





CONTENTS

VISION, MISSION AND GUIDING PRINCIPLES	4
VISION STATEMENT	4
MISSION STATEMENT	4
GUIDING PRINCIPLES	4
A MESSAGE FROM THE CHILDREN'S COUNCIL	5
EXECUTIVE SUMMARY	6
PROFILE OF MONTEREY COUNTY CHILDREN AND YOUTH	7
MONTEREY COUNTY STUDENT ACHIEVEMENT RESULTS	7
ENGLISH PROFICIENCY	9
GRADUATION AND DROPOUT RATES	10
BRIGHT BEGINNINGS ANNUAL REPORT	11
OVERALL PROGRESS 2016-2017	11
CATALYZING COLLECTIVE ACTION	13
COMMON VISION	15
SHARED MEASUREMENT AND EVALUATION	15
LEARNING CULTURE	16
CAPACITY TO SUPPORT CHANGE	16
LOCAL-LEVEL RESULTS: COLLABORATIVE ACTION TEAMS (CATS)	17
OVERVIEW	17
GONZALES CAT	19
GREENFIELD CAT	19
NORTH MONTEREY COUNTY CAT	21
PAJARO CAT	21
PENINSULA CAT	22
SALINAS CAT	23
COUNTY-WIDE EFFORTS	25
FAMILY FRIENDLY BUSINESSES	25
POLICY ADVOCACY WINS	25
KINDERGARTEN READINESS DATA SYSTEMS PILOT	26
PARENTING COMMUNICATION CAMPAIGN	26

NEXT YEAR	27
2016-2017 MEMBER PRESENTATIONS	28
2016-2017 MEMBERS	29
INITIATIVES INCUBATED BY THE CHILDREN'S COUNCIL	31
APPENDIX 1. PROGRESS AGAINST GOALS FOR 2016-17	34
APPENDIX 2. BRIGHT BEGINNINGS THEORY OF ACTION	35
APPENDIX 3: NOTES & DEFINITIONS OF BRIGHT BEGINNINGS INDICATORS	36

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

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 I am pleased to present our yearly Report to the Community for Fiscal Year 2016-2017. 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.

This year Bright Beginnings saw excellent progress in supporting young children and their families-particularly with the implementation of evidence-based strategies by the six local collaborative action teams (CATs). A highlight of the year was the launch of the Family Friendly Employer and Child Welcoming Business project, in collaboration with local business leaders, the Monterey Peninsula Chamber of Commerce, and the Children's Council. The project helps to improve supports to working families and reduce employment-related stress of parents, both of which directly improve children's development.

The Children's Council is pleased to report that its countywide initiative, 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). The program has recently received state and federal recognition. Emanating from 71 schools throughout the county, it has expanded to actively engage families and communities in developing three research-based, essential assets for success in school and life: caring relationships, high expectations, and meaningful opportunities for participation at home, at school, with peers, and in the community.

Public comment and feedback on the work of the Council is 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.

Sincerely,

Marcia Parsons

2016-2017 Chair

EXECUTIVE SUMMARY

As a community, the greatest investment we can make is to ensure the success of each and every child. When children and youth do not receive the support they need to succeed in life and school, the negative impacts can last throughout their lifetime and ripple through a community for generations. Successful children transition into successful adults. Every year, Monterey County spends millions of public and private dollars on major economic and social problems that are a direct result of children living in poverty; overcrowded and unstable housing; entering kindergarten underprepared; and failing to graduate from high school, enter college or start a career.

The systemic issues that affect the children and families in our community are complex, as a child's health and well-being are impacted by multiple social factors that extend beyond the reach of a single organization or agency. Solutions require deep commitment and a shared vision for success.

Monterey County has a lot of challenges, but also a lot of resources. An example is the positive momentum of the *Bright Beginnings* initiative, which is working to ensure all children have positive early experiences, from birth, with their family and in their community, to foster thriving childhoods and help children be ready for success when they start school.

Since 1998, the Monterey County Children's Council has provided a structure that allows for deep cross-sector communication, planning and coordination between child and youth-serving organizations, agencies and community and business partners. The Council provides a forum for agencies and the community to present best and promising practices, build networks, share ideas and gain the comprehensive insight needed to address the problems that afflict our children. The Council develops countywide initiatives that use cross-sector, data driven approaches to address critical issues that impact the health, education and well-being of children and youth.

The purpose of this report is to provide the community with an update on the initiatives, goals and accomplishments of the Council from July 1, 2016 through June 30, 2017. The report also outlines previous initiatives that were incubated by the Council. It provides a snapshot of how Monterey County is faring in regard to key social and academic indicators that have been selected to guide the work of our initiatives. The data portrayed highlights the disparities in child and youth outcomes across the County and serves as a way to measure progress as our work moves forward. As such, the countywide and regional statistics presented in this report are set within the context of the initiatives that have been created to address them. This data underscores the importance of schools and communities collaborating to build stronger, more resilient children and youth.

PROFILE OF MONTEREY COUNTY CHILDREN AND YOUTH

RACE/ETHNICITY		
ETHNICITY	COUNTY	STATE
AFRICAN AMERICAN	1.2%	5.6%
AMERICAN INDIAN OR ALASKA NATIVE	0.2%	0.5%
ASIAN	1.8%	9.0%
FILIPINO	1.6%	2.5%
HISPANIC OR LATINO	78.4%	54.2%
PACIFIC ISLANDER	0.4%	0.5%
WHITE	13.3%	23.6%
TWO OR MORE RACES	2.2%	3.3%
NOT REPORTED	1.0%	0.7%

Source: California Department of Education DataQuest, Enrollment by Ethnicity 2016-17

STUDENT SUBGROUP	MONTEREY COUNTY	CALIFORNIA	MO CO PERCENTAGE POINT DIFFERENCE
ENGLISH LEARNERS	39.5%	21.4%	+18.1%
ENGLISH ONLY	35.1%	<i>57</i> .1%	-22.0%
FOSTER	0.2%	0.6%	-0.4%
HOMELESS	8.1%	3.4%	+4.7%
MIGRANT STUDENTS	5.2%	0.8%	+4.4%
RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP)	22.9%	16.8%	+6.1%
SOCIOECONOMICALLY DISADVANTAGED	73.3%	59.9%	+13.4%
STUDENTS WITH DISABILITIES	9.8%	10.9%	-1.1%

Source: California Department of Education DataQuest, 2016-17

MIGRANT SUBGROUP	MONTEREY COUNTY	CALIFORNIA	PERCENTAGE OF CA'S MIGRANT YOUTH IN MO CO
PRE-K (AGE 0-5 YEARS)	874	42,862	2.0%
K-12 STUDENTS IN SCHOOL (AGES 5-18 YEARS)	4,793	104,680	4.6%
OUT OF SCHOOL YOUTH (AGES 16-21 YEARS)	4,124	10,180	40.5%

Source: California Department of Education DataQuest, Enrollment of Migrant Students 2015-16 and Monterey County Office of Education Migrant Education Department 2015-16

MONTEREY COUNTY STUDENT ACHIEVEMENT RESULTS

BY GRADE LEVEL

Percent of County and State Student Subgroups Meeting or Exceeding Standards

ENGLISH LANGUAGE ARTS/LITERACY

MATHEMATICS

					ADE					
COUNTY	ALL	3RD	4TH	5TH	6TH	7TH	8TH	11TH	COUNTY	
2015	32%	23%	27%	33%	30%	32%	37%	48%	2015	
2016	36%	27%	29%	36%	35%	35%	38%	54%	2016	
2017	36%	30%	33%	34%	36%	37%	36%	53%	2017	
GROWTH	+4%	+7%	+6%	+1%	+6%	+5%	-1%	+5%	GROWTH	
				GR	ADE					
STATE	ALL	3RD	4TH	5TH	6TH	7TH	8TH	11TH	STATE	
2015	44%	38%	40%	44%	42%	44%	45%	56%	2015	
2016	49%	43%	44%	49%	48%	48%	48%	59%	2016	
2017	49%	44%	45%	47%	47%	49%	49%	60%	2017	
GROWTH	+5%	+6%	+5%	+3%	+5%	+5%	+4%	+4%	GROWTH	

				GR	ADE			
COUNTY	ALL	3RD	4TH	5TH	6TH	<i>7</i> TH	8TH	11TH
2015	20%	25%	19%	20%	19%	21%	23%	18%
2016	24%	31%	23%	21%	21%	23%	24%	25%
2017	25%	34%	26%	22%	22%	23%	24%	22%
GROWTH	+5%	+9%	+7%	+2%	+3%	+2%	+1%	+4%
				GRA	ADE			
STATE	ALL	3RD	4TH	5TH	6TH	7TH	8TH	11TH
2015	33%	40%	35%	30%	33%	34%	33%	29%
2016	37%	46%	38%	33%	35%	36%	36%	33%
2017	38%	47%	40%	34%	36%	37%	36%	32%
GROWTH	+5%	+7%	+5%	+4%	+3%	+3%	+3%	+3%

Source: California Department of Education, DataQuest, Smarter Balanced Assessment Test Results, 2017

BY SUBGROUP

Percent of County and State Student Subgroups Meeting or Exceeding Standards

ENGLISH LANGUAGE ARTS/LITERACY

MATHEMATICS

SUBGROUP	2015	COL 2016	JNTY 2017 (GROWTH	2015	ST. 2016	ATE 2017 (GROWTH	2015	CO U 2016	JNTY 2017 (GROWTH	2015	ST. 2016	ATE 2017 (GROWTH
ALL	32%	36%	36%	+4%	44%	49%	49%	+5%	20%	24%	25%	+5%	33%	37%	38%	+5%
AFRICAN AMERICAN	32%	36%	34%	+2%	28%	31%	31%	+3%	16%	18%	18%	+2%	16%	18%	19%	+3%
ASIAN	61%	65%	65%	+4%	72%	75%	76%	+4%	53%	57%	57%	+4%	69%	72%	73%	+4%
FILIPINO	58%	62%	61%	+3%	65%	70%	70%	+5%	40%	41%	44%	+4%	52%	57%	57%	+5%
HISPANIC	25%	29%	30%	+5%	32%	37%	37%	+5%	15%	18%	19%	+4%	21%	24%	25%	+4%
WHITE	61%	64%	64%	+3%	61%	64%	64%	+3%	46%	50%	50%	+4%	49%	53%	53%	+4%
ECONOMICALLY DISADVANTAGED	23%	27%	29%	+6%	31%	35%	36%	+5%	14%	17%	18%	+4%	21%	23%	25%	+4%
NOT ECONOMICALLY DISADVANTAGED	57%	61%	60%	+3%	64%	69%	68%	+4%	41%	45%	45%	+4%	53%	58%	57%	+4%
ENGLISH LEARNERS (EL)	7%	8%	9%	+2%	11%	13%	12%	+1%	6%	7%	8%	+2%	11%	12%	12%	+1%
ENGLISH ONLY (EO)	47%	50%	50%	+3%	51%	55%	54%	+3%	32%	35%	36%	+4%	39%	42%	43%	+4%
MIGRANT	16%	19%	21%	+5%	21%	24%	26%	+5%	11%	14%	17%	+6%	14%	17%	19%	+5%
RECLASSIFIED FLUENT ENGLISH PROFICIENT (RFEP)	44%	48%	49%	+5%	52%	58%	58%	+6%	25%	28%	29%	+4%	36%	40%	41%	+5%
STUDENTS WITH DISABILITIES	7%	9%	8%	+1%	12%	13%	14%	+2%	5%	6%	6%	+1%	9%	11%	11%	+2%

Source: California Department of Education, DataQuest, Smarter Balanced Assessment Test Results, 2017

Reclassified Fluent English Proficient: Former English Learners who have met their state's linguistic and academic criteria to be reclassified as fluent English proficient and exited from EL programs.

English Learner: English Learners are those students whose primary language is other than English and who through assessment procedures have been determined to require English proficiency and literacy skills.

ENGLISH PROFICIENCY

The table below indicates the percent of English Learners at each of five levels of attaining proficiency. Thirty-nine and a half percent of Monterey County students are English Learners.

STUDENTS AT THIS LEVEL ARE ABLE TO USE ENGLISH AS A MEANS FOR **LEARNING IN ACADEMIC DOMAINS**

BEGINNING EARLY INTERMED				INTER/	MEDIATE	EARLY A	DVANCED	ADVANCED		
MONTEREY COUNTY	CALIFORNIA	MONTEREY COUNTY	CALIFORNIA					MONTEREY COUNTY	CALIFORNIA	
28%	12%	25%	21%	33%	39%	10%	22%	3%	5%	
19%	7%	21%	13%	35%	34%	20%	34%	5%	12%	
15%	9%	26%	19%	37%	38%	18%	26%	4%	8%	
15%	11%	24%	19%	41%	41%	→ 1 <i>7</i> %	22% —	→ 4%	7%	
10%	8%	14%	12%	42%	40%	28%	30%	7%	10%	
8%	6%	11%	9%	38%	33%	35%	39%	7%	13%	
	MONTEREY COUNTY 28% 19% 15% 15% 10%	MONTEREY COUNTY CALIFORNIA 28% 12% 19% 7% 15% 9% 15% 11% 10% 8%	MONTEREY COUNTY CALIFORNIA COUNTY 28% 12% 25% 19% 7% 21% 15% 9% 26% 15% 11% 24% 10% 8% 14%	MONTEREY COUNTY CALIFORNIA MONTEREY COUNTY CALIFORNIA 28% 12% 25% 21% 19% 7% 21% 13% 15% 9% 26% 19% 15% 11% 24% 19% 10% 8% 14% 12%	MONTEREY COUNTY CALIFORNIA MONTEREY COUNTY MONTEREY COUNTY MONTEREY COUNTY 28% 12% 25% 21% 33% 19% 7% 21% 13% 35% 15% 9% 26% 19% 37% 15% 11% 24% 19% 41% 10% 8% 14% 12% 42%	MONTEREY COUNTY MONTEREY COUNTY MONTEREY COUNTY MONTEREY COUNTY CALIFORNIA 28% 12% 25% 21% 33% 39% 19% 7% 21% 13% 35% 34% 15% 9% 26% 19% 37% 38% 15% 11% 24% 19% 41% 41% — 10% 8% 14% 12% 42% 40%	MONTEREY COUNTY MONTEREY	MONTEREY COUNTY CALIFORNIA 28% 12% 25% 21% 33% 39% 10% 22% 19% 7% 21% 13% 35% 34% 20% 34% 15% 9% 26% 19% 37% 38% 18% 26% 15% 11% 24% 19% 41% 41% 17% 22% — 10% 8% 14% 12% 42% 40% 28% 30%	MONTEREY COUNTY MONTEREY	

Source: California Department of Education, DataQuest, California English Development Test (CELDT) 2016-17

Notes: Students who are identified as English Learners are tested annually to measure progress toward English proficiency. The California English Language Development Test (CELDT) is used to assess four language domains: reading, writing, listening, and speaking. It measures five levels of proficiency: beginning, early intermediate, intermediate, early advanced, and advanced.

RESEARCH INDICATES IT TAKES BETWEEN FIVE AND SEVEN YEARS FOR A CHILD TO ACQUIRE THE ACADEMIC LANGUAGE THAT IS NEEDED TO BE ON A LEVEL WITH NATIVE SPEAKERS.

Percentages may not add up to 100% due to rounding.



Photo: Two Monterey County Head Start students reading together.

GRADUATION AND DROPOUT RATES

Seventh Year of Continuous Improvement in Monterey County Graduation Rates
Higher Graduation Rates and Lower Dropout Rates than the State

GRADUATION RATES

MONTEREY COL	MONTEREY COUNTY COMPARED TO CALIFORNIA													
	ALL STUDENTS	AFRICAN- AMERICAN	ASIAN	FILIPINO	HISPANIC	WHITE	ENGLISH Learner	MIGRANT STUDENTS	SOCIOECONOMICALLY DISADVANTAGED	STUDENTS WITH DISABILITIES				
MONTEREY COUNTY	85.5%	86.3%	93.8%	94.8%	84.1%	88.8%	75.0%	80.7%	83.8%	65.7%				
CALIFORNIA	83.8%	72.9%	93.7%	94.0%	80.5%	88.9%	72.6%	82.3%	79.8%	66.1%				

^{*}Graduation rates include certificates of completion

Source: California Department of Education, DataQuest, 2015-16

The California School Dashboard's six state indicators are reported as the intersection of status (how each school or district fared last year) and change (how much they have improved or declined over a set number of years). Starting with the most current available graduation rate of 85.4 percent in 2016 (status), there was an increase of 3.8 percentage points over a three-year period (change). Therefore, the performance category for graduation rate in Monterey County is Green.

				CHANGE		
	LEVEL	DECLINED SIGNIFICANTLY BY GREATER THAN 5%	DECLINED BY 1% OR 5%	MAINTAINED DECLINED OR INCREASED BY LESS THAN 1%	INCREASED BY 1% TO LESS THAN 5%	INCREASED SIGNIFICANTLY BY 5% OR MORE
	VERY HIGH 95% OR MORE	N/A	BLUE	BLUE	BLUE	
	HIGH 90% TO LESS THAN 95%	ORANGE	YELLOW	GREEN	GREEN	BLUE
STATUS	MEDIUM 85% TO LESS THAN 90%	ORANGE	COUNT 85.4% ORANGE	Y	GREEN	GREEN
	LOW 67% TO LESS THAN 85%	RED	ORANGE	ORANGE	YELLOW	YELLOW
	VERY LOW LESS THAN 67%	RED	RED	RED	RED	RED

DROPOUT RATES

MONTEREY COL	MONTEREY COUNTY COMPARED TO CALIFORNIA												
	ALL STUDENTS	AFRICAN- American	ASIAN	FILIPINO	HISPANIC	WHITE	ENGLISH Learner	MIGRANT STUDENTS	SOCIOECONOMICALLY DISADVANTAGED	STUDENTS WITH DISABILITIES			
MONTEREY COUNTY	6.8%	7.5%	5.0%	1.3%	7.1%	6.4%	11.6%	9.5%	7.3%	13.1%			
CALIFORNIA	9.7%	17.0%	3.4%	3.0%	11.5%	6.8%	15.8%	10.3%	11.8%	13.7%			

Source: California Department of Education, DataQuest, 2015-16



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 Appendix 2 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**rd **grade** — currently at **49%** (See Appendix 3 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.

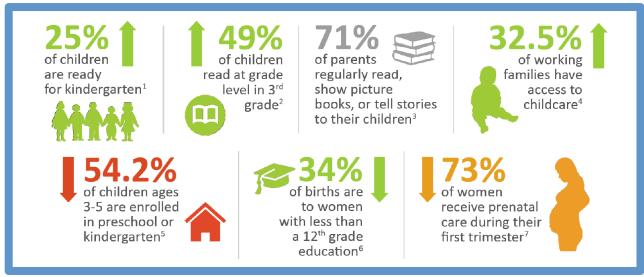
Box 1. History of Bright Beginnings

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.¹ 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 2017.²
- 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 0-5.³
- 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 2012.⁴
- 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.⁵
- 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%).⁶

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 3 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
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 2 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, <u>CAT Spotlight - North Monterey</u>
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.

Shared Measurement:

Community-level results indicators are agreed and projects are identified to influence outcomes. Data used to monitor pilot projects. Launched kindergarten readiness assessment data systems pilot.

Learning Culture:

Sharing lessons and a spirit of support and engagement exists across Bright Beginnings. CATs participate in biannual peer-to-peer learning meetings

Common Vision:

Early childhood is discussed and on the agenda. Improved alignment and shared understanding of problems and strategic solutions with creation of ECD Advisory Group

Exploring Developing Fostering Integrating Applying

Mutually reinforcing action:

Implementing projects and policy advocacy strategies; early wins in several communities

Continuous Communication:

Both external and internal communication are regular, and support sharing of lessons and common vision. Using data to track outreach

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 and Literacy), the Peninsula/Seaside (Kindergarten Readiness and 3rd Grade Reading). Bright Beginnings provides



Figure 3. Bright Beginnings Geographically focused collaborative action teams

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.

"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



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 fotonovelas (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.

2016-2017 MEMBER PRESENTATIONS

Presenter	Topic	Date
Deneen Guss	Monterey County Office of Education Migrant Programs,	August, 2016
	Central Coast YMCA Camps	
Marcia Parsons	Report back on Executive Committee's Special Retreat	September, 2016
Nancy Kotowski	All Kids, Our Kids: Initiative Update and Transition out of	September, 2016
	Children's Council	
Francine Rodd	First 5, Strategic Planning Framework & Implementation:	October, 2016
	Strengthening Connections and Advancing Quality in Early	
	Childhood Development	
Lori Medina	Family and Children's Services: A Branch of the Department	November, 2016
	of Social Services	
Diana McDonnel	Nurturing Success: A Portrait of Kindergarten Readiness in	November, 2016
	Monterey County	
Yuri Anderson	Impact Monterey County Community Assessment	December, 2016
Cynthia Holmsky	Bright Futures and Partners: Collaborations on Childcare	December, 2016
and Yuri Anderson		
Elliott Robinson	Department of Social Services: Overview of all areas except	January, 2017
	Family and Children's Services	
Vivian Moises and	Update on AKOK and tier system of PBIS	January, 2017
Jaime Valenzuela		
Katy Castagna	United Way Monterey County: Current Focus on Increasing	February, 2017
	Housing and Child Care Options	
Robin McCrae	Community and Human Services (CHS): Housing and	February, 2017
	Services for Runaway and Homeless Youth	
Lori McDonnal	Overview of Special Kids Crusades	March, 2017
Marni Sandoval	Overview of Children's Mental Health Services (CMHS)	March, 2017
José Arreola	Overview and Strategic Plan of the Community Alliance for	April, 2017
	Safety and Peace (CASP)	
Amie Miller	Overview of Monterey County Behavioral Health Services.	May, 2017
Mayra Perez-Diaz	Greenfield Collaborative Action Team and its Alignment	June, 2017
and Josefina Silva	with Bright Beginnings	

2016-2017 MEMBERS

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

General Assembly	Organization		
Jayanti Addleman	Monterey County Free Libraries		
Dan Baldwin	Community Foundation for Monterey County		
Valerie Barnes	Child Abuse Prevention Council		
Kimberly Berman	Greenfield Union School District		
Stephen Bernal	Sheriff		
Susan Chapman	Public Defender		
Dean Flippo	District Attorney		
Jean Goebel	Housing Authority of Monterey County		
Jody Hansen	Monterey Peninsula Chamber of Commerce		
Kristan Lundquist	City of Salinas		
Robin McCrae	Community Human Services		
Lori McDonnal	Special Kids Crusade		
Charles McKee	County Counsel		
Lori Medina	Department of Social Services		
Amie Miller	Behavioral Health		
Elizabeth Modena	Superintendent, Gonzales Unified		
Eduardo Ochoa	California State University, Monterey Bay		
Jane Parker	Supervisor, District 4		
Héctor Rico	Alisal Union School District		
Timothy Roberts	Superior Court Judge, Juvenile Division		
Francine Rodd	Frist 5 Monterey County		
John Rose	Monterey County Housing, Inc.		
Walter Tribley	Monterey Peninsula College		
Shannan Watkins	Child Care Planning Council		
Kari Yeater	North Monterey County		

Alternates	Organization			
Yuri Anderson	United Way Monterey County			
Wendy Askew	Board Aide			
Berenice Astengo	Monterey County Free Libraries			
Colleen Beye	Board Aide			
Annette Cutino	County Counsel's Office			
Jeremy Dzubay	Attorney at Law			
Deneen Guss Monterey County Office of Education				
Cynthia Holmsky-Nelson	California State University, Monterey Bay			
Mary Johnson	Child Care Planning Council			
Todd Keating Assistant Chief Probation Officer				
Sam Lavorato	Superior Court of Monterey County			
Laurel Lee-Alexander	Community Foundation for Monterey County			
Matt Luther	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			
Elizabeth Modena	Gonzales Unified School District			
Ed Moreno	Health Officer			
Catherine Nyznyk	Monterey Peninsula College			
Jeannine Pacioni	Monterey County District Attorney's Office			
Beth Reeves-Fortney	First 5 Monterey County			
Theresa Rouse	Community Human Services			
Joni Ruelaz	Housing Authority of Monterey County			
Marni Sandoval	Deputy Director, Behavioral Health			
Kathi Speller	Monterey Peninsula Chamber of Commerce			

INITIATIVES INCUBATED BY THE CHILDREN'S COUNCIL

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

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

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

2010: Graduating Healthy Students Prepared for Success

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

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

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

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

2008: Community Alliance for Safety and Peace.

In 2008, the Children's Council began to direct efforts at finding ways to reduce violence and the influence of the culture of violence in our communities. In response to a rising rate of homicide and gun violence among young males, related to gang activity, the Council's Violence Prevention Subcommittee

was formed. In 2009, the committee transitioned into a countywide coalition known as the Community Alliance for Safety and Peace (CASP). This alliance is made up of organizations and leaders from Salinas and Monterey County that are determined to reduce violence and build a better future for our children.

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

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

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

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

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

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

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

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

In 2003, the Children's Council began a collaboration with the Monterey County Health Department, Behavioral Health Services to develop a comprehensive Community Mental Health Services Program for Children and their Families. This was, and continues to be a groundbreaking local effort to establish a

network of partnerships among Health, Probation, Social Services, Education, community-based organizations, and families all with the intention of increasing the capacity of families to effectively address a wide variety of issues that affect their lives, through the implementation of evidence-based interventions.

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

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

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

Highlights Include:

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

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

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

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

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

APPENDIX 1. PROGRESS AGAINST GOALS FOR 2016-17

Collective Impact Element	Goals	Goals for 2016-2017*	Progress made towards Goals
	Explore partnerships with individuals and organizations to leverage existing resources	Continue collaboration with Bright Futures, Impact Monterey County and other collective impact initiatives.	Exceeded
Common Vision	Assist Collaborative Action Teams to create local Bright Beginning action plans	The Action Plan implementation process will continue through Fiscal Year 16/17 as each CAT moves through the Bright Beginnings Theory of Action phases.	Achieved
Mutually Reinforcing Activities	Prepare and conduct local community asset mapping in communities with CATs	The remaining CATs anticipate completing asset mapping during Fiscal Year 16/17.	Achieved/ Dropped for communities where it was not a priority
	Strategize alignment of collective impact initiatives	Bright Beginnings will actively participate in the alignment of collective impact initiatives.	Achieved
Continuous Communication	Strategize media campaign for early childhood development awareness	Bright Beginnings will support the continued implementation of the media campaign, including the development of an original fotonovela and participate in an evaluation of the campaign with the Monterey County Health Department.	Achieved
	Engage unrepresented and underrepresented community groups to participate in the Bright Beginnings process	Continue to address issues of equity in participation, in forming, and shaping the initiative.	Some progress
	Present informational sessions on Bright Beginnings to various stakeholders	Bright Beginnings will continue to conduct informational presentations for outreach.	Achieved
	Develop communication tools for use by Bright Beginnings and CATs	Bright Beginnings will continue to strengthen communication capacity building for the initiative and CATs.	Achieved
Shared Measurement	Research, identify, and train on data measurement systems, where necessary	Coordinate with other Monterey County initiatives and organizations to train community members on continuous improvement strategies.	Achieved
	Engage measurement to ensure the quality and progress of the initiative	Continue to evaluate the progress of Bright Beginnings, the CATs, and Policy Advocacy Network and the impact on early childhood development.	Achieved modified goal: In line with evaluation plan and best practice, evaluation did not attempt to measure impact
Backbone Support	Implement Policy Advocacy Network	The Network will support the formation and creation of a larger community group to develop countywide policy plans. Continue supporting the Women's Policy Institute and inform local policy efforts, including the County Legislative Platform.	Achieved
	Develop framework to ensure progress for the initiative	Continue to review framework of both the initiative and the CATs.	Achieved
	Increase support for initiative and CATs	Increase evaluation and communication support for the initiative.	Exceeded

^{*}As defined in 2015-2016 Annual Report

APPENDIX 2. BRIGHT BEGINNINGS THEORY OF ACTION

	Exploring	Developing	Fostering	Integrating	Applying
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. Mutually Reinforcing Activities A diverse set of stakeholders, typically across sectors, coordinate a set of differentiated activities through a mutually reinforcing plan of action. Shared Measurement		Focus on assessing and collecting data	Focus on using data in a	data in a continuous evolutions, improvement transitions, and ocess to identify provements and improvement a the necessary evolutions, evident through improvement in the community level outcomes and	improvement in the community level outcomes and
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. Continuous Communication					
All players engage in frequent and structured open communication to assure mutual objectives and create common motivation.	Work on the beginning aspects of formulating a partnership.	and putting in place the supports necessary for data- driven decision making.	improvement process to identify improvements and interventions to		
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.		j	•		
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.					
Collective Impact Capacity The Initiative builds the skills, talents and resources necessary to support moving forward with the vision and mission.					

APPENDIX 3: NOTES & DEFINITIONS OF BRIGHT BEGINNINGS INDICATORS

- 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% 3rd 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.