



# **Our Community's Progress**

**Fall 2018**



**“We know all children can learn if provided the opportunity and resources they need”**

# OUR COMMUNITY CHARTER

## **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.

# 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

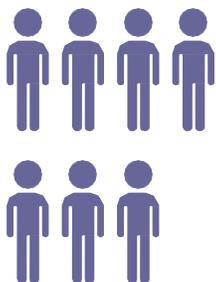
Our community thrives with talented professionals who increase the quality, vitality and sustainability of our community.

# HOW MANY ACHIEVE?

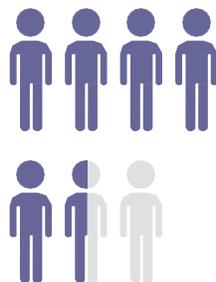
## ESTIMATED FORECAST

CRADLE TO CAREER PIPELINE FOR KINDERGARTEN CLASS OF 2014<sup>1</sup>

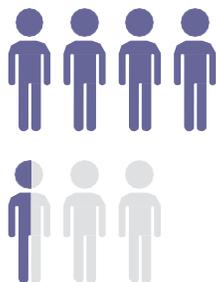
**7,000** ENTER  
KINDERGARTEN



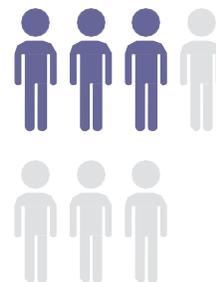
**5,600** START  
12<sup>TH</sup> GRADE



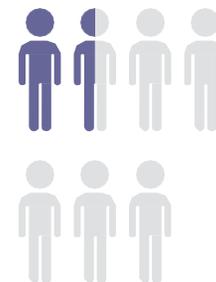
**4,400** GRADUATE  
HIGH SCHOOL



**3,000** ENTER  
POST-HIGHSCHOOL



**1,500** COMPLETE  
A PROGRAM



**2 OF 3**  
**JOBS**



IN THE  
U.S. WILL REQUIRE A POST-  
HIGH SCHOOL CREDENTIAL.<sup>2</sup>



WITHOUT A CHANGE OF  
COURSE, AN ESTIMATED

**2 OF 7**

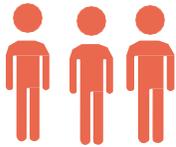
MONTEREY COUNTY  
CHILDREN WILL MAKE IT  
FROM KINDER TO  
CAREER READINESS.

1 PERSON  = 1,000 STUDENTS.

# OUR BIG GOAL

## HOW DO WE BRIDGE THIS GAP?

2016 -2017



Today **31%** complete the educational pathway.

\* 31 is a well-informed estimate



BY 2026



**60%+** of all young people will complete a certificate and/or degree.

Research shows that more than two-thirds of all U.S. jobs will require a post-high school degree or credential<sup>2</sup>. 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 double the number of youth who complete a post-high school credential by 2026.**

# RACIAL EQUITY MATTERS

As community members dedicated to achieving Bright Futures for all kids, we believe that a child's capacity to learn at birth does not differ based on race. However, not all children experience the same opportunities. "We are committed to closing opportunity gaps and producing equitable outcomes for all children and youth," states Cynthia Holmsky, Executive Director, Bright Futures.

Racial equity, from cradle to career, is achieved when race no longer determines educational opportunities and socio-economic outcomes; when all children and their families have what they need to thrive. Achieving equity in our community requires us to develop racial and social consciousness. We need to come together around ongoing learning and reflection, and make commitments to action.

As our community fosters improvement in education, racial equity must be an integral part of all of our projects, planning, practices and policies. Because of this commitment, we work collaboratively and strategically to:

- identify and close opportunity gaps
- diversify all levels of our partnership to be reflective of our community, especially leadership
- create inclusive spaces that value the experiences and expertise of people of color
- promote a deep understanding of the root causes of racial inequities in our systems (policies, practices, and resource flows) and support changes in relationships and mental models that lead to sustainable systems change
- hold ourselves accountable for achieving equitable results where we see the widest education disparities in our community

Data has revealed for us a number of equity gaps. Racial inequities are the most prevalent and are our primary focus. In addition, many other identities such as gender and socio-economic status, overlap with race. We are committed to understanding these overlaps and working to close these equity gaps.

# LARGEST EQUITY GAPS

## #1: Race

We consistently see opportunity gaps with young children of color, including Latinx and African Americans compared to their white peers. Racial equity gaps are the largest equity gap for our community to resolve. Closing these gaps by meeting the needs of children and youth of color is a priority focus for our community and for the improvement work supported by the Bright Futures Education Partnership. We recognize the need to change systems to support the success of all children and youth.

## #2: Socio-Economic status

Children and youth growing up in families living in poverty, many of which are part of the working poor in our community, also fall behind their peers in education outcomes. Given the high numbers of working poor that are integral to our local industries, our education and social systems need to evolve further to meet the needs of these families. All children deserve to learn regardless of their socio-economic status.

## #3: Gender

Data tell us a clear story in which boys fall behind girls in their academic achievements, starting in middle school and continuing through completion of a college degree or some other post-high school credential. These gaps are largest for boys of color, who are sometimes more than 15% behind female students.<sup>3</sup>

## #4: Learning Disabilities

Children with disabilities fall on a broad spectrum of abilities. Data tells us that children with disabilities experience opportunity gaps in education achievement when compared to their peers. We further see this when the children and youth are from low-income families and schools where there are fewer resources available to meet the unique needs of each child.

## #5: Dual Language Learners

It comes as no surprise that school systems designed to meet the needs of English speakers do not effectively meet the needs of English Learners. This is true despite the best efforts of quality teachers. We believe that mastering multiple languages is an asset in life. In order to achieve this, learning systems need to be intentionally designed to meet the needs of dual language learners.

# 7 COMMUNITY GOALS

## EARLY CARE + EDUCATION

*“Are they in quality care and learning?”*

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

Today **14%** of licensed sites rated by Quality Rating & Improvement System (QRIS)<sup>4,41</sup>

Today **27%** of children ages 0-5 with access to full or part-day transitional kindergarten or licensed care space.<sup>3,4</sup>

Today **30%** can afford full-time child care for one child 5 or under.<sup>3,5</sup>

Today **7%** can afford full-time child care for two children 5 or under.<sup>3,5</sup>



1



2



3



4

## KINDER-READY

*“Are they ready for school?”*

Goal 2: Children are prepared for Kindergarten.

Today **25%** of children entering kindergarten are socially and emotionally ready.<sup>8</sup>

## LANGUAGE + LITERACY

*“Can they read and write?”*

Goal 3: Children read, write and achieve language proficiency in the elementary grades.

Today **53%** of 3rd grade students who are fluent in English meet/exceed grade level requirements in English Language Arts.<sup>10</sup>

Today **62%** of former English learners meet/exceed grade level requirements in English Language Arts/Literacy by 5<sup>th</sup> grade.<sup>10</sup>

Today **28%** of English learners are designated as fluent in English by 5<sup>th</sup> grade.<sup>9</sup>

## CRITICAL THINKING

*“Can they solve real world problems?”*

Goal 4: Middle school students think critically to design solutions to real world problems.

Today **24%** of 8<sup>th</sup> graders meet/exceed grade level requirements in mathematics.<sup>10</sup>

Today **37%** of 8<sup>th</sup> graders meet/exceed grade level requirements in English Language Arts/Literacy<sup>10</sup>

# CRADLE TO CAREER

## YOUTH DEVELOPMENT AND ENGAGEMENT

*“Who matters to them?”*

Goal 5: Middle and high school students are socially and emotionally healthy.

Today **48%** of 7<sup>th</sup> graders report they feel a connectedness to school.<sup>12</sup>

Today **57%** of 7<sup>th</sup> graders feel safe or very safe at school.<sup>12</sup>

Today **8%** of 7<sup>th</sup>/8<sup>th</sup> grade students were suspended.<sup>11</sup>

Today **51%** of 7<sup>th</sup> grade students perceive high expectations from an adult at school.<sup>12</sup>

5



## COLLEGE OR CAREER 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 to pursue their career aspirations.

Today **44%** of high school students complete college prerequisite courses known as A-G courses.<sup>13</sup>

Today **52%** of high school students complete the Free Application for Federal Student Financial Aid application by the March deadline.<sup>14</sup>

Today **49%** of 11<sup>th</sup> grade students meet/exceed grade level requirements in English Language Arts/Literacy.<sup>10</sup>

Today **21%** of 11<sup>th</sup> grade students meet/exceed grade level requirements in Math.<sup>10</sup>

6



7



## POST-HIGH SCHOOL COMPLETION

*“Can they qualify for a promising career?”*

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

Today **70%** of local high school graduates enroll in college.<sup>40</sup>

Today **71%** of local students remain in college after their first year.<sup>15,16</sup>

Today **53%** of local students complete a degree within six years.<sup>15,16</sup>

# THE IMPORTANCE OF THE EARLY YEARS

In Monterey County, we understand the importance of making quality early care and learning accessible and affordable to all families. Research shows that 85-90% of the architecture of the brain develops in the first five years of life. According to the Center for the Developing Child at Harvard University, “Early experiences affect the development of brain architecture, which in turn provides the foundation for all future learning, behavior, and health.”<sup>17</sup> Nobel Laureate Dr. James J. Heckman notes, investing in “quality early childhood development heavily influences health, economic, and social outcomes for individuals and society at large,” especially for under-resourced families.<sup>18</sup>

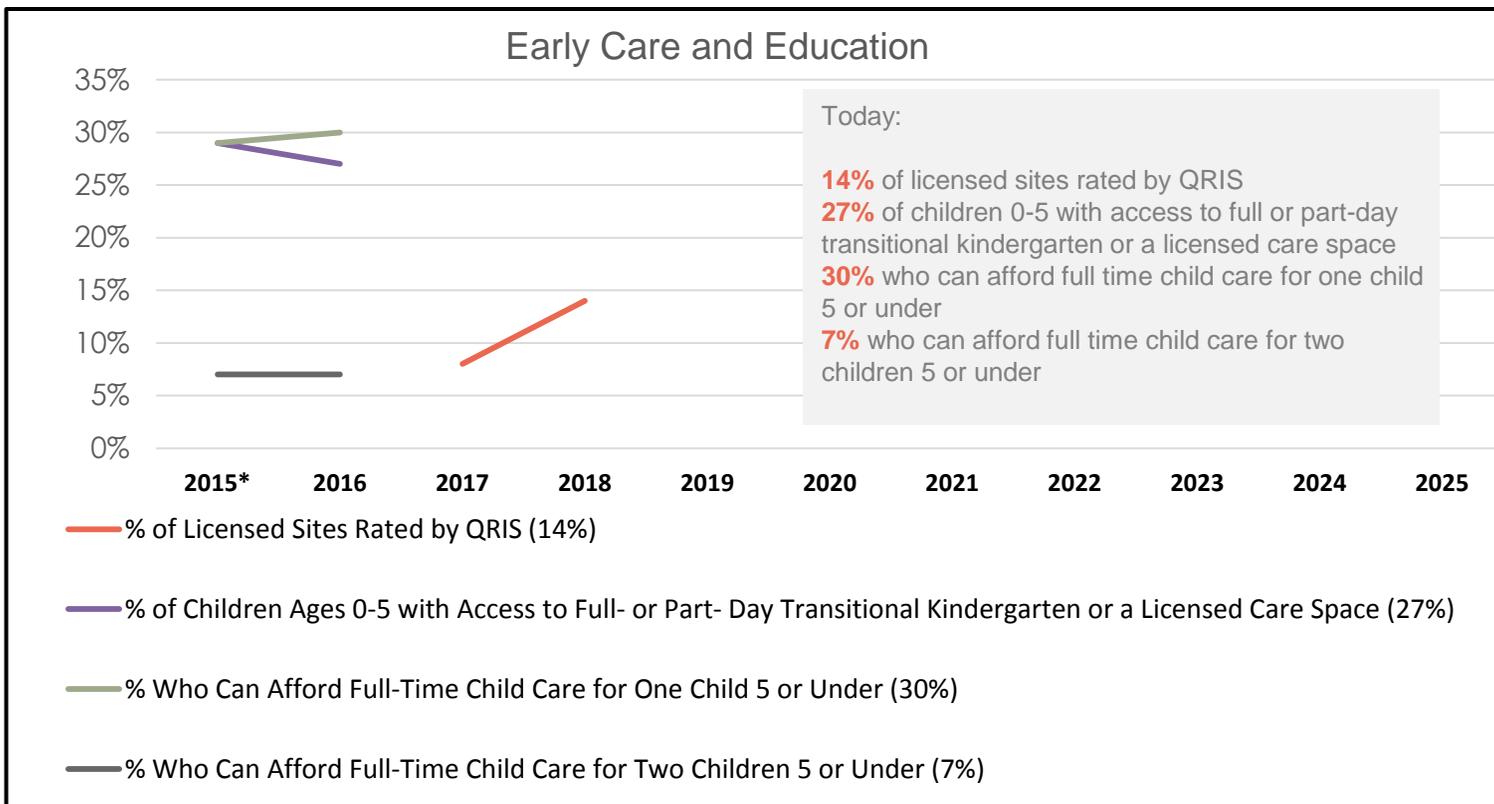
All parents want the best for their children. As their first and most important teachers, parents deserve the support of the whole community as well as systems that are designed to help their children thrive. We plan to achieve this through the implementation of a community-designed strategic framework that takes a holistic approach to early childhood development, including transforming the early care and education system to increase access; improving quality to double the number of children who are ready for kindergarten; and to closing the income equity gap.

We are excited there is increasing community momentum, data, and research to support strategies that are relationship-based, culturally responsive and trauma-informed. The co-creation of the solutions and accountability for results will lead to better outcomes for children and families. In the spirit of collective impact, Bright Futures and Bright Beginnings are partnering to support success in Goals 1 and 2.

*“We believe, regardless of race or socioeconomic background, every child deserves an equitable chance to reach their full potential. Together we can prepare every child for life and school.”* Francine Rodd, Executive Director, First 5 Monterey County

# 1 EARLY CARE + EDUCATION

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



Sources: Quality Matters Monterey County. 2016-17 Annual Report. Retrieved from [www.qualitymattersmonterey.org](http://www.qualitymattersmonterey.org) in July 2019.

Quality Matters Monterey County. Personal Communication. Megan Matteoni. July, 9, 2019

California Child Care Resource and Referral Network. Child Care Portfolio. Retrieved from [rnetwork.org/assets/general-files/Monterey\\_06-18.pdf](http://rnetwork.org/assets/general-files/Monterey_06-18.pdf) in June 2019

California Department of Education. Transitional Kindergarten Data. Retrieved from [cde.ca.gov/ds/sd/sd/filestkdta.asp](http://cde.ca.gov/ds/sd/sd/filestkdta.asp) in July 2019

United States Census Bureau. Selected Economic Characteristics 2013-2017 American Community Survey 5-Year Estimates. Retrieved from [factfinder.census.gov](http://factfinder.census.gov) in June 2019

\*Note: 2014-15 was the baseline year for Bright Futures the first year of access data was from 2014.

\*Note QRIS began operation in 2017. Change noted is between 2017 and 2018.

# 1 EARLY CARE + EDUCATION

**We know** early learning helps prepare children for school.<sup>19</sup>

**We know** children who have quality learning experiences do better throughout life.<sup>20</sup>

**We know** child care can be a valuable job source for our communities.<sup>21</sup>

## Strategies for Improvement

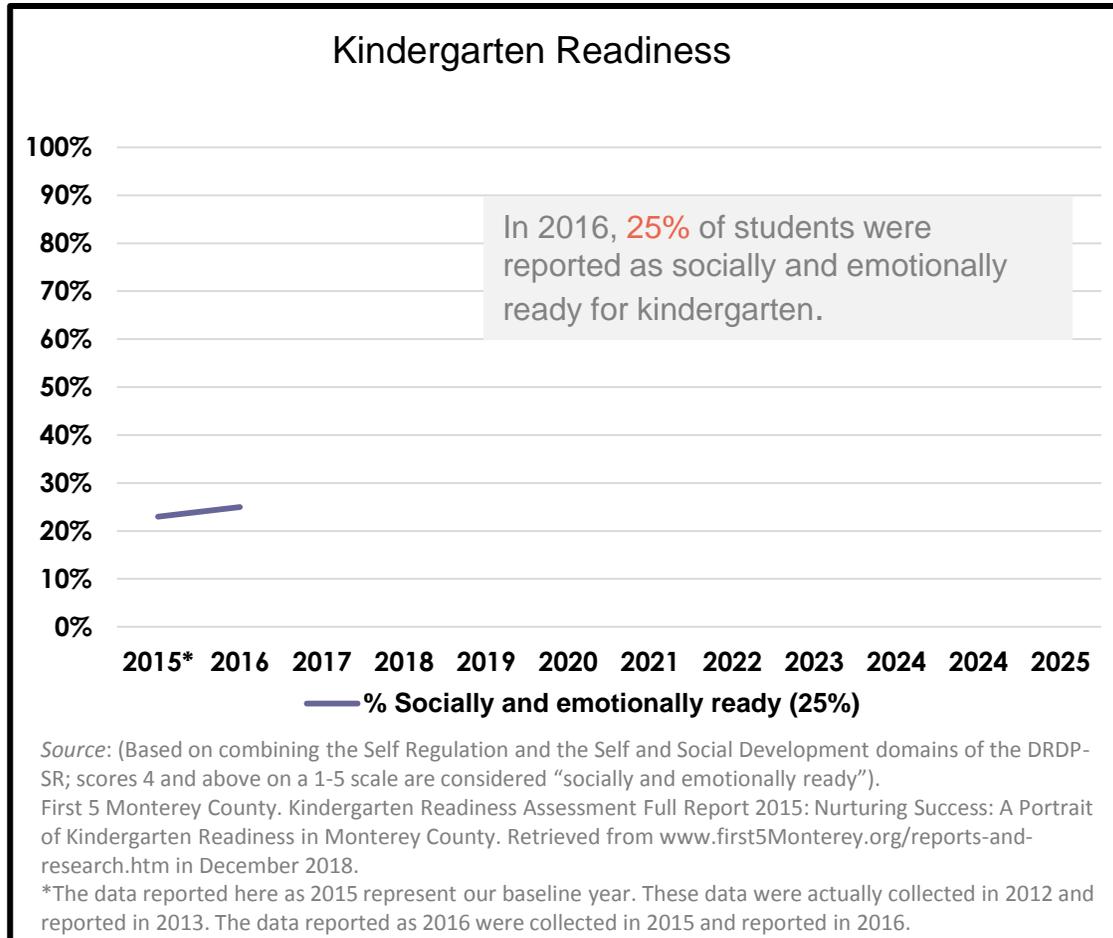
- Preschool for All Campaign: Increase access to and enrollment in quality preschool in Salinas.
- Child Friendly Cities: Increase the number of cities integrating an early childhood development focus in city planning.
- Early Learning Systems Coordination: Increase the number of quality child care spaces available.
- MontereyCountyChildCare.org: Increase access to quality early childhood care and learning through an online portal with resources on early childhood development and referrals to available spaces.

## Equity

Only **27%** of children 0-5 have access to full or part-day transitional kindergarten or a licensed care space.<sup>5,6</sup> With a focus on communities that have the highest need for additional licensed care – subsidized care for low-income families in particular – we strive to increase the number of child care spaces available for families where it will make the most difference for the well-being of children.

# 2 KINDER-READY

Goal 2: Children are prepared for Kindergarten.



# 2 KINDER-READY

**We know** reading and telling stories to children when they are young helps them to read and have a strong vocabulary as they get older. <sup>23, 24</sup>

**We know** early prenatal care and strong maternal mental health supports can impact the health of our children for their lifetime.<sup>25</sup>

**We know** holistic family-centered systems produce strong outcomes for children. <sup>22</sup>

## Strategies for Improvement

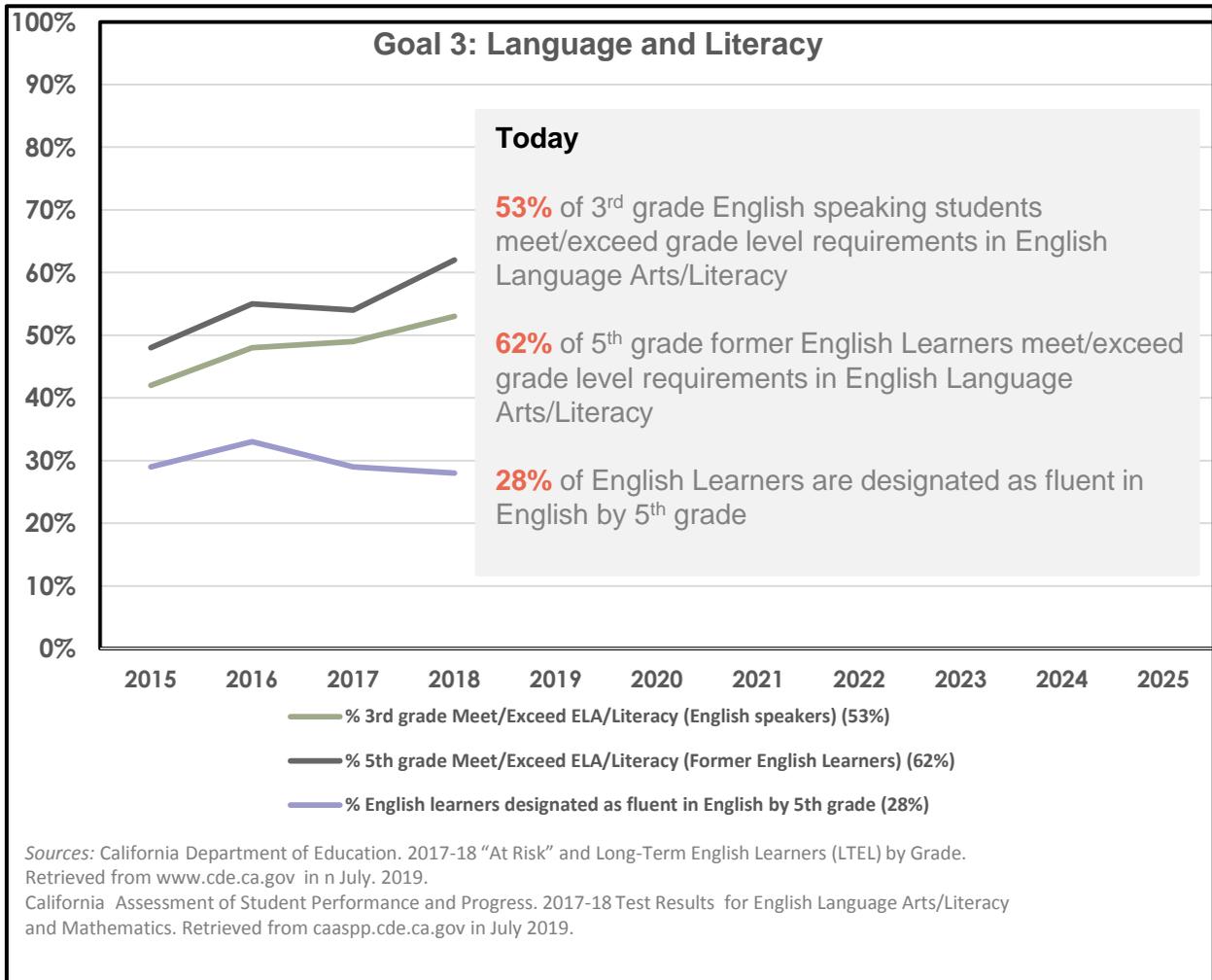
- Early Learning Network: Build capacity of early learning professionals in the public school system.
- Informal Caregiver Capacity Building: Increase practice of learning-through-play in informal caregiver settings (friends, family and neighbors).
- Monterey County Maternal Mental Health Task Force: Increase access to perinatal maternal mental health services.
- Home Visiting Coordination and Triage Hub: Increase holistic assessment of family needs and deployment of qualified home visitors for children.

## Equity

Only one in four children in the county are ready for kindergarten.<sup>8</sup> There is an even wider gap in our low-income communities and with children of color. That is why, while aiming for universal improvements, we are also focusing our strategies in communities and populations that need it most, to close the kinder- readiness equity gaps.

# 3 LANGUAGE AND LITERACY

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



# 3 LANGUAGE AND LITERACY

**We know** it is important for children to read and write in the language of instruction.<sup>26</sup>

**We know** the early years are spent learning to read so the rest of their lives they can read to learn.<sup>27</sup>

**We know** reading and writing well allows our children to develop talents that help them be successful.<sup>28</sup>

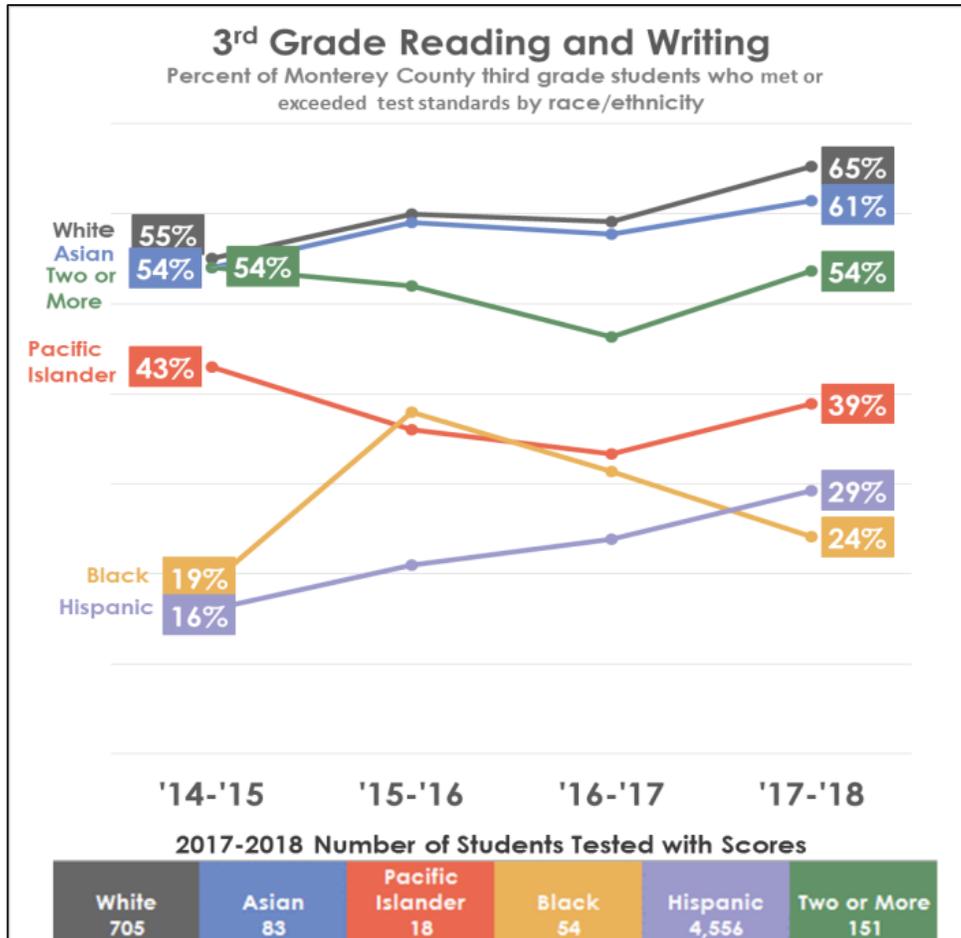
## Strategies for Improvement

- Coach teachers to apply data-informed reading methods
- Increase student reading and language development through out-of-school learning opportunities
- Offer family and community members training in how to mentor students in reading development
- Maximize professional learning supports for teachers in grades PreK-3<sup>rd</sup> grade
- Accelerate growth and quality of bi-lingual learning programs in grades PreK-8<sup>th</sup> grade

## Equity

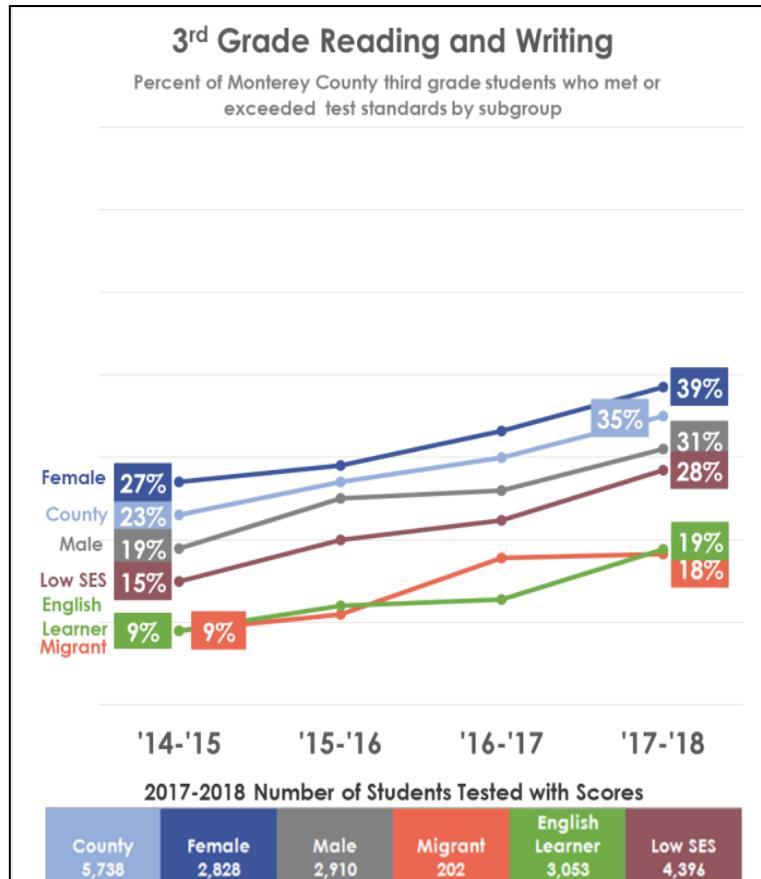
- There is a difference of **41** percentage points between African American students and White students and a difference of **36** points between Latinx students and White students on 3<sup>rd</sup> grade reading and writing tests scores.<sup>10</sup>
- Because early literacy impacts all subsequent goals, it is essential that we work to close the gap.

# 3 LANGUAGE AND LITERACY



Source: California Assessment of Student Performance and Progress. 2017-18 Test Results for English Language Arts/Literacy and Mathematics. Retrieved from [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov) in July 2019.

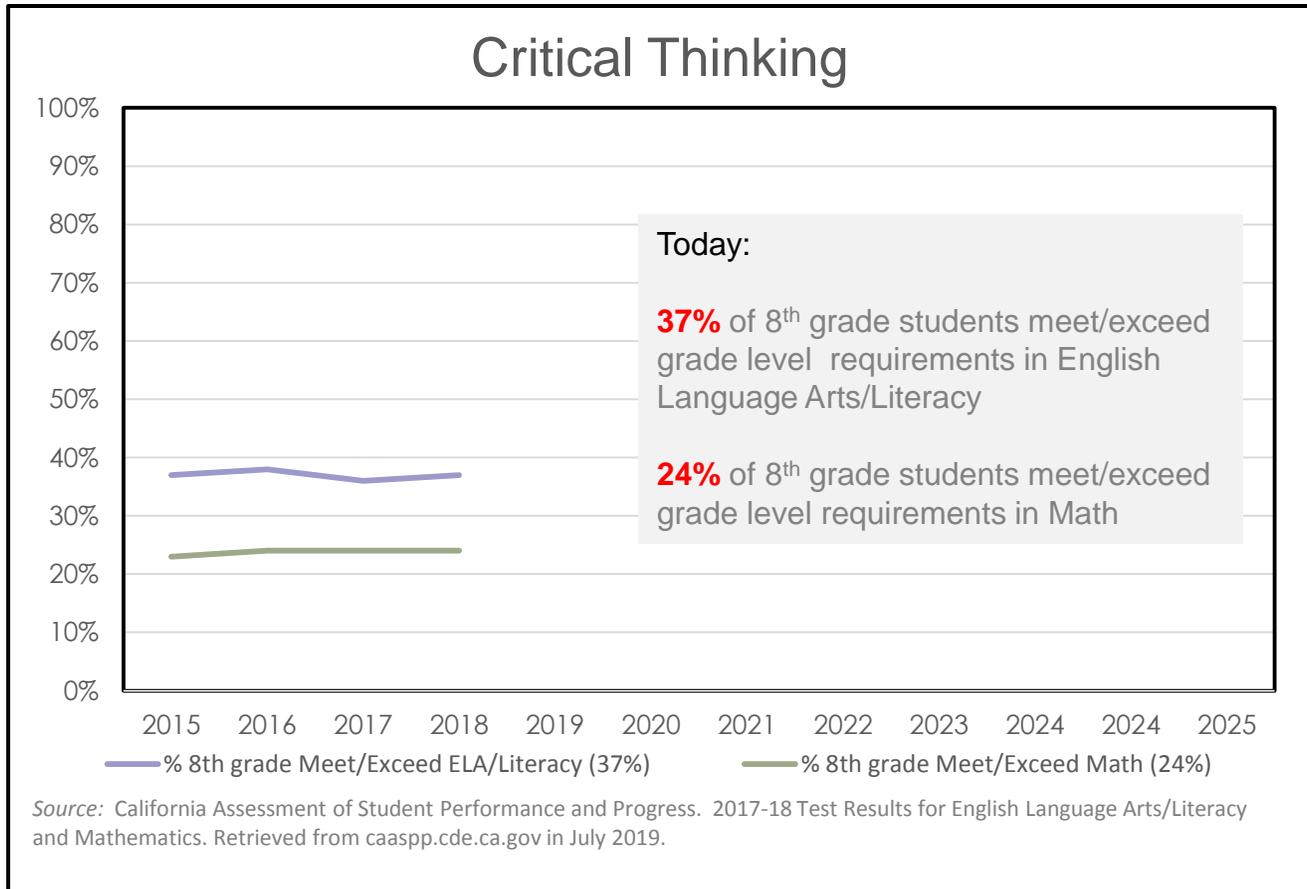
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# 4 CRITICAL THINKING

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



# 4 CRITICAL THINKING

**We know** the ability to be research-informed improves our potential to identify and solve problems.<sup>29</sup>

**We know** the ability to think critically and develop answers improves our response to challenges we face.<sup>30</sup>

**We know** our youth are learning to use technology to improve their quality of life.<sup>31</sup>

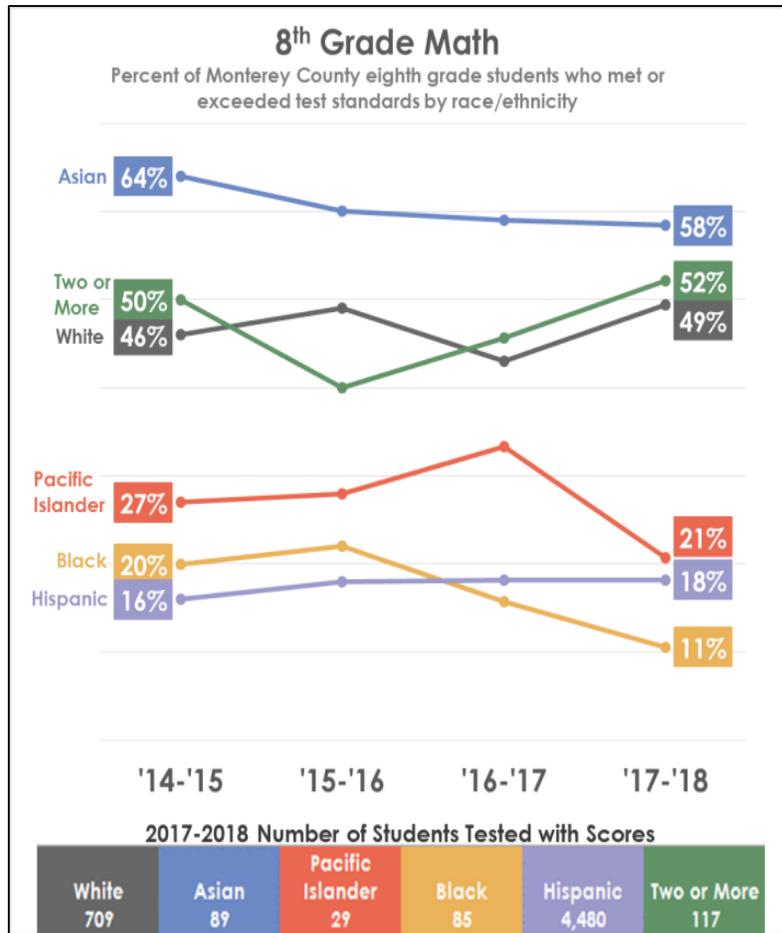
## Strategies for Improvement

- Develop a fourth-year high school math class emphasizing problem solving and real-world application
- Support adoption and implementation of “complex instruction” methods
- Research and support the adoption of successful math instruction practices
- Identify and scale innovative supplemental math instruction programs

## Equity

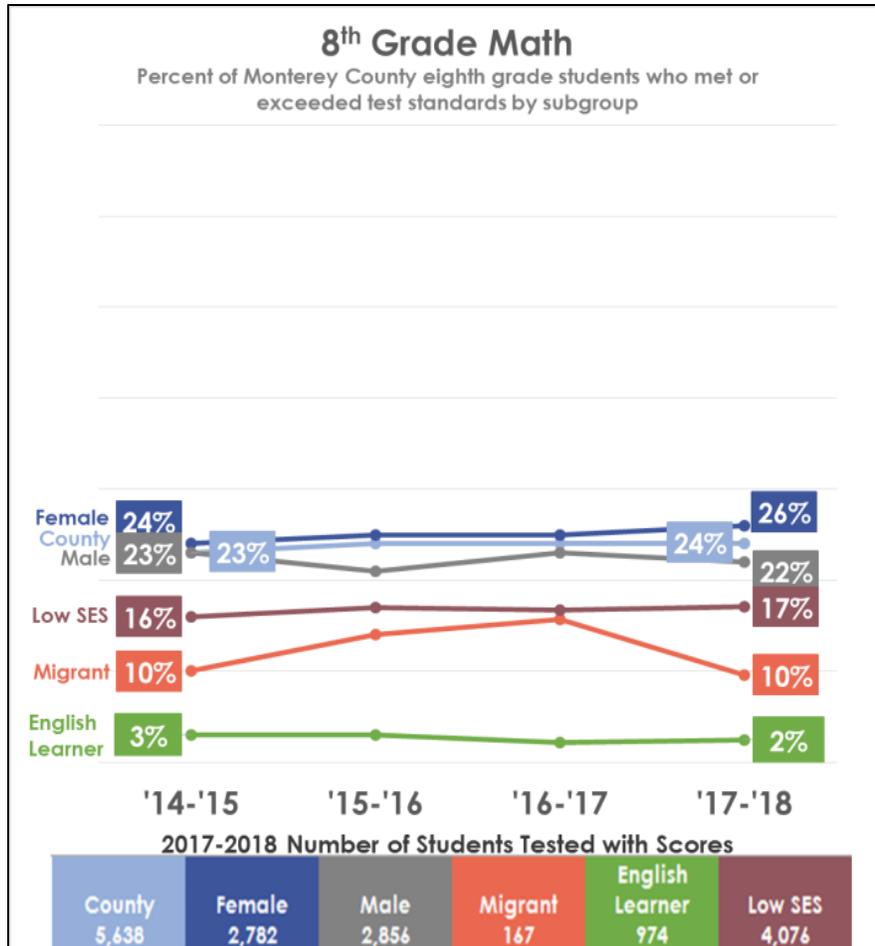
- There is a difference of 47 percentage points between African American students and Asian students and a difference of 40 points between Latinx students and Asian students on 8<sup>th</sup> grade math test scores.<sup>10</sup>
- Critical thinking is an essential 21<sup>st</sup> century skill, and we must work to ensure all students have the skills they need to be successful in the future.

# 4 CRITICAL THINKING



Source: California Assessment of Student Performance and Progress. 2017-18 Test Results for English Language Arts/Literacy and Mathematics. Retrieved from [caaspp.cde.ca.gov](http://caaspp.cde.ca.gov) in July 2019.

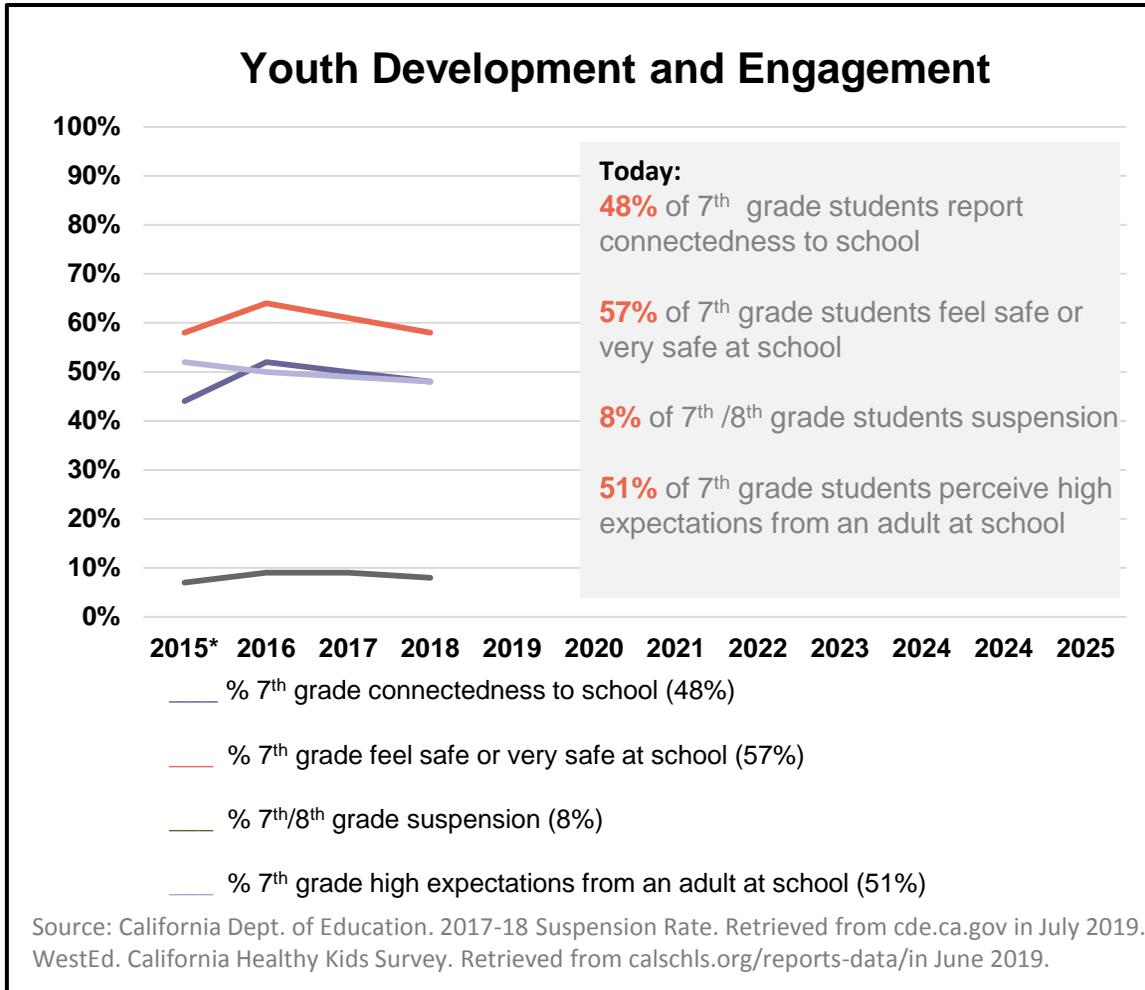
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# 5 YOUTH DEVELOPMENT

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



# 5 YOUTH DEVELOPMENT

**We know** that kids need to feel connected to the people and organizations in their lives.<sup>32</sup>

**We know** that strong community ties improve the quality of youth's lives.<sup>32</sup>

**We know** our youth can impact our communities in a positive way.<sup>33</sup>

## Strategies for improvement

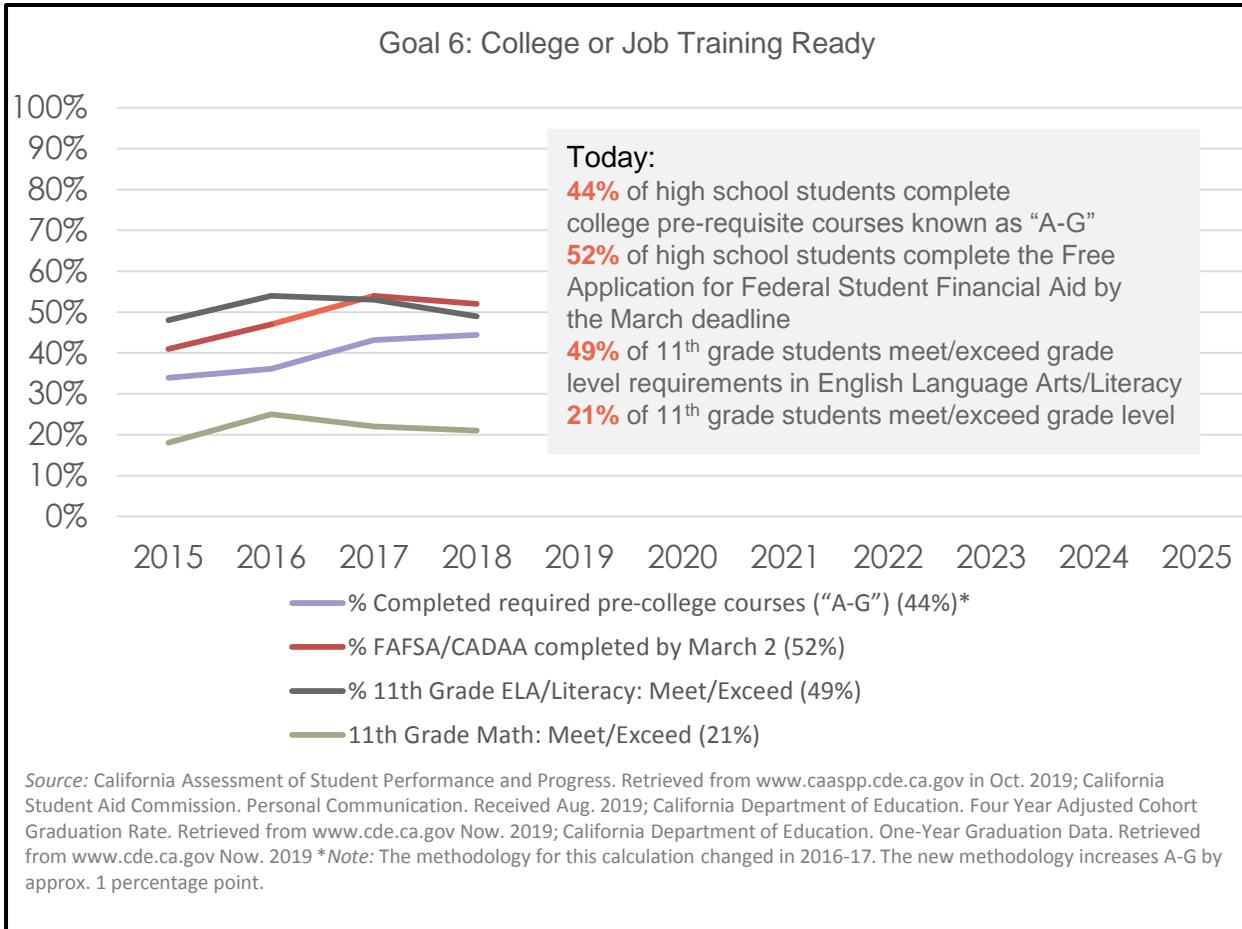
- Inventory organizations that serve youth in Monterey County to better understand the depth, breadth, and distribution of available youth programs and make recommendations
- Research reasons that students disengage from the education pipeline and develop interventions based on the Positive Behavioral Interventions & Supports framework
- Address chronic absenteeism, suspension, and dropout rates for young men of color, especially Latinx and African-American boys
- Scale promising mentorship programs to better support young people

## Equity

- The suspension rate for 7<sup>th</sup> and 8<sup>th</sup> grade students who are socioeconomically disadvantaged with a disability is **15%**, which is more than double the rate for 7<sup>th</sup> and 8<sup>th</sup> grade students who are not socioeconomically disadvantaged with a disability (**6%**).<sup>11</sup>
- We must work to ensure all students have the supports they need to succeed and are treated fairly.

# 6 COLLEGE OR CAREER READY

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



# 6 COLLEGE OR CAREER READY

**We know** our high school students have dreams of going to college and having careers.<sup>34</sup>

**We know** there is a need to help students understand the process for getting to college.<sup>34</sup>

**We know** college and career planning begins before high school.<sup>28</sup>

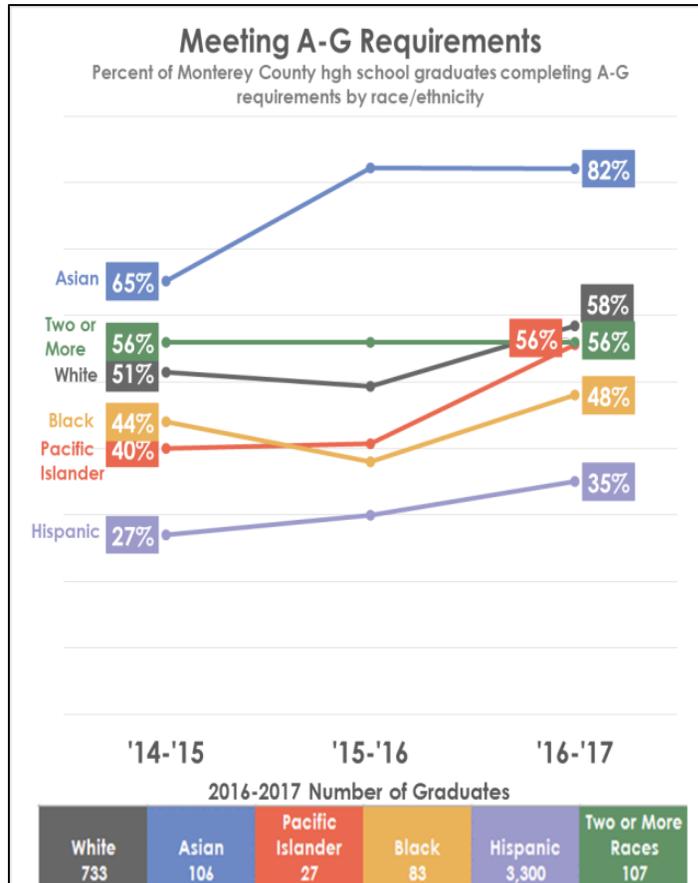
## Strategies for Improvement

- Promote “A-G for All Students” (A-G is a list of college prep courses to be taken in high school)
- Work with schools/districts to enhance their operations and practices to advance A-G course completions
- Promote completion of career and technical education (CTE) pathways in high school and higher education
- Improve transitions from high school to community college to California State University campuses
- Align curriculum between K-12 schools and higher education institutions
- Assist students and parents in completing financial aid applications

## Equity

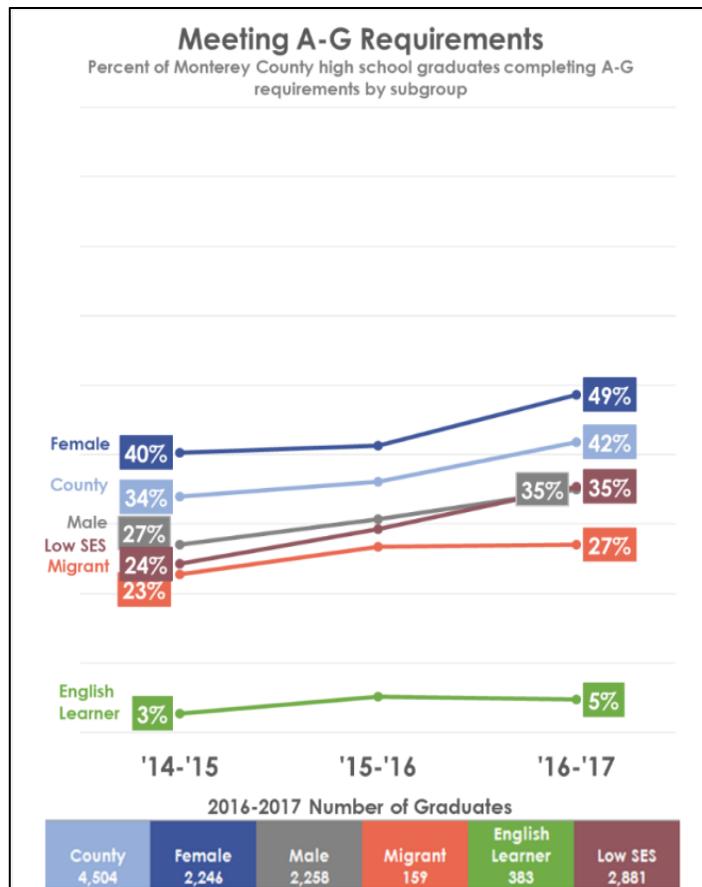
- There is a difference of **47** percentage points between Latinx students and Asian students and a difference of **34** points between African American students and Asian students in A-G college course completion.<sup>13</sup>
- We must work to ensure all students complete A-G so that they have the most post-high school education options available to them.

# 6 COLLEGE OR CAREER READY



California Department of Education. Graduates by Ethnicity for 2016-17 # of Grads and Grads meeting UC/CSU Entrance Requirements. Retrieved from [cde.ca.gov](http://cde.ca.gov) in July 2019.

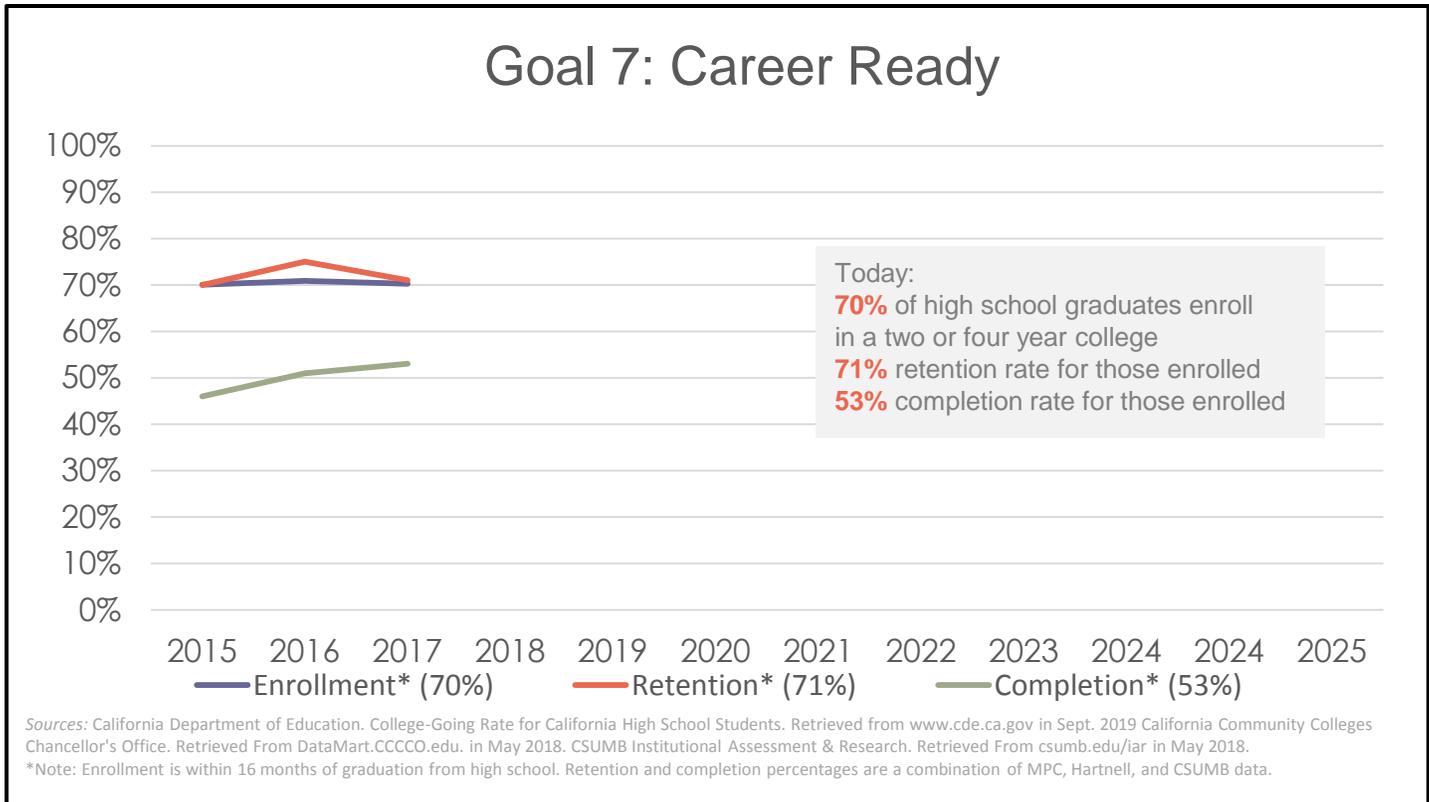
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# 7 POST HIGH SCHOOL COMPLETION

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



# 7 POST HIGH SCHOOL COMPLETION

**We know** adults with post high school training benefit from higher salaries.<sup>35</sup>

**We know** children benefit when their parents are educated.<sup>36</sup>

**We know** communities benefit when people are employable.<sup>37</sup>

**We know** employers benefit when locally trained employees are available.<sup>38</sup>

## Strategies for improvement

- Provide labor market, internship, career and higher education planning information to youth and adult learners through Monterey Bay Career Connect
- Connect local students and early career professionals to meaningful internship opportunities in fields with living wage jobs
- Reduce or eliminate financial barriers to participation in and completion of postsecondary education
- Support the implementation of multiple measures in college course placement
- Integrate remediation support into courses
- Develop and promote academic, career pathways
- Promote social belonging and peer supports for all students

## Equity

- At local postsecondary institutions, we know that women complete about **1,300** more certificates or degrees than men on an annual basis.<sup>39</sup>
- In order to ensure a more vibrant and prosperous Monterey County, we must work to better understand how to increase enrollment, retention, and completion for all.

# 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 candidates 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.

# ABOUT BRIGHT FUTURES

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 are Steering Partners for the Bright Futures Education Partnership. We are committed to the urgent and important work of improving the learning and development experiences and outcomes for our children in Monterey County, from cradle to career. Please join us in creating change so that every child is valued throughout their childhood, respected throughout their youth and realizes a bright future.



**REYNA ALCALA**  
Sun Street Centers



**JOSE LUIS ALVARADO**  
California State  
University, Monterey Bay



**YURI ANDERSON**  
Monterey  
County Board of  
Supervisors



**BEN BRUCE**  
Community  
Partnership  
For Youth



**DAN BURNS**  
Salinas Union High  
School District



**MARGARET D'ARRIGO**  
Salinas Valley Memorial  
Healthcare Systems



**SHANNON GRAHAM**  
Salinas Valley  
Memorial Healthcare  
System



**JOEL HERNANDEZ**  
**LAGUNA**  
The Center for  
Community Advocacy



**BONNIE IRWIN**  
California State  
University  
Monterey Bay



**ROMERO JALOMO**  
Hartnell College

## STEERING PARTNERS



**CARYN LEWIS**  
Monterey County  
Office of Education



**JOSHUA MADFIS**  
United Way  
Monterey County



**MARTHA MARTINEZ**  
Salinas City  
Elementary School



**CYNTHIA NELSON  
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**ERICA PADILLA-CHAVEZ**  
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**FRANCINE RODD**  
First 5  
Monterey County



**JANET SHING**  
Community Foundation  
Monterey County



**TIM VANOLI**  
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School District



**SHANNAN WATKINS**  
Early Development  
Services

## CORE CONVENERS

We inspire other leaders in our community to join our efforts in transforming cradle to career success for children and youth.



**DAN BALDWIN**  
The Community  
Foundation of  
Monterey



**LEW BAUMAN**  
Monterey County



**DENEEN GUSS**  
Monterey County  
Office of Education



**DR. EDUARDO OCHOA**  
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University, Monterey Bay



**BRUCE TAYLOR**  
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# COMMUNITY PARTNERS



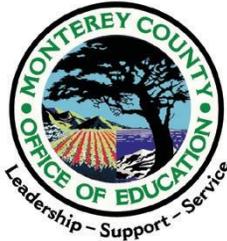
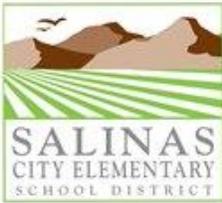
United Way  
Monterey County



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# COMMUNITY PARTNERS



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