LA County Care First and Community Investment Advisory Committee

Date: 6/20/24

CFCI advisory committee meeting
4:00 to 5:00PT Section
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>> CART PROVIDER: Standing by.

>> CHAIR STEELE: I'm going to call this meeting to order. Sorry you all I was trying to wait for quorum but we'll get it as we are moving forward. It's good to see everybody. Some faces that have been absent sometimes. Tomorrow is the first day of summer. I would like to make sure we review the meeting disclosures. Let's do that.

>> Okay. Thank you I will now read the meeting disclosures. This meeting is being recorded for the purpose of the meeting minutes. By remaining in this meeting you consent to being recorded. This is a public meeting and subject to the Brown act. Since conversations and statements on the chat are not visible to people on the telephone and who are unable to participate, the chat function is limited to technical assistance.

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reading of the disclosures. When accessing Zoom through a computer browser or smartphone Zoom app scroll to reactions at the bottom tab and you will see the raise hand feature. When accessing Zoom through the smartphone browser scroll to more at the bottom tab there shall be three buttons and you will see a drop down menu with the raise hand feature. For anyone experiencing online technical difficulties, telephone dial in information will also be provided in the chat. During public comment, telephone participants may press star 9 to raise your hand, star 6 to unmute. For Spanish interpreting please click on the globe icon and select Spanish. Written public comments are to be submitted to JCOD at LA county.gov. For written public comments to be reviewed by the members prior to the meeting it should be submitted by 5 p.m. the day period of time meeting. These comments will be shared with the advisory committee members prior to the meeting and reflected in the meeting minutes. Written comments received after 5 p.m. the day before the meeting through the end of the meeting will be made part of the public record for the meeting. However, advisory committee members may not have the opportunity to review these comments prior to acting on an agenda item. This concludes the meeting disclosures. Chair Steele I'll pass it over to you.

>> CHAIR STEELE: Thank you so much. Before we call the roll I want to do the land acknowledgement. The land beneath our feet is the ancestral land of the people who lived in Los Angeles County and surrounding areas for thousands of years. I would like for us to acknowledge the Gabrieleno Tongva people, the Fernandeno Tatavium tribe and the Ventureno Chumash people. These native people understood and respected the land connected and respected the four legged creatures who once roomed the earth freely. The winged ones and everything in the oceans. Their hearts told them to

take never more than they could Hughes and always give back to mother earth these amazing people are still here today living and breathing among us and still giving back to the community that surrounds us. Aheehe, thank you to our ancestors. Also the labor acknowledgement. Most modern day U.S. institutions have benefitted from the unaddressed legacy of stolen labor at the foundation of this nation and its vast inequitable wealth. We respectfully acknowledge our debt to the enslaved people primarily of African descent whose labor and suffering built and grew the economy and infrastructure of a nation that refused to recognize their humanity. While the 13th amendment of the Constitution technically ended slavery in the U.S., we know that slavery ongoing impacts are still felt by countless people forced through violence threats or coercion to work in the U.S.   we recognize our debt to exploited workers past and present whose labor was and continues to be stolen through unjust practices. We acknowledge our collective debt to the indigenous people of this land whose labor was forced and exploit the Chinese immigrants, taken from them while incarcerated during World War II and my grant workers from the Philippines, Mexico and Central and South America who have worked in Pacific Northwest farm and can Reese. We recognize the immigrant and American born workers of African, Asian, and central and south American descent whose labor remains hidden in the shadows but still contributes to the well being of our collective community. We recognize that our economy continues to rely on exploited labor of incarcerated people largely people of color who earn pennies an hour while generating billions and goods in services each year. In fact just these tables, chairs, buildings you know what I'm saying, all that. And we know that many other people too numerous who are prevented from reaping the true value of their labor by unjust systems and cruel practices. We

mourn their loss of life, liberty, and opportunity. We acknowledge that the theft of labor is the theft of generational progress. Nearly all people of color have been robbed of the opportunity and wealth that their ancestors might I'm sorry that have been robbed of opportunity and wealth that their ancestors might otherwise have passed onto them.

 Thank you for the moment. Please call the roll.

>> Thank you. We will now conduct the roll call to expedite this process we ask all advisory committee members to be ready with the microphone before your name is called so you can be ready to announce your attendance promptly. If you are unable to unmute yourself please raise your hand on the Zoom platform so we can assign cohost privileges to you. If you are calling in on your phone you can unmute yourself by pressing star 6 you can raise your hand with star 9 we will now begin the roll call by last name alphabetically. When your name is called please say present.

 Member Armstead or alternate. Member Carbajal or alternate.

>> Present.

>> Member Castillo or alternate.

>> Present.

>> Member Contreras or alternate.

>> Present.

>> Member Crunk or alternate.

>> Present.

>> Member Cyrus-Franklin or alternate. Member Eakins or alternate.

>> Present.

>> Member Earley or alternate. Member Ferrer or alternate.

>> Present.

>> Member Fuentes-Miranda or alternate.

>> Present

>> Member Garcia or alternate.

>> Present.

>> Member Ghaly or alternate. Member Lewis or alternate. Member LoBianco or alternate.

>> Sorry this is member Lewis somebody was calling me at the same time I am present.

>> Member LoBianco or alternate.

>> Whitney Moore White present.

>> Member Nishiyama or alternate. Member, O'Brien or alternate. Member Schoonover or alternate. Member Scorza or alternate. Member Soto or alternate.

>> Alternate present Ruiz.

>> Chair Steele.

>> Present.

>> Member Stevens or alternate.

>> Present.

>> Member Williams or alternate.

>> Member Wong or alternate. Thank you.

>> Hi, sorry, member Williams alternate here Tencha Chavez

>> CHAIR STEELE: I want to say thank you to all my peers who are present online and thank you very much for sending out correspondence to let us know about your absences today. It's good to hear your choices.

>> CHAIR STEELE: So I want to move onto the community agreements, which is on the back of the form in front of you as well. Let's go ahead and read through those together. We can pull them up on the screen as well. Thank you. I'll start be respectful of the diverse voices being represented and remain open minded.

>> Be mindful of power dynamics in this space, as well as of the historical disenfranchisement of Black and indigenous communities. Accordingly prioritize and defer to community throughout the process.

>> Be mindful of the diverse audience you are representing and make sure you speak with clarity.

>> Be collaborative.

>> Assume best intentions.

>> Challenge the idea, not the person.

>> Remember why we're here, to center the Black, Brown and indigenous communities and other communities that have been most impacted by the carceral system, low-income communities, trans, and gender nonconforming folks, et cetera.

>> Defer to community.

>> Transparency and follow through.

>> Be intentional about hearing and allowing space for additional voices to be uplifted.

>> Be an active participant and try to be succinct in your thoughts and contributions.

>> Let equity lead the way.

>> Make spaces for youth voices.

>> As much as possible allow community members for finish their sentence, thought during public comment.

>> Review community agreements before every meeting and amend them as needed.

>> Begin CFCI advisory committee meetings with the land acknowledgement statement recognizing and respecting the indigenous peoples of the land we now call Los Angeles County.

>> CHAIR STEELE: Got it, thank you so very much. Just a clarification, we're not a quorum; not a quorum. So we will have to table because of attendance in the space, the approval of the minutes from our last meeting on 5/16. We need 12 folks in the room and there's 11 today. So we'll table that because we can't vote on it. Is there anything   in the review is there anything that anyone saw or any changes that need to be made though just so that we're aware and can let our folks know? I want to make sure we add it to the agenda for the next meeting. Hearing no changes on that.

Really good robust discussion the last time we got together. And today's conversation moving on let me pause for a second even though we're not doing a vote go to public comment check in with folks to see if there are any comments on the minutes?

>> This commences the public comment period of the agenda. The public comment period during the meetings will be one minute per person for those online to provide public comment, please use the raise hand feature now. We will call on you in the order that your hand was raised. When you are called upon please state your full name for the minutes. Before beginning your public comment your hand will be lowered once you have completed your public comment. For those on the telephone, please dial star 9 to raise your hand. We will say your name or the last digits of your telephone number when it is your turn. Dial star 6 to unmute yourself. When accessing Zoom through a computer browser or smartphone Zoom app scroll to reactions at the bolt tab. We will now begin public comment for approval of the meeting minutes from May 16, 2024 meeting do we have any public comments in the room? Seeing no public comments in the room, we will go online.

>> There are no hands online.

>> Okay, thank you. Back to you chair Steele.

>> CHAIR STEELE: Thank you very much. So in continuing with many of the amazing presentations we've had, really excited about the one for today. I want to give everybody a heads up it's a pretty dense presentation because this is the fullness of the work that Amity has been doing. This has just been the announcement and I think they are completing the final saying of the year three contract so that means the full rollout of the work that the

TPA is doing is here and live and they are here to discuss the fullness of the work today.

Framing wise, what I would ask because I know there's like 61 slides and in the essence ever time we want to make sure we can get a good amount of feedback, tell the story through the slides not the story of each slide. Make sense? Cool let's bring you all on up and let's get engaged.

>> Great. It's a very, very dense presentation we wanted to be thorough but to your point we're going to hit the highlights. Valentin Mendoza VP of information here at Amity. My colleagues.

>> Good afternoon Rudy Cardenas the data manager.

>> Good afternoon Angelica Mora data analyst with Amity foundation.

>> Rebecca Gray I'm the grant administrator with Amity foundation.

>> Next slide. Overview we are looking at information of funding by year. Organizational leadership was one of the big key items brought up last time we were here early in the year. Population served, services being provided and the outcomes being reached. We're also going to talk about year three data review meaning where are we at with all the solicitations and how close we are to rolling year three out. And obviously the support and application process.

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>> CHAIR STEELE: Let me ask briefly the items listed in the overview I know there were aspects of things you are bringing back to us so can you just identify on a list here what stuff that, previous things history is it weaved in.

>> VALENTIN MENDOZA: One of the things came up during the discussion was the organization leadership make up of the all of the grantees.

>> CHAIR STEELE: Thank you.

>> VALENTIN MENDOZA: Quick overview of year one the funding year went, gives you a quick snapshot of who got the awards as well as the number of orgs and participants served as of 5/31/24. Next slide. Here we took a little bit of a more deep dive and we looked at the   how the organizations were spread across each SPA. The information talks about it's not a unique count of organizations but it's what the organizations said where they were going to be providing those services across the different SPA's.   Now we're going to touch upon what was asked of us regarding our first presentation. So who is leading these organizations. So what we did is we looked at the organization leadership make up. We took the majority and we spread it like you see on the visual. So about 86% would be considered BIPOC led. The criteria determined was the majority was 50% of one race or ethnicity for the entire executive staff. We're looking at the board and the C suite as the marker for that.

>> CHAIR STEELE: Got it. Just for those because it's kind of small it's 45% Black African American majority led, it is 3% Native American majority led, 16% Caucasian majority led, 15% Hispanic or Latino majority led and 22% BIPOC led. So there's a mixture of people of color, Black and indigenous as well.

>> VALENTIN MENDOZA: Once you add together it's 86%, BIPOC led. Population observed and we can go to the next slide that was another question that came up as a quick rule. What participant students, clients is

the make up of who are not only being served but meeting the outcome. We took a couple of snapshots of the make up. So right here is the gender identity breakout across all seven program areas, in 118 organizations. Next slide. All right so now this is something else I discussed and brought up from our last presentation where are these folks coming from that are providing the services. I'm going to go ahead and hand it over to Angelica so she can talk you through the heat map up in front of you.

     >> ANGELICA: This heat map is based on the zip code that our participants gave us, sorry that the organizations collected from participants. And it is broken down by SPA so the corresponding zip codes that make up a SPA are highlighted here separated by color. You can see the legend on the right and the bigger the circle the denser population and the smaller means the [cut out] a little bit further north. So next slide. Next slide.

      One of the captioners is saying they can't hear anybody go ahead.

     >> ANGELICA: This is further north we see a pink dot on the front, on the top which corresponds to SPA 1 antelope valley and we see a San Fernando valley by year one programs.

>> VALENTIN MENDOZA: Again, just kind of further break down of year one participants. Again, it was brought up during the last conversation wanted to know who was being served and the make up. So these two represent the ages and race break down and all of this was captured and into our apricot system.

>> CHAIR STEELE: Really briefly, the number of folks reached or served is after…is this a snapshot after the, I think you are in year two or three of the

different contracts so is this like close to the end of like where in the contrast cycles of the year one funded partners is this.

>> VALENTIN MENDOZA: It encompasses all from the start all the way to 5/31.

>> CHAIR STEELE: Thank you.

>> VALENTIN MENDOZA: Technically, yes, it includes data from Q1, year two of the cycle of funding, thank you.

   All right. Next slide. So one more. Now we're taking a look a bit of a deeper dive also from our conversations of what type of services we're being provided, and as you can see at the bottom left we a total of 141,655 services that have been provided thus far. And what you see on the program area, we took a look at the total amounts per program area and once you follow the visual, it will show you on the right the type of services that essentially feeding in, into that whole number so I'll use program area 1 as an example. They have currently over 47,000 services that have been provided. And again, if you kind of look to the right you see other services at 15,000, education over 9,000 and so forth. So again, just to kind of give you a snapshot of the type of services that are being provided across each of the program areas. We wanted to include all of them but given the fact it is pretty dense we selected program area 1 as the example on this visual. If you go to the next slide, we took a look at PA2. Program area 2 being career and education.

   >> Sorry, just a note, the last time around we were asked about the program areas so we provided descriptions on all the service pages.

>> VALENTIN MENDOZA: Given that we kind of were, we function with based on program areas, that's why we included that, the description as well. We can go to the next slide.

So one thing to highlight here really quick is just all of the services are being provided direct, they are all direct services meaning that the organizations themselves are providing the services to their participants or students. And again, you can see the distribution across program areas on the chart to the left. Next slide. Moving along. Again, one of the feedback we received last time we presented on the percentages. We gave the round number so you can see which type of number has been met so far. You have a slew starting from the left certificate of completions, education placements, employment placements, housing and so forth. One thing to note, the certificates of completion do make up the good portion of the outcomes. At least for year one. We were taking a close look at what we consider the major buckets being education, housing and employment outcomes as we move into the year two cycle.

Next slide. Again, just another presentation of the types of certificates here broken down with the percentages and also the round number next to it.

>> CHAIR STEELE: The majority are SRLAs completions.

>> VALENTIN MENDOZA: That's correct.

>> MEMBER LEWIS: What is SRLA?

>> VALENTIN MENDOZA: Students run LA.

>> I'm sorry what is it again.

>> VALENTIN MENDOZA: Students run LA it's one of our grantees and it makes sense they work with a majority, I can't give you the exact number of LA schools with the programming.

>> CHAIR STEELE: I think for this like knowing what the race composition is, do we know what that is?

>> VALENTIN MENDOZA: It's a completion of the marathon.

>> CHAIR STEELE: Okay. So that fits within, going back to the program areas, give me a second.

>> VALENTIN MENDOZA: It's program area 1, which is after school, program area 1.

>> CHAIR STEELE: Okay. All right.

>> VALENTIN MENDOZA: So next slide. Same thing we're giving you the education breakdown from our conversation last time we have percentages but actually give round numbers. So it's the majority 54% being high school diplomas. Now, on the next couple of slides we're actually going to show the footprint of where these outcomes are coming from.

>> ANGELICA: Following the legend from the previous visual you see the attained high school diploma since it had the highest percentage in the previous visual we also see it being reflected here. And likewise with the other types of education outcomes. Next slide. So again, this is a Zoom into the south part of LA we see a lot of attained high school diplomas, we also see more colors for the other outcomes, yeah. So next slide. Moving on we also see here the north part of LA and the corresponding outcomes that were achieved by the students according to the zip code provided. Next slide.

So considering that our previous, that the number one education outcome was attained high school diploma in this visual it makes sense for us to see the younger population being represented in these outcomes. So 17 or younger and 18 through 24 which we considered transition age youth make up a majority of these education outcomes. And the   not to say that they are the only   that they only achieved high school diplomas, but since that was our most common category, it's being reflected here as well.

Next slide.

So we have, again, the other outcome which is type of housing and we see that our number one was interim housing followed by permanent supportive housing. And next slide. Following the same legend we see the where these outcomes are being   where the people who these outcomes are benefitting come from. And we, again, provide a Zoom in to   next slide. The north part of LA here, so a bit more into antelope valley, we see

>> CHAIR STEELE: Out in Pomona.

>> ANGELICA: Transitional housing the number one housing being provided in this area. Next slide. And the southern part of LA we do see more interim housing and permanent supportive housing as well. So next slide.

>> I'm sorry can I.

>> CHAIR STEELE: Please do.

>> Thank you. Can you go back to the previous slide. I'm just trying to understand the one before that. So in this slide, the larger orange circle, is that a geography or is that the larger the circle the more participants, it's a correlation.

>> ANGELICA: Exactly how many participants in that area had interim housing as a housing outcome.

>> And then is this a   I'm sorry if I missed this at the beginning but is this like an active dashboard that anyone can go on your website and play around with, just internal for your.

>> VALENTIN MENDOZA: It is not a live dashboard so it's internal. I guess we could consider it a dashboard so it's an internal our apricot system houses all the information and that's how we transferred it over to our presentation.

>> CHAIR STEELE: Apricot, right.

>> VALENTIN MENDOZA: That's correct, apricot and the software that you're seeing here is ARCGIS is what we used to create the heat maps.

>> In this slide you're focused on the permanent and interim housing data sets.

>> VALENTIN MENDOZA: That is correct. Just given we were taking the, I guess the higher ones just to kind of showcase what is the housing.

>> CHAIR STEELE: It's hard to see but there are smaller dots on here too that reference like different areas folks are at but the larger the dot the more people in that area that are being serviced.

>> VALENTIN MENDOZA: Correct.

>> ANGELICA: Another interesting fact that isn't in the slides but a lot of these housing outcomes came from PA3 and 6 which are our housing programs for year one so it makes sense that there's that correlation there. And so moving onto the age breakdown of the housing outcomes, we see a

lot more transition age youth and young adults being served in this outcome, which again, makes sense why this outcome would go for more participants of that age.

Moving on, next slide. And then lastly, the last bucket we're going to touch upon is the type of employment. So for year one we see that full time employment was the one that major up the majority of our employment outcomes followed by part time and the rest of the breakdown which is seasonal, paid internship and job readiness. So next slide. Again, following the same structure as the previous breakdown, we have the legend on the right and the circles that correspond to the density of participants achieving that outcome in that zip code area.

Next slide. Oh, so that's the southern part, and next slide. This would be the northern part of LA hitting more of antelope valley.

>> Can I ask a question. Are those dots correlated to where the jobs are or where the service provider that connected them to the jobs is located.

>> ANGELICA: It is where the participant who received the job is from, yes.

>> CHAIR STEELE: It's the   it's the address of the individual.

>> ANGELICA: Yes.

>>.

>> VALENTIN MENDOZA: It's the zip code and their entire address.

>> Angelica: Next slide. And again these are the age breakdown of the employment outcomes. It makes sense here that most of our outcomes I believe it is 50%, it goes from   goes to individuals age 25 to 44 working

age individuals and the rest of the breakdown as well but this is for all employment outcomes. We do have the data available to break down like the age breakdown of the full time employees or full time outcomes part time outcomes but this is for the entire data set.

Next slide. Now we're going to be moving onto year two.

>> We're going to be taking a look at year two basically going to be reviewing the same information we did for year one just for our new cohort. Next slide.

>> CHAIR STEELE: I'm going to pause for a second. Do you need a clarifying question on this? As we're moving forward I'm listening, this is a good conversation over here. Good question.

>> If you go back to the slide where we have the northern area, right there, so we're questioning the dot because there's really not that many folks that live in that space so that really connected to the providers address or is that connected to the recipients address or participants address or however we qualified.

>> ANGELICA: It is the recipient, yeah, the participants.

>> CHAIR STEELE: Zip code only.

>> Is it incorporated or is it.

>> ANGELICA: Which dot.

>> The big one.

>> The big one.

>> Right outside.

>> Right outside Palmdale. Is it Palmdale.

>> ANGELICA: Yeah, I can follow up with that question for you at a later meeting. We can look, take a look at the data set and look exactly what zip code it is.

>> Gray is that the footprint of the city of Palmdale.

>> ANGELICA: Yes.

>> VALENTIN MENDOZA: Not addressing the addresses because the addresses would have made the dots even smaller so we aggregated all of the corresponding zip codes in the areas. RGS is an interesting software to work with so that was the best approach we can take to display the information accordingly.

>> If you were to Zoom in smaller dots would appear over the area.

>> VALENTIN MENDOZA: That's correct.

>> I just think it needs to be, explains everyone what the large circle represents because I'm not sure that clear and it looks like there are circle within the circle if that could be explained also. Just because the size we can't really tell within the circle within circle are if you can go over that too.

>> VALENTIN MENDOZA: Yes, to your point, again, the Zoom out will just give you like an overall general area. If we were to Zoom in you can see how it's then disbursed across the area. That's the unique challenge of trying to take snapshots of any type of software that we use to create these visuals and then kind of transferring them to a flat PowerPoint presentation.

But if needed, we can definitely provide additional snapshots zoomed in so that way you can get a better indication of the disbursement of the information in that area

>> CHAIR STEELE: The circle in the circle is several different types, right.

>> VALENTIN MENDOZA: Correct.

>> CHAIR STEELE: You have the biggest which is paid internships and full time employment and zooming in further it's part time that's what it looks like.

>> VALENTIN MENDOZA: That's correct and unfortunately my print is in black and white but yes exactly what you mentioned.

>> ANGELICA: Those three employment outcomes were achieved so that's why they overlap on top of each other. But the one that had the most majorities in that, or most count in that zip code was paid internship.

>> CHAIR STEELE: Got it.

>> Is this an unduplicated count or are some of these people represented in multiple categories.

[Change captioner 5:00 PM]

>> ANGELICA: It depends on the employment outcome. If someone got paid internship and part-time, it would be unduplicated but it's because we're counting the outcome here, not the participant.

>> CHAIR STEELE: Mmm. Counting outcome but not the participant but using the participants' ZIP codes to be able to identify the email.

>> ANGELICA: Exactly. It's a lot of moving parts.

>> CHAIR STEELE: Member Crunk.

>> WESLEY CRUNK: Just to figure out from that, since we don't have a number, that circle could represent four people, right? We don't know the number. That could be four and the other little dots could be one. We don't know?

>> ANGELICA: There's a legend for radius size and we didn't want to overwhelm with information and next time we'll include radius with the picture so it gives an idea of how many representatives are picture pictured there.

This is not where they are doing the paid internship. It's westbound the participant doing the paid internship is from. Next slide. Next slide.

Moving on.

>> Next slide. So we're taking a look at the, sorry, year two data. So we're going to be looking -- there are 1, 2, 3 orgs representing areas nine through 21. On the left we can see the different funding amounts that were received per program area. Next slide.

And, again shall we are showing the SPA breakdown per Org. So the counts won't match to 123 ask that's because we can have multiple Orgs that are servicing multiple SPA areas. Next slide.

So next up is the organizational leadership. So, again, we're taking a look at the Board as well as the different orgs that make up program design

through 21. We had the biggest majority being Black African majority led. 50%. BIPOC led, 20%. And Hispanic or Latinx Latino, 19 %. Next slide.

>> CHAIR STEELE: Any idea of like moving a little forward, right. I'll let you finish. Go ahead. Go ahead.

>> That's okay.

>> CHAIR STEELE: Year two. Okay. We're on year two. Population served. I just want to go back really quickly. I'm sorry. To the jobs piece that we were just discussing. Real quickly, can we go back maybe, keep going. Okay. Go forward one. Go forward two. I'm sorry. Here we go. The employment breakdown, the employment breakdown here, it's the people. There was a slide with a circle that has the different categories of employment. So maybe go back before the heat map.

Yeah, there we go. So to this slide, to this question, this is also a breakdown of outcomes, not people, right?

>> ANGELICA: Yes.

>> CHAIR STEELE: So the number is how many full-time jobs but to Member Crunk's piece, the person who got an internship might have gotten a job at the same time so the person maying duplicated but the outcome is not duplicated.

>> ANGELICA: Exactly.

>> CHAIR STEELE: All right. So you have a breakdown of I think another slide of the amount of people served per category. I think it was at the top.

>> ANGELICA: 15,000.

>> CHAIR STEELE: I'm sorry. For program outcome two, that is what this is based off of? PA2, the jobs piece?

>> ANGELICA: This is the employment outcomes breakdown for Year one.

>> CHAIR STEELE: Just in general. So we're still talking out of the 15 but for this particular, we have to find out how many people we're talking about.

>> ANGELICA: The 15,000 is duplicated but the outcomes are not duplicated.

>> CHAIR STEELE: Member Crunk.

>> WESLEY CRUNK: For clarity what brought it to my attention, the big map, the circles were big but you couldn't see the ones up there. So I'm wondering when you go there and it gets that big, how did the number actually change? What did it change to? How significant is the one in Antelope Valley? That's what I was trying to figure out.

>> ANGELICA: It's the issue of Zooming in and trying to bring it to a PowerPoint presentation.

>> CHAIR STEELE: Thank you for the questions both sides. Appreciate that. Keep going, please.

>> Year two population served.

>> CHAIR STEELE: We were back at year two. Yeah. That's where we were. Go for it.

>> Thank you. This highlights one of the questions that we have from the meeting in January where folks wanted to know a breakdown of our students served. So we give the gender, pretty much selected gender per student. For this we're looking at 123 organizations. Next slide.

And so here we have the race breakdown of all of our students. Race and age breakdown. We can see the Black or African-American and Hispanic Latinx is the majority of the folks that we service. You will also see, so we do have some mixed folks as well as some unknown. Unknown for folks that didn't want to share their race ethnicity.

>> I want to add students is Amity words for participants. If we say student, we mean participant.

>> CHAIR STEELE: Thank you. I also want to ask the same question. Year one's data was aggregate from the start of contract to where we are to date. This is the same thing but it's just noted that the tracking is different because the starting time and getting to date is different as well.

>> That's right.

>> CHAIR STEELE: I also want to note though from the female trans and male trans, it looks similar to the first set as well but I guess it will be different areas of service that we provide because the programs are different as well?

>> Yes.

>> CHAIR STEELE: Okay. Got it.

>> Sorry. Next slide.

>> ANGELICA: Again, this is a heat map of the participants that have received services through the CFCI funding. Since we are barely in, I believe, quarter one? Quarter two?

>> The data represents quarter two.

>> Angelica. The. We're in quarter two of Year one of year two -- CFCI funding and we see a smaller amount of participants served and the funding is still being rolled out and programs are still setting services and that's why the circles are a little bit smaller and again, we do a zoom into the southern part of LA. Sorry, we didn't do a zoom because we felt what we had was captured this this picture. Sorry. Next slide. .

>> So just like we did in Year one. We took a quick snapshot of the total services being provided and we're taking a look here at program area ten. Sorry. Program area nine. And highlighting the different services that were received across with the had a majority coming from life skills training.

    And then we basically cataloged our top nine services, or sub categories, I should say. Next slide, please.

And so, again, we're taking a quick look at program area ten services. So we didn't want to go through every individual program area because that would take up a lot of time. We also did provide the program area descriptions to the right so that folks are able to follow along and find what typical services are provided. Next slide. .

    Okay so here on the left-hand side we're looking at the count of services by program area. And then directly under it again. So as similar to the Year one grantees that we are reviewing, the majority of our services are all direct services being offered by our grantees with only 7% being sent out for referrals.

>> CHAIR STEELE: Quick question on the slide before. Sorry, guys. Everyone. Sorry about this.

Amount of resources dispersed. Amount of money dispersed. When you did the Year 1 dollars this is aggregate from start date. You got $47 million. Go back one slide for me, Steven, please. $103 million for year two services. Can you talk to me about that number?

>> VALENTIN MENDOZA: So the amount dispersed, that's meaning what was awarded. It is not exactly, I think you're asking the question, if that's the amount that we've essentially paid out to the organizations?

>> CHAIR STEELE: Yeah.

>> VALENTIN MENDOZA: That is no. That's what's been awarded.

>> CHAIR STEELE: Even that, I don't think it was allocated to the TPA. I'm sorry. This is two years' worth. I got you. Never mind. Never mind. Two years' worth of funds. Got it.

>> VALENTIN MENDOZA: I can break that down motorcycle it a little more clear. Once you start trying to break it down, that way it's a big amount.

>> CHAIR STEELE: Right, it is.

>> VALENTIN MENDOZA: It's noted.

>> Next slide, please. Next slide. We're on the year two outcomes. So now we're looking at the outcomes that have been achieved by program nine through 21 and we have achieved roughly 1500 outcomes. 46 education and 159 housing and 85 employment. Housing, et cetera. Next slide.

Here we're able it see the different types of certificates that were awarded, with the majority being soft skills.

>> ANGELICA: Soft skills certifications would be con picture resolution, anger management. Emotional intelligence workshops. This is the sort of

certificates of completion being awarded in this Section. And then the rest of them would be employment training for year two so far.

>> CHAIR STEELE: Thinking about the resource allocations that you all have, right, I'm trying to see if there's a correlation here. Was job readiness -

I'm asking that to try to see if it correlates to the way the outcomes are breaking down too. The majority of the types of the certificates are the soft skills ones, right?

>> ANGELICA: Our first slide where we did the funding distribution by area, we have program areas nine and ten being the ones that had more funds allocated to it and program nine is community operated youth centers and program ten is expanding Los Angeles. If you're interested in job readiness that's program 11 in which we have $10 million allocated there.

>> CHAIR STEELE: Gotcha. Program area one was the most allocated?

>> Yes and program area ten.

>> CHAIR STEELE: Expanded safety. You start to look at how that's playing out about the outcomes. How the outcomes are concerned. I got you. Thank you.

>> ANGELICA: Yes. Next slide. We're going to move onto the type of education outcomes. We see that our number one type of education is vocational school enrollment. This is stuff like construction training cohorts, pre-apprenticeships. There was a data point captured there for someone enrolling in a college for film and TV production. These education outcomes are going to individuals who are a little bit older. Keeping that in mind, we

kind of expect that until the age breakdown of these education outcomes as well. Next slide.

Following the legend from before, we see where the participant is achieving these, where they are from. Vocational school enrollment we see a lot in Lancaster, the northern part of LA. Where we see the obtains vocational certifies in the South west, getting closer to Orange County. Next slide.

Sorry. Another note that I want to make is since we are in quarter two of Year one of this sort of funding, there is a lot less data which is why there is only a handful of circles in the previous picture.

Again, kind of how I mentioned earlier, since a lot of these education outcomes were vocational school training, then care to Year one where the number one education outcome was achieving a high school diploma and we saw a bigger percentage of young people being represented in the outcome here. Here, since a lot of our education outcomes are more vocational school certificates, then we see a higher breakdown, sorry, a higher percentage going to transition age youth from 18 to 34.

>> CHAIR STEELE: Mmm hmm.

>> ANGELICA: Next slide. We have type of housing as well. Our number one type of housing outcome for year two is Interim Housing followed by emergency shelter.

Next slide. Again, here our data set is smaller so our heat map isn't as significant as Year one data who is a year into funding. And here we see transitional housing being in kind of the thousand oaks area. Next slide.

And a lot of these housing outcomes are, again, going to younger adults, 25 to 34 or 35 to 44, age.

Okay. Next slide. Lastly, this is our type of employment breakdown for year two so far. We see part-time employment being the most common so far, followed by full-time employment. Next slide.

Following the legend from before, we see the breakdown of where the participants are located that are achieving this outcome. So we see a lot of part-time employment in the west, metro, and south part of LA. Next slide.

Kind of keeping in mind that part-time employment was our number one employment outcome achieved. Again, it makes sense that we see more of that 17 or younger percentage being represented here. Younger students, participants, are more likely to have part-time jobs so that's why we see a bigger percentage of them being represented in this age breakdown of employment outcomes compared to Year one where our number one outline come was full-time employment and we saw a bigger percentage of working age adults.

Okay. Next slide. We're going to move onto year three, what we were captured so far.

>> CHAIR STEELE: Just an applicant of clarification as well. You selected housing, employment, education because those were the three largest levels of outcomes?

>> ANGELICA: We felt like it was the medial.

>> CHAIR STEELE: Majority of organizations doing work, many are doing work in one of the three spheres?

>> Angelica; exactly and since CFCI funding is preventative and helping the community, we felt housing and employment and education contribute to lower levels of --

>> CHAIR STEELE: Got it but if there are other areas that folks are interested in, we can deep dive into the program areas themselves, right?

>> ANGELICA: Yes. But for the same of time and ..

>> CHAIR STEELE: Appreciate that.

>> All right. We've come to year three. We are hoping to go to contract is July 1st. We are be looking toward that date and we should be successful with a majority of applicants.

We're going to look at year three overview and we'll expand upon the following. We have awarded 164 JCOD CFCI Care Grants totaling 149,093,405. Funds to community-based organizations. Important upcoming dates, in our five areas this is a breakdown of where the funds went, how it was distributed across program areas. Next slide, please.

We can go to the next one. So, again, a lot of our information is ZIP code coded which breaks out to SPA pretty easily. And this shows the distribution of funding across the SPA's, with SPA4, south Los Angeles, coving a large percentage of the funding. Next slide, please.

And here is the same slide we've presented for years one and years two about the demographic, race and ethnicity breakdown of leadership. Again, I just want to remind our listeners that leadership is defined as Board of directors and C suite or the equivalent if people don't have that particular structure.

This is to respond, does anybody have any questions before I barrel onto what applicant support looks like? Go ahead.

>> CHAIR STEELE: I got you. Any questions in the room? Anyone online? Either? Some of our peers over here. Okay.

>> Okay. This is a response to a question last time we presented about what kind of support did applicants receive and I kind of want to contextualize this before I go through this. Third party administrator contracts with JCOD and there were things we had to adhere to in our contract that specified how applications were scored. And one of the major things that we did that was also a reflection of Measure J recommendations and the work of reimagine LA is that we are going to prioritize small organizations and I don't know, I was not present for the decision about small organizations being an organization of $1.5 million annual revenue and lower. But that is the number that was in our contract and that was, so when we look at applications and when we score applications, we try to weight to organizations that we are defining at small using the $1.5 million annual revenue as the cut off and we look at tax numbers to prove the number. Next slide.

Small truly community-based organizations, community based, we are looking at organizations that have a small footprint and a small radius who come from the neighborhoods they serve and focus odd neighborhoods they serve. A lot of these organizations are run by Staffs of two, three, maybe five people. After the due date we developed some policies and procedures because we don't want to give anyone an unfair advantage.

No one can turn in an application after the due date; however, often in a rush to get an application in, a lot of these smaller organizations that may

have never applied through an internet site, who might have just discovered how to PDF their tax documents, all of these things. We have found when we go through a screening, we screen all of the applications to knockout applications that are not eligible to be scored. Our scoring process is community based and train people in the community, focusing on people with lived experience. People from the County and AMITY are not allowed to store them. We train community-based people Eachus application is reviewed three times, three different people look at each application.

To make this process a little bit easier on our reviewers, we do go through a screening process to make sure they are not looking at applications that would never get funded any way. For example, the organization is based in Texas and we specified the organization needs to be based in LA and other eligibility requirements.

Every time we have done this we have hundreds of applications that are eligible and meet the program requirements and who we are looking for. Small, community-based organization, made up of the people they are going to serve with lived experience of the services they are going to provide and they forgot to attach their organizational chart. Or they attached a budget form that wasn't on the form that we requested. In some circumstances we will pass applications through that can be scored fully but all four of the attachments we ask for get scored.

This breakdown that you're about to see kind of demonstrates the process we go through and we develop this process every Year one. That's why we're starting year two here. In year two we received a total of 660 applications and 210 did not pass screening. Of the 210 not eligible for the funds and did not pass eligibility requirements, there were 56 that did but

they were missing an attachment and we knew if we got on the phone with them and we logged our time, they could not inventor creator make new this attachment. They weren't getting extra time to the application. We were going to sit with them until they look through their files and they can send a PDF of whatever the form was that was needed.

Sometimes we would talk and they would fill out the form if they were unable to get it to you. We had strict policies and procedures to make sure it was not extra time on the application. It was truly helping them to get over the hump so they could get scored and be in the run for this money which so many deserved. Year two the numbers are not as stark as year three. Eight awardees did receive the grant. Next slide.

Our year three support, so I would note to the committee that the number of applications we have received has basically doubled every time we have done this. In year three we received 1,294 applications. So that's an easy doubling of the 660 of the year before and 316 of these applications were contacted. So 316. There were 438 did not pass eligibility but 316 of them were eligible in every way except we were missing a key part of scorable information and we have, right now we have awarded 29 of them.

>> CHAIR STEELE: Hmm.

>> That's what our support process looked like for applicants. I do just want to say that it is differentiates from the technical support people who are currently granted get. It's a whole job [laughs]. It's a whole job. Things happen with smaller organizations like they will fall out of compliance with their statement of information with the State of California and they were not watching it. They come in and work one on one with somebody to make sure they comply to continue to receive this money.

We did also have a pretty lengthy process of after the application, after all of this is done, anyone who asks for more information about their application, anyone who wants any sort of support in how to create a better application, we do reach out and that's been hundreds of calls. So after this all closes, we will be doing reach outs. I do want to note publicly, we do not go over stores with applicants. There are so many reasons for this.

I feel like, first being, I feel like it often invites a conversation that we did not interpret their answer correctly. At this point funds have been distributed and reframing it is the job of the applicant and not the job of the person doing the scoring. It can get sticky when we do scoring. People who do the reach outs do not have access to scores.

We go over general things like making sure the proposal matches the program area in which you're applying. Understanding what Measure J and Care First Community Investment is. We have so many fantastic beautiful community serving organizations that are not about reentry and that do not serve this population and they should go get funded by funds that cover them but these funds are very specific and very targeted. That's one other thing I want to emphasize. These funds are for a very particular group of people.

Thank you.

>> CHAIR STEELE: I know this was very lengthy but there have been plenty of time that's Amity has come before us and we have had several conversations particularly about the thoroughness of the work they are doing and being able to showcase that by way of the presentation they bring before us.

I would like to say that as an example of the level of detail that we are meeting and looking for to be able to tell, help tell the story that we're trying to tell.

I'm very appreciative of the time and energy put into this. I think in the idea of flow there's a way we can connect the dots to some of these. For instance, the way that the resources are broken down, that graph is really important. And then tying that directly to how it flows into your outcomes by way of education, by way of employment, by way of housing because of the levels of resources directly tied to how many outcomes we are able to achieve. That is an important through line that we have to be able to see that I was flipping back and forth and trying to connect the dots with myself in his own mind and being able to see the story through the data I think is important as well. This is really good work. I have Veronica online. Member Lewis, please.

>> VERONICA LEWIS: Thank you, thank you Amity for the really robust presentation and I really appreciate the deeper dive with the reaching out effort and what it's supposed to accomplish and I'm excited to see that just one small oversight didn't kick folks off that could have not ended up being awarded so thank you for that one effort.

I have one question going. I heard the response around what the mapping shows in terms of employment placements but I'm not clear about the housing placements. The map, to be clearing that shows housing, is that the places that the interim or permanent housing they were placed into? Is that their housing of origin? Can you talk a little bit more about more about the map representation of the housing outcomes?

>> ANGELICA: So we don't receive information, I believe, on where their housing is located. But it's the ZIP code of the participant who got Interim Housing or whatever type of housing.

>> CHAIR STEELE: Before or after they were placed? You're using the ZIP code before?

>> ANGELICA: Before.

>> CHAIR STEELE: But we don't get the information of where they are going? Go ahead, Veronica, I'm sorry.

>> VERONICA LEWIS: I would encourage if there's any way to get that second point. Who knows where the ZIP codes are coming from but just want to hopefully encourage you all to get the information about where they are being placed. One, it tells us about potential resources and what housing is popping up serving the population across the County and I think it's important to have as something to consider for your next evaluation of the data you're collecting. Thank you.

>> CHAIR STEELE: Thank you very much. That was a real good question. Please, .

>> I would like to know committee has concerns about the certificates of completion. For a person to be successful it seems like there needs to be intentional effort of moving beyond a certificate of completion but more job readiness. I'm blind and at least I have two pair of glasses here.

I'm looking at the parole, complex of parole or probation requirements. We know those things are opinion but the numbers are so low. I mean, I don't know, is that a concern? I'm new here.

>> CHAIR STEELE: Thank you and I think that's where Member Crunk was going with his line of questioning. Not only the certificate of completion but how does that flow, right? Even in the job placement piece, is the flow internship from part-time to full-time and how many people are we actually talking about in that number? We have to be able to go deeper. But to your applicant about the level of completion, my first question was like, what certificate are we talking about? Like, what is the nature of the certificate? Go ahead, I'm sorry.

>> I heard them say something about anger management and I don't know some other things like that which, to me, that's light weight. I'm not saying it's not needed but there are a lot of those programs that exist already and I thought this program was supposed to be touching those areas that have been missed or that could ..

>> CHAIR STEELE: To that end --

>> I don't want to say more useful. I don't have my words together. I'm concerned and it seems like a large emphasis on this area versus the other very important areas.

>> CHAIR STEELE: I think it's a both/and thing because part of this and what the TPA resources are being utilized for are the smaller based organizations that are already on the ground doing work with people, providing the attention to detail of things that need to be ready for programs that already exist. Right?

So if I'm trying to maneuver people from my community to apply for job placement opportunities that exist in the County, there is a step before the job readiness piece to be ready for that program that you kind of need as

well. That's one side of it. The community has an answer to the starting where people are question.

>> Mmm hmm.

>> CHAIR STEELE: To get them where they need to go. But I think the other side to this is to the same concern, we don't want to stop there. We need to be able to continue the process even further, to be able to make sure that they are being connected to the dots that may exist in some of the apprenticeship programs that are out there or the internship programs or whatever exists in the County as well as far as job placement.

>> If someone needed their records expunged or something to help prepare them for a job, where would that fall based on this, what we're seeing here. Would it fall in the certificates or where would it go?

>> CHAIR STEELE: That's a good question.

>> VALENTIN MENDOZA: If I can step in, it would fall under legal services as a service, not necessarily as an outcome. The outcome would be their record being expunged and to your point, Chair Steele, it would be connecting the dots. Where did they start and looking to the outcomes.

>> CHAIR STEELE: We're not looking at legal services outcomes. We're looking at employment, education, and housing. Does legal services need to be part of the data set for us to understand how that is connected to the whole?

>> I understand what you're saying. I think in part it was just trying to keep focus within the three major buckets. For the next time around, we can definitely -- yeah, we can share whatever information you would like to

see. On top of that, if we're focusing on the three budgets, we can leave all data to be reviewed just within the three buckets.

>> CHAIR STEELE: The other parts of this is I don't even think we have gotten to a point where we're creating continuity amongst all the funding partnership and we haven't gotten to that element yet. I think being able to do that might do what you're saying. These folks in these departments are doing this part of the work that's setting them up for the ones doing this part over here. Thousand we make sure there's a flow from the people they are working with through the channels to where we are. Following the data gives a chance to kind of be able to do that. But just looking at this first cycle, I thinks it's a beginning point and not necessarily an end point. Member Crunk.

>> WESLEY CRUNK: I have a question about and forgive my ignorance if I never knew this before and obviously it must have been written in the language. But I heard you use the term smaller organizations and you said 1.5 million. So in my mind, I don't even know too many community organizations that generate half of that. So who gave that number to go up that high?

>> Member Crunk. You would be surprised how many organizations with $2.5 million budgets said we're a small organization. Where is the money for us? I do not know. Again, I'm not sure, it's the language in our contract and I agree. And we do have organizations that have well under a million dollars. I don't think we have many under a hundred thousand dollars budget because then there's a question about how are you going to handle three times your annual? What's that going to look like? Although we did not bar anyone because they had a low. That wasn't an eligibility issue.

Thanks for asking that and I do think that could be revisited I just wanted to step in and really promote the idea that part of what the TPA, this idea of strengthening a neighborhood or a community by making a strong, healthy small nonprofit in that community, I've always, I think the outcomes are important. What's happening with the participants is important. But I feel like the theory, the theory of change that is actually being worked out here is what happens when you give really small community led, commune facing organizations funds to finally do some real work. And I don't know that we're measuring, like, what, how many small organizations did we just take from $80,000 a year. Sorry. I don't mean to make more work for you. I think that's an important indict appoint we're missing. This is about strengthening small organizations street by street block by block enriching communities at foundational roots. Not giving more money to the usual suspects in the machine that might be great at providing job training and I'm not saying that's not necessary. I'm saying this money is specifically trying to do something else and it's community built, enriching small community-based conversations.

>> I have a comment or follow up to that point. If the intent is to support the organizations, are we tracking the employment length? The hope is that someone make it's to full-time or part-time. Are we tracking how many days they are being employed?

>> People receiving services, not the organizations that got this money that can now employee a Staff.

>> CHAIR STEELE: Are you talking about the community Members?

>> The participants and it goes hand in hand. You have some organizations with three, four, five employees and you hire them. Are they being retained

by the agency receiving the services and therefore at the end of this process you ensure the nonprofits remain you is stainable and can increase their services as well. I think there is a correlation but are we tracking days of employment for full-time, part-time, and maybe internships.

>> VALENTIN MENDOZA: My colleague Rebecca was stating the tacking happens at the employee level in the organizations but not necessarily the participants. The challenge being, again, working with nonprofits that are not necessarily used to collecting that many information. The amount of data we're collecting now was the middle ground. Any additional data we essentially could for them to collect will create that strain because they do not have the capacity internally to collect that set of information.

We do a lot of training just to get folks set up to collect the amount of information that we are already asking them to collect. Do you want to speak to that?

>> Yeah. So to Valentin's point. We offer a training initially. Let's say year three, they are going to be getting a training in our system in August. But for the -- well, really through the entire grant, we're consistently meeting with individual orgs to help them understand what a service is, what an outcome is, how to enter their data until the system, what's expected. And these trainings are on a basis through the course of Year one and year two. There was been, yeah, I don't know if I can actually throw a number out.

But roughly, you know, what? Within the year? I would say like at least a handful of meetings on a day lay basis. And that's, again, to help them to understand how to basics of operating the and I am reports and how to enter their data and what services and categories are for the services they are providing. A lot of the orgs are not technically savvy. It's a lot of folks

that may have difficulties joining a Teams call or jumping onto a meeting online as opposed to in person.

>> CHAIR STEELE: To that, I just want to say, this is a beginning and not an end. These types of questions matter because we can refine the types of information we need for what's happening in community as far as impact is concerned while this level of participation for community organizations is rising. We have would be mindful of that. I have two more questions online and then we're going to wrap this up as well unless there's anything pressing anyone has on this before we go? I'll go Member Lewis and Member Stevens.

>> VERONICA LEWIS: I'll be quick. I'm going back about five-minutes in the conversation, I'm curious to know if Amity-- let me say it this way. It would be helpful, these don't represent unduplicated people, just services. I would like to understand how many people we're touch and going how many different programs and how many ditch services and also to see if you could develop your capacity, if you're doing it already, to be able to show correlations. In terms of housing, employment, legal, whatever the different types of supports are in conjunction with the actual outcomes for the person and improvements. I just want to flag that. Quickly to Member Crunk's question.

Year one was dozens and dozens of community-based organizations and people who are impacted by the system that came up with the 1.5 million for a variety of reasons. There are a lot of organizations growing and are small and growing and need infrastructure and are still doing great work. We're trying to figure out how to get the money out to organizations doing the work, and it was a community driven process and that number came from

the community. That is where 1.5 has come from. There has been a push to increase it but it was driven by the community.

>> Thank you so much for clarifying that.

>> CHAIR STEELE: Yeah. The number didn't come out of nowhere. That was definitely -- and I remember, even just getting to the 1.5 was a lot of back and forth to try to get that number. Member Stevens -- thank you very much, Member Lewis. And please take heed of what she's saying as well about how to improve the processes on this, too. Member Stevens?

>> REBA STEVENS: Thank you, Chair Steele. Amity, I have to say that I am pretty impressed with the information in which you've provided here today and I strongly support all of the comments that came from the CFCI Members. But I do want to uplift the fact that we have truly come a long way and I am just really grateful for the information that you provided today and I look forward to being responsive to those who have raised in questions and/or some concerns but today, I say thank you. Thank you Amity.

>> VALENTIN MENDOZA: Thank you.

>> CHAIR STEELE: Thank you. You know, Member Stevens has been one of the most advocating for accountability when it comes to Amity and the work they are doing for community which is rightfully so. You are setting the bar for the way we should be having conversations. The level of attention to detail.

     Good on you. Good work. Thank you very much for your time. I'm sorry? No, you're fine.

>> MEGAN CASTILLO: I want to thank you all for your time. We've had the pleasure of meeting with some of the Care Grant recipients and they have truly sung your praises around technical assistance.

Someone alluded to the contracts and the way you have had to navigate the nuances there and I think you have bun a brilliant job which is communicating the impact that the resources are having on our communities and I definitely encourage the County departments to think about how they presented this information and thousand that would be helpful for us as well. Derek, I uplifted the through line around making sure we can draw all the connections between all of the partners we're engaged in in resourcing the community and definitely wants to see that as well.

I have one question and I don't know if we can make this request but if we can receive the questions that are being asked through apricot so that you are able to articulate the data and that doesn't have to be a presentation.

>> Thank you.

>> CHAIR STEELE: Got it. Good. Thank you.

>> I just want to pitch this idea that we talk a lot about data here and we don't talk about data equity. Collecting data and presenting data, what's that called? Synthesizing data. It is really dependent on its own funding stream and so something that I would love the Committee to look at or a larger body to look at is what would really taking this data -- again, you have to hold these small organizations, they donned have admin support. You're acting as their front office and what does it like to fund the position or really make that happen.

>> CHAIR STEELE: Noted. Thank you very much.

>> ANGELICA: This presentation is based on the information that we have received from the organizations themselves. Yeah. Pretty much.

>> CHAIR STEELE: Thank you for all the work and recommendations definitely received. We have minutes left of the meeting. There was another Item on the agenda for the cost of recommendations. I want you to look at them and we're not going to have time to go through them. I was having a sidebar with Member Castillo of how we can utilize these to the benefit of the conversation that we need to have with the Board. Not even our recommendation here but also opening up the door to the conversation we were having last time about how resources need to be opened back up for number J and a redefinition of the Board motion around how CFCI funds are actually determined.

So that's a conversation, I guess, for the next meeting. I also just want to note that these three are not just the only ways that we can go about this. If you look on the next to the last page of the agenda, these are just bringing back the year three concepts that we left, that were left off the table because of the amount of resources not actually being there. We can go down the route of having reserves.

We can go down the route of one-time additional funds to support data for the different organizations. We have the ability to go any kind of route we want with this. This is a starting place with the ideation of saying this is the things we didn't get to fund and so if we wanted to do this, we can definitely go down the route. But we're going to have to bring this back. Like I said, there are five-minutes left and I want to leave time for Public Comment as well. I see you. Please.

>> TENCHA CHAVEZ: Sorry about that. Piggy backing off of what you just talked about, they were talking about the 2.5 million that didn't get funded for the Native American outreach. We want to bring that up and make sure that what we talked about in the last meetings that we don't forget that. If we do get the funding, I would like to focus back on my community as well.

>> CHAIR STEELE: I would take it a step further and thank you forcing that.

Another thing that I did see in the data for the presentation we just saw that Year one had Native American and Alaskan native representation but then year two and year three did not as far as the leadership breakdown of the organizations and so I know that this doesn't mean that there aren't any. That just means there weren't any that were funded which in my mind is problematic.

That's where my mind is making sure we're underscoring the amount of resources that we have allocated out of the 12 million and having a larger conversation about how we want to spend the rest. Again, conversation for the next meeting. I want to open up Public Comment. Opening up for general Public Comment.

>> We will now open the general Public Comment period. As a reminder, the one-minute limit for commenters. Telephone users dial star nine to raise hand and dial star six to unmute yourself. Computer users scroll to reactions on the bottom tap. Smartphone users scroll to more on the bottom tab and select raise hand. We will call you on in the order that your hand is raised. Are there any Public Comments in the room? Seeing none in the room, we will go online.

>> We do have two. Urban social services.

>> TATIANA TURNER: Hi my name is Tatiana Turner with Urban Social Services and Advocacy. And I just want to comment about, I think the last Item on the agenda, unfortunately, I didn't get the chance to fully review it like I wanted. I think that's the most important and a lot of time needs to be spent on that because as far as how are we going to incorporate the smaller CBO's into the fold whether we write it into the grants. That hey you have to incorporate smaller entities in or figuring out how, instead of just saying okay we're going to give four organizations have to come up with all of these numbers, why don't we split these numbers and instead of 4 orgs doing it, we have ten orgs and start coming up with ideas. The incubation and capacity building is great but it needs to be more because at the end of the day you can tell me how to do it but showing me is better. Thank you.

>> Thank you so much. Joel Garcia.

>> JOEL GARCIA: Yes. Hello! This is Joel Garcia, director of Meztli Projects here in East LA, I wanna go back to the presentation by Amity. On slide 6. You have the service breakdown for the different SPA's, and you have 36 services being provided in LA but in the chart on slide 11, the heat index chart, there is nothing indicated in the east LA area for the services provided. In year two we have some indigenous focus programs. Are organizations serving, are they just here in East LA? That's a big concern. Lastly, to the Land Acknowledgement, there's many mistakes in that acknowledgment. There's misspellings and incorrect names for tribal groups and the exclusion of others and that needs to be corrected immediately because it's kind of embarrassing.

>> Thank you so much. We have Ms. Shameka Beaugard.

>> SHAMEKA BEAUGARD: Hi everybody. Thank you so much for this opportunity. I just wanted to say on behalf of the organizations in the Antelope Valley, I'm the CEO of Youth with a Purpose. Thank you for the support provided through Amity and LA County. You have provided so much funding for our organization to grow and I just wanted to say good job and thank you so much.

>> Thank you. Urban Social Services, did you have another comment?

>> Yes. I just wanted to say that I've had the opportunity to be a part of or a recipient of the TA marketplace. I don't know if a lot of people know about that but the TA marketplace is, I think, the next step answer to how to get smaller CBOs in the fold to be able to meet the needs and expectations that you have of them. They are paying for consultants to help implement all different types of programs and it's not just an incubation where you two to meetings and learn and stuff like that but they are holding your hand and making sure you understand and you can compete and keep up to date with the larger organizations to be from a C to a B or a B to A. I just want to bring that model up and a lot of people don't know about it and I'm so surprised. TA marketplace by BCHS.

>> CHAIR STEELE: Can you have Public Comment submitted to add that to the record and also make sure we add them to the list. Thank you.

>> Joel Garcia, did you have another comment?

>> Yes. I'll keep it really quick. Is there a chance to get a full list of all the organizations funded so that community Members themselves can adjudicate whether the organizations funded are serving the communities? I think that's hard to determine who is being funded, who are they servicing. I'm in east LA and don't know in others funded and they are saying there are 36 in

the area and think that's important to community Members to have transparency with some of this. I know this is not an Amity thing but a COE thing, we're funded we're program area two, it doesn't fully display the impact that some of the organizations are doing, like counting the participants' work. There's probably a better way of indicating how much, how deep the work at that we're doing goes with the folks that we're serving. I think that gives a better indication of what we can show as far as outcomes.

>> Thank you so much. There are no other hands online.

>> Thank you. As a reminder, if you would like to submit a comment for a future email you can email up to 24-hours prior to the meeting. Please include the meeting date as well as agenda Items. This concludes the Public Comment period. Back to you Chairman Steele.

>> CHAIR STEELE: Thank you very much for your attention to detail and thoughtfulness. This is a beginning, not an end. This is a phenomenal beginning of a body of work, community Members taking care of community Members in a very, very real way and being able to have the data to show for it I think is super critical. I'm excited to being able to continue telling this story. There's a lot of work to get to but not today. We're going to wrap up the meeting today. Meeting adjourned.

[Recording stopped]

[Meeting concludes]