



MONTEREY COUNTY
CHILDREN'S COUNCIL
2018–2019 Annual Report

Contents

Vision, Mission and Guiding Principles	2
Vision Statement	2
Mission Statement	2
Guiding Principles	2
A Message from the Children’s Council Chair	3
Acknowledgements and Methodology	4
Executive Summary	5
Profile of Children and Youth	
Children Supported by CalWORKs	6
Children Living Below the Poverty Level	7
Child Abuse and Neglect	8
Children in Foster Care	9
Free or Reduced Lunch Meal Program	10
Student Homelessness	11
Low Birth Weight	12
Early Prenatal Care	13
Education of Mother	13
Child Care Slots Available	14
Child Care Costs	15
Kinder Readiness Assessment	16
Student Demographics	
Public School Enrollment	18
Children Enrolled in Special Education	19
Reading CAASPP Scores	20
ELA Meeting and Exceeding Rates by Subgroup	21
English Language Learners	22
Math CAASPP Scores	23
Math Percentage Meeting and Exceeding Rates by Subgroup	24
Childhood Obesity	25
Physical Fitness	26
Graduation Rates Over Time	27
Graduation Rates by Student Subgroup	28
Student Suspension Rates Over Time	29
Student Expulsion Rates Over Time	30
Student Expulsion Rates by Subgroup	31
Student Drop Out Rate Over Time	32
Births to Teens	33
Sexually Transmitted Infection Cases	33
Juvenile Misdemeanor and Felony Arrest	34
College Going Rates	35
Bright Beginnings	
Highlights	36
Theory of Action	37
Overview of Bright Beginnings	38
Bright Beginnings County Objectives	38
Bright Beginnings Key Drivers and Strategies	39
Strategy Aligned, Mutually Reinforcing Action	40
Highlights from Bright Beginnings Strategy Aligned Projects 2018-2019	40
Indicators for Creating a Fair System to Increase Access to Quality Child Care	43
Highlights on Collective Impact Theory of Action Framework 2018-2019	44
Previous Initiatives and Areas of Focus	49
2018-2019 Member Presentations	52
2018-2019 Members	53
2018-2019 Designated Alternates	54

Vision, Mission and Guiding Principles

Vision Statement

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

Mission Statement

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

Guiding Principles

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

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

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

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

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

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

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

A Message from the Children's Council Chair

Honorable Board of Supervisors and Monterey County residents,

It has been an honor to serve as Chair of the Monterey County Children's Council and we are pleased to present its 2018-19 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. The 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 Council is guided by its purpose and its vision: To provide leadership and policy direction to encourage the development of a comprehensive and collaborative delivery system of services for children and their families so that all children in Monterey County live in safe nurturing homes and communities; they are healthy, valued, succeed in school and realize their full potential.

This report reflects our efforts in support of our purpose and vision. 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 2018-19 the Children's Council continued to focus on our Bright Beginnings Initiative and this report contains the highlights of that work. The Council also, through a series of presentations, began exploring the issues of homelessness and lack of affordable housing, homeless services available for school aged children and youth, immigration policies and their impact on children and families, equity issues and the School Data Dashboard, and the emerging mental health needs of our students and families.

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.

The Children's Council annual report is a call to action for all of us to prioritize the health, education, and well-being of our children and youth. Public comment and feedback on the work of the Council is welcomed and strongly encouraged. We believe that this report reflects the Council's goal of connecting its work to a broad group of stakeholders and community members. Working together we can ensure every child and youth in Monterey County thrives and is prepared for success.

Sincerely,

Dr. Deneen Guss, Chair, Monterey County Children's Council

Acknowledgements and Methodology

Acknowledgments

The Monterey County Children's Council would like to acknowledge and extend its deepest appreciation to Nancy Kotowski, previous Superintendent of Schools, and Dean Flippo, the previous District Attorney, for their years of service and dedicated support on the Council. Dr. Kotowski and Mr. Flippo retired from their respected positions in December 2019.

Why a Children's Council Annual Report is Important

The Annual Report was created to help our community understand the needs of our children and youth, in order to build community commitment to meet these needs. It is a local and state "snapshot" documenting the status of our children and youth. This Annual Report is intended to help community members make informed decisions with regarding public policy issues, volunteer efforts and support for nonprofit organizations.

The Annual Report has four goals:

- To serve as a benchmark to measure how children and youth are faring over time
- To serve as a catalyst to mobilize community wide efforts to address the most critical challenges to children and youth's circumstances
- To recognize areas in which services and initiatives have been successful in improving children and youth's quality of life in order to maintain continued support for these efforts
- To present multiple indicators in a simple arrangement and location

Methodology

This Annual Report serves as a benchmark to measure the relative success of efforts to improve conditions for all children ages 0-24. The Fiscal Year 2018-2019 Annual Report is based exclusively on secondary data reports. A list of indicators was created by the Children's Council based on a previous version of this Annual Report. Secondary data was then collected from local and state-level published reports. The quality of the data was evaluated and then it was determined whether it addressed pertinent indicators for this Annual Report. Data was collected from a variety of sources as indicated on the specific pages and data series with historic trends and comparison between state and local rates were preferred.

Measuring Results

Twenty seven indicators have been selected and organized into three major age ranges: birth to 18 years of age, birth to five years of age, and six to 18 years of age for which conditions for children are assessed as "stable", "fluctuating", "increasing", "decreasing", or "N/A" (not available) for Monterey County and the state of California. You will find this assessment on the Executive Summary page for each particular indicator.

Executive Summary

Birth to 18	Monterey County Trend	State Trend
Children Supported by CalWORKs	Decreasing	N/A
Children Living Below Poverty Level	Fluctuating	Fluctuating
Children with Health Insurance	Increasing	N/A
Child Abuse and Neglect	Fluctuating	Stable
Children in Foster Care	Decreasing	Stable
Free and Reduced Lunch Meal Program	Increasing	N/A
Student Homelessness	Increasing	N/A

Birth to 5	Monterey County Trend	State Trend
Low Birth Weight	Decreasing	N/A
Early Prenatal Care	Increasing	N/A
Education of Mother	Increasing	N/A
Child Care Slots Available	Increasing	N/A
Child Care Costs	Increasing	N/A
Kindergarten Readiness	Increasing	N/A

6 to 18	Monterey County Trend	State Trend
Public School Enrollment	Increasing	N/A
Children Enrolled in Special Education	Increasing	N/A
Reading CAASPP Scores	Stable	Stable
English Language Learners	Fluctuating	N/A
Math CAASPP Scores	Increasing	Stable
Child Obesity	Increasing	N/A
Physical Fitness	Decreasing	Decreasing
Graduation Rates Over Time	Increasing	Decreasing
Student Suspension Rates Over Time	Decreasing	Decreasing
Student Expulsion Rates Over Time	Decreasing	Decreasing
Student Drop Out Rate	Decreasing	N/A
Births to Teens	Decreasing	N/A
Juvenile Misdemeanor and Felony Arrests	Decreasing	N/A
Sexually Transmitted Infection Cases	Increasing	N/A
College Going Rate	Decreasing	Decreasing

Note: When an indicator has been assessed as “stable”, this means that the trend line is flat, indicating that there is not much change or inconsistency on the data figures. On the other hand, when an indicator is assessed as “fluctuating”, this means that the data figures are inconsistent from year to year. An assessment of “increasing”, refers to higher numbers in the value of the data and an assessment of “decreasing”, refers to lower numbers in the value of the data. When looking at the assessment of “increasing” or “decreasing”, please keep in mind that these terms reflect how the rate or number in each particular trend is changing. They do not indicate improvement or worsening.

Children Supported by CalWORKs

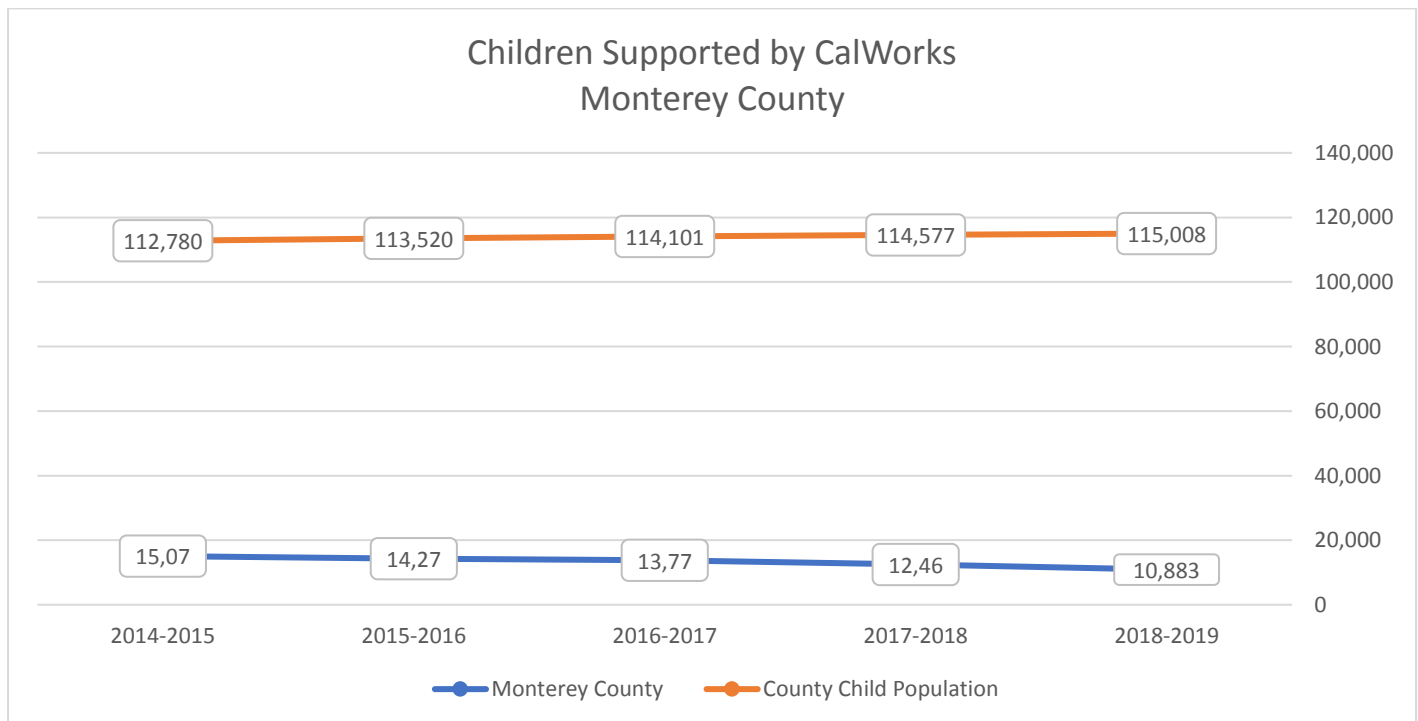
Birth-18

Definition of the Indicator

The federal welfare reform legislation, Personal Responsibility and Work Opportunity Reconciliation Act of 1996, known as CalWORKs, provides financial assistance to needy children and families in Monterey County. This indicator reports the average annual caseload of children under the age of 18 receiving financial assistance through CalWORKs.

Why the Indicator is Important

The CalWORKs program has multiple goals, including reduced welfare dependency, increased self-sufficiency, and decreased non-marital childbearing. The CalWORKs legislation sought to achieve the goals of improving child and family well-being by strengthening work first requirements and increasing support services for families engaged in work activities. California efforts to continue a focus on child well-being include provisions of a safety net program for children when adults are sanctioned or reach their sixty-month limit on aid, their requirement of school attendance, child immunizations, and assisting with paternity and child support enforcement activities.



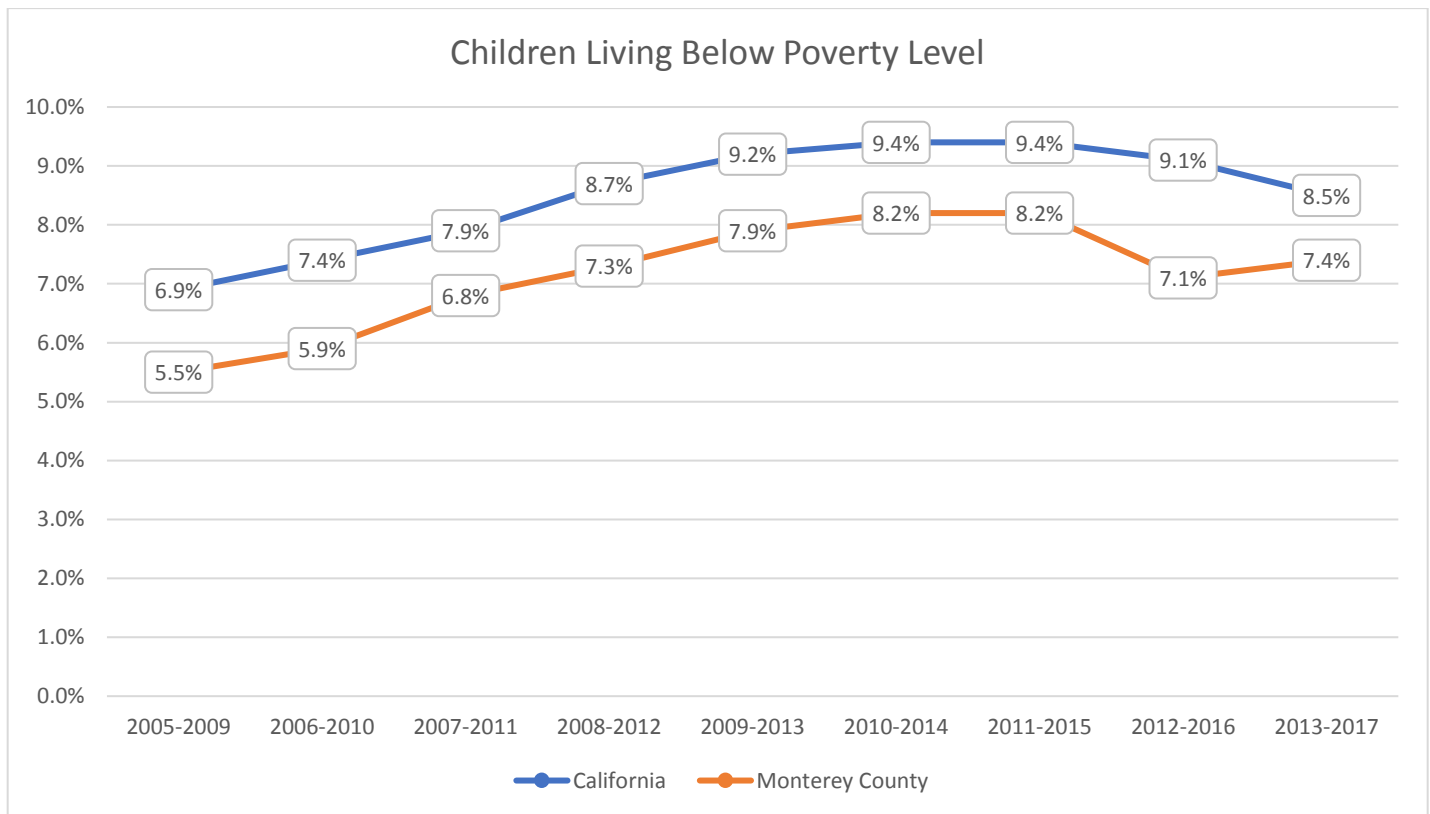
Source: 2018 - CA Dept. of Finance: 2010-2060 - Pop. Projections by Race/Ethnicity, Detailed Age, & Gender. Monterey County Department of Social Services - IT Data Development 2020

Definition of the Indicator

The number of children under the age of 18 living in households with incomes below the federal poverty level based on 2018 Federal Poverty Guidelines of annual income \$14,150 or less for a family of three.

Why the Indicator is Important

Childhood poverty has both immediate and lasting negative effects. Children living below the poverty line are more likely to have difficulty in school, become teen parents, and experience higher rates of unemployment and low-income earnings in adulthood. Poverty is also an important indicator that is inextricably linked to the health of children and youth.



Source: As cited on kidsdata.org, U.S. Census Bureau, American Community Survey (Dec. 2018).

Definition of the Indicator

The percentage of children, aged 0-18, with health insurance is based on the number of children who have private and public health insurance. The percentage of those who have health insurance was calculated by dividing the number of those insured by the total number of children living in Monterey County. Health policy changes occurred in 2014 when many provisions of the Patient Protection and Affordable Care Act (ACA) went into effect. One of those provisions included changes to the definition of a “qualifying child”. Under ACA, a qualifying child are those aged 0-18. For years 2015-2016, the age of respondents calculated in the percentage represent those aged 0-17, whereas in 2017, the respondents are aged 0-18.

Why the Indicator is Important

Health insurance allows children to access health care services such as required regular checkups, dental and vision care, urgent medical services, and primary care services for illness and injury. Children with health insurance are more likely to receive preventative care and immunizations that will aid in decreasing the likelihood of illness and reduce out-of-pocket medical expenses. Generally, children with health insurance will experience better overall health throughout their childhood and into their teenage years.

Percentage of Children with Health Insurance in Monterey County (2015-2017):

Year	Age	# insured	% insured	# uninsured	% uninsured	TOTAL
2017	0-18	112,043	93%	8,061	7%	120,104
2016	0-17	105,139	92%	8,599	8%	113,738
2015	0-17	103,645	92%	9,578	8%	113,223

Note: Indicator data is only available for 2015-2017. Data for 2015 and 2016 is available for children aged 0-17, whereas data for 2017 is for children aged 0-18.

Source: US Census Bureau, 2013-2017 American Community Survey 5-year Estimates; 2012-2016 American Community Survey 5-year Estimates; 2011-2015 American Community Survey 5-year Estimates. Data provided by Monterey County Health Department - Planning, Evaluation, and Policy Unit, March 2020.

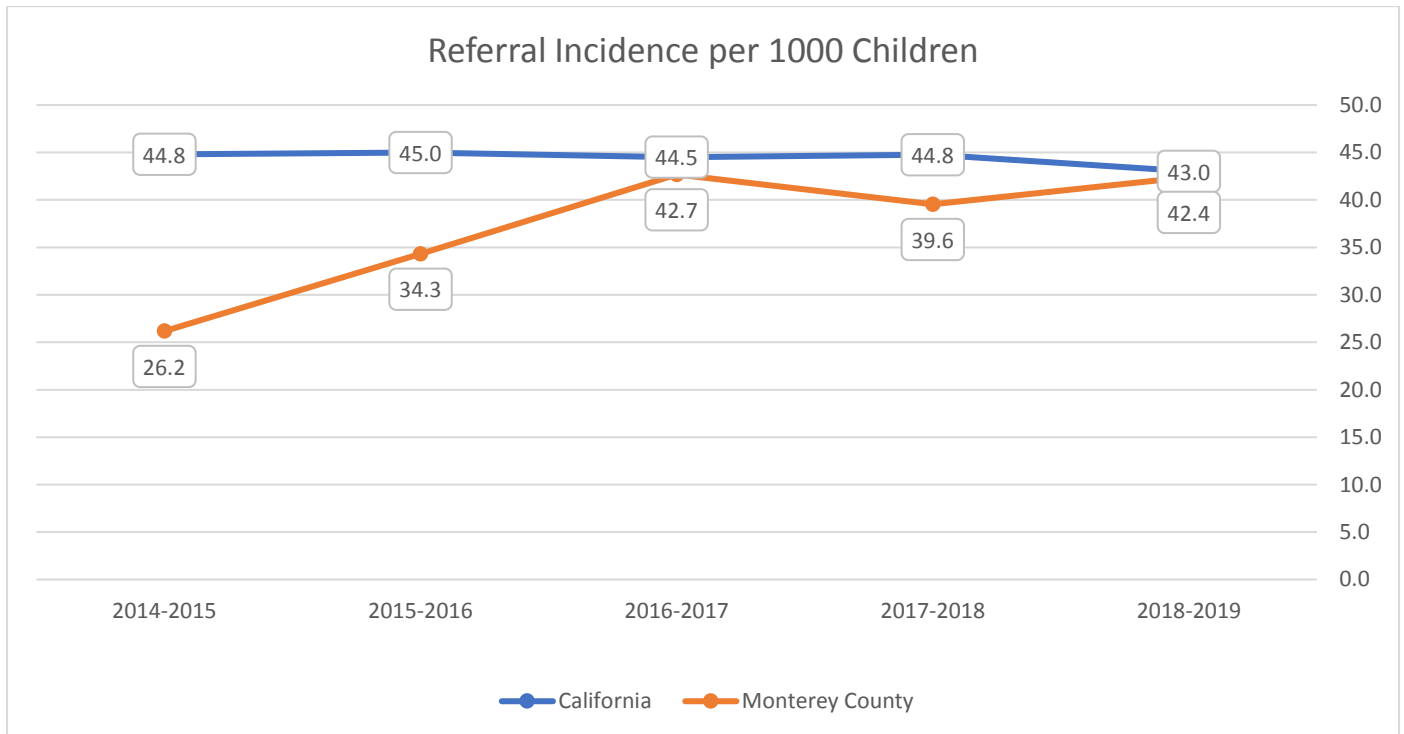
Definition of Indicator

The rate of substantiated reports in which a referral was made due to allegations of child abuse, neglect, and/or exploitation of children 18 years of age or less.

Why the Indicator is Important

This indicator informs the prevalence of child abuse in Monterey County. State law requires several categories of professionals, including teachers, nurses, social workers, law enforcement officers and childcare providers to report suspected cases of maltreatment or child abuse. Other sources of child abuse reporting include parents, neighbors, friends, and anonymous persons. A report to the Child Abuse Hotline is the primary entry point for children and families into the Child Welfare Services of Monterey County. Depending on the severity of the report, there are established time standards for initiating the investigation. Reports are investigated and assigned to one of three disposition categories – “Unfounded”, “Inconclusive”, or “Sustained”.

Allegation and Substantiation Rates for a given year are computed by dividing the unduplicated count of children with a child maltreatment allegation (or substantiation) by the child population and then multiplying by 1,000.



Source: *CCWIP reports*. University of California at Berkeley California Child Welfare Indicators Project website. URL: http://cssr.berkeley.edu/ucbc_childwelfare

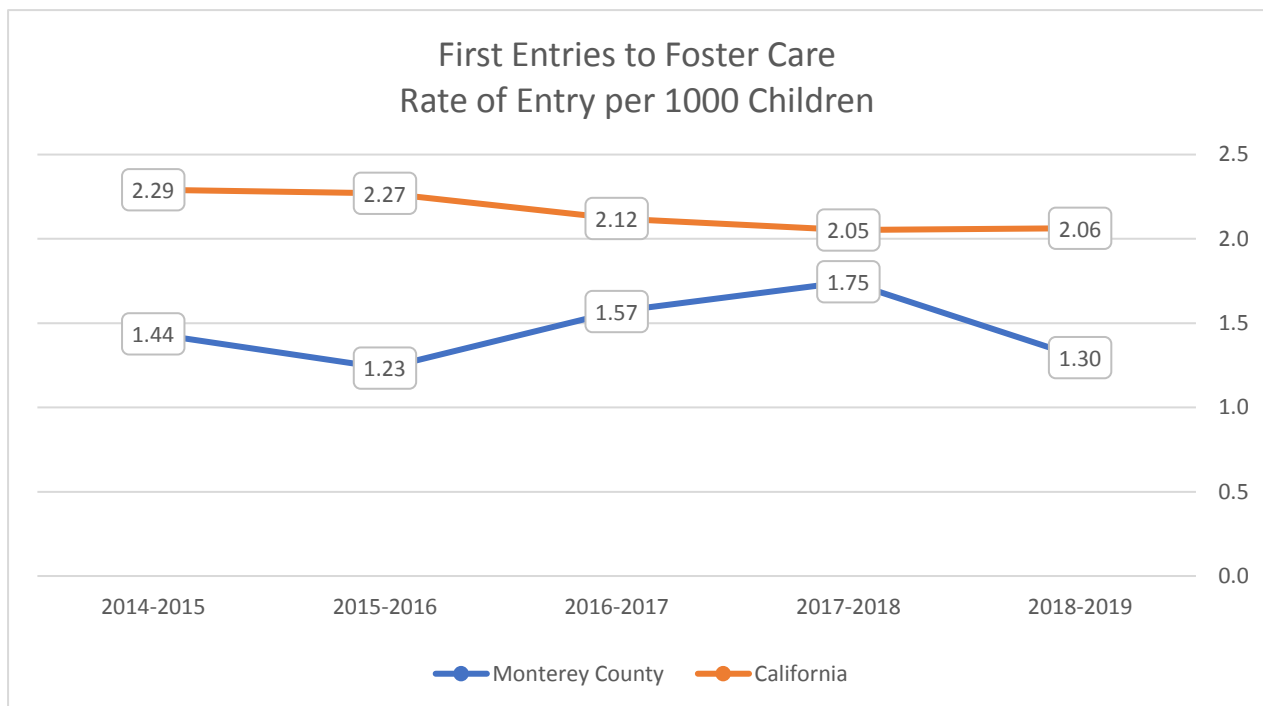
Definition of Indicator

Rate of children placed in welfare supervised care including shelter, court-specified home, kin, guardian or other.

Why the Indicator is Important

Removal of children from their families and placement in foster care is a difficult intervention for children. It is used when risk to children is extreme. Best practice, and both federal and state laws discourage the removal of children from their homes unless absolutely necessary to ensure the child’s safety. The placement of children in out-of-home care is an indicator of family problems that are so difficult, that a child cannot remain with his or her family. Child abuse and neglect are serious problems that cross socioeconomic boundaries and have profound effects on the safety and well-being of impacted children.

First entries to foster care (out of home care) during the time period specified.



Source: *CCWIP reports*. University of California at Berkeley California Child Welfare Indicators Project website. URL: http://cssr.berkeley.edu/ucbc_childwelfare Monterey County DSS IT

Definition of the Indicator

Counts of children enrolled in the Free or Reduced Price Meal Program (FRPM). This is a federal program administered by the US Department of Agriculture. Program participation is by application and is based on the income of the children's parent or guardian. It is important to distinguish "enrolled" from "eligible" and "participating." The distinction is as follows:

Eligible: Family meets the economic criteria for participation

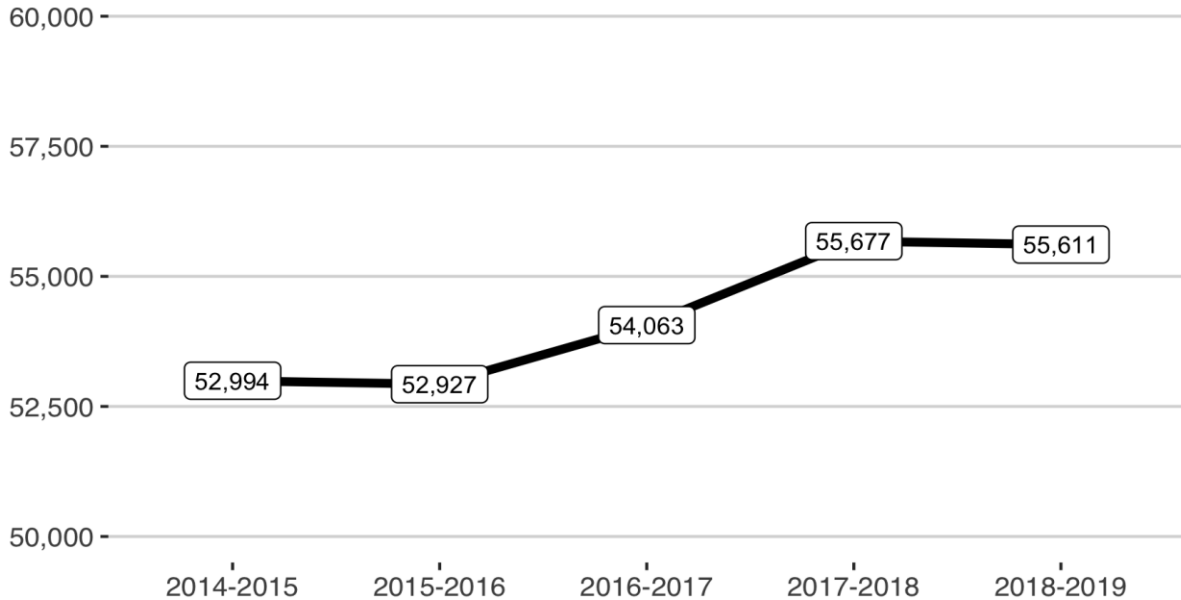
Enrolled: Student's family has met eligibility criteria and student is "signed up" to participate

Participation: Student is actually receiving free or reduced price meals

Why the Indicator is Important

Knowing the number of students that qualify for FRPM helps to determine the scale and scope of efforts needed to support this population. FRPM is the best proxy for poverty which is highly correlated with academic achievement and success in life.

Free/Reduced Price Meals Enrollment in Monterey County



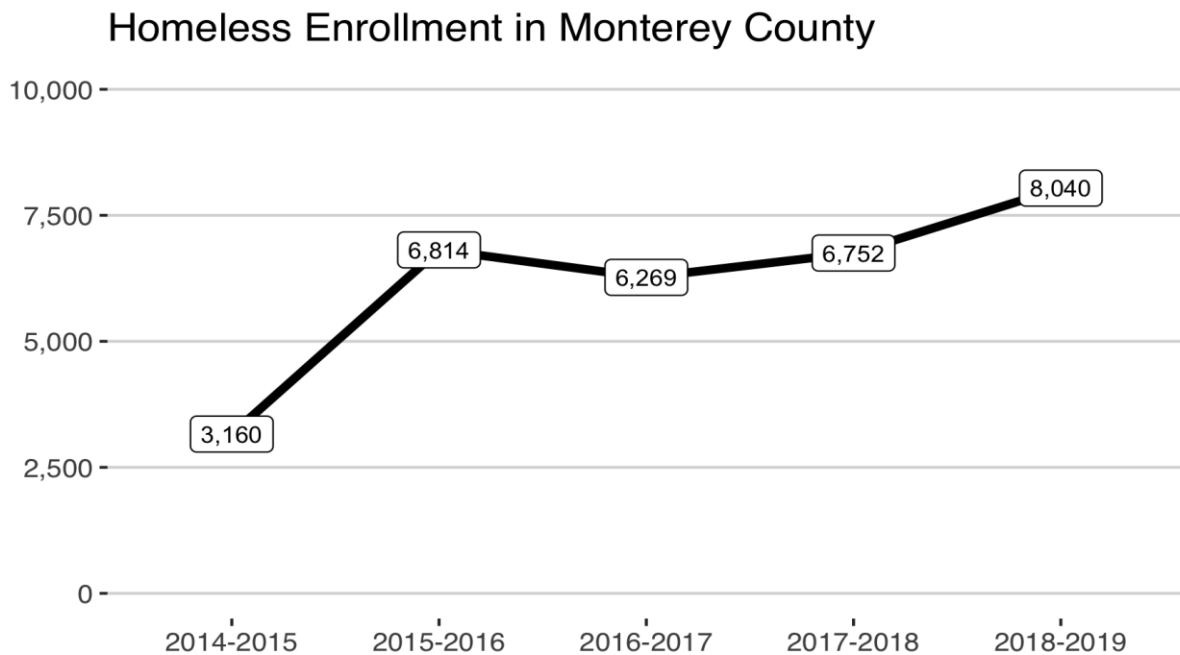
Source: Unduplicated Pupil Count
<https://www.cde.ca.gov/ds/sd/sd/filescupc.asp>

Definition of the Indicator

Enrollment is based upon the Unduplicated Pupil Count (UPC) from the California Longitudinal Pupil Achievement Data System (CALPADS). This includes information about total enrollment, Free and Reduced Meal Program, Homeless, ELs and others. (A) means individuals who lack a fixed, regular, and adequate nighttime residence; and (B) includes--(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Why the Indicator is Important

Students experiencing homelessness have lower graduation rates and without proper supports for the whole child, they can struggle to thrive in the classroom.



Source: Unduplicated Pupil Count
<https://www.cde.ca.gov/ds/sd/sd/filescupc.asp>

Source: <https://nche.ed.gov/mckinney-vento-definition/>

Low Birth Weight

Birth-5

Definition of Indicator

The percentage of children born weighing less than 2500 grams (about 5.5 lbs.)

Why the Indicator is Important

Children born with low birth weights are more prone to infant death as well as developmental delays and certain chronic diseases. Causes of low birth weight babies include premature birth, smoking and maternal drug use.

Indicator	2015	2016	2017	2018	2019
Proportion of Low Birth Weight Babies Among All Monterey County Births	5%	4%	5%	5%	5%

Early Prenatal Care

Birth-5

Definition of Indicator

The percentage of pregnant women who receive prenatal screening and treatment for medical conditions and identification of behavioral risk factors in the first three months of pregnancy.

Why the Indicator is Important

Studies have shown that earlier prenatal care is associated with better health and developmental outcomes for newborns as well as fewer complications for mothers.

Indicator	2015	2016	2017	2018	2019
Proportion of Births to Mothers with Entry to Prenatal Care During First Trimester Among All Monterey County Births	73%	76%	75%	82%	87%

Education Level of Mother

Birth-5

Definition of Indicator

The percentage of mothers who have at least completed high school. A GED equivalency exam also qualifies as completing high school. Schooling obtained in Mexico or other national systems is also recognized.

Why the Indicator is Important

Maternal education level is closely tied to future academic achievement, health, and economic status for the mother and her children.

Indicator	2015	2016	2017	2018	2019
Proportion of Births to Mothers with at Least a High School Diploma or Equivalent Among All Monterey County Births	62%	63%	63%	63%	66%

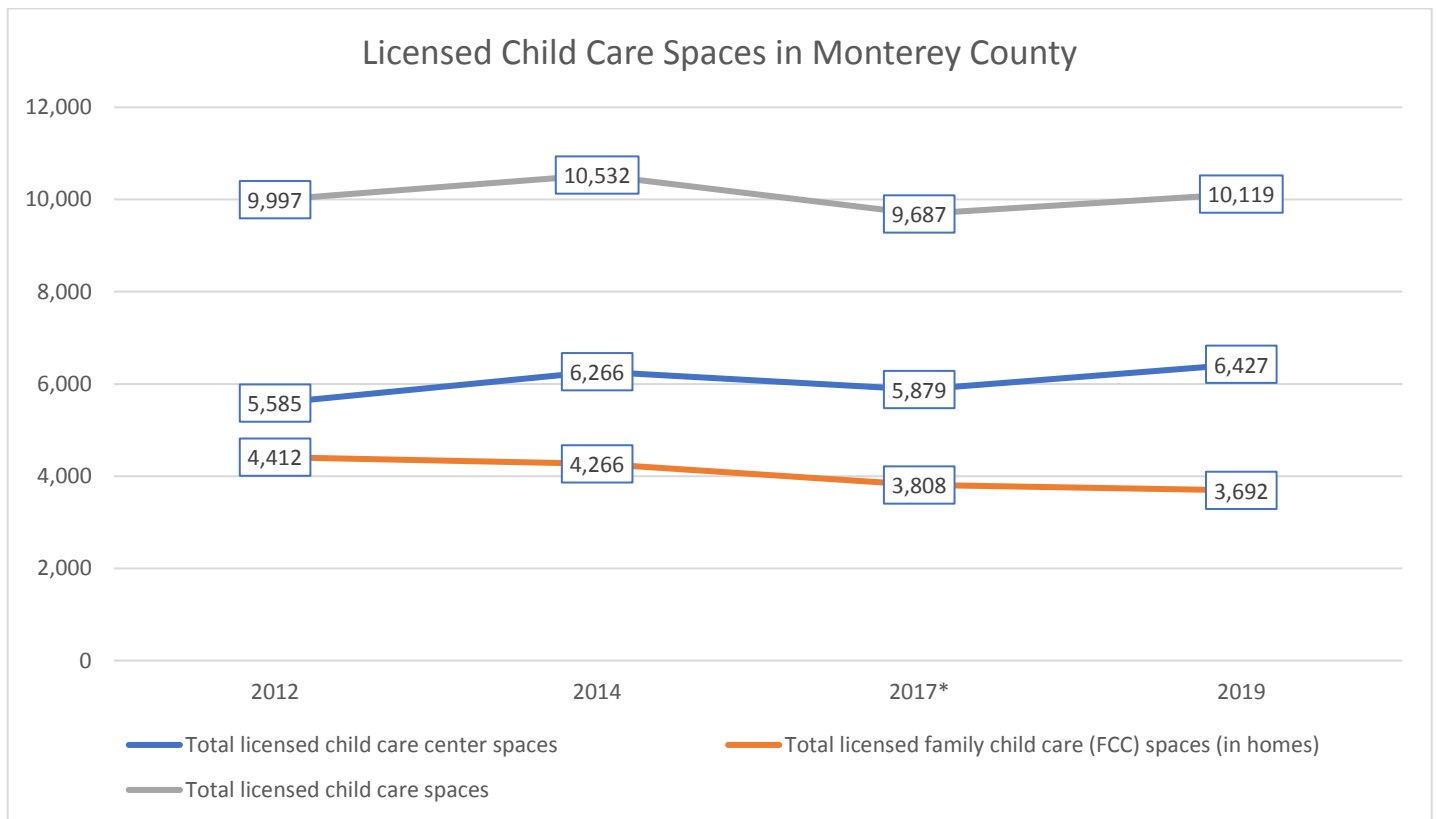
Data sources: Communicable Disease Data: Monterey County Health Department, Communicable Disease Unit. Birth Information: State of California, California Department of Public Health, VRBIS, California Comprehensive Birth File. Population Data: State of California, Department of Finance, Population Estimates. Analysis by Monterey County Health Department, Epidemiology and Surveillance Unit. Data current as of February 20, 2020.

Definition of Indicator

The number of child care licensed slots includes both part-day and full-day care for infant, toddler, and preschool. This also includes expansion of Transitional Kindergarten in school districts serving four year old children. It does not include license-exempt or family and neighbor care scenarios.

Why the Indicator is Important

Quality child care is very beneficial for a child’s social, emotional and cognitive development. Many working parents have a difficult time locating quality care. Licensed care is available for about a third of parents in the labor force.



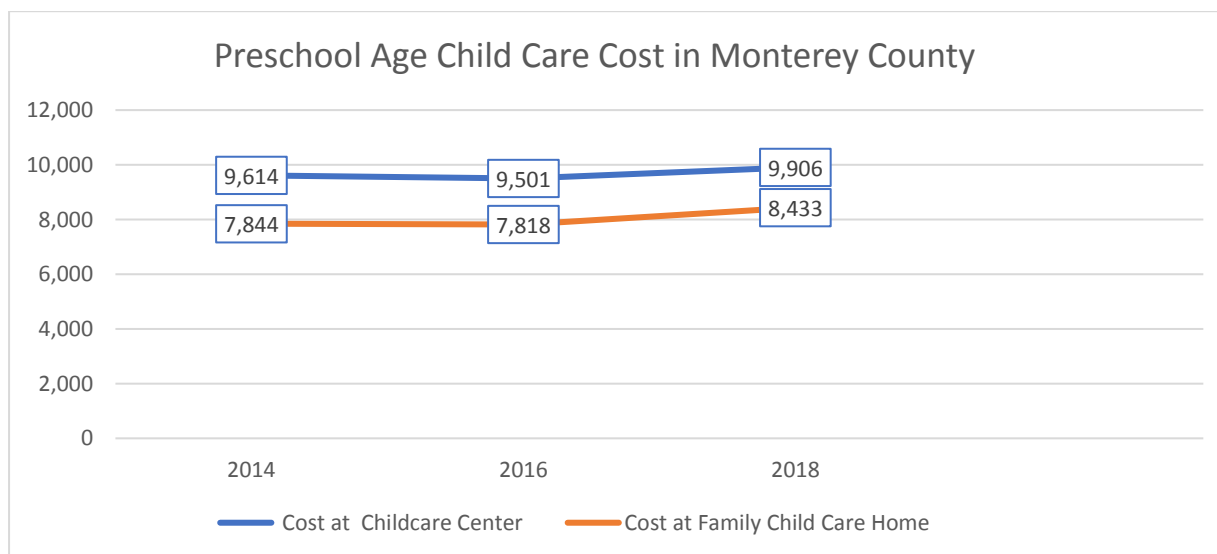
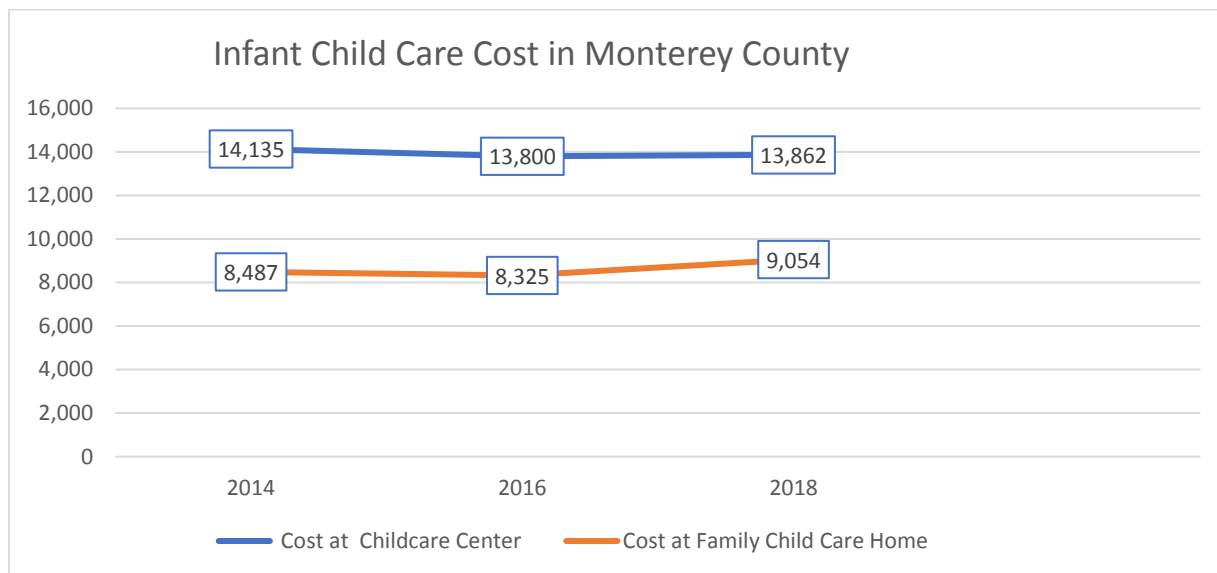
Source: www.rrnetwork.org

Definition of Indicator

Estimated annual cost of full-time licensed child care, by age group and type of facility in Monterey County

Why the Indicator is Important

Paying for quality childcare can be a large burden on a family, especially families living at 200% of the poverty line or lower. Likewise, keeping trained quality childcare providers is difficult if they cannot earn an adequate salary.



Source: <https://www.kidsdata.org/topic/1849/child-care-cost/>

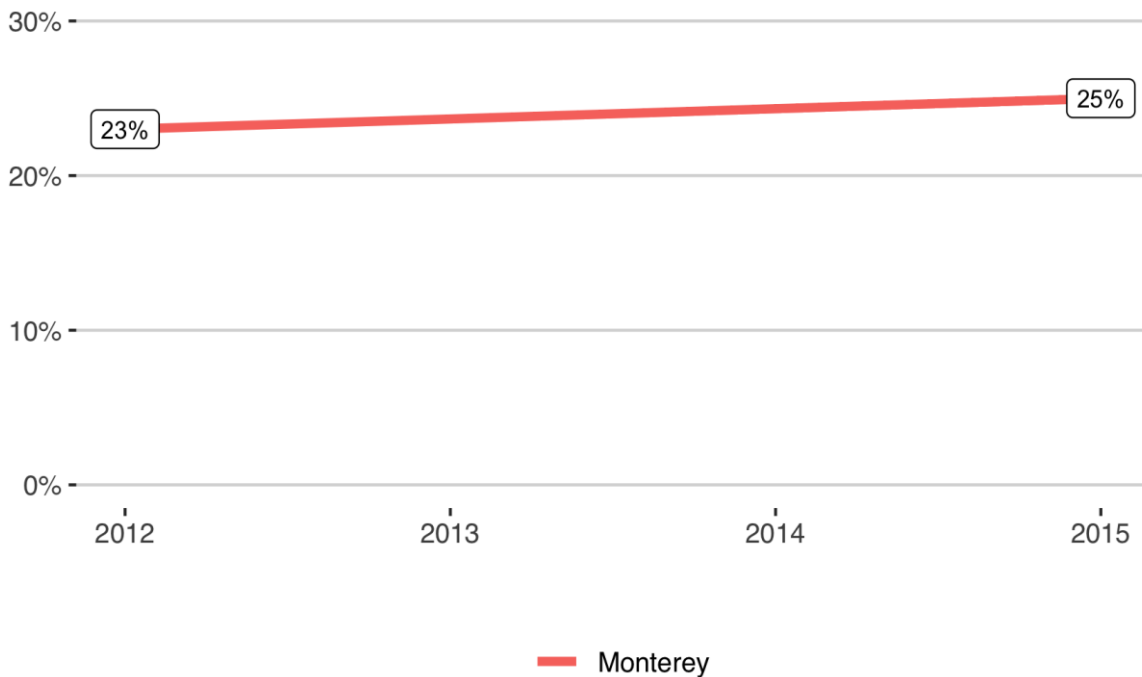
Definition of the Indicator

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.

Why the Indicator is Important

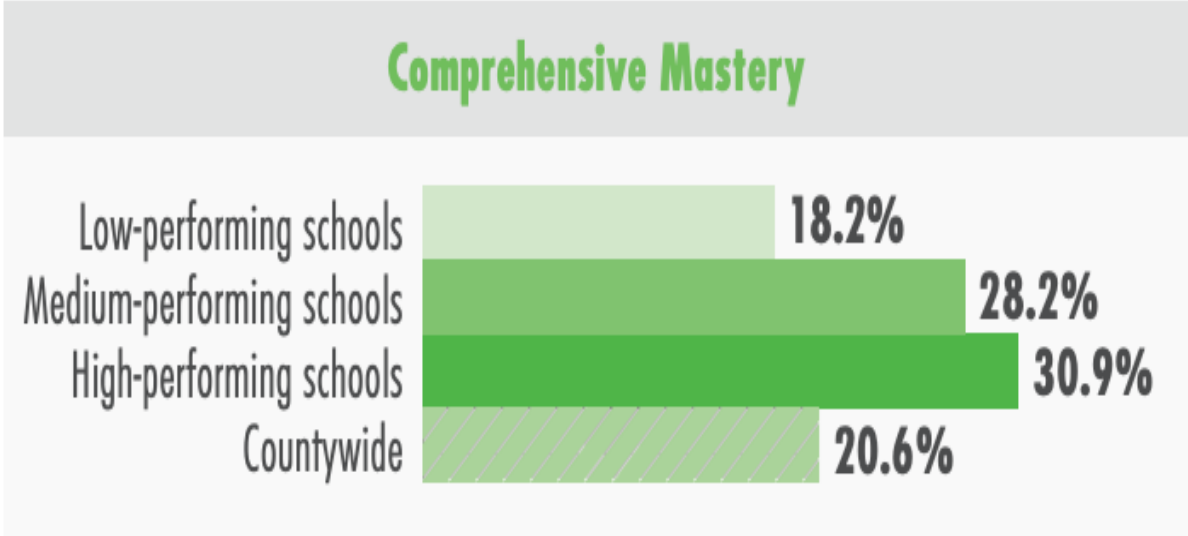
Understanding a child’s readiness to begin kindergarten can be the difference in a strong start to a student's success in school. By identifying various comprehensive skill levels, teachers can better plan extra support for their students. A strong start in school can promote social and academic growth.

Social Emotional Readiness at Kindergarten Entry



Source: First 5 Monterey County Kindergarten Readiness Assessments

Exhibit 3. Percent of Children who Exhibited Comprehensive Mastery, by Academic Performance Level (based on the average score across all items for each child)



All differences are statistically significant; $p < .001$

Note: In the past, assessments were completed every three years. In order to re-evaluate the effectiveness of the tools used in the Assessment process, a community review process was conducted. The next assessment is scheduled for school year 2020/2021 to allow time for that review to take place.

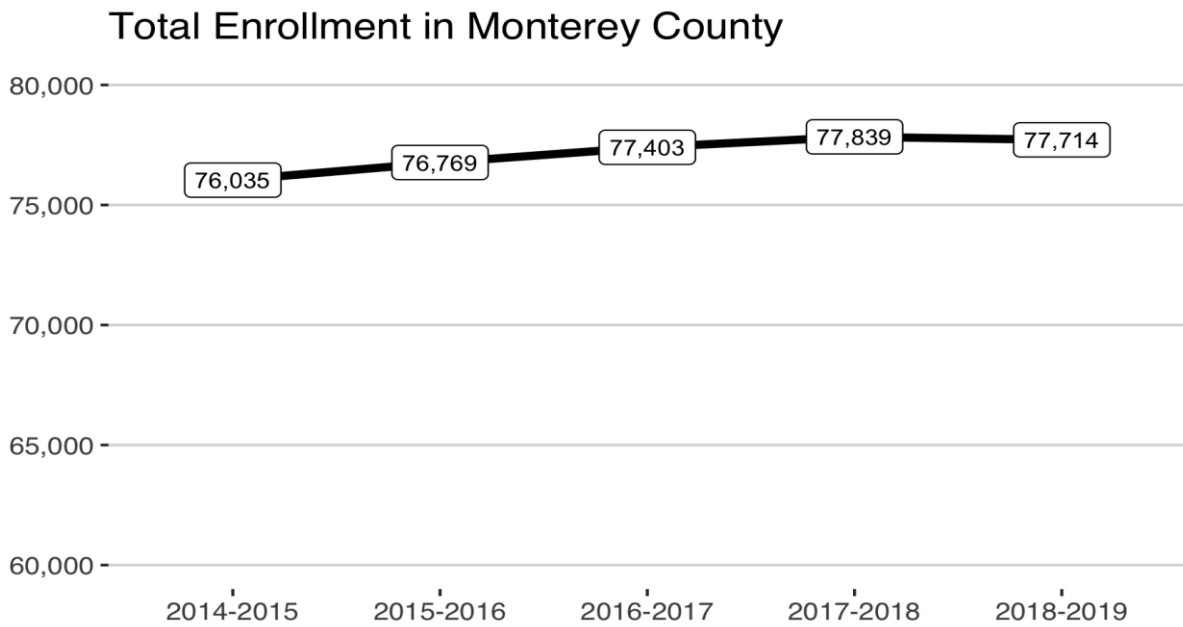
Source: ([Nurturing Success: A Portrait of Kindergarten Readiness in Monterey County. First 5 Monterey County and Harder+Co.](#))

Definition of the Indicator

The number of students enrolled in each public school and district on a given day. Enrollment is based upon the Unduplicated Pupil Count (UPC) from the California Longitudinal Pupil Achievement Data System (CALPADS). This includes information about total enrollment, Free and Reduced Meal Program, Homeless, ELs and others.

Why the Indicator is Important

Changes in the enrollment in public schools is an indicator of changes in the school age population in the county.



Source: Unduplicated Pupil Count
<https://www.cde.ca.gov/ds/sd/sd/filescupc.asp>

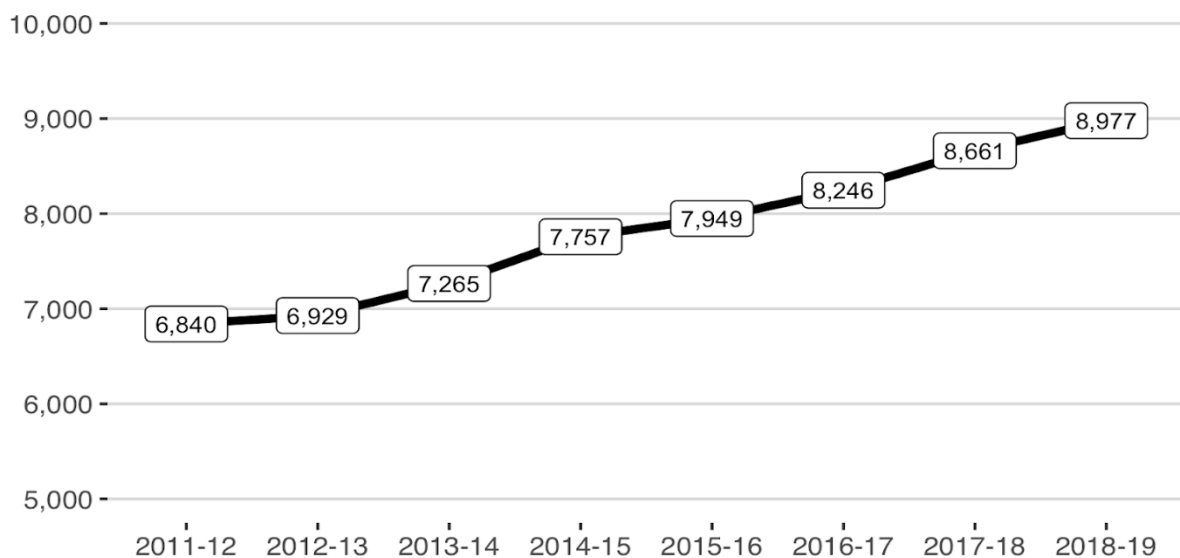
Definition of the Indicator

California provides specially designed instruction, at no cost to parents, to meet the unique needs of children with disabilities. This instruction is provided in a variety of settings that allow infants and their families, preschoolers, students, and young adults to be educated with their peers as much as possible; that is, in the least restrictive environment. Special education services are available in a variety of settings, including day-care settings, preschool, regular classrooms, classrooms that emphasize specially designed instruction, the community, and the work environment. The disability categories and enrollment breakdown in California for individuals who received special education services are as follows: Autism, deaf-blindness, Deafness, Emotional disturbance, Hard of hearing, Intellectual disabilities, Multiple disabilities, Orthopedic impairment, Other health impairment, Specific learning disability, Speech or language impairment, Traumatic brain injury, and Visual impairment.

Why the Indicator is Important

SPED enrollment is a key component in addressing the needs of all students and being able to deliver an enriching learning experience. Federal law requires that all children with disabilities be provided a free and appropriate education according to an Individual Education Plan (IEP) from infancy until 21 years of age. A population count affects funding for providing the necessary supports.

Special Education Enrollment in Monterey County



Source: DataQuest
<https://data1.cde.ca.gov/dataquest/SpecEd/SEEnrEthDis2.asp?cChoice=SEEthDis2&cYear=2018-19&TheCounty=27,MONTEREY&clevel=County&ReptCycle=December>

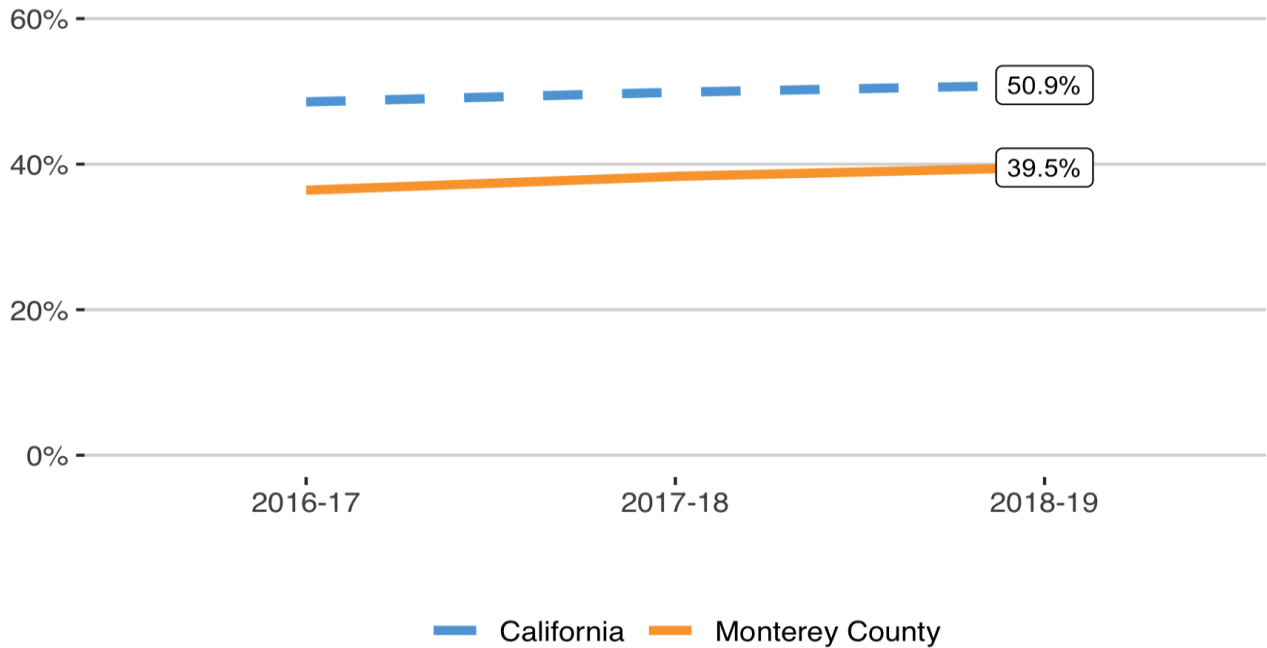
Definition of the Indicator

California’s academic standards – what we want students to know and be able to do – are designed so students graduate ready for college and/or career. One way student progress is measured is through computer-based assessments, for grades 3rd -8th and 11th. These assessments were created to gauge each student’s performance in mathematics and English Language Arts. Because the California Assessment of Student Performance and Progress (CAASPP) tests are given statewide, they provide an opportunity to measure the skills of all students against the same academic standards. The tests are computer-adaptive, allowing more precise measurement of individual skills. Parents receive a written report of their child’s scores and can compare progress from one year to the next.

Why the Indicator is Important

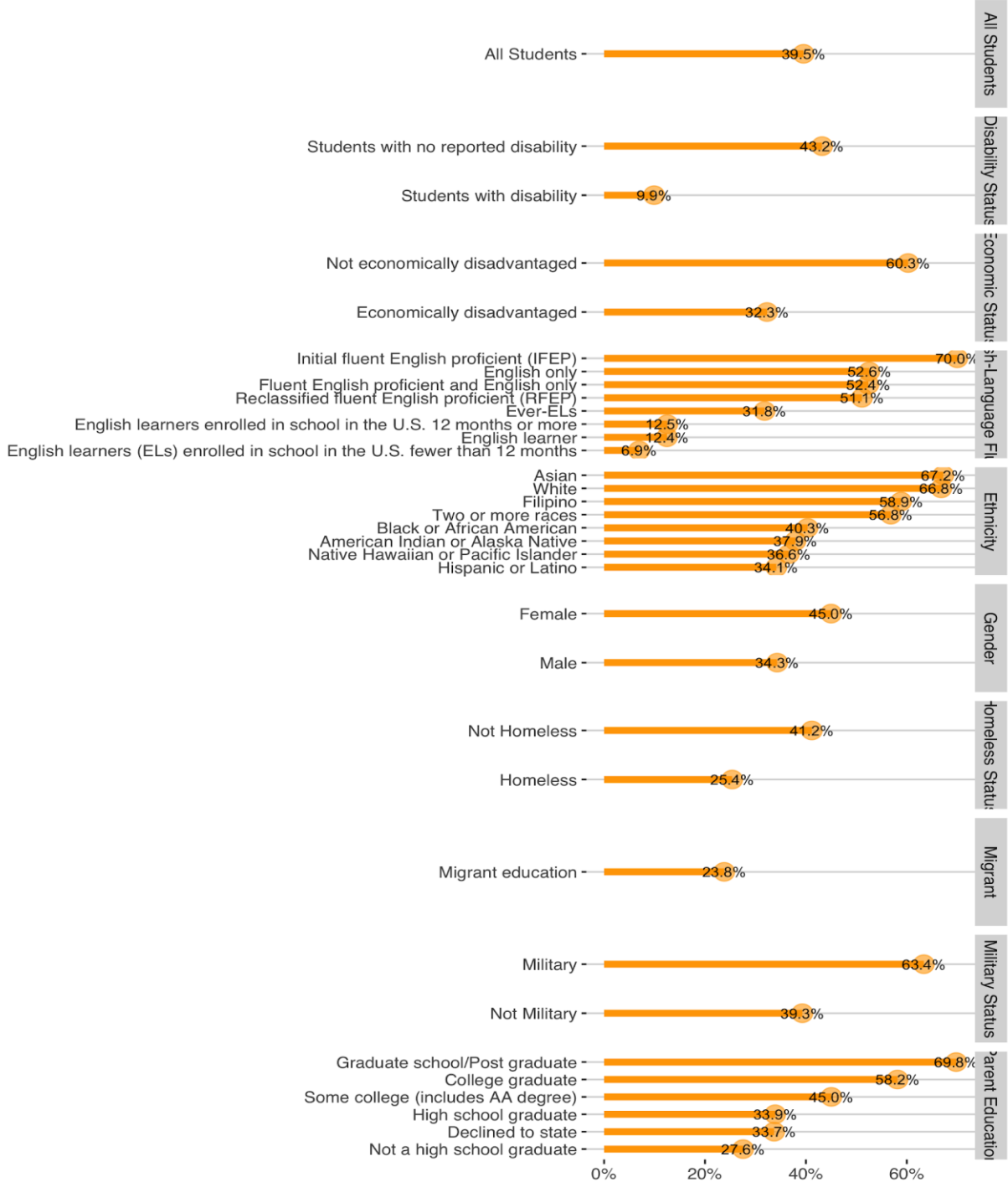
The purpose of the CAASPP system is to assist teachers, administrators, students, and parents in better understanding academic performance in order to improve student achievement in California’s Academic Content Standards.

ELA Percentage Meeting and Exceeding Rates Over Time



Source: CAASPP Research Files
<https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFileList>

ELA Percentage Meeting and Exceeding Rates by Student Group



Source: CAASPP Research Files
<https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFileList>

Definition of the Indicator

Enrollment is based upon the Unduplicated Pupil Count (UPC) from the California Longitudinal Pupil Achievement Data System (CALPADS). This includes information about total enrollment, Free and Reduced Meal Program, Homeless, ELs and others.

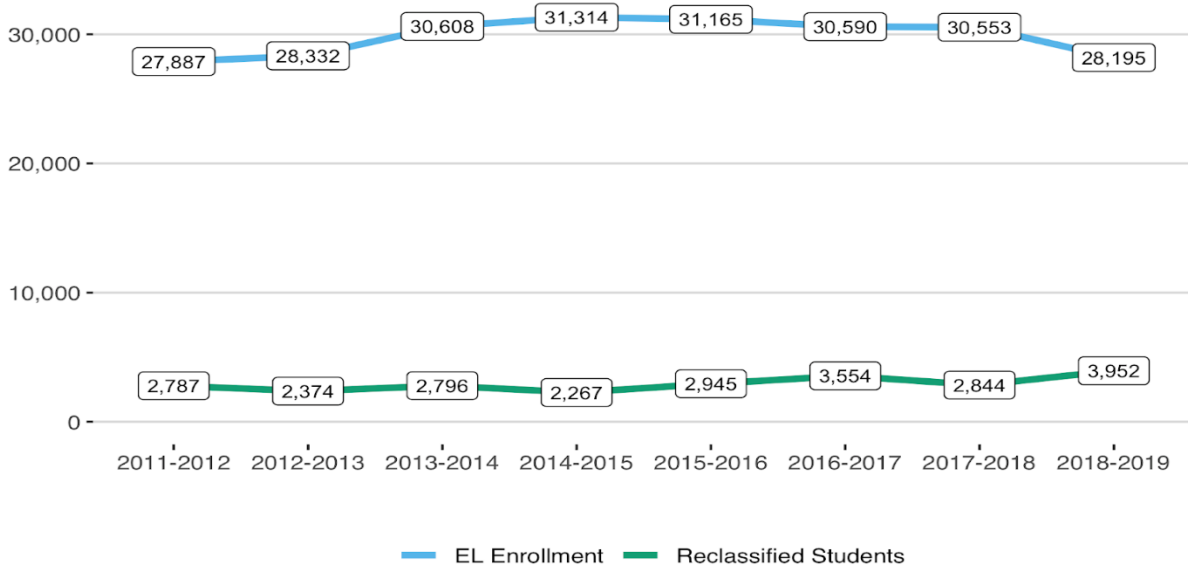
English learner students are those students for whom (1) parents report of a primary language other than English on the state-approved Home Language Survey **and** (2) who lack English-language skills based on the state approved assessment (Initial ELPAC) in listening comprehension, speaking, reading, and writing which are necessary to succeed in the school's regular instructional programs. EL students are reclassified according to the multiple criteria including assessment results (Summative ELPAC) and district-adopted standards that demonstrate that students have an English-language proficiency comparable to that of average native English speakers.

Why the Indicator is Important

English learner students (EL) may need additional support with English language development to create equitable learning environments. This helps ensure that English learners acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.

The EL reclassification rate gauges the success of meeting the state goal to have students redesignated as English proficient. Becoming English proficient is a step towards growth by aiding EL students to succeed with peers whose primary language is English.

EL Enrollment and Number of Reclassified Students by Year



Source: EL Reclassification Data
<https://www.cde.ca.gov/ds/sd/sd/filesreclass.asp>

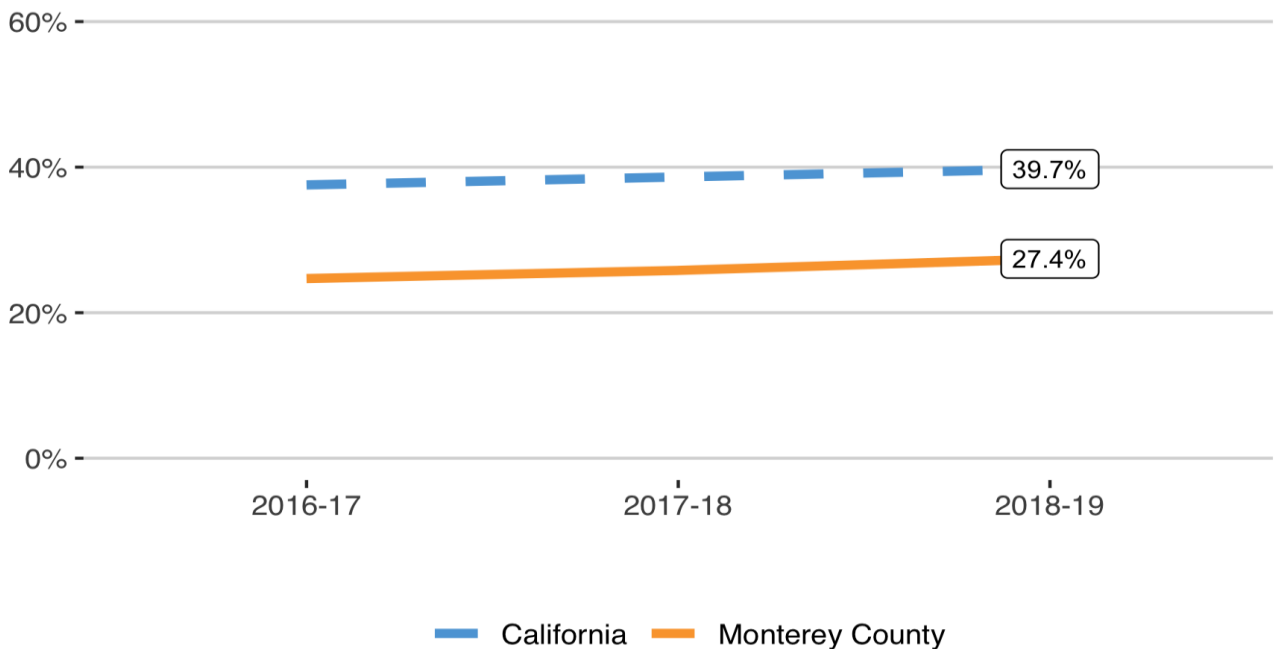
Definition of the Indicator

California’s academic standards – what we want students to know and be able to do – are designed so students graduate ready for college and/or career. One way student progress is measured is through computer-based assessments, for grades 3rd – 8th and 11th. These assessments were created to gauge each student’s performance in mathematics and English language arts. Because CAASPP tests are given statewide, they provide an opportunity to measure the skills of all students against the same academic standards. The tests are computer-adaptive, allowing more precise measurement of individual skills. Parents receive a written report of their child’s scores and can compare progress from one year to the next.

Why the Indicator is Important

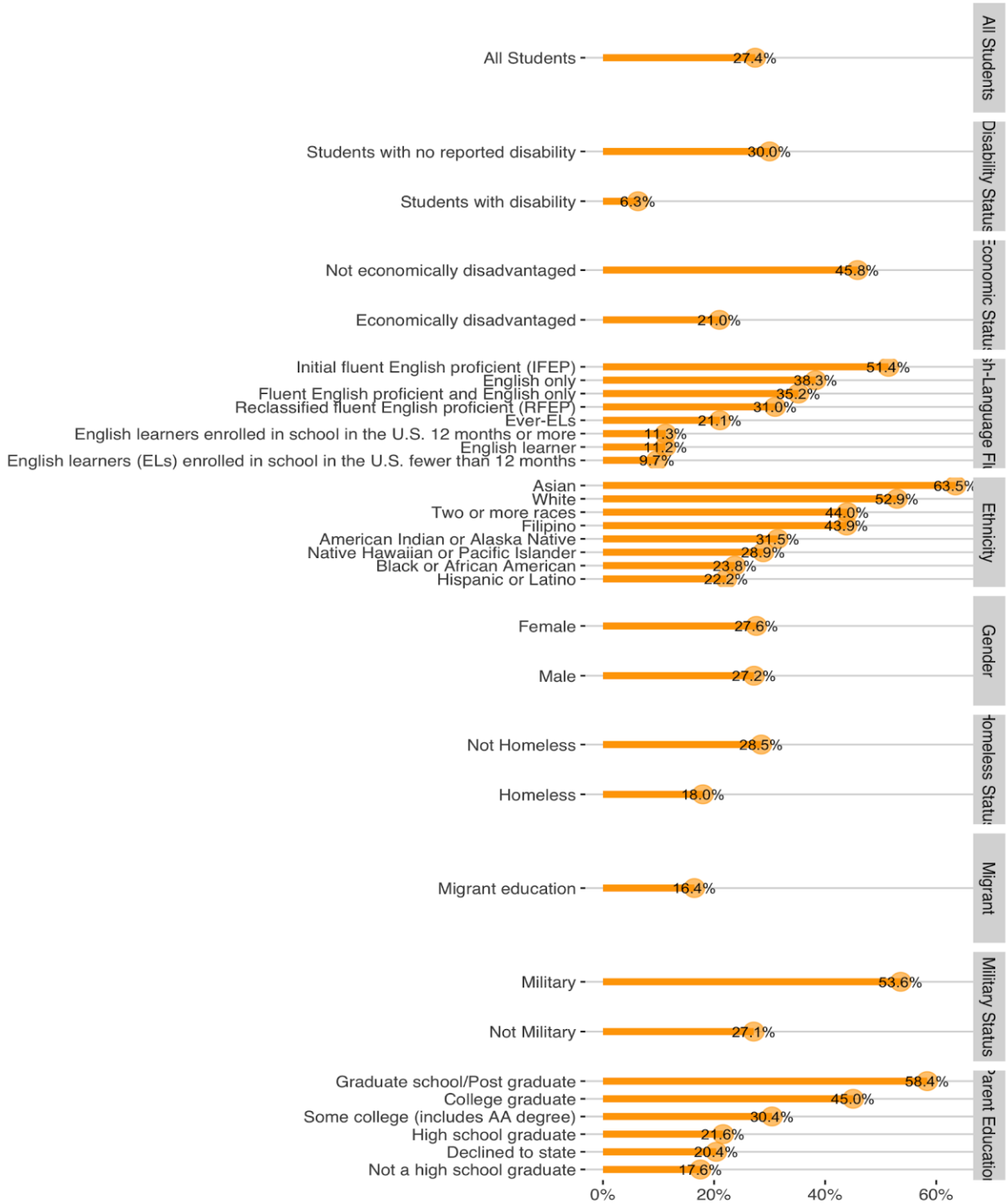
The primary purpose of the CAASPP System is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. These assessments are a measure of student achievement in the grade level standards adopted by the California State Board of Education.

Math Percentage Meeting and Exceeding Rates Over Time



Source: CAASPP Research Files
<https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFileList>

Math Percentage Meeting and Exceeding Rates by Student Group



Source: CAASPP Research Files
<https://caaspp-elpac.cde.ca.gov/caaspp/ResearchFileList>

Definition of the Indicator

The percentage of public school students in grades 5, 7, and 9 with body composition falling above the “Healthy Fitness Zone” of the FitnessGram assessment, by gender and grade level. FitnessGram is used in physical education programs to measure physical fitness levels and was developed by the Cooper Institute.

Why the Indicator is Important

Overweight and obese children are at a higher risk for the emergence of multiple illnesses as they age into adulthood. According to the “State of Childhood Obesity: Helping All Children Grow Up Healthy” report issued by the Robert Wood Johnson Foundation, “childhood obesity is a major risk factor for many of the most important health issues individuals may encounter later in life, including heart disease, hypertension, diabetes, respiratory diseases, and bone and joint problems.”

Percentage of Students who are Overweight or Obese by Gender and Grade Level

Monterey County	Year	Percent		
		Grade 5	Grade 7	Grade 9
Female	2018	48.5%	34.3%	45.0%
Male		54.3%	47.5%	45.8%
Female	2017	46.6%	46.7%	44.6%
Male		51.0%	50.1%	44.5%
Female	2016	44.1%	46.3%	44.7%
Male		53.4%	48.0%	45.2%
Female	2015	44.6%	47.0%	44.1%
Male		52.6%	49.1%	45.4%
Female	2014	46.6%	45.9%	42.5%
Male		52.2%	49.2%	43.2%

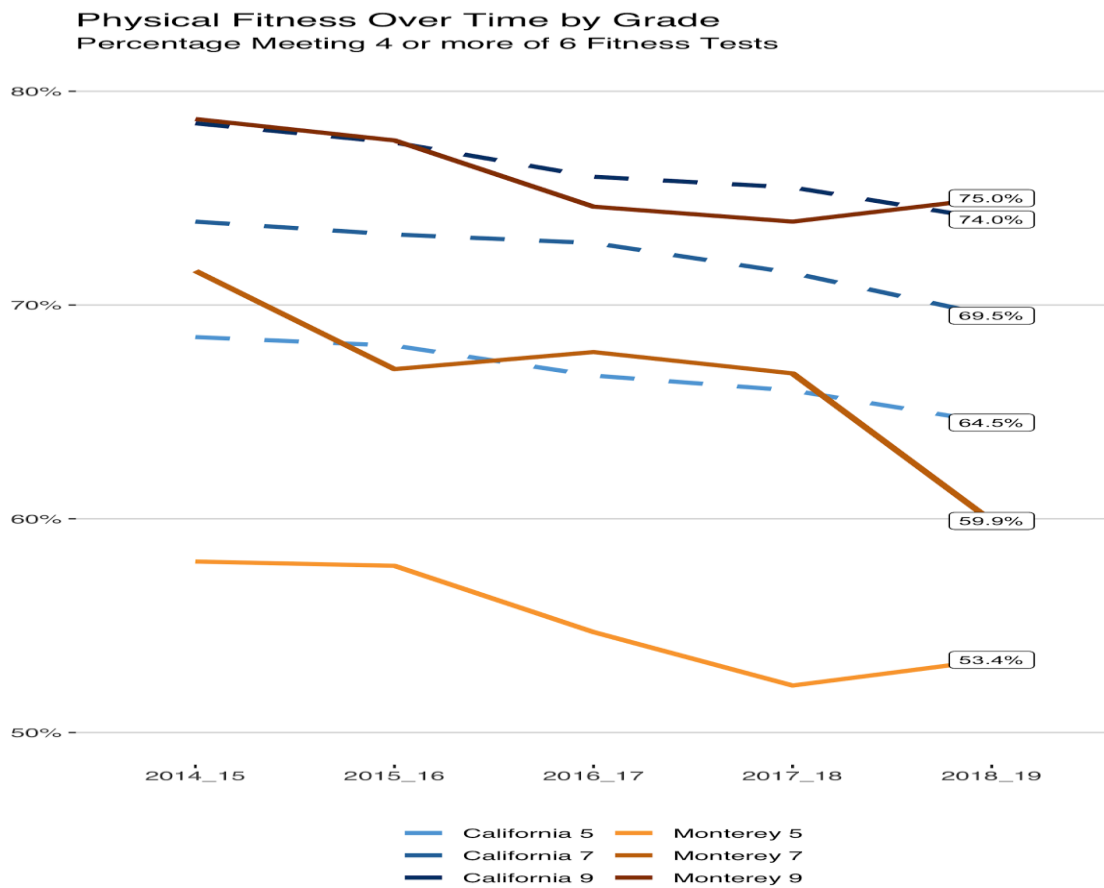
Source: California Department of Education, Physical Fitness Testing Research Files (December 2018), retrieved from kidsdata.org. Data provided by Monterey County Health Department - Planning, Evaluation, and Policy Unit, March 2020.

Definition of the Indicator

The State Board of Education (SBE) designated the *FITNESSGRAM* as the Physical Fitness Test (PFT) for students in California public schools. The goal of the *FITNESSGRAM* is to assist students in establishing lifetime habits of regular physical activity. Public school students in grades five, seven, and nine take the PFT. The *FITNESSGRAM* is composed of six fitness areas including Aerobic Capacity, Abdominal Strength and Endurance, Upper Body Strength and Endurance, Body Composition, Trunk Extensor Strength and Flexibility, and Flexibility.

Why the Indicator is Important

Physical fitness is an indicator of good health, and studies have shown it can lead to higher academic achievement. Recent research correlates good aerobic capacity with a reduction in many health problems. Conversely, there are serious health risks associated with physical inactivity.



Source: Physical Fitness Test Data
<https://www.cde.ca.gov/ta/tg/pf/pftresearch.asp>

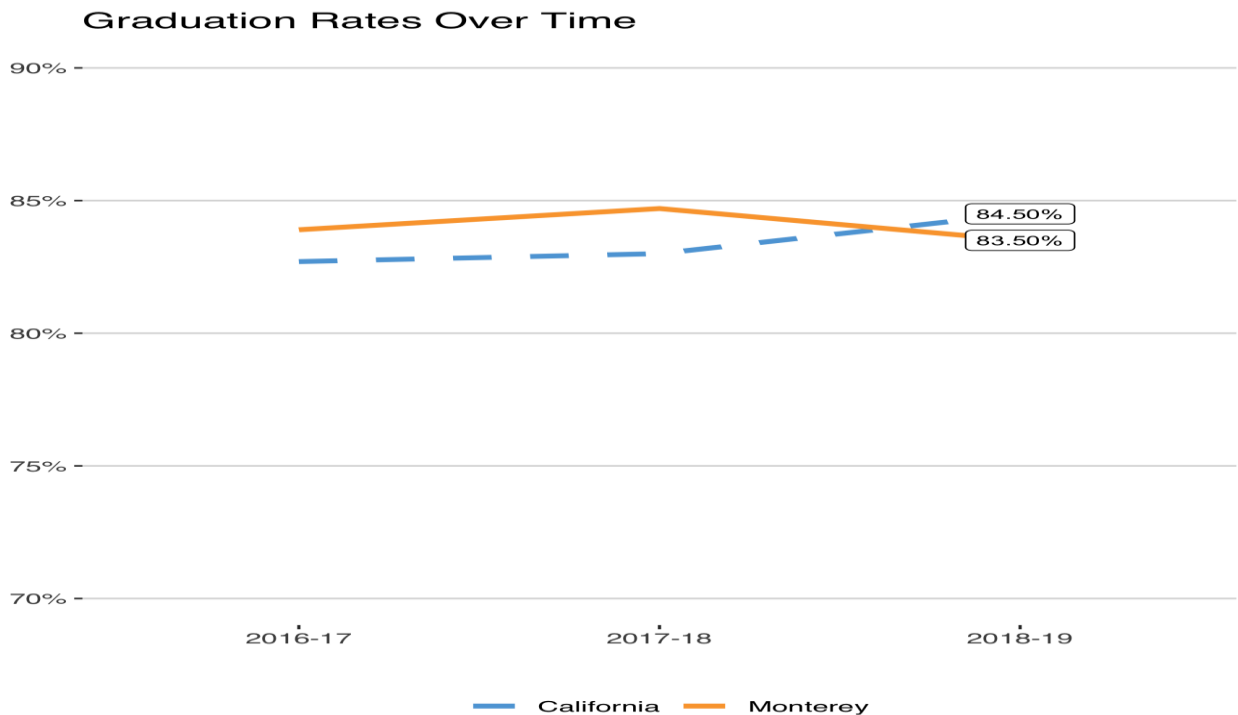
Definition of the Indicator

The Four-Year Adjusted Cohort Graduation Rate (ACGR) is the number of students who graduate from high school in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort for the graduating class. The four-year cohort is based on the number of students who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out, migrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

For the ACGR, a “regular high school diploma” is the standard high school diploma awarded to the preponderance of students in a State that is fully aligned with the State’s standards and does not include a general equivalency diploma (GED), certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting Individualized Education Program (IEP) goals. The figures reported here include all public schools.

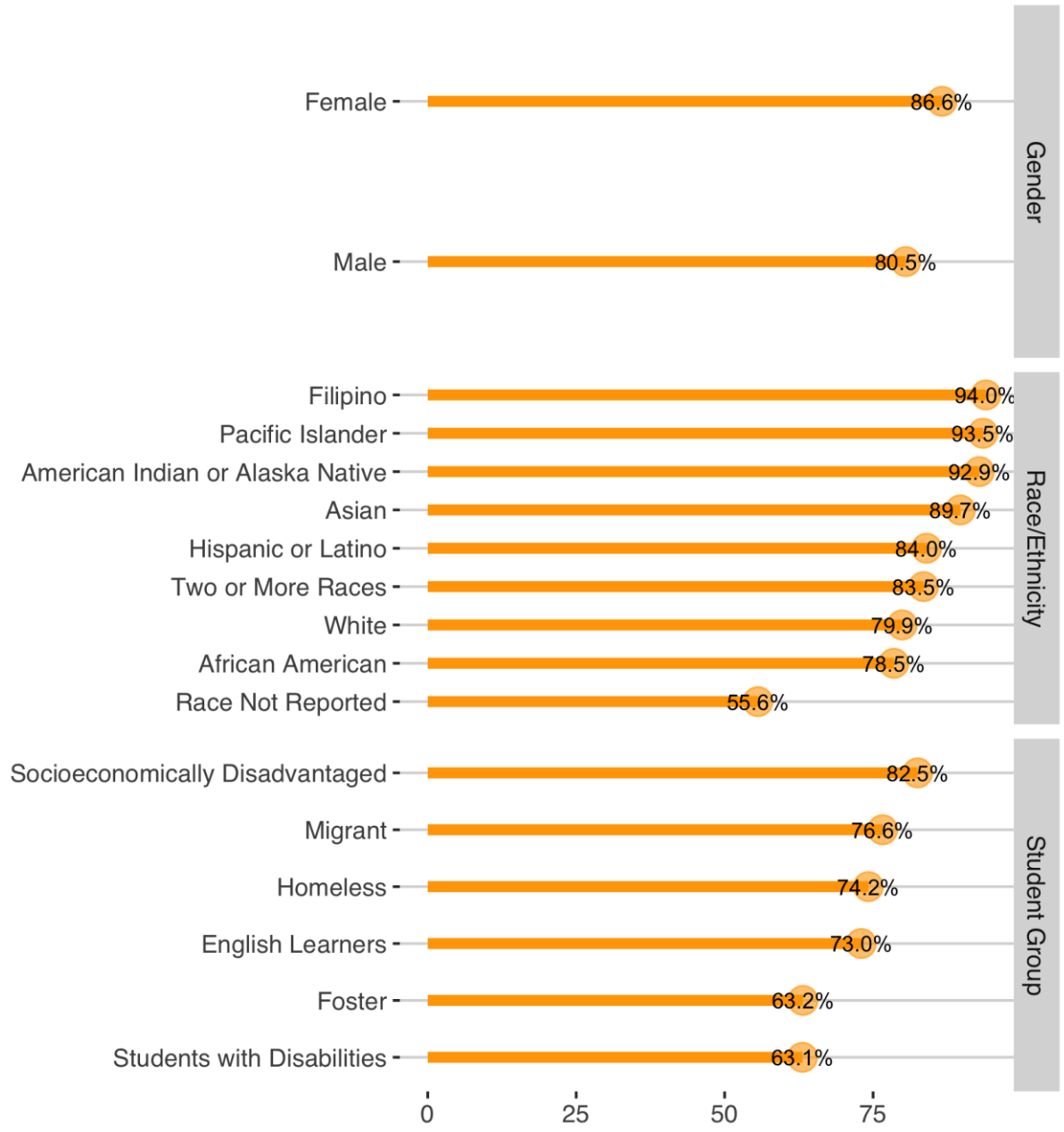
Why the Indicator is Important

Education provides the foundation for young people to realize their fullest potential as productive, successful members of society. The graduation rate is a standard measure of basic academic competence. It is generally considered a minimum requirement for entry into the professional workforce and is an essential prerequisite for additional education and training. Greater economic earnings, health and social well-being correlate strongly with educational level.



Source: Adjusted Cohort Outcome Data
<https://www.cde.ca.gov/ds/sd/sd/filesacgr.asp>

Graduation Rates by Student Group



Source: Adjusted Cohort Outcome Data
<https://www.cde.ca.gov/ds/sd/sd/filesacgr.asp>

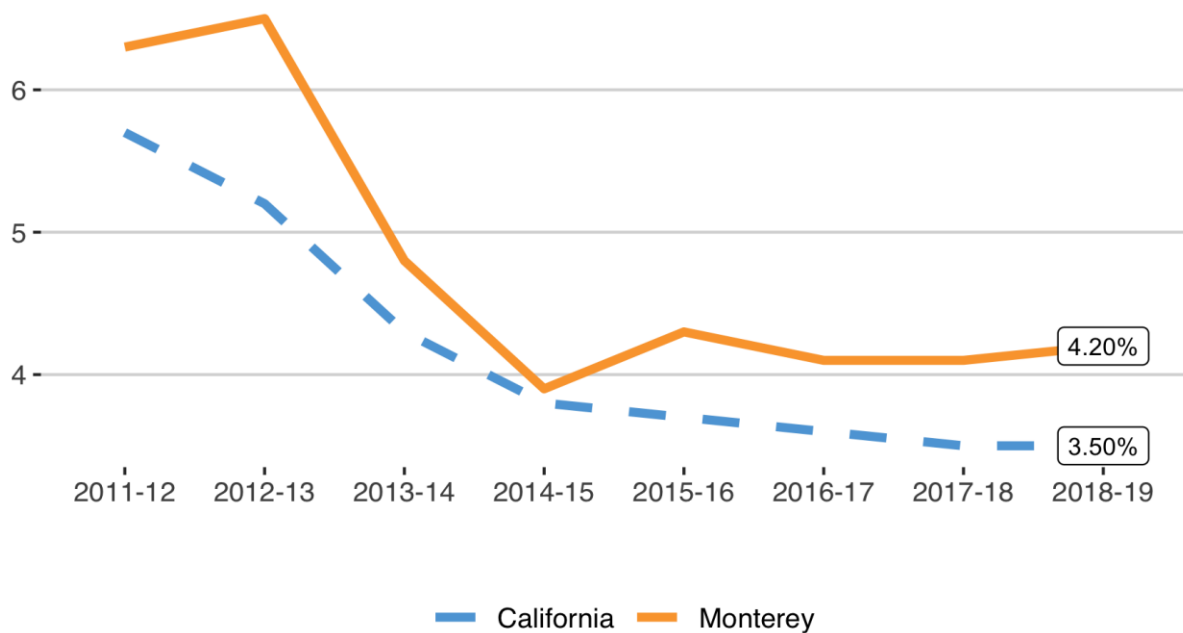
Definition of the Indicator

The Suspension Rate indicator is based on the number of students who were suspended at least once in the current year. Note: If a student was suspended more than once in the school year, they are counted only once. The Suspension Rate is calculated by dividing the number of students suspended for an aggregate total of one full day in the current year by the cumulative enrollment. For this measure the desired outcome is a low suspension rate.

Why the Indicator is Important

Effectively improving the school climate and creating an inclusive and equitable learning environment begins with keeping kids in the classroom. Exploring suspension rates can identify challenges of school culture and climate and identify students most affected.

K-12 Suspension Rates Over Time



Source: Suspension Data Files
<https://www.cde.ca.gov/ds/sd/sd/filesd.asp>

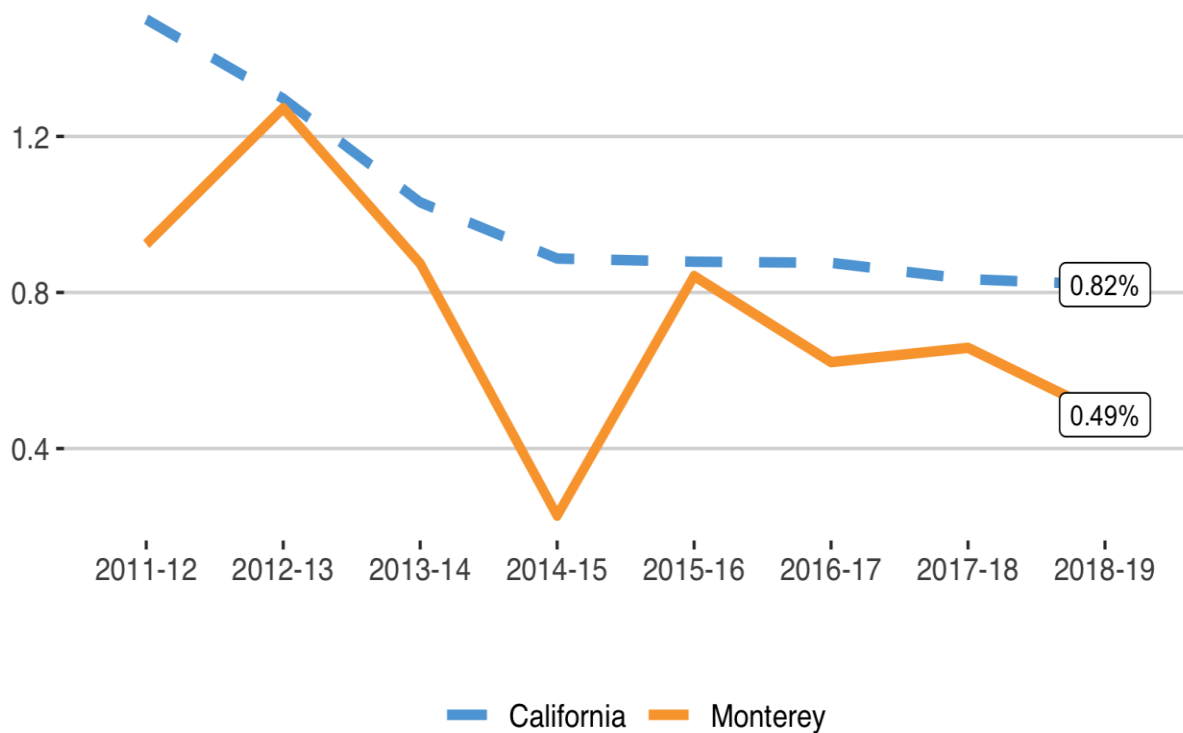
Definition of the Indicator

Discipline data are submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual End of Year 3 (EOY 3) data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). Offenses that students may be expelled for include violent incidents, weapons possessions, controlled substances incidents, and defiance.

Why the Indicator is Important

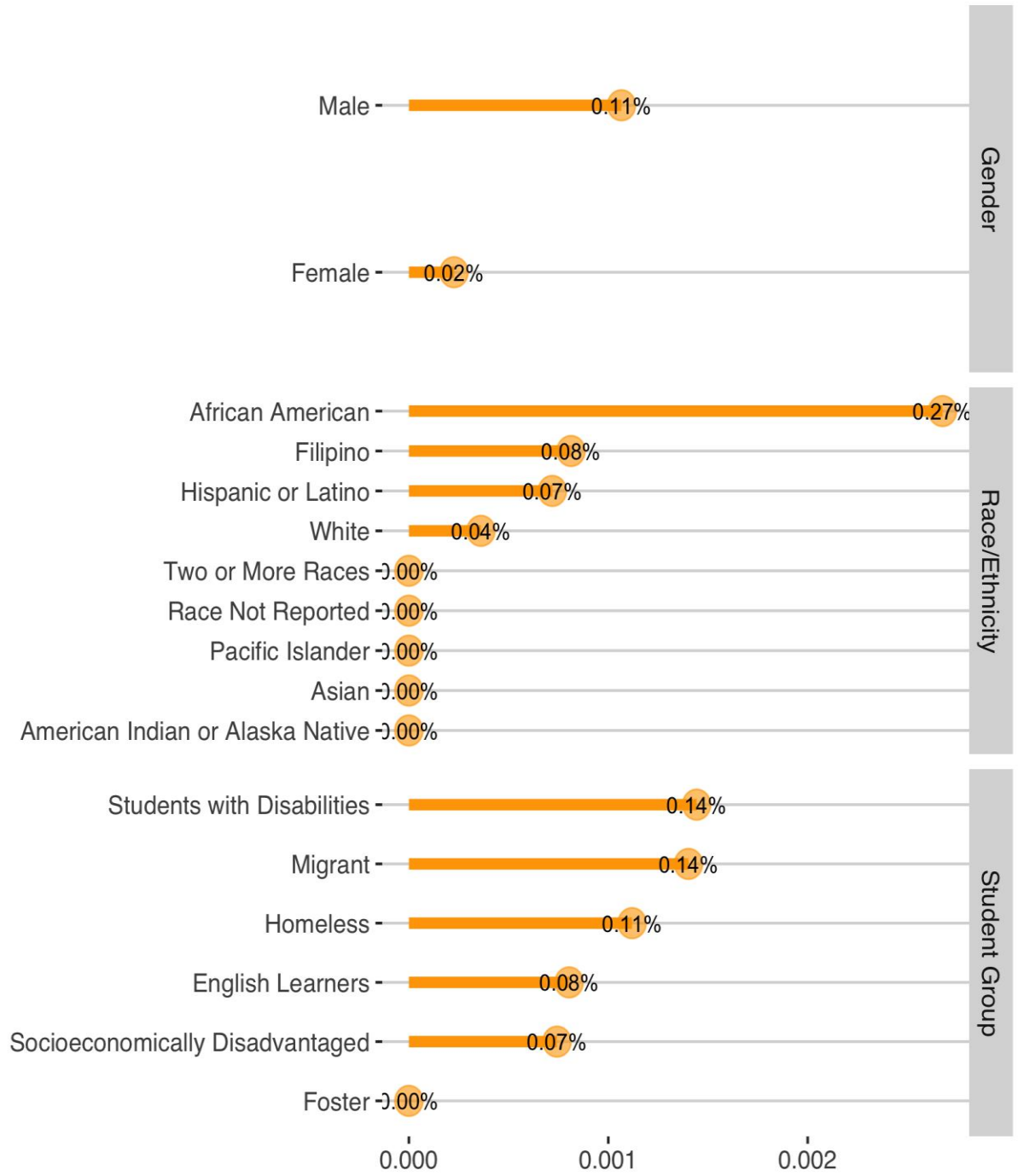
Expulsions indicate students for whom their educational and social system has not been successful. County and school district superintendents develop plans that outline individualized educational alternatives for expelled students and identify gaps in educational services. Strategies are developed to support identified service gaps. The goals of the plan are to ensure that expelled students have appropriate options; decrease the dropout rate; and increase the graduation rate.

K-12 Expulsion Rates per 1,000 Over Time



Source: Expulsion Data Files
<https://www.cde.ca.gov/ds/sd/sd/filesed.asp>

K-12 Expulsion Rates By Subgroup



Source: Expulsion Data Files
<https://www.cde.ca.gov/ds/sd/sd/filesed.asp>

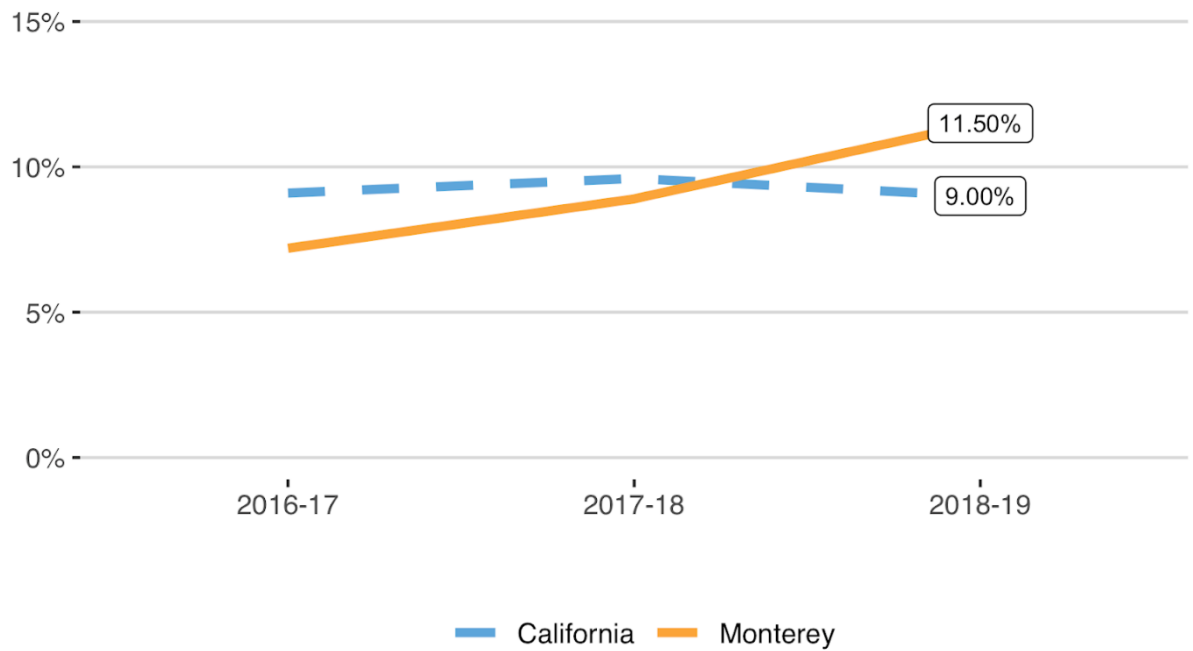
Definition of the Indicator

The number of students who dropped out from the cohort. The four-year cohort is based on the number of students who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

Why the Indicator is Important

Students who fail to complete high school are less likely to find and keep a good job. It is generally considered a minimum requirement for entry into the professional workforce and is an essential prerequisite for additional education and training. Greater economic earnings, health and social well-being correlate strongly with educational level.

Dropout Rates Over Time



Source: Adjusted Cohort Outcome Data
<https://www.cde.ca.gov/ds/sd/sd/filesacgr.asp>

Definition of Indicator

The rate of live births to teen mothers 15 to 17 years of age per 1000 births to the same age group during a specific year.

Why the Indicator is Important

The impact of giving birth as a teen can have negative consequences for both the mother and the child. Teen mothers are less likely to complete high school or college and are more likely to require public assistance and live in poverty than their peers who are not mothers.

Research demonstrates that birth to teen mothers is highly correlated to economically disadvantaged communities or families, poor educational achievement, low self-esteem, substance abuse or behavioral problems, and in turn being the child of a teen mother.

NOTE: Data of births to teens reflect the number of infants born to teens and does not include the number of teenage pregnancies that do not result in live birth.

Indicator	2015	2016	2017	2018	2019
Teen Birth Rate (per 1,000 births to females age 15-19 years)	32	28	27	27	25

Sexually Transmitted Infection Cases

Definition of Indicator

Number of reported chlamydia and gonorrhea cases among youth ages 15-19.

Why the Indicator is Important

While chlamydia and gonorrhea are treatable, left untreated, they may cause long-term harm including reproductive health issues, fetal and premature problems, and increased sexual transmissions.

Indicator	2015	2016	2017	2018	2019
Teen Chlamydia Rate (per 100,000 teens age 13-19 years)	636	598	647	670	701
Teen Gonorrhea Rate (per 100,000 teens age 13-19 years)	32	45	40	31	51

Source: Birth Information: California Department of Health, VRBIS, California Comprehensive Birth File. Communicable Disease Data: Monterey County Health Department, Communicable Disease Unit.

Definition of Indicator

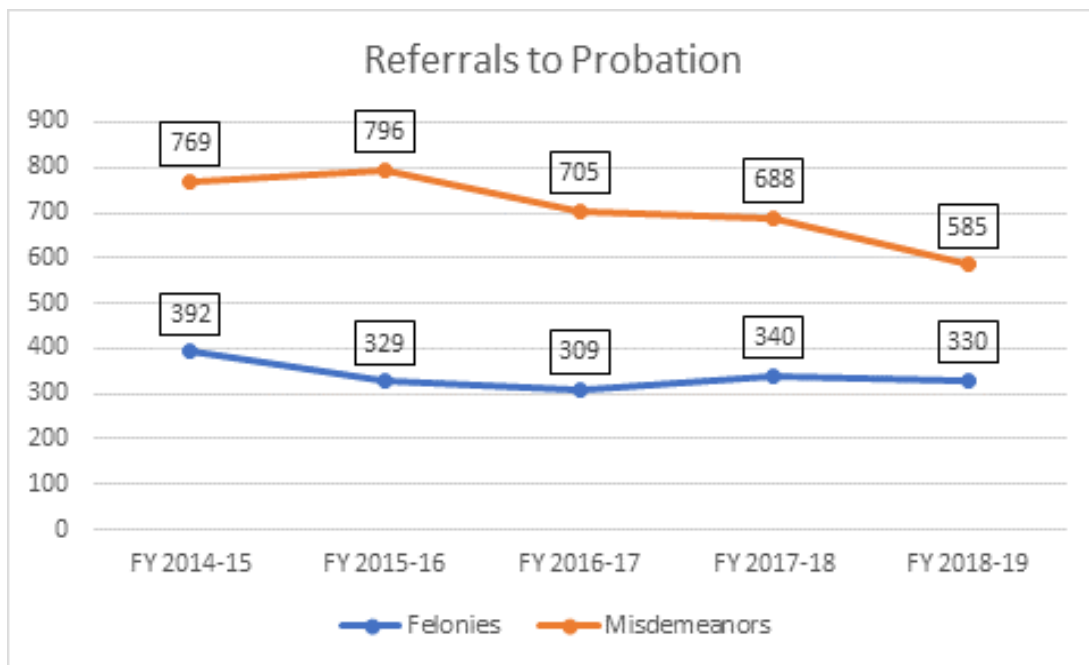
Rates of arrest are perhaps the most widely quoted indicator of crime. It is important to make the distinction between minor crimes, misdemeanors and more severe crimes, felonies, which impose more stringent sentence. Misdemeanor arrests refer to the number of arrests of youth ages 10 to 17 for less serious or less violent offences, such as petty theft, vandalism or trespassing. Felony arrests indicate the number of arrests of youth 10 to 17 for the most serious violent, property, drug and sex offenses including homicide, forcible rape, robbery, assault and kidnapping.

It is also important to note that this definition is based upon the number of arrests rather than the number of individual offenders, and that an arrest is not a conviction. A single youth may be arrested several times a year, so arrests do not necessarily match the actual number of juvenile offenders. More often than not, felony arrests exceed the actual number of juveniles charged with felony crimes.

Why the Indicator is Important

Youth crime is an important factor in community safety. Additionally, youth who engage in criminal activities are exhibiting self-destructive behavior. As a risk factor, early offenders recidivate at high rates, often well into adulthood. Further, adults who are arrested for the most serious and violent crimes are more likely to have been youthful offenders than are adults who commit lesser crimes.

Arrest for violent crimes are an indicator of more severe dysfunction than any other type of arrest. The level of youth violence in society may be viewed as an indicator of young people’s ability to control their behavior, as well as the adequacy of socializing agents such as families, peers, schools, and other institutions to guide youth behavior to acceptable norms. Violence affects the quality of life of young people who experience, witness or feel threatened by it. In addition to the direct physical harm suffered by young victims of serious violence, such violence can adversely affect the victims’ mental health and development and increase the likelihood that they themselves will commit acts of serious violence.



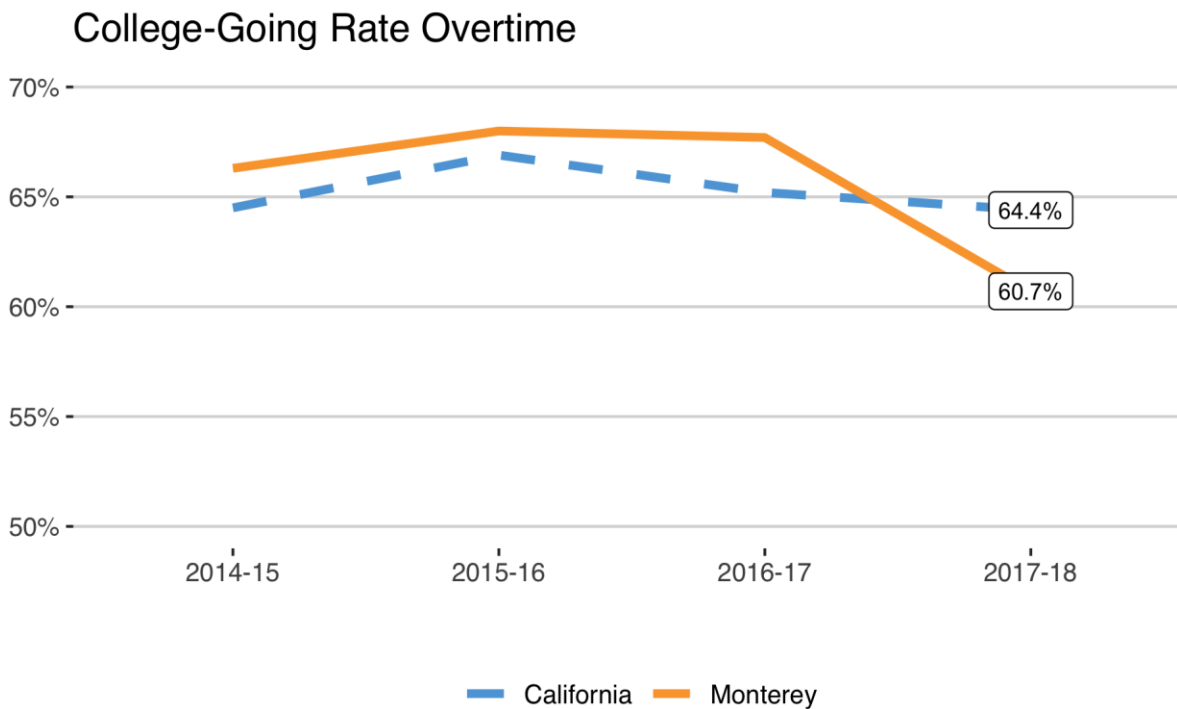
Source: Monterey County Probation Department, IT Case Management system, Smart Probation 2020.

Definition of the Indicator

The College-Going Rate (CGR) is defined as the percentage of California public high school students who completed high school in a given year and who subsequently enrolled in any public or private postsecondary institution (in-state or out-of-state) in the United States within 12 months of completing high school.

Why the Indicator is Important

This metric shows the progress our students are making as they advance past high school. This data is especially helpful to evaluate programs to increase college-readiness and close opportunity gaps.



Source: College-Going Rate for HS Completers (12-month) <https://www.cde.ca.gov/ds/sd/sd/filescgr12.asp>

Bright Beginnings Highlights

The Bright Beginnings Early Childhood Development Initiative is guided by the collaborative, countywide early childhood development strategic framework, "Together, Preparing Every Child for Life and School." The overarching goal of the framework is to transform systems to better support every child and family in Monterey County, with the objective to increase kindergarten readiness.

Systems change includes changes in: policies; practices; resource flows; relationships and connections; power dynamics; and mental models. In the first year of the strategy's implementation, the greatest momentum in strategy-aligned action has been around shifting mental models, power dynamics, relationships and connections, and resource flows. A few highlights include:

- After 20 years of consistent and persistent messaging and on-the-ground work by First 5 Monterey County and its partners, we are seeing a big shift in an important **mental model** – the societal value of public investment in early childhood development. The strategic framework helps to unify the action of those in the field of holistic early childhood development, and provides a comprehensive, aspirational yet doable road map to operationalize the shift.
- The comprehensive and holistic view of the strategic framework means that to achieve the goal and objectives, we must work collectively across sectors and disciplines. In developing the plan and facilitating support of new and existing project teams by the Bright Beginnings Backbone, partners are deepening and broadening **relationships and connections** between jurisdictions, service providers, administrators, funders, policy-makers, businesses, and the community at large. In particular, this is seen in the direct work of the Maternal Mental Health Task Force and the Transitional and Kindergarten Network (renamed in Fall 2019 to Early Learning Network), and is continuing to grow within the Children's Council, the Child Care Planning Council, and Early Childhood Development Advisory Group.
- In Salinas, with the support of Bright Beginnings, a group of women known as Las Mamas – a part of the Salinas Collaborative Action Team Preschool for All movement - has been helping to shift **power dynamics** and the **flow of resources** through community engagement and policy advocacy. Las Mamas are raising awareness in their communities on the value of full-day, quality preschool, and are raising their voices in public decision-making spheres to support increased funding for holistic early childhood development. For example, Las Mamas mobilized for the Alisal Union School District's Local Control and Accountability Plan (LCAP) process and the County budgetary process. Increased funding was achieved in both.

In this first year after launching the strategic framework, Bright Beginnings focused on establishing strategy-aligned projects in each of the strategic key drivers, fostering the diverse partnerships and taking the time to identify the desired outcomes for each project. An overview of the projects is outlined in Item 1, and progress is described in greater detail below.

Item 1 - Strategy-Aligned Projects Supported by Bright Beginnings Backbone

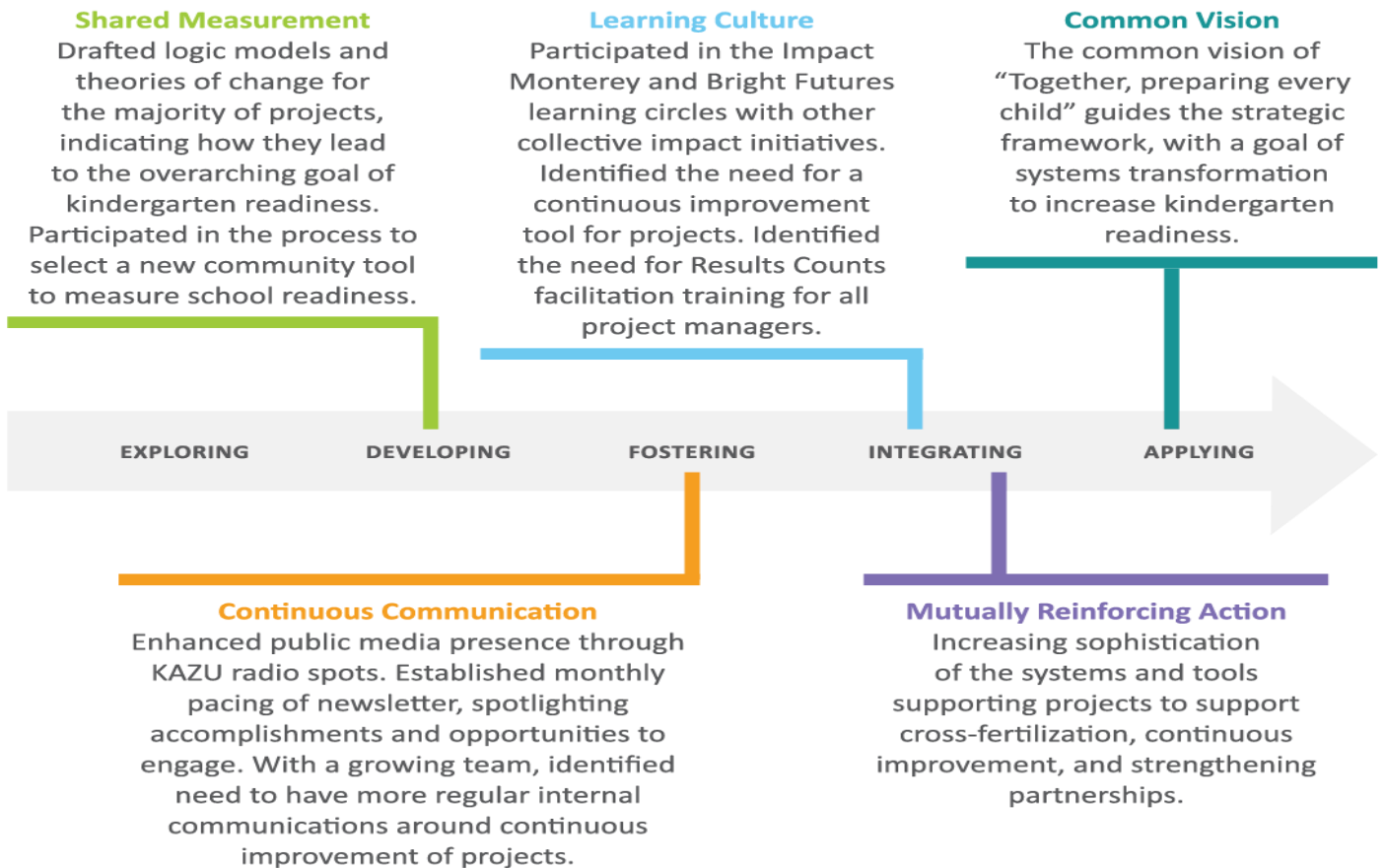
Key Driver	Strategy	Project(s)
Equitable Systems	1.1 Access & Quality	<ul style="list-style-type: none"> • Child Care Planning Council Capacity Building • Las Mamás - Preschool for All Campaign in Salinas • TK+ Learning Network (now Early Learning Network) • Child Care Accessibility Info Systems Project • ECE Workforce Pathways and Jobs Web Portal
	1.2 Public Policies	<ul style="list-style-type: none"> • Gonzales General Plan • Seaside General Plan • Study: Impacts of Immigration Policy and Enforcement
Empowered & Resilient Families	2.1 Parent Mental Health	<ul style="list-style-type: none"> • Monterey County Maternal Mental Health Task Force
Supported Families	3.1 Home Visits	<ul style="list-style-type: none"> • Home Visiting Coordination Hub
	3.2 Family Friendly Practices	<ul style="list-style-type: none"> • Family Friendly Employer and Child Welcoming Businesses Certification
Supportive Caregivers	4.1 Embedded ECD Supports	<ul style="list-style-type: none"> • Exploration of WIC+
	4.2 FFN Capacity Building	<ul style="list-style-type: none"> • Informal Caregiver Capacity Building Team • Gonzales Family Friends and Neighbors (FFN) Playgroup Pilot

Item 2 provides an overview of progress on the Initiative’s Theory of Action. The Initiative’s Backbone upgraded internal processes and furthered its shared measurement system; prepared for a growing team; and deepened its strategy-aligned activity. With increased funding from the Monterey County Health Department for the fiscal year 2019-2020, three new positions were created: Early Learning Systems Program Officer, Home Visiting Program Officer, and a Communication and Community Engagement Program Coordinator. These positions came at the recommendation of the Early Childhood Development Advisory Group.

Item 2 – Bright Beginning’s Theory of Action: Building Capacity around Collective Impact

Collective Impact Capacity

The Bright Beginnings Backbone acts as the neutral core convener for the Initiative, providing community organization, project management, facilitation, and data and evaluation services to the strategy-aligned projects. The Backbone also provides general support to the Initiative, through continuous communication, capacity building, and fund development. All mutually reinforcing action moves towards the common vision of preparing all children for life and school. The Early Childhood Development Advisory Group provides technical and strategic support, co-chairs of the Children’s Council provide mission alignment and general oversight. Four Steering Partners connect the Initiative to the Bright Futures Cradle to Career Initiative.



Overview of the Bright Beginnings Early Childhood Development Initiative

Through the collective impact approach, Bright Beginnings strives to improve holistic early childhood development goals in Monterey County. The intention behind the collective impact approach is to create synergistic impact and efficiencies, by aligning and coordinating the strategic work of multiple agencies across the county. Following the best practices of collective impact, Bright Beginnings has an independent **Backbone** that facilitates **strategic action** around a **common vision** for change, using shared **measurements** of impact, and ensuring **continuous communication** between agencies and the public. As a core convener, the Backbone's support is provided flexibly and neutrally to respond to the changing needs and priorities of each community and project. This includes: facilitation; capacity development; research, data and evaluation; technical assistance; and logistical support to collaborators across the county.

First 5 Monterey County serves as the fiscal sponsor, responsible for overseeing the services and staff necessary to perform the work outlined for FY18-19. The Monterey County Children's Council provides general oversight and mission guidance to the Initiative via two co-chairs, and Bright Beginnings supports the Council in addressing the needs of children from the prenatal stage through the age of 8 in Monterey County. Bright Beginnings is closely aligned with the Bright Futures Cradle to Career Initiative and implements the first two of its seven goals to increase college and career training attainment in young people.

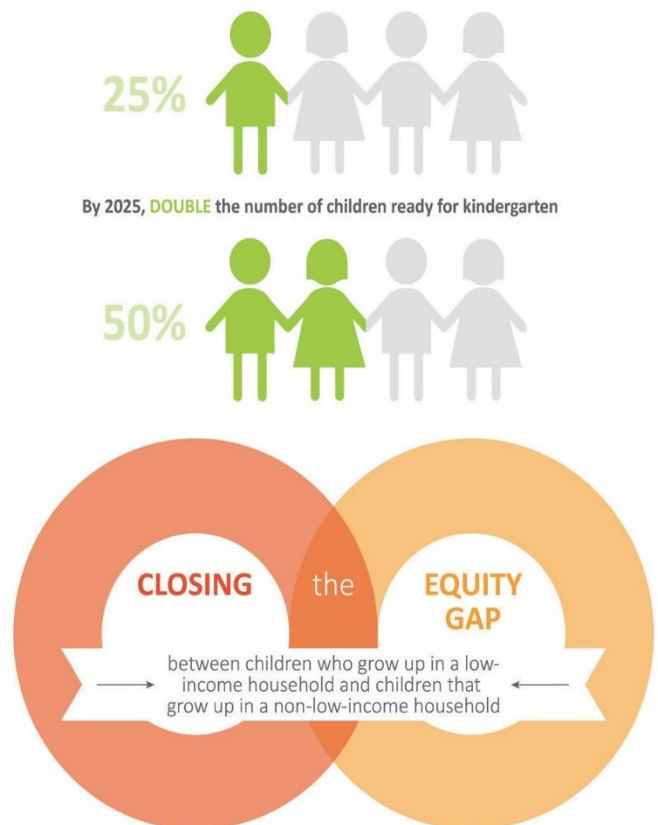
Item 3 – Bright Beginnings' Countywide Objectives

In May 2018, Bright Beginnings launched a

countywide strategy, "Together, Preparing Every Child for Life and School." This strategy was developed by the Early Childhood Development Advisory Group, a

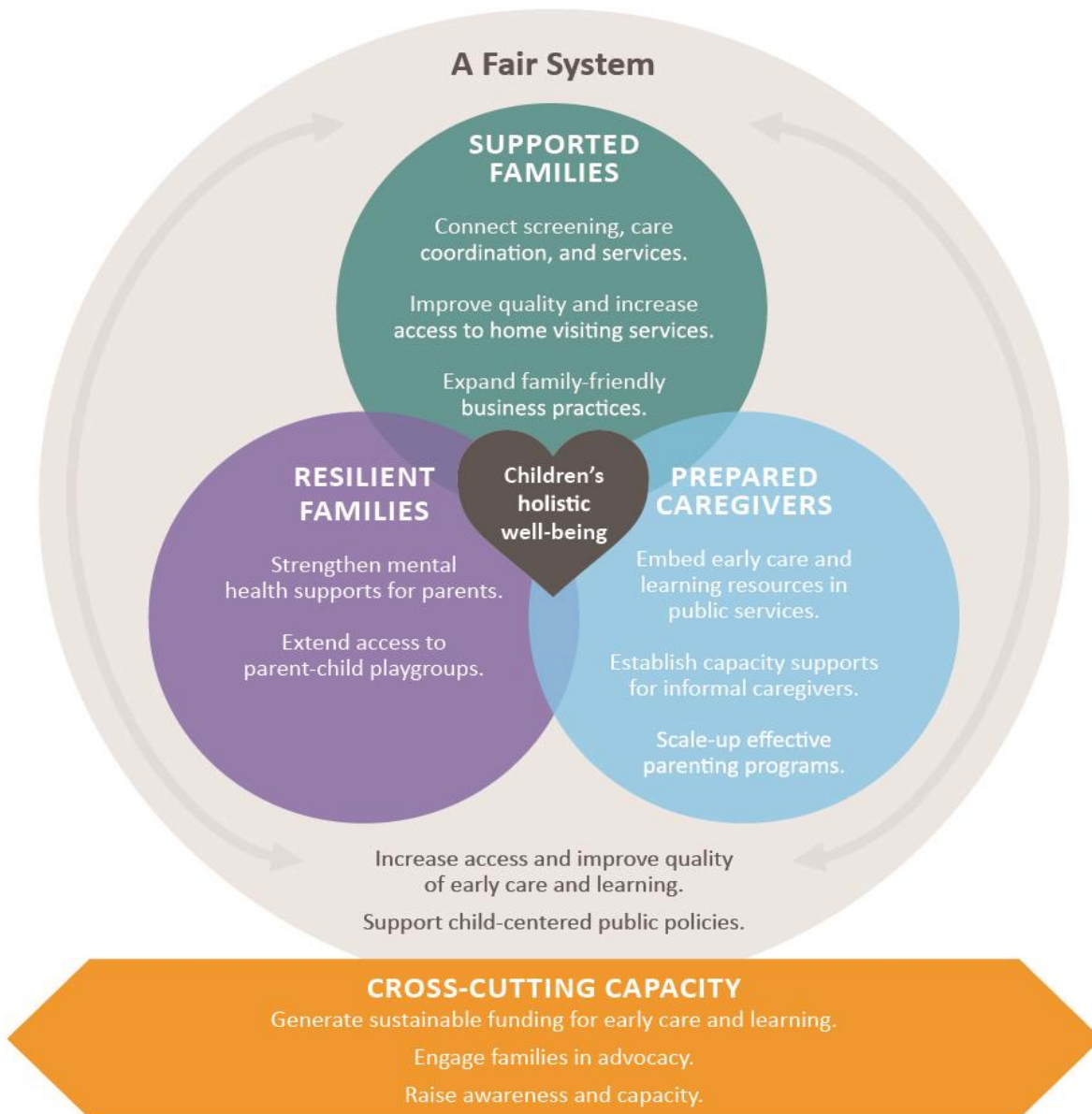
25+ member group with a broad representation of agencies and experts that work with young children. As defined by the framework, the overarching objectives to collectively achieve by 2025 are to:

- 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.
- Significantly reduce gaps in kindergarten readiness between children in low-income households and children in non-low-income households.



We know that to achieve these objectives, we must transform the systems – the policies, practices, resource flows, relationships, power dynamics, and mental models that hold low kinder readiness in place (Kania, etc., *The Water of Systems Change*, 2018). The key drivers and related strategies defined in the framework were identified to affect these factors of systems change: Families surrounded by support; caregivers support children’s growth and learning; empowered and resilient families; and an equitable system that supports all children and families. (Item 4)

Item 4 – Bright Beginnings’ Key Drivers and Strategies



Strategy Aligned, Mutually Reinforcing Action

Since launching the strategy in 2018, Bright Beginnings has supported a significant scaling up of and new mutually reinforcing action. In addition to the ongoing support of the community-based Collaborative Action Teams (CAT), which were established in previous years, several new Collaborative Action Teams formed around specific countywide issues, and new partners engaged and collaborated around the strategic framework with significant Bright Beginnings Backbone support. (Please note that some action teams do not use the term “CAT,” instead, other labels such as workgroup, network, task force, etc. are used).

Item 5 provides highlights of this work over the last six months. Many of Bright Beginnings’ partners, and others not necessarily engaged with Bright Beginnings, are also advancing these strategies without direct support from Bright Beginnings; those efforts are not included in this report.

Item 5 – Highlights from Bright Beginnings’ Strategy Aligned Projects - FY 2018-2019

An Equitable System that Supports All Children and Families	
1.1 Transform early care and education systems to increase access and improve quality.	
<p>Salinas CAT</p> <p><i>Held/attended multiple meetings each month. Collected 764 surveys in 2018 — cost of care was cited as the main obstacle to quality care.</i></p>	<p>Progress: Community outreach for Preschool for All, including a survey and outreach at community events. Developing a theory of change and evaluation plan. Integrated campaign planning and implementation into the Women’s Policy Institute (WPI) fellowship program.</p> <p>Next Steps: Document and support Alisal Unified School District process for increasing enrollment in part-day preschool/TK for all four-year-olds. Increase community engagement. Identify funding to increase part-day preschool to full-day.</p>
<p>Greenfield CAT</p> <p><i>67% of attendees “learned a lot” from the fair.</i></p>	<p>Progress: Completed Kindergarten Summer Enrollment Fair with increased attendance.</p> <p>Next Steps: Plan for next year, model for potential Alisal Unified School District enrollment fair.</p>

<p>Transitional Kindergarten (TK) Network</p> <p><i>Reached steady engagement – most teachers like hands-on learning activities.</i></p>	<p>Progress: Regular meetings in South County and Salinas, providing resources and building relationships.</p> <p>Next Steps: Identify action items. Finalize Theory of Action. Plan for next year.</p>
<p>Child Care Accessibility CAT</p>	<p>Progress: Launched the Monterey County Child Care website providing child care resources to parents, caregivers, and teachers. Translated website to WordPress to enable translation. Developing provider portal.</p> <p>Next Steps: Continue upgrades of website and streamline data management.</p>
<p>Child Care Planning Council</p>	<p>Progress: Created an online portal to job opportunities and training. Capacity building of network.</p> <p>Next Steps: Manage and maintain website. Plan for next year.</p>

1.2 Design coherent public policies that will improve the lives of children and families.

<p>Work Group A on Mixed Immigration Status Families</p>	<p>Progress: Completed a study on community needs related to negative impacts of immigration policy and enforcement actions on children and families. Presented to ECD Advisory Group and Children’s Council.</p> <p>Next Steps: Share information and recommended strategic activities to help immigrant families based on study.</p>
---	--

Empowered and Resilient Families

2.1 Improve support for parents’ and caregivers’ mental health.

<p>Monterey County Maternal Mental Health Task Force</p>	<p>Progress: Completed a baseline study of maternal mental health and related services in Monterey County. Launched public awareness campaign.</p> <p>Next Steps: Identify additional focus of strategic action, including connecting with service providers to improve assessments and referrals. Coordinate with Home Visiting Hub project development.</p>
---	---

Families Surrounded by Support

3.2 Scale-up home visiting programs for families with young children.

Home Visiting Coordination Hub

Progress: Formed and identified purpose – streamline enrollment and increase professional development opportunities. Conceptualized home visiting hub to coordinate services and better connect families with needed support. Reconvened planning team. Received funding for next fiscal year to hire project manager.

Next Steps: Hire project manager. Implement hub in phases, in alignment with available resources.

Families Surrounded by Support *continued...*

3.3 Expand paid family leave, protect and support breastfeeding, and implement other family friendly business practices.

Family Friendly Business Certification

Certified 9 businesses:

Child Welcoming Business

- Coast Tel Credit Union | 7/9/2018
- Sweet Elena's Artisan Bakery and Cafe | 7/2018
- Marina Tire and Auto Repair | 7/2018
- Montellese Chiropractor | 7/2018

Family Friendly Employer

- Monterey Symphony | 7/17/2018
- dKomplex, Inc | Gold - 11/2018
- PFW Consulting and Political Frameworks | Gold - 5/2019
- Rancho Cielo Youth Campus | Gold - 6/2019
- Central Coast Language and Learning Center | Gold - 6/2019

Progress: Launched KAZU radio campaign. Certified a total of 24 businesses since inception, three in 2019.

Next Steps: Certify all partners (e.g., Early Childhood Development Advisory Group and Children's Council, increase individual outreach.

Caregivers Support Children's Growth and Learning

4.2 Establish capacity supports for family, friend, and neighbor caregivers.

Friends, Family, Neighbor Informal Caregiver Capacity Building Pilot Team

On average, caregivers attended three sessions.

*"Cantando mas con el, yo las actividades me dieron ideas de como puedo jugar mientras el aprende."
(Singing more with him. The activities gave me ideas to play while he learns.)*

Progress: Convened to identify priorities and action items to support informal caregivers across the County. Completed literature review.

Next Steps: Identify purpose/priority action for team.

Item 7 below outlines the work done by Bright Beginnings within the framework of the Collective Impact Theory of Action in FY 2018-2019, moving the Initiative along the continuum of maturation towards “integrating” and “applying.”

Highlights include:

- Developing shared measurement and continuous improvement tools, finalizing indicators for the driver Fair/Equitable Systems (Item 6);
- Upgrading the monthly newsletter and website to better reflect the strategic framework;
- Planning for cross-cutting capacity building for results-based facilitation;
- Advocating for and securing increased funding from County budget, reflecting the community priorities for cannabis tax funds;
- Deepening partnerships and results-based planning for strategy-aligned projects;
- Preparing for an increase in staffing, from one full-time and one part-time to four full-time and one part-time staff.

Item 6 – Indicators for Creating a Fair System to Increase Access to Quality Child Care



Item 7 - Highlights on Collective Impact Theory of Action Framework - FY 2018-2019

Common Vision: 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.

Fostering	Integrating/Sustaining	Progress
<i>Bright Beginnings consistently informs the community of progress</i>	<i>Bright Beginnings effectively communicate attribution of successes and recognition of challenges</i>	The 2018-2025 strategy, collectively developed by the Early Childhood Development Advisory Group, defined a common vision. Progress is reported through monthly newsletters, monthly updates shared at various venues (e.g., Children’s Council, F5MC Commission, and ECD Advisory Group).
<i>Larger community is aware of Bright Beginnings’ and CATs’ work</i>	<i>Systems have been established that hold each other accountable to both celebrate successes and recognize challenges</i>	Various action teams and Bright Beginnings’ staff regularly attend community events, such as Ciclovía Salinas, Labor of Love, Día de Niño, etc., and advocate at LCAP and Board of Supervisor meetings for increased early childhood development funding.
<i>Bright Beginnings and CATs consistently mobilize the community to prioritize the indicators</i>		

Mutually Reinforcing Activities: A diverse set of stakeholders, typically across sectors, coordinate a set of differentiated activities through a mutually reinforcing plan of action.

Fostering	Integrating/Sustaining	Progress
<i>Partners coordinate their activities to align with the Action Plan</i>	<i>Partners (re)allocate resources to their best use in support of the Initiative</i>	All project teams are aligning their work with the strategy. See Item 5 for details on their work. Bright Beginnings’ partners’ work aligns with the strategy, as well. For example, First 5 Monterey County supports Integrated Service Collaboratives, which falls under the key driver “Families surrounded by support” and the strategy “Implement integrated, holistic, family-centered support system of screening, care coordination referrals, and services.”
<i>Partners routinely review programs and systems to ensure consistent feedback and improvement</i>	<i>CATs have financial and community resources aligned to what works to improve community-level outcomes</i>	

<p><i>Funders of partner organizations align their resources to support the Strategic Plan</i></p>	<p><i>CATs have sustainable funding for multiple years</i></p>	<p><i>Continued...</i> The strategic framework is being used to support holistic policy change. It is being ‘priced out’ and used as the basis for what it would cost to provide comprehensive support to those most in need. A big win is the augmentation of funding from the County to support Bright Beginnings’ Backbone and strategy-aligned projects.</p>
--	--	---

Shared Measurement: All participating organizations agree on the way success will be measured and reported, with a short list of common indicators identified and used for learning and improvement.

Fostering	Integrating/Sustaining	Progress
<p><i>Partners use a reporting and reflection of data (a feedback loop) for decision-making</i></p>	<p><i>Partners use a reporting and reflection of data (a feedback loop) for decision making</i></p>	<p>The overarching objectives provide two top-level outcomes. As the implementing partner, Bright Beginnings is working with Bright Futures to review the indicators used to measure Bright Futures Goals 1 and 2 to ensure consistency with Strive criteria for indicators, including consistent, easy, and reliable measurements to understand, and a valid measurement of the desired outcome.</p> <p>Bright Beginnings is providing support to each one the CATs to create a theory of change and monitoring, evaluation, and learning plan to help track success.</p> <p>In addition, an internal evaluation process is in development to measure effectiveness of Backbone support in meeting the outcomes and creating systems change.</p>
<p><i>Partners and CATs continually review selected indicators for accuracy and validity</i></p>	<p><i>Partners continually share appropriate data across partners in a timely manner to enable continuous improvement for the prioritized indicators</i></p>	
<p><i>Quality data on a set of meaningful indicators is available to partners in a timely manner</i></p>	<p><i>Partners have the capacity to use a compatible data system</i></p>	
<p><i>CATs adapt the shared data system to report on individual data</i></p>		

Continuous Communication: All players engage in frequent and structured open communication to trust, assure mutual objectives, and create common motivation.

Fostering	Integrating/Sustaining	Progress
<i>An external communications plan communicates to the larger community the impact of the Initiative</i>	<i>Partners identify activities/practices that are improving community-level outcomes and spread these to increase access and impact</i>	Through monthly newsletters, social media, its website, KAZU radio spots, reports, and monthly briefs, Bright Beginnings helps to inform internal and external partners of its activities, successes and lessons learned.
<i>Structures and processes are in place to engage external stakeholders, keeping them informed and inspired</i>		Participation in various networks, such as the Children’s Council and Community Alliance for Safety and Peace (CASP), also allow Bright Beginnings to share its activities, engage partners, and learn of other activities and how they align with the strategy.

Backbone/Infrastructure Support: 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.

Fostering	Integrating/Sustaining	Progress
<i>The Steering Committee regularly reviews data from the shared measurement system on progress toward goals and uses it to inform strategic decision-making</i>	<i>The Steering Committee and Backbone help align sufficient funding to support the Initiative’s goals</i>	In addition to the points described above, a project management and tracking system, Cascade, has been implemented to track progress on projects and on key performance indicators. The indicators, in particular, will be updated in the second half of the year in order to maximize the reporting functionalities of the system.
<i>The Backbone and Steering Committee visibly and vocally communicates the importance</i>	<i>The Steering Committee and Backbone create paths for and recruit new partners to engage</i>	The ECD Advisory Group meets on a quarterly basis to advise action teams and to share successes and lessons learned. For the next fiscal year, an analysis of membership will be completed in order to invite new partners to the table to ensure a comprehensive, holistic team. Bright Beginnings is working with the Central Coast Early Childhood Advocacy Network to develop a budget to support the Bright

<p><i>Continued... of the shared measurement system for the Initiative</i></p>		<p><i>Continued...</i> Beginnings Framework and will continue to be shared with the Board of Supervisors and other policy-makers, as they discuss how to support community priorities during budget deliberations and budget revisions.</p> <p>Bright Beginnings participated in the Bright Futures Bright Spots event on February 7, 2019 and the 20 Year celebration of early childhood at My Town on June 7, 2019.</p> <p>Staff is a part of the Bright Futures capacity building work for project managers, and in the next fiscal year, it will integrate its monthly reporting with Bright Futures.</p>
--	--	--

Learning Culture: All participants contribute to an environment dedicated to learning from what has worked and what hasn't, through support, trust and respect.		
Fostering	Integrating/Sustaining	Progress
<p><i>The Initiative utilizes systems and established structures to make data-informed decisions</i></p>	<p><i>The Initiative shifts the culture to one of more openness, transparency, and inclusion</i></p>	<p>Consultants supporting CATs and the Backbone regularly meet to learn together and support each other for success.</p>
<p><i>The Initiative actively solicits and acts on feedback from community members and other external partners</i></p>	<p><i>Decision-making processes are open and transparent</i></p>	<p>Bright Beginnings is also supporting all project teams in developing a theory of change and monitoring, evaluation and learning plan. It is in the process of documenting its decision-making process in the governance structure to ensure transparency and engagement by partners.</p>
	<p><i>Partners feel included in major decision-making processes</i></p>	

Collective Impact Capacity: The Initiative has the skills, talents, and resources necessary to support moving forward with the vision and mission.

Fostering	Integrating/Sustaining	Progress
<i>The skills and capacities of participating CATs' organizations improve</i>	<i>Sufficient funding is available over a multi-year period to support the Initiative's work</i>	Bright Beginnings' Backbone participates in collective impact capacity-building through the Strive Together learning network, FSG Funders Collaborative, IMPACT Monterey County and Bright Futures capacity building opportunities.
<i>Participating organizations report improved management and administrative capacity</i>	<i>Sufficient operating support is available to enable Backbone staff and the Initiative's leadership to fulfill their responsibilities</i>	Local partners continue to provide much of the support capacity for project teams, including regular staff support from the cities of Gonzales and Salinas, and several school districts. United Way Monterey County staff also serves as part of the Backbone and provides organization and programmatic input for the ECD Advisory meetings. It is also leading some strategy implementation.
	<i>Funding received is supportive of top strategies and approaches</i>	<p>The Giannini Fund and the Packard Foundation have provided grants to Bright Beginnings to support Backbone activities.</p> <p>With increased funding in the new fiscal year, Backbone staff will increase from 1.5FTE to approx. 4.5FTE.</p> <p>Seeking a consistent sustainable funding source is a priority for FY 2019-2020.</p>

Previous Initiatives and Areas of Focus

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 of 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

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.

2018-2019 Member Presentations

Presenter	Topic	Date
Megan Kennedy-Chuane	Harness Our Energy for Children in Monterey County: Cross Cutting Strategies Focus	August, 2018
Megan Kenney-Chuane	Harnessing Our Energy: Bright Beginnings Home Visiting Strategy and Grant	September, 2018
Cynthia Nelson-Holmsky	Alignment of Bright Futures Continuum	September, 2018
Elsa Jimenez Matt Huerta	Homelessness and Affordable Housing	October, 2018
Elsa Jimenez Henry Espinosa	Homelessness and Affordable Housing: Recap on HEAP Grant	November, 2018
Michael Applegate	Existing Data on Homeless Students (K-12) in Monterey County	December, 2018
Darius Brown	Homeless Services in School Districts	January, 2019
Sonja Koehler Stephanie McMurtrie	The Impact of Immigration Policies and Climate on Monterey County Children	February, 2019
Caryn Lewis	All In for Equity Overview	March, 2019
Sonja Koehler	Proposed Actions on "The Impact of Immigration and Climate on Monterey County Children"	April, 2019
David Dobrowski	Measurement of Success: School Data Dashboard	May, 2019
Francine Rodd	Mental Health Awareness Month: Introduction to the movie and showing of the trailer for: "Resilience: The Biology of Stress and the Science of Hope"	May, 2019
Francine Rodd	Showing of the movie: "Resilience: The Biology of Stress and the Science of Hope"	June, 2019

2018-2019 Members

Executive Committee	Membership	Organization
Katy Castagna	Executive	United Way Monterey County
Elsa Jimenez	Executive	Monterey County Health Department
Deneen Guss	Chair	Monterey County Office of Education
Marcia Parsons	Executive	Monterey County Probation Department
Henry Espinosa	Executive	Department of Social Services

General Assembly	Organization
Jose Arreola	Community Alliance for Safety and Peace
Dan Baldwin	Community Foundation for Monterey County
Valerie Barnes	Child Abuse Prevention Council
Stephen Bernal	Sheriff
Dan Burns	Salinas Union School District
Susan Chapman	Public Defender
Jean Goebel	Housing Authority of Monterey County
Ileen Groves	Monterey Peninsula Chamber of Commerce
Martin Gomez	Monterey County Free Libraries
Manny Gonzalez	Housing Authority of Monterey County
Kristan Lundquist	City of Salinas
Lori Luzader	Special Kids Connect
Robin McCrae	Community Human Services
Charles McKee	County Counsel
Lori Medina	Department of Social Services
Amie Miller	Behavioral Health
Eduardo Ochoa	California State University, Monterey Bay
Jeannine Pacioni	District Attorney
Jane Parker	Supervisor, District 4
Hector Rico	Alisal Union School District
Francine Rodd	First 5 Monterey County
Walter Tribley	Monterey Peninsula College
Shannan Watkins	Child Care Planning Council
Heidi Whilden	Superior Court, Juvenile Justice Division

2018-2019 Designated Alternates

Alternates	Organization
Wendy Root-Askew	Supervisor Jane Parker's Office
Berenice Astengo	Monterey County Free Libraries
Annette Cutino	County Counsel's Office
Jeremy Dzubay	Public Defender Office
Ernesto Vela	Monterey County Office of Education
Cynthia Nelson Holmsky	California State University, Monterey Bay
Stephanie Hulsey	Superior Court, Juvenile Justice Division
Dora McKean	Child Care Planning Council
Todd Keating	Probation Department
Laurel Lee-Alexander	Community Foundation for Monterey County
Jayne Surbeck	Sheriff's Office
Josh Madfis	United Way Monterey County
David Maradei	Child Abuse Prevention Council
Martha Martinez	Salinas City Elementary School District
Shirley Milleco	Community Human Services
Edward Moreno	Health Department
Catherine Nyznyk	Monterey Peninsula College
Marisol Medina	Monterey County District Attorney's Office
Fernanda Ocana	Community Alliance for Safety and Peace
Beth Reeves-Fortney	First 5 Monterey County
Joni Ruelaz	Housing Authority of Monterey County
Marni Sandoval	Deputy Director, Behavioral Health
Kathi Speller	Monterey Peninsula Chamber of Commerce
Tim Vanoli	Soledad Unified School District