



STRATEGIC PLAN FOR 2007 – 2017



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Our Vision

All children reach their full potential in a family and community that values and respects childhood.

Our Mission

To serve as a catalyst to create sustainable change in systems, policies, and practices that enrich the development of children in their FIRST 5 years of life.

Introduction

Since its inception in 1998, **First 5 Monterey County (F5MC)** has touched the lives of over 250,000 children, families, and caregivers. Approximately 7,000 babies are born in Monterey County every year. From the moment they are born, critical connections are made in the brain that shape their lifelong learning.

The passage of Proposition 10 - The California Children and Families First Act of 1998, led to an unprecedented investment in young children throughout California. Numerous studies confirm that early childhood initiatives like Proposition 10 can reduce the need for more expensive taxpayer-funded services later such as special education, foster care, and welfare programs. The **F5MC** Commission is charged with ensuring that Proposition 10 revenues are directed toward programs that will make a difference in the lives of children from the prenatal stage through age 5 and their families living in Monterey County.

Much has happened since 1998. Many successful programs have been implemented that positively affected individual children and families. However, there is still a great deal more to be accomplished. Child development and early education research, local secondary data, and input from local stakeholders indicated a need for **F5MC** to place more emphasis on the importance of learning in the early years. Therefore, in 2005 the Commission selected Early Learning Opportunities (ELO) as its strategic focus for future funding allocations.

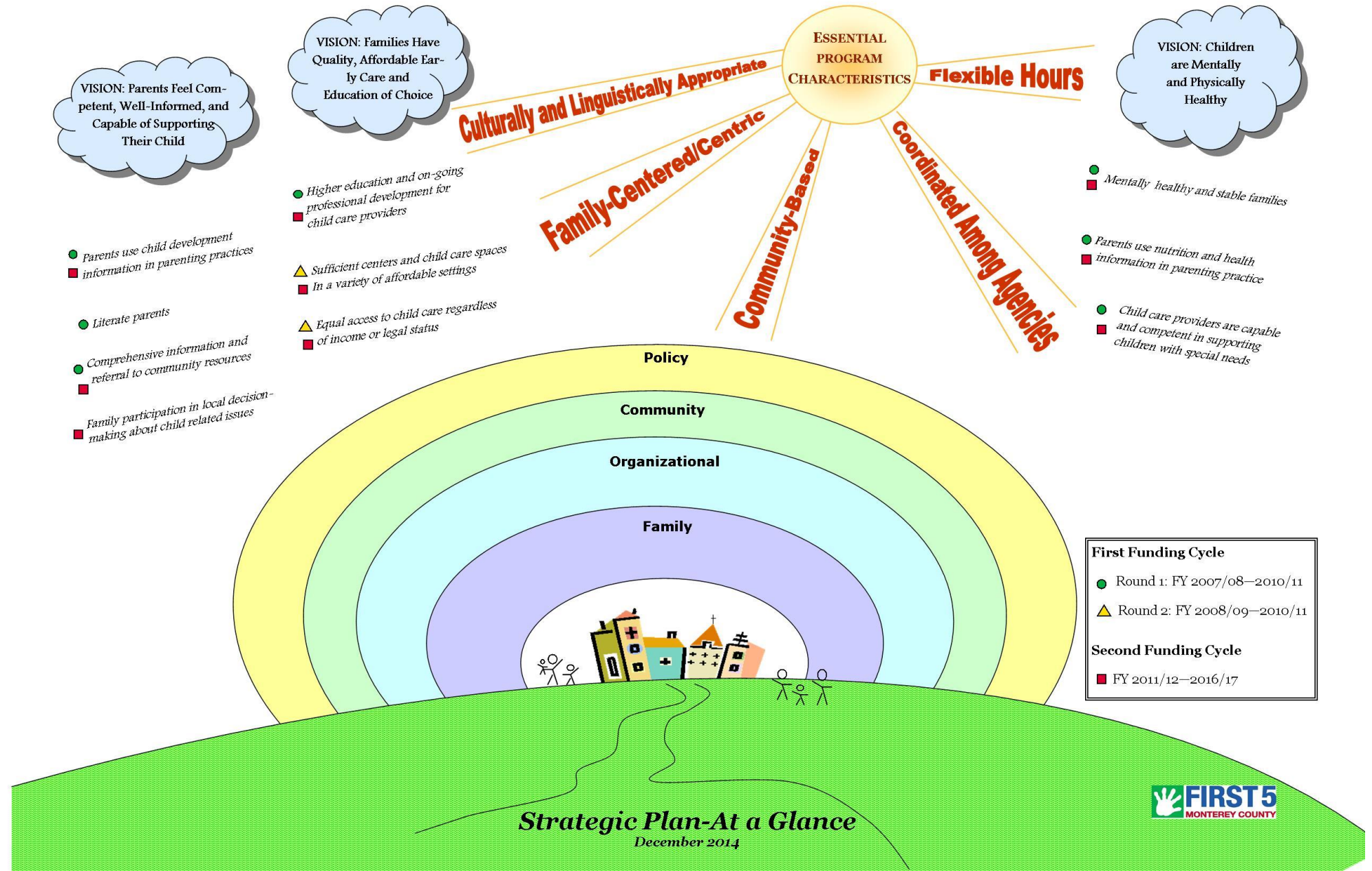
The Commission believes that community members hold knowledge essential to helping define needs for resource allocation and capacity building. A participatory strategic planning process was implemented in Fiscal Year (FY) 2006/07 to engage the community in defining the Visions and Outcomes for ELO. This Strategic Plan supports continued participatory processes for the design, implementation, and evaluation of ELO. It also serves as a guide for financial planning and is a companion document to the Commission's Long-Term Financial Plan.

This document describes:

- Who we are.
- How we work.
- The Community Visions for ELO funding.
- How we intend to work toward achieving the Community Visions.
- How we will know if we have been successful.

Our sincere thanks goes to the ELO Advisory Team (Appendix A) and more than one thousand community members that participated in this process with passion, commitment, and dedication to improving the lives of young children. Together, we can welcome all babies to our community and help to ensure that they are able to reach their full potential.

Strategic Plan – At a Glance



How We Started

Research clearly shows that a child's brain develops most dramatically in the first 5 years. What parents and caregivers do during those years to support a child's growth profoundly affects how a child's brain develops and will have a meaningful, lifelong impact. Based on this research, California voters passed Proposition 10 in 1998, adding a 50-cent per-pack tax on tobacco products to support programs for children from the prenatal stage through age 5. The California Children and Families Commission, also known as First 5 California, retains 20% of those revenues for statewide programs. The remaining 80% is distributed among the 58 counties in California based upon the number of births in each county. Each First 5 has the responsibility to support programs that meet the needs of its local community. **F5MC** is the local public agency responsible for distributing Proposition 10 revenues in Monterey County.

F5MC convened community groups and forums during 1999 to obtain input about our community's priorities for the healthy development of our youngest children. In 2000, **F5MC** began awarding funds to organizations working to address the identified priorities. For a list of current and previous grantees see Appendix B.

What We Believe

GUIDING PRINCIPLES

F5MC is committed to the following principles that guide our work and the work of our Funded Partners:

- **Embodying the Essential Characteristics.** All services are delivered in accordance with the five Essential Characteristics as defined by the community:
 - 1) Culturally and Linguistically Appropriate.
 - 2) Family-Centered/Centric.
 - 3) Community-Based.
 - 4) Coordinated Among Agencies.
 - 5) Operate Flexible Hours.

Additionally, as part of the commitment to diversity and equity, **F5MC** has adopted the First 5 California Commission's Principles on Equity¹.

- **Relationship Based Work.** Working in ways that maximize the strength of respectful and collaborative work.
- **Impacting Systems.** Implementing strategies that will lead to long-lasting change across multiple agencies.
- **Building Capacity.** Supporting capacity building and self-determination for families, communities, and organizations.
- **Co-Creating with the Community.** Supporting participation and shared ownership by including diverse community members in program design, implementation, and evaluation.
- **Building on Best and Promising Practices.** Designing programs grounded in research and best and promising practices as well as cultural and community knowledge.

¹ For the full text of the Principles on Equity, please see the First 5 California website: www.cffc.ca.gov

- **Being Outcomes-Oriented.** Measuring outcomes for children and families and using data to facilitate decision-making, identify opportunities, and improve programming.
- **Intentional and Strategic.** Thoughtful planning, implementing, and evaluating of projects to ensure their success.
- **Maximizing Taxpayer Dollars.** Maximizing and wisely using available resources through partnering and leveraging with other funders including private donors and state and federal programs.

How We Work

CORE ROLES

The five core roles of **F5MC** in the community include:

- **Community Partner.** Committed to co-creating and participating in partnerships that bridge and bond the various assets in our county.
- **Builder of Sustainability.** Supporting capacity development for grantees, communities, and systems through organizational development and leveraging of public and private dollars.
- **Catalyst, Convener, and Facilitator.** Encouraging systems change by supporting innovative thinking, promising practices, and policy development by bringing people and organizations together.
- **Advocate/Public Educator.** Providing community members with timely and relevant information and supporting advocacy and policy change for children from the prenatal stages through age 5 and their families.
- **Funder.** Investing **F5MC**'s financial assets in programs and initiatives that create positive change in the lives of children and their families in Monterey County.

EVALUATION

Evaluation is a way to learn what is going well and why. It helps programs tell the story of their work and regularly reflect on how they are doing, including if they are serving the people they intend to serve; if their program needs modifications; and, if people's lives are better as a result of the program. Through evaluation, we help improve programs and conditions for people and organizations. Evaluation, capacity building, and organizational reflection are promoted in all aspects of **F5MC**'s work. Evaluation planning takes place in conjunction with program planning and is a prerequisite for programs to receive funding.

How We Got Here

SUMMARY OF THE ELO COMMUNITY ENGAGEMENT PROCESS

After careful review of child development and early education research, local secondary data, and input from local stakeholders, we learned more emphasis was needed on early learning for young children and their families. Therefore, in June 2005, **F5MC** Commissioners identified Early Learning Opportunities (ELO) as the focus area for funding. In addition, the Commission recognized that the focus area would need to be designed so that all "circles of influence" affecting a child in the social-ecological model would be addressed. These include individual, interpersonal (family), organizational, community, and policy. For the purposes of **F5MC**'s work, the individual and interpersonal (family) circles are collapsed into one "family" circle.

The Commission looked to the community to collaborate in developing the ELO focus areas. A team of diverse and representative stakeholders in Monterey County worked with **F5MC** staff and

consultants² to design and guide a participatory strategic planning process. Beginning in February 2006 and culminating in June 2007, **F5MC** launched the process to identify Community Visions and Outcomes for ELO funding.

The process was designed to develop priorities for future funding, contribute to a strategic plan framework, identify partners to implement strategies, and develop funding applications congruent with community-identified characteristics essential for successful programs.

The stakeholders also worked with **F5MC** staff to develop local funding strategies grounded in research and based on the capacity and resources of the community. An independent committee reviewed and recommended these funding strategies to the Commission. In April 2007, the **F5MC** Commission approved the strategies and, after a public funding process, the newly funded programs began work in July 2007.

A full report of the community input process is available upon request.

Key Countywide Findings

The following chart shows the three community-identified Visions and the highest-ranking corresponding Strategies that emerged from the ELO Community Engagement Process. Refer to Appendix C for further detail.

COMMUNITY VISION I	HIGHEST RANKING STRATEGY
Parents feel competent, well-informed, and capable of supporting their child	Parents use child development information in parenting practice
COMMUNITY VISION II	HIGHEST RANKING STRATEGY
Families have quality, affordable early care and education of choice	Higher education and on-going professional development for child care providers
COMMUNITY VISION III	HIGHEST RANKING STRATEGY
Children are mentally and physically healthy	Mentally healthy and stable families

Community Priorities Update

In updating the Strategic Plan in 2011, it was critical to ensure that community priorities voiced in the original planning process still remained valid. To accomplish this, **F5MC** staff performed a scan of recent parent and community needs secondary research compiled by Monterey County community partners. The cumulative findings of these needs assessments verified that the Visions and Strategies identified in our initial primary data gathering were still priorities. The sources of these needs assessments included the following:

- Building Health Communities (East Salinas) Plan Narrative and Logic Models March 2010 (n=1,416).
- Monterey County Head Start Program Information Report for the 2008-2009 Program (n=1025).
- Monterey County Head Start 2009-2010 Survey of Community Needs (n=608).
- Monterey Peninsula Unified School District’s School Impact Improvement Grant Program Needs Assessment 2009-2010 – Cabrillo Family Resource Center (n=120).

²Planning consultants included Barkan Consulting Group, WestEd, Inc., and Semics, LLC.

- Pathways to Safety 2009-2010 Identified Needs (n= 1,163).

The research scan revealed the following priority needs. These findings substantiate the current **F5MC** Community Visions.

- Parenting education.
- Counseling and mental health support.
- Improved access to affordable, high-quality child care and early childhood education programs.

Essential Characteristics

As a means for developing effective programs and services, ELO participants identified the following key Program Characteristics. These are now part of **F5MC** Funded Partner service criteria. The chart below defines each Essential Characteristic. The list is in order of priority as ranked by ELO participants.

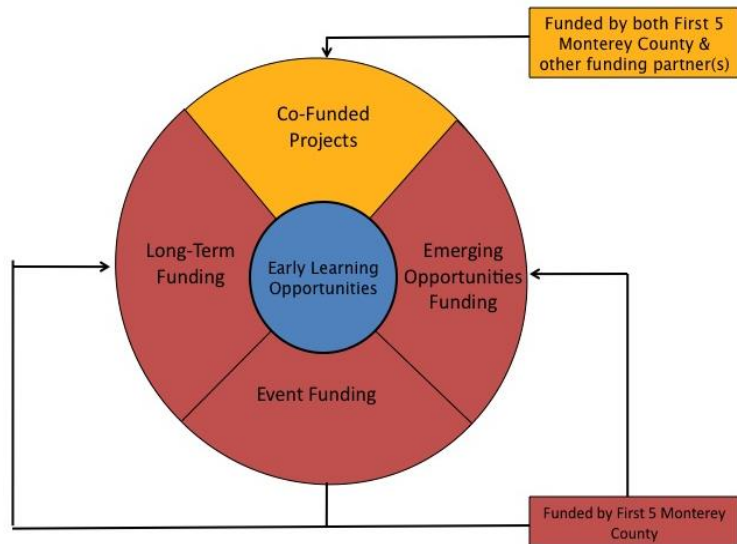
ESSENTIAL CHARACTERISTICS	DEFINITION
I. Culturally and Linguistically Appropriate	Organization honors and respects the diversity of children and families, their socio-economic status, family structures, individual abilities, beliefs, interpersonal styles, language preferences, attitudes, and behaviors. Programs and services are targeted to the primary beneficiaries in a community.
II. Family-Centered/Centric	The role of family as central to the health and well being of children is recognized and supported through a respectful family-provider partnership based on equality. Families are celebrated for their strengths, expertise, cultures, and traditions; their knowledge, skills, and experiences are utilized collaboratively in the decision making process.
III. Community-Based	In the community, of the community, for the community; centered in and around a particular community; and reflective of community needs and dynamics.
IV. Coordinated Among Agencies	Working together harmoniously in a collective effort to support families and children, maximize resources, reduce duplication, and produce positive outcomes for the community.
V. Flexible Hours	Flexible staffing and program planning to ensure services are provided at convenient times so that family members can participate year round without conflicts with school, work, or other commitments; includes evenings, weekends, and holidays.

Several documents have been developed to assist Funded Partner organizations with implementing the Essential Characteristics including a self-assessment tool and resource guide.

Our Funding Approaches

Coordinated community partnerships and grantmaking processes identify the specific individuals, organizations, and agencies that will be funded. The framework for making our funding decisions integrates four types of funding approaches:

- **Co-Funded Programs.** Jointly funded with First 5 California or other partners, such as The David and Lucile Packard Foundation.
- **F5MC Funded Programs.** These include:
 - Long-term Funding.
 - Emerging Opportunities Funding (short-term grants).
 - Event Funding.



CO-FUNDED PROGRAMS

The ELO Strategic Plan will continue to support and integrate programs that are jointly funded.

F5MC will also participate in other opportunities for leveraging state, federal, and foundation funding in alignment with this Strategic Plan. This includes supporting the leveraging of the Federal Affordable Care Act.

LONG-TERM FUNDING

Long-term (multi-year) funding will be provided for programs and services that need several years to build sustainability and maximize the impact for children and families. The first 4-year cycle of funding for the ELO Strategic Plan was implemented in stages to allow time for proper planning. The second 6-year cycle will be implemented with contracts beginning in July 2011. An outline of the funding cycles is provided below. For a visual representation, see Strategic Plan At-A-Glance on page 4. A list of multi-year programs funded in the First Funding Cycle (FY 2007/08 to FY 2010/11) and the Second Funding Cycle (FY 2011/12-FY2016/17) and the Visions they intend to affect are included in Appendix F.

First Funding Cycle

Stage 1: FY 2007/08 – FY 2010/11. Four-year contracts (supporting areas prioritized by the Commission and the community for immediate funding). See Commission Priorities page 10 and 11.

Stage 2: FY 2009/10 – FY 2010/11. Two-year contracts (for focus areas that required additional planning prior to funding and implementation).

Second Funding Cycle

The second funding cycle is from FY 2011/12 – FY 2016/17. Originally, funding was provided from FY2011/12 - FY14/15. Due to the need to coordinate funding efforts across multiple initiatives in the community, the Commission will extend contracts for Funded Partners in good standing through FY2016/17. The funding may be provided through 1-year or multi-year renewable contracts. Due to declining resources, the Commission selected the following four programmatic areas to be the long-term focus of funding (beginning in FY 2011/12).

- **Vision I: Parenting Development.** Defined as programs that maintain relationships with parents to build knowledge, skills, and confidence in parenting as well as their ability to access resources to assist their family. Funding will be primarily focused on parents with children from the prenatal stage to age 3, but not exclusive of children ages 4-5.
- **Vision II: Child Care Quality.** Described as programs that enhance child care provider/caregiver education, child care environment quality, child care workforce development, and parent-teacher interactions.
- **Vision III: Mental and Physical Health.**
 - a. *Special needs assessment, screening, and support.* Defined as programs that provide a coordinated system of screening, referrals, and services for children with special needs, including emotional delays. The geographic area funded subsequent to the selection process was 93905.
 - b. *Coordinated, flexible, and individualized support and services for children who have experienced trauma or prenatal exposure to drugs/alcohol.*
- **Policy and Advocacy Efforts.** Efforts to impact public policies related to supporting all children in reaching their full potential in a family and community that values and respects children.

EMERGING OPPORTUNITY FUNDING

Funding will be provided for opportunities deemed by the Commission as critical for the support of children from the prenatal stage through age 5 and their families. This funding will be responsive to rising and time sensitive needs.

EVENT FUNDING

F5MC will provide support for community events, workshops, and trainings where the purpose is consistent with the Vision, Mission, and Guiding Principles of **F5MC**. This funding stream will allow **F5MC** to be responsive to short-term community needs and reach broad or specific segments of the population not targeted through on-going services.

COMMISSION FUNDING PRIORITIES

In making funding decisions, the Commission will consider the Guiding Principles, the Socio-Ecological model, and the following priorities.

- **Geographic Priority Areas** The Commission prioritized geographic areas by zip code for program implementation based upon the following indicators:
 - School Academic Performance Index Rank.
 - Free/Reduced Lunch.
 - Medi-Cal Funded Births.
 - Birth Rate.
 - 0 to 5 Population.

- Mothers Under 20.
 - Late or Inadequate Prenatal Care.
 - Substantiated Child Abuse.
 - Existing Child Care Spaces.
 - Healthy Families Enrollment.
- Based on these indicators, the following areas within each region of Monterey County were selected as priority:
 - North County (Pajaro and Castroville).
 - Peninsula (Seaside).
 - Salinas (East Salinas, North Salinas, and South Salinas).
 - South County (Chualar, Gonzales, Soledad, Greenfield, King City, San Ardo, and San Lucas).

While service centers/programs funded by **F5MC** will be concentrated in these priority areas, children from the prenatal stage through age 5 and their families from throughout the county may access those services. In addition, policy work and funding for events will reach children, parents, and caregivers throughout the community. (Refer to Appendix D to obtain the data and ranking used to determine the Geographic Priority Areas.)

- **Prevention/Early Intervention.** Programs and services focused on prevention/early intervention and less on crisis intervention will receive priority funding.
- **Movement Along Integration Scale.** The Commission prioritizes support for organizations that demonstrate their ability to work with other organizations to ensure coordinated service delivery to families. This ability to work together is measured on the "Integration Scale" for program implementation as follows:

Isolation → Communication → Coordination → Collaboration → Integration.

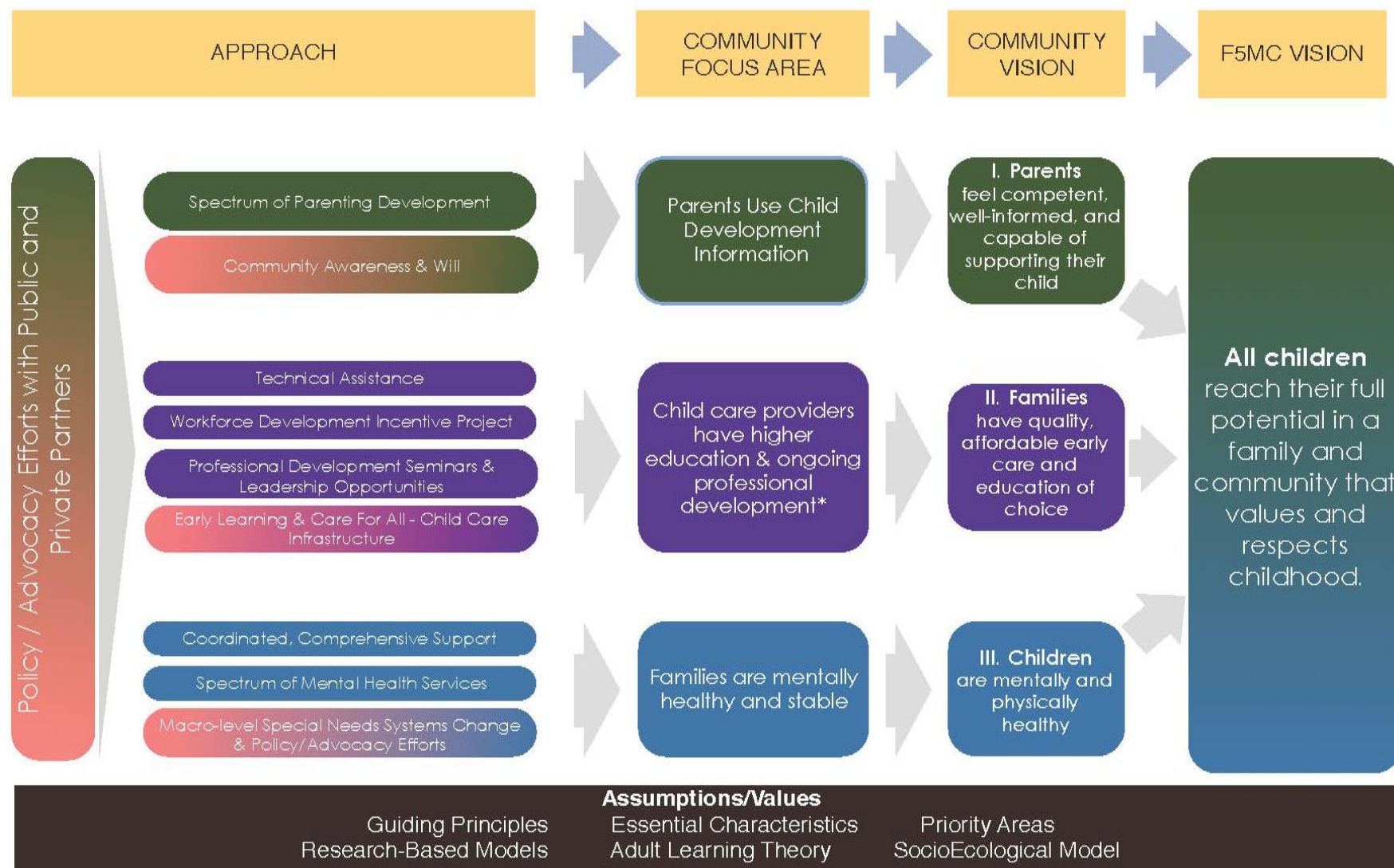
The appropriate level of integration may differ based on the individual needs of each family and the effort needed to achieve and maintain optimal service levels. Furthermore, it is recognized that authentic integration of services is an ideal that we strive for as a community. It requires significant systems level changes that extend beyond the capacity of one organization. Funded programs will be expected to have the capacity to minimally operate at the coordination level on the Integration Scale. (Further definitions of the integration scale elements are available in Appendix E.)

THEORY OF CHANGE

The Commission's Funding Priorities, the Guiding Principles, and the Socio-Ecological Model (Policy, Community, Organization, and Family) were used to develop **F5MC's** Strategic Plan Theory of Change (page 12). The Theory of Change shows the community's views of how change will occur and how we will consequently achieve **F5MC's** organizational Vision that, "All children reach their full potential in a family and community that values and respects childhood."

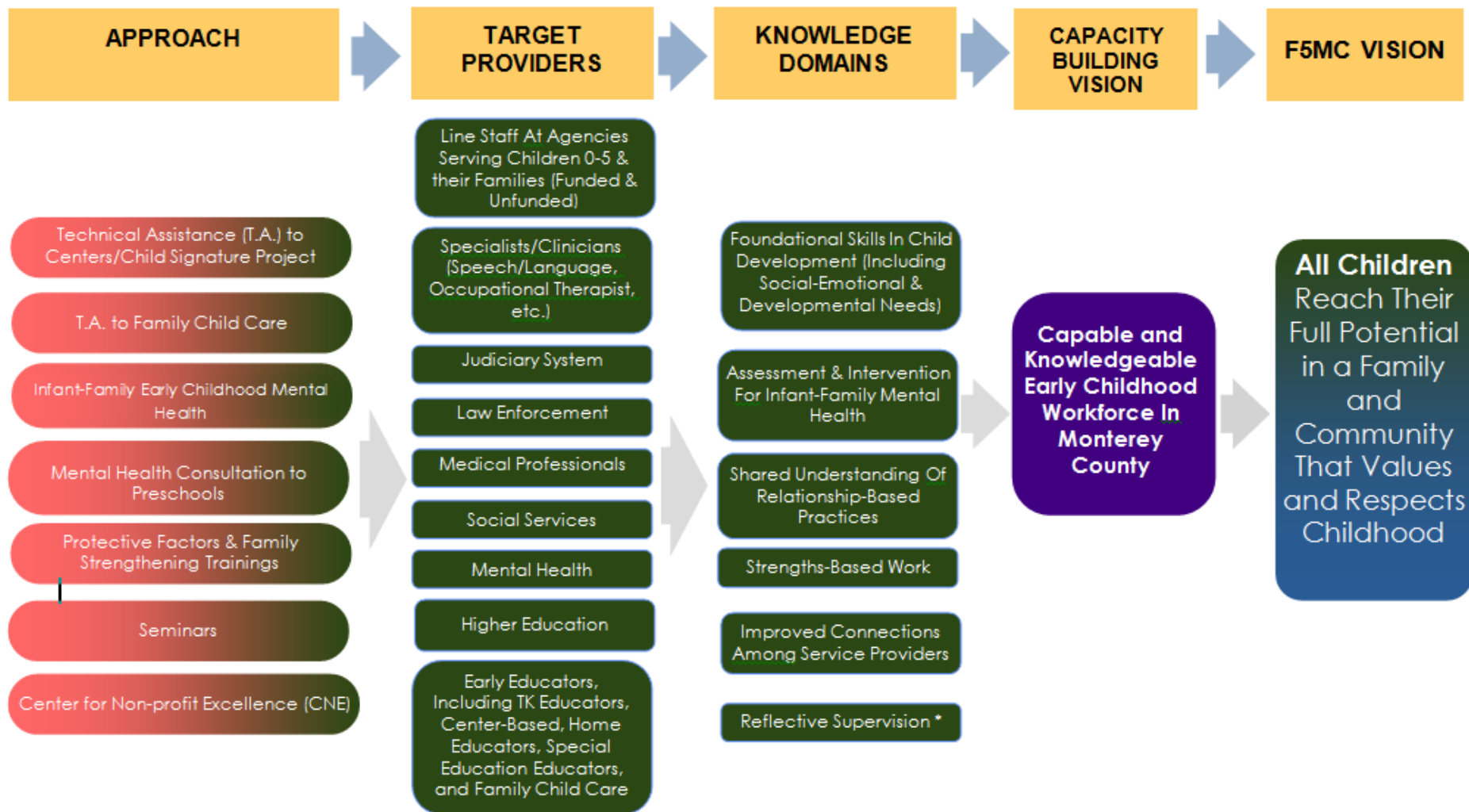
The Capacity Building Theory of Change shows how change will occur in reaching a capable and knowledgeable early childhood workforce in Monterey County.

First 5 Monterey County Theory of Change April 2011 Update



* The term "child care providers" refers to licensed and licensed exempt including Family, Friend, and Neighbor Caregivers

First 5 Monterey County Capacity Building Theory of Change



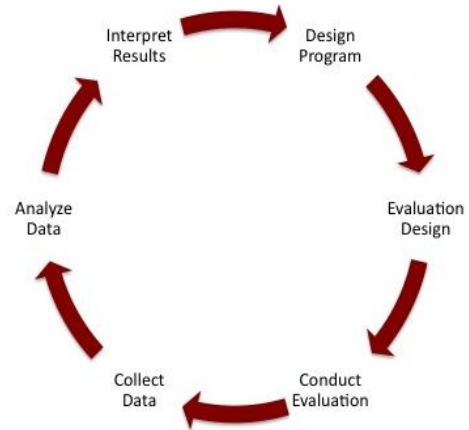
*Reflective Supervision training is primarily for supervisors of organizations that provide direct services to children 0-5 and their families.
Last updated 12.8.14

Measuring How We Are Making a Difference

EVALUATION LEARNING PROCESS

Evaluation is a learning process. What is learned through evaluation and through feedback from participants should influence the design and implementation of programs and services. The evaluation design also needs to respond to programmatic modifications. As a program changes, it may have different outcomes and the evaluation should be redesigned to assess whether those outcomes are being achieved.

Local Evaluation Cycle



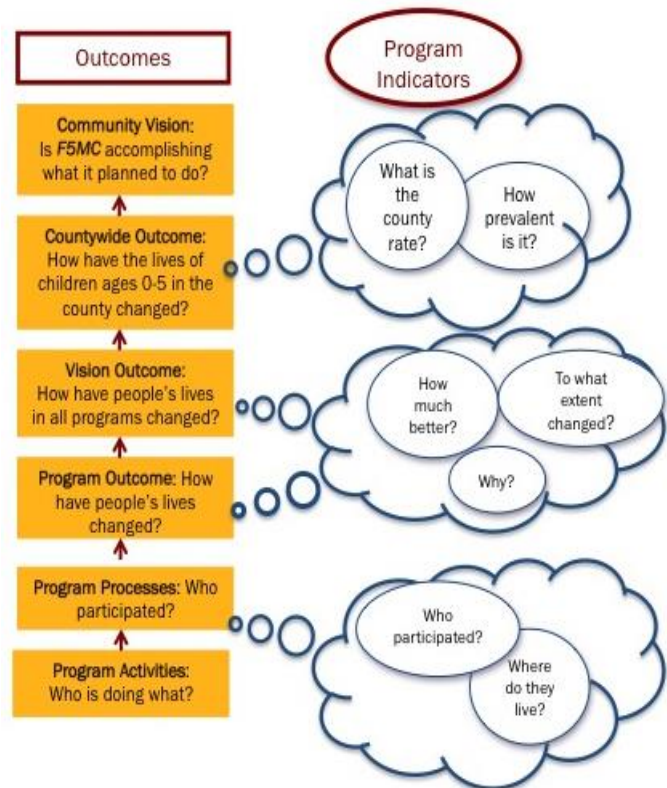
ELO EVALUATION FRAMEWORK

An evaluation framework helps **F5MC** intentionally reflect on what we are doing, how we are doing it, and what is happening because of our work. Evaluation will help **F5MC** and community partners to find out whether we are moving towards the Visions and Outcomes identified for ELO.

Each program working towards one or more of the Visions has identified how their program’s strategies or activities will change the quality of life for participants in their particular program. These are known as *Program Outcomes*.

The program outcomes are measured by *Program Evaluation Plans (PEPs)*. Indicators in the PEPs can be measured using a tool, such as the quality rating of a child care center. ELO Funded Partners with similar program outcomes are grouped and will use the same or similar type of tools to measure their common outcomes. Parents involved in the programs will be invited to participate in an evaluation from which we will learn about common outcomes that can then be compiled across similar programs. The core evaluation questions are listed in Appendix G and the evaluation dimensions and indicators are listed in Appendix H.

Evaluation Framework



To ensure that programs are serving the intended populations, Funded Partners will also collect *Process Indicators*: information about how many people are participating, where they live, and what their demographic characteristics are such as sex, age, and ethnicity. The collection of this demographic data will be used to verify programs are reaching targeted populations. This collection will be done through a common data system.

Appendices

APPENDIX A: ELO ADVISORY TEAM MEMBERS (2006-2007)

- **Tony Acosta**, Program Coordinator, Clinica de Salud del Valle de Salinas
- **Jennifer Botta**, Executive Director, Children's Services International (CSI)
- **Noemy Burnside**, Preschool Coordinator, and **F5MC** Commissioner, North Monterey County Unified School District
- **Marcie Castro**, Program Manager, Monterey County C.A.R.E.S.
- **Linda Coyne**, Director, Soledad Adult School
- **Lisa Derr**, Literacy Service Manager, Salinas Public Library
- **Norma Fragoso**, President, Monterey County Family Child Care Association
- **Jackie Frey**, Supervisor for Early Intervention Programs, Monterey County Health Department, Behavioral Health Division
- **Susie Gonzalez**, School Secretary, Prunedale Elementary School
- **Charmaine Kaplan**, Nutritionist, Women, Infants, and Children (WIC)
- **Stella Lauerman**, Family Services Representative, Peaks & Valleys FRC Fiesta Familiar
- **Kathleen Murray-Phillips**, Child Care Planning Coordinator, Monterey County Department of Social and Employment Services and Monterey County C.A.R.E.S.
- **Jim Nakashima**, Executive Director, Housing Authority of the County of Monterey
- **Judy O'Mara**, Director of Early Childhood Education, Monterey Peninsula Unified School District
- **Maria Ortiz**, Resource & Referral Facilitator, Monterey County Child Care Resource and Referral
- **Elliott Robinson**, Director, and **F5MC** Commissioner, Monterey County Department of Social and Employment Services
- **Annabelle Rodriguez**, Manager, Alisal Community Healthy Start Family Resource Center
- **Esther Rubio**, School Readiness Manager, Monterey County Office of Education School Readiness
- **Carole King**, Program Coordinator, Salinas Adult School
- **Shirley Stihler**, Administrator Early Start, Monterey County Office of Education
- **Judy Sulsona**, Executive Vice President/COO, Community Foundation for Monterey County
- **Ricardo Téllez**, Director, Monterey County Office of Education Head Start
- **Rob Weisskirch, MSW, Ph.D.**, Assistant Professor, CSUMB Human Development Liberal Studies Department

APPENDIX B: LIST OF MAJOR GRANTEES – INCEPTION THROUGH JUNE 2014

Organizations that received \$5,000 or more from F5MC are listed below.

- Action Council of Monterey County (formerly known as the Charitable Council)
- Alisal Union School District
- American Lung Association / BREATHE California Central Coast
- Appolonia Foundation / Children's Oral Health Program/Community Oral Health Services / Salud Para la Gente
- Aramark Inc. / Knowledge Learning Enterprises/ Children's Creative Learning Center
- Bayview Seals of Seaside Children's Center
- Binational Center for the Development of Oaxacan Indigenous Communities
- Children Services International
- Child Development Inc.
- Chualar Unified School District
- City of Salinas
- Community Action Partnership of San Luis Obispo, Inc. (CAPSLO) [previously Economic Opportunities Commission of San Luis Obispo]
- Community Foundation for Monterey County
- Community Housing Improvement Systems and Planning Association (CHISPA)
- Community Human Services
- Door to Hope
- Early Development Services
- Easter Seals Central California
- First 5 Alameda County (for Interactive Parenting Media)
- First 5 Santa Cruz County (for summer transition to kindergarten for PVUSD)
- Food Bank for Monterey County
- GoKids, Inc.
- Gonzales Unified School District
- Greenfield Unified School District
- Hartnell Community College
- Hartnell Foundation
- Housing Authority of Monterey County
- Interactive Parenting Media
- King City Union School District
- Kinship Center / Seneca Family of Agencies
- Lighthouse Church
- Literacy Campaign for Monterey County

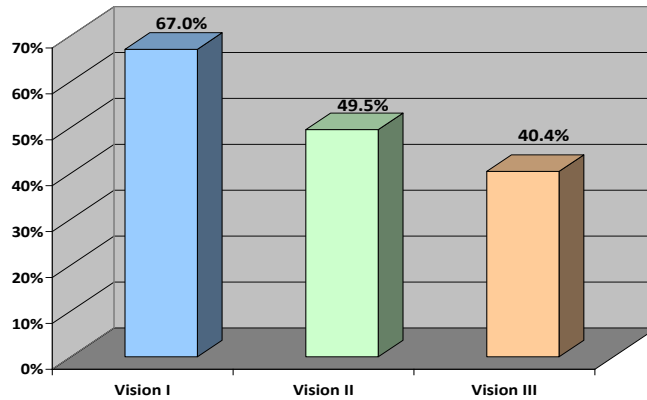
- Lucile Packard Children’s Hospital Warm Line
- Mee Memorial Hospital
- Mexican American Opportunity Foundation (MAOF)
- Monterey County Child Care Planning Council
- Monterey County Department of Social and Employment Services / Department of Social Services
- Monterey County Free Libraries
- Monterey County Health Department (Public Health Nursing and Behavioral Health)
- Monterey County Medical Society
- Monterey County Office of Education, (Head Start, Migrant Education, and Educational Services)
- Monterey County Probation Department
- Monterey Peninsula College
- Monterey Peninsula College Foundation
- Monterey Peninsula Unified School District
- North Monterey County Unified School District
- Pajaro Valley Prevention and Student Assistance, Inc.
- Pajaro Valley Unified School District
- Planned Parenthood Mar Monte
- Praxis (for CARES and Child Signature Project)
- Radio Bilingüe
- Salinas Adult School
- Salinas Public Library
- Santa Rita Unified School District
- Seaside Family Health Center
- Soledad Adult School / Soledad Unified School District
- South County Regional Health Partnership
- Sun Street Centers
- Tellus-Diganos
- United Way of Monterey County
- Visiting Nurses Association
- West Ed
- Women’s Crisis Center

APPENDIX C: SUPPORT FOR ELO COMMUNITY VISIONS³

³ Percentage totals in all tables in this section do not add up to 100% because participants were able to vote on more than one Vision.

Community Visions. The table below illustrates overall support for each Community Vision by all ELO participants.

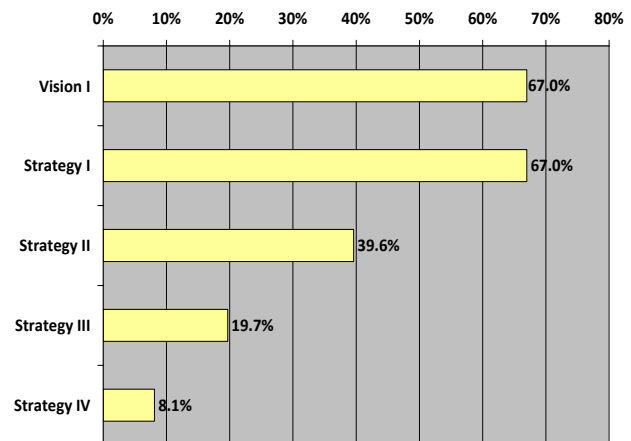
Table 1. Community Visions in Order of Ranking



Vision I. The table below illustrates overall ELO participant support for Community Vision I and its Strategies.

COMMUNITY VISION I
Parents Feel Competent, Well-Informed, and Capable of Supporting Their Child
STRATEGIES
I. Parents use child development information in parenting practice
II. Literate parents
III. Comprehensive information and referral to community resources
IV. Family participation in local decision-making about child related issues

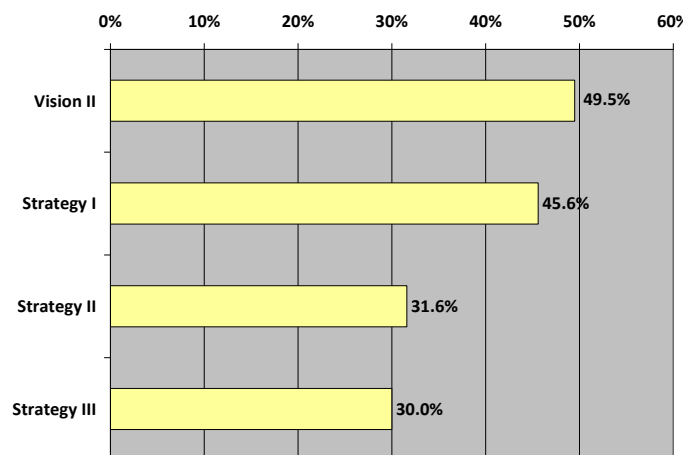
Table 2. Community Vision I and Priority Strategies



Vision II. The table below illustrates overall ELO participant support for Community Vision II and its Strategies.

COMMUNITY VISION II
Families Have Quality, Affordable Early Care and Education of Choice
STRATEGIES

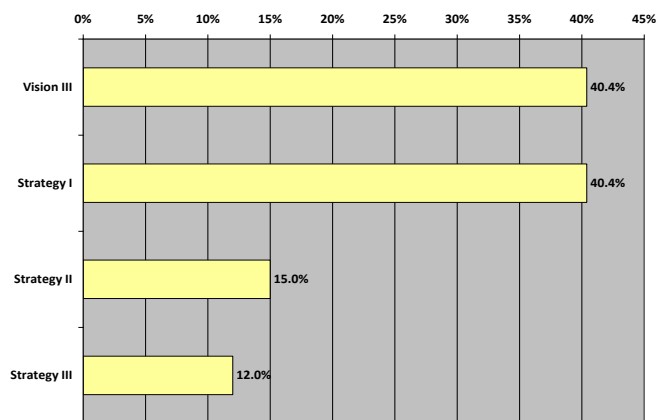
Table 3. Community Vision II and Priority Strategies



Vision III. The table below illustrates overall ELO participant support for Community Vision III and its Strategies.

COMMUNITY VISION III
Children are Mentally and Physically Healthy
STRATEGIES
I. Mentally healthy and stable families
II. Parents use nutrition and health information in parenting practice
III. Child care providers are capable and competent in supporting children with special needs

Table 4. Community Vision III and Priority Strategies



APPENDIX D: 2010 PRIORITY AREA INDICATORS AND RANKING

This chart shows the ranking (first number shown) and data (second number shown) used to determine the Geographic Priority Areas. In the ranking, 5 is the highest priority need and 1 is the lowest.

Zip	City	School API Rank Averaged by Zip (2009)	% Free/ Reduced Lunch - Aggregated by Zip (2009)	Total Births - (2009)	Medi-Cal Funded Birth % - (2009)	% of Mothers Under 20 (2009)	% Mothers with Late/ No Care - (2009)	Total Population - Under 5 Years (2006)	% of Population 0-19 with Child Abuse Substantiation (Oct. 2009)	% of Licensed Slots per Population Under 5 - July (2010)	Healthy Families Enrollment (July 2010)	Overall Average Quintile Score
93954	San Lucas	5 (1.00)	5 (100.0%)	NA	NA	NA	NA	NA	NA	NA	NA	5.00
93905	E. Salinas	5 (1.20)	5 (87.1%)	5 (1,618)	4 (79.7%)	4 (14.8%)	4 (27.1%)	5 (7,727)	4 (2.5%)	5 (19.6%)	5 (19.2%)	4.55
93927	Greenfield	5 (1.00)	5 (91.7%)	5 (463)	5 (80.1%)	5 (17.1%)	5 (41.9%)	4 (1,761)	5 (2.8%)	5 (12.6%)	3 (11.5%)	4.45
95012	Castroville	4 (1.50)	4 (80.3%)	3 (222)	4 (74.8%)	5 (15.8%)	5 (36.0%)	3 (879)	4 (2.7%)	2 (40.6%)	5 (21.3%)	4.00
93906	N. Salinas	3 (3.30)	4 (79.6%)	5 (1,109)	3 (58.5%)	3 (11.2%)	3 (22.5%)	5 (5,722)	4 (2.3%)	4 (24.4%)	5 (18.0%)	3.82
95076	Pajaro	NA	NA	3 (143)	5 (83.2%)	NA	5 (34.3%)	3 (1,415)	3 (2.3%)	3 (31.6%)	4 (12.6%)	3.75
93926	Gonzales	4 (2.00)	4 (84.9%)	3 (181)	4 (66.9%)	4 (13.8%)	4 (27.6%)	3 (981)	2 (1.8%)	5 (18.9%)	5 (20.0%)	3.73
93930	King City	4 (1.33)	3 (75.6%)	4 (346)	5 (84.4%)	4 (15.0%)	4 (32.7%)	4 (1,474)	3 (2.1%)	4 (26.0%)	3 (9.9%)	3.64
93960	Soledad	4 (2.50)	3 (78.7%)	4 (364)	4 (69.8%)	3 (12.1%)	3 (26.1%)	4 (1,990)	3 (2.0%)	4 (20.7%)	4 (15.1%)	3.64
93925	Chualar	5 (1.00)	5 (97.4%)	NA	NA	NA	NA	1 (10)	NA	1 (109.0%)	NA	3.40
93901	S. Salinas	3 (4.50)	3 (67.4%)	5 (432)	3 (57.9%)	2 (9.5%)	2 (21.8%)	5 (1,998)	5 (3.4%)	2 (36.3%)	4 (11.8%)	3.36
93955	Seaside/Sand City	3 (3.50)	4 (80.4%)	5 (694)	3 (49.9%)	1 (8.1%)	2 (17.7%)	5 (3,215)	4 (2.5%)	3 (29.4%)	4 (12.0%)	3.27
93933	Marina	3 (4.20)	3 (68.1%)	4 (292)	2 (44.9%)	1 (6.5%)	2 (17.5%)	4 (1,563)	5 (3.1%)	4 (24.2%)	3 (10.7%)	3.00
93450	San Ardo	5 (1.00)	5 (90.6%)	NA	NA	NA	NA	1 (67)	5 (9.0%)	2 (32.8%)	1 (3.8%)	2.86
95039	Moss Landing	NA	NA	1 (18)	3 (61.1%)	NA	5 (33.3%)	2 (139)	1 (0.7%)	NA	4 (12.2%)	2.86
93920	Big Sur	1 (9.00)	2 (46.7%)	NA	NA	NA	NA	1 (51)	NA	1 (70.6%)	5 (19.2%)	2.50
93907	Prunedale	3 (3.86)	2 (57.4%)	3 (280)	2 (45.0%)	2 (10.7%)	1 (15.0%)	3 (1,415)	2 (1.6%)	3 (31.4%)	3 (8.0%)	2.45
95004	Aromas	NA	NA	1 (28)	2 (46.4%)	NA	3 (0.4%)	2 (105)	1 (1.1%)	3 (28.6%)	3 (10.7%)	2.14
93940	Monterey	2 (7.50)	1 (30.4%)	4 (363)	1 (17.9%)	NA	1 (12.9%)	4 (1,593)	2 (1.6%)	2 (38.1%)	2 (5.4%)	2.00
93932	Lockwood	2 (5.0)	2 (39.9%)	NA	NA	NA	NA	2 (82)	NA	NA	NA	1.75
93908	Hwy. 68 (Salinas)	1 (8.0)	2 (52.6%)	2 (122)	1 (27.9%)	2 (9.0%)	1 (8.2%)	3 (1,063)	1 (0.7%)	3 (26.8%)	2 (4.4%)	1.73
93924	Carmel Valley	1 (10.0)	1 (10.8%)	1 (47)	NA	NA	NA	2 (216)	3 (2.3%)	NA	2 (4.9%)	1.57
93426	Bradley	2 (5.0)	2 (54.9%)	NA	NA	NA	NA	1 (77)	1 (0.3%)	NA	2 (4.0%)	1.50
93950	Pacific Grove	2 (7.66)	1 (17.8%)	2 (127)	1 (18.9%)	NA	1 (13.4%)	2 (518)	2 (1.9%)	1 (44.4%)	2 (5.2%)	1.50
93923	Carmel	1 (10.0)	1 (5.7%)	1 (39)	NA	NA	NA	2 (365)	2 (1.3%)	1 (70.1%)	1 (2.5%)	1.25
93962	Spreckles	1 (8.0)	1 (14.6%)	NA	NA	NA	NA	NA	NA	NA	NA	1.00

APPENDIX E: INTEGRATION SCALE DEFINITIONS

The Integration Scale is a linear representation of an organizations ability to work with other organizations to ensure coordinated service delivery to families.

Integration Scale:

Isolation → Communication → Coordination → Collaboration → Integration

Definitions

Isolation:	No interaction.
Communication:	Aware of organization; loosely defined roles; little communication; all decisions are made independently.
Coordination:	Share information; some defined roles; frequent communication; some shared decision-making.
Collaboration:	Share ideas and resources; frequent communication is characterized by mutual trust; decision-making is done jointly.
Integration:	Multiple organizations working together sharing numerous administrative and operational strategies to eliminate navigational barriers and bridge gaps between programs and service providers.

APPENDIX F: PROGRAMS RECEIVING MULTI-YEAR FUNDING

PROGRAMS APPROVED FOR MULTI-YEAR FUNDING (FIRST FUNDING CYCLE FY 2007/08 TO FY 2010/11)									
FUNDED PARTNER	PROGRAM TITLE	FUNDING DISTRIBUTION: GEOGRAPHY				SOCIO-ECOLOGICAL MODEL			
		South (Chualar, Gonzales, Soledad, Greenfield, King City, San Ardo, San Lucas)	Salinas (East)	Peninsula (Seaside)	North (Pajaro, Castroville)	Family	Organizational	Community	Policy
Alisal Union School District	Alisal Community Healthy Start Family Resource Center and AVANCE		x			x			
Centro Binacional para el Desarrollo Indigena Oaxaqueño, Inc.		x						x	
Community Foundation for Monterey County	Neighborhood Grants Program	x	x	x	x			x	
Community Oral Health Services	Mobile Access to Prevention	x	x	x	x	x			
Door to Hope	MCSTART	x	x	x	x	x			
Easter Seals Central California	Play and Language for Autistic Youngsters Project	x	x	x	x	x			
Interactive Parenting Media	Education Radio Shows	x	x	x	x			x	
King City Union School District	King City Family Resource Center	x				x			
Monterey County Health Department, Behavioral Health	Secure Families/Families Seguras	x	x	x	x	x			
Monterey County Office of Education	Dad's In Action	x	x	x	x	x			
Monterey County Department of Social and Employment Services	CARES	x	x	x	x		x		
Monterey County Probation Department	Child Advocate Program	x	x	x	x	x			
Monterey Peninsula Unified School District	Cabrillo Family Connections Family Resource Center			x		x			
North Monterey County Unified School District	Castro Plaza Child and Family Resource Center - Family Early Learning Project				x	x			
Pajaro Valley Unified School District	Healthy Start Program				x	x			
Radio Bilingüe, Inc.* 3 year request	Children's Early Care Campaign	x	x	x	x			x	
Salinas Adult School *2 year funding	Parents as Teachers		x			x			
Soledad Adult School	Parents as Teachers Born to Learn Program	x				x			
United Way of Monterey County	2-1-1 Monterey County	x	x	x	x			x	
Women's Crisis Center *2 year funding	PEACCE	x	x	x	x	x			

PROGRAMS APPROVED FOR MULTI-YEAR FUNDING (SECOND FUNDING CYCLE FY 2011/12 TO FY 2014/15)									
FUNDED PARTNER	PROGRAM TITLE	FUNDING DISTRIBUTION: GEOGRAPHY				SOCIO-ECOLOGICAL MODEL			
		South (Chualar; Gonzales, Soledad, Greenfield, King City, San Ardo & San Lucas)	Salinas (East, North & South Salinas)	Peninsula (Seaside)	North (Pajaro, Castroville)	Family	Organizational	Community	Policy
Vision I: Parenting Development									
Action Council of Monterey County	<i>Family Resource Center Network</i> - Home Visiting		x			x	x		
Alisal Community Healthy Start Family Resource Center (Alisal Union School District)	Parenting Groups; Home Visits; Playgroups; Information, Referral & Assistance; Child Care During Parenting Services		x			x			
Cabrillo Family Connections (Monterey Peninsula Unified School District)	<i>Family Connections</i> - Parenting Groups; Home Visits; Playgroups; Information, Referral & Assistance			x		x			
Castro Plaza Child and Family Resource Center (North Monterey County Unified School District)	Parenting Groups; Home Visits; Playgroups; Information, Referral & Assistance; Child Care During Parenting Services				x	x			
Centro Binacional para el Desarrollo Indigena Oaxaqueño, Inc.	<i>Xi'na Navali / Nacoa Snia: Niños Primero 2</i> - Parenting Groups; Information, Referral & Assistance	x				x		x	
Early Development Services	<i>Sprouts</i> - Playgroups & Child Care Support for Parent Education			x		x			
Easter Seals Central California	<i>Strengthening Special Families</i> - Home Visits; Playgroups; Information, Referral & Assistance; Child Care During Parenting Services	x	x	x	x	x			
King City Family Resource Center (King City Union School District)	Home Visiting & Playgroups	x				x			
Mexican American Opportunity Foundation	Parenting Groups		x			x			
Monterey County Health Department	<i>Teen Parenting Program</i> - Home Visiting	x	x			x			
Monterey County Office of Education	Dad's In Action - Parenting Groups; Information, Referral & Assistance	x	x			x			
Pajaro Healthy Start Resource Center (Pajaro Valley Unified School District)	Parenting Groups; Home Visits; Playgroups; Information, Referral & Assistance				x	x			
Salinas Public Library (City of Salinas)	<i>Read, Grow, and PLAY</i> - Playgroups		x			x			
Soledad Adult School	Parents as Teachers Born to Learn Program - Home Visits; Playgroups; Information, Referral & Assistance	x				x			

PROGRAMS APPROVED FOR MULTI-YEAR FUNDING (SECOND FUNDING CYCLE FY 2011/12 TO FY 2014/15)									
FUNDED PARTNER	PROGRAM TITLE	FUNDING DISTRIBUTION: GEOGRAPHY				SOCIO-ECOLOGICAL MODEL			
		South (Chualar; Gonzales, Soledad, Greenfield, King City, San Ardo & San Lucas)	Salinas (East, North & South Salinas)	Peninsula (Seaside)	North (Pajaro, Castroville)	Family	Organizational	Community	Policy
Vision II: Child Care Provider Professional Development									
Early Development Services	Technical Assistance for Child Care Center			x			x		
Go Kids, Inc. and Choices for Children	<i>Apoyando a Los Niños</i> - Technical Assistance to Family, Friend, and Neighbor Child Care Providers		x				x		
Hartnell Community College	<i>New CARES</i> - College Education Support Program for Early Educators	x	x	x	x		x		
Monterey Peninsula College	<i>New CARES</i> - College Education Support Program for Early Educators	x	x	x	x		x		
North Monterey Unified School District	Technical Assistance for Child Care Center				x		x		
Vision III: Mentally & Physically Healthy Children									
<i>Special Needs</i>									
Go Kids, Inc.	<i>Nuevas Posibilidades</i> - Coordinated Services for Children 0-5 with Special Needs in Alisal USD Area	x				x	x		
<i>Children Exposed to Trauma/Drugs/Alcohol</i>									
Door to Hope	<i>MCSTART</i> - Screening & Early Intervention for Children 0-5 Exposed to Trauma &/or Drug & Alcohol Before Birth	x	x	x	x	x			
Kinship Center	Parenting Groups; Home Visits; Playgroups; Information, Referral & Assistance	x	x	x	x	x			
Monterey County Health Department, Behavioral Health	Secure Families/Families Seguras - Mental Health Services for Children 0-5 and Families: Assessment, Therapy, and Case Management /Service Coordination	x	x	x	x	x			
Monterey County Probation Department	<i>Child Advocate Program</i> - Parenting Groups, Home Visits, and Case Management/Service Coordination for Families on Probation for Domestic Violence or Child Abuse	x	x	x	x	x			
Pajaro Valley Prevention and Student Assistance, Inc.	<i>Para Los Niños / Na Vali Program</i> - Mental Health Services for Children 0-5 and Families: Assessment, Therapy, & Case Mngt. /Service Coordination				x	x			
PROGRAMS APPROVED THROUGH MULTI-YEAR FUNDING (SECOND FUNDING CYCLE EXTENSION - FY 2015/16 –FY 2016/17) – AS OF APRIL 2015 (Approved through ELO Funding Process)									
FUNDED PARTNER	PROGRAM TITLE	FUNDING DISTRIBUTION: GEOGRAPHY				SOCIO-ECOLOGICAL MODEL			

		South (Chualar; Gonzales, Soledad, Greenfield, King City, San Ardo & San Lucas)	Salinas (East, North & South Salinas)	Peninsula (Seaside)	North (Pajaro, Castroville)	Family	Organizational	Community	Policy
Vision I: Parenting Development									
Action Council of Monterey County	<i>Family Resource Center Network - Home Visiting</i>	x	x	x	x	x	x		
Alisal Community Healthy Start Family Resource Center (Alisal Union School District)	Parenting Groups; Playgroups; Information, Referral & Assistance; Child Care During Parenting Services		x			x			
Family Resource Center (Monterey Peninsula Unified School District)	Parenting Groups; Playgroups; Information, Referral & Assistance			x		x			
Castro Plaza Child and Family Resource Center (North Monterey County Unified School District)	Parenting Groups; Home Visits; Playgroups; Information, Referral & Assistance; Child Care During Parenting Services				x	x			
Centro Binacional para el Desarrollo Indigena Oaxaqueño, Inc.	<i>Xi'na Navali / Nacoa Snia: Niños Primero 2 -</i> Parenting Groups; Information, Referral & Assistance	x				x		x	
Easter Seals Central California	<i>Strengthening Special Families -</i> Home Visits; Playgroups; Information, Referral & Assistance; Child Care During Parenting Services	x	x	x	x	x			
King City Family Resource Center (King City Union School District)	Home Visiting & Playgroups	x				x			
Monterey County Health Department	<i>Teen Parenting Program -</i> Home Visiting	x	x			x			
Monterey County Office of Education	Dad's In Action - Parenting Groups; Information, Referral & Assistance	x	x			x			
Pajaro Healthy Start Resource Center (Pajaro Valley Unified School District)	Parenting Groups; Playgroups; Information, Referral & Assistance				x	x			
Salinas Public Library (City of Salinas)	<i>Read, Grow, and PLAY -</i> Playgroups		x			x			
Soledad Adult School	Playgroups; Information, Referral & Assistance	x				x			

PROGRAMS APPROVED THROUGH MULTI-YEAR FUNDING (SECOND FUNDING CYCLE EXTENSION - FY 2015/16 –FY 2016/17) – AS OF APRIL 2015 (CONTINUED)
(Approved through ELO Funding Process)

FUNDED PARTNER	PROGRAM TITLE	FUNDING DISTRIBUTION: GEOGRAPHY				SOCIO-ECOLOGICAL MODEL			
		South (Chualar; Gonzales, Soledad, Greenfield, King City, San Ardo & San Lucas)	Salinas (East, North & South Salinas)	Peninsula (Seaside)	North (Pajaro, Castroville)	Family	Organizational	Community	Policy
Vision II: Child Care Provider Professional Development									
Go Kids, Inc. and Choices for Children	<i>Apoyando a Los Niños</i> - Technical Assistance to Family, Friend, and Neighbor Child Care Providers		x				x		
Hartnell Community College	CARES - College Education Support Program for Early Educators	x	x	x	x		x		
Hartnell Community College Foundation	CARES - College Education Support Program for Early Educators	x	x	x	x		x		
Monterey Peninsula College	CARES - College Education Support Program for Early Educators	x	x	x	x		x		
Monterey Peninsula College Foundation	CARES - College Education Support Program for Early Educators	x	x	x	x		x		
Vision III: Mentally & Physically Healthy Children									
<i>Special Needs</i>									
Go Kids, Inc.	<i>Nuevas Posibilidades</i> - Coordinated Services for Children 0-5 with Special Needs in Alisal USD Area	x				x	x		
<i>Children Exposed to Trauma/Drugs/Alcohol</i>									
Door to Hope	MCSTART - Screening & Early Intervention for Children 0-5 Exposed to Trauma &/or Drug & Alcohol Before Birth	x	x	x	x	x			
Kinship Center	Case Management, Mental Health Services	x	x	x	x	x			
Monterey County Health Department, Behavioral Health	Secure Families/Families Seguras - Mental Health Services for Children 0-5 and Families: Assessment, Therapy, and Case Management /Service Coordination	x	x	x	x	x			
Monterey County Probation Department	<i>Child Advocate Program</i> - Parenting Groups, Home Visits, and Case Management/Service Coordination for Families on Probation for Domestic Violence or Child Abuse	x	x	x	x	x			
Pajaro Valley Prevention and Student Assistance, Inc.	Mental Health Services for Children 0-5 and Families: Assessment, Therapy, & Case Mngt. /Service Coordination				x	x			

APPENDIX G: CORE EVALUATION QUESTIONS

We expect to answer the following questions in the design and implementation of the evaluation:

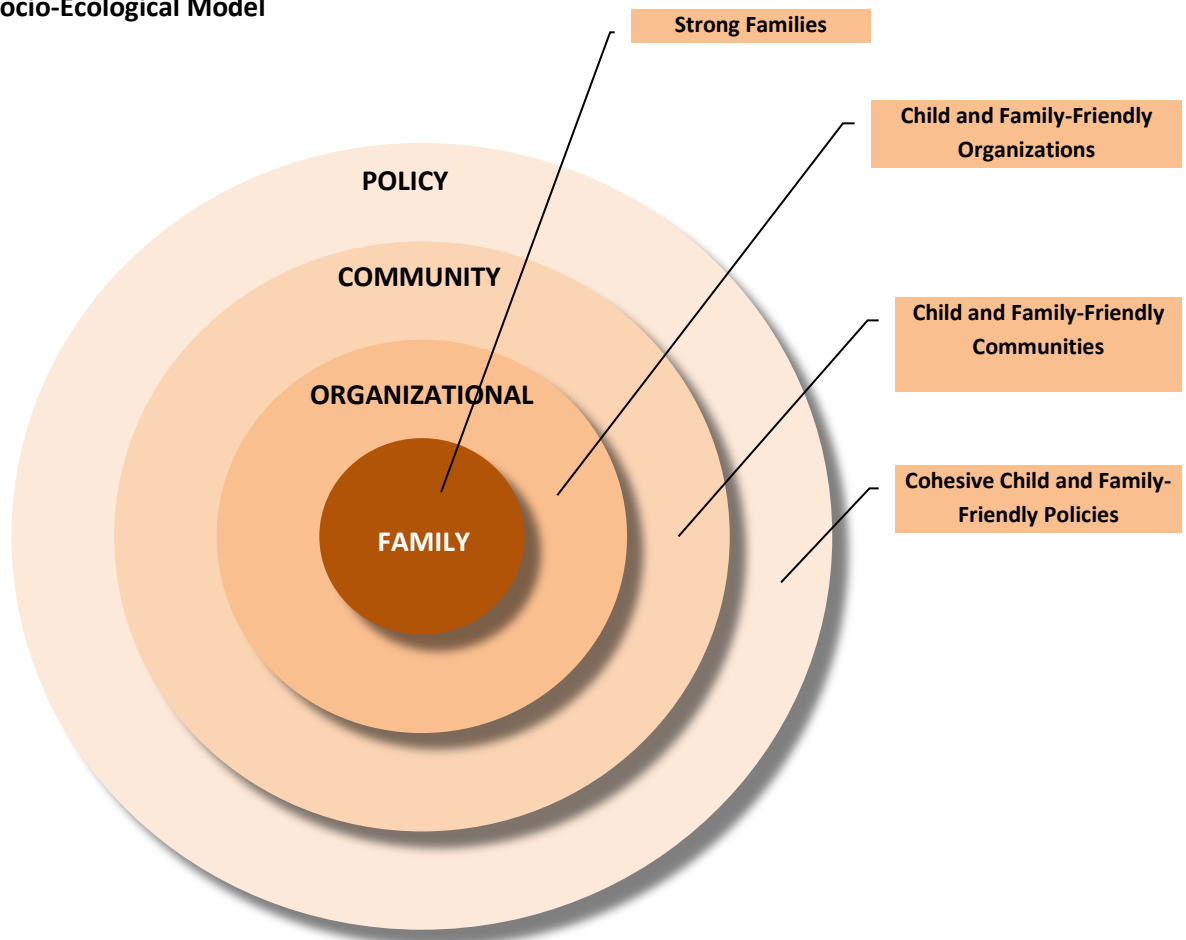
- To what extent are funded programs reaching the appropriate target population(s)?
- To what extent are funded programs improving their capacity to serve young children and their families?
- To what extent are funded programs providing services that are developmentally, culturally, and linguistically appropriate?
- How have individual **F5MC** programs/services improved the lives of young children and their families?
- How has ELO as a whole impacted the lives of young children and their families?
- How do impacts vary according to key demographic characteristics (i.e. income, ethnicity, language)?
- How has **F5MC** assisted in building the capacity of community groups and area programs?
- How successful has **F5MC** been as a community convener and catalyst?
- To what extent are programs collaborating?
- To what extent are programs including clients in decision-making activities?

APPENDIX H: EVALUATION DIMENSIONS AND INDICATORS

Socio-Ecological Model

Children do not develop in isolation. They are influenced by the many relationships experienced in their family and community as well as the decisions made by policymakers. A child's relationship to these interconnected and dynamic social systems can be visualized as circles of influence in a socio-ecological model. All of these social systems need to be working together to ensure the success of children.

F5MC Socio-Ecological Model



Below are the Evaluation Dimensions and Indicators.

STRONG FAMILIES		
Dimensions	Indicators	Tools
1.1 Family Participants	<ul style="list-style-type: none"> a. Client demographics b. Health insurance status c. Special needs status 	<ul style="list-style-type: none"> ■ <i>Persimmony Data System</i>
1.2 Service Delivery Processes	<ul style="list-style-type: none"> a. Total numbers served b. Types of services and activities received c. Client attrition d. Duration and length of service 	<ul style="list-style-type: none"> ■ <i>Persimmony Data System</i>
1.3 Parent Development	<ul style="list-style-type: none"> a. Parental knowledge about child development and parenting b. Utilization of knowledge about child development and parenting c. Parental engagement with children in play and educational activities d. Attitudes of parents towards child rearing e. Parental knowledge and utilization of community resources f. Frequency of families reading/showing books to children (3 or more times a week) g. Parental stress 	<ul style="list-style-type: none"> ■ <i>Parent Interview & Program Evaluation Plans</i>
1.4 Child Health	<ul style="list-style-type: none"> a. Children with medical and dental insurance b. Children's social and emotional development 	<ul style="list-style-type: none"> ■ <i>Parent Interview & Program Evaluation Plans</i>
1.5 Early Care and Education	<ul style="list-style-type: none"> a. The quality of care provided at centers and homes 	<ul style="list-style-type: none"> ■ <i>Parent Interview & Program Evaluation Plans</i>
1.6 Social Capital	<ul style="list-style-type: none"> a. Connections to formal and informal social networks b. Access to and utilization of community resources c. Feeling connected to the local community 	<ul style="list-style-type: none"> ■ <i>Parent Interview & Program Evaluation Plans</i>

CHILD AND FAMILY-FRIENDLY ORGANIZATIONS

Dimensions	Indicators	Tools
2.1 Essential Characteristics	<ul style="list-style-type: none"> a. Access to culturally and linguistically appropriate services b. Access to community based services c. Access to family-centered/centric services d. Access to programs with flexible hours e. Access to coordinated services 	<ul style="list-style-type: none"> ■ <i>Parent Interview, Funded Partner Survey, Persimmony Data System</i>
2.2 Program Development and Sustainability	<ul style="list-style-type: none"> a. Program capacity b. Satisfaction with F5MC-sponsored capacity building activities c. Ability to attract financial support from other sources d. Organizational capacity 	<ul style="list-style-type: none"> ■ <i>Funded Partner Survey, Persimmony Data System</i>
2.3 F5MC Staff and Commission Role	<ul style="list-style-type: none"> a. Clarity of communication with F5MC staff b. Satisfaction with technical assistance c. Satisfaction with F5MC among funded partners d. Awareness developed from community events 	<ul style="list-style-type: none"> ■ <i>Funded Partner Survey, , Persimmony Data System</i>
2.4 Scope of Work Consistency	<ul style="list-style-type: none"> a. Planned vs. actual numbers served b. Planned vs. implemented activities 	<ul style="list-style-type: none"> ■ <i>Persimmony Data System</i>
2.5 Best/Promising Practices	<ul style="list-style-type: none"> a. Best or promising practices in service plans b. Program adjustments based on best practices 	<ul style="list-style-type: none"> ■ <i>Persimmony Data System</i>
2.6 Evaluation Capacity	<ul style="list-style-type: none"> a. Ability to develop and implement evaluation plans and data collection b. Capacity to analyze data c. Ability to report on program-level outcome data 	<ul style="list-style-type: none"> ■ <i>Persimmony Data System</i>

CHILD AND FAMILY-FRIENDLY COMMUNITIES

Dimensions	Indicators	Tools
3.0 Inter-Agency Collaboration	a. Barriers to collaboration between F5MC -funded partner and non-funded agencies b. Inter-agency interaction	▪ <i>Funded Partner Survey, , Persimmony Data System</i>
3.1 Inter-Agency Relationships	a. Satisfaction of relationships with other agencies b. Clarity about the role and impact of F5MC	▪ <i>Funded Partner Survey, , Persimmony Data System</i>
3.2 Community Resources	a. Parental knowledge and utilization of community resources b. Referrals made and received	▪ <i>Parent Interview</i>
3.3 Special Needs Systems	a. Appropriate referrals for children who demonstrate developmental delays and special needs, and their families b. Access and duplication of services for children who demonstrate developmental delays and special needs, and their families	▪ <i>Special Needs Evaluation</i>

COHESIVE CHILD AND FAMILY-FRIENDLY POLICIES

Dimensions	Indicators	Tools
Policy Landscape	a. How ECD fits in top policy issues	▪ <i>Bellwether Survey Interviews with Key Sector Leaders;</i>
4.1 Policy Activities	b. Extent leaders are aware / engaged in ECD policy c. F5MC 's role in advocating for ECD policies	▪ <i>Media review; Interviews with Key Sector Leaders; Funded Partner Survey</i>

APPENDIX I: FIRST 5 MONTEREY COUNTY COMMISSIONERS AND STAFF (DECEMBER 2014)

Commissioners

Simón Salinas, Chair

3rd District Supervisor, Monterey County Board of Supervisors

Elliott Robinson, Vice-chair

Director, Monterey County Department of Social and Employment Services

Ray Bullick, Secretary

Director of Health, Monterey County Health Department

Julie Drezner

Board Member, Literacy Campaign for Monterey County (Community Member)

Esther Rubio

Educational Services Projects Coordinator, Monterey County Office of Education (Community Member)

Chris Shannon

Executive Director, Door to Hope (Community Member)

Josefina Silva

Preschool Coordinator, Greenfield Union School District (Community Member)

Staff

Francine Rodd, Executive Director

Nina Alcaraz, ECDI Manager

Sandra Chapin, Policy, Advocacy, and Communications Officer

David Dobrowski, Evaluation Officer

Ana Duran, Finance Support

Oscar Flores, Program Officer

Karen Gorman, ECDI Support

Joanna Jensen, Administrative Manager

Lisa Luis, Program Support

Beth Reeves-Fortney, Senior Program Officer

Kris Town, Controller