

# THRIVE

SUPPORTING EVERY  
CHILD'S SUCCESS,  
CRADLE TO CAREER



SM

## BASELINE REPORT SANTA BARBARA COUNTY

# 2015



Are our children **on track** for success?



THRIVE seeks to ensure a prosperous Santa Barbara County by aligning community resources to improve the lives of young people from **cradle to career.**

**THRIVE** is a working partnership of public schools, government agencies, businesses, public charities, private foundations and other stakeholders who have come together with the goal of achieving systemic change to ensure the success of ALL children in Santa Barbara County.

*What sets THRIVE apart is the focus on Shared Community Vision, Data, and Collective Impact.*

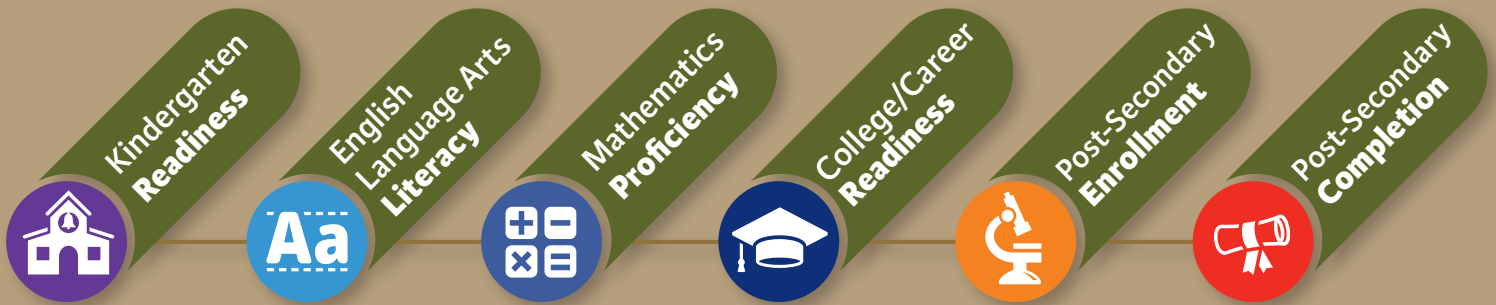
### **Shared Community Vision**

The THRIVE pathway provides everyone in our community—including parents, support organizations, businesses, public agencies, policy-makers, educators, and children themselves—a common tool that communicates shared goals. Factors that contribute to success along the pathway begin before birth and continue into adulthood.

Agreement on a shared vision for child achievement is the first step towards aligning efforts and resources, and increases the chances of each child's success.



# THRIVE Pathway Key Outcomes for Success



Every child has the foundation for success



Students gain needed skills and knowledge



Adults lead fulfilling, productive lives

## Data

An essential part of THRIVE's role is to improve our communities' abilities to gather, analyze and act on data. This Baseline Report is a starting point—it gives us all the same frame of reference. Improvement on each step of the pathway is necessary to achieve our cradle to career goals.

## Collective Impact

THRIVE encourages people to come together in a structured way to implement measurable initiatives for the benefit of Santa Barbara County's children. Partners agree on a common agenda, share data, align resources and coordinate activities to improve pathway outcomes. It's a simple concept. Significant effort and collaboration is required to achieve results.



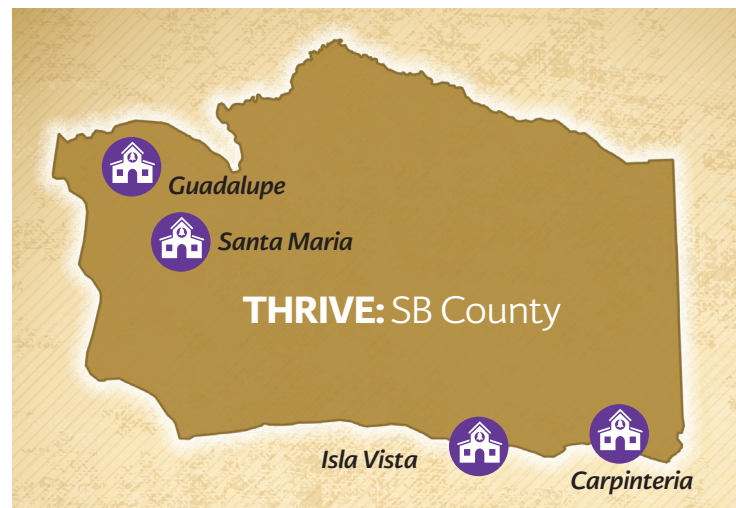
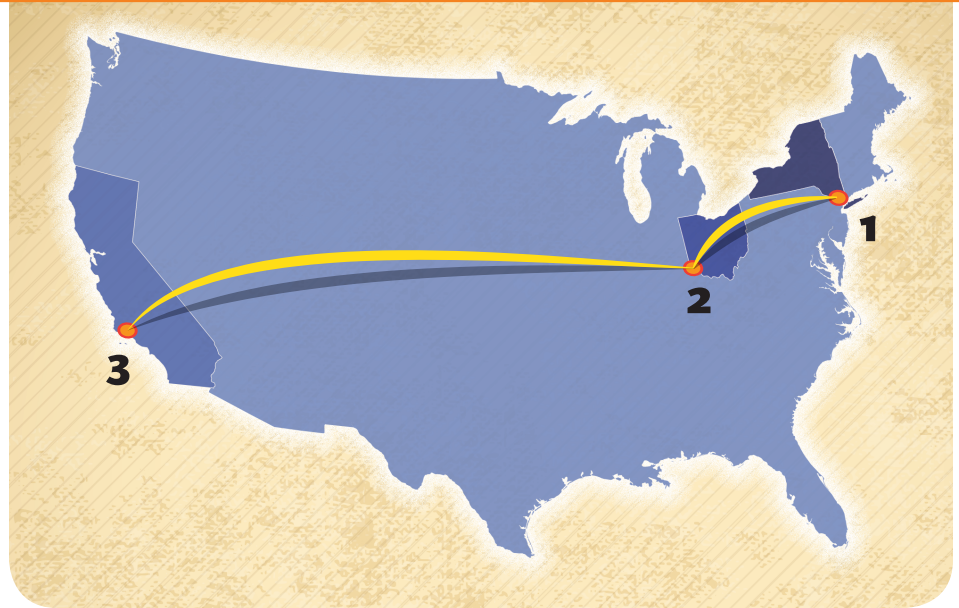
## Our History

### The THRIVE initiative began in **2008**

Motivated by the success of the *Harlem Children's Zone in New York*, community leaders and educators joined forces to help children in some of the county's most at-risk communities. Early work centered on the collection of data and implementation of programs to support children in multiple Santa Barbara County communities ages birth through grade 3. Encouraged by the results, THRIVE's leaders were determined to refine and extend the scope of work in an effort to keep pace with our population's growing needs, and to find ways to ensure the longevity of successful work in the face of economic uncertainties.

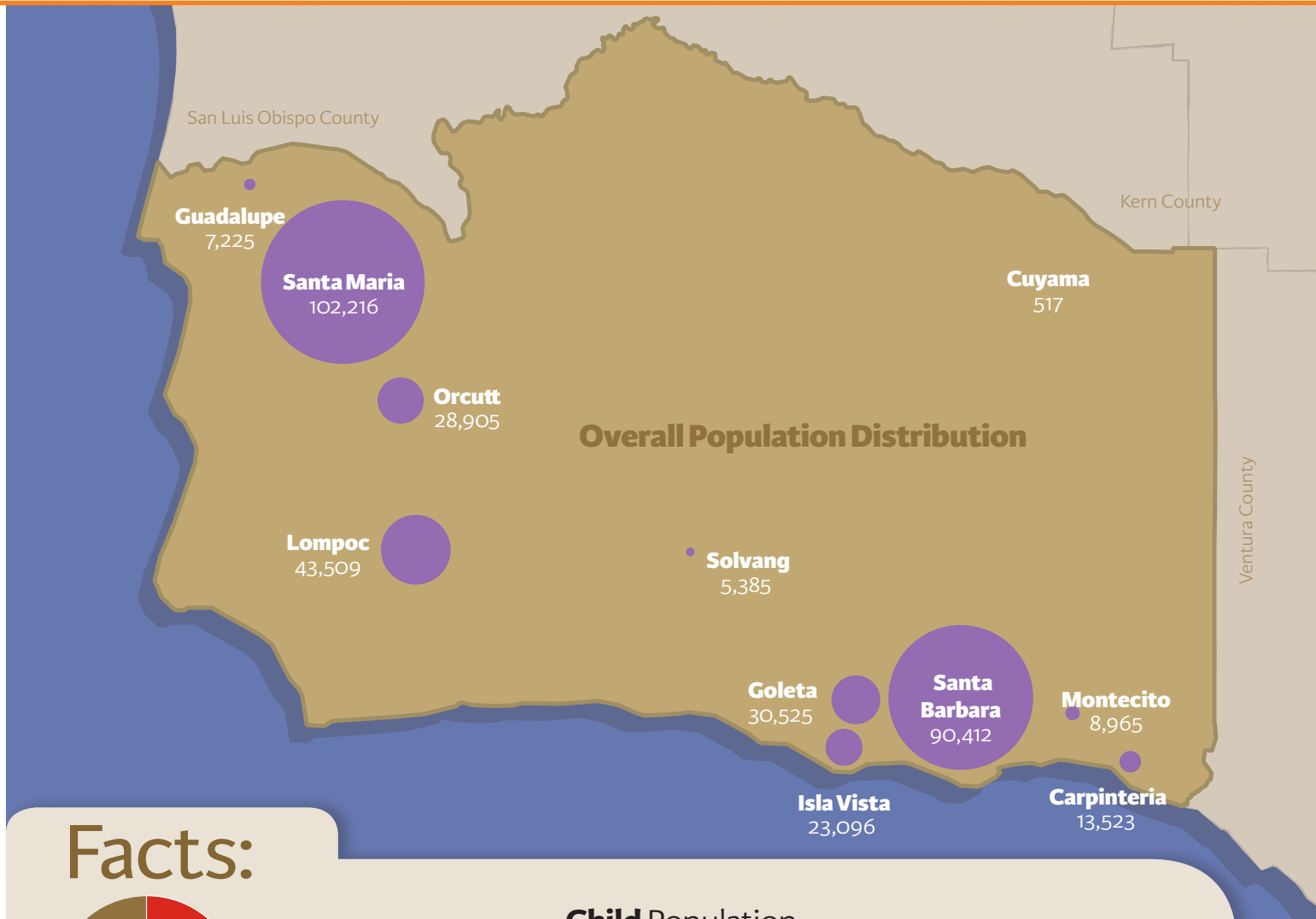
In 2012, THRIVE's Leadership identified and aligned with a national organization called *StriveTogether*. Based in *Cincinnati, Ohio*, StriveTogether supports a collective impact approach for a national network of approximately 50 "cradle to career" communities. Data is still at the core of our processes and decision-making, but our focus has shifted from implementing programs to sharing effective strategies and practices, and coordinating resources that support our common goals.

While the heart of our work is in communities here in Santa Barbara County, our efforts are informed by like-minded projects around the country. THRIVE is at once deeply committed to our local population, and part of a national movement that strives to create better opportunities for children and families.

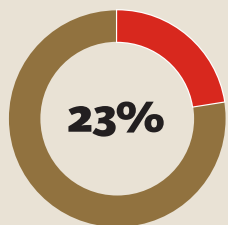




# Santa Barbara County: Population | 435,700



## Facts:



### Child Population

Children under 18 years old make up almost **23%** of SB County residents.

### Population by Ethnicity

All Residents

**Latino** 44%

**White** 47%

9%

**African-American  
Asian & Other**

Children Only

**Latino** 64%

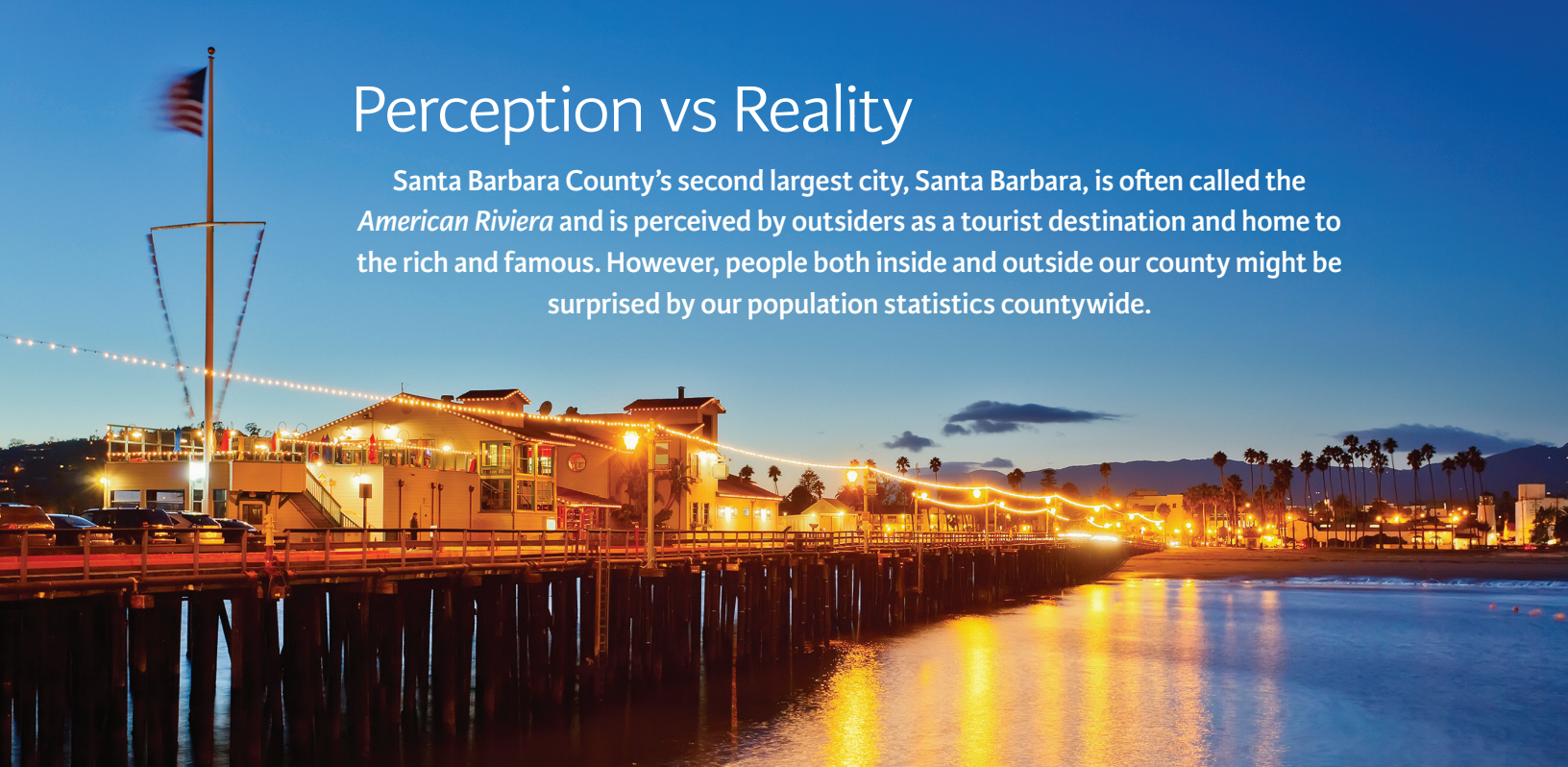
**White** 28%

8%



# Perception vs Reality

Santa Barbara County's second largest city, Santa Barbara, is often called the *American Riviera* and is perceived by outsiders as a tourist destination and home to the rich and famous. However, people both inside and outside our county might be surprised by our population statistics countywide.



SB County Residents **in Poverty** | **57,436**

**16%** of the population

**1 in 5 CHILDREN** Live in Poverty



## Poverty by Age

**Children**  
28%

**Adults**  
66%

**Seniors**  
6%



1. 2013 United States Census Bureau, Santa Barbara County, CA.  
2. Sep. 9, 2013 Snapshot of Poverty in Santa Barbara County.



## Santa Barbara County: School Enrollment



**67,686**

Children Enrolled in SB County **Public Schools**

About **5,000**

Children Enrolled in **Private Schools**

### Facts:

**Public School Enrollment:** Economics | Parent Education Level | English Language Learners | Ethnicity

**Economically Disadvantaged 64%**

About **64%** of SB County students come from **economically disadvantaged** families. Statewide: Only 31%

**No H.S. Completion 35%** | **H.S. Only 15%** | **50%**

About **50%** of SB County students come from households where the highest level of **parent education is high school or less**. Statewide: Only 34%

**60%** of those haven't completed high school

**English Learners 35%**

About **35%** of SB County students are designated as **English language learners** at some point in their academic careers. Statewide: Only 23%

**Latino 67%** | **White 25%** | **8%**

About **67%** of County students are **Latino**, **25%** are **White**, 8% make up the remainder.

# Economic and educational *disparities* in our county contribute to an *opportunity gap* for many of our children.

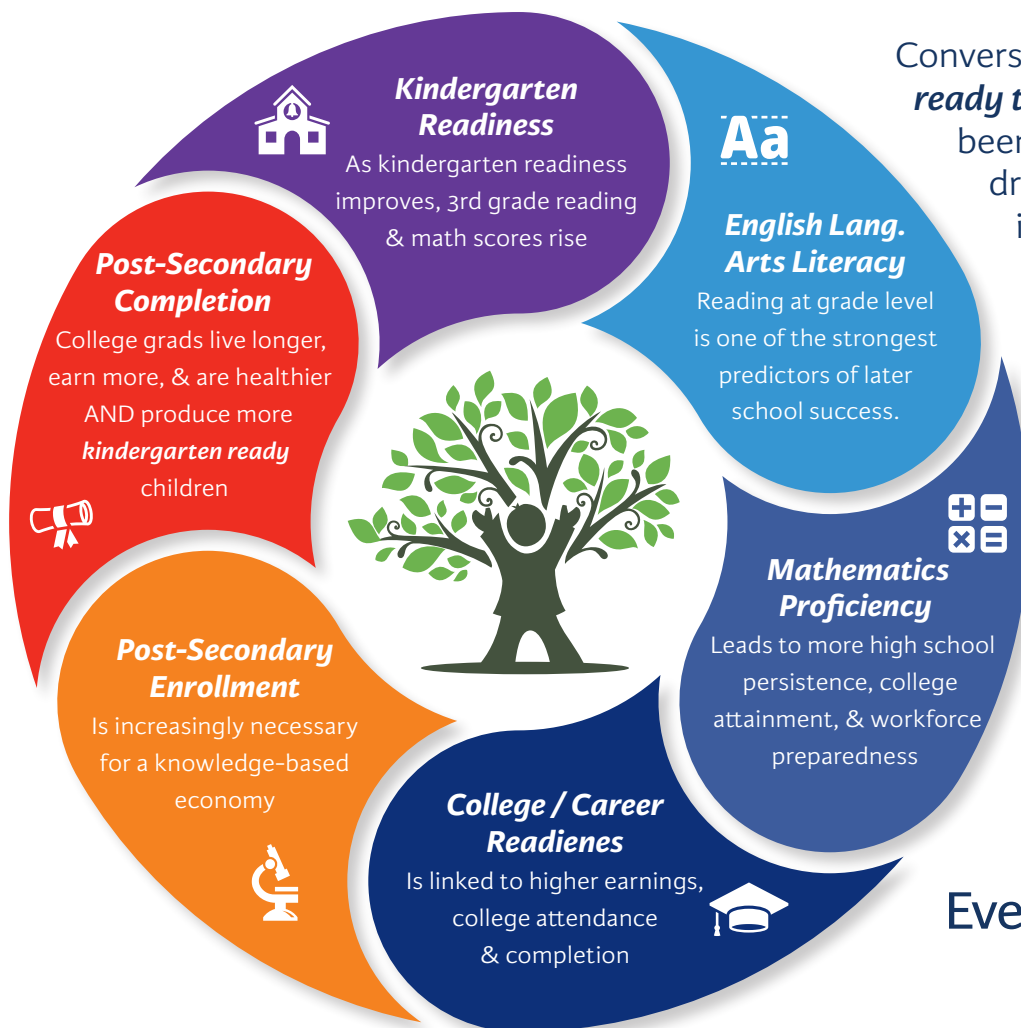


*In fact, two of three children enter school in Santa Barbara County with one or more risk factors that may impact lifelong achievement.*

Sadly, some children of lower-income, less-educated parents enter kindergarten as much as **two years behind their peers**.

This makes it extremely hard to ever catch up, and can result in a **compounding effect** of poor grades, truancy, dropouts, teen pregnancy, crime, and more poverty.

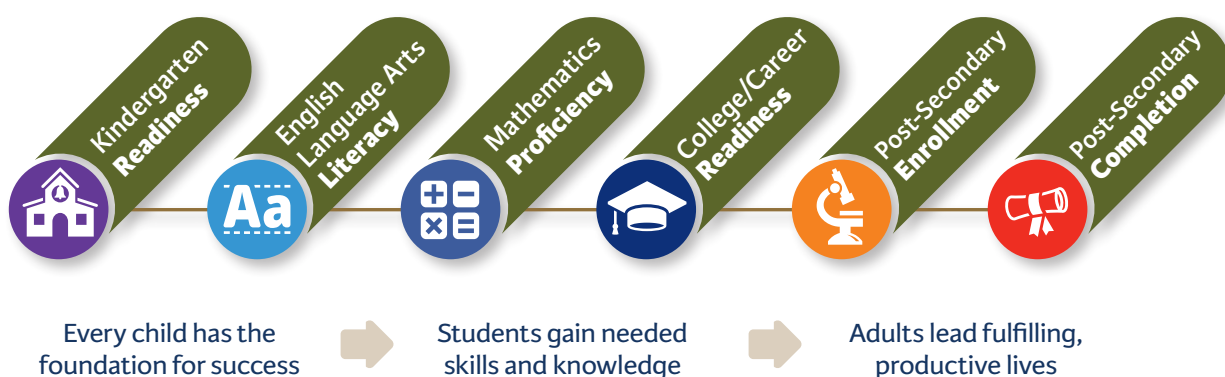
Conversely, beginning school **ready to succeed** has repeatedly been shown to launch children on a path to academic, social and lifetime achievement.



Every child deserves to **THRIVE!**



## THRIVE Pathway Key Outcomes for Success



THRIVE's early work focused on young children, age 0-5. A data-driven effort was implemented at select school sites in **Carpinteria, Isla Vista, Santa Maria** and **Guadalupe**. Through a coordinated approach that addressed factors such as identifying children and families, promoting health and access to services, engaging and educating parents, and facilitating preschool experience, these communities measured significant improvement in socio-emotional and cognitive readiness for children entering kindergarten.

This is how **Kindergarten Readiness** became the first step on the pathway. The transition into kindergarten is a time when it is easy to see how a child's success is dependent upon successful coordination between family, community, and educational systems. And it sets the foundation for future academic achievement, which must be shepherded by this same successful collaboration, all along the pathway.

*Our goal is to work together as a community, to give all children the opportunities they need to succeed from birth, through school-age years, into adulthood.*



# Outcome #1



## Kindergarten Readiness

**Kindergarten marks the start of a child’s formal education...** success or failure at this stage can affect a child’s well-being, self-esteem and motivation.

### What is the Indicator?

This indicator shows the *percentage of children who enter kindergarten ready-to-go* with the skills, experiences, and dispositions needed to excel in formal classroom instructional settings.

### Why is it Important?

Research has repeatedly demonstrated that children’s readiness levels at the time that they enter kindergarten are a significant predictor of subsequent academic success throughout the elementary school years. Data shows that as a child’s kindergarten readiness scores improve, third-grade reading and math scores rise accordingly.\* In addition to the predictive value of kindergarten readiness, the Mayo Clinic notes that “kindergarten marks the start of a child’s formal education. A child’s first school experiences can influence the way he or she relates to others for the rest of life. For example, success or failure at this stage can affect a child’s well-being, self-esteem and motivation. As a result, it’s important to make sure that when your child begins school he or she is developmentally ready to learn and participate in classroom activities.”\*\*

**The first step to improving Kindergarten Readiness is being able to measure it.**

Each year since THRIVE’s inception, data has been captured on kindergarten readiness, and each year—through collaborative community action—more children have entered kindergarten at higher levels of school readiness.

*Our goal is to have every school in the county report consistently on their incoming kindergarteners.*

\*Maryland State Department of Education. 2010. Getting Ready: The 2010–2011 Maryland School Readiness Report. Annapolis, Maryland: Department of Education.

\*\*Mayo Clinic. Kindergarten readiness: Help your child prepare



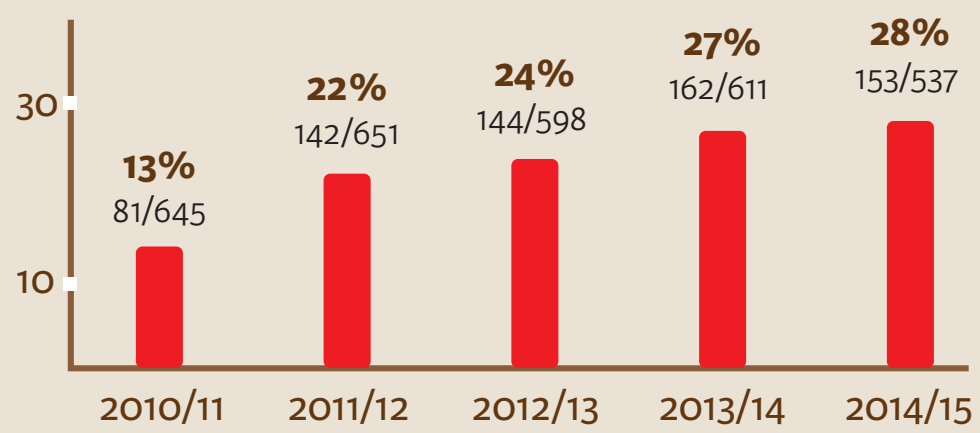


# KSEP

The *Kindergarten Student Entrance Profile (KSEP)* records observations on the cognitive and socio-emotional status of incoming kindergarteners. This crucial snapshot serves to bridge the work being done from birth to age 5 with that being done in grades K-3 and beyond.

## Facts:

Percent of children entering kindergarten deemed *ready-to-go* on the KSEP: 2010 - 2015



% Improvement by Location	Location	2010/11	2014/15
Carpinteria: Complete District	15%	>>	38%
Guadalupe: Mary Buren School	2%	>>	19%
Goleta: Isla Vista School	33%	>>	47%
Santa Maria: Bruce & Fairlawn Schools	12%	>>	23%

## Outcome #2



### English Language Arts Literacy



#### What is the Indicator?

This indicator shows the percentage of students who are meeting grade level expectations in English Language arts (ELA) at the end of grade 3.

#### Why is it Important?

*Reading at grade level is one of the strongest predictors of later success in school.* Reading is a fundamental skill that is required to succeed in all academic domains and data shows that disparities in literacy during the early grades are linked to *persistent achievement gaps*.

Students at or above grade level reading in earlier grades graduate from high school and attend college at higher rates than peers reading below grade level. *If children are behind by third grade, they generally stay behind throughout school.*

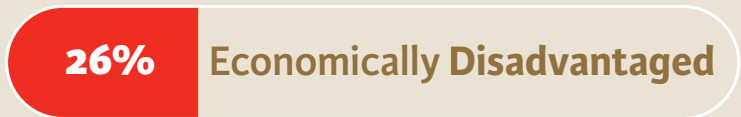


## Facts:

**Only 39%** of 3rd grade students were Proficient or Advanced on the English Language Arts CST\* in 2012-2013 | Statewide: 41%

For the **64%** of students designated *Economically Disadvantaged*, **performance was even worse.**

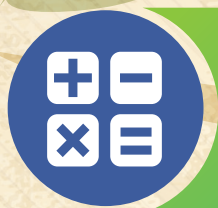
#### Proficient or Advanced Score: Grade 3



\*CST: In California, standardized testing and reporting is authorized by legislature and has been in the form of the CST (which included the STAR program). Beginning in 2015, CST will be replaced with Smarter Balanced assessments in English and math for grades 3-8 and high school as part of the transition to the new Common Core State Standards adopted by the California State Board of Education.



## Outcome #3



### Mathematics Proficiency



#### What is the Indicator?

These two indicators show the percentage of students who are meeting grade level expectations for proficiency in mathematics at the end of **grade 3** and at the end of **grade 8**.

#### Why is it Important?

Mathematics is often referred to as the *gatekeeper subject* because of its correlation to both college and career success. An early years math indicator (*grade 3*) emphasizes the importance of raising our children with confidence and competence in mathematics. Math test scores in the primary grades significantly model post-secondary completion. Middle grade math (*grade 8*) is a nationally recognized milestone for high school persistence, academic achievement, college attainment, and workforce preparedness.

## Facts:

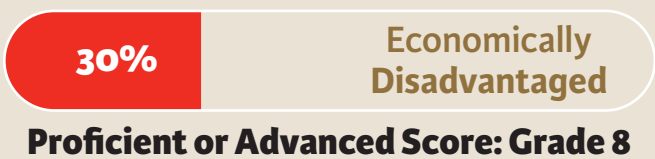
**61%** of grade 3 students were Proficient or Advanced on the Mathematics CST\* in 2012-2013 | Statewide: **66%**

For students designated as *Economically Disadvantaged*, performance suffered.



**70%** of grade 8 students who took the Algebra CST\* were Proficient or Advanced in 2012-2013.

However, only **42%** of SB County students *took the test!*



So actually...



# Outcome #4



## College/Career Readiness



### What is the Indicator?

This indicator shows the percentage of high school graduates who **completed coursework to satisfy the University of California / California State University eligibility requirements.**

### Why is it Important?

Students must exit high school prepared and eligible for post-secondary education within their most proximate and cost-effective option, our state educational system.

*California ranks 37th among the 50 states for high school graduation. In Santa Barbara County our graduation rate stands at approximately 85%. Of those who graduate, Santa Barbara County's population is below the state average for college eligibility.*

Educational attainment has been shown to predict health, mortality, teen childbearing, marital outcomes, and crime. Increasing the educational attainment of one generation improves the next generation's academic and social outcomes.\*

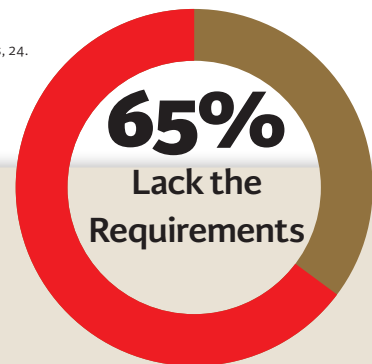
\*Oreopoulos, Philip, Page, Marianne, and Stevens, Ann. 2006. "The Intergenerational Effects of Compulsory Schooling," Journal of Labor Economics, 24.

## Facts:

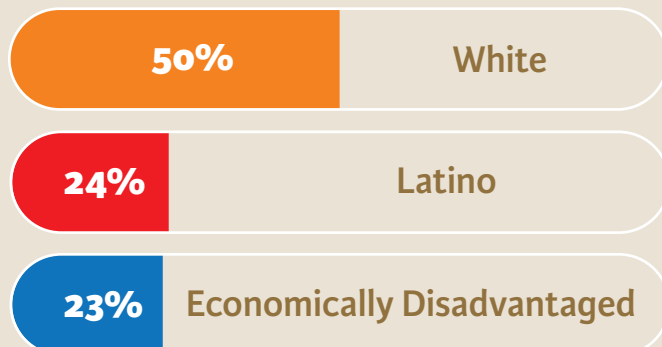
**Only 35%\*** of SB County grads meet the prerequisite requirements to make them eligible to apply to UC/CSU colleges. | Statewide: 39%

**Only 24%** of **Latino** graduates and **only 23%** of **Economically Disadvantaged** meet the requirements compared to **50%** of **Whites**.

**\* This doesn't include the 600+ students who drop out of SB County schools EVERY YEAR!**



### H.S. Grads Completing UC/CSU Requirements





## Outcome #5



### Post-Secondary Enrollment



#### What is the Indicator?

This indicator shows the percentage of graduates *who enroll in post-secondary education.*

#### Why is it Important?

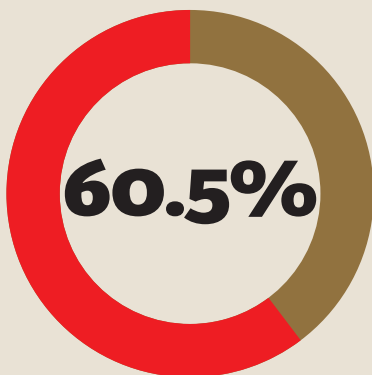
Post-secondary education is an essential step towards narrowing the achievement gap and providing economic stability to employees and employers.

Low-income and students of color are less likely to pursue education beyond high school: ***Students from lower income schools enrolled in college at an average rate of 50%, compared to 65% of students from higher income schools.*** Nationally, the workforce is pivoting away from traditional labor-intensive careers toward careers requiring a strong technical knowledge foundation. Post-secondary credentials are not limited to four-year universities; two-year programs and technical certifications are also valuable in this knowledge-based economy.

## Facts:

### Post-Secondary Enrollment: Santa Barbara County

#### 18- to 24-Year-Olds Enrolled, 2012



Surprisingly, complete data on post-secondary enrollment and completion is not readily available. One of THRIVE's goals is to support collection and evaluation of this data countywide, in partnership with our local high schools, community colleges, and UC Santa Barbara. We've begun in Carpinteria. We look forward to a future where this data will be readily available, and our communities will be actively involved in measuring every child's success along the pathway.

# Outcome #6



By 2018, **52%** of Jobs will require *Post-Secondary Education*

**33%** will require a *Bachelor's or Graduate Degree*

## What is the Indicator?

This indicator shows the percentage of graduates who completed a post-secondary certificate or degree program within 6 years of graduating high school.

## Why is it Important?

The benefits of post-secondary education span social and economic domains. Adults with a college education typically live longer and are generally healthier than those without a post-secondary credential.

Society benefits from a more educated population, including: lower instances of child abuse, lower rates of criminal behavior, and fewer teen pregnancies among children of college-educated parents.\*

Typically, adults with post-secondary education also participate more frequently within the civic domain of their community. While earnings potential has always been a motivator for post-secondary completion, it has shifted to an even more fundamental base. In this economy, it can be difficult to even obtain a job, let alone a job with high earnings potential, without some post-secondary education. \*\*



**Completing the Circle**

\*Riddell, W. Craig. 2006. The Impact of Education on Economic and Social Outcomes: An Overview of Recent Advances in Economics. Vancouver: University of British Columbia.

\*\*The Lumina Foundation. A Stronger Nation through Higher Education

## Facts:

### Post-Secondary Education: Santa Barbara County

**79%** of SB County residents are H.S. Grads or Higher  
Statewide: **81%**



**31%** of SB County residents have a Bachelor's Degree or Higher | Statewide: **31%**



5. Moore, C., Tan, C., & Shulock, N. (2014). Average won't do: Performance trends in California higher education as a foundation for action. Institute for Higher Education Leadership & Policy, California State University-Sacramento.





# Next Steps

*This report marks the beginning of much work to be done.*

Analysis of the data on these six outcomes illuminates contributing factors, and ultimately will help us identify and address root causes. Data gives us a deeper understanding of where, when and how to act to best serve the needs of our county's population. It provides a platform for working together with a shared vision, so that we can identify and replicate best practices, and build capacity to implement the most effective strategies. The emphasis is on moving from isolated support and programs to collaborative, effective systems.

**Action Teams** (also called *Networks*) consisting of individuals committed to improving pathway outcomes are the primary vehicle for our work.



## **THRIVE Kindergarten Readiness Action Teams are currently active in:**

- Carpinteria • Isla Vista**
- Guadalupe • Santa Maria**

These communities have strong local leadership and have been the starting points for what we envision as sustained, scalable efforts around our region. Together they form the foundation for a network that benefits from a shared knowledge base and inspires us to extend our work countywide.



## The Promise of Partnership

### Partners:

Carpinteria Children's Project  
 Guadalupe Family Services Center  
 Isla Vista Youth Projects, Inc.  
 Guadalupe Union School District  
 Goleta Union School District  
 Carpinteria Unified School District  
 Santa Maria-Bonita School District  
 Santa Barbara County Education Office

---

Partners in Education  
 Alpha Resource Center  
 Boys & Girls Club  
 Community Action Commission (CAC)  
 CALM (Child Abuse Listening and Mediation)  
 Childrens Resource & Referral  
 County of Santa Barbara  
 UCSB Gervitz Graduate School  
 Health Linkages  
 Just Communities  
 Santa Barbara County Supervisors  
 United Way  
 Welcome Every Baby  
 Santa Barbara City College  
 Child Care Planning Council  
 Marian Regional Medical Center  
 Public Health/WIC  
 Allan Hancock College  
 Guadalupe-Nipomo Dunes Center

**THRIVE's Leadership Roundtable** is a cross-sector body committed to convening partners, promoting strategic decision making, removing financial, political and operational barriers, and eliminating disparities to support educational achievement for children, countywide.

**The Santa Barbara County Education Office** is the anchor organization for THRIVE and provides the home office for staff.

**THRIVE is a partnership in the true sense of the word.** Parents, community members, business and civic leaders, educators and their institutions—all are accountable for these outcomes. ***In listing some partners, we may neglect others. Consider this Baseline Report an invitation to confirm, renew, or establish your presence in the partnership.***

We look forward to supporting additional **Action Teams** and working with more of the excellent programs and organizations throughout the county, building on current momentum, and aligning resources around common outcomes so that all children will have every opportunity to THRIVE.

### A Special Thank You To These Supporters

who distinguish themselves with a sustained, long-term commitment to collective impact for the future of Santa Barbara County:

**Santa Barbara Foundation**  
**Ann Jackson Family Foundation**  
**J.S. Bower Foundation**  
**First Five**  
**Hutton Parker Foundation**  
**Orfalea Foundation**

And our national partner, **StriveTogether**, who provides the framework and guidance for our work. We are proud to be recognized nationally as a member of the **Cradle to Career Network**.







## What Can *You* Do?

*It will take a sustained effort from all of us to reach our cradle to career goals. Active Leaders are needed. Here are some ways to get involved:*

**Businesses** can champion education, encourage parent involvement, bring management expertise to other sectors, or mentor students by helping them explore careers through classroom and workplace experiences.

**Educators** can work with other cross-sector partners to devise curricula and teaching practices that work to achieve the desired outcomes.

**Nonprofits** can collaborate to identify and implement best practices.

**Faith-based organizations** can reinforce communications, supply mentors, extend learning opportunities and offer family support.

**Funders** can encourage collaboration and align their funding strategies with the goals of THRIVE.

**Parents** can learn about child development, apply effective parenting practices, and foster a love of learning in their children.

**Civic leaders** can consider educational impact in their decision-making.

---

### CHIEF REFERENCE SOURCES

1. 2013 United States Census Bureau, Santa Barbara County, CA.
2. Sep. 9, 2013 Snapshot of Poverty in Santa Barbara County
3. 2013-2014 Annual Pupil Enrollment Report. School Business Advisory Services Department of the Santa Barbara County Education Office.
4. 2013 STAR Test Results, Santa Barbara County. California Department of Education, Assessment & Accountability Division
5. Moore, C., Tan, C., & Shulock, N. (2014). Average won't do: Performance trends in California higher education as a foundation for action. Institute for Higher Education Leadership & Policy, California State University–Sacramento.



## THRIVE Action Team Leads

### THRIVE Guadalupe

Alma Hernandez Wilson / Florene Bednersh, Ph.D.  
Guadalupe Family Service Center  
4681 11th Street  
Guadalupe, CA 93434  
805.343.1194

### THRIVE Isla Vista

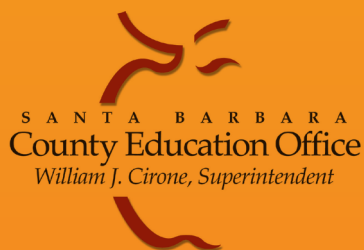
LuAnn Miller, Executive Director  
Isla Vista Youth Projects, Inc.  
6842 Phelps Road  
Goleta, CA 93117  
805.968.0488

### THRIVE Carpinteria

Maria Chesley Fisk, Ph.D., Director  
Carpinteria Children's Project  
5201 8th Street  
Carpinteria, CA 93013  
805.566.1600

### THRIVE Santa Maria

Karin Dominguez, THRIVE Santa Maria Project Lead  
Santa Maria-Bonita School District  
708 South Miller  
Santa Maria, CA 93454  
805.310.7100



### Laura B. Camp

THRIVE Project Manager  
805.964.4710 x4400  
thrive@sbceo.org  
www.thrivesbc.org