Our Community’s Progress
CRADLE TO CAREER
The percentage of change noted in this report is based on four years of progress, with most data from fall 2019, unless otherwise noted. For more detailed information about the data go to [www.brightfuturesmc/data.org](http://www.brightfuturesmc/data.org).
We want every family to feel the joy of their child’s success.
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.
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.
ESTIMATED FORECAST
CRADLE TO CAREER PIPELINE FOR KINDERGARTEN CLASS OF 2016

1 PERSON = 1,000 STUDENTS

* RECENTLY RELEASED DATA LED TO A REVISION OF THE PREVIOUS FORECAST.

2 OF 3 JOBS IN THE U.S. REQUIRE A POST-HIGH SCHOOL CREDENTIAL.²

2 OF 7 MONTEREY COUNTY CHILDREN WILL MAKE IT FROM KINDER TO CAREER READINESS.
2014-2015

27%* complete the educational pathway
*Baseline data has been updated and our starting point has increased from 20% to 27% in year 2014-2015.

2016-2017

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.

We have improved by 4%. While that is good, we need to see more progress at a faster pace.

Research shows that more than two-thirds of all U.S. jobs require a post-high school degree or credential. 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 achieve 60% by 2026.
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.

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.

Racial equity must be a priority in all of our projects, planning, practices and policies. Because of this commitment, we pledge to work together with our community partners to:

- identify and close opportunity gaps
- ensure our leadership is reflective of our community
- create inclusive spaces that value the voices, experiences and expertise of people of color
- understand the causes of racial inequities in our systems and support sustainable changes to our systems to achieve equitable outcomes
- create solutions to meet the needs of the students experiencing the widest education gaps in our community

Data has revealed a variety of types of equity gaps (e.g. gender, language, socio-economic status). Racial equity gaps tend to be the widest and impact the greatest number of students and are our primary focus. In addition, many other identities, such as gender and socio-economic status, intersect with race. We are committed to understanding these dynamics and working to close these equity gaps.
#1: RACE - We consistently see opportunity gaps with young children of color 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.
  • 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 experience opportunity gaps in education.
  • Our education and social systems need to change to meet the needs of these families.
  • All children deserve to learn regardless of their parents’ income.

#3: GENDER - Data tell us a clear story in which there is an equity gap between boys and girls in their academic achievements.
  • We see the gap starting in middle school and continuing through completion of a college degree or other post-high school credentials.
  • These gaps are largest for boys of color, with sometimes more than a 15% gap from female students.³

#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.
  • These gaps further increase 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 - School systems designed to meet the needs of English speakers do not effectively meet the needs of students learning two languages.
  • We recognize being bilingual and bicultural is a valuable asset.
  • Learning systems need to be designed to meet the needs of dual language learners.
  • There is untapped potential in effective bilingual education practices.
7 COMMUNITY GOALS

1 EARLY CARE + EDUCATION - “ARE THEY IN QUALITY CARE AND LEARNING?”
Goal 1: Children have access to quality, affordable early care and education.
Today 19% of licensed sites are rated by Quality Rating & Improvement System (QRIS).4
Today 27% of children ages 0-5 have access to full or part-day transitional kindergarten or licensed care space.4,5,6
Today 30% of families can afford full-time child care for one child 5 or under.5,7
Today 7% of families can afford full-time child care for two children 5 or under.5,7

2 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.8

3 LANGUAGE + LITERACY - “CAN THEY READ AND WRITE?”
Goal 3: Children read, write and learn English in the elementary grades.
Today 51% of 3rd grade students who are fluent in English meet/exceed grade level requirements in English Language Arts.10
Today 64% of former English learners meet/exceed grade level requirements in English Language Arts/Literacy by 5th grade.10
Today 35% of dual language learners are designated as fluent in English by 5th grade.9

4 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 8th graders meet/exceed grade level requirements in Mathematics.10
Today 38% of 8th graders meet/exceed grade level requirements in English Language Arts/Literacy.10
YOUTH DEVELOPMENT AND ENGAGEMENT - “WHO INFLUENCES THEM?”
Goal 5: Middle and high school students are socially and emotionally healthy.
Today 48% of 7th graders report they feel a connectedness to school.12
Today 57% of 7th graders feel safe or very safe at school.12
Today 9% of 7th/8th grade students are suspended.11
Today 51% of 7th grade students perceive high expectations from an adult at school.12

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 (A-G courses).13
Today 54% of high school students complete the Free Application for Federal Student Financial Aid or California Dream Act Application by the March 2nd, deadline.15
Today 48% of 11th grade students meet/exceed grade level requirements in English Language Arts/Literacy.10
Today 21% of 11th grade students meet/exceed grade level requirements in mathematics.10

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.43
Today 71% of local students remain in college after their first year.16, 17
Today 53% of local students complete a degree within six years.16, 17
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 brain develops in the first five years of life. What happens in those early years matters. 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.

All parents want the best for their children. As their first and most important teachers, parents deserve the support of the whole community. We plan to achieve this through the implementation of a community-designed strategic framework that takes a holistic approach to early childhood development. By developing a system that supports all children and families our communities will thrive. The community identified these bold goals:

- **By 2025**, double the number of children who are holistically supported so that they are healthy, their development is on track, and they are well prepared for kindergarten.
- **By 2023**, significantly reduce gaps in kindergarten readiness between children in low income households and children in non-low income households.

We are excited that there is increasing community support for these efforts. In the spirit of collective impact, Bright Futures, Bright Beginnings Early Childhood Development Initiative and the United Way are partnering to support success in Goals 1 and 2.

See www.brightbeginningsmc.org for the full strategic framework and strategy priorities.
Bright Beginnings serves as the lead backbone agency to foster improvement in childcare and kindergarten readiness, our shared community Goals 1 and 2.
% of Families who can Afford Full-time Childcare for One Child: 30%
Between 2014 and 2016, the percentage of families that could afford full-time child care for one child increased by 1%.5,7

% of Families who can Afford Full-time Childcare for Two Children: 7%
Between 2014 and 2016, the percentage of families that could afford full-time childcare for two children has remained the same.5,7

% of 0-5 Year Olds who have Access to Transitional Kindergarten (TK) or a Licensed Space: 27%
Between 2014 and 2016, the percentage of children that had access to transitional kindergarten or a licensed child care space decreased by 2%.4,5,6

% of All Licensed Sites Rated by Quality Rating & Improvement System (QRIS): 19%
Between 2017 and 2019, the percentage of child care sites rated by the standard Quality Rating & Improvement System increased by 11%.4

Note: These data points are not measured for all years in the four-year reporting period.
We know early learning helps prepare children for school.\textsuperscript{20}

We know children who have quality learning experiences do better throughout life.\textsuperscript{21}

We know child care can be a valuable job for members of our community.\textsuperscript{22}

We know only 30\% of families can afford full-time child care for one child age 5 or under.\textsuperscript{23, 24}

**STRATEGIES FOR IMPROVEMENT**

- Child Friendly Communities and Organizations: Increase the number of communities and organizations that prioritize early childhood development in city, county and business planning.
- Early Learning Systems Coordination: Increase the number of quality child care spaces available throughout the county, addressing workforce, facilities and affordability.
- Parent Resources for Access: Increase access to quality early childhood care and learning through an online portal with resources on early childhood development and referrals to available spaces including expanding the capability of MontereyCountyChildCare.org.

* To see more strategies go to www.BrightBeginningsMC.org.

**EQUITY**

Only 27\% of children 0-5 have access to full or part-day transitional kindergarten or a licensed child care space.\textsuperscript{4, 5, 6} 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.
% of Children Socially and Emotionally Ready for Kindergarten: **25%**

Between 2012 and 2015, the percentage of children socially and emotionally ready for kindergarten has improved by **2%**.\(^8\)

**GAPS TO CLOSE**

**Kinder-Ready Social-Emotional Readiness**

\(n = \) the number of kindergartners in the sample

Note: These data points are not measured for all years in the four-year reporting period.
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.\textsuperscript{26, 27}

We know early prenatal care and strong maternal mental health supports can impact the health of our children for their lifetime.\textsuperscript{28}

We know holistic family-centered systems produce strong outcomes for children.\textsuperscript{25}

**STRATEGIES FOR IMPROVEMENT**

- Early Learning Network: Increase the capacity of early learning professionals in the public school system through networking and training.
- Informal Caregiver Capacity Building: Increase learning-through-play. Create learning cohorts of family, friends, and neighbor child caregivers and provide early childhood education and development tools, resources and practices.
- Monterey County Maternal Mental Health Task Force: Increase access to maternal mental health services for mothers before and after the baby is born.
- Home Visiting Coordination and Triage Hub: Increase support for families to access appropriate home visiting services to meet their needs and help providers with coordination and training.

* To see more strategies go to www.BrightBeginningsMC.org.

**EQUITY**

About **one in four** children are socially and emotionally ready for Kindergarten. Overall, children of low income families and children of color score lower in readiness than children of non-low income and white children. While aiming for universal improvement, we focus our strategies on system improvements that will support children that need it most.
3 LANGUAGE AND LITERACY

INDICATORS

% of 3rd Graders who Read and Write on Grade-Level (English Fluent): 51%
In four years, the percentage of 3rd graders who read and write on grade level increased by 9%.\(^1\)

% of 5th Graders who Read and Write on Grade-Level (former English Learner): 64%
In four years, the percentage of 5th graders (former English Learners) who read and write on grade level increased by 16%.\(^1\)

% of English Learners Reclassified as Fluent in English by 5th grade: 35%
In four years, the percentage of English Learners reclassified as fluent in English by 5th grade increased by 5%.\(^9\)

GAPS TO CLOSE

PERCENTAGE POINT CHANGE OVER 4 YEARS

**3rd Grade Reading and Writing**

\( n = \) the number of 3rd grade students with test scores

<table>
<thead>
<tr>
<th>Language</th>
<th>2018-2019</th>
<th>2022-2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>27% (n=63)</td>
<td>30% (n=4636)</td>
</tr>
<tr>
<td>Latinx</td>
<td>30% (n=4636)</td>
<td>59% (n=74)</td>
</tr>
<tr>
<td>Asian</td>
<td>30% (n=74)</td>
<td>61% (n=657)</td>
</tr>
<tr>
<td>White</td>
<td>30% (n=657)</td>
<td>61% (n=657)</td>
</tr>
</tbody>
</table>

- +14% Latinx
- +8% African American
- +6% White
- +5% Asian
**GOAL 3**  
Children read, write and learn English in the elementary grades.

**We know** it is important for children to read and write in the language of instruction.  
**We know** the early years are spent learning to read so the rest of their lives they can read to learn.  
**We know** reading and writing well allows our children to develop talents that help them be successful.

**STRATEGIES FOR IMPROVEMENT**

- Help teachers use real-time data and feedback to improve their teaching and student learning  
- Increase learning opportunities outside of the classroom  
- Support family and community members to mentor students in reading development  
- Maximize learning opportunities for teachers in grades Pre-K thru 3rd grade  
- Increase and improve bilingual learning programs in grades Pre-K thru 8th grade

**EQUITY**

- There is an equity gap of **34%** between African American students and white students and a difference of **31%** between Latinx students and white students on 3rd grade reading and writing tests scores. We have the opportunity to create customized solutions to meet the needs of these students.  
- Because early literacy impacts all subsequent goals, it is essential that we work to close the gap.
GAPS TO CLOSE

8th Grade Math

- African American (n=57): 11%
- Latinx (n=4,747): 19%
- White (n=723): 48%
- Asian (n=105): 65%

n = the number of students with test scores

8th Grade English

- Latinx (n=4,733): 32%
- African American (n=57): 44%
- White (n=727): 67%
- Asian (n=105): 72%

n = the number of students with test scores

% of 8th Graders on Grade-Level in Math: 24%
In four years, the percentage of 8th graders who are on grade level Math increased by 1%.10

% of 8th Graders on Grade-Level in English Language Arts: 38%
In four years, the percentage of 8th graders who read or write on grade level increased by 1%.10

For more data and insights go to www.brightfuturesmc/data.org.
We know the ability to research helps students to understand and solve problems.\textsuperscript{32}

We know the ability to think critically helps us to overcome challenges.\textsuperscript{33}

We know our youth are learning to use technology to improve their quality of life.\textsuperscript{34}

**PERCENTAGE POINT CHANGE OVER 4 YEARS**

<table>
<thead>
<tr>
<th>8th Grade Math</th>
<th>8th Grade English</th>
</tr>
</thead>
<tbody>
<tr>
<td>+3% Latinx</td>
<td>+7% Asian</td>
</tr>
<tr>
<td>+2% White</td>
<td>+5% African American</td>
</tr>
<tr>
<td>+1% Asian</td>
<td>+3% White</td>
</tr>
<tr>
<td>-9% African American</td>
<td>+2% Latinx</td>
</tr>
</tbody>
</table>

**STRATEGIES FOR IMPROVEMENT**

- Develop a fourth-year, high school math class focused on real-world problem solving
- Support the adoption of “complex instruction” methods that engage and support all students
- Research and support the adoption of more successful math instruction practices
- Identify and scale innovative supplemental math instruction programs

**EQUITY**

- There is an equity gap of 54\% between African American students and Asian students and 46\% between Latinx students and Asian students on 8th grade math test scores.\textsuperscript{10} Current practices are not meeting the needs of these students.
- Critical thinking is an essential 21st century skill, and we must work to ensure all students have the skills they need to be successful in their future careers.

GOAL 4

Middle school students think critically to design solutions to real world problems.
INDICATORS

**% of 7th Graders who Feel Safe at School: 57%**
In three years, the % of 7th graders who feel safe at school decreased by 1%.\(^{12}\)

**% of 7th Graders who Feel Connected to School: 48%**
In three years, the % of 7th graders who feel connected to school increased by 4%.\(^{12}\)

**% of 7th Graders with an Adult at School who has High Expectations: 51%**
In three years, the % of 7th graders with an adult at school who has high expectations decreased by 1%.\(^{12}\)

**% 7th and 8th Grade Suspension: 9%**
In four years, the % of 7th and 8th graders suspended increased by 2%.\(^{11}\)

GAPS TO CLOSE

**7th and 8th Grade Suspension Rate**
\(n = \) the number of students enrolled in 7th and 8th grade

<table>
<thead>
<tr>
<th>Group</th>
<th>7th Grade Suspension Rate</th>
<th>8th Grade Suspension Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Asian</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Latinx</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>African American</td>
<td>11%</td>
<td>12%</td>
</tr>
</tbody>
</table>

PERCENTAGE POINT CHANGE OVER 4 YEARS

**7th and 8th Grade Suspension Rate**

- +4% Asian
- +2% Latinx
- -8% African American
- +0% White
We know that kids need to feel connected to the people and organizations in their lives.35 We know that strong community ties improve the quality of the lives of young people.35 We know our youth can impact our communities in a positive way.36

STRATEGIES FOR IMPROVEMENT

• Map out the organizations that serve youth in our county, including where they are, what services they offer, and what support they may need to increase positive impacts on youth
• Research the reasons why students disengage from the education pipeline and develop interventions based on the Positive Behavioral Interventions & Supports framework
• Address the reason that students miss school, are suspended, or drop out, especially for young men of color
• Expand promising mentorship programs to better support young people

EQUITY

• The suspension rate for 7th and 8th grade students who are socioeconomically disadvantaged with a disability is 14%, which is more than double the rate for 7th and 8th grade students who are not socioeconomically disadvantaged with a disability (7%).
• Even with an 8% reduction in suspension rates for African American students, the suspension rates are nearly double for Latinx and African American students than those of White and Asian students.
• We must work to ensure all students have the supports they need to succeed and are treated fairly based on their abilities.
INDICATORS

% A-G Course Completion: 44%
In four years, the number of high school grads completing A-G courses increased by 10%.  

% Financial Aid Application Completion: 54%
In four years, the number of FAFSA/CADAA applications completed by students increased by 13%.  

% of 11th Graders on Grade-Level in English Language Arts: 48%
In four years, there has been no change in the percentage of 11th graders who meet or exceed English Language Arts/Literacy.  

% of 11th Graders on Grade-Level in Math: 21%
In four years, the percentage of 11th graders who meet or exceed Math increased by 3%.  

GAPS TO CLOSE

A-G Course Completion
n = the number of regular high school diploma graduates

<table>
<thead>
<tr>
<th>Group</th>
<th>2018</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latinx</td>
<td>39%</td>
<td>54%</td>
</tr>
<tr>
<td>African American</td>
<td>55%</td>
<td>83%</td>
</tr>
</tbody>
</table>

PERCENTAGE POINT CHANGE OVER 4 YEARS

A-G Course Completion

<table>
<thead>
<tr>
<th>Group</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>+18%</td>
</tr>
<tr>
<td>Latinx</td>
<td>+12%</td>
</tr>
<tr>
<td>African American</td>
<td>+10%</td>
</tr>
<tr>
<td>White</td>
<td>+4%</td>
</tr>
</tbody>
</table>
We know our high school students have dreams of going to college and having professional 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.

**STRATEGIES FOR IMPROVEMENT**

- Encourage and support all students to take rigorous, college prep classes (“A-G classes”)
- Support high schools as they improve their policies and practices to advance A-G completion
- Promote completion of career and technical education (CTE) pathways in high school and higher education
- Improve transitions from high school to community college and California State University campuses
- Align the curriculum between K-12 schools and higher education institutions
- Assist students and parents in completing financial aid applications

**EQUITY**

- There is a difference of 38% between Latinx students and Asian students and a difference of 32% between African American students and Asian students in A-G college course completion.
- We must work to ensure all students complete A-G courses during high school so that they have the most options available to them after high school.
7 POST HIGH SCHOOL COMPLETION

INDICATORS

% of High School Graduates Enrolling in College: 70%
In two years, there has been 0% change in the number of high school graduates enrolling in college.43

% College Retention: 71%
In two years, there has been a 1% increase in college retention.16,17

% College Completion: 53%
In two years, there has been a 7% increase in college completion.16,17

GAPS TO CLOSE

PERCENTAGE POINT CHANGE OVER 2 YEARS

High School Graduates Enrolling in College
n = the number of high school completers

<table>
<thead>
<tr>
<th></th>
<th>Latinx (n=3,373)</th>
<th>White (n=738)</th>
<th>African American (n=85)</th>
<th>Asian (n=106)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Enrolling</td>
<td>69%</td>
<td>74%</td>
<td>77%</td>
<td>84%</td>
</tr>
<tr>
<td>PERCENTAGE POINT CHANGE OVER 2 YEARS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+8% Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+1% Latinx</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+1% White</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-4% African American</td>
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</tbody>
</table>
We know adults with post-high school training benefit from higher salaries. We know children benefit when their parents are educated. We know communities benefit when people have in-demand skills. We know employers benefit when locally trained employees are available.

STRATEGIES FOR IMPROVEMENT

• Provide labor market, internship, career and higher education information to youth and adult learners through Monterey Bay Career Connect (mbcareerconnect.org)
• Connect local students and early career professionals to meaningful internship opportunities introducing them to fields with living wage jobs
• Reduce or eliminate financial barriers to starting and completing post-secondary education
• Support colleges to place students in the appropriate math and English courses
• Design classes with extra support for students who need it
• Develop and promote career pathways that help students gain marketable, in-demand skills
• 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. This gap is even larger for young men of color.
• There is an enrollment gap between male college going students at 68% and female college going students at 73%.
• 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.
BACKGROUND
In 2015, a dozen cross-sector organizations joined together to improve the cradle to career education results of children and youth in Monterey County. They set an ambitious goal to increase the number of youth achieving a career-ready credential from 27% to 60% by 2026. They invite all individuals and organizations to join their good work.

MISSION
Because we believe lives are transformed by education, Bright Futures fosters progress in local education outcomes, from cradle to career, with a priority focus on closing equity gaps. We do this by engaging people in pursuit of shared improvement goals and by supporting change makers across the community as they create measurable results.

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. 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.
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

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SHANNON GRAHAM
Salinas Valley Memorial Healthcare System

JOEL HERNANDEZ LAGUNA
The Center for Community Advocacy

RONNIE HIGGS
California State University, Monterey Bay
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 for Monterey County

DENEEN GUSS
Monterey County Office of Education

CHARLES MCKEE
Monterey County

EDUARDO OCHOA
California State University, Monterey Bay

BRUCE TAYLOR
Taylor Farms

SONJA KOEHLER
Bright Beginnings (Goal 1 & 2)

LAURA KEELEY SALDANA

IRIS GAMEZ

MAYRA PEREZ DIAZ

BRIGHT FUTURES
(Full Cradle to Career)

CYNTHIA NELSON HOLMSKY

MICHAEL APPLEGATE

JOSH WARBURG

JEANNE FISCHER
We are making progress.
SOURCES


16 California Community Colleges Chancellor’s Office. Retrieved from DataMart.CCCCO.edu in October 2019.


25 Together, preparing every child for life and school: A strategy for Monterey County to better support all children and their families, from the prenatal stage through age 8. (2015-2025 )


Year four report in a ten-year initiative to improve cradle to career outcomes for every child.

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