



MONTEREY COUNTY
CHILDREN'S COUNCIL

**Report
to the Community**



**2014-
2015**



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 are addressed in an efficient, responsive and effective manner;

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

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

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

Participatory – ensuring that program recipients participate in making and shaping decisions; 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 is truly an honor, as the Chair of the Monterey County Children's Council during Fiscal 2014-15, to present you with the Council's Annual Report. We continue to be guided by the vision that in Monterey County all children 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 this vision.

Using the Collective Impact approach to addressing complex social issues requires long-term commitment. We embrace the collective impact model, working to align the efforts of community members and organizations to improve the quality of life and outcomes for children.

This year has been very productive as we continued our work on two very important initiatives. *All Kids Our Kids* aims to build stronger, more resilient children and youth by creating positive, caring and supportive relationships for students at home, in school and community, and among peers. In 2014-15, a major accomplishment of the initiative is that 44 schools throughout Monterey County are now actively engaged in implementing the research-based Positive Behavior Interventions and Support program throughout the school communities.

The *Early Childhood Development Initiative* (ECDI) was recently renamed Bright Beginnings to align more closely with the community initiative started by California State University Monterey Bay called Bright Futures. Bright Beginnings/ECDI aims to maximize community efforts to improve early childhood development outcomes through effective coordination, capacity building, empowerment and strategic action for children from the prenatal stage through 3rd grade and their families.

We hope you find this report informative and helpful. Thank you for supporting our efforts to promote the health and well-being for all our children.

Sincerely,

Elliott Robinson
Chair

Executive Summary

As a community, the greatest investment we can make is to ensure the success of each and every child gifted to us. 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 our children living in poverty; overcrowded and unstable housing; entering kindergarten underprepared; and failing to graduate 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 and ecological factors that extend beyond the reach of a single organization or agency. Solutions require deep commitment and a shared vision for success.

Monterey has a lot of challenges but also a lot of resources. The *All Kids, Our Kids* initiative seeks to address gaps in equity by training districts in positive behavior reinforcement. The *Early Childhood Development Initiative* seeks to ensure all children have bright beginnings with their family and in their community that foster thriving childhoods and readiness for learning.

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, 2014 through June 30, 2015. 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 baseline to measure progress as our work moves forward. As such, the countywide and regional statistics represented 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 youth.

Profile of Monterey County Children and Youth

What the data tells us:

- *In California, poverty percentages are higher among Latino and African American children than among White and Asian children.*
- *Monterey County children are more likely to live in poverty when compared to children throughout the state.*
- *Monterey County has the largest population of migrant out of school youth in California.*

Children (age 0-18) Living In Poverty

| REGION | PERCENTAGE |
|-----------------|------------|
| California | 22.7% |
| Monterey County | 25.6% |

Source: U.S. Census Bureau, American Community Survey (2014).

The federal poverty line is \$16,020 for a household of two.

Students Living in Poverty by Ethnicity

| REGION | SUBGROUP | PERCENTAGE |
|-----------------|------------------|------------|
| California | Latina/o | 80.2% |
| | White | 27.9% |
| | African American | 72.1% |
| | Asian American | 37.6% |
| Monterey County | Latina/o | 84.9% |
| | White | 25.5% |
| | African American | 56.3% |
| | Asian American | 40.1% |

Source: California Dept. of Education, DataQuest, 2014-2015

Student Demographics

| STUDENT SUBGROUP | MONTEREY COUNTY | CALIFORNIA | PERCENTAGE DIFFERENCE |
|----------------------------|-----------------|------------|-----------------------|
| English Learners | 41.2% | 22.3% | +18.9% |
| Economically Disadvantaged | 73.5% | 60.4% | +13.1 |

Source: California Dept. of Education, DataQuest, 2014-2015

Migrant Children and Youth Demographics

| MIGRANT SUBGROUP | MONTEREY COUNTY | CALIFORNIA | PERCENTAGE OF CALIFORNIA'S MIGRANT STUDENTS IN MONTEREY COUTY |
|---------------------|-----------------|------------|---|
| Age 0-5 years | 3,173 | 42,862 | 7.4% |
| K-12 Students | 3,909 | 57,461 | 6.8% |
| Out of School Youth | 5,773 | 14,423 | 40% |

Source: California Department of Education DataQuest, Enrollment of Migrant Students 2014-15 and Migrant Student Information Network Report 2014-15.

Student Enrollment By Ethnicity

| STUDENT SUBGROUP | MONTEREY COUNTY | CALIFORNIA |
|-------------------------------------|-----------------|------------|
| African American | 1.4% | 6% |
| American Indian/Alaska Native | 0.2% | 0.6% |
| Asian | 1.7% | 8.8% |
| Filipino | 1.9% | 2.5% |
| Hispanic or Latino | 77.4% | 53.6% |
| Native Hawaiian or Pacific Islander | 0.5% | 0.5% |
| White | 14% | 24.6% |
| Two or more races | 2.1% | 2.8% |
| None reported | 0.8% | 0.6% |

Source: California Dept. of Education DataQuest, Enrollment by Ethnicity 2014-2015.

Graduation Rates by Student Subgroup

| STUDENT SUBGROUP | MONTEREY COUNTY | CALIFORNIA |
|----------------------------|-----------------|------------|
| All Students | 81.6% | 81% |
| African American | 81% | 68.2% |
| Asian | 91.2% | 92.4% |
| Filipino | 89% | 92.2% |
| Hispanic or Latino | 79.5% | 76.6% |
| White | 86.3% | 87.6% |
| English Learner | 69.9% | 65.4% |
| Students with Disabilities | 61.7% | 62.3% |
| Economically Disadvantaged | 78.9% | 75.6% |
| Migrant Education Students | 75% | 76.3% |

Source: California Dept. of Education, DataQuest, 2013-2014.

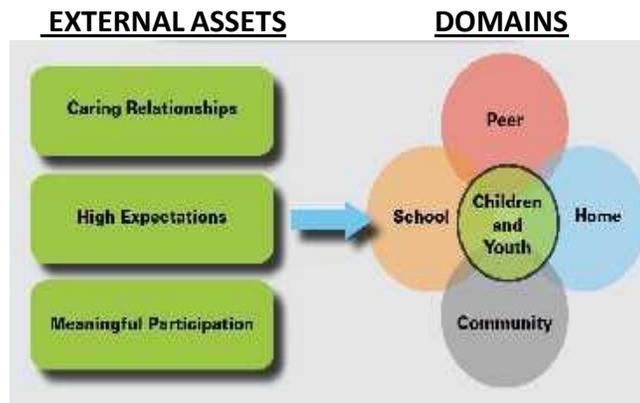
Dropout Rates by Student Subgroup

| STUDENT SUBGROUP | MONTEREY COUNTY | CALIFORNIA |
|----------------------------|-----------------|------------|
| All Students | 9.6% | 11.5% |
| African American | 13% | 20.3% |
| Asian | 4.8% | 4.5% |
| Filipino | 3.2% | 4.4% |
| Hispanic or Latino | 10.6% | 12.4% |
| White | 7.4% | 7.6% |
| English Learner | 16% | 20.8% |
| Students with Disabilities | 13.3% | 16% |
| Economically Disadvantaged | 10.6% | 14.4% |
| Migrant Education Students | 12.7% | 15.7% |

Source: California Dept. of Education, DataQuest, 2013-2014.

About All Kids, Our Kids

All Kids, *Our Kids* is a countywide movement dedicated to creating positive, caring and equitable schools, communities, and peer groups for all children and youth using principles of positive youth development. There are three assets all children and youth need in order to succeed in school and life: *caring relationships*, *high expectations* and *opportunities for meaningful participation*. Research shows that when children and youth experience these important assets in their home, school, community and amongst their peers, they develop the internal strength needed to overcome adversity and reach their full potential (Lerner et al, 2009).



A Local Approach, Positive Behavioral Interventions & Support (PBIS)

In response, the Monterey County Office of Education (MCOE) received federal and local funding to support several Monterey County school districts with building more positive, safe, and equitable schools for all children and youth. Positive Behavioral Interventions & Supports (PBIS) is an approach being used by local districts to change the culture of school environments. Federal funding is supporting the development of multi-tiered systems of support at three districts in the City of Salinas, including the Alisal Union, the Salinas City Elementary and the Salinas Union High School District. Eighty-two percent of the city's student population is being reached through this effort. In addition, seven other school districts, Chualar Union, Gonzales Unified, Monterey Peninsula Unified, North Monterey County, Soledad Unified, King City Union, and San Ardo Union School Districts are also implementing PBIS. Districts have committed to implementing the core elements of PBIS with fidelity.

PBIS is a systems approach for changing the social culture in order to develop a continuum of supports that begins with the whole school and extends to intensive, wraparound support for individual students in need. It emphasizes the creation of organizational supports or systems that give school personnel capacity to use effective interventions accurately and successfully for students at the schools and districts.

Children and youth benefit by having multi-tiered systems of support readily available for

children and youth ultimately creating improved environments for learning, participation and building confidence. Most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of pro-social skills is acknowledged. (Sugai et al., 2000)

To establish a positive school culture, members of the school community, including administrators, teaching staff, support staff and students must develop a common vision or values, common experiences and a common language. The diagram below shows how the three elements intersect resulting in membership for all.



Involvement of families is an essential part of PBIS. Input and feedback from parents, family and community members is obtained by involving families directly in the PBIS process through active participation on school leadership teams, ongoing engagement with monitoring student goals and outcome evaluation at the school and district.

Data Collection & Outcomes

The School Wide Information System or SWIS is a PBIS database system designed to improve behavior support by providing school personnel with accurate, timely, and practical information for making decisions about school environments. School personnel at six participating districts have been trained on SWIS and are using SWIS data to provide on-going monitoring of supports provided to students and progress of PBIS implementation.

In June 2016, the first full year of implementation will be analyzed and data will be compiled to show the impact of PBIS on school environments, safety and student outcomes. Already, preliminary data shows improvement in the areas of attendance, the number of office discipline referrals (ODR) generated and compliance with implementing PBIS at the school sites.

PBIS Training

Training is divided into three tiers beginning with Tier 1 and progressing to Tier 3. Training to implement Tier 1 activities takes approximately one year and is monitored by completing tiered fidelity assessments. In the first year, schools/districts establish school wide systems for all students, classrooms, and school settings.

The following schools participated in Tier 1 training in 2014-2015.

| DISTRICT | SCHOOL | TIER |
|-------------------------|--|------|
| Alisal Union | Alisal Community, Bardin, Cesar Chavez, Creekside, Frank Paul, Fremont, Jesse Sanchez, John Steinbeck, Martin Luther King, Oscar Loya, Tiburcio Vasquez, Virginia Rocca Barton | 1 |
| Gonzales Unified | La Gloria, Fairview, Gonzales Evening High School, Gonzales High, Somavia | 1 |
| King City Union | Chalone Peaks, Fairview, Gonzales Evening High School, Gonzales High, Somavia | 1 |
| Salinas City Elementary | Boronda Meadows, El Gabilan, Kamman, Lincoln, Loma Vista, Los Padres, Monterey Park, Roosevelt, University Park | 1 |
| San Ardo Union | San Ardo | 1 |

Tier 2 includes training on secondary prevention emphasizing supports for students needing specialized group interventions. These are services designated for students with at-risk behaviors.

The following schools participated in Tier 2 training.

| DISTRICT | SCHOOL | TIER |
|---------------------------|--|------|
| Salinas City Elementary | Mission Park, Natividad, Sherwood | 2 |
| Salinas Union High School | Alisal, El Sausal, Everett Alvarez, Harden, La Paz, Mt. Toro, North Salinas, Salinas, Washington | 2 |

In year three, schools focus on individualized, intensive Tier 3 interventions for students with high-risk behaviors.

Effective Leadership Systems to Create Equitable, Safe and Positive School Communities

Building sustainable systems change requires multiple layers of leadership, support and accountability. This is why All Kids, *Our Kids* has established County, District and School Community Leadership Teams to develop action plans focusing on leadership, performance feedback, training, coaching and systems intervention.

County Leadership Team

The Countywide School Climate Leadership Team meets monthly to discuss implementation of

PBIS in Salinas and throughout the county. In January 2015, members of the leadership team held a strategic planning session to develop the mission, vision, and roadmap for implementing PBIS services. Representatives from juvenile justice, mental health, and education, participated in the strategic planning process and continue to strategize plans for sharing data and aligning resources toward common youth violence prevention outcomes, including reducing office discipline referrals, suspensions and expulsions and referrals to juvenile justice.

District, Community and School Leadership Teams

All Kids, *Our Kids* is building effective leadership teams at community, district and school sites to build local capacity for systems change. Leadership teams play a crucial role in the work by allocating funding, assuring visibility, providing political support and developing policies that encourage systems change. These teams also assure that the initiative is rooted in the local cultural context and shaped by local school communities themselves.

2014-2015 Accomplishments and 2015-2016 Goals

| Goal | Accomplishments 2014-2015 | Goals 2015-2016 |
|--|--|--|
| Building Leadership Capacity | <p>Provided data systems training to school communities throughout Monterey County.</p> <p>Developed MOUs outlining commitments for participation between County, City, School District and Community partners to assure long-term sustainability.</p> | <p>Show significant measureable improvements through the collection of data using the SWIS database system and other school data systems.</p> |
| Expand Training Services to Build Capacity for Systems Change | <p>Three Salinas City Elementary School District schools and schools from the Salinas Union High School District progressed to Tier 2 during the 2014-2015 school year.</p> <p>Districts have developed policies to sustain PBIS at the schools beyond the federal funding period.</p> | <p>All districts participate in school climate transformation activities through key stakeholder engagement and buy-in.</p> <p>Implement an Interconnected Systems Framework model for aligning school climate initiatives with pro-social/mental health services.</p> |

2014-2015 Accomplishments and 2015-2016 Goals

| | | |
|--|--|--|
| Integration and alignment with existing initiatives | Developed integrated restorative justice and PBIS trainings and implementation plans. Engaged the juvenile justice system in PBIS implementation. | Build capacity of all PBIS districts to implement and expand PBIS and Restorative Justice, and other culturally responsive and trauma informed school climate initiatives with fidelity. |
| Sustainability | Not Applicable | Develop different funding streams, MOUs, and the infrastructure needed to support sustainability. |

Early Childhood Development Initiative (ECDI) – Bright Beginnings

When children experience positive environments inside and outside their homes, they are more likely to develop into healthy, productive adults. Nationwide studies reveal that investing early in children’s development has benefits that go well beyond the early years. The brain grows the fastest between the ages of 0-3 and by age 5, 85-90% of the brain has developed. Children who are nurtured early build life skills that lead to higher graduation rates, better health and increased earnings. Investing in children early has significant long-term financial advantages. James Heckman, a Nobel Laureate Economist, calls the initial investment in children a ‘return to society’. His research shows there is a return of \$7 for every \$1 invested in early childhood education.

In response to the clear need, the Monterey County Children’s Council launched the Early Childhood Development Initiative (ECDI) in September 2012. ECDI aims to maximize community efforts to improve early childhood development outcomes through effective coordination, capacity building, empowerment and strategic action for children from the prenatal stage through 3rd grade and their families. The work of ECDI is the first pathway in California State University Monterey Bay’s (CSUMB) Cradle to Career Initiative – Bright Futures. Bright Futures is striving to ensure every child is supported inside and outside of school in order to enter a career and maximize their potential. To align more closely with Bright Futures, ECDI was rebranded in March 2016 as “Bright Beginnings.” Because this report covers FY14-15, the name ECDI will be used throughout. Utilizing the Collective Impact approach, ECDI and Bright Futures are working in partnership to align multiple initiatives underway towards improving social change.

ECDI is concentrating its efforts on improving six indicators of early childhood development in Monterey County. Below are the countywide statistics and the regional and local statistics for each indicator used throughout FY14/15.

| INDICATOR | MONTEREY COUNTY STATISTICS |
|---|---|
| 3rd Grade Reading Level | Only 33% of 3 rd grade children are reading at 3 rd grade level |
| Reading to Children | Only half of parents with children entering kindergarten show picture books or read with their children daily |
| Social Emotional Skills | Only 24% of children are ready for kindergarten |
| Licensed Childcare | Available only for 20% of children and 5% of infants with parents in the workforce |
| Maternal Education Level | 38% of mothers have less than a high school education |
| Prenatal Care | 27% of mothers received late or no prenatal care |

Collaborative Action Teams

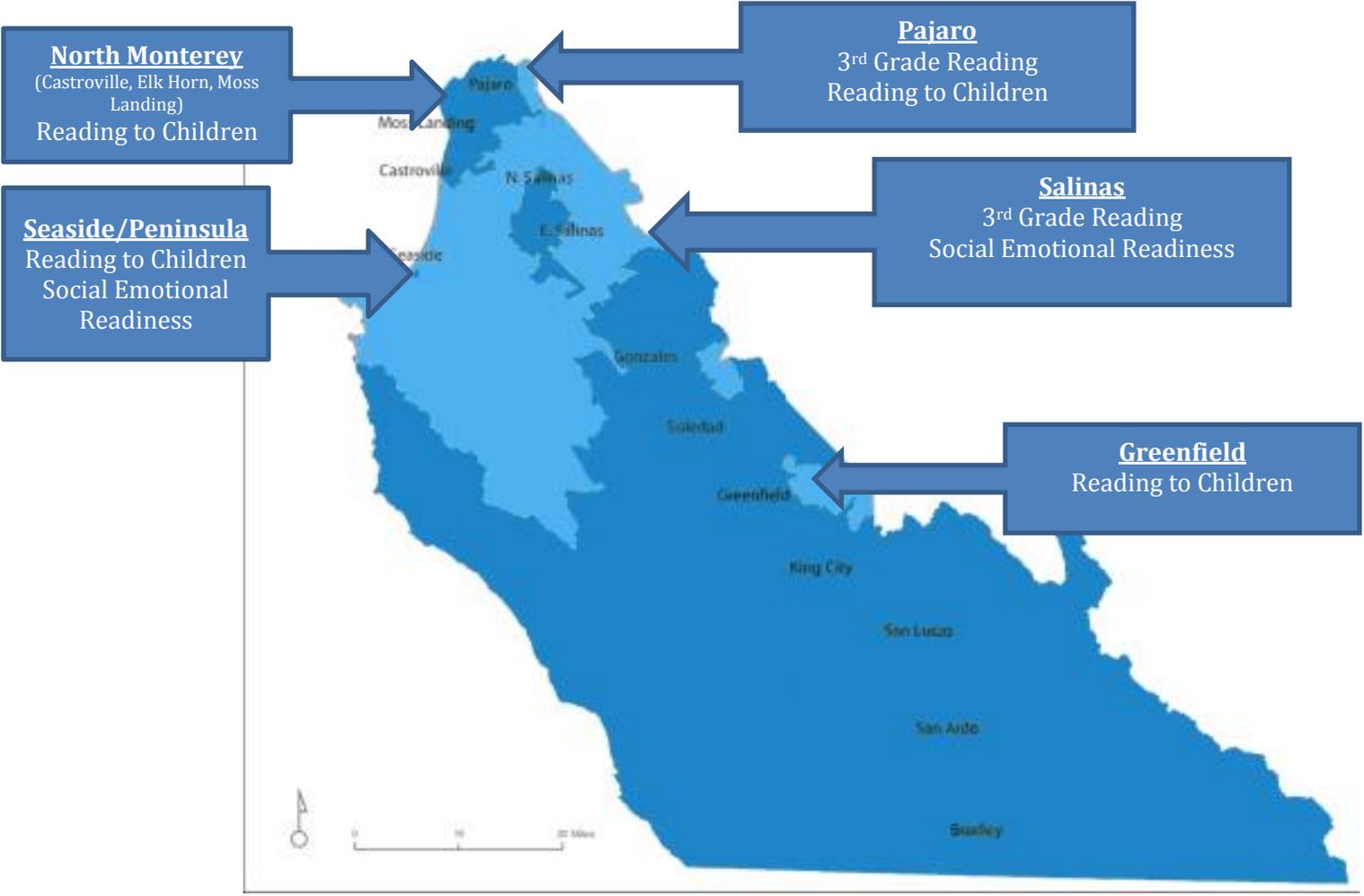
In an effort to maximize the foundational work done since 2012, ECDI has focused on planning and aligning activities with the communities. In June 2014, ECDI released an Engagement Opportunity Request (EOR) application that communities completed to be considered a Collaborative Action Team (CAT). In the EOR, communities stated their request for support services along with their community readiness to move forward with a collective impact approach. Five communities came forward to submit an EOR and in October 2014, the MCCC decided to support all five communities: Seaside/Peninsula, Pajaro, North Monterey County, Salinas and Greenfield.

Based on the EORs, ECDI identified the following supports to CATs:

- **Training and Facilitation:** Participation in community and collaborative capacity building trainings.
- **Community Capacity Building:** Facilitation of meetings and trainings in necessary tools.
- **Planning:** Provide facilitation and training to articulate CAT shared values, accountability and create a community action plan.
- **Data Analysis:** Bring forward data resources to provide school district level data regarding the social emotional readiness of children entering kindergarten.

In the months that followed, ECDI provided three experienced facilitators to the CATs to support community needs. Through their collaborative efforts the communities established working values, continued to engage community partners and prioritized indicators.

Collaborative Action Teams (CATs) Indicators Selected



Policy Advocacy Network

With the understanding that in order to create social change, movement needs to occur at both the local level and the systems level, ECDI worked on creating the structure for a Policy Advocacy Network (the Network). In 2014, an Advisory Committee was formed whose role is to recommend and implement actions to influence public policy and systems change at the local and larger levels of government to help build countywide commitments to support comprehensive and responsive high-quality early-learning environments that benefit every family.

The Network's Advisory Committee articulated the following goals:

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

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

The Advisory Committee members are invited to participate based upon individual representation from the following sectors: ECDI Backbone, Policy/Advocacy Experience, Monterey County Children's Council, and the CATs.

ECDI THEORY OF ACTION

Based on lessons from leading organizations in the Collective Impact community, ECDI developed a theory of action that offers quality benchmarks that differentiate the phases of the work within the five stages of collective impact. The theory of action helps distinguish when the work transitions from traditional collaboration to sustainable, effective partnerships.

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

2014-2015 Accomplishments and 2015-2016 Goals

Through community dialogue, community leaders have indicated that because of the efforts of ECDI: community members are learning about the importance of early childhood development; new community partners are at the table; and there is a synergistic energy in Monterey County. The chart below lists ECDI's achievements during the FY 2014-15 in alignment with the collective impact strategy.

| Collective Impact Principle | Goal | Accomplishments | Goals for 2015-2016 |
|---------------------------------|--|---|---|
| Common Vision | Explore partnerships with individuals and organizations to leverage existing resources. | In FY14/15 ECDI built partnerships through the media campaign with the Literacy Campaign for Monterey County, First 5 Monterey County and the Monterey County Gang Violence Prevention Initiative. ECDI also co-developed draft talking points to articulate alignment with CSUMB's Bright Futures – Cradle to Career. The Community Alliance for Safety and Peace and the North Monterey County Alliance have taken on administrative partnership roles with ECDI. | Continue collaboration with Bright Futures, IMPACT Monterey County and other collective impact initiatives |
| | Support the formation of Collaborative Action Teams around the county. | Supported the formation of the Greenfield, Salinas and Pajaro and North Monterey County ECDI Collaborative Action Teams. Seaside/Peninsula has not yet solidified. | In discussion to add an additional Collaborative Action Team of Gonzales. |
| | Assist Collaborative Action Teams to create local ECDI action plans | ECDI developed a Theory of Action and supported each of the Collaborative Action Teams to network and identify next steps for implementation. | The Action Plan and implementation process will continue through FY15/16 as each CAT moves through the ECDI Theory of Action phases. |
| Mutually Reinforcing Activities | Prepare and conduct local community asset mapping in communities with Collaborative Action Teams | Several of the Collaborative Action Teams conducted initial asset mapping, including the North Monterey County and Salinas CATs. | The remaining CATs anticipate completing asset mapping during FY15/16. |
| | Strategize alignment of collective impact approaches throughout Monterey County. | Strategized with various initiatives (Bright Futures - Cradle to Career, Impact Monterey County, Community Alliance for Safety and Peace, Youth Violence Prevention) to align activities and approaches throughout Monterey County. Provided training through the Forum for Youth Investment to Monterey County initiatives to begin aligning county outcomes, indicators and activities. Presented successful collective impact tools. | ECDI will actively participate in the formation of alignment of collective impact initiatives. Impact Monterey County has agreed to serve as the coordinator for building structure and guidance to the alignment. ECDI is chairing the Communications group. |

2014-2015 Accomplishments and 2015-2016 Goals

| | | | |
|---------------------------|---|--|---|
| Continuous Communications | Strategize media campaign for early childhood development awareness | Completed discussions to strategize media campaign in partnership with the Literacy Campaign of Monterey County, the Monterey County Gang Violence Prevention Initiative and First 5 Monterey County. Implementation of the media campaign to continue into the FY15/16. | ECDI will support implementation of the media campaign. |
| | Engage unrepresented and underrepresented community groups to participate in the ECDI process | Developed talking points for various populations. | ECDI will work on engaging parents and family members. Including intentionally strategizing on engaging residents in their action planning process. |
| | Present informational sessions on ECDI to various stakeholders | Conducted informational presentations, including Pajaro Valley Homeless Coalition, Healthy Start Collaborative, Childcare Planning Council, and Together with Pajaro. ECDI also presented at the First 5 California Child Health, Education and Care Summit 2015. | ECDI will continue to conduct informational presentations for outreach. |
| | Develop communication tools for use by ECDI, Intensive Collaborative Action Teams and Collaborative Action teams | Developed initial file sharing documents to help improve communication amongst Collaborative Action Teams. | ECDI will identify ways to strengthen communication both internally and externally. |
| Shared Measurement | Research, identify and train on data measurement systems, where necessary | Completed initial research on data measurement systems. | Coordinate with other Monterey County initiatives and organizations to explore a data system that will provide continuity within the County. |
| Backbone Support | Implement Policy Advocacy Network. | Formed goals and strategies around systemic change, building public will and empowering local champions for civic engagement. | The Network will support the formation and creation of a larger community group to develop county wide policy plans. |
| | Develop framework for progress for the initiative | Created documents and process to unite and support the initiative, including a Theory of Action framework and CAT Action Plan. | Create toolkits for CATs that assist their development. |
| | Conduct Request for Engagement process through the Monterey County Children's Council to identify the Collaborative Action Teams. | Released an Engagement Opportunity Request in July 2014 and in September 2014 identified five Collaborative Action Teams: Pajaro, North Monterey County, Seaside, Salinas and Greenfield. | |
| | Increase support for initiative and CATs. | Hired three facilitators to support CATs move through the ECDI Theory of Action. | Increase evaluation and communication support for the initiative. |

2014-2015 Members

Executive Members

| | | |
|-----------------------------------|---|--------|
| Elliott Robinson, Chair | Department of Social Services | Member |
| Marcia Parsons, Vice Chair | Monterey County Department of Probation | Member |
| Mary Adams | United Way Monterey County | Member |
| Ray Bullick | Health Department | Member |
| Nancy Kotowski | Monterey County Office of Education | Member |

General Members

| | | |
|---------------------------------|---|--------|
| Amie Miller | Behavioral Health | Member |
| Charles McKee | County Counsel | Member |
| Dan Baldwin | Community Foundation for Monterey County | Member |
| Dean Flippo | District Attorney | Member |
| Eduardo Ochoa | CSUMB | Member |
| Elizabeth Modena | Gonzales Unified School District | Member |
| Francine Rodd | First 5 Monterey County | Member |
| James Egar | Public Defender | Member |
| Jane Parker | Board of Supervisors, District 4 | Member |
| Jayanti Addleman | Monterey County Free Libraries | Member |
| Jean Goebel | Housing Authority of Monterey County | Member |
| Jody Hansen | Monterey Peninsula Chamber of Commerce | Member |
| Judge Timothy Roberts | Superior Court - Juvenile | Member |
| Kari Yeater | North Monterey County Unified School District | Member |
| Kristian Lundquist | Parks and Recreation | Member |
| Larry Drury | Child Care Planning Council | Member |
| Margaret D'Arrigo-Martin | Community Volunteer | Member |
| Robert Taniguchi | Department of Social Services | Member |
| Robin McCrae | Community Human Services | Member |
| Stephen Bernal | Sheriff | Member |
| Valerie Barnes | Child Abuse Prevention Council | Member |
| Walter Tribbley | Monterey Peninsula College | Member |

Alternates

| | | |
|-----------------------------|--|-----------|
| Annette Cutino | County Counsel | Alternate |
| Berenice Astengo | Monterey County Free Libraries | Alternate |
| Colleen Beye | Board of Supervisors, District 4 | Alternate |
| Cynthia Holmsky | CSUMB | Alternate |
| David Dobrowski | First 5 Monterey County | Alternate |
| David Maradei | Child Abuse Prevention Council | Alternate |
| Deneen Guss | Monterey County Office of Education | Alternate |
| Jeannine Pacioni | District Attorney | Alternate |
| Joni Ruelaz | Housing Authority of Monterey County | Alternate |
| Kathi Speller | Monterey Peninsula Chamber of Commerce | Alternate |
| Laurel Lee-Alexander | Community Foundation for Monterey County | Alternate |
| Marni Sandoval | Behavioral Health | Alternate |

| | | |
|---------------------------------|-----------------------------------|-----------|
| Mary Johnson | Child Care Planning Council | Alternate |
| Matt Luther | Sheriff | Alternate |
| Sam Lavorato | Superior Court - Juvenile | Alternate |
| Sheryl Merill | Community Volunteer | Alternate |
| Sid Smith | Health Department | Alternate |
| Supervisor Simon Salinas | Board of Supervisors, District 3 | Alternate |
| Theresa Rouse | King City Unified School District | Alternate |
| Yuri Anderson | United Way Monterey County | Alternate |

