



MONTEREY COUNTY  
**CHILDREN'S COUNCIL**



**Report to the Community**  
**2017-2018**

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## Vision, Mission and Guiding Principles

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### 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 Chair

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Honorable Board of Supervisors and Monterey County residents,

The Monterey County Children's Council is pleased to present its 2017-18 Annual Report. The Children's Council membership includes the executive leaders from major public, private, and non-profit sectors of the County whose agencies and organizations serve children and youth in a wide variety of ways. Children's Council members meet monthly to coordinate cross-sector work focused on addressing systemic issues that are impacting the health, education, and well-being of children and youth throughout Monterey County.

The report details the data which provide an understanding of the status of children and youth in Monterey County and provide a context for focusing the work that needs to be done to improve the conditions and success of our children and youth. Using the data, in 2017-18 Children's Council continued to focus on early childhood development and youth development through two established countywide initiatives: *Bright Beginnings* and *Bright Future Cradle to Career*.

*Bright Beginnings* established the first early childhood development strategic plan that was collaboratively launched in 2017-18 and is detailed in the report. A summary of Bright Beginnings extensive work underway throughout the County is presented. In 2017-18 Children's Council established an initiative with *Bright Futures* focused on youth development to review various ways in which youth outcomes are measured. *Bright Futures* and Children's Council's collaboration resulted in a conceptual framework that can provide direction for future work and is presented in the report.

The report concludes with the historic record of previous Children's Council initiatives and areas of focus that have successfully impacted the health, education, and well-being of children and youth in Monterey County.

Our children and youth are our most precious resource and hope for the future. Underlying the 2017-18 Children's Council report is a call to action for all of us to prioritize the health, education, and well-being of our children and youth. Together we can ensure every child and youth in Monterey County thrives and is prepared for success.

Sincerely,

Nancy Kotowski, Chair, Monterey County Children's Council

## Introduction

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As a community, the greatest investment we can make is to ensure the success of 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 grow 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 purpose of this report is to provide the community with an update on the initiatives, goals and accomplishments of the Council from July 1, 2017 through June 30, 2018. The report also outlines previous initiatives that were incubated by the Council. 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 success and 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.

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. An example is the continued positive momentum of the *Bright Beginnings* initiative, which accomplished an important milestone this fiscal year with the launch the first countywide strategic plan for early childhood development, "Together, preparing every child for life and school".

Youth in Monterey report low levels of caring relationships with adults within their schools and communities. Opportunities for meaningful participation in school remain the lowest resiliency indicator. These data underscore the importance of schools and communities collaborating to build stronger, more resilient youth. For these reasons, the Monterey County Children's Council engaged with Bright Futures Initiative around *Goal 5: Youth Development*. Many of the organizations represented on the Children's Council deal with youth, so they were able to engage from the perspective of their individual agencies as well as from the perspective of the Council as a whole.

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.

## Profile of Monterey County Children & Youth

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### Overview

The data provided in this Children’s Council report are intended to provide a context for the well-being of our children in Monterey County. The data are not intended to show improvement that has occurred because of Children’s Council’s efforts.

There are approximately 114,000 children under 18 living in Monterey County. That is 26.4% of the population<sup>1</sup>. Of them, 21.6% live in poverty<sup>2</sup>. For 18 to 24 year olds, 17%<sup>3</sup> live in poverty.



For children under six, 96.8% have health insurance. For six to 18 year olds, 98.3% have health insurance and for 19 to 25 year olds 86.2% have insurance<sup>4</sup>.

### Demographics

Monterey County enrolled K-12 students represent a diversity of backgrounds. Socioeconomically Disadvantaged<sup>5</sup> students (74%) and Latinx<sup>6</sup> students (79%) make up the largest proportion of our students<sup>7</sup>. Of children under 5, 76% are Latinx, and of youth 18 to 24, 66% are Latinx<sup>8</sup>.

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<sup>1</sup> American Community Survey 2017 5-year estimate Table DP05

<sup>2</sup> American Community Survey 2017 5-year estimate Table DP03

<sup>3</sup> American Community Survey 2017 5-year estimate Table B17001

<sup>4</sup> American Community Survey 2017 1-year estimate Table S2701

<sup>5</sup> Socioeconomically Disadvantaged students are defined by the 2018 California School Dashboard Technical Guide FINAL VERSION: 2018–19 School Year as: students that are migrant, foster, homeless at any time during the academic year, eligible for Free or Reduced-Priced Meal (FRPM) Program (also known as the National School Lunch Program), or had direct certification for FRPM at any time during the academic year at the testing school, or the students’ parents’ education level is marked as “both parents did not received a high school diploma” at the time of testing.

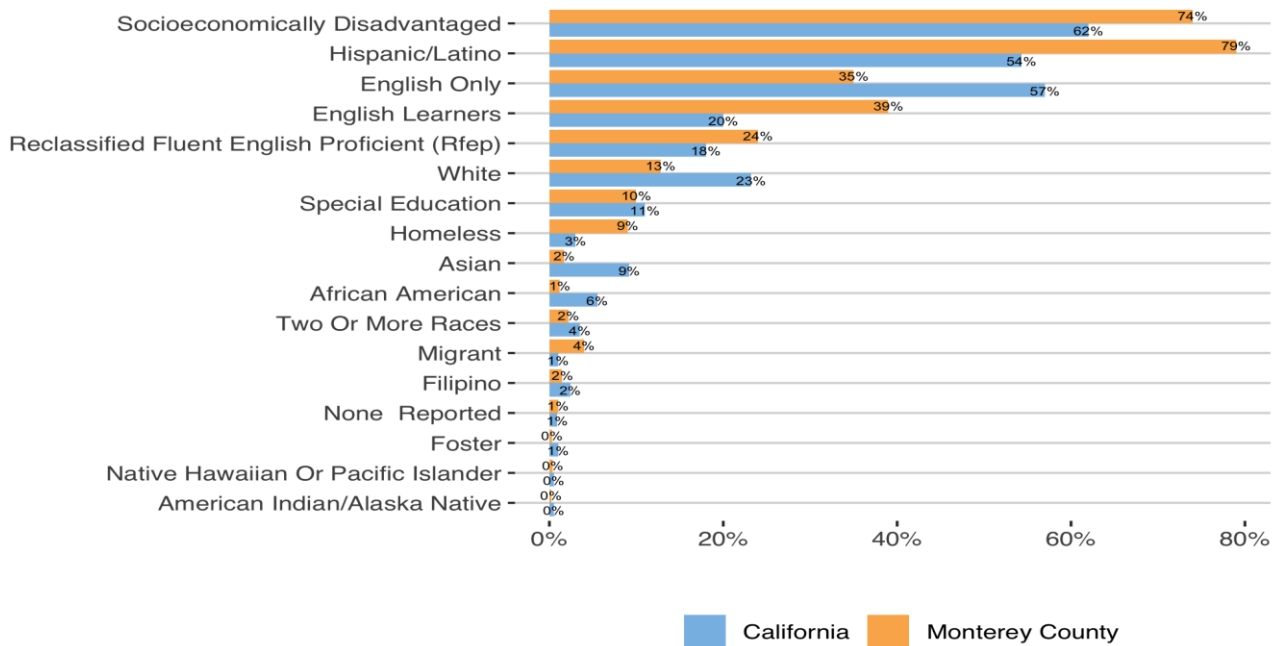
<sup>6</sup> Different data sources use different terms to identify individuals in racial or ethnic categories. For sake of consistency, the term Latinx is used in this report.

<sup>7</sup> Dataquest County Level Enrollment 2017-18

<sup>8</sup> American Community Survey 2017 5-year estimate Table B01001I



Figure 1: K-12 Student Demographics



Source: Dataquest County Level Enrollment 2017-18

Enrollment in licensed early care and education is lower than state averages, with 32.5% of working families with children ages zero to five having access<sup>9</sup>. About 54% of three to five year-olds in the county are enrolled in preschool or kindergarten, compared to 61% statewide<sup>10</sup>.

<sup>9</sup> Calculated by F5MC by dividing the total number of spaces in licensed child care centers and family child care homes (10,352 in 2014; California Child Care Resource and Referral Network, California Child Care Portfolio, 2015) by the number of children under six years of age living with one or both parents, with one or both of their parents in the labor force (32,410 in 2014; U.S. Census, American Community Survey, 2014 1-year estimate).

<sup>10</sup> Kidsdata, Children Ages 3-5 Not Enrolled in Preschool or Kindergarten (Regions of 10,000 Residents or More) <https://www.kidsdata.org/topic/785/no-preschool10/table#fmt=1200&loc=320,2&tf=90&sortType=asc>





There were 8,882 migrant students in 2017-18 in Monterey County. This is 11.4% of enrolled students compared with 1.4% for California<sup>11</sup>. A child is considered “migratory” if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. A “qualifying” move can range from moving from one residence to another or across school district boundaries due to economic necessity<sup>12</sup>. Monterey County has the second largest migrant program in the state.

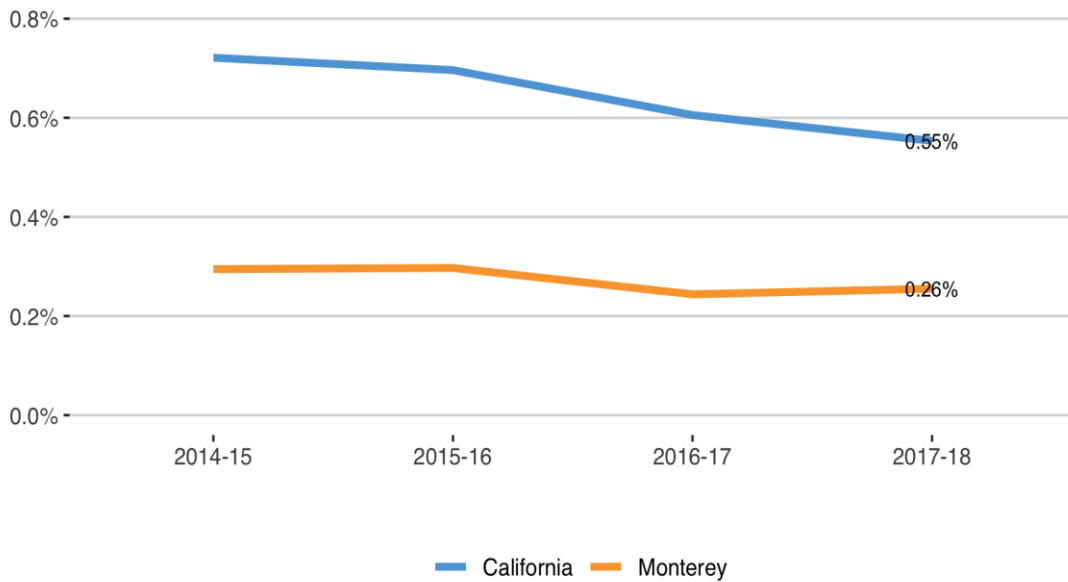
Looking at Foster Youth, the figure below shows that while the rate for California has gone down over the past four years it is still more than double the rate in Monterey County. The rate for Monterey County has remained relatively flat. There were 199 identified foster youth enrolled in 2017-18. While a small number of students, this important group has the lowest graduation rate for Monterey County.

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<sup>11</sup> Migrant Student Information Network through West Ed

<sup>12</sup> Overview of Migrant Education in California <https://www.cde.ca.gov/sp/me/mt/overview.asp>

Figure 2: Rates Foster Children in K-12 School Over Time



Source: Dataquest County Level Enrollment

The percentage of enrolled students who are living in housing-insecure or homeless situations doubled between 2014-15 and 2015-16 and has remained steady since then according to DataQuest. Monterey County's rate for housing-insecure students is more than double that of California. The number of housing-insecure or homeless students in 2016-17 was 9,041 and in 2017-18 it was 8,049<sup>13</sup>. These numbers are larger than what is reported in Dataquest (6764 in 2017-18) and furthermore it is suspected that the available data still may underreport the total number of students who meet the McKinney-Vento definition of homelessness. For McKinney-Vento, students who lack a fixed, regular and adequate nighttime residence includes:

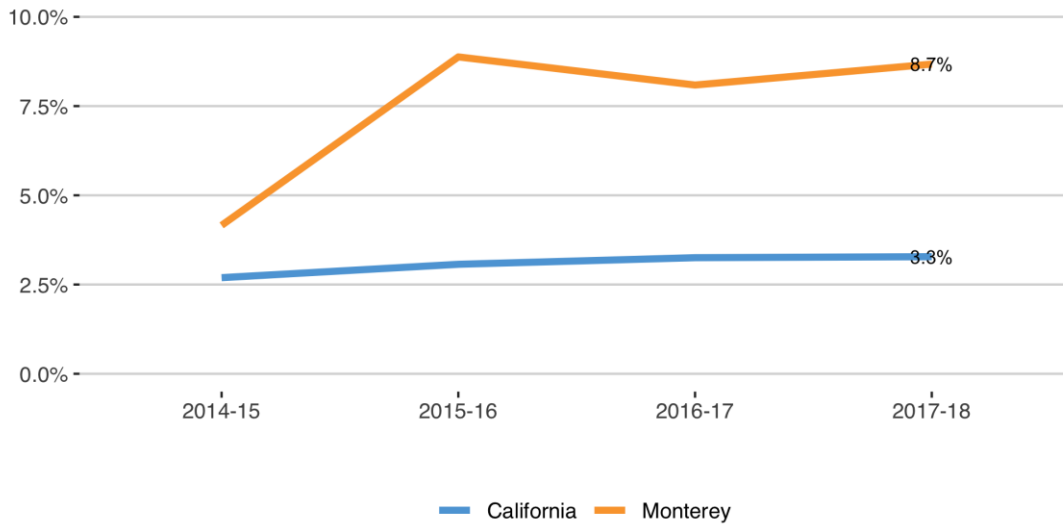
- Shared housing due to loss of housing or economic hardships
- Living in cars, parks, substandard housing, hotels or motels
- Primary nighttime residence is a public or private place not designed for regular sleeping accommodations for a human being
- Unaccompanied Minors (children & youth under 18, not in the physical custody of a parent or court-appointed guardian)

According to the Monterey County Homeless Census Point-in-Time Report, among the homeless population in Monterey County, approximately 13% of homeless individuals or 598 people are under the age of 25<sup>14</sup>.

<sup>13</sup> California Department of Education via Monterey County Student Services McKinney-Vento Coordinator

<sup>14</sup> Monterey County Homeless Census Report, page 20-21.

Figure 3: Rates Homeless K-12 Students Over Time



Source: Dataquest County Level Enrollment

### Kindergarten Readiness

In 2015, 21% of kindergartners had comprehensive mastery at kindergarten entry. Comprehensive mastery indicates that a child is well-prepared to enter kindergarten across all four developmental domains assessed by teachers using the Desired Results Developmental Profile–School Readiness (DRDP–SR). Teachers rated children’s competency on each item of the DRDP–SR using the following five-point scale: (1) Exploring, (2) Developing, (3) Building, (4) Integrating, and (5) Applying. Scores of (4) Integrating and (5) Applying indicate mastery of that item. The term comprehensive mastery is used to identify children with an average score of 4 or above across all items in the DRDP–SR excluding the English Language Development domain<sup>15</sup>.

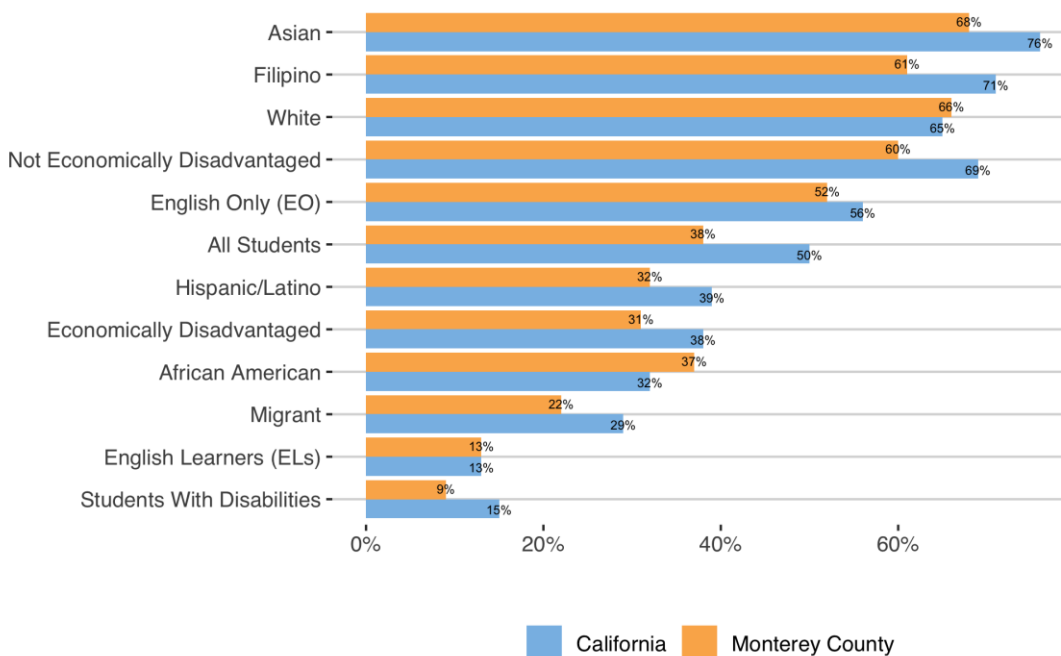
### CAASPP Scores

The California Assessment of Student Performance and Progress (CAASPP) System shows both academic successes and disparities that exist in our county. African Americans in Monterey County are achieving standards on both ELA and Math tests at greater rates than California as a whole. White students in Monterey County are also achieving standards on ELA tests at greater rates than California. However, almost all subpopulations as defined by race or other demographic category in Monterey County are achieving standards at lower rates than that same subpopulation in California<sup>16</sup>.

<sup>15</sup> Nurturing Success: A Portrait of Kindergarten Readiness in Monterey County. First 5 Monterey County and Harder+Co.

<sup>16</sup> CAASPP Smarter Balance Assessments

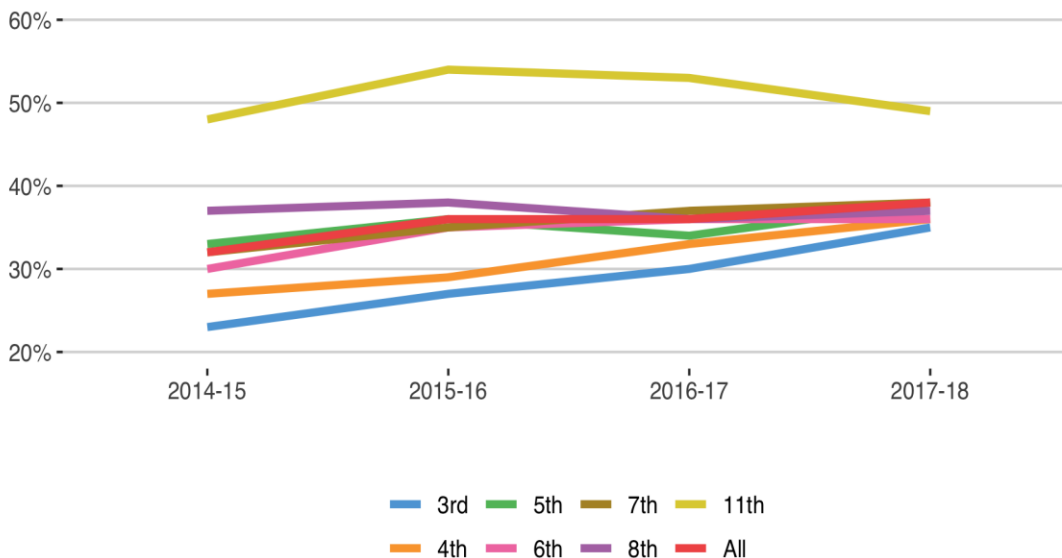
Figure 4: Percent of Students Meeting or Exceeding Standard for 2018 CAASPP ELA



Source: CAASPP Smarter Balance Assessments

Looking over time, most grades and subgroups have continued to improve annually on both the ELA and Math CAASPP tests. The below charts and data tables show changes since 2014-15 when CAASPP was first implemented.

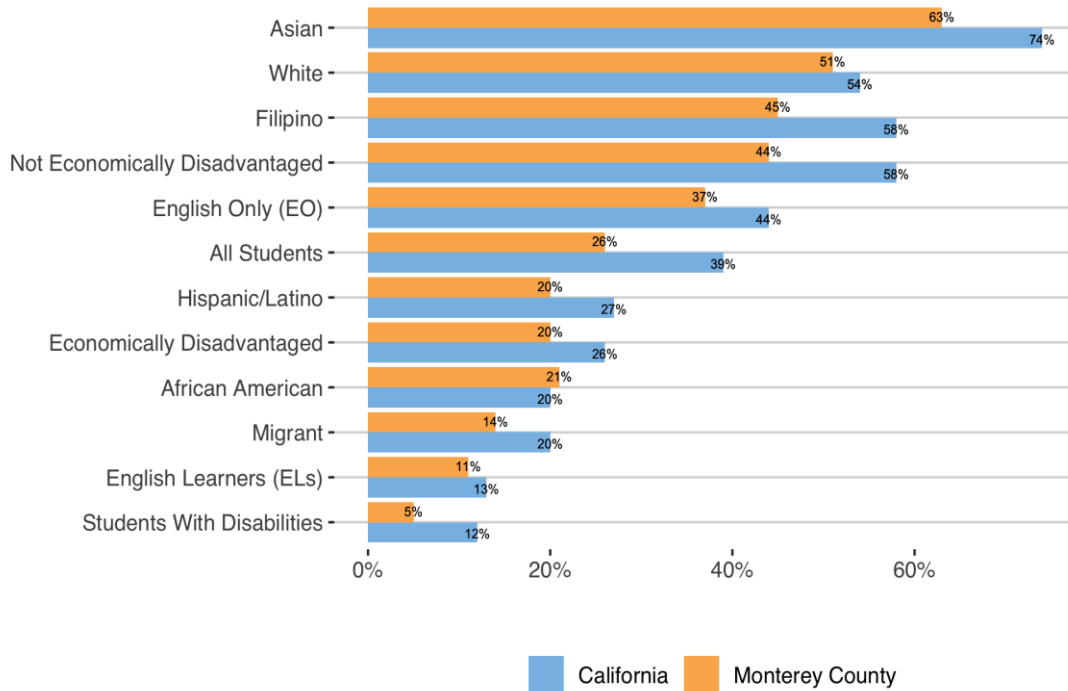
Figure 5: Percent of Students Meeting or Exceeding Standard for CAASPP ELA by Grade Level Over Time for Monterey County



Source: CAASPP Smarter Balance Assessments

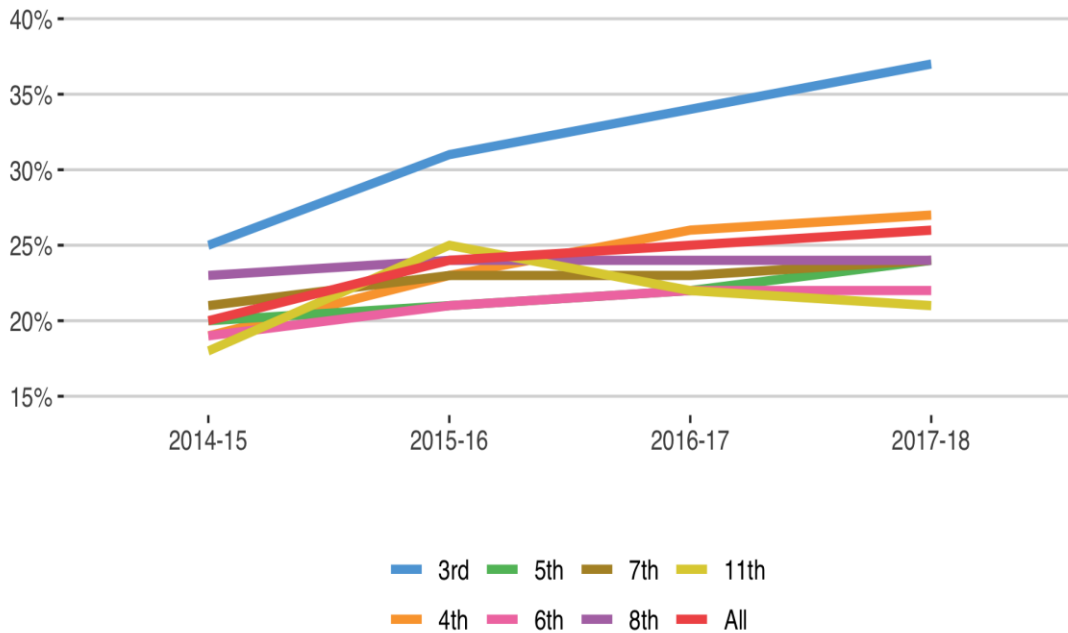
Subgroup	Geo	English Language Arts			
		2014-15	2015-16	2016-17	2017-18
All Students	Monterey County	32%	36%	36%	38%
	California	44%	49%	49%	50%
African American	Monterey County	32%	36%	34%	37%
	California	28%	31%	31%	32%
Asian	Monterey County	61%	65%	65%	68%
	California	72%	75%	76%	76%
Filipino	Monterey County	58%	62%	61%	61%
	California	65%	70%	70%	71%
Hispanic/Latino	Monterey County	25%	29%	30%	32%
	California	32%	37%	37%	39%
White	Monterey County	61%	64%	64%	66%
	California	61%	64%	64%	65%
Economically Disadvantaged	Monterey County	23%	27%	29%	31%
	California	31%	35%	36%	38%
Not Economically Disadvantaged	Monterey County	57%	61%	60%	60%
	California	64%	69%	68%	69%
English Learners (ELs)	Monterey County	7%	8%	9%	13%
	California	11%	13%	12%	13%
English Only (EO)	Monterey County	47%	50%	50%	52%
	California	51%	55%	54%	56%
Migrant	Monterey County	16%	19%	21%	22%
	California	21%	24%	26%	29%
Students With Disabilities	Monterey County	7%	9%	8%	9%
	California	12%	13%	14%	15%

Figure 6: Percent of Students Meeting or Exceeding Standard for 2018 CAASPP Math



Source: CAASPP Smarter Balance Assessments

Figure 7: Percent of Students Meeting or Exceeding Standard for CAASPP Math by Grade Level Over Time for Monterey County



Source: CAASPP Smarter Balance Assessments

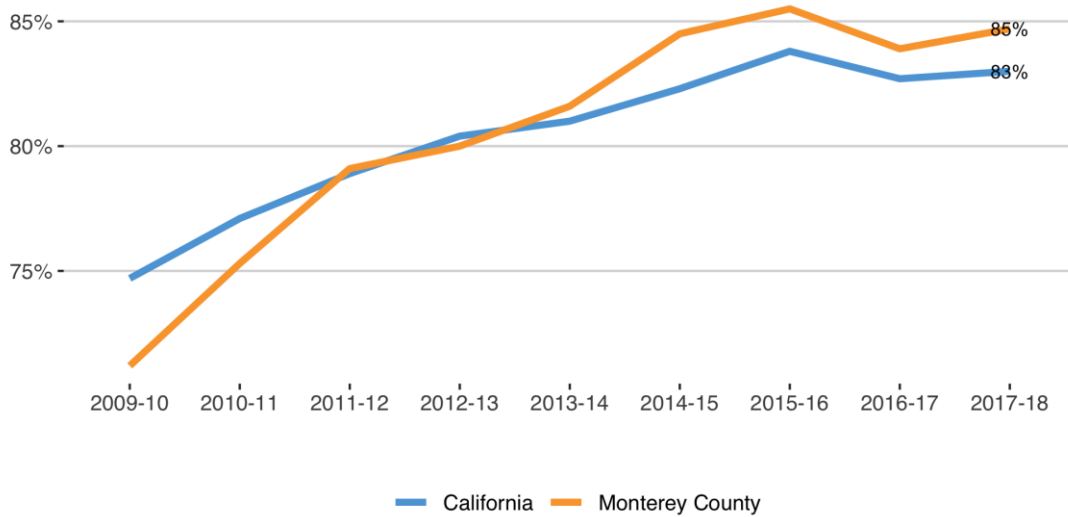
Subgroup	Geo	Math			
		2014-15	2015-16	2016-17	2017-18
All Students	Monterey County	20%	24%	25%	26%
	California	33%	37%	38%	39%
African American	Monterey County	16%	18%	18%	21%
	California	16%	18%	19%	20%
Asian	Monterey County	53%	57%	57%	63%
	California	69%	72%	73%	74%
Filipino	Monterey County	40%	41%	44%	45%
	California	52%	57%	57%	58%
Hispanic/Latino	Monterey County	15%	18%	19%	20%
	California	21%	24%	25%	27%
White	Monterey County	46%	50%	50%	51%
	California	49%	53%	53%	54%
Economically Disadvantaged	Monterey County	14%	17%	18%	20%
	California	21%	23%	25%	26%
Not Economically Disadvantaged	Monterey County	41%	45%	45%	44%
	California	53%	58%	57%	58%
English Learners (ELs)	Monterey County	6%	7%	8%	11%
	California	11%	12%	12%	13%
English Only (EO)	Monterey County	32%	35%	36%	37%
	California	39%	42%	43%	44%
Migrant	Monterey County	11%	14%	17%	14%
	California	14%	17%	19%	20%
Students With Disabilities	Monterey County	5%	6%	6%	5%
	California	9%	11%	11%	12%

## Graduation

Over the past decade, the percentage of students graduating has steadily risen and is a higher rate than California as a whole. Of graduates, 44.4% in Monterey County and 49.9% in California meet UC/CSU Requirements<sup>17</sup>.

<sup>17</sup> Dataquest County Level Four-Year Adjusted Cohort Graduation Rate

Figure 8: Graduation Rates Over Time



Source: Dataquest County Level Four-Year Adjusted Cohort Graduation Rate

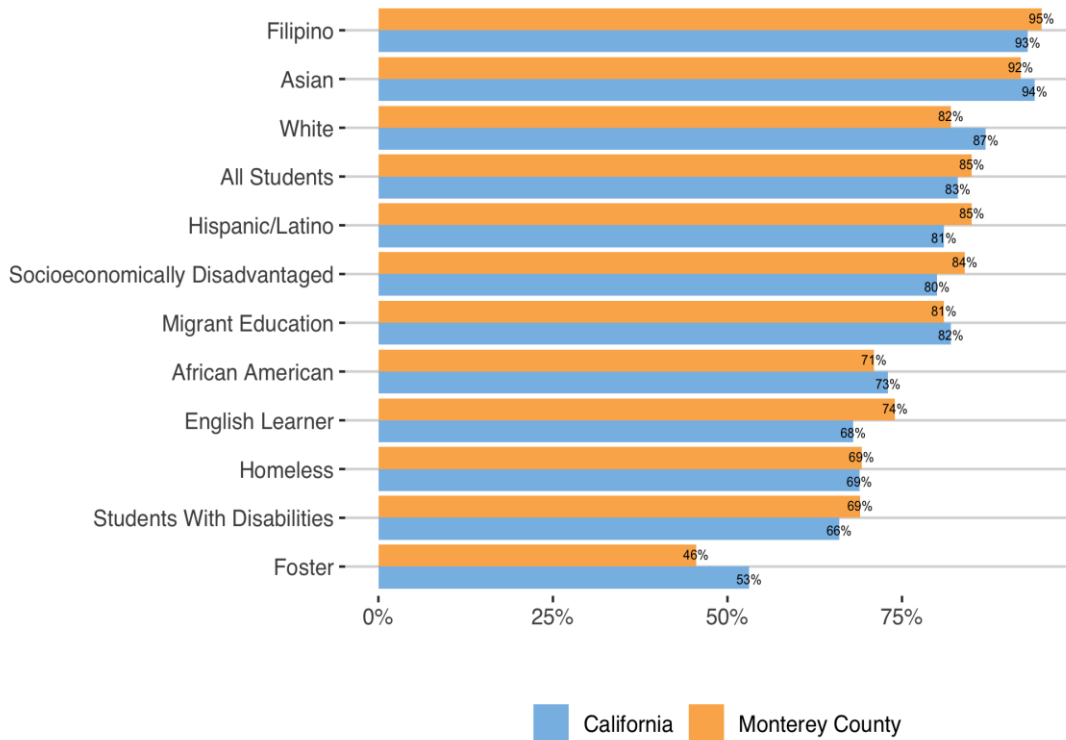


Looking at groups of students we see variance in the rates of graduation. For the most part, the patterns parallel California with Filipino and Asian students showing the highest graduation rates on average, while homeless students, English Learners and Students with Disabilities showing the lowest graduation rates on average. Nonetheless Monterey County's rates for English Learners and Students with Disabilities are higher than the rates for these groups in California. We also have higher rates for Latinx students and Socioeconomically disadvantaged students than California<sup>18</sup>.

<sup>18</sup> Dataquest County Level Four-Year Adjusted Cohort Graduation Rate



Figure 9: Graduation Rates by Subgroup



Source: Dataquest County Level Four-Year Adjusted Cohort Graduation Rate

### School Context

Support personnel such as nurses and psychologists can make a large impact in the atmosphere of the school as well as holistically supporting our young community members. Monterey County support personnel have to assist more students each than their peers throughout the state. In other words there are fewer of these support personnel locally than there are elsewhere in the state<sup>19</sup>.

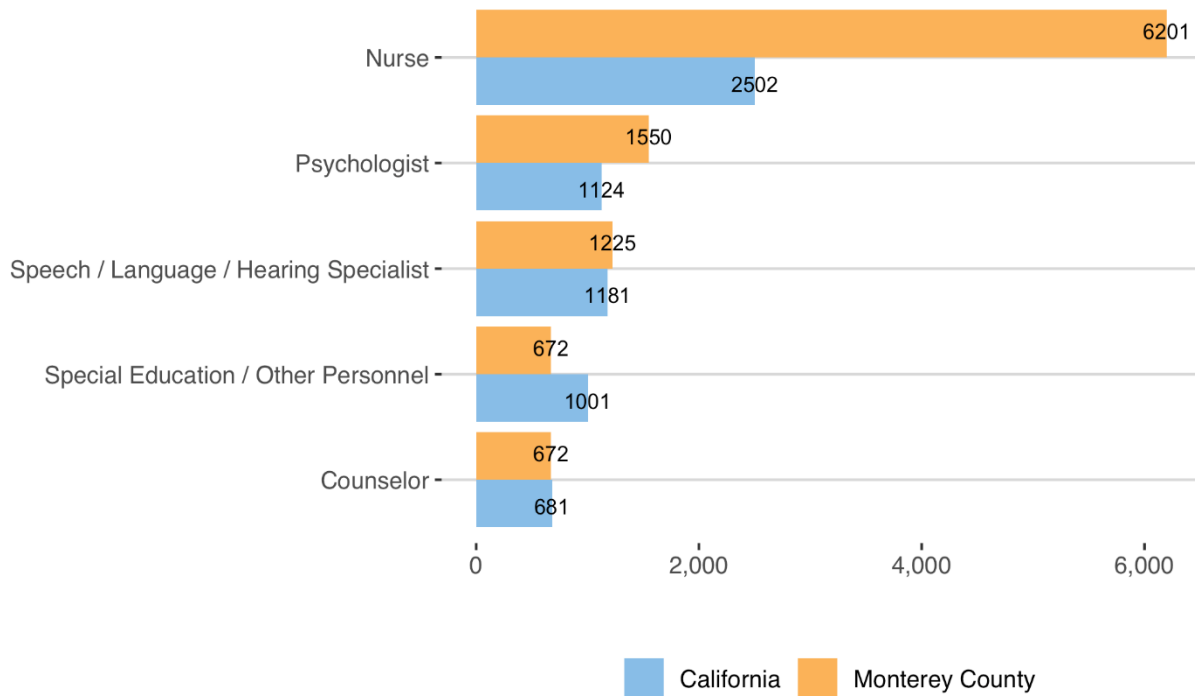
Suspensions have decreased in the past decade, and they remain higher than the rate for California as a whole. Whereas expulsions, while varying more because of low numbers, remain lower than California as a whole. For both there was a substantial decrease from 2011-12 to 2014-15. Since then suspensions have plateaued<sup>20</sup>.

<sup>19</sup> Kidsdata Ratio of Students to Pupil Support Service Personnel, by Type of Personnel

<sup>20</sup> Dataquest County Level Expulsions and Suspensions

Figure 10: Number of Students per Support Personnel

Shorter bars indicate better ratios



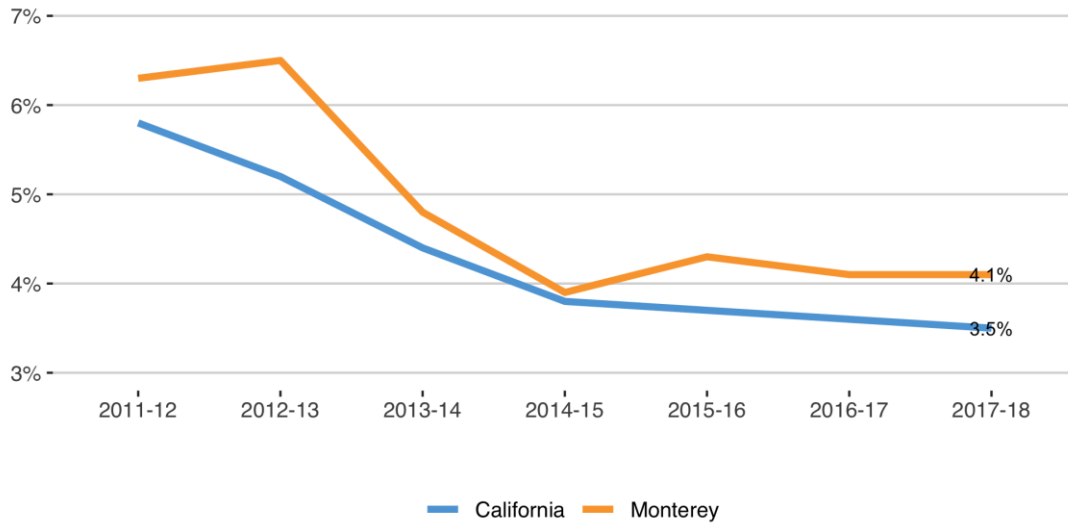
Source: Kidsdata Ratio of Students to Pupil Support Service Personnel, by Type of Personnel

Suspensions have decreased in the past decade, and they remain higher than the rate for California as a whole. Whereas expulsions, while varying more because of low numbers, remain lower than California as a whole. For both there was a substantial decrease from 2011-12 to 2014-15. Since then suspensions have plateaued<sup>21</sup>.



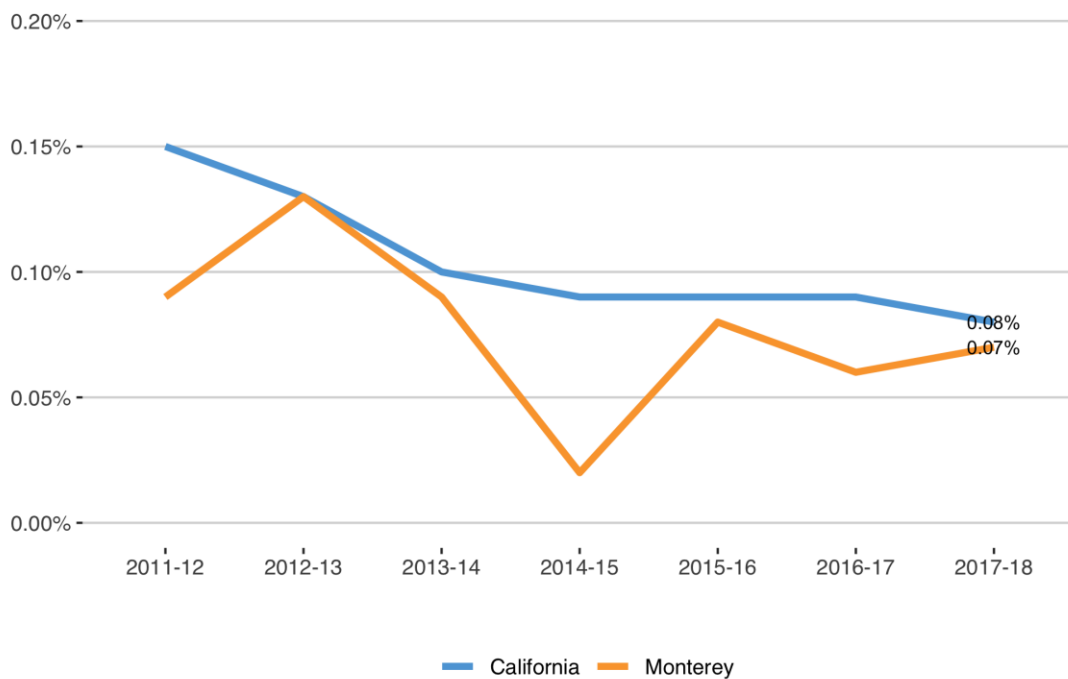
<sup>21</sup> Dataquest County Level Expulsions and Suspensions

Figure 11: K-12 Suspension Rates Over Time



Source: Dataquest County Level Expulsions and Suspensions

Figure 12: K-12 Expulsion Rates Over Time



Source: Dataquest County Level Expulsions and Suspensions

## Data Highlights

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### *Areas of Success*

- More African Americans in Monterey County are achieving standards on CAASPP ELA and Math tests than California.
- More white students in Monterey County are achieving standards on CAASPP ELA tests than California.
- For the past four years, ELA and Math CAASPP scores have increased annually for most grade levels.
- For the past four years, ELA and Math CAASPP scores have increased annually for most subgroups.
- Graduation rates have steadily grown over the past decade and are now higher than California.
- Suspension and Expulsion rates have dropped since 2011-12.

### *Areas for Growth*

- Almost all subpopulations in Monterey County are achieving standards on CAASPP ELA and Math tests at lower rates than California.
- Monterey County has more than twice the rate of homeless students than California.
- Homeless students, English Learners and Students with Disabilities have the lowest graduation rates in Monterey County and in California.
- Monterey County schools have fewer nurses and psychologists for students than California as a whole.
- Suspension rates have remained steady since 2014-15.
- Migrant student achievement in ELA and Math is lower than California.

## Bright Beginnings Early Childhood Development Initiative

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### About Bright Beginnings Early Childhood Development Initiative

The Bright Beginnings Early Childhood Development Initiative was launched by the Monterey County Children’s Council in 2012. It uses a collective impact approach to mobilize change for young children and their families. The backbone staff and consultants are supported by the Early Childhood Advisory Group and the Children’s Council to guide the initiative’s vision and strategy, implement aligned activities, establish shared measurement, build public will, advance policy, and mobilize resources. The initiative supports local change projects throughout Monterey County including within local communities that responded to a call for collaboration in 2014. Bright Beginnings works closely with the cradle-to-career initiative Bright Futures, coordinating work for Bright Futures Goals 1 and 2 - Early Learning and Kindergarten Readiness. Funding comes from the Health Department, David & Lucile Packard Foundation, First 5 Monterey County and the Claire Giannini Fund. The backbone staff are hosted at First 5 Monterey County and United Way.

The overarching goal of the Bright Beginnings is to transform systems to better support every child, ages 0-8 years, and family in Monterey County. The result will be improved health and well-being for children and their families. The initiative has continued to grow and evolve during the 2017-18 year. Major achievements in 2017-2018 include substantial movement along the collective impact continuum, the collaborative development and launch of Monterey County’s first strategic plan for transforming systems to better support early childhood development: [“Together, preparing every child for life and school,”](#) the alignment of activities and resources around the plan, the implementation of systems/policy changes in South County and a focus on developing local leadership aligned with our value of equity.

### Capacity Building: Collective Impact and Theory of Action

The collective impact model includes the five elements of common vision, mutually reinforcing activities, continuous communication, shared measurement and backbone support. Figure 1 provides highlights of initiative’s activity in each element of Bright Beginnings theory of action, which delineates capacity building along a continuum of exploring to applying. Despite a cut in budget, Bright Beginnings achieved or exceeded in many elements, and continues to perform on par with similar collective impact efforts. In 2017-2018, there was progress in the areas of common vision, shared measurement, and backbone support (the staff and resources that support community collaboration and action) [Figure 2].

In terms of continuous communication, the visibility of Bright Beginnings increased over the past year. Through our Twitter, Facebook and Instagram platforms 97,000 impressions were made, a 44% increase over the previous year. The community also engaged more with Bright Beginnings, as can be seen by an 80% increase in followers (to 441 total followers) and a 629% increase in messages received. The monthly e-newsletter reached 685 people.

Backbone staff and partners participated in a variety of community events and also built their capacity by attending national collective impact conferences. Four partners (from Bright Beginnings/Bright Futures, First 5 and United Way) were trained in Results Based Leadership by the Annie E. Casey Foundation, learning skills that they put to use in guiding the strategic planning process.

## Building Capacity Around Collective Impact Figure 1.

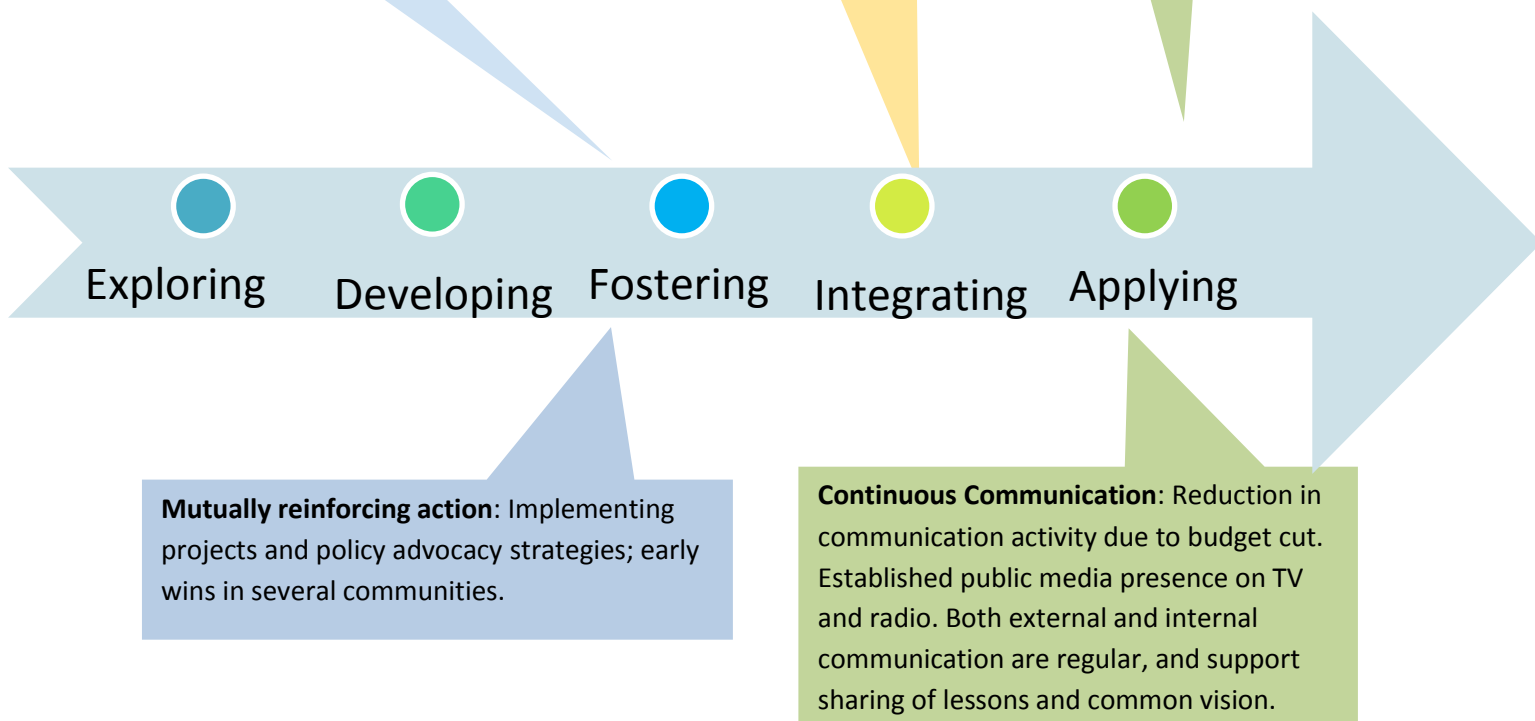
**Collective Impact Capacity:** Bright Beginnings has a strong, Backbone with dedicated staff funded by diverse sources. In 2017/18, new community organizing, project management, facilitation, and data & evaluation capacity was added to the backbone. The creation of the ECD Advisory Group increased technical capacity.

### Shared Measurement:

Supporting more learning and accountability with new community-level goals, and articulated results chain connecting aligned actions to factors influencing child development, and

**Learning Culture:** Bright Beginnings' learning culture could be seen in the regular sharing of lessons with other collective impact efforts, and in partners' open discussion of challenges faced and lessons learned.

**Common Vision:** The shared vision was broadened and deepened with the launch of "Together, preparing every child for school and life."



**Detailed Progress in Bright Beginnings Collective Impact Model and Theory of Action Figure 2.**

Collective Impact Element	Goals (from Theory of Action)	Specific Objectives for 2017-18	Progress in 2017-18 (self-evaluation)
<b>Common Vision</b>	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.	Define a shared set of values and vision for how the initiative will support change.	Exceeded
		Define shared community goals for supporting early childhood development.	Achieved
		Analyze and build shared understanding of key drivers of child development.	Exceeded
<b>Mutually Reinforcing Activities</b>	A diverse set of stakeholders, typically across sectors, coordinate a set of differentiated activities through a mutually reinforcing plan of action.	Develop a strategic plan of action to guide the initiative and focus activities.	Achieved
		Steer partner resources towards priority strategies.	Some progress
		Design and implement change projects.	Some progress
<b>Continuous Communication</b>	All players engage in frequent and structured open communication to assure mutual objectives and create common motivation.	Support exchange of lessons across CATs, and learn from best practice in other communities.	Achieved
		Increase visibility of initiative and change projects. Translate website and increase use of Spanish language.	Achieved
<b>Shared Measurement</b>	All participating organizations agree on the ways success will be measured and reported.	Develop a results framework connecting community goals with key drivers of child development and specific change projects. Develop common terminology.	Achieved
		A short list of common indicators is identified and used for learning and improvement.	Some progress
	Help CATs use data for implementation.	Achieved	
<b>Backbone Support</b>	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.	Maintain staff capacity to guide initiative.	Achieved
		Increase facilitation, data & evaluation, project management and community organizing capacity.	Achieved
		Operationalize equity focus.	Some progress
<b>Learning Culture</b>	All participants contribute to an environment dedicated to learning from what has worked and what hasn't worked through support, trust and respect.	Develop process for understanding of issues, including inequities.	Achieved
		Challenge ourselves to test assumptions and analyzed local kindergarten readiness data.	Achieved
<b>Collective Impact Capacity</b>	The Initiative builds the skills, talents and resources necessary to support moving forward with the vision and mission.	Incorporate results based leadership approaches	Achieved



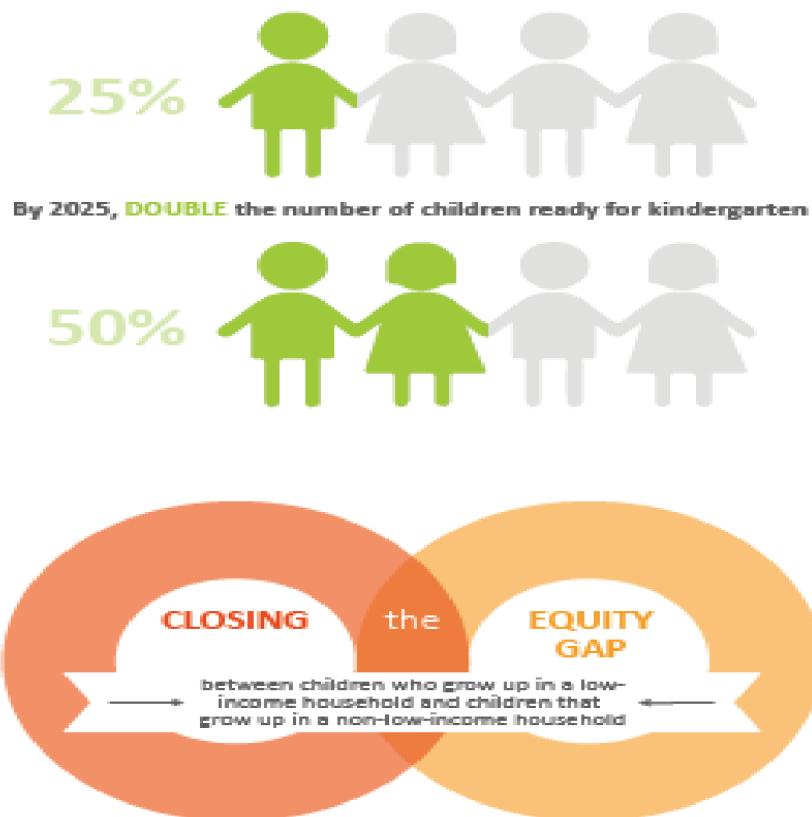
Photos from Top: Bright Beginnings staff, CAT leaders and partners at a strategy retreat in late 2017. Center: Community leaders at the launch of the “Together preparing every child for life and school” (May 2018). Right: Sofia Garza, of the Salinas CAT is interviewed by local TV station KION during the launch event. Bottom: A planning session with the Salinas CAT (2018). Michelle Slade, Mayra Perez-Diaz, Megan Kennedy-Chouane, and Nina Alcaraz at the January 2018 Bright Futures Bright Spots Celebration.



## Early Childhood Development Strategic Framework

To focus collective efforts on improving children’s holistic development, the first countywide early childhood development plan was collaboratively developed and launched in 2017-2018. Guided by the Bright Beginnings backbone, the Early Childhood Development (ECD) Advisory Group worked to engage key stakeholders, analyze local data and research, and identify priorities to achieve our community goals. The work culminated with the launch of [“Together, preparing every child for life and school,”](#) the first countywide strategic plan to better support all children and their families, from the prenatal stage through age 8. The plan articulates two community-wide goals:

- To double the number of children who are holistically supported so that they are healthy, their development is on track, and they are well prepared for kindergarten (by 2025).
- To significantly reduce gaps in kindergarten readiness between children in low-income households and children in non-low-income households (by 2023).



This strategic plan aims to change the way we as a community think about young children and their families, and the ways we all work together to support them. The plan uses a systems approach, takes an equity lens, and identifies a shared commitment to the following core values for aligned action:

- Holistic view of children and families.
- Power of interconnected community systems.
- Right of all children to access equitable opportunities.
- Culturally responsive and trauma-informed practices.
- Co-creating solutions.
- Tenacious focus on results.
- Informed by research.

In order to develop the plan, the advisory group conducted a thorough analysis of First 5's Kindergarten Readiness Assessment data and a review of state and national relevant research to identify key drivers of kindergarten readiness. Once the four key drivers were identified, the advisers reviewed evidence and gathered input from community groups to develop effective strategies. The work culminated in the creation of a strategic framework, illustrating the links between focus areas, priority strategies, and improved child well-being (see Figure 3).

The plan also includes clarification of how progress will be monitored and evaluated, and how individual project results connect to our overarching community goals. Results-focused goals for each of the priority strategies, along with appropriate outcomes and indicators are being developed by the respective action teams to fit their change projects. These shared measures will be used by individual organizations and agencies to take action and allocate resources. It will take several years to see sufficient sustained effort to improve child outcomes at scale.

**Strategic Framework + Priority Strategies** Figure 3.



**Strategically Aligned Activity**

To drive forward the priority strategies in [“Together, preparing every child for life and school,”](#) partners form new or align existing action teams. The teams are assisted by the Bright Beginnings backbone through data and evaluation, communication, project management, facilitation, and logistical support. The backbone staff also coordinates the overall initiative. This year, Bright Beginnings began supporting several new teams, and continued to provide input to the geographically defined Bright Beginnings Collaborative Action Teams (CATs).

## Strategy Goals: Measuring Kindergarten Readiness

Aligned with the goals of the strategic plan, Bright Beginnings participated in a project to develop better ways of understanding and tracking kindergarten readiness. Focus groups were held throughout the county and an extensive literature review explored definitions and tools for measuring kindergarten readiness. Additional analysis was carried out using previous years' data and the findings were used by the ECD Advisory Group in identifying focus populations and priority work areas. This work will guide the development and implementation of a countywide system for assessing kindergarten readiness and the overall goals of the strategic plan. Bright Beginnings will use the outcomes of this project to inform future data collection and its shared measurement and evaluation plan.

## Family Friendly Businesses

**Key Driver:** *Families surrounded by support*

**Primary Strategy:** *Expand paid family leave, protect and support breastfeeding, and implement other family-friendly business practices*

The Family Friendly Business project, developed in partnership with the Monterey Peninsula Chamber of Commerce, gained momentum in 2017-18. It aims to draw more attention to the importance of businesses in creating an environment that supports parents and young children through establishing The Family Friendly Employer and Child Welcoming Business certification process. The community officially kicked off the project in July at the Monterey Peninsula Chamber of Commerce's 31st Annual Business Excellence Awards Dinner. The first cohort of businesses were honored at an event in August, hosted in partnership with Monterey Peninsula Chamber of Commerce and attended by Supervisor Jane Parker, Supervisor Simon Salinas, Superintendent of Schools Dr. Nancy Kotowski, and other local leaders. The event was held at the Central Coast Federal Credit Union - the first business to be recognized both as a Family Friendly Employer and a Child Welcoming Business.



*Local leaders present the Central Coast Credit Union with its certificate (Bright Beginnings, August 2017).*

## Working Group on Impact of Immigration Enforcement

**Key Driver:** *Equitable System*

**Primary Strategy:** *Designing coherent public policies that will improve the lives of children and families.*

As the strategic plan was taking shape, a team formed to look more closely at how immigration enforcement policies and the current political climate are impacting local children and families. The aim of the Working Group was to look at the key drivers and strategies outlined in the plan, and understand how immigration issues were intersecting with these factors and how they might be affecting our work. The team's task was to collect local and national data, explore research and engage with local communities. Findings were to be shared with the Children's Council and the ECD Advisory Group in 2018-19.

## Maternal Mental Health Task Force

**Key Driver:** *Empowered + Resilient Families*

**Primary Strategy:** *Improve support for parents' and caregivers' mental health.*

In 2018, Bright Beginnings began to provide facilitation, project management and other collective impact supports to the Monterey County Maternal Mental Health Task Force, chaired by Monterey County Behavioral Health. Maximizing and leveraging an existing entity to implement the strategy made a natural partnership. The Task Force has a bold vision: Pregnant and parenting mothers and their families will thrive and experience mental wellness during pregnancy and infant years, and the health and well-being of children will improve across Monterey County. The Task Force is currently conducting a survey of maternal mental health services to identify barriers that can be addressed to improve support for mothers and families.



*Maternal Mental Health Task Force at work, lead by Dana Edgull, Monterey County Behavioral Health Prevention Manager and supported by Bright Beginnings consultant Stephanie McMurtie.*

## Geographic Collaborative Action Teams (CATs)

Bright Beginnings continued to support local communities with responsive, flexible supports where needed. In addition, many CAT leaders were closely involved in the development of the strategic plan. In 2018-2019, the Backbone and CATs are working together to identify strategic priorities aligned with the framework.

## Salinas Preschool for All

The Salinas CAT continued to develop its vision of a top quality early childhood education opportunity for every 3-5 year old in the city of Salinas. With support from Bright Beginnings community organizer, the parent leaders gathered over 700 responses to a community survey. They analyzed the data and are using the insights to plan the next steps of their campaign. Members of the Salinas CAT also participated in the bilingual Women’s Policy Institute Fellowship, which helped develop local leadership skills and focus their efforts.



*Bright Beginnings community organizer Maria Carmen Parra with early childhood information and some of the 700 surveys collected*

## Pajaro Promotoras

In 2018, five community leaders from Pajaro completed their training as promotoras (community health workers). The training was provided by the Center for Community Advocacy (CCA) and Pajaro Valley Prevention and Student Assistance (PVPSA), as part of the Pajaro CAT’s work to better support parents in their community.



*Staff from CCA, PVPSA, First 5 Monterey County and Bright Beginnings with the Promotoras graduates in Pajaro*

## Greenfield TK and Kindergarten Resource Fair

**Key Driver:** *Equitable System*

**Primary Strategy:** *Transform early care and education systems to increase access and improve quality.*

In March, the Greenfield CAT hosted its third annual Community Resource Festival. This year, building on lessons learned in previous festivals, families could register for Transitional Kindergarten and other early learning opportunities, in addition to kindergarten. The event was a huge success attracting over 300 families and 30+ service providers.



*Greenfield CAT participants, Bright Beginnings backbone staff Mayra Perez Diaz of United Way and facilitator Michelle Slade*

## Gonzales: Implementing Policy and Practices to Support Children, Families and Child Caregivers

**Key Driver:** *Caregivers Support Children*

**Primary Strategy:** *Establish capacity supports for family, friends and neighbors' caregivers*

The City of Gonzales held its very first city-wide playgroup for Friends, Family and Neighbor child caregivers at St. Theodore's Church. These monthly playgroups are not only spaces for young children to play with each other, but also an opportunity for informal caregivers to connect with one another and learn early childhood development activities they can easily implement at home.



*Caregiver and children at a Family, Friend and Neighbor Child Caregiver Playgroup in Gonzales*

As these playgroups continue, staff will be asking caregivers to provide feedback about what they are learning and how the playgroups can be improved. After this first meeting, all survey respondents shared they learned activities that they could implement at home. Led by the City of Gonzales Recreation Department in partnership with the community, the playgroups are funded in part by the City of Gonzales Measure K and United Way Monterey County, with collective action support (facilitation, data and evaluation, and technical knowledge) from Bright Beginnings.

**Key Driver:** *Equitable System*

**Primary Strategy:** *Design coherent public policies that will improve the lives of children and families.*

With support from the 2017 Women’s Policy Institute Fellows and the Health Department, the City of Gonzales included child and youth focused language in their Health and Wellness element of their General Plan. That language has already led to systems and policy changes supporting city programs focused on prevention and early intervention. For their pioneering efforts, Gonzales would be recognized by the Monterey County Children’s Council in 2018-19 -- receiving the first Champion for Children Award.

### **Looking Ahead: Plans for 2018-2019**

In 2018-19 the Bright Beginnings Initiative will further develop the strategic plan by defining a shared measurement system and deepening aligned activity. With a focus on designing solutions within the ten key strategy areas, Collaborative Action Teams will plan and implement activities based on a theory of change and monitoring, evaluation, and accountability plan for their project. To better track process, improvement of project tracking systems and engaging more partners in each of the action areas is needed. All of this will require attracting new and leveraging existing public and private resources.



## Bright Futures Cradle to Career Initiative

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The Bright Futures Education Partnership is a cross-sector partnership committed to improving education outcomes for local children and youth. In Monterey County, only about 25% of students achieve a post high school credential that prepares them for a career. The partnership’s ultimate goal is to increase this success rate to 60% by 2026. To achieve this, the partnership focuses on 7 priority areas where we see kids fall behind and fall out of the education pathway. Improvement in these 7 goals is the sole focus of the partnership.

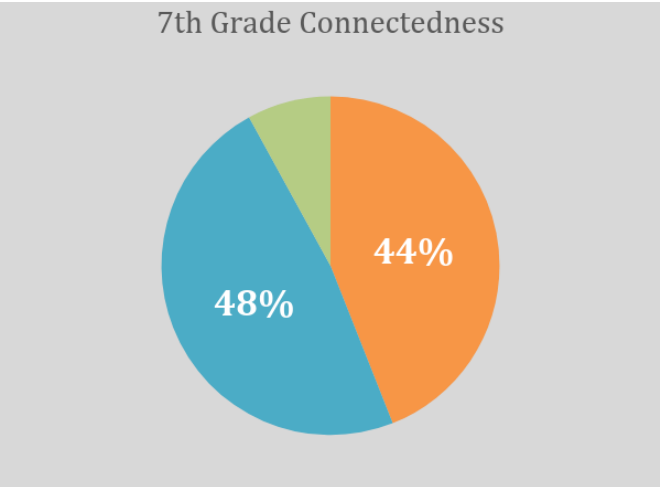
<b>Goal 1: Early Care &amp; Education</b>	Children have access to quality, affordable early care and education.
<b>Goal 2: Kindergarten Readiness</b>	Children are prepared for kindergarten.
<b>Goal 3: Language and Literacy</b>	Children can read and write on grade-level in elementary school.
<b>Goal 4: Critical Thinking</b>	Middle school students collaborate to solve real world problems by applying critical thinking, math and technology.
<b>Goal 5: Youth Development</b>	Youth experience caring relationships, high expectations and meaningful engagements.
<b>Goal 6: College or Job Training Ready</b>	High school graduates are prepared to enter a college or job training programs and are supported to pursue their career aspirations.
<b>Goal 7: Career Pathway</b>	Young adults complete a career pathway, program or degree that qualifies them to enter a promising career.

During 2018, the Monterey County Children’s Council engaged with Bright Futures around **Goal 5: Youth Development and Engagement**. Many of the organizations represented on the Children’s Council support youth, so they were able to engage from the perspective of their individual agencies as well as from the perspective of the Council as a whole.

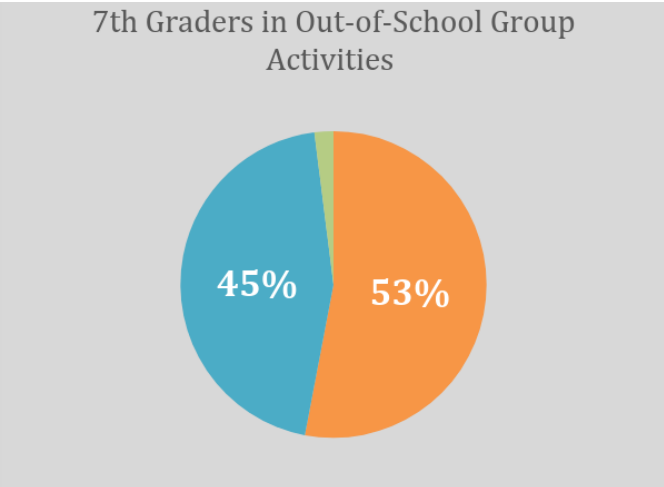
Together, the Council and Bright Futures staff reviewed the various ways in which youth outcomes are measured in the county. They explored the strengths, weaknesses and opportunities inherent in community-wide measurement. Today, there is not a standardized measure in Monterey County for youth development. The most widely used in recent years has been a series of questions asked on the California Healthy Kids Survey (CHKS) that is administered during school by some, but not all of our school districts.

At the time it was formed, Bright Futures adopted three metrics from the Healthy Kids Survey as the best available data at the time for measuring youth development. The pie charts below show 2016 baseline

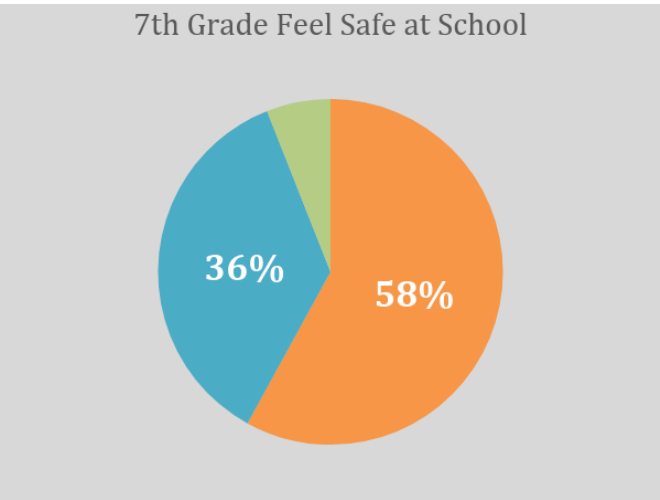
data for these indicators. The blue slice represents the good news - 48% of youth answered positively, indicating that they feel connected. The orange slice is the bad news - 44% of youth don't feel connected. The green slice, which is 8%, is the amount that youth connectedness has improved over the past 3 years. The next pie chart shows a positive 45% of students are engaged in out of school activities, while 53% are not, and this has improved by 2% over 3 years. In the third pie chart, we see that 36% of youth feel safe at school, while 58% don't, and this has improved by 6% over 3 years. Also below is a pie chart showing the rate of student suspensions. While we would like to see the first three indicators go up; we would like to see student suspensions go down. The 1% change in suspensions is an increase over the past three years, which is not positive.



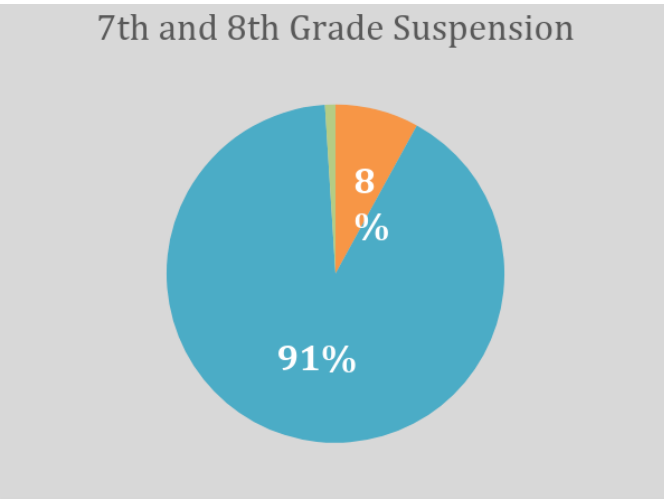
52% of students in 7<sup>th</sup> grade feel connected (2016).



55% of 7<sup>th</sup> graders are in group activities outside of school (2016).



64% of students feel safe at school (2016).



9% of students are suspended from school (2017-18).

## Measuring Youth Development

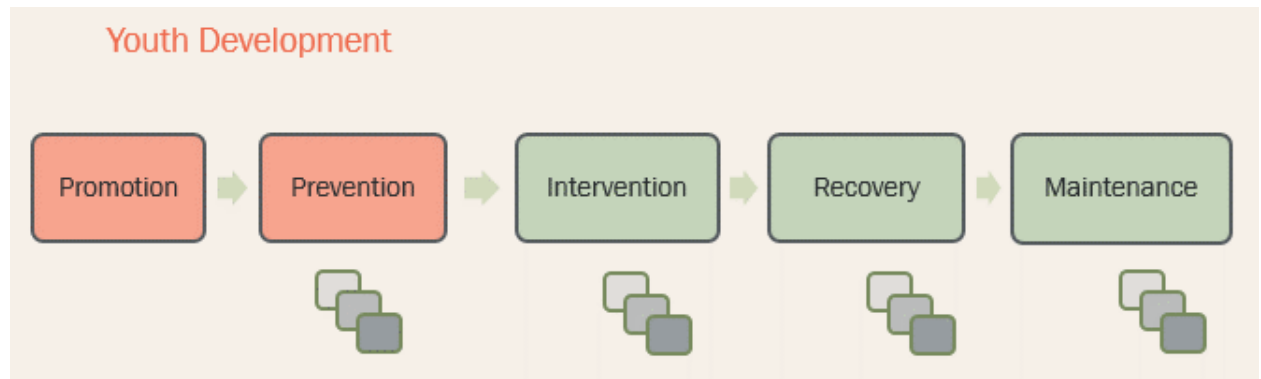
Bright Futures is also interested in the local impact of out of school programs on youth development. Because most youth programs operate independently, they all have their own systems of measuring success. The vast majority of programs that evaluate their impact measure programmatic outcomes, e.g. the number program hours delivered, or the number of youth served. Bright Futures has looked for out-of-school programs in the county that are also measuring impact on youth; how the youth feel, how they behave, and how the program has affected the outlook of the youth who participated. Very few programs measure these impacts and even fewer measure these impacts over time (e.g. pre- and post-measures). So, this is a potential area for growth in our community – to support out-of-school programs with the measurement tools and training needed to be able to effectively measure impact on youth.

There are multiple instruments currently being used in schools to measure youth development. All of the measures are self-reported and vary in length and topics covered. As mentioned above, some schools are using CHKS. CHKS has a “core module” that asks 121 questions covering a broad range of topics, such as school climate, engagement, supports, substance abuse, and experiences of bullying. Several additional modules are available covering a variety of topics, such as social and emotional health, tobacco usage, gender and sexual identity, gang awareness, and physical and nutritional health. A number of local schools are participating in a program called Positive Behavioral Intervention and Supports (PBIS). As part of their participation in the program, a sample of 100 students per school completes a brief nine question school climate survey that includes questions pertaining to connectedness, engagement, support and safety. Additionally, the Local Control and Accountability Plan includes school climate as a priority area. Schools are measuring this component of their plans in various ways including the ways described here.

Recently, several schools began participating in the CORE data collaborative. As participants, they will have access to a 19-item survey that examines social emotional skills, including growth mindset, self-efficacy, self-management, and social awareness. There may be an opportunity to use the same or related measures in out-of-school programs. This could facilitate the sharing of data across in-school and out-of-school programs, which has the potential to foster greater benefit for youth.

## Importance of Prevention

The Children’s Council considered a continuum of care with youth that starts with the promotion of healthy lifestyles and the prevention of poor choices and ends with recovery and maintenance. Each agency represented on the Council reflected on the focus of their departments. While answers differed by agency, the overall conclusion was that we, as a county, could use more efforts in the early stages of promotion and prevention. There is untapped potential in reaching youth early enough to influence them to make positive choices and to get the help and support they need in tough times.



There are youth coming through our juvenile justice system and through our drug rehabilitation programs that could have potentially been connected to counselors and mentors who could have made a difference in their lives and saved grave hardships with lifelong impacts. This is the power of prevention. However, we don't have a system of resources and referrals for youth in need of services. As the Council considers the delivery of services to young children and youth in the County, developing a system of referrals for youth was a clear opportunity for improvement.

### Inventory of Youth-Serving Organizations

The Children's Council endorsed the plan of Bright Futures to inventory existing youth-serving programs in the County. They identified key information they would want to know about programs, such as ages served, locations of program delivery, and special focus areas such as music, or sports, or homework help.

In coordination with Bright Futures and the Community Alliance for Safety and Peace (CASP), the United Way of Monterey County agreed to conduct the inventory and to add all programs to the 2-1-1 referral program. At the time of this publication, the inventory is not yet complete. However, the count of programs is over 130 programs and growing. This is a large number of programs. We have more out-of-school programs than we have schools in the county. When the final report is complete, the plan is to have the programs geo-mapped to identify areas of overlap and reveal underserved communities where there is a lack of youth-serving programs.

These existing youth-serving programs are assets within our community. The Council addressed a few key questions:

- How could we make more out of these assets?
- What needs do the programs have?
- What needs do the youth have?
- How could we help deliver more value?
- How can we better measure the impact?
- How could we deliver more prevention?

This discussion led to a few insights about these youth programs. First, they are all largely separate organizations, large or small, each with their own 501(c)3 status and board of directors. They often are

competing for the same funding and for the same pool of staff talent. The program staff wear many hats and programs operate on very thin margins.

Bright Futures invited the Council members to participate in a visioning exercise in which they envisioned the types of youth and program needs that could be met, and the types of value that could be delivered, if we viewed this asset of 100+ youth-serving organizations anew, with fresh eyes. The result was a vision for a potential future.

### **Potential Vision for the Future**

The picture that emerged from the visioning activity was one of a “professional association” for local youth-serving programs and “shared services”. Shared services are support departments that are shared by multiple organizations. A shared services function might handle recruiting and hiring, administer youth development measurements, provide staff training and/or operate a resource and referral program for youth.

The Council also considered youth-serving systems in our school system that are adding value and questioned whether similar systems could add value in out-of-school programs. For example, learning supports, teacher/staff training in Positive Behavioral Interventions and Supports (PBIS), tiered interventions for youth experiencing trauma, and systems of referral to outside services. All of these existing systems could be offered to out-of-school programs as well, offering a higher level of prevention and intervention supports for youth.

The Council focused specifically on systems of referral for youth services and a “warm referral”. With a warm referral, a teen experiencing trauma would be identified by a program staff member and would then be personally referred by that staff member to another person at an agency that is equipped to help. It is more than giving the youth a phone number. Program staff would personally introduce the teen to a service provider who can help them. Again, the United Way felt that their existing infrastructure in 2-1-1 is uniquely positioned to meet this need and has agreed to continue to explore the logistics of offering youth warm referrals through out-of-school programs.

While this was just a visioning activity and not an implementation plan, the shared vision that the Council created outlined practical ways we can add more youth supports and more prevention into our existing 100+ youth serving programs.

This collaboration between Bright Futures and the Children’s Council focused on youth development resulted in a conceptual framework that can provide direction for future improvements in youth development. Bright Futures will continue to pursue shared measurement of youth development, and enhanced prevention and supports for all youth in Monterey County, with a special focus on underserved communities.

## Previous Initiatives and Areas of Focus

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### 2011: All Kids, *Our Kids*, Be There for Them Every Day

In 2011, Children’s Council launched All Kids *Our Kids* based on the three assets all children and youth need in order to succeed in school and life: **caring relationships**, **high expectations** for all that they can be and do, and **opportunities for meaningful participation**. Children and youth thrive and succeed when these three assets are part of their life experience **at home, in school, with their peers and in the community**. The initiative grew out of the council’s initial task force on “Graduating Healthy Students Prepared for Success” (see below).

The Children’s Council is pleased to report that All Kids, *Our Kids* has been successfully launched from Children’s Council as an independent program now known as Positive Behavior Interventions and Supports for All Kids (PBIS) and is housed in the Monterey County Office of Education.

### 2010: Graduating Healthy Students Prepared for Success

In 2010, the Children’s Council conducted an inventory of initiatives and programs around the county that are directed at early childhood development, parent education, literacy, job training, and other efforts aimed at influencing positive outcomes for young people graduating from high school. With these initial tools, a task force on “Graduating Healthy Students” began.

Building on research gathered and embracing the strengths-based philosophy of the earlier work of the Children’s Council, this group worked on supporting the development of the expansion of community-driven resources and services that aim at improving educational outcomes for the children and youth and derive a process or model that serve the entire county.

This task force eventually expanded and focused in 2011 to become the All Kids, *Our Kids* Initiative, aimed at significantly impacting adult behavior to value, respect and know all children, through a framework of building developmental assets in children and youth from the pre-natal stage through high school graduation.

One result of the work of this task force was the development of benchmarks in the areas of physical and emotional health, social competence and civic engagement, and in academic and work preparedness that have become a basis for the presentation of many of the indicators of the council’s annual reports over the years.

### 2008: Community Alliance for Safety and Peace

In 2008, the Children’s Council began to direct efforts at finding ways to reduce violence and the influence of the culture of violence in our communities. In response to a rising rate of homicide and gun violence among young males, related to gang activity, the Council’s Violence Prevention Subcommittee was formed. In 2009, the committee transitioned into a countywide coalition known as the Community Alliance for

Safety and Peace (CASP). This alliance is made up of organizations and leaders from Salinas and Monterey County that are determined to reduce violence and build a better future for our children.

CASP's strategy for doing this has been developed in partnership with the community, uniting in a campaign called For Our Future/Para Nuestro Futuro. The strategy is based on four key principles:

- ▲ A single operational structure manages action and progress.
- ▲ Action is research and data-driven.
- ▲ The youth are at the center.
- ▲ There is deep and meaningful engagement with the community

CASP is made up of youth service organizations, county housing and health officials, local and state elected officials, criminal justice and law enforcement officials, educational leaders, business leaders, representatives of the faith community, and private funding organizations. More than 30 organizations and leaders are involved.

While the immediate tragedy of gang violence continues to compel this effort, CASP seeks to achieve both a present and long-term benefit across the continuum of prevention, intervention, enforcement, and re-entry.

#### **2004: Transitional Housing (THP) for Probation Youth not in Placement**

In November of 2004, the Council appointed a committee to research the needs of transition age youth leaving the probation or child welfare systems. While many make substantial progress in the structured environment of the Youth Center, or drug recovery programs, their transition back into the community is often complicated by returning to unsafe or inappropriate housing which generated many of the original problems. The committee developed a plan for housing alternatives.

The Behavioral Health Division of the Health Department (BHD) included the recommendation to target youth exiting the youth center in the Mental Health Service Act (MHSA) plan submitted to the state in October 2005. A Request for Proposal for transition age youth housing was issued in January 2006 and a contract was awarded to Peacock Acres. Services began in January 2007, with one house continuing in operation and four youth being served. The Department of Social and Employment Services supported Peacock Acres to start a THPP+ program for youth exiting the Foster Care System. THPP+ began in early 2008 and provides housing for emancipated youth. CHISPA has also worked with Behavioral Health in creating a Transition Age Youth house. In 2009, Community Human Services opened Safe Passage, a transitional supportive housing program in Monterey, for homeless youth aged 18-21.

#### **2003: Children's Behavioral Health System of Care (La Familia Sana/The Healthy Family)**

In 2003, the Children's Council began a collaboration with the Monterey County Health Department, Behavioral Health Services to develop a comprehensive Community Mental Health Services Program for Children and their Families. This was, and continues to be a groundbreaking local effort to establish a network of partnerships among Health, Probation, Social Services, Education, community-based

organizations, and families all with the intention of increasing the capacity of families to effectively address a wide variety of issues that affect their lives, through the implementation of evidence-based interventions.

In partnership with youth, families, and system of care collaborators, La Familia Sana/The Healthy Family builds on the strengths of its mental health services for children by improving interagency partnerships to provide seamless services, improving cultural competence, and including family members in all service levels. All programs are implemented through an integrated, collaborative, inter-agency System of Care.

The implementation was carried out with emphasis on system of care values, including:

- ▲ Honoring family and youth partnerships
- ▲ Striving for cultural competence at all system of care levels
- ▲ Collaborating with interagency partners to provide seamless services for children focusing on the individual needs of every child and family

Highlights Include:

- ▲ The Children’s Council worked with La Familia Sana to implement evidence based practice titled Parent Child Interaction Therapy in conjunction with First 5 Monterey to address the mental health needs of children ages 2-8.
- ▲ A Family Partnership Program was established to provide direct services and support to families and to involve families in leadership/advisory roles
- ▲ La Familia Sana implemented specific programs targeted at Transition Age Youth, ages 16-25.  
The mission is to empower these youth and families to create and sustain positive measurable change in their lives.

## **2000: Child Welfare Redesign/Child Welfare System Improvement Planning Process**

Child Welfare Redesign represents an ongoing strategy that began in the early 2000s and was initially intended to improve the local child welfare system’s capacity to plan, implement and measure improvement in four key areas:

1. Recurrence of Maltreatment
2. Child Abuse/Neglect Referrals
3. Timely Social Worker Visits
4. Multiple Forster Care Placements

Family Children’s Services (FCS) and Probation have been successful with their focused system improvement. In 2009, the Monterey County Department of Social Services took over full oversight of the Child Welfare System Improvement Planning Process to allow the Children’s Council to focus their efforts on strategies for addressing the increasing violence in the county.



## 2017-2018 Member Presentations

Presenter	Topic	Date
Dr. Eduardo Ochoa	Adoption of Youth Connectedness: Bright Futures Cradle to Career Initiative	August, 2017
Megan Kennedy-Chouane	Bright Beginnings: Family Friendly Business Project	September, 2017
Cynthia Nelson Holmsky	Bright Futures: Youth Connectedness Overview	September, 2017
Cynthia Nelson Holmsky	Bright Futures: Youth Connectedness, Prevention Modes and Discussion	October, 2017
Megan Kennedy-Chouane	Bright Beginnings: Update on Collaborative Actions Teams Introduction of Early Childhood Development Advisory Group	October, 2017
Megan Kennedy-Chouane	ECD Advisory Group Update and Root Causes of Disparities in Kindergarten Readiness	November, 2017
Michael Applegate	Bright Futures: Continuing the Discussion on Youth Connectedness	November, 2017
Megan Kennedy-Chouane	Bright Beginnings: Key Factors for ECD Strategic Framework	December, 2017
Michael Applegate	Bright Futures: Collaborating on Countywide Youth Connectedness: Promotion, Prevention, and Early Intervention	December, 2017
Nina Alcaraz	Bright Beginnings: Nina Alcaraz to present: Seaside General Plan; Opportunities for Early Childhood	January, 2018
Ben Bruce and Michael Applegate	Bright Futures: Inventory of Programs Serving Youth	January, 2018
Megan Kennedy-Chouane	Bright Beginnings 2016-2017 Annual Report	February, 2018
Michael Applegate	Bright Futures: Resource & Referral and a Database for Youth Connectedness	February, 2018
Megan Kennedy-Chouane	Bright Beginnings: Early Child Development Strategic Plan Process and Content	March, 2018
Cynthia Nelson Holmsky	Design Session for Potential Shared Services for Programs for Youth (Outside of School Programming)	March, 2018
Linda McGlone	Preventing Youth Violence	April, 2018
Megan Kennedy-Chouane	Bright Beginnings: Launching the Early Child Development Strategic Plan and Goals for School Readiness	April, 2018
Dr. Nancy Kotowski	California's Social and Emotional Learning <i>Guiding Principles</i>	May, 2018
Megan Kennedy-Chouane	Bright Beginnings: Together, preparing every child for life and school: A strategy for Monterey County to better support <i>all</i> children and their families, from the prenatal stage through age 8	May, 2018
Michael Applegate	Bright Futures: Key Findings from work on Youth Connectedness	June, 2018
Clare Margason	211 Active Referral Network	June, 2018
Megan Kennedy-Chouane	Bright Beginnings: Moving Strategies to Action	June, 2018

## 2017-2018 Members

Executive Committee	Membership	Organization
<b>Katy Castagna</b>	Executive	United Way Monterey County
<b>Elsa Jimenez</b>	Executive	Monterey County Health Department
<b>Nancy Kotowski</b>	Chair	Monterey County Office of Education
<b>Marcia Parsons</b>	Executive	Monterey County Probation Department
<b>Elliott Robinson</b>	Executive	Department of Social Services

General Assembly	Organization
<b>Jayanti Addleman</b>	Monterey County Free Libraries
<b>Jose Arreola</b>	Community Alliance for Safety and Peace
<b>Dan Baldwin</b>	Community Foundation for Monterey County
<b>Valerie Barnes</b>	Child Abuse Prevention Council
<b>Stephen Bernal</b>	Sheriff
<b>Susan Chapman</b>	Public Defender
<b>Dean Flippo</b>	District Attorney
<b>Jean Goebel</b>	Housing Authority of Monterey County
<b>Jody Hansen</b>	Monterey Peninsula Chamber of Commerce
<b>Kristan Lundquist</b>	City of Salinas
<b>Lori Luzader</b>	Special Kids Connect
<b>Robin McCrae</b>	Community Human Services
<b>Charles McKee</b>	County Counsel
<b>Lori Medina</b>	Department of Social Services
<b>Amie Miller</b>	Behavioral Health
<b>Elizabeth Modena</b>	Superintendent, Gonzales Unified
<b>Eduardo Ochoa</b>	California State University, Monterey Bay
<b>Jane Parker</b>	Supervisor, District 4
<b>Héctor Rico</b>	Alisal Union School District
<b>Timothy Roberts</b>	Superior Court Judge, Juvenile Division
<b>Francine Rodd</b>	First 5 Monterey County
<b>Walter Tribley</b>	Monterey Peninsula College
<b>Shannan Watkins</b>	Child Care Planning Council
<b>Heidi Whilden</b>	Superior Court, Juvenile Justice Division

<b>Alternates</b>	<b>Organization</b>
<b>Wendy Askew</b>	Supervisor Jane Parker's Office
<b>Berenice Astengo</b>	Monterey County Free Libraries
<b>Annette Cutino</b>	County Counsel's Office
<b>Jeremy Dzubay</b>	Public Defender Office
<b>Deneen Guss</b>	Monterey County Office of Education
<b>Cynthia Nelson Holmsky</b>	California State University, Monterey Bay
<b>Hulsey Stephanie</b>	Superior Court, Juvenile Justice Division
<b>Dora McKean</b>	Child Care Planning Council
<b>Todd Keating</b>	Probation Department
<b>Laurel Lee-Alexander</b>	Community Foundation for Monterey County
<b>Matt Luther</b>	Sheriff's Office
<b>McKean Dora</b>	Child Care Planning Council
<b>Josh Madfis</b>	United Way Monterey County
<b>David Maradei</b>	Child Abuse Prevention Council
<b>Martha Martinez</b>	Salinas City Elementary School District
<b>Shirley Milleco</b>	Community Human Services
<b>Edward Moreno</b>	Health Department
<b>Catherine Nyznyk</b>	Monterey Peninsula College
<b>Jeannine Pacioni</b>	Monterey County District Attorney's Office
<b>Beth Reeves-Fortney</b>	First 5 Monterey County
<b>Theresa Rouse</b>	Community Human Services
<b>Joni Ruelaz</b>	Housing Authority of Monterey County
<b>Marni Sandoval</b>	Deputy Director, Behavioral Health
<b>Kathi Speller</b>	Monterey Peninsula Chamber of Commerce