



MONTEREY COUNTY

CHILDREN'S COUNCIL

2022-2023

**ANNUAL
REPORT**

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Vision, Mission and Guiding Principles

Vision Statement

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

Mission Statement

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

Guiding Principles

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

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

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

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

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

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

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

A Message from the Children's Council Chair

Honorable Board of Supervisors and Monterey County residents,

The Monterey County Children's Council (Children's Council) is pleased to present its FY 2022-2023 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 enhance commitment in meeting these needs.

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 affecting the health, education and wellbeing of children and youth in Monterey County. The Council is guided by its purpose and its vision: to provide leadership and policy direction to encourage the development of comprehensive delivery system of services for children and their families so that all children in Monterey County live 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 conditions and success of our children and youth. I am pleased to report the Children's Council continued its focus on its Bright Beginnings Initiative, partially funded by the Monterey County Board of Supervisors, and this critical work highlighted in this report. This year, the Children's Council also continued its focus to deepen its understanding of issues impacting our children, families, and caregivers using Reflective Practice as a tool while exploring issues related to child well-being and education. Presentations were delivered both by its membership and other community stakeholders and partners and can be found on our [website](#). The report concludes with the historic records of previous Children's Council Initiatives and areas of focus that have successfully impacted health, education, and wellbeing 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 wellbeing of children and youth. We believe that this report reflects the Children's Council's goal of connecting its work to the broad group of stakeholders and community members. Only through collective action can we ensure every child and youth in Monterey County thrives and prepares for success.

Sincerely,

Lori A. Medina, Chair
Monterey County Children's Council

Acknowledgments

The Monterey County Children’s Council would like to acknowledge and extend its deepest appreciation to Dan Burns, Superintendent of Salinas Union High School District, Gina Uccelli, Superintendent of Washington Union School District and Daniel Stonebloom Superintendent of Lagunita Elementary School District for their years of service and dedicated support on the Council.

Why this 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 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 communitywide efforts to address the most critical challenges to children’s 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 2022-2023 Annual Report is based exclusively on secondary data reports. A list of indicators was created by the Children’s Council in 2018. 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

Thirty 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 specific indicator.

Executive Summary

Birth to 18	Monterey County Trend	State Trend
Children Supported by CalWORKs	Fluctuating	N/A
Children Living Below Poverty Level *	Decreasing	N/A
Children with Health Insurance	Stable	N/A
Child Abuse and Neglect	Fluctuating	N/A
Children in Foster Care	Decreasing	N/A
Socio-Economically Disadvantaged Students	Increasing	N/A
Student Homelessness	Fluctuating	N/A
Digital Divide *	Year 2 Data Trend Unavailable	N/A

Birth to 5	Monterey County Trend	State Trend
Low Birth Weight	Increasing	N/A
Early Prenatal Care	Fluctuating	N/A
Education of Mother	Stable	N/A
Licensed Child Care and Education Slots	Fluctuating	N/A
Licensed Child Care and Education 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
English Language Arts	Stable	N/A
English Language Learners	Fluctuating	N/A
Math CAASPP Scores	Stable	Stable
Graduation Rates Over Time	Fluctuating	Fluctuating
Student Suspension Rates Over Time	Fluctuating	Fluctuating
Student Expulsion Rates Over Time	Fluctuating	Fluctuating
Student Drop Out Rates	Decreasing	Stable
Births to Teens	Decreasing	N/A
Sexually Transmitted Infection Cases	Fluctuating	N/A
Juvenile Misdemeanor and Felony Arrests	Fluctuating	N/A
Suicide Trends in Youth	Fluctuating	N/A
Substance Abuse and Non-Fatal Overdoses in Youth	Fluctuating	N/A
Substance Abuse and Overdoses in Youth	Fluctuating	N/A

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.

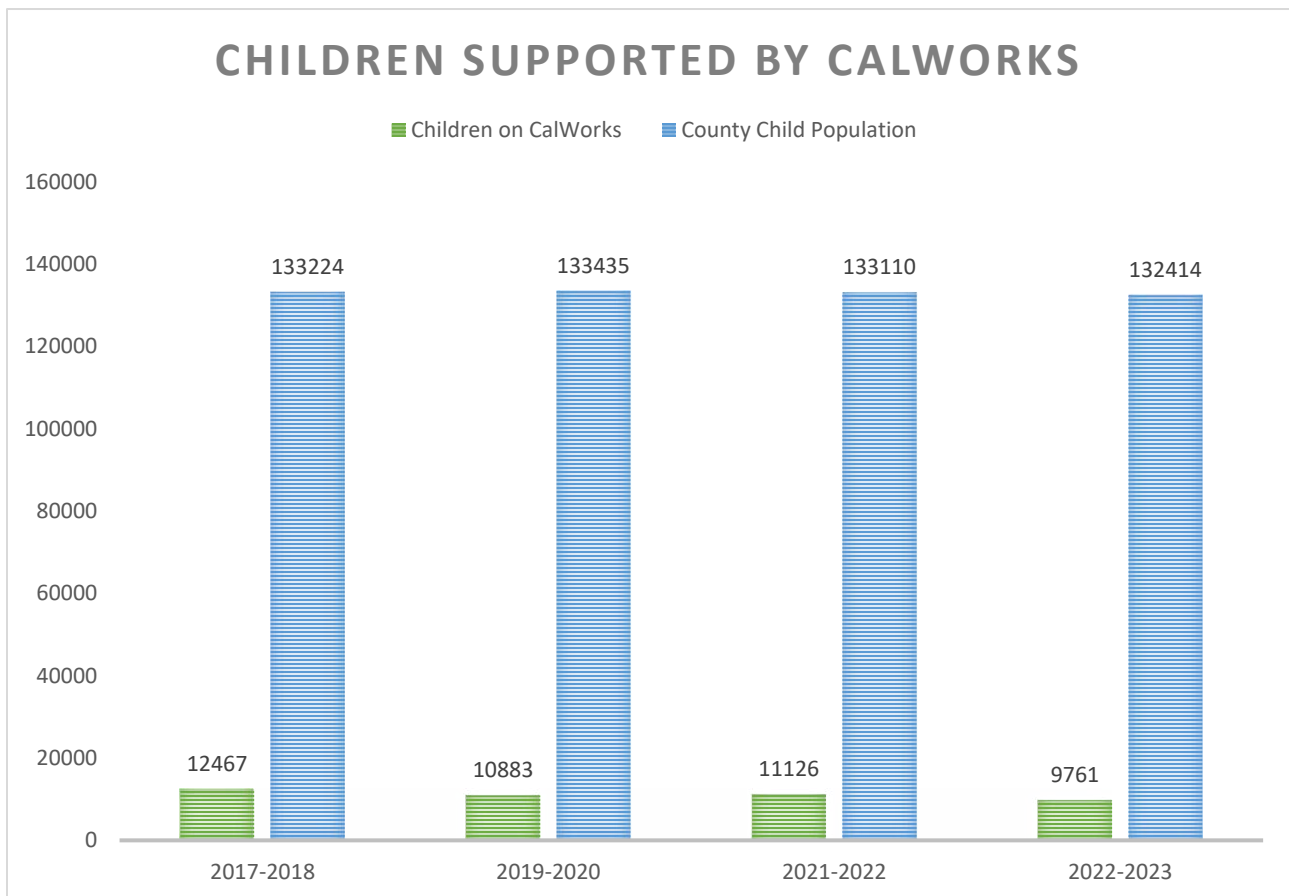
Indicator with an * and in bold font did not have updated data available to report during the timing to complete this report.

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 reflects 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.



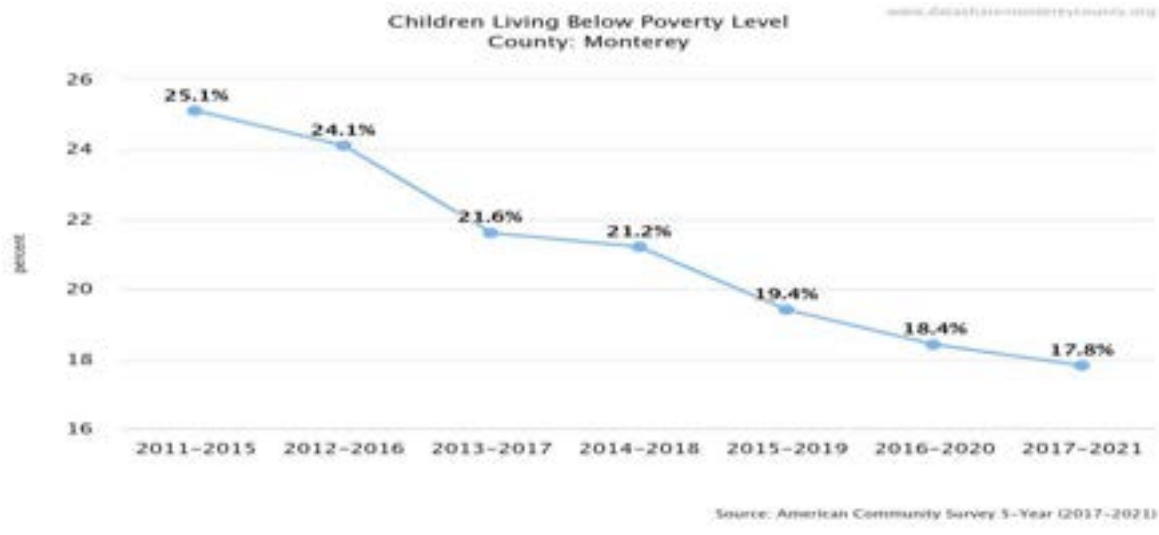
Source: Monterey County Department of Social Services — IT Data Development 2023

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 an 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 factor 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 is aged 0-26.

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 early adulthood.

Children with Health Insurance						
	2017	2018	2019	2020*	2021	2022
Percent of Children with Health Insurance	97.8	97	97.9	-	97.2	96.1

*There were data collection issues in 2020 that severely affected the ACS data quality of that year. Therefore, data are not available for the 2020 period.

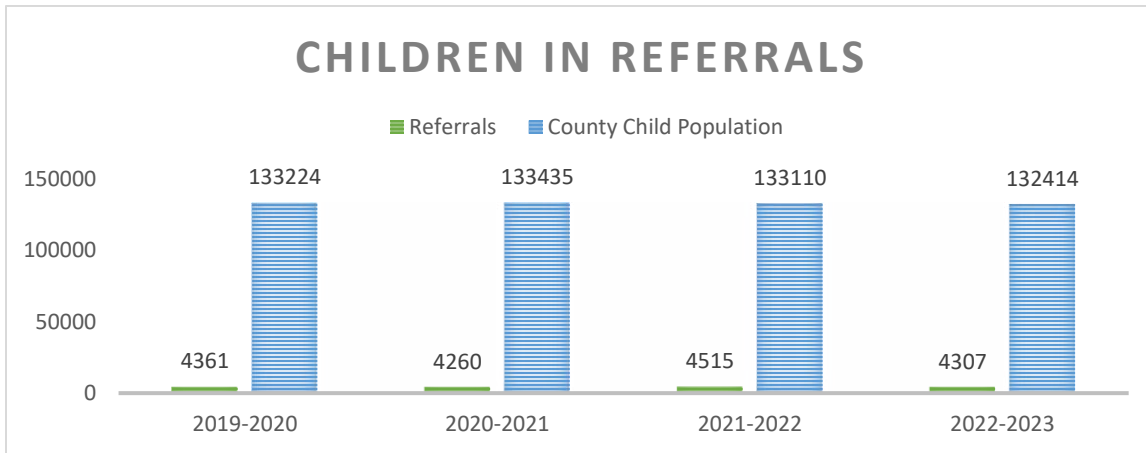
Source: American Community Survey 1-Year. Data last updated November 2023.

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 represents 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”.



<https://ccwip.berkeley.edu/childwelfare/reports/Allegation/MTMG/r/ab636/s>

A child is counted only once, in category of highest severity.

Data Source: CWS/CMS 2023 Quarter 3 Extract. - Program version: 2013.12.05 Database version: 7835E42F -CCWIP reports. Retrieved Jan 18, 2024, from University of California at Berkeley California Child Welfare Indicators Project website. URL: <https://ccwip.berkeley.edu>

Children in Foster Care

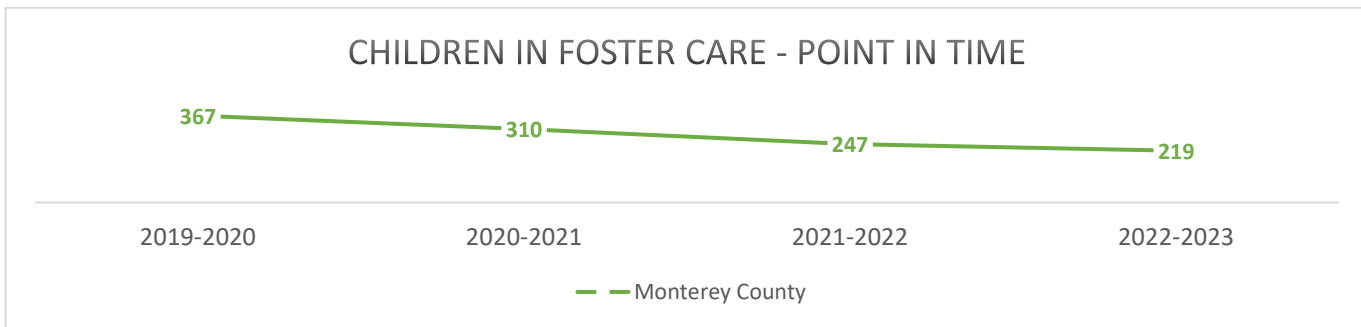
Birth-18

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 and only exercised when risk to children is extreme. Best practice, as well as 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.



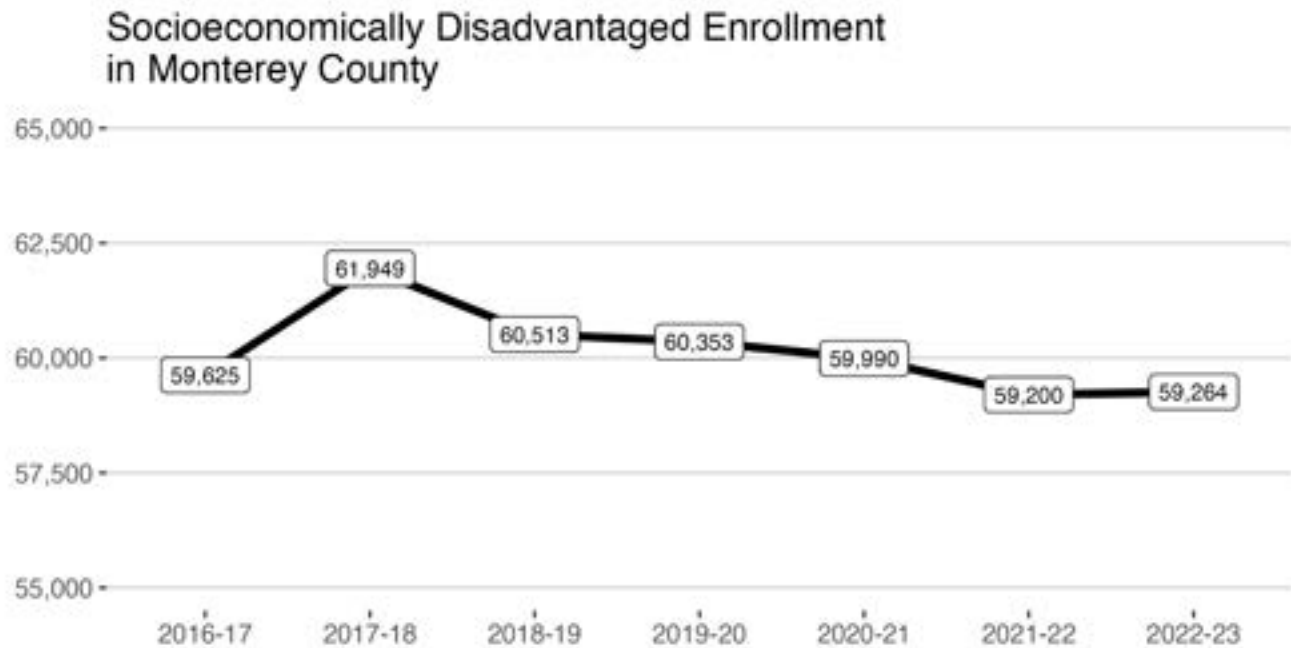
Source: CCWIP reports. University of California at Berkeley California Child Welfare Indicators Project website. URL: http://cssr.berkeley.edu/ucbc_childwelfare

Definition of the Indicator

Enrollment is based upon the Cumulative Enrollment from the California Longitudinal Pupil Achievement Data System (CALPADS). This includes information about total enrollment, Free and Reduced Meal Program, Homeless, English Language Learners (ELs) and others. Cumulative enrollment consists of the total number of unduplicated primary and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times. If a student is enrolled in multiple schools within a district during the academic year, they are counted only once in the district's cumulative enrollment.

Why the Indicator is Important

Knowing the size of a population in question helps to determine the scale and scope of efforts to support the population.



Source: Cumulative Enrollment Data
<https://www.cde.ca.gov/ds/ad/filesenrcum.asp>

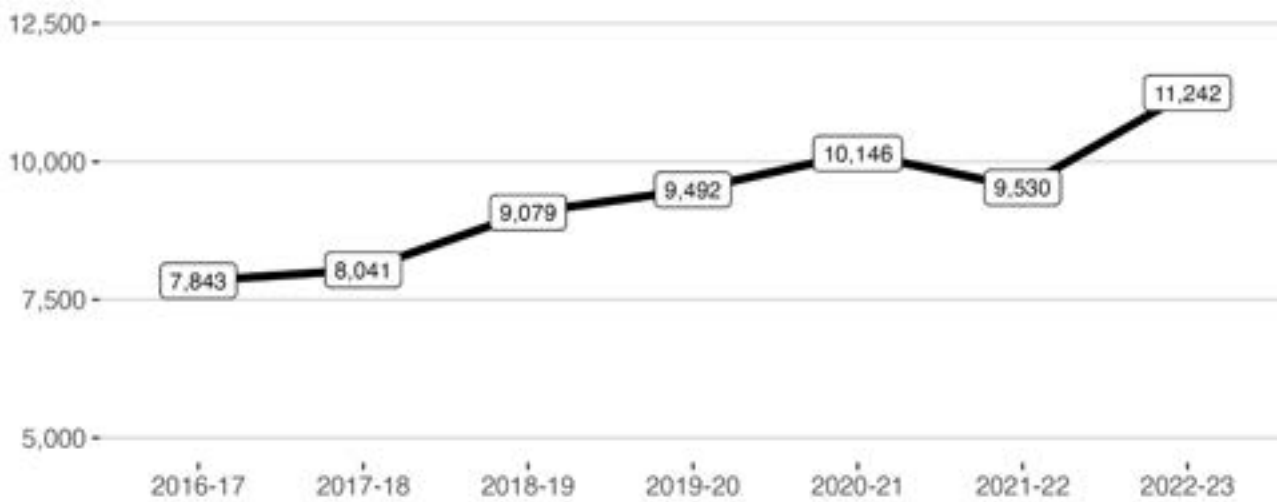
Definition of the Indicator

Enrollment is based upon the Cumulative Enrollment from the California Longitudinal Pupil Achievement Data System (CALPADS). This includes information about total enrollment, Free and Reduced Meal Program, Homeless, Els and others. Homeless as defined by McKinney-Vento (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

Knowing the size of a population helps determine the needed scale and scope of efforts to support the population. Students experiencing homelessness have lower graduation rates, and without support for the whole child they can struggle to thrive in the classroom.

Homeless Enrollment in Monterey County



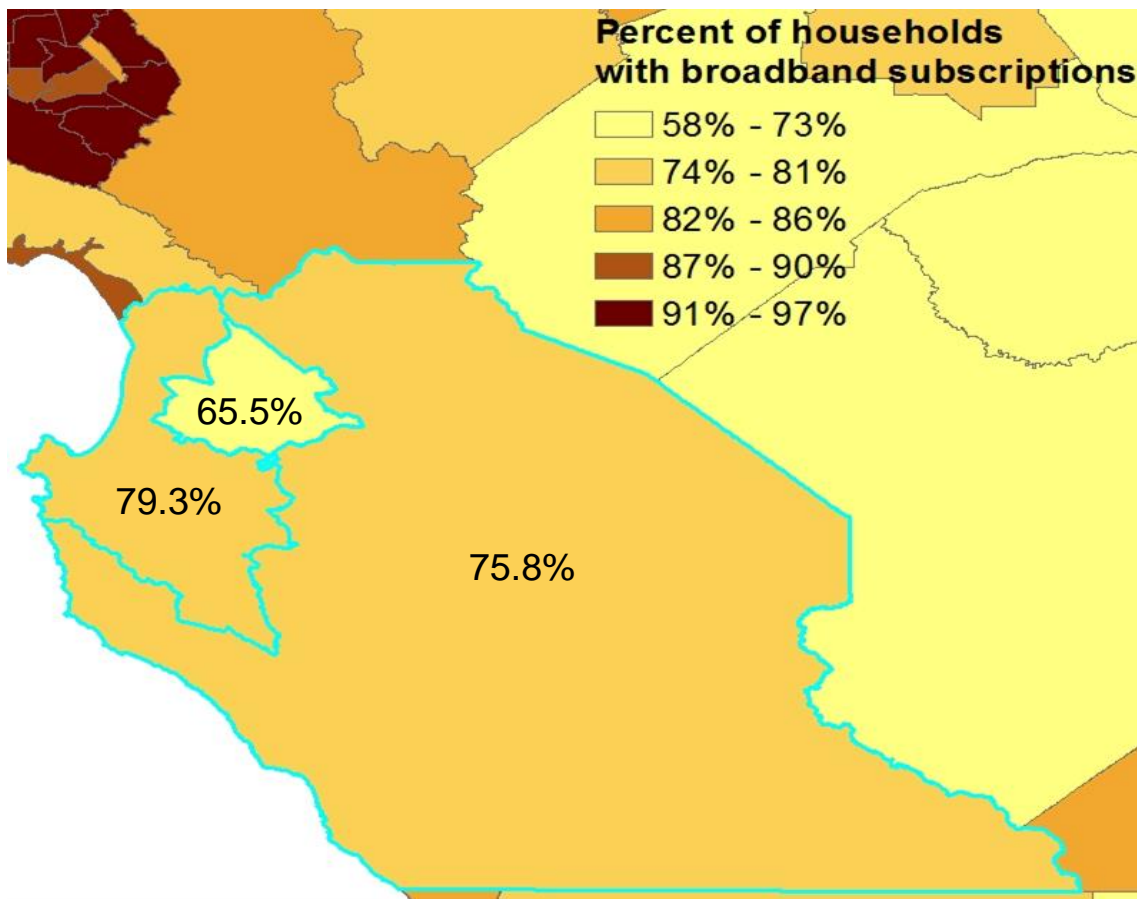
Source: Cumulative Enrollment Data
<https://www.cde.ca.gov/ds/ad/filesenrcum.asp>

Definition of Indicator

The rates of broadband subscription in Monterey County, as identified in the 2019 American Community Survey, Pulse Household Survey and analyzed by the Public Policy Institute of California. Areas of analysis are the Public Use Microdata Areas (PUMAs), geographic regions that the US Census Bureau has defined for disseminating statistical information about the population. Each PUMA is built on its constituent census tracts and surrounding county or counties and contains at least 100,000 people. Note that PUMAs borders do not always match county borders, so the south county portion of Monterey County also includes San Benito County as well.

Why the Indicator is Important

Californians use the Internet for a range of activities, including financial services (70%), telecommuting (39%), job searches (21%), and online classes or job training (21%). Telehealth has also been on the rise. As the pandemic shifted many activities online, usage almost certainly increased. Nearly all schools and colleges switched to distance learning in spring 2020, creating unprecedented demand for internet at home, particularly in households with multiple users.



Note: This indicator was added to in the 2020-2021 report based on COVID-19 impacts on children and youth to assure we continue to monitor these indicators as our community shifts to recover from COVID-19 impacts.

Note: Updated data is projected to be released in April 2024.

Source: <https://www.ppic.org/publication/californias-digital-divide/> and personal communication with authors [Dr. Niu Gao](#) and [Joe Hayes](#)

Last updated: January 2021.

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.

	2014-2016	2015-2017	2016-2018	2017-2019	2018-2020	2019-2021	2020-2022
Low Birth Weight The percentage of children born weighing less than 2500 grams (about 5.5 lbs.)	6.1%	6.1%	6.2%	6.4%	6.4%	6.3%	6.6%

Source: Birth Information: State of California, California Department of Public Health, VRBIS, California Comprehensive Birth File. Analysis by Monterey County Health Department, Epidemiology and Surveillance Unit. Data updated 9/22/2023.

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. Proportion of Births to Mothers with Entry to Prenatal Care During First Trimester Among All Monterey County Births.

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.

	2018	2019	2020	2021	2022
Early Prenatal Care Proportion of Births to Mothers with Entry to Prenatal Care During First Trimester Among All Monterey County Births	82%	87%	86%	85%	83%

Source: Birth Information: State of California, California Department of Public Health, VRBIS, California Comprehensive Birth File. Analysis by Monterey County Health Department, Epidemiology and Surveillance Unit. Data updated 9/22/2023.

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. Proportion of births to mothers with at least a high school diploma or equivalent among all Monterey County births.

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.

	2018	2019	2020	2021	2022
Education Level of Mother Proportion of births to mothers with at least a high school diploma or equivalent among all Monterey County births	65%	67%	69%	70%	67%

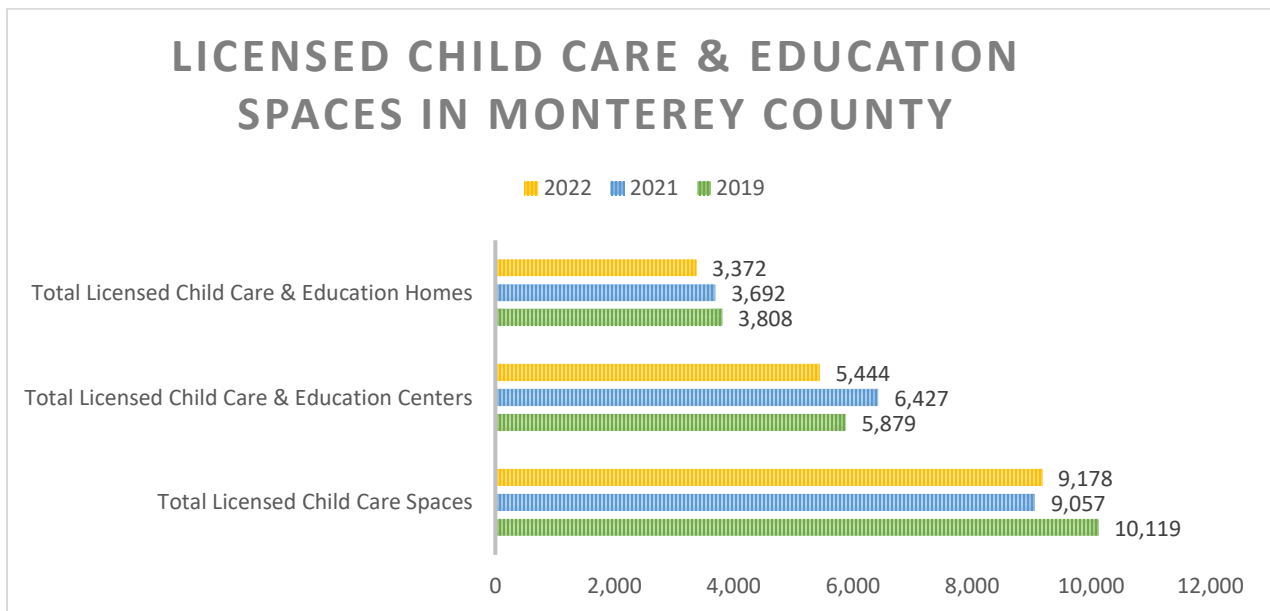
Source: Birth Information: State of California, California Department of Public Health, VRBIS, California Comprehensive Birth File. Population Data: State of California, Department of Finance, Population Estimates. Analysis by Monterey County Health Department, Epidemiology and Surveillance Unit. Data updated 9/22/2023.

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.



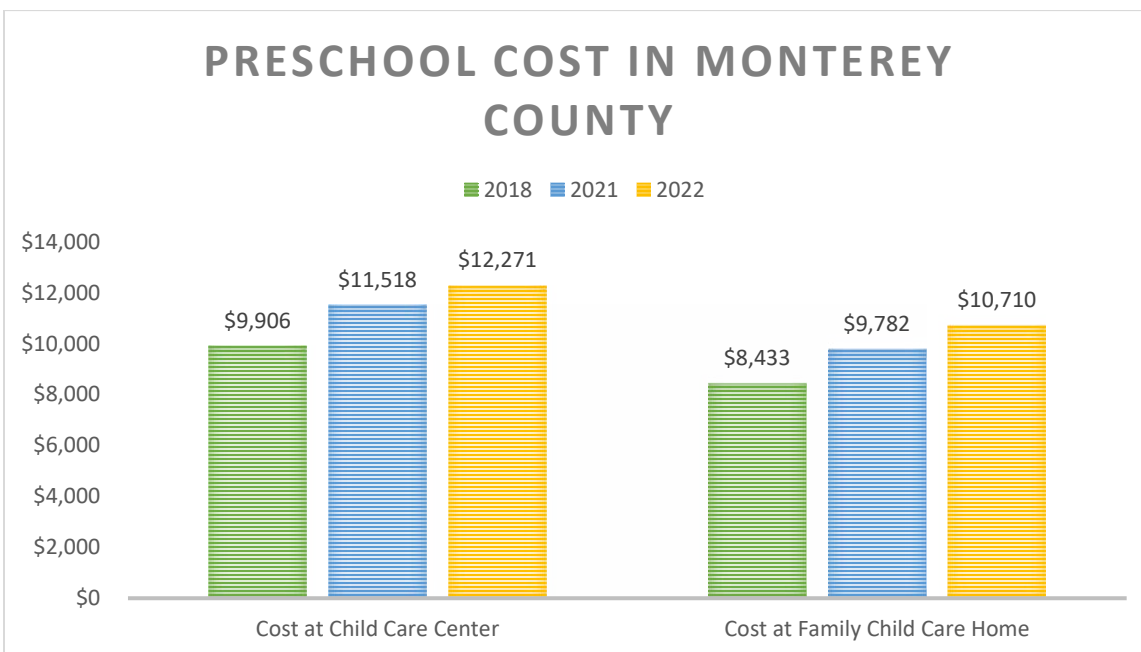
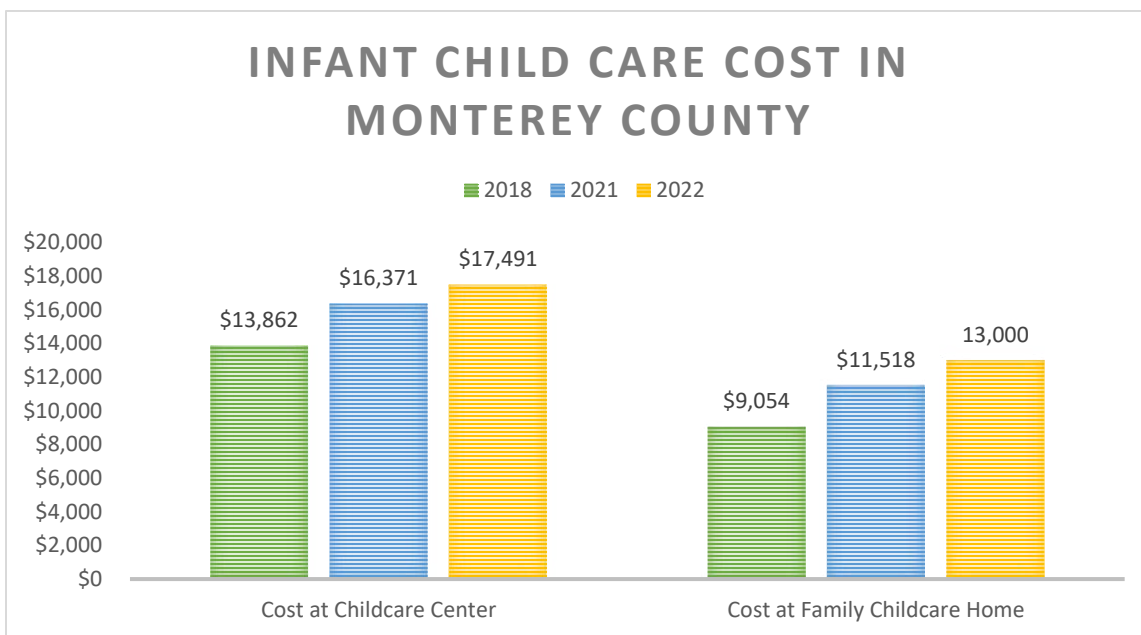
Source: local Resource and Referral through MAOF. Data updated 1/25/24.

Definition of Indicator

The number of licensed child care and education spaces includes both part-day and full-day care and education in home-based and center-based settings. This does not include state preschool, transitional kindergarten, license-exempt or informal child care and education settings.

Why the Indicator is Important

Paying for quality child care can be a large burden on a family, especially families living at the cutoff for subsidized care. Likewise, keeping trained quality childcare providers is difficult if they cannot earn an adequate salary.



Source: <https://rccc.adm.dss.ca.gov>

Definition of the Indicator

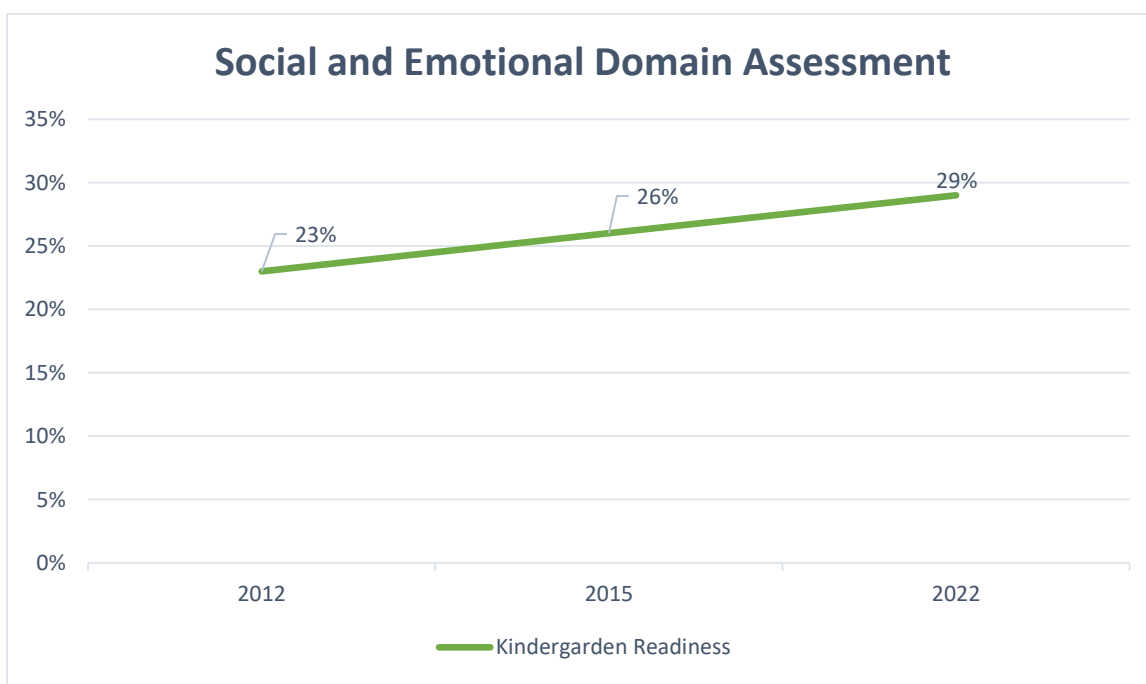
Kindergarten children in 2022 were more likely than children in 2012 and 2015 to meet the readiness threshold for the Social Emotional Domain. Please note that because the 2012 and 2015 data had to be re-scaled for comparison to the 2022 data, the percentages reported here from previous years may not be the same as previous reports.

In this report, kindergarten readiness is defined as the percentage of kindergarten children meeting or exceeding the readiness threshold in the Social and Emotional Development Domain of the DRDP-K (2015) Essential View¹, which replaces the DRDP-SR (2012)². The Social and Emotional Domain consists of four measures that teachers complete based on observations of children’s relevant skills, knowledge, and behaviors demonstrated during children’s authentic learning experiences; each item can be given a rating in one of six levels. “Readiness” was calculated using psychometrically valid multidimensional domain scaled scores³. Children with scores corresponding to the “integrating” or later levels of the DRDP-K Social Emotional Domain were categorized as meeting the “readiness” threshold.⁴

Why the Indicator is Important

Young children’s social emotional skills lay the foundation for development in other domains, such as math and literacy. The social emotional readiness of kindergarten children is an indicator of community and service readiness to support the healthy development of babies, toddlers and preschool age children and the adults who care for them.

This indicator is the overarching indicator of success for the Bright Beginnings Early Childhood Development Initiative, yet must be interpreted in the context of the other community indicators in this report, such as access to early prenatal care and child care.



¹ <https://drdpk.org/>

² <https://www.drdpk.org/docs/DRDP-SR%207-2012v4.pdf>

³ Draney, K., Sussman, J., Gochyyev, P., Kriener-Althen, K., Newton, E., & Mangione, P. (2021). *DRDP technical report for early infancy through kindergarten: Structural validity and reliability information for the Desired Results Development Profile*. Berkeley Evaluation and Assessment Research Center

⁴ For more information on study method, including sample sizes, demographics of the samples please email Jennifer@first5monterey.org. A detailed technical report will be released in 2024.

Definition of the Indicator

Enrollment is based upon the Cumulative Enrollment from the California Longitudinal Pupil Achievement Data System (CALPADS). This includes information about total enrollment, Free and Reduced Meal Program, Homeless, Els and others. Cumulative enrollment consists of the total number of unduplicated primary and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times. If a student is enrolled in multiple schools within a district during the academic year, they are counted only once in the district's cumulative enrollment.

Why the Indicator is Important

Knowing the size of a population in question helps to determine the scale and scope of efforts to support the population.

Total Enrollment in Monterey County



Source: Cumulative Enrollment Data
<https://www.cde.ca.gov/ds/ad/filesenrcum.asp>

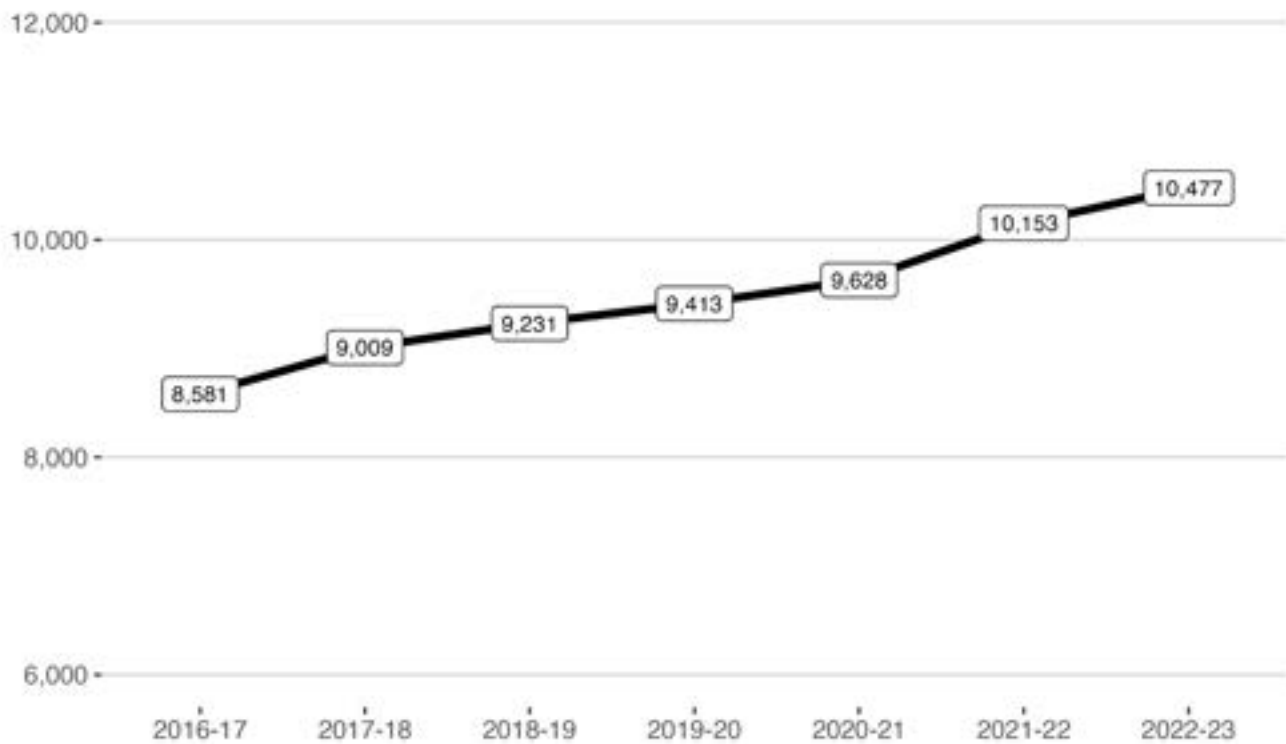
Definition of the Indicator

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, near-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

Special education enrollment is a key component in addressing the needs of all students and being able to deliver an enriched learning experience. Accurate student count affects the necessary funding to provide the necessary supports.

Students with Disabilities Enrollment in Monterey County



Source: Cumulative Enrollment Data
<https://www.cde.ca.gov/ds/ad/filesenrcum.asp>

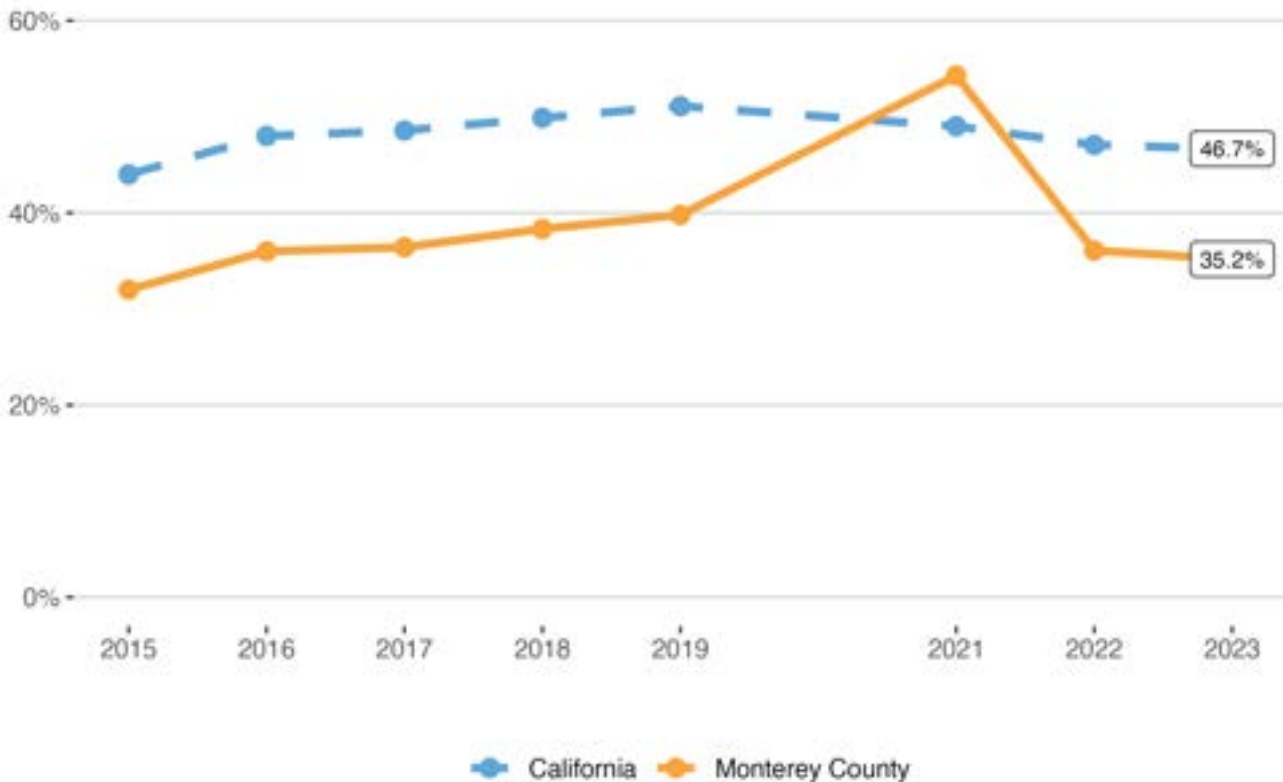
Definition of the Indicator

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 English Language Arts (ELA). 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 to better understand academic performance in order to improve student achievement in California’s Academic Content Standards.

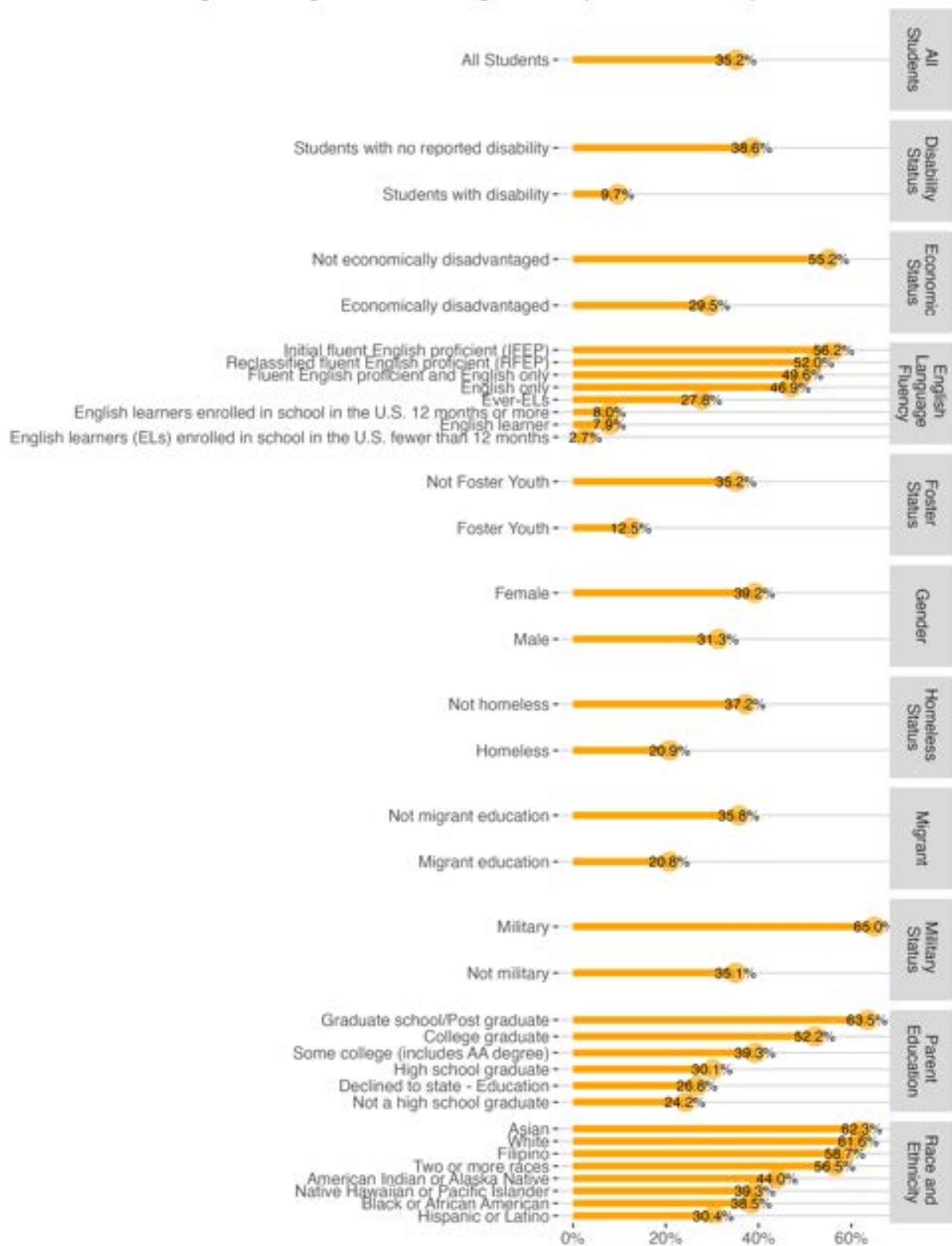
ELA Percentage Meeting and Exceeding Rates Over Time



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

Note: In 2020 CAASPP testing was cancelled. In 2021, only about a tenth of eligible students took the CAASPP ELA and Math tests. Since, districts were able to determine the most viable assessment to implement. In Monterey County six districts elected to use the CAASPP ELA and Math tests. Because of the many unique circumstances in spring 2021, combined with the low numbers of students taking the state tests, it is not appropriate to analyze County level results and how they compare to other years.

2023 ELA Percentage Meeting and Exceeding Rates by Student Group



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

Definition of the Indicator

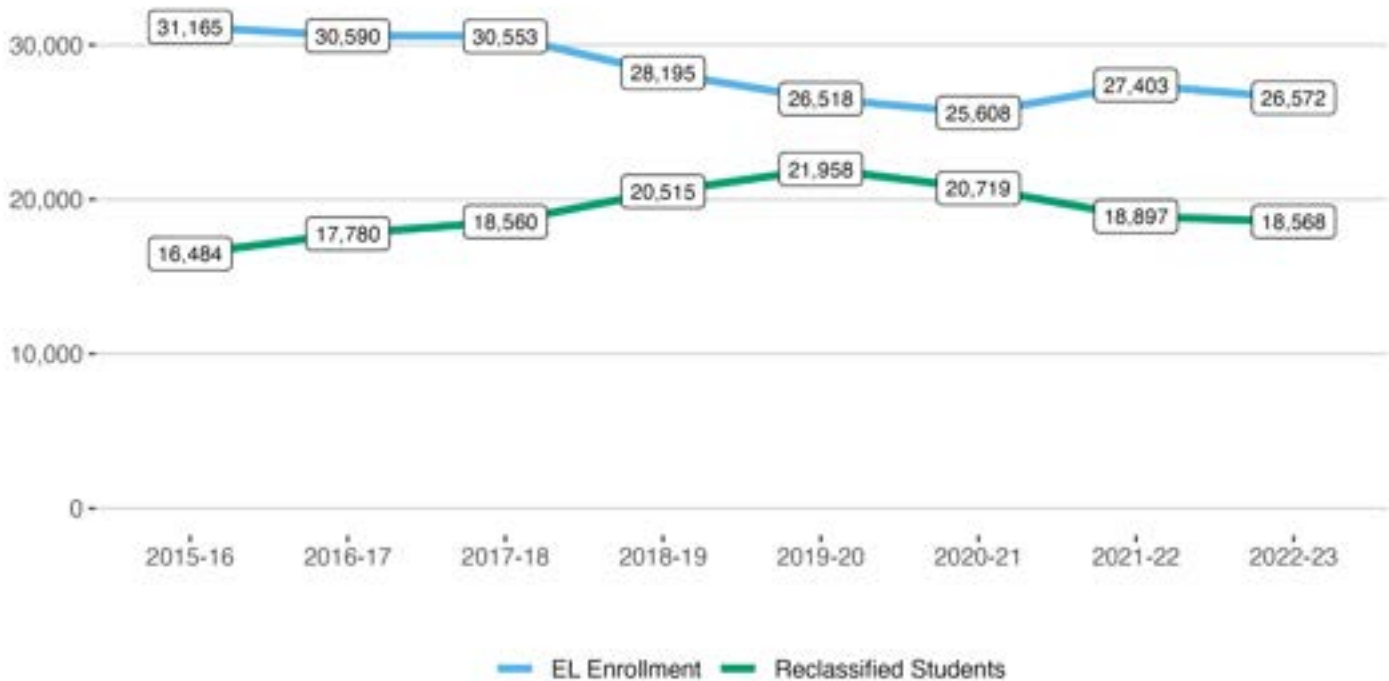
Enrollment is based on reclassification numbers identifying the entire English Learner (EL) population. English Learner students are those students for whom (1) parents report of a primary language other than English on the state-approved Home Language Survey **and** (2) who lack English-language skills based on the state approved assessment (Initial English Language Proficiency Assessment for California (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

Knowing the size of the population in question helps to determine the scale and scope of efforts needed to support the population. EL students may need additional English Language Development support 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. Reclassification also allows students more opportunities to take additional elective courses.

English Learner and Reclassified Fluent Enrollment by Year



Source: Enrollment by ELAS
<https://www.cde.ca.gov/ds/ad/filesitel.asp>

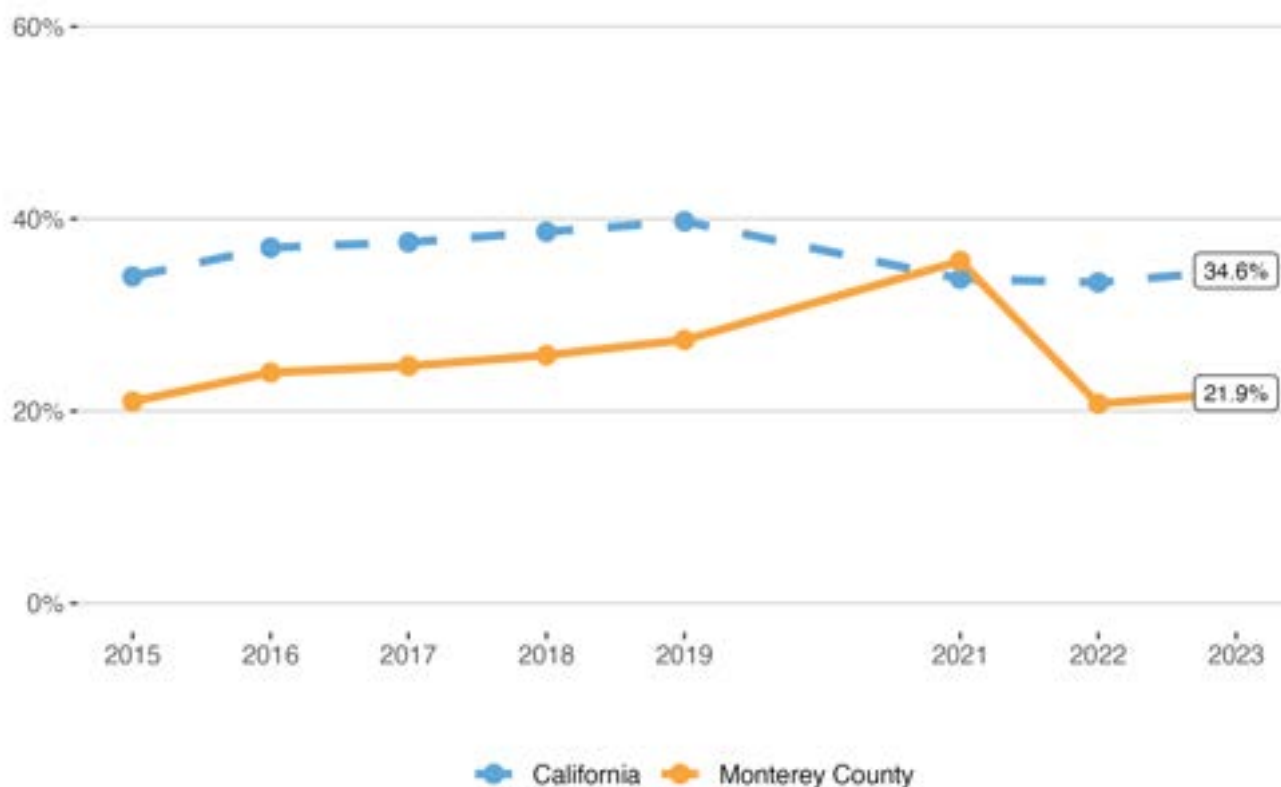
Definition of the Indicator

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. 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.

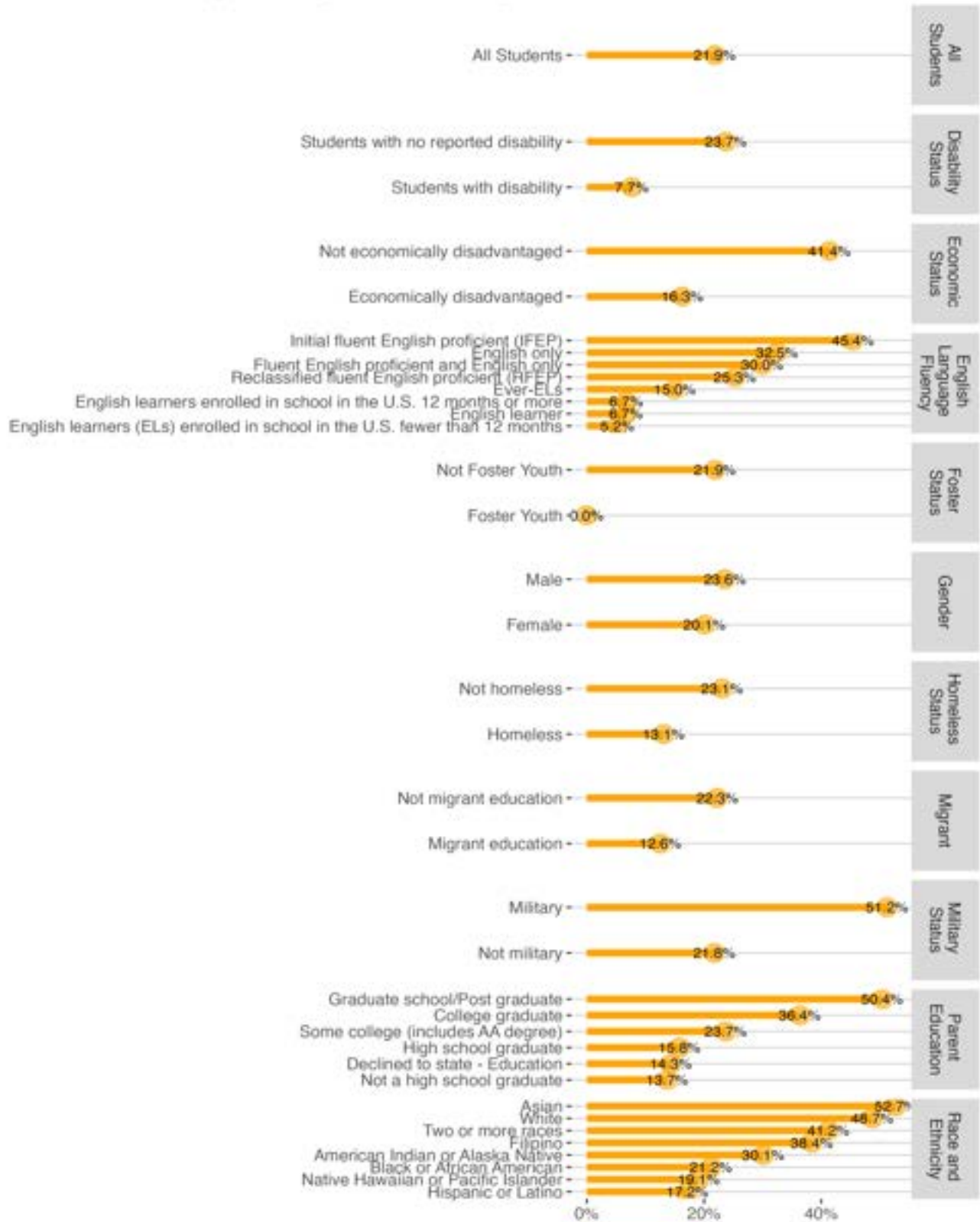
Math Percentage Meeting and Exceeding Rates Over Time



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

Note: In 2020 CAASPP testing was cancelled. In 2021, only about a tenth of eligible students took the CAASPP ELA and Math tests. Since, districts were able to determine the most viable assessment to implement. In Monterey County six districts elected to use the CAASPP ELA and Math tests. Because of the many unique circumstances in spring 2021, combined with the low numbers of students taking the state tests, it is not appropriate to analyze County level results and how they compare to other years.

2023 Math Percentage Meeting and Exceeding Rates by Student Group



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

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, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period. Graduation data, including Dashboard Alternative School Status (DASS) graduation data, are reported in the CALPADS by Local Educational Agencies' and extracted via the CALPADS Operational Data Store.

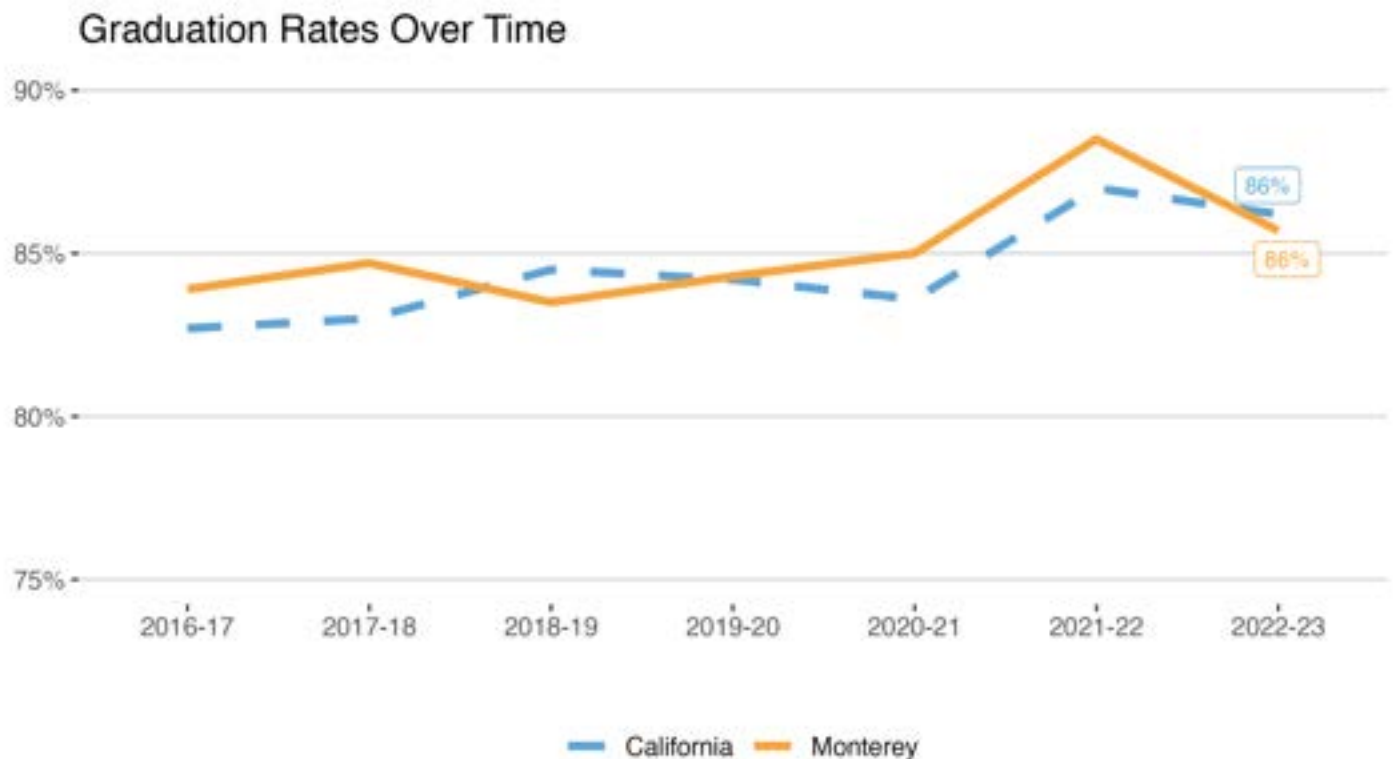
For the ACGR, a "regular high school diploma" is the standard high school diploma awarded to the preponderance of students in a state that is fully aligned with the state's standards and does not include a general equivalency diploma (GED), certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting Individualized Education Program (IEP) goals.

The figures reported here include all charter schools and DASS schools.

Why the Indicator is Important

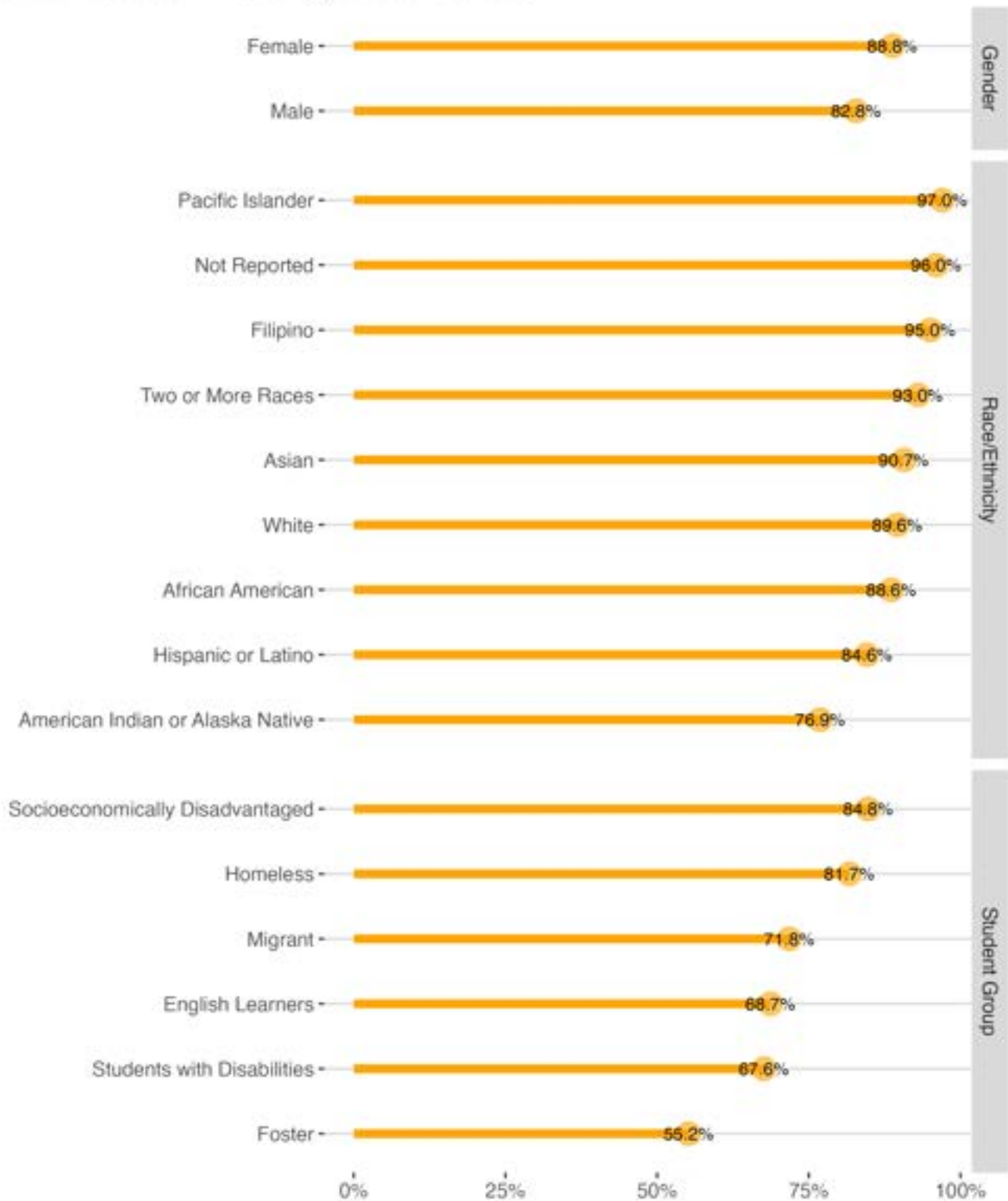
Education provides the foundation for young people to realize their fullest potential as productive, successful members of society. The graduation rate is a standard measure of basic academic competence. It is generally considered a minimum requirement for entry into the professional workforce and is an essential prerequisite for additional education and training.

Greater economic earnings, health and social well-being correlate strongly with educational level.



Source: Adjusted 4 Year Cohort Outcome Data
<https://www.cde.ca.gov/ds/sd/sd/filesacgr.asp>

2023 Graduation Rates by Student Group



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

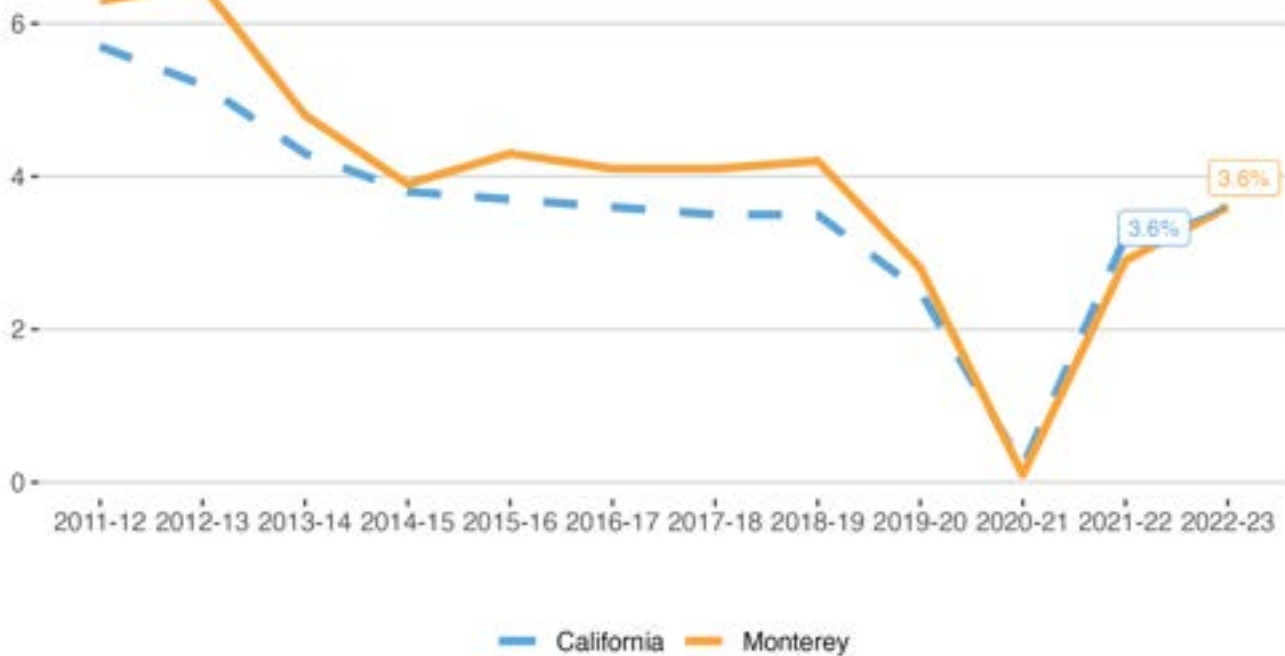
Definition of the Indicator

The Suspension Rate indicator is based on the number of students who were suspended at least once in the current school 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

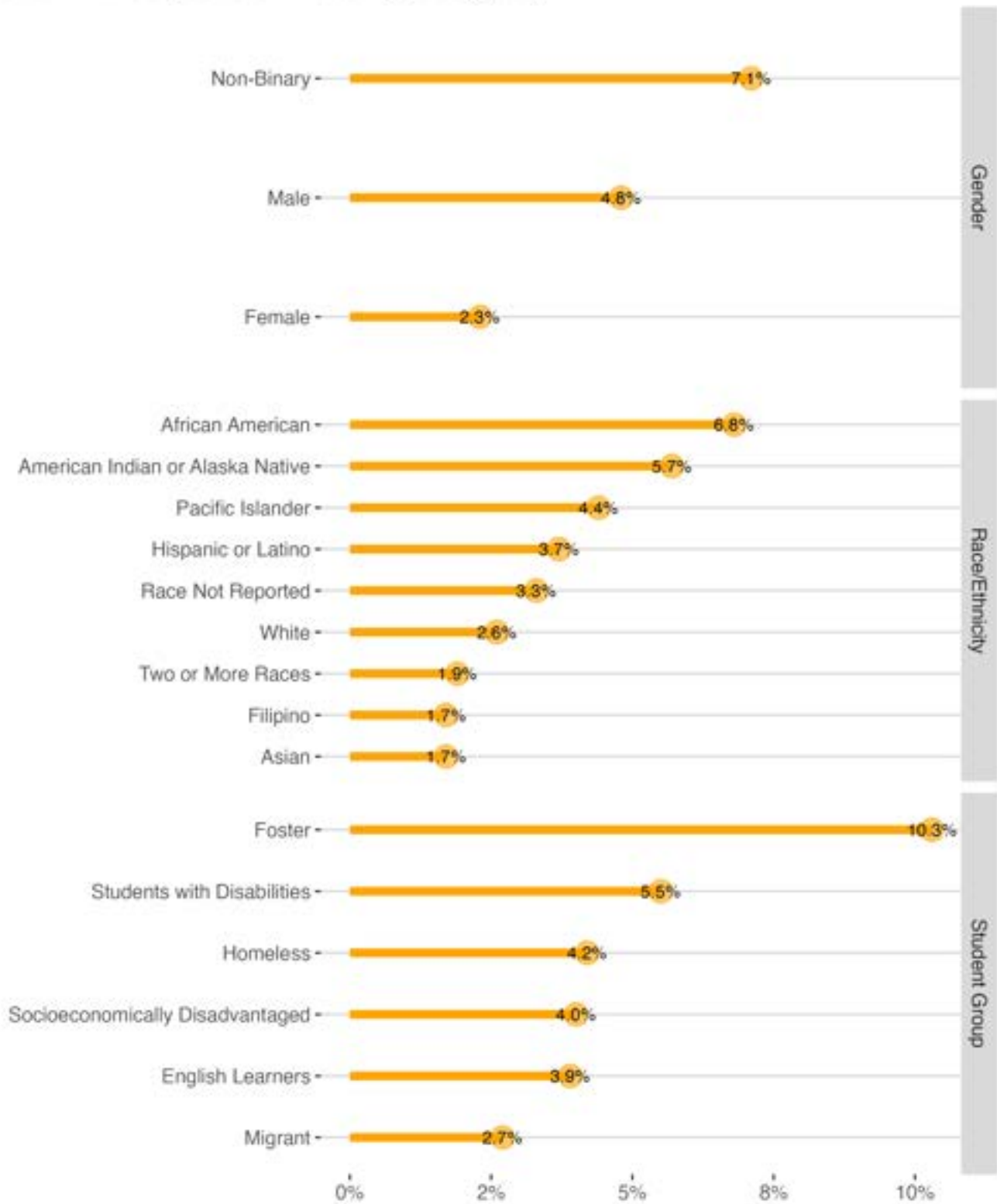
Effectively improving the school climate and creating an inclusive and equitable learning environment begins with keeping kids in the classroom. Exploring suspension rates can identify challenges of school culture and climate and identify students most affected.

K-12 Suspension Rates Over Time



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

2023 K-12 Suspension Rates By Subgroup



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

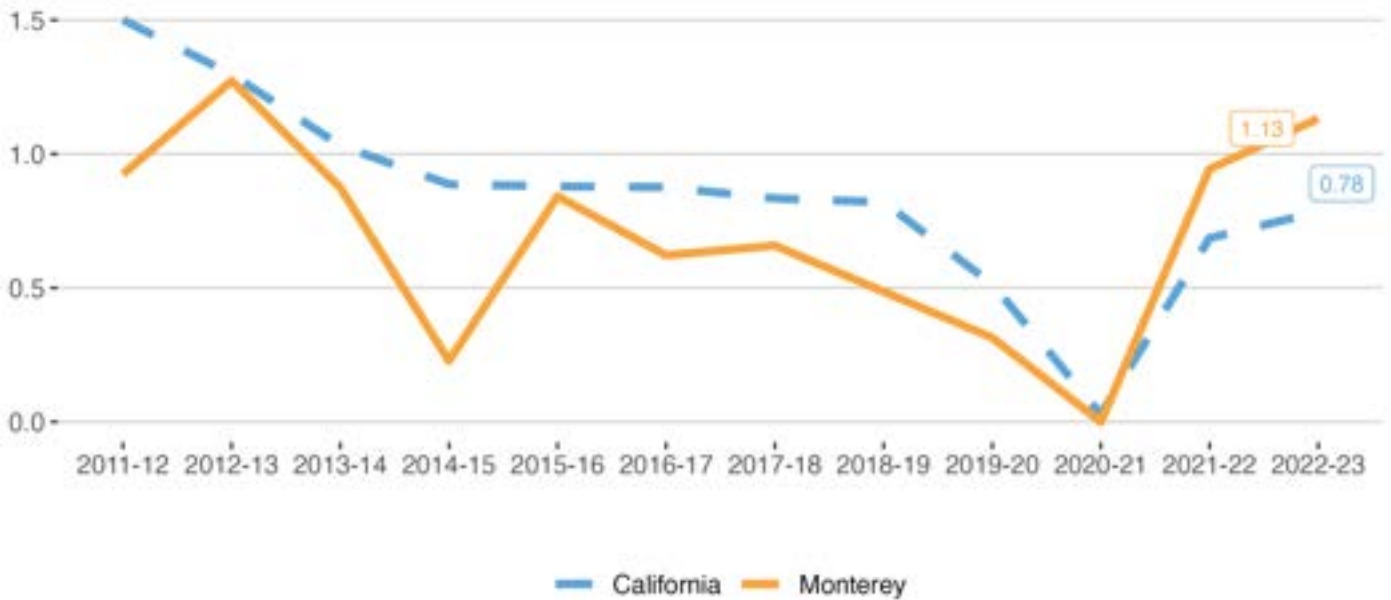
Definition of the Indicator

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

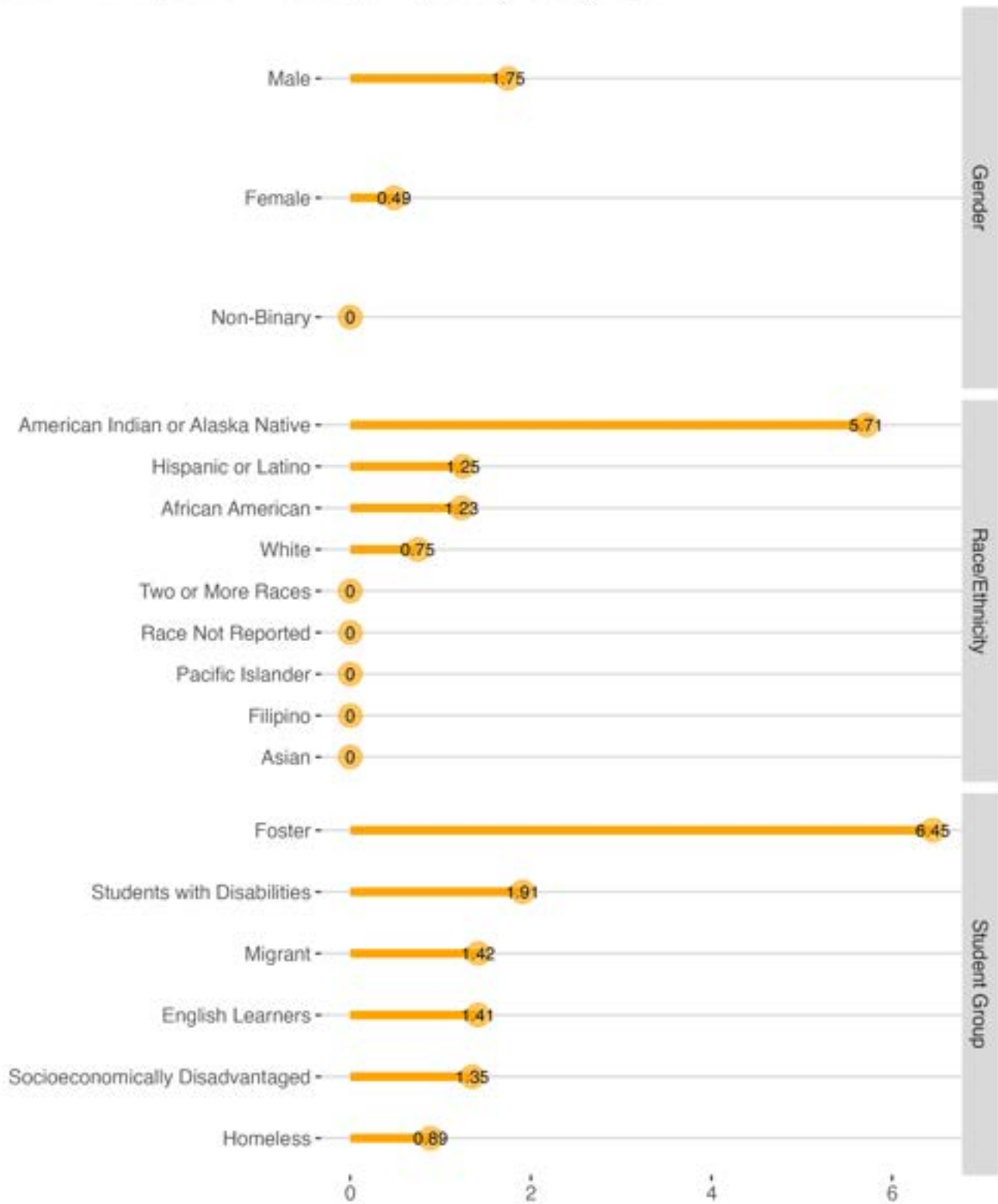
Expulsions indicate students for whom their educational and social system has not been successful. There were no expulsions in Monterey County in 2020-21, due to school closures during the pandemic. County and school district superintendents develop plans that outline individualized educational alternatives for expelled students that identify gaps in educational services to them and develop strategies for filling those 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/filesed.asp>

2023 K-12 Expulsion Rates per 1,000 By Subgroup



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

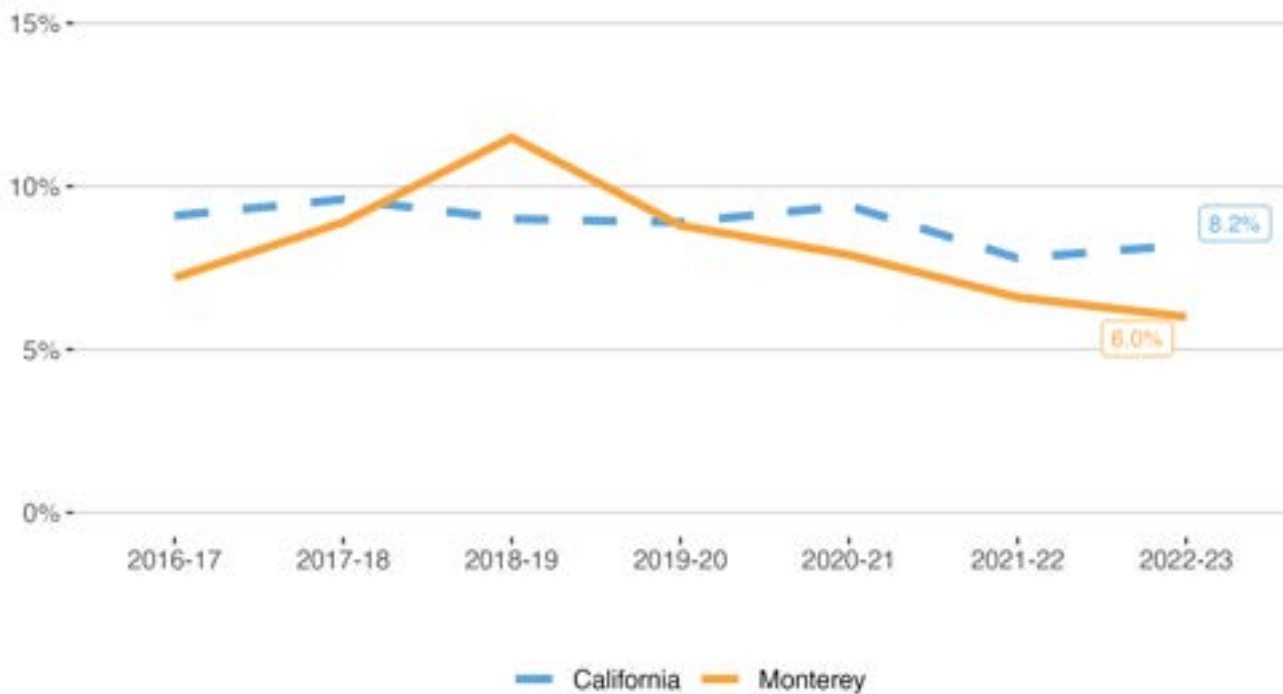
Definition of the Indicator

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

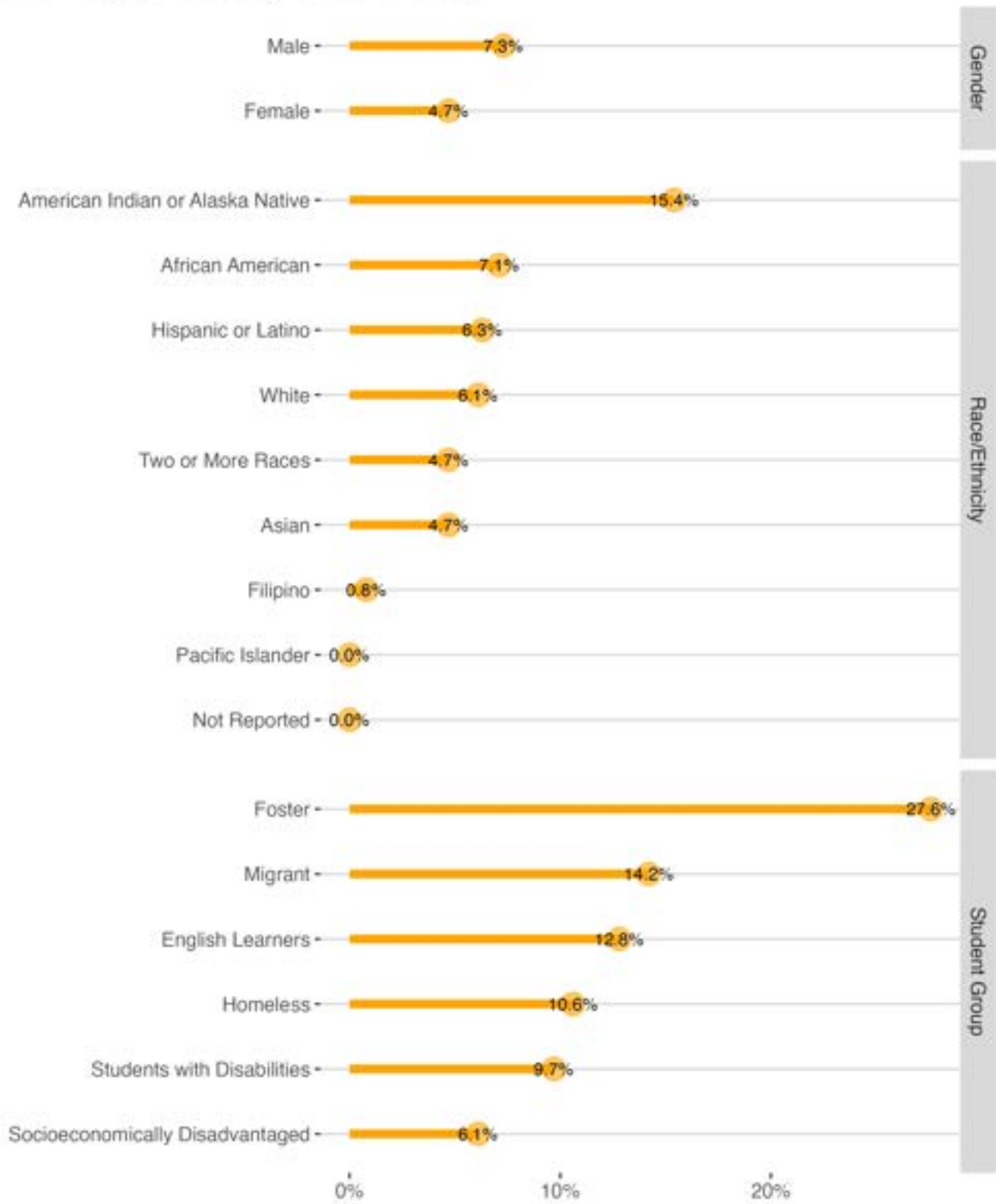
Students who fail to complete high school are less likely to find and keep a good job. It is generally considered a minimum requirement for entry into the professional workforce and is an essential prerequisite for additional education and training, greater economic earnings, health and social well-being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

Dropout Rates Over Time



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

2023 Dropout Rates by Student Group



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 19 years of age per 1,000 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.

Teen Birth	
The rate of live births to teen mothers 15 to 19 years of age per 1000 births to the same age group during a specific year	
Year Range	3-year rolling rate (per 1000)
2014-2016	30.0
2015-2017	28.0
2016-2018	26.1
2017-2019	25.3
2018-2020	23.7
2019-2021	21.0
2020-2022	19.2

Source: 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. Data updated 9/22/2023.

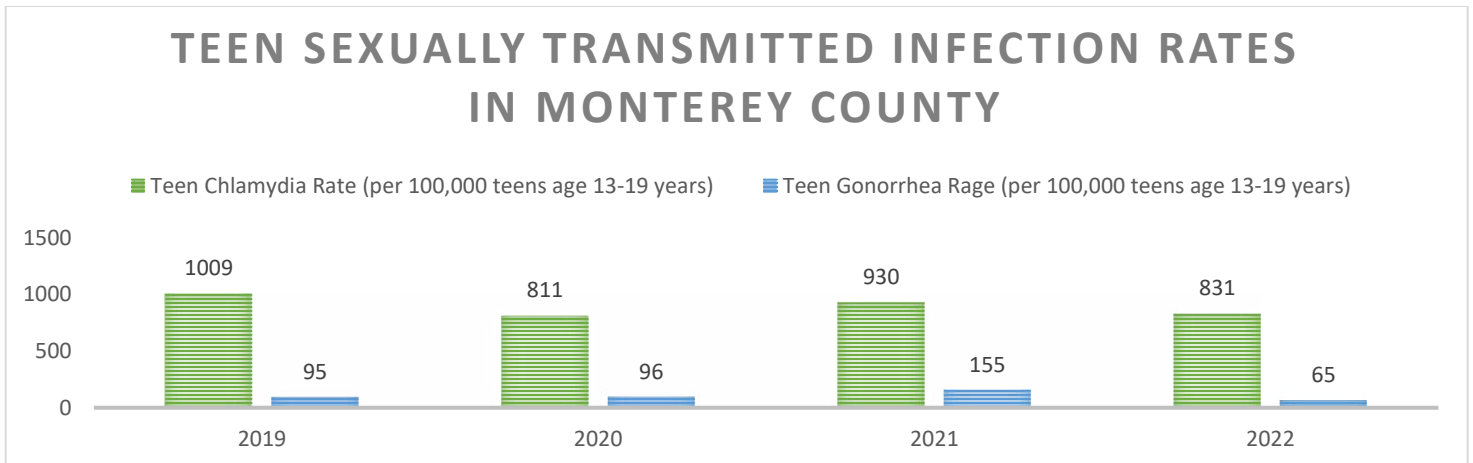
Sexually Transmitted Infection Cases

Definition of Indicator

Number of reported chlamydia and gonorrhea cases among youth ages 13-19.

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.



Source: 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. Data updated 12/5/2023.

Definition of Indicator

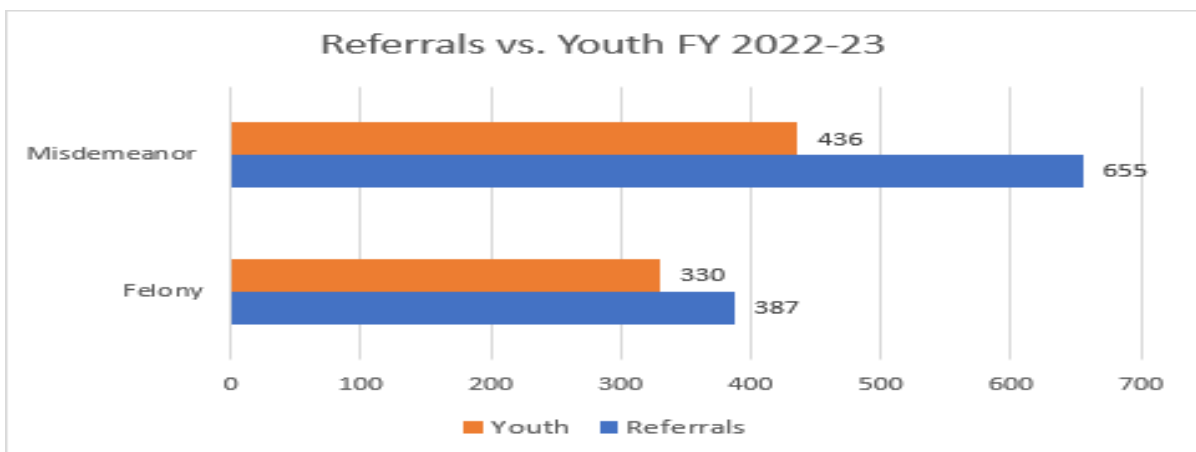
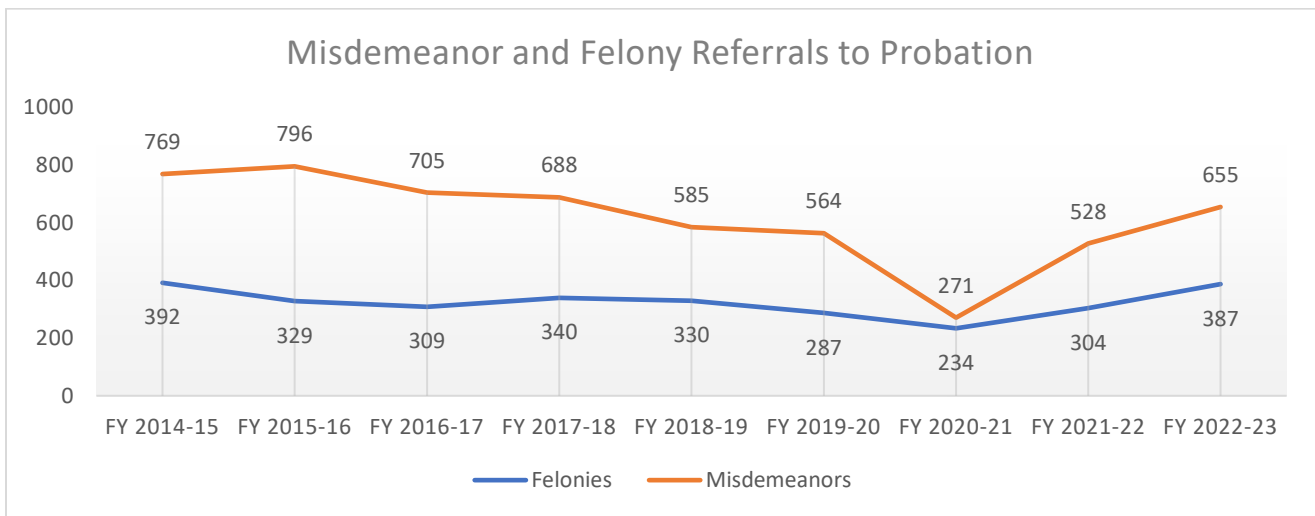
Rates of arrest are perhaps the most widely quoted indicator of crime. It is important to make the distinction between lesser crimes, misdemeanors, and more severe crimes, felonies, which may result in a more stringent sentence. Misdemeanor arrests refer to the number of arrests of youth ages 12 to 17 for less serious or less violent offenses, such as petty theft, vandalism, or trespassing. Felony arrests indicate the number of arrests of youth ages 12 to 17 for more serious or more violent offenses, such as homicide, forcible rape, robbery, assault, and kidnapping.

It is also important to note that the number of arrests and the number of individual offenders are different measurements, and that an arrest will not necessarily become an adjudication. A single youth may be arrested several times over the course of a year, so total arrests will almost certainly not match the actual number of juvenile offenders.

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. Furthermore, 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.

Arrests for violent crimes are an indicator of more severe risk factors than any other type of arrest. A low 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 pro-social 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 2023.

Definition of the Indicator

The death by suicide rate of children under age 18 is reported as both rate and as a percentage. Where the number of suicide deaths is less than 10 among children less than 18 years of age actual numbers are suppressed. Updated analysis of the Coroner’s data for the last 10 years indicates that on an average, 2% of suicide deaths were among children less than 18 years of age in the County of Monterey. Suicide ideation and attempts data are widely under-reported. Specifically for suicide attempts among children, since 2013, due to ICD code changes, attempts data is incomplete. The suicidal ideational data is based on California Department of Health Care Access and Information (HCAI), formerly the Office of Statewide Health Planning and Development (OSHPD) hospital visits for **primary diagnosis** by use of ICD codes specific to suicidal ideation.

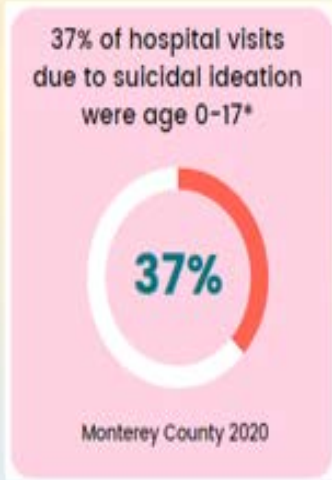


Data Source: Monterey County Coroner's office. Population Data: State of California, Department of Finance, Population Estimates.

Why the Indicator is Important

The death of a child is tragic. Suicide is a serious public health problem in the US and has lasting effects on individuals, families, and communities. The COVID-19 pandemic has exacerbated the overall mental health challenges for children and youth, as a result of isolation, fear, stress, and uncertainty. Research indicates that mental health concerns, trauma (including suspected or confirmed abuse, neglect, and domestic violence), family-related problems (including divorce, custody disputes, parental substance use, family history of suicide or mental health concerns), or school problems (including expulsion, changing schools, suspension, bullying) were contributing factors for children who died by suicide. Further, research suggests young children who attempt suicide are six times more likely than their peers to attempt suicide again once they enter adolescence. To prevent subsequent child and youth suicide attempts and prevent child death, it is important to address risk factors at the individual, family, and community level. Key prevention strategies include: building individual and family resilience (promoting connectedness, develop support networks, increased coping skills and parenting skills), building protective environments, strengthening economic supports for families, increasing awareness of mental health and suicide risk factors, and increasing access and delivery of mental health care.

Suicide attempts in Monterey County by year*		
Year	No. of children < 18yr old	% children < 18yr old
2016	<10	50%
2017	<10	11%
2018	<10	13%
2019	<10	25%



Year	Suicide Ideation		Overall SI No. Monterey county (all ages)
	No. of children < 18yr old	% children < 18yr old	
2010	92	31%	299
2011	92	28%	332
2012	118	30%	392
2013	133	36%	372
2014	74	31%	237
2015	48	24%	197
2016	157	29%	545
2017	79	28%	283
2018	75	30%	247
2019	174	40%	430
2020	134	37%	361

***Latest Data on Suicide Attempts & Hospital Visits for Suicidal Ideation for 2023 by year - children < 18 years old Monterey County**

*Data Source: HCAI Hospitalization data

References:

CDC Suicide Prevention <https://www.cdc.gov/suicide/index.html>

Ruch, D. A., Heck, K. M., Sheftall, A. H., Fontanella, C. A., Stevens, J., Zhu, M., Horowitz, L. M., Campo, J. V., & Bridge, J. A. (2021). Characteristics and precipitating circumstances of suicide among children aged 5 to 11 years in the United States, 2013-2017. *JAMA network open*, 4(7), e2115683-e2115683.

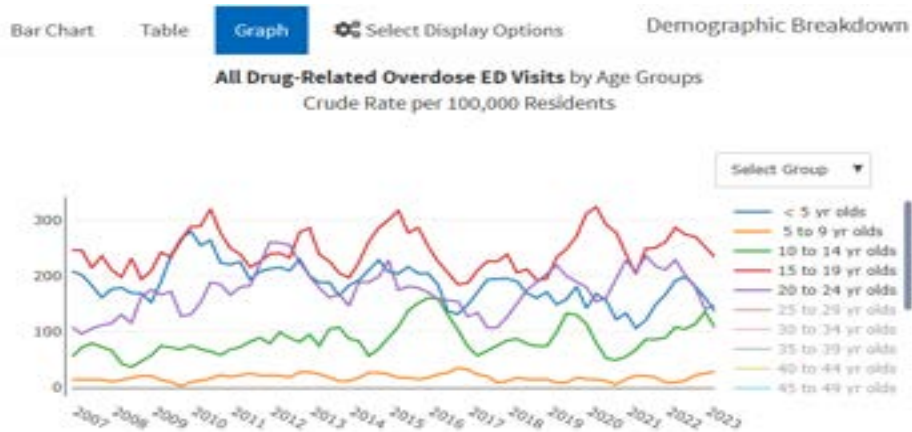
Yard E, Radhakrishnan L, Ballesteros MF, et al. Emergency Department Visits for Suspected Suicide Attempts Among Persons Aged 12–25 Years Before and During the COVID-19 Pandemic — United States, January 2019–May 2021. *MMWR Morb Mortal Wkly Rep* 2021;70:888–894.

Definition of Indicator:

Crude Rate per 100,000 residents for all drug-related overdose Emergency Department visits in Monterey County by year by age groups for those up to 24 years of age.

Why the Indicator is Important

This indicator shows the trends of Emergency Department visits for overdose in the Monterey County youth over this time period. All drug overdose emergency department visits caused by non-fatal acute poisonings due to the effects of drugs, regardless of intent (e.g., suicide, unintentional, or undetermined). Emergency department visits related to late effects, adverse effects, and chronic poisonings due to the effects of drugs (e.g., damage to organs from long-term drug use), are excluded from this indicator.



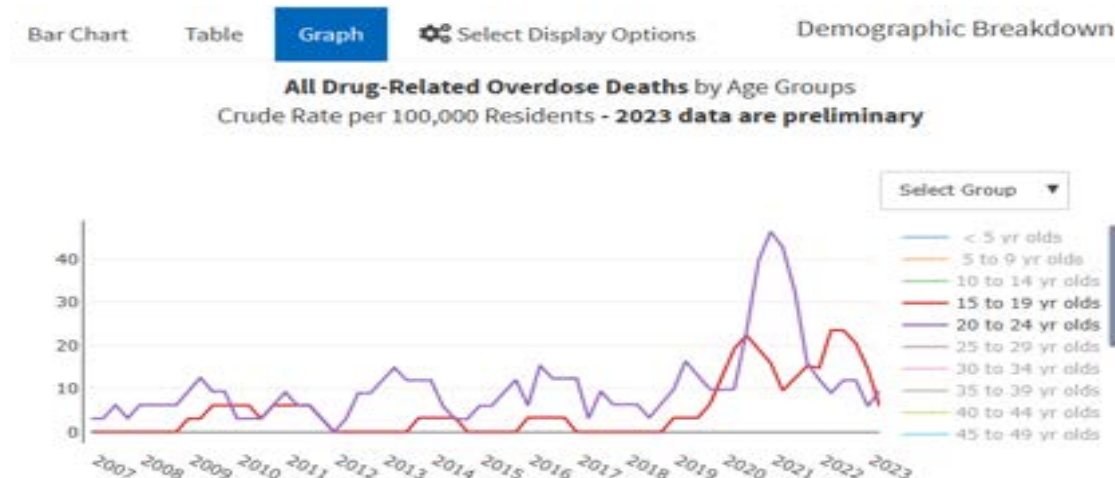
Source: <https://www.cdph.ca.gov/> CDPH California Overdose Surveillance Dashboard and Monterey County Prescribe Safe

Definition of Indicator:

Crude Rate per 100,000 residents for drug related overdose deaths by year for the age groups of 15-24 years of age.

Why the Indicator is Important

This indicator is reflective of the lives lost to drug overdose in teens and young adults.



Source: <https://www.cdph.ca.gov/> CDPH California Overdose Surveillance Dashboard and Monterey County Prescribe Safe

Initiatives and Areas of Focus

Current: Bright Beginnings Early Childhood Development Initiative

The Bright Beginnings Early Childhood Development Initiative was launched by the Monterey County Children's Council in 2012, to bring greater attention, resources and innovation to the system that serves the holistic development of all young children and their families. Its goal is to increase the percent of children who, when entering Kindergarten, reach the level of "readiness" in social and emotional skill building - moving up from 25% of children, and especially narrowing the equity gap.

Organized around the collective impact model, the Bright Beginnings backbone team supports the partners of the Initiative as stewards of the common vision, facilitator of mutually reinforcing actions, and providers of continuous communications and accountability. The Early Childhood Development Advisory Group provides insights and advice on direction and priorities of the Initiative. Bright Beginnings is funded by diverse streams including the County of Monterey Health Department, fiscally sponsored by First 5 Monterey County, and overseen by the Children's Council. It also became the steward of the early childhood-related goals within the Bright Futures Education Partnership, a cradle to career initiative established in 2015 out of California State University - Monterey Bay.

In 2018, the Initiative rolled out a strategic framework. The diverse partners of the Bright Beginnings Initiative are guided by a deep commitment to their common vision, and to collaboration, equity, interconnectedness, co-creation, and impact in order to unite and heal, as we strive to support the wellbeing of *all* children and their families.

In 2022-2034, we cultivated our strong relationships and networks; more deeply committed ourselves to strategically aligned solutions that shift power dynamics from institutionalized injustice to an empowered community; and monitoring our benchmarks and successes; and made the case for increased investments, shifting the way we think about and value early childhood.

A detailed annual report of the Bright Beginnings Initiative is found in the Appendix. For more information, visit www.BrightBeginningsMC.org or on social media: Facebook @BrightBeginningsMC and Instagram @brightbeginmc.

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 Program (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 Forster Care Placements

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

2022-2023 Presentations

Year Focus: To continue the overarching theme of mental health and broadening the focus to include substance use disorder or behavioral health and how it affects 0-24 year-olds.

August 8, 2022:

- a. Review MCCC Survey Results

September 12, 2022:

- a. Community Schools Initiatives presentation, Dr. Navdeep Purewal, Alameda County Office of Education

October 10, 2022:

- a. Local Community Schools Initiatives presentation, Dr. Vela, MCOE, and Alma Cervantes, Building Healthy Communities

November 14, 2022:

- a. Community School Initiative Recap and Next Steps – Dr. Deneen Guss, MCOE
- b. Recap and debrief of the Heckman presentation – Francine Rodd, First 5 Monterey County

December 12, 2022:

- a. Champions for Children Award luncheon and recognition to the Child Care & Well Being Covid-19 Rapid Response and Recovery Coalition

January 9, 2023:

- a. Community Schools UCLA program site visit – Dr. Ernesto Vela, MCOE

April 10, 2023:

- a. MCCC 2021-2022 Annual Report Overview

May 8, 2023:

- a. Ohana Montage Health Care Updates – Dr. Susan Swick
- b. In Play Monterey County Application – Dr. Caryn Lewis and Mara Wold, MCOE

2022-2023 Members

Executive Committee	Organization
Katy Castagna	United Way Monterey County
Elsa Jimenez	Monterey County Health Department
Deneen Guss	Monterey County Office of Education
Todd Keating	Monterey County Probation Department
Lori Medina	Department of Social Services
General Assembly	Organization
Jose Arreola	Community Alliance for Safety and Peace
Dan Baldwin	Community Foundation of Monterey County
Tina Nieto	Monterey County Sheriff's Office
Dan Burns	Salinas Union High School District
Susan Chapman	Public Defender Office
Laura Dunn	Child Care Planning Council
Katy Eckert	Behavioral Health
Les Gerard	County Council
Zulieka Boykin	Housing Authority Monterey County
Sam Lavorato Jr.	Superior Court, Juvenile Justice Division
Lori Luzader	Special Kids Connect
Robin McCrae	Community Human Services
Eva Ortiz	Department of Social Services
Vanya Quinones	Cal State Monterey Bay
Jeannine Pacioni	District Attorney Office
Virginia Pierce	Child Abuse Prevention Council
Francine Rodd	First 5 Monterey County
Wendy Root Askew	Monterey County Board of Supervisors
Hillary Theyer	Monterey County Free Libraries
Gina Uccelli	Washington Union School District
Designated Alternates	Organizations
Josh Madfis	United Way Monterey County
Edward Moreno	Monterey County Health Department
Ernesto Vela	Monterey County Office of Education
Jose Ramirez	Monterey County Probation Department
Laurel Lee-Alexander	Community Foundation of Monterey County
Charles DaSilva	Monterey County Sheriff's Office
Randy Bangs	Soledad Unified School District
Michelle Woulden	Public Defender Office
Marni Sandoval	Behavioral Health
Annette, Cutino	County Counsel
Marla Anderson	Superior Court, Juvenile Justice Division
Shirley Milleco	Community Human Services
Melissa Alejandre	Department of Social Services
Michael Applegate	Cal State Monterey Bay, Bright Futures
Marisol Mendez	District Attorney Office
Julia Cooper Altman	Child Abuse Prevention Council
Beth Reeves-Fortney	Monterey County First 5
Eric Mora	Supervisor District 4 Office
Daniel Stonebloom	Lagunita Elementary School District

Appendix

See attachment on the next page

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Annual Report July 2022- June 2023



The Bright Beginnings Early Childhood Development Initiative was launched by the Monterey County Children’s Council in 2012, to bring greater attention, resources and innovation to the system that serves the holistic development of all young children and their families. Its goal is to increase the percent of children who, when entering Kindergarten, reach the level of “readiness” in social and emotional skill building - moving up from 25% of children, and especially narrowing the equity gap.

Organized around the collective impact model, the Bright Beginnings backbone team supports the partners of the Initiative as stewards of the common vision, facilitator of mutually reinforcing actions, and providers of continuous communications and accountability. In 2018, the Initiative rolled out a strategic framework. The diverse partners of the Bright Beginnings Initiative are guided by a deep commitment to their common vision, and to collaboration, equity, interconnectedness, co-creation, and

impact in order to unite and heal, as we strive to support the wellbeing of *all* children and their families.

In 2022-2034, we cultivated our strong relationships and networks; more deeply committed ourselves to strategically aligned solutions that shift power dynamics from institutionalized injustice to an empowered community; and monitoring our benchmarks and successes; and made the case for increased investments, shifting the way we think about and value early childhood.

Cultivating the Network

United through the Bright Beginnings Initiative, we come together for collective impact. Our goal is that every child has what they need to succeed, and our policies and practices are centered in equity, diversity and inclusion. We inspire each other to think differently, to break the habits and patterns that hold racial, gender, ability and all disparities and prejudices in place, and to celebrate each other. By cultivating a network of early childhood champions rooted in strong relationships, we seek to collectively transform how we approach our work, so we can meet *all* children and their families on their terms, where they are.

300-some cross-sector, multidisciplinary leaders engaged in **8** Bright Beginnings affinity networks, supported by the Bright Beginnings backbone team: Early Childhood Development Advisory Group; Mamas de Salinas Abogan; Maternal Mental Health Taskforce; Greenfield Early Learning Partnership; Family, Friends and Neighbor Caregiver Champions Network; Regions Rise Together Care Committee; Family Child Care Home Network Liaisons; Family Child Care Home Business Capacity Builders.

7 local child and family-centered forums attended by staff: Monterey County Immigrant Services Network of Empowerment (CISNE), South County Outreach Efforts Network (SCORE), Community Alliance for Safety and Peace (CASP), Universal Pre-kindergarten (UPK) Forum, Quality Matters Consortium, Child Care Planning Council, and Children's Council.

4 equity-centered, collaborative forums engaged in by staff to deepen systems transformation: the local Collaboratively Organizing for Liberation, Inclusion, and Breaking Racial Inequities (COLIBRI); Impact Monterey; Regions Rise Together Community Power Committee; and the national Strive Together Cradle to Career Partnership.

12 articles and ads published in the Salinas Valley Business Journal, about child care and family friendly business.

62 issues of three newsletters published: The Early Learning Digest, the Maternal Mental Health Newsletter, and the Bright Beginnings Initiative Newsletter.

142 social media posts published, highlighting the collaborative work of the Initiative, and of individual partners. Check it out! On Instagram @brightbeginmc and on Facebook @brightbeinningsmc

5,000 friends! Mamas de Salinas Abogan have an inspiring social feed on Facebook @mamasde.salinasabogan.1 and Instagram, too @mamasdesalinasabogan831



Left: Maternal Mental Health Awareness Walk in Salinas, May 2023. Middle: Tabling at Marina Child Development Center May 2023. Right: Strive Together Policy Summit in Washington, DC, June 2023.

Commitment to Strategic Alignment

Collaborative projects are aligned around key areas that support young children and their families, so that:

- The early care and learning system is fair.
- Families' resilience is strengthened through social and emotional well-being.
- Families are holistically supported by interconnected systems.
- Caregivers are prepared, with access to resources and opportunities to learn.

These areas overlap, and are reinforced by cross-cutting strategies to raise awareness, mobilize, generate funding and build collective capacity to transform and heal. The child's well-being is always at the heart of what we do.

2 community walks were held to raise awareness and reduce stigma around perinatal mental health, in Salinas and Castroville.

2 resolutions were passed to recognize Maternal Mental Health, one by the County Board of Supervisors and once by Assemblymember Robert Rivas.

59 people registered for the Maternal Mental Health Forum in **4** locations (Hartnell College Salinas and Soledad campus, Pajaro Valley Wellness Center in Watsonville, and virtually), learning about best and emerging practices in the field.

Thank you Central Coast Alliance for Health, Parenting Connection, the County of Monterey Behavioral Health, Raices y Carino, and Mamas de Salinas Abogan for pulling off the strongest Awareness Week yet!

28 VIDA Community Health Workers participated in reflective practice circles to improve impact in the community and support their well-being.

126 families attended the Preschool, TK & Kinder Enrollment Fair for Greenfield Union School District, to learn how to navigate the enrollment process and access community resources.

1 technical and content audit of www.MontereyCountyChildCare.org, sponsored by Bright Futures Educational Partnership, to improve security and the user experience.

“I know first hand what it takes to be an early educator and to recruit and retain early educators. It's always been hard, but right now it's been harder than ever. The newly accredited Hartnell Apprenticeship program is unique and essential, addressing many of the barriers new students face. We need to invest in its success.**”**

- Shannon Watkins, Executive Director, Early Development Services

1 new Early Childhood Education Apprenticeship program officially certified at Hartnell Community College.

23 entrepreneurs enrolled in the virtual licensing program by Nurture, sponsored by Central California Small Business Development Council Network, including a \$1,500 stipend for each participant to cover the cost of licensing.

50-some home-based child care providers convened to discuss the types of business supports they need to thrive, representing Monterey, Santa Cruz and San Benito Counties, thanks to collaboration between El Pajaro Community Development Center, Mexican American Opportunity Foundation, and the Institute for Innovation and Economic Development at California State University, Monterey Bay.

100 Family, Friend and Neighbor informal child caregivers attend the inaugural Summit in Greenfield, attending sessions on nutrition and learning-by-making.

Congrats to the Family Friends & Neighbor Champions for pulling off a beautiful event honoring the often unseen, informal caregivers that serve an estimated 70% of families in Monterey County: United Way of Monterey County, Door to Hope, Go Kids, First 5 Monterey County, and Mexican American Opportunity Foundation.

Making the Case & Monitoring Impact

Within systems transformation, we seek to make changes in the policies, practices and resources flows that influence early childhood, as well as shifting relationships, power dynamics, and mental models (per the Waters of Systems Change, by FSG). Impact takes shape in the numbers and stories shared in this report, from those that have directly participated in the work of the Bright Beginnings Initiative. It is also evident in the statistics of various populations or geographies. We need all types of information to understand our impact, to ensure we are reaching those that need support the most, and to make the case for increased investment in the systems that support early childhood.

3 data catalogs updated: Monterey County Perinatal Data Profile 2022; Home Visiting Landscape 2023; and Child Care Supply and Demand 2022.

2 eye-opening data points crunched pertinent to the wellbeing of young children in Monterey County:

- There is an estimated **\$156 million gap to serve all young children eligible for state or federal child care subsidies** - more than twice already available. Currently, 6,300 children are served with \$112mil in state and federal subsidies for child care, whether through vouchers or subsidized programs. We need an additional \$156mil to serve the 9,000 that qualify for subsidized programs, but not receiving subsidies for various reasons. (Crunched by Bright Beginnings backbone team.)
- According to the School System Readiness Assessment, **in 2022 children were more likely to meet the readiness thresholds across all domains of development** than in previous years. (Crunched by First 5 Monterey County Evaluation Advisory Committee. A more detailed report forthcoming.)

Endless numbers collected, researched and compiled to meet specific requests in the community and to compile this report.

Fostering Child-Centered Policy & Investment

The gap in subsidies for child care locally points to a nation-wide gap in public investment in early childhood. According to the New York Times (2021), on average, rich countries spend \$14,000 a year on toddler care. In the U.S., it's \$500 a year. In face of these gaps in the U.S., we applaud the foresight of the Board of Supervisors for including early childhood in their Legislative Platform and their ongoing investment to support the work of the Bright Beginnings Initiative. We are also grateful for our local and national philanthropists that continue to invest in our community. It is their commitment that helps us continue to foster child-centered policy and investments. With a 14% return on investment for the whole community, it just makes sense to invest

in early learning programs (from Nobel Laureate economist Dr. James Heckman’s research).

6 Economic development spaces attended to champion the role of early childhood in building a thriving Monterey County: Salinas Valley Chamber of Commerce Government Affairs Committee; Monterey Peninsula Chamber of Commerce Economic Vitality Committee; County of Monterey Economic Development Committee; Regions Rise Together Inclusive Economic Development Initiative; Monterey Bay Economic Partnership State of the Region; and Dollars and Sense: Investing in Early Childhood with Nobel Laureate Economist Professor James Heckman (hosted by First 5 Monterey County).

“The community is willing to collaborate, it is only necessary to listen to what support you need to make it possible, we know that we have a shared vision, which is to benefit our county.”
- Alma Corado, Mamas de Salinas Abogan & Padres Unidos

1 workshop on mobilizing local public funding, co-led at Strive Together Policy Summit in Washington, D.C. by Bright Futures Steering Partner Yuri Anderson and Bright Beginnings Director Sonja Koehler.

Dozens of direct advocacy touchpoints by individuals supported, whether in the chamber of the County Board of Supervisors, in front of School Board Trustees, District English Language Learner Advisory Committee, or during legislative visits.



Left: Maternal Mental Health Task Force Steering Committee Retreat, October 2022. Right: Greenfield Diaper Drive, September 2022

21 civic engagement capacity-building touchpoints participated in by the Mamas de Salinas Abogan, including the Central Coast Early Childhood Advocacy Network’s annual Parent Power Summit. They even led a workshop!

“The families need to be satisfied with the care provided to their child so that they can work without worry.”

- Alma Hernandez, caregiver at the 2022 Family, Friend and Neighbor Child Care Summit in Greenfield

\$50,000 secured in philanthropic investments in **Family, Friends and Neighbor caregivers**, through United Way of Monterey County and by the Packard Foundation.

\$300,000 secured in philanthropic investment in **Early Childhood Education scholarships** at Hartnell College, by the Morgan Charitable Foundation, and thanks to the Regions Rise Together Blueprint.

\$400,000 secured in the County of Monterey Budget, by bringing **30+** diverse voices through public comment into budget deliberations by the Board of Supervisors. Aligned with the Bright Beginnings strategic framework, this one-time investment for FY 2023-2024 includes: support for Early Childhood Education Career Pathways, Informal Caregiver Capacity Building, and Initiative-wide community outreach, inclusion, and advocacy.

Looking Back to Move Forward, with Gratitude

In review of the year, we see how the network of early childhood champions continues to grow, becoming broader, more diverse, and stronger. Building on the decades of the foundational work of our partners and the transformative work of the Bright Beginnings Initiative, we look ahead to even more synergy and positive impact.

We are committed to systemic liberation in a just, equitable Monterey County for all. As we move forward, we will intentionally seek to change policies that affect young children and their families, especially those policies that are rooted in outdated, oppressive mindsets. We will nurture healing relationships to self and others that focus on holistic health and wellbeing. We will elevate the value of the workforce dedicated to supporting our youngest.

None of this work can be done alone or apart from our environment. We honor the wisdom and stewardship of the people indigenous to the lands we are on, including the Ohlone, Costanoan, Rumsen, Mutsun, and Esselen tribes. No matter the lands we are from, the ethnicity and cultures we belong to, or the work we do, we are equally important to our community, and we are interconnected across generations and in our individual and collective healing.

MONTEREY COUNTY CHILDREN'S COUNCIL LEADERSHIP

Lori Medina - Department of Social Services (Council Chair)
Edward Moreno - Public Health Officer (Initiative Co-Chair)
Francine Rodd - First 5 Monterey County (Initiative Co-Chair)*

BRIGHT BEGINNINGS BACKBONE STAFF

Sonja Koehler - Director
Cristina De Orta - Program Support
Iris Gamez - Community Outreach, Inclusion & Advocacy Coordinator

Rebeca Zuniga - Communications Coordinator

EARLY CHILDHOOD DEVELOPMENT ADVISORY GROUP

- Jose Arreola - City of Salinas
- Alma Cervantes - Building Healthy Communities
- Laura Dunn - Carmel Unified School District
- Dana Edgull - Behavioral Health
- Claudia Gomez - Door to Hope
- Krista Hanni - Health Department
- Niaomi Hrepich - WIC, Health Department
- Sonia Jaramillo - Office of Education - Early Learning Program
- Caryn Lewis* - Office of Education - Ed Services
- Noemy Loveless - North Monterey Unified School District
- Josh Madifs* - United Way of Monterey County
- Sarait Martinez - Centro Binacional
- Megan Matteoni - Office of Education - Quality Matters
- Julie Foster - Read to Me Project
- Mamas de Salinas Abogan
- Maria Ortiz - MAOF Resource & Referral
- Mayra Perez Diaz - United Way of Monterey County
- Ginger Pierce - Child Abuse Prevention Council
- Angie Ramirez - CAPSLO
- Laurie Ramirez - Office of Education - Child Care Planning Council
- Beth Reeves-Fortney - First 5 Monterey County
- Mayola Rodriguez - Go Kids, Inc.
- Wendy Root Askew - Office of the Supervisor – District 4
- Michael Applegate - Bright Futures
- Shannan Watkins* - Early Development Services

(also Steering Partners for Early Childhood Goals 1&2 of the cradle-to-career initiative, Bright Futures Educational Partnership)*

The success described within this report could not happen without the generosity of the County of Monterey Health Department, all of our diverse philanthropic funders, nor the in-kind administrative support of our fiscal sponsor, First 5 Monterey County.

We are humbled and grateful for all who believe in the Bright Beginnings Initiative. Many thanks to the partners of today, all who came before us, and all that lays ahead.



Left: Ceremonial Resolution recognizing Maternal Mental Health Week presented by Assemblymember Robert Rivas’ office, received by the Mamas de Salinas Abogan, May 2023. Right: Inaugural Family, Friends & Neighbor Caregiver Summit in Greenfield, August 2022.