

# BRIGHT BEGINNINGS

EARLY CHILDHOOD DEVELOPMENT INITIATIVE

## ANNUAL REPORT

2016-2017

*An initiative of*



MONTEREY COUNTY  
CHILDREN'S COUNCIL

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Bright Beginnings has been a central coordinator of strategic action on early childhood in Monterey County since 2012 (see Box 1 for history). The Initiative uses a collective impact approach to scale-up effective strategies and maximize the impact of resources to support young children and their families. This report outlines key activities and results in 2016-2017, and gives a brief overview of future priorities. Appendix 1 contains a summary of progress on last year's goals and describes Bright Beginnings' Theory of Action.

### OVERALL PROGRESS 2016-2017

Bright Beginnings' primary measure of success is improved child well-being, measured by **kindergarten readiness at age 5**, which currently stands at **25%** for the County as a whole, and **reading proficiency in 3<sup>rd</sup> grade** — currently at **49%** (See Appendix 2 for data definitions and sources). We also monitor short-term results and factors that contribute to child outcomes. Creating the impacts we seek requires sustained efforts from across the policy spectrum. While we can see short-term wins already — with more children accessing high quality learning opportunities before kindergarten and parents connecting with needed services — we expect it will take several more years of collaborative effort to improve child outcomes at scale and see more significant improvements in these numbers.

In alignment with best practice in the field, we are currently reviewing these indicators for accuracy and validity, and are also identifying additional indicators to match new strategic priorities.

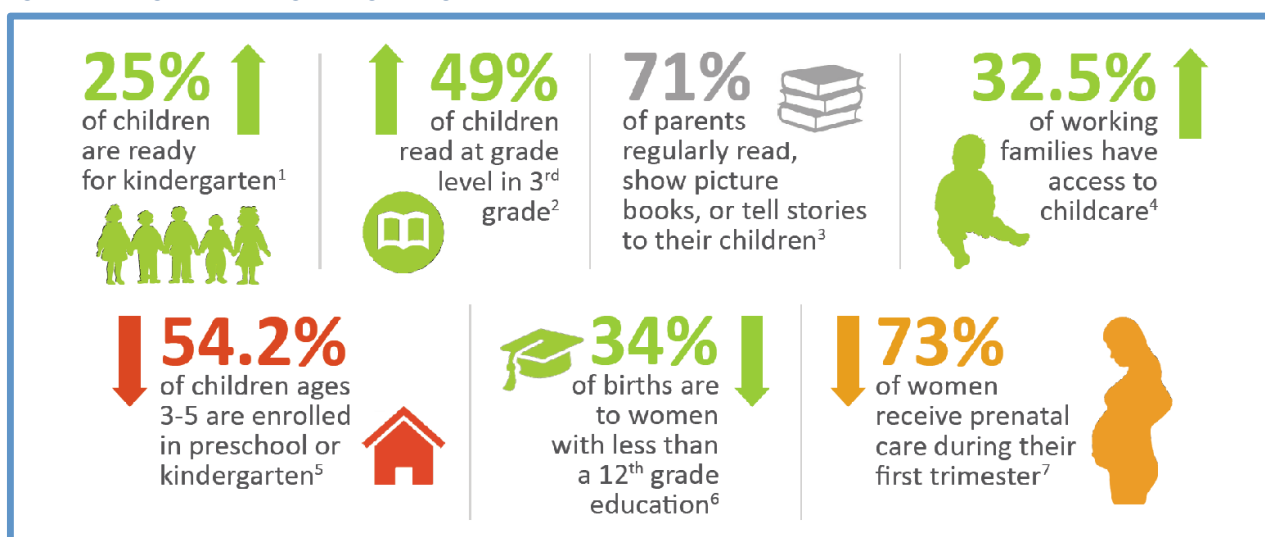
#### **Box 1. History of Bright Beginnings**

The Early Childhood Development Initiative (ECDI) was launched in 2012 by the Monterey County Children's Council. In 2016, ECDI changed the initiative name to Bright Beginnings to signal its alignment with Monterey County's cradle to career initiative, "Bright Futures". Bright Beginnings is an opportunity for the community as a whole to work together to ensure that young children, from the prenatal stage through age 8, have what they need to succeed. First 5 Monterey County serves as the fiscal sponsor for the initiative, hosting the services and staff. Within the Bright Futures cradle-to-career initiative, Bright Beginnings covers the first goal areas. Bright Beginnings and Bright Futures work in close partnership to improve outcomes for children and families.

As illustrated in Figure 1, in 2017, we noted the following changes to our core results indicators:

- Progress on **kindergarten readiness** has been positive, though large disparities persist both within and between communities. Currently **25%**, or **one in four children, are highly ready for kindergarten**.<sup>1</sup> In the section “County-wide Efforts” below, we describe our work to improve the measurement of kindergarten readiness and the system for gathering data on this indicator.
- **Third grade reading proficiency scores** are also improving across the county, increasing from 42% in 2015 to 48% in 2016 and **49%** in 2017.<sup>2</sup>
- **Access to licensed child care** centers and family child care homes has risen to from 29.1% to **32.5%** of working families with children ages 0-5.<sup>3</sup>
- Enrollment in preschool continues to trend down, with supply not meeting demand increases and population growth. About **54% of children in the county aged 3-5 are enrolled in licensed care, preschool or kindergarten**, compared to 57% in 2012.<sup>4</sup>
- The percentage of parents that actively support their children’s learning through rich language interaction is high, with **71% reading, showing picture books, or telling stories four or more days per week**. In 2017, new analysis of First 5’s 2015 kindergarten readiness assessment data also confirms that children whose parents support their learning in these ways are more likely to have high levels of kindergarten readiness.<sup>5</sup>
- Both the percent of children born to women with a **low level of education 34%** (improved by 2% points) and those whose mothers receive **late or no prenatal care** are relatively stable at levels worse than the state average. Slightly fewer women received prenatal care in their first trimester **73%** (down from 74%).<sup>6</sup>

Figure 1. Progress on Bright Beginnings Core Indicators



**Key:** **Green** indicates a positive trend; **orange** indicates a slight negative trend; **red** a negative trend over multiple years; **grey** indicates no change or a change in the indicator. See Appendix 2 for definitions and data sources.



## CATALYZING COLLECTIVE ACTION

This section describes the critical “behind the scenes” work we do to support community mobilization to support children and families. Highlights of the work are presented for each of the core components of the collective impact approach:

- Creating a **common vision** and understanding.
- Engaging in **mutually reinforcing activities** aligned towards the common agenda.
- Adopting **shared measurements and evaluation** systems.
- **Continuous communication** and improvement that is driven by data.
- **Independent, funded staff** (Backbone) to guide vision and strategy, build public will, advance policy and mobilize resources.
- Creating a **learning culture** that embraces diverse voices.
- Building **capacity for action**.

In 2016-2017 the focus was on expanding communication, supporting strategic projects in local communities (see “Local-Level Results” below), building capacity for effective action, and advocating for policy changes. See Appendix 1 for more detail on progress against last year’s goals.

To learn more or get involved, please visit us online!

Web [brightbeginningsmc.org](http://brightbeginningsmc.org)

Social Media @BrightBeginningsMC

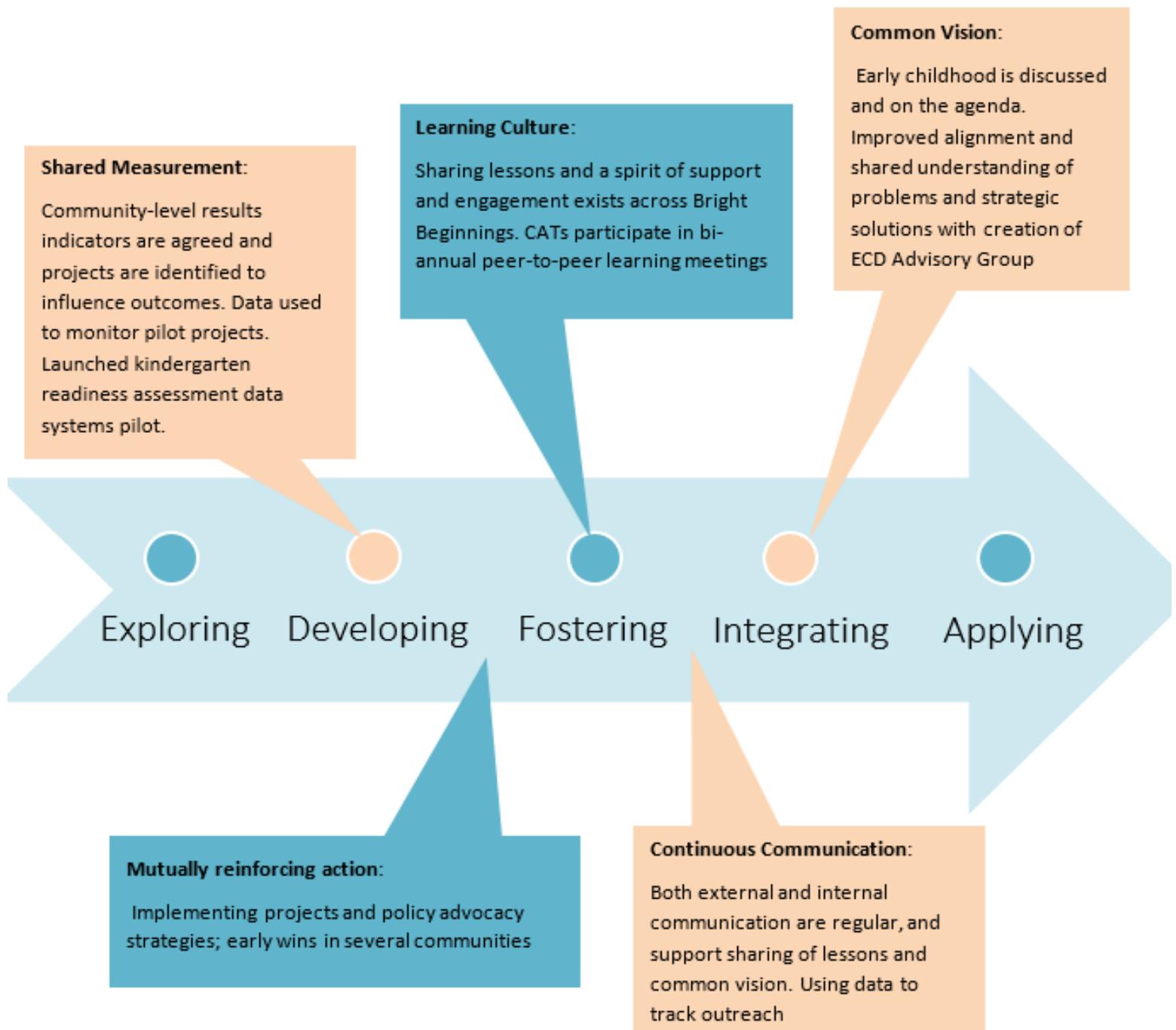
An independent evaluation of the Initiative – carried out by Spark Policy Institute – indicates good progress, at a pace similar to other collective impact communities across the country (see Figure 2). Spark finds that the Initiative is transitioning from the *Developing* and *Fostering* phases to the *Integrating* phase in most domains (see Appendix 1 for a detailed explanation of the Theory of Action and phases).

In 2016-2017, there was excellent progress in the areas of mutually reinforcing action, continuous communication, and “Backbone” support (the staff and resources that support community collaboration and action). There was good progress on shared measurement and evaluation systems, and the common vision remained a strong element of Bright Beginnings (Figure 2).

*“To really understand our impact and reflect on the work we have done, we must have something to compare it to - data!” — Noemy Loveless, [CAT Spotlight - North Monterey County](#)*

Figure 2. Current status of Bright Beginnings progress along theory of action 2016/2017

*Bright Beginnings has a strong, independently funded Backbone with dedicated staff.  
In 2016/17 a Strategic Work Plan and an Evaluation Plan were developed.  
Staff increased data and evaluation capacities and leveraged resources.*

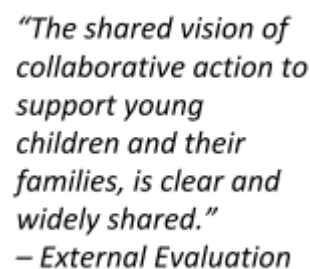


## Common Vision

The evaluation by Spark shows that a core strength of Bright Beginnings is the broadly shared community vision around the importance of investing in early childhood. There is agreement and support across an array of stakeholders, who continue to be engaged in the Initiative. In a recently conducted survey, one community member noted: *“The language (of early childhood development) is spreading throughout, into other documents in the county, which I think is a great thing.”*

This year saw an important advance with the United Way Monterey County providing aligned funding for Bright Beginnings Collaborative Action Team projects. The two grants – one for a study of informal child care providers in Gonzales and one for a summer bridge program in North Monterey County – are supporting tangible progress in those communities. They are also a great example of how Bright Beginnings adds value by aligning resources for strategic impact.

In May 2017, an Early Childhood Development Advisory Group was formed to provide expertise and insights to Bright Beginnings/Bright Futures and other Initiatives in the county. The Advisory Group has contributed extensively to deepening the Common Vision and to establishing a strong foundation for shared measurement and evaluation, through a root cause analysis. The group is now (continuing into 2017-2018) developing strategies to focus more directly on the identified root causes affecting children’s development.



*“The shared vision of collaborative action to support young children and their families, is clear and widely shared.”*  
– External Evaluation

Over the course of the year, we saw strengthened alignment with other Collective Impact Initiatives: Bright Futures, Community Alliance for Safety and Peace, and Impact Monterey County.

## Shared Measurement and Evaluation

In 2016-2017 we made improvements in using data to identify children in need of additional support, and to track the progress of local collaborative actions (see below for examples). The Backbone supports the use of data to develop and implement strategies, and is working to better capture short-term outcomes. There is broad agreement on key indicators of child well-being, as reported above. In 2016-2017 Bright Beginnings started to revisit these measures – and to update the overall strategy for evaluating progress – to ensure data are being collected and used effectively to drive impact.

The external evaluator, Spark Policy Institute, conducted mid-year and end of year evaluations, which were used to guide strategic management of the Initiative and report on progress.

## Communicating Clearly and Effectively

We made good progress to improve both internal and external communications, with the development of a strategic communications plan, a complete rebranding of the Initiative, and launch of new social media presence. Spoke Consulting provided communications tool kits, talking points, and spokesperson media training.

A monthly newsletter disseminates updates, information about funding opportunities and best practices to over 800 community members. Online *CAT Spotlights* – telling the stories of promising strategies from each of the six local action teams – capture lessons about what is working.

## Learning Culture

A core value of Bright Beginnings is creating a culture of learning and respect for diverse viewpoints. Based on the recent evaluation, the learning culture across the Initiative is one of its strongest assets. Some 74% of survey respondents believe that Bright Beginnings fosters a culture of respect and humility. Over half of the respondents indicated Bright Beginnings uses structures that support ongoing learning (57%). As described by a participant, “Our parent meetings very much foster a culture of respect and humility that allows different cultures to feel respected and heard.”

*“Through our collaborative partnerships, we’re working to provide our students and families with equitable solutions – a chance to start kindergarten the right way, preventing the achievement gap and ensuring that all students get a strong start in their early years.” — Caryn Lewis, [CAT Spotlight - Greenfield](#)*

## Capacity to Support Change

The Initiative’s “Backbone” is made up of staff and consultants that support local and county-wide actions. The Backbone includes a Senior Manager, a part-time Administrative Assistant, two facilitators, an external evaluation team (Spark) and a communications team (Spoke Consulting). An important addition to the Backbone in 2016 was additional staff capacities in Data & Evaluation contributed by First 5 Monterey County.

Funding for Backbone staff, technical support and other resources for the Initiative come from the Monterey County Department of Health, First 5 Monterey County and the David & Lucile Packard Foundation. United Way Monterey County also provides dedicated staff capacity to support the Early Childhood Development Advisory Group, in addition to funding CAT projects.

During the year, staff and partners were trained in Results Based Leadership and local capacities for applying collective impact approaches were also strengthened through participation in national conferences and trainings. In 2016-2017, the Initiative began implementing a Strategic Work Plan as well as an Evaluation Plan. These processes proved useful in clarifying intentions and expectations for different partners of the Initiative.

*“We have tremendous support from the board in terms of advocating for early childhood learning. Knowing if we invest now, that this will have a long term impact on students who we want to graduate from high school, who will go back into our community, who will be successful community members.” — Cresta McIntosh, [Peninsula CAT](#)*

## LOCAL-LEVEL RESULTS: COLLABORATIVE ACTION TEAMS (CATs)

### OVERVIEW

The Initiative supports six locally-driven Collaborative Action Teams (CATs): Gonzales, Greenfield, North Monterey County, Pajaro, Monterey Peninsula, and Salinas (Figure 4). CATs target specific outcomes for children, mostly around supporting the transition to Kindergarten, expanding early learning opportunities, and supporting parents to support their children's learning. CAT work this year focused on: community outreach and events, capacity building, and data collection and use.

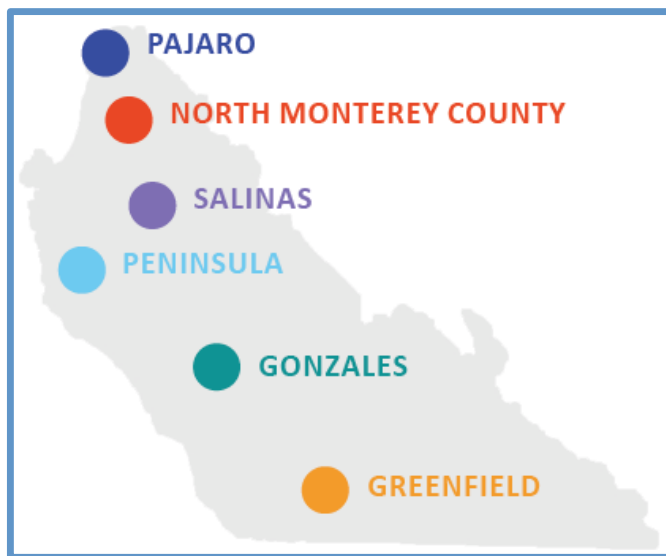
CATs have seen a variety of process results as an outcome of their work, including creating partnerships and early shifts in awareness and participation.

The focus of each CAT varies slightly, depending on who is involved and the needs of the community. The six CATs are working to achieve results in one or more of the Bright Beginnings focus areas: Gonzales (Kindergarten Readiness), Greenfield (Kindergarten Readiness), North Monterey County (Kindergarten Readiness), Pajaro (Kindergarten Readiness and Literacy), the Peninsula/Seaside (Kindergarten Readiness), and Salinas (Kindergarten Readiness and 3<sup>rd</sup> Grade Reading). Bright Beginnings provides

facilitation, administrative support, communication tools, data and evaluation support, and other resources to support the CATs in developing and implementing local action plans.

The support of the Bright Beginnings staff and facilitators is highly valued, according to the evaluation by Spark. The evaluation also found that, Bright Beginnings provided early childhood champions, “the additional value of increased connectivity to other champions, creating an opportunity to coordinate around how to strengthen impact together and leverage their existing programs and activities to increase the reach of messages around the importance of early childhood development.”

In 2016-2017 the CATs made important progress and achieved concrete results, while building partnerships and capacities for future impact.



*Figure 3. Bright Beginnings Geographically focused collaborative action teams*

*“We are having an impact on our children at a young age, to ultimately improve their success as students. We’re seeing children’s social skills increase at age three, after participating in one of our play groups or Parents as Teachers home visiting program. That’s huge!”*

*— Noemy Loveless, [CAT Spotlight - North Monterey County](#)*



Examples of key projects include:

### **GONZALES CAT**

Gonzales is working to support access to quality care, by building the capacity of their local family, friend and neighbor providers through a strong partnership between the school district and city representatives. As part of the Gonzales Way “Love, Care and Connect” initiative, the Gonzales CAT works to create opportunities for young people in and out of school. Gonzales has also committed to incorporating early childhood language into their new city general plan in order to instill a culture of prioritizing children and families.



*Photo: A child and father during the annual Day of the Child celebration in Gonzales.*

### **GREENFIELD CAT**

Community agencies, service providers, and the Greenfield Unified School District have come together to launch a campaign, “Cultivating a Culture of Literacy: Greenfield Reads, Plays, Sings, and Celebrates,” which included an effective summer bridge and a kindergarten registration campaign (See Box 2 below). The Greenfield CAT (G-CAT) has long held a priority for partnering with the City formally and is now engaging the new City Manager, the Mayor and the City Council in exploring opportunities to strategically shape policy, programs, and services to improve early childhood development. They have sought advice from fellow South County City - Gonzales - for ideas and approaches that have been successful there.



*Photo: A child enjoying a pony ride during Greenfield's Kindergarten Resource Festival.*

### **Box 2. Greenfield CAT using data to support a smooth kindergarten transition**

The Greenfield Collaborative Action Team (CAT) identified a number of concerns affecting children in the community: too many kindergarteners were starting school late – and many children had no prior experience in a formal learning setting, making the transition to kindergarten very challenging.

The CAT used data to identify these problems and understand the root causes, which included families not knowing about the requirements for registration and not getting required immunizations in time. They designed an effective intervention (Kindergarten Registration Fair) in 2015/16 and then used continuous improvement to improve the approach this year.

Greenfield adjusted the registration packet to gather relevant data which were then used to identify those students with no formal early care experience and enroll them in a summer academy to help get them ready for school. In doing the work, the CAT formed valuable new partnerships and brought together key stakeholders, laying the foundation for future collaborative action. Greenfield is now working to share lessons learned and scale up best practice across the county.



## NORTH MONTEREY COUNTY CAT

North Monterey County set a goal of ensuring that 40% of incoming kindergartners will be prepared in the areas of self-regulation, language, and literacy. They are pursuing three strategies to that end, including using data to identify children with no exposure to high quality preschool for enrollment in a “Summer Bridge” program before they start kindergarten.

## PAJARO CAT

Parents felt empowered and experienced improvements in caregiver and child behavior as a result of engagement in a “listening campaign” led by the CAT. The CAT is now developing action plans for locally identified projects to contribute to kindergarten readiness, including training *Promotoras* - community health advocates - to bridge local families with services.

*“It’s been inspiring how many families have started attending the meetings. Many of these families were isolated, nearly half are from indigenous descent, but now they’re becoming connected – learning from each other and building on each other.” — Maria Ramirez,*  
[CAT Spotlight - Pajaro](#)



Photo: Parents and community leaders meet in



## **PENINSULA CAT**

With the aim of improving access to high quality early care and education, and increased kindergarten readiness, leadership from the Monterey Peninsula Unified School District (MPUSD) has expanded transitional kindergarten and preschool, and provides parenting supports. The District is participating in the Kindergarten Readiness Assessment (KRA) Data Systems Pilot Project.

## SALINAS CAT

Through the partnership with the Community Alliance for Safety and Peace and Building Healthy Communities East Salinas, the Salinas CAT continues to engage partners and parent leaders in supporting young children and their families. Bright Beginnings brought in community organizers to help them attain their goal of Preschool for All (See Box 3 below).

### Box 3. “Preschool for All” in Salinas

Today less than 1 in every 4 children in Salinas arrives at kindergarten fully prepared. A key contributing factor is low access to high quality, developmentally supportive early education and care experiences – including the fact that only half of preschoolers are enrolled in an early education program. Led by local parents, Bright Beginnings is collaborating with Building Healthy Communities (BHC) and Community Alliance for Safety and Peace (CASP) to support the Salinas CAT in a “Preschool for All” campaign. The campaign is bringing together key stakeholders from across the city to ensure funding, educators and spaces are expanded so that every 3-4 year old in the city has the opportunity for a high quality early learning experience, regardless of income or other factors.



*Photo: The Salinas CAT during its 2016-2017 Listening Campaign.*

## COUNTY-WIDE EFFORTS

This year Bright Beginnings supported four major county-wide actions to create a more supportive environment for children and families: the launch of a Family Friendly Business project, policy and advocacy efforts, a data-systems pilot on kindergarten readiness, and continuation of a public media campaign (*Porque me amas*). Bright Beginnings also provided hundreds of books to families, and participated in a variety of community events. These county-wide efforts complement local CAT projects, while cultivating broad support and raising awareness about the importance of investing in early childhood development.

### FAMILY FRIENDLY BUSINESSES

A campaign to reduce stress of working families and support an enabling environment for young children was launched in partnership with the Monterey Peninsula Chamber of Commerce. Businesses began applying in May 2017 and were recognized with a certificate and window decals, and supported with tips on how they could continue to improve services. Plans are being developed to track the impact of the Initiative on business practices and families.



*Figure 4. Decals for the Bright Beginnings Family Friendly Business project launch in 2017.*

### POLICY ADVOCACY WINS

The Bright Beginnings' Policy Advocacy Network partnered with the California Women's Foundation Women's Policy Institute (WPI) to assemble a team to participate in the WPI County Fellowship program to champion early childhood in Monterey County. The group is supporting communities to incorporate early childhood language in aspects of their general plan, specifically Gonzales and Seaside. Bright Beginnings also partnered with the Health Department to conduct a scan of early childhood language in general plans.

Bright Beginnings partners participated in Advocacy Day activities in Sacramento in January and May. Bright Beginnings carried out research and community engagement to support state-level advocacy

around AB300, a bill that supports expansion of access to childcare locally. Introduced by Assemblywoman Caballero, AB300 was signed by the Governor in October 2017 – a significant policy win for local early childhood advocates.

### KINDERGARTEN READINESS DATA SYSTEMS PILOT

Since 2004, First 5 Monterey County has conducted periodic studies of kindergarten readiness in the county, often known as the Kindergarten Readiness Assessment (KRA). Bright Beginnings has used the data from the KRA as a key indicator to drive collective action. Local communities and schools have used the data to help create plans to improve early childhood development. Over the years, there has been increased interest to have information for each newly enrolled child before the school year begins, to aid teachers in planning for the year and to assess countywide readiness on a more frequent basis.

In response, a Kindergarten Readiness Data Systems Pilot project was launched in 2017 to support collaborative planning around an annual assessment. There will be two phases. The first phase is information gathering, and the second phase is creating and implementing a pilot assessment system in schools. For the first phase, a Research and Scoping Team has formed, and is focusing on synthesizing and summarizing research, facilitating countywide conversations, and creating recommendations to guide the development and implementation of a countywide system.

### PARENTING COMMUNICATION CAMPAIGN

In partnership with the Literacy Campaign of Monterey County, the Monterey County Gang Violence Prevention Initiative, and First 5 Monterey County, a public communication campaign to support Spanish-speaking parents was supported with major funding from the Claire Giannini Fund. *Porque Me Amas* focuses on encouraging parents to talk, read, and sing with their young babies. In the first year, the *foto-novelas* (comic book style stories using photos of local families), bus advertisements, TV and radio spots, and other print media have reached an estimated 280,000 people.

Focus group feedback highlighted the usefulness of the message, and the popularity of the *foto-novela* (short photo story) in particular. Countywide data show that the percentage of parents engaging in literacy supporting activities (such as reading or telling stories) with their children on a daily basis continues to rise, with the majority (71%) now reading, showing picture books to or



Figure 5. Material from the public communication campaign

telling stories to their child at least four times per week.\*\*

\*\*This measure has been changed to reflect new knowledge about how many days per week are needed to see a difference in child development, and to include other literacy-related activities that parents may do - such as describing picture books to their child - in addition to reading. Improvements can be seen using both measures.

### NEXT YEAR

In 2017-2018 the Bright Beginnings Initiative is working to consolidate these results and scale up, building momentum for transformative change across the county. Consistent with best practices in collective impact approach, Bright Beginnings is undergoing a review of strategies and lessons learned and clarification of roles and structure, and is also refining our indicators.

The Family Friendly Business project will be expanded and further developed, as will policy advocacy support at the local and state levels.

The Early Childhood Development Advisory group has identified key factors influencing children and families in the county, and is defining measurable goals for each within an overarching Strategic Plan for Early Childhood Development in Monterey County. Bright Beginnings and its partners will use this framework to continue to align resources and coordinate strategic action and systems change for children and families in Monterey County.

## APPENDIX 1. BRIGHT BEGINNINGS THEORY OF ACTION

	Exploring	Developing	Fostering	Integrating	Applying
<p><b><u>Common Vision:</u></b></p> <p>All participants share a vision for change that includes a common understanding of the problem and a joint approach to solving the problem through agreed-upon action.</p>	<p>Work on the beginning aspects of formulating a partnership.</p>	<p>Focus on assessing and collecting data and putting in place the supports necessary for data-driven decision making.</p>	<p>Focus on using data in a continuous improvement process to identify improvements and interventions to impact an outcome.</p>	<p>Focus on navigating the necessary evolutions, transitions, and continuous improvement a partnership goes through to improve outcomes.</p>	<p>See real impact as evident through improvement in the community level outcomes and indicators.</p>
<p><b><u>Mutually Reinforcing Activities</u></b></p> <p>A diverse set of stakeholders, typically across sectors, coordinate a set of differentiated activities through a mutually reinforcing plan of action.</p>					
<p><b><u>Shared Measurement</u></b></p> <p>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><b><u>Continuous Communication</u></b></p> <p>All players engage in frequent and structured open communication to assure mutual objectives and create common motivation.</p>					
<p><b><u>Backbone Support</u></b></p> <p>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><b><u>Learning Culture</u></b></p> <p>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><b><u>Collective Impact Capacity</u></b></p> <p>The Initiative builds the skills, talents and resources necessary to support moving forward with the vision and mission.</p>					



## APPENDIX 2: NOTES & DEFINITIONS OF BRIGHT BEGINNINGS INDICATORS

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1. 25% of children have high levels of social and emotional readiness for kindergarten (First 5 Monterey County, 2015). This represents the percentage of children who have high levels of social and emotional readiness as measured by combining the Self-Regulation and the Self and Social Development domains of the DRDP-SR. Children were classified as having a high level of readiness if they had an average score of four or higher for the two domains, using the following five-point scale: (1) Exploring, (2) Developing, (3) Building, (4) Integrating, and (5) Applying (First 5 Monterey County, 2015). See "County-Wide Efforts" above for info on work on this measure.
2. 49% 3<sup>rd</sup> grade reading is based on meeting or exceeding the English Language Arts/Literacy standards on the Smarter Balanced Assessment (California Department of Education, 2017). This measure includes "English Only" (EO) and "Initially Fluent English Proficient" (IFEP) students. Students classified as "English Language Learner" (ELL) who have been reclassified as "Fluent English Proficient" are *not* included in the measure.
3. 71% of parents with children entering kindergarten read, show pictures books, or tell stories to their children four or more days per week, as reported by parents during kindergarten readiness assessment (First 5 Monterey County, 2015). The survey question used to gather information on these behaviors changed in 2015, so no trend is shown (First 5 Monterey County, 2015). This measure has been changed to reflect new knowledge about how many days per week are needed to see a difference in child development, and to include other literacy-related activities that parents may do - such as describing picture books to their child - in addition to reading.
4. 32.5% of working families with children ages 0-5 have access to a licensed child care center or family child care home. The percentage of working families with children ages 0-5 with access to licensed child care center or family child care home is calculated by dividing the total number of spaces in licensed child care centers and family child care homes (10,352 in 2014; California Child Care Resource and Referral Network, California Child Care Portfolio, 2015) by the number of children under six years of age living with one or both parents, with one or both of their parents in the labor force (32,410 in 2014; U.S. Census, American Community Survey, 2014 1-year estimate).
5. 54.2% of children in the county aged 3 to 5 are enrolled in preschool or kindergarten (KidsData.org, accessed 2017). The estimated percentage of children ages 3-5 not enrolled in preschool or kindergarten is computed by the Population Reference Bureau, using data from the U.S. Census Bureau's American Community Survey (2016).
6. 34% of children were born to women with a low level of education (Monterey County Department of Health, 2015). This percentage captures births in the County to women who had completed less than a 12th grade education at the time they gave birth. This demonstrates a drop of 2% from 2013 to 2015 (Monterey County Department of Health, 2015).
7. 27% of children were born to mothers who received late or no prenatal care (Monterey County Department of Health, 2015). This percentage represents births in the County to women who did not receive prenatal care within the first trimester of their pregnancy. This demonstrates a slightly worsening trend with an increase of 1% from 2013 to 2015 (Monterey County Department of Health, 2015). To clarify the worsening trend, the figure is given as the percentage of women receiving care in first trimester.