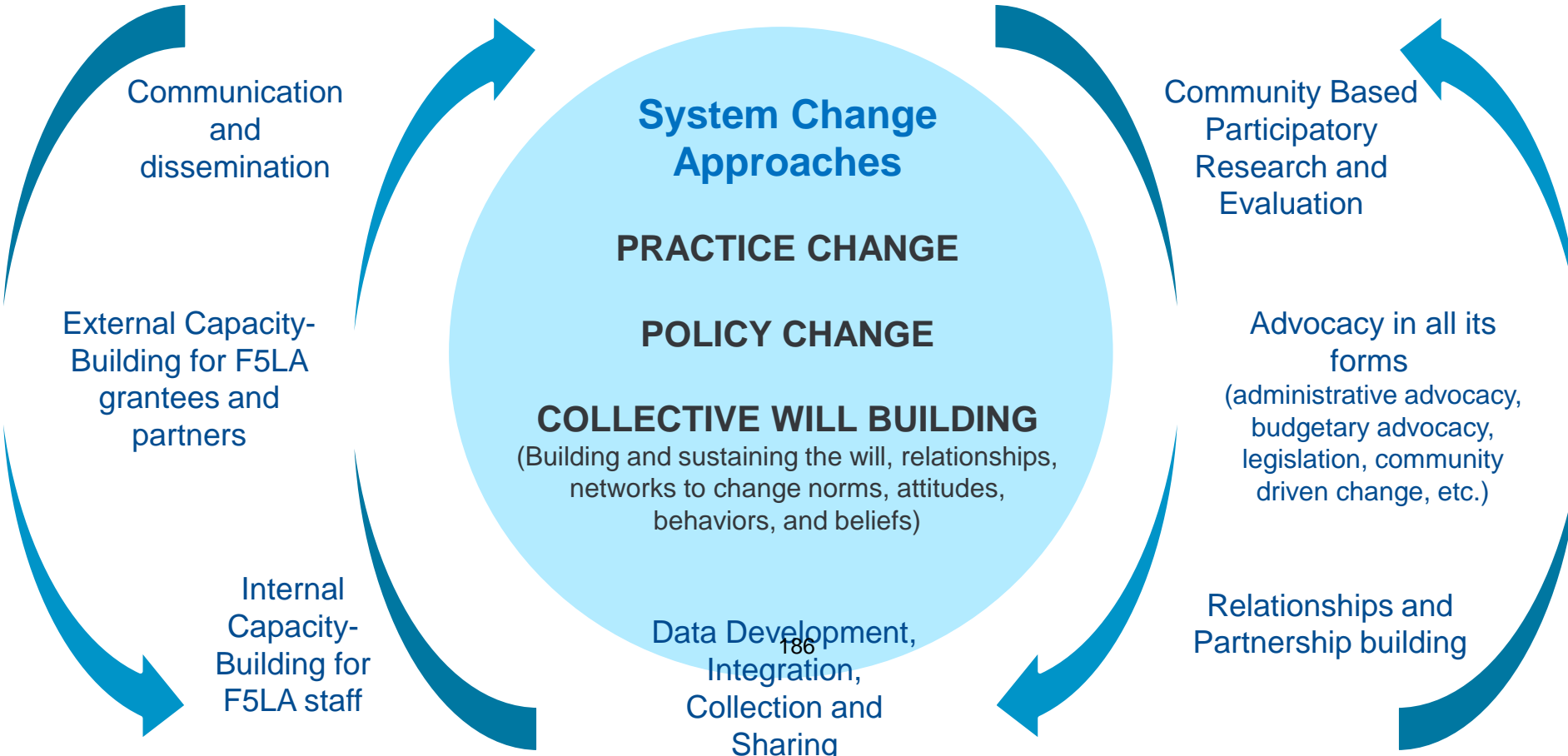
ACCESSIBLE*QUALITY*ALIGNED*SUSTAINABLE

Investment Guidelines (BOC Endorsed on 3/14/19)

First 5 LA will make policy and programmatic decisions to optimize achievement of our targeted results based on the following:

2019 Investment Guidelines	What this Means for Our Work
<p>New Guideline EQUITY: Prioritize children, families and communities in our target population that our work has the greatest potential to impact and advance our North Star</p>	<ul style="list-style-type: none"> • Use data to elevate disparities and achieve equitable outcomes • Strengthen existing public systems to be family-focused and child-centered • Incorporate the voice of families and communities in policy and system change
<p>New Guideline SUSTAINABILITY: Embed sustainability strategies within all of our work</p>	<ul style="list-style-type: none"> • Plan and operate within our fiscal reality • Create new revenue and fund leveraging strategies • Co-invest with partners
<p>UPSTREAM: Focus on prevention</p>	<ul style="list-style-type: none"> • Invest in prevention and early intervention as the primary focus of our work • Link downstream investments to prevention
<p>SYSTEM AND POLICY CHANGE: Focus on system/policy change and implementation to impact the most children and families</p>	<ul style="list-style-type: none"> • Focus on strengthening existing systems; rather than creating new systems • Consider direct services only when there is significant potential to demonstrate models for scalability and sustainability
<p>EVIDENCE AND INNOVATION: Prioritize scaling up evidence-based practices, balanced with investments in innovative and promising approaches to address community needs</p>	<ul style="list-style-type: none"> • Pursue and test innovative and promising approaches, as necessary, to respond to community needs and achieve scale
<p>PARTNERSHIP: Engage partners throughout planning, development, and execution of our work</p>	<ul style="list-style-type: none"> • Demonstrate how committed partnerships are engaged and fundamental to our work

**How will First 5 LA achieve its Long-Term System Outcomes
in service of the Results for Children and Families?
*System Change Approaches & Tactics***



What we heard..

Data is a critical tool to address inequities

Relationships and the work with County agencies is foundational

Parent and community voice is essential

What First 5 LA needs to consider moving forward

Leverage our expertise to focus and prioritize First 5 LA's state policy agenda for early childhood

Continue to play an important convener role - "networking the networks" among systems (public systems, organizations, community organizations)

Battle against the normalization of poor outcomes for children and create expectations of positive outcomes

Identify strategies that cut across the work of First 5 LA and the four results for children and families

Prioritize children, families and communities in our target population that our work has the greatest potential to impact and advance our North Star

- ✓ *Use data to elevate disparities and achieve equitable outcomes*
- ✓ *Strengthen existing public systems to be family-focused and child-centered*
- ✓ *Incorporate the voice of families and communities in policy and system change*

- **Targeted universalism** alters the usual approach of universal strategies (policies that make no distinctions among citizens' status, such as universal health care) to achieve universal goals (improved health), and instead suggests we use targeted strategies to reach universal goals.
- A **targeted universal strategy** is one that is inclusive of the needs of both the dominant and the marginal groups, but pays particular attention to the situation of the marginal group.

Refining strategy with an equity lens means:

- **Data** – Referencing and identifying gaps in available data to identify subgroups experiencing the greatest inequities. Where data are not available, make note of what we will need to know ultimately (as part of a data development agenda).
- **Policy, System, and Structural Analysis** – Exploring and understanding the underlying drivers of inequities or barriers to more equitable outcomes in this strategy area.
- **Evidence Based and Promising Practices** – Identifying models or approaches known to effectively reduce outcome disparities for populations experiencing them (to the degree known).

- Equity** Articulates how First 5 LA is working to ensure that all children are ready to succeed in school and life, with priority focus on those facing disparities along income, racial, ethnic and geographic lines
- Impact** Clearly identifies our intended impact and means to measure our progress
- Integration** Facilitates further integration of our work, highlighting cross-cutting, systems change approaches to achieving First 5 LA's "north star."
- Fiscal Stewardship** Recognizes and reflects our fiscal constraints, projected revenue declines and fiscal stewardship to operate within expected resources
- Plain Speak** Is clear in language and approach for our diverse partners, staff, Board, public
- Priorities & Focus** Prioritizes and further focuses what we must do to advance our policy and systems change work programmatically, organizationally, and operationally
- Capacity-Building** Leverages the process to enhance First 5 LA's ability, skill, and infrastructure for strategy development and implementation

Impact:

- Identify and articulate how each recommendation will help us advance our Long Term Systems Outcomes and/or Results for Children and Families

Priorities & Focus:

- Develop recommendations for how the work can be further focused (what to stop or do less of)

Integration:

- Identify opportunities to better leverage and integrate the organizational assets and strengths of First 5 LA and our partners

Fiscal Stewardship:

- Ensure that the proposed strategy refinements reflect our fiscal constraints and responsibility to fiscal stewardship to operate within expected resources. Ensure that the proposed strategy refinements reflect a long-term sustainability strategy

What is your feedback on the strategy refinement approach and cross-cutting guidance? What's unclear? What's missing?

SPR4 Community Engagement Sessions



The following **principles** guided First 5 LA's approach for input gathering:

- Leveraging existing forums that are platforms for community and stakeholder engagement
- Soliciting input that builds upon the work that First 5 LA is doing consistent with the Strategic Plan and Refinement process approach
- Engaging staff to collect this input through their representation at forums using common frameworks

What are partnership opportunities to achieve the Results for Children and Families?



Where could First 5 LA and our partners go deeper, change track, or pull back?

What does success look like for First 5 LA and our partners in achieving the Results for Children and Families?



What are critical areas for First 5 LA to grow its capabilities to effectively do this work?

Completed:

- First 5 LA Maternal and Child Health Managed Care Meeting
- Los Angeles County Perinatal and Early Childhood Home Visitation Consortium
- Child Care Planning Committee, County of Los Angeles
- LA County Policy Roundtable for Childcare and Development
- ELA Alliance Meeting
- PEACH Monthly Meeting
- Los Angeles County Commission on Children and Families
- LA Care Child Health Advisory Committee

Scheduled:

- First Connections Grantees Convening
- African American Infant and Maternal Mortality Steering Committee
- Best Start Region 1
- Best Start Region 2
- Best Start Region 3
- Best Start Region 4
- Best Start Region 5

REFLECT

REFINE

May

June

Jul

- ❑ May BOC: Futures for Young Children and Families Forecast Presentation
- ❑ May PPC: Strategy Refinement Approach and Guidance
- ❑ Complete Community Engagement Sessions and County Partners Interviews
- ❑ Continue synthesis of key inputs for strategy refinement process

- ❑ Strategy refinement process begins
- ❑ June BOC: Present preliminary findings of community engagement sessions and county partner interviews

- ❑ Jul 11: Board Strategic Planning Session - Emerging strategy refinement recommendations and preliminary targets
- ❑ Continue strategy refinement process

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Targeted Universalism

Policy & Practice

by john a. powell, Stephen Menendian, Wendy Ake



This primer is published by the Haas Institute for a Fair and Inclusive Society at UC Berkeley

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There is a hunger for fresh approaches and urgent demand for novel policy methods that can break through our political gridlock, address the problems of our time and create new avenues for thriving individuals and communities.

Targeted universalism is an approach that supports the needs of the particular while reminding us that we are all part of the same social fabric.

Introduction

THE WORLD IS BESET by a range of overwhelming challenges and intransigent problems that demand a policy response. Although political leaders may agree on the need for action, there is often disagreement over what constitutes an appropriate and legitimate response.¹ For example, the waves of refugee and migrant crises and the issue of widening economic inequality are two recent examples of crises in which policymakers are deeply divided on the best path forward.¹ The seemingly diminished capacity of government to address or forestall repeated waves of social crises across the globe is exacerbated by political polarization regarding what constitutes an appropriate or effective response.

Many policy disagreements are framed by familiar debates about the role of government and the nature or extent of the problem, as well as pragmatic concerns about how to structure or formulate policy for sustainable impact. More than differences of ideology or disagreement over facts, however, underlie these divides. Political polarization is fueled by a growing feeling of unfairness and the perception that policy is a zero-sum game. If one

group benefits, or benefits disproportionately, then other groups may feel left behind or overlooked. The insistence that government and other public institutions remain neutral is eroded by a sense that the government is taking sides or has taken the wrong side.

In an era of political polarization and fiscal austerity, policy debates too readily become trapped in a binary of either universal responses or targeted solutions. Universal responses enjoy a degree of legitimacy in a diverse and pluralistic society, but they may also be viewed as unaffordable and overly ambitious, while also inadequate at helping those most in need. Therefore, the most marginalized people are often the most skeptical of ostensibly universal policies. Targeted policies may be more efficient and less costly, but by targeting a particular group, these approaches are often viewed as unfairly helping one group over another, seeding hostility and resentment.

Even well-intended policy interventions may inadvertently exacerbate inequality, but the absence of viable methods and workable policy frameworks ensures the perpetuation of “in-groups” and “out-groups.” There is hunger for fresh approaches and policy methods that can break through our political gridlock, address the problems of our time, and create new avenues for thriving individuals and communities. Targeted universalism is an alternative to either universal or targeted strategies with the potential to bridge our most intransigent policy divides.

Targeted universalism means setting universal goals pursued by targeted processes to achieve those goals. Within a targeted universalism framework, universal goals are established for all groups concerned. The strategies developed to achieve those goals are targeted, based upon how different groups are situated within structures, culture, and across geographies to obtain the universal goal. Targeted universalism is goal oriented, and the processes are directed in service of the explicit, universal goal.

¹ Policy interventions follow three sequential steps: First, recognition of a social, economic, political, or environmental problem. In some cases, there is a lack of consensus that a problem exists. For example, despite the overwhelming scientific evidence, some political leaders deny that climate change is an environmental problem. Second, policymakers must decide that the problem requires and merits a policy response. Not every governmental entity has jurisdiction to address or respond to policy problems that arise within their jurisdiction. And, for prudential or ideological reasons, some political leaders may believe that the problem, such as it exists, does not merit governmental intervention. Third, policymakers must select an appropriate and effective policy response, and develop sufficient consensus to promulgate and implement it. Policy debates often involve disagreement at each step. Sometimes, however, policymakers debate the same issue at different steps, and thereby talk past each other. This report focuses on the third step, and assumes that there is consensus on the first and second steps, but disagreement at the third step. We acknowledge that this may not always be the case, and therefore the framework in this primer may not be able to help resolve every policy debate.

Targeted universalism is a platform to operationalize programs that move all groups toward the universal policy goal as well as a way of communicating and publicly marketing such programs in an inclusive, bridging manner. It is an approach that supports the needs of particular groups, even the politically powerful or those in the majority, while reminding everyone that we are all part of the same social and civic fabric. As such, targeted universalist policies are more resistant to the critique that government programs serve special interests, whoever that might be.

We urgently need aligned and coherent strategies that create belonging and promote bridging. Targeted universalism provides an approach for orchestrating these efforts. Targeted universalistic interventions undermine active or passive forces of structural exclusion and marginalization, and promote tangible experiences of belonging. Outgroups are moved from societal neglect to the center of societal care at the same time that more powerful or favored groups' needs are addressed.

The implementation strategies derived from a targeted universalism framework come in many forms. Some may be simple technical fixes or modest changes to existing programs. Others may be more sweeping changes or deeper structural reforms. Although the targeted universalism framework supports a wide range of policy interventions, the process for deriving implementation strategies unlocks the potential for transformative change. Such changes cannot arise without unraveling the narrow range of preconceived implementation possibilities held by many policymakers and reconstructing aspirations for an equitable society in which everyone can thrive. By emphasizing the universal goal as a way of justifying a diversity of implementation strategies, transformative change possibilities can be envisioned, pursued, and aligned.

This primer is offered in the spirit of sharpening and contributing to a large body of policy models. Targeted universalism is a platform that jettisons an overly formalistic, one-size-fits-all policy formula in favor of an approach that is more outcome-oriented. As such, targeted universalism opens up the possibilities for experimentalist, manifold pathway policy regimes. It is a framework that adds nuance that can complement and accommodate the best work within the domain of innovating policy change. This type of agenda requires deliberate strategizing, ground-truthing, and smart organizing. The growing community of powerful policy, advocacy, community-based organizations and others can meet the challenge. Indeed, they are already well on the way.

How to Use This Primer

Read it. This publication explains the framework of targeted universalism, discusses its advantages, and provides a process and step-by-step framework for deriving targeted universal strategies. Reading the document will provide a comprehensive understanding of targeted universalism mechanics and potential.

Apply it. This publication offers a workbook explanation of how to operationalize what is otherwise a seemingly abstract policy methodology. In our experience, targeted universalism is simple conceptually, but complex in application. Therefore, we encourage you to work with the process, consider how it may frame your current work, or attempt concrete applications of the strategy in your work. Please reach out to us to provide further support or clarification. We enjoy working with a large number of partners who implement and design targeted universalist strategies and will be happy to make connections to further this valuable work.

Contribute to its revision. This is a living document. The potential of targeted universalism is best realized in practice. We hope you will participate with us in documenting and collaborating in efforts to implement targeted universalism reforms. We would like to grow the community of people engaging with us to make its explanation and application clearer, more relevant, and more widely appreciated. We are interested in case studies, stories of success, implementation, and challenges with applying the concept and using this document. We are also interested in continuing to learn from you and others.

Did you find this primer relevant for thinking about and developing your work? Have you put it to use as a workbook? What needs to be expanded upon? Please let us know. We continue to refine this framework and appreciate learning from your experiences implementing the framework or challenges with the process. We plan to periodically update and reissue this primer. Your feedback and contributions will help it evolve and grow.

Categorizing Strategies

TARGETED UNIVERSALISM is an alternative framework to design policies and implementation strategies to achieve policy goals. Targeted universalism is sensitive to structural and cultural dynamics in ways that often elude both targeted and universal strategies. As such, it is also a way of communicating, a vernacular to build support for inclusive policies.

Despite what the term suggests, targeted universalism is more than a hybrid approach. It borrows the strengths and avoids the weaknesses of both targeted and universal approaches. Yet, it is also categorically distinct in both conception and execution. This distinction is important since a common misconception is that the targeted universalism framework is essentially “targeting within a universal” approach—i.e., pursuing targeted strategies that respond to the urgent needs of some people, and wrapping those strategies in a universal goal that holds wide appeal. But targeted universalism is more than that. It is an entirely distinctive platform for resolving problems that are often unaddressed or exacerbated by targeted or universal policies.

In contrast, targeted universalism programs are designed so that people, or groups, can achieve a universal policy goal, such as all people being adequately fed, producing housing for all those who need shelter, or having affordable health care for all. Targeted universalism is based on exploring the gaps that exist between individuals, groups, and places that can benefit from a policy or program and the aspiration-establishing goal. Targeted universalism policy formulations do more than close or bridge such gaps, but ultimately clarify and reveal the barriers or impediments to achieving the universal goal for different groups of people. The focus on gaps, while important, should be measured by reference to a universal goal, not just between groups.

To understand these differences, we must first better understand the difference between universal

and targeted strategies, their nuances and subtleties and their advantages and flaws. Finally, we will turn to a discussion on how targeted universalism strategies exceed the potential of both universal policies and targeted policies while exploiting their benefits and avoiding their weaknesses.

CONCEPT 1

Universal Strategies

Universal policies are those that aspire to serve everyone without regard to group membership, status, or income. They often establish a goal or minimum protection for the general population. For example, national universal health care programs, such as single-payer systems, apply to everyone in the jurisdiction; there are no other qualifying standards that must be met, besides, possibly, citizenship in that jurisdiction. Similarly, the Fair Labor Standard Act’s minimum wage policies provide a uniform floor of benefits irrespective of group membership, such as race, religion, or sexual orientation.²

Universal approaches have been developed and applied in a wide range of policy contexts to address critical social problems, from health care to unemployment insurance to education. Broad-based social programs, such as Social Security’s unemployment insurance or old age benefits, are often referenced as the paradigmatic form of policy universalism. The assumption is everyone who meets certain work requirements is eligible for the program, and the program provides the same protections regardless of status or group membership (see Table 1). Similarly, free, universal public education is generally seen as an emblematic universal policy.

Universal policies have been defined as those that “guarantee a uniform floor of rights or benefits for all persons or, at least, offers guarantees of a set

TABLE 1

Types of Universal Programs

Type of Policy	Components	Examples
Truly universal	They apply to everyone within a national jurisdiction. No cost or fee. No age or income baseline or minimum. No activity required.	Universal basic income
Broadly universal	A universal policy with some minimal exceptions, based upon activity.	Universal suffrage
Conditionally universal	A policy that applies conditionally, but not based on inherent characteristics.	Social Security's unemployment insurance and old age benefits; minimum wage: requires working

of rights or benefits to a broad group not defined according to identity axes.”³ Accordingly, universal policies generally apply to everyone, to all groups, within the policymaker’s or administrator’s jurisdiction. That does not mean, however, that all universal policies work the same way.

There are many gradations between universalistic policies. Some universal policies are truly universal, applying equally to everyone within a jurisdiction. Others are broadly universal, exempting or excluding some groups within a jurisdiction. And others are conditionally universal, depending on certain qualifying conditions or fees.

Universal suffrage, a basic principle of modern democracy, protects the right to vote irrespective of gender, race, or religion. Nonetheless, universal suffrage is generally restricted to adults attaining some age of majority, such as 18 or 21. In that respect, even this broadly universal policy excludes many people. Similarly, both free, universal public education and old age benefits, such as those provided by Social Security, depend on age qualifications, with the latter beginning at age 62. In addition,

the benefit levels provided by Social Security’s old age provisions depend upon the contributions made to the program, which in turn depend upon prior working life.

Even minimum wage laws, which ostensibly provide a uniform floor of benefits, typically exempt certain occupations (such as tipped employees) and sometimes minor workers. In this way, such laws are broadly or conditionally universal, but not necessarily truly universal.

Universal policies have many advantages. The appeal of the Universal Basic Income (UBI) is that it applies equally to everyone, irrespective of group status, but also of need, previous employment, or wealth.⁴ Its universal scope means that there is less opportunity for a demagogic politician to rail against such a policy on the basis that it is a giveaway for special interests, or that the government is siding with one group against another. By providing the same benefit to everyone equally, a UBI is less likely to feed resentment within one segment of the population to another.

For these reasons, universal approaches are more

ATTACHMENT A

urable politically and judicially.⁵ By providing protections to everyone, without respect to group membership within the class, universal approaches enjoy a broader and more resilient base of political support and are less likely to be viewed as benefiting a particular group. Moreover, as legal scholars have documented, universal approaches are less likely to be construed narrowly by courts and judges.⁶

Despite their scope, many universalistic policies have their genesis in problems that were disproportionately affecting specific groups or particular segments of the population. The aforementioned tactical advantages and the greater resilience of universalistic policy design has motivated policymakers to broaden policy responses to targeted problems. Consider, as two examples of this, the Family and Medical Leave Act (FMLA) and the adoption of the Twenty-Fourth Amendment to the United States Constitution. Both examples illustrate the particular advantage of a universalistic policy design frame.

The FMLA was a major legislative achievement of the Clinton administration.⁷ The legislative effort began with recognition that new parents lacked federal employment protections if they wanted or needed to take time off of work to care for their infants. Evidence was gathered and presented that children and families benefited from having some baseline protections lacking in the United States, especially by comparison to other advanced nations. In its initial iteration, the legislation required employers to permit parents to take at least 12 weeks of leave without fear of termination or risk of dismissal. The final bill, however, was broadened and extended its protections not only to parents of children, but the care of older parents or spouses. Despite arising out of a pressing, and more narrowly framed policy problem, the FMLA was broadened to include benefits for people without children, and thus made into a broadly universal policy (see Table 1), serving the universal goal of employment stability despite urgent family caretaking needs.ⁱⁱ

Another example of a universalistic solution to a targeted problem was the multi-decade effort to curtail the racially discriminatory effects of the poll tax as a qualification for voting. This solution ultimately resulted in the Twenty-Fourth Amendment, which prohibited the use of a poll tax. Poll taxes were typically used by Southern states to make

it more difficult for the poor, but especially poor Black Americans, to vote. Before the adoption of the amendment, many anti-poll tax advocates had sought a federal anti-discrimination law that would have scrutinized the use of the poll tax when used to disenfranchise Black voters. By creating a blanket prohibition, rather than an antidiscrimination standard, as many of the anti-poll tax advocates initially sought, the Twenty-Fourth Amendment solved a problem disproportionately faced by a racial minority with a universal policy.⁸ In this form, the constitutional amendment enjoyed broader support, including from white voters who were also impacted by such laws. Similarly, the National Voter Registration Act and the Help America Vote Act are both examples of voting legislation that is universal in scope, despite addressing problems confronted by particular communities and groups, including the issues arising from the 2000 presidential election.⁹

Universal approaches are not defined by the problems they are attempting to solve, but by their scope of coverage or application, and by how they establish or provide broadly uniform minimums or protections. Just like minimum wage laws, the provisions of the Fair Labor Standards Act, Twenty-Fourth Amendment, and the FMLA apply regardless of status or need. Moreover, the broader, universalistic policy frame made each of these laws more politically popular and durable.

Universal policies are lauded for their tactical advantages, but they suffer a number of disadvantages as well. Universal policies are perceived—and not unjustifiably so—as entailing greater costs on account of greater benefits.¹⁰ Where these benefits are not minimum legal protections, but involve treasury outlays or higher pay or benefits, those costs can be directly passed on to taxpayers or consumers. As noted before, some UBI proposals would provide identical payments to everyone, regardless of income.¹¹ Under a UBI, millionaires and billionaires would receive the same payments as the extreme poor. As such, universal policies are susceptible to the critique that they provide benefits to individuals or groups who do not need them, and therefore are inefficient or wasteful of collective resources such as government funds.

Perhaps the most trenchant cost critique of universal policies arose in the debates in recent years over universal pre-K. In his 2013 State of the Union address, President Barack Obama proposed a universal pre-K program. Debate over his proposal centered largely on the cost, which was estimated to be \$12.3 billion each year.¹² The estimated cost inclined many commentators to suggest that a tar-

ⁱⁱ The FMLA could have been made more “universal” by extending its coverage to a broader range of kinship relationships, but the final bill was broadened from its originally targeted form.

ATTACHMENT A

geted program for low-income children would be a better policy approach.¹³ However, the experience of the popular universal pre-K program instituted by the de Blasio administration in New York City illustrates the benefits, political and educational, of the universal approach.¹⁴

Another critique of universal approaches is that they exacerbate disparities and deepen inequality or injustice in society. This critique of universal policies is counterintuitive, but is well-supported by experience. Consider, for example, Massachusetts' 2006 statewide universal health care law.¹⁵ The goal was to provide all of the state's citizens with access to health care through a mixture of subsidies and penalties. As a result of the program, 96 percent of the state's residents were able to obtain health insurance, above the national average of 84 percent.¹⁶ This indicates that the policy was a significant achievement in that many more people were able to obtain health insurance. The problem was that the provision of health insurance did not translate into access to health care for individuals or groups with inadequate access to health care providers.¹⁷

For people who simply could not afford a doctor, the provision of insurance solved that problem. But for individuals residing in neighborhoods without or proximate to few or no health care providers, having health insurance did not solve the problem of lack of access to health care providers. For people in poor urban or rural communities with too few doctors or health care facilities, or who lacked a car or transportation to reach one, health insurance alone could not resolve that problem. Nor did it solve language barriers or other obstacles to securing access to a provider.

The result of the state's universal program was to exacerbate racial disparities in health coverage. A few years into the program, 78.9 percent of the state's Hispanic population was insured compared to 96 percent of the non-Hispanic white population.¹⁸ It has further been demonstrated that Hispanic groups with limited English proficiency and Spanish-speaking groups did not advance toward the goal of universal coverage. The universal policy assumed that one strategy—making health insurance available—would both enable everyone to have insurance and would improve access to health care. However, for many groups, additional strategies were needed. Increasing the availability of primary care physicians in underserved areas was a barrier for some groups. Some groups faced a language barrier in enrolling in the program and in finding care providers. Simplifying the enrollment process, providing assistance in finding care providers, and helping to navigate the

health care system is necessary to help reach underserved populations.

Universal approaches can exacerbate disparities by addressing only one barrier to achieving the goal. This was perhaps most evident in the original implementation of the Social Security Act's various programs. Not only did the act exempt domestic and agricultural job classifications, occupations primarily filled by Black Americans and women, but it also provides benefits that scale to pay.¹⁹ Consequently, in a discriminatory labor market, the benefits of the program were dramatically uneven.²⁰

In a similar vein, consider job training programs that typically focus on the provision of technical skills and credentials. The presumption is that technical skills and credentials are what blocks potential employees from finding employment. Barriers to jobs include not only technical and vocational skills, but soft skills and social skills needed to interview and land the job, knowledge of job openings, and transportation to a job or access to a car. A job training program that treats everyone the same may also exacerbate disparities.

While the potential for universal approaches to exacerbate or deepen group-based disparities is perhaps their most problematic feature, there is a more fundamental flaw. Universal strategies in practice often function like targeted strategies. All universal policies assume a norm or a universal situation. For example, the Social Security Act was implicitly designed to make changes that would lift up the conditions of a white, able-bodied, working age man. People who were disabled were less likely to benefit from the program. And people who were no longer of working age could not benefit from the program either. At the core of any universal approach is an implicit universal norm, assuming that everyone it attempts to serve is similarly situated. Therefore, in the end, when the policy is implemented, it only serves some or a few people—that is, it proves to be a targeted program.

The Massachusetts universal health care policy reflects this deficiency. For some groups, the only thing that stood between them and health care was health insurance. Groups with limited English proficiency needed health insurance, assistance with the enrollment process, and access to quality health care providers in their communities. Groups with low income needed health insurance and a cost-reduction mechanism for medical care. The universal policy, with its singular strategy, moved some to the goal, but left others behind.

Universal health care plans hold great appeal for

many involved in social justice work. When implemented, the plans made solid measurable gains. However, there is an outstanding need for considering the underlying goal and the diverse array of barriers to that goal for specific groups within the general population.

Now that we have described universal policies in concept, as well as in their varying forms, presented a range of illustrative examples, and laid out their advantages and disadvantages, we turn to targeted policies for the same treatment.

CONCEPT 2

Targeted Strategies

Targeted policies single out specific populations or make provisions for selected groups, generally, to the exclusion of others. Benefits or protections based on targeted policies depend on group membership or another categorical basis of eligibility, such as status or income. In this respect, they neither set nor pursue a universal strategy or goal, at least not explicitly.²¹ Rather, the policy is tailored to the needs of the people it aims to serve or protect. This produces a binary program design, where members of the target groups benefit while members of other groups, no matter how well-off, do not receive the benefit or protection. This is often a source of claims of unfairness.

Like universal policies, targeted policies are ubiquitous and broadly familiar. Programs such as the Food Stamp Program (now redesigned as the Supplemental Nutritional Assistance Program, or SNAP) epitomize targeted policies, providing food to low-income families who might be at risk of hunger or malnutrition. As we will discuss, each of these strategies may prove insufficient to achieve their policy goal, and not simply because of inadequate funding. Any program or policy with means-tested eligibility requirements or other income parameters are likely examples of targeted policies. For example, in contrast to a UBI, a negative income tax would provide benefits only to the lowest income brackets, and thus would condition benefits on income eligibility.

Targeted strategies may also provide public benefits to particular groups, such as veterans or people with disabilities. The Servicemen's Readjustment Act of 1944, also known as the GI Bill, may be one of the most successful targeted policies in American history, providing subsidized education, loans, and health care to veterans returning from World War II.²²

Targeted policies are prominent in civil rights

legislation. Antidiscrimination norms are enacted because of the prevalence of discrimination on the basis of group membership. Additionally, many features of antidiscrimination law provide for special treatment for the targeted group. For example, the Americans with Disabilities Act (ADA) requires not only equal treatment, but also special accommodations for persons with disabilities, including the provision of ADA accessible easements, entrances, and seating in public accommodations. The accommodation provisions are more than simple equal treatment mandates; they require affirmative accommodation by government, employers, or public businesses.²³

Similarly, the Age Discrimination in Employment Act (ADEA) of 1967 did not simply prohibit discrimination on the basis of age, but it specifically extended its protections to workers "over the age of 40."²⁴ This was set in recognition of a targeted problem. Namely, among others reasons, that "older workers find themselves disadvantaged in their efforts to retain employment, and especially to regain employment, when displaced from jobs."²⁵ Thus, by targeting workers over the age of 40 with special protections, the ADEA is a targeted policy.

Perhaps the most well-known and controversial class of targeted policies are affirmative action policies, which, in the contexts of employment, admissions, and government procurement, establish targets or soft goals for the hiring, contracting, enrollment, or promotion of underrepresented or historically disadvantaged groups. In a notable example, the University of California at Davis medical school set an enrollment quota of 16 seats for disadvantaged racial minorities in the early 1970s.²⁶ Other examples include specific set-asides, such as procurement or contract dollar targets, as enacted in the State of Ohio's Minority Business Enterprise Program.

While some may think that distributing access to college, jobs, or other limited resources cannot or should not be based on race, the distribution of such public or private goods based on grades or test scores results in an uneven distribution of such goods. Nonetheless, the assumption is that the latter such distributions are neutral, fair, or "meritorious," whereas programs such as affirmative action are not. Whether the selection criteria is based on race or some seemingly neutral merit criteria, the program is still "targeted."

Despite the association of targeted policies with protections for certain racial or other minorities, most targeted policies or approaches do not rely

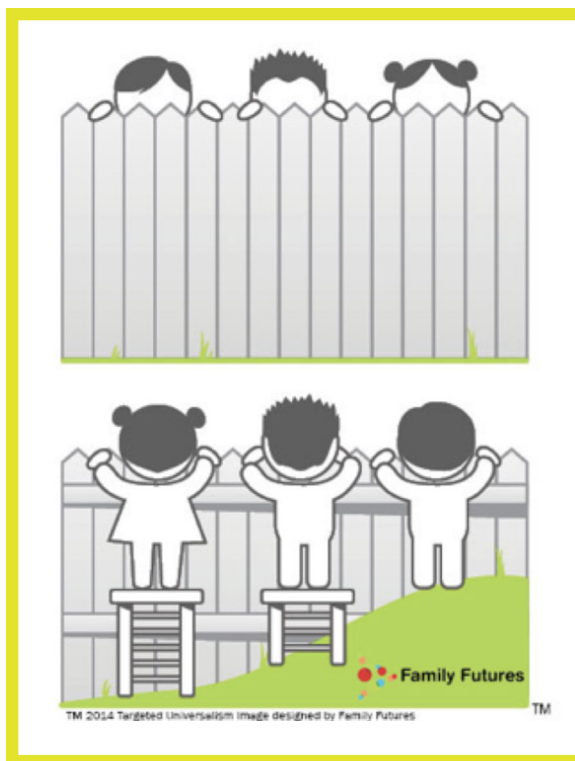
Equity Imagery in the Context of Targeted Universalism

A common set of images used to illustrate the difference between formally equal treatment and supports that help individuals reach the “universal goal” are those that feature people behind a fence and trying to catch the view on the other side.

The fencing imagery is often framed as distinguishing between “equality,” meaning strictly “equal treatment,” and “equity” or fairness. In the “equality” version of the image, people of different heights have equally sized boxes to help lift them in an aid to see above the fence. Each person is given an identically sized box to help them see over the fence—but only the taller person is able to see over the fence when they stand on the box. The same box doesn’t help people of different heights see over the fence. In this way the visual metaphor demonstrates the idea that treating “different people” equally is not a solution. When we map this image onto the concept of targeted universalism it may be said that the universal strategy of distributing identical boxes to different people did not enable everyone to reach the goal. Targeted universalism does advocate for different people receiving different strategies or greater resources—in this case everyone could see over the fence if they had different sized boxes or more than one box. However, this image doesn’t serve as the best metaphor for targeted universalism. From this analysis of the image we presume that the universal goal was to make it so that everyone could see over the fence.

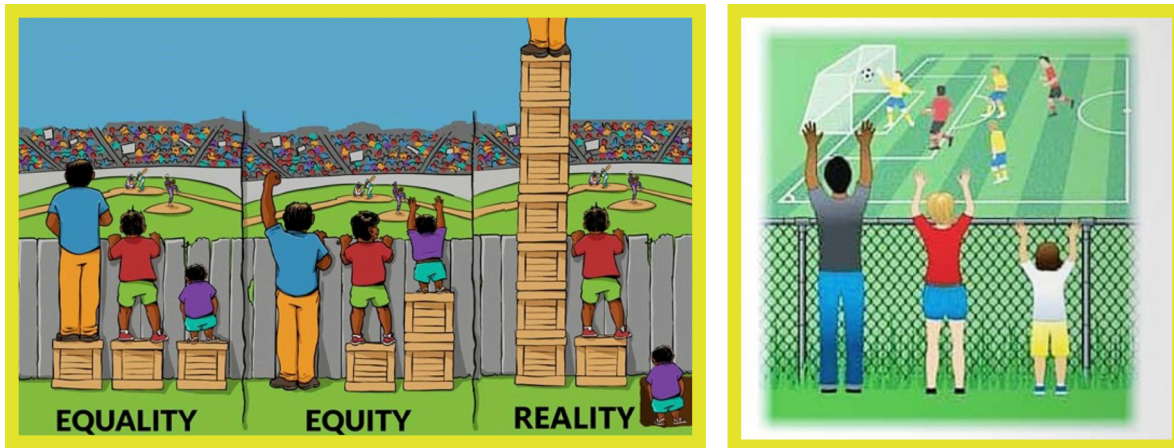
A more careful analysis can point out the fact that the fundamental goal would be to remove the fence—and the goal would be to have everyone see and enjoy the baseball game. If the fence were gone, no one would need to stand on boxes—whether that’s one or more boxes. This is definitely a more durable solution and doesn’t require the perpetual distribution and production of boxes.

Removing the fence is universalistic—helping everyone to see the game—and does not single out a particular group based on height. This enables strategy design that solves the problem for the shortest people and the



Source: Family Futures (2014)

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Sources: Variations of these images have been created by Craig Froehle, Angus Maguire, the Center for Story-Based Strategy and the Interaction Institute for Social Change.

tallest people. In so doing, figuring out how to take apart the fence does not focus on the “deficits” of individual people. Taking apart the fence is also a structural—rather than an individual—fix, is more durable, and benefits everyone.

Reading even more into this metaphor, we can appreciate the role of institutions, structures, and systems. One version of this image sometimes reconstructs the fence—see the final figure above. The wooden privacy fence has been replaced by a chain link fence. This is also a false solution—people can see the game but there is an enduring structural artifact that keeps people out of the facility. Certainly, in an image without a fence, we imagine that the team up for bat would usher the new game attendants to the bleachers and off the expanded field. Changing a literal structural barrier can make the existing rules of the game add people to the bleachers. There is a presumption in this figure that everyone wants to see a baseball game—an exceptionally long, and some may say boring, game. If more people were allowed into the game as spectators, then there is more potential for their desires to sway decisions. Maybe the publicly funded sports field can begin to host many different kinds of sports of interest to different people.

on group-based membership. Perhaps the most famous bundle of programs that embodied targeted approaches are the set of programs developed under the auspices of the so-called War on Poverty. These include the aforementioned Food Stamp Act of 1964, the Elementary and Secondary Education Act (ESEA), and the Economic Opportunity Act of 1964, which created the Community Action Program, Job Corps, and Volunteers in Service to America. The ESEA created a new channel for providing federal funding for primary and secondary education for underresourced communities and school districts. Although, in practice, nearly every school district received so-called Title I funds, the funds are ostensibly targeted at the most underresourced districts.²⁷

As suggested by the resilience of universal policies, targeted programs are more vulnerable by comparison. In addition to the long-running attack on affirmative action as “reverse racism,” the entire War on Poverty program came under sustained political assault in the 1970s, an attack which continued through the ’80s and early ’90s. In this environment, some wondered whether anti-poverty programs should be more narrowly targeted to apply only to “the truly disadvantaged.”²⁸ Others wondered if the targeted nature of these programs made them particularly susceptible to political attack, some calling to mind the nineteenth century poorhouses and other policies that proved ultimately unsustainable for similar reasons.²⁹

To some politicians and citizens, singling out a particular group to receive benefits, while excluding others, may seem unfair. An ethos of distributing resources equally is strongly held in our polity. But even when carefully justified, demagogic politicians can use the unequal distribution to claim that government is unfair, or taking sides. The refrain frequently leveled against social welfare programs, such Temporary Assistance for Needy Families (TANF) or SNAP, is exactly that, and has been the operating logic underwriting decades of cutbacks in social welfare programs.

A weakness of targeted programs is their vulnerability to political challenge, particularly when the targeted group is an “outgroup” or perceived as undeserving.

If a targeted policy directs focus to these individuals, negative stereotypes and beliefs about those groups undermine support for an “underserving” out-group. Many of the most marginalized groups are also the least favored in the larger public imagination. Too often, the prevailing assumption is that the condition of that group lies with them rather than with society or the means by which benefits are distributed. For that reason, targeted programs for the elderly are more likely to be well-received and politically sustainable than targeted benefits for marginalized populations based on race or ethnicity. Means-tested programs are susceptible to the erosion of political will due to powerful and incorrect stereotypes as well as the averred unfairness of unequal benefit provision. Slashing social welfare programs, in particular, is a top policy objective and refrain of conservative politics.

We can see the distinction between popular support for strategies that target out-groups versus in-groups—particularly with corporations—when comparing federal social welfare spending versus corporate subsidies. For example, while \$59 billion was spent on social welfare programs in 2014, \$92 billion was spent on corporate subsidies.³⁰ Social welfare programs were publicly and consistently attacked, while corporate tax credits were largely left out of any public spending debate. Similarly, popular housing subsidies that primarily benefit the upper-middle class and affluent, including the mortgage interest deduction, may cost the treasury hundreds of billions of dollars per year.³¹ In contrast, the federal government spends only a fraction of that amount (estimated at \$46 billion per year) on affordable housing. Moreover, President Obama’s 2017 budget estimated that it would cost only \$1 billion more a year over 10 years to completely eliminate homelessness in the US.³²

Popular support for social welfare programs has eroded by associating those programs with out-group stereotypes that run against the grain of popular societal values of independence, autonomy, and individual motivation. Such inaccurate and brutalizing stereotypes include poor people being cast as “lazy” and the racialized and gendered stereotype of the “welfare queen.” Since the 1970s welfare support programs were attacked with a discourse tying racial stereotypes to such programs. This discourse ties the negative way people unconsciously feel about stereotyped groups to their decision to support or oppose a policy.³³

Despite the perception that many targeted policies, especially those associated with the War on Poverty, have failed, targeted policies tend to be successful

in achieving their policy aims when fully implemented on a sustained basis. The tailored nature of the targeted policy means that it has a good chance at success. Targeting strategies for particular groups can produce measurable gains, as the GI Bill demonstrates. Consider, as another example, the Earned Income Tax Credit (EITC). The tax credit exclusively targets working families under a particular income level. Those families, representing nearly one out of every five tax filers in the US, received a tax credit averaging \$2,194 in 2010.³⁴ This policy singles out a particular group and provides financial advantage to the group. The EITC has lifted approximately 4.7 million children above the poverty line.

Now that we have described and contrasted universal and targeted policies, we will turn to targeted universal approaches.

CONCEPT 3

Targeted Universal Strategies

While they each have their advantages, universal and targeted policies are not only politically fraught, but have proved incapable of addressing, let alone solving, many of our most enduring social, economic, and environmental problems.³⁵ Having acknowledged this fact, many legal and political scholars have lamented the limits of prevailing policy design and policy imagination.³⁶ There is another way: targeted universalism. Targeted universalism is an alternative policy framework to design and implement policies that can achieve critical policy goals and bring us closer to our collective aspirations. Targeted universalism platforms are designed to enable everyone to enjoy the realization of a policy goal. The implementation strategies derived from this platform are designed to advance everyone to the universal goal.

Targeted universalism is sometimes incompletely understood as a platform that takes the best parts of targeted strategies and universal strategies—avoiding the problems and maintaining the advantages of each.³⁷ In that respect, targeted universalism might seem exactly like Theda Skocpol's call for "targeting within universalism." Indeed, it is very similar—the differences lie in very close inspection of targeted universalism—the insight we hope to provide here. Targeted universalism is categorically different, in both concept and execution.

First, targeted universalism is outcome-oriented, and the processes are directed in service of the explicit, universal goal.

Targeted universalism emphasizes goals, and recenters the policy debate toward a focus on outcomes.

Many policy efforts are designed to be either a targeted or universal strategy, but the goal is not an explicit part of the public debate or the way it is discussed in the public sphere—there is not an effort to consistently and coherently articulate what the strategy intends to accomplish. For example, in the context of health care, the Obama administration's overwhelming emphasis in promoting the Affordable Care Act (ACA) was the lack of insurance coverage for tens of millions of Americans. But, as the more recent debates over Medicare for all or single-payer as well as the experience of the Massachusetts health care law illustrate, health insurance is only one facet of the problem. Extending health insurance to millions of additional Americans has not come close to accomplishing the goal of universalizing access to health care. Extending insurance is an important but incomplete strategy to achieve the goal. From public debate around the ACA, it seems that policymakers either conflated health insurance with wellness and quality health care or were simply narrowly focused on a competitive market-based arrangement to provide health insurance to a larger number of people who were locked out of the market. In targeted universalism, a great deal of attention should be granted toward the identification of the universal goal.

Second, targeted universalism rejects a single or even a limited number of targeted implementation strategies toward a universal goal. Too often, policymakers develop a one-size-fits-all remedy to achieve policy goals, failing to understand that different communities and populations have different needs. Targeted universalism seeks the development of a range of implementation strategies. The implementation strategies are tailored to address both the structures that impede different groups and populations and to affirmatively develop structures that promote the desired outcome for different populations. The strategies are targeted, but the goal is always universal.

If the goal was trying to make health insurance available to all, then one could say that the Massachusetts experiment was successful. If the goal was to make sure everyone had access to a health care worker, it was not. Of course, the goal might

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have been to provide health care to all communities and all people. Even then, providing access would not necessarily be adequate. This example illustrates two critical aspects of targeted universalism: First, it is important to be clear on what the universal goal is, and distinguish it from subsidiary or intermediate goals. Second, the “universal” in targeted universalism is not the implementation strategy or application. Targeted universalism does not aim to reach all people in the same way.

Targeted universalism rejects a blanket universal strategy, which is likely to be indifferent to the reality that different groups are situated differently relative to the institutions and resources of society. It also rejects the claim of formal equality that would treat all people the same as a way of ignoring difference—recall that universal strategies may not achieve universal goals. For this reason, targeted universalism is sometimes referred to as “Equity 2.0”—a framework to realize the full potential of pursuing equity. It embraces difference and disables any attempt to legitimize an inequitable status quo through treating everyone the same, with the same solutions, and the same attention. With an unwavering commitment to the universal goal, targeted universalism platforms require a diversity of strategies to advance all people toward it. It is not narrowly concerned with the disparities between groups.

Consider, for example, the series of popular images used to depict differences between equity and equality. In this primer we present various versions of these graphics accompanied by commentaries of the different visual metaphors. For example, a popular image and metaphor is a fence that obscures a ball game or natural sight that everyone might like to see (see p. 12). Taller individuals may be able to see over the fence, but shorter people or children may lack such a view. The fence takes everyone as they are and treats everyone equally, yet it has an unequal impact.

The general analysis suggested by this familiar equity imagery attempts to move us beyond a narrow conception of equality, but it is problematic in several respects. As our analysis reflects, such imagery suggests that the problem lies with the difference in height and not the structure in which height becomes a barrier. Further imagery has been developed to address this deficiency in part by, for example, removing the barrier instead of boosting an individual’s height or replacing the barrier with a transparent barrier.

A different representation might illustrate three people of the same height, but one standing on a

mound, one in a hole, and the other on flat land. In this depiction, it becomes clear that difference in outcomes is baked into the structure and is not due to particular characteristics of individuals. One could continue to play with this example, and several organizations have. The limitation with the approach of simply removing the barrier is that it suggests we can function without structures. Individuals are necessarily situated within structures and systems—malleable as those may be. Furthermore, structures are not neutral. In addition, the spectators should have a role in not just seeing the game but in constructing it.ⁱⁱⁱ

We might achieve the goal of permitting everyone to view it by installing a stool or a bench at an appropriate distance, or provide viewer holes through the fence. Even then, however, some people, such as those with vision impairments, may not be able to see the view. In India, a group of blind students campaigned for a small model of the Taj Mahal so that they could apprehend the structure.³⁸

Targeted universalism can address such barriers by making a structural change that removes a barrier and by providing shorter-term fixes and structural supports for people suffering under the barrier. Targeted universalism as Equity 2.0 moves beyond debates over equal treatment with a recognition of a shared goal or universal aspiration.

A shared goal instills a sense of shared aspiration and reinforces collective obligations. It counters forces that divide in- and out-groups. This is critical both at a strategic and conceptual level. It is strategic in that a shared goal of interest to all groups can diffuse potential discursive attacks, singling out particular groups and weakening the broader policy. It is also conceptually necessary given the flaws in both targeted and universalistic approaches.

The emphasis on a shared aspiration raises the expectations of all groups and does not set the goal based upon what more privileged groups already have. For example, many interventions in education focus on the performance gap—a disparity—between white students and their Latinx and Black counterparts. However, a shared goal would exceed the current performance of white students as well

ⁱⁱⁱ This is one of the important distinctions between inclusion and belonging. Targeted universalism is an opportunity to put belonging “on the ground” in practice. In inclusion, the structure that similarly situates people is critical. In belonging, the structure is cocreated by the participants. This is one of the reasons the process for defining the universal goal must be taken seriously, rather than assumed.

Equity Imagery in the Context of Targeted Universalism



Sources: Elmina B. Sewall Foundation and Saskatoon Health Region Advancing Health Equity

In addition to the image of fences and baseball games, another image of people of different heights picking apples is used as a visual metaphor of the difference between equity and equality. In this image, people of various heights reach up to get an apple hanging from tree branches. These images imply that everyone is trying to reach an apple.

The ability to reach the shared goal—getting to an apple—depends on the height and reach of the individuals. Thus, supports can be provided to help different individuals reach the universal goal.

The image suggests that the goal is to reach an apple—to pick it. However, the universal shared goal may actually be to provide food for people in the community in which the apple pickers live. In this case, the goal is not to reach the apple—but to harvest apples to share with others. It's important to those picking the apples that everyone eats. For everyone to eat, people in the image need to reach the branches, and other people—who are not in the image—just need all the apples harvested.

Concerning the shared goal here to feed people, it is meaningful to consider the “invisible” role of institutions, structures, and systems that may be at play in this image. Institutions guide the relationships between farmworkers and the people who control the land and create the structures that reify the terms of those relationships. If the apple pickers are working on a massive commercial farm and lack basic worker protections there are unique dynamics to harvesting apples, and the desire to feed their families may only make them focus on earning enough wages to purchase food. If the people picking apples are on a weekend leisure trip to a fruit farm then they may only gather enough for cider and baked apples for a treat at the week's family meals. All of the details in this image are relevant and reflect the kinds of fine-grained analysis and detail that would create the basis for designing targeted universal strategies on the ground.

rather than use white performance as a baseline. This goal may set a new standard of performance that all students have yet to benefit from.

In fact, this is one of targeted universalism's most important features. While the gap between groups is important, it is of limited insight or value. Relative equality between groups matters but is incomplete. One could close the gap between groups with none of them getting close toward the universal goal. Indeed, instead of achieving the universal goal, one could perversely reduce all groups to the lowest common condition of the most marginalized group, and the disparity between groups would vanish. Within targeted universalism, intergroup disparities should be used only as a diagnostic tool to assess relative performance, and not as a policy focus.

In the context of a shared aspiration and universal goal, we can investigate the ways different students are situated within the intersections of various systems that shape educational performance, including housing stability, food security, and transportation. In so doing, we might find that poor African American and white students, homeless students, and newly arrived immigrant students need affordable housing near the school and changes in enrollment criteria so they may be able to stay in the same school all year long. This will go a long way to helping their achievement of performance outcomes.

We might find that poor white students and poor Asian students need better transportation to get safely from their communities to the school. In this way, when we look for implementation strategies, we are not taking for granted groups of people identified in disparities data and groups on either side of "gaps" in disparities data. Rather, we see the disparities as a signal of a structural problem and move straight away to examining all the different structures that shape student outcomes.

Consider the brilliant work being done to disrupt the school-to-prison pipeline. These efforts reorganize the systems and change the structures perpetuating the problem of youth of color being swept up into the criminal justice system. This work is characterized by a set of powerful, targeted interventions, many of which have realized meaningful gains. Some interventions have centered on bringing practices of restorative justice into schools as a way to resolve what may otherwise be conflicts referred to police.

For example, see the "Restorative Practices" report detailing the implementation of restorative justice

TARGETED UNIVERSALISM IN LOCAL GOVERNMENT

Targeted universalism in practice: Seattle's pedestrian master plan

The Seattle Department of Transportation's mission is to "deliver a first-rate transportation system" and is underpinned by core principles including providing public safety, building healthy communities, and fostering a thriving economy. The city has an active Race and Social Justice Initiative that insists each city department consider racial equity impacts of departmental planning. The city-wide racial equity initiative has shaped the way the department designed and implemented "outreach and engagement" work, "project prioritization," and "performance measures." These are deeply connected to engagement and participation with community members that have been traditionally left out of decision-making and influence in city planning.

The planning for the pedestrian plan focused on walkable communities with accessible sidewalks. There was an understanding that there would not be an even—or equal—investment across the city. Rather, since some neighborhoods had sidewalks in greater disrepair, those areas of the city would be a higher priority and also the recipient of a greater share of funds.

To discover these priority places and communities of people, the city conducted city-wide mapping. Even though the priority for areas in greater disrepair were identified, this was still not enough to narrow down to outcomes that would be feasible within the strategic plan. To further narrow and set priorities the mapping analysis created a weighted index that measured the demand, the equity and health effects, and the transit function. Equity criteria included data on income, auto ownership, disability, and disease.

It was also important to update the plan again on an annual basis, update the prioritization criteria as necessary, establish further metrics for "targeted policy," and identify "sustainable sources of funding."

Source: Based on the presentation "Making Health Equity Work: How to implement targeted universalism policies" hosted by Robert Wood Johnson Foundation's Leadership for Healthy Communities (dated Dec 2, 2014).

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in Alexandria City Public Schools.³⁹ There are many organizations advancing this strategy as a strategic intervention that interrupts what has come to be known as the “school-to-prison pipeline.” The Advancement Project is one organization that has lifted up the potential power of restorative justice as a racial justice strategy—an intervention strategy that is a systemic approach to changing the criminal justice system.⁴⁰

While students of color are the primary students facing the violence of the criminal justice system and its role in schools, there are other groups similarly situated with respect to the presence of police and the criminal justice system being combined with the education system: namely students with mental disabilities and abused/traumatized students. In this way, the strategy of restorative justice, teacher training, and changes in state and local policy disadvantage those students, and those students are the target of these interventions.

These targeted strategies serve a universal goal: all students should be educated in safe environments

that nurture intellectual and emotional intelligence. Targeted strategies for youth of color to attain this goal include interventions to eradicate the school-to-prison pipeline, among many other strategies.

For other groups of students, such as students in affluent suburbs with high-performing schools, there may need to be an infusion of mentoring or counseling programs, additional expertise and training for teachers and principals to integrate empathy into their educational environments, and additional adult support for the learning environment. All groups can benefit and be supported by interventions to meet this universal goal.

While targeted universalism acknowledges different strategies needed for everyone to be able to benefit from reaching the goal, the platform also acknowledges and directs the prioritizing of different needs, different strategies, and a fair—rather than even—distribution of resources. Often these are the very real constraints that emerge on the ground as targeted universal strategies are designed and implemented..

Five Steps for Targeted Universalism

- 1. Establish a universal goal based upon a broadly shared recognition of a societal problem and collective aspirations.**
- 2. Assess general population performance relative to the universal goal.**
- 3. Identify groups and places that are performing differently with respect to the goal. Groups should be disaggregated.**
- 4. Assess and understand the structures that support or impede each group or community from achieving the universal goal.**
- 5. Develop and implement targeted strategies for each group to reach the universal goal.**

Creating a Targeted Universalism Framework

CONCEPTUALLY INTUITIVE and appealing, targeted universalism is much more difficult to develop and implement. This section of the primer sets out a straightforward five-step process for developing targeted universalism policies. Subsequent sections of the primer will address more challenging elements set out within this framework in more detail, serving as a sort of troubleshooting guide.

STEP 1

Establish a universal goal based upon a broadly shared recognition of a societal problem and collective aspirations

Like all policy solutions, targeted universalism begins with recognition of a societal problem or a collective aspiration. The problem is sufficiently persistent and intransigent that it calls for a policy response and cannot be addressed alone by markets or private actors. The heart of this step is to establish a universal goal in relation to the societal problem. This may be a source of confusion, so let us be especially clear on this point.

As noted in the footnote in the Introduction to this report, in some cases there is a lack of political consensus that a social, economic, or environmental problem or need exists. Even where such consensus exists, however, there is sometimes a lack of consensus or disagreement that the problem or need warrants or merits a policy response.⁴¹ For practical or ideological reasons, policymakers disagree that the government can help alleviate or address the problem. A targeted universalism platform cannot resolve policy disagreements in these respects.^{iv} It can, however, forge a policy pathway

forward where there is broad agreement that a problem exists and, furthermore, that the problem warrants a policy response, but there is disagreement or uncertainty about what to do.

Where there is broad consensus that a problem or need exists, and that a policy response is appropriate, a targeted universalism platform is the approach that has the best chance for creating a sustainable policy intervention to actually solve the problem or address the need. To do so, the first step is to clearly articulate the universal goal reflected by the collective aspiration or broad need.

As noted in the discussion on the various forms of “universal” policies above, there are varying forms of universalism. Some “universal” policies touch everyone within a jurisdiction, as with some forms of UBI. Others, however, might only apply to people of working age, as is the case with other forms of UBI or universal suffrage, which exclude minors or the very young. Similarly, universal basic education is aimed at the young, while universal old age insurance is aimed at the old.

What is meant by “universal” must be worked out in relation to the problem or need. If the problem is hunger, then the universal goal might be that everyone is fed and has adequate nutrition. If the problem is homelessness, then the universal goal might be that everyone has shelter. If the problem is unsafe working conditions, then the universal goal might be that everyone has the benefit of minimum safety standards at work.

Recall that the FMLA developed a universal policy response to the problem of work instability for new parents, by extending protections for families without children who need time off to take care of family members, such as parents. The societal problem need not be universal or even broadly experienced to warrant the articulation of a universal goal that reflects a collective aspiration. For example, a policymaker might begin with the recognition of disprop-

^{iv} There need not be complete consensus that a problem exists for a targeted universalism platform to proceed, but there does need to be a broadly shared recognition.

portionate levels of hunger in rural communities. If decision-makers and advocates join forces to create a targeted universal framework and craft a universal goal that would serve this population, the universal goal might be that “everyone has adequate nutrition.” This is a universal goal in that it reflects collective aspirations and it is one that nearly all groups would accept, even urban populations that might not be suffering from hunger to the same degree—while serving those who might be—including the groups that were initially the focus of the policy.

Most legislation contains a statement of purpose, a section that describes the main purpose or a set of purposes, usually near the beginning of a bill. Less often, however, such statements articulate a collective aspiration in the form of a universal goal. For example, the first two purposes provided in the American Recovery and Reinvestment Act (ARRA) were “[t]o preserve and create jobs and promote economic recovery” and “to assist those most impacted by the recession.”⁴² The nation’s primary legislative response to the Great Recession, ARRA was focused on pulling the economy out of the recession, but also explicitly attempted to help those most immediately impacted by the recession.

Some policy goals can be viewed as strategies to achieve other deeper and sometimes tacit goals. For example, the Patient Protection and Affordable Care Act, aka “Obamacare,” had as a statement of purpose “to improve access to and the delivery of health care services for all individuals, particularly low income, underserved, uninsured, minority, health disparity, and rural.”⁴³ Providing health care services is a strategy to help people live a healthy life, rather than an end in and of itself. Refer back to our example of whether or not a policy of universalizing health insurance accomplishes the goal of providing access to health care, let alone this deeper goal. Had policymakers more carefully investigated the problem, they might have considered the full suite of strategies that could improve well-being and identify what health problems mean to people with day-to-day challenges. And, as we described, it would be clear that much more than health insurance is needed.

In general, however, the goal is either explicitly stated as part of the policy or implicit in the program. It is important to contextualize any strategy or policy as an effort to reach a particular goal. Universal health care works to realize the goal of accessing quality health care or living a healthy life. The SNAP program, a means-tested benefit, is an effort to realize the goal of obtaining food required for good health for all families, and avoiding hunger

and malnutrition.

The articulation of the universal goal is the first step in a targeted universalism platform because it then serves as the basis for subsequent policy development. Without reference to the universal goal, it becomes difficult, if not impossible, to assess progress and evaluate success.

Given that policymakers represent constituents and not others outside of their jurisdiction, it is not a defect of universal goal setting that the universal goal may have geographic or jurisdictional limits. We would not expect a municipal government to legislate on behalf of another government, just as a central government would not legislate on behalf of another nation’s central government with respect to the problem of school funding or health care provision. By “universal,” we mean universal insofar as it applies to a policymaker’s jurisdiction.

Within a jurisdiction, the objective is then to get all groups to the goal, not just the most politically powerful or most marginalized within a society. In establishing the universal goal, no group is favored except insofar as the problem has landed on the policy agenda.^v Ultimately, the goal—whether reflective a collective aspiration or a response to a societal problem—is one that requires broad consensus.

STEP 2

Assess general population performance relative to the universal goal

With a universal goal in place, the next step in operationalizing a targeted universalism framework is a general performance measure for the overall population within the policymaker’s jurisdiction. Consistent with universalism, we must begin by understanding how well the overall population fares relative to the universal goal.

For example, we might assess the percentage of the population that fails proficiency on performance exams, lacks health insurance, or is inadequately nourished. If we take exam performance, health insurance, or hunger as a serious matter, then measuring the general population relative to this standard reveals the extent and scope of any social problem.

^v As political scientists observe, politically powerful interest groups may be more successful than others in shaping the legislative agenda. A targeted universalism framework cannot solve this problem, either. However, once a universal policy goal has been established, then the targeted universalism platform will help ensure that no group is favored.

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This baseline is necessary both to understand the nature of the problem as well as to provide a performance measure from which to evaluate and understand subgroup performance.

It is important to note, however, that the general performance measure does not become the baseline for a targeted universalism framework—we should never aspire to merely close gaps to move everyone toward the universal goal. Rather, the general performance measure provides a context for understanding the extent of the problem. The general performance measure simply allows us to understand the depth of scope of the problem to be addressed, and forms the foundation for the development of targeted strategies.

STEP 3

Identify groups and places that are performing differently with respect to the goal and disaggregate them

With the universal goal in mind, and the general performance measure relative to the universal goal available, the next step in a targeted universalism platform is to conduct a more granular assessment of how various subgroups perform relative to goal. A more detailed demographic and geographic analysis is necessary because the general population measure masks differential experiences of the problem relative to the universal goal.

Any social or economic problem is likely to have uneven effects across any general population. Some problems are experienced more intensely by rural or urban populations; racial, ethnic and religious minorities; women; LGBTQ persons; or, people with disabilities. For example, the opioid crisis has been most acute in rural communities.⁴⁴ Understanding how those effects are distributed is a prerequisite to crafting implementation strategies within targeted universalism platform. Without appreciating or fully recognizing that different groups perform differently with respect to the universal goal, we cannot understand why, let alone investigate, the causes of these outcomes. It is important when looking at this difference to understand this may say more about the structure and how opportunity is distributed than the nature of the group itself.

For example, if we find that 85 percent of the general population achieves the universal goal in relation to some problem, we might find that only 75 percent of men, or just 70 percent of rural men, or even just 65 percent of rural, white men achieve the universal goal. Such information is important to

assessing the nature of the problem and developing strategies to move rural men, in this example, toward the universal goal.

Defining constituent groups within the general population should be fact driven rather than based upon preconceived notions of group identity. When examining student performance, for example, we might need to examine different possible groupings of students or combinations of traits or characteristics to identify performance gaps that require further investigation.

Just as the universal goal must always be framed in terms of everyone, with no group favored, so too must the disparity data focus on the relationship to the goal or overall population, and *not* in relation to a dominant group. The purpose of this step is not to examine or identify disparities between one subgroup and another. Rather, the purpose is to identify distance from the universal goal.

Evaluating subgroup performance relative to the overall population might seem like a focus on disparities from a marginalized group relative to the dominant group, but it is not the same thing. An example can illustrate this subtle distinction. Suppose that a general performance evaluation conducted under Step 2 reveals that 73 percent of the overall population achieves the universal goal, whatever that might be. But suppose that the dominant group (however you might define that) within that population achieves the universal goal at a rate of 81 percent, and that a particularly marginalized group achieves the universal goal at a rate of 67 percent.

A disparity focus would emphasize the difference between the performance of the dominant group and the performance of the marginalized group, or the difference between 67 percent and 81 percent. However, the difference between the marginalized group and the general population performance was 67 percent to 73 percent. While a targeted universalism platform is concerned primarily with moving all groups to the universal goal, and therefore achieving a 100 percent achievement rate, it is secondarily focused on the general population and subgroups, not between the performance of marginalized group and dominant groups.

In fact, a targeted universalism framework deliberately shifts focus away from the performance of dominant groups. By focusing on how well dominant groups perform in relation to universal goals, we set the bar too low and slip back into targeted strategies. Only by focusing on the universal goal can we overcome this problem and the attendant

deficiencies of targeted strategies.

Why, then, conduct a general performance measure at all? The distance of subgroups from the general population measure serves as a diagnostic indicator and baseline measure that direct attention to conditions and structures that will be assessed in the next step. Many disparities are an effect of interlocking institutions, systems, markets, geographies, and structures. Performance disparities between groups relative to the universal goal are not always results of barriers to the universal goal. Often, the disparity in performance is not the result of an affirmative barrier so much as it is a dysfunction in the system. Only by understanding the general performance measure can we begin to understand the extent to which systems and structures are impeding or failing to serve subgroup populations.

In addition to different groups of people who experience different barriers to reaching the goal, many places or geographic locations must be assessed. Thus, in addition to examining the performance of various groups, we must also look at how certain places or communities fare relative to the universal goal. Residents from certain neighborhoods may be visibly disadvantaged in terms of employment, health outcomes, educational performance, or skills development. As noted above, the opioid crisis has particularly devastated rural communities. Without assessing performance or incidence of a problem geographically, it may be more difficult to identify or pinpoint underlying causes.

Furthermore, population subgroups may be spatially sorted. Thus, we need to assess how subgroups perform, not just as a block, but based upon their differential geographies. For example, Black children growing up in an affluent suburb may have different needs or confront different challenges than Black children growing up in a low-income urban neighborhood or inner-ring suburb that has suffered decades of disinvestment and poverty. To over generalize, children in the former may be more likely to suffer from microaggressions, exposure to racial epithets, or doubts of self-confidence, while children in the latter may simply lack resources, high-quality educational services, and have greater risk of physical violence. Particular places may also be identified as a constituent group by themselves. Geography matters.

Diverse forms of data should inform this assessment—for example, qualitative data that could include data from focus groups, surveys, and previous planning documents. Likert scale surveys could

also be used to supplement qualitative feedback and aggregate quantitative data. This knowledge can also inform an assessment of the distance between a group and the goal. These may not be exact quantitative measures but may suggest further areas for inquiry or may constitute an assessment themselves.

STEP 4

Assess and understand the structures that support or impede each group or community from achieving the universal goal

This step is perhaps the most critical step within a targeted universal framework.

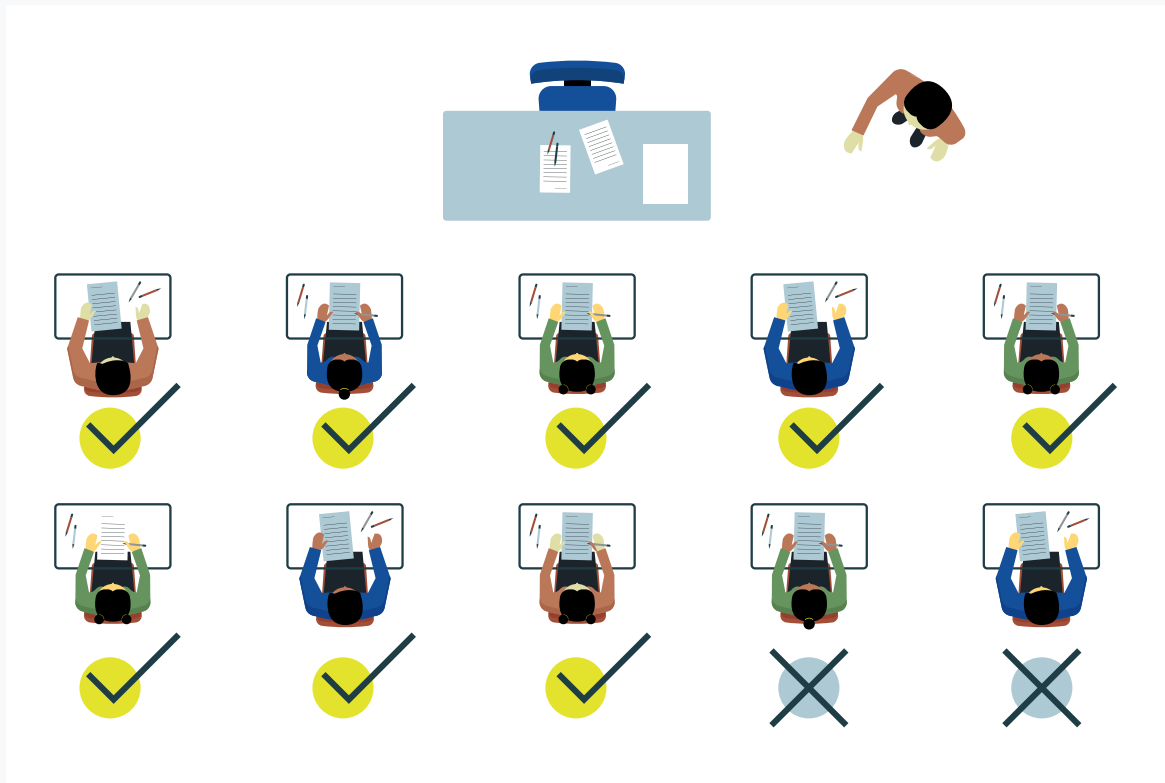
It is not sufficient to recognize varying performance outcomes among groups with respect to the universal goal. We must understand the structures that shape these outcomes for each group. This involves a deep investigation of the problem and the circumstances that confront each group or impede achievement of the universal goal. This step examines the systems and structures to see how they are performing in relationship to each group.

The analysis of the problem conducted at this step directly shapes and informs the strategies that will emerge in the final step. The previous two steps are primarily, but not exclusively, measurements. This step is more analytical and seeks to understand the nature of the problem at root.

To illustrate this step, however, consider the problem of accessing health care services. For many people, the cost of health care may be the main impediment to accessing health care services. But for people with disabilities, the hours, location, and easements may be additional barriers. For refugees or immigrants, there may also be a language barrier.

While the search for impediments is a critical part of this examination of structures, it should not be restricted to the identification of barriers. In some cases, it is a lack of supports, and not simply barriers, that forms the impediment. For example, lack of car ownership may impede progress toward the goal as much as a road block. Our assessment must extend beyond the search for barriers, and examine how structures are performing in relationship to how groups are situated within them. Our assessment must be driven by a proactive interest in monitoring and evaluating performance to achieve the universal goal, not simply trying to remove barriers or make a universal policy or system

Applying Targeted Universalism



Consider this example as a process for targeted universalism. First, set a universal goal—for example 100 percent proficiency in eighth grade math. Second, measure how the overall population fares relative to the universal goal. In this example we might discover that only 80 percent of eighth graders are proficient in eighth grade math. Third, measure the performance of population segments relative to the universal goal. So although 80 percent of all eighth graders are proficient, we might find that only 70 percent of Latinos are proficient. Fourth, understand how structures and other factors support or impede group progress toward the universal goal. For our Latino students, classroom instruction materials and lessons designed for English speakers may impede learning including math proficiency. Finally, implement targeted strategies so that each group can achieve the universal goal based upon their needs and circumstances. This may take the form of ESL-specific math tutoring for our Latino students while another group may require a completely different strategy to achieve the same universal goal.



Targeted universalism rejects a blanket universal, which may be indifferent to the reality that different groups are situated differently relative to the institution and resources.

Targeted universalism offers to organize these “smaller” and more practicable changes around long-term ambitious changes.

more neutral.

The assessment process must entail a mixed-methods analysis. It must encompass quantitative demographic analysis as well as qualitative sources. Drawing knowledge from a number of different sources and people is critical to this step. In that regard, it is essential that there is diverse representation throughout this process—affected groups, community organizing experts, policy groups, and decisionmakers—to make sure that the assessment is deeply informed by a broad base of knowledge.

In this phase of the process there is the opportunity that should not be missed—the opportunity to be influenced by a diverse set of experience, expertise, and knowledge. This requires that information generated during one phase of the process may inform or change the outcomes from another. These insights are important, and the process should be structured so that insights from one phase of the process can inform another. The process will be nonlinear, and insights will be gathered sporadically, so it is important to make sure this information is structured in a way that it is all gathered thoughtfully and systematically.

Drawing upon the insights of people themselves can be revealing. For example, if the goal is for residents of a jurisdiction to live in safe neighborhoods, for some groups a barrier may be the fear of police violence or lack of trust in police officers rather than just fear of criminal violence or property crimes, as might be the case for other groups. In our experience residents who do not feel safe in their neighborhoods conceptualize safety in the capacity for them to feel they belong in the local public park. In one community, when residents of color gathered in a park, white residents in or near the park expressed discomfort and police frequently appeared. This was described as a clear communication that residents of color did not “belong” in the park, that public space was not safe for them.

The analysis of the problem at this stage should shape and inform the strategies that are designed in the final phase. The first two steps involve quan-

titative data measurements. However, patterns in those measurements are often what inspire us to address a particular unfair disadvantage or an unfair gap. Targeted universalism asks that we not assume that the problem to address—the problem that a strategy will address—is a gap between groups. Rather, it asks that we think about problems as the gap between groups and the universal goal.

STEP 5

Develop and implement targeted strategies for each group to reach the universal goal

Throughout this report, we have been using the terms “general population,” “subgroups,” “targeted groups,” and “universal goals” to draw crucial distinctions. Targeted strategies are associated with a particular group in mind, and they are generally designed to target that group or groups. The targeted universalism agenda is the ensemble of targeted strategies across all groups. Therefore, this step calls for the development and implementation of a range or set of strategies to advance all groups toward the universal goal.

To move all groups toward the universal goal, the cliché “one size fits all” does not apply, and, in fact, is the chief impediment. While a strategy may be frequently raised in association with a problem, a targeted universalism platform resists the reduction of implementation strategies to a single approach. A targeted universalism policy requires a multiplicity of implementation strategies to advance all groups to the universal goal. Implementation strategies will vary in form and content, as well as the kinds of resources that are required, as will be described in greater detail in the next parts.

While the universal goal may be one to which most or all groups aspire, some groups have more acute needs and more extreme circumstances. In cases where their resources are limited to fund or otherwise support particular interventions, it may not make sense to evenly distribute those resources simply because the universal goal has not been reached by every group. Groups further off from obtaining stable housing—and groups in extreme distress—should be the recipients of greater support. Clarifying that the goal is universal in aspiration does not require artificially restrictive supports by way of maintaining a formally equal resource distribution.

Recall the assessment of barriers and supports

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conducted for the problem of health care services described in the previous section. This analysis can produce quite a number of targeted strategies—changing the location and hours of service delivery, providing public finance to finance health care services, and/or providing translators and system navigators. We may think or even discuss these ideas before we know to “look” for the measure of distance. The collective experience and knowledge at the table may point to these issues. After this, we may need to turn to look for data that could confirm or modify these issues.

It is in this phase of the targeted universalism platform that the importance of local knowledge and qualitative insights becomes fully manifest. Identifying how different groups are situated or performing relative to the goal can be and is usually assessed by data. However, it’s important for the process to also be influenced by the experiences and tacit knowledge of people who are at a distance from the goal. While the “distance” step may seem more analytical, the importance of having broad participation in earlier phases will ensure the targeted strategies are able to provide immediate and long-term relief.

Because so many people and groups of people are often left out of spheres of authority and decision making where policy is created, there must be a deliberate and institutional process to articulate

what the universal goal is and for prioritizing the targeted strategies that may be derived. This is not to say that people who are traditionally represented in positions of authority and those vested with decision-making power should be excluded—it is to say that particular groups are already well represented in those positions.

In order to benefit from the knowledge of people traditionally excluded we have to make a great and intentional effort to involve people from those groups. This may mean that decision makers will have to fundamentally change their deliberative process. This is also to say that this participation must exceed the traditional notions of “community participation” or “engagement.” People need to be included need to share power and exert influence by their participation. Their insights and knowledge should meaningfully shift the course of action and conversation.

Implementation strategies derived in this step of the targeted universalism framework are not only outcome oriented, but they must be evaluated for success. A single dose intervention—even administered through a panoply of implementation strategies—is unlikely to advance all groups toward the universal goal. Rather, what is needed is a sustainable process that evaluates progress toward the universal goal, and recalibrates or recommends amendments to the implementation strategies over time.

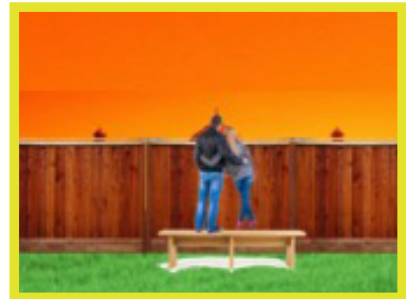
Equity Imagery in the Context of Targeted Universalism

This series of images serves as a third visual metaphor of targeted universalism. In the images we see similar themes: a fence obscuring the view of two people trying to see the Taj Mahal, then they get a bench to stand on to see over the fence. The same principle for the fence and tree—removing the fence is a more durable fix.

However, this image reflects another dimension of consideration. Making one structural change to remove the fence can be more durable than installing a bench to stand on. However, there are multiple ways to “see” the Taj Mahal. This example draws from a story of a young blind man who was given a model of the Taj Mahal so it may enable him to apprehend the structure. This makes the articulation of the universal goal even more thoughtful and rigorous. The goal isn’t to see the Taj Mahal—if by seeing we mean the way a majority of people’s visual system is integrated with their central nervous system. Instead the goal could be described as making sure everyone can appreciate and appraise the structure. This example highlights the importance of making sure there is a diverse audience that participates in deciding what the universal goal is and making sure that the audience shares decision-making power.

In the bottom image, a young boy holds a physical model of the Taj Mahal, surrounded by young men with posters urging people to “Vote for the Taj” as part of an election process in 2000 to select the “world’s seven wonders.” A song written for the occasion of the voting process was released in six of the many different languages spoken in India and came to be known as the Taj Anthem. These events were public demonstrations that encouraged voting for the Taj, as is the example of the young man holding the model. The model does not only allow him an avenue to “see” the Taj Mahal—it may afford him additional information that could shape his decision to share or dissent from holding national pride in the Taj or “voting for it.”

This image and example illustrates how including many people in the process of defining a universal goal is important, with a deliberate, intentional effort to involve people who are ordinarily left out of decision-making. This participation is not simply an advisory role where these groups or individuals provide insight—rather the participants must be granted authority and influence.



Source: Haas Institute

Targeting within a Targeted Universalism Framework

THE PREVIOUS SECTION of this primer outlined and described the steps by which a targeted universalism policy or program might be designed. Going through the work and moving all groups to the universal goal, will likely require a multiplicity and range of implementation strategies. Moreover, the universal goal reflects a collective aspiration, not simply the needs or demands of marginalized groups or those further off from the goal.

The different needs, situatedness, and circumstances particular people confront does not resolve the question of how targeting occurs within a targeted universalism framework. This section is meant to clarify this crucial ambiguity. The targeted universalism framework seeks to support all people while also being sensitive and responsive to the extreme suffering some people experience.

To begin, a targeted universalism process does not assume which groups are most marginalized or further off from the universal goal, but conducts an assessment in each case to determine this. In one situation or policy context, group A may be the most marginal. In another situation, it may be group B. The implementation strategies derived through the targeted universalism framework is inherently sensitive to these differences, without assuming who is most marginalized in any context or what they require to achieve the universal goal.

Relatedly, while groups A and B may change places in terms of the most marginal depending on the situation or policy context, they may both be significantly marginalized relative to a more favored group, group C, or much better off than another marginalized group, group D, in a different context. Universalistic policies that are insensitive to group positionality within deep social and economic structures have a tendency to benefit dominant groups, exacerbating intergroup inequalities. In contrast, targeted efforts that focus on the most marginalized, without accounting for the needs of

others, may make the targeted groups slightly or even significantly better off, but may be less politically sustainable.

Moreover, a targeted universalism process does not presuppose how groups are defined either in terms of the assessment process or in developing implementation strategies. To underscore this, it rejects an essentialism that fixes a group in terms of situatedness, stratification and marginality, but also in terms of identity, which we regard as dynamic rather than static.⁴⁵ In one context, a particular identity, such as a racial or ethnic identity, may be most salient both to the groups involved but also to explaining or understanding inter-group inequality. In another context, a religious or cultural identity may be more salient.

When groups are targeted through the targeted universalism framework, however, the group targeted isn't a group with a single group identity, or even people who can be described with a number of different identities. In fact, the group of people who are benefited by a particular targeted strategy is more diverse than a single group. This is especially the case when a targeted strategy makes significant durable structural change. The targeted group can include people who have very different identities—either racial, religious, sexuality, gender, national origin, and other markers that can describe group identity. In this way targeted universalism moves beyond the identification of groups of people as categorically different—for example, Hispanic or Latino people, African American, and non-white Hispanic groups. These distinctions are inherited from a long history of racial formation in the United States and is a structural formation that solutions to belonging should exceed. Much of what we think of as a difference between groups and identity is a difference between situatedness in structures.⁴⁶

In the end, a targeted universalism platform differs from a targeted policy approach in that no group is

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ignored. The goal is to get all groups to the explicitly articulated universal goal. So while there may be different implementation strategies developed for different groups, the framework supports the belonging of all groups, from the most dominant to the most marginalized.

This sensitivity, however, does not mean that targeted universalism implementation strategies must or even have a tendency to target groups. In fact, this is one of the most persistently misunderstood areas of targeted universalism. In general, targeted implementation strategies derived from a targeted universalism framework focus on structural change—in systems, structures, and institutions rather than people or groups as such.⁴⁷ In this regard, targeted universalism is sensitive to all groups rather than targeting everyone.

For example, instead of a targeted strategy that seeks to increase the enrollment of Black students into a university's undergraduate student body, a targeted universalism strategy might seek to change the admissions criteria that disadvantage Black students in the admissions process. It could do this by de-emphasizing one criterion in favor of another, or reforming the committees that set or review applications. The Texas Ten Percent Plan is a good example of a statewide policy that promotes undergraduate student body diversity in spite of underlying patterns of interdistrict racial segregation.⁴⁸ This policy automatically guarantees admissions to the University of Texas (UT) to every high school senior in the state graduating in the top 10 percent of their high school class.⁴⁹ In so doing, it changed the admissions criteria that UT considered. Even better, one implementation strategy derived from a targeted universalism framework might seek to reform primary and secondary education policies that disadvantage students of color in the university admissions process.

This is not a trivial point. The goal is to have structures and systems that advance all the groups to the universal goal. If an implementation strategy gets Black men to the goal but not Black women, it suggests that the strategy is not adequately serving Black women. For example, African American students represent 31 percent of school-related arrests. Black girls are 15 percent of the enrolled student population—37 percent of arrested students and 28 percent of girls who are referred to law enforcement. While Black girls and boys may share many of the same structural disadvantages, there are also gender differences that they do not share. Thus, a blanket strategy targeted to Black children may be inadequate to address the disparate gender

dynamics, let alone additional dimensions of difference such as learning disabilities or special needs. Additional strategies are needed, as well as greater attention to the systems and structures themselves.

We acknowledge that the driving force behind support for targeted universalism approaches may be to address incredibly unjust gaps in identity group outcomes—for example, college graduation rates by race or wealth inequalities by race and/or gender. But further in the process, when analyzing structural problems and barriers, strategic interventions that redesign institutional arrangements will affect many groups simultaneously. Although the primary target is the institutional arrangement or structures, in another sense, “targeted” groups are composed of individuals who are facing the same barriers and who are similarly situated relative to systems, structures, and culture.

This is where coalition building can form. Other targeted strategies may benefit and serve a less diverse group of individuals—perhaps students who are almost entirely students of color. The idea is that targeted universalism allows for greater potential for building political and community power. It also enables a practicable movement that exceeds the erasure of difference through an appeal to “shared interests” in making all students safer and the way this can neglect the need for deliberate leadership and participation on creating, designing and implementing targeted strategies.

People on the policy side of targeted universalism correctly say that targeted universalism reflects that “we are all connected.” And advocates and grassroots activists often focus on the ways different groups have radically different day-to-day experiences. Both of these are true, and targeted universalism bridges these two realities in a meaningful way that has the potential to build grounded applications of the very unique experiences of people who exist in a mixed state of multiple identities which makes their experiences quite exceptional relative to other people who face different relationships to similar systems, structures, and institutions.

This is an important part of targeted universalism. By going through the full process of articulating a universal goal and designing targeted universalism implementation strategies—not a single, one-size-fits-all implementation strategy—it becomes clear that many more people have a stake in these changes than the least well-off. In this way, broader coalition building can be realized and greater political will created. Ultimately, the practice and habit of thinking in broader coalitions can foment

Differences in Targeted, Universal & Targeted Universalism Approaches

Targeted policies

Single out a specific group. They do not set a universal goal, their goal is set for particular groups. For example: the Supplemental Nutrition Assistance Program (SNAP) has resource and income parameters that qualify one for program participation. SNAP is a program targeted toward households that meet specific income and resource conditions. Many means-tested programs fall into the category of targeted programs. The entire welfare system is a package of programs targeted to those meeting specific conditions. One may or may not qualify for targeted programs.

Universal policies

Aspire to serve everyone. They set a goal for the general population. Universal policies intend to apply to everyone, to all groups. For example, universal health care policies are intended to apply to all groups; there are no qualifying standards that must be met.

Targeted universal policies

Aspire to serve everyone by enabling different strategies based on the needs of different groups. Targeted universal policies appeal to everyone and set a goal for the general population: everyone stands to benefit by reaching the universal goal. At the same time everyone benefits from reaching the goal, different groups need different supports. Some groups also need more help because groups are situated differently with respect to the goal. Some are closer, some are further, and different groups must take different paths to get there.

greater common concern for groups that are traditionally othered.

We must again emphasize that setting a universal goal is a process that must be thoughtful and intentionally involve people who are traditionally excluded in decision-making and their “participation” should be accompanied by sharing decision-making power and acknowledgement of their expert knowledge. It’s different than what participation usually looks like where information is usually extracted from impacted groups without vesting any authority or meaningful influence in a process. The universal goal setting is such a process, one that has to be designed carefully and very differently than existing policy or decision-making processes. The universal goal may seem ambitious—more ambitious than one group or one policy can work toward realizing. However, articulating that ambitious goal and designing a specific implementation strategy to achieve that goal should be explicit.

There may not be immediate expressions of common concern and empathy between groups in this

coalition. It may be necessary and appropriate for some coalition groups to take a greater lead than others—providing a directive and more vocal role in implementing and organizing changes. The coalition may exist simply out of intergroup concerns. However, the long-term goal of sustaining the coalition over time, of working together for immediate and longer-term changes that are included in the targeted universalism platform, can lead to greater affinity and concern across groups. Ultimately, building common concern is a long-term project and the necessary condition for transformative changes.

And as transformative changes continue to pile up, greater conditions for this shared concern for different groups of people can build. For example, we must also consider what groups need to effectively participate to both articulate their aspirations and help identify dysfunctions within systems or structures that impeded progress toward the universal goal. How we take cognizance of group needs and aspirations is a critical part of establishing the universal goal. Working in the vein of targeted universalism promises to operationalize what is often an

Targeting Structures

Now, what systems, structures, and institutions are involved in employment and access to employment? We know that the cost of public transportation is high and the costs go up with the distance traveled. We also realize that people working in lower paying jobs have to live in segregated communities farther from the job centers. This means that the very idea of getting to a job every day eats away at income.

If a person working in a low paying industry wants to get job training for higher paid employment opportunities, local community colleges can be hard to get to, especially if you're attending those classes after work hours. Applications policies can signal markers of difference that decrease the likelihood that you will receive a callback or a job interview. Different people with different markers of difference face these barriers. And solutions, like affordable housing in higher job growth centers of the region, ban the box strategies, low-cost or free job training, and more, can require structural and institutional change, and each strategy will serve a greater and greater number of people.

The structure that is producing higher levels of unemployment is a spatial mismatch between residence and job growth or availability. Targeting the group to solve this problem, such as by providing transportation for that group, is a transactional change that creates a pathway to the universal goal for the targeted group. It has limited impact as the structure that generates the problem is left unaltered. Although we might first turn our attention to the harms a particular group of people experiences, we risk minimizing the efficacy and duration of a change if we target the "group of people" rather than the "group of structures" that created the problem they experience.

abstract goal to create alignment and coherence. Investing in the long-term goal of creating a world in which everyone belongs cannot be approached with individual fragmented efforts.

Step 4 in implementation of a targeted universal framework requires an assessment and understanding of structural barriers or system relationships that explain outcomes for different people facing different barriers. Step 5 requires the development of strategies that can help all groups realize the universal goal as one of affirmative inclusion. However, the targeting mechanism should focus on those structures that are inflicting great harm or failing to sustain groups in their pursuit of the universal goal. In fact, the targeted universal framework suggests that there are profound differences in the way people are treated, the advantages or disadvantages they face, and even the physical health and life span influenced by these circumstances—targeted universalism is not color-blind; it is not blind to these vast differences.

Attending to group outcomes rather than groups may seem to be a semantic detail; however, it is essential to understanding why the goal is described as universal—a term that is frequently used to describe color-blind approaches or policies that do not respond to the unique ways people are situated. Focusing on group outcomes and structures—rather than groups themselves—also enables a flexible and comprehensive analysis that serves to improve outcomes for groups who suffer in different ways and experience different harms.

Those individuals belonging to groups outside of the targeted group within any strategy devised through the targeted universalism process are not neglected. If a change strategy for a particular group, a targeted strategy, is advanced within the aspiration to reach a goal with universal appeal, those groups who do not necessarily benefit are not left out. The universal goal will be understood to apply to the targeted group while also being held out as a goal for other groups. In this way, while other groups may not be explicitly mentioned as a targeted strategy is advocated, universally appealing language will signal the outstanding work that remains to be done. It might be more accurate to say that all groups are targeted within targeted universalism, except that they are targeted differently.

Dedication to advancing targeted strategies in a language that holds promise for all groups can invite other groups to complement the change agenda, or highlight targeted strategies that other re-

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sources could “pick up” in the cause of all groups reaching the goal. Targeted universalism can build coherence and alignment within long-term systemic change agendas to create belonging.

When targeting a structure rather than merely focusing on a group or members of a group, targeted universal policies unlock transformative change potential that is often masked by either universal or targeted policies, even if well-intended or designed.

Although targeted policies may sometimes contain structural or prophylactic measures, such as the ADA, a myopic focus on groups or members of those groups will inevitably elide the deeper forces that shape group outcomes in some respect. Targeted universalism does not suffer this deficiency.

Targeted universalism policy can create transactional or transformative change.

Transactional changes reform or eliminate a single barrier within a structure to enable more people to achieve the universal goal.

Many transactional changes address effects of oppressive structures. These are necessary changes.

Transformative changes are changes in the structures and systems that shape group outcomes. These are more durable and may be sufficient changes.

Transactional versus Transformative Change

TARGETED UNIVERSALISM policies encompass both transactional policy changes and transformative policy changes. Transactional changes reform or eliminate a single barrier within a structure to free groups to achieve the universal goal. Transactional change largely works within an existing set of institutional and structural arrangements. Transformative changes restructure the system itself rather than reform some relationship within the existing structure. To differentiate these types of change is not to diminish the value and urgency of either.

Transactional changes, for example, have provided vast improvements in the material living conditions for people who struggle the most—in particular people of color and the extremely poor. For example, removing unnecessary licensure requirements or criminal background checks that have a disparate impact can help people move toward the universal goal of securing income, food, or shelter. To achieve the full potential of targeted universalism, however, we have to understand the way urgent needs and aspirations may not be adequately served by the existing system.

At the extreme, the system itself may function to help some and deny others a more fulsome range of life opportunities. Moreover, a system can mutate and evolve over time, either as a result of policy interventions or as a result of decentralized decision-making. Either way, there may be a need for transformative change. We note that there is not an inherent tension between transactional and transformational interventions. But when possible, these efforts should be aligned.

Transformative changes are more fundamental changes in the structures and systems that shape group outcomes. Transformative changes can be more durable over time and have greater effects as the causes of problems are alleviated—not just their effects. This is the logic behind targeted universalism's focus on structures. Most critically,

transactional changes should be aligned within the larger ambitions of transformative changes and the universal goals they aspire to realize.

In some circumstances, policies and strategies developed through a targeted universalism framework may be simple, transactional interventions that move groups to the universal goal. For example, the Baltimore City Health Department helped launch a special program to provide eyeglasses to primary and secondary schoolchildren after a screening program discovered that as many as 15,000 students in their school system needed glasses.⁵⁰ This program institutionalized a screening service and provided eyeglasses at no cost, providing 1,000 free eyeglasses in the first 10 months. The service targeted individuals through a screening process based upon a recognition that some students were unable to reach the universal goal of receiving an adequate education without them, but it is an example of a targeted universalism strategy.

This intervention responded to individuals that were lacking a more basic capacity needed to participate in traditional classroom learning, but did not fundamentally change classroom structure, curricular or resources. The move was “smaller scale” in that it was not necessarily leading to radical transformation of structures that shape learning outcomes. However, the intervention resulted in regular practice of eye screening, which changed institutional practice. However, if the universal goal is to obtain adequate education, then we know that after eye care needs are met, there are a host of other barriers that need to be addressed. Targeted universalism provides direction for taking care of urgent needs that are obvious but not recognized. And it provides for a long-term agenda for a series of needs that change over time.

Consider the problem that exists in some schools—that of creating proficiency in mathematics as one feature of a broader problem with many students

obtaining quality education. If one problem for non-native English speakers is English language learning, then the transactional fix is to either provide supplemental English instruction or language-appropriate supports. Transactional interventions that achieve universal goals should be pursued where appropriate. But one should not overfocus on transactional change when the need is for transformational. The transactional is often more immediate and easier but may not deliver the desired outcome. But when done right, many transactional changes can support transformational change. But there are times that transactional changes undermine needed transformational change. Targeted universalism encodes and derives immediate changes and their placement within longer-term efforts for durable change.

In the case above, it's very possible that problems associated with that particular group of students—that of less comprehension of the language of instruction—would be evident without going through the process of creating a targeted universalism platform. So what is the value of the effort if it's largely understood? One possible answer is that a targeted universalism platform would seek solutions that impact entire systems rather than address symptoms. To bypass the longer and more arduous process set out limits the longer-term benefits of targeted universalism. It may be that a problem finds a short-term solution through exploring other types of strategies or policy. However, the longer-term and complementary set of strategies is left unexplored, the opportunity for maintaining and creating broad coalitions is missed, and identifying a prioritized set of changes beyond that of the most immediate change is neglected. And, importantly, as the targeted universal analysis is quite deep, it may be that the strategy to address urgent effects is not going to be up to the task of countering structural effects—even in the short term.

Both transformative and transactional changes are necessary. Coordinating the timeline and preliminary work to implement a set of strategies is necessary and helps to realize what is immediately possible in a larger vision of great change. This coordination helps to not feel overwhelmed with the profound changes we need. We may hold great vision for the world, and it can seem overwhelming to have that vision and work toward it. Seeing the changes over which we may have control can seem to fall short of the large changes we seek.

However, looking at how we can coordinate this work is encouraging and can shed light on the utility and necessity of what may seem like small

TARGETED UNIVERSALISM IN LOCAL GOVERNMENT

Austin Parks and Recreation Department Urban Infill Park Initiative Implementation Plan

In 2019, the Austin City Council passed a resolution that set a goal for all residents to live within half to a quarter mile of a park. The city wanted to “become the most family friendly city in the country” and this aspiration was integrated into the city’s four citywide strategic priorities. Prior to this resolution the Parks and Recreation Department had already done work that created the basis for the department to do its part to implement one of the city’s overall strategic priorities and the longer-term metagoal for the city to become family friendly. The department was also the primary force to implement the resolution for all residents—a finer scale universal goal.

In 2003, the department had already created a gap analysis map that measured the services the department provided within a half to one mile of residences. The city had already done a key part of the analysis of different needs across the city. The department had also secured funding—a portion of which could be used to implement targeted strategies of the resolution. A \$20 million infill and acquisition bond package was approved by voters in 2006. This is a key step in preparing for the creation of parks because acquiring land, a structural barrier that may be necessary, could constitute a large portion of the costs for implementing targeted strategies.

The department created maps of undeveloped parkland, school parks, city-owned land that may be used for the creation of parks, and then identified acquisition areas based upon the half to one-quarter mile goal. Between 2010 and 2014 the department acquired over 800 acres of parkland and developed 20 new parks on undeveloped parkland, newly acquired parkland, existing city-owned land, schools, and school parks.

Source: Based on the presentation “Making Health Equity Work: How to implement targeted universalism policies” hosted by Robert Wood Johnson Foundation’s Leadership for Healthy Communities (dated Dec 2, 2014).

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changes. For example, creating women-only swim sessions at the public pool may be a small reorganization of public resources. However, this creates opportunities for women of various faiths who prefer these conditions on religious grounds, and for others, to practice a skill that can save their lives and the lives of others. Ultimately, changing the institutional practice of giving unique access to specific people otherwise deprived of resources can be an instructive example for community members who are not aware of this access problem. It is also instructive for those who feel that those groups of people are undeserving of resources—it is a clear demonstration that official public institutions recognize the legitimacy of fairer access.

Targeted universalism offers to organize these “smaller” and more practicable changes around long-term ambitious changes. The universal goal a particular coalition is working on may be very narrow, very specific. But the goal of universal goals—the goal of goals—can be organized around the following goals:

- Reclaim government so it serves the people.
- Build places for public debate, influence, and service—building the capacity for people to exercise collective agency.
- Change the economy so it serves people, not corporations or only the elite.

These three metagoals can orient and align an infinite array of targeted universal agendas. They can be thought of as framing or providing the landscape on which we look for systemic and transformational change through targeted universalism.

There is one final caveat. Recognizing that there are many factors that contribute to a problem, one might suppose that all the factors must be addressed at once. This is often referred to as a comprehensive approach. But this assumption is mistaken. Instead, it is often possible to identify strategic leverage points that will reverberate through the system without reconstructing the entire system. While this may be possible, it is important to understand that components of the system may be interrelated in a nonlinear way.⁵¹

Universal Goals and Limited Resources

A TARGETED UNIVERSAL agenda will generate multiple strategies and policies. As discussed earlier, some of these strategies may serve many people, including those experiencing greater suffering. Indeed, while the focus should be on the most marginal groups, strategies can address the condition of that group, but move even larger and more diverse groups toward the universal goal. Often the reason we turn to policy for changes is care, concern, or outrage for suffering and injustice. Some strategies may promise benefits to people who are disadvantaged by systems and structures, but who are not facing existential threats. With a long list of strategies and policies generated within the targeted universalism approach, it is likely that decisions will have to be made about how to allocate resources, what to prioritize, or what to pursue. Despite the likelihood of generating more strategies than a single group or agency could implement, generating the full set is a necessary and critical part of targeted universalism. Urgency and relief of suffering often promote the selection of a limited array of strategies to implement.

This too is a reason to pursue structural reforms which are more durable and can be a more efficient use of limited resources. Often structural changes that can serve a wide array of people are better insulated from the political backlash and resentment that feeds group-targeting. Transformative changes are more likely to redound to the benefit of all groups compared to transactional reforms that remove barriers for a single or few groups. It's often the case that successful implementation of "smaller scale" transactional changes or smaller scale demonstrations of big change strategies can generate greater financial and political support down the line.

Prioritizing structural change—transformational change—can be a more efficient use of limited resources. It can also direct attention, and limited financial resources, to strategies that address the greater and more urgent needs, as well as to those strategies that promote more durable changes or provide greater relief.

The superior tailoring means that resources directed into targeted universal programs have a better chance at producing tangible gains than those that are delimited only to group membership, without respect to need or situation. In addition, by redounding to the benefit of all people impeded by the structural barrier or lack of resources, targeted universalism policies are infused with positive externalities that redound to the broader public.

There are times when the analysis of identifying strategies will reveal surprising unexpected outcomes. In a notable example we have worked on, a room full of education experts were joined together to address high student turnover in a local elementary school. The analysis was not limited to the classroom or school and included sources of information from the impacted communities. Because of this, it was clear that the problem was a lack of affordable housing throughout the city. The problem laid outside of the local school and even outside of its local geographic area. While the strategy pointed to housing solutions, there wasn't a member of the group who had any control or networks in the local housing system. Though incredibly productive, this analysis did not lead to immediately moving on to implementing a strategy. In fact, they had to back up, establish a plan to create strategic networks, and learn more about the housing system from an expanded team. The question of resources and capacity is not only limited to financial resources or to the staff capacity at any particular group.

The practical limits of "on the ground" action can make the process of transactional and transformation change complex and impossible to predetermine. While there are real limits, there is also a need to question a premature focus on limits to address a problem. Often the resources available are greater or more flexible than imagined—or expanding resources may become part of "next steps" for a change effort. Rethinking and working outside of a scarcity of resources frame is an important aspect of targeted universalism—despite the fact that it can be a very real factor at the initial stages.

Building the Table for a Targeted Universal Framework

THE QUESTION OF targeted universalism accounts for the way particular groups and people traditionally excluded from decision-making must be included in the process of designing, implementing, and leading targeted universalism. Participation should look different than focus groups and coffee-table conversations with “the most impacted communities.” If limited to this, “participation” can turn into an extractive relationship in which information is gathered and then used by the decision-making group. Meaningful and influential structural elements for meaningful and influential participation of directly impacted people should be instrumental in developing, implementing, and documenting the function of targeted universalism. This participation should hold great power and decision-making capacity. The structural changes that would enable meaningful community participation may be providing for local groups better resources for their participation and opportunities to identify the goal and determine the prioritization of strategies.

The process should integrate full participation, from the beginning, of the following:

- Those most affected by the problem, with a deliberate and coordinated attempt to include people traditionally excluded in such a way to respect those individuals’ decision-making power and agency.
- Those benefiting from change strategies.
- Those implementing the intervention/project.
- Those documenting the implementation process.
- Those with a strong or expert understanding of the problem or issue.

These individuals and institutions should be present for all steps of the process:

- Design
- Implementation
- Assessment

An evaluation component that measures impact of

the policy should also be integrated early on. It is not necessary, however, to build a complete table before developing a targeted universalism agenda. If a group—for example, a philanthropic organization, a school, or local government department—wants to design its internal practices to execute a targeted universal agenda, it will require dedicated attention to this end. The analysis may be shorter or longer depending on the scope and scale of the problem at hand—and implementing the strategies may be easier or harder depending on existing relationships and the power of groups involved. But, in any case, dedicated time and attention needs to be set aside for this purpose. Creating a comprehensive targeted universal agenda can involve a great investment of time and financial resources. It is a critical process to create transformational change, transactional change that furthers transformation, and valuable coalition building work that can sustain change and additional complementary changes that can unfold after the implementation of a priority effort.

Planning for this type of emergent understanding depends upon who is at the table during the process. The process must have respect for different types of knowledge and understand that these different types of knowledge are critical for a change agenda to be sustainable and useful. Consider a problem in the arena of public health—for example, high rates of asthma. Health practitioners, public health academics, and physicians have knowledge critical to understanding a problem in public health. Additionally, other groups have knowledge that is critical to bring to the table—for example, those with asthma-related emergency room visits. This may include the elderly, youth, Black communities, and the poor. These individuals, their advocate groups, and local organizers bring valuable information, knowledge, and analysis to the table. If only the former groups are included in the process to create a targeted universal agenda, the challenges and in-

Power Sharing and Building among Groups Using a Targeted Universalism Approach

Sometimes groups rightfully critique the practices of local government, quasi public private/planning agencies, or other local institutions. The city may be making “another agreement with a developer” that too closely resembles a previous agreement that gave tax breaks to the developer of a new sports stadium with the promise of new jobs. Very little of the promised jobs and other promised economic benefits came about. “And now, here we go again.” A community group may spend resources and energy to “organize against” the project. This is sometimes the contours of local activist or community organizations.

Targeted universalism can help groups get more serious about taking power, not just making “wins” that represent concessions from the powerful decisionmakers. Power can be diffused and shared. Targeted universalism can provide the means to accomplish this power sharing and power building among community groups.

Many social justice advocates target attention on particular groups. In some respects this makes sense. Many groups are marginalized and barred from accessing the benefits of experiencing societal belonging and the benefits that entails. As we discuss in this document, prioritizing resources and strategies is permitted and logical within the targeted universal framework. Groups targeted by social justice advocates do receive resources, more resources, to reach a goal, and usually need more strategies to reach the goal.

It may not be obvious why setting a goal that will benefit all groups is useful when it is obvious that some groups are in greater need, suffering, and deserve urgent attention. However, as we suggest in the Targeted Strategies section of this primer, there are many benefits to completing the targeted universal process to more effectively advocate for marginalized groups. These strategies promise more sustainable solutions, new alliances, and effective and meaningful communication strategy, and can reveal new areas for change. Of incredible importance is the framework’s potential to build power for change rather than limiting practices to resisting decisions and analyzing the problems of our profoundly unfair world.

Social justice and advocacy organizations’ reorganization has taken place in a Pacific Northwest city and is a good example in this respect. There was a chasm between social justice groups and the regional planning community that was making poor decisions that would further marginalize or maintain current structures that did the same. Their work had been focused on highlight-

ing disparities between different groups in the region, groups of people and clusters of cities and neighborhoods. They produced analyses of why these policies were unfair and packed public hearings expressing objection to the regional plan that was produced.

After thinking of their work through the lens of targeted universalism, their language of making change shifted away from disparities. They expressed their aspirations as a vision that would benefit all groups and would benefit currently marginalized groups as well. Their vision expressed goals that the region’s 40-year plan should include:

- **Vibrant Communities.** People live and work in vibrant communities where they can choose to walk for pleasure and meet their everyday needs.
- **Economic Prosperity.** Current and future residents benefit from the region’s sustained economic competitiveness and prosperity.
- **Safe and Reliable Transportation.** People have safe and reliable transportation choices that enhance their quality of life.
- **Environmental Leadership.** The region is a leader in minimizing contributions to global warming.
- **Clean Air and Water.** Current and future generations enjoy clean air, clean water, and healthy ecosystems.
- **Equity.** The benefits and burdens of growth and change are distributed equitably.

These goals establish a vision for the 40-year plan and shift away from the usually formulaic data analysis and route treatment of regional development. These goals place priority on considering different groups of regional residents and locations so that all residents and places in the region realize the goal over the course of a 40-year plan.

Because of this pivot from disparities focus to one of shared vision and shared distance from a goal, social justice advocates were brought into the planning process and able to shift the 40-year planning document and continue to make changes to shorter term development plans and development practices. These relationships promise to let social justice advocates make decisions regarding ensuring real community benefit through development and influencing or dictating the future dispensation of public dollars and municipal revenue. This is a powerful position groups can leverage along with

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terventions may be limited to biomedical solutions. These strategies may include greater access and abundance for inhalers and other medically necessary equipment and greater access to health clinics and primary care and health insurance. It is obvious that these are valuable strategies. The other groups will supplement that knowledge with complementary insights. Perhaps knowledge and information from other people will ensure considerations of factors that influence asthma outside of the clinic—for example, community organizing efforts to influence corporate environmental impacts or the location of residential housing, affordable housing, and transportation. Knowledge from across a diverse array of parties holds the greatest potential for thorough analysis and meaningful development of the change we urgently need.

The process of generating a targeted universal agenda depends upon thoughtful attention to how and in what atmosphere a targeted universal agenda will be derived. This means that a great deal of preparatory attention must be given to planning for the process itself. Key actors, specific individuals, thoughtful timing, and more must be charted from the inception of the effort.

This planning may evolve and change as the targeted universal design is underway, but it should be designed prior to beginning. This important preparation may delay the start of the process. It may require developing more trust with strategic partners or deepening relationships with the served communities and groups. However, it is critical to creating a robust and sustainable platform.

When we talk here about the value of maximizing the inclusion of many types of information, knowledge, and perspectives, we mean to suggest something deeper than many community participation strategies entail. There are many types of community participation and many strategies to make sure it is meaningful and influential.

These insights can focus the long-term agendas and sustain coalitions beyond the timeline of transactional changes. It can shape the future and ambition of long-term relationships and the formation of networks necessary for long-term structural change. Even if there is a “win” for a selected priority area or strategy there can be a long-view agenda for change, and this long view can expand and shift power dynamics within those networks.

Conclusion: Equity 2.0

Targeted universalism is not only a policy strategy to get beyond the fight over universal versus targeted policy approaches, but it also serves as a way to overcome a narrow focus on equal treatment. With an unrelenting focus on outcomes-as-effect that trace back to structures-as-cause, targeted universalism radically reconceives the debates over equity and the narrow fights over equalizing expenditures.

JUMPING INTO CREATING change strategies based exclusively upon the presence of a disparity is inadequate and is a disservice to the people one intends to benefit. In different ways, universal and targeted strategies may promote and create a false understanding of equity. The false interpretation of equity in the universal approach assumes that different groups, different people, are situated in the same or in equivalent ways. In the targeted approach, there is an implicit assumption that only the targeted group needs support. Both of these assumptions are false.

Our focus and analysis is drawn to structures that enforce the marginality of different people. In the course of working with targeted universalism there is often discussion of “targeted groups.” This language is not technically correct—the structures are targeted, not people. If we are going to use the language of “targeted groups,” we should understand those groups to be people who are disadvantaged by particular structures—although disadvantaged in different ways, some people who are disadvantaged experience extreme harm and suffering and others are disadvantaged in less severe ways. This does not mean to suggest that “targeted groups” are similarly situated. In his classic book, *A Theory of Justice*, John Rawls concluded that policymakers must take account of the most marginalized, a notion encoded in his “difference principal.” Coming from a different direction, targeted universalism accomplishes the same end. Whereas the difference principle requires that policies “benefit the least

well-off” in society, targeted universalism ensures that all groups—and people—achieve the universal goal. But it permits a variety and diversity of implementation strategies to accomplish that end, rather than a one-size-fits-all approach.

We do suggest that targeted universalism rejects the notion that identity groups are intrinsically different. We do suggest that targeted universalism responds to and attends to the empirical fact that there are persistent patterns of identities that experience similar disadvantage. These different patterns can involve different dimensions of othering and marginality—for example disparities data shows clear differences in the value of housing between predominantly white and Black neighborhoods, and differences between referrals to the police between white and Black students and between Black female and Black male students.

We see a concerted effort to shift the goal from equality to equity. This language represents an important insight. However, the importance of using this different language is muted if our practices and strategies pursue a hollowed understanding of equity. To this end, it is helpful to think of equity along with belonging. When a hollow version of equity leads to equal treatment, we must challenge this with the question of belonging. Equity must also be approached with an expectation that the condition of the favored group is not the goal. To be sure, outcomes for a group that experiences less structural oppression are more favorable. However, it is often the case that everyone can aspire to better

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outcomes—and if groups that are further off can benefit from structural changes, then often groups facing lesser harms will also benefit from those changes. Closing a disparity between different groups of people is not necessarily the goal. Outcomes, not treatment, is the touchstone. In many cases, we strive for something higher for everyone.

Educational equity battles provide a helpful analogy. In the 1970s, the US Supreme Court held that unequal per-pupil funding formulas across school districts did not violate the equal protection clause of the Fourteenth Amendment. Part of the basis for this ruling was that educational provision, under the US Constitution, was not a fundamental right.

Advocates protesting unequal funding formulas targeted their efforts at state constitutions, many of which required that states provide a minimum level of educational provision. These efforts are collectively referred to as “equity” litigation, as they moved beyond a focus on whether school funding was equal or should be equalized toward achieving a minimum level of educational service as required by state constitutions. Thus, the focus was not on whether districts, under those states, provide equal funding, but whether the state was providing enough resources to offer an “adequate” education, for example. Providing an adequate education cannot be measured in terms of per-pupil expenditure, and the amount of spending required to provide that education might vary from district to district.

Targeted universalism provides an analogous approach. The goal is not, and should never be, equalization of resources, but achieving the universal goal. In some cases, this will require unequal resource expenditures. This might happen, for example, because of a greater proportion of disadvantaged students or English language learners. Providing equal—or even greater—provision to students who have additional needs is insufficient to help them achieve the universal goal.

In the framework of targeted universalism, targeted strategies support a goal that is appealing to everyone: it is a universal goal. We recognize that there are strategic and ethical arguments that may place an urgent priority to implement targeted strategies that benefit groups “further off” from the goal—those groups facing greater harm and suffering.

Creating a targeted universal framework demands an investment in human and financial resources. We acknowledge and promote the understanding that some groups need more help, and strategies tailored for that group. Furthermore, we know that after creating a targeted universal framework, it is likely that only some targeted strategies will be selected for implementation.

Most meaningfully, targeted universalism is both a way to operationalize belonging and create agendas for aligned transactional and transformative changes. Targeted universalism acknowledges that structural changes that benefit those experiencing greater harms likely hold benefits for many more people. In this way, promoting the implementation of a targeted strategy in the context and language of shared concerns resonates with a broad base of support. Popular support is lined up when an appeal is made to fulfill a goal to which all groups aspire. These universal goals also resonate with collectively shared values and beliefs. A particular strategy that will help one group meet the goal will garner greater popular support within the meaningful frame of collective aspirations and beliefs.

Relatedly, wrapping a targeted strategy with the language of shared aspirations and values operationalizes the fact that the challenges faced by the most marginalized among us can impede progress for everyone. This recognition is a powerful force that can dissolve barriers between in- and out-groups. One group’s interest is entangled with the condition and interests of another group. Through the practice of targeted universalism, the sentiment that “we should all belong” is built.

Targeted universal frameworks manifest the understanding that we are collectively better off when all groups advance towards a shared goal. We can only advance there together if we accommodate each other’s difference. In this way, we create belonging in thoughtful reflections of group differences in the spirit of care and mutual concern. Difference is not the root of othering. Rather, othering results from the consideration of difference in the spirit of concentrating privilege and/or power. Targeted universalism’s transformative change agenda embraces and values difference: it is a productive use of difference toward a more fair and inclusive society.■

Endnotes

- ¹ Noam Scheiber, “2016 Hopefuls and Wealthy Are Aligned on Inequality,” *The New York Times*, March 29, 2015, <https://goo.gl/uwUdem>.
- ² Although some minimum wage statutes do provide occupational and age-based exemptions, among others.
- ³ Samuel R. Bagenstos, “Universalism and Civil Rights (with Notes on Voting Rights After Shelby),” *Yale Law Journal* 123, no. 8 (Jun 1, 2014), 2842. <https://www.yalelawjournal.org/essay/universalism-and-civil-rights-with-notes-on-voting-rights-after-shelby>.
- ⁴ Zachary Quintero, “An Overview of Universal Basic Income: Discussion on the Benefits of a Single System Welfare Standard” (2014). <https://digitalcommons.butler.edu/cgi/viewcontent.cgi?article=1114&context=urc>.
- ⁵ Bagenstos, “Universalism and Civil Rights,” 2848.
- ⁶ Bagenstos, “Universalism and Civil Rights,” 2849-51. Approaches that rely on anti-discrimination norms are also more difficult to enforce because they generally are predicated on fault-based paradigms in the United States. These paradigms require that a plaintiff establish a discriminatory motive. In contrast, universal approaches rely less on discerning the intent of the defendant and more on establishing a set of objectively provable facts.
- ⁷ “Family and Medical Leave Act,” Wage and Hour Division (WHD), U.S. Department of Labor, accessed December 11, 2017, <https://www.dol.gov/whd/fmla>.
- ⁸ Bagenstos, “Universalism and Civil Rights,” 2843-4.
- ⁹ *Ibid.* According to most scholars, anti-discrimination approaches, while universalist to the extent that they often treat members of all groups equally, are not generally understood as universalist. By “calling attention to the identity status,” anti-discrimination laws have a different dynamic, perception, and understanding than approaches that do not require any reference to an identity group. Anti-discrimination provisions, while universalist in scope, are generally regarded as targeted sets of protections, as the debate over the poll tax illustrates. In this regard, distinguishing universal approaches from non-universal approaches can be difficult, and there is no broad consensus on this point.
- ¹⁰ Theda Skocpol, “Targeting Within Universalism: Politically Viable Policies to Combat Poverty in the United States,” in *The Urban Underclass*, by Christopher Jencks and Paul E. Peterson (Washington, D.C.: Brookings Institution Press, 2001), 411-436.
- ¹¹ John O’Farrell, “A no-strings basic income? If it works for the royal family, it can work for us all,” *The Guardian*, January 7, 2016, accessed December 11, 2017, <https://goo.gl/yFfMVy>.
- ¹² Sarah Trumble and Lanae Erickson, “Making Pre-K Matter: Instilling a Mobility Mentality” (Washington, D.C.: Third Way, October 1, 2014); For another critique, including on cost, see: David J. Armor and Sonia Sousa, “The Dubious Promise of Universal Preschool,” *National Affairs* 38, no. Winter 2019, accessed February 28, 2019, <https://www.nationalaffairs.com/publications/detail/the-dubious-promise-of-universal-preschool>.
- ¹³ Trumble and Erickson, “Making Pre-K Matter: Instilling a Mobility Mentality”; Armor and Sousa, “The Dubious Promise of Universal Preschool.”
- ¹⁴ Christina Veiga, “New York City Gets a Gold Medal for Pre-K Quality and Access, New Report Finds,” *Chalkbeat*, January 23, 2019, <https://www.chalkbeat.org/posts/ny/2019/01/23/new-york-city-gets-a-gold-medal-for-pre-k-quality-and-access-new-report-finds/>.
- ¹⁵ So-called “Romneycare.” The Affordable Care Act was, in part, modeled on the Massachusetts program. See Michael Costa and David Spackman, “An Act Providing Access to Affordable, Quality, Accountable Health Care” (Boston: Greenberg Traurig, LLP, 2006).
- ¹⁶ Sharon Long, “What is the Evidence on Health Reform in Massachusetts and how might the Lessons from Massachusetts Apply to National Health Reform?” Robert Wood Johnson Foundation, 2010). <https://goo.gl/8d2ijZ>; James Maxwell et al., “Massachusetts’ Health Care Reform Increased Access to Care for Hispanics, but Disparities Remain,” *Health Affairs* 30, no. 8 (Aug 1, 2011), 1451-1460. doi:10.1377/hlthaff.2011.0347. <http://www.ncbi.nlm.nih.gov/pubmed/21821562>; Benjamin D. Sommers, Sharon K. Long and Katherine Baicker, “Changes in Mortality After Massachusetts Health Care Reform: A Quasi-Experimental Study,” *Annals of Internal Medicine* 160, no. 9 (May 6, 2014), 585. doi:10.7326/M13-2275. <http://www.ncbi.nlm.nih.gov/pubmed/24798521>; Massachusetts Health Care Reform: Six Years Later (Menlo Park: Kaiser Family Foundation, 2012).
- ¹⁷ Bobby Milstein, Jack Homer, and Gary Hirsch, “Are Coverage and Quality Enough? A Dynamic Systems Approach to Health Policy,” *American Journal of Public Health*, October 27, 2009.
- ¹⁸ Maxwell et al., “Massachusetts’ Health Care Reform Increased,” 1451.
- ¹⁹ See Ira Katznelson, *When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America* (New York: W.W. Norton, 2006).
- ²⁰ But, as earlier noted, the Social Security program was not truly universal in the first place (See Table 1). But even where programs are ostensibly designed to be universal, they are based upon inaccurate assumptions. In complex systems, where there are multiple reinforcing constraints and dynamic relationships, policy interventions may produce inequitable outcomes.
- ²¹ Although, there may be an implicit recognition of extreme need or historical disadvantage.
- ²² Suzanne Mettler, “How the G.I. Bill Built the Middle Class and Enhanced Democracy” (Cambridge, MA: Scholars Strategy Network, January 2012).
- ²³ Such an approach could also be the product of a targeted universalism analysis, since it seeks to get everyone to the universal goal of access.
- ²⁴ “The Age Discrimination in Employment Act of 1967,” U.S. Equal Employment Opportunity Commission, 1967, accessed December 11, 2017, <https://www.eeoc.gov/laws/statutes/adea.cfm>.
- ²⁵ *Ibid.*
- ²⁶ “Affirmative Action,” United States Department of Labor, accessed December 11, 2017, <https://www.dol.gov/general/topic/hiring/affirmativeact>. The challenge to UC Davis’ enrollment quota resulted in the Bakke case brought to the Supreme Court in 1978 where the court ruled 5-4 that UC Davis had set up an unconstitutional quota system. In what he called a “grand compromise,” Justice Lewis Powell ruled that while the program was unconstitutional that a “diversity rationale” could

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be used, in which race could be one of other factors to achieve diverse student bodies.

²⁷ Goodwin Liu, "How the Federal Government Makes Rich States Richer," *Funding Gaps* 2006 (Jan 8, 2013), 1-16. doi:10.1503/cmaj.109-4372.

²⁸ *The Truly Disadvantaged* was a book authored by William Julius Wilson in 1987. It was influential in changing the debate about the causes of concentrated poverty in cities and provided new insights for public policy solutions. Although published almost 30 years ago, its arguments are held up by thinkers as relevant to current policy debate. For an interview with William Julius Wilson, see Wilmot Allen, "Urban Poverty in America: The Truly Disadvantaged Revisited," *The Huffington Post*, August 25, 2014, accessed December 11, 2017, <https://goo.gl/FaaX8w>.

²⁹ Skocpol, "Targeting Within Universalism."

³⁰ Mike P. Sinn, "Government Spends More on Corporate Welfare Subsidies than Social Welfare Programs," *Think by Numbers*, accessed December 11, 2017, <https://goo.gl/E9xeTE>. A study of similar patterns in 2002; see Chris Edwards and Tad DeHaven, *Corporate Welfare Update* (Washington, D.C.: Cato Institute, 2002). <https://object.cato.org/sites/cato.org/files/pubs/pdf/tbb-0205-7.pdf>.

³¹ Robert Collinson, Ingrid Gould Ellen, Jens Ludwig, "Low-Income Housing Policy," *National Bureau of Economic Research Working Paper* no. 21071 (Apr 2015). <https://www.nber.org/papers/w21071>

³² Matthew Desmond, "How Homeownership Became the Engine of American Inequality," *The New York Times*, May 9, 2017, <https://www.nytimes.com/2017/05/09/magazine/how-homeownership-became-the-engine-of-american-inequality.html>.

³³ Note that under the Carter administration new technology enabled data to be gathered on "welfare fraud." This technology and data changed administrative practices and created a disciplinary regime associating criminality and fraud with welfare and its recipients.

³³ 2010 Earned Income Credit (EIC) Table, 2010.

³⁵ Bagenstos, "Universalism and Civil Rights," 2841.

³⁶ Skocpol, "Targeting Within Universalism."

³⁷ It's useful to note that in previous work we

have described targeted universalism as a combination of the strengths of targeted and universal policies—while avoiding the weaknesses of each approach. However, as the framework has evolved alongside the effort to create structural belonging, it has become clear that the potential of targeted universalism exceeds either of those traditional policy approaches. Targeted universalism is a means to operationalize belonging.

³⁸ Mihika Basu, "IIT-Bombay Tech Will Help Blind See Taj Mahal," *DNA India*, July 25, 2010, <https://www.dnaindia.com/mumbai/report-iit-bombay-tech-will-help-blind-see-taj-mahal-1414189>.

³⁹ "Restorative Practices," *Alexandria City Public Schools*, 2019, <http://www.acps.k12.va.us/site/default.aspx?PageID=2140>.

⁴⁰ "Restorative Justice Now: A Community Review of Alexandria City Public Schools' Implementation of Restorative Justice" (Washington, D.C.: Tenants and Workers United; Alexandria United Teens; The Alexandria Branch of the National Association for the Advancement of Colored People; Advancement Project, June 2016), <https://advancementproject.org/resources/restorative-justice-now/>.

⁴¹ For a useful example, consider conservative columnist David French's rejoinder to a monologue from Tucker Carlson, in which French expressed skepticism about the role of government in solving a cluster of social problems: "It is a simple fact, that when people make bad choices, there are a cascade of negative effects that follow. The extraordinarily difficult challenge of public policy is considering how to mitigate the effects of those mistakes and providing pathways to overcoming bad decisions. And nothing about that is easy." <https://www.nationalreview.com/2019/01/the-right-should-reject-tucker-carlsons-victimhood-populism/>

⁴² "American Recovery and Reinvestment Act of 2009," 123 Stat. 115 § 3 (2009), <https://www.ntia.doc.gov/page/2011/american-recovery-and-reinvestment-act-2009>.

⁴³ "American Recovery and Reinvestment Act of 2009," 123 Stat. 115 § 5001 (2009), <https://www.ntia.doc.gov/page/2011/american-recovery-and-reinvestment-act-2009>.

⁴⁴ Katherine M. Keyes et al., "Understanding the Rural–Urban Differences in Nonmedical Prescription Opioid Use and Abuse in the United States," *American Journal of*

Public Health 104, no. 2 (December 12, 2013): e52–59, <https://doi.org/10.2105/AJPH.2013.301709>.

⁴⁵ There are studies to suggest that our identities are largely a result of our circumstance and not essential or independent. See: Anthony W. Marx, *Making Race and Nation: A Comparison of South Africa, the United States, and Brazil* (Cambridge, U.K.: Cambridge University Press, 1998).

⁴⁶ See: Iris Marion Young and Danielle S. Allen, *Justice and the Politics of Difference*, Paperback Reissue (Princeton, N.J.: Princeton University Press, 2011).

⁴⁷ There is, however, a complex relationship between structures and identity that is beyond the scope of this primer. Suffice to say, what is perceived as identity is often the result of different positionality within structures. That means that the distinction between targeted structures and targeting people may be, in some larger sense, a false dichotomy.

⁴⁸ http://haasinstitute.berkeley.edu/sites/default/files/amicus_brief_fisher_v_texas_social_and_organizational_psychologists_0.pdf

⁴⁹ Not technically a 10% plan, since the plan was subsequently capped at 75% of UT's undergraduate body. In practice, it functions as a top 8 or 8.5% plan.

⁵⁰ Students who had difficulty reading were more likely to be identified as having a learning disability or behavior problem. "Vision for Baltimore," *Baltimore City Health Department*, August 17, 2016, <https://health.baltimorecity.gov/VisionForBaltimore>; Katie Pearce, "Vision for Baltimore Celebrates 1,000 Free Pairs of Glasses for City Students," *The Hub*, Johns Hopkins University, March 8, 2017, <https://hub.jhu.edu/2017/03/08/vision-for-baltimore-1000-glasses/>.

⁵¹ This insight is derived from a complex systems theory. Stephen Menendian and Caitlin Watt, "Systems Thinking and Race" (Columbus, OH: Kirwan Institute for the Study of Race and Ethnicity, The Ohio State University, December 2008).

⁵² *San Antonio Independent School District V. Rodriguez*, 411 U.S. 959 (1973).

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ATTACHMENT A

Strategic Partnerships with Philanthropy

Jennifer Pippard

Director, Strategic Partnerships

John Wagner

Executive Vice President

May 23, 2019

Program and Planning Committee



Agenda

- Overview of Philanthropy Strategy
- Proposed Strategic Partnerships:
 - Bold Vision Equity 2028 Fund
 - Center for Strategic Partnerships

Problem Statement and Opportunity

First 5 LA can't successfully change systems alone; **we need strong partnerships to pursue our policy and programmatic objectives.**

A targeted, coherent strategy can both broaden and deepen our engagement with philanthropic partners and accelerate progress toward our Strategic Plan objectives and results for children and families.

Philanthropy Strategy

- 1. Partner for programmatic change:** Increase the number, quality, and capacity of philanthropic orgs to partner with to support First 5 LA in service of our programmatic priorities.
- 2. Drive philanthropic investment to Early Childhood Development (ECD):** Increase the number of philanthropic investments and co-investments in early childhood development policy and systems change
- 3. Influence policymakers:** Increase the number of funders who take advocacy action

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Criteria to Determine Partnerships

Criteria

- Organizational mission is consistent or aligned with First 5 LA's
- Has ECD Policy/Advocacy focus and/or has taken a policy position
- Advances First 5 LA programmatic priorities and/or is a priority funder identified by Programs Division
- Leverages public-private partnerships to achieve sustainable systems change

Considerations

- Is the partner a funder network hub or platform, intermediary, or individual funder?
- Are there changes to the external environment that impact our ability to reach our Programmatic goals (e.g. census, public charge or immigration policies)?

Bold Vision 2028

Bold Vision 2028 is a 10-year, multi-funder initiative that will significantly expand economic vitality and shared prosperity for Los Angeles County residents, with a focus on collaborating across sectors to improve the systems that influence the life course for vulnerable youth of color.



Bold Vision 2028

Extend the Strategic Partnership with California Community Foundation in an amount of \$150,000, for a total project cost of \$201,282 to advance the Bold Vision Equity 2028 Fund.

The Bold Vision project team will:

- Staff community-led workgroups and conduct research & analysis around four priority systems: housing, health, education and juvenile justice
- Engage with civic leaders and the 2028 Olympics Planning Committee
- Develop a final framework with policy and strategy recommendations

Center for Strategic Partnerships

Center History

- 3 year pilot to build stronger alliance between philanthropy and government
- Board Of Supervisors voted to move Center to County CEO as a permanent office (September 2018)

First 5 LA Partnership

- F5LA Partnered with CSP on 10 initiatives
- Staff participate in steering committee to draft next Strategic Plan



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Center for Strategic Partnerships

Extend the Strategic Partnership with Southern California Grantmakers, fiscal agent of the Center for Strategic Partnerships, at \$75,000 for 3 years to provide operational support

The Center's New Direction

- Philanthropy will fund 45% of Center budget, County will fund 55%
- Scope expands to all 6 of the Board of Supervisors Priorities
- Emphasis on vulnerable children and families with an equity framework
- F5LA will partner in projects that advance our Strategic Plan



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Questions?



FIRST 5 LA

SUBJECT:

Request to

1. **Amend a Strategic Partnership with California Community Foundation, fiscal sponsor for the Bold Vision Equity 2028 Fund in an amount of \$150,000, for a total project cost of \$201,282 for an additional 12 months and**
2. **Authorize First 5 LA Staff to Execute an Amendment of \$150,000, for a total contract amount not to exceed \$201,282 and extend the contract for 12 months. (Fund Balance Category: Assigned).**

RECOMMENDATION (PROVIDED AS INFORMATION):

This memo is provided as information for the Board's consideration at the May 23, 2019 Program and Planning Committee meeting. First 5 LA staff recommends that at the June 13, 2019 Commission meeting, the Board approve an additional \$150,000 with a 12-month extension of a Strategic Partnership with California Community Foundation (CCF), the fiscal sponsor for the Bold Vision Equity 2028 Fund, in the amount of \$150,000 for a total project cost of \$201,282. Furthermore, staff would be authorized to execute a contract amendment of \$150,000 through June 30, 2020, for a total amount not to exceed \$201,282. This amount includes an administrative fee of 2.5%. Funds for FY 2019-20 will be included in the FY 2019-20 First 5 LA Programmatic Budget which will be brought to the Board of Commissioners for approval in June 2019. At the time of budget approval, requested resources will shift from the Assigned resource category of the fund balance, dedicated for broad Strategic Plan purposes, to the Committed category, amounts dedicated for a more specified purpose via resolution.

BACKGROUND:

In order to achieve the goal of significantly expanding economic vitality and shared prosperity for all Angelenos by 2028, the Bold Vision initiative will address the root causes of persistent social problems, such as juvenile justice, homelessness, poor educational opportunities and outcomes for children, and large disparities in health outcomes. Bold Vision 2028 will focus on improving outcomes for families and youth of color living in Los Angeles County. In addition, the project will address systems change through an equity lens, inclusiveness in economic growth, systems' effectiveness, civic engagement and community organizing, and an overall cradle to career orientation. Bold Vision 2028 is a philanthropic-led effort of grant makers and civic leaders which seeks to leverage the opportunity of the upcoming 2028 Olympics being hosted in Los Angeles, by creating a cross-sector collaboration to significantly expand economic vitality and shared prosperity for all Angelenos by 2028.

Since November 2018, First 5 LA's executive leadership has been participating in Bold Vision meetings with other philanthropic leaders. In December 2018, First 5 LA entered into a Strategic Partnership with the California Community Foundation for \$51,282 as the fiscal sponsor of pooled resources for the Bold Vision Equity 2028 Fund. This first round of funding went towards a preliminary landscape analysis that informed the Bold Vision project and a solicitation that resulted in the selection of a project team. The project team is composed of a lead project manager and a content consultant. The Project team will be paid for by the Bold Vision Fund and fall under three categories: 1) field alignment 2) research and analysis and 3) civic leader engagement. The consultants will facilitate an inclusive community engagement process organized around Bold Vision's priority systems of housing, health, education, and youth and juvenile justice. Bold Vision will be undergirded by intensive research and analysis in order to develop a final framework with policy and strategy recommendations. To ensure broad alignment, the consultants will engage civic leaders throughout LA County including elected officials as well as the 2028 Olympics Planning Committee.

Pursuant to the Procurement Policy, Strategic Partnerships of \$75,000 or more in a fiscal year must be presented to the Board for approval. Staff is requesting to amend the Strategic Partnership for an

additional \$150,000 to comply with this policy. Section IV.5 of the Procurement Policy also states that contracts of \$75,000 or more requires Board approval prior to execution. Staff is seeking approval to execute a contract amendment of \$150,000 and a 12 month extension.

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

The Bold Vision Equity 2028 Fund initially began with support from the philanthropic sector totaling \$500,000. These organizations include California Community Foundation, the Weingart Foundation, the Blue Shield Foundation, the California Endowment, the Annenberg Foundation, Liberty Hill Foundation, and Ballmer Group. Leaders from each organization are regularly attending governance meetings and are committed to meeting the full cost of the initiative. California Community Foundation can leverage First 5 LA's contribution to attract broader investment from other philanthropic organizations. County government is also anticipated to join the Bold Vision initiative during latter phases of the project. The Center for Strategic Partnerships housed in the County Chief Executive Office is engaged in Bold Vision discussions and serves as a conduit to elected officials and County Department directors.

JUSTIFICATION:

This Strategic Partnership meets the criteria below:

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

AND

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

Establishing this Strategic Partnership in 2018 is aligned with First 5 LA's strategic direction and North Star, that by 2028, all children in Los Angeles County will enter kindergarten ready to succeed in school and life. Bold Vision 2028 brings together philanthropic leaders with key leaders from the public and private sectors along with community-based stakeholders. Los Angeles County is poised to make significant, measurable progress over the next decade due to strong civic leadership and political will, high levels of collaboration and activity across sectors, new dedicated funding sources and strong organizations driving collaborative models. Bold Vision 2018 presents a unique opportunity for First 5 LA to harness this cross-sector platform and the current state of Los Angeles County to elevate the needs of children and their families.

First 5 LA joined Bold Vision 2028 in its formative planning stage which gave us the opportunity to provide critical input on how to incorporate the needs of children prenatal to five, as well as their families, into this work. As Bold Vision enters its next phase, First 5 LA will continue to elevate early childhood as a critical demographic with the highest return on investment. In addition, we will be leveraging resources from other funders, including the following amounts thus far committed: \$525,000 from The Weingart Foundation, \$500,000 from The California Endowment, \$125,000 from The Blue Shield Foundation of California, \$200,000 from The California Community Foundation, \$75,000 from The Conrad N. Hilton Foundation and several other prospects have been identified including the Mayor's Office and Los

Angeles County. For these reasons, the Strategic Partnership provides an excellent opportunity to leverage First 5 LA funds to produce additional funding for the Bold Vision Equity 2028 Fund.

The proposed Strategic Partnership is aligned with the adopted First 5 LA Strategic Plan because it is directly connected to several of our Strategic Plan outcome areas, our focus on policy and systems change, and our investment guidelines including prevention, partnership and equity. While specific strategies and programs have not yet been identified, Bold Vision will maintain a “cradle to career” framework and promises strong investments in young children of color and their families. The Bold Vision priority systems are correlated with the outcome areas of First 5 LA Strategic Plan include early childhood education, trauma informed care and the prevention of child maltreatment.

FIRST 5 LA

SUBJECT:

Request to

1. **Amend a Strategic Partnership with Southern California Grantmakers (SCG), fiscal sponsor for the Center for Strategic Partnerships, in the Amount of \$75,000, for a total project cost of \$125,000, to provide operational support for the Center for an additional three years.**
2. **Authorize First 5 LA Staff to execute an amendment to the Memorandum of Understanding (MOU) with Southern California Grantmakers of \$75,000, for a total amount not to exceed \$125,000, and extend the contract end date from June 30, 2019 to June 30, 2022. (Fund Balance Category: Assigned).**

RECOMMENDATION (PROVIDED AS INFORMATION):

This memo is provided as information for the Board's consideration at the May 23, 2019 Special Board/Program and Planning Committee Meeting. This will be brought to the full Board at the June 13, 2019 Board of Commissioners meeting. The existing strategic partnership with SCG, fiscal agent for the Center for Strategic Partnerships, is for \$50,000. Staff is recommending the Board approve an amendment to the strategic partnership for an additional \$75,000 and a 3-year extension and authorize staff to execute an amendment to the existing MOU for an additional \$75,000, for a total amount not to exceed \$125,000 through June 30, 2022. Funds for FY 2019-2020 will be included within the FY 2019-2020 First 5 LA Programmatic Budget under the County Partnership Fund project, which will be brought to the Board for action in June 2019. Beyond FY 2019-20, funds will be pulled from the Assigned fund balance which will be brought to the Board of Commissioners for approval in June of the corresponding fiscal year. At the time of budget approval, requested resources will shift from the Assigned resource category of the fund balance, dedicated for broad Strategic Plan purposes, to the Committed category, amounts dedicated for a more specified purpose via resolution.

BACKGROUND:

In January 2017, a Strategic Partnership was established with SCG to join 12 other private funders to support the Center as it implements the emerging work of the County's Office of Child Protection (OCP). The Strategic Partnership was for two years at \$25,000 per year for a total of \$50,000. These items had not been brought forward to the Board previously due to the fact that the funding did not cross the \$75,000 threshold required for Board approval. Given we are now crossing this threshold we are bringing this forward for Board consideration. If approved, this Strategic Partnership extension would continue our \$25,000 per year in operational support for the Center. Staff is seeking Board approval to execute an amendment to the MOU to increase the budget for an amount of \$75,000, for a total amount not to exceed \$125,000 through June 30, 2022.

Beyond funding, our support has included active participation in County meetings and workgroups, coordination and facilitation of meetings between County officials and family providers – especially those involving community leaders and parent groups, providing in-kind support via staff resources (subject matter experts, writers, as well as staff leaders), and pooling our funds in support of a number of efforts between OCP and the Center. First 5 LA staff have also served on the Center's Steering Committee drafting its new strategic plan as it migrates to become a permanent office within the Los Angeles County Chief Executive Office (CEO).

In March of 2018, the County CEO convened leaders from all of the Center's stakeholder entities including County Department directors, Board offices and philanthropic leaders. The CEO included the feedback from this session as part of a performance evaluation of the Center's first three years. In addition to raising over \$25 million dollars from partners, the Center staff shepherded numerous projects to completion and forged an unprecedented alliance between the public and philanthropic sectors. The

County Board of Supervisors voted unanimously to incorporate the Center as a permanent County office housed in the Chief Executive Office.

As part of the County CEO, the Center will become more central in County Departmental planning efforts. Philanthropic partners (including First 5 LA) will fund 45% of the Center's operating budget and County departments will fund 55% which includes staff salaries and benefits. The Board of Supervisors also expanded the Center's focus beyond child protection to all six of the Board Directed Priorities (homelessness, child protection, justice reform, health integration, immigration and environmental monitoring and sustainability). Despite the monumental scope, the Center will continue to focus on vulnerable children and families with an equity framework.

First 5 LA has partnered with the Center on several projects including the Child Welfare Collective Impact group, the One Roof Leadership Initiative, DCFS's Family Bonding Initiative, Resource Family Approval backlog elimination, and the DPSS CalWORKs home visiting pilot in SPA 6. The Center has been a critical partner in the success of each of these efforts and has proven their value to public and private supporters. The Center serves an important role in leveraging public and private resources to advance the work of our Strategic Plan. In turn, First 5 LA has cultivated strong relationships with all of the Center's funders including private foundations and County Department directors.

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

First 5 LA previously supported the Center as a 2.5 year pilot initiative with an uncertain future. The Center was then evaluated by its public and private funding partners and the County CEO compiled an assessment for the Board of Supervisors. The outcome of that evaluation was overwhelmingly positive and led to the Center being permanently incorporated as a County office. County funding will come from the Center's departmental collaborators including DMH, DCFS, DPSS, DPH and others. Philanthropic funding will come from organizations like the Parson's Foundation, the Conrad N. Hilton Foundation, California Community Foundation, the Pritzker Foundation, the Weingart Foundation, the Annenberg Foundation and many more. These funders have all committed to sustaining their operational support of the Center for at least three years. The County CEO will periodically assess the Center to measure performance and determine appropriate funding levels and sources. Over the next three years, Center staff will likely increase to carry out their expanded scope of all Board Directed Priorities. The Center's highly regarded leadership team ensures that the Center will serve a vital function to County government for many years to come.

JUSTIFICATION:

This Strategic Partnership meets the criteria below:

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

AND

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

By definition, the Center for Strategic Partnerships' unique ability lies in leveraging resources across the public and private spheres and ensures First 5 LA is always in working in partnership. For each project that First 5 LA has joined the Center, they have brought on additional partners and resources leading to greater overall impact. The Centers' supporters include a broad swath of County Departments and philanthropic organizations that share a commitment to the success of young children and their families. First 5 LA's funds to provide operating support to the Center will leverage funding from philanthropic partners, including the Parson's Foundation, the Conrad N. Hilton Foundation, California Community Foundation, the Pritzker Foundation, the Weingart Foundation and the Annenberg Foundation, as well as County partners, including DMH, DCFS, DPSS and DPH. Philanthropic partners (including First 5 LA) will fund 45% of the Center's operating budget and the County departments will fund 55% of the Center's operating budget. First 5 LA's contribution will be matched from other philanthropic partners at similar amounts while County Departments will contribute a slightly larger amount. The diverse portfolio of funders ensures a shared sense of ownership. As part of our contribution we will also maintain a seat at the table with access to important partnership opportunities.

First 5 LA staff will continue to work closely with the Center as one of its primary stakeholders. The Center's strategic plan calls for both an advisory council and a nonprofit sounding board to help the Center in its decision-making and staff resource allocation. First 5 LA will be a member of one of these bodies and will receive regular communication about emerging partnership opportunities with the Center.

The Center will continue its longstanding emphasis on vulnerable children and families and will now apply an explicit equity framework to future projects. True to the Center's focus on cross-sector collaboration, operational funding is a joint effort between philanthropy and government. While the Center has not yet outlined its projects for the next three years, prevention and early childhood will continue to be major priorities. First 5 LA will invest in projects that most align with the outcomes of our Strategic Plan and leverage the Center's ability to partner and attract additional resources. The Center's work aligns with First 5 LA's focus on policy and systems change and the refined investment guidelines as part of the SPR4 Process which includes equity, prevention and engaging partners throughout the evolution of a project.

FIRST 5 LA

SUBJECT:

Request to Establish Strategic Partnerships with the Child Care Alliance of Los Angeles and the UCLA Center for Improving Child Care Quality for a Collective Amount of \$102,111 to Utilize Funding from the Quality Counts California Regional Certification and Coordination Grant for the Purpose of Regional Certification of Assessors and Trainers, Regional Coordination, Regional Communities of Practice, and/or Regional Training.

RECOMMENDATION (PROVIDED AS INFORMATION):

This memo is provided as information for the Board's consideration at the May 23, 2019 Special Meeting of the Board of Commissioners Program & Planning Committee. First 5 LA staff recommends that at the June 13, 2019 Commission meeting the Board approve the establishment of a Strategic Partnership with Child Care Alliance of Los Angeles (CCALA) and the UCLA Center for Improving Child Care Quality (UCLA CICCQ) for a collective amount of \$102,111. The contracts will also be brought to the Board in June for approval. All funds for the proposed contracts are included within the allocation awarded to First 5 LA under its contract with the California Department of Education.

BACKGROUND:

In March 9, 2017, the Board of Commissioners approved Resolution 2017-02 authorizing First 5 LA to receive funding from CDE CA-QRIS Certification Grant. On March 9, 2018, CDE announced the availability of funds for which the fiscal lead agencies of First 5 Improve and Maximize Programs so All Children Thrive (IMPACT) Coordination and Training and Technical Assistance (T&TA) Regional Hubs were eligible to apply.

Per Board Resolution 2018-01 approved in May 2018 by the Board of Commissioners, First 5 LA staff is authorized to apply for these funds on behalf of Region 8, however this Strategic Partnership allows First 5 LA to re-grant these funds to our Quality Rating and Improvement System (QRIS) partners supporting our regional quality improvement activities. All funds for the proposed contracts are included within the allocation awarded to First 5 LA under its contract with the California Department of Education.

As the lead fiscal agency for the IMPACT T&TA Regional Hub for Los Angeles, First 5 LA is the only entity entitled to apply for these funds. In its capacity as Hub lead, First 5 LA will contract with partners including: the Child Care Alliance of Los Angeles (CCALA) and the UCLA Center for Improving Child Care Quality (UCLA CICCQ) to utilize the CA-Certification Grant to strengthen staff's capacity to conduct assessments and train providers on the use of these tools that are already an integral part of their work. Additionally, First 5 LA will continue to utilize a portion of these funds to support our regional coordination.

The CA-QRIS Certification Grant funds are limited to the certification of QRIS trainers, observers, assessors, and coaches on a number of QRIS-related tools. These certifications include: Ages and Stages Questionnaire and Ages and Stages Questionnaire – Social Emotional (ASQ/ASQ-SE), California Preschool Instructional Network (CPIN), Classroom Assessment Scoring System® (CLASS®) Infant, Toddler, and Pre-K, Desired Results Developmental Profile© (DRDP©), Environment Rating Scales (ECERS-R, ITERS-R, and FCCERS-R), California Collaborative for Social Emotional Foundations in Early Learning (CA CSEFEL) Teaching Pyramid, Program Administration Scale/Business Administration Scale (PAS/BAS), Strengthening Families™ Five Protective Factors, Program for Infant Toddler Care (PITC), and Practice-based Coaching. In addition to the aforementioned activities, these funds may also be used to fund regional coordination, regional communities of practice, and regional training.

First 5 LA is both the fiscal lead agency for IMPACT as well as the T&TA Regional Hub lead. Given that this is a non-competitive grant and the funds need to be expended between July 1, 2018 (retroactively)

through September 30, 2019, staff will seek board approval at the June 13, 2019 Commission meeting to execute agreements with CCALA and UCLA CICCQ to re-distribute a portion of these funds to our partners in order to facilitate the countywide QRIS work.

Pursuant to the Procurement Policy, Strategic Partners of \$75,000 or more in a fiscal year must be presented to the Board for approval. Staff is requesting to establish a Strategic Partnership for a collective amount of \$102,111 until June 30, 2020 to comply with this policy. Section IV.5 of the Procurement Policy also states that contracts of \$75,000 or more requires Board approval prior to execution. At the June meeting of the Board of Commissioner, staff will seek approval to execute agreements with CCALA and UCLA CICCQ with a retroactive start date of July 1, 2018 through December 31, 2019.

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

This project is a time-limited project to be utilized on a clearly defined range of certifications, with First 5 LA serving as the contracted agent. As such, it does not require sustainability or leveraging considerations. The project work is established within the Local Area Agreement considered final upon completion of those requirements.

JUSTIFICATION:

This Strategic Partnership meets the criteria below:

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

AND

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

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

Employees affiliated with both CCALA and UCLA CICCQ will immediately be able to apply the learnings from allowable certifications directly to the broader work of QSLA, freeing other QRIS-related dollars from other funding streams for programmatic services to serve QSLA-participating providers. Because the certifications CCALA and UCLA CICCQ would obtain through this funding are in direct service of Quality Start LA, and because these agencies have existing contracts with LACOE to conduct QRIS work, these dollars are in direct service of other QRIS funding in Los Angeles County. In sum, utilizing these dollars for this purpose makes the proposed Strategic Partnerships more cost effective than resources provided through a competitive solicitation.

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

The proposed Strategic Partners have long respective histories as partners in the ongoing and evolving work of early education quality improvement in Los Angeles County, and as such are in unique respective positions to take on this work. For example, Child Care Alliance of Los Angeles is a QRIS coaching partner, and UCLA CICCQ is an assessment partner. Both hold existing contracts with the Los Angeles County Office of Education to perform these roles in service of Quality Start LA and purposes for which they will utilize these funds is directly aligned not only with the intent of the CDE funding but will bolster their ability to do the work for which they are contracted by LACOE. As such, these partners are positioned to immediately utilize the dollars from the California Department of Education effective immediately to expeditiously advance First 5 LA's longstanding QRIS work in the county.

The proposed Strategic Partnership is aligned with the adopted Strategic Plan

Quality Rating and Improvement System work an explicit strategy outlined in First 5 LA's current Strategic Plan which directs staff to "support implementation of a uniform Quality Rating and Improvement System (QRIS) within L.A. County in order to build the evidence base to support advocacy and policy change. In addition, this is work currently undertaken by Child360 covered by their existing Strategic Partnership with First 5 LA to provide QRIS services to Early Care and Education providers throughout Los Angeles County.

FIRST 5 LA

SUBJECT:

Request to Amend the Strategic Partnership with Child360 in the amount of \$3,800,000, for a total project cost of \$54,300,000, to continue to serve Quality Start LA (QSLA) participants through June 30, 2020.

RECOMMENDATION (PROVIDED AS INFORMATION):

This memo is provided as information for the Board's consideration at the May 23, 2019 Special Board/Program & Planning Committee Meeting. First 5 LA staff recommends that at the June 13, 2019 Commission meeting, the Board approve an amendment for \$3,800,000 with Child360, for a total project cost not to exceed \$54,300,000, through June 30, 2020. The contract will also be brought to the Board in June for approval. Funds for FY 2019-20 are included in the FY 2019-20 First 5 LA Programmatic Budget, which will be brought to the Board of Commissioners for approval in June 2019.

Following the exhaustion of the approximately \$8.8M fund balance, First 5 LA staff recommends the Board authorize additional funds drawn down from First 5 CA's Improve and Maximize Programs so All Children Thrive (IMPACT) initiative to Child360's current Strategic Partnership via an amendment in an amount of \$3,800,000 to continue the quality support work through the FY 19-20 program year. Funds to support the financial augmentation of this Strategic Partnership were drawn down through First 5 CA's IMPACT initiative and incorporated into the First 5 LA FY 19-20 budget, and pursuant to the approach approved by the First 5 LA Board of Commissioners to support the provision of Quality Rating and Improvement System (QRIS) services through QSLA.

BACKGROUND:

In April 2015, First 5 LA staff presented information to the board about directional endorsement of LAUP's use of the remaining fund balance from the Second Master Agreement that will end on June 30, 2016. The use of the remaining LAUP fund balance was endorsed by the Board on May 14, 2015, with the contingency that funds were to be used on First 5 LA's and LAUP's mutually aligned priorities and associated strategies around policy and advocacy, Quality Rating and Improvement Systems (QRIS) and workforce development. On November 12, 2015, the Board of Commissioners approved LAUP's ability to retain its remaining fund balance for a period of up to four years (through FY 19-20) following the end of the Second Master Agreement in June 2016 for work related to advancing a uniform Quality Rating and Improvement System (QRIS) in LA County, early care and education (ECE) workforce development activities, and advancing a policy and advocacy agenda supporting high quality early learning in Los Angeles County. Based on current spending patterns, staff estimate Child360's Fund Balance (estimated to be \$8.8M as of July 1, 2019) will be exhausted sometime around January 2020. Though Child360's proposed scope of work for FY 19-20 is virtually identical to that of FY 18-19, lack of additional funding to support Child360's ability to provide QRIS services for the remainder of the program year would result in a significant reduction in QRIS participating sites in Los Angeles County, particularly among non-California State Preschool Program (CSPP) sites.

On November 19, 2015, First 5 LA's Board of Commissioners authorized staff to submit the IMPACT Plan to First 5 CA (F5CA). The work of Child360, funded by First 5 LA, has allowed Los Angeles County to draw down IMPACT funding for the state, the bulk of which has been reserved for re-investment in QRIS service provision. Staff proposed to utilize these funds to support QRIS participants served by Child360 following the exhaustion of Child360's Fund Balance remaining from the Second Master Agreement which ended in June 2015. Though the scope of work to be undertaken by Child360 will be substantively unchanged in FY 19-20, the existing Fund Balance allocation will be fully expended sometime around January 2020. This memo requests additional funds to support the already-participating QRIS sites served by Child360 for the entirety of the FY 19-20 program year. Funds supporting this request have been drawn down from First 5 CA by having met local IMPACT site targets.

As of June 30, 2019, the Fund Balance remaining from the Second Master Agreement is estimated (pending Child360's final closure of FY 18-19 financials in Fall 2019) to be \$8,800,000. As such, in order to continue to serve QSLA program participants through FY 19-20, staff is requesting to utilize no more than \$3.8 million from IMPACT to cover the programmatic costs of FY 19-20. This is in alignment with the intended purpose of IMPACT funds, which was to re-invest in QRIS efforts in Los Angeles County.

Quality Rating and Improvement System (QRIS) – The additional funds will allow Child360 to perform QRIS services as in previous years in alignment with the Quality Start Los Angeles (QSLA) model developed by the QRIS Architects group over the past several years. As part of this work, Child360 will continue to play a role in QSLA's governance structure as a key stakeholder and implementer of QRIS. The proposed work in FY 19-20 will continue the work approved in FY 18-19, with revisions implemented as directed by the QSLA governance body. Types of activities included in the provision of QRIS services to both center-based and family child care home providers include, but are not limited to: the administration of the QSLA stipend program, a corollary to AB212 to incentivize QSLA participants not served through AB212 to receive higher education units; provision of advisement to stipend program participants; pre-assessment technical assistance; program coaching; specialty coaching (program leadership and family engagement); conducting valid and reliable assessment (e.g., Environmental Rating Scales [ERS] and Classroom Assessment Scoring System [CLASS]); development and provision of trainings to assist providers in increasing understanding of elements identified in the Quality Continuum Framework (QCF); provision of welcome kits, participation stipends, and quality improvement/achievement incentives. In addition, Child360 will be responsible for entering all required QSLA data as required by First 5 CA and the California Department of Education into iPinwheel, a database used countywide to collect QRIS information.

Staff are currently developing an RFQ to continue investing in quality improvement in Los Angeles County's early care and education sites utilizing the funds drawn down from First 5 CA's IMPACT initiative and anticipate coming before the Board in Fall 2019 for to execute a contract for this work.

Pursuant to the Procurement Policy, Strategic Partners of \$75,000 or more in a fiscal year must be presented to the Board for approval. Staff is requesting an amendment of an existing Strategic Partnership for an amount of \$3,800,000 for a total project cost not to exceed \$54,300,000 to comply with this policy. Section IV.5 of the Procurement Policy also states that contracts of \$75,000 or more requires Board approval prior to execution. At the June meeting of the Board of Commissioners, staff will seek approval to execute a contract.

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

Sustainability: Momentum surrounding broad quality improvement initiatives in the early childhood education space in California, and Governor Newsom has included significant proposed investment in quality improvement efforts in ECE statewide. Additionally, Quality Counts California (a joint effort between F5CA and CDE) has hired consultants to explore revisions to the ECE quality landscape statewide and consider new manners of operation which would ultimately result in a more sustainable and comprehensive quality improvement system in California. Some proposed ideas to reduce costs include: less focus on the use of assessment tools, a statewide system for data collection, and further refining the elements of quality addressed via the QRIS rating Matrix.

Leveraging of Resources: First 5 LA's investment in Child360's QRIS efforts as part of QSLA has allowed the state to draw down funding from First 5 CA, allowing us to sustain this important work longer than would otherwise be possible. In the near future, we will also have a better sense of "IMPACT 2.0" funding from First 5 CA, which may provide future opportunities to draw down additional quality improvement funds from the state.

JUSTIFICATION:

This Strategic Partnership meets the criteria below:

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

AND

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

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

Child360 is currently providing QRIS services to Early Care and Education providers throughout Los Angeles County. Child360 is prepared to immediately serve providers who are already active participants in our local Quality Rating and Improvement System work, locally referred to as Quality Start LA. Termination of services mid-year would significantly reduce participation in quality improvement initiatives throughout L.A. County and would hinder countywide early education quality data collection efforts county/statewide.

The Strategic Partnership provides an opportunity to leverage First 5 LA funds to produce additional funding for the program or initiative or service.

Child360's QRIS work, funded by First 5 LA, has allowed First 5 California to receive IMPACT funds which are then distributed to First 5 LA to re-invest in QRIS service provision in Los Angeles County. First 5 California has a matching requirement to receive IMPACT funds. First 5 LA's use of Child360's fund balance meets First 5 California's matching requirements for IMPACT funding.

By leveraging IMPACT funding, First 5 LA is able to re-invest this funding to support the already-participating QRIS sites served by Child360 for the entirety of the FY 19-20 program year, alleviating the need for additional funding from First 5 LA. This investment will also support other QRIS strategies such as the QRIS data system for Child360's work around QRIS.

The proposed Strategic Partnership is aligned with the adopted Strategic Plan. Quality Rating and Improvement System work an explicit strategy outlined in First 5 LA's current Strategic Plan which directs staff to "support implementation of a uniform Quality Rating and Improvement System (QRIS) within L.A. County in order to build the evidence base to support advocacy and policy change."

FIRST 5 LA

SUBJECT:

Request to Amend the Strategic Partnership with the Los Angeles Unified School District for a total project cost of \$6,515,000 to expand implementation of the kindergarten readiness assessment and develop action plans to address data results through June 30, 2020.

RECOMMENDATION (PROVIDED AS INFORMATION):

This memo is provided as information for the Board's consideration at the May 23, 2019 Special Commission/Program and Planning Committee Meeting. First 5 LA staff recommends that at the June 13, 2019 Commission meeting, the Board approve the amendment of the Strategic Partnership with Los Angeles Unified School District for a total project cost of \$6,515,000 through June 30, 2020. The contract will also be brought to the Board in June for approval. FY 2019-20 funds will be pulled from the assigned fund balance which will be brought to the Board of Commissioners for approval in June 2019. At the time of budget approval, requested resources will shift from the Assigned resource category of the fund balance, dedicated for broad Strategic Plan purposes, to the Committed category, amounts dedicated for a more specified purpose via resolution.

BACKGROUND:

Kindergarten Readiness Assessment (KRA) Initiative – The 2015-2020 Strategic Plan included a priority on identifying a kindergarten readiness tool. To build a better understanding the school readiness of children entering kindergarten, First 5 LA has embarked on an endeavor called the Kindergarten Readiness Assessment (KRA) Initiative. First 5 LA has the opportunity to build on the momentum from school districts' experience and interest in using the Early Development Instrument (EDI) as a tool for evaluating students' developmental and school readiness. The EDI is a population level assessment which provides insight into young children's developmental readiness for kindergarten, as well as highlights population wide vulnerabilities in five domains including social competence, emotional maturity, language and cognitive skills, communication skills, and physical health and well-being. The EDI measures a student's school readiness three to six months after kindergarten entry. The instrument is a reflective tool administered by kindergarten teachers. Once data is collected, school districts in partnership with local community agencies will engage teachers, community members and other stakeholders in understanding the results and developing strategies for targeted improvement. The three primary objectives of the KRA initiative are to: 1) Implement a KRA and collect data to assess the kindergarten readiness of children in the community; 2) Strengthen the capacity of school districts and local community staff to utilize KRA to support policy and systems change; and 3) Build the capacity of community stakeholders to understand the results of KRA.

At the October 12, 2017 Board of Commissioner meeting, the Board approved the establishment of Strategic Partnerships with the City of Pasadena, Connections for Children, Mountain View School District, Los Angeles Unified School District Local District South, El Monte City School District, Pomona Unified School District, Rosemead School District, and Valle Lindo School District for First 5 LA's Kindergarten Readiness Assessment strategy for a combined total not to exceed \$2,000,000 through June 30, 2020.

In Fiscal Year 2017-2018, five school districts collected EDI data and seven total communities began planning for deeper stakeholder engagement. Budget allocations were based on the total number of teachers trained to collect data, and the total hours spent on data collection. Teacher stipends ranged from \$250 to \$400 per teacher depending on School District policies related to substitute time and teacher release time. Additional budget allocations included the cost of data analysis and expenses related to community planning for EDI data use. Of the \$2,000,000 for Fiscal Year 2017-2018, Los Angeles Unified School District Local District South was allocated \$89,059. By continuing to support

KRA and further EDI data collection, First 5 LA ensures that momentum is not lost in this key ECE policy and advocacy strategy identified in its 2015-2020 Strategic Plan.

The Board action in November 2018 approved Los Angeles Unified School District's participation in the KRA Initiative for the 2018-2019 school year. The Board approved the amendment of the current Strategic Partnership with Los Angeles Unified School District Local District South to include other Local Districts in Los Angeles Unified School District to participate in the KRA Initiative for an amount not to exceed \$2,720,000, for a total project cost not to exceed \$2,810,000, to support costs associated with expanding implementation within Los Angeles Unified School District and providing the support structure necessary to develop action plans to address data results. This action expanded EDI data collection to include two additional local districts, which included three of the six total local districts in Los Angeles Unified School District.

In FY 18-19, Los Angeles Unified School District began collecting EDI data at Local District West and Local District Central. Local EDI Coordinators were hired to begin planning for data use and socialization and continued planning for additional rounds of data collection. The teacher's strike delayed data collection efforts and personnel start dates in FY 18-19. Expenditures in FY 18-19 are lower than anticipated given these delays. Additional funds will support further data collection, data analysis and utilization at the local district level as well as broader stakeholder and community engagement efforts.

The proposed action will continue Los Angeles Unified School District participation in the KRA Initiative and will expand data collection for the 2019-2020 school year. In the 2019-2020 school year, First 5 LA and Los Angeles Unified School District will continue data collection in three local school district: Local District Central, Local District East, and Local District West. Development of a long-term strategy, including sustainability, will be considered as part of the Strategic Plan Refinement Process. Continued participation in the KRA Initiative will ensure data collection on approximately 10% of students in Los Angeles Unified School District by the end of the 2019-2020 school year.

Pursuant to the Procurement Policy, Strategic Partners of \$75,000 or more in a fiscal year must be presented to the Board for approval. Staff is requesting an amendment of the Strategic Partnership for a Total project cost of \$6,515,000 to comply with this policy. Section IV.5 of the Procurement Policy also states that contracts of \$75,000 or more requires Board approval prior to execution. At the June meeting of the Board of Commissioners, staff will seek approval to execute a contract.

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

The following outlines how First 5 LA and KRA will address the implementation of the sustainability and leveraging components of the First 5 LA Governance Guidelines approved by the Board in March 2014.

Sustainability – Without Kindergarten Readiness Assessment data, communities, school districts, policy makers and politicians have limited means to evaluate the impact of interventions over time to improve school readiness and understand whether the services and resources they provide for young children and their families are meeting community needs. By using EDI data, school districts and communities can identify areas that need to be strengthened to aid young children in their growth and development. The EDI data and its requisite analyses serve as a critical tool in ensuring that the proper resources and services are utilized and/or established. Additionally, EDI data can be utilized to advocate for additional early care and education resources for school districts and municipalities. While the EDI data collection requires initial funding from First 5 LA, it is expected that school districts and communities will begin to recognize that the EDI is a cost-effective tool, that when invested in, supports local decision-making and effectively informs local policy making, including priorities set through the Local Control Action Plan (LCAP) for districts. Further.

Leveraged Resources – The Strategic Partnership with Los Angeles Unified School District will leverage several resources including:

- First 5 LA's demonstrated support of a KRA system in LA County has the potential to serve as a catalyst to attract other First 5 Commissions and funders interested in leveraging resources to advance a statewide KRA system

- Utilization of the existing expertise of school districts and communities that have already implemented the EDI and are at the point of data utilization

JUSTIFICATION:

This Strategic Partnership meets the criteria below:

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

AND

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

The Strategic Partnership can provide a demonstrated level of ability or expertise that is only available in the community through these proposed Strategic Partnerships:

First 5 LA’s Kindergarten Readiness Strategy involves supporting the collection and use of data using the EDI. Given that the EDI can only be completed by kindergarten teachers, the successful implementation of this project is dependent upon the involvement of school districts. In most communities, the lead agency for the EDI implementation is a school district. The proposed Strategic Partnership with Los Angeles Unified School District is the only entity within the district who has the capacity and authority to collect data from kindergarten teachers.

Amending this Strategic Partnership is in the best interest of the Commission because: (1) The EDI is administered by the school district who can use collected data to inform policy and systems change; (2) It will continue to leverage ongoing momentum for use of the EDI in the Los Angeles County; (3) It will support the school district’s ability to leverage EDI data to support systems change in community. Continuing to partner with Los Angeles Unified School District will ensure that EDI data is collected on a substantial number of children in Los Angeles County. This will provide a snapshot on how students develop and whether or not they are developmentally ready for kindergarten.

The proposed Strategic Partnerships are aligned with the adopted Strategic Plan:

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

supporting existing and emerging KRA efforts in Los Angeles County. Currently, there is no way of knowing if children in L.A. County enter kindergarten ready to succeed.

FIRST 5 LA

SUBJECT:

Request to

- 1. Amend Strategic Partnership with Dignity Health dba California Dignity Hospital in the amount of \$265,002, for a total project cost of \$604,290, to Coordinate the Provision of Training and Materials to Support the Department of Health Services' MAMA's Neighborhood Program Expansion for an additional year.**
- 2. Authorize First 5 LA Staff to Execute a contract in the amount of \$265,002 with an anticipated period of July 1, 2019 to June 30, 2020. (Fund Balance Category: [Assigned]).**

RECOMMENDATION (PROVIDED AS INFORMATION):

This memo is provided as information for the Board's consideration at the May 23, 2019 Program & Planning Committee Meeting. First 5 LA staff recommends that at the June 13, 2019 Board of Commissioner's meeting, the Board approve an amendment for \$265,002 with a one-year extension with Dignity Health dba California Dignity Hospital, for a total project cost of \$604,290, and authorize staff to execute a contract in the amount of \$265,002 for the anticipated period of July 1, 2019 to June 30, 2020. Funds to support this partnership in FY 2019-20 will be included in the First 5 LA FY 2019-20 Programmatic Budget under Families Strategy 1 Home Visitation – MAMA's Visits Home Visiting Program Training and Technical Assistance Support. The FY 2019-20 Budget will be brought to the Board of Commissioners for approval in June 2019. At the time of budget approval, requested resources will shift from the Assigned resource category of the fund balance, dedicated for broad Strategic Plan purposes, to Committed, amounts dedicated for a more specified purpose via resolution.

BACKGROUND:

In December 2016 the Board of Supervisors in LA County passed a Motion to direct entities, including the Office of Child Protection, First 5 LA, Perinatal and Early Childhood Home Visitation Consortium, Children's Data Network, and the LA County Departments of Public Health, Health Services, Mental Health, Public Social Services, Children and Family Services, and Probation to develop a plan to coordinate, enhance, expand, and advocate for high quality home visiting programs to serve more expectant and parenting families. This work has spurred coordination efforts between and across departments and organizations to expand and increase the quality of home visitation services in LA County. The Department of Health Services (DHS) has been an active participant in these discussions and efforts. As a part of their recent application to amend their 1115 Whole Person Care Medi-Cal Waiver, DHS received approval to expand their MAMA's Neighborhood program to include home visitation. MAMA's Neighborhood is the local name for the "Strong Start for Mothers and Newborns" initiative created by the U.S. Department of Health and Human Services to reduce preterm births and improve outcomes for newborns and pregnant women. The program provides prenatal care and comprehensive healthcare services in six Los Angeles neighborhoods, and links prenatal clients with services in their community, such as mental health/stress, substance use, housing, parenting education and places for healthy food. MAMA's Neighborhood is expanding their program to enhance their system of care with implementation of a comprehensive, evidence-based, screening tool at prenatal care intake; intensive case management through home visitation and patient-centered care planning based on risk scoring; and explicit use of community-based services for treatment of identified risks. The expansion will allow MAMA's to provide follow up to mothers into the postpartum period and utilize home visitation as a strategy to extend the reach of the program and provide services to mothers ineligible for other home visiting programs.

Dignity Health dba California Dignity Hospital's community benefit program, LA Best Babies Network (LABBN), has a long history of work in perinatal health initiatives, with strong community engagement and continuous quality improvement. LABBN's previous work with First 5 LA includes being a part of the Healthy Births Initiative, a project that spanned seven Best Babies Collaboratives and 40 organizations

in LA County and connected women to community services and resources. As of April 2013, LABBN has served as First 5 LA's Family Strengthening Oversight Entity, leading the programmatic oversight, technical assistance, training of home visitation staff and provision of database support for the First 5 LA funded home visitation programs: Welcome Baby, Parents As Teachers (PAT) and Healthy Families America (HFA) programs. As Welcome Baby expanded from one site to a total of fourteen and PAT and HFA were implemented across twenty-one sites, LABBN has led comprehensive Family Strengthening Network cohort trainings of over 150 hours twice a year. LABBN has trained over 500 home visitors in the past five years as a part of the Network. The training provides both knowledge content and skill development, ranging from topics such as child development, perinatal depression and preventive prenatal and postpartum care to skills in depression risk scoring, motivational interviewing, and use of reflective practice. The training embeds the core principles and strategies of the Family Strengthening Framework. This includes principles such as valuing the science that promotes the practices that enhance the brain and the development of children; healthy and secure attachments with a consistent and loving caregiver; and the development and application of skills by home visiting staff to support their work with families within a strength-based, client-centered approach. Additionally, LABBN has provided training and technical assistance in the expansion of home visitation via the Department of Mental Health and Public Health.

The expanded MAMA's Neighborhood program aims to incorporate best practices into its model, which are an integral part of the Family Strengthening Framework and Training utilized by First 5 LA's home visiting programs. If approved, LABBN will continue providing the Family Strengthening Network Training to up to 20 new DHS staff and ongoing training to 89 existing Home Visitors from MAMA's Neighborhood between July 1, 2019 and July 30, 2020. The training topics range from critical home visitor skills such as motivational interviewing and a foundational training on reflective practice to knowledge on: bonding and attachment; developmental milestones; preventive care; brain development and early infant development; cultural competency; and trauma informed care. Due to LABBN's years of experience in the provision of training for home visitors, they have built an infrastructure of expert trainers and speakers that have embedded the family strengthening principles into their trainings and are familiar with the work of home visitors. The training also incorporates the Family Strengthening Framework and its core principles and essential strategies into MAMA's Neighborhood Orientation workshops and curriculum. LABBN would also provide program materials for enrolled clients, including: the Welcome Baby book; boppy nursing pillow; healthcare safety kit; First 5 California Parent Kit; and developmental toys. Finally, LABBN would continue to coordinate a monthly Group Reflective Practice mentoring for MAMA's social work staff.

Pursuant to the Procurement Policy, Strategic Partners of \$75,000 or more in a fiscal year must be presented to the Board for approval. Staff is requesting to amend the strategic partnership for in the amount of \$265,002, for a total project cost of \$604,2030, to comply with this policy. Section IV.5 of the Procurement Policy also states that contracts of \$75,000 or more requires Board approval prior to execution. Staff is seeking approval to execute a contract for the anticipated period of July 1, 2019 to June 30, 2020 for an amount of \$265,002. It is anticipated that this collaboration may continue beyond FY 19-20, and that an additional extension of this Strategic Partnership may be sought as this collaboration unfolds and other potential leveraging opportunities are identified.

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

Sustainability Plan: Through Whole Person Care MAMA's visits, DHS seeks to address the priority identified by the Board of Supervisors Home Visitation Motion to improve home visitation services in the County. DHS funding for the expansion of MAMA's Neighborhood continues until 2021 and provides DHS with the opportunity to learn how home visiting impacts their population. During this time DHS will also build their program infrastructure, which will allow First 5 LA to decrease its investment over time.

Leveraged Resources: The Strategic Partnership between First 5 LA and Dignity Health dba California Dignity Hospital represents a partnership to leverage the existing infrastructure of LABBN to support MAMA's Neighborhood. This infrastructure provides a leveraging opportunity that allows LABBN to extend existing trainings, logistical efforts and contacts with speakers familiar with home visitation to

MAMA's Neighborhood to leverage efforts and avoid duplication of costs. Finally, by combining resources First 5 LA can ensure administrative efficiency as DPH builds the capacity of their workforce utilizing best practices and a family strengthening approach based on best practices.

JUSTIFICATION:

This Strategic Partnership meets the criteria below:

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

AND

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

The Strategic Partnership can provide a demonstrated level of ability or expertise that is only available in the community through the proposed Strategic Partnership

No other entity provides the high-quality level of training cohorts and expertise in home visitation across a network of programs in LA County than Dignity Health dba California Dignity Hospital's community benefit program, LABBN. LABBN has implemented the Family Strengthening Network cohort trainings for over six years and worked with a cadre of trainers across a span of critical content and skill areas specifically needed by home visitors. These trainers are familiarized with and have embedded the Family Strengthening Framework into their trainings. The Department of Health Service's MAMA's Neighborhood program has requested the Family Strengthening Network trainings coordinated by LABBN, given they are based on best practices for home visitation staff working directly with families, and incorporate best practices from the home visitation field into its trainings and approach.

LABBN has provided the Family Strengthening Network cohort trainings for over six years. As a Strategic Partner, LABBN brings extensive experience in perinatal and maternal health, as well as the provision of technical assistance for home visitation staff working directly with pregnant and parenting families.

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

A key strategy of First 5 LA's 2015-2020 Strategic Plan for the Families Outcome area is to increase the family protective factors by working with parents and caregivers to ensure they have the skills, knowledge and access to resources to support their child's development. The Family Strengthening Framework is aligned with the protective factors and provides critical support for staff working directly with families to better achieve desired outcomes.

The proposed Strategic Partnership is aligned with the adopted Strategic plan because it exemplifies our intentional efforts to strategically partner with others to maximize our impact on young children across Los Angeles County.