



MONTEREY COUNTY
CHILDREN'S COUNCIL



2019–2020 Annual Report

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Vision Statement

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

Mission Statement

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

Guiding Principles

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

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

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

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

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

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

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

A Message from the Children's Council Chair

Honorable Board of Supervisors and Monterey County residents,

The Monterey County Children's Council (Children's Council) is pleased to present its FY 2019-2020 Annual Report, a snapshot documenting the status of children and youth in our county in an effort to not only have a better understanding of their needs, but to help incite continued and enhanced commitment in meeting these needs. Public comment and feedback on the work of the **Children's Council** is welcomed and strongly encouraged.

The **Children's Council** membership includes the executive leaders from major public, private, and non-profit sectors of the County whose agencies and organizations serve children and youth in a wide **variety of ways**. The **Children's Council** members meet monthly to coordinate cross-sector work focused on addressing systemic issues that are impacting the health, education, and well-being of children and youth throughout Monterey County. The Council is guided by its purpose and its vision: To provide leadership and policy direction to encourage the development of a comprehensive and collaborative delivery system of services for children and their families so that all children in Monterey County live in safe nurturing homes and communities; they are healthy, valued, succeed in school and realize their full potential.

This report reflects current efforts in support of **the Children's Council's** purpose and vision. The report presents a comprehensive data set which offers an understanding of the status of children and youth in Monterey County and more importantly, provides a context for focusing the work that needs to be done to improve the conditions and success of our children and youth. I am pleased to report that the **Children's Council continued to focus on** its Bright Beginnings Initiative, primarily funded by the Monterey County Board of Supervisors, and this critical work is highlighted in this report. The **Children's Council**, based on its self-assessed priorities, began to better understand the strengths and limitations of our **community's behavioral health system of care for children, youth**, and families through a series of presentations delivered both by its membership and other community stakeholders and partners. In March 2020, we had to quickly pivot the focus of our monthly meetings to better understand the impacts the COVID-19 Pandemic was having on our children and youth.

The report concludes with the historic record of previous Children's Council initiatives and areas of focus that have successfully impacted the health, education, and well-being of children and youth in Monterey County.

The Children's Council Annual Report is a call to action for all of us to prioritize the health, education, and well-being of our children and youth, particularly now as we continue to respond to the COVID-19 Pandemic which has further exacerbated the challenges faced by many of our young residents who are already disparately impacted. We believe that this report reflects the **Children's Council's goal of connecting its work to a broad group of stakeholders and community members**. Only through collective action, can we ensure every child and youth in Monterey County thrives and is prepared for success.

Sincerely,

Elsa Mendoza Jimenez, **Chair, Monterey County Children's Council**

Acknowledgments

The Monterey County Children's Council would like to acknowledge and extend its deepest appreciation to Henry Espinosa, previous Director of Department of Social Services, Marcia Parsons, Monterey County Chief of Probation, Dr. Valerie Barnes, previous Chair of Child Abuse Prevention Council and David Maradei previous Director of Child Abuse Prevention Council, for their years of service and dedicated support on the Council. Mr. Espinosa retired from his position in June 2019. Marcia Parsons, Dr. Barnes and Mr. Maradei retired from their respective positions in December 2019.

Why a **Children's** Council Annual Report is Important

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

The Annual Report has four goals:

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

Methodology

This Annual Report serves as a benchmark to measure the relative success of efforts to improve conditions for all children ages 0-24. The Fiscal Year 2019-2020 Annual Report is based exclusively on secondary data reports. A list of indicators was **created by the Children's Council based on** a previous version of this Annual Report. Secondary data was then collected from local and state-level published reports. The quality of the data was evaluated and then it was determined whether it addressed pertinent indicators for this Annual Report. Data was collected from a variety of sources as indicated on the specific pages and data series with historic trends and comparison between state and local rates were preferred.

Measuring Results

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

Executive Summary

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

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

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

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

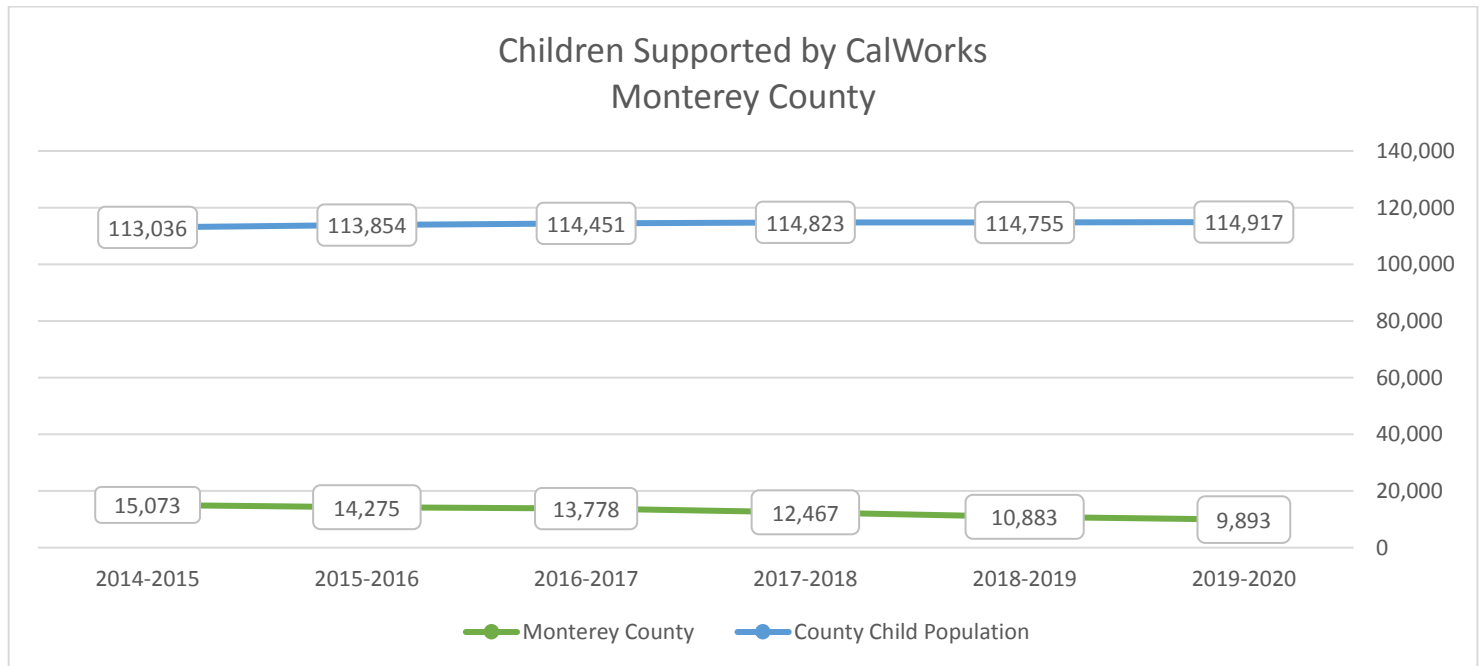
Due to the Covid-19 pandemic and timing to complete this report, much of the data remains the same from the last fiscal year report. Indicators with an * have updated data for this report.

Definition of the Indicator

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

Why the Indicator is Important

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



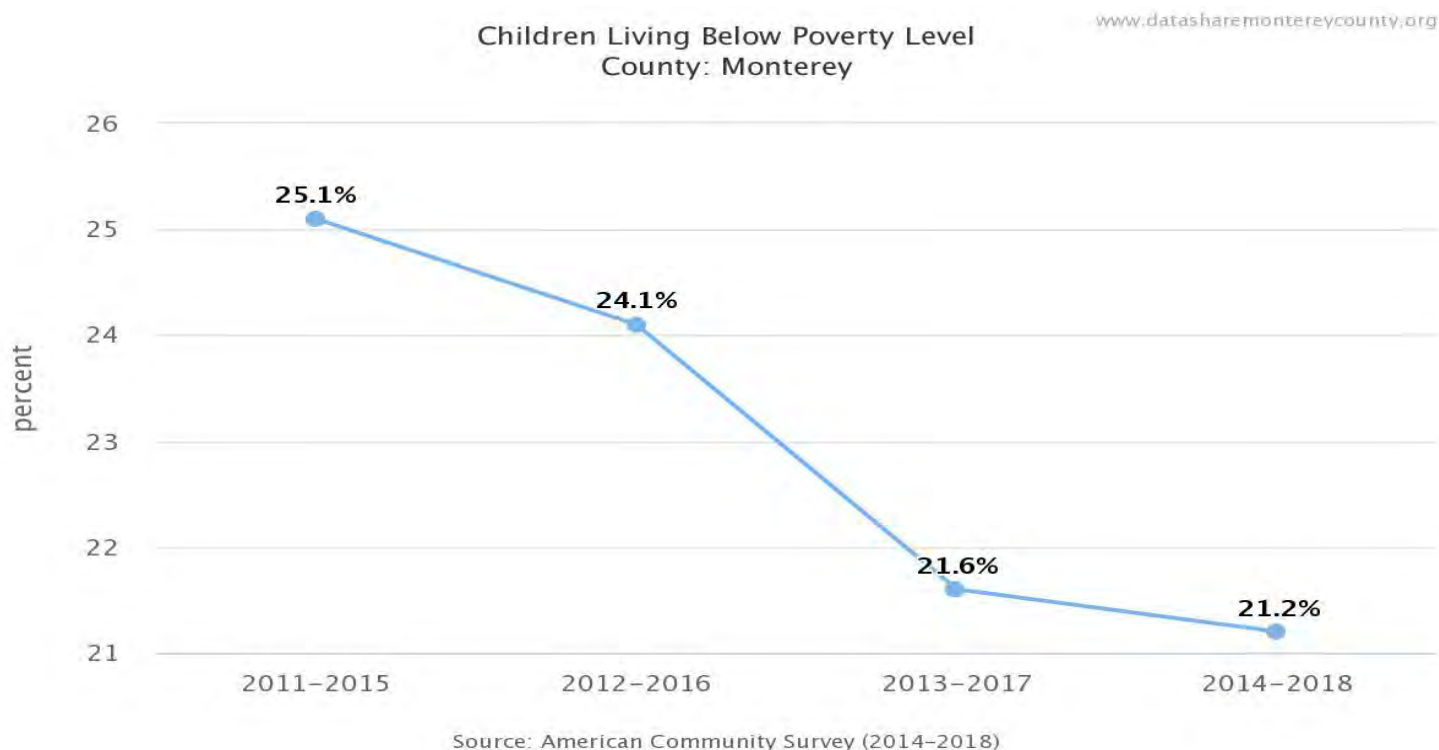
Source: 2018 - CA Dept. of Finance: 2010-2060 - Pop. Projections by Race/Ethnicity, Detailed Age, & Gender. Monterey County Department of Social Services - IT Data Development 2020

Definition of the Indicator

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

Why the Indicator is Important

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

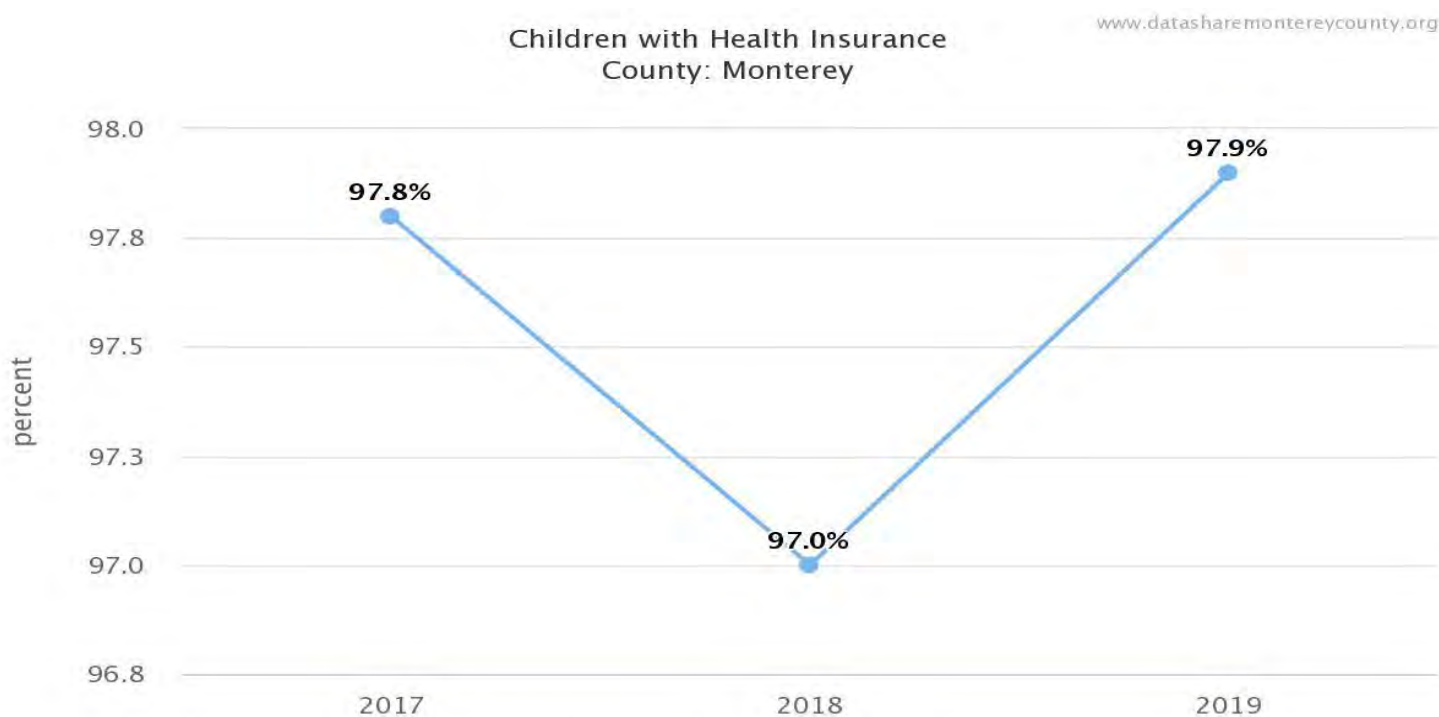


Definition of the Indicator

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

Why the Indicator is Important

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



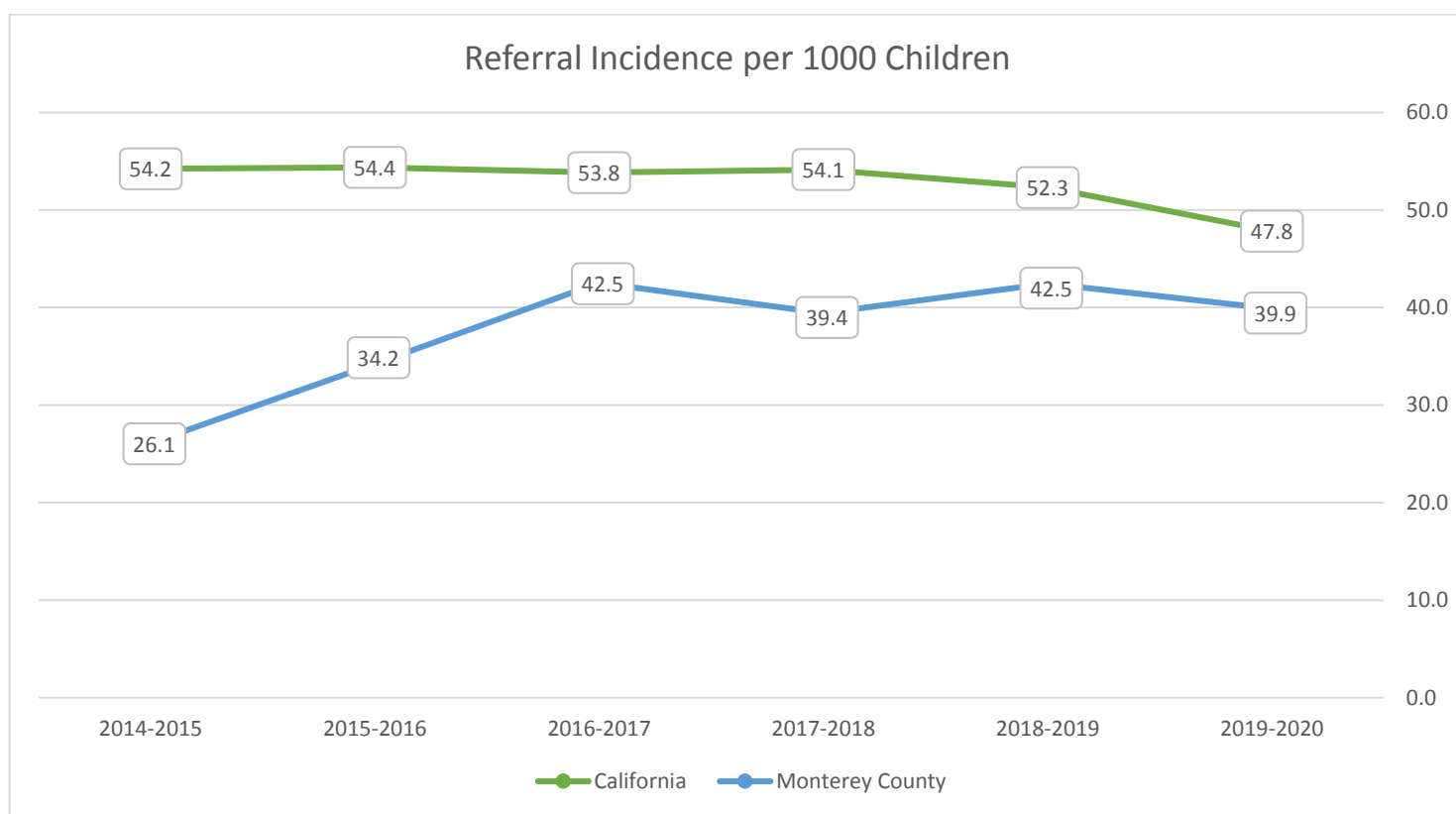
Source: American Community Survey (2019)

Definition of Indicator

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

Why the Indicator is Important

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



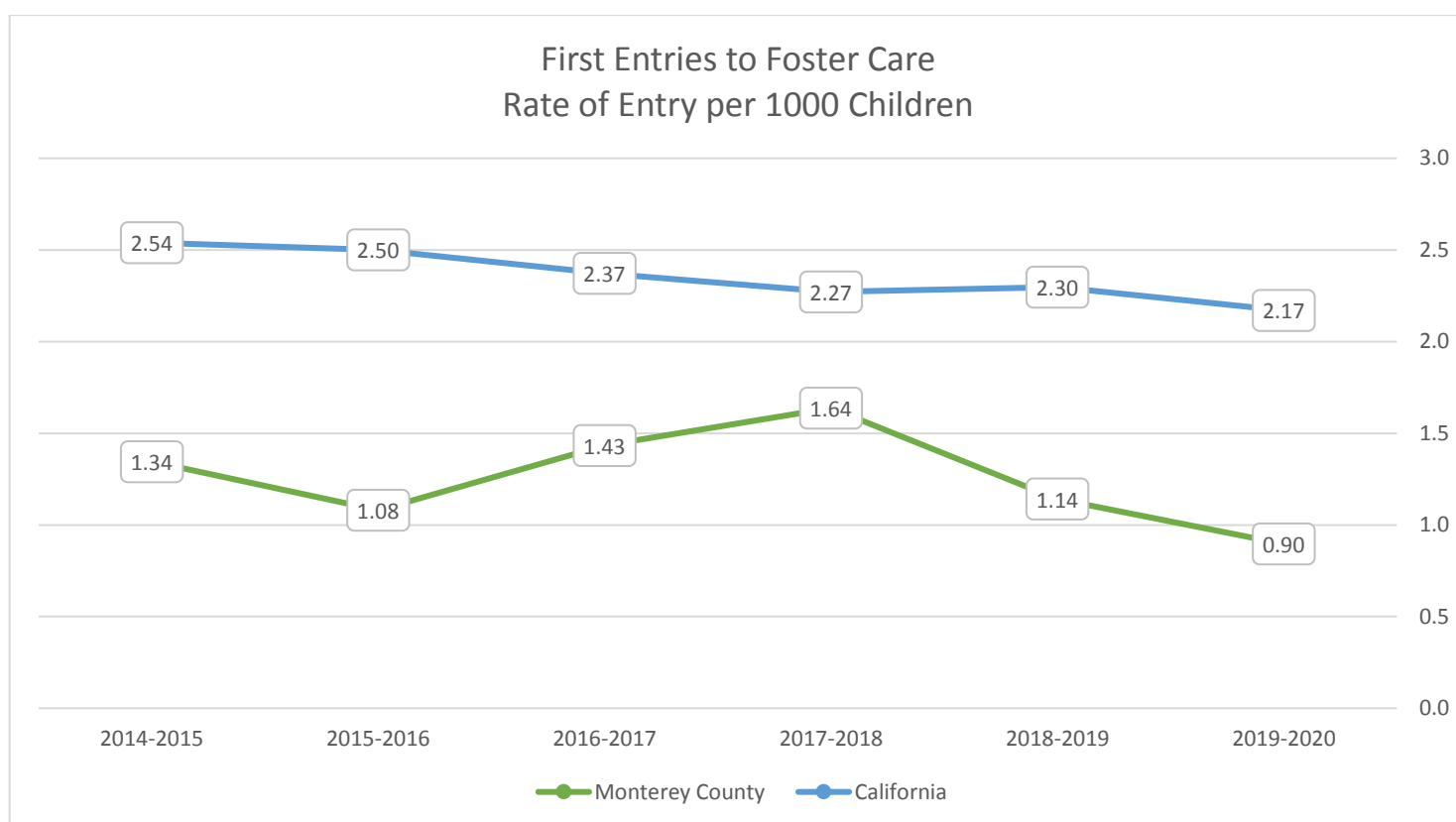
Source: *CCWIP reports*. University of California at Berkeley California Child Welfare Indicators Project website. URL: http://cssr.berkeley.edu/ucbc_childwelfare

Definition of Indicator

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

Why the Indicator is Important

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



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

Definition of the Indicator

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

Eligible: Family meets the economic criteria for participation

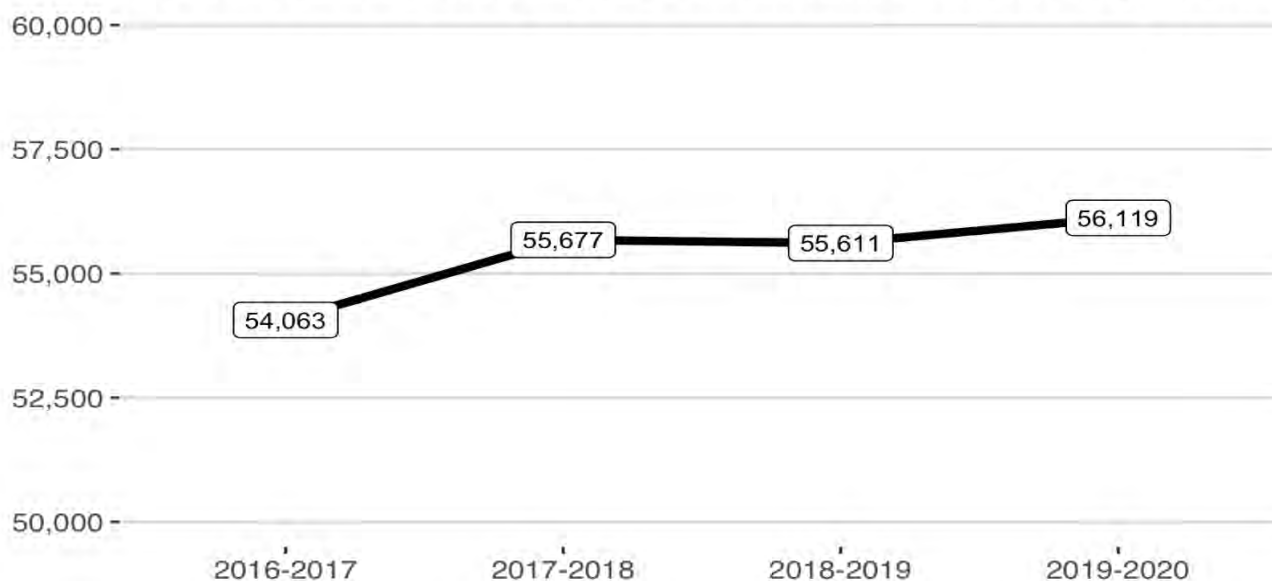
Enrolled: Student's family has met eligibility criteria and student is "signed up" to participate

Participation: Student is actually receiving free or reduced price meals

Why the Indicator is Important

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

Free/Reduced Price Meals Enrollment in Monterey County



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

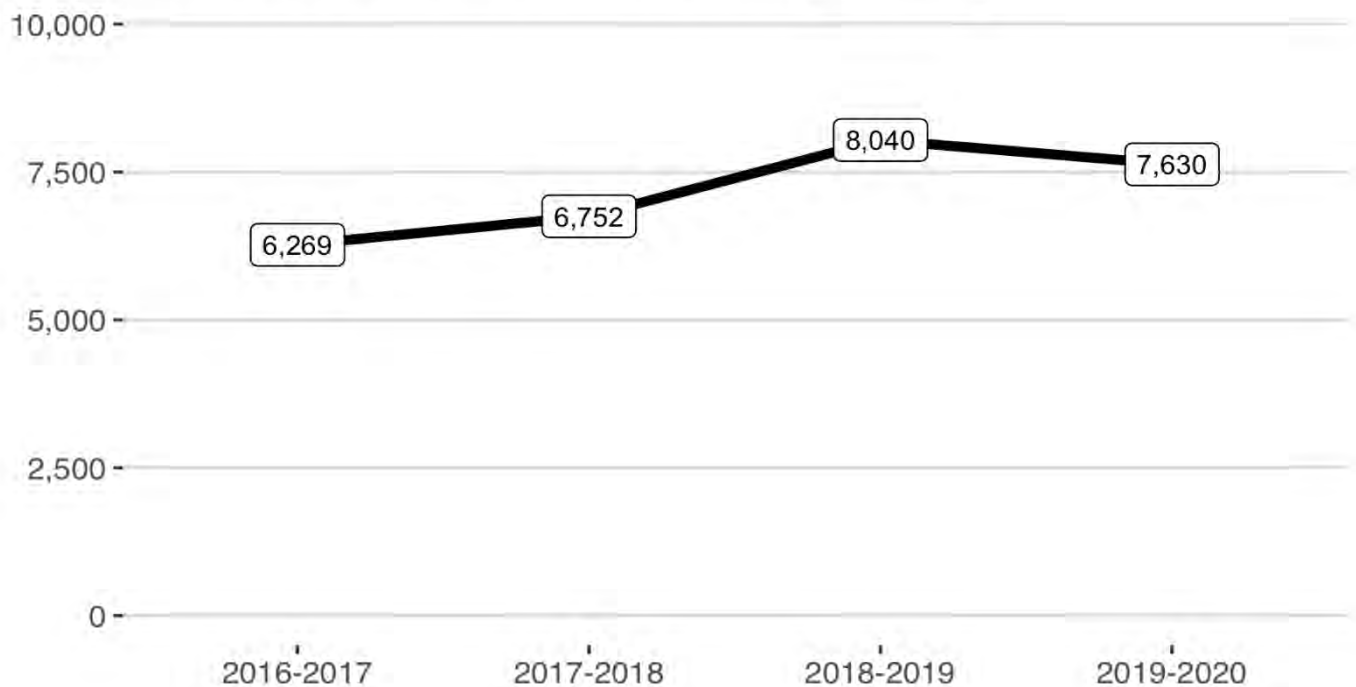
Definition of the Indicator

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

Why the Indicator is Important

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

Homeless Enrollment in Monterey County



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

Low Birth Weight

Birth-5

Definition of Indicator

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

Why the Indicator is Important

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

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

Early Prenatal Care

Birth-5

Definition of Indicator

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

Why the Indicator is Important

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

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

Education Level of Mother

Birth-5

Definition of Indicator

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

Why the Indicator is Important

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

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

[Note: All data above is not yet available for 2020 as of December 18, 2020.]

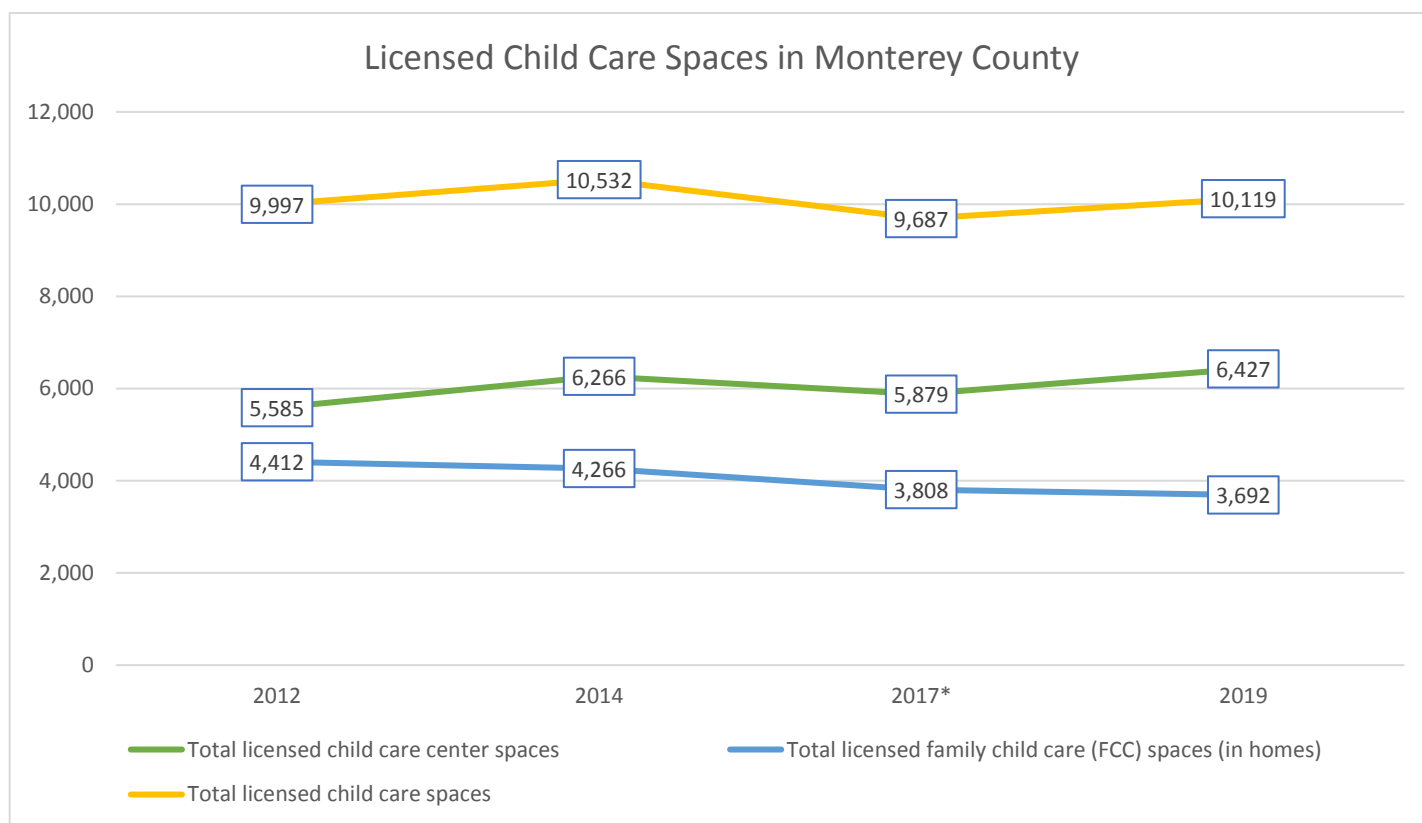
Data sources: Communicable Disease Data: Monterey County Health Department, Communicable Disease Unit. Birth Information: State of California, California Department of Public Health, VRBIS, California Comprehensive Birth File. Population Data: State of California, Department of Finance, Population Estimates.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

Definition of Indicator

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

Why the Indicator is Important

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



[Note: This data is not yet available for 2020 as of December 18, 2020.]

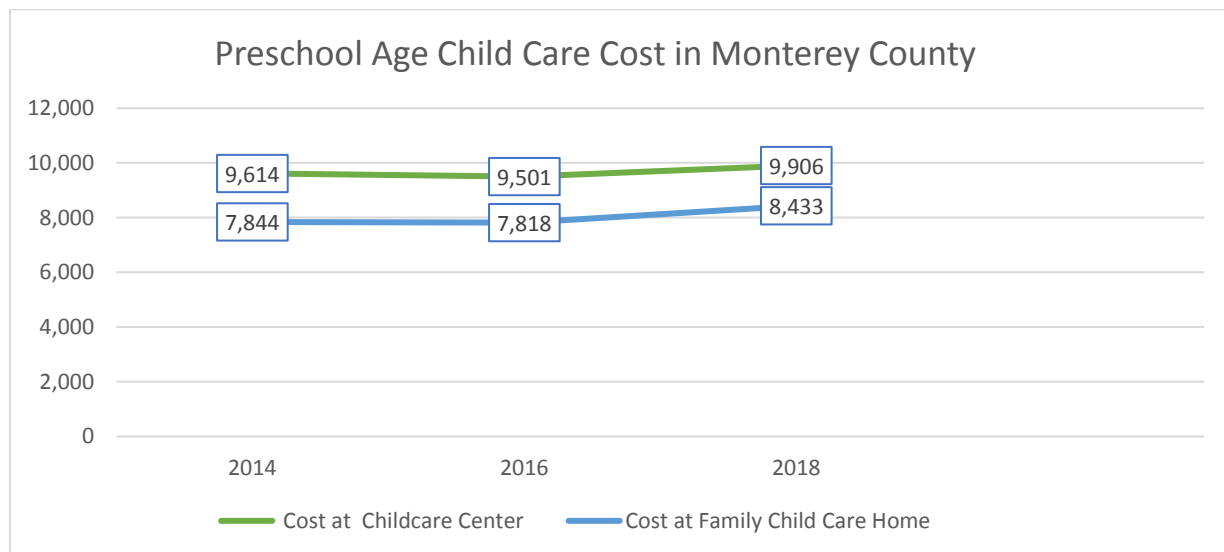
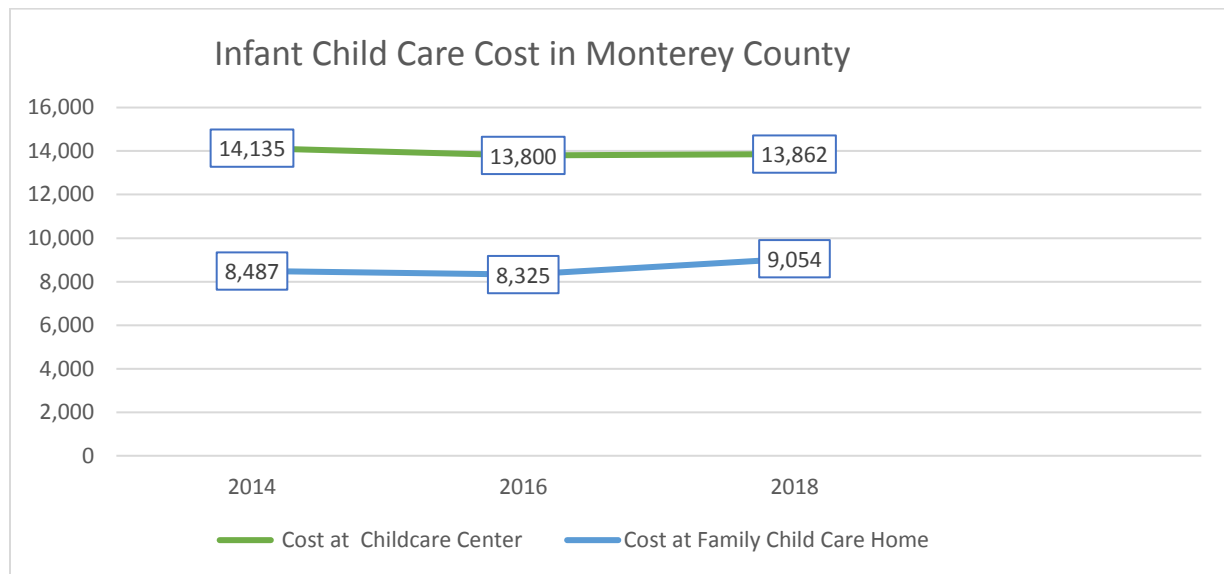
Source: www.rnnetwork.org

Definition of Indicator

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

Why the Indicator is Important

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



[Note: This data is not yet available for 2019-20 as of December 18, 2020.]

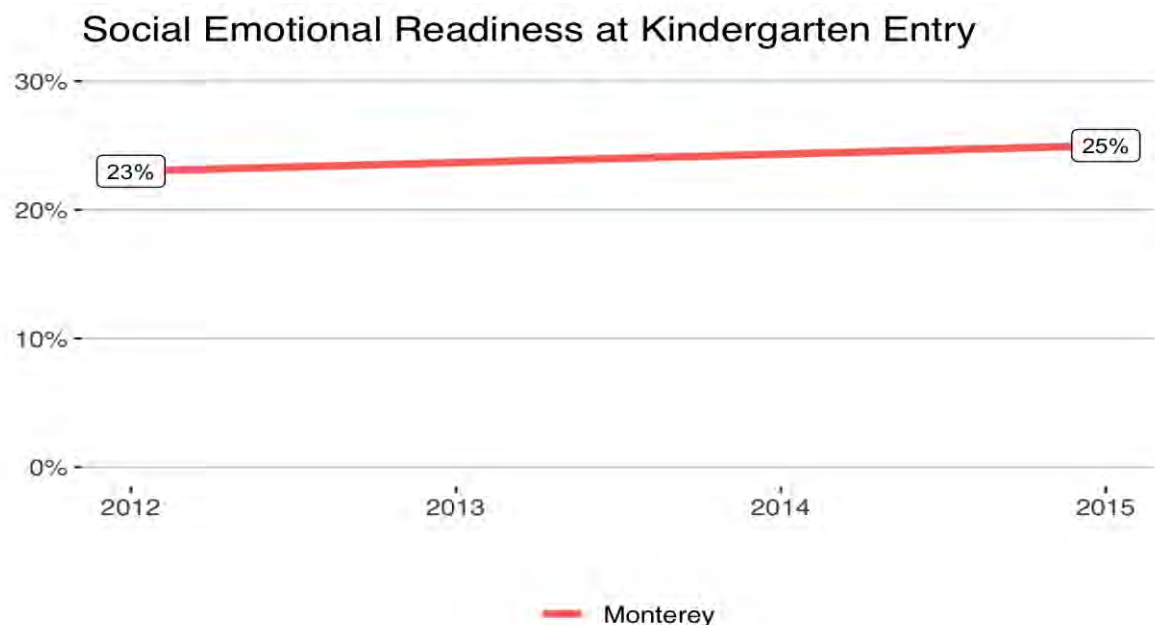
Source: <https://www.kidsdata.org/topic/1849/child-care-cost/>

Definition of the Indicator

The School Readiness indicator measures the readiness of the school system to **appropriately support a child's development** and learning on entry into Transitional Kindergarten or Kindergarten. It is based on the Desired Results Developmental Profile (DRDP), providing a rating in four developmental domains. The assessment includes three tools. One is completed by teachers who have observed the child in the classroom setting. The second is a survey of Administrators and TK-K and early childhood educators on their views of the readiness of the early learning system. The third is a survey of parents to include their views on the readiness of the system and the experiences of their children prior to entering Kindergarten.

Why the Indicator is Important

This indicator is the overarching indicator of success for the Bright Beginnings Early Childhood Development Initiative. Understanding the readiness of the early learning system and environment surrounding our children helps us as a holistic system of care provide the supports young children and their families need to succeed.



Source: First 5 Monterey County Kindergarten Readiness Assessments

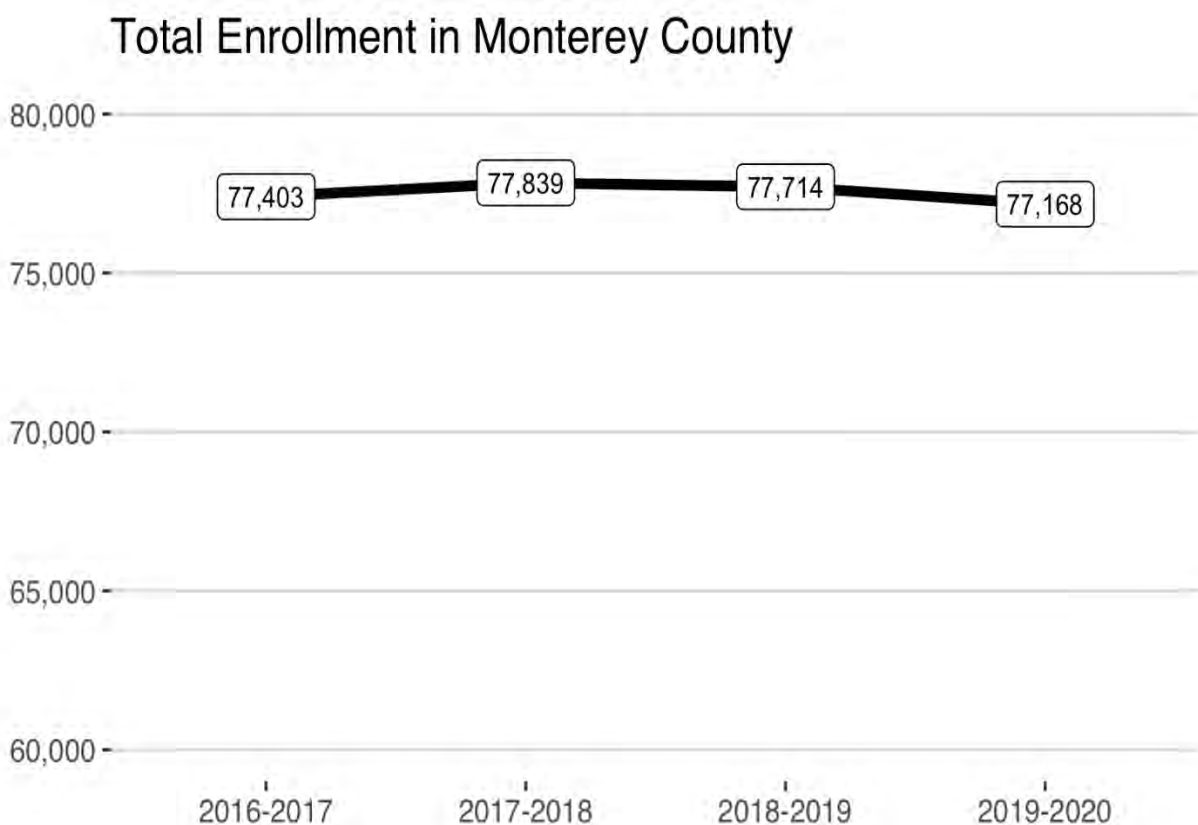
Note: In Monterey County, the School Readiness Assessment was last completed in 2015 (then called the Kindergarten Readiness Assessment) and had been completed every three years prior. The assessment tools and processes have been re-evaluated to ensure appropriate focus on systems change and supporting early learning opportunities for all students, regardless of their early care and learning experiences before entering the school system, home language, or other contextual factors. This can lead to narrowing the racial and/or familial income equity gap in levels of educational support and attainment. The next assessment with the new tool set will be completed Fall of 2021, and the report ready early 2022.

Definition of the Indicator

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

Why the Indicator is Important

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



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

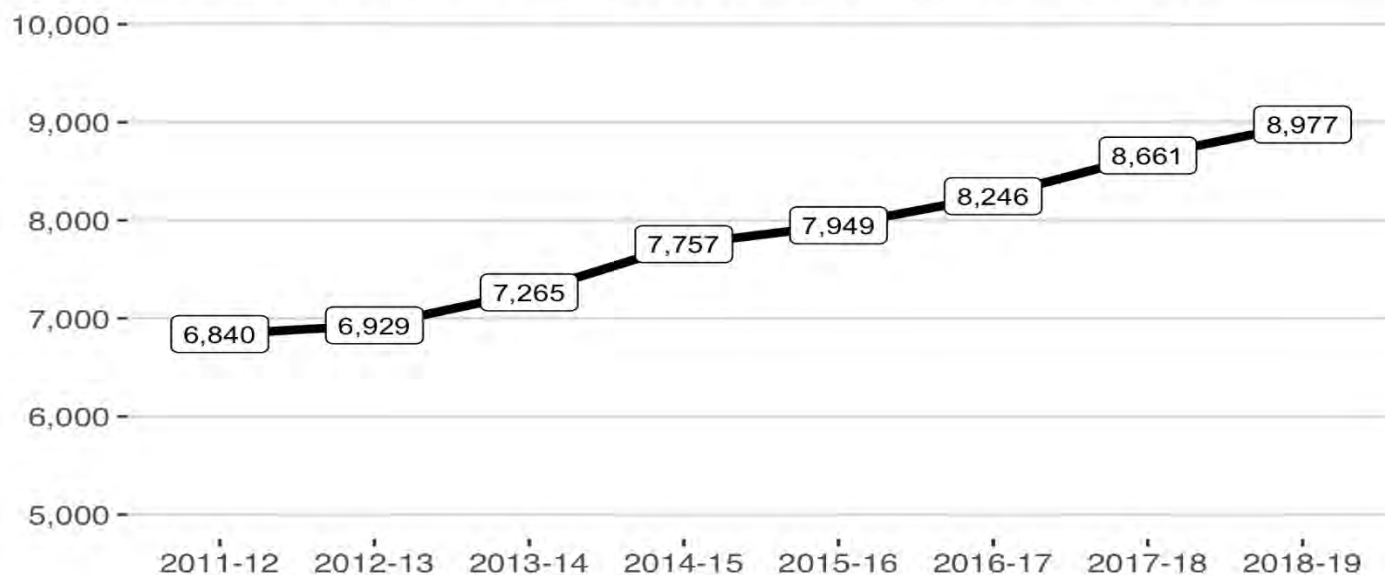
Definition of the Indicator

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

Why the Indicator is Important

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

Special Education Enrollment in Monterey County



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

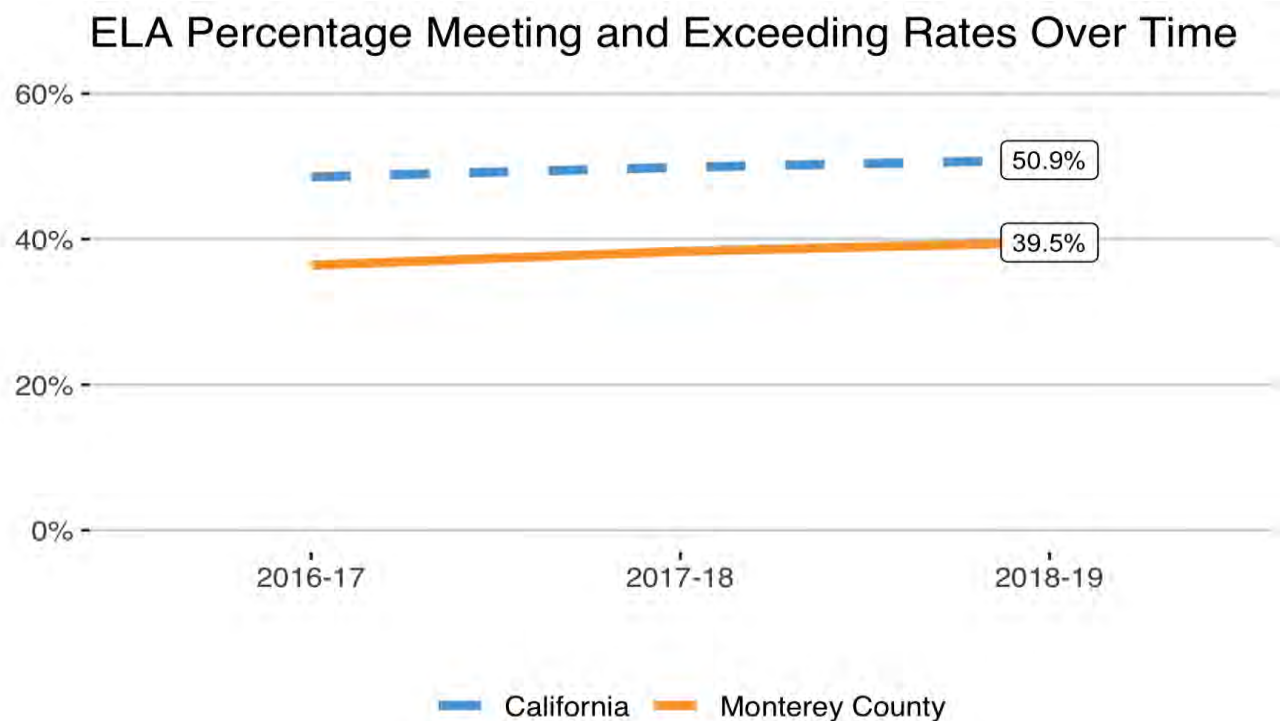
[Note: This data is not yet available for 2019-20 as of December 18, 2020.]

Definition of the Indicator

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

Why the Indicator is Important

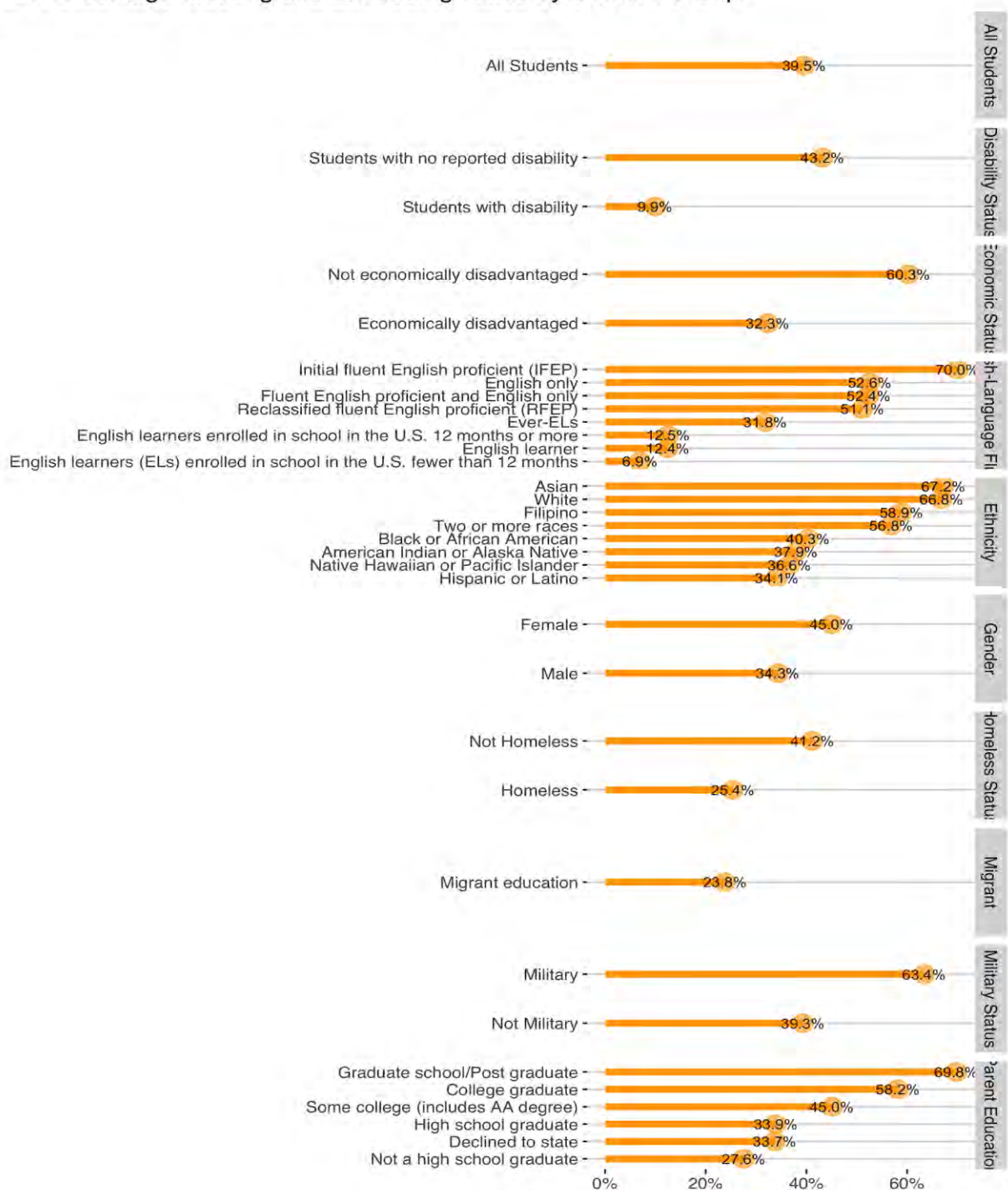
The purpose of the CAASPP system is to assist teachers, administrators, students, and parents in better understanding **academic performance in order to improve student achievement in California's Academic Content Standards.**



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

[Note: This data will not be available for 2019-20 because of COVID-19 pandemic.]

ELA Percentage Meeting and Exceeding Rates by Student Group



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

[Note: This data will not be available for 2019-20 because of COVID-19 pandemic.]

Definition of the Indicator

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

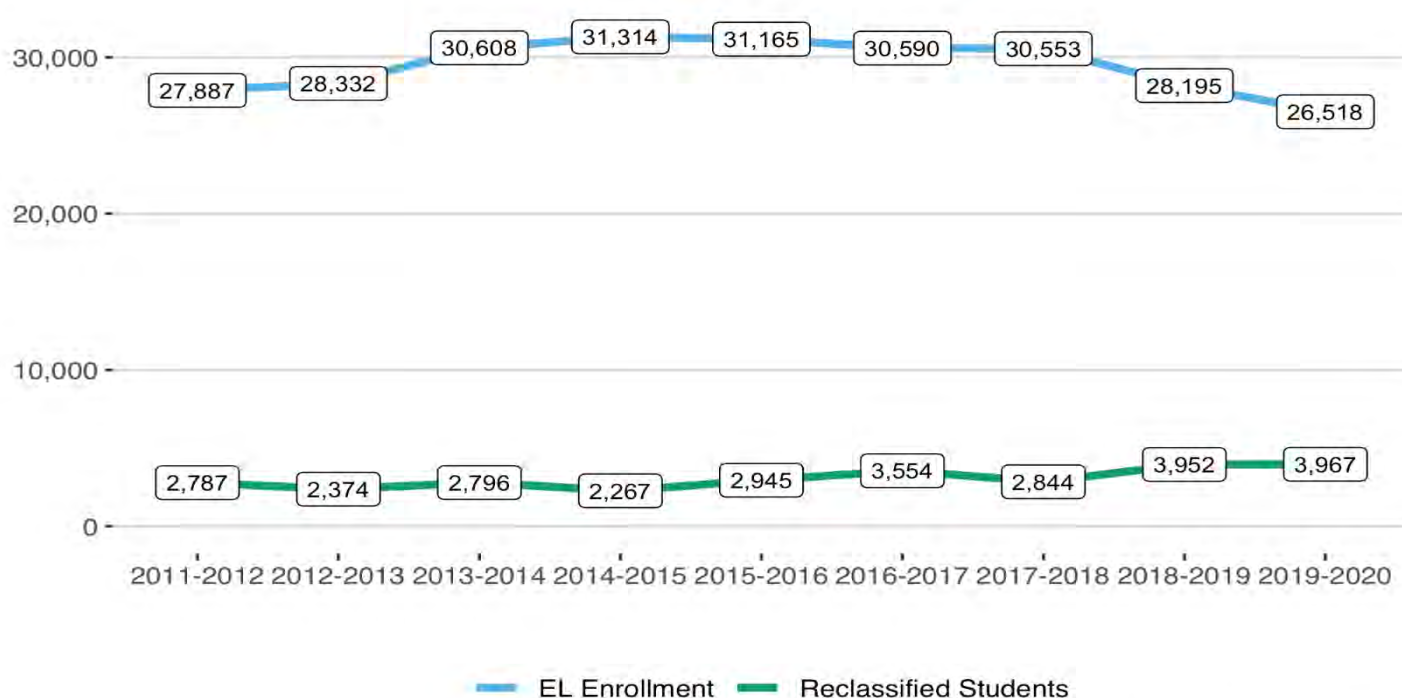
English learner students are those students for whom (1) parents report of a primary language other than English on the state-approved Home Language Survey and (2) who lack English-language skills based on the state approved assessment (Initial ELPAC) in listening comprehension, speaking, reading, and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

Why the Indicator is Important

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

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

EL Enrollment and Number of Reclassified Students by Year



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

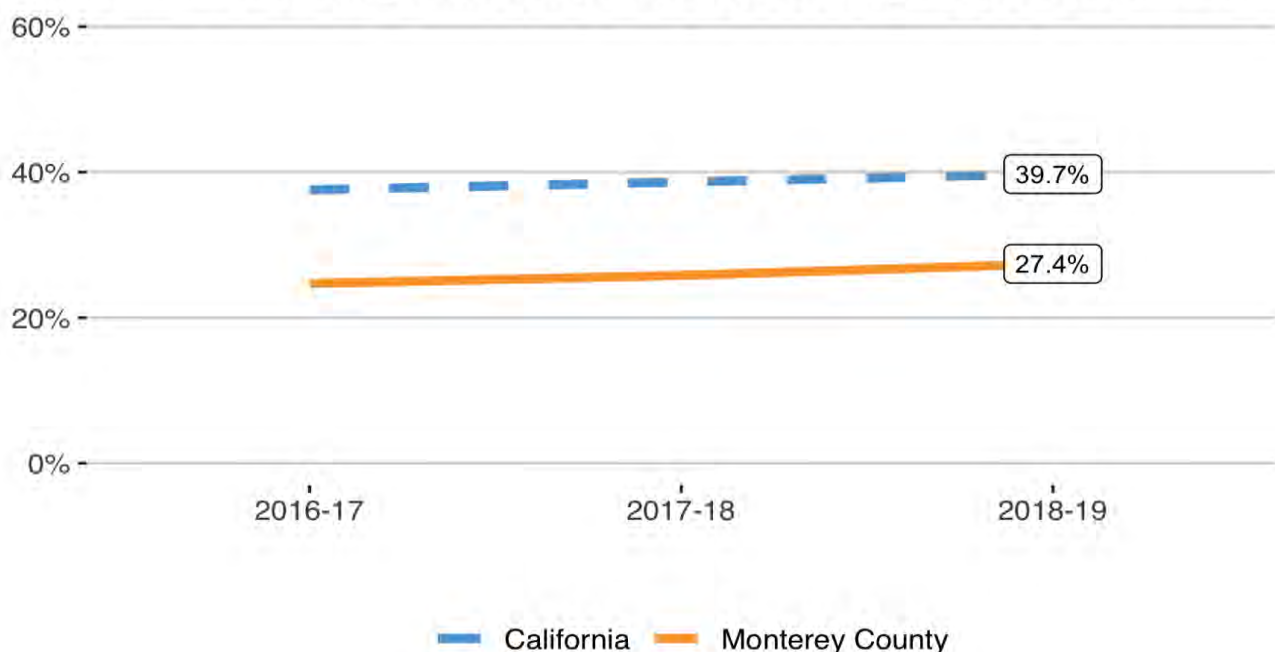
Definition of the Indicator

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

Why the Indicator is Important

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

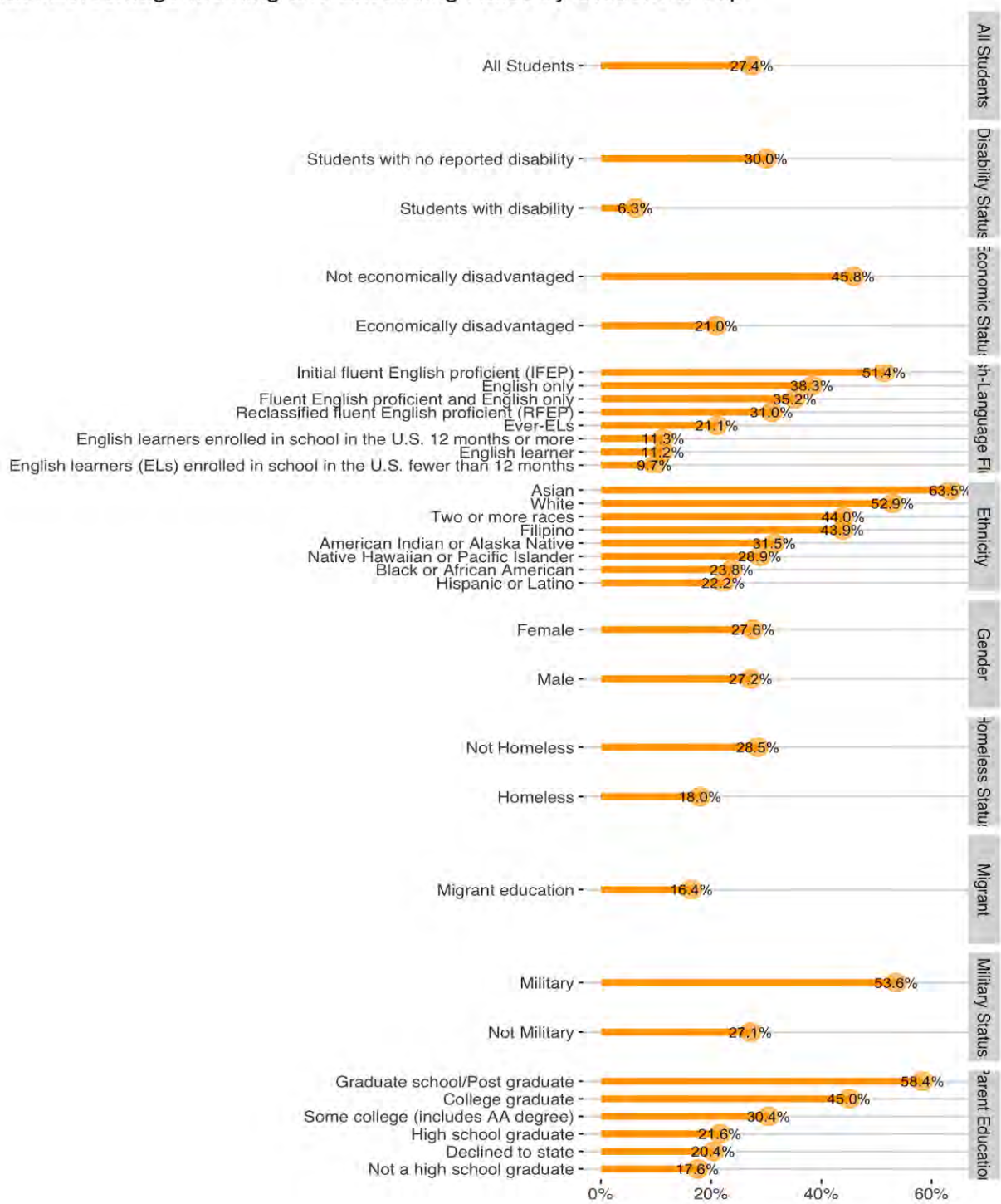
Math Percentage Meeting and Exceeding Rates Over Time



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

[Note: This data will not be available for 2019-20 because of COVID-19 pandemic.]

Math Percentage Meeting and Exceeding Rates by Student Group



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

[Note: This data will not be available for 2019-20 because of COVID-19 pandemic.]

Definition of the Indicator

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

Why the Indicator is Important

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

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

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

[Note: This data is not yet available for 2020 as of December 18, 2020.]

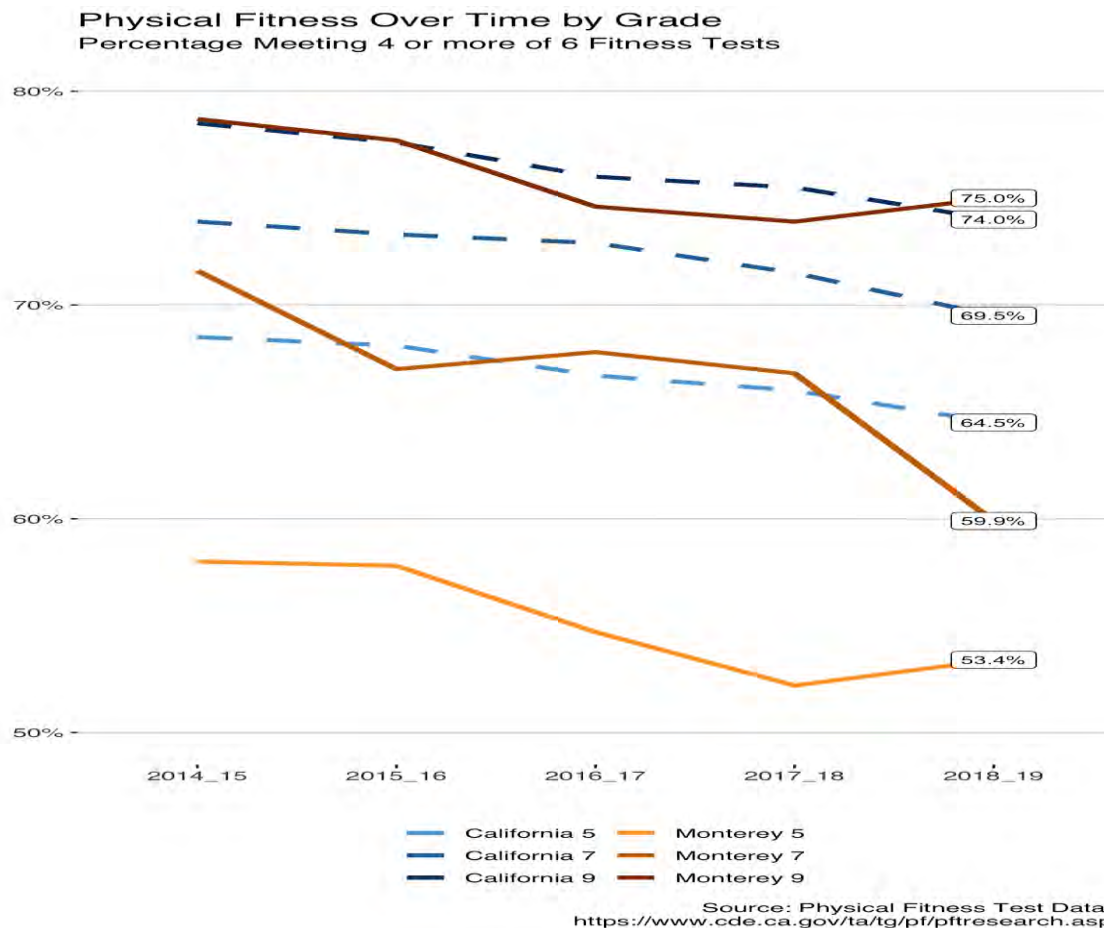
Source: California Department of Education, Physical Fitness Testing Research Files (December 2018), retrieved from kidsdata.org. Data provided by Monterey County Health Department - Planning, Evaluation, and Policy Unit.

Definition of the Indicator

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

Why the Indicator is Important

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



[Note: This assessment has been suspended until further study is complete.]

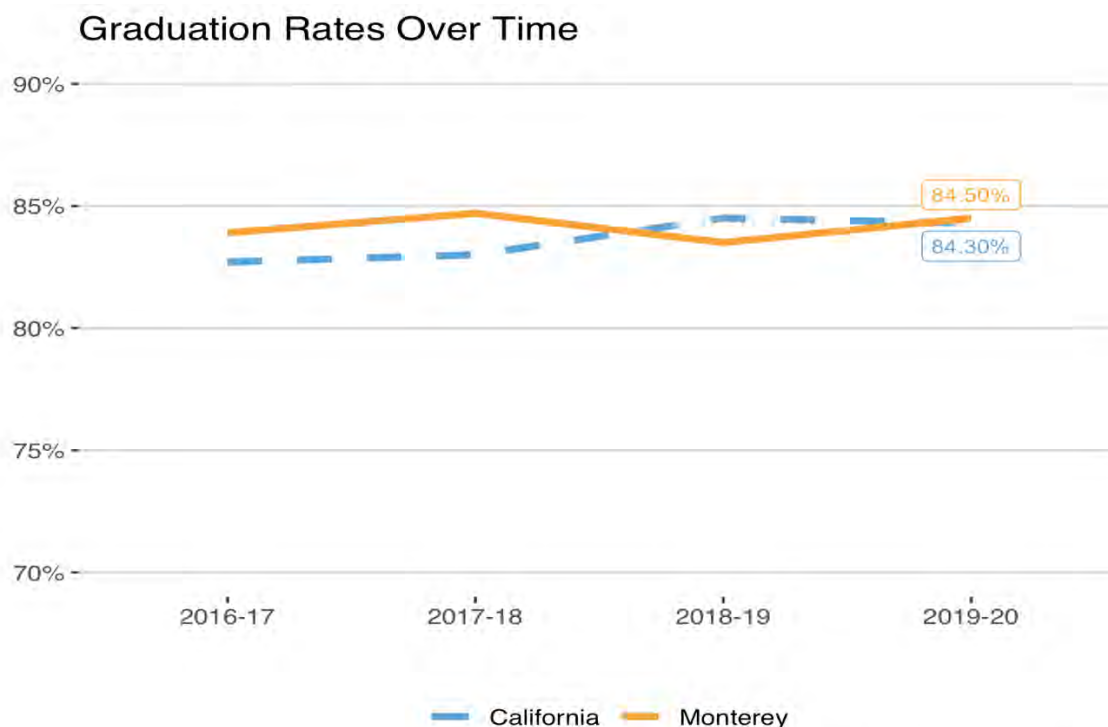
Definition of the Indicator

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

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

Why the Indicator is Important

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



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

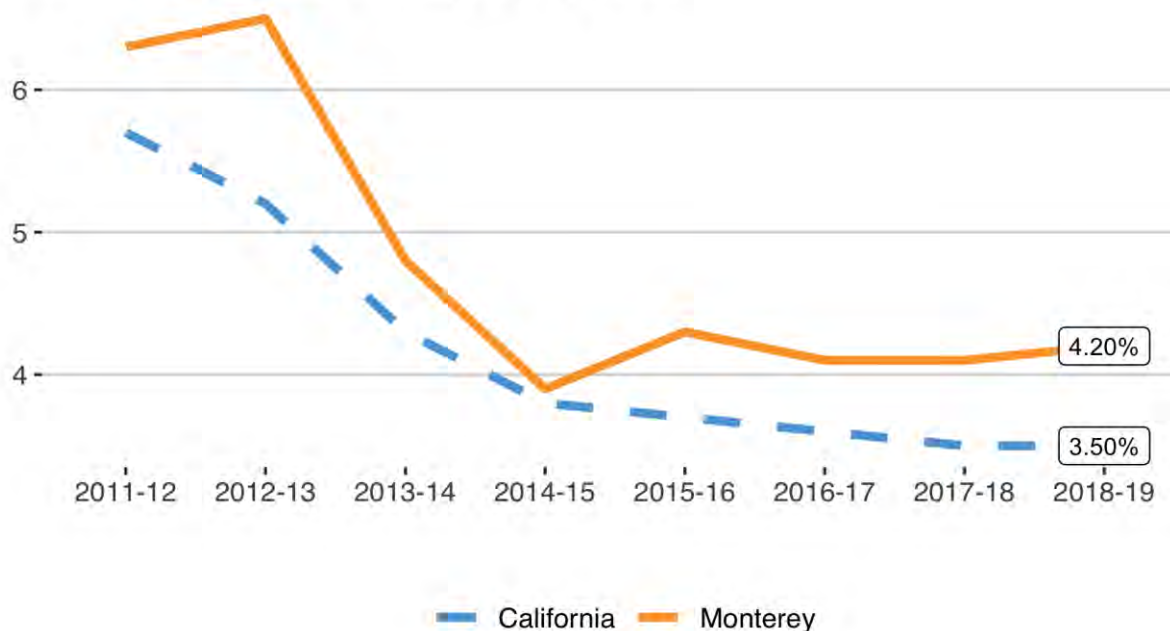
Definition of the Indicator

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

Why the Indicator is Important

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

K-12 Suspension Rates Over Time



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

[Note: This data is not yet available for 2019-20 as of December 18, 2020.]

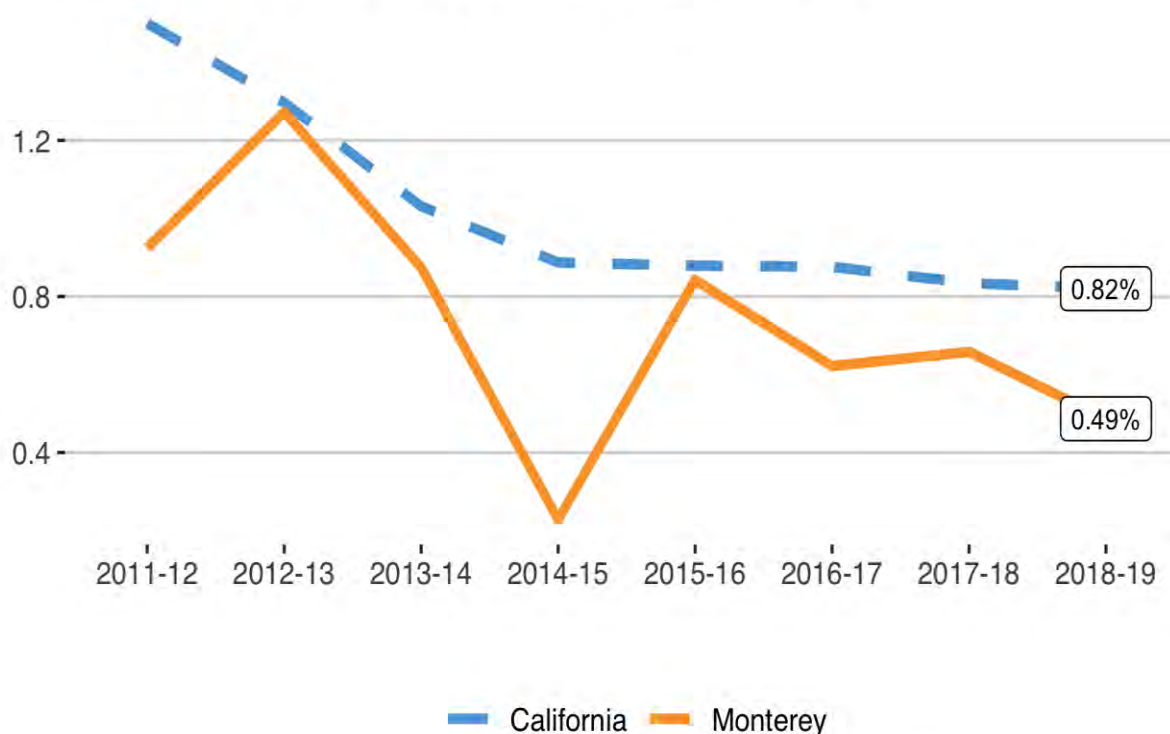
Definition of the Indicator

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

Why the Indicator is Important

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

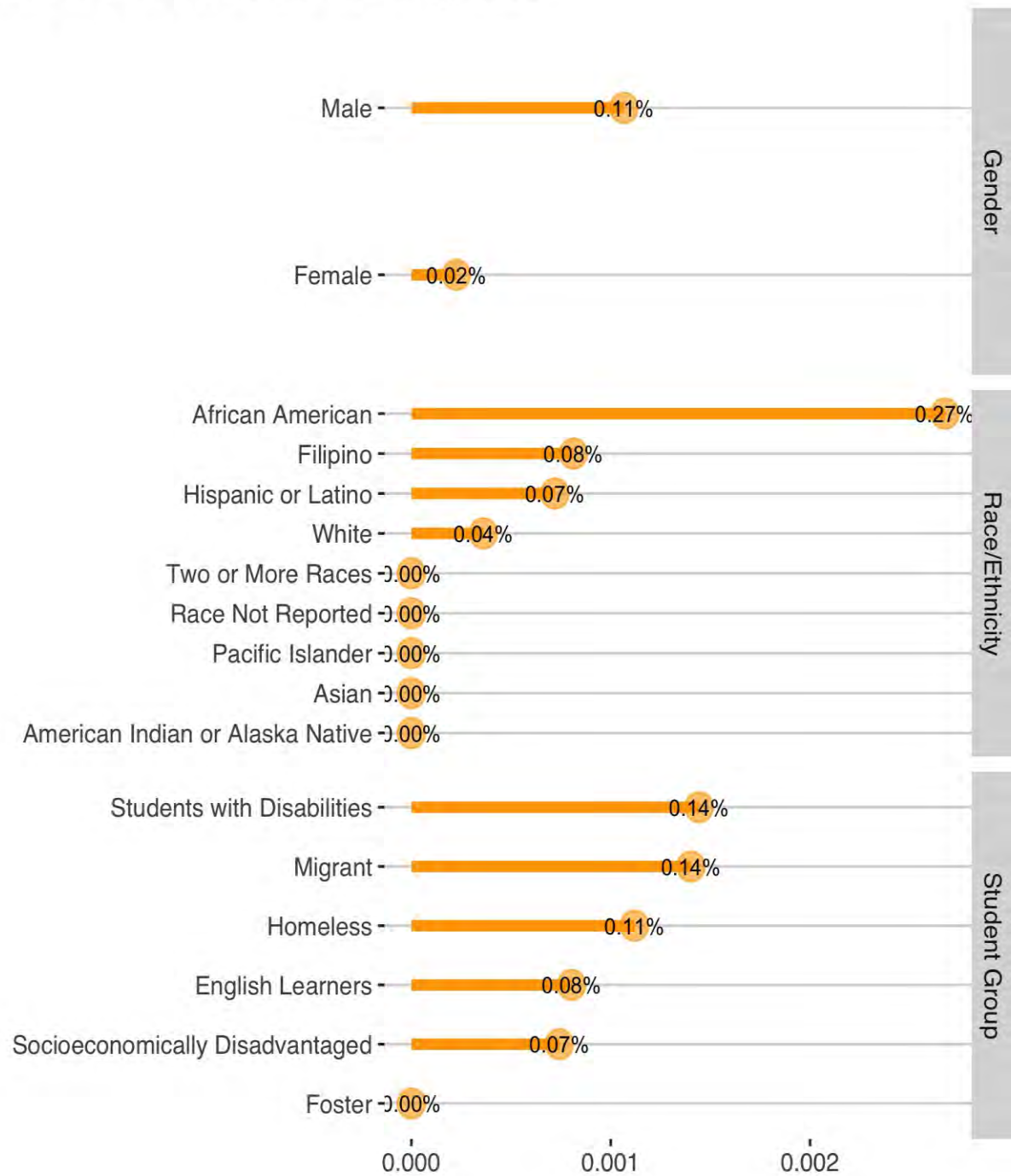
K-12 Expulsion Rates per 1,000 Over Time



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

[Note: This data is not yet available for 2019-20 as of December 18, 2020.]

K-12 Expulsion Rates By Subgroup



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

[Note: This data is not yet available for 2019-20 as of December 18, 2020.]

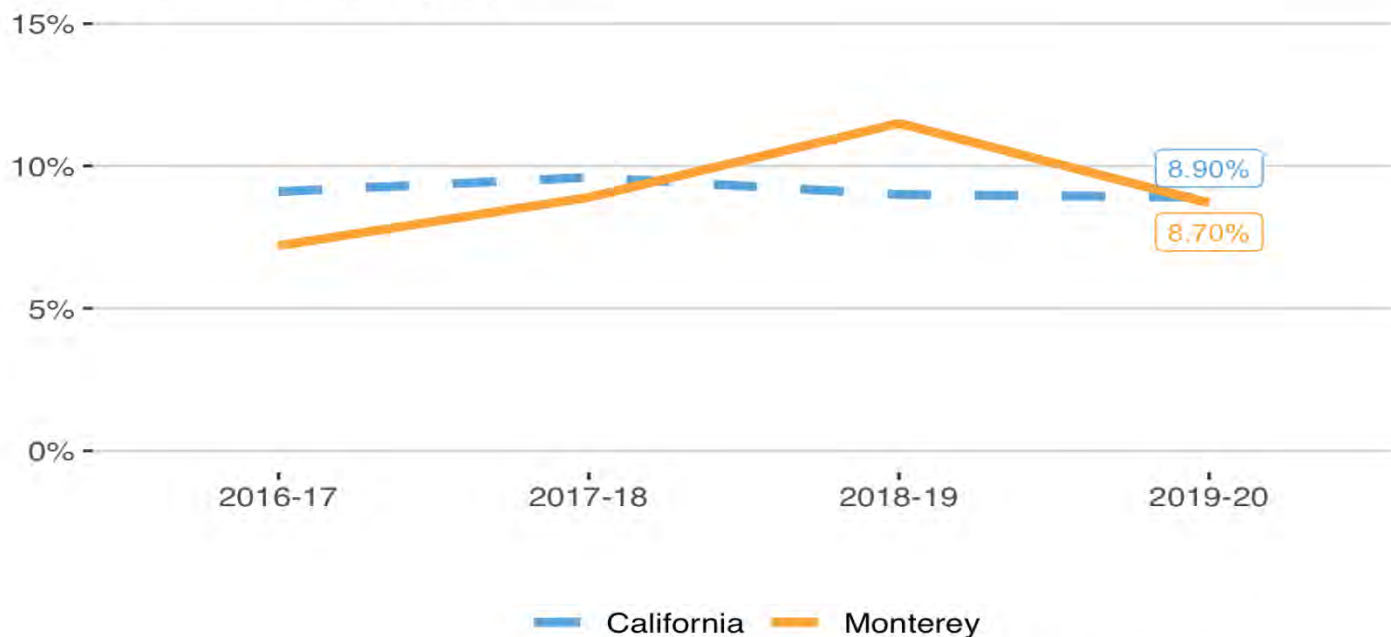
Definition of the Indicator

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

Why the Indicator is Important

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

Dropout Rates Over Time



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

Definition of Indicator

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

Why the Indicator is Important

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

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

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

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

[Note: This data is not yet available for 2020 as of December 18, 2020]

Sexually Transmitted Infection Cases

Definition of Indicator

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

Why the Indicator is Important

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

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

[Note: This data is not yet available for 2020 as of December 18, 2020.]

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

Definition of Indicator

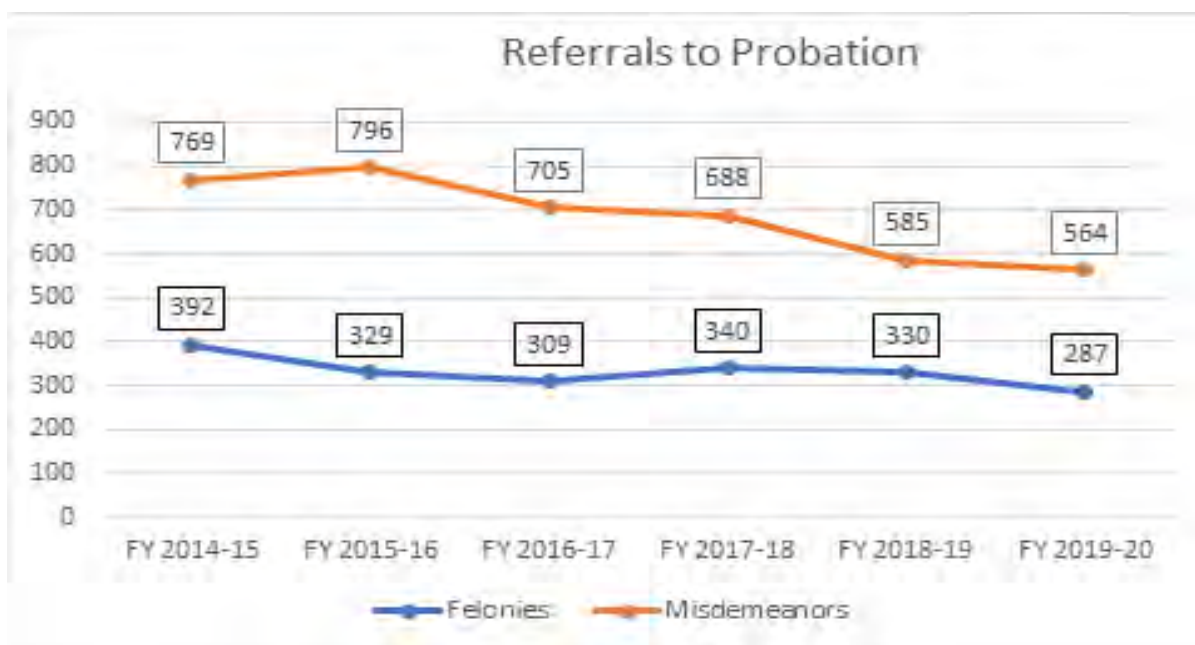
Rates of arrest are perhaps the most widely quoted indicator of crime. It is important to make the distinction between minor crimes, misdemeanors and more severe crimes, felonies, which impose more stringent sentence. Misdemeanor arrests refer to the number of arrests of youth ages 10 to 17 for less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

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

Why the Indicator is Important

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

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



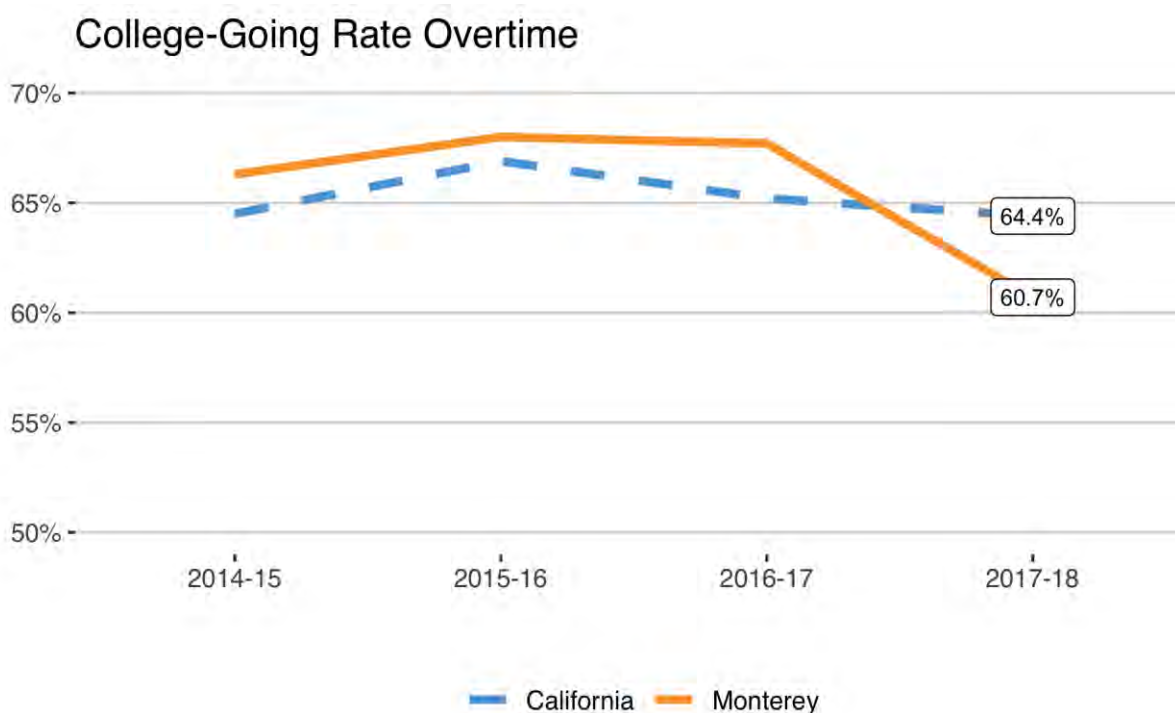
Source: Monterey County Probation Department, IT Case Management system, Smart Probation 2020.

Definition of the Indicator

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

Why the Indicator is Important

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



Source: College-Going Rate for HS Completers (12-month) <https://www.cde.ca.gov/ds/sd/sd/files/cgr12.asp>

[Note: This data is not yet available for 2018-19 as of December 18, 2020.]

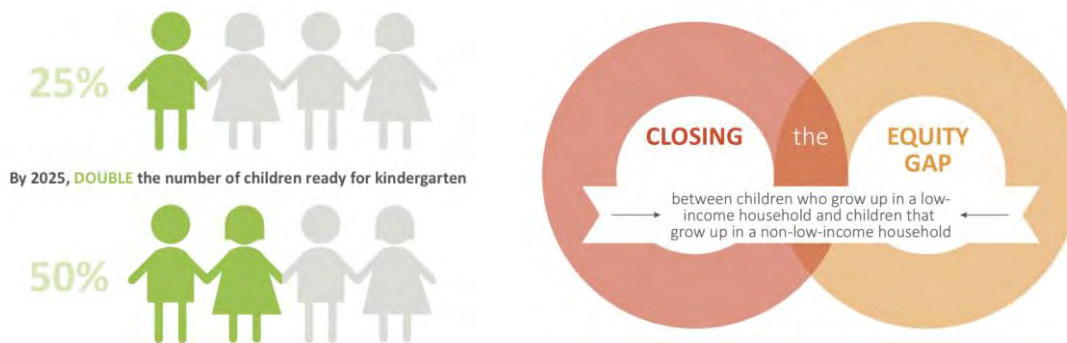
The Bright Beginnings Early Childhood Development Initiative: *Together, Preparing Every Child for Life & School*

In 2012, the Monterey County Children's Council launched the Early Childhood Development Initiative. The name Bright Beginnings was added later, and it became the steward of the early childhood related goals within the new Bright Futures Education Partnership cradle to career initiative. In 2018, a countywide strategic framework was launched, **"Together, preparing every child for life and school."** The framework defines a common goal and prioritizes the collaborative efforts of partners within the Bright Beginnings Early Childhood Development Initiative. The Bright Beginnings backbone, hosted by First 5 Monterey County, supports the Initiative by shepherding the strategic framework, supporting collaborative projects, and by providing continuous communications and accountability through a shared measurement system. It is governed by the Children's Council and guided by the Early Childhood Development Advisory Group.

The overarching objective of the Initiative is systems change to support kindergarten readiness, universally for all children and in particular to close the racial equity gap: (Item 1)

- *Universal Objective:* Change systems to double the number of children who are holistically supported so that they are healthy, their development is on track, and they are well prepared for kindergarten. Currently, 25% of children are assessed at mastery level in key developmental domains.
- *Targeted Objective:* Significantly reduce the gaps in kindergarten readiness between children in low-income households and children in non-low-income households.

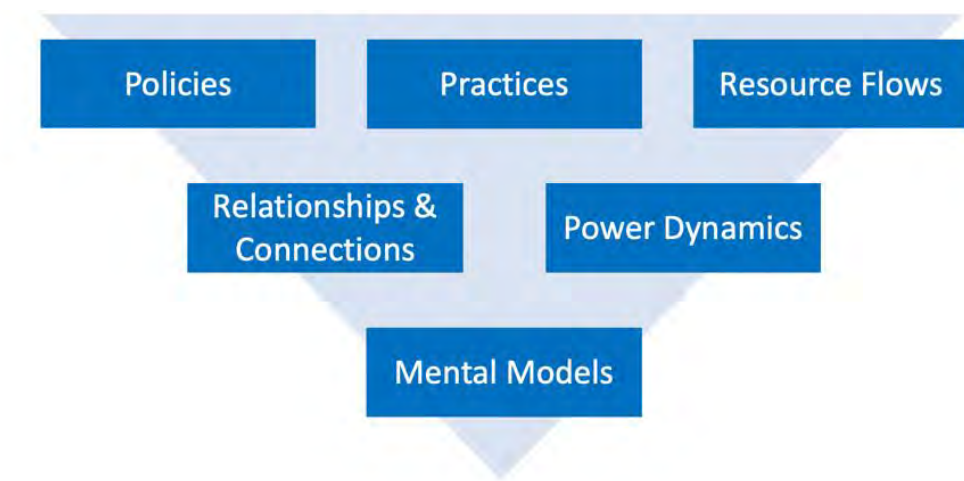
ITEM 1 – Overarching Objectives of the Bright Beginnings Strategic Framework



To achieve these objectives, we must transform the systems that lead to low readiness assessment scores, by transforming the policies, practices, resource flows, relationships, power dynamics, and mental models that influence our systems.¹ (Item 2) In particular, Bright Beginnings aims to advance equity and create systems ready and "REDI" to support all young children to succeed in life and in school. REDI systems and the people within them understand and center Race, Equity, Diversity and Inclusion.

¹ Kania, etc., The Water of Systems Change, FSG (2018)

ITEM 2 – Six Conditions of Systems Change Centered on Race, Equity, Diversity & Inclusion



This systems change work is anchored in the Bright Beginnings seven core principles, to ensure sustainability and co-powerment:

1. Holistic view of children and families.
2. The power of interconnected community systems.
3. The rights of all children to access equitable opportunities.
4. Culturally responsive and trauma-informed practices.
5. Co-creating solutions.
6. A tenacious focus on results.
7. Informed by research.

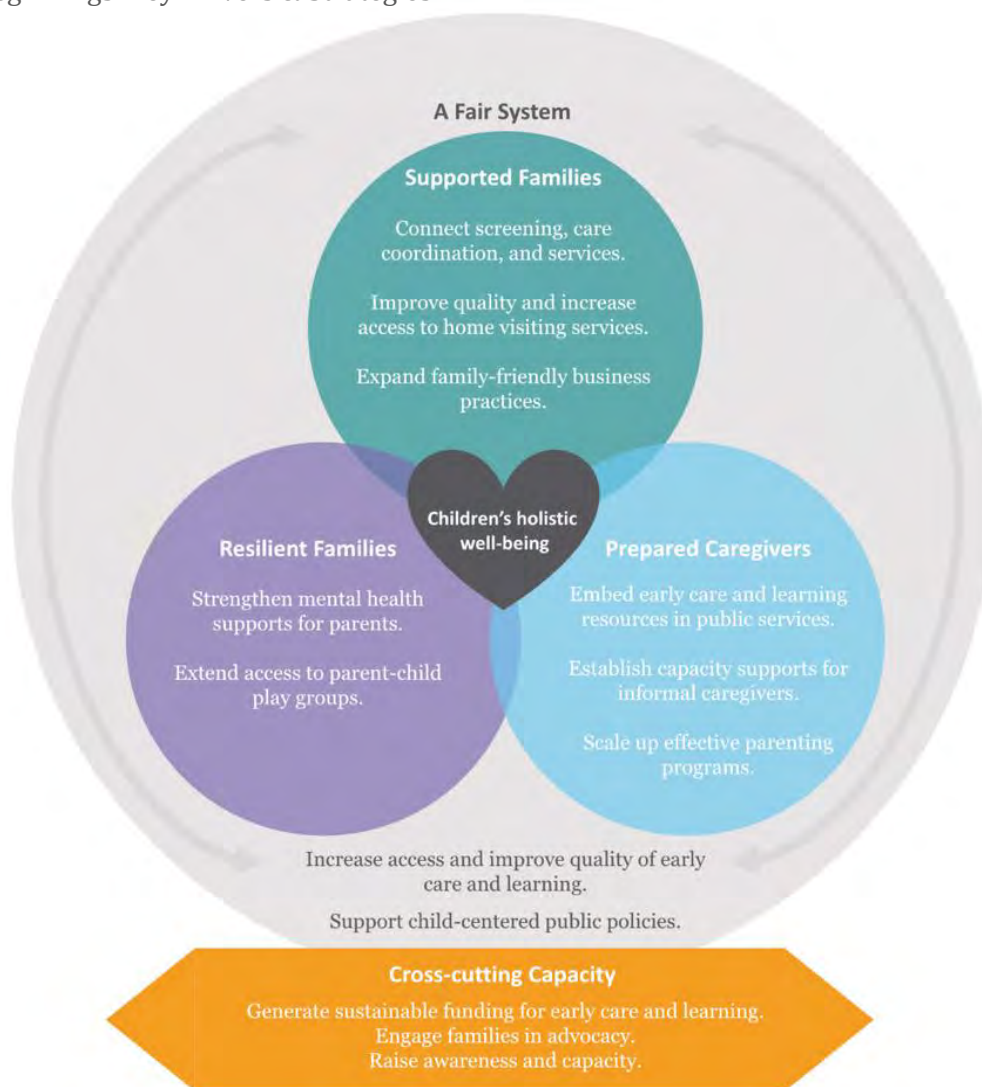
The framework prioritizes four drivers of influence **in a young child's life**:

1. A fair, equitable system of quality early care and learning.
2. Socially emotionally, and mentally resilient families.
3. Holistic and coordinated family supports.
4. **Prepared caregivers that can appropriately respond to a child's developmental needs.**

In addition to these key drivers and the strategies withing them, the framework prioritizes capacity building that cuts across all work within the Initiative.

Kania, etc., *The Water of Systems Change*, FSG (2018)

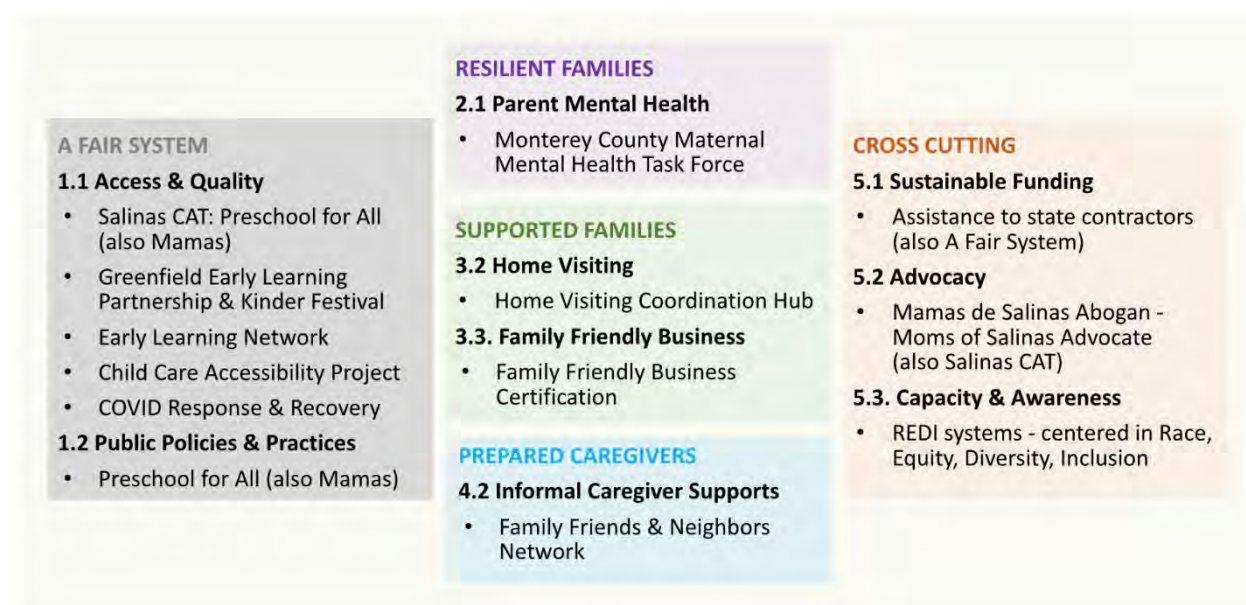
ITEM 3 – Bright Beginnings’ Key Drivers & Strategies



Bright Beginnings’ Accomplishments in 2019-2020

The collaborative change projects of the Bright Beginnings Early Childhood Development Initiative are aligned with the framework’s key drivers and strategies. (Item 4) Each project is designed to specifically address systems change and the core principles of the strategic framework. Item 5 is a list of the active collaborative change projects and systems change conditions addressed. Further below are organizational highlights according to the Initiative’s Theory of Action.

ITEM 4 – 2019-2020: Change Projects Supported by the Bright Beginnings Backbone



ITEM 5 – Systems Change Conditions Addressed by Change Projects

	Policies	Practices	Resource Flows	Relationships	Power Dynamics	Mental Models
1. A FAIR SYSTEM						
Greenfield Early Learning Partnership		x		x		x
Child Care Accessibility Project	x	x			x	
Early Learning Network		x		x	x	
Mamas de Salinas Abogan (Moms of Salinas Advocate)			x	x	x	x
COVID-19 Response & Recovery	x	x	x	x		
2. RESILIENT FAMILIES						
Maternal Mental Health Task Force		x		x		x
3. SUPPORTED FAMILIES						
Home Visiting Coordination Hub	x	x	x			
Family Friendly Business Certification	x	x				x
4. PREPARED CAREGIVERS						
Family Friends & Neighbors Network		x	x	x		

KEY DRIVER ONE: A FAIR SYSTEM

A fair, equitable system of quality early care and learning.

In 2019-2020, the Bright Beginnings Backbone supported five projects within the key driver, A Fair System:

- Greenfield Early Learning Partnership
- Child Care Accessibility Project
- Early Learning Network
- Mamas de Salinas Abogan (Moms of Salinas Advocate)
- Child Care & Wellbeing COVID-19 Response & Recovery Coalition
-

In addition to these strategy-aligned projects, in 2019, one of the primary points of investment to promote fair and equitable early learning systems and to support the overall initiative was to establish two new positions: The Early Learning Systems Program Manager and the Communications and Community Engagement Coordinator.

The Early Learning Systems Program Manager position was established to: strengthen a cohesive network of support for early childhood educators; maximize current and attract new federal, state and local resources; and develop a master plan to increase the number of quality, affordable child care spaces across Monterey County.

The position was filled in October 2019. This position and the Directorship became instrumental in supporting the emergency response to support child care and education providers as new guidance and protocols were rolled out and personal protection equipment distributed.

The Communications and Community Engagement Coordinator position was established to support general backbone roles such as continuous communications and reporting, and was filled in October 2019. It provides bilingual/bicultural support to those collaborative change projects that have a community engagement focus, including the Greenfield Early Learning Partnership and the Mamas de Salinas Abogan (a part of the Salinas Collaborative Action Team). These projects both fall under the key driver, A Fair System. The Mamas in particular also influence other drivers, in particular in cross-cutting capacity building areas.

ITEM 6 – Spotlight 2019-2020: A Fair System

Greenfield Early Learning Partnership Ensure families know the importance of early childhood education and the process of enrollment in transitional kindergarten and kindergarten by holding annual Kinder Festival.		
<i>Desired Change:</i> <ul style="list-style-type: none">• Build local network of early childhood champions.• Raise awareness about importance of early learning.• Increase access to resources for families regarding early childhood development.• Increase enrollment in transitional kindergarten and kindergarten.	<i>Core Principles:</i> <ul style="list-style-type: none">• Holistic• Interconnected• Culturally responsive	<i>Systems Change:</i> <ul style="list-style-type: none">• Policies• Practices• Mental Models
<i>2019-20 Accomplishments:</i> <ul style="list-style-type: none">• 148 attended 5th Annual Kinder Festival in February 2020 (up from 136 in 2019).• Shared best practices with Mamas de Salinas Abogan to inform Alisal Union enrollment event.• Maintained and deepened cohesiveness of partnership in spite of the pandemic.• Renamed to Greenfield Early Learning Partnership (from Greenfield Collaborative Action Team).• GUSD selected to chair partnership.		

<i>Levers of Success:</i> Energy in community, especially school. With four prior years of holding the festival, well known in community and continuously improved each year.	<i>Challenges & Barriers:</i> Resources for outreach campaign. How will COVID affect future enrollment?
<i>Lead Partners:</i> GUSD and various service partners.	<i>BB Roles:</i> Project facilitation, evaluation.

Child Care Accessibility Project Design, launch and maintain central website: www.MontereyCountyChildCare.org for families and educators/caregivers.		
<i>Desired Change:</i> <ul style="list-style-type: none"> • Increase access to child care through improved referrals. • Centralize direct access to child care information for those seeking child care and those providing care and education. 	<i>Core Principles:</i> <ul style="list-style-type: none"> • Co-creation • Interconnected • Equitable access 	<i>Systems Change:</i> <ul style="list-style-type: none"> • Policies • Practices • Power dynamics
<i>2019-20 Accomplishments:</i> <ul style="list-style-type: none"> • Launched bilingual website to centralize information in fall. • Increased traffic to site through outreach campaign to support enrollment for essential workers during pandemic, including web and print outreach materials. Post outreach campaign, users rose to 50-100 a week, from 10-20. • Secured additional funding for fiscal year through MCOE to support COVID related work. • Through direct community feedback and a survey of those accessing referrals through the website, identified need to improve direct referral process through MAOF Resource & Referral. 		
<i>Levers of Success:</i> Clear need for centralized portal for families to find child care. Announcement of state-level support via launch of My Child Care Plan site.	<i>Challenges & Barriers:</i> Website maintenance funding. Fragmented communication between agencies and educators. Centralized information about management of state contracted funds for subsidized child care.	
<i>Lead Partners:</i> Child Care Planning Council, MAOF R&R, MCOE Quality Matters, United Way, F5MC	<i>BB Role:</i> Evaluation, project management, website technical support.	

Mamas de Salinas Abogan (Moms of Salinas Advocate) Strengthen network of support and capacity building for community organizers for civic engagement and policy change towards Preschool for All in Salinas.		
<i>Desired Change:</i> <ul style="list-style-type: none"> • Raise awareness among community members of what quality early childhood learning looks like. • Mobilize community support for Preschool for All policies and funding. • Build capacity of community leaders to participate in civic engagement processes. 	<i>Core Principles:</i> <ul style="list-style-type: none"> • Co-creation • Equity • Culturally relevant 	<i>Systems Change:</i> <ul style="list-style-type: none"> • Relationships & Connections • Power Dynamics • Mental Models

2019-20 Accomplishments: <ul style="list-style-type: none"> • Conducted community outreach at community events. • Interviewed by Radio Bilingue. • Produced short video on the work of the Mamas, in honor of being a featured Bright Spot at the Bright Futures annual Bright Spots event. • One Mama and one Bright Beginnings Community Organizer participated in year-long Women's Policy Institute, along with Bright Beginnings Director. • Nine Mamas participated in storytelling workshop with Central Coast Early Childhood Advocacy Network. • Four Mamas participated in census outreach training. • Provided input on Impact Monterey County survey questions regarding child care. • Conducted informational interviews with key AUSD Trustees. • Planned for first AUSD Preschool Informational Fair on March 20, integrating lessons learned from Greenfield (cancelled due to COVID-19). • Participated in Local Control Accountability Planning for AUSD. • Increased frequency of meetings, holding "Sacred Circles," to support each other during the pandemic. • Collected and reported on stories and needs from families during the pandemic, in coordination with other community groups. 	
Levers of Success: Strong commitment by Mamas. Connection to other community groups. Culture of learning and mutual support.	Challenges & Barriers: Compensation of time for community members to participate. Lack of bandwidth to broaden engagement.
Lead Partners: Salinas community leaders, City of Salinas, BHC	BB Roles: Community organizing, project management, evaluation, technical assistance

Child Care & Wellbeing COVID-19 Response & Recovery Coalition Coalition of early childhood champions providing coordinated support and solutions for emergency care and education, and support of recovery. Biweekly Coalition meetings to share current information and share insights from the field, weekly digest with pandemic related news and resources, supplies procurement and distribution, communication and data collection.		
Desired Change: <ul style="list-style-type: none"> • Plan and provide resources during pandemic. • Develop new processes to strengthen coordination/communication system. • Strengthen and build peer network of countywide early childhood champions. 	Core Principles: <ul style="list-style-type: none"> • Interconnected • Holistic • Equity 	Systems Change: <ul style="list-style-type: none"> • Relationships & Connections • Resource Flows • Policies • Practices
2019-20 Accomplishments: <ul style="list-style-type: none"> • Rapid establishment of Coalition in time of emergency, including a strategic and unifying framework. • Procurement and distribution of health and hygiene contributions through various community partners and sources. • Launch of first joint communications to early childhood educators by Child Care Planning Council, MAOF Resource & Referral, and Bright Beginnings Early Childhood Development Initiative. • Publish weekly pandemic and resiliency related eDigest, distributed to about 80 early childhood development champions. 		
Levers of Success: Emergency! Urgency to connect and build new systems. Opportunity to build sustainable systems.	Challenges & Barriers: Urgency, yet can only move so fast. More need than can be met. Fatigue	
Lead Partners: Child Care Planning Council, MAOF R&R, MCOE Quality Matters, United Way	BB Role: Co-convenor, project management, technical assistance.	

This driver is aligned with the Bright Futures goal of increasing access to quality child care and education. The indicators are the most developed of all the drivers, with full approval of the Early Childhood Development Advisory Group.

- % of families who can afford fulltime child care for one child (30%)
- % of families who can afford fulltime child care for two children (7%)
- % of 0-5 year olds who are enrolled in transitional kindergarten or a licensed child care and education site (27%)
- % of all licensed sites rated by Quality Rating & Improvement System (19%)

KEY DRIVER TWO: RESILIENT FAMILIES

Socially emotionally, and mentally resilient families.

In 2019-2020, the Bright Beginnings Backbone supported the Maternal Mental Health Task Force within the key driver, Resilient Families. The backbone received one-time funding to support the efforts of the Task Force, which increased outreach, networking, and learning experiences throughout the year, including a Leadership Breakfast and the 2020 Mom Annual Forum. (Item 7)

ITEM 7 – Spotlight 2019-2020: Resilient Families

Maternal Mental Health Task Force Support resilience and wellness of pregnant and parenting mothers and primary caregivers. Build network of providers. Promote better access to services. Hold annual cross-discipline training, distribute information, catalyze new partnerships between and awareness of service partners.		
<i>Desired Change:</i> <ul style="list-style-type: none"> • Increase awareness and decrease stigma related to maternal mental health. • Increase community supports to mothers. • Build and strengthen network of providers. 	<i>Core Principles:</i> <ul style="list-style-type: none"> • Interconnected • Informed • Culturally relevant and trauma-informed 	<i>Systems Change:</i> <ul style="list-style-type: none"> • Relationships & Connections • Practices • Mental Models
<i>2019-20 Accomplishments:</i> <ul style="list-style-type: none"> • Approx. 100 participants in Leadership Breakfast with Dr. Marie Claire Heffron: A Thriving Community from the Start: A Call to Action for Maternal Mental Health in Monterey County. • Held 2020 Mom Annual Forum, offering online access in Soledad, Salinas and Marina. • Participated in Behavioral Health Integration Incentive Program convening and submitted grant application (Lead: County Health Clinics). • Partners F5MC and CSUMB submitted CCAH technical assistance grants applications. [CSUMB was awarded grant for maternal mental health training.] • Conducted social media campaign for National Maternal Mental Health Awareness Week: May 1-7. • Chair participated in Strive Together Cradle to Career Convening in Washington, DC with other Initiative partners and staff. • Maintaining regular meeting schedule and partner engagement in spite of pandemic. 		
<i>Levers of Success:</i> Commitment of partners. Complementarity of other Bright Beginnings and other community projects, such as Home Visiting Coordination Hub and F5MC's Infant Mental Health Training.	<i>Challenges & Barriers:</i> Lack of services and screening in community. Level of awareness and stigma around maternal mental health.	
<i>Lead Partners:</i> Health Department, CSUMB, F5MC, community service partners	<i>*BB Roles:</i> Project management, technical assistance, evaluation.	

KEY DRIVER THREE: SUPPORTED FAMILIES

Holistic and coordinated family supports.

In 2019-2020, the Bright Beginnings Backbone supported two projects within the key driver, Supported Families:

- Home Visiting Coordination Hub
- Family Friendly Business Certification

A primary point of investment in this fiscal year was to support the growth of the Home Visiting coordination efforts, in particular to establish a fulltime program manager position housed with the Bright Beginnings backbone to support the project. This position proved difficult to recruit. Throughout the year, this project was supported by the Bright Beginnings Director and a contract project facilitator. Recruitment for a new program manager will reopen in early 2021.

ITEM 8 – Spotlight 2019-2020: Supported Families

Home Visiting Coordination Hub Coordinate early childhood related home visiting programs across agencies to better connect families with the service they need and to support home visitor service providers. Define and build capacity towards standards of practice across programs, including use of trauma-informed practices. Support care coordination and data sharing.		
<i>Desired Change:</i> <ul style="list-style-type: none"> • Maximize enrollment in home visiting services. • Better match program type with family need. • Increase cross-referrals within and between agencies. • Increase attraction, retention and satisfaction of workforce (e.g., through capacity building or peer networking). • Attract additional funding to expand services. 	<i>Core Principles:</i> <ul style="list-style-type: none"> • Interconnected • Results driven • Culturally responsive & trauma-informed 	<i>Systems Change:</i> <ul style="list-style-type: none"> • Policies • Practices • Resource Flows
<i>2019-20 Accomplishments:</i> <ul style="list-style-type: none"> • Updated the local services landscape (i.e., asset map), including an eligibility matrix across all home visiting services. • Updated countywide needs profile with population level data. • Coordinated with the Health Department to respond to a request for information from the CA Department of Health regarding the development of a request for proposals for a home visiting innovation grant [MCHD applied and was awarded the grant in November 2020 to support the Nurse Family Partnership home visiting program through fiscal year 2022/23]. • Secured additional funding for the project through a First 5 California Home Visiting Coordination grant for fiscal years 2020/21-2022/23. • Held two home visiting coordination hub planning meetings with core team. 		
<i>Levers of Success:</i> Deeper partnership with Maternal Mental Health Task Force. Strong commitment by MCHD, MCSS, and F5MC.	<i>Challenges & Barriers:</i> Hiring project manager.	
<i>Lead Partners:</i> MCHD, MCDSS, Door to Hope, F5MC	<i>BB Role:</i> Project design and management, technical assistance	

Family Friendly Business Certification Engage employers in supporting family friendly practices at the workplace through a self-certification process for local businesses as a Family Friendly Employer or Child Welcoming Business. Certification indicates that they have policies and practices in place that support the unique needs of employees and consumers that have young children.		
Desired Change: <ul style="list-style-type: none"> • Increase awareness of family friendly practices by employers and employees. • Increase implementation of family friendly business practices. • Increase number of businesses that certify. 	Core Principles: <ul style="list-style-type: none"> • Holistic • Co-creation • Informed 	Systems Change: <ul style="list-style-type: none"> • Mental Models • Practices • Policies
2019-20 Accomplishments: <ul style="list-style-type: none"> • Certified eight new businesses: <ul style="list-style-type: none"> ○ Nancy Buck Ransom Foundation (Family Friendly Employer) ○ Santa Lucia Preserve (Family Friendly Employer) ○ Law Office of Maya West, PC (Family Friendly Employer) ○ K. Johnson Human Resources Consulting Services (Family Friendly Employer) ○ Monterey Peninsula Country Club (Family Friendly Employer) ○ Post Ranch Inn (Family Friendly Employer) ○ YWCA Monterey County (Child Welcoming Business) ○ Digital NEST, Inc. (Family Friendly Employer) • Worked with community partners on a presentation to the Association of Human Resource Professionals. • Developed new outreach materials. • Identified need to improve certification program. 		
Levers of Success: Connected to community-based champions through other projects. COVID has raised awareness of importance of child care and family flexible policies for community resiliency and economic recovery.	Challenges & Barriers: Limited relationships and recognition in business community. Self-certification process needs to offer additional tools and support for employers to change their policies and practices.	
Lead Partners: Staffing changes have led to the need of a 'refresh' for lead community partners for this change project.	BB Role: Project management, technical assistance	

STRATEGIC DRIVER FOUR: PREPARED CAREGIVERS

Prepared caregivers that can **appropriately respond to the child's developmental needs**.

In 2019-2020, the Bright Beginnings backbone supported the Family, Friends and Neighbors Network within the key driver, Prepared Caregivers.

ITEM 9 – Spotlight 2019-2020: Prepared Caregivers

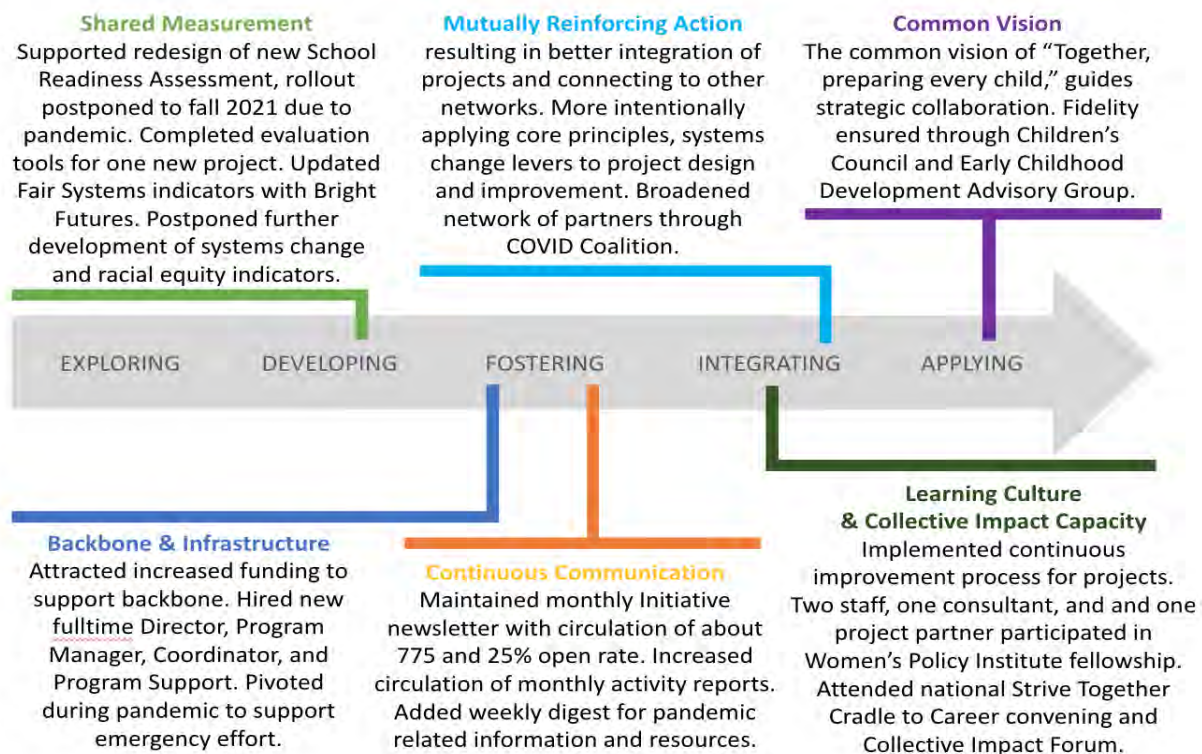
Family, Friends & Neighbors Network Support informal family, friend and neighbor caregivers through playgroups, peer network, workshops, and other resources.		
Desired Change: <ul style="list-style-type: none"> • Increase understanding of and ability to support developmental domains in young children. • Raise awareness in general community of vital role of informal caregivers. • Provide peer network and other resources and supports. 	Core Principles: <ul style="list-style-type: none"> • Interconnected community systems • Culturally responsive and trauma-informed 	Systems Change: <ul style="list-style-type: none"> • Relationships & Connections • Practices • Resource Flows

2019-20 Accomplishments: <ul style="list-style-type: none"> Partners conducted ongoing playgroups and connections between informal caregivers, remotely during pandemic. Developed logic model and evaluation tools. Implemented evaluation tools. In six-month period, the Network served a total of 39 caregivers, with 11 caregivers completing eight consecutive playgroups. Planned to expand playgroups to Greenfield in next fiscal year. 	
Levers of Success: Greater recognition of importance of informal care, especially during pandemic. Strong network (GoKids and CAPSLO) to build on. Commitment by United Way to support Network.	Challenges & Barriers: Informal sector so new caregivers are hard to recruit. How to reach? Incentivize?
Lead Partners: CAPSLO, United Way	*BB Role: Evaluation, strategic support

Highlights from the Theory of Action

The Bright Beginnings Early Childhood Development Initiative was formed around a Theory of Action that broadens the collective impact framework: common vision, mutually reinforcing activities, shared measurement, continuous communications, backbone and infrastructure support, learning culture, and collective impact capacity. Highlights of progress in 2019-2020 are described in Item 10 below, along a spectrum of deeper organizational integration.

ITEM 10 – Spotlight 2019-2020: Theory of Action



Looking Ahead: 2021 & Beyond

A silver lining to the pandemic is a growing network of champions connecting with the Bright Beginnings Early Childhood Development Initiative, increased communication and connection between the various partners within the Initiative, and with the backbone team. This has allowed a deepening of the sense of **“together” in supporting young children and their families, and in supporting each other as services providers and community leaders.**

In addition, because of distance learning requirements within the public school system, the need for quality child care and its indispensable role in a resilient economy has been highlighted and embraced within the community in a new way. Similarly, the needs and role of the early care and education workforce have been elevated – both in response to the pandemic and overall as an essential workforce for the wellbeing of children, parents, and the community as a whole.

Looking ahead to 2021 and beyond, these silver linings reveal priorities in which to invest and expand, in particular: building more equitable and just early childhood systems; integrating child care and education in economic recovery and development; and showing and communicating family needs and results within the greater community. More specifically:

- Uplift the community voice and needs, especially parents of young children (through intentional data collection and in support of community-based partners).
- Invest in race, equity, diversity and inclusion (REDI) training for backbone staff and partners, and deepen targeted efforts with in projects to address equity.
- Roll out School Readiness Assessment and analysis, centered in REDIness to better understand how to address adverse experiences that may arise due to the triple pandemic: COVID-19, racial injustice, and climate change (e.g., prevalence of wildfires).
- Integrate early childhood care and education systems in all discussions about and planning for economic resiliency.
- Develop and implement improved data collection and analysis for early learning systems.
- Develop a long-term Master Plan for Early Learning System to increase quality child care spaces, including informal care.

As we approach the midpoint of the strategic framework’s timeline (2018-2025), throughout 2020 and 2021 we will prepare for and implement a strategy check-in with all stakeholders. Preparations include benchmarking against the shared measurement systems for the plan, each project, and the initiative as a whole; designing a stakeholder engagement process, and gathering and analyzing relevant data needed to make informed decisions about the direction of the initiative in the second half of its strategic objectives and approach.

The collective traumatic experience of the triple pandemic has brought – and will continue to bring – much hardship. It has also brought a deeper commitment to collective action, the common good, and compassion. It is clearly a time to invest in bright beginnings for our youngest, our future.

Partners in the Initiative

Ancestor and community acknowledgment: We respect the lives and wisdom of those that came before us and will come after us. We acknowledge those amongst us that have been forcibly removed from their native lands and traditions. We uplift the voices of those amongst us that have been and continue to be oppressed and excluded. We uphold the equal rights and equitable opportunities for people of color, women, and LGBTQ people. We honor the indigenous people of Monterey County that have stewarded these lands for thousands of years, from the Ohlone, Costanoan, Rumsen, Mutsun, and Esselen tribes.

The Bright Beginnings Early Childhood Development Initiative is an ever growing and evolving initiative to ensure that all children have what they need in life to succeed. It would not exist without the many partners and leaders that guide, fund and do the work in our community. While only a partial list has been captured here, we are grateful for the commitment of all.

MONTEREY COUNTY CHILDREN'S COUNCIL LEADERSHIP

Elsa Jimenez - Monterey County Health Department (Council Chair)

Edward Moreno - Monterey County Health Department (Initiative Co-Chair)

Francine Rodd - First 5 Monterey County (Initiative Co-Chair)

BRIGHT BEGINNINGS BACKBONE

Sonja Koehler – Director

Cristina De Orta - Program Support

Iris Gamez - Communications & Community Engagement Coordinator

Laura Keeley-Saldana - Early Learning Systems Program Manager

Stephanie McMurtrie – Project Manager (consultant)

Georgina Mendoza - Project Manager (consultant)

Michelle Molina – Evaluation & Monitoring Specialist (consultant)

Cheryl Oku – Project Researcher (consultant)

Maria Carmen Parra – Community Organizer (consultant)

Michelle Slade - Project Manager (consultant)

EARLY CHILDHOOD DEVELOPMENT ADVISORY GROUP

(indicates Bright Futures Steering Partner)*

Jose Arreola - City of Salinas

Laura Dunn - Carmel Unified School District

Dana Edgull - Behavioral Health

Claudia Gomez - Door to Hope

Eliza Gomez - MCOE - Quality Matters

Limary Guterrez - Greenfield Unified School District

Deneen Guss - Monterey County Office of Education

Krista Hanni - Health Department

Ella Harris - Monterey County Health Department

Niaomi Hrepich - Monterey County Department of Social Services

Sonia Jaramillo - Monterey County Office of Education - Early Learning Program

Caryn Lewis* - Monterey County Office of Education - Ed Services

Noemy Loveless - North Monterey Unified School District

Josh Madifs* - United Way Monterey County

Sarait Martinez - Centro Binacional

Megan Matteoni - Monterey County Office of Education - Quality Matters

Libby McMahon - Read to Me Project

Edward Moreno - Monterey County Health Department

Fernanda Ocana - City of Salinas

Maria Ortiz - MAOF Resource & Referral

Mayra Perez Diaz - United Way Monterey County

DeeDee Perez-Granados - CSUMB
Ginger Pierce - Child Abuse Prevention Council
Angie Ramirez - CAPSLO
Laurie Ramirez - Monterey County Office of Education - Child Care Planning Council & Quality Matters
Maria Ramirez - Go Kids, Inc.
Beth Reeves-Fortney - First 5 Monterey County
Francine Rodd* - First 5 Monterey County
Mayola Rodriguez - Go Kids, Inc.
Wendy Root Askew - Aide to Supervisor Parker District
Josh Warburg - Bright Futures
Shannan Watkins* - Early Development Services
Edie Wiltsee - Monterey County Office of Education - Ed Services

And thanks to all those sponsoring, leading, and participating in collaborative action teams across the county.

Previous Initiatives and Areas of Focus

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

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

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

2010: Graduating Healthy Students Prepared for Success

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

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

This task force eventually expanded and focused in 2011 to become the All Kids, *Our* Kids Initiative, aimed at significantly impacting adult behavior to value, respect and know all children, through a framework of building developmental assets in children and youth from the pre-natal stage through high school graduation. One result of the work of this task force was the development of benchmarks in the areas of physical and emotional health, social competence and civic engagement, and in academic and work preparedness that have become a basis for the presentation of many of the indicators of the council's annual reports over the years.

2008: Community Alliance for Safety and Peace

In 2008, the Children's Council began to direct efforts at finding ways to reduce violence and the influence of the culture of violence in our communities. In response to a rising rate of homicide and gun violence among young males, related to gang activity, the Council's Violence Prevention Subcommittee was formed. In 2009, the committee transitioned into a countywide coalition known as the Community Alliance for Safety and Peace (CASP). This alliance is made up of organizations and leaders of Salinas and Monterey County that are determined to reduce violence and build a better future for our children.

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

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

CASP is made up of youth service organizations, county housing and health officials, local and state elected officials, criminal justice and law enforcement officials, educational leaders, business leaders, representatives

of the faith community, and private funding organizations. More than 30 organizations and leaders are involved.

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

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

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

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

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

In 2003, the Children's Council began a collaboration with the Monterey County Health Department, Behavioral Health Services to develop a comprehensive Community Mental Health Services Program for Children and their Families. This was, and continues to be a groundbreaking local effort to establish a network of partnerships among Health, Probation, Social Services, Education, community-based

organizations, and families all with the intention of increasing the capacity of families to effectively address a wide variety of issues that affect their lives, through the implementation of evidence-based interventions.

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

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

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

Highlights Include:

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

2000: Child Welfare Redesign/Child Welfare System Improvement Planning

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

1. Recurrence of Maltreatment
2. Child Abuse/Neglect Referrals
3. Timely Social Worker Visits
4. Multiple Foster 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.

2019-2020 Presentations

Year Focus: The overarching theme was mental health and broadening the focus to include substance use disorder or behavioral health on how it effects 0-24 year-olds.

August

Debrief and discussion on the film “[Resilience: The Biology of Stress and the Science of Hope](#)”

September

[Multi-Tiered System of Support Presentation](#) – Caryn Lewis, MCOE

October

[Interagency Coordinating Council Presentation](#) – Marni Sandoval with Behavioral Health, Christine Lerable with Department of Social Services, and Greg Glazzard with Probation

November

[Interagency Coordinating Council Presentation Discussion: Goals and Recommendations](#) – Marni Sandoval with Behavioral Health, Christine Lerable with Department of Social Services, Greg Glazzard with Probation and special guest Jen Leland with Trauma Transformed

[Active Referral Network \(ARN\) presentation](#) – Josh Madfis, United Way

December

[Community Human Services Presentation](#) – Robin McCrae and Shawn Stone

January

[Prescribe Safe Efforts Presentation](#) – Dr. Casey Grover, Montage Health Center/CHOMP

[Youth Outpatient Treatment Program Presentation](#) - Amy Bravo, John Bokanovich, Michael Salinas and Rose Scott of Valley Health Associates

February

[Montage Health’s Services for Youth Presentation](#) – Dr. Susan Swick of Montage Health

[Mental Health Supports and Family Connections through Early Childhood Collaboratives and the Infant Family Early Childhood Mental Health Initiative Presentation](#) – Francine Rodd and Beth Reeves-Fortney of First 5 Monterey County

April

Annual Report Presentation

Covid-19 Response Efforts

May

[Covid-19 Response Efforts: Recovery and Resiliency Discussion](#)

June

Covid-19 Recovery and Resiliency

- a. [Reopening of school’s plan](#) – Dr. Guss, MCOE
- b. [Mental health and workforce support](#) – Dr. Miller, Behavior Health
- c. General Update on Reopening of Industries – Elsa Jimenez, Health Department

2019-2020 Members

Executive Committee	Membership	Organization
Katy Castagna	Executive	United Way Monterey County
Elsa Jimenez	Executive	Monterey County Health Department
Deneen Guss	Executive	Monterey County Office of Education
Todd Keating	Executive	Monterey County Probation Department
Lori Medina	Executive	Department of Social Services

General Assembly	Organization
Jose Arreola	Community Alliance for Safety and Peace
Dan Baldwin	Community Foundation for Monterey County
Stephen Bernal	Sheriff
Dan Burns	Salinas Union School District
Susan Chapman	Public Defender
Laura Dunn	Child Care Planning Council
Les Gerard	County Counsel
Martin Gomez	Monterey County Free Libraries
Jose Gomez	Housing Authority of Monterey County
Stephanie Hulse	Juvenile Justice Division
Kristan Lundquist	City of Salinas
Lori Luzader	Special Kids Connect
Robin McCrae	Community Human Services
Charles McKee	County Counsel
Laura Neal	Department of Social Services
Amie Miller	Behavioral Health
Eduardo Ochoa	California State University, Monterey Bay
Annette Oswald	Monterey Peninsula Chamber of Commerce
Jeannine Pacioni	District Attorney
Jane Parker	Supervisor, District 4
Virginia R. Pierce	Child Abuse Prevention Council
Francine Rodd	First 5 Monterey County
Hilary Theyer	Monterey County Free Libraries
Gina Uccelli	Washington Union School District

2019-2020 Designated Alternates

Alternates	Organization
Wendy Root-Askew	Supervisor Jane Parker's Office
Berenice Astengo	Monterey County Free Libraries
Annette Cutino	County Counsel's Office
Ernesto Vela	Monterey County Office of Education
Cynthia Nelson Holmsky	California State University, Monterey Bay
Stephanie Hulsey	Superior Court, Juvenile Justice Division
Laurel Lee-Alexander	Community Foundation for Monterey County
Jayne Surbeck	Sheriff's Office
Josh Madfis	United Way Monterey County
Shirley Milleco	Community Human Services
Edward Moreno	Health Department
Marisol Medina	Monterey County District Attorney's Office
Fernanda Ocana	Community Alliance for Safety and Peace
Julia Cooper Altman	Child Abuse Prevention Council
Beth Reeves-Fortney	First 5 Monterey County
Joni Ruelaz	Housing Authority of Monterey County
Marni Sandoval	Deputy Director, Behavioral Health
Daniel Stonebloom	Lagunita Union School District
Heidi Whilden	Juvenile Justice Division
Michelle Wouden	County Counsel's Office

