



MONTEREY COUNTY
CHILDREN'S COUNCIL

A young boy with short brown hair, wearing a black jacket and blue jeans, is smiling and holding a large green rectangular sign above his head with both arms.

**Report
to the Community**

A young girl with dark hair and bangs, wearing a white t-shirt and blue jeans, is smiling and holding an orange rectangular sign in front of her chest with both hands.

**2013-
2014**

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 are 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:

Serving as the Chair of the Monterey County Children's Council for this past year has truly been an honor and it is such a pleasure to present you with the Council's Annual Report for Fiscal Year 2013-2014. We are guided by the vision that in Monterey County all children live in safe, nurturing homes and communities that support their success, health, individual value, and progress on the path to reaching their full potential. This report reflects our efforts over the last twelve months to support this vision.

The report provides an update on the priorities of the Children's Council, as well as the new programs we are pursuing. It also includes some of the key data points we look at to understand both the opportunities and challenges faced by our community's children.

This year has been an exciting time for us as we continued our work on two very important initiatives that embrace the collective impact model for solving complex problems: the *Early Childhood Development Initiative* and the *All Kids, Our Kids* initiative. Using the collective impact model for community action, we are working to align the efforts of community members and organizations to improve the quality of life and outcomes for children and youth.

The *Early Childhood Development Initiative* aims to develop a countywide strategic vision, road map, and action plan to help our youngest children, prenatal stage through age 5, reach their full potential in safe and nurturing families. *All Kids Our Kids* aims to build stronger, more resilient children and youth by creating positive, caring and supportive schools and communities through positive youth development. As a Council, we believe that these efforts to promote deep and meaningful investments in childhood will yield returns for generations to come.

It is my sincere hope that you find this report helpful and can use it as a springboard for your own activism to promote a childhood of wonder, exploration, happiness, security, health, learning and growth for all in our bountiful Monterey County.

Sincerely,

Elliott Robinson
Chair

Executive Summary

As a community, the greatest investment we can make is to ensure the success of each and every child gifted to us. When children and youth do not receive the support they need to succeed in school and life, the negative impacts can last throughout their lifetime and ripple through a community for generations. Every year, Monterey County spends millions of public and private dollars on major economic and social problems that are a direct result of our children living in poverty; instability; entering kindergarten underprepared; and failing to graduate 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 and ecological factors that extend beyond the reach of a single organization or agency. Solutions require deep commitment and a shared vision for success.

This is the power and purpose of the Children's Council of Monterey County.

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, 2013 through June 30, 2014. 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 baseline to measure progress as our work moves forward. As such, the countywide and regional statics represented 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 youth.

Profile of Monterey County Children and Youth

What the data tells us:

- *Monterey County children are more likely to live in poverty when compared to children throughout the state.*
- *Monterey County has a higher percentage of English language learners and economically disadvantaged students compared to the state.*
- *The majority of Monterey County students are of Hispanic/Latino descent.*

Children Living In Poverty

REGION	PERCENTAGE
California	23.8%
Monterey County	28.2%

Source: U.S. Census Bureau, American Community Survey (Oct. 2013).

Children Living in Poverty by Ethnicity

REGION	SUBGROUP	PERCENTAGE
California	Latina/o	29.0%
	White	9.7%
	Asian American	12.2%
Monterey County	Latina/o	29.6%
	White	7.2%
	Asian American	6.5%

Source: U.S. Census Bureau, American Community Survey (Feb. 2013).

Student Demographics

STUDENT SUBGROUP	MONTEREY COUNTY	CALIFORNIA	PERCENTAGE DIFFERENCE
English Learners	41%	22.7%	+18.3%
Economically Disadvantaged*	69.1%	59.4%	+9.7%
Migrant Students	6.3%	1.1%	+5.2%

Source: California Dept. of Education, DataQuest, 2013-2014

*Based on Free and Reduced Lunch Program participation.

Student Enrollment By Ethnicity

STUDENT SUBGROUP	MONTEREY COUNTY	CALIFORNIA
African American	1.6%	6.2%
American Indian/Alaska Native	0.2%	0.6%
Asian	1.8%	8.7%
Filipino	1.9%	2.4%
Hispanic or Latino	76.8%	53.3%
Native Hawaiian or Pacific Islander	0.5%	0.5%
White	14.5%	25.0%
Two or more races	2.2%	2.7%
None reported	0.5%	0.6%

Source: California Dept. of Education DataQuest, Enrollment by Ethnicity 2013-2014.

Graduation Rates by Student Subgroup

STUDENT SUBGROUP	MONTEREY COUNTY	CALIFORNIA
All Students	80.0%	80.4%
African American	80.8%	68.1%
Asian	89.1%	91.6%
Filipino	87.3%	91.6%
Hispanic or Latino	78.1%	75.7%
White	85.2%	87.7%
English Learner	67.3%	63.1%
Students with Disabilities	59.2%	61.9%
Economically Disadvantaged	77.6%	74.8%
Migrant Education Students	75.6%	76.4%

Source: California Dept. of Education, DataQuest, 2012-2013.

Dropout Rates by Student Subgroup

STUDENT SUBGROUP	MONTEREY COUNTY	CALIFORNIA
All Students	10.4%	11.4%
African American	13.8%	19.7%
Asian	3.9%	4.6%
Filipino	4.2%	4.7%
Hispanic or Latino	11.1%	13.9%
White	8.6%	7.4%
English Learner	17.3%	21.6%
Students with Disabilities	14.0%	15.5%
Economically Disadvantaged	11.3%	14.5%
Migrant Education Students	13.4%	14.7%

Source: California Dept. of Education, DataQuest, 2012-2013.

Collective Impact Overview

Individual agencies and organizations cannot create the long-term solutions to entrenched social problems in isolation. The complex nature of large-scale social problems requires comprehensive solutions that bring together multiple sectors in a data-informed and coordinated fashion. Proven to be a powerful approach for tackling a wide range of issues in communities all over the world, collective impact has provided a framework for communities to tackle issues of education, healthcare, gang violence, homelessness, the environment and community development.

Unlike traditional collaboration and loose networks that are used for the exchange of information, collective impact requires the commitment of actors from different sectors to align under a common agenda for solving a specific social problem. The overarching framework of collective action was crystalized in 2011 by John Kania and Mark Kramer in the Stanford Social Innovation Review and has become a model that is being replicated throughout the world. At its core, Kania and Kramer's research found that there are five fundamental components that contribute to successful collective impact models:

Five Key Conditions of Collective Impact

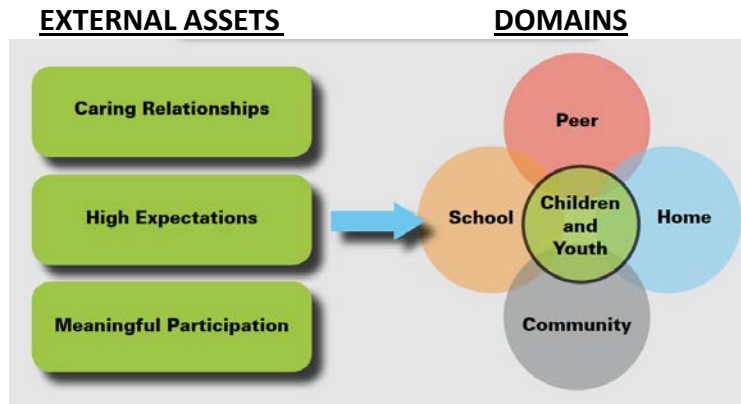
- **Common Agenda:** All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions
- **Shared Measurement:** Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable
- **Mutually Reinforcing Activities:** Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action
- **Continuous Communication:** Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and appreciate common motivation
- **Backbone Support:** Creating and managing Collective Impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.¹

Throughout Monterey County, community leaders, foundations, businesses, schools and universities are coming together to set in motion these new and innovative approaches to collaborating and solving problems using collective impact as a strategy for achieving large scale change. Through its supported initiatives, the Children's Council of Monterey County is fostering partnerships, collaboration and information sharing across many of these agencies and sectors to improve the reach and effectiveness of the actors involved and ultimately have an impact on the success and welfare of youth in Monterey County.

¹ John Kania and Mark Kramer, "Collective Impact", *Stanford Social Innovation Review*, Winter (2011): 36.

About All Kids, Our Kids

All Kids, Our Kids is 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 *opportunities for meaningful 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).



Child and Youth Development Data

Young people need supportive relationships *inside* and *outside* of school in order to reach their full potential. Schools and communities must work together to establish a common language framework and approach to support their children and youth. The following charts compare percentage of youth experiencing caring relationships, high expectations and opportunities for meaningful participation in two domains, school and community, from 2009-2011 in grades 7, 9 and 11 for Monterey County. Data is available through the California Healthy Kids Survey. Future data analysis will provide communities with local data on three external assets in two additional domains: peer and home.

EXTERNAL ASSETS	DOMAINS ²					
	SCHOOL			COMMUNITY		
	7th	9th	11th	7th	9th	11th
Caring Relationships	32%	30%	36%	60%	58%	61%
High Expectations	52%	46%	45%	63%	59%	61%
Opportunities for Meaningful Participations	12%	11%	15%	37%	39%	42%

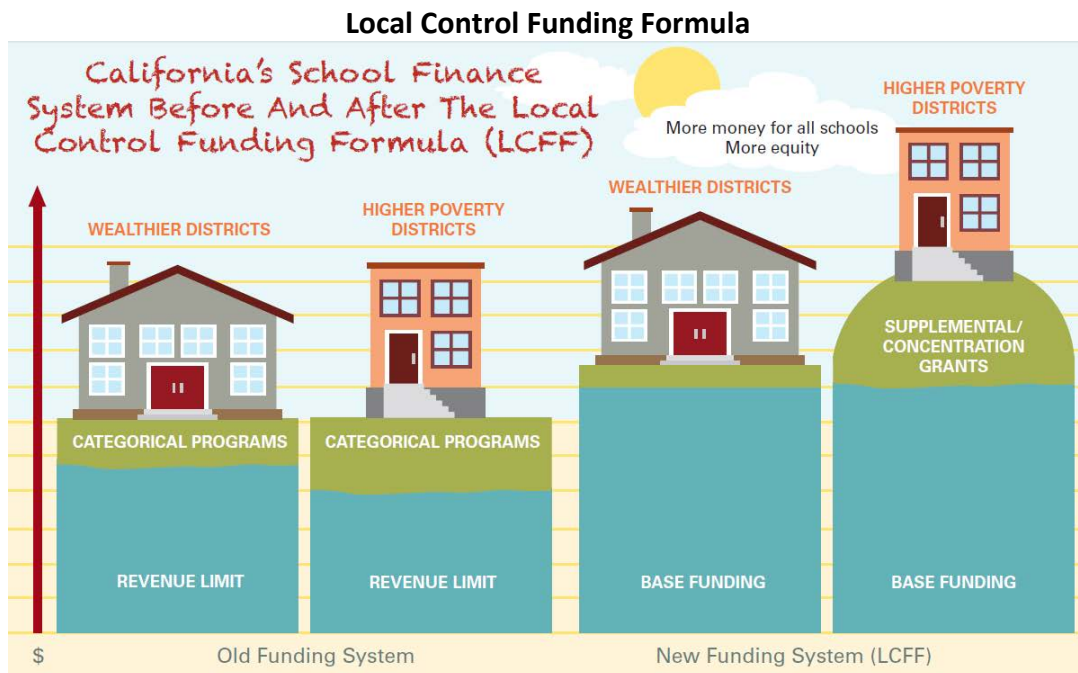
² Data derived from the Monterey County California Healthy Kids Survey Report from 2009-2011. County-wide data from the 2011-2014 school years is unavailable due to a technical difficulties experienced by West Ed, a nonprofit organization that administers the CHKS. It is anticipated that updated data will be released in Spring 2015.

Policies for Success

Recent changes to federal, state and local education policy have created unprecedented opportunities to build more positive, safe and equitable school communities for all children and youth:

- Federal initiatives have prioritized school climate and culture in policy and funding opportunities through the President's *The Time is Now Initiative*.
- California's Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) gives our county's high needs districts and school communities more funding and authority over how funds are spent.

These policies mandate that students and families are engaged in every step of the district's planning and implementation processes. All Kids, *Our Kids* has benefitted tremendously from these systemic shifts. The diagrams below depict the California's funding structure and eight state education priorities.



Source: The Education Trust West: What you need to know about the Local Control Funding Formula

Eight State Education Priorities



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 strategic plans and provide support and training to local communities in providing supportive, safe and equitable environments for all children and youth.

County Leadership Team

The All Kids, *Our Kids* County Leadership Team is a cross sector-working group consisting of members from juvenile justice, education, mental health, nonprofits and other county and city agencies. The team is working together to refine a strategic plan, developing effective cross-sector partnerships, garnering resources and providing training to schools and communities on effective systems change process for creating environments for children and youth including Positive Behavioral Interventions and Supports (PBIS) and restorative practices. The County Leadership Team connects Monterey County to regional, state and national technical assistance providers and initiatives including the National PBIS Technical Assistance and the National Forum to Prevent Youth Violence.

District, Community and School Leadership Teams

All Kids, *Our Kids* is building effective leadership teams at community, district and school sites to build local capacity for systems change. Leadership teams play a crucial role in the work by allocating funding, assuring visibility, providing political support and developing policies that encourage systems change. These teams also assure that the initiative is rooted in the local cultural context and shaped by local school communities themselves.

2013-2014 Accomplishments and 2014-2015 Goals

Objective	Accomplishments 2013-2014	Goals 2014-2015
Building Leadership Capacity	<p>Developed a strategic plan for funding, capacity building, and evaluation.</p> <p>Established a county-wide leadership team and school-community implementation teams.</p> <p>Garnered \$2.8 million in federal funding to support</p>	<p>Provide data systems training to school communities throughout Monterey County.</p> <p>MOUs outlining commitments for participation between County, City, School District and Community partners to assure long term sustainability.</p> <p>Continue developing a local pool of trainers and consultants.</p>
Expand Training Services to Build Capacity for Systems Change	<p>Provided training in multi-tiered systems of support to the three largest school districts in the City of Salinas, reaching 82% of the city's student population.</p> <p>Launched a South Monterey County PBIS cohort.</p> <p>Provide PBIS training and technical assistance to North Monterey County community collaborative.</p>	<p>Provide training in Positive Behavior Interventions and Supports (PBIS) Tier 2 to City of Salinas schools and South Monterey County, North Monterey County and the Monterey Peninsula.</p> <p>Develop and adopt effective policies at the county, city and district to sustain commitment to work.</p>
Integration and alignment with existing initiatives	<p>All Kids, <i>Our Kids</i> indicators and structure is embedded in existing youth violence prevention initiatives including 4 Cities, 4 Peace and the Community Alliance for Safety and Peace.</p> <p>Baseline data on key indicators is collected.</p>	<p>Develop integrated restorative justice and PBIS trainings and implementation plans.</p> <p>Engage the juvenile justice system in PBIS implementation.</p> <p>Develop policies and programs with the Community Restorative Justice Commission.</p>

Early Childhood Development Initiative

About the Early Childhood Development Initiative (ECDI)

When children experience positive environments inside and outside 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. Also, investing in children early 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 the Early Childhood Development Initiative (ECDI) in September 2012 to encourage the implementation of a countywide strategic vision, road map and action plan in an effort to focus and maximize resources supporting children. The work of ECDI is one of the pathways within California State University Monterey Bay’s (CSUMB) Cradle to Career Initiative, striving to ensure every child is supported inside and outside of school in order to enter a career and maximize their potential. Both ECDI and the Cradle to Career Initiative utilize a Collective Impact approach to improving Monterey County.

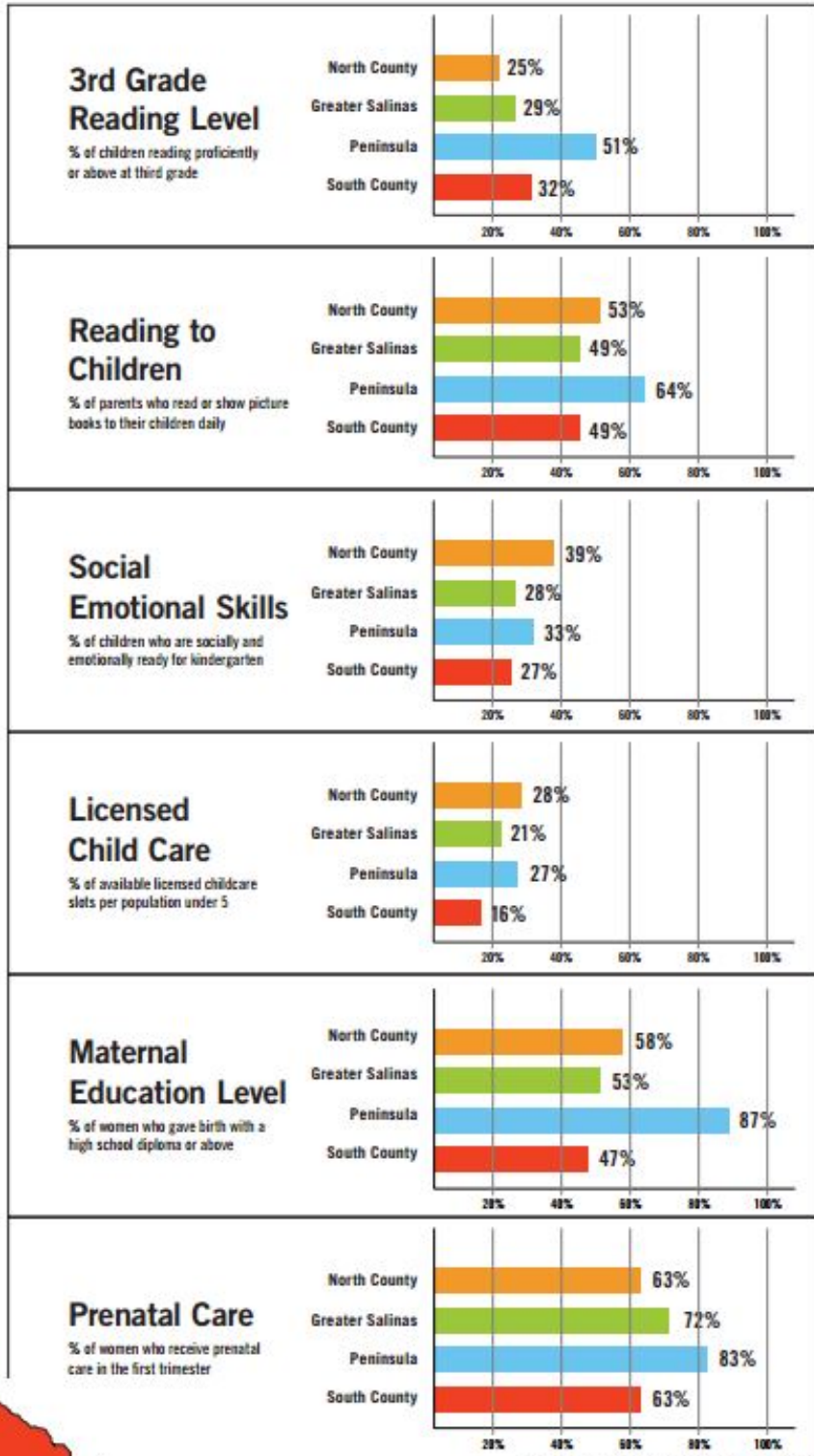
ECDI is concentrating its efforts on improving six indicators of early childhood development in Monterey County. Below are the countywide statistics and the regional and local statistics for each indicator.

INDICATOR	MONTEREY COUNTY STATISTICS
3rd Grade Reading Level	Only 33% of 3rd grade children are reading at 3rd grade level
Reading to Children	Only half of parents with children entering kindergarten READ or show picture books daily
Social Emotional Skills	Only 24% of children are READY for kindergarten
Licensed Childcare	Available ONLY for 20% of children and 5% of infants with parents in the workforce
Maternal Education Level	38% of mothers have LESS than a high school education
Prenatal Care	27% of mothers received LATE or NO prenatal care

Early Childhood Development Initiative

REGIONAL DATA

MONTEREY COUNTY



SOURCE: MONTEREY CHILDREN'S COUNCIL ANNUAL REPORT, 2013

NORTH COUNTY

Reading to Children



% of children whose parents read or show picture books to them daily

Social Emotional Skills



% of children who are socially and emotionally ready for kindergarten

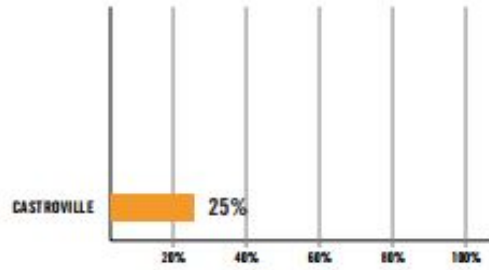
Zip Codes

95004
95012
95039
95076



3rd Grade Reading Level

% of children reading proficiently or above at third grade



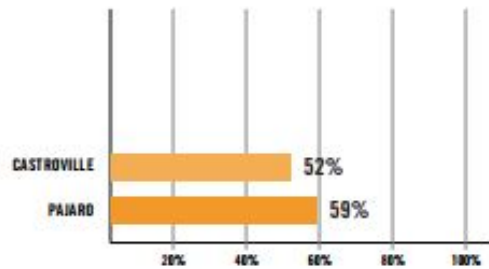
Licensed Child Care

% of available licensed childcare slots per population under 5



Maternal Education Level

% of women who gave birth with a high school diploma or above



Prenatal Care

% of women who receive prenatal care in the first trimester



SOURCE: MONTEREY CHILDREN'S COUNCIL ANNUAL REPORT, 2013

PENINSULA

Reading to Children



% of children whose parents read or show picture books to them daily

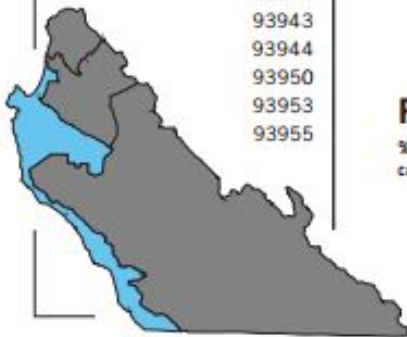
Social Emotional Skills



% of children who are socially and emotionally ready for kindergarten

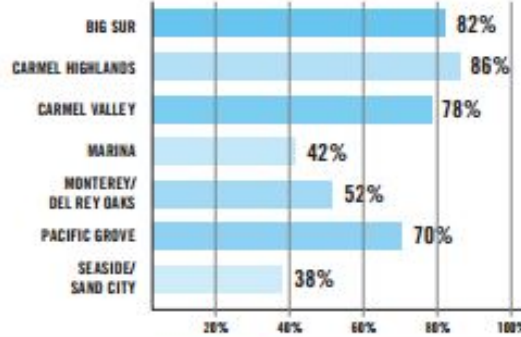
Zip Codes

- 93920
- 93921
- 93922
- 93923
- 93924
- 93933
- 93940
- 93942
- 93943
- 93944
- 93950
- 93953
- 93955



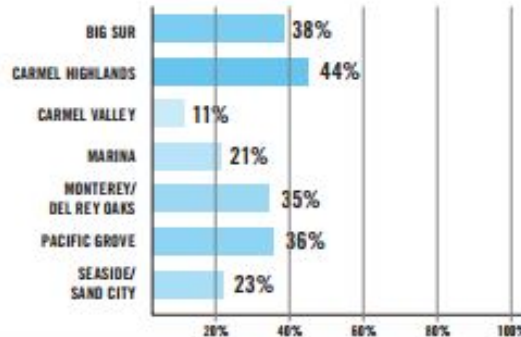
3rd Grade Reading Level

% of children reading proficiently or above at third grade



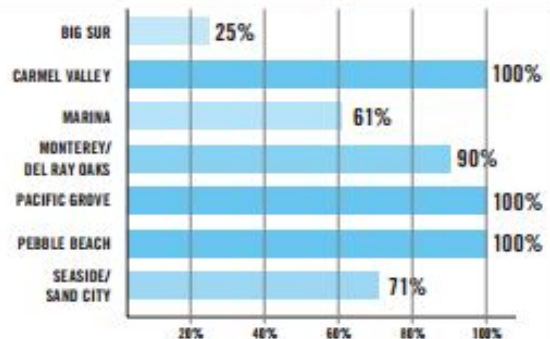
Licensed Child Care

% of available licensed childcare slots per population under 5



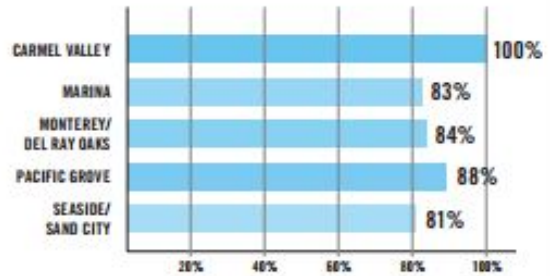
Maternal Education Level

% of women who gave birth with a high school diploma or above



Prenatal Care

% of women who receive prenatal care in the first trimester



SOURCE: MONTEREY CHILDREN'S COUNCIL ANNUAL REPORT, 2013

GREATER SALINAS

Reading to Children



% of children whose parents read or show picture books to them daily

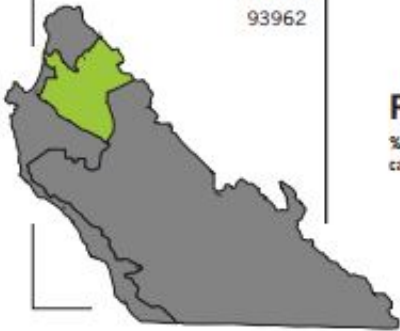
Social Emotional Skills



% of children who are socially and emotionally ready for kindergarten

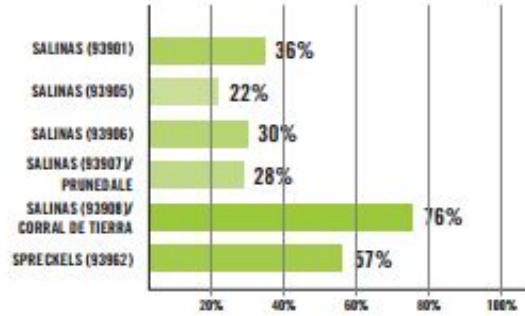
Zip Codes

93901
93902
93905
93906
93907
93908
93912
93915
93962



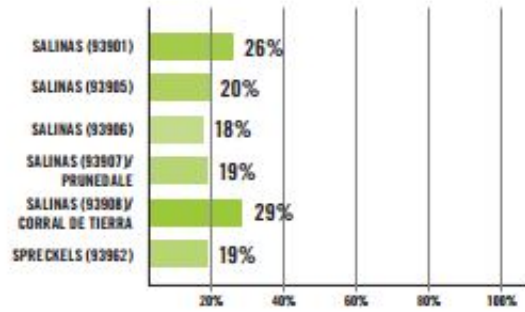
3rd Grade Reading Level

% of children reading proficiently or above at third grade



Licensed Child Care

% of available licensed childcare slots per population under 5



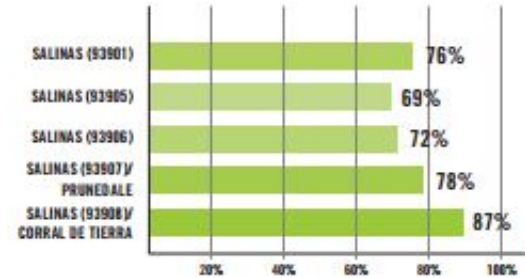
Maternal Education Level

% of women who gave birth with a high school diploma or above



Prenatal Care

% of women who receive prenatal care in the first trimester



SOURCE: MONTEREY CHILDREN'S COUNCIL ANNUAL REPORT, 2013

SOUTH COUNTY

Reading to Children



% of children whose parents read or show picture books to them daily

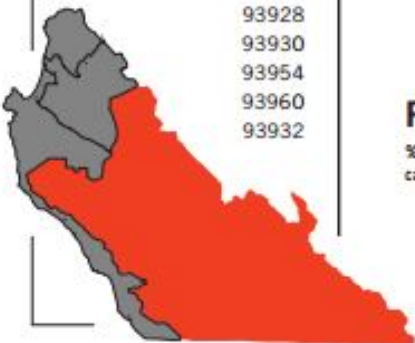
Social Emotional Skills



% of children who are socially and emotionally ready for kindergarten

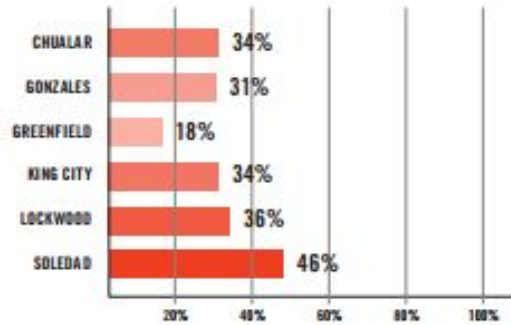
Zip Codes

- 93426
- 93450
- 93451
- 93925
- 93926
- 93927
- 93928
- 93930
- 93954
- 93960
- 93932



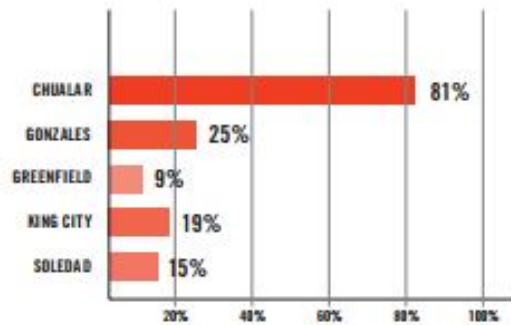
3rd Grade Reading Level

% of children reading proficiently or above at third grade



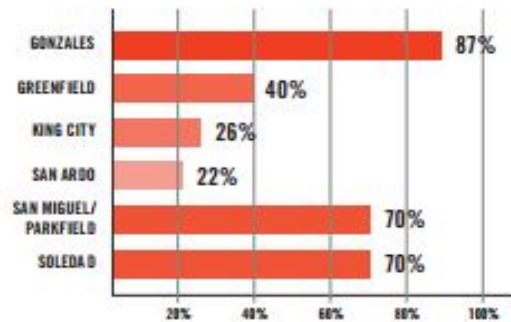
Licensed Child Care

% of available licensed childcare slots per population under 5



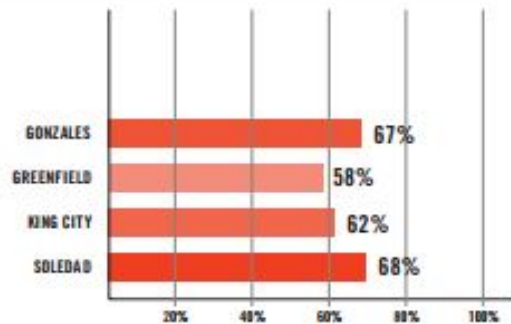
Maternal Education Level

% of women who gave birth with a high school diploma or above



Prenatal Care

% of women who receive prenatal care in the first trimester



SOURCE: MONTEREY CHILDREN'S COUNCIL ANNUAL REPORT, 2013

Community feedback

During 2013-2014, ECDI has focused on research, outreach and capacity building throughout Monterey County. There were 14 regional meetings held throughout Monterey County to capture feedback from residents who are working to change the state of early childhood development. There were also sessions held throughout the county to hear from transitional kindergarten through 3rd grade teachers. Several cross-cutting themes emerged emphasizing the importance of: including broad stakeholder input and engaging those that have traditionally not been included; establishment of systems to support information sharing; deep collaborative work to minimize competition and maximize resources; being unified and focused around common goals, visions and messages; and expanding knowledge and advocacy around early childhood development to support systems and policy changes.

ECDI Community Capacity Building

Based on the community discussions and the collective impact framework, when communities maximize assets and work together the greatest impact will be achieved. ECDI will support the development of county-wide advocates and local communities through capacity building such as, meeting facilitation, data analysis, communication and advocacy geared to advance community work.

There are numerous ways for people to stay engaged and participate in the initiative. For instance, residents are invited to participate in a Policy Advocacy Network that will include trainings and opportunities to advocate with elected officials and policy makers at the local, state and national level.

Communities that are interested in receiving assistance to maximize services and develop a community plan for early childhood development were invited to form a Collaborative Action Team. The Collaborative Action Teams that fall within geographic areas that have the greatest need were eligible for additional support. Those areas included: North Monterey, County, Salinas, Seaside, and South County.

2013-2014 Accomplishments and 2014-2015 Goals

Objective	Accomplishments 2013-2014	Goals 2014-2015
Research and Assessment	<p>Completed data disaggregation of the ECDI indicators countywide.</p> <p>Developed structure and framework for community opportunities and commitments.</p> <p>Investigated and created structure for Policy and Advocacy Network.</p> <p>Designed ECDI participation and commitment documents.</p> <p>Consulted with STRIVE Together to ensure coordination and alignment with CSUMB’s Cradle to Career Initiative.</p>	<p>Create structure for Continuous Improvement Coach</p> <p>Design Collaborative Action Team supporting structure</p>
Outreach	<p>Developed outreach materials for public distribution.</p> <p>Developed outreach plan to ensure community involvement for regional meetings.</p> <p>Hired staff members to implement ECDI.</p> <p>Formed partnerships with individuals and organizations to leverage existing resources.</p> <p>Presented informational sessions to specific populations for feedback (i.e.: faith community, teachers, elected officials, etc.).</p> <p>Held 14 meetings in 4 regions throughout the county to identify cross-sector collaborative action</p>	<p>Strategize media campaign for early childhood development awareness.</p> <p>Engage unrepresented and underrepresented community groups to participate in the ECDI process.</p> <p>Present informational sessions on ECDI to various stakeholders.</p>

	<p>teams, and receive feedback on strengths, challenges, and needs of communities for the ECDI process.</p>	
<p>Capacity Building</p>	<p>Built Backbone capacity to implement the Collective Impact approach.</p> <p>Researched local community asset mapping needs and providers.</p> <p>Collaborated on the design and implementation of the Countywide Collective Impact Learning Community.</p> <p>Began researching common data measurement systems.</p>	<p>Prepare and conduct local community asset mapping in communities with Collaborative Action Teams.</p> <p>Research, identify and train on data measurement systems, where necessary.</p> <p>Strategize alignment of collective impact approaches throughout Monterey County.</p> <p>Explore partnerships with individuals and organizations to leverage existing resources.</p> <p>Support the formation of Collaborative Action Teams around the county</p> <p>Assist Collaborative Action Teams to create a local ECDI action plan</p>
<p>Implementing, Improving and Expanding (new for 2014-2015)</p>		<p>Implement Policy Advocacy Network.</p> <p>Conduct Request for Engagement process through the Monterey County Children's Council to identify the Collaborative Action Teams.</p> <p>Support Collaborative Action Teams in the implementation of their action plans.</p> <p>Develop communication tools for use by ECDI and Collaborative Action teams</p>

Providing a Continuum of Support from Cradle to Career

The **Cradle to Career Education Partnership** led by California State University Monterey Bay (CSUMB) and supported by the Children’s Council, was launched in 2014. This initiative seeks to improve student outcomes for children and youth in the Monterey County region in all segments of the educational continuum through broad community collaboratives engaged in social innovation and change. Using collective impact methodologies, the partnership will convene a variety of cross-sector roundtables to cultivate improvements in key learning and developmental milestones for children and youth.

The Children’s Council sponsored the creation of this Cradle to Career Education Partnership and will serve as on-going partner moving forward. Further, the Early Childhood Development Initiative already serves to meet the needs of the earliest chapters of the Cradle to Career Continuum so these two initiatives will become linked moving forward. Initial goals for the Community Partnership during 2014-15 include the formation of a shared community vision for the expanded Cradle to Career initiative, the benchmarking of target student outcomes for improvement, and the convening of cross-sector leadership and roundtable groups chartered with the discovery, sponsorship and deployment of solution sets that improve student outcomes.

2013-2014 Members

Mary Adams	United Way of Monterey County	Member
Jayanti Addleman	Monterey County Free Libraries	Member
Berenice Astengo	Monterey County Free Libraries	Alternate
Yuri Anderson	United Way of Monterey County	Alternate
Dan Baldwin	Community Foundation for Monterey County	Member
Valerie Barnes	Child Abuse Prevention Council	Member
Fabian Barrera	Sheriff	Alternate
Colleen Beye	Board of Supervisors, District 4	Alternate
Catherine Brennan	Public Defender	Alternate
Ray Bullick	Health Department	Member
Judge Robert Burlison	Superior Court - Juvenile	Member
Valerie Catania	Community Human Services	Alternate
Wayne Clark	Health Department	Member
Meg Clovis	Parks and Recreation	Alternate
Annette Cutino	County Counsel	Alternate
Julie Drezner	Community Foundation for Monterey County	Alternate
Larry Drury	Child Care Planning Council	Member
James Egar	Public Defender	Member
Mike Ferry	Parks and Recreation	Member
Dean Flippo	District Attorney	Member
Jean Goebel	Housing Authority of Monterey County	Member
Jody Hansen	Monterey Peninsula Chamber of Commerce	Member
Stephanie Hulsey	District Attorney	Alternate
Nancy Kotowski	Monterey County Office of Education	Member
David Maradei	Child Abuse Prevention Council	Alternate
Robin McCrae	Community Human Services	Member
Charles McKee	County Counsel	Member
Scott Miller	Sheriff	Member
Elizabeth Modena	Gonzales Unified School District	Member
Jane Parker	Board of Supervisors, District 4	Member
Manuel Real, Vice Chair	Monterey County Department of Probation	Member
Elliott Robinson, Chair	Department of Social Services	Member
Francine Rodd	First 5 Monterey County	Member
Theresa Rouse	King City Unified School District	Alternate
Joni Ruelaz	Housing Authority of Monterey County	Alternate
Sid Smith	Health Department	Alternate
Robert Taniguchi	Department of Social Services	Member
Anne Wheelis	Monterey County Office of Education	Alternate
Kari Yeater	North Monterey County Unified School District	Member