I. OPENING AND ADMINISTRATIVE MATTERS

1. Instructional information, disclosures, land acknowledgment

2. Welcome and Call to Order

3. Roll Call

4. Public comment for specific agenda items

5. Announcements and updates

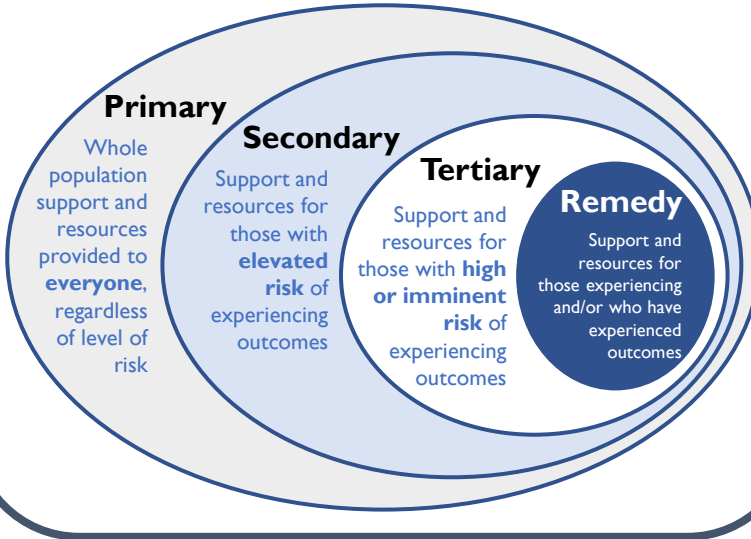## LA County's Model for Prevention and Promotion

Social Conditions

The intersecting structures and systems that shape our lives and influence our likelihood of experiencing positive and negative outcomes (i.e., level of risk).

These conditions are often created by and/or reinforced through government policy, resulting in both positive resources (e.g., public health, parks) and negative forms of harm and control (e.g., racism, ableism, concentrated poverty, environmental hazards, etc.).

Equitable Decision-Making & Community Agency

Policies and practices to ensure community voices (especially those with lived expertise) inform and shape how we deliver support and resources, especially to historically marginalized communities.

Levels of Risk & Prioritized Support

Primary
Whole population support and resources provided to **everyone**, regardless of level of risk

Secondary
Support and resources for those with **elevated risk** of experiencing outcomes

Tertiary
Support and resources for those with **high or imminent risk** of experiencing outcomes

Remedy
Support and resources for those experiencing and/or who have experienced outcomes

Prevention

Support and resources to stop the occurrence and/or worsening of negative population outcomes, harm, and suffering.

Promotion

Support and resources to strengthen the occurrence of positive population outcomes, well-being, and thriving.

Prevention and promotion can decrease individuals' level of risk, as can addressing and mitigating harmful social conditions through equitable decision-making and community agency.
Together, this can cultivate healing, restoration, and justice.
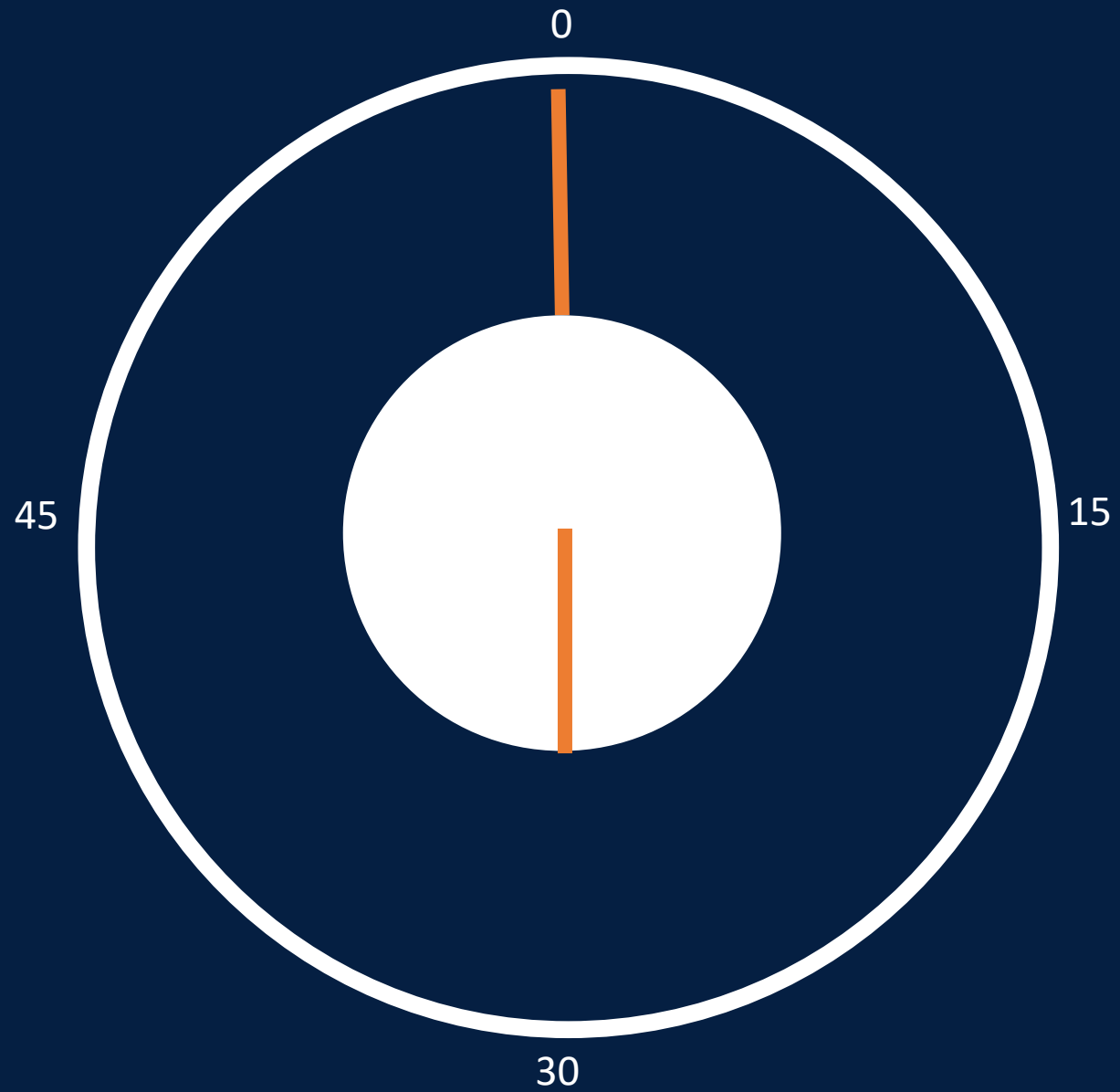
II. DISCUSSION AND PRESENTATIONS

6.   Overview of next steps for non-study supported outcomes and ecological-institutional factors, including upcoming survey of table members; discussion, review, and consideration of necessary actions.

7. Identify population subgroups for elevated focus when utilizing and implementing prevention metrics, especially to address racial disproportionality and other disproportionalities; discussion, review, and consideration of necessary actions.

Jamboard link (Slide 1): https://jamboard.google.com/d/1tleEQdQNxqLkgdy3u5EUKCnAK FtEzLf7SUDcM2beD0Y/edit?usp=sharing

Population subgroups for elevated focus when utilizing and implementing prevention metrics

INSTRUCTIONS: Add your own post its or drag some of the suggestions from the bottom

Left panel (list):

- ↓ Infant Mortality
- ↑ % of Families w/ Incomes at 250%+ FPL
- ↑ Attainment of Postsecondary Credentials w/ Labor Market Value
- ↑ Stable Employment at 250%+ FPL
- ↓ Adult First-Time Felony Convictions
- ↑ Socioemotional and cognitive readiness as children approach school age
- ↑ Age-Appropriate Cognitive/ Socioemotional Proficiency in middle childhood
- ↑ Good physical/behavioral health/well-being (among adults, adolescents)
- ↑ Aging in Place with Safety, Dignity & Independence
- ↑ % with Stable/Affordable Housing
- ↓ Child Maltreatment (both within families & systems)
- ↑ Financial Well-Being
- ↑ Purposeful Aging

Post-it notes:

- disaggregated data by age
- race/ethnicity
- disability
  - persons with disabilities
- single parents
- Language communities / English proficiency less than "very good"
- Individuals with severe mental illness
- older adults' by age group, gender, income, ethnicity,
- Low-income older adults
- affordable senior housing for older adults
- This seems to be an action vs population
- unhoused/have experienced homelessness
- older adults
- older adults living alone
- low income seniors
- sexual orientation/gender identity/expression (SOGIE)
- Trans population
- substance abuse populations
- immigrant
  - foreign-born?
- Foster / Transition age youth
- Can we change "ex-con" to "justice impacted" or "formally incarce..."
- justice impacted
- Older adults in long term care facilities
- older adults who don't have internet access
- Family Caregivers
- K-12 Students with learning disabilities, difficulty with finishing school.
- 0-2 age educational activities, such as starting reading/flashcards, learning English or other second languages etc.., so ...take ...ge of early ...asticity and ...earning time
- Age 0-2 age range (ensure we aren't just relying on pre-K data); given the importance of that age range for language acquisition
- This seems to be an action vs population
- Income levels
- elder abuse
- This seems to be an action vs population
- older adults' staying in nursing facilities.
- People with vision impairments
- This seems to be an action vs population
- unemployed/ underemployed
- renters vs. homeowners

8.   Identify contributing outcomes and ecological-institutional factors for elevated focus to address racial disproportionality; discussion, review, and consideration of necessary actions.

Jamboard link (Slides 2-4): https://jamboard.google.com/d/1tleEQdQNxqLkgdy3u5EUKCnAKFtEzLf7SUDcM2beD0Y/edit?usp=sharing

Especially consider the County's sphere of influence (i.e., what can the County do about it)

1) SOCIOEMOTIONAL AND COGNITIVE READINESS AS CHILDREN APPROACHING SCHOOL AGE (age 0-5)

communities with concentrated poverty having less financial and childcare resources or facilities within community to support families/parents (require additional County support)

child care & preschool access for low-income / irregular schedule workers

Child care for working class individuals. Make too much to be able to attend low-income child care, but too little to really be able to afford child care and instead use non-safe methods.

Call center for 0-5 developmental issues, free access to everyone. Simple things such as potty training, etc.

low-income, dual job workers, especially engaged in manual labor -- diminished ability (time/mental load) to dedicate time to fostering child development

universal access to local, affordable and enriching/linguistically and culturally affirming child development programs/care

successful transition into TK/K for child and meaningful engagement of parent/caregiver

2) AGE-APPROPRIATE COGNITIVE/SOCIOEM PROFICIENCY IN MIDDLE CHILDHOOD (a

Unsupportive or homophobic and transphobic school environment interfering with education

+ racist, ableist and other discriminatory environments as well

After-school programs

impact of social media overuse/misuse amongst young people, especially related to inappropriate content and cyberbullying

Access and visibility of role models and stable adult presence for marginalized communities (e.g., due to labor/childcare constraints/media representation)

LGBTQIA2S+ lack of role models in some low socioeconomic and communities of color

access to local culturally, linguistically, and identity affirming elementary and middle school education

Working with Schools and School Board/State about developing Mental Health Day for kids. A day off to be with family or taking a rest. Instituting the importance of self care.

digital divide -- Economic wealth gaps / access to spaces due to environmental and neighborhood racism

dual language immersion and thematic elementary magnet programs

Communities of color have less access to technology or quality internet services (digital divide)

3) GOOD PHYSICAL & BEHAVIORAL HEALTH/WELL-BEING (age 6-11, 12-20)

lack of providers who represent the community or are culturally and linguistically competent.

disproportionate access to safe physical spaces (racially and/or income segregated communities)

[intentionally created] food deserts (and local govt policy necessary to address that)

Access to healthy food in especially in poor communities of color as both local availability in markets and economic struggle to afford it

universal college/career tech education access

Access to clean air, especially in poor communities of color often located in treeless areas near highways, industry, away from green spaces and without access to filtered air at home, school or work

Instituting Mental Health/Self Care Day at schools. Practicing what we preach to young kids.

Parenting classes

limited access to usual sources of care for communities of color, low income communities

4) GOOD FINANCIAL WELLBEING (age 21-

limited opportunities to build wealth, homeownership, and entrepreneurship.

lack of jobs with living wage, benefits and supports especially in low income communities

Financial education programs

disproportional access to resources and services for persons with disabilities

barriers to accessing additional education/vocational programs due to cost, time, childcare constraints (disproportionality impacting low-income workers, parents)

predatory financial harms (e.g., payday loans, pyramid schemes) targeted to specific communities

Lack of employment opportunities for trans and gender nonconforming youth and adults, even when they are trained and qualified

racial disproportionality in student loan debt due to intergenerational wealth gaps

Access/awareness to impactful vocational education

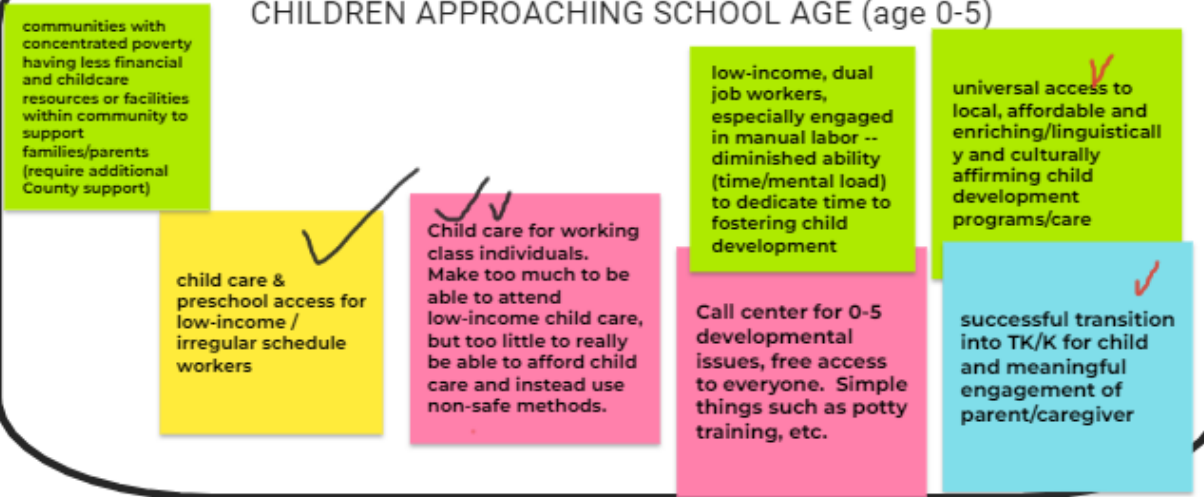lack of digital literacy among older adults.

What considerations or concerns relating to Disproportionality do we want to elevate relating to these Northstar Outcomes? (2 of 3)

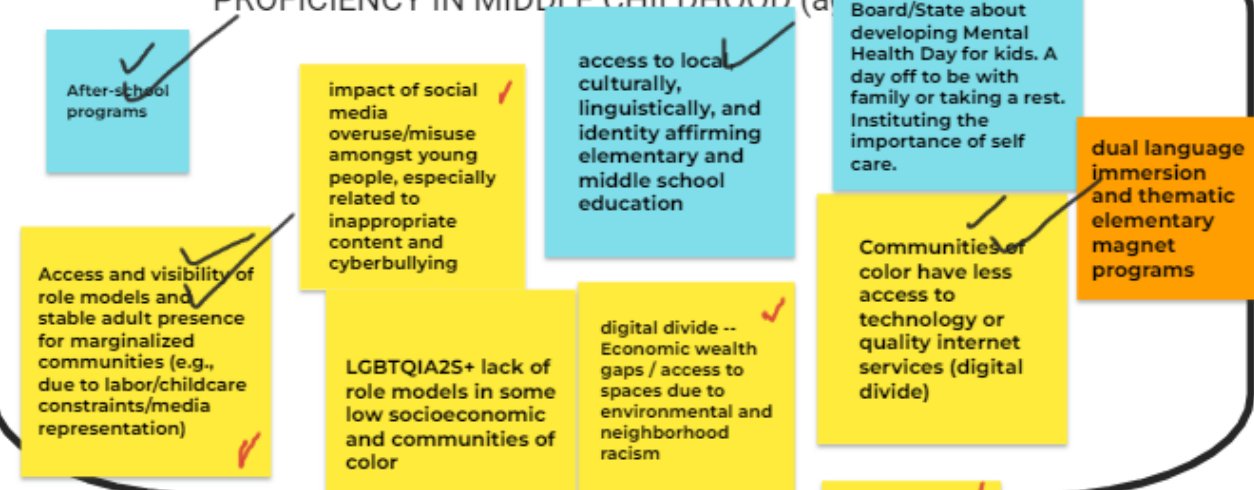Especially consider the County's sphere of influence (i.e., what can the County do about it)

5) AGING IN PLACE WITH DIGNITY & INDEPENDENCE

- Access to fall prevention services
- **Financial stability**
- Insurance counseling services
- Transportation availability/walkability
- Disability Resource Centers - that expands critical service referrals to older adults and the disabled community
- Policies that protect older adults from predatory and consumer marketing/scams
- social connectedness for older adults and persons with disabilities by providing affordable and reliable broadband and digital literacy
- Easy access to health care services for older adults and persons with disabilities.
- language/cultural isolation and ability for POC elders/immigrants to access safe living spaces
- Protecting older and dependent adults from abuse, neglect, financial exploitation, and fraud.
- **affordable senior housing**
- Freedom, physical safety, and security for older adults and persons with disabilities
- Accessibility of information on websites that provide services to older adults and persons with disabilities
- social connectedness (consider how County can address, through land use/programming)

6) PURPOSEFUL AGING

- Work/volunteer opportunities
- **Land use policies that support aging-in-place**
- **Accessible senior centers & programs**
- Dementia friendliness of communities
- Digital literacy programs for older adults to ensure they can also be productive digital citizens
- Ageism (prejudice or discrimination on the grounds of a person's age)
- multi-generational models and programming that bring together seniors and young children
- Safe sidewalks and walkable communities
- Parks and outdoor spaces (that promote healthy living and feelings of connection with communities)
- Policies on benefits (e.g., Medicare/Medicaid) that sustain poverty / low income in order not to lose crucial benefits
- Technologies and communications to help with functional needs of residents during disasters
- Programs coupling younger people (TAY?) with older adults, either to help with aging in place (and solve some housing issues for younger adults), help with social connectedness, or help with digital literacy
- parking systems for residential complexes or villages making entry and exit easy for older adults and persons with disabilities
- hostile urban environments (e.g., highways, roads, lack of public spaces) that disproportionately impact BIPOC

7) CHILD MALTREATMENT (BOTH WITHIN FAMILIES & SYSTEMS)

- Development of Community resources in ALL areas (including fiscal support, faith based support, etc).
- consider school absenteeism as a proxy for identifying unaddressed needs/ineffective engagement
- Re-examining definitions for abuse/neglect (e.g., neglect often includes lack of economic supports that County can provide, especially to low-income parents)
- **Parenting classes**
- inter-play of race/racism, historical and intergenerational trauma, and poverty in driving continued/perpetuating disproportionalities
- consider how to reduce social isolation/increase social support for families with young children; opportunities for shared experiences, joy, movement, and sources of support/connection
- Instituting drop in counseling supports for parents. Sometimes there is just a need to ask some questions.
- Systems: disproportionate treatment of Black & Native American families

8) STABLE/AFFORDABLE HOUSING

- Availability of low interest loans
- Creating policies that corporations cannot rent properties in outrages amounts of money. Having some form of limits of how high can they rent and instituting some form or rent control.
- racial wealth gap, intergenerational wealth/poverty (impacting down payments)
- gentrification/inequitable development of historically POC/immigrant neighborhoods displacing folks from their linguistic network/personal networks
- racialized/racist use of credit scores impacting homeownership
- Financial education/information and policies that prevent people from losing home (esp for elderly)
- Policies limiting the purchase of properties by corporations, policies limiting the use of whole properties solely for short-term / vacation rentals which remove housing stock from the residential market
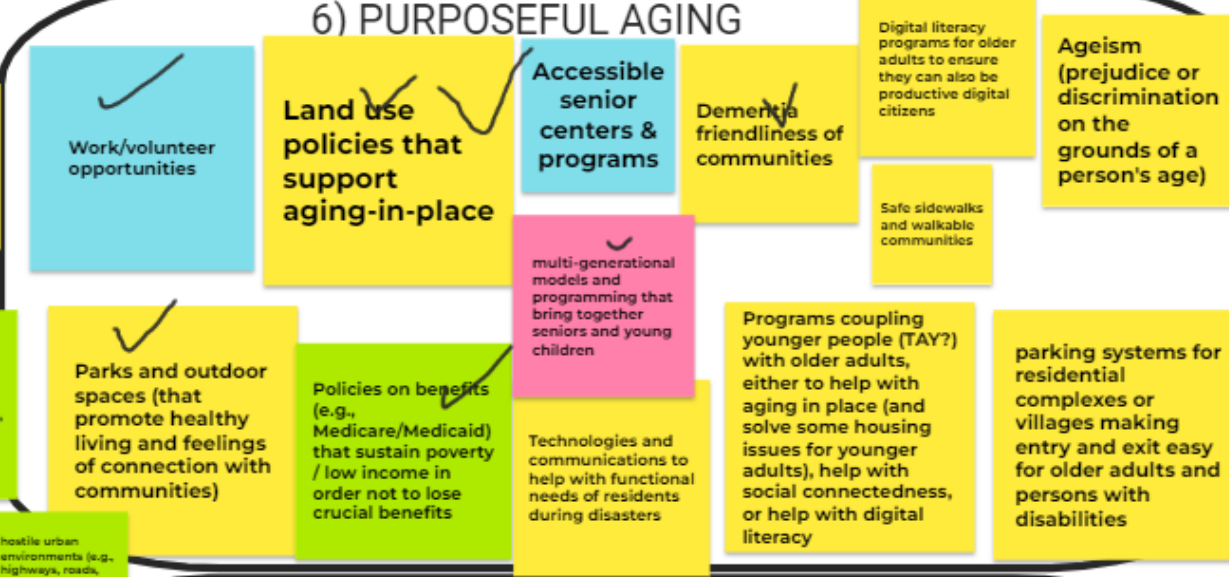- **residential segregation and racist appraisals of home values of BIPOC folks**
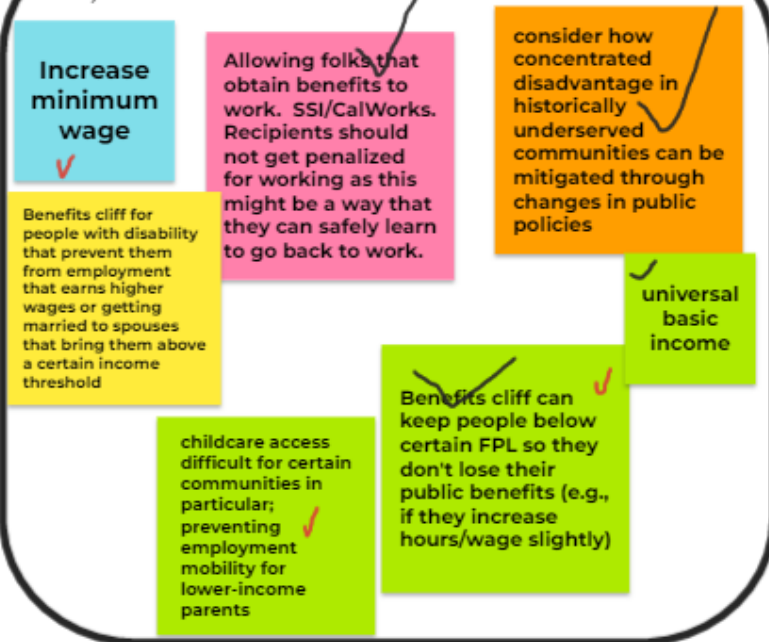
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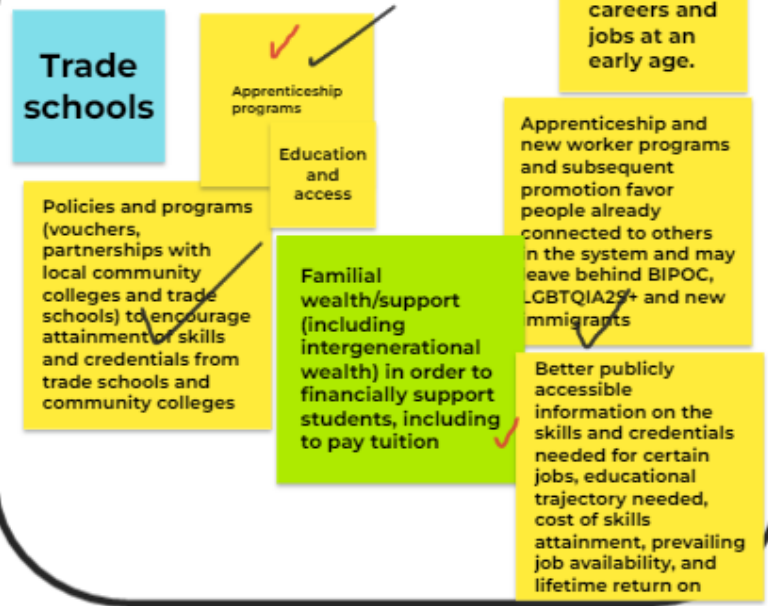Especially consider the County's sphere of influence (i.e., what can the County do about it)
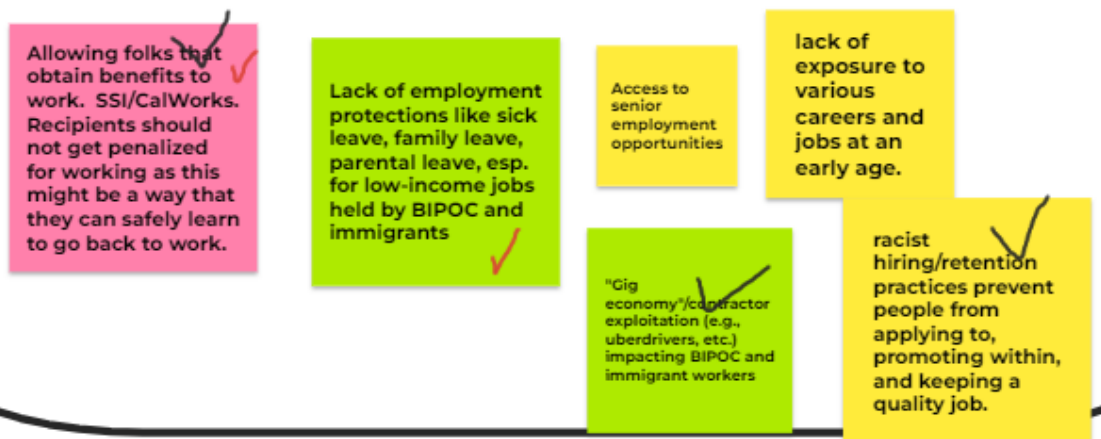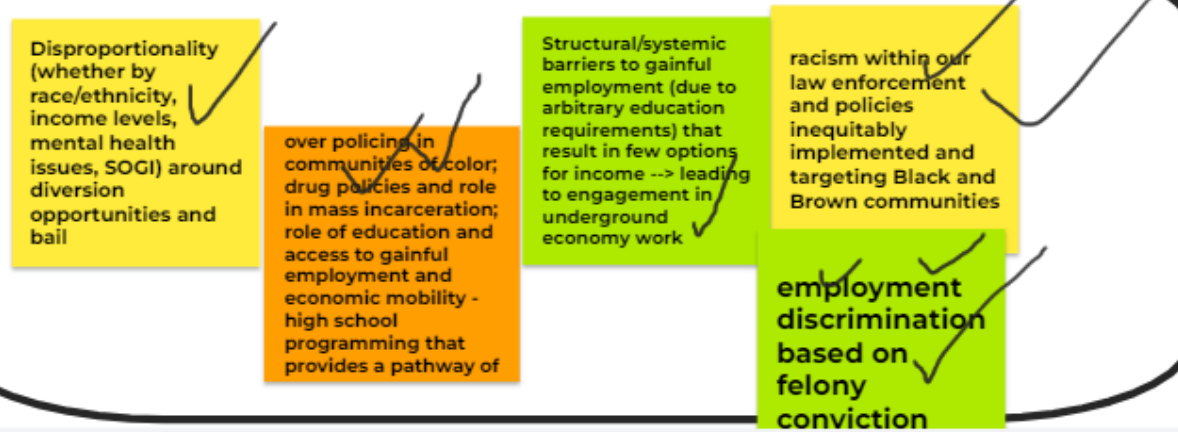
A) CHILD INFANT MORTALITY

Accessibility to pre-natal care

public health approach to support youth to heal from/mitigate impacts of trauma to reduce inter-generational transmission; parental stress/overwhelm = child/infant stress

limited access to quality food and exposure to toxic environments in low income communities

importance of culturally competent care for pregnant people ✓

racism in medical field leading to lack of BIPOC medical providers and misinformed/racist practices impacting Black folks especially, even to this day ✓

Low-income workers having no parental/sick leave in order to visit doctor during pregnancy/neonatal period ✓

B) % of FAMILIES w/ INCOME at 250%+ FPL

Increase minimum wage ✓

Benefits cliff for people with disability that prevent them from employment that earns higher wages or getting married to spouses that bring them above a certain income threshold

Allowing folks that obtain benefits to work. SSI/CalWorks. Recipients should not get penalized for working as this might be a way that they can safely learn to go back to work.

consider how concentrated disadvantage in historically underserved communities can be mitigated through changes in public policies ✓

universal basic income ✓

childcare access difficult for certain communities in particular; preventing employment mobility for lower-income parents ✓

Benefits cliff can keep people below certain FPL so they don't lose their public benefits (e.g., if they increase hours/wage slightly) ✓✓

C) ATTAINMENT OF POSTSECONDARY CREDENTIALS w/ LABOR MARKET VALUE

lack of exposure to various careers and jobs at an early age. ✓

Trade schools

Apprenticeship programs ✓

Education and access

Policies and programs (vouchers, partnerships with local community colleges and trade schools) to encourage attainment of skills and credentials from trade schools and community colleges

Familial wealth/support (including intergenerational wealth) in order to financially support students, including to pay tuition ✓

Apprenticeship and new worker programs and subsequent promotion favor people already connected to others in the system and may leave behind BIPOC, LGBTQIA2S+ and new immigrants

Better publicly accessible information on the skills and credentials needed for certain jobs, educational trajectory needed, cost of skills attainment, prevailing job availability, and lifetime return on

D) STABLE EMPLOYMENT AT 250%+ FPL

Allowing folks that obtain benefits to work. SSI/CalWorks. Recipients should not get penalized for working as this might be a way that they can safely learn to go back to work. ✓

Lack of employment protections like sick leave, family leave, parental leave, esp. for low-income jobs held by BIPOC and immigrants ✓

Access to senior employment opportunities

lack of exposure to various careers and jobs at an early age.

"Gig economy"/contractor exploitation (e.g., uberdrivers, etc.) impacting BIPOC and immigrant workers ✓

racist hiring/retention practices prevent people from applying to, promoting within, and keeping a quality job. ✓

E) ADULT FIRST-TIME FELONY CONVICTIONS

Disproportionality (whether by race/ethnicity, income levels, mental health issues, SOGI) around diversion opportunities and bail ✓

over policing in communities of color; drug policies and role in mass incarceration; role of education and access to gainful employment and economic mobility - high school programming that provides a pathway of ✓

Structural/systemic barriers to gainful employment (due to arbitrary education requirements) that result in few options for income --> leading to engagement in underground economy work ✓

racism within our law enforcement and policies inequitably implemented and targeting Black and Brown communities ✓

employment discrimination based on felony conviction ✓

TIME PERMITTING
What recommendations, considerations, caveats do we want to offer alongside the Prevention Metrics?

Dashboards and trend analysis across subgroups

County wide dashboards and data sharing possibilities while maintaining security and confidentiality of data.

If there is data that we aren't capturing on an individual level, we can capture on the community level (e.g., safety of immigrants)

Do not overly rely on quantitative data to tell a story (data disparities may disappear even if structural barriers still exist; e.g., women exceeding men in university enrollment but not in pay or societal equity)

County advocacy to encourage systematic data collection that is consistent with the standards we have in the County at a larger level / outside the County (e.g. State, Federal level, data collected by CBOs), so we can have a fuller

distinguishing characteristics from conditions; consider narratives around root causes; highlighting individual and community assets and protective factors as well;

Can we recommend systematic collection of data across County, e.g., subgroup collection best practices

ethics / concerns about bias with tech and algorithms, ethical concerns for use; we're talking about data and data collection; something under the radar/mysterious is that there are data points used in

Develop a comprehensive set of metrices across sub-categories and gather data, through well designed survey instruments, that can be used for research and data driven decision making purposes.

IV. PUBLIC COMMENT PERIOD AND CLOSING

9. General Public Comment

10. Adjournment