



MONTEREY COUNTY
CHILDREN'S COUNCIL

**BRIGHT
BEGINNINGS**
EARLY CHILDHOOD DEVELOPMENT INITIATIVE

STRATEGIC WORK PLAN

Bright Beginnings aims to maximize community efforts to improve early childhood development outcomes through effective coordination, capacity building, empowerment and strategic action for children from the prenatal stage through 3rd grade and their families.

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EXECUTIVE SUMMARY

Bright Beginnings Strategic Work Plan through January 2018

Bright Beginnings aims to coordinate community efforts towards improving early childhood development outcomes, prenatal through third grade, in Monterey County. Through these efforts, Bright Beginnings maximizes the impact of existing and future resources in order to provide support to families and communities during this critical period in a child's development. The Children's Council of Monterey County launched Bright Beginnings, formally known as the Early Childhood Development Initiative (ECDI), in September 2012 with support from the Monterey County Board of Supervisors. Bright Beginnings uses a Collective Impact Framework to ensure mutual ownership, build consensus, and engender sustainable outcomes. Participants include government, non-government, non-profit organizations, businesses, and community members. By encouraging sustainable investments and systems change for young children and engaging the entire community to become a part of the solution, Bright Beginnings will help Monterey County achieve economic prosperity and vitality.

Since 2012, Bright Beginnings has progressively moved forward establishing the ground work for collaboration in Monterey County around early childhood development. By using a Collective Impact Framework and working across all levels of the social ecological model, Bright Beginnings has worked to:

- Develop a county-wide Policy Advocacy Network to advocate for policy change and sustainable investments in early childhood at the local, state, and national level.
- Identify six key developmental indicators that can be used to measure progress.
- Begin to collaborate intensively with specific communities to align resources across sectors to achieve selected community-wide outcomes.
- Provide support and technical assistance to communities interested in utilizing the Bright Beginnings Collective Impact Framework to achieve selected community-wide outcomes.
- Coordinate outreach and education for community champions to build public will in support of early childhood.
- Partner and leverage existing collaborative work implemented in Monterey County to maximize efficacy.

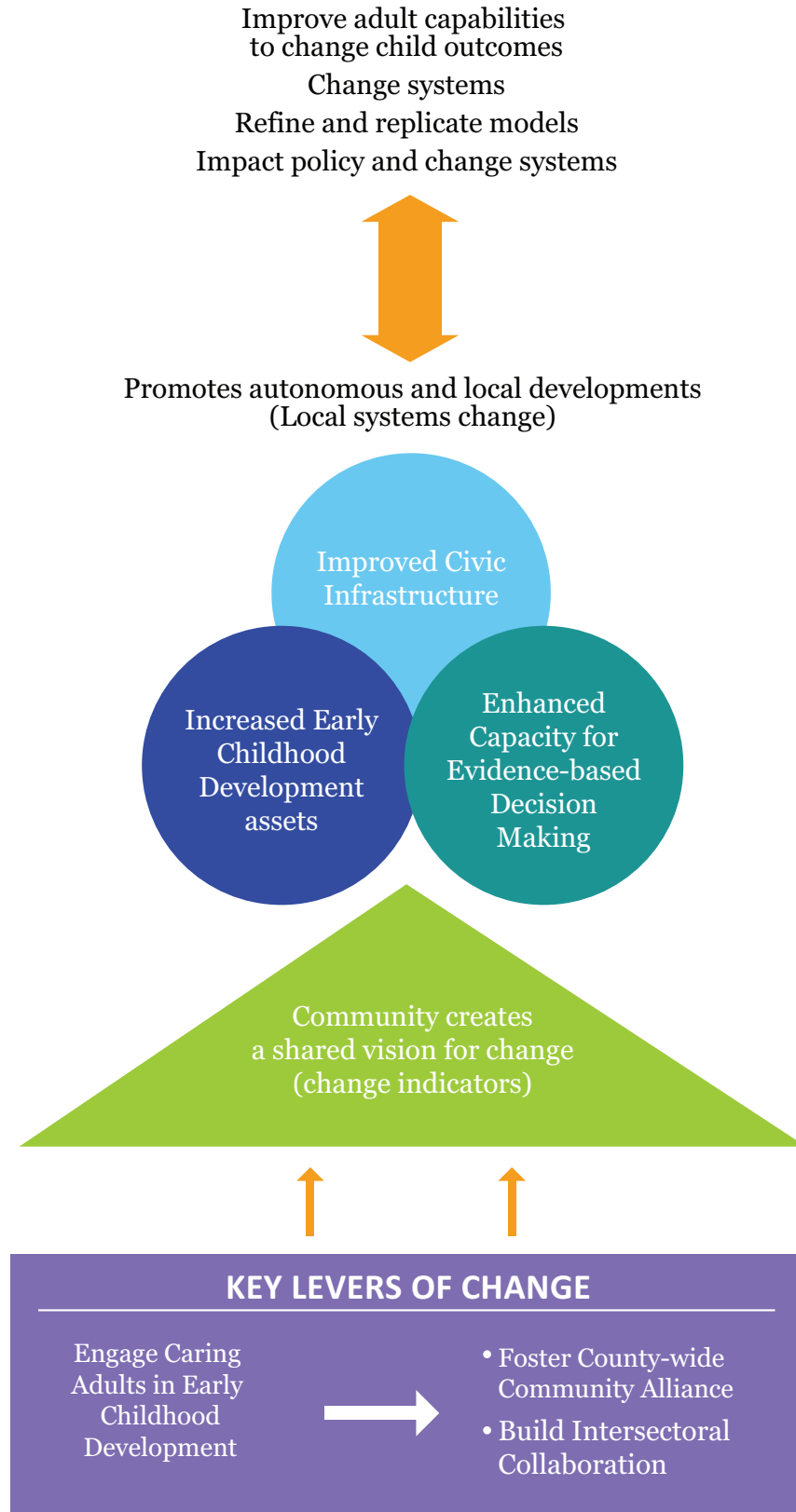
Vision:

The Bright Beginnings vision statement is the same as that of the Monterey County Children's Council: 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:

Maximize community efforts to improve early childhood development outcomes through effective coordination, capacity building, empowerment and strategic action for children from the prenatal stage through 3rd grade and their families.

THEORY OF CHANGE



*Adapted from Thompson, A. (2006). Partnering with Youth to Build the Future. The Kellogg Foundation.

WHY EARLY CHILDHOOD DEVELOPMENT

In Monterey County, too many of our youngest children are not able to reach their full potential. They enter kindergarten underprepared and are not reading on grade level by third grade. Only 25% of kindergarteners are socially and emotionally ready for kindergarten (Kindergarten Readiness Assessment, 2015) and only 42% of children who speak English fluently read and write on grade level in third grade (California Assessment of Student Performance and Progress, 2015).

Developmental gaps that emerge in early childhood reverberate through society. Research shows that developmental and academic gaps that begin in early childhood can influence future academic performance and persist throughout a lifetime (American Educational Research Association, 2011). Students who are not reading on grade level by third grade are four times more likely to drop out of high school (Hernandez, 2011). Moreover, students who live in poverty and are not reading on grade level by third grade are 13 times less likely to graduate from high school (Hernandez, 2011). Findings show that evidence-based approaches can improve preschoolers' social-emotional competence when implemented at scale with appropriate supports (OPRE Report, 2014).

Healthy early childhood development is also the foundation of a vibrant economy. When young children grow up in an environment of positive early experiences—physically, socially, intellectually, and emotionally – they have a greater chance to thrive and grow up to be successful adults contributing to a more skilled and capable workforce. Research shows that a 10%-17% annual rate of return on investments made in early childhood development due to cost saving from reduced crime, decreased need for social services, and the development of a more skilled workforce (Heckman, 2011, Warfield, 2006). The return on investments is greatest when assistance is targeted in socioeconomically disadvantaged communities (Heckman, 2011).

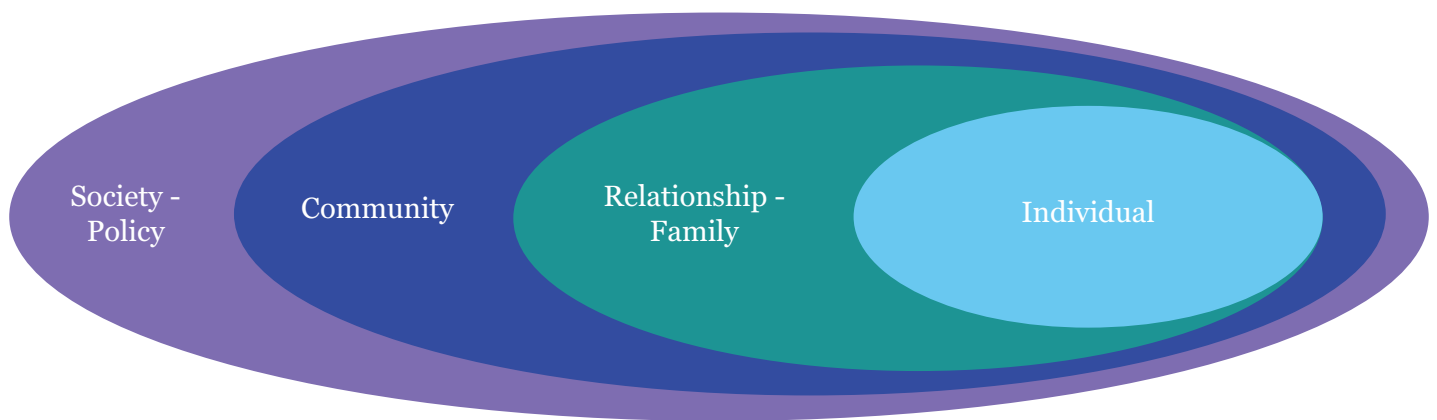
Despite these demonstrated impacts, chronic decreases in early childhood funding and a lack of effective coordination among the many different sectors that impact young children are two critical issues that historically hinder effective support to young children (Legislative Analyst Office, 2012; Kania and Kramer, 2011). In California, over \$1 billion dollars was cut from state funded preschools and childcare between 2007-2016, resulting in the elimination of more than one-fifth of the subsidized licensed child care slots (California Budget Office, 2015). Against this backdrop, many sectors and organizations including families, schools, social services agencies, businesses, and nonprofits continue to implement well intentioned efforts to support the healthy development of young children. However, often their actions work in isolation, leading to redundancies in service provisions, increased competition for limited resources, and a lack of common objectives and evaluation systems. As a result, large scale social change remains out of reach (Kania and Kramer, 2011).

Bright Beginnings is Monterey County's strategic response to the pervasive social issues that impede the healthy development of young children and hinder our collective progress. It utilizes the social ecological model framework and the Collective Impact Framework as a strategy to redesign systems in ways that encourage alignment of activities towards specific outcomes, effective collaboration, and continuous improvement across sectors. Bright Beginnings draws from the experience of other Collective Impact initiatives and employs a Theory of Action framework to outline progress benchmarks. These frameworks guide the work of Bright Beginnings.

STRATEGIC FRAMEWORK: SOCIAL ECOLOGICAL CHANGE THROUGH COLLECTIVE IMPACT

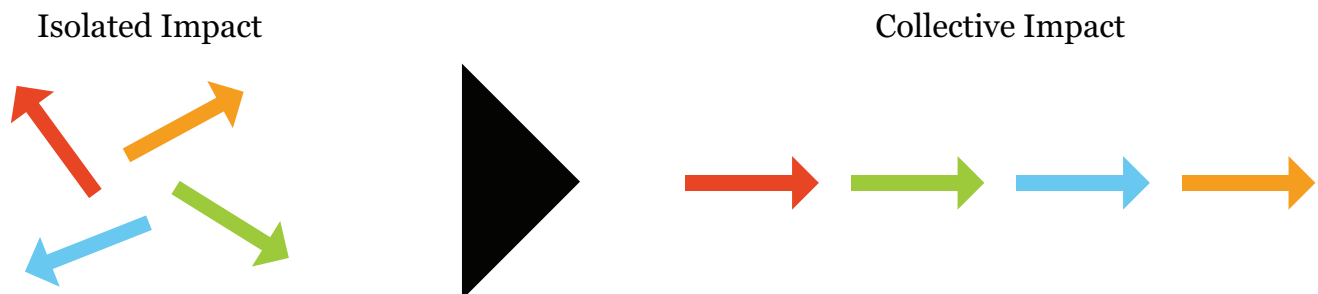
Raising a healthy child is a complex task influenced by multiple factors that extend beyond the reach of individuals, families or single organizations. Indeed, it is the interplay between government and commercial activities that give rise to complex, interrelated contexts that impact healthy child development. The social ecological model of human development is a framework that asserts the importance of engaging in a continuum of activities at all levels in order to achieve sustainable, large scale outcomes (Bronfenbrenner, 1994). Activities outlined in the Theory of Action (page 8) will address all levels of the social ecological model.

The Social Ecological Model



*Adapted from Bronfenbrenner, U. (1994). Ecological Models of Human Development. In the International Encyclopedia of Human Development. Vol. 3.

Collective Impact for Healthy Early Childhood Development



Large scale social change requires broad coordination across sectors coupled with a laser-like focus on specific, measurable goals. Defined as “the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem,” collective impact is a framework for achieving large scale social change that uses five principles (Kania and Kramer, 2011; 36).

The five principles are:

1. Creating a **common vision** and understanding of common strengths and challenges.
2. Engaging in **mutually reinforcing activities** aligned towards the common agenda.
3. Adopting **shared measurements** and evaluation systems.

4. **Continuous communication and improvement** that is driven by data.
5. Independent, funded staff and partners dedicate to the initiative, **the Backbone**, who guides the initiative's vision and strategy, building public will, advancing policy and mobilizing resources.

Collective Impact is about learning “what works” through shared data, common measurements, and continuous evaluation and working to expand and bring these efforts to scale. It is built on collaborative relationships and implementation must begin in specific geographic areas that are “large enough to have a population level impact, but small enough to produce tangible change” (STRIVE, 2013). This might be a school district, a small city, or town. Within the boundaries of each defined community, programs, policies, and procedures will inevitably differ as each community has a unique character and assets, yet the strategy to achieve change remains the same across these boundaries.

Large scale impact is achieved when local efforts connect, learn from each other to refine and improve practices, and expand upward to inform county-wide policies and systems change (STRIVE, 2013; Kania and Kramer, 2011). Bright Beginnings will achieve county-wide change through both broad outreach and coordination across multiple scales and through targeted assistance in communities.

THEORY OF ACTION

The Collective Impact framework allows Bright Beginnings to implement a proven road map for the Initiative. Based on lessons from leading organizations in the Collective Impact Community, Bright Beginnings developed a Theory of Action that offers quality benchmarks that differentiate the phases of the work within the five stages of Collective Impact. The Theory of Action helps distinguish when the work transitions from traditional collaboration to sustainable, effective partnerships. It includes the 5 core elements of Collective Impact as well as 2 cross cutting elements that support the work of each of the core elements. See the Monterey County Children’s Council website for the full Theory of Action (www.mcchildren.org). The categories with an asterisk (*) were added in alignment with the FSG evaluation framework.

	EXPLORING	DEVELOPING	FOSTERING	INTEGRATING	APPLYING
<p>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.</p> <p>MUTUALLY REINFORCING ACTIVITIES A diverse set of stakeholders, typically across sectors, coordinate a set of differentiated activities through a mutually reinforcing plan of action.</p> <p>SHARED MEASUREMENT All participating organizations agree on the ways success will be measured and reported. A short list of common indicators is identified and used for learning and improvement.</p> <p>CONTINUOUS COMMUNICATION All players engage in frequent and structured open communication to assure mutual objectives and create common motivation.</p> <p>BACKBONE 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.</p> <p>LEARNING CULTURE* All participants contribute to an environment dedicated to learning from what has worked and what hasn’t worked through support, trust and respect.</p> <p>COLLECTIVE IMPACT CAPACITY The Initiative builds the skills, talents and resources necessary to support moving forward with the vision and mission.</p>	<p>Work on the beginning aspects of formulating a partnership.</p>	<p>Focus on accessing and collecting data and putting in place the supports necessary for data-driven decision making.</p>	<p>Focus on using data in a continuous improvement process to identify improvements and interventions to impact an outcome.</p>	<p>Focus on navigating the necessary evolutions, transitions, and continuous improvement a partnership goes through to improve outcomes.</p>	<p>See real impact as evident through improvement in the community level outcomes and indicators.</p>

GUIDING PRINCIPLES

As an initiative of the Monterey County Children’s Council (MCCC), Bright Beginnings adheres to the MCCC guiding principles below.

MCCC Guiding Principles

- **Collaborative** – promoting cross-agency policies and procedures that enhance seamless service delivery, encourage interdisciplinary problem-solving and support; and address the barriers to success.
- **Comprehensive, Coordinated and Integrated** – recommending a full array of services and supports where the entire range of needs are addressed in an efficient, responsive, and effective manner.
- **Family Centered and Family Driven** – honoring, respecting, and empowering families as their child’s first teacher and strongest advocate.
- **Culturally Responsive** – ensuring diverse populations receive culturally responsive services and supports.
- **Community-Based/Community Driven** – ensuring that services are available and accessible in a variety of settings and locations.
- **Participatory** – ensuring that program recipients participate in making and shaping decisions.
- **Outcomes-Oriented** – measuring outcomes for children, youth and families and using data to facilitate decision-making, identify obstacles, and improve services.

Bright Beginnings – Early Childhood Principles, Research and Approaches

Bright Beginnings will use a Collective Impact approach to support, develop, and initiate early childhood strategies and activities that embrace the following principles based on current research. Projects will utilize best and emerging practices grounded in science and research within the context of community wisdom. Bright Beginnings, including the Collaborative Action Teams and the Policy Advocacy Network, is guided by the shared understandings below.

PRINCIPLE	CURRENT RESEARCH FINDINGS	PROJECT APPROACHES
Children are born capable, ready, and eager to learn.	From birth a healthy child is an active participant in their growth – actively providing opportunities for them to construct ideas and theories about how things work.	Projects will support children as active participants in their growth.
The first years of a child’s life are a period of extraordinary growth.	Children’s brain development in the first five years of their life significantly influences their ability to learn over their lifetime.	Projects will focus on working with young children and their families at an early age.
Experiences and relationships matter.	Learning happens in a social context. The quality of relationships that children experience will impact how a child develops and what they learn.	Projects will support quality relationships between children and the adults who care for them, as well as with their peers.
Emotional and cognitive developments are interrelated. How children feel affects how they learn.	The development of intelligence, language, emotions, and social skills is highly inter-related. How children feel can affect how they learn.	Projects will enhance and support emotional and social development as the foundation for the development of cognitive skills.
Parents and Caregivers are the child’s “first teachers.”	Building on caregiver skills and strengths enhances their capacity to create opportunities for learning.	Projects will build on caregiver skills and strengths.
Early language and literacy (reading and writing) development begin at the start of life.	Strong literacy skills in later years are best accomplished by exposing children to activities that are integrated across different, but inter-connected literacy activities.	Projects supporting early literacy and language will engage children in all forms of communication - listening, speaking, singing, reading, drawing, and writing, in the context of strong relationships.

GRAPH CONTINUED...

PRINCIPLE	CURRENT RESEARCH FINDINGS	PROJECT APPROACHES
<p>Quality early care is critical to early learning and school readiness and success.</p>	<p>High quality early care has a long-lasting effect on children’s capacity to learn and long-term academic achievement.</p>	<p>Projects will support opportunities for high quality early care and education.</p>
<p>Early identification and intervention with children with special needs better supports them in building their abilities.</p>	<p>Early identification and intervention with children can serve as a cushion against the multiple adverse influences that may hinder their developmental progress.</p>	<p>Projects will support early identification and interventions for children with developmental concerns and/or adverse influences.</p>
<p>Safe and interesting places to explore and play build children’s curiosity, learning and physical development.</p>	<p>Children strive to make sense of the world they live in. A quality environment can maximize a child’s intellectual potential and provide a foundation for the development of emotional security.</p>	<p>Projects will support opportunities for play and exploration for our youngest children.</p>

BRIGHT BEGINNINGS STRUCTURE



The Monterey County Children's Council

The Monterey County Children's Council (MCCC) serves as the Steering Committee for the initiative. As a Steering Committee, the MCCC is action-oriented and champions Bright Beginnings throughout the county.

Bright Beginnings Staff

Since 2014, Bright Beginnings has had a dedicated staff that includes a manager and administrative support. The initiative has also been able to contract facilitators to support the communities' planning process, a communications team to strengthen internal and external communications, and an evaluation team that monitors the progress of the initiative along the collective impact framework.

The Backbone

For Bright Beginnings, Backbone support includes the initiative staff and a cross-sector group of individuals identified by the Monterey County Children's Council. This group acts as a neutral convener, facilitator, and data analyst to guide and support the work of the Initiative. The Backbone is comprised of individuals from the Monterey County Department of Social Services, Monterey County Office of Education, the Monterey County Health Department, First 5 Monterey County, the Monterey County Childcare Planning Council, California State University Monterey Bay – Bright Futures Initiative, and United Way.

Collaborative Action Teams

Collaborative Action Teams (CATs) are cross-sector groups that have self-identified in an area or community to strategize and plan on improving early childhood development. Bright Beginnings also provides experienced facilitators to support each of the CATs through planning, facilitating, or capacity building.

Policy Advocacy Network

With the understanding that in order to create social change, movement needs to occur at both the local level and the systems level, Bright Beginnings created a structure for the Policy Advocacy Network (the Network). This includes building a county-wide commitment to support high-quality early learning environments that benefit every family. The Network also identifies and recommends actions to influence policy and systems change at both the local and larger levels of government.

The Network's Advisory Committee articulated the following goals:

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

Overall Strategy of the Network:

Support the identification and foster the development of policies and organizational changes at all levels of government that support the Bright Beginnings Vision through close collaboration with families, community leaders, and stakeholders.

PROGRESS TO DATE

Bright Beginnings has been able to effectively increase awareness around early childhood, engage a variety of partners, and design infrastructure for collaboration. Below are a series of accomplishments by collective impact principles along the Theory of Action that have laid the groundwork for future progress, including a map of the communities working in partnership with Bright Beginnings and the indicators on which they have decided to focus their initial efforts.

COLLECTIVE IMPACT PRINCIPLE	OBJECTIVE	ACCOMPLISHMENTS
Common Vision	Explore partnerships with individuals and organizations to leverage existing resources.	Bright Beginnings has built partnerships through a media campaign with the Literacy Campaign for Monterey County, First 5 Monterey County and the Monterey County Gang Violence Prevention Initiative. Bright Beginnings also co-developed draft talking points to articulate alignment with CSUMB's Bright Futures – Cradle to Career.
	Support the formation of Collaborative Action Teams around the county.	Supported the formation of the Seaside/Peninsula, Greenfield, Salinas, Pajaro, and North Monterey County Bright Beginnings Collaborative Action Teams. The Community Alliance for Safety and Peace, and the North Monterey County Alliance are serving as anchor agencies for their local CATs. In March 2016, added the additional Collaborative Action Team of Gonzales.
	Assist Collaborative Action Teams (CATs) to create local Bright Beginnings action plans.	Bright Beginnings developed a Theory of Action and supported each of the Collaborative Action Teams to network and identify next steps for implementation. Through a Request for Qualifications process, Bright Beginnings identified three experienced facilitators to assist CATs with the creation of action plans. Both the full initiative and each of the CATs develops a plan annually that shows their movement along the Theory of Action.
Mutually Reinforcing Activities	Prepare and conduct local community asset mapping in communities with CATs.	Several of the CATs are conducting initial asset mapping, including the North Monterey County and Salinas.
	Strategize alignment of Collective Impact approaches throughout Monterey County.	Strategized with various initiatives (Bright Futures - Cradle to Career, Impact Monterey County, Community Alliance for Safety and Peace, and North Monterey County Alliance) to align activities and approaches throughout Monterey County. Provided training through the Forum for Youth Investment to Monterey County initiatives to begin aligning county outcomes, indicators, and activities. Presented successful Collective Impact tools. Provided training to strengthen internal communications using Google Drive and to strengthen external communications with tool kits and spokesperson media training.
Continuous Communications	Strategize media campaign for early childhood development awareness	Strategized media campaign in partnership with the Literacy Campaign of Monterey County, the Monterey County Gang Violence Prevention Initiative and First 5 Monterey County. Implementation of the media campaign to continue into the FY16/17.

GRAPH CONTINUED...

COLLECTIVE IMPACT PRINCIPLE	OBJECTIVE	ACCOMPLISHMENTS
Continuous Communications (continued)	Engage unrepresented and underrepresented community groups to participate in the Bright Beginnings process	Each of the CATs has worked on engaging parents, including intentionally strategizing on engaging residents in the action planning process.
	Present informational sessions on Bright Beginnings to various stakeholders	Conducted informational presentations, including: Pajaro Valley Homeless Coalition; Healthy Start Collaborative; Monterey County Child Care Planning Council; Santa Cruz County Child Care Planning Council; and Together with Pajaro. Bright Beginnings also presented at the First 5 California Child Health, Education and Care Summit 2015.
	Develop communication tools for use by Bright Beginnings and CATs.	Developed initial file sharing documents to help improve communication among CATs. Developed talking points for various populations.
Shared Measurement	Research, identify and train on data measurement systems, where necessary.	Coordinated with other Monterey County initiatives and organizations to explore a data system that will provide continuity within the county.
Backbone Support	Implement Policy Advocacy Network	An Advisory Committee was formed whose role is to recommend and implement actions to influence public policy and systems change at the local and larger levels of government. The Committee looks to help build countywide commitments to support comprehensive and responsive high-quality early learning environments that benefit every family. The Network formed goals and strategies around systemic change, building public will, and empowering local champions for civic engagement. The Network partnered with the Women’s Policy Institute to support the development of local champions and a policy roadmap.
	Develop framework for progress for the Initiative.	Created documents and processes to unite and support the initiative, including an Engagement Opportunity Request, Theory of Action framework and CAT Action Plan.
	Conduct Request for Engagement process through the Monterey County Children’s Council to identify the CATs.	Released an Engagement Opportunity Request in July 2014 and in September 2014 that identified five Collaborative Action Teams: Pajaro, North Monterey County, Seaside, Salinas, and Greenfield. In 2016, added Gonzales as a CAT.
	Increase support for Initiative and CATs.	Hired three facilitators to support CATs movement through the Bright Beginnings Theory of Action. Increased evaluation and communication support for the Initiative.

BRIGHT BEGINNINGS INDICATORS

The six indicators below were chosen to depict the status of early childhood development in Monterey County. Over the course of the Initiative, Bright Beginnings worked closely with the local Cradle to Career Initiative, Bright Futures, to ensure alignment within the area of early childhood development. The six indicators are included in Bright Futures' goals.

Each of the Bright Beginnings six communities/CATs have prioritized the indicator(s) on which they would like to focus their initial efforts. Bright Beginnings expects the other indicators will be identified and phased into the work at a later date. Simultaneously, the Policy Advocacy Network will be focusing on supporting the early childhood development movement in all the indicators at a local, county, state, and federal policy level. The statistics below include data collected as of May 2016. Due to changes in tools, the measurement approach for three of the indicators has changed since their selection in 2013. Where change could be noted, it is indicated.

INDICATOR	MONTEREY COUNTY STATISTICS 2016	SOURCE	CHANGE SINCE 2012 DATA
Prenatal Care	Today 27% of mothers received late or no prenatal care.	Monterey County Health Department Birth Report, 2013	Down 1%
Licensed Childcare	Today 47% of working families with children ages 0-4 have access to part or full day licensed care. Today 41% of children ages 3-4 have access to preschool.	American Institutes for Research; Comprehensive Needs Assessment, 2014	Different Measurement in 2015
Reading to Children	Only half of parents with children entering kindergarten show picture books or read with their children daily	First 5 Monterey County Kindergarten Readiness Assessment, 2015	
Social Emotional Skills	Today 25% of children are socially and emotionally ready for kindergarten.	First 5 Monterey County Kindergarten Readiness Assessment, 2015	Up 1%
Children read and write on grade-level in elementary school	Today 42% of children who speak English fluently read and write on grade level in 3rd Grade.	California Assessment of Student Performance and Progress System, 2015	Different measurement in 2015
Maternal Education Level	Today 36% of mothers have less than a high school education.	Monterey County Health Department Birth Report, 2013	Down 2%

COLLABORATIVE ACTION TEAMS (CATs)



PLAN OF ACTION

The Bright Beginnings Plan of Action will be implemented in phases based on the Theory of Action. The Theory of Action phases are: Exploring, Developing, Fostering, Integrating, and Applying. Below is the plan for the overall initiative. Each of the Collaborative Action Teams will also create more detailed action plans. With the understanding that the work of Bright Beginnings is part of an iterative process, the following phases are not meant to be contingent on one another but provide a guide for each Collective Impact element. For instance, a community may be in the Developing phase for Common Vision, but in the Exploring phase for Joint Measurement. This is to be expected due to the fluid nature of the work.

Bright Beginnings has provided a template of an action plan for each of the six supported CATs to complete. Currently, both the Initiative and the CATs are in the Exploring and Developing phases. Bright Beginnings is also conducting an evaluation of the initiative's progress utilizing the Theory of Action as milestones. The information below illustrates the anticipated outcomes through January 2018.

	DEVELOPING	FOSTERING
<p>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.</p>	Information is consistently shared on the state of the issue. Dialogues are held to discuss the issue.	CATs consistently inform the community of progress.
	CAT partners achieve a common understanding of the problem.	Larger community is aware of CAT work.
	Partners and the broader community articulate the problem.	CATs consistently mobilize the community to prioritize the indicators.
<p>Mutually Reinforcing Activities A diverse set of stakeholders, typically across sectors, coordinate a set of differentiated activities through a mutually reinforcing plan of action.</p>	CATs develop an action plan that clearly specifies the activities that different partners have committed to implementing.	Partners coordinate their activities to align with the Theory of Action.
	Partners collaborate within and across working groups.	Partners routinely review programs and systems to ensure consistent feedback and improvement.
	CAT members sign agreements to share relevant data.	Funders of partner organizations align their resources to support the local Action Plans.

GRAPH CONTINUED...

	DEVELOPING	FOSTERING
<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.</p>	Develop a data sharing agreement.	Partners use a reporting and reflection of data (feedback loop) decision making.
	CAT members sign agreements to share relevant data.	CATs continually review selected indicators for accuracy and validity.
	CATs adopt a shared data system for recording indicator aggregate data.	Quality data on a set of meaningful indicators is available to partners in a timely manner.
	Partners have a common understanding of data and terms.	CATs adapt the shared data system to report on individual data.
<p>Continuous Communication All players engage in frequent and structured open communication to trust, assure mutual objectives, and create common motivation.</p>	The initiative engages external stakeholders in regular meetings and integrates their feedback into the overall strategy.	An external communications plan communicates to the larger community the impact of the initiative.
	A series of talking points and presentations exist for a variety of different audiences to connect with the initiative.	Structures and processes are in place to engage the initiative's external stakeholders, keeping them informed and inspired.
	A variety of different outreach methods, including website, social media, etc., promote the initiative.	
<p>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.</p>	The Steering Committee effectively guides the initiative's vision and strategy.	The Steering Committee regularly reviews data from the shared measurement system on progress toward goals and uses it to inform strategic decision making.
	The Backbone effectively informs the Steering Committee members in issues of strategic importance.	The Backbone and Steering Committee visibly and vocally communicates the importance of the shared measurement system for the initiative.

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	DEVELOPING	FOSTERING
<p>Backbone/Infrastructure Support Continued An independent, funded staff dedicated to the initiative provides ongoing support guiding the initiative’s vision and strategy, supporting aligned activities, establishing shared measurement, building public will, advancing policy, and mobilizing resources.</p>	The Steering Committee and Backbone reach out to policymakers and build relationships.	The Backbone provides project management support connecting partners to discuss opportunities, challenges, gaps, and overlays.
		The Backbone and Steering Committee celebrate and disseminate achievements of Collective Impact partners internally and externally.
	CAT representatives help identify local, state, and national policies on which to work.	The Backbone equips partners for effective advocacy.
	The Policy Advocacy Network strategizes on policy issues.	CAT members actively participate in Bright Beginnings Policy Advocacy Network events and trainings.
<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.</p>	The initiative establishes a culture of trust respect and humility among partners.	The initiative utilizes systems and established structures to make informed decisions based on data.
	People of different cultures and backgrounds feel respected and heard within the initiative.	The initiative actively solicits and acts on feedback from community members and other external partners.
<p>Collective Impact Capacity The initiative has the skills, talents, and resources necessary to support moving forward with the vision and mission.</p>	CATs identify the resources necessary to move the initiative forward.	The skills and capacities of participating CAT organizations improve.
	An Anchor agency helps facilitate the CAT process.	Participating organizations report improved management and administrative capacity.

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