



MONTEREY COUNTY
CHILDREN'S COUNCIL

**Report
to the Community**



**2015-
2016**



Vision, Mission and Guiding Principles

Vision Statement

All children in Monterey County live in safe, nurturing homes and communities; they are healthy, valued, succeed in school and realize their full potential.

Mission Statement

The Children's Council provides leadership and policy direction to encourage the development of a comprehensive and collaborative delivery system of services to children and youth in Monterey County.

Guiding Principles

Collaborative – promoting cross-agency policies and procedures that enhance seamless service delivery; encourage interdisciplinary problem-solving and support; and address the barriers to success;

Comprehensive, Coordinated and Integrated – recommending a full array of services and supports where the entire range of needs is addressed in an efficient, responsive and effective manner;

Family-Centered and Family-Driven – honoring, respecting and empowering families as their child's first teacher and strongest advocate;

Culturally Responsive – ensuring diverse populations receive culturally responsive services and supports;

Community-Based/Community Driven – ensuring that services are available and accessible in a variety of settings and locations;

Participatory – ensuring that program recipients participate in making and shaping decisions; and

Outcomes-Oriented – measuring outcomes for children, youth and families and using data to facilitate decision-making, identify obstacles and improve services.

A Message from the Children's Council

Honorable Board of Supervisors and Monterey County residents:

On behalf of the Monterey County Children's Council, I am pleased to present our yearly Report to the Community for Fiscal Year 2015-16. It was my privilege to serve as the Chair of the Children's Council. We continue to be guided by the vision that in Monterey County all children live in safe nurturing homes and communities; they are healthy, valued, succeed in school and realize their full potential. This report reflects our efforts in support of this vision.

Using the Collective Impact approach to addressing complex social issues requires long-term commitment. We embrace the Collective Impact model, working to align the efforts of community members and organizations to improve the quality of life and outcomes for children.

This year has been very productive as we continued our work on two very important initiatives *All Kids, Our Kids* and *Bright Beginnings*.

All Kids, Our Kids aims to build stronger, more resilient children and youth by creating positive, caring and supportive relationships for students at home, in school and community, and among peers. The initial phases of the *All Kids, Our Kids* have focused on collecting county-wide data to measure youth resiliency and providing training opportunities to schools and communities.

Bright Beginnings previously known as *Early Childhood Development Initiative* (ECDI) was renamed to align more closely with Bright Futures the cradle to career initiative anchored at California State University at Monterey Bay. *Bright Beginnings* aims to maximize community efforts to improve early childhood development outcomes through effective coordination, capacity building, empowerment and strategic action for children from the prenatal stage through 3rd grade and their families.

It is our hope that this report will help to increase community awareness of our work and support the Council's goal of connecting its work to a broader group of stakeholders and community members. Public comment and feedback on our work is strongly encouraged.

Sincerely,

Marcia Parsons
Chair

Executive Summary

As a community, the greatest investment we can make is to ensure the success of each and every child. When children and youth do not receive the support they need to succeed in life and school, the negative impacts can last throughout their lifetime and ripple through a community for generations. Successful children transition into successful adults. Every year, Monterey County spends millions of public and private dollars on major economic and social problems that are a direct result of children living in poverty; overcrowded and unstable housing; entering kindergarten underprepared; and failing to graduate from high school, enter college or start a career.

The systemic issues that affect the children and families in our community are complex, as a child's health and well-being are impacted by multiple social factors that extend beyond the reach of a single organization or agency. Solutions require deep commitment and a shared vision for success.

Monterey County has a lot of challenges, but also a lot of resources. The *All Kids, Our Kids* initiative seeks to address gaps in equity by training school districts in positive behavior reinforcement. The *Bright Beginnings* initiative seeks to ensure all children have positive early experiences, from birth, with their family and in their community, to foster thriving childhoods and readiness for learning.

Since 1998, the Monterey County Children's Council has provided a structure that allows for deep cross-sector communication, planning and coordination between child and youth-serving organizations, agencies and community and business partners. The Council provides a forum for agencies and the community to present best and promising practices, build networks, share ideas and gain the comprehensive insight needed to address the problems that afflict our children. The Council develops countywide initiatives that use cross-sector, data driven approaches to address critical issues that impact the health, education and well-being of children and youth.

The purpose of this report is to provide the community with an update on the initiatives, goals and accomplishments of the Council from July 1, 2015 through June 30, 2016. It provides a snapshot of how Monterey County is faring in regard to key social and academic indicators that have been selected to guide the work of our initiatives. The data portrayed highlights the disparities in child and youth outcomes across the County and serves as a way to measure progress as our work moves forward. As such, the countywide and regional statistics presented in this report are set within the context of the initiatives that have been created to address them. This data underscores the importance of schools and communities collaborating to build stronger, more resilient children and youth.

Profile of Monterey County Children and Youth

Children (age 0-18) Living In Poverty

REGION	PERCENTAGE
California	22.7%
Monterey County	25.6%

Source: U.S. Census Bureau, American Community Survey (2014).

Students Living in Poverty by Ethnicity

REGION	SUBGROUP	PERCENTAGE
California	Latino/a	80.1%
	White	28.3%
	African American	73.7%
	Asian American	36.7%
Monterey County	Latino/a	83.6%
	White	26.3%
	African American	57.5%
	Asian American	37.6%

Source: California Dept. of Education, DataQuest, 2015-2016.

Student Demographics

STUDENT SUBGROUP	MONTEREY COUNTY	CALIFORNIA
English Learners	40.6%	22.1%
Economically Disadvantaged	73.0%	60.5%

Source: California Dept. of Education, DataQuest, 2015-2016.

Migrant Children and Youth Demographics

MIGRANT SUBGROUP	MONTEREY COUNTY	CALIFORNIA	PERCENTAGE OF CALIFORNIA'S MIGRANT STUDENTS IN MONTEREY COUNTY
Age 0-5 years	3,173	42,862	7.4%
K-12 Students	3,909	57,461	6.8%
Out of School Youth	5,773	14,423	40%

Source: California Dept. of Education DataQuest, Enrollment of Migrant Students 2015-16 and Migrant Student Information Network Report 2015-16.

Student Enrollment By Ethnicity

STUDENT SUBGROUP	MONTEREY COUNTY	CALIFORNIA
African American	1.3%	5.8%
American Indian/Alaska Native	0.2%	0.6%
Asian	1.7%	8.9%
Filipino	1.7%	2.5%
Hispanic or Latino	78.2%	54%
Native Hawaiian or Pacific Islander	0.4%	0.5%
White	13.6%	24.1%
Two or more races	2.2%	3.1%
None reported	0.6%	0.6%

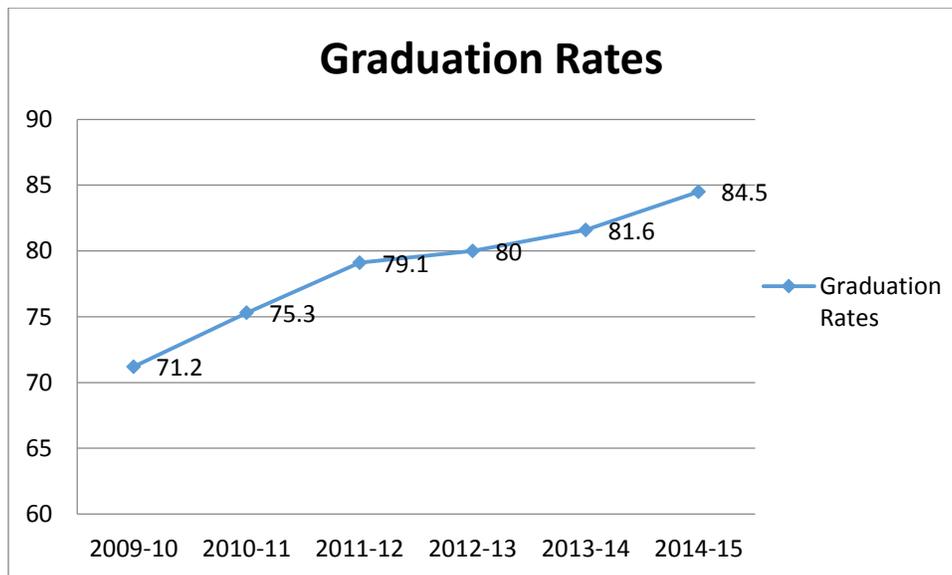
Source: California Dept. of Education DataQuest, Enrollment by Ethnicity 2015-2016.

Graduation Rates by Student Subgroup

STUDENT SUBGROUP	MONTEREY COUNTY	CALIFORNIA
All Students	84.5%	82.3%
African American	86.2%	70.8%
Asian	92.2%	92.6%
Filipino	87.8%	93.0%
Hispanic or Latino	82.9%	78.5%
White	89.2%	88.0%
English Learner	73.1%	69.4%
Students with Disabilities	65.5%	64.5%
Economically Disadvantaged	82.3%	77.7%
Migrant Education Students	79.4%	80.7%

Source: California Dept. of Education, DataQuest, 2014-2015.

Monterey County Graduation Rates



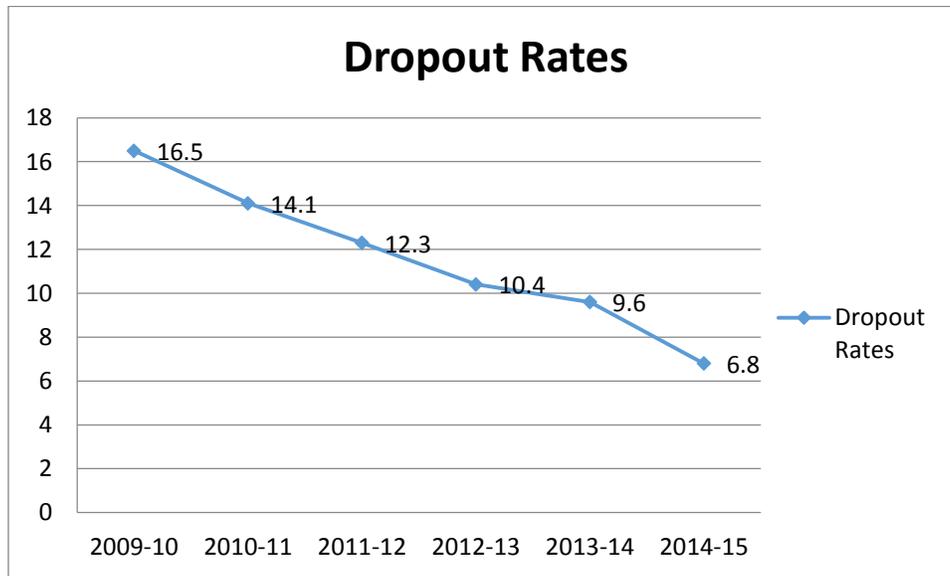
Source: California Dept. of Education, DataQuest, 2014-2015.

Dropout Rates by Student Subgroup

STUDENT SUBGROUP	MONTEREY COUNTY	CALIFORNIA
All Students	6.8%	10.7%
African American	6.4%	18.8%
Asian	3.5%	4.5%
Filipino	5.7%	3.5%
Hispanic or Latino	7.4%	12.6%
White	5.3%	7.4%
English Learner	12.8%	17.6%
Students with Disabilities	9.1%	14.9%
Economically Disadvantaged	7.6%	13.1%
Migrant Education Students	10.2%	11.2%

Source: California Dept. of Education, DataQuest, 2014-2015.

Monterey County Dropout Rates



Source: California Dept. of Education, DataQuest, 2014-2015.

All Kids, Our Kids

All Kids, Our Kids is a countywide movement dedicated to creating positive, caring and equitable schools, communities, and peer groups for all children and youth using principles of positive youth development. There are three assets all children and youth need in order to succeed in school and life: caring relationships; high expectations; and, meaningful opportunities for participation. Research shows that when children and youth experience these important assets in their home, school, community, and amongst their peers, they develop the internal strength needed to overcome adversity and reach their full potential (Lerner et al., 2009). Developed as an initiative of the Children’s Council, *All Kids, Our Kids* has been embedded within the K-12 education system through the foundation of a school climate transformation leadership team, including the following agencies: Building Healthy Communities; California State University of Monterey Bay; Community Alliance for Safety and Peace (CASP); Community Human Services; Harmony at Home; Monterey County Office of Education; Monterey County Probation/ Juvenile Justice/ School Resource Officers; Monterey County Behavioral Health Bureau; Monterey County Public Health Bureau; Partners for Peace; Restorative Justice Partners; Santa Clara County Office of Education Technical Assistance; Special Education Local Plan Area (SELPA); moreover, with representatives from the following school districts: Alisal Union, Gonzales Unified, Greenfield Union, King City Unified, Monterey Peninsula Unified, North Monterey County Unified; Salinas City Elementary, Salinas Union High, and Soledad Unified. The Children’s Council receives regular updates on the progress of the initiative.

Effective Leadership Systems to Create Equitable, Safe and Positive School Communities

Building sustainable systems change requires multiple layers of leadership, support, and accountability. This is why *All Kids, Our Kids* has established county, district, and school community leadership teams to develop action plans focusing on: leadership, performance feedback, training, coaching, and systems intervention.

County Leadership Team

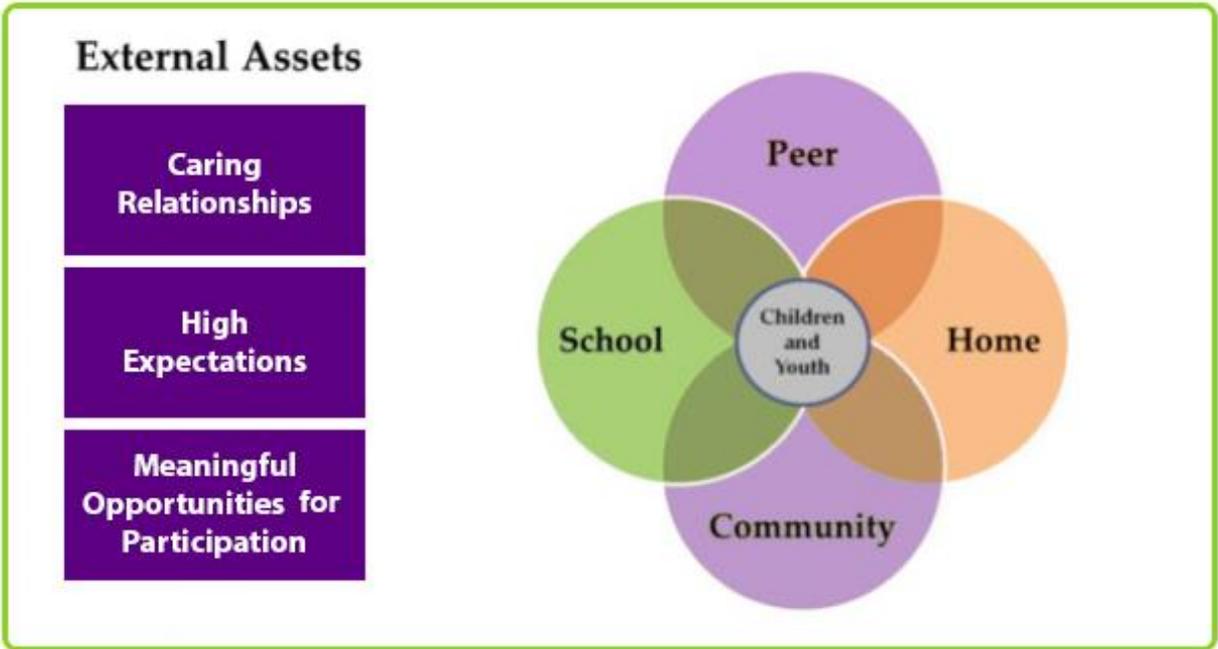
The Countywide School Climate Transformation Leadership Team meets monthly to discuss implementation of Positive Behavioral Interventions & Supports (PBIS) in Salinas and throughout the County. Members of the leadership team continue to oversee the implementation of the goals and objectives outlined in the strategic plan. Representatives from juvenile justice, mental health, education, and community based organizations continue to collaborate on this very important initiative.

District, Community and School Leadership Teams

District leadership teams are required to complete a District Capacity Leadership Assessment (DCLA) annually to monitor district-wide progress and support schools in building capacity to support coaching, action planning, professional development, and more. Positive Behavioral Interventions & Supports staff at the Monterey County Office of Education continue to support schools with completing district level assessments.

EXTERNAL ASSETS

DOMAINS



A Local Approach, Positive Behavioral Interventions & Supports (PBIS)

The Monterey County Office of Education (MCOE) received federal and local funding to support several Monterey County school districts with building more positive, safe, and equitable schools for all children and youth. Positive Behavioral Interventions & Supports (PBIS) is an approach being used by local districts to change the culture of school environments. Federal funding supports the development of multi-tiered systems of support at three districts in the City of Salinas, including: the Alisal Union, the Salinas City Elementary, and the Salinas Union High School Districts. Eighty-two percent (82%) of the city’s student population is being reached through this effort. In addition, seven other school districts are implementing PBIS: Chualar Union, Gonzales Unified, Monterey Peninsula Unified, North Monterey County Unified, Soledad Unified, King City Union, and San Ardo Union School Districts. Districts are committed to implementing the core elements of PBIS with fidelity.

PBIS is a systems approach for changing social culture in order to develop a continuum of supports that begins with the whole school and extends to intensive, wraparound support for individual students in need. It emphasizes the creation of organizational supports or systems that give school personnel capacity to use effective interventions accurately and successfully for students beginning at the schools and districts; furthermore, outreaching to the parents/families and the communities.

Children and youth benefit by having multi-tiered systems of support readily available to create improved environments for learning, participation and building confidence. As positive behavior is established in the schools, the intent is that the schools work with parents/families and the community to ensure that students are practicing positive behaviors at home and in the community with consistency. Most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of pro-social skills is acknowledged. (Sugai et al., 2000)

Achieving parent engagement is an important part of building the PBIS system. The School Climate Transformation Leadership Team is slated to offer parent leaders and parent liaisons workshops to build their capacity to embed and maintain the PBIS infrastructure in their children’s lives.

Data Collection & Outcomes

The School Wide Information System (SWIS) is a PBIS database system designed to improve behavior support by providing school personnel with accurate, timely, and practical information for making decisions about school environments.

After the first full year of implementation, data shows improvement in the areas of attendance, a reduction in the number of office discipline referrals (ODR) generated, and progress with implementing PBIS with fidelity at the school sites.

PBIS Training

Training is divided into three tiers beginning with Tier 1 and progressing to Tier 3. Training to implement Tier 1 activities takes approximately one year and is monitored by completing tiered fidelity assessments. In the first year, schools are responsible for establishing systems in classrooms, non-classrooms (cafeterias, buses, hallways, etc.), and for individual students.

The following schools participated in Tier 1 training in 2015-2016.

DISTRICT	SCHOOL	TIER
Alisal Union	Alisal Community, Bardin, Cesar Chavez, Creekside, Frank Paul, Fremont, Jesse Sanchez, John Steinbeck, Martin Luther King, Oscar Loya	1
Salinas City Elementary	Laurelwood	1
Soledad Unified	Gabilan, Jack Franscioni, Rose Ferraro, Frank Ledesma, Main Street Middle, Pinnacles High, San Vicente, Soledad High	1

Tier 2 includes training on secondary prevention emphasizing supports for students needing specialized group interventions. These are services designated for students with at-risk behaviors. The following schools participated in Tier 2 training.

DISTRICT	SCHOOL	TIER
Alisal Union	Monte Bella, Virginia Rocca Barton	2
Gonzales Unified	Fairview, Gonzales Evening High School, Gonzales High, La Gloria, Somavia	2
King City Union	Chalone Peaks, Del Rey, King City Arts Magnet, Santa Lucia	2
Salinas City Elementary	Boronda Meadows, Kamman, Loma Vista, Los Padres, Monterey Park, Natividad, Roosevelt, Sherwood, University Park	2
Salinas Union High	Everett Alvarez, North Salinas High	2

In year three, schools focus on individualized, intensive Tier 3 intervention for students with high-risk behaviors. The school’s psychologist will conduct a Functional Behavior Assessment (FBA) and cognitive assessments. The Educational Specialist at the student’s school will conduct the academic portion of the assessment. Once the assessments are completed, if the student qualifies for Special Education, an Individual Education Plan (IEP) team will convene. They will create an IEP along with a Behavior Individual Plan (BIP). The IEP team for these students will most likely include other agencies such as Monterey County Public Health (usually this consist of a therapist). The students with high-risk behaviors will then receive individualized interventions that are made specifically for them.

DISTRICT	SCHOOL	TIER
Salinas City Elementary	Mission Park	3
Salinas Union High School	Alisal, El Sausal, Harden, La Paz, Mt. Toro, Salinas, Washington	3

2015-2016 Accomplishments and 2015-2016 Goals

Objective	Goals 2015-2016	Accomplishments 2015-2016
Building Leadership Capacity	Show significant measureable improvements through the collection of data using the School Wide Information System (SWIS) database system and other school data systems.	The schools implementing PBIS received training on utilizing the School Wide Information System (SWIS).
Implementation of Interconnected Systems (ISF)	Implement an Interconnected Systems Framework (ISF) model for aligning school climate initiatives with pro-social/mental health services.	Members of the School Climate Transformation Leadership Team (SCTLT) specifically began the process of implementing the ISF to streamline and maximize the delivery of mental health services in the County.
Integration and alignment with existing initiatives	Build capacity of all Positive Behavioral Interventions and Supports (PBIS) districts to implement and expand PBIS and Restorative Justice, and other culturally responsive and trauma informed school climate initiatives with fidelity.	More county schools were scheduled to begin training in PBIS in the fall of 2016.
Sustainability	Develop different funding streams, Memorandums of Understanding (MOUs), and the infrastructure needed to support sustainability.	In combination with School Climate federal funding some schools are now utilizing Local Control Funding Formula (LCFF) dollars to support their PBIS programs.

Bright Beginnings

When children experience positive environments inside and outside of their homes, they are more likely to develop into healthy, productive adults. Nationwide studies reveal that investing early in children's development has benefits that go well beyond the early years. The brain grows the fastest between the ages of 0-3 and by age 5, 85-90% of the brain has developed. Children who are nurtured early, build life skills that lead to higher graduation rates, better health, and increased earnings. Investing in children early also has significant long-term financial advantages. James Heckman, a Nobel Laureate Economist, calls the initial investment in children a 'return to society'. His research shows there is a return of \$7 for every \$1 invested in early childhood education.

In response to the clear need, the Monterey County Children's Council *launched Bright Beginnings*, formerly known as the *Early Childhood Development Initiative*, in September 2012. *Bright Beginnings* aims to maximize community efforts to improve early childhood development outcomes through effective coordination, capacity building, empowerment, and strategic action for children from the prenatal stage through 3rd grade and their families. The work of *Bright Beginnings* is part of the first pathway in California State University, Monterey Bay's (CSUMB) Cradle to Career Initiative – Bright Futures. Bright Futures is striving to ensure every child is supported inside and outside of school in order to enter a career and maximize their potential. Utilizing the Collective Impact approach, *Bright Beginnings* and Bright Futures are working in partnership to improve outcomes for children.

Bright Beginnings is concentrating its efforts on improving six indicators of early childhood development in Monterey County. Below are the countywide statistics and the regional and local statistics for each indicator used throughout Fiscal Year 15-16.

INDICATOR	MONTEREY COUNTY STATISTICS
Prenatal Care	26% of births are to women who receive late or no prenatal care (Improving - previous statistic was 28%)
Maternal Education Level	36% of births are to mothers with less than a 12 th grade education (Improving - previous statistic was 38%)
Licensed Childcare	47% of working families, with children ages 0-4, have access to part or full-day care. (New measure - not comparable this year) 41% of children ages 3-4 have access to preschool (New measure - not comparable this year)
Early Literacy Activities	52% of parents with children entering kindergarten tell stories, show picture books or read with their children daily (New measure -- not comparable this year)
Social Emotional Readiness	25% of children are ready for kindergarten (Improving - previous statistic was 24%)
3rd Grade Reading	42% of children who speak English fluently read and write on grade level in 3 rd Grade (New measure - not comparable this year)

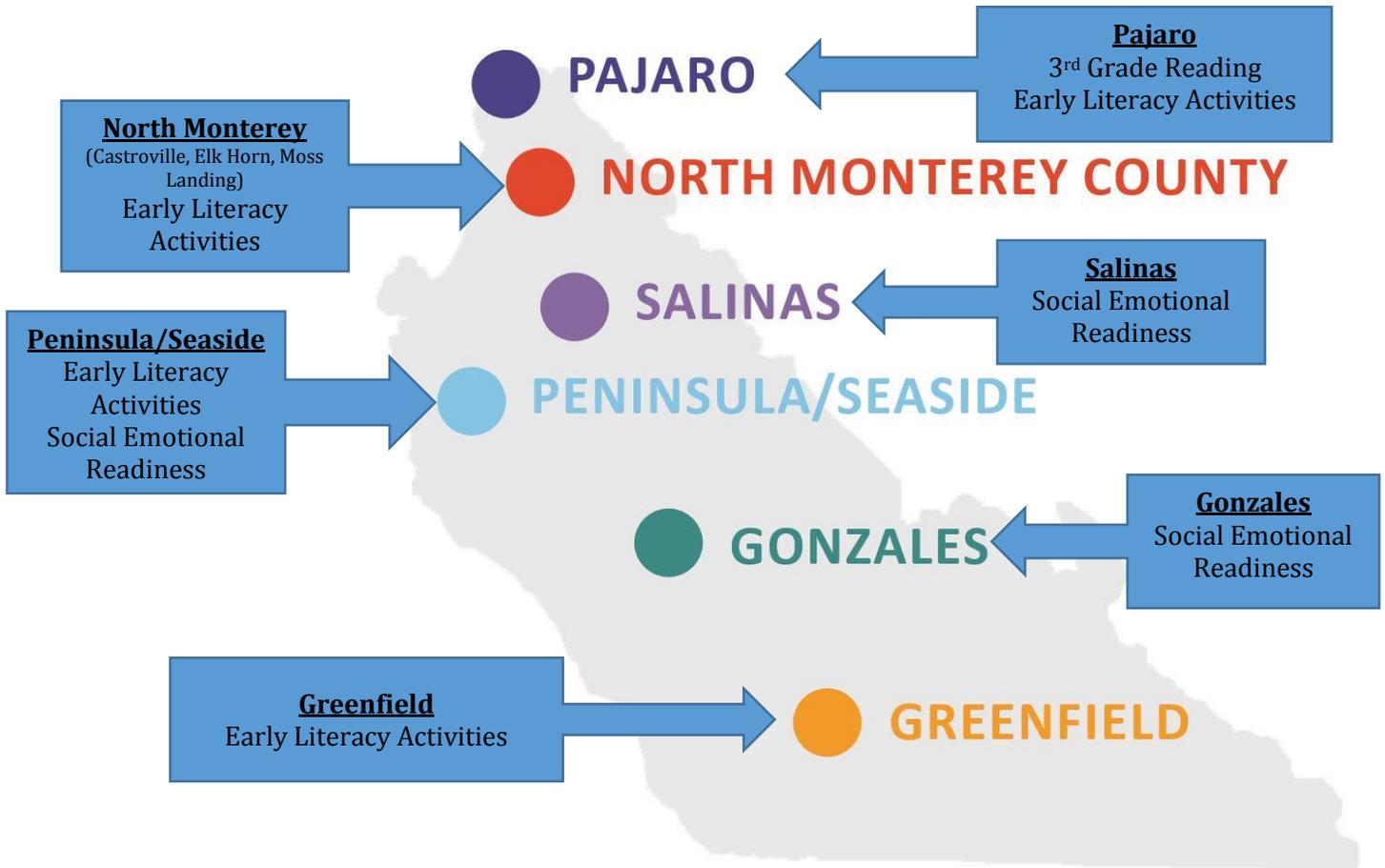
Collaborative Action Teams

In an effort to maximize the foundational work done since 2012, *Bright Beginnings* has focused on planning and aligning activities with the community. In June 2014, *Bright Beginnings* released an Engagement Opportunity Request (EOR) document that partners within community completed to be considered a Collaborative Action Team (CAT). In the EOR, communities stated their request for support services along with their community readiness to move forward with a Collective Impact approach. Five communities came forward to submit an EOR and in October 2014, the Children’s Council decided to support all five communities: Seaside/Peninsula, Pajaro, North Monterey County, Salinas and Greenfield. In the Spring of 2016, *Bright Beginnings* revised the EOR document and the Gonzales community came forward as the newest CAT to partner with the initiative.

Bright Beginnings is able to provide the following supports to CATs:

- **Training and Facilitation:** Participation in community and collaborative capacity building trainings.
- **Community Capacity Building:** Facilitation of meetings and trainings in necessary tools.
- **Planning:** Facilitation and training to articulate CAT shared values, accountability and create a community action plan.
- **Data Analysis:** Bring forward data resources to provide school district level data regarding the social emotional readiness of children entering kindergarten.

Bright Beginnings has provided three experienced facilitators to the CATs to support community needs. Through their collaborative efforts the communities have established working values, continued to engage community partners, and prioritized indicators.



Each of the CATs have developed individualized action plans with tailored approaches to addressing their community work. Three common themes have emerged through all the approaches: parent education, engagement and empowerment.

Below are some examples of what has occurred in each community:

- **Pajaro**: Local providers designed a series of parent sessions to involve community members in designing and informing the work moving forward;
- **North Monterey County**: Led by the North Monterey County Community Alliance, the local group has reviewed and identified areas to bolster data and align community and school district strategies;

- Peninsula/Seaside: School district leaders met to discuss deeper community engagement and partnership with early childhood development individuals and organizations;
- Salinas: Through the leadership of the City of Salinas's Community Alliance for Safety and Peace, a partnership of organizations have lead a campaign to involve parent leaders in identifying specific areas for parents to advocate for early childhood needs;
- Gonzales: A partnership with the City of Gonzales and the Gonzales Unified School District has identified the need for greater early childhood awareness throughout the City and they are integrating early childhood messages throughout their community message boards where the community gathers - post office, city streets, etc.
- Greenfield: The Greenfield Union School District in partnership with local organizations, conducted a city-wide Kindergarten Round-Up that incorporated social-emotional activities for children and parents and improved the efficiency and number of kindergartners enrolled in the 2016-2017 school year.

Policy Advocacy Network

With the understanding that in order to create social change, movement needs to occur at both the local and systems level, *Bright Beginnings* worked on creating the structure for a Policy Advocacy Network (the Network). In 2014, an Advisory Committee was formed whose role was to recommend and implement actions to influence public policy and systems change at various levels of government and to help build countywide commitments to support comprehensive and responsive high-quality early-learning environments that benefit every family.

The Network's Advisory Committee articulated the following goals:

- Identify where policy, programmatic, and resource changes need to occur to support early childhood. Sustain effective collaborative planning and implementation of strategies that mobilize systems change across local, state and federal policies.
- Promote public awareness and education about the importance of early childhood development generally within and across communities.
- Empower individuals and communities to take action by supporting civic engagement opportunities and capacity building that is representative of Monterey County, in particular for parents and caregivers who are most affected by the policies, programming and resource allocation.

The Advisory Committee members are invited to participate based upon individual representation from the following sectors: Bright Beginnings Backbone, Policy/Advocacy Experience, Monterey County Children's Council, and the CATs.

Bright Beginnings Theory of Action

Based on lessons from leading organizations in the Collective Impact community, *Bright Beginnings* developed a theory of action that offers quality benchmarks that differentiate the phases of the work within the five stages of collective impact. The theory of action helps distinguish when the work transitions from traditional collaboration to sustainable, effective partnerships. During fiscal year 15-16, the initiative and the CATs were at various stages on the collective impact framework, with most of them transitioning from Developing to Fostering.

	Exploring	Developing	Fostering	Integrating	Applying
<p><u>Common Vision:</u> All participants share a vision for change that includes a common understanding of the problem and a joint approach to solving the problem through agreed-upon action.</p>	<p>Work on the beginning aspects of formulating a partnership.</p>	<p>Focus on accessing and collecting data and putting in place the supports necessary for data-driven decision making.</p>	<p>Focus on using data in a continuous improvement process to identify improvements and interventions to impact an outcome.</p>	<p>Focus on navigating the necessary evolutions, transitions, and continuous improvement a partnership goes through to improve outcomes.</p>	<p>See real impact as evident through improvement in the community level outcomes and indicators.</p>
<p><u>Mutually Reinforcing Activities</u> A diverse set of stakeholders, typically across sectors, coordinate a set of differentiated activities through a mutually reinforcing plan of action.</p>					
<p><u>Shared Measurement</u> All participating organizations agree on the ways success will be measured and reported. A short list of common indicators is identified and used for learning and improvement.</p>					
<p><u>Continuous Communication</u> All players engage in frequent and structured open communication to assure mutual objectives and create common motivation.</p>					
<p><u>Backbone Support</u> An independent, funded staff dedicated to the initiative provides ongoing support guiding the initiative's vision and strategy, supporting aligned activities, establishing shared measurement building public will, advancing policy, and mobilizing resources.</p>					
<p><u>Learning Culture</u> All participants contribute to an environment dedicated to learning from what has worked and what hasn't worked through support, trust and respect.</p>					
<p><u>Collective Impact Capacity</u> The Initiative builds the skills, talents and resources necessary to support moving forward with the vision and mission.</p>					

2015-2016 Accomplishments and 2016-2017 Goals

An independent evaluation of the initiative, conducted by Spark Policy Institute, found that community through the efforts of *Bright Beginnings*, community members are learning about the importance of early childhood development; new community partners are at the table; and there is a synergistic momentum in Monterey County. The chart below lists *Bright Beginnings*' achievements during Fiscal Year 15-16 in alignment with the collective impact strategy.

Collective Impact Principle	Goals	Accomplishments	Goals for 2016-2017
Common Vision	Explore partnerships with individuals and organizations to leverage existing resources.	In Fiscal Year 15-16 Bright Beginnings built partnerships through the media campaign with the Literacy Campaign for Monterey County, First 5 Monterey County, and the Monterey County Gang Violence Prevention Initiative. Bright Beginnings deepened collaboration with Bright Futures, Impact Monterey County and other collective impact initiatives.	Continue collaboration with Bright Futures, Impact Monterey County and other collective impact initiatives.
	Support the formation of Collaborative Action Teams around the county.	Continued support of the formation of the Greenfield, Salinas, Pajaro, and North Monterey County Bright Beginnings Collaborative Action Teams. Seaside/Peninsula has not yet solidified. Added a Collaborative Action Team in the community of Gonzales, expanding support and capacity building.	
	Assist Collaborative Action Teams to create local Bright Beginning action plans.	CATs created action plans with community and parent participation to identify goals, strategies and activities.	The Action Plan implementation process will continue through Fiscal Year 16-17 as each CAT moves through the Bright Beginnings Theory of Action phases.

Collective Impact Principle	Goals	Accomplishments	Goals for 2016-2017
Mutually Reinforcing Activities	Prepare and conduct local community asset mapping in communities with Collaborative Action Teams.	Several of the Collaborative Action Teams conducted initial asset mapping, including the North Monterey County and Salinas.	The remaining CATs anticipate completing asset mapping during Fiscal Year 16-17.
	Strategize alignment of collective impact approaches throughout Monterey County.	Strategized with various initiatives (Bright Futures - Cradle to Career, Impact Monterey County, Community Alliance for Safety and Peace, Youth Violence Prevention) to align activities and approaches throughout Monterey County. Provided training through the Strive Partnership to Monterey County initiatives to begin aligning county outcomes, indicators, and activities. Presented successful collective impact tools.	Bright Beginnings will actively participate in the alignment of collective impact initiatives. Impact Monterey County has agreed to serve as the coordinator for building structure and guidance to the alignment. Bright Beginnings is chairing the Communications group.

Collective Impact Principle	Goals	Accomplishments	Goals for 2016-2017
Continuous Communications	Strategize media campaign for early childhood development awareness.	Strategized media campaign in partnership with the Literacy Campaign of Monterey County, the Monterey County Gang Violence Prevention Initiative, and First 5 Monterey County. First phase of implementation for the media campaign began with print, radio, and television spots.	Bright Beginnings will support the continued implementation of the media campaign, including the development of an original fotonovela and participate in an evaluation of the campaign with the Monterey County Health Department.
	Engage unrepresented and underrepresented community groups to participate in the Bright Beginnings process.	Most CATs actively worked on engaging parents and family members in action planning.	Continue to address issues of equity in participation, informing, and shaping the initiative.
	Present informational sessions on Bright Beginnings to various stakeholders.	Conducted informational presentations, including Monterey Peninsula Chamber of Commerce.	Bright Beginnings will continue to conduct informational presentations for outreach.
	Develop communication tools for use by Bright Beginnings and CATs.	Based on requests from the CATs and evaluation results, Bright Beginnings conducted a series of trainings to strengthen internal and external communications, for example utilizing Google Drive and spokesperson media training.	Bright Beginnings will continue to strengthen communication capacity building for the initiative and CATs.

Collective Impact Principle	Goals	Accomplishments	Goals for 2016-2017
Shared Measurement	Research, identify, and train on data measurement systems, where necessary.	Coordinate with other Monterey County initiatives and organizations to explore a data system that will provide continuity within the County.	Coordinate with other Monterey County initiatives and organizations to train community members on continuous improvement strategies.
	Engage measurement to ensure the quality and progress of the initiative.	Bright Beginnings brought on an external evaluator and conducted a mid and end of the year evaluation.	Continue to evaluate the progress of Bright Beginnings, the CATs, and Policy Advocacy Network and the impact on early childhood development.

Collective Impact Principle	Goals	Accomplishments	Goals for 2016-2017
Backbone Support	Implement Policy Advocacy Network.	Formed goals and strategies around systemic change, building public will, and empowering local champions for civic engagement. Partnered with the Women's Policy Institute to support the development of local champions and a strategic plan for addressing policy issues.	The Network will support the formation and creation of a larger community group to develop county wide policy plans. Continue supporting the Women's Policy Institute and inform local policy efforts, including the County Legislative Platform.
	Develop framework to ensure progress for the initiative.	Created toolkits for CATs that assist their development and action plans.	Continue to review framework of both the initiative and the CATs.
	Conduct Request for Engagement process through the Monterey County Children's Council to identify the Collaborative Action Teams.	Revised and Released an Engagement Opportunity Request in the Spring of 2016 which led to the adoption of the Gonzales community as a CAT.	
	Increase support for initiative and CATs.	Hired three facilitators to support CATs to move through the Bright Beginnings Theory of Action.	Increase evaluation and communication support for the initiative.

2015-2016 Members

Executive

Elliott Robinson	Executive
Elsa Jimenez	Executive
Katy Castagna	Executive
Marcia Parsons	Chair
Nancy Kotowski	Vice Chair

General Members

Amie Miller	Member
Charles McKee	Member
Dan Baldwin	Member
Dean Flippo	Member
Eduardo Ochoa	Member
Elizabeth Modena	Member
Francine Rodd	Member
Jane Parker	Member
Jayanti Addleman	Member
Jean Goebel	Member
Jody Hansen	Member
Kari Yeater	Member
Kristan Lundquist	Member
Larry Drury	Member
Lori McDonnal	Member
Lori Medina	Member
Robin McCrae	Member
Stephen Bernal	Member
Timothy Roberts	Member
Valerie Barnes	Member
Walter Tribley	Member

Alternates

Annette Cutino	Alternate
Berenice Astengo	Alternate
Cynthia Holmsky-Nelson	Alternate
David Dobowski	Alternate
David Maradei	Alternate
Deneen Guss	Alternate
Dr. Ed. Moreno	Alternate
Jeannine Pacioni	Alternate
Jerry Teeter	Alternate
Joni Ruelaz	Alternate
Kathi Speller	Alternate
Laurel Lee-Alexander	Alternate
Marni Sandoval	Alternate
Mary Johnson	Alternate
Matt Luther	Alternate
Sam Lavorato	Alternate

Simon Salinas
Theresa Rouse
Wendy Askew
Yuri Anderson

Alternate
Alternate
Alternate
Alternate

