



EARLY LEARNING OPPORTUNITIES

Community Input Summary Report

March 2008

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Introduction

Beginning in February 2006 and culminating in June 2007, **First 5 Monterey County** launched a participatory strategic planning process to identify Community Visions and Outcomes for Early Learning Opportunities (ELO) funding. Several participants, including members of the various planning and decision-making teams, shared that this was a unique process which was more comprehensive and informative than any prior experience in Monterey County.

The process involved four Phases:

1. Community Learning and Discovery
2. Community Creativity
3. Community Partnership
4. Community Grantmaking

Phase 1 Community Learning and Discovery involved information-gathering throughout Monterey County utilizing methods such as key stakeholder interviews, parent surveys, and community dialogues. During this phase, an ELO Advisory Team was formed with representatives from diverse community perspectives (see Appendix A). This team assisted **First 5 Monterey County (FSMC)** in the design and implementation of the first two phases.

In Phase 2 Community Creativity, regional community meetings were held between October and November 2006 in Seaside, Greenfield, Castroville, and Salinas to report on the summary of Phase 1 findings and to further explore specific Regional Visions for Early Learning and possible strategies to achieve them. A synthesis of the Visions and Strategies from all four regional meetings was presented at a Countywide Community Summit held in Salinas in November 2006. At the Summit, participants continued to refine and prioritize key priority ELO Visions, Strategies, Outcomes and Essential Program Characteristics. These became the basis for the ELO Strategic Plan.

During *Phase 3 Community Partnership*, the ELO Strategic Plan Framework was formally approved by the **FSMC** Commission. Two important activities also took place during this period: Potential Partner Meetings (see Appendix for list of attendees) and the formation of an Implementation Team (see Appendix B). Potential Partners, Implementation Team members, and **FSMC** staff developed funding strategies based on the ELO Strategic Plan.

In *Phase 4 Community Grantmaking*, an Independent Review Committee (see Appendix C) was formed to assist **FSMC**, Potential Partners and the Implementation Team in making final decisions for Funding Plans. These Plans were approved by the **FSMC** Commission in April 2007 and newly funded programs began work in July 2007.

This report documents the ELO Strategic Planning Process and compiles findings from the phases that may be used for further planning. The document is organized into three main sections: Executive Summary, Countywide Findings, and Region-Specific Findings.

Definitions

- A. The term “parent” is utilized in reference to all types of relative caregivers unless where specified.
- B. “Childcare Provider” when referenced includes all types including the following: home, informal, exempt, center-based, and licensed.
- C. “Knowledge” replaces the term “Education” to acknowledge broad methods for increasing information for Parents and Providers.
- D. “Childcare” may be referencing full or part-day care at formal or informal settings which include licensed family homes, preschool and neighborhood houses among others.

Executive Summary

The **First 5 Monterey County** Early Learning Opportunities Strategic Planning Process involved diverse community voices in discussions about the strengths and challenges of living, working and raising a family in Monterey County. This document is testament to the collaborative nature of this effort. A 16-month information-gathering and visioning process with ELO participants led to the development of the Community Visions, Outcomes, and Essential Program Characteristics described in this report. These guided **F5MC** in the development of funding priorities and funded partner commitments.

Key Countywide Findings

In order of overall community-identified priority, the following chart demonstrates the three Community Visions and top three corresponding Strategies that emerged from the ELO process.

COMMUNITY VISION I	STRATEGY I
Parents Feel Competent, Well-informed and Capable of Supporting their Child	Parents use child development information in parenting practice
COMMUNITY VISION II	STRATEGY II
Families Have Quality, Affordable Early Care and Education of Choice	Higher education and on-going professional development for childcare providers
COMMUNITY VISION III	STRATEGY III
Children are Mentally and Physically Healthy	Mentally healthy and stable families

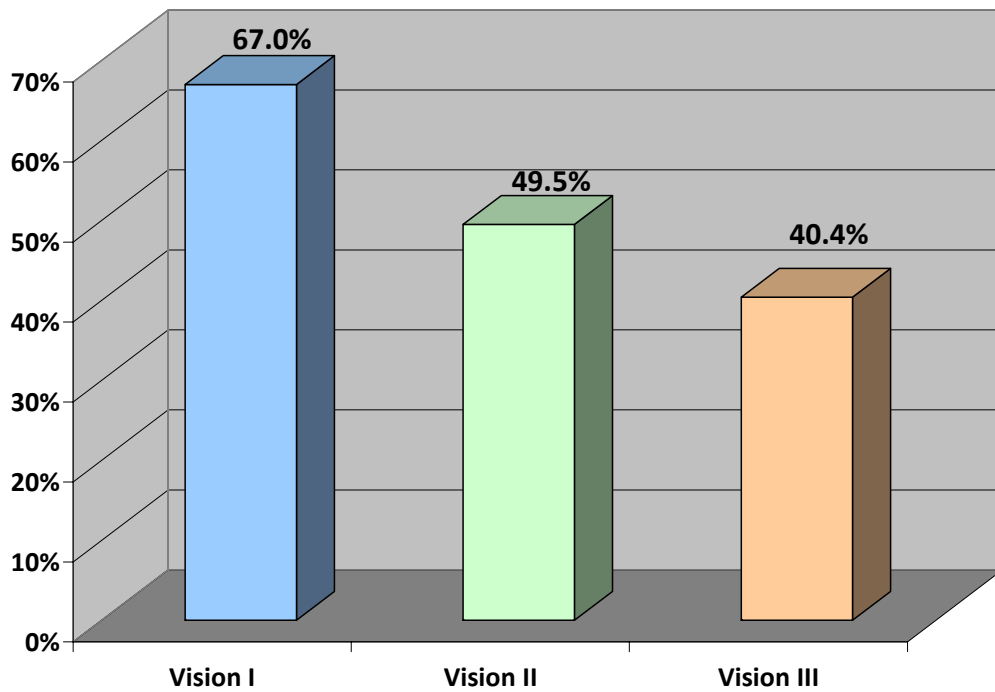
Overall themes that emerged from the process

- ◆ *Families are the greatest strength in our community*
- ◆ *Parents' greatest hope is a better life for their children*

Community Visions

The ELO Process led to the development of three priority Community Visions and corresponding strategies. The table below illustrates overall support for each Community Vision by all ELO participants.

Table 1. Community Visions in Order of Ranking¹



COMMUNITY VISION I
Parents Feel Competent, Well-informed and Capable of Supporting their Child
COMMUNITY VISION II
Families Have Quality, Affordable Early Care and Education of Choice
COMMUNITY VISION III
Children are Mentally and Physically Healthy

¹ Totals do not add up to 100% because participants were able to vote on more than one vision.
First 5 Monterey County ELO Community Input Summary Report

COMMUNITY VISION I

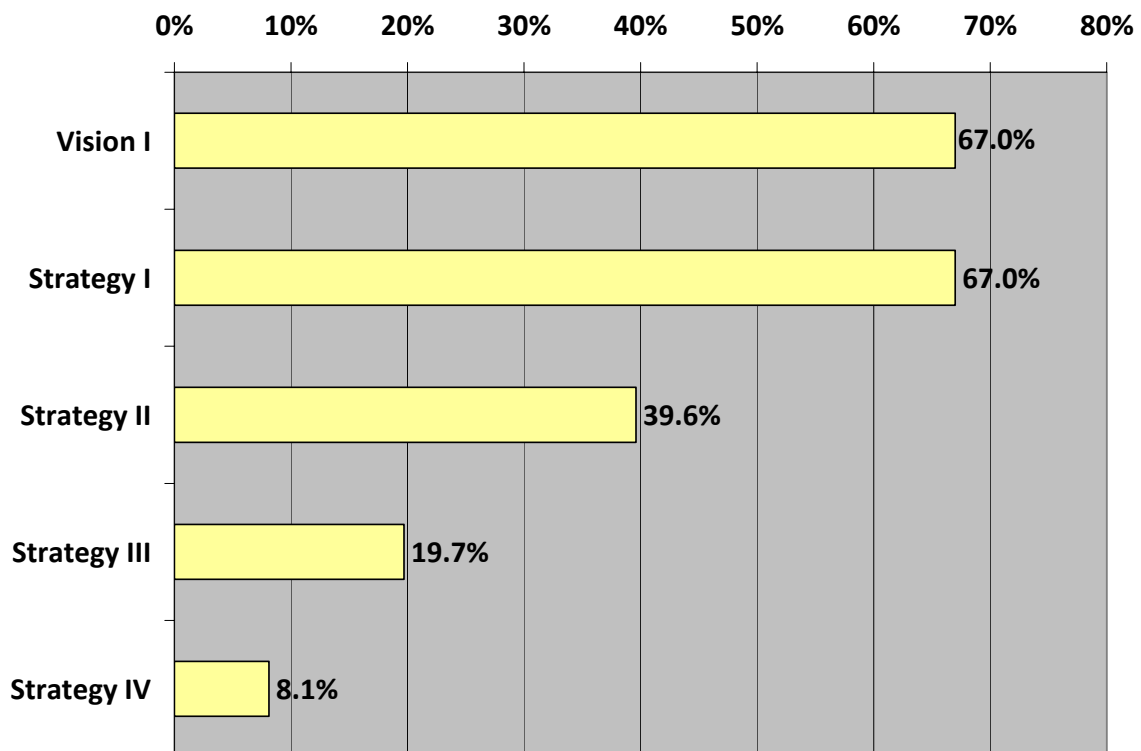
Parents Feel Competent, Well-Informed and Capable of Supporting Their Child

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

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

Table 1. Community Vision I and Strategy Prioritization²



² Totals do not add up to 100% because participants were able to vote on more than one strategy.

COMMUNITY VISION I I

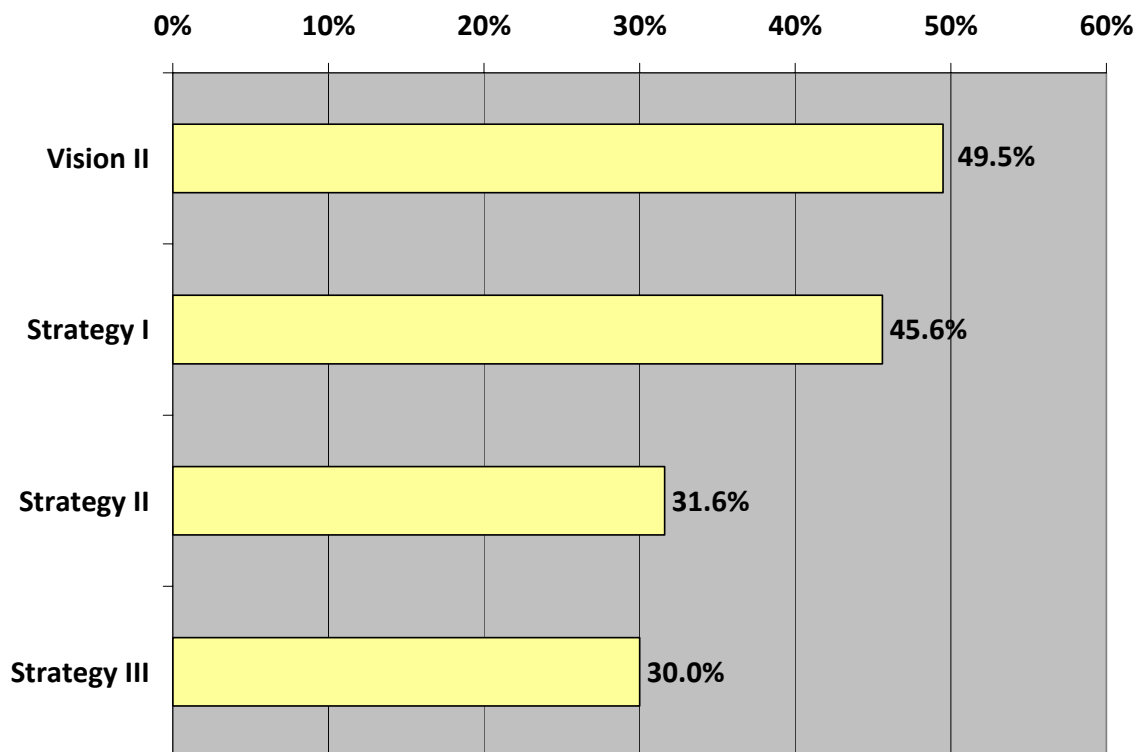
Families Have Quality, Affordable Early Care and Education of Choice

STRATEGIES

- I. Higher education and on-going professional development for childcare providers
- II. Sufficient centers and childcare spaces in a variety of affordable settings
- III. Equal access to childcare regardless of income or legal status

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

Table 2. Community Vision II and Strategy Prioritization³



³ Totals do not add up to 100% because participants were able to vote on more than one strategy.

COMMUNITY VISION III

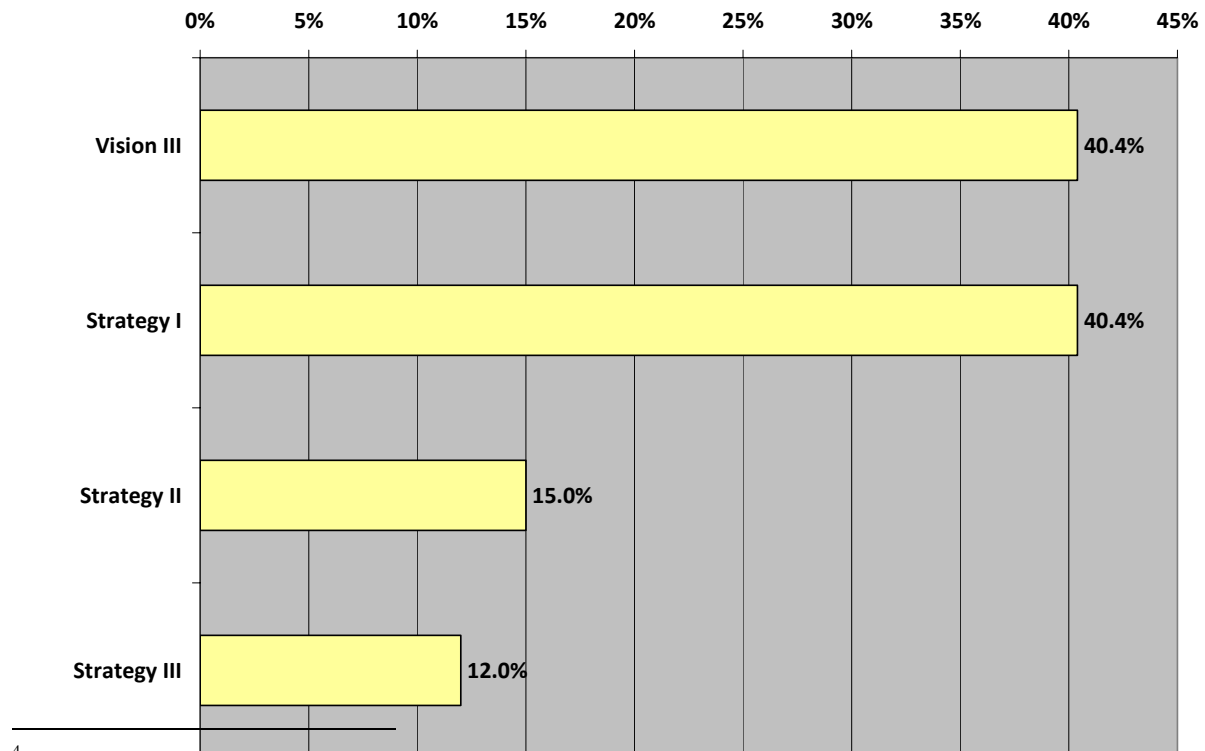
Children are Mentally and Physically Healthy

STRATEGIES

- I. Mentally healthy and stable families
- II. Parents use nutrition and health information in parenting practice
- III. Childcare providers are capable and competent in supporting children with special needs

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

Table 3. Community Vision III and Strategy Prioritization⁴



⁴ Totals do not add up to 100% because participants were able to vote on more than one strategy.

Essential Program 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 Program Characteristic. They are listed in order of priority as ranked by ELO participants.

ESSENTIAL PROGRAM CHARACTERISTIC	DEFINITION
I. Culturally and Linguistically Appropriate	Depending on and targeted to the primary beneficiaries in a community
II. Family-Centered/Centric	Families participate in the design, implementation and evaluation of the program; families are able to participate together or childcare is provided
III. Community-Based	Based locally in neighborhood; family resource centers, one-stop, mobile, home visiting models, or transportation provided
IV. Coordinated	Avoids duplication of services; information sharing and referrals among agencies, especially with schools
V. Flexible Hours	Including evenings and weekends

Summary of Findings

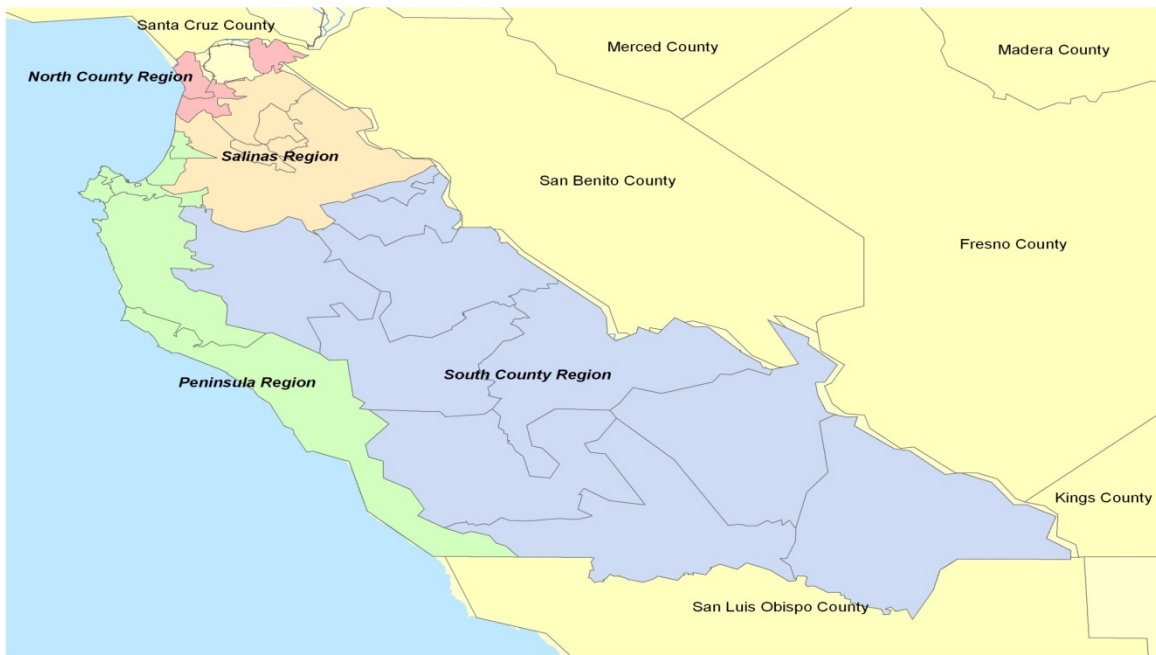
Countywide Themes

Contextual Framework

Key themes that emerged from the ELO process are framed by environmental factors particular to Monterey County which may directly or indirectly impact outcomes for children and families.

Geographic Scope

The sheer size of Monterey County (3,324 square miles, 70 miles north of the southernmost city of Bradley and nearly 50 miles to the northeast from the county's coastal city of Big Sur) poses challenges for families and service providers, alike.



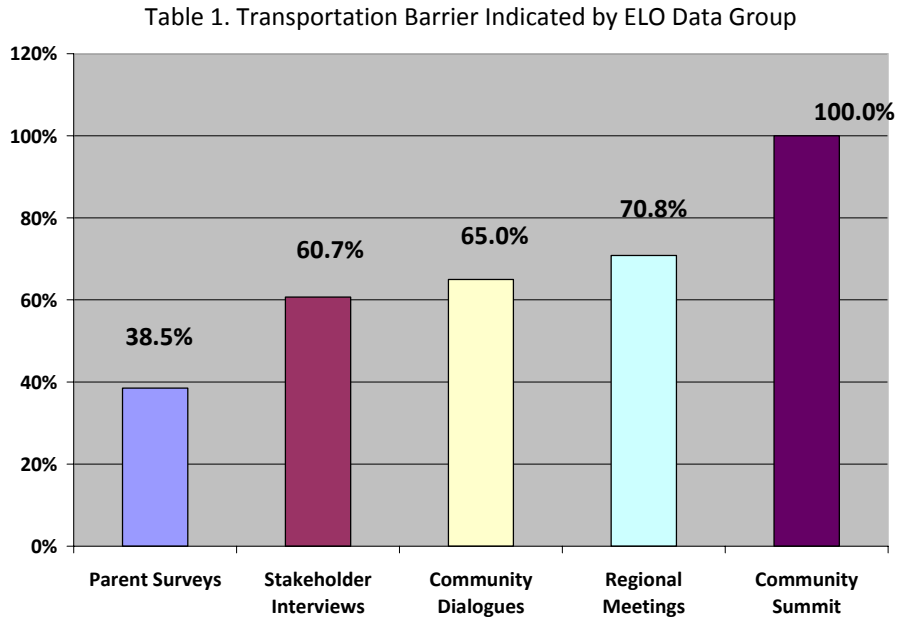
Monterey County Regions

North County	Salinas
Peninsula	South County



Transportation Barriers

Transportation was reported as an obstacle by an estimated 36.2% of all ELO participants. The graph below demonstrates the rate for which ELO data groups highlighted this issue.



Economic Realities

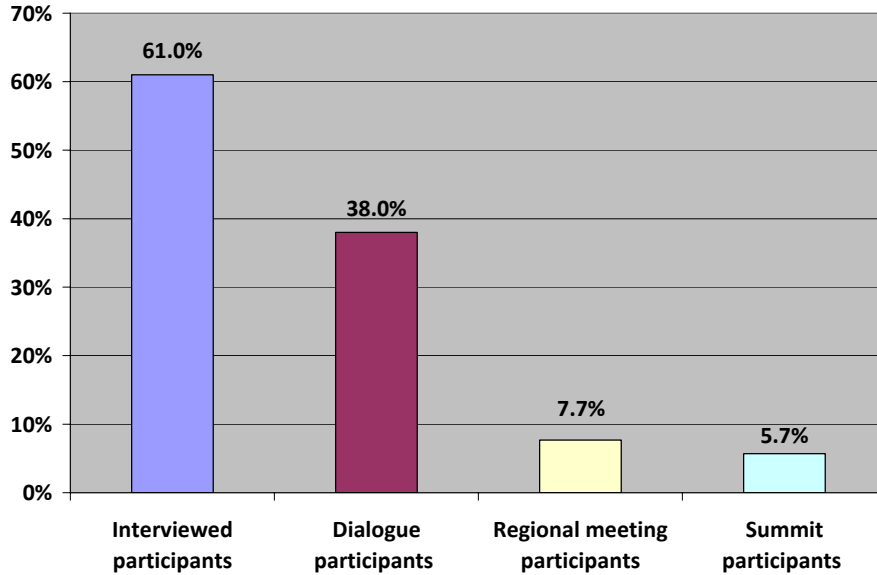
Monterey County's high cost of living produces a climate in which working parents have inadequate time for their family, and employers face ongoing recruitment and retention struggles. Family involvement in their child's development and utilization of family/parent programs and services may be secondary after other worries of working parents, namely meeting basic needs and working long hours. A total of 73% of community dialogue participants highlighted lack of time as a concern. Furthermore, qualified professionals may relocate to more affordable locations or where wages are more competitive, presenting the region with a constant deficiency of available, qualified and consistent staff.

"By the time you get out of work you are so tired that the last thing you want to do is open a book and read to your kids."

- Stakeholder Interview

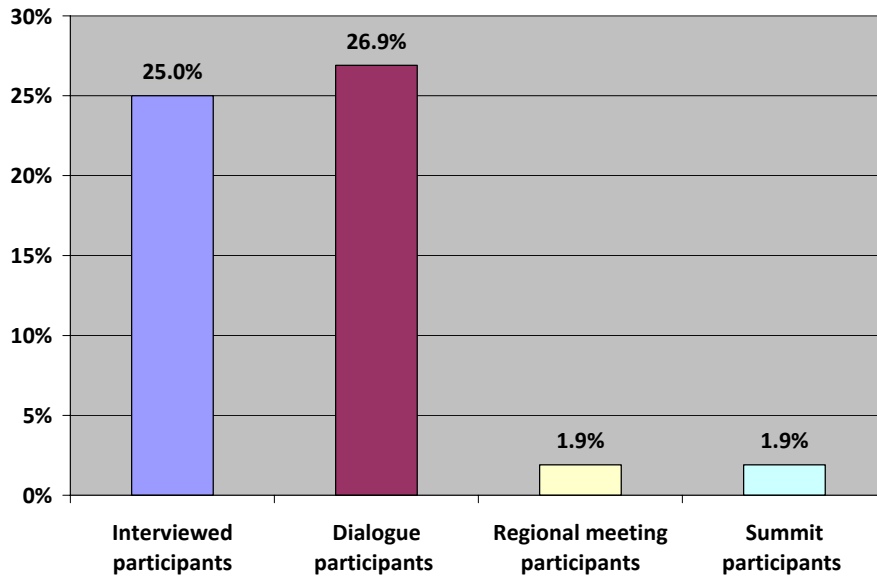
The table below demonstrates the relative frequency of reported economic hardship by several ELO participants.

Table 2. Financial Issues Raised by Data Group



Employer-sponsored flex time was mentioned throughout the ELO process as a potential strategy to assist parents by an estimated total of 13.9% of ELO participants. Prevalence by ELO data group is illustrated in the graph below.

Table 3. Employer-Sponsored Flex Time Raised by Data Group



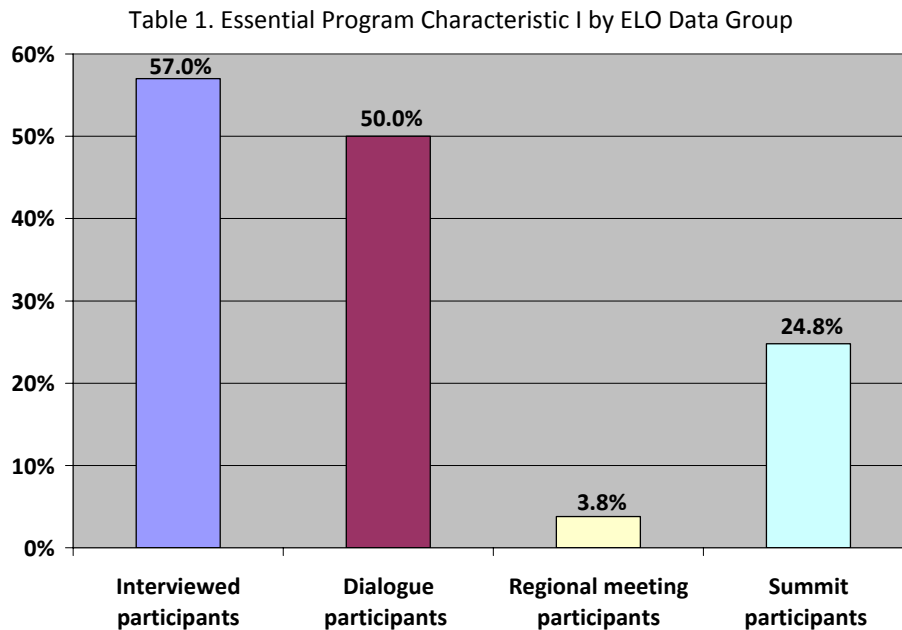
In addition, the need for increased affordable housing, the reduction of overcrowding and high density areas, as well as an increase in transitional housing were themes raised by interviewed stakeholders (43%) and dialogue participants (19.2%).

Essential Program Characteristics

Essential Program Characteristics were discussed with significance throughout the ELO process. This section describes them in greater detail.

ESSENTIAL PROGRAM CHARACTERISTIC	DEFINITION
I. Culturally and Linguistically Appropriate	Depending on and targeted to the primary beneficiaries in a community

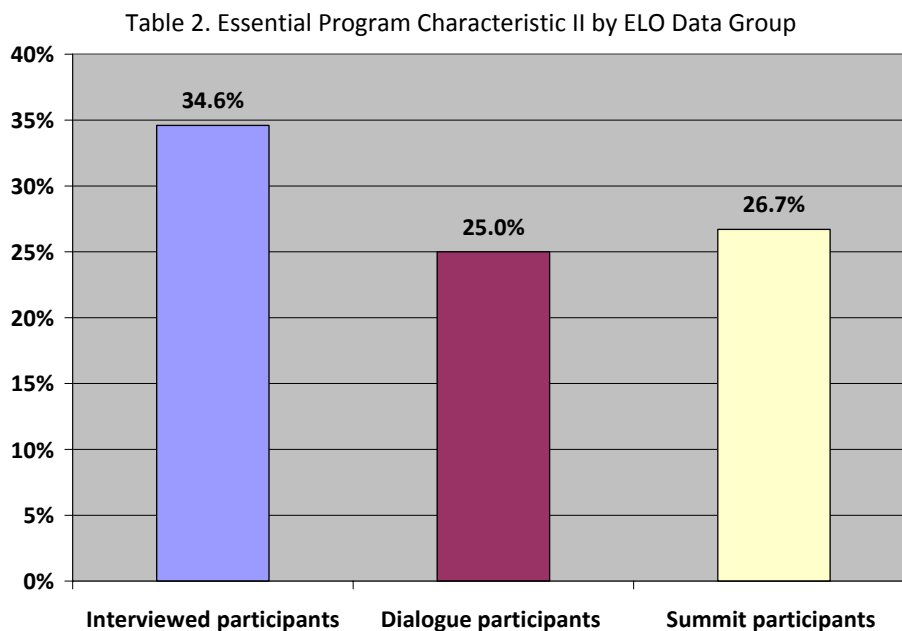
An approximate average of 33.9% of ELO participants highlighted the importance of “culturally and linguistically appropriate programs”. The graph below demonstrates the breakdown by ELO data group.



Out of 34.5% of parents surveyed (176) that reported use of childcare in the past month, less than half (37.2%) reported contentment that staff spoke their language. For parenting services, the rate of parent contentment with staff that spoke their language increased to 61.0%.

ESSENTIAL PROGRAM CHARACTERISTIC	DEFINITION
II. Family-Centered/Centric	<ul style="list-style-type: none"> Families participate in the design, implementation and evaluation of the program Families are able to participate together or childcare is provided

An approximate average of 28.8% of ELO participants highlighted the importance of “family-centered programming”. The graph below demonstrates the breakdown by ELO data group.



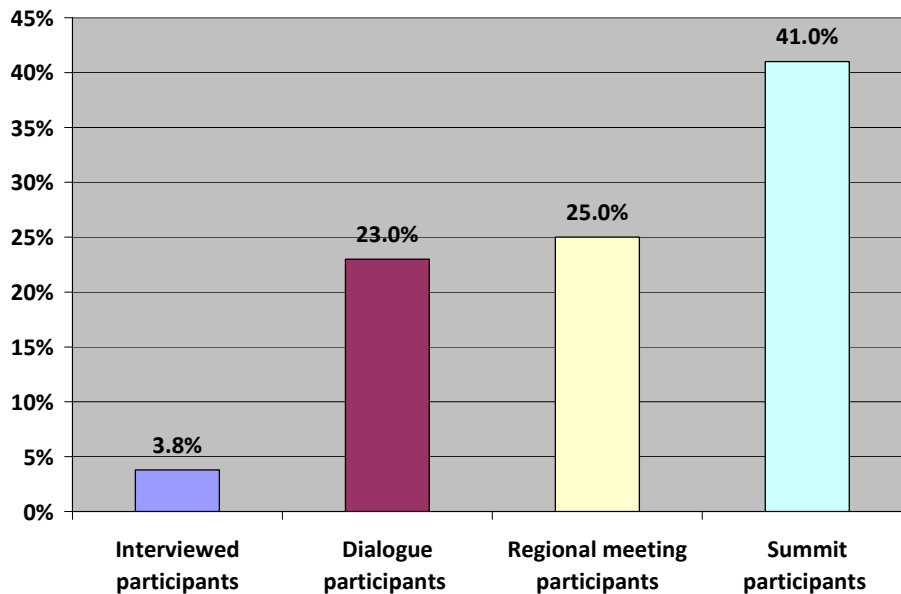
“[I] would prefer to have them [children] in an environment that provides an opportunity for them to learn both languages and the importance of their cultural background.”

- Parent Survey

ESSENTIAL PROGRAM CHARACTERISTIC	DEFINITION
III. Community-Based	<ul style="list-style-type: none"> • Based locally in neighborhood • Family resource centers, one-stop, mobile, home visiting models • Transportation provided

An approximate average of 23.2% of ELO participants highlighted the importance of “community-based programs”. The graph below demonstrates the breakdown by ELO data group.

Table 3. Essential Program Characteristic III by ELO Data Group

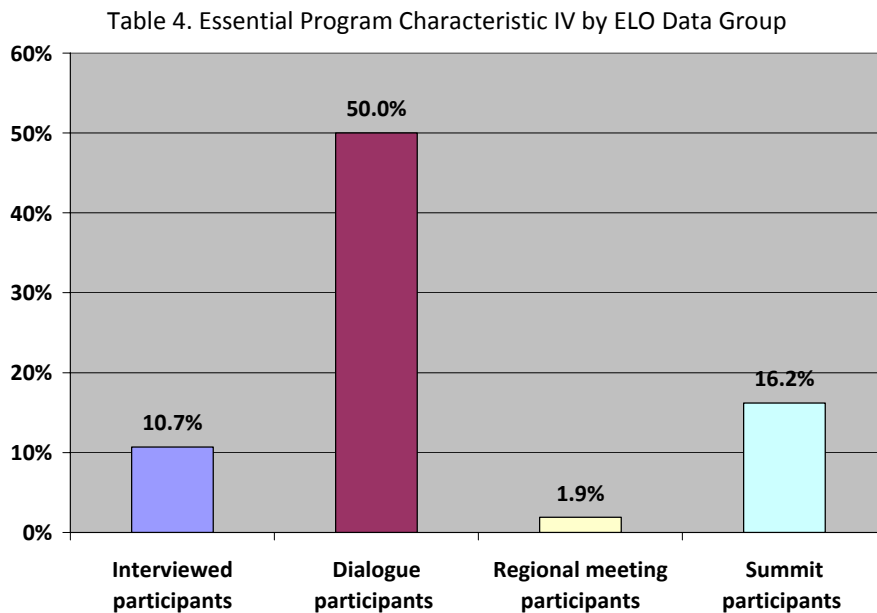


More than one-third of parent survey respondents (38.5% or 509) rated the importance of childcare that is “in-home or close to work”. Home and neighborhood-based programs, such as Family Resource

Centers and One-Stop Centers were specifically mentioned by interview participants (32.1%) and summit participants (1.9%). Mobile services were specifically mentioned by dialogue participants (11.5%), interview participants (17.1%) and summit participants.

ESSENTIAL PROGRAM CHARACTERISTIC	DEFINITION
IV. Coordinated	<ul style="list-style-type: none"> • Avoids duplication of services • Information sharing and referrals among agencies, especially with schools

An approximate average of 19.7% of ELO participants highlighted the importance of “coordinated programs”. The table below illustrates the estimated total of ELO participants that highlighted the importance of partnership with schools.



An approximate average of 18.5% of ELO participants highlighted the importance of “comprehensive information and referral”. The graph below demonstrates the breakdown by ELO data group.

ESSENTIAL PROGRAM CHARACTERISTIC		DEFINITION	
V. Flexible Hours	34.6%	Including evenings and weekends	

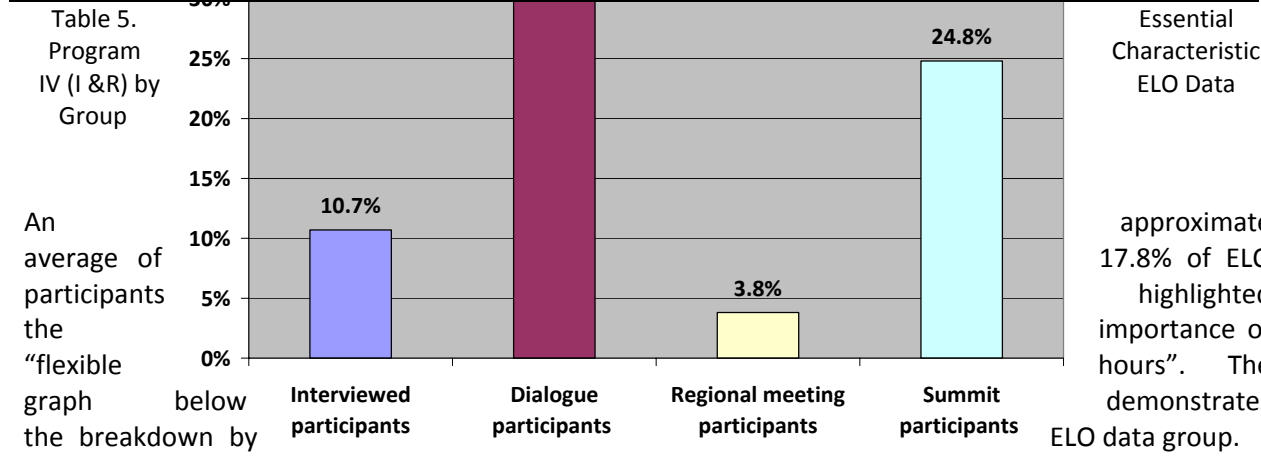
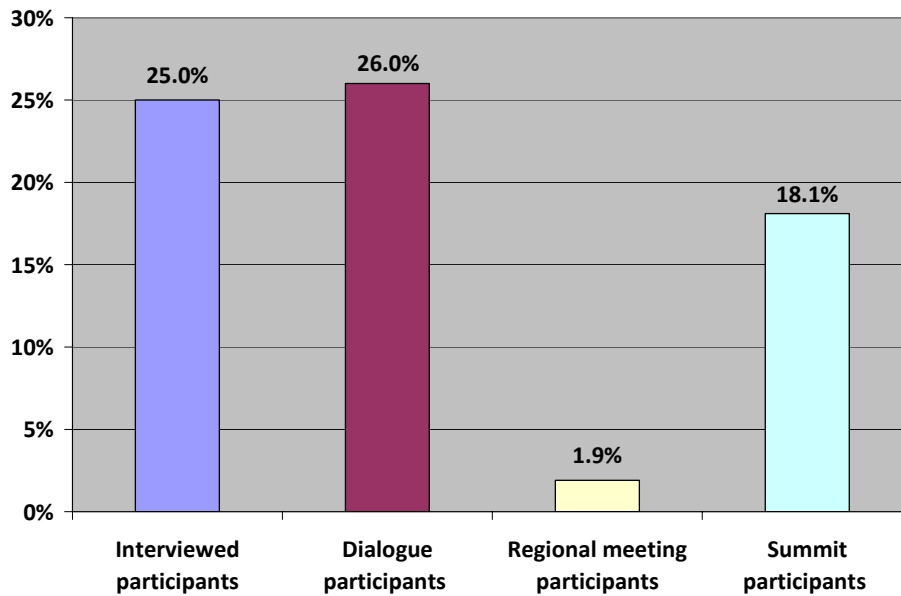


Table 6. Essential Program Characteristic V by ELO Data Group



Community Visions and Strategies

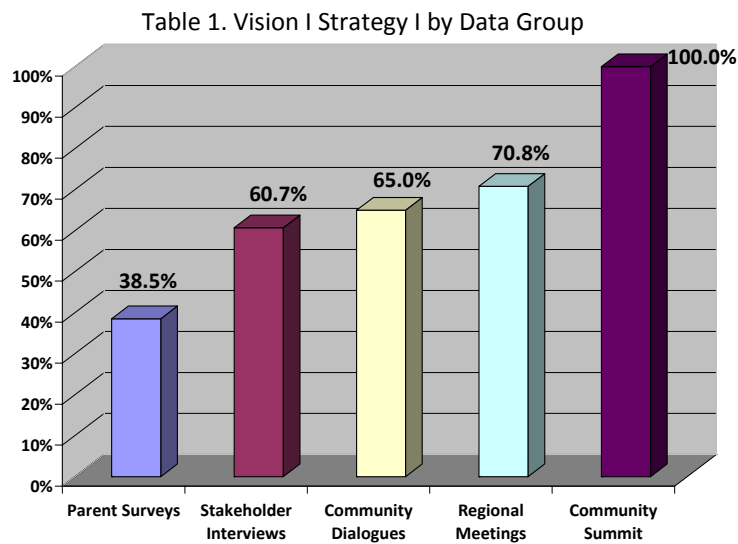
The following section demonstrates overall support by ELO participants for each Community Vision and Strategy.

Community Vision I: Parents feel competent, well-informed and capable of supporting their child

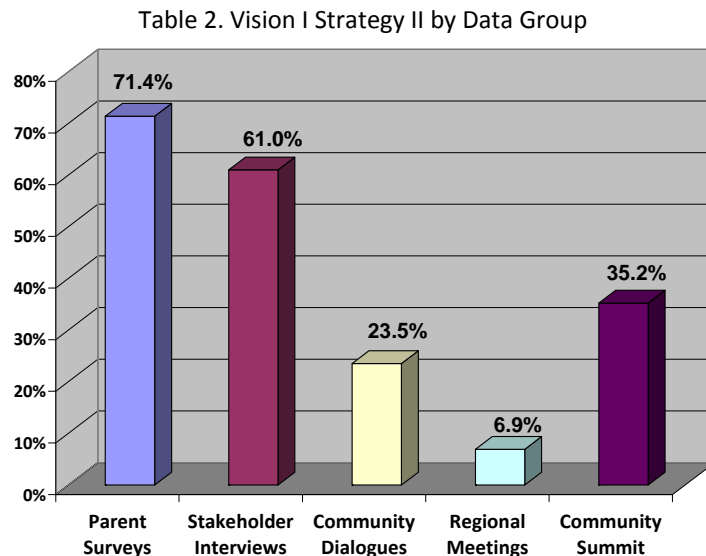
Strategies listed in order of prevalence.

- 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

An average of 67% of all ELO participants selected Community Vision I and Strategy I. The graph below illustrates ranking by data group.

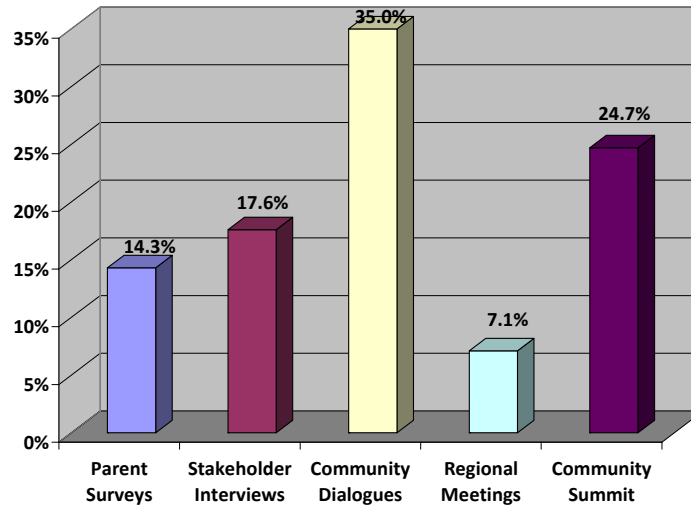


“Literate Parents” was selected by an average of 39.6% of ELO participants as the second highest strategy under Vision I. A breakdown by data group is illustrated in the chart below.



An average of 19.7% of all ELO participants selected “Comprehensive Information and Referral”, ranked third as a priority strategy under Vision I. Below is a breakdown by data group.

Table 3. Vision I Strategy III by Data Group



When asked what kind of information about their children ages 6 and under they would like, surveyed parents (19.9% or 46) indicated that they would like “help or advice” with “parenting including disciplining and communicating”.⁵ This was the highest ranked response after, “nothing” (61 or 26.4%). The next highest form of information surveyed parents would like (18.6% or 43) was regarding their “child’s behavior or developmental milestones”.

When asked where do you go or to whom do you ask when you need help or advice about a particular issue for your children, survey respondents reported the following with most prevalence: family (74.9%), doctor (43.0%), and teacher (39.5%), multimedia (30.3%), and neighbor or friends (28.5%). WIC was highlighted by ELO participants as an important source of information for parents as follows: regional meeting participants (4.4%), with highest prevalence among South County participants (3.9%); interviewed participants (10.7%); and, community dialogue participants (38.5%).

“If I didn’t go to the health clinic and met one particular doctor I never would have known about the services available to me and my child”

- Stakeholder Interview

The most commonly cited methods by ELO participants for informing parents include the following.

- Family- and/or parent-child interaction
- Media (print, radio, TV)
- Promotores, outreach workers and case managers with established, trusting relationships with parents
- Book distribution

An estimated 8.1% of ELO participants supported strategy IV, “Family Participation in Local Decision-making about Child-related Issues. Summit participants ranked this strategy highest (13.5%), followed by dialogue participants (11.5%), with regional meeting and interview participant rates at 3.8% and 3.6% respectively.

⁵ 231 parents or 49% answered this question.

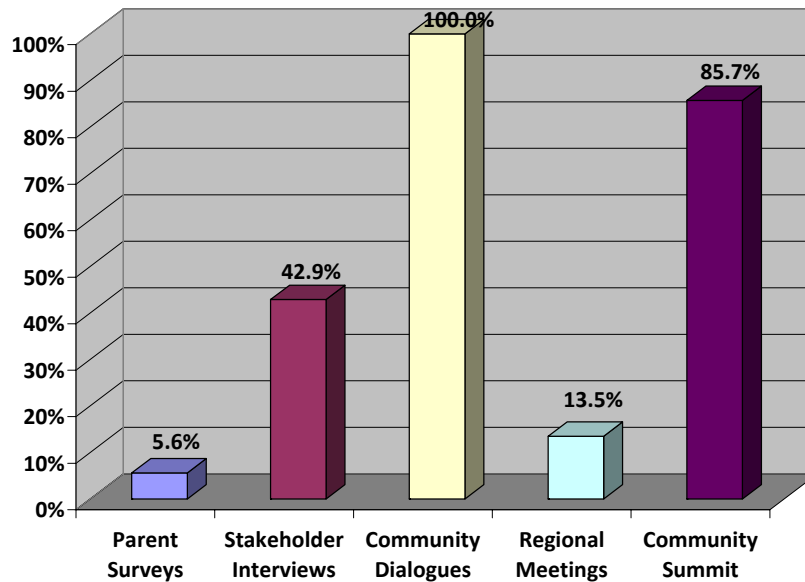
Community Vision II: Families Have Quality, Affordable Early Care and Education of Choice

Strategies ranked with highest prevalence to reach this vision are listed in order below.

- I. Higher education and on-going professional development for childcare providers
- II. Sufficient centers and childcare spaces in a variety of affordable settings
- III. Equal access to childcare regardless of income or legal status

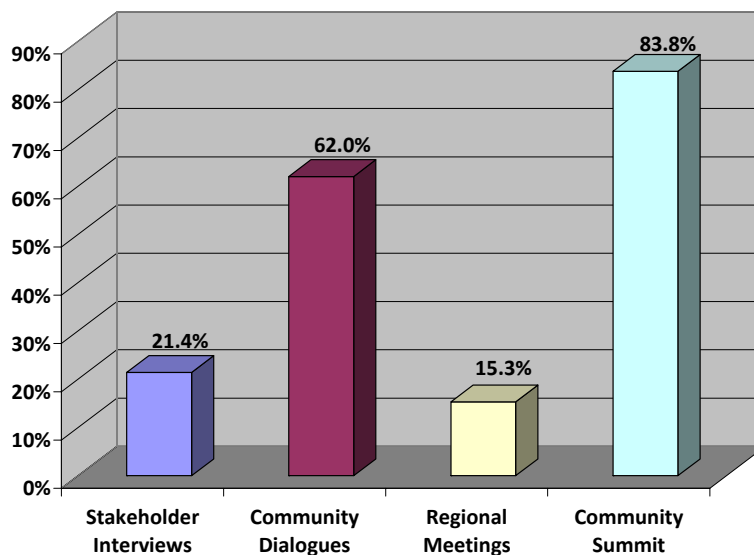
Overall support for Vision II was demonstrated by approximately 49.5% of ELO participants. The graph below illustrates the breakdown by data collection group.

Table 1. Vision II by Data Group



Strategy I, “Higher education and on-going professional development for childcare providers”, was supported by an estimated 45.6% of ELO participants. Note that survey data did not produce explicit findings for this strategy.

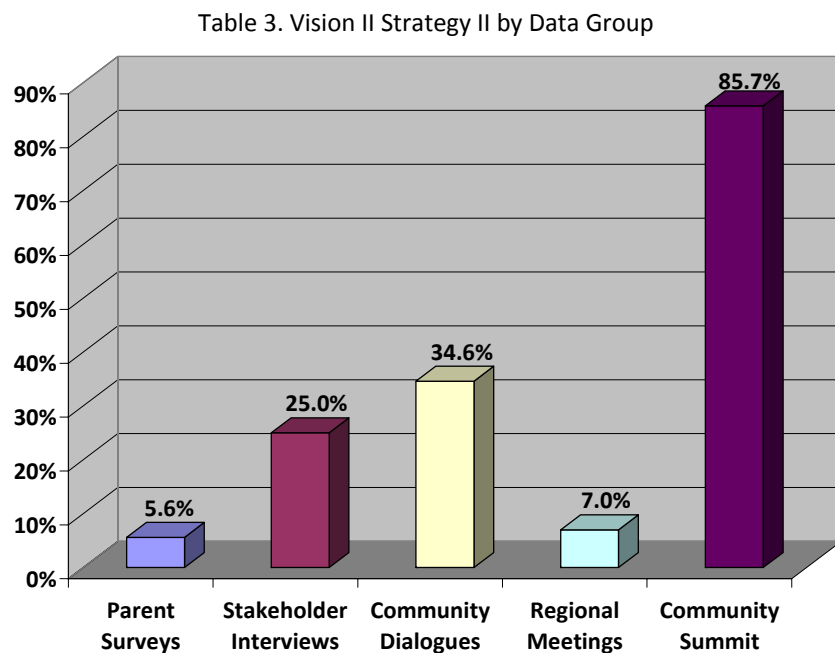
Table 2. Vision II Strategy I by Data Group



In general, ELO participants highlighted the following strategies to increase the quality and quantity of providers.

- Increased licensed providers
- Increased provider knowledge about prenatal substance exposure
- Reduced provider turnover
- Increased compensation for providers
- Introduce stipends and incentives to encourage provider training
- Increased bilingual/bicultural and multicultural providers
- Increased cultural competency among providers
- Increased provider training to parents interested in becoming licensed providers

Strategy II, “Sufficient Centers and Childcare Spaces in a Variety of Affordable Settings”, was supported by an estimated 31.6% of ELO participants. The graph below illustrates the breakdown by data collection group.



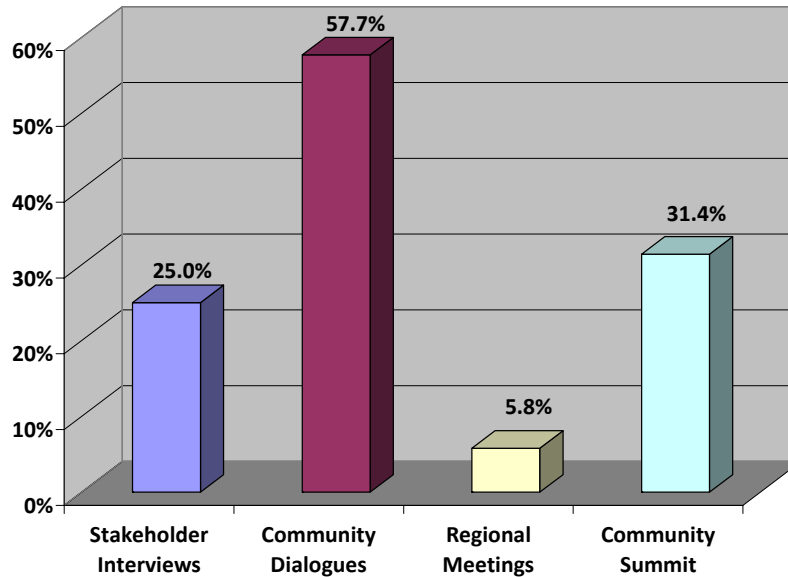
Specific reference to the following childcare-related issues was reported by a number of ELO participants.

- Nutritious foods at centers
- Childcare offered at locations where parents receive services
- Extended hours of childcare services
- Increased availability of infant care

- Safe and clean environments
- Multi-age centers to reduce multiple drop-offs for parents with children of all ages
- Employer-sponsored childcare and employer involvement in parent employee needs

Strategy III, “Equal Access to Childcare regardless of Income or Legal Status”, was supported by an estimated 30% of ELO participants. Note that survey data did not produce explicit results for this finding. The next section of the report outlines surveyed parent feedback regarding affordability. The table below illustrates the findings by data group.

Table 4. Vision II Strategy III by Data Group



It is interesting to note that 85% of dialogue participants indicated enrichment activities as the second most important area of focus after childcare. In specific, art programs were mentioned by 35% of the groups, dance was also mentioned several times. Park activities, swimming, gyms, and free or low-cost organized sports were mentioned with notable significance. Music was also mentioned more than once. Interview participants also mentioned recreation at a rate of 14.3% including structured activities, safe places to play, libraries, parks, computer labs and places to exercise.

“[A family] that starts cooking at 3 am and leaves the house by 4 am. They walk to work and won’t return sometimes until 9 at night. Where are the kids at this time and who is taking care of them and the essential things that they need? Who wakes the children, prepares them for school. Who cooks for them and ensures that they have a coat on?”

- Stakeholder Interview

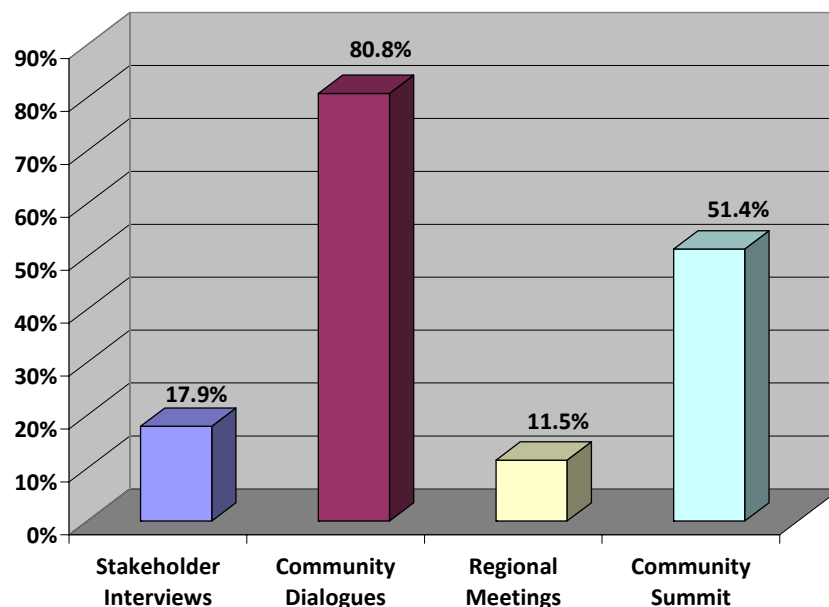
Community Vision III: Children are Mentally and Physically Healthy

Strategies ranked with highest prevalence to reach this vision are listed in order below.

- I. Mentally healthy and stable families
- II. Parents use nutrition and health information in parenting practice
- III. Childcare providers are capable and competent in supporting children with special needs

An estimated 40.4% of ELO participants selected Vision III Strategy I. Below is a chart illustrating prevalence by data group. Note that parent survey data did not explicitly address Strategy I; this is explored further in the next section.

Table 1. Vision III Strategy I by Data Group

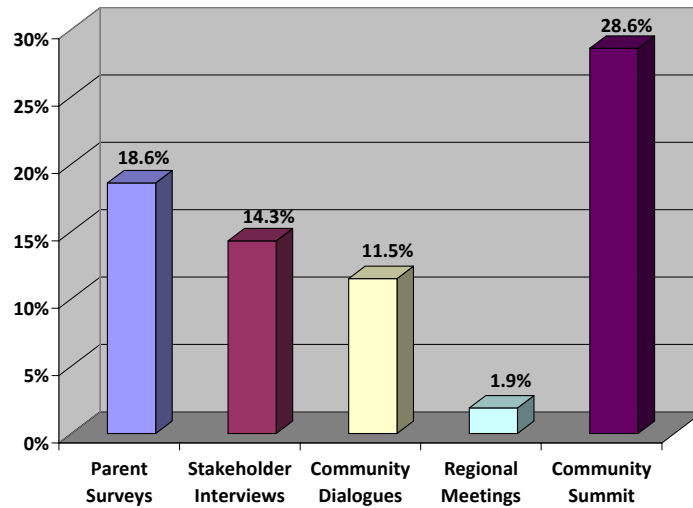


The issue of substance abuse among parents was reported by 27% of dialogue participants and 7.1% of interview participants. Domestic violence and child abuse, their impact on a child's development, and support to victims were also raised with notable significance. A total of 9.6% of regional meeting participants indicated a need to address these issues. Community safety, neighborhood and family violence were also themes that emerged throughout the process. One half of dialogue participants reported concern for all forms of family and community violence, 39% of interviewed participants highlighted safety, emphasizing gang violence, and an average of 80% of regional meeting participants stated the need for increased information on the legal implications of child abuse and domestic violence. Notable reference was also reported by several data groups on the multiple stress factors of families, families living in crisis, and isolated families.

Significant reference was made with regard to the need for qualified bilingual/bicultural professionals and specialists in social-emotional, behavioral and special needs fields.

Strategy II, “parents use nutrition and health information in parenting practice”, was selected by an estimated 15.0% of ELO participants. The table below illustrates this finding by data group.

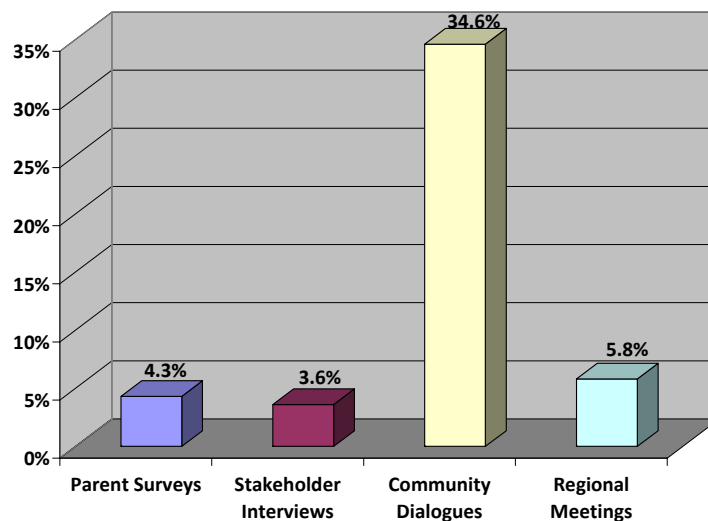
Table 2. Vision III Strategy II by Data Group



In addition to Strategy II, ELO participants highlighted the need for increased access to healthcare and healthcare coverage with notable significance. A total of 32.1% of interviewed participants highlighted the need for healthcare, with emphasis on preventive care. Community dialogue participants (69%) indicated a need for health insurance for adults and children. Several ELO participants indicated a desire for increased pediatrician knowledge on the following: community resources, child development milestones, and substance exposed children.

Strategy III, “childcare providers are capable and competent in supporting children with special needs”, received approximately 12.1% support from ELO participants. Note that although this strategy arose with significance at the summit, actual numbers of votes were not calculated and therefore are not included in the total count. Due to overwhelming parent participant findings indicating interest in increased information and resources for children with special needs, the total percentage for this Strategy includes parents in addition to providers.

Table 3. Vision III Strategy III by Data Group



Summary of Findings

Region-Specific Themes

“I want [my] Adult School to offer some parenting classes...because I have to drive all the way to Salinas to take these classes.”

- Parent Survey

The ELO information-gathering process largely identified countywide themes and corresponding strategies that may be implemented on a broad scale. This section briefly highlights reference to a few region-specific themes.

Monterey Peninsula

- At a rate that more than doubles that of South County, 42% of surveyed Peninsula parents highlighted the need for “free or affordable” services.
- Peninsula participants shared that the high cost of living translates into a population that works in the region but lives elsewhere in the county. They identified particular challenges for working parents to locate and secure childcare that is close to work, namely in Marina, Seaside or Monterey.
- Also, survey respondents from the Peninsula reported counseling as the third most common service used in the past month which is 25% higher than any other region.
- Peninsula parent survey respondents reported the highest rate (80.8%) of getting help or advice from family when compared to other regions.
- Participants from this region identified the need for increased information and services for Vietnamese, Pacific Islander, and African-American populations.

North Monterey County

- A higher percentage of parents report seeking advice from teachers (43.8%) when compared to other regions.
- While other regions suggested an expansion of resource centers, north county participants recognized the need for decentralized sources of information and services noting the positive outcome of the region’s existing resource center while commenting on its limitations. Also noted was interest in the implementation of *Promotores* type models or more fluid service delivery, “bring [resources] to families rather than expecting them to reach services.”

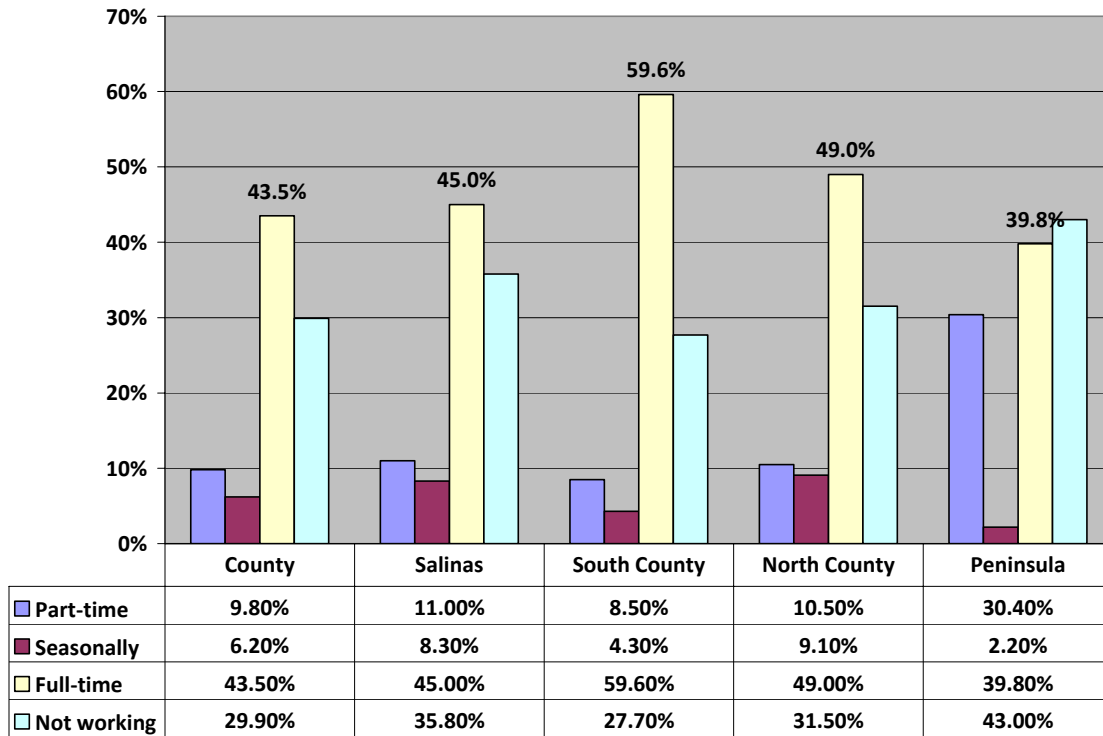
Salinas

- Participants from this region recommended increased efforts to promote parent advocacy at schools and community involvement in local political processes with highest prevalence when compared to other regions. In addition, demonstrated interest was expressed to increase activities for broad information-sharing among the childcare provider community such as community summits and conferences.

South Monterey County

- Surveyed parents reported the highest rate of both parents working in this region when compared to other regions and the county combined (59.6%). See the table below for regional representation.

Table 1. Parent Employment Status by Region



- Participants from this region were particularly interested in gaining information about becoming childcare providers, with emphasis on increasing the number of childcare providers that speak Mixteco and Triqui.
- Language was prevalent among participants in this region. Whereas bilingual/bicultural professionals (and services and materials) are part of an ongoing recruitment, retention and cultural competency training strategy, the need for increased services and information in indigenous Mexican languages such as Mixteco and Triqui were identified with significance. In general, ELO participants noted the need for greater cultural and linguistic sensitivity in this region.
- South Monterey County parent respondents reported the highest percentage of parents (47.1%) that seek advice from teachers when compared to other regions.
- In general, a lack of infrastructure in this region was emphasized by ELO participants.
- Identification of churches as key partners was a finding most prevalent in this region.
- Participants indicated that the region is not does not represent a monoculture and is large, such that each city requires its own unique service infrastructure.
- There was greatest reference to the need for parenting information and services to teen parents, including the need for reproductive health education (teen pregnancy prevention) from participants in this region.

Methodology

Data generated for this report was collected through the following methods: parent surveys, stakeholder interviews, parent and agency dialogues, regional community meetings, and a community summit. Through all of these methods, a total of 1,091 individuals participated (duplicated). Data was collected from the period of June through November 2006.

Data Collection Method	Number of Participants
Parent Surveys	511
Stakeholder Interviews	28
Community Dialogues	224
Regional Community Meetings	204
Community Summit	124
TOTAL PARTICIPANTS (duplicated)	1091

Parent Survey

The survey was conducted mostly on-line, reaching a total of 511 parents countywide. A flyer (English and Spanish) describing the survey with a link was distributed to current funded partners to share with their clients, community dialogue groups and members of the ELO Advisory Team, and was posted in public spaces including FRCs and libraries where free computers were available. In addition to the online survey, in-person interviews using the survey were administered to 38 parents in Salinas and South County at soccer games and at a local laundry mat. Surveys were relatively evenly distributed across the regions as demonstrated below.

Parent Survey Participant Characteristics

A majority of participants in this study were female (78.8%). Just under half of all survey respondents (45.1%) were parents of children 4 to 5 years of age. Most of the parents that have children ages 4-5 were from North County (44%), while most of the parents that have children ages 0-3 were from Salinas (60.6%).

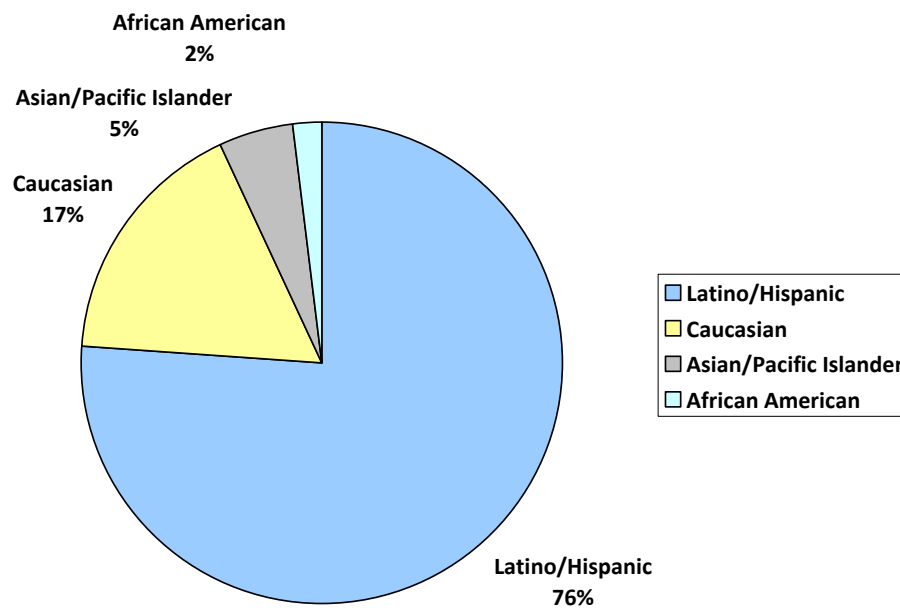
Table 1. Parent Survey Participant Age Distribution

Age	Percentage
12-17 years of age	2%
18 – 25 years of age	21%
26 – 40 years of age	62%
41 – 60 years of age	9%
61 years of age and over	.4%
Unknown	5.6%

Table 2. Parent Survey Participant Languages Most Frequently Spoken at Home (may include more than 1)

Language	Percentage
Spanish	70.1%
English	55.8%
Asian Languages (Chinese, Vietnamese, and Tagalog)	2.8%
Indigenous Mexican Languages (Mixteco and Triqui)	1.7%

Table 3. Survey Participant Race/Ethnicity



Community Dialogues

Community dialogues were conducted in various parts of the county and consisted of small group meetings ranging in size from 6 to 20 people. They typically lasted between twenty minutes and an hour. Groups were selected by the ELO Advisory Team to reflect diversity of perspectives and experiences in the county. In total, **FSMC** conducted 26 community dialogues

Table 1. Community Dialogue Participation by Region

Region	Number of Dialogues	Number of Participants
Monterey Peninsula	7	30
South County	4	77
Salinas	11	74
North County	1	9
Cross-Regional	3	34
TOTAL COMMUNITY DIALOGUES	26	224

A total of 14 dialogues were conducted to parents reaching more than 143 parent participants. In 2 Peninsula dialogues, no participant number was established; therefore the total number is under-representing all parent participants. Dialogues were conducted in English (7) or Spanish (7). Females made up the majority of participants.

Table 2. Community Dialogue Parent Participants

Region	Number of Groups	Number of Parents	Female	Male	Unknown
Peninsula	5	21	12	9	
South County	3	63	49	14	
Salinas	4	31	28	3	
Cross-Regional	2	28			28
TOTAL	14	143	89	26	28

A total of 12 dialogues were conducted with various agency representatives, including childcare providers, funders, policymakers, ECE directors, teachers and administrators. These included a total of 75 individuals with the majority of dialogues conducted in English (11) and 1 in Spanish. Females made up the majority of participants. Total number of participants is slightly inaccurate as 2 of the dialogues do not incorporate participant data.

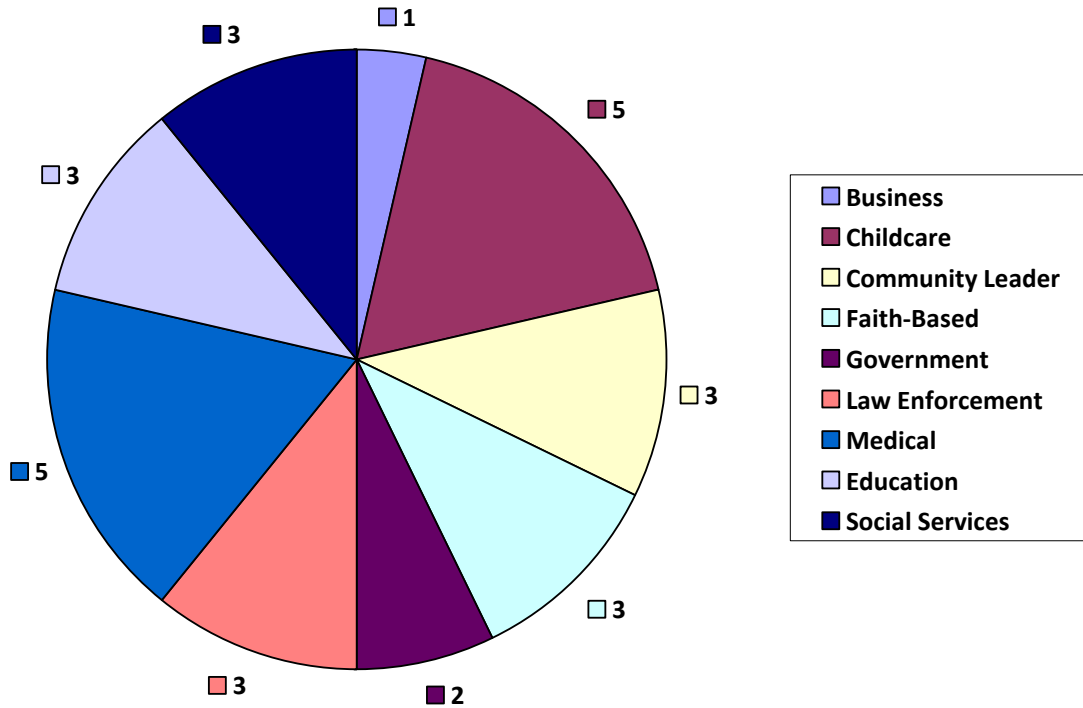
Table 3. Community Dialogue Agency Participants

Region	Number of Groups	Number of Participants	Female	Male	Unknown
Peninsula	2	9	8	1	
South County	1	14	14		
Salinas	7	43	33	10	6
North County	1	9	9		
Cross-Regional	1				
TOTAL	12	81	64	11	6

Stakeholder Interviews

A total of 28 key community stakeholders were interviewed. Interviews lasted between an hour and an hour and a half. The majority were conducted in person although a few were conducted over the phone. Individuals were selected by **F5MC** and the ELO Advisory Team for stakeholder interviews to reflect diversity of perspectives and experiences in the county.

Table 1. Stakeholder Interviewer by Total Number by Sector



Regional Meetings

Community Meetings were held in four parts of the county (Seaside, Greenfield, Castroville, and Salinas). These meetings were larger than community dialogues and encouraged broad, diverse participation whereas community dialogues were held among groups that already meet and/or are peers or like groups. They ranged in size from around thirty to around a hundred people. They lasted approximately six hours. Food, childcare and transportation were provided for all participants. All of the meetings were conducted in English with, at minimum, simultaneous or consecutive Spanish translation. The meeting in Greenfield was also translated into Triqui and Mixteco. Activities were structured for participant guided discussion and interaction in small groups and large groups so that individuals were comfortable contributing and the larger group was aware of the variety of perspectives and interests. An estimated total of 204 participants attended regional meetings.

Table 1. Region Meeting Participants

Regional Meetings	Estimated number of participants
Monterey Peninsula (Seaside)	43
South County (Greenfield)	72
Salinas	32
North County (Castroville)	57
TOTAL	204

Countywide Summit

A total of 124 participants attended the Community Summit which was held in Salinas in November 2008. The meeting was conducted in English with simultaneous translation in Spanish, Triqui, and Mixteco. Transportation was provided to encourage participation from various parts of South County.

Limitations

Survey

In some instances, determinations could not be made regarding the region of residence in Monterey County. Different methods were used in disseminating the surveys in each region. For example, most, if not all, of the surveys collected in the North County region were distributed to parents who had children in a state preschool, whereas the majority of surveys in South County were administered at a clinic.

Dialogues

Since the groups consisted of pre-existing members for the most part, confidentiality that is usually assumed in a focus group was not available for group members. Names were not used but people were familiar with each other in the setting and may have held back certain feelings or ideas. Additionally since the dialogues were primarily situated in existing groups there was a tendency to talk about issues related to the purpose of the pre-existing group. Additionally, while a variety of groups were selected to hold dialogue groups, there is likely a selection bias for those groups that were most accessible, and for people who are more civically engaged. This could leave out portions of the population that are less able to participate in community groups. Another potential limitation to generalization of the information gained is there were multiple facilitators and while there was a common protocol there was not a standardized approach to facilitation or documentation.

Interviews

Like the community dialogues, there were multiple interviewers that may have used the interview protocol in different manners. Many of the people interviewed had pre-existing relationships with the interviewer which may have introduced bias in what they were willing to share publicly even though confidentiality was guaranteed.

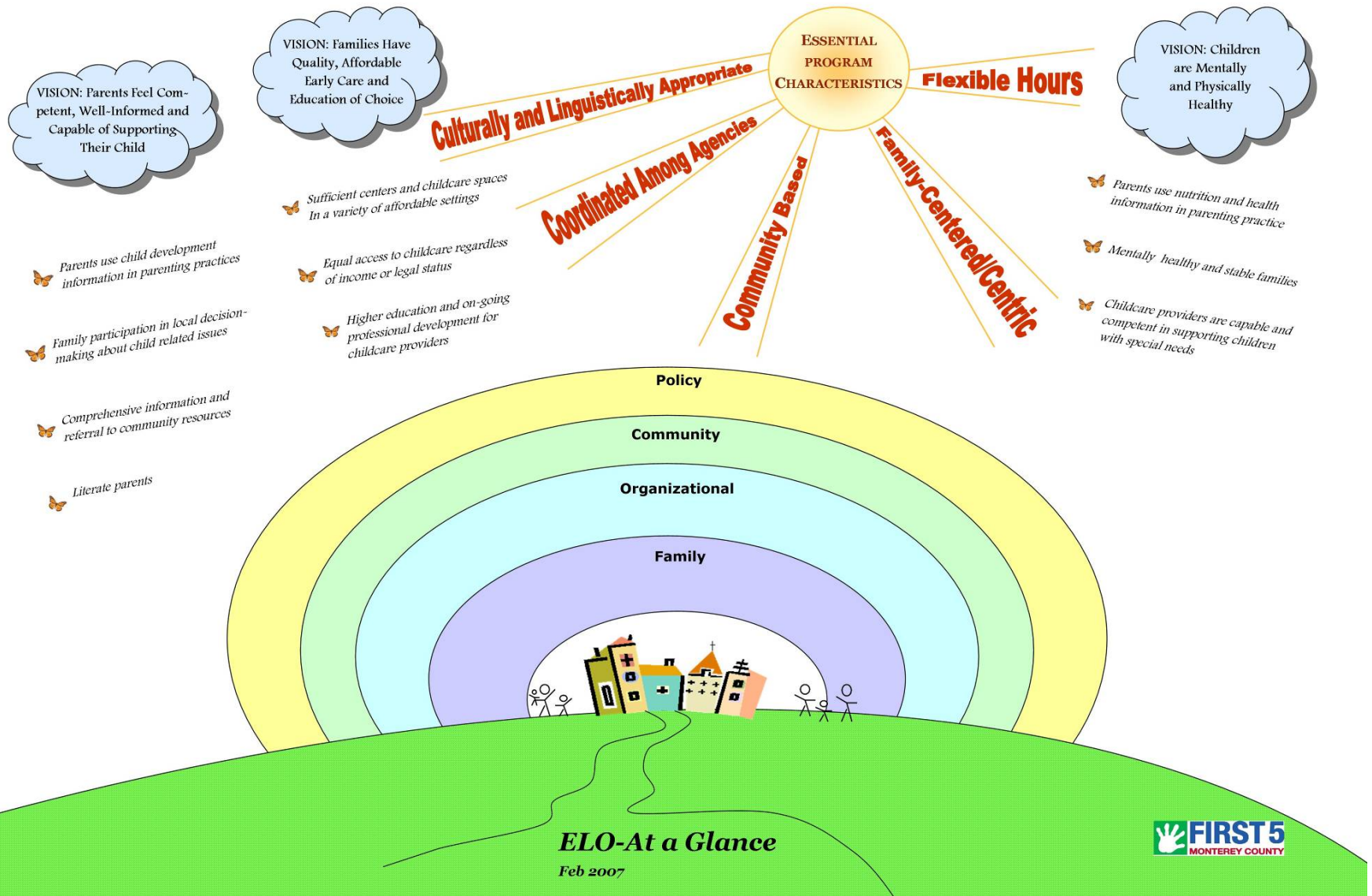
Meetings

Questions and exercises conducted at regional meetings were not always consistent. There was a self-selection bias since a stratified sampling plan was not used. Those people who could and were motivated to attend were in attendance. This was mitigated to an extent by providing transportation, food and childcare, but likely limited participation by some individuals. Some of the exercises conducted relied highly on notes taken by groups themselves, and so ideas in groups with low literacy or who did not attend to documentation of the conversation may not have been included to the same degree. The timing of the event (a Thursday) may have prevented some from participating.

Summit

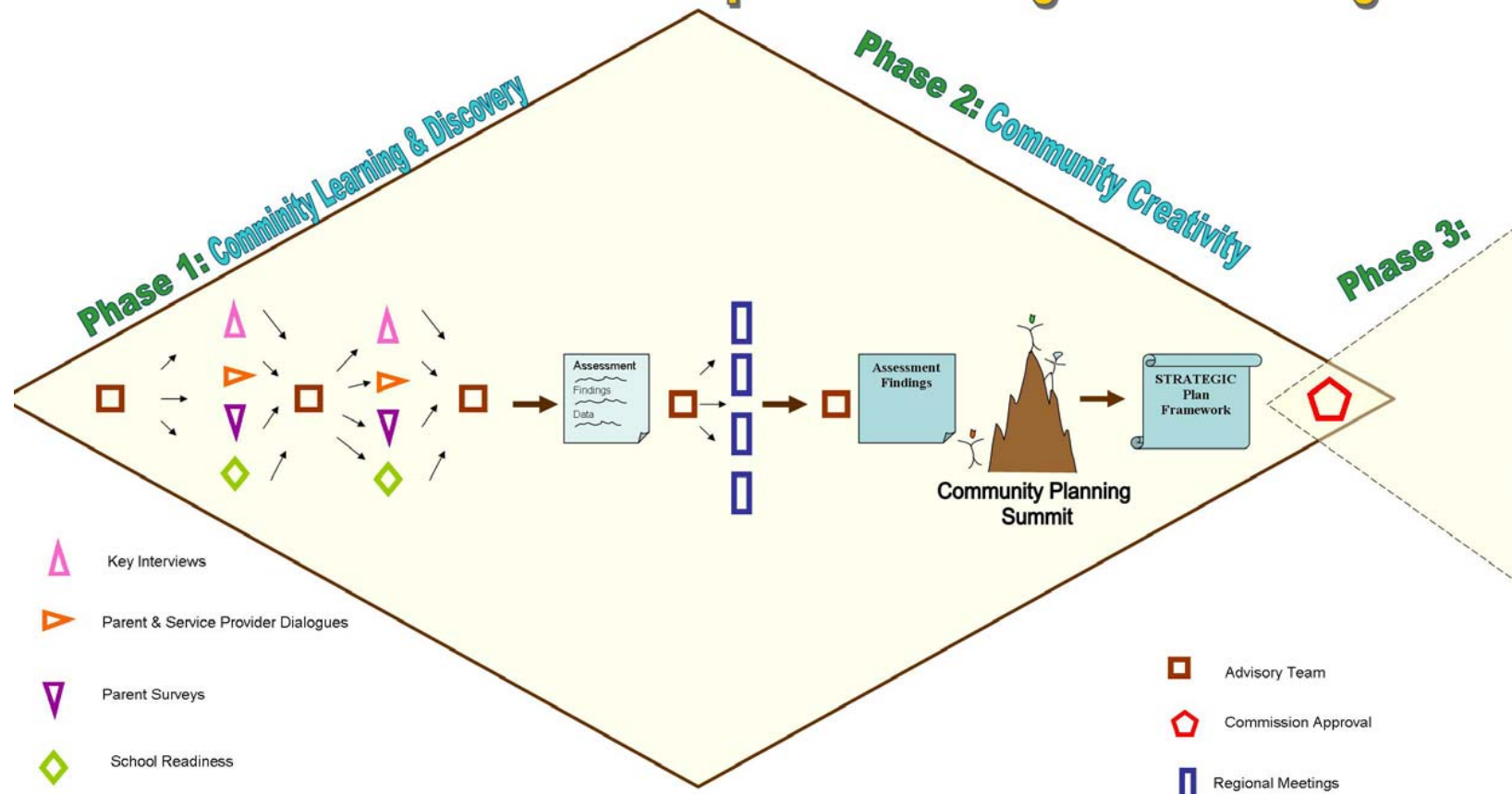
The “vote count” of dots had several limitations. Every effort was made to make sure the event was accessible including providing transportation, interpretation and childcare. Attendance was not as representative as a stratified sampling plan would have been. Cultural experiences with voting may influence the degree to which people felt comfortable sharing their interests in a semi-public setting or in their comfort with written ideas. This was mitigated to an extent by having people as designated readers/explainers at all of the stations. Finally, in the actual counting of the votes, there were multiple interpretations as to whether the participants were voting for the concept as a whole versus voting for a specific component or idea. Taken together, the result of the votes does show relative weighting of importance between visions and strategies, but the absolute number should not be taken as completely verifiable.

Appendix A: ELO At-a-Glance



Appendix B: ELO Process Map

ELO Process Map 1: Strategic Planning



Appendix C: ELO Advisory Team

Tony Acosta, Program Coordinator
Clinica de Salud del Valle de Salinas

Jenny 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 Behavioral Health

Susie Gonzalez, School Secretary
Prunedale School District

Charmaine Kaplan, Nutritionist
Women, Infant, and Children (WIC)

Stella Lauerman, Family Services Representative
Peaks & Valleys FRC Fiesta Familiar

Rob Weisskirch, MSW, Ph.D., Assistant Professor
CSUMB Human Development Liberal Studies
Department

Kathleen Murray-Phillips, Child Care Planning
Coordinator
Monterey County Department of Social and
Employment Services – 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

Elliot Robinson, Director, and **F5MC** Commissioner
Department of Social and Employment Services

Annabelle Rodriguez, Manager
Alisal Community Healthy Start

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

Ricardo Tellez, Director
Monterey County Office of Education Head Start

Appendix D: ELO Implementation Team and Review Committee

Implementation Team -- Individuals knowledgeable about the community and/or early learning who would not be applying for funding.

Marcie Castro, Program Manager CARES
Department of Social and Employment Services

Carina Cisneros, PIQUE Parent Educator
California State University, Monterey Bay

Marcela Diaz, South County Community Member

Ann Edgerton, Early Childhood Educator
Cabrillo Children's Center

Carrie Gonzalez Lujan, Coordinator Student Support Services
California State University, Monterey Bay

Laurel Lee- Alexander, Director of Grant Programs
Monterey Peninsula Foundation

Hilda Quintero, Salinas Parent

Violeta Wenger, Salinas Parent

Review Committee -- Individuals representative of the county and outside of the county with relevant experience

Tony Acosta (South County), Clinica de Salud del Valle de Salinas

Jose Alcalá (North County), Business Owner

Katy Castagna (Funder – County ,) Director Community Impact, United Way

Marcie Castro, ECE -- Countywide), Program Manager CARES

Carina Cisneros (Peninsula), PIQUE Parent Educator, California State University, Monterey Bay

Michele Harris, (Finance/First 5 perspective) Fiscal and Contract Administrator, First 5 Solano

Moira Kenney, (First 5 perspective), Statewide Program Director First 5 Association

Appendix E: Other Identified Themes

The themes provided in this section were mentioned by ELO participants though with less prevalence than the themes presented in the main body of the report.

- Legal Access (particularly for immigrant populations)
- Teens (family planning and parenting information)
- Father Involvement
- Single Moms
- Foster Parents (impact on children from moving often)
- Prison Families
- Families Living in Labor Camps
- Probation Families
- Grandparents Parenting

