A GLIMPSE AT OUR COMMUNITY
“Supporting children to learn and become promising young adults requires us all, the entire community, working together in new ways.”
TRUE VALUE OF AN EDUCATION

WHAT IS THE VALUE OF AN EDUCATION?

Value for Our Children
Our children become independent, lifelong learners with limitless potential.

Value for Our Teens
Our teens have hope. They see a bright future ahead for themselves with a clear pathway to get there.

Value for Our Young Adults
Our young adults enter promising careers that afford them independence, stable homes and a sense of security.

Value for Our Local Families
Many young adults find careers locally and raise their children here, so multiple generations of families enjoy everyday life together, sharing family culture, mutual support and prosperity.

Value for Our Organizations
Our employers have access to local, career-ready graduates that fit their needs.

Value for Our Community
Our community thrives with talented professionals who increase the quality, vitality and sustainability of our community.
THE CHARTER FOR OUR COMMUNITY IS TO ENSURE THAT EVERY CHILD...

is prepared for school,
succeeds in and out of school,
completes a post-high school credential,
and enters a promising career.
**HOW MANY ACHIEVE?**

**ESTIMATED FORECAST**
Cradle to Career Pipeline for Kindergarten Class of 2014\(^1\)

- 7,000 ENTER KINDERGARTEN
- 5,600 START 12\(^{\text{th}}\) GRADE
- 4,400 GRADUATE HIGH SCHOOL
- 3,000 ENTER POST-HIGH SCHOOL
- 1,500 COMPLETE A PROGRAM

\(^1\) Without a change of course, an estimated 2 of 7 Monterey County children will make it from kinder to career readiness.

2 OF 3 JOBS in the U.S. will require a post-high school credential, by 2020.

1 PERSON = 1,000 STUDENTS.
Research shows that more than two-thirds of all U.S. jobs will require a post-high school degree or credential by 2018. Two out of three students in Monterey County fall behind in early education and often stay too far behind to attain credentials, even though they dream of pursuing college or a career. Many give up along the way and become disengaged. Collectively, this weighs heavily on our entire community.

We are committed to triple the number of youth who complete a post-high school credential by 2026.
7 COMMUNITY GOALS

EARLY CARE + EDUCATION
“Who are their early teachers?”
Goal 1: Children have access to quality, affordable early care and education.
Today 47% of working families with children ages 0-4 have access to part or full-day licensed care.
Today 41% of children ages 3-4 have access to preschool.

KINDER-READY
“Are they ready for school?”
Goal 2: Children are prepared for Kindergarten.
Today 24% of children entering kindergarten are socially and emotionally ready.

LANGUAGE + LITERACY
“Can they read and write?”
Goal 3: Children read and write on grade-level in elementary school.
Today 42% of children who speak English fluently read & write on grade level in 3rd grade.
Today 48% of English learners perform as Early/Advanced English Development by 5th grade.
Today 7% of children still identified as English learners by 5th grade can read and write on grade level.

CRITICAL THINKING
“Can they solve real world problems?”
Goal 4: Middle school students collaborate to solve real world problems by applying critical thinking, math and technology.
Today 23% of 8th graders are on grade level in Mathematics.
Today 37% of 8th graders are on grade level in English Language Arts.
YOUTH CONNECTEDNESS

“Who matters to them?”

Goal 5: Youth experience caring relationships, high expectations and meaningful engagements.

Today 44% of 7th graders report they feel a community and school connection.

Today 53% of 7th graders report they are involved in group activities outside of school.

COLLEGE OR JOB TRAINING READY

“Are they ready for college or job training?”

Goal 6: High school graduates are prepared to enter a college or job training program and are supported to pursue their career aspirations.

Today 33% of high school students complete college prerequisite courses known as A-G courses.

Today 35% of high school students complete the Free Application for Federal Student Financial Aid application by the March deadline.

CAREER PATHWAY

“Can they qualify for a promising career?”

Goal 7: Young adults complete a career pathway, program or degree that qualifies them to enter a promising career.

Today 30% (est.) of local high school graduates complete a career path, degree or certificate.
All children enter life with a natural capacity to learn. However, not all children experience the same opportunities. As we pursue these 7 community goals, we are committed to closing the opportunity gaps and creating equity for all children and youth.

**We know** the most prominent equity gap in our community is social-economic levels. Living as economically disadvantaged means less access to basic needs like adequate nutrition and shelter. These can become obstacles to the young person’s learning experience. Today 70% of children in Monterey County qualify for free or reduced price meals.¹

For example, the percentage of children on or above grade level²:

**ENGLISH LANGUAGE ARTS**
23% economically disadvantaged compared to 57% non-economically disadvantaged.

**MATH**
14% economically disadvantaged compared to 41% non-economically disadvantaged.

**We know** students who enter school as English language learners struggle academically. Many aspire to go to college yet struggle to overcome lost learning opportunities in their younger years. Today 42% of students registered for school are English language learners.¹

For example, the percentage of children on or above grade level²:

**ENGLISH LANGUAGE ARTS**
7% English learners compared to 47% English only.

**MATH**
6% English learners compared to 32% English only.
We know different groups of students achieve in school on levels below that of their peers. In some cases, their proficiency levels are nearly half that of their peers.

For example, the percentage of children on or above grade level:

**ENGLISH LANGUAGE ARTS**
61% White | 61% Filipino | 58% Asian | 57% Two or More Races | 32% Black or African American | 25% Hispanic

**MATH**
46% White | 40% Filipino | 53% Asian | 44% Two or more races | 16% Black or African American | 15% Hispanic

We know there is a gap between boys and girls graduating high school.²

Today 77% of our young men compared to 87% of our young women, graduate high school.

As we look to improve the educational pathway, we actively seek to close these gaps while promoting the cultural and individual needs of students and their families.

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¹ [http://dq.cde.ca.gov/dataquest/Cbeds2.asp?FreeLunch=on&PctEL=on&Grads=on&cChoice=CoProf1&cYear=2014-15&TheCounty=27%2CMONTEREY&cLevel=County&cTopic=Profile&myTimeFrame=S&submit1=Submit](http://dq.cde.ca.gov/dataquest/Cbeds2.asp?FreeLunch=on&PctEL=on&Grads=on&cChoice=CoProf1&cYear=2014-15&TheCounty=27%2CMONTEREY&cLevel=County&cTopic=Profile&myTimeFrame=S&submit1=Submit)
² [http://caaspp.cde.ca.gov/SB2015/ViewReport?ps=true&lstTestYear=2013&lstTestType=B&lstCounty=27&lstDistrict=&lstSchool=&lstGroup=1&lstSubGroup=1](http://caaspp.cde.ca.gov/SB2015/ViewReport?ps=true&lstTestYear=2013&lstTestType=B&lstCounty=27&lstDistrict=&lstSchool=&lstGroup=1&lstSubGroup=1)
“Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be.”

Rita Pierson
“WHO ARE THEIR EARLY TEACHERS?”

Goal 1: Children have access to quality, affordable early care and education.

Today 47% of working families with children ages 0-4 have access to part or full-day licensed care.

Today 41% of children ages 3-4 have access to preschool.

Our goal is to increase capacity so quality early learning experiences are available to families.

47% 41%

% ages 0-4 access care % 3-4 access to preschool

* Data was updated 4/21/16

We know early learning helps prepare children for school.2

We know children who have quality learning experiences do better throughout life.3

We know child care can be a valuable job source for our communities.4

• It is our goal to have enough quality early care programs to meet the needs of the community.

• Quality programs can be offered: in centers; by in-home providers; and by family, friends or neighbors near where families live or work.

• Caregivers apply high-quality standards so that children are well cared for, experience important language and social development and are learning and developing in positive ways.

EARLY LEARNING IS THE FIRST STEP ALONG A CAREER PATHWAY...
“ARE THEY READY FOR SCHOOL?”

Goal 2: Children are prepared for Kindergarten.

Today 24% of children entering kindergarten are emotionally and socially ready. Our goal is to help our children be prepared to start school.

24%

% social/emotionally ready

We know reading to children when they are young helps them learn to read as they get older.5

We know telling stories and talking to children helps them have a strong vocabulary.6

We know early prenatal care can impact the health of our children for their lifetime.7

• Our goal is for children entering kindergarten to be emotionally ready to explore and learn new things in settings with other children.
• When kinder-ready, children are able to interact well with teachers and other children during play, learning and social activities.
• Children can express themselves in appropriate ways and recognize what they say and do affects others.
• When children are socially and emotionally ready, they are prepared to learn.

BEING READY FOR SCHOOL IS THE NEXT STEP ALONG A CAREER PATHWAY...
“CAN THEY READ AND WRITE?”

Goal 3: Children read and write on grade-level in elementary school.

Today 42% of children who speak English fluently (ES) read & write on grade level in 3rd grade.

Today 48% of English learners (EL) perform as Early/Advanced English Development by 5th grade.

Today 7% of children learning to speak English (EL) can read & write on grade level by 5th grade.

Our goal is that by 3rd grade children will have the foundation knowledge to help them be successful learners.

42% 48% 7%

read/write 3rd grade (ES*) fluent 5th grade (EL*) read/write 5th grade (EL*)

We know children need to read and write in the language instruction and assessments are given.8
\nWe know the early years are spent learning to read so the rest of their lives they can read to learn.9
\nWe know reading and writing well allows our children to develop talents that help them be successful.10

• Children start school from different places, depending on their early learning experiences.
• Our goal is for English speaking students to be proficient readers and writers by the end of 3rd grade.
• The goal for English Language Learners is to be proficient readers and writers in English by the end of 5th grade.

KEY: ES* = English Speakers & EL* = English Learners

READING AND WRITING WELL IS THE NEXT STEP ALONG A CAREER PATHWAY...
“CAN THEY SOLVE REAL WORLD PROBLEMS?”

Goal 4: Middle school students collaborate to solve real world problems by applying critical thinking, math and technology.

Today 23% of 8th graders are on grade level in Mathematics.
Today 37% of 8th graders are on grade level in English Language Arts.

Our goal is that students will use the skills they have to think and learn at a higher level. We then want them to use their knowledge to impact the community in positive ways.

We know the ability to listen and do research improves our ability to identify problems.¹¹
We know the ability to think critically and develop answers improves our response to challenges we face.¹²
We know our youth are learning to use technology to improve their quality of life.¹³

• Students need critical thinking skills for success in today’s world.
• Language Arts and Mathematics help teach critical thinking, problem solving, communication and collaboration.
• Students who engage in the learning process and graduate are better prepared to thrive in today’s global economy.
• Information literacy, media literacy and technology literacy are keys to collaboration and solving real world problems.

CRITICAL THINKING IS THE NEXT STEP ALONG A CAREER PATHWAY...
“WHO MATTERS TO THEM?”

Goal 5: Youth experience caring relationships, high expectations and meaningful engagements.

Today 44% of 7th graders report they feel a community and school connection. Today 53% of 7th graders report they are involved in group activities outside of school.

Our goal is that youth will have strong positive connections in the community.

44% 53%

% youth feel connected % youth in group activities

We know that kids need to feel connected to something.14
We know that strong community ties improve the quality of youth’s lives.15
We know our youth can impact our communities in a positive way.16

• Students need meaningful encounters outside of school.
• Mentors and role models have life-changing impact on youth success.
• Mentors, role models, team-work and a sense of belonging can be found in positive community activities.
• Being connected to the community inspires youth to give back.

STRONG YOUTH CONNECTEDNESS IS THE NEXT STEP ON A CAREER PATHWAY...
“ARE THEY READY FOR COLLEGE OR JOB TRAINING?”

Goal 6: High school graduates are prepared to enter a college or job training program and are supported to pursue their career aspirations.

Today 33% of high school students complete college pre-requisite courses known as “A-G courses”.

Today 37% of high school students complete the Free Application for Federal Student Financial Aid by March deadline.

Our goal is to see youth reach their aspirational goals.

We know our high school students have dreams of going to college and having careers.

We know there is a need to help students understand the process for getting to college.

We know college and career planning begins before high school.

• We know from research that by 2020 2/3rds of all jobs will require some type of post-high school credential.
• Our youth need to be ready to succeed in an education program beyond high school.
• In order to enter a college or training program, students must complete the entrance requirements,
• There are financial plans to help fund vocational and college programs, often involving financial aid.

COLLEGE OR PROGRAM PLANNING IS THE NEXT STEP ON A CAREER PATHWAY...
“CAN THEY QUALIFY TO ENTER A CAREER?”

Goal 7: Young adults complete a career pathway, program or degree that qualifies them to enter a promising career.

Today an estimated 30% of high school graduates complete career pathways.

Our goal is for our young people to have the skills employers seek so they can enter promising careers locally.

30%

% complete a credential (est.)

We know adults with post high school training benefit from higher salaries.20
We know children benefit when their parents are educated.21
We know communities benefit when people are employable.22
We know business benefit when locally trained employees are available.23

• Investing in a career pathway is an investment into our communities.
• By improving the quality of life for our children, they obtain an education that leads to bright futures.
• Our community will thrive with promising talent and a strong workforce.

CAREERS LEAD TO BRIGHT FUTURES!
ABOUT BRIGHT FUTURES

The Bright Futures Education Partnership is a community partnership of diverse members fostering progress in education outcomes for local students, from cradle to career, and improving the pipeline of quality talent within Monterey County.

VISION
We envision a future for Monterey County with vibrant, local talent; where young people succeed in education and see a bright future for their lives; where adults believe in the promise of youth, and where employers find abundant, quality talent locally.

GUIDING PRINCIPLES
The Bright Futures initiative fosters progress and community action in four primary ways:

Shared Vision + Goals
We agree on a shared vision for education in our community and goals across multiple organizations. We work to achieve those goals using shared action plans, resources and measures of success. This requires high-levels of collaboration across various organizations and community sectors that often work independently.

Data
We use data, research and evidence-based practices to discover and measure what works. We use and share data and feedback from students and the people most vested in their learning to produce clear insights about their needs and root causes of challenges they face.

Data in this report, and all data shared by the Bright Futures Education Partnership for Monterey County, is for the sole purpose of constructive, continuous improvement around shared community goals. As such,
the data is used to foster insights about opportunities to improve and should not be used in ways that are divisive or place blame. When used appropriately, the data and related insights will lead to solutions that enable more local children, youth and young adults to thrive in their education, for the benefit of the whole community.

**Innovation**

We use innovation and design methods to envision future systems and approaches that meet the unique needs of local students. We promote adoption of innovative practices that rethink the way things are and open new potential.

**Solutions**

Together with many partners and investors, we collect and promote a growing portfolio of solutions that work. We shed light on existing practices that yield results and we also cultivate new solutions from diverse community members.

**MEASUREMENT**

What gets measured gets done so we will track our progress toward achieving our goals over time. We invite all community members and organizations who can create positive change toward achieving these goals to do so in the spirit of shared accountability. Together we will track collective progress with a community scorecard that tells how we are doing and inspires us to improve continuously.
PLEASE JOIN US

STEERING PARTNERS
We serve as members of the Steering Partners for Bright Futures Education Partnership. We are committed to the urgent and important work of improving the learning experiences and outcomes for our children in Monterey County, from cradle to career. Please join us in creating change so that every child in our county realizes a bright future.

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CORE CONVENERS
Providing influence and support to all who choose to align.

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BRUCE TAYLOR
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DAN BALDWIN
The Community Foundation of Monterey
“Education is key to a thriving community. Let’s come together and support success for every child.”
2 https://firstfocus.org/resources/report/big-ideas-investing-nations-future/
3 https://economics.sas.upenn.edu/sites/economics.sas.upenn.edu/files/u21/0_PerryFactorPaper_AER_2012-09-07_sjs.pdf
5 http://www.childtrends.org/?indicators=reading-to-young-children
6 http://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf
8 http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf
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