

COVER PAGE

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Santa Ana Unified School District

Hispanic Education Endowment Fund

University of California, Irvine

Padres Promotores de la Educación

Application Abstract

For over 30 years, the Santa Ana Partnership has made system-level changes to the pre-college academic preparation and the college access/completion process to strengthen the quality of life and the economy in Santa Ana. By building an upwardly mobile pipeline to higher education and guaranteeing passage to the next segment at critical junctures, we have transformed the local landscape to one in which college is expected and realized. Our collaborative fuses the mission-central interests of a coalition of institutions and organizations into an action agenda that has resulted in the majority of Santa Ana Unified School District (SAUSD) graduates starting college ready for college-level work in English, despite being one of the nation's most Spanish-speaking communities, with 26% of SAUSD graduates accomplishing some college coursework before completing high school. Priority admission to Santa Ana College with financial aid/scholarship support is guaranteed for SAUSD students, as is transfer to both UCI and CSUF. Over 20,000 secondary and college students benefit from the Partnership initiatives described in this application annually, all of which reflect permanent improvements to practices and policies for students in the Greater Santa Ana area. The work described herein is executive-endorsed and implemented by permanent leaders associated with educational, municipal, and community-based organizations who are committed to talent development, educational acceleration, and equality of opportunity. Together we are the Santa Ana Partnership, the co-authors of this application, and we thank you for the opportunity to document our history and specify the expanded impact we envision in 2015 and beyond.

Assurance and Signature

I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.



Erlinda J. Martinez, Ed.D.
President, Santa Ana College

1/09/2014

Context

#1. Specific programmatic or institutional goals and how achieving these goals will increase the number of BA degrees awarded within four years, and/or ease transfer, particularly for student groups underrepresented in higher education. When and how these goals were developed and how they are used in an ongoing basis.

The Partnership formed in 1983 when local educational readiness and attainment data showed that as our community was becoming more Latino it was becoming incrementally less academically prepared for college. Rejecting that future, we began to study and pilot academic interventions and community organizing strategies that would maximize college-going and completion. The participants in this application are committed leaders of the Santa Ana Partnership who have worked continuously to substantially increase college access and completion for students from Santa Ana in their quest to reap the full benefits of the state's public higher education opportunities. The Santa Ana Partnership has sustained its commitment to the equity-based talent development principles upon which it was founded over three decades ago with ever-expanding impact regionally.

The overall goal of our partnership is to maximize academic preparation for college level work, access to higher education, and college attainment for the greater Santa Ana area in order to achieve a college degree in each of the 74,000 Santa Ana households by 2025. In order to progress towards this goal we need to add 39,000 more degree holders to our community (approximately 3,900 a year to do so by 2025). To achieve this sea change in college degree completion we have organized our work into three critical sub-goals. They are 1) increase the academic readiness of secondary school students for college-level work from 22% in 2000 to 75% in 2020, 2) streamline the process for moving through Santa Ana College and transferring into upper division work at the university, and 3) increase the financial resources directly available to students enrolled in higher education.

Our Partnership serves an immigrant-rich New American community that is one of the nation's youngest, most Latino, and most Spanish-speaking cities. Our goals are linked to a robust set of strategies implemented at scale throughout our collaborative, each of which has baseline and growth metrics reflected on our Partnership Scorecard and tracked longitudinally for continual assessment of progress. The goals also drive policy decisions within and beyond the individual institutions as we identify opportunities to further accelerate student progress towards the baccalaureate while reducing achievement gaps by ethnicity and income. We describe these goals as our collaborative's cumulative "Big Win" and have organized specific domain teams to focus on the implementation of activities that our past experience and best practices research in the field suggests will produce the most substantial impact.

The measurement of progress linked to our goals has evolved in relation to available data tracking tools and segmental accountability structures. Our goals have been established and evaluated in relation to all students and are assessed annually through our Partnership's intersegmental/interagency strategic planning work in relation to overall results and the reduction of achievement gaps. Our longitudinal research confirms that if Latino, African American, and low-income students in our community had academic profiles exiting high school and rates of participating in higher education comparable to White and Asian students we would increase attainment of the B.A. to achieve our overall goal of having a college degree in every home.

#2. Statistical profile of students served disaggregated by gender, ethnic and racial categories, foster youth, students with disabilities, low-income, and veterans. Analysis of the factors that affect their ability to earn B.A. degrees, graduate within four years, and/or transfer, including particular factors that disproportionately affect underrepresented students and which factors can be influenced by changes to policies, practices, or systems.

		SAUSD	SAC (Credit Students)	County of Orange	City of Santa Ana	CSUF (Undergrads.)	UCI (Undergrads.)
Total Population		57,499	18,164	3,051,771	331,328	32,649	23,530
Gender	Females	49.9%	52%	50.5%	50.2%	55.3%	54%
	Males	50.1%	48%	49.5%	49.8%	44.7%	46%
Race/Ethnicity	American Indian or Alaska Native	0.2%	0.4%	0.4%	0.4%	0.2%	< 1%
	Asian/API	2.6%	11%	18.6%	10.7%	21.7%	44%
	African American	0.3%	2%	1.6%	1.1%	2%	2%
	Hispanic or Latino	93%	64%	34.1%	78.6%	38.5%	22%
	Native Hawaiian	0.2%	1%	0.3%	0.3%	--	< 1%
	White	2.7%	14%	63.5%	49.1%	23.9%	17%
	Some Other Race	--	1%	12.1%	1.6%	--	--
	More Than One Race	0.5%	--	3.5%	1.6%	4.2%	4%
	Unknown/Decline to State	0.6%	6%	--	--	3.9%	2%
Other	With Disability	--	5%	8.2%	9.4%	3%	4%
	Foster Youth	.2%	3%	.08%	12.4%	.6%	.1%
	Low-income	88.1%	64%	12.4%	21.5%	41%	43%
	Veterans	--	2%	4.3%	2.3%	1%	<1%(200)

-- Limited or no data available

Over the past thirty years, Santa Ana has served as a port-of-entry for thousands of immigrants from Mexico, Central and South America, and Asia. Many Santa Ana residents live in some of the harshest physical, economic, and social conditions in the country. A 2004 study of urban hardship identified Santa Ana as one of the ten most challenging cities in the nation, based on six factors measuring hardship: unemployment, population under 18 and over 64, population over 25 years

old with less than a high school education, income level, crowded housing, and poverty.¹ Poverty (88.1% of Santa Ana students qualify for free/reduced price meal), limited language development (47.8% of SAUSD students are limited English speakers with 67.3% of families' primary language spoken at home being Spanish), and low parental educational attainment (56% of parents are not high school graduates). These realities impact the academic achievement of students in our area and limit their knowledge of college options. Additional significant factors include the city's dense population of 324,528 residents averaging 8.6 people per square mile (the 4th highest population density of cities of 100,000 or more in the state). Furthermore, the average household size is 4.3 persons, in comparison to the state or county averages of 2.9 and 3 persons, respectively (US Census, 2010). Taken as a whole, these factors contribute to SAUSD having the highest high school drop-out rate in the county at 9.6% and to Santa Ana having a higher education attainment rate of 17% overall and 10% at the level of the B.A. or higher (California Department of Education, DataQuest, 2014). The Partnership has helped to decrease the dropout rate from its high of 31.1% in 1992-93, but there is clearly more work to be done in secondary and post-secondary education.

In relation to veterans in our service area, 2010 Census data shows that although 4% of Orange County (OC) veterans live below the poverty level, many more endure economic hardships due to the high cost of living and lower earning power of adults without higher education in the region. In addition, 78% of OC veterans have less than a high school diploma and of those that enroll at Santa Ana College, 81% place below college-level in math and 44% do so in English. Our Partnership has established One-Stop Veteran's Resource Centers on campus and in the community to ensure continuous access to services and resources.

To reach Foster Youth, our Partnership includes the Orangewood Children's Foundation which serves the over 2,000 youth in foster care in Orange County (nearly 1,500 of whom are school age). Orangewood works to bridge Foster Youth into college with the support services they require. Additionally, 27% of school-age foster youth in our county receive special education services compared to the 11% of the general California school-age population. Of all 29 school districts in the county, SAUSD has the highest percent of foster youth in the county (12%), all of whom are served through our Partnership with dedicated resources and a secure pathway into and through higher education.

To assess the proportional impact experienced by sub groups of the student population, an extensive series of analyses are regularly conducted using an 80 percent index metric. The Equal Employment Opportunity Commission (2010) disparate impact benchmark, or "80 percent rule," was adopted by the California Community Colleges as a means of determining disproportionate impact. In short, the tool is used to identify which groups have a selection or participation rate disproportionate to that of a reference group.²

Using the resulting analysis to highlight sub groups disproportionately impacted, a robust set of community college-anchored strategies have been established and complement the expansive work of SAUSD and university partners to ensure that overall student success and degree attainment are continuously analyzed through the lens of equity for sub-groups as we advance towards achieving our collaborative's overall goal and sub-goals.

¹ Montiel, L., Richard, N., Wright, D. (2004). "An Update on Hardship", *The Nelson A. Rockefeller Institute of Government*.

² Harris, Brice (2013). "Ensuring Equitable Access and Success: A guide to Assessing and Mitigating Disproportionate Impact in Student Success and Support Programs". *The California Community Colleges Chancellor's Office*.

Innovation

#3 Key policies, practices, and/or systems in place prior to January 10, 2014, initiated to achieve the goals identified in Item 1. Describe impact to date, and provide evidence of that impact, lessons learned and how lessons learned will be applied to future actions.

Our “K to the B.A.” collaborative works with existing leaders funded by their organizations to organize and deploy assets at scale to change the conditions of education in Santa Ana in order to elevate academic readiness for college upon completion of secondary school, streamline progress to college completion and the B.A., and to eradicate the barriers that impede progress towards these goals. In order to accomplish this, constant attention to policy and practice is required. The examples below highlight results to date, including victories and lessons learned.

Due to low levels of academic readiness for college in secondary school, in 1999 we changed the intermediate school math requirements to establish Pre-Algebra as the standard course for 7th graders in Santa Ana, requiring documentation for why a student should NOT be placed in that course. This led to the elevation of graduation requirements by the School Board to model the A-G requirements for higher education, including a minimum of three years of math at the high school level. In addition, we established a Middle College High School (MCHS) at Santa Ana College in 1997 at which time the Community College District Board of Trustees changed policy to allow all local high school students to attend SAC tuition-free. The school district and college collaborated to share construction costs and a dedicated MCHS facility was built on the SAC campus, which serves 325 students annually. The majority graduate with both their high school diplomas and their AA degrees, and the rest need one year or less to complete college and transfer to the university with advanced standing. To ensure tracking of student enrollment in and progress through pre-college courses in SAUSD, we enacted data-sharing agreements featuring continuous data downloads, analyses, and progress reports to collaborative leaders. This includes an annual data almanac that is created for each feeder high school featuring college placement trends, college-going and success data, which drives professional development for secondary school principals throughout the year and has resulted in integrated strategic planning with key performance indicators aligned for secondary and post-secondary partners. In spite of these comprehensive efforts, each high school still has students at risk of failing. To address this, SAC’s Adult Education Program provides supplemental instruction at all high school sites at no cost to schools or students to help students catch up and stay in school.

In 1999, focus groups indicated that college knowledge was not pervasive on high school campuses and that higher education institutions had only an episodic presence. In 2000, we created a new structure--comprehensive Higher Education Centers (HEC’s). SAUSD created a new certificated job description, *Higher Education Center Coordinator*, which was approved by the School Board who directed that HEC’s be established at every SAUSD high school and staffed with a full time Coordinator. HEC staff make classroom presentations during the school day and feature extended hours during college/financial aid application windows. Mini-offices within the HEC’s create permanent space for higher education representatives including resource libraries and computer labs that serve the entire school community. Complementing school site work, the Partnership created the Achieving College Network, a group of over 40 high school, college & university staff. Co-chaired by leaders from SAUSD, SAC, CSUF, and UCI, Achieving College meets monthly to plan pathways to higher education, establish follow-up plans for all students with intrusive advisement centered on 4 year plans to prepare students for higher education. This effort includes college placement testing at all high schools and priority

matriculation at SAC where students complete their college registration and financial aid before graduating from high school.

The path from SAC to the university depends upon local access to upper division studies because our students are highly place-based due to financial constraints. For this reason, we created pathways for students from SAUSD into SAC and from SAC to UCI in 2006 (U-LINK) and expanded the transfer guarantee to include CSUF in 2010, today called *Santa Ana Adelante*. To complement these agreements, SAC has completed all available Associate Degrees for Transfer with CSU and offers a 10 day residential program at UCI to accelerate completion of pre-transfer courses (the Summer Scholars Transfer Institute) as well as a research boot camp taught by professors from SAC, UCI, and CSUF, underwritten by private donors. Over 100 students participate in these programs annually, and return to be “transfer mentors” after landing at the university. Also, two weeks before starting college at SAC all SAUSD graduates are urged to attend a one day college success class and pledge to complete their degrees and transfer to the university. Fifty percent (500-600 students) participate and we have standardized this as part of our Student Success Act Plan, expanding it to all freshman.

Challenges in meeting the costs of higher education are substantial in Santa Ana and result in students failing to prepare for college because they don’t think they can afford it. Although state and federal policies have improved, approximately a third of local students are ineligible for federal aid no matter how low their income or how high their achievements. In response, in 1989 we created the Santa Ana Futures Fund where hundreds of City of Santa Ana and Santa Ana College employees donate a small sum from their paychecks every month so students from our community can afford college. Today the multi-million dollar endowment distributes \$100,000 annually with renewable awards for university transfers. We also invested in the Hispanic Education Endowment Fund (HEEF) and helped build its endowment to \$3 million to help Latino students fund college. Equally important is our alliance with the SAC Foundation, Santa Ana Kiwanis, and the Santa Ana Public Schools Foundation who together award over \$1 million annually to 1,000 students for higher education in Santa Ana. Finally, by working with a not-for-profit financial partner (Comunidad Latina) we created a micro-loan program in which SAC students receive a \$500 loan to pay for fees and textbooks for a flat fee of \$10, and upon payback can renew each semester. To date, 121 students have participated with a payback rate of 96% overall, which enables us to re-award funds immediately to new applicants.

Empowering and informing parents is a precondition of the educational transformation we are seeking. Parents are co-leaders of the Partnership, with SAC providing a fully equipped office suite on the executive floor of the college as the hub for the parent-created and led Padres Promotores de la Educación. This group reaches 35,000 parents annually through home visits, and workshops, including college/university parent orientations. The Padres developed a bilingual workbook, *Padre a Padre* (now in its 4th printing) and created bookmarks, with the Ten Commandments to follow to help your child prepare for and complete college.

Additional data shows that achievement in English and math has soared in SAUSD since requirements were elevated 15 years ago from 21% to 45% college-ready in math and 22% to 65% in English as college-going has risen from 58% in 2011 to 74% in 2013. Since 2009, A.A. and certificate attainment at SAC has increased 49% and university transfer by 18%. Lessons learned confirmed that we have an urgent need for accelerated pathways into & through English/math classes, transfer planning needs to begin in high school, that college/financial aid applications must be required in the senior year, and that past successful efforts must be sustained at scale as we advance to new equity and success frontiers.

#4. Key changes to policies, practices, and/or systems initiated since January 10, 2014 intended to achieve the goals identified in Item 1. Why we believe these changes will achieve those goals and their expected impact.

From January 10, 2014 through January 9, 2015 our collaborative continued to focus on increasing the academic readiness of secondary school students and streamlining the process for moving into and through SAC to the university, while expanding financial resources for students. The narrative that follows describes these efforts and details expected impact.

Articulated pathways and concurrent enrollment are essential strategies to accelerate completion and transfer. Our Partnership made significant progress between 1/10/14 and the present in establishing discipline-specific pathways to college and accelerating the progress to transfer.

English: Three meetings were held to review college academic pathways and to articulate related high school and SAC courses. SAC and SAUSD English teachers met to share curriculum updates related to the Common Core and review college placement protocols. Both groups wanted to take the work to a new level so that a more refined pathway to success in college level Freshman Composition could be established. Because of the stagnation experienced by students placing at the bottom of the English course sequence at SAC and the momentum we might gather for students at the top, two priority strategies were identified and implemented, which are briefly described below.

- *Lifting Students Who Place at the Bottom in English:* Based on data documenting how unlikely it is for students who place at the lowest level of English in college to succeed in degree applicable courses in the discipline, the intersegmental faculty team from SAUSD and SAC created a writing prompt that all students taking the placement test complete. College faculty volunteer to read the writing samples for all students scoring at the lowest level for evidence of their ability to succeed in a higher level class. As a result, 37% of the lowest placing students were advanced at least one course level, saving half a year of developmental coursework and building momentum towards completion and transfer.
- *Articulating High School Senior English with College Freshman Composition:* Over the same time period, we also launched a pilot program with three of our feeder high schools in which students who took the new Expository Reading and Writing Course (ERWC, developed in conjunction with CSU) and earned a grade of A or B for the year were automatically placed into the baccalaureate applicable Freshman Composition (English 101) course at SAC. In addition to fast-tracking progress towards university completion, the guaranteed placement offers an incentive for students to power up the senior year of high school. The effort is planned for a full scale implementation in the 2015-16 academic year.

Mathematics: In May 2014 our Partnership reconstituted its intersegmental math team, with faculty, curriculum experts, and managers from both SAUSD and SAC. The group of 20 created a briefing portfolio of data and met to review the implications in order to establish math student success priorities (K-14) for the 2014-2015 academic year. They identified three significant challenges requiring immediate action, each of which has been addressed this year and is described below, including progress to date and lessons learned.

- *High School Math Challenge: Students do not enroll in math in their senior year of high school:* Approximately 20% of SAUSD seniors do not take a math class in their senior year because they have already fulfilled the three years of high school math required for graduation and lack the motivation to continue. This has negative consequences related to postsecondary education because even students who successfully completed Algebra II and

Trigonometry in SAUSD will have rusty math skills when they take the college placement test. To address this we are creating a new senior year math course designed to articulate with the college math sequence and be acceptable to CSU and UC. Successful completers will move directly into non-remedial math at SAC and will have the benefit of articulated college credit units on their transcripts. We anticipate this strategy will impact up to 687 SAUSD seniors annually between 2015 and 2019.

- *High School Math Challenge: Students who almost test into the next course level in college math placement exams:* Compounding the issues reviewed above, our analysis of high school math test data indicates that approximately 17% of seniors taking the test miss placing into the next level by just a few points. Since the stakes of a low math course placement can prove fatal to college completion, in 2014 our Partnership piloted three intensive 20 hour Math Boot Camps in feeder high schools for students who almost tested into the next level of math at SAC. The students were recruited by their high school principal and college math faculty came to the high school campuses to teach the Boot Camps, which concluded with a retest of the math placement exam. Two of the three pilot sites saw over 70% of participants rise a minimum of one math course level after the Boot Camp and the third site achieved an improvement rate of 56% moving up a level. Our Partnership analysis documented that the program was very costly for the modest number of participants (less than 100 overall). With these lessons learned, we are modifying strategies this winter and spring in two important ways. *First*, we will offer a math refresher workshop at each high school prior to testing. *Second*, we will return to the high school campuses to offer students who were close to the next math level the opportunity to retest just in time to possibly achieve a higher score because of the additional several weeks of math instruction. Taken as a whole, we expect these strategies will elevate overall placement levels by at least 5% annually between 2015 and 2020.
- *Community College Math Challenge: Long sequence of math courses at SAC:* Historically SAC has had a sequence of math courses progressing from non-degree applicable basic math, pre-algebra, intermediate algebra, and college algebra that could take four semesters to complete before enrolling in transferrable courses that lead to the B.A. degree. The strategies summarized above are all designed to address problems of low course placement at SAC (and elsewhere in higher education) but none of them fundamentally address the long course sequence, leaving students vulnerable to getting stuck or worse. To address this, the SAC math faculty created a redesigned math pathway that blends the content of intermediate and college algebra in a highly interactive teaching method that eliminates conceptual redundancy and allows for specialization in STEM-centered math vs. social science-centered math, with different but equally rigorous course material. At the time of this application the first cohort of 167 students just completed their studies with success data currently pending. SAC is remodeling classrooms presently that will be dedicated to the redesigned courses to allow for this to be established as the new standard at the college. Simultaneously, math faculty from SAC and SAUSD are visiting each other's classrooms and co-constructing a pathway for mastery mathematical learning in high school and college. Complementing this faculty effort, the SAUSD Superintendent and SAC's President met in December 2014 to jointly commit to supporting this group's work by ensuring that the integrated math standards embedded in the Common Core are fully incorporated into the math pathway from high school to the B.A. in the Partnership in the coming year.

Building on the acceleration implications embedded in the narrative above related to English

and math, the Partnership has continued to work to expand pathways for students that will give them a head start on college coursework while still in high school and fast track them for university transfer after enrolling at SAC. The new areas developed in 2014 by intersegmental teams of faculty, Regional Occupational Program (ROP) leaders, and higher education partners are described below and are all being established with local and leveraged funding as permanent ventures. The pathways were selected for development based on regional labor market demand, student interest, and academic capacity (including faculty and available facilities) in the 2014 year.

- *Pathway to Law:* In spring 2014, SAC was the only community college in Southern California selected for participation in the Pathway to Law initiative statewide. This project will create a pathway (2+2+3), encompassing 2 years of lower division work at the community college, 2 years of upper division work needed for the B.A., and 3 years of law school. Preferential admissions agreements have been established with eight California law schools, with more under development. Our Partnership, with a long standing Saturday Academy of Law that engages 9th grade students in legal inquiry and analysis linked to state content standards, plans to bring the initiative to life in an accelerated format that allows up to two of the core law courses to be taken in the final two years of high school at SAUSD. Our local law pathway advisory committee has already expanded to bring SAUSD partners in to finalize the pathway in 2015, at which time students will officially begin their studies.
- *Pathway to Engineering:* Our Partnership has a strong history of supporting STEM students in collaborative programs with UCI and CSUF, but until this year had not explicitly extended the pathway to high school students. Faculty and SAUSD leads met during fall 2014 and are utilizing Project Lead the Way as a model for accelerating progress into and through the engineering pathway. We anticipate that 100 students will enroll in this pathway in 2015.
- *Pathway to BioTechnology:* Our BioTech team formed in the fall 2014 semester to link Saddleback High School (recently designated as SAUSD's Bio-Tech magnet school) with SAC's emerging BioTech program. The team has created a joint advisory group and will make mutual classroom visits in winter 2015 to plan for concurrent enrollment experiences for SAUSD BioTech students in the junior and senior year, share field trips to BioTech manufacturers regionally, co-create a BioTech business run by SAC students where SAUSD students can serve as interns, and launch a BioTech mentoring program. Over 100 students are currently in the SAUSD biotech pipeline, with an additional 50 anticipated each year.

Although these emerging pathways are not yet fully populated by students, they provide an excellent example of how we are working to accelerate the development of programs by quickly convening partners, sharing data and curriculum to assess the academic landscape while ensuring linked strategic planning at the school site and executive levels simultaneously. In addition, because the Partnership has connected strategic plans with the Local Control Funding Formula (LCFF) resources in SAUSD and Student Success and Equity funding at SAC, we were able to create these pathways and confirm that funds will be available to support professional development, student transportation, and college textbooks as part of the pre-planning process.

The creation of an internal Degree Audit system at SAC shows great promise for reducing time to the B.A. Over a year in the making, this technology tool has provided the college with the ability to analyze student enrollment patterns and coursework to identify credentials students may have earned or be close to earning and to point them towards completion. We have used the same database to collaborate with faculty and build customized educational plans for students in specific majors to provide early advisement to complement the

completion-centered supports described above. This fall, approximately 2000 students have been contacted for customized help in streamlining their progress through SAC in coordination with discipline-specific faculty, with an equal number planned for early 2015. Of equal importance, SAC is now using this new technology to compare the number of students enrolled in pathway courses (and course sequences in English and math) to ensure that they have the ability to progress through academic course sequences coherently from semester to semester. Using SAUSD and SAC testing/placement data we are now able to look at our incoming students from SAUSD in the spring prior to their freshman year (because they test and enroll early) and compare their placement scores with the course schedule to right size capacity in key courses with consideration for already enrolled students and the seats they will require to progress. The collaborative work to maximize placement in college level work falls flat if there is a critical shortage of needed seats just as students are accumulating momentum towards their university transfer or other programs of study at SAC. Our first opportunity to link this data was in the summer of 2014 and as a result SAC added over 400 seats in high demand English and math courses for fall 2014 and an additional 200 for the winter intersession that began on January 5, 2015. These critical class shortages have all been key factors at SAC in prioritizing the full time faculty the college will hire for the coming academic year, with the largest number of positions dedicated to math and English.

An application to participate in the CA Community College B.S. Pilot Program in Occupational Studies (submitted December 2014) was developed with input from the collaborative's partners and faculty experts. If successful, this program will represent the first time a publicly funded, open access institution of higher education was legally authorized to award the B.A. degree in Santa Ana. An Occupational Therapy Assistant certificate is already in place at SAC, with a substantial wait list for entry because of high demand in the labor market. Building capacity in this Allied Health discipline will benefit local students and our regional economy while creating a model for low-cost B.A. attainment linked to our Partnership.

Linking state's new funding initiatives to the Partnership goals are paramount in leveraging resources and synchronizing intersegmental systems change. When the California Legislature passed the Student Success Act in 2012, it established a system of incentives to create more intentional and successful students at the community colleges and to provide resources needed to meet the support needs of these often first generation college students. Like all California community colleges, SAC submitted a Student Success Plan to the state in October 2014 and a Student Equity Plan in December 2014. Reaching beyond the minimum requirements of the law through the integrated planning lens of our collaborative, we have deployed the resources to take proven strategies to scale, to create robust follow-up systems, to acquire and refine cutting edge technology, leveraging the strong point of departure for results created by our Partnership. We have connected the requirements of these initiatives to Partnership priorities and made a landmark policy change effective fall 2015 to provide new and continuing SAC students with a full year of course registration at once. This significant change will amplify the value of having a pathway to completion and transfer (with accelerated college courses) by connecting it with the chance to secure a schedule that reduces the risk of not getting a critically needed course or being unable to organize your life around your academic schedule because it constantly changes.

The above initiatives have already positively impacted the collaborative culture between the secondary and postsecondary segments. As such, much attention continues to be placed on the capacity building of our key stakeholders and partners. Below are samples of new efforts during

2014 to continue building our collective impact muscle.

Our Partnership serves as the hub for intersegmental professional development and offers three types of student success-centered leadership training throughout the year. The first is the Achieving College Network, a monthly two hour gathering of approximately 40 high school, community college, and university colleagues who meet to organize and mobilize case-based follow-up on all students rising up the pipeline from SAUSD to college and from SAC to the university. Student academic progress data is reviewed and work is assigned, with specific deliverables, timeframes, and progress measures specified. The second kind of professional development is our bi-annual Partnership Counselor Conference. All SAUSD secondary school counselors attend this conference (hosted by higher education) to update their knowledge of college admissions opportunities and challenges, student progress data, special supports for low income and undocumented students, and specific activities that will be taking place at their schools with college and university staffing. We used this forum to adopt the California College Guidance Initiative (CCGI) which will empower students, parents, and counselors with continuous access to their college preparation profile and linked resources to support college-going throughout high school. All higher education partners are cross trained to help SAUSD students with community college, CSU, and UC applications, an invaluable capacity when high stakes application deadlines approach or when students face unexpected hurdles that require urgent intervention. The third kind of professional development is Strategic Planning Retreats for High School Principals. We typically conduct these 2-3 times a year for the purpose of confirming our collaborative priorities, disseminating data to principals, deploying human and financial resources, and meeting special needs at school sites. Principals receive a customized data almanac created individually for their school each year by the Partnership with academic achievement/college-going trends, and college success/persistence trends (now required under LCFF). The data presented at these meetings is continuously shared with the executive leaders of all segments and periodically shared with elected school board and community college trustees.

Our Partnership measures its success in student terms, making access to data about course enrollment, academic success, and upward progress critical throughout the year. To manage the extremely complex task of aggregating, analyzing, and disseminating data to inform action, the Partnership has a Research and Evaluation Team that is staffed by research leads from the public education system. We share data and use baseline metrics to calibrate progress and identify trends that will inform the scaling of strategies and/or improvements to the work overall. In 2014 we significantly updated our Partnership Scorecard to maintain alignment with changing state accountability systems, and broke the report card down into four key areas, Academic Readiness for College, College-Going, College Persistence, and College/University Completion. To accomplish this and maximize validity of the data, we use multiple sources including institutional data warehouses, the California Department of Education, the National Student Clearinghouse, the Student Success Scorecard, and specific school and specific program data as it emerges. Each source produces information at different intervals throughout the year and has unique strengths and liabilities. This holistic approach allows for continuous analysis related to emerging challenges and opportunities.

Creating strategic support for veterans and other adults broadened our work with those whose educational pathways did not follow the traditional high school to college pattern. This effort had two main components. First, we developed an articulated pathway to college for the 12,000 adults in Adult Education programs locally. By bringing adult education and college credit faculty together with counselors and outreach staff, we have paralleled the SAUSD to

SAC work while customizing it for an adult population. Articulation agreements are being embedded into the adult pathway which will give these students a head start in critical academic areas such as English and math. SAC has space on campus for Adult Education programs to maximize adult concurrent enrollment in adult high school subjects and college courses, with 170 students doing so as of the submission of this application. The second adult strategy is the establishment of a one-stop Higher Education Center in Santa Ana's main public library, an adaptation of the high school-based strategy described earlier in this application. We adapted the model because the high need for a distinctive focus on adults and veterans created a compelling need for the center and drives its on-going programming. To date the center has served 2,400 adults and 42 veterans, all with permanent, local dedicated personnel and funding.

We have learned that in our community parents play a critical role in early college preparation, college enrollment, completion and university transfer focused motivation, and are well positioned to provide decision-making leadership in the Partnership. The Padres Promotores de la Educación program was established nearly 15 years ago to expand and stabilize parent leadership within the Partnership. SAC has dedicated and equipped an office suite for the Padres on the executive floor of the college and created a support structure to help the Promotores connect to the assets of the college and the Partnership. In 2014, a number of critical milestones were realized by the Promotores relevant to this application including 1) launching an orientation for all parents of freshman students to help create momentum for completion and transfer, 2) a record number of 30,000 family contacts in our Camino de Amistad (a neighborhood-canvassing event to inform Santa Ana parents about the start of the coming school year & available parent resources to help with school and college information), and 3) publication of a 4th Edition of our bilingual parent empowerment workbook, Padre a Padre.

During 2014 the Partnership also made great strides to increase access to financial resources for students. Following are two such initiatives.

A one-stop Center for Scholars and Scholarship was established at CSUF, under their Division of Student Affairs, to assist students in navigating the complex world of scholarships to fund their studies as well as provide academic advisement, peer mentoring, and other holistic support services. The staff of this center case manage diverse students from foster youth to honors. The center's director is now a member of the Partnership's Achieving College team which meets monthly to coordinate and collaborate on college preparation and college readiness efforts in all SAUSD secondary schools. SAC's own Scholarship Office began dialogues with the staff of this new center in 2014 to streamline processes, market to students, and formalize scholarship connections for SAC students before they transfer to CSUF to reduce anxiety about finances as they make the transition pre-B.A. studies at the university.

Engaging our larger community in financing the needs of students in college through a matching challenge proved extremely successful in 2014 and created a model for the future. As mentioned in Item #7 below, SAC's President has focused the college's Centennial Campaign, branded "**100 for the 100th**" to on creating scholarships for students in the most historically underrepresented groups to accelerate their swift advancement through SAC to completion and the B.A. The SAC Foundation offered 1:1 matching challenge to double the value of the first \$1 million in contributions and during this year that matching challenge was surpassed given the community's generosity and their support of the goals articulated herein. Plans are underway to establish similar future matching challenges to continue to grow the dollars that will help us increase the much needed financial resources for students.

#5. Changes to policies, practices, and/or systems to be implemented after January 9, 2015 intended to achieve the goals identified in Item 1, expected timeline and expected impact regardless of funds awarded. Evidence of the commitment to these changes.

Building upon the progress noted in the previous two sections, we have identified the next level of impact for 2015 and beyond in relation to reducing the time and cost associated with obtaining the B.A. Degree. The summary below highlights plans for 2015 and beyond, none of which is dependent upon receiving funding through this application. We are committed to maintaining all that we have established while expanding to include the new priorities, many of which required policy changes at the close of 2014 to establish the new practices and pathways.

Vigorous secondary to postsecondary concurrent enrollment, articulation, and formal career pathways will go to scale in math and English, impacting up to 3,000 SAUSD high school seniors annually, with an additional 3,500 eligible for early college enrollment at SAC or at their high school across 80 academic programs of study, with a similar number reaping the benefits annually thereafter. We anticipate that adding up to 100 more MCHS students per year starting in 2015 and further lowering the remediation needed in college through math and English articulation to reduce by one year the time to degree for B.A. candidates.

Dual Admissions Bridging the Four Segments of Public Education is being examined as a way of building on the current guaranteed transfer pathways to create a new tool that would modify the local high school to university application process, specifying that the lower division coursework would be completed at SAC, with the student simultaneously establishing a university identity including access to library, program, and research supports. The already established transfer guarantees document the strength of our commitment and this next level would pull the B.A. pipeline more deeply into the final two years of high school. Combined with the new SAC year-long registration window (a complementary policy change which will go live in the fall 2015 term), this system for traversing the segments to achieve the B.A. would be established as a model and would impact 500 students annually expanding the beneficiaries to over 2,000 by 2019 (based on local data that indicates a minimum of 500 SAUSD students matriculating to SAC presently would opt into this plan).

SAC has reframed its entire enrollment planning process for 2015 implementation centered on accelerated completion and re-designed pathways. All faculty will attend a required college-wide symposium on February 6, 2015 to review equity-centered student success data and review existing SAC and state practices that will accelerate preparation for the B.A. SAC will utilize new technology to anticipate the courses students need to achieve their goals and will right size course offerings (available seats) to maximize throughput, including the new option for registering for a full year of classes at the start of the fall term, which begins fall 2015. Using updated technological planning and communication tools (including Degree Audit), we will guarantee incoming freshman seats in English and math in 2015, and are simultaneously expanding our Express to Success course menu where students can complete two sequential courses in a single semester by opting for intensive eight week instruction during mini-semesters. The combination of our Learning Communities, Express to Success expansion, and Math Re-Design will impact over 2,000 students in spring 2015, and double that number in the 2015-2016 year, maintaining the higher level thereafter.

Taken as a whole, our reinstatement of the Winter Intersession, re-designed and articulated courses in math, Express to Success accelerated courses, and expanded offerings in English and math placement will combine to reconstitute foundational academic structures in support of student forward momentum. Based on plans for systemic change in pathways and processes, all

new and continuing SAC students (20,000 per semester) will benefit from these structural and policy changes, beginning in 2015 and continuing thereafter.

Reducing the cost of the B.A. Degree begins in SAUSD and continues at SAC. Related new strategies to address this include SAC's B.A. Pilot Launch. Early in 2015 we expect notification regarding the status of our application to pilot the B.A. in Occupational Studies at SAC. We believe that the combination of institutional capacity, labor market demand, and strong student interest will combine to make our proposal successful and enable us to be among the first to build this exciting new capacity. If not, we will continue to consider other options from the short list of contenders at SAC and prepare an alternate proposal for the next competition.

Additionally, SAC is expanding its Open Educational Resources (OER) pilot in 2015. The majority of students at SAC are low-income and face the challenge of funding textbooks every semester. Research suggests that a near-majority of low-income students try to avoid textbook purchase by sharing, using library reserve texts, and other measures that deny them full access to the learning material and widen equity gaps in course completion. Our college has committed to a strategy of adopting OER through which students can access required course texts for virtually no cost. SAC has set aside \$10,000 to use as an incentive fund for faculty to adopt OER textbooks over the next six months. We are now using the incentive funds to expand our successful pilot and are targeting the highest volume general education courses with a faculty coordinator mobilizing a group of early adopters who will provide peer training to ensure a successful adaptation to the OER materials. In the 2015-2016 year we anticipate 1,000 students will use OER texts in three general education courses, with a goal of increasing that to 5,000 per year thereafter in a minimum of ten disciplines. The college budget will continue to underwrite faculty adoption incentives, training, and support. SAUSD and SAC have a 20 year history of collaborating to bring college-level coursework to secondary students that has blossomed from initial pilot efforts to well-established models for accelerating college completion through student participation in discipline-specific pathway programs, MCHS, and by opting in to special interest courses in high demand career fields. Taken as a whole, 26% of SAUSD students currently graduate with some college experience—a number that we plan to increase to 40% percent with the addition of new pathways, course-specific articulation, and an expansion of MCHS over the next four academic years.

Envisioning a new level of financial help for students in 2015, the Partnership's expansive work to build a constellation of funding streams to directly subsidize the cost of the B.A. degree for students is expanding. The college is working with architects to incorporate a one-stop financial resource assistance center that will consolidate public financial aid with private scholarships, and stabilizing funds students and families depend on from Social Services and other agencies. This strategy is a best practice in Hispanic Serving Institutions and we expect 10,000 students to benefit every year. Additional efforts include a new campaign to Hispanic Education Endowment Sub-Fund leaders to expand the overall size of their sub-funds and to increase the award funds directed to students active in Partnership programs. We expect a resulting 10% rise in sub-funds and a parallel rise in recipients annually over the next five years. We are also engaging businesses directly in underwriting higher education by launching a collaboration with downtown Santa Ana restaurants to identify menu items dedicated to SAC, with all proceeds awarded to low-income students via scholarships. We have identified an inaugural restaurant partner and plan to add five more annually for a total of 10 before the close of the 2015-2016 academic year.

#6. How changes described above will impact the average cost to award a B.A. degree, considering costs borne by the state, the participants in this application, and students, as well as the magnitude of that impact.

Collaborative efforts to reduce the cost of obtaining a B.A. degree are quantified below.

Starting higher education ready for college-level academic work saves an average of two semesters of developmental work in community college. The gains in pre-college academic placement tests that we have seen since elevating high school graduation requirements reflects a sea change in college readiness. Compared to baseline data from 2000 prior to the policy change, in 2014, 692 students gained 2 course levels in English and 403 gained one course level representing an annual tuition savings of \$328,808 and student/family savings of \$357,400 (based on average tuition and textbook cost estimates). In math, 476 students gained three levels and 187 gained two levels, resulting in \$331,568 in tuition savings and \$360,400 in student/family savings for texts. Taken as a whole this strategy alone reaps **\$1,378,176** annually in overall savings.

Concurrent enrollment and course articulation is another proactive strategy supported by the Partnership. Our Middle College High School, located on the SAC campus, enrolls 325 students annually, and is slated for expansion. Currently 65% of MCHS students graduate with both a high school diploma and an A.A. degree, catapulting them into the university with a tremendous head start on B.A. completion. MCHS students enroll in over 750 SAC courses annually, representing \$187,956 in tuition savings and a \$151,000 savings to students/family for books, totaling \$338,956. Adding the additional concurrently enrolled students and those who articulate credit for advanced placement, an additional tuition savings of \$6,118, a total of **\$684,030** is realized across all concurrent enrollment strategies combined.

Accelerated pathways activated in pre-transfer work at SAC shorten the time needed to complete lower division studies and transfer. The math redesign (SAC's largest academic program) has consolidated a two semester sequence into a one semester program of study. The math strategy impacts approximately 1,000 students per term resulting in \$92,000 in saved tuition and \$200,000 in student/family saved textbook costs per term, for a total of \$292,000. This is complemented by Learning Community programs that help cohorts of students' progress through critical courses together with built in support services. Each term 1,300 students participate in accelerated course cohorts and learning communities to reduce time to degree/transfer. Eleven departments collaborate to offer 68 courses in this format. If these students complete college even one semester sooner, a savings of \$728,640 in tuition and \$1,056,000 in books for a total of \$1,784,640 is realized. This cluster, including the early savings of \$125,000 to students resulting from the expanding Open Educational Resources effort represents **\$2,201,640** in savings.

Private philanthropic and business partner contributions to higher education represents another important way we reduce B.A. costs. A robust set of activities directly subsidizes students and underwrites intensive transfer preparation programs in their higher education studies. Funds diverted to students that are 100% private through our Partnership total **\$1,293,600** annually.

The grand total of savings described in this section represents over \$ 5,557,446 annually before estimating the possible benefits of President Obama's proposal on tuition-free community college and the value to the local economy of thousands of students completing college sooner and contributing to the tax base as wage earning professionals.

#7. Risks or tradeoffs involved in the changes being implemented and the way we will monitor and mitigate them. In particular, any potential adverse effects on student groups that are underrepresented in higher education.

The risks and tradeoffs associated with the changes we are implementing are evident at many levels. The first is that although elevating high school academic rigor seems uncontested, the more academically rigorous the program of required study becomes, the more risk there is of failure and drop out. In our immigrant rich community, it is critical to note that if a student fails to complete three years of high school here in California and graduate, they are ineligible for AB540, a law that enables them to attend public higher education institutions at the resident level rate of tuition and also be eligible for state financial aid while serving as a proxy for access to the Federal Deferred Access for Childhood Arrivals program (DACA). Although school districts do not use Social Security-based student identification systems, with a high school student population that is 93% Latino, and based on a pipeline analysis of college-going populations, we estimate that 30% or more of local high school graduates may not yet be permanent residents of the state. No parallel comparison is possible for students who drop out, but we believe the risk is real.

The most powerful way for us to combat this is to prevent it by working continuously and intrusively to ensure that the academic expectations and competencies required in high school are established in intermediate school and those needed in intermediate school are part of the foundation established for all students in elementary school. When our Partnership adopted an integrated strategic planning model last year for the public educational institutions, we launched it with half day meetings at each high school featuring data about academic weaknesses in college preparation that all stakeholders present, resulting in recommendations for the school site team. We established a report back processes by school as part of the regular SAUSD Secondary Principals Meeting (with Partnership leaders) and included Intermediate School principals so they would have a model of how to carry the same work into their academic planning with elementary schools. This foundational work was in place as of the fall 2014 semester resulting in college readiness plans being activated at all high schools that are data based and feature the establishment of a plan for all 9th graders to graduate on time and college ready. All high school principals started the current school year by presenting a plan for addressing the most urgent academic challenges at their schools informally to the Partnership and subsequently to the SAUSD Superintendent.

None of this means that the work will easy for any stakeholder group moving forward with ever more comprehensive plans for postsecondary academic readiness. What we have done and will continue to do is instill those expectations as standards for each school that are monitored, supported with Local Control Funding Formula-linked resources and directly connected to the college ready academic standards described herein. As these standards and the students who will benefit from them travel upward through SAUSD, special attention will continue to be paid to students already in the last two years of high school. We work to continuously refine and improve the intensive case-based management in place for students in the junior and senior year, with special attention to the possibility that some students will struggle with the rigor and that additional instructional supports will be required within and beyond the classroom and school site.

At Santa Ana College, we have openly acknowledged that the reform and equity work underway and planned risks our college becoming less comprehensive as new faculty hires, professional development, and policies centered on success, throughput, and university transfer

require cultural and operational changes within the institution. We have worked closely with faculty leaders to set these changes in motion and will be holding a college-wide meeting for all faculty and staff prior to the start of the spring 2015 semester to outline the next level of work and to share the updated college-wide student success data informing our plans. We have held such meetings for the last four years, chaired by the President and her Cabinet, but are shifting the focus to new standards associated with equity and completion and are bringing in a re-design consultant who will work across the college to support the department-level work needed to achieve our goals.

Simultaneously, the college is providing all faculty with a data portfolio highlighting their department's student success profile (disaggregated by ethnicity) to direct attention to achievement gaps for specific groups of students that may require special attention in course acceleration and redesign work underway or anticipated. As the new enrollment management and registration systems combine with Degree Audit, course redesign, and comprehensive educational planning upon entry at SAC, we are aware that students who began their studies under previous policies may be at risk of not getting the classes they require as we transition to the new structures and practices described in this application. As a college that has serves a super-majority population of students who are Latino and low income, special measures are required to ensure that we continue to shrink equity gaps as we activate policies that both provide more resources to students and expect more of them. For example, when re-engineering the math and English pathways to guarantee access for new students, we studied placement test data and course-taking patterns for currently enrolled students and followed up with them individually to urge them to maintain their momentum by enrolling in the winter intersession and spring term.

Finally, one anticipated consequence of the work outlined in this application is that even more students will be academically ready for college and will pursue it in Santa Ana. For this reason, knowing the financial hardships that will impede their progress, SAC's President has linked the college's Centennial Celebration, occurring from January 2015 through the 2016 graduation, with a huge fundraising campaign branded, "*100 for the 100th*" in an effort to secure 100 new endowed scholarships that will provide students with renewable awards to accelerate their advancement through SAC to completion and the B.A. As an incentive to donors the SAC Foundation offered 1:1 matching funds to double the value of the first \$1 million in contributions. We are pleased to note that the matching fund was exhausted during the fall 2014 semester as the campaign continues to attract donors who support the goals articulated herein.

From the university perspective (where demand far exceeds capacity locally) the emphasis on throughput to degree attainment is compatible with the key strategic priorities of both the Partnership and this award. One unintended consequence of our capacity-building work is that as academic achievement rises for all student groups, gaps across groups too often remain unchanged, leaving the place-based students of color increasingly at risk, despite the benefits that guaranteed transfer agreements provide. To address this, in addition to pursuing authority to offer the B.A. at SAC, we have established an early warning system to ensure students are continuously aware of the transfer GPA requirements and the consequences of academic mediocrity on their B.A. prospects. Anticipating a rise in students who are qualified but may need additional support to navigate the university and succeed, both UCI and CSUF have established support programs that target Partnership students matriculating for the B.A., including peer mentors, scholarships, and visible service hubs for undocumented student scholars (Dream Centers) to create a welcoming environment that eases access to academic and co-curricular supports.

Sustainability

#8. Key strengths and assets for encouraging a culture of innovation and adaptability within and across all entities participating in the application, sustaining the changes being made and achieving the goals identified. Address leadership, institutional commitment, existing relationships among the application participants, and external partnerships or resources being leveraged.

The key strengths and assets of the Santa Ana Partnership stem from its long and successful history of sustaining practices and policy reforms initiated through well-established collaborative relationships regionally. We have focused on equity and student success at scale, aligning mission-central work across the collaborative that is inherently important to the Partnership's organizational affiliates. We continuously engage both policy and decision makers as well as grassroots activists in both formal and informal consultations and meetings to achieve our ultimate vision of an academic landscape in which students master a rigorous program of study at each segmental level and where college-going, university transfer, and college completion are maximized as we minimize both the time and the cost of obtaining a B.A. These communications are continuous and reflect deep, on-going mutual commitment to the work in progress as phone calls, text messages, informal executive consultations, official board meetings, research inquiries, and formal meetings occur each and every day among a group of over 100 committed Partnership leaders, the majority of whom have more than a decade of leadership experience with the Partnership. These leaders include colleagues anchored in the collaborative's founding organizations, the City of Santa Ana, SAUSD, SAC, CSUF, and UCI as well as individuals from some of the 15 additional groups currently active on Partnership subcommittees and task forces. Higher education and high school staff work together continuously, as parents and community leaders plan and execute activities throughout the greater Santa Ana area linked to the partnership's goals. Opportunities, victories, and progress data are disseminated regularly our quarterly Partnership newsletter and other social media tools that together reach an additional 7,500 colleagues and stakeholders throughout the year—all focused on our goal of aligning organizational capital to achieve a college degree in every home in Santa Ana.

The Santa Ana Partnership collectively, and its members individually, believe that our authority to tackle the most significant barriers to student success stems from a social justice imperative, as well as from our roles as parents, community members, and leaders of business and public institutions. Three principles guide us in the achievement of our goals: 1) the belief that together we have the power and capacity to change the conditions of education for students in Santa Ana in ways that would not be possible as individuals or as single organizations, 2) a shared commitment to initiatives that are built at scale and available to all who would benefit, and, 3) a willingness to assign the executive and the implementation work of the Partnership to permanently funded organizational leaders who are well placed to influence systems and catalyze change. For this reason we have never had a separate partnership director, but rather adopt the work as an expectation that our constituents have of us as public servants and leaders in relation to creating and improving educational opportunity regionally.

Over our 30+ years of continuous operation and expansion, we have established a track record of using policy makers and organizational leaders to reshape public educational landscape. The following examples of policy and practice change have led to significant systemic changes at each segmental level and provide tangible evidence of our capacity to continue to sustain changes that address the goals identified in Item 1 of this application.

- Established formal and comprehensive data-sharing agreements across the Partnership;

- K-12 adoption of a *district policy mandating enrollment in Pre-Algebra* for all seventh grade students, coupled with the adoption of *Rigorous High School Graduation Requirements* that parallel admission requirements for the California State University and University of California;
- Establishment of *Higher Education Centers (HEC)* at all SAUSD comprehensive high schools and at the public library with dedicated staffing to serve students and parents;
- Formal engagement of parents in the partnership through *Padres Promotores de la Educación (Parent Advocates)* to engage secondary parents in the process of early college preparation;
- Instituted the *Santa Ana FUTURES fund* whereby City of Santa Ana and SAC employees can donate to a local college scholarship fund through payroll deductions;
- Eliminated of *tuition fees at Santa Ana College for high school students*;
- Established *formal data sharing agreements* that have informed our work for 20 years;
- Launched a guaranteed transfer pathway to CSU Fullerton and UC Irvine for SAUSD graduates through the *Santa Ana ¡Adelante!* promise;
- Engagement of *Comunidad Latina* credit union (with an office on campus at SAC) to provide micro-loans for students in need for books and tuition;
- Established 1:1 matching support for low-income students at SAC;
- Created Educational Partnership Centers at UCI and CSUF with full-time directors;
- Created a headquarters for the Padres Promotores de la Educación at SAC
- Established Dream Centers at UCI and CSUF to serve and retain students;

Each of these initiatives and others described in this application is carefully monitored from inception, with a clear goal of documenting their impact on pre-college student achievement, college-going overall, and on college success and attainment, specifically the number of students completing their degree in a timely manner free of debt. Our policy priorities and tactics continue to evolve against rapidly changing institutional and statewide economic conditions, always tested against the core principals described above in our quest to maximize our collective impact in meaningful ways at every juncture.

The Santa Ana Partnership Structure



#9. Strategies for engaging stakeholders (such as students, faculty, other education agencies or institutions, community members, and business leaders) and achieving commitment to the goals described in Item 1 and the changes to policies, practices, and/or systems described in the items in the Innovations section.

Since inception, the Santa Ana Partnership has focused on establishing a structural model that engages stakeholders at different levels to ensure initiatives are well developed, fully executed, judiciously monitored, carefully evaluated, and able to impact policy and practice in all segments and sectors. The Partnership maintains its flexibility to contract, expand and evolve to meet the changing needs and engage new stakeholders in innovations. It is not separately staffed but instead is structured in a way that calls each member to work from his or her mission-central role in their institution or their sector, bringing with them the full force of their positional status, able to shape practice and draft policy. No individual, institution, organization, corporation or agency engaged in the Partnership believes that it has sufficient scope, resources, knowledge, or authority to impact the academic and life chances of our students alone. The work of the Partnership is to coordinate its combined assets in order to drive and sustain positive changes in policy and practice that diminish or eliminate the restraining forces that slow the upward educational momentum of our Santa Ana students. Examples of this long-standing collaborative approach have been highlighted above.

To maximize the breadth and depth of our collaborative capacity, we have created a structure that depends on operational teams we call Domain Teams comprised of faculty, administration, community agents, and parents and focused on segments of the educational pipeline as well as business engagement and philanthropy in their support of student access to college, success through the Baccalaureate and financial support. These teams meet consistently and regularly to address the identified barriers to equity in student success with clearly articulated goals and strategies in their respective sectors. Leads from these teams come together to form the Partnership's Leadership Team. The Leadership Team engages a broad array of senior level administrators, with policy and budgetary decision-making authority, collaboratively with non-administrative partners. Each representative in the Leadership Team is associated with a Domain Team and is engaged directly in the deep work of their respective sectors, K-12, Higher Education, Philanthropy, Business/Community and Parent Engagement. The Leadership Team meets twice a year to ensure broad-based communication, provide overall leadership, and make critical decisions for effective implementation of the initiative, based on shared data, mutual feedback, reflection and informed strategic discussion as provided by the domain teams. This structure allows us to be in constant synchrony across sectors, to share data, continuously monitor progress, and consider changes needed in our work to engage all students into and through college at an unprecedented level communitywide. A Core Team consisting of lead administrators from the different segments convenes monthly to review and refine the common agenda, share data for the evaluation of strategy success and needed course corrections, and to reflect on the implications of the work going forward. Institutional practices and policies across agencies are addressed and altered as needed where significant barriers are identified.

The Santa Ana Partnership is committed to growth and change in the future in two distinct but important ways. It will continue to identify and affiliate with like-minded partners from all sectors, capitalizing on their unique strengths and perspectives while seeking not just alignment, but true synergy of purpose and impact. Through regular, well-structured, formal and informal communication, operating within a cycle of continuous improvement, the Partnership constantly evaluates its capacity for sustained impact at scale.

#10. How the changes described in this application will be sustained within our existing financial resources.

One of the significant strengths of our Partnership is the three decades of continuous transformational work undertaken that has resulted in extensive policy changes at the secondary and postsecondary levels and continuous progress towards our goals through periods of prosperity and recession, periods of leadership stability and leadership transitions. Because our work is intentionally aligned with mission-critical work at all partner institutions, it is not treated like a special project add-on or short-term innovation experiment. Key leads of our Partnership are all permanent leaders at the executive and decision-making level in their organizations, funded with permanent dollars from state apportionment and other sources that are not temporary. We realize the devastating effect of temporary innovations that create short term changes in education but are ultimately eliminated when funding streams change. Our partnership has demonstrated the contrasting capacity, using short-term funds to catalyze long-term scaled up commitments and sustainability. Examples include the following:

- In 1999, immediately after submitting our first GEAR UP application we purchased textbooks from SAUSD funds to pilot Pre-Algebra in 7th grade. By the time our grant was funded, we were already piloting it in 2 of 9 Intermediate schools. The effort was adopted SAUSD-wide the following year, and has been sustained and improved since then.
- An inspirational predecessor of our Higher Education Centers was funded locally as part of a special academic academy at a comprehensive high school. We went district-wide within one year and created a scale-up strategy that gave each HEC one year of special funding support before it was fully staffed and institutionalized with state funds. We have now expanded this model to serve adults at the Santa Ana Public Library.
- Higher Education partners have fully staffed the postsecondary efforts in the plan. At Santa Ana College all members of the executive team have partnership responsibilities which extend to faculty working in concurrent enrollment, building pathways in English and math, building momentum for the baccalaureate as part of the process of starting college, and shaping outreach, admissions, counseling, veteran's, foster youth, DSPS, and scholarship departments. Staff works continuously with segmental peers and provide academic and support programs far beyond the home campus where they are anchored.
- When our executive leaders (SAUSD Superintendent, SAC President, CSUF President, and UCI Chancellor) signed a transfer guarantee in 2010, with policy and practice commitments from every segment embedded and with application to ALL Santa Ana students, there was no expiration date and no caveat for curtailing the initiative due to lack of funds. All but one of those executive leaders has since been replaced and the agreements are in full force.

In light of our historical efforts, we feel confident in claiming that our current endeavors will be effectively sustained in the long-term. This statement is not intended to minimize in any way the significance of the challenges of the work ahead. Working to unlock the full potential of New American cities like Santa Ana could yield a bank of replicable and scalable best-practices in talent development, equity, parent and community empowerment, and attainment. If this vision was not replete with restraining forces we would have declared victory long ago. Instead, we have a number of triumphs, many areas where we have taken three steps forward and one step back, and others where supportive changes in state and federal policy have added momentum to local and regional efforts.

Evaluation

#11. How we will evaluate (quantitatively and qualitatively) whether the changes described will achieve the goals identified in Item 1 and how we will use this feedback to inform future changes. Include at least 3 specific quantitative measures to be monitored regularly, including at least 1 measure that can be observed and used to gauge progress in the near term (<4 years) and at least 1 measure that will reflect progress over the long term (4 years or more).

Goal	Measure
<ul style="list-style-type: none"> • Increase the academic readiness of secondary school students for college-level work from 22% in 2000 to 75% in 2020 	Annual analysis of placement test score results, tracking each students’ trajectory, disaggregated by various sub-groups.
<ul style="list-style-type: none"> • Streamline the process for moving through Santa Ana College and into upper division work at the university. 	Annual/Semiannual analysis of rates of students’ persistence, retention, transfer, and eventual degree achievement.
<ul style="list-style-type: none"> • Increase the financial resources directly available to students enrolled in higher education 	Annual analysis of the number and total amount of scholarships/endowment funds/grants impacting students.

Our Partnership will evaluate the specific measures detailed above through our Partnership Research & Evaluation Team, which has already committed to continuous review of both progress indicators and outcomes for our collaborative based on our Partnership Scorecard measures and on data that comes from specific institutional data warehouses linked to our goals. To ensure the most comprehensive evaluation possible, we will continue to disaggregate data by gender, ethnicity, veteran, foster youth, and disability status, as well as by school site, college, and/or university as data sources permit.

Quantitative data will be gathered and analyzed through partnership data sharing agreements that are already in place. UCI and Santa Ana College will be hubs for data analysis, in coordination with the Research and Evaluation team, and them to the related mission-critical strategies within the strategic plans of partner institutions and organizations. Qualitative data that will be incorporated includes such information as the SAUSD High School Senior Survey, SAC, CSUF, CSUF Student Focus groups, and local parent evaluations of Partnership efforts. Partnership Researchers will triangulate data to validate trends and consider potential limitations, implications, and responsive action. Evaluation results will be regularly shared with stakeholders through the Partnership’s quarterly newsletter and with executive and elected leaders through briefings linked to the Partnership’s overall goals and continuing work.

Beyond descriptive data, predictive models using key variables and longitudinal data will be designed to identify individuals at-risk of not advancing to the B.A. Partnership researchers will collaborate to validate raw data and to create regression models isolating the effect of factors that are predictors of degree attainment. The resulting models will calculate the “probability of success” at an individual level that can be provided to relevant parties to inform future changes and interventions. Such actionable data will provide key partners with a versatile tool to “move the needle” and accomplish the projected targets described in the next section.

It is important to note that we have a three decade history of sharing and analyzing data to inform policy, accelerate upward educational mobility, and ensure a strong coalition of college educated leaders will live and work in the greater Santa Ana area in the decades to come. All of the researchers and analysts are funded with permanent institutional funding and are highly focused on the collaborative measures in this application, including the urgency of continuously updating data to drive professional development and strategic action.

12. Target outcomes, through 2018-2019, with baseline measures, targets, and evidence/assumptions used in their selection.

The specified target outcomes were chosen based on careful analysis of local historical and/or national trends and consideration of recent and pending efforts relative to the outcome. The most recent baseline figures, a synopsis of historical rates/counts, and target outcomes for the next 5 years are provided below for SAUSD, UCI, CSUF, and the SAC Foundation. The targets were chosen based on the exploration of historical growth averages, as well as considerations of current/pending efforts.

Partners	Goal	Baseline/Historical Trends	Targets				
			14-15	15-16	16-17	17-18	18-19
Santa Ana Unified School District	Increase the academic readiness of secondary school students for college-level work	<u>Placement in College Level English</u> Baseline ('11-'12)=22% Current ('13-'14)= 62% Avg. growth= 2.85% <u>Placement In College Level Math</u> Baseline ('11-'12)= 21% Current ('13-'14)= 45% Avg. growth= 1.5%	English: 65% Math: 46.5%	English: 68% Math: 48%	English: 71% Math: 49.5%	English: 74% Math: 51%	English: 77% Math: 52.5%
California State University, Fullerton*	Streamline the process for moving through Santa Ana College and into upper division work at the university.	<u>Persistence Rates**</u> Baseline ('10-'11)=74% Current ('12-'13)=82% Avg. growth= 4% <u>SAC Transfer Completion Rates***</u> Baseline (Cohort '09-'12)=57% Current ('11-'14)=50% Avg. growth=-3.5%	Persistence: 86% Completion: 57%	Persistence: 87% Completion: 60%	Persistence: 88% Completion: 65%	Persistence: 89% Completion: 70%	Persistence: 90% Completion: 75%
University of California, Irvine*		<u>Persistence Rates**</u> Baseline ('10-'11)=83% Current ('12-'13)=84% Avg. growth= 1% <u>SAC Transfer Completion Rates***</u> Baseline (Cohort '08-'11)=82% Current (Cohort '11-'14)=82% Avg. growth=0%	Persistence: 85% Completion: 85%	Persistence: 86% Completion: 88%	Persistence: 87% Completion: 90%	Persistence: 88% Completion: 92%	Persistence: 90% Completion: 94%
Santa Ana College Foundation	Increase the financial resources directly available to students enrolled in higher education	<u>Total Funds Impacting Students</u> Baseline:('12-'13)= \$884,000 Current ('13-'14)= \$1,126,000 Expected average growth: 10%	\$1,238,600	\$ 1,362,460	\$ 1,498,706	\$ 1,648,576	\$1,813,434

* Data shown is reflective of SAUSD graduates exclusively, as they are the only students that rates of persistence & graduation are able of being more accurately tracked via data sharing agreements of the partnership.

** Entering SAUSD students who persist from 1st to 2nd year at current University

*** 3-year transfer completion rate, SAUSD through current University

The following was compiled from the California Community College scorecard, exploring the historical persistence* (pers.) and completion** (comp.) rates for disaggregated cohorts at SAC. This descriptive data, complemented by more rigorous analyses of disproportionate impact, serves as a gauge as to whether programs/services are being effective in streamlining the education pipeline. Projected goals were calculated with the average growth from previous years as well as any relevant unique considerations.

Cohort:	Cohort '03-'04		Cohort '04-'05		Cohort '05-'06		Cohort '06-'07		Cohort '07-'08		'08-'09 Projected		'09-'10 Projected		'10-'11 Projected		'11-'12 Projected	
	Comp.	Pers.	Comp.	Pers.	Comp.	Pers.	Comp.	Pers.	Comp.	Pers.	Comp.	Pers.	Comp.	Pers.	Comp.	Pers.	Comp.	Pers.
All	41.80%	74.90%	43.90%	74.30%	47.10%	76.20%	48.80%	75.30%	46.00%	74.10%	48.05%	75.10%	51.10%	77.10%	55.15%	80.10%	60.20%	84.10%
Female	44.30%	75.80%	44.90%	76.30%	48.00%	76.10%	49.50%	75.60%	47.00%	75.50%	48.68%	76.50%	51.35%	78.50%	55.03%	81.50%	59.70%	85.50%
Male	39.10%	73.80%	42.90%	72.30%	46.20%	76.20%	48.00%	75.00%	45.10%	72.70%	47.60%	73.70%	51.10%	75.70%	55.60%	78.70%	61.10%	82.70%
< 20 years old	42.40%	74.50%	45.10%	74.60%	48.60%	76.90%	50.00%	75.40%	47.90%	74.20%	50.28%	75.20%	53.65%	77.20%	58.03%	80.20%	63.40%	84.20%
20 to 24 years old	43.00%	75.80%	41.30%	70.10%	42.10%	70.10%	50.00%	76.80%	38.30%	72.80%	38.13%	73.80%	38.95%	75.80%	40.78%	78.80%	43.60%	82.80%
25 to 39 years old	39.10%	74.70%	36.90%	74.80%	37.40%	73.80%	34.10%	71.50%	38.30%	72.90%	39.10%	73.90%	40.90%	75.90%	43.70%	78.90%	47.50%	82.90%
40+ years old	29.80%	80.90%	34.40%	87.50%	36.40%	80.00%	33.30%	76.50%	37.00%	78.30%	39.80%	79.30%	43.60%	81.30%	48.40%	84.30%	54.20%	88.30%
African American	48.60%	74.30%	53.30%	73.30%	64.00%	80.00%	45.90%	75.70%	54.50%	61.40%	56.98%	62.40%	60.45%	64.40%	64.93%	67.40%	70.40%	71.40%
American Indian/Alaska Native	22.20%	66.70%	14.30%	100.00%	75.00%	75.00%	38.50%	92.30%	41.70%	83.30%	46.58%	87.45%	51.45%	91.60%	56.33%	95.75%	61.20%	99.90%
Asian	60.00%	84.30%	63.50%	77.30%	58.80%	79.40%	65.50%	78.40%	62.10%	76.30%	63.63%	77.30%	66.15%	79.30%	69.68%	82.30%	74.20%	86.30%
Filipino	50.00%	83.30%	44.40%	81.50%	39.30%	85.70%	45.00%	72.50%	58.60%	86.20%	61.75%	87.93%	65.90%	90.65%	71.05%	94.38%	77.20%	99.10%
Hispanic	33.50%	73.80%	35.40%	73.10%	38.50%	72.30%	41.20%	71.80%	39.60%	74.00%	42.13%	75.05%	45.65%	77.10%	50.18%	80.15%	55.70%	84.20%
Pacific Islander	20.00%	80.00%	20.00%	60.00%	36.40%	68.20%	35.30%	88.20%	45.50%	54.50%	52.88%	55.50%	61.25%	57.50%	70.63%	60.50%	81.00%	64.50%
White	53.80%	70.20%	61.30%	78.20%	57.10%	80.90%	57.40%	80.40%	53.80%	74.40%	54.80%	76.45%	56.80%	79.50%	59.80%	83.55%	63.80%	88.60%

Persistence* (Pers.) is the percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who enrolled in the first three consecutive terms.
Completion (Comp.)** is the percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes.

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CALIFORNIA STATE UNIVERSITY, FULLERTON

Mildred García, Ed.D., President

2600 Nutwood Avenue, Suite 1000, Fullerton, CA 92831 / T 657-278-3456 / F 657-278-1332

December 16, 2014

Michael Cohen
Director, California Department of Finance
Education Systems Unit—Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Mr. Cohen:

It is with great enthusiasm that California State University, Fullerton (CSUF) fully supports the Santa Ana Partnership Innovation Award. CSUF is a Hispanic Serving Institution and Asian American and Native American Pacific Islander-Serving Institution that is committed to enhancing access and success among a diverse population. CSUF is dedicated to reducing the achievement gap and ensuring all students a high quality educational experience. Our partnerships with the local community play an essential role in enhancing access to higher education, and serving our local students, schools, and communities.

As a collaborator of the Santa Ana Partnership for the past 31 years, CSUF has demonstrated a long-standing, genuine commitment to serving the Santa Ana community. Santa Ana is a Latino-rich community with 85% of students who qualify for free/reduced price meals and 72% of students who are limited English speakers. Our partnership efforts in Santa Ana include programs for students, professional development for teachers and staff, parent engagement, and policy reforms that are aimed at exposing a greater percentage of the population to higher education and enhancing the academic preparation and thus access to higher education for success in the baccalaureate and beyond.

Through this intersegmental collaboration with Santa Ana Unified School District, Santa Ana College, California State University, Fullerton, and the University of California, Irvine we have implemented a number of pathway initiatives at scale designed to shorten both the time required and the overcosts of the baccalaureate degree. The success of these policies and practices has been instrumental in achieving the transformational improvements in educational achievement associated with the Partnership. CSUF is committed to investing in the Santa Ana community and serving as a collaborator of the Santa Ana Partnership for years to come.

The Innovation Award would infuse resources to allow the Santa Ana Partnership to continue to innovate in the upcoming years. CSUF looks forward to supporting the Santa Ana Partnership and fostering future generations of college graduates. Please feel free to contact me via telephone at (657) 278-3456.

Sincerely,

A handwritten signature in blue ink that reads "Mildred Garcia".

Mildred García, Ed.D.
President

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CITY OF SANTA ANA

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MAYOR PRO TEM

Vincent F. Sarmiento
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January 6, 2015

California Department of Finance
Education Systems Unit—Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear California Department of Finance:

The City of Santa Ana is proud to have been a founding member of the Santa Ana Partnership which originated in 1983. The culture of the Partnership and its substantive initiatives have combined with the assets unique to a municipality to create a vibrant city that is deeply invested in education and educational attainment in higher education.

A good example of the leadership of the Santa Ana Partnership was the City's initiative to change the motto of our community to "Education First" which was blanketed throughout the community in the form of City business cards, letterhead, City signs, vehicles and the iconic water tower. The Education First motto demonstrated the City's commitment to the Santa Ana Partnership by conveying the philosophy that quality education and achievement are non-negotiable preconditions to the economic vitality that would determine Santa Ana's future.

Specific efforts the City embarked upon to further demonstrate its commitment to Education First was the creation of the Santa Ana Future's Fund in 1989. In this innovative program, all city employees were encouraged to donate a few dollars a month from their paycheck to make college possible for young people in Santa Ana. Today that fund is a multi-million dollar endowment that awards over \$100,000 annually to local students to reduce the cost of college tuition. Students are eligible to apply for renewals to support upper division studies at the university and thousands have benefitted over the life of the program. So many communities have expressed an interest in this home-grown strategy that the effort has been featured by an organization CEO's for Cities that broadcasts exceptional work underway between higher education and municipalities across the nation.

More recently, the City of Santa Ana established the One Stop Higher Education Center (OSHEC) in the Main Library located in downtown Santa Ana. OSHEC's mission is to help more residents access critical information

CITY ATTORNEY
Sonia R. Carvalho

CITY MANAGER
David Cavazos

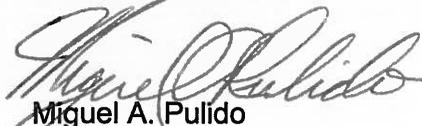
CLERK OF THE COUNCIL
Maria D. Huizar

Letter to California Department of Finance
January 6, 2015
Page 2

about college. The center is staffed with colleagues from throughout the partnership and has already emerged as a hub for local high school students, parents, and veterans seeking information and assistance to help them start, re-start, or continue their college studies.

In closing, please know that our longstanding work has helped our community earn a national reputation as a place where leaders with differences work, think, plan, and act together for the long term benefit of the families and businesses that comprise Santa Ana. Helping all residents know that college is possible, important, and affordable has transformed our community. We are eager for the work ahead and appreciate your consideration of our community for the Innovation Award.

Sincerely,



Miguel A. Pulido
Mayor



The Orange County
**Hispanic
Education Endowment
Fund**

January 05, 2015

California Department of Finance
Education Systems Unit- Innovation Awards
915 L Street---7th Floor
Sacramento, CA 95814

I write in support of the Santa Ana Partnership Proposal in my former role as the UC Irvine Director of the Center for Educational Partnerships and the UCI Partnership leader from 1990-2007, as a cofounder and chair of the Hispanic Education Endowment Fund (HEEF) and as a current member of the Santa Ana Partnership Philanthropy Team from 2007 to the present.

HEEF and the Partnership share common goals that are counterintuitive to the current view about the Latino community: to sustain a college going culture in K-12 by replacing all project based equity programs with competitive admissions outcomes for all, guaranteed UCI and CSUF admission as the default, completion of the BA as a prelude to graduate and professional school, and participation in the civic and cultural life of Orange County (OC) and beyond.

In 1990, the OC Latino leadership and the corporate and business sector established HEEF, a Fund of the OC Community Foundation, to provide Pell grant eligible Latino US citizens, permanent residents and Dream Act students with college scholarships.

Valued at \$3.5M as of 09/30/14, HEEF has awarded \$2.3M to 2,000 Scholars since 1995. In 2014, HEEF awarded \$146,000 to 121 students of which 52 Santa Ana USD (SAUSD) and Santa Ana College (SAC) transfers received \$56,900. HEEF aligns with your Award Goals to:

(1) *"Significantly increase the number of bachelor's degrees awarded"* because it has prioritized the 4-year college bound first time frosh, CC Transfer and the Dream Act student;

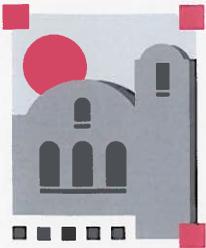
(2) *"Allow students to complete bachelor's degrees within 4 years"* because HEEF's MOU requires colleges to reduce loan/ work-study instead of replacing grants with scholarships;

(3) *"Ease transfer...across the state's education segments"* because the 2014 Santa Ana Partnership graduates enrolled at 6 UC's, 7 CSU's and 5 private colleges as compared to previous graduates who chose local colleges only.

SAUSD, SAC, CSUF, UCI, the Latino and non-Latino community serve in silent ways as volunteers to read On-Line applications annually, interview candidates, work behind the scenes for the annual HEEF dinner, and direct new corporate and philanthropic donors to invest. In 2014, HEEF met a \$30,000 challenge grant from a donor whom a HEEF volunteer directed to us. Continuity and capacity have propelled the Partnership since 1983 and HEEF since 1990!

A handwritten signature in black ink that reads "Juan Francisco Lara". The signature is fluid and cursive.

Juan Francisco Lara, Ph.D., HEEF Chairman, LARA@heef.org, 626.390.0176
HEEF 4041 MacArthur Blvd., Suite 510, Newport Beach, CA 92660



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January 5, 2015

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Santa Ana, CA 92704-3424
(714) 241-5812

Centennial Education Center
2900 W. Edinger Ave.
Santa Ana, CA 92704-3902
(714) 241-5700

Basic Fire Academy
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(714) 841-9645

**CJTC-Orange County Sheriff's
Regional Training Academy**
15991 Armstrong Ave.
Tustin, CA 92782
(714) 566-9200



Selection Committee
Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit-Innovation Awards
7th Floor
9151 L Street
Sacramento, CA 95814

Dear Members of the Selection Committee:

It gives me great pleasure, on behalf of the Padres Promotores de la Educación, to write this letter in support of the Santa Ana Partnership's Innovation Awards application.

The Padres Promotores de la Educación program engages parents of secondary school students in the Santa Ana Unified School District as coaches and mentors to other parents in helping to guide their children in early college preparation to ensure more Latino students are prepared for and enroll in college. The Santa Ana Partnership gave birth to our program in 2001 and has fully supported its growth and institutionalization within its leadership structure.

A cadre of 40 parents are recruited, trained and processed to serve as Promotores each year. These parents conduct home visits and community dialogues during which they explain to families the steps needed, from middle school through high school, to adequately prepare for college, to plan for the cost of college, and encourage families to work with their children to meet all application deadlines for college, financial aid, and scholarships. Promotores also hold leadership roles within the Santa Ana Partnership structure to ensure parents have a role and a voice in decision making. Our program has received local, regional and national recognition by the Campaign for College Opportunity, the National Center for Community and Educational Partnerships, and the Lumina Foundation

Santa Ana College, as the lead institution in the Santa Ana Partnership, supports the Promotores program with staff, stipends for parents, and a dedicated office for the program. The work in developing, growing and institutionalizing this proven parent engagement model demonstrates a bold innovation in supporting the goals of the Partnership to see more students enroll and succeed in college.

Most recently, the Padres Promotores have expanded their reach to Latino parents of new college students to ensure families continue to support and encourage their children through the first two years in college. The Padres Promotores have developed lessons and strategies specific to this population and both families and students are reaping the benefits.

It is because of this commitment to our community's youth and their families and its record for innovations that result in greater number of our youth achieving a postsecondary degree and their efforts in helping our children in financing their education without debt that I, on behalf of our 500 current and past Padres Promotores de la Educación, offer our absolute support for this application and consider the Santa Ana Partnership the most worthy recipient of this recognition.

Sincerely,

Rosa Harrizon
Padres Promotores de la Educación Lead

PRESIDENT: Erlinda J. Martinez, Ed.D.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES:

Claudia C. Alvarez • Arianna P. Barrios • John R. Hanna • Lawrence R. "Larry" Labrado • Jose Solorio • Nelida Mendoza Yanez • Phillip E. Yarbrough

CHANCELLOR: Raúl Rodríguez, Ph.D.



January 7, 2015

Michael Cohen
Director, California Department of Finance
Education Systems Unit – Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Mr. Cohen:

After more than a decade of ventures in association with the Santa Ana Partnership, the Santa Ana College Foundation (SACF) reframed its strategic plan to focus more exclusively on leveraging its substantial and growing capital to directly impact innovation in education and student success through collaboration. This new strategic direction caused us to re-frame the way in which we reached out to donors from that of a singular entity to an official affiliate of the Santa Ana Partnership. This approach allowed us to link the sweeping changes to policy and practice underway across the Partnership to critical resource gaps that philanthropic organizations like us were uniquely positioned to address to elevate college progress and completion. Key tactics have included:

- Offering low-income students a 1:1 match to meet the unfunded costs of attending SAC,
- Officially linking the SACF's Innovation and Student Success Grant Program to the equity and completion goals of the college and the Partnership,
- Connecting individual donors to transfer-center initiatives such as the UCI Summer Scholars Transfer Institute and the Research Scholars Program,
- Serving as a fiscal agent for the Partnership to increase available resources, and
- Connecting SAC's Centennial Fundraising Campaign (with \$1 million dollars in dedicated matching funds) to the Partnership's effort to dramatically expand endowed scholarship funds that would ensure supplemental funding for students in perpetuity.

In each of these areas our strategic association with the Partnership has enabled us to exceed fundraising goals and has brought the fresh faces of students and their unfolding dreams to the center of our philanthropic priorities. As the Executive Director of the SAC Foundation, I also currently co-chair the Business and Philanthropy Domain within the Partnership and frequently travel with other Partnership leaders to national innovation meetings to disseminate our work and to learn about new cutting edge approaches to student success and equity that we can adapt for local use.

Please consider this letter to be evidence of the commitment of the Santa Ana College Foundation and its assets of \$6,972,429 to the present and future work outlined in this application. Collaborating to transform the conditions of education in relation to the cost of the B.A. and the time required to achieve it has, in turn, transformed the SAC Foundation itself. I enthusiastically endorse this application and on behalf of the Foundation commit to a long term future of collaboration with the Santa Ana Partnership.

Sincerely,

A handwritten signature in black ink, appearing to read "Christina Romero".

Christina Romero, M.A.
Executive Director
Office of College Advancement

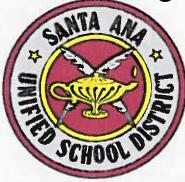
1530 W. 17th Street Santa Ana, CA 92706-3398

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Santa Ana Unified School District

Richard L. Miller, Ph.D.
Superintendent

California Department of Finance
Education Systems Unit—Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear California Department of Finance:

As superintendent of the Santa Ana Unified School District, I am writing to wholeheartedly endorse the Innovation Award application being submitted by Santa Ana College on behalf of the Santa Ana Partnership. The long history of the collaborative and its clear and consistent focus on maximizing preparation for college, access to college, and completion of college is a perfect strategic complement to the most fundamental goals of the school district.

Our community is well positioned to provide the state and the nation with a model of coordinated talent-development that aligns assets across institutional and organizational boundaries to transform the conditions of education and the outputs of educational institutions. Our ability to gather, analyze, and act on data that highlight victories and vulnerabilities in relation to our overall goals combines with the boundary-spanning culture of the Partnership to accelerate the time from initial analysis of problems to action, refinement, and scaled implementation.

These capacities have served the Partnership well over its three decades of educational attainment work, and I am extremely proud to note that the foundation for much of the progress has been dramatically expanded by changes to policy and practice in SAUSD that include, but are not limited to, a commitment to graduating students from high school academically ready for college-level work, the continual expansion of opportunities to start college early through the Partnership, and linking strategic plans across the educational segments.

An examination of educational achievement in Santa Ana will make it evident that we have a long way to go, but our track record of working at scale, focusing on equality of outcomes, and working in the academic, co-curricular, intersegmental community and parent domains while getting results that can be measured in student terms—positions us very well for the next level of success. In my meetings with Santa Ana College President, Erlinda Martinez, we reinforce collaborative priorities and mobilize to ensure they are addressed as the hundreds of active partners and staff associated with the collaborative help students, families, and educators make college degrees achievable for the thousands of first generation high school graduates who carry the dreams of their entire families with them into higher education. I am proud to help lead and to harness the power of the Santa Ana Partnership to make the difference locally for the nearly 60,000 students we serve in the Santa Ana Unified School District.

Sincerely,

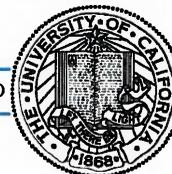
A handwritten signature in black ink that reads "Rick Miller".

Rick Miller, Ph.D., Superintendent
Santa Ana Unified School District

1601 E. Chestnut Ave., Santa Ana, CA 92701, (714) 558-5501

BOARD OF EDUCATION

John Palacio, President • Cecilia "Ceci" Iglesias, Vice President
Valerie Amezcu, Clerk • José Alfredo Hernández, J.D., Member • Rob Richardson, Member



January 1, 2015

Committee on Awards For Innovation in Higher Education
California Department of Finance
Education Systems Unit-Innovation Awards
7th Floor
915 L Street
Sacramento CA, 95814

RE: Innovation Submission on Behalf of the Santa Ana Partnership

Dear Esteemed Committee Members,

The University of California, Irvine (UCI) is a founding member of the Santa Ana Partnership and has been working steadily with intersegmental and community partners since 1983 to make the greater Santa Ana area a national model for collaborative reform and innovation in education. UCI, led by the Center for Educational Partnerships, has served as the hub for student academic achievement research, and a designer and implementer of model programs that prepare teachers, engage students and empower parents to increase higher educational attainment for students in one of the nations most Latino cities. Our work in Santa Ana has attracted national attention because of the results we have achieved at scale in secondary and community college work which have led us to close the achievement gap in key indicators of academic college placement in English and math and university transfer.

UCI's Center for Educational Partnerships (CFEP) has played a critical role in these successes by engaging Santa Ana schools and teachers in a range of ways to provide information and motivation, and to effect institutional change. UCI is engaged in all Santa Ana High Schools to support counselors and work directly with students to provide critical information about the college preparation and application process. We deploy UCI students and staff into each school weekly to serve as role models, mentors and tutors. Our staff offer bilingual presentations to parents, and UCI hosts nearly 100 parents at our campus each summer for a two-day institute that assists parents to become educational advocates for their students. We have assisted Santa Ana and other districts throughout the region to transition to the Common Core State Standards, developing model curricula and training teachers in Mathematics, Language Arts and History through the California Subject Matter Projects.

Our collaborative work has engaged Santa Ana students at the Community College level, as well, and created alignment between our institutions by strengthening the transfer pathway and supporting students in that journey.

In an effort to strengthen the pathway to UCI for students from Santa Ana College (SAC), in 2001 we created U-Link, a pathway to admission at UCI that was linked to academic learning

communities and unique campus activities that would cultivate a sense of belonging and capacity to succeed at UCI among SAC students. To enable students to traverse the divide between a community college and a Tier 1 Research Institution, we created the Summer Scholars Transfer Institute, an intensive ten-day residential summer institute for community college students held on the UCI campus. This program offers three credit-bearing courses in English and Physical and Social Sciences, and serves approximately 100 students from Santa Ana and Rio Hondo Community Colleges each summer. The collaborative program incorporates the use of instructional teams composed of UCI and Santa Ana College faculty, counselors, and two teaching assistants. The faculty and staff reside in the residence halls with the students during the program to facilitate the development of a learning community and support students during the impacted and rigorous course of study.

This selected list of CFEP programming in Santa Ana demonstrates the history of sustained engagement, development of innovative programming, and commitment of university resources to this critical collaborative endeavor. It is our vision and practice to be a part of a community of educators and administrators working collectively to achieve our goal of a college degree in every home in the city of Santa Ana.

Sincerely,

A handwritten signature in black ink, appearing to read "Howard Gillman". The signature is fluid and cursive, with a large initial "H" and a long, sweeping underline.

Howard Gillman, Chancellor
University of California, Irvine

The Santa Ana Partnership Scorecard

Santa Ana Partnership



PROMOTING EDUCATION

		Graduating class of:				2011	2012	2013	2014	Goal for 2015	Goal for 2020	Goal for 2025
COLLEGE READINES	Number of SAUSD Graduating Seniors		3,561	3,672	3,339	3,342	n/a	n/a	n/a			
	On-Time GRADUATION Rate		83% (2,956)	85% (3,121)	86% (2,871)	86% (2,874)	88%	90%	92%			
	FAFSA Submitted		--	43% (1,579)	48% (1,603)	81% (2,707)	89%	92%	95%			



		Graduating class of:				2011	2012	2013	2014	Goal for 2015	Goal for 2020	Goal for 2025
Number of SAUSD Graduating Seniors			3,561	3,672	3,339	3,342	n/a	n/a	n/a			
COLLEGE-GOING	% to SAC*		32% (1,139)	34% (1,248)	49% (1,636)	46% (1,537)	50%	55%	60%			
	% to CSUF*		3% (107)	4% (147)	6% (200)	5% (167)	6%	7%	8%			
	% to UCI*		2% (71)	2% (73)	3% (100)	2% (67)	3%	4%	5%			
	% to Other Institutions		21% (748)	18% (661)	16% (534)	20% (668)	20%	22%	24%			
	Total attending postsecondary		58% (2,065)	58% (2,130)	74% (2,471)	73% (2,440)	78%	83%	88%			
	Unknown		42% (1,496)	42% (1,542)	26% (868)	27% (902)	22%	17%	12%			



		Graduating class of:				2011	2012	2013	2014	Goal for 2015	Goal for 2020	Goal for 2025
PERSISTENCE	Entering SAUSD who persist from 1 st to 2 nd year at SAC		65% (767/1,174)	62% (815/1,314)	66% (907/1,369)	Available Fall 2015	68%	69%	70%			
	Entering SAUSD who persist from 1 st to 2 nd year at CSUF		74% (90/121)	81% (122/150)	82% (139/167)		86%	90%	94%			
	Entering SAUSD who persist from 1 st to 2 nd year at UCI		83%	84%	84%		85%	86%	87%			
	Transfer from SAC to CSUF who persist from 1 st to 2 nd year		74% (252/313)	80% (273/340)	82% (355/433)		86%	90%	94%			



			Cohort Completion data for				2011	2012	2013	2014	Goal 2015	Goal 2020	Goal 2025
COLLEGE COMPLETION	SAC	Post-secondary certificate attainment at SAC		1,206	1,298	1,303	1,696	1,859	2,000	2,250			
		AA/AS degree attainment at SAC		1,445	1,503	1,702	1,908	2,098	2,400	2,550			
		Number of SAC transfers to 4-year universities		2,096	2,229	2,216	2,075	2,283	2,300	2,400			
	Cohort Completion data for			'05-'11	'06-'12	'07-'13	'08-'14	Goal '09-'15	Goal '10-'16	Goal '11-'17			
	1 st time freshmen 6-yr completion rate	CSUF	SAUSD		46% (42/90)	35% (39/110)	41% (44/106)	41% (54/122)	45%	50%	55%		
			General		51% (1948/3,820)	50% (1,869/3,737)	51% (2,061/4,042)	54% (2,440/4,519)	n/a	n/a	n/a		
		UCI	SAUSD		70%	90%	77%	82.5%	85%	90%	95%		
			General		82%	85%	86%	86%	n/a	n/a	n/a		
	Cohort Completion data for			'08-2011	'09-'12	'10-'13	'11-'14	Goal '12-'15	Goal '13-'16	Goal '14-'17			
	3-year transfer completion	CSUF	SAUSD through SAC		--	57% (44/77)	56% (63/113)	50% (49/98)	57%	60%	65%		
			General Transfers		55% (1695/3,082)	58% (2,204/3,800)	60% (2,499/4,165)	63% (2,225/3,532)	n/a	n/a	n/a		
		UCI	SAUSD through SAC		82%	76%	81%	79%	85%	88%	90%		
General Transfers				83%	83%	85%	87%	n/a	n/a	n/a			



January, 2015

Santa Ana *iAdelante!*

A College Degree in every Home by 2020

GOAL: To see a college degree in every home in Santa Ana by 2020

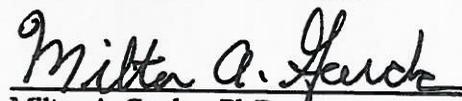
Strategy: Beginning in fall 2011, the Santa Ana Partnership including the Santa Ana Unified School District, Santa Ana College, California State University, Fullerton and the University of California, Irvine will provide a variety of educational benefits and services to participating SAUSD graduates.

- Early *college and career planning* beginning in the 6th grade for both parents and students in the SAUSD.
- All 6th grade students and parents will sign the “*My College-Going Pledge*”.
- SAUSD seniors will receive *priority registration to SAC* the fall semester prior to graduating from high school.
- The City of Santa Ana will continue to promote the *Santa Ana Futures Scholarship* as part of their annual employee payroll deduction program, providing continuing financial support.
- All SAUSD students attending SAC will receive individual assistance to ensure they access all available *financial aid while at SAC*.
- Continued and coordinated early outreach efforts and college-bound activities for parents and students, 9th through 12th grade, led by *Achieving College*, a network of high school counselors and outreach staff from SAC, CSU Fullerton, and UC Irvine.
- CSU Fullerton and UC Irvine will provide *guaranteed college admission* to all SAUSD students who successfully meet admissions standards and complete all transfer requirements on time at SAC.

We, the undersigned chief executive officers of our respective institutions, agree to the implementation of the program outlined above and to its continuous improvement thereafter. It is understood that the first students eligible to participate in this program would graduate from SAUSD in spring 2011, matriculate at SAC fall 2011, and transfer to CSU Fullerton or UC Irvine within five years, depending on their ability to enroll in required transfer classes at SAC, with additional cohorts advancing annually thereafter.


Thelma Meléndez de Santa Ana, Ph.D.
Superintendent
Santa Ana Unified School District




Milton A. Gordon, Ph.D.
President
California State University, Fullerton




Erlinda J. Martínez, Ed.D.
President
Santa Ana College




Michael V. Drake, M.D.
Chancellor
University of California, Irvine



SANTA ANA ¡ADELANTE!

COLLEGE PLEDGE: A COLLEGE DEGREE IN EVERY HOME

 Santa Ana Unified School District	 SANTA ANA COLLEGE	 CALIFORNIA STATE UNIVERSITY FULLERTON	 UC Irvine
<p><u>Middle School:</u></p> <ul style="list-style-type: none"> ▪ Students receive college and career planning curriculum 6th through 12th grade. ▪ Students sign the "College Pledge". ▪ Middle schools will establish a college-going culture through weekly college days, monthly special activities, and college visits. ▪ Middle school pre-EAP test will be piloted. <p><u>High School:</u></p> <ul style="list-style-type: none"> ▪ College and Career planning curriculum continues 9th through 12th grade. ▪ College nights are held for both parents and students each spring. ▪ All juniors take the EAP and develop college-going plans using the Transcript Evaluation Service. ▪ Family Financial Aid/Scholarship Nights are held at each high school with FAFSA filing support. ▪ School and District leaders will continue to participate in Achieving College through the Partnership to continuously strengthen the college-going pathway. 	<ul style="list-style-type: none"> ▪ Will continue to provide leadership to Achieving College which coordinates college-bound activities for students and parents through a network of outreach professionals from SAC, CSUF, and UCI. ▪ All SAUSD seniors are assisted in completing a SAC application. ▪ SAUSD seniors interested in attending SAC in the fall will take the college placement tests at their own high school site. ▪ SAUSD seniors wishing to enroll in fall semester will receive priority registration to SAC in the spring before graduating from high school. ▪ All SAUSD seniors with financial need attending SAC will receive financial assistance and support services to advance their progress towards transfer. ▪ SAC utilizes CSU's EAP for placement in college level Math and English classes. 	<ul style="list-style-type: none"> ▪ CSUF will provide a letter of acceptance to each SAUSD senior enrolling at SAC with intent to transfer to CSUF and who meets CSUF admissions standards upon completion of required coursework. ▪ SAUSD/SAC students will receive a CSUF library card and have access to all library services at CSUF. ▪ CSUF will host an annual gathering for Santa Ana Pledge students en route to CSUF. ▪ CSUF staff will work with SAC faculty and Santa Ana Partnership colleagues to ensure students receive regular communications regarding opportunities and programs at CSUF. 	<ul style="list-style-type: none"> ▪ UC Irvine will provide a letter of acceptance to each SAUSD senior enrolling at SAC with intent to transfer to UCI and who meets UCI admissions standards upon completion of required coursework. ▪ SAUSD/SAC students will receive a UC Irvine library card and have access to all library services at UCI. ▪ UC Irvine will host an annual gathering for Santa Ana Pledge students en route to UCI. ▪ UC Irvine staff will work with SAC faculty and Santa Ana Partnership colleagues to ensure students receive regular communications regarding opportunities and programs at UCI.
<p>The Santa Ana Unified School District, Santa Ana College, California State University, Fullerton, and University of California, Irvine together will:</p>			
<ul style="list-style-type: none"> ▪ Send a joint letter to SAUSD high school students informing them of the opportunity to participate in the program. ▪ Work to track students participating in the program (the primary tracking responsibility will be with the institution where the student is currently enrolled). ▪ Assign operational responsibility to appropriate institutional staff. ▪ Jointly pursue supplemental resources for the program through public and private sources. 			

All work designed for scale and sustainability

Integrated High School to Higher Education Strategic Plans

CTE Student Success and Completion Center Launched

Targeted Domain Teams focus on mission critical work

College Readiness

- From 28% to 61% taking the SAT
- From 21% to 80% submitting a FAFSA
- From 80% to 86% on-time graduation



Santa Ana Unified School District



College Enrollment

- From 58% to 74% college enrollment



College Persistence

- From 34% to 25% needing remedial courses
- From 68% to 89% persist to 2nd semester
- From 1,761 to 2,216 SAC students who transfer to 4-year



Congratulations! You Have Transferred!



Santa Ana ¡Adelante! Pathway to Completion and Transfer

A college degree in every home!

While in High School



A College Degree in Every Home!

- ★ All 6th grade students sign a college pledge.
- ★ Over 15,000 high school students develop academic plans for college readiness.
- ★ Articulated high school to college English and Math.
- ★ Padres Promotores lead Camino de Amistad reaching 30,000 homes annually.

Padres Promotores reach 30,000 homes annually

Summer After High School Graduation

Attend Santa Ana ¡Adelante! Transfer Planning Course



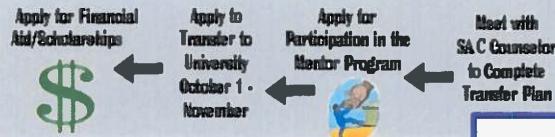
1st Year at Santa Ana College



- ★ Early college enrollment provided to all high school graduates.
- ★ Santa Ana ¡Adelante! students receive guaranteed financial support and university transfer.

Higher Education Centers in all High Schools & the main Santa Ana Library

2nd Year at Santa Ana College



Continuous, Completion-Centered Professional Development



Funds raised annually for regional completion efforts, including scholarships

\$1,250,000

INTEGRATED INTERSEGMENT PLANNING DOCUMENT

DISTRICT-WIDE COLLEGE & CAREER STRATEGIC WORK PLAN

	Lead	9 th	10 th	11 th	12 th	Measure (baseline/target)
4-Year Plan	School	<ul style="list-style-type: none"> • Create folders to follow students all 4 years. • Create electronic version. • Provide PD for teachers • Provide Life Prep Academy planning guides. 	<ul style="list-style-type: none"> • Continue PD for teachers. • Continue to stress the need for all students to have their 4 year plan updated in a timely manner in order to provide on-track support as needed. • Provide post-secondary options, such as industry certifications. 		Include in the Senior Portfolio.	<ul style="list-style-type: none"> • Increased awareness of college readiness throughout the school and with personnel. • All students will have a 4-year plan that is frequently updated and monitored. • Improved a-g passage. • Improved college-going rates. • Increased parent college knowledge • Increase industry certification completion. • Increase participation in career pathways. • Increase work-based learning opportunities. • Increase capstone course completion.
	Teachers	<ul style="list-style-type: none"> • Use during advisement, seminar or homeroom. 	<ul style="list-style-type: none"> • Review with students during advisement, seminar or homeroom. • Have English, Math, Science, Social Studies and Fine Arts teachers review what the 4-year plan should look like from their discipline perspective at each grade level. 		Assist students in including it in Senior Portfolio.	
	Counselor	Meet with each incoming 9 th grade student to explain four year plan and introduce career pathways.	Meet with each 10 th grader to update their plan.	Meet with each 11 th grader to update their plan.	Ensure all seniors have included in the Senior Portfolio.	
	Parents	Monthly meetings will cover one aspect related to college preparation and introduce career pathways.	Share student 4-year plan at each parent/teacher meeting.	<ul style="list-style-type: none"> • Notify parents of student's status for graduation in the fall of their junior year. • Meet with parents of students at risk in the spring semester. 	Have parents sign-off on each student's 4-year plan	
	Higher Education Partners (HEPs)	HEPs should be introduced at the incoming 9 th grade orientation.	Highlight 4-year plan when conducting college-prep workshops for students.	Have HEPs use 4-year plans to assist students create a plan for their first year of college.		

	Lead	9 th	10 th	11 th	12 th	Measure (baseline/target)
Increase FAFSA Submissions	School	Provide PD to all teachers regarding Financial Aid for college and opportunities for undocumented students through state laws.			Include FAFSA submission confirmation in Senior Portfolio. Provide data on FAFSA submission to all school.	<ul style="list-style-type: none"> • All eligible seniors will submit a FAFSA. • Students ineligible for the federal FAFSA will submit appropriate state applications for assistance. • All seniors will complete one scholarship application.
	Teachers	Discuss financial literacy, budgeting and saving in math class.	Discuss cost of college in math class	<ul style="list-style-type: none"> • Discuss concept and importance of income tax preparation in Econ classes. • Discuss budgeting for college plans in math classes. 	Include FAFSA in Econ class curriculum.	
	Counselor	<ul style="list-style-type: none"> • Present on cost of college to incoming 9th graders. • Expose students to alumni who have gone to college. 	Provide workshop on cost of college that is grade appropriate – perhaps during PE during first few weeks of school.	<ul style="list-style-type: none"> • FAFSA 4Caster presentation during Junior PUSH. • All juniors to fill out scholarship applications. 		
	Parents	Provide financial literacy workshop for parents.	Provide workshop on cost of college for parents. Formal workshops and at Principal Coffee Chats.	Provide workshop on financial aid options to cover cost of college (federal and state aid, scholarships, AB540)	Provide direct assistance in completing and submitting the FAFSA, state aid for community college and scholarships)	
	Higher Education Partners (HEPs)	HEPs should be introduced at the incoming 9 th grade orientation.	Provide workshops on cost of college for students.	Provide workshop on financial aid options to cover cost of college (federal and state aid, scholarships, AB540).		

Santa Ana Partnership

ACHIEVING COLLEGE NETWORK

PURPOSE:

To coordinate and collaborate in activities aimed at preparing high school students and their families for college.

MEMBERS:

HS Principals, Higher Education Center Coordinators and/or counselor representative, AP of Guidance, Outreach staff from SAC, CSUF, and UCI

CORE ACTIVITIES (For all students):

- Seniors PUSH
- Junior PUSH
- Financial Aid Late Nights
- Frosh/Soph Nights
- Know How 2 Go
- PD for counselors/teachers

Santa Ana Partnership



PROMOTING EDUCATION



GEAR UP

SAC Outreach

UCI EAOP



CSUF Upward Bound



CSUF Titan Choices



SAC Talent Search

SAC Upward Bound



ACHIEVING COLLEGE SITE TEAMS

PURPOSE:

To coordinate and collaborate in case management of students at each school site to ensure all students are advised and guided through high school graduation and college preparation.

MEMBERS:

HS Principal, AP of Guidance, Higher Education Center coordinator, Achieving College Site Team members (see back) from SAC, CSUF, and UCI, teachers and others at the school who would benefit.

CORE ACTIVITIES:

- Oversight of Transcript Analysis
- Participate in individual and group college advisement
- Promote and recruit for Achieving College activities
- Maintain database of student participation in Achieving College activities
- Serve as local link to higher education institutions' programs and services

PADRE A PADRE

PARENT TO PARENT

Lessons to Guide the Path Toward Higher Education

Introduction

This curriculum, now in its third edition, is a result of the amazing work of parents in a primarily Latino community who are passionate about ensuring that all Latino parents become knowledgeable about how to help their children prepare for college. These parents are leaders in the Santa Ana Partnership's Padres Promotores de la Educación program. The Padres Promotores de la Educación is a parent to parent model for disseminating information to Latino communities and authentically engaging Spanish-speaking parents in the pre-collegiate preparation of their children.

The Padres Promotores de la Educación program was developed by the Santa Ana Partnership to empower Latino families with the knowledge about early college preparation and the opportunity to share this knowledge with other families in their community. The program recruits and trains over 30 individuals a year and supports them through a yearlong commitment to become non-traditional outreach representatives of higher education. Their non-traditional methods include conducting home visits, pláticas and community forums focused on topics about secondary educational experience, college preparation, college options, financial aid, financial literacy and supporting their children's success in college.

This effort is a flagship program of the Santa Ana Partnership, which has been in existence since 1983. The Partnership is a nationally recognized collaboration between the Santa Ana Unified School District, Santa Ana College, California State University Fullerton, University of California Irvine, and numerous community-based organizations and businesses serving and operating in the City of Santa Ana in California. Since inception in 2001, The Padres Promotores de la Educación have received financial support from the W.K. Kellogg Foundation's ENLACE program, GEAR UP, the Lumina Foundation's Latino Student Success Initiative, the California Endowment's Building a Healthy Community strategy, and most recently, by a Financial Literacy grant from Wells Fargo.



Padre a Padre

Delivering the message of higher education to all our children

Content

Lesson #1: Understanding transitions from home through the school systems

This lesson focuses on helping parents plan their children's goals early in their academic career. It also focuses on teaching parents how they can help their children through school transitions and how to help them focus on their studies.

Lesson #2: Three important subjects: Mathematics, English and Science

What are the most important subjects in which our children must excel? Parents will learn the order in which these courses should be taken, and what happens when students fall behind in these classes.

Lesson #3: Grades and the GPA (grade point average)

This section will help parents understand their children's report cards. Why is the GPA so important? How is it calculated? Parents will learn this as well as understand what this formula has to do with the university, financial aid, scholarships and awards.

Lesson #4: Graduation Requirements*

Learn which classes your child needs to graduate from high school. In addition, get a full understanding of the California High School Exit Exam (CAHSEE), the number of credits necessary for graduation and how to obtain them.

**based on Santa Ana Unified School District*

Lesson #5: The Importance of Higher Education

Exploring the salary difference between a high school and a college graduate. Types of programs and services available to help guide students toward college and programs dedicated to help parents understand the best ways to support their children in preparation for higher education.

Lesson #6: Requirements for Higher Education

Understand "A-G" requirements and what an adequate GPA to apply to a university is. What are the required SAT/ACT and SAT II tests? Also, learn about recommended extracurricular activities and academic programs, as well as the significance and importance of a personal statement.

Lesson #7: College and University Options

This section is dedicated to the options available to students once they have graduated from high school. Also covered is the difference between these institutions, cost, and location.

Lesson #8: Covering the Cost of a Higher Education

How much does it cost to attend a college or university? This question is addressed along with the types of financial aid available for low-income families, FAFSA, scholarships, and student loans.

Lesson #9: Financial Literacy

How money is used in supporting our families. The need to create a budget and analyze monthly expenses. Developing a savings plan to benefit our children's future.

Lesson #10: Supporting a Child Already in College

How to help a child already attending college/university. The pathway from a community college to a four-year university. Resources available to help students succeed in colleges and universities.

**TEN COMMANDMENTS FOR
PARENTS OF
COLLEGE/UNIVERSITY
STUDENTS**

- 1**
Congratulate your child for having enrolled in college.
- 2**
Remind your child to register for classes before their assigned deadline.
- 3**
Know that a student needs to have 12 units to be considered full time. Anything less is part-time.
- 4**
Remind your child to pay for their classes before the deadline.
- 5**
Ask your child to apply for financial aid and scholarships each year.
- 6**
Visit the college and learn of the many programs that can help your child succeed.
- 7**
Ask your child to discover the many resources on campus that can help him/her.
- 8**
Encourage your child to participate in activities on campus that will help him/her develop leadership skills.
- 9**
Ask your child what university they plan to transfer to in order to finish their baccalaureate degree.
- 10**
Remind your child of how proud you are of him/her for pursuing a college degree.

© Santa Ana Partnership



PROMOTING
EDUCATION

PADRES PROMOTORES DE LA
EDUCACIÓN

**The Ten Education
Commandments
For Parents**

- 1**
Commit as a family to be involved in school.
- 2**
Learn how the schools are ordered. (Preschool thru college)
- 3**
Learn what my child needs to graduate successfully from high school.
- 4**
Support the learning of Mathematics, English, and Science.
- 5**
Understand how grades work. (A, B, C, D, F)
- 6**
Encourage your child to take honors and advanced courses.
- 7**
Help your child prepare for college early.
- 8**
Realize college is affordable.
- 9**
Do your part in helping your child study.
- 10**
Teach your child to hope and visualize their future.

© Santa Ana Partnership



PROMOTING
EDUCATION

PADRES PROMOTORES DE LA
EDUCACIÓN



IT'S NEVER TOO LATE TO CHANGE YOUR FUTURE

HIGHER EDUCATION CENTER AT YOUR SANTA ANA PUBLIC LIBRARY

WE CAN HELP YOU pursue all of your educational goals. Stop by and speak with a representative to answer all of your questions and assist YOU!

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• Year-round enrollment • Part-time options • Online classes • Employment skills
Veteran educational resources

FREE Programs:

Adult Basic Education • Adult High School Diploma • Career Technical Education • English as a
Second Language (ESL) • GED Preparation

Santa Ana Library • 26 Civic Center Plaza, Santa Ana Ca 92706 • www.sac.edu/highereducationcenter



Santa Ana Public Library Higher Education Center

Centro de Educación Superior en La Biblioteca Pública de Santa Ana

SEPTEMBER 2014

Higher Education Center Hours

Mondays and Thursdays	3:00 - 6:00 p.m.
Tuesdays	3:00 - 5:00 p.m.
Wednesdays	2:30 - 7:00 p.m.
Fridays	3:00 - 5:00 p.m.
First & Third Saturday	10 a.m. - 1:00 p.m.

Calendar Subject to Change

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Labor Day Holiday 	2 Taller: Padre a Padre 5-7pm Padres Promotores Abel Arredondo 3-5pm	3	4	5	6 Luisa Ruiz 10am-1pm
8 Victor Castro 3-6pm	9 Veterans Upward Bound Information Session 3-4pm Abel Arredondo 3-5pm	10 Daniel Marquez 2:30-4:30pm Margarita Aguilar 5-7pm Sara Soto 5-7pm	11 Abel Arredondo 3-5pm Maria Sanchez Mendez 4-6pm	12 Luisa Ruiz 3-5pm Sara Soto 4-6pm	13
15 Victor Castro 3-6pm	16 Abel Arredondo 3-5pm	17 Daniel Marquez 2:30-4:30pm Margarita Aguilar 5-7pm Sara Soto 5-7pm	18 Veterans Benefits Workshop 4-5pm Abel Arredondo 3-5pm Maria Sanchez Mendez 4-6pm	19 Luisa Ruiz 3-5pm Sara Soto 4-6pm	20 Luisa Ruiz 10am-1pm
22 Victor Castro 3-6pm	23 Veterans Upward Bound Information Session 4-5pm Abel Arredondo 3-5pm	24 Daniel Marquez 2:30-4:30pm Margarita Aguilar 5-7pm Sara Soto 5-7pm	25 Abel Arredondo 3-5pm Maria Sanchez Mendez 4-6pm	26 Luisa Ruiz 3-5pm Sara Soto 4-6pm	27
28 Victor Castro 3-6pm	29 Taller: Padre a Padre 5-7pm Padres Promotores Abel Arredondo 3-5pm	30 Daniel Marquez 2:30-4:30pm Margarita Aguilar 5-7pm Sara Soto 5-7pm			

SUPPORT SANTA ANA FUTURES SCHOLARSHIP



“By awarding me the Santa Ana Futures Scholarship you have lightened my financial burden, which allows me to focus on the most important aspect of school, learning.

Rosibel Mendoza, SAC Fall 2014
Santa Ana High School

“I wasn’t sure if I could be a full-time student or even attend college after high school. Thanks to this scholarship I now know I can do both. Thank you once again for providing me with this academic opportunity.”

Lorenzo Anguiano, SAC Fall 2014
Century High School

The Santa Ana Futures Scholarship (formerly Santa Ana 2000) was created to make higher education accessible to all Santa Ana Unified School District (SAUSD) graduates. This unique collaborative that has garnered national attention and has grown into the fund associated with the Santa Ana Partnership. This unique partnership strengthens college completion and makes college reachable to our Santa Ana community. The scholarship and partnership have an ambitious goal to see a college degree in every home in Santa Ana by 2025. Generous donations from employees of the City of Santa Ana, Santa Ana Unified School District (SAUSD), and Santa Ana College keep that dream alive.

BENEFITS

- In 2014, over \$92,800 was awarded to 116 students.
- Since its inception, over \$1,137,800 in scholarship money has been awarded to 2016 students in less than twenty years.
- Santa Ana Futures Scholars have successfully transferred to:
- UCI, UCLA, CSUF, CSULB, Cal Poly Pomona
- Your contributions make a difference.

IMPACT

Santa Ana Futures Scholarship Program continues to expand. It is now the only fund that directly impacts Santa Ana Unified School District students with the admission guarantee to California State University Fullerton (CSUF) or University of California, Irvine (UCI) upon graduation from Santa Ana College. The Santa Ana Futures collaboration has strengthened college completion and made college accessible to our SAC community. Contributions from the City of Santa Ana employees, Unified School District (SAUSD), and Santa Ana College assure that Santa Ana residents reach their educational dreams. Thank you for transforming the lives of our community.

CONTACT:

Santa Ana College Scholarship Program
Peggy Card-Govela, M.S.
(714)-564-6995, Card_govela_peggy@sac.edu
scholarships@sac.edu
www.sac.edu/foundation/Scholarships/

Santa Ana Partnership HS Principals and AP of Guidance Meeting

October 23, 2014
11:30 a.m. – 2 p.m.

AGENDA

Santa Ana
Partnership



PROMOTING
EDUCATION

11:30 – 11:45	Lunch	
11:45 – 12:00	<p>Introduction: Name/School/Their own pathway to college</p> <p>Objective: By 2 p.m., each school team will identify 3 things they will do differently at their school to ensure ALL of their students have the opportunity to prepare for the best postsecondary education fit possible.</p> <p>Presentation style:</p> <ul style="list-style-type: none"> • Will provide information specific to each segment • Welcome brief questions as we go through • There will be time to reflect and plan after each speaker. 	<p>Dawn Miller Assistant Superintendent Secondary Education</p> <p>Lilia Tanakeyowma Dean of Student Affairs Director, Office of School and Community Partnerships Santa Ana College Tanakeyowma_lilia@sac.edu</p>
12:00 – 12:20	<ol style="list-style-type: none"> 1. Profile of Fall 2013 Entering Class 2. Eligible vs. Competitive Applicants 3. Holistic Review Process and Scoring 4. Profile of SAUSD Admits 5. Support Programs for Students 	<p>Stephanie Reyes-Tuccio Director, Center for Educational Partnerships UCI s. revestuccio@uci.edu</p>
12:20 – 12:40	Reflection & Planning	
12:40 – 1:00	<ol style="list-style-type: none"> 1. The changing admissions environment 2. The eligibility index – what it is, what it means 3. Profile of SAUSD students who get admitted to CSUF 4. Trend data of SAUSD students at CSUF 5. Support programs for students 	<p>Melba Castro Director, Educational Partnerships CSUF melbacastro@fullerton.edu</p>
1:00 – 1:20	Reflection & Planning	
1:20 – 1:40	<ol style="list-style-type: none"> 1. The changing environment in community colleges 2. Early Decision Program and calendar for 2014-15 3. 15 year trend data of SAUSD to SAC students 4. Placement efforts 5. Santa Ana ¡Adelante! 	<p>Sara Lundquist VP, Student Services Santa Ana College Lundquist_sara@sac.edu</p>
1:40 – 2:00	Reflection & Planning	
2:00 – 2:05	Wrap up & Evaluation	Dawn Miller

Santa Ana Partnership



PROMOTING EDUCATION

**Santa Ana Partnership
SAUSD Counselors**

Professional Development Day

Friday, February 21, 2014

8:00 a.m. – 3:30 p.m.

CSUF, Mihaylo Hall

Program Agenda

7:30	Continental Breakfast – Mihaylo Hall Courtyard		Rooms				
8:00 (20 min)	Welcome and Purpose of the Day	Dawn Miller, SAUSD Sara Lundquist, SAC Stephanie Reyes-Tuccio, UCI	1506				
8:20 (1 hr)	College & Career Preparation in the age of Common Core State Standards	Bertha Benavides Community Day	1506				
10 minutes	Passing Break						
9:30 (30 min)	Guided dialogue and planning time with feeder pattern teams.	Team 1	1117				
		Team 2	1303				
		Team 3	1308				
		Team 4	1313				
10 minutes	Passing Break						
10:10 (1 hr)	Welcome and Introduction of Dr. Case	James Rodriguez, CSUF	1506				
	Workforce and College Ready: Transferable Skills and the Common Core in a Dynamic Environment	James Case Director, CSUF Career Center					
10 minutes	Passing Break						
11:20 (30 min)	Guided dialogue and planning time with feeder pattern teams.	Team 1	1117				
		Team 2	1303				
		Team 3	1308				
		Team 4	1313				
11:50	Lunch - Gastronome						
12:50 (1 hr)	California Colleges: New Tool to Help Students Track their College Preparedness Progress	Tessa Carmen De Roy CaliforniaColleges.org	1506				
1:50 (30 min)	Report Back of Morning Work	Teams					
2:20 (1 hr)	College and Career Strategic Planning: How to refine the plan to (1) focus on these 5 major themes, (2) that is 6 th through 12 th and (3) is inclusive of all stakeholders in a school (teachers, counselors, staff, parents, etc.)	Team 1	1117				
		Team 2	1303				
		Team 3	1308				
		Team 4	1313				
		<table border="1"> <tr> <td>1. 4-Year Plan</td> <td>2. Increasing A-G Completion</td> <td>3. The Personal Statement</td> </tr> <tr> <td>4. Increasing FAFSA Submission</td> <td>5. College & Career Tab in Senior Portfolio</td> <td></td> </tr> </table>	1. 4-Year Plan	2. Increasing A-G Completion	3. The Personal Statement	4. Increasing FAFSA Submission	5. College & Career Tab in Senior Portfolio
1. 4-Year Plan	2. Increasing A-G Completion	3. The Personal Statement					
4. Increasing FAFSA Submission	5. College & Career Tab in Senior Portfolio						
3:20 (10 min)	Wrap-up and Evaluation		1506				





SUPPORT the
FOUNDATION

CCGI ▶

CALIFORNIA COLLEGE
GUIDANCE INITIATIVE

Contact Us

Tessa Carmen De Roy, Ed.D.
Executive Director
California College Guidance Initiative

T: 323.999.7161  323.999.7161
E: tderoy@CaliforniaColleges.org

Welcome to the California College Guidance Initiative



Improving College Readiness to Improve College Success

Housed at the Foundation for California Community Colleges, the California College Guidance Initiative (CCGI) works to ensure that all 6th-12th grade students in California have access to a systematic baseline of guidance and support as they plan, prepare, and pay for college.

CCGI partners with K-12 school districts to support students, counselors, parents, and community-based organizations with technological tools that help guide the college planning and preparation process.

News and Updates

June 24, 2014: In the news: California College Guidance Initiative was highlighted by the Center for Digital Education for helping support English language learners. [Read full article>](#)

Fall 2014: CCGI's mobile app, *College Guide*, is now available on the Apple app store! *College Guide* is CCGI's free app for college and financial aid planning, and is geared for students in grades 10-12, as well as parents, guardians, and counselors. This app replaces the previous CCGI app, Grad Guru 4 High School. [Learn more about College Guide >](#)

[Join the CCGI mailing list](#) to receive updates about the app and other important CCGI news.



Santa Ana Partnership Math Planning Team
 Friday, September 19, 2014 – 9:00 a.m.
 RSCCD District Office, Room 114

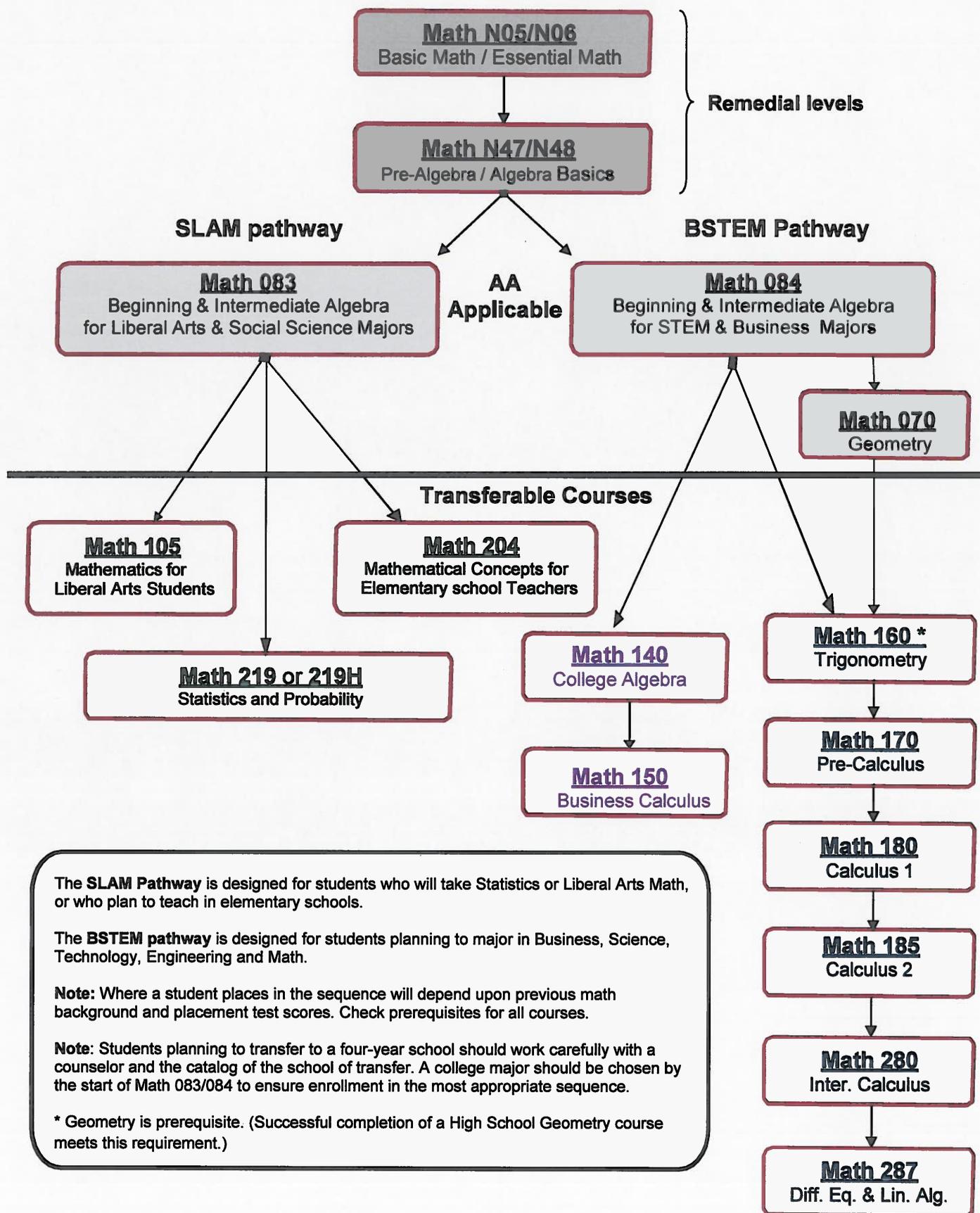
Agenda

1. Purpose, brief re-introductions for the 2014-2015 academic year
2. Data Scan of Critical Math Success Indicators (SAC and SAUSD)
 - Research data
 - CDE
 - Scorecard
3. New SAC systems capability and registration priorities (including Student Equity funds)
4. SAUSD 11th and 12th grade Math participation (develop a plan to maximize math course taking with a clear bridge to SAC.
 - a. Available/needed guidance tools, templates, practices (Four Year Academic Plans?)
 - b. Senior Year opportunities to incentivize math course enrollment
5. Course Articulation Opportunities (highlights from English)
 - a. SAC Credit/Non-Credit
 - b. SAUSD Secondary
6. High school to SAC Course Placement
 - a. Mid-year testing, options
 - b. Boot camps (results and implications)
 - c. Other tools & strategies
7. Summary of Actions/Next Steps

Planning Team Roster

Santa Ana Unified	
Dawn Miller*	Assistant Superintendent, Secondary Education
Ed Winchester	Executive Director of Secondary Curriculum and Instruction
Jenny Gautreau	Secondary Division - Math Curriculum Specialist
Nata Shin	Lathrop Assistant Principal and Secondary Math Administrative Liaison
Christy Conner	Godinez Fundamental High School - Math Department Chair
Tim Werdel	Seegerstrom High School - Math Department Co-Chair
Dianne Iwamoto	Saddleback High School - Math Department Chair
Jeff Hruby*	Valley High School - Math Department Chair
Santa Ana College	
Sara Lundquist	Vice President, Student Services
Jim Kennedy*	Vice President, Adult Education
Cher Carrera*	Interim Dean, Science & Math
George Sweeney*	Math Professor
Mike Everett*	Math Professor/Department Chair
Ken Sill	Math Professor (2014-2015 Dept. Chair)
Dahlia Vu	Math Professor/Math Curriculum Chair
Caren McClure	Math Professor/Math SAUSD Liaison
Lynn Marecek	Math Professor/Department Co-Chair/Freshman Experience Coord.
Carrie Patton	ASE Department Chair
Dai Nguyen*	Lead Math Faculty, Adult Education
John Zarske	Math Professor
Special Guest	
Geoffrey Buck	Mathematics Instructor, Hollywood High School

Mathematics Course Sequences



SAC School of Continuing Education to SAC Credit Pathway Planning Form

5-Year Goal 1: Double the number of SCE High School Program graduates who transition to SAC credit from current 25% to 50%.

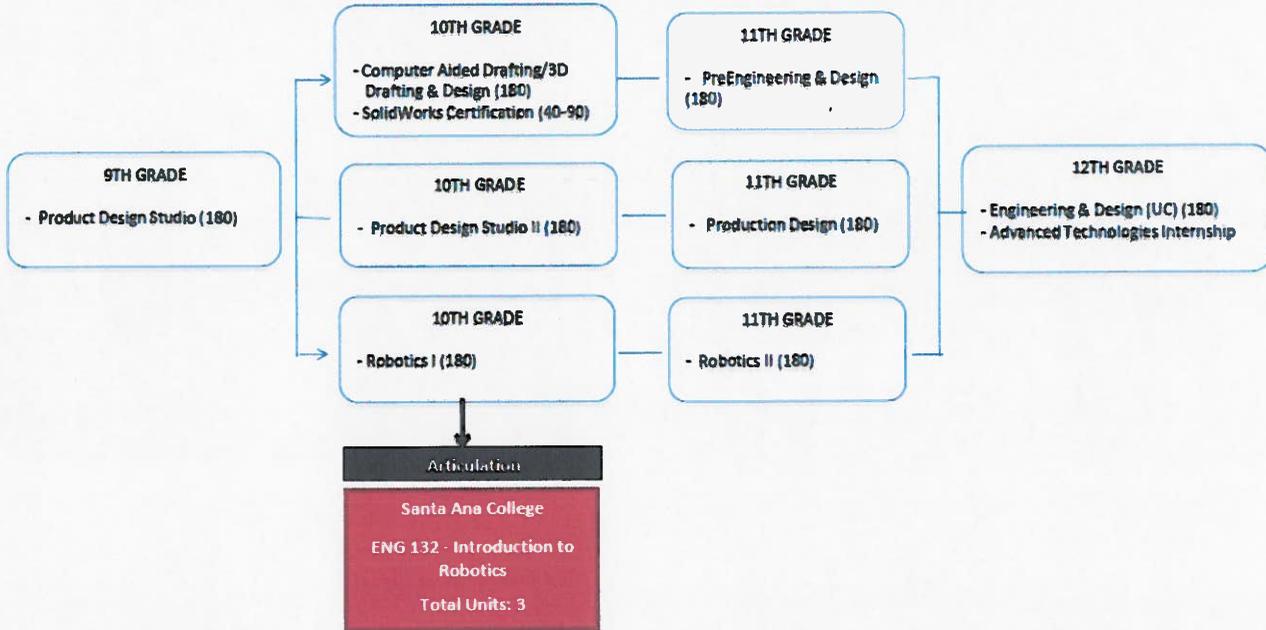
Objective	Activity	Actors	Timeframe (start/finish)	Resources Needed (time/people/ facilities/supplies)	Success Measurement	Expected Postsecondary Results
1. Increase the % of HS grads that transition to credit by 5% each year.	2.1 Expose students to career opportunities through career fairs held at both Centennial and at SAC.	Support staff with assistance from SCE and SAC credit faculty.	Fall 2014 at SAC Spring 2015 at CEC		Evaluation of SCE HS students who participate in career fairs, will show increased awareness of career opportunities and increased motivation to pursue career opportunities at SCE and through credit at SAC.	100% of SCE HS grads transitioning to SAC will enroll at SAC with a declared major upon matriculating. Increase of 5% each year, from the current 200 (2013) to 400 (2018).
	2.2 Align SCE vocational certificates with credit CTE certificates.	SCE Dean of Instruction & Student Support and Dean of Human Services & Technology Division at SAC	Fall 2014 Fall 2015 Fall 2016			
	2.3 Increase outreach to potential grads (those currently enrolled in SCE HS program with less than 20 credits remaining).	Support staff to report to SCE counseling. SCE counseling to add a comment section to database to record student contact.	Spring 2014	Expand technical viewing privileges to support staff to facilitate outreach to potential grads (those currently enrolled in SCE HS program with less than 20 credits remaining) every month.	Track number of potential HS grads reached by support staff and note comments provided to SCE counselors in preparation for transition contact.	
	2.4 Train and engage SCE HS teachers in the transition process.	SCE Counseling Department	Fall 2014		Track number of SCE HS instructors who attend transition PD and include transition activities in their syllabus.	
	2.5 Develop a transition document to be implemented at the exit interview for all potential grads.	SCE Counseling Department	Winter 2015			

5-Year Goal 2: Increase persistence of ESL and other non-credit discipline students at SCE and create a seamless transition to credit

2. Develop SCE to credit articulation agreements to facilitate student transition.	Dialogues to be held between math, ESL, English and vocational faculty from both SCE and credit.	SCE lead faculty and credit faculty	Spring 2014 – Winter 2015		Track number of meetings held between non-credit and credit faculty and track number of faculty participating.	
	Formal academic transition protocols established and adopted	SCE and credit curriculum committees.	Spring 2015		Formal transition protocols adopted for ESL, English and Math.	

Early College Career Pathways

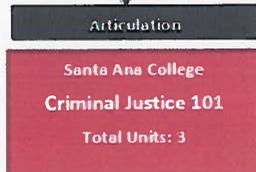
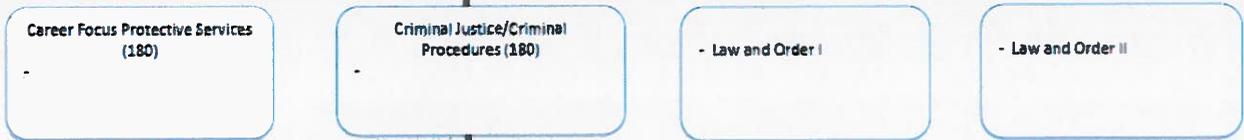
ENGINEERING AND DESIGN PATHWAY



Public Safety PATHWAY



Public Safety (Legal) PATHWAY





**APPLICATION TO PARTICIPATE IN CALIFORNIA
COMMUNITY COLLEGES
BACCALAUREATE DEGREE PILOT PROGRAM
OCCUPATIONAL STUDIES**

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NEED

Brief Description

The baccalaureate program proposed by Santa Ana College (SAC) is *Occupational Studies*. Occupational Therapy Education, consisting of Occupational Therapist (OT) and Occupational Therapy Assistant (OTA), is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Currently, ACOTE is considering an elevation of the requirement for the entry level of OT from a Master's degree to a Doctorate, with a recommended start date of 2025. The Council is also in parallel discussion regarding the enhancement of OTA from an Associate's level to a Bachelor's level. Therefore, this proposal is in alignment with the ACOTE degree requirements under consideration. In addition, SAC is already committed to and offers an ACOTE approved OTA program for lower division, which generates approximately 130 FTES (or full-time equivalent students) each year, where students are able to graduate with an Associate's of science (AS) degree in OTA.¹ With the large labor market demand in this field (as will be demonstrated later) coupled with the huge demand for this program, as evidenced by large wait lists of SAC students each semester, a pipeline already exists that would further support creation of this proposed baccalaureate option for interested students.

This program has a twofold purpose: (1) it will create a more highly skilled assistant who is better able to understand and utilize research-based evidence for best practice; and (2) it will prepare an OTA for entry into an OT Master's degree program. The expanded upper division course work would provide more in-depth training in specific areas of practice, including neurologic rehabilitation, musculoskeletal rehabilitation, mental health, pediatrics, geriatrics, and emerging areas of practice. It would also provide increased opportunities for critical analysis, research methods, and clinical reasoning. The program would culminate in a capstone seminar project and make the student better prepared to work in tandem with an OT.

Description of the College and District

Santa Ana College will celebrate one hundred years of service to students and the community in 2015. The college offers a full complement of general education, transfer-level, pre-collegiate level, and career technical education classes leading to an Associate's degree or career/technical certificate. In addition, the second largest non-credit (adult education) program in the State is offered through the School of Continuing Education. Law enforcement professionals receive instruction through the Orange County Sheriff's Regional Training Center, and two off-campus fire technology training centers provide students with hands-on experiences that simulate real-world conditions. The college currently includes 503,380 assignable square feet of space that also features a Digital Media Center, the first facility of its kind in Orange County, which combines education and business in the digital media industry. In fall 2014, SAC served

¹ <http://www.sac.edu/AcademicProgs/HST/OTA/Pages/default.aspx>

Open Educational Resources Planning, Excerpt:

Course Completion Goal 3: To provide an equity-centered process for at-risk students allowing students to have all course materials at the start of classes by providing open Educational Resources (OER). A no-cost solution for students to have access to all materials necessary for course success on day-one would improve their course engagement, retention and success.

Activity	Target Date	Responsible Party	Expected Outcomes	Funding Required
<p>C3.1 Provide OER course materials for SAC students.</p> <p>Target courses are those that affect successful course completion in the groups disproportionately impacted: 18-24 yrs., African-American, Hispanic, Pacific Islander and Foster Youth population.</p> <p>Availing the target population to all course materials is expected to reduce the equity gap for course completion and success, as it is suspected that 65%¹ of students do not purchase textbooks at SAC.</p>	<p>Fall 2015</p>	<p>DE Coordinator, Professional Development Coordinator</p>	<ul style="list-style-type: none"> • Successful course completion percentage will improve with access to course materials. • Student population is recognized in the majority of courses by both age and ethnicity. <p>Sample target courses²:</p> <ul style="list-style-type: none"> Psychology 100 <ul style="list-style-type: none"> • 78% are target pop • 45% did not complete • 57% were unsuccessful Anthropology 100 <ul style="list-style-type: none"> • 71% are target pop • 44% did not complete • 67% were unsuccessful Biology 109 <ul style="list-style-type: none"> • 72% of target pop • 65% did not complete • 48% were unsuccessful <p>Desired outcomes include expansion through all courses that have similar target populations</p>	<p>\$10,000</p>

¹ Inside Higher Ed, January 28, 2014, <https://www.insidehighered.com/news/2014/01/28/textbook-prices-still-crippling-students-report-says>

² RSCCD research Fall 2012 Course Completions by Ethnicity. However, what is suspected is that the number of initial enrollment for our target population is much greater. Those initial student enrollments may have been unsuccessful in the course due to lack of textbook access.



The Santa Ana Partnership's Graphic Representation of All Hands on Deck for College Attainment (73,662 by 2025)

Business & Community Partners will:

- Host SAC students for work and service-based learning/internships.
- Embed college completion into programming and services.
- Provide micro-loans to sustain college enrollment.
- Link veteran support programs to completion.

Santa Ana College will:

- Create completion plans for all incoming students & build instructional pathways.
- Follow-up with all enrolled students to maximize completion.
- Accelerate the awarding of Financial Aid.
- Provide completion-centered mentoring.
- Set college-wide goals for course success, persistence and completion.

Santa Ana School District will:

- Graduate all students college-ready without the need for remediation.
- Provide all students with high school plans (9th through 12th grade) that bridge to college.
- Engage all school-based adults (faculty and staff) in college-going work.
- Involve parents in college-going plans at each school.

Students will:

- Prepare academically for college.
- Apply for Financial Aid.
- Complete college applications on time.
- Use all available school and college/university resources to stay in school until graduation.

GOAL

A College Degree in every home by 2025

2,777
more per year from all
sources!

CSU Fullerton & UC Irvine will:

- Maintain college-going pipeline commitments.
- Expand retention supports for freshmen/transfer students from Santa Ana.
- Host/co-support completion programs such as research scholars and the SSTI residential institute.
- Provide on-site training for college-going/completion peer mentors/parents.

Partners will:

- Expand direct funding/scholarship support for students.
- Sustain underwriting for completion programs.
- Launch completion-centered innovation grants.

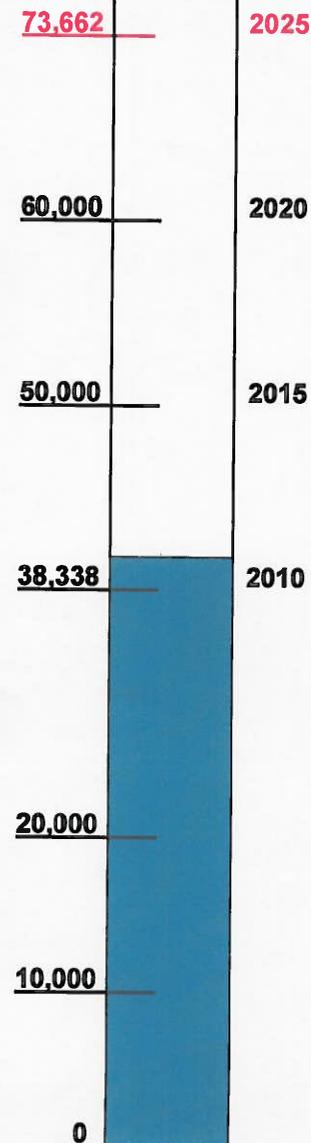
The City of Santa Ana will:

- Establish Higher Education one-stop centers in libraries, the WORK center, & in community centers.
- Expand the Santa Ana Futures Fund Scholarship.
- Engage local policymakers in attainment campaign.
- Sustain community-based peer mentoring.

Parents will:

- Create and deliver college-completion curriculum for the parents of secondary and college students.
- Help to lead a grass-roots community-wide college completion campaign.
- Embed completion-centered materials into all training, branding, & publications.

A
college
degree
in every home
in Santa Ana



SAC Student Equity Planning Retreat

Agenda

November 14, 2014

8:30 am: Breakfast and coffee will be available

9:00 am: Welcome and self-introductions, re-cap of goals for the day, plan requirements, timeline, & resource materials

9:30 am: Brief overview of the present draft

9:45 am- noon: Component by component re-cap and discussion

- Overall
- Access
- ESL/BSI
- Course Completion
- Degrees and Certificates
- Transfer

Noon - 1:00 pm: Wrap-up discussion and delineation of specific steps to prepare a final draft

1:00 pm: Adjournment!

Santa Ana College Mission Statement

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers, and lifelong intellectual pursuits in a global community.

SAC Student Equity Task Force Roster

Access

- Christina Romero
- Christine Leon
- Daniel Marquez
- Lilia Tanakeyowma
- Peggy Card-Govela
- Sergio Sotelo (SCE)
- Sherry DeRosa
- Susan Gaer
- Sylvia Sanchez

Basic Skills/ESL

- George Sweeney
- Jarek Janio
- Joseph Alonzo
- Karen Dennis
- Mary Huebsch
- Melanie Mowrer
- Sherry DeRosa

Course Completion

- Cherylee Kushida
- Lynn Marecek
- Matthew Beyersdorf
- Rachel Sosta
- Shelly Jaffray
- Yolanda Garcia

Degrees & Certificates

- Bart Hoffman
- Christine Gorlato
- Eve Kikawa
- John Zarske
- Madeline Grant
- Sandy Morris

Transfer

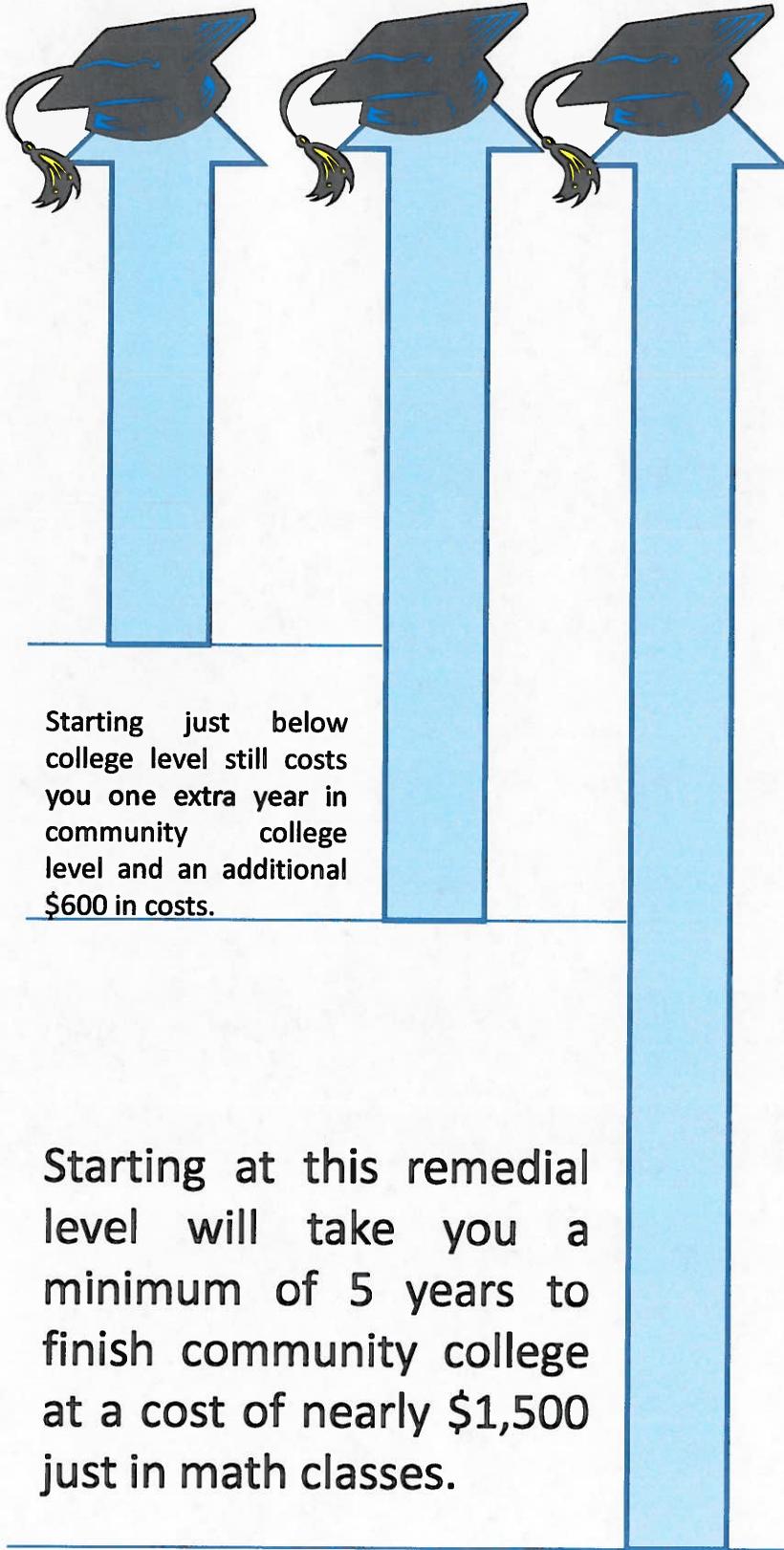
- Catherine Shaffer
- Fernando Ortiz
- Martha Vargas
- Micki Bryant
- Steve Bautista

Data/Research and Overall Support:

- Bonnie Jaros
- Josh Dorman
- Kathy Patterson
- Marisol Sanchez
- Mark Liang
- Nga Pham
- Omar Torres
- Sara Lundquist

Student Success & Equity Committee Members

- Nilo Lipiz
- Beverly Birnbaum
- Julia Vercelli
- Danyelle Fernandez
- Caren McClure



The **COST**, in time and money, of starting college needing remediation.

- Math 080 Intermediate Algebra
- Math 070 Geometry
- Math 060 Algebra
- N47 or N48 Pre-Algebra
- N05 or N06 Basic Math

Get ready for college in high school while your classes are FREE



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August (Beginning on the 19th):

Tuesdays, Wednesdays & Thursdays 9:00 a.m. – 1:00 p.m.

September thru December:

Mondays 9:00 a.m. – 3:00 p.m.

--Also open to appointments--

Dates and/or time subject to change

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- \$2 Membership Fee
- Social Security number or ITIN

Federally Insured by
NCUA to at least
\$25,000.00



Middle College High School at Santa Ana College

Kathy Apps, Ed.D., Principal

Located on the campus of Santa Ana College, Middle College High School (MCHS) opened in 1997 to provide underserved high school students with increased access to college. MCHS has been designated a California National Title I Achieving School (2009 and 2012), a National Blue Ribbon School (2009) and a California Distinguished School (2012). As a member of the Middle College National Consortium, a school practitioner network of small schools located on college campuses, MCHS is one of more than 200 schools nationwide involved in the Early College Initiative aimed at helping first-generation college going students earn both a high school diploma and transferable college credits upon graduating from high school.

2014-2015 Demographics & Facts

- 328 students
- 13 teachers, 1 principal, 1 high school counselor, 1 part-time college counselor
- Race/Ethnicity: Hispanic (96.6%), Black (0.6%), Asian (1.51%), White (0.91%); American Indian or Alaskan Native (0.3%)
- Socially Economic Disadvantaged 90%
- First Generation College-goers: 81%
- 2013 API – 905 (Growth +43 points over last 4 years of STAR system)
- Met all AYP targets (2011-2013)
- 100% pass rate on CAHSEE for 10th grade (9 years in a row)
- 100% graduation rate, 2009-2014
- Most recent NCH persistency data shows that in fall 2013 78% of our 2013 graduates enrolled in post-secondary education; 90% of MCHS freshmen persisted to their sophomore year in college.

College Readiness and Admissions 2014 Graduating Seniors (n=74)

- 91% - completed entry requirements for four year colleges/universities.
- 64% - earned an A.A. degree by the time they graduated from high school (an increase of 32% from 2013)
- 27% earned at least 30 transferable SAC units
- 92% passed their SAC courses with "C" or higher
- 99% - took the SAT or ACT
- 131 average point gain in SAT over the past four years
- 84% of graduating seniors earned the CA Seal of Biliteracy; the first one ever in SAUSD in ASL
- 67% of seniors passed the EAP – English with "unconditional" status (scoring 3rd highest in all OC high schools).
- 62% planned to attend a 4-year university.
- 93% - planned to attend a two-year or four-year college or university.
- 7% - joined the military
- Of students continuing on with SAC after graduation, 90% of our students tested into SAC English 101 and 100% tested into a SAC105 or above math course

School Features

- Students have dual enrollment – MCHS and SAC.
- Admission by lottery; criteria – academic middle
- Students have access to all SAC facilities and services.
- All AVID school – AVID is a required class all four years.
- MCHS follows a modified college and school district calendar.
- 9th graders cohorts.
- 9th graders take one college class per semester selected by MCHS.
- 10th -12th graders can take up to 11.5 units a semester
- Students must maintain a minimum 2.0 high school GPA.
- College counselor develops an Education Plan with each student individually in 10th grade.
- Master schedule is built around college classes
- Academic support and tutorials offered at MCHS and SAC.
- 10th graders attend CAHSEE prep classes after school and Saturdays in February.

2014-15 Stats and Data (as of 10/1/2014)

- 57 of 80 seniors (71%) are on track to receive their AA degree in June 2015 (a 37% increase since 2013).
- An additional 25 seniors (31%) will earn at least 30 units.
- 100% of seniors will complete a CSU application.
- 68% of seniors passed the EAP – English with "unconditional" status (scoring third highest in all OC districts).
- 96% of all students have taken at least one college class.
- 100% of sophomores and juniors took the PSAT (3rd year in a row).
- Seniors' avg. # of Units (as of 9.15.14) - 38.7.
- Seniors' avg. SAC GPA (as of 9.15.14) - 2.997 (or 3.0).
- 88.8% of the current senior students placed into ENGL 101 in their sophomore year.
- 72.8% of the current senior students placed into transferable level math in their junior year.

Santa Ana College Offers 100% of Available ADT's

Excerpt from current SAC Catalog 2014-2015



REQUIREMENTS FOR THE ASSOCIATE IN ARTS FOR TRANSFER (A.A.-T) OR ASSOCIATE IN SCIENCE FOR TRANSFER (A.S.-T)



Associate Degree for Transfer™

California community colleges are now offering associate degrees for transfer to the CSU. These may include Associate in Arts (A.A.-T) or Associate in Science (A.S.-T) degrees. These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. California community college students who are awarded an A.A.-T or A.S.-T degree are guaranteed admission with junior standing somewhere in the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses.

Students who have been awarded an A.A.-T or A.S.-T are able to complete their remaining requirements for the 120-unit baccalaureate degree within 60 semester or 90 quarter units.

Santa Ana College offers numerous A.A.-T and A.S.-T degrees. To find out which CSU campuses accept each degree, please meet with a SAC counselor. You may also go to www.sb1440.org/counseling.aspx and scroll down to "Available Degree Pathways;" then click on the link available at "CSU Similar Degree Report." **An A.A.-T or A.S.-T degree may not be the best option for students intending to transfer to a particular CSU campus, or to a university or college that is not part of the CSU system.** Current and prospective community college students are encouraged to meet with a counselor to review their options for transfer and to develop an educational plan that best meets their goals and needs.

For SAC majors offering an A.A.-T or A.S.-T degree students may choose to earn the A.A.-T or A.S.-T (option 2) OR an alternate degree(s) for the major (option 1), but not both. Exceptions to this can be made and will be considered for students submitting a Petition for Exception to Academic Regulation.

Requirements

Student completion requirements for the associate degree for transfer:

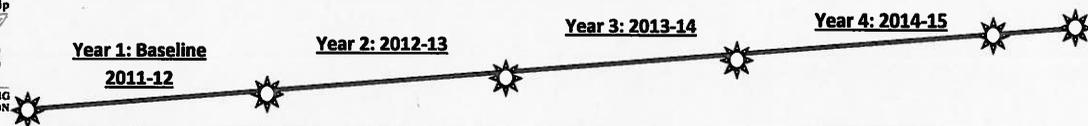
1. 60 semester or 90 quarter CSU transfer-able units. At least 12 of the units must be earned at Santa Ana College.
2. The California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern.
3. a minimum of 18 semester or 27 quarter units in the major or area of emphasis as determined by the community college district (see Instructional Programs portion of the catalog).
4. obtainment of a minimum grade point average (GPA) of 2.0.
5. earn a grade of C or better in all courses required for the major or area of emphasis.

Santa Ana College currently offers the following Associate in Arts and Associate in Science for Transfer degrees:

Administration of Justice
Art History
Business Administration
Communication Studies
Computer Science
Early Childhood Education
Elementary Teacher Education
English
Geography
Geology
History
Journalism
Kinesiology
Mathematics
Music
Political Science
Psychology
Sociology
Spanish
Studio Arts
Theatre Arts

See the Instructional Programs Section of this catalog for major requirements. Additional degrees were pending approval from the California Community College Chancellor's Office at the time of catalog publication.

Collaborative Goal: Business & Philanthropy Domain Team
Lead/Partners: Juan Lara, Christina Romero, Teresa Mercado-Cota, Peggy Card-Govela, City Contact,



	Year 1 2011-12	Year 2 2012-13	Year 3 2013-14	Year 4 2014-15	Year 5
SAC Institutional Scholarships	<ul style="list-style-type: none"> Align Centennial Scholarship Campaign with Student Success/The Partnership. Initiative for a new \$2 million scholarship endowment goal. Revamp Scholarship Program, increase total funding of awards to students by 10% each year/5years. 	<ul style="list-style-type: none"> Launch Centennial Scholarship Campaign – Focus efforts around Adelante/SA –Partnership, date \$350K raised. Add new Scholarship Cultivation Strategies and Operational enhancements to Scholarship processes, i.e. develop new marketing materials Increase overall Scholarship Awards by 10%/3yr plan, total awards: 489/\$418K 	<ul style="list-style-type: none"> Reach 750K mark in the Centennial Scholarship Campaign Annual Scholarships New Marketing and Donor Strategies implemented. Scholarship Cultivation Strategies and Operational enhancements to Scholarship processes, i.e. develop new marketing materials Total awards: 528/\$419K 	<ul style="list-style-type: none"> First \$1 million match monies reached for Centennial Scholarship Campaign. Endowment fund at \$2.1 with 108 new scholarships created to date. Add new Scholarship Cultivation Strategies and Operational enhancements to Scholarship processes, i.e. develop new marketing materials. Total awards: 547/\$497K 	Under Development
Corporate Grants	<ul style="list-style-type: none"> Begin program funding solicitations for SAC programs that align with corporate values and foundations. Begin promoting Adelante! To corporate donors and prospects. Baseline: \$10K Goal: Increase funding by 25% over 5yrs. 	<p>Exceeded initial goal: Corporate Grantees Including: Southern California Edison US Bank Union Bank Well Fargo</p> <p>Total Corporate Continued:</p> <p>Total funding: \$80K</p>	<ul style="list-style-type: none"> Maintain and continue program funding through corporate partnerships. Total Funding: Identify new prospects/10 in 2 years. Continue donor stewardship within the partnership framework, site visits, etc. Total funding: \$80K 	<ul style="list-style-type: none"> Maintain current Corporate Donors to Date. Steward new prospects. 	
Partnership Affiliated Scholarships	<ul style="list-style-type: none"> SA Futures Awards \$48K SAPSF: \$5K- 10 students Kiwanis: \$50K- 29 students HEEF: \$52,500 Students: 84 Totals 123 students \$107,000 	<ul style="list-style-type: none"> SA Futures Awards: \$80K New Payroll Deduction Partnership Campaign Continues Kiwanis: \$45K- 16 students SAPSF: Launched new: \$5K- 10 students HEEF: \$52,500 Students: 82 Totals 108 students \$107,500 	<ul style="list-style-type: none"> SA Futures Awards Annual Funding Continues \$100K New Payroll Deduction Partnership Campaign Continues Kiwanis: \$45K- 22 students SAPSF Partnership Continues: Scholarship Awards \$5K- 10 students HEEF Goal: Continue to increase sub-fund awards to SAC students by 10%/2 years HEEF: \$92,500 Students: 63 Totals 100 students \$138,000 	<ul style="list-style-type: none"> SA Futures Awards: \$100K SAPSF Partnership Continues: \$5K- 10 students Kiwanis support continues 50K- 27 students HEEF-Create dedicated sub-funds for partnership students HEEF \$83,500 Students: 77 Totals 114 students \$138,500 	
Business Partnerships	<ul style="list-style-type: none"> Comunidad Latina Federal CU partnership Launch Loans Awarded: 107 Award Amount: \$57,357 	<ul style="list-style-type: none"> Comunidad Latina Federal CU Loans Continues Loan Awards: 60 Award Amount: \$31,145 	<ul style="list-style-type: none"> Comunidad Latina CU Continues Loans Awarded: 53 Award Amount: \$24,620 Total: \$168,000/327 Loans 	<ul style="list-style-type: none"> Santa Ana Downtown Inc/SA Restaurant Association Partnership Launches Centennial Celebrations/Milestone Community/Business Outreach Cultivation Launch/2yr plan Comindad Latina CU Continues funding partnership 	
National, state, & local grants	<ul style="list-style-type: none"> Increase overall grants and create diversification in funding sources in this area, i.e., state, local, regional national. Lumina/LSS Grant Awarded to be received \$600K over 5yr 	<ul style="list-style-type: none"> California Endowment Grant: \$60K Lumina/LSS Grant: 1st Installment \$251K 	<ul style="list-style-type: none"> California Endowment Grant: \$60K Lumina/LSS Grant continues = \$100K Lumina CPA Grant launches = \$100K 	<ul style="list-style-type: none"> California Endowment Grant: \$60K Lumina CPA Grant Continues 	
	Strategies for Year 1	Strategies for Year 2	Strategies for Year 3	Strategies for Year 4	

Resources committed to the strategy are: Staff and leaders from SACF, HEEF, and other philanthropic partners have been secured.
 Resources needed, but not yet secured are: No additional resources are needed for the work identified through 2014-2015 and that the subsequent year is under consideration.



Historical Chart of Major Policy Changes That Have Transformed Our K-20 Partner Institutions

Prior to January 10, 2014

- 7th grade Pre-Algebra as default
- Elevated HS graduation requirements
- Guaranteed priority registration at SAC
- Financial support through Santa Ana FUTURES scholarships to all SAUSD grads
- Establishment of Higher Education Center at each high school
- Articulated pathway in teaching and nursing (SAC to CSUF)
- Guaranteed transfer admission to CSUF & UCI
- Eliminated SAC tuition fees for HS students
- Established concurrent enrollment for HS students at SAC through Middle College HS, course articulation, and CTE pathways
- Formal data sharing agreements K-20

Since January 10, 2014

- Condensed SAC courses in Mathematics through math curriculum redesign
- Day-long orientation required for new freshmen prior to first semester
- Engagement of parents of new college students in first year of college
- Certificate & Degree audit to facilitate completion
- Establishment of Higher Education Center at the Santa Ana Public Library
- Adoption of CA College Guidance Initiative

After January 9, 2015

- Priority registration at SAC for first full year of college
- Commitment to provide all new freshmen with English and Math courses
- Expansion of concurrent enrollment through additional CTE career pathways (Law, Engineering, Bio Tech)
- Community College B.A. degree
- Adoption of Open Educational Resources for students at SAC

The Past and the Present informs our Future



Context and Challenges: History of Latino Student Achievement in this Area

What common understanding has the group reached regarding the ways in which the area's past has affected current conditions of Latino Student Success?

- ✚ **Every one of the Partnership's initiatives addresses one or more of these restraining forces by design and at scale, and is continuously assessed to inform needed course corrections and strategic priorities.**
- ✚ **Our collaborative undertaking of a meta and micro consideration of our regional history in relation to the forces that have restrained Latino student success revealed a sense of pride in the work undertaken to date and in the work of our collaborative organization as well as a dissatisfaction with the achievement gaps that remain. Emerging from this was an understanding of the importance of the role of organizational anchors associated with the Partnership as well as the individual leaders that carry its work forward today.**
- ✚ **Our past has also informed our understanding of the present by providing examples of how then the veneer of support for deeper equity work is during periods of constrained resources. Survival-centered practices, which are protective in nature vs. equity-minded move quietly to the forefront of strategies as retrenchment is activated. This has the direct effect of subtracting resources from the system (like co-curricular academic supports, advisement, and supplemental educational experiences) that our research has showed have an equalizing impact on completion and other key outcomes.**
- ✚ **Moving forward from here, we have worked to create through our LSS-¡Adelante! initiative a sufficiently broad (from elementary school to college graduation) initiative at a scale (all SAUSD students will participate) that weaves in core institutional accountability (for example at SAUSD the evaluation of the secondary school principals and at SAC the President's student success reportcard) so that results will be achieved at a new level and sustained.**

We also believe that we are making history in this work and for that reason projected our timeline forward as we envisioned our accomplishments looking

Context and Challenges: History of Latino Student Achievement in this Area ***Pipeline and Ecosystem Analysis***

Santa Ana
Partnership



PROMOTING
EDUCATION

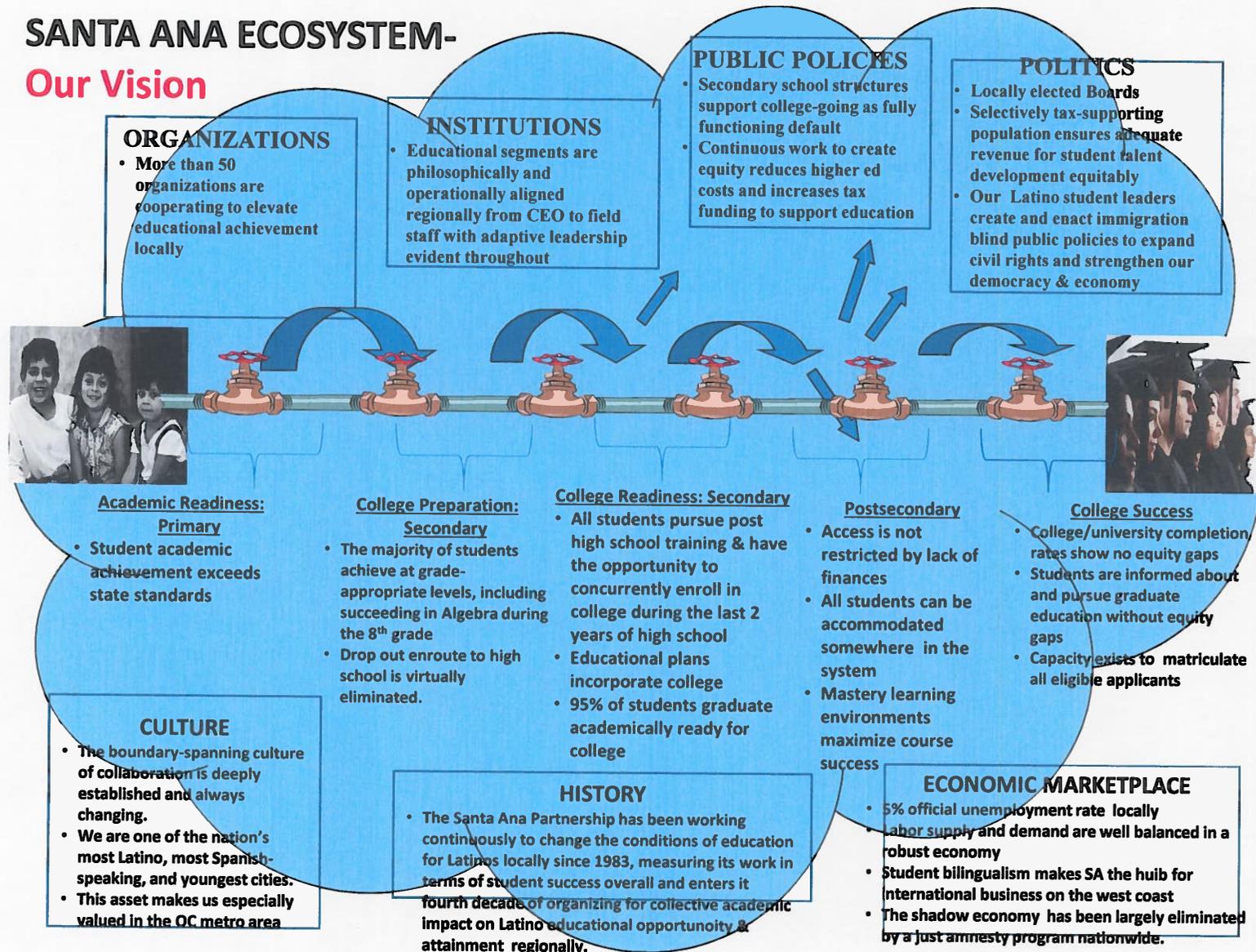
Our pipeline and Ecosystem analysis has been conducted as a group over five specific dates during the planning grant period and has been expanded into a three dimensional reflection, inspired by the ideas of Theory U and informed by the history timeline that we created. The result is that we now have an eco-system that reflects our past, one that reflects our present, and another that is our imagined and desired future—the vision that we are collectively working towards.

- ✚ The first session, in January 2012, was an introduction to the Ecosystem tool in relation to the planning grant trajectory and the Integrated Action Plan under development by the Santa Ana team.
- ✚ The second review session was conducted as part of the Phoenix MDC conference and the Core Team was presented with the first draft of a customized version of the plan that was designed to link it to the Organizational chart for Santa Ana's LSS initiative while creating direct connections to the Domain Teams and a few key student success metrics for each segment along the customized pipeline.
- ✚ The third conversation took place at a Core Team dinner on February 8th in which our coach and coaching fellow facilitated a discussion of the overall ecosystem in our region and explored some of the driving and restraining forces that have impacted and will impact our initiative.
- ✚ The fourth consideration of the Ecosystem took place at the overall Leadership Team meeting on February 9th and was used as a jumping off point into the Domain Team work that is centered on identifying the specific tactics that each Domain Team will implement to maximize the Latino Student Academic Achievement results of our project.
- ✚ The fifth was in association with a reflection activity with core team members and our new process lead in which we expanded the model to one in which we could document our history, understand our present, and create our future.

We see these three complementary ecosystems as travelling with us into the future from the present of this moment. They are graphically represented on the three following slides and may well change as our thinking and work evolve.

SANTA ANA ECOSYSTEM-

Our Vision



SANTA ANA PARTNERSHIP BLUEPRINT FOR CHANGE

University of California, Irvine; California State University, Fullerton; Santa Ana College; Santa Ana Unified School District

STRATEGIES

Points of Change	Core Curriculum and Support Services	Professional Development & Faculty Leadership	Student Leadership	Family Engagement & Leadership	Community Capacity Building & Business Engagement
School Readiness 	<p><u>Pre-Kindergarten</u> Pre-Kindergarten class for students and parents to learn pre-literacy skills.</p> <p><u>Preschools</u> SAUSD continues efforts to create new pre-schools.</p>	<p><u>Pre-Kindergarten</u> K teachers develop curriculum incorporating new literacy approaches.</p> <p>SAUSD and SAC faculty work together to implement <u>Pre-Kindergarten</u> as a continuing education class for parents.</p>	<p><u>Pre-Kindergarten</u> CSUF and SAC Child Development students are provided with work-study and service learning opportunities in <u>Pre-Kindergarten</u>.</p>	<p><u>Pre-Kindergarten</u> Involve parents in development of <u>Pre-Kindergarten</u>.</p> <p>Parents attend <u>Pre-Kindergarten</u> with children sharing the teaching & learning the skills necessary for success in school.</p>	<p><u>Pre-Kindergarten</u> Community organizations help promote <u>Pre-Kindergarten</u>.</p> <p><u>Licensed Childcare</u> SAC & Delhi Center collaborate on training 300 new licensed childcare providers.</p>
Elementary Literacy 	<p><u>Reading by 4th Grade</u> SAUSD uses enriched language development & comprehension curriculum in bilingual, SEI & dual language programs.</p> <p><u>Americorps/America Reads</u> UCI and SAC expand supplemental reading programs in schools.</p>	<p><u>Reading by 4th Grade</u> SAUSD provides on-going in-service training to teachers to improve instruction.</p>	<p><u>Americorps/Other Reading Programs</u> UCI and SAC students trained and placed as tutors in all SAUSD elementary schools.</p>	<p><u>Family Literacy Centers</u> SAC/SAUSD program at elementary schools to implement home/school literacy with parents as their children's first teacher.</p>	<p><u>Reading Corners</u> Small, community-developed reading program in Santa Ana apartment complexes and/or community centers led by parents and volunteers.</p>
Middle School Algebra 	<p><u>Middle School Algebra</u> SAUSD implements policy of enrolling 7th graders in pre-algebra and 8th graders in Algebra.</p> <p><u>Math Enrichment</u> UCI sponsors math enrichment programs at all middle schools with Saturday Academies of Math & MESA.</p>	<p><u>Middle School Algebra</u> Teachers provided with on-going training and coaching to improve instruction.</p>	<p><u>Middle School Algebra</u> UCI, SAC, and CSUF students trained and placed in all middle schools through service learning and other programs.</p>	<p><u>Math Literacy</u> Parents involved math literacy, ESL, etc. through SAC at no cost on an on-going basis.</p> <p><u>Promotores de la educación</u> Parent leaders from middle school hired and trained to network, plan activities & recruit other parents to increase their involvement in school.</p>	<p><u>Math Literacy</u> SAC classes offered at various community sites to increase access.</p> <p><u>Promotores</u> Community-based organizations help in training promotores and provide space for meetings and activities.</p>
Early College Awareness 	<p><u>College is in My Future</u> Information about college is integrated into 5th grade Language Arts curriculum.</p> <p><u>Homeroom For College</u> SAC program expanded to all middle schools to incorporate college planning into all homeroom classrooms.</p>	<p><u>College is in My Future</u> Inter-segmental counseling/outreach team provides Language Arts teachers with in-service on how to promote college to their students.</p> <p><u>Homeroom For College</u> SAC faculty and parent promotores develop similar college-going curriculum targeting middle school parents.</p>	<p><u>College is in My Future</u> 5th grade students involved in planning trip to SAC.</p> <p><u>Student Council</u> Student position added to student council at all middle schools to promote going to college.</p>	<p><u>College is in My Future</u> Parent promotores help plan program and take the lead in inviting other parents to participate.</p> <p><u>Parent Academy</u> Middle school parents participate in weekend residential program at UCI.</p>	<p><u>College is in My Future</u> School, city leaders, and local press, will be aggressively recruited for participation in and coverage of <i>College Is In My Future</i> event.</p>
Bridge to High School 	<p><u>Camino de Amistad /Walk For Success</u> Implement an annual <i>Camino de Amistad /Walk For Success</i> weekend event that engages parent volunteers, teachers and school staff, as well as high school juniors and seniors at each high school in visits to the homes of incoming freshmen to welcome them to high school, answer questions, and emphasize the importance of studying hard and preparing for college. Community organizations & local media will help publicize event. Local businesses will adopt a school for this effort and serve as a co-sponsor.</p>				
Policy (Local / State / National)	<ul style="list-style-type: none"> • City's adoption of "Education First" as its official motto used in all publications and communications produced by the city. • City's designation as a "National Reading City" with a city sponsored task force to promote reading in each of its neighborhoods. • ENLACE/SAUSD works towards increasing preschools at elementary schools. • ENLACE/SAUSD promote expansion of dual language immersion programs and sites. • ENLACE promotes establishing all K-12 and community college sites as family learning centers accessible during and after hours. 				

PRE K - ELEMENTARY - MIDDLE SCHOOL

STRATEGIES

Points of Change	Core Curriculum and Support Services	Professional Development & Faculty Leadership	Student Leadership	Family Engagement & Leadership	Community Capacity Building & Business Engagement
<p>College-Prep Framework</p>  <p>SAUSD implements genuine college prep academic framework as a template for all students.</p> <p>Academic Support SAUSD and partners provide supplemental and remedial academic support during the school day, before and after school, and during the summer.</p> <p>Advanced Science Academy Students participate in applied research and internships linked to their UC/CSU approved science courses.</p> <p>AVID AVID courses enhance college preparation and expand opportunities for tutoring and mentoring.</p> <p>Puente Pipeline Puente learning communities link study skills classes and team teaching protocol.</p>	<p>New Graduation Requirements SAUSD implements genuine college prep academic framework as a template for all students.</p> <p>Academic Support SAUSD and partners provide supplemental and remedial academic support during the school day, before and after school, and during the summer.</p> <p>Advanced Science Academy Students participate in applied research and internships linked to their UC/CSU approved science courses.</p> <p>AVID AVID courses enhance college preparation and expand opportunities for tutoring and mentoring.</p> <p>Puente Pipeline Puente learning communities link study skills classes and team teaching protocol.</p>	<p>Pláticas/Educational Dialogues Involve high school and college/university faculty and counseling staff in <i>Pláticas/Educational Dialogues</i> between parents and teachers to deliver the message of the new college prep academic framework.</p> <p>Puente Pipeline Provide in-service training for teachers in Puente Model learning communities and pair high school teachers with a mentor community college faculty already using this model.</p>	<p>Academic Support High school juniors and seniors serve as teacher assistants in beginning level classes.</p> <p>Puente Pipeline Create a mentor/mentee relationship for SAUSD students with SAC Puente students ahead of them in the pipeline.</p>	<p>Pláticas/Educational Dialogues <i>Pláticas/Educational Dialogues</i> will be hosted by neighborhood community centers near each high school and facilitated by promotores. These dialogues will involve, at various times, high school teachers, college/university faculty, staff, and students, and parents of college-going students to promote higher education, inform parents of opportunities, and serve as a motivation for the entire family.</p> <p>Collaborating for Educational Reform (CER) This parent leadership and community-based training and advocacy initiative empowers parents and community leaders to advocate for high educational standards and to encourage college-going among all students.</p>	
<p>Achieving College</p>  <p>SAC, CSUF & UCI continue and expand extensive outreach assistance programs in SAUSD and coordinate the programs through Achieving College Action Team.</p> <p>Higher Education Centers Establish permanent Higher Education Centers (HEC) at each high school to coordinate and deliver extensive college/university programs and academic support services.</p> <p>Middle College High School Located on the SAC campus, MCHS provides an accelerated program blending traditional high school and college courses of study.</p> <p>College Now Expand college level math classes offered by SAC at each of the high schools.</p>	<p>Outreach Programs SAC, CSUF & UCI continue and expand extensive outreach assistance programs in SAUSD and coordinate the programs through Achieving College Action Team.</p> <p>Higher Education Centers Establish permanent Higher Education Centers (HEC) at each high school to coordinate and deliver extensive college/university programs and academic support services.</p> <p>Middle College High School Located on the SAC campus, MCHS provides an accelerated program blending traditional high school and college courses of study.</p> <p>College Now Expand college level math classes offered by SAC at each of the high schools.</p>	<p>Higher Education Centers Involve teachers, counselors, and college/university faculty in planning and delivering HEC's at each school.</p> <p>College Now Hold discipline-specific dialogues between high school teachers and college faculty involved in College Now to link coursework, develop successful methodologies, and insure appropriate matriculation assessment.</p>	<p>Higher Education Centers Offer internships to high school students to work in the Higher Education Center at their school.</p> <p>Commissioner of Higher Education Establish a new position for a "Commissioner of Higher Education" in each high school's student government to provide leadership for higher education programs at their school and to serve on their HEC Steering Committee.</p>	<p>Higher Education Centers Involve parents from each grade level on the HEC Steering Committee at each school.</p> <p><i>Develop the Higher Education Centers into "family centers" and create activities that involve whole families.</i></p> <p>Pláticas/Educational Dialogues <i>Use educational dialogues as a means of engaging whole families in discussions about higher education.</i></p>	<p>Higher Education Centers Recruit representatives from businesses, community based organizations, and government to serve on the HEC Steering Committees & help develop special programs and make presentations sponsored by the HEC's.</p> <p>Establish "Education Information Centers" at community centers as extensions of the Higher Education Centers at the high schools.</p>
<p>Academic Readiness</p>  <p>SAC, UCI and CSUF all provide innovative academic, social, and cultural programs that help transition Latino students into college.</p> <p>Expand Summer Bridge Expand CSUF Summer Bridge program to accommodate additional SAUSD graduates.</p>	<p>Summer Bridge Programs SAC, UCI and CSUF all provide innovative academic, social, and cultural programs that help transition Latino students into college.</p> <p>Expand Summer Bridge Expand CSUF Summer Bridge program to accommodate additional SAUSD graduates.</p>	<p>Summer Bridge Involve Latino faculty in designing and delivering culturally engaging and academically enriching Summer Bridge programs.</p>	<p>Summer Bridge Student "Commissioner of Higher Education" will lead recruitment efforts for Summer Bridge opportunities. Summer Bridge programs are designed to also develop student leaders as they prepare to move into college life.</p>	<p>Summer Bridge Include families in the orientation held as part of each Summer Bridge activity on the campus of SAC, CSUF and UCI.</p>	<p>Summer Bridge Recruit businesses to participate in and serve as co-hosts' of orientation sessions for each Summer Bridge.</p>
<p>Policy (Local / State / National)</p>	<ul style="list-style-type: none"> • Unlimited funding for remediation available through California Department of Education is linked to academic restructuring and student success master plan under ENLACE. • SAUSD Board of Education adopts the academic requirements for university entrance as a requirement for high school graduation, including three years of math. • ENLACE works to expand the number of advanced placement courses and sections offered in SAUSD to increase our Latino students' ability to apply and be accepted to highly competitive universities. 				

HIGH SCHOOL

STRATEGIES

Change Strategies	Core Curriculum and Support Services	Professional Development & Faculty Leadership	Student Leadership	Family Engagement & Leadership	Community Capacity Building & Business Engagement
<p>Securing the Bachelors Degree</p> 	<p><u>Sophomore Experience</u> Expand existing, successful Freshman Learning Communities to sophomore cohorts at SAC.</p> <p><u>Dual Admission (U-Link)</u> Dually admit 200 students per year to SAC and UCI or CSUF and provide them with the courses and support they need to transition from community college to the university.</p> <p><u>CSUF Chicano Resource Center</u> Expand function to include student advisement, referrals, and advocacy.</p> <p><u>Summer Scholars Transfer Institute (SSTI)</u> Annually engage 100 transfer-ready community college students in SSTI where they complete a BA applicable course in residence at UC Irvine in the summer prior to transfer.</p>	<p><u>Sophomore Experience</u> Faculty-led team trains and mentors additional faculty for Sophomore Experience at SAC.</p> <p><u>CSUF Chicano Resource Center</u> Provide structured program for Latino faculty and staff to mentor students.</p> <p><u>SSTI</u> SAC, CSUF, and UCI faculty work as a team to offer courses to SSTI students.</p>	<p><u>Student Affiliates</u> Establish student advisory committee to provide a student perspective on partnership programs and activities.</p> <p><u>University Commissioner</u> Establish a "University Commissioner" position as part of the Associated Student Body government at SAC to promote transfer to 4-year institutions.</p> <p><u>CSUF Chicano Resource Center</u> Chicano Resource Center sponsored leadership development programs, visible place on campus for Latino students to meet and network.</p> <p><u>CSUF/SAC Student Leadership Initiative</u> Strengthen the intersegmental Student Leadership Initiative joining SAC and CSUF students in leadership development.</p>	<p><u>SSTI</u> Provide a special victory celebration at the completion of SSTI for families of transferring students.</p>	<p><u>Bridges to Careers</u> Link college faculty and businesses to develop specific training curriculum with a goal of increasing the employability of Santa Ana residents through Bridges to Careers program funded by US Department of Labor.</p> <p><u>CSUF/SAC Student Leadership Initiative</u> Include Latino business leaders in the menu of presenters that participate in the Student Leadership Initiative.</p>
<p>Graduate School</p> 	<p><u>Graduate School Preparation Programs</u> CSUF and UCI sponsor a variety of programs to assist Latino students prepare for graduate school (McNair/TRIO, California Alliance for Minority Participation, NIH Bridges programs).</p> <p><u>CSUF Chicano Resource Center</u> Services include referrals to research and internship positions, sponsorship of leadership series on transitioning to grad school and work and participation in graduate school and career fairs.</p>	<p><u>Latino Baccalaureate & Beyond Task Force</u> Discipline-specific coalitions of faculty to identify and rectify barriers to Latino advancement to graduate school.</p> <p><u>Faculty Teaching Internship Program</u> Provide teaching internships at SAC for CSUF and UCI graduate students.</p>	<p><u>UC LEADS</u> Expand current UC LEADS program at UCI, which provides research experience and academic support necessary to enhance competitiveness for graduate programs in SMET.</p> <p><u>Latino Education Research Opportunities</u> Provide UCI Latino students with grants to research Latino access to higher education issues through the UCI Center for Educational Partnerships.</p>	<p><u>Latino Baccalaureate & Beyond Task Force</u> Use interviews and focus groups to speak to parents of prospective and current graduate students to begin building a base of knowledge about the role of the family in the life of the college undergraduate or graduate student.</p>	<p><u>SAGE Scholars</u> Expand SAGE Scholars Program at UCI which provides multi-year paid internships in community businesses for incoming freshman and transfer students to focus on Latino students.</p>
<p>Policy (Local / State / National)</p>	<ul style="list-style-type: none"> Latino leadership in Santa Ana – mayor, superintendent of schools, community college chancellor & president, university vice president, congresswoman. RSCCD Board of Trustees adopts faculty diversity as top priority in hiring. ENLACE/UCI will take the lead in lobbying for dual admission model to be approved in the statewide UC system. ENLACE/SAC will establish "Schools & Community Partnership Office" at Santa Ana College. ENLACE promotes dual admission between SAC and UCI and SAC and CSUF. 				
<p>SANTA ANA 21st Century Latino City</p> 	<p>COMMUNITY CAPACITY BUILDING STRATEGIES:</p> <ul style="list-style-type: none"> Expand the Santa Ana Civic Leadership Institute that involves non-traditional community residents in a year-long leadership program that engages participants in local as well as state and national projects and improve their access to centers of power. Develop <i>Instituto de cultura</i> at community sites to partner parents/community members with college/university faculty in teaching classes in Spanish language, art, culture, history, etc. Examine alternative strategies to offer college-credit courses to those unable to matriculate as residents at the college or university due to lack of immigration documentation. Seek to collaborate with a non-profit, private university and involve volunteer staff from SAUSD, SAC, CSUF and UCI. ENLACE co-sponsors, with other community groups, the Youth Alternative Collaborative conference for over 300 Santa Ana young people. 				

HIGHER EDUCATION



SANTA ANA COLLEGE

Course Enrollment Reporting Tool

One of the partnership's primary focal points is throughput to completion, focused on the gatekeeper function that English and math play in pre-transfer preparation. This document provides an example of the data documenting the scarcity of seats in these critical courses that we are addressing by prioritizing access to these areas over the option to provide a wider variety of general education courses. This is a critical action that involves risk but we believe is essential to our overall goals of attainment.

Overall Course Enrollment

SUBJECT	OPEN	ENROLLED	NOT USED	FILL %
ENGL 061	28	18	10	64%
ENGL 101	54	41	13	76%
ENGL N50	2	0	2	0%
ENGL N60	18	13	5	72%
MATH 060	11	11	0	100%
MATH 070	3	1	2	33%
MATH 080	5	1	4	20%
MATH 081	33	9	24	27%
MATH 083	0	0	0	
MATH 084	10	8	2	80%
MATH 105	19	10	9	53%
MATH 140	26	5	21	19%
MATH 150	18	4	14	22%
MATH 160	6	6	0	100%
MATH 170	17	0	17	0%
MATH 180	16	2	14	13%
MATH 219	25	9	16	36%
MATH N06	7	2	5	29%
MATH N48	11	9	2	82%

Break Down of Enrolled Sections

SUBJECT	SEC. CT.	%	SUBJECT	SEC. CT.	%
ENGL	72	100%	MATH	77	100%
61	18	25%	060	11	14%
101	41	57%	070	1	1%
N05	0	0%	080	1	1%
N60	13	18%	081	9	12%
			083	0	0%
			084	8	10%
			105	10	13%
			140	5	6%
			150	1	1%
			160	6	8%
			170	0	0%
			180	2	3%
			219	9	12%
			N06	2	3%
			N48	9	12%

Santa Ana Partnership Charter

Santa Ana
Partnership



PROMOTING
EDUCATION

1. Mission:

Our mission is to transform the capacity to serve Latinos and advance college degree attainment. Our work aims to promote the educational success of all Latino students, to achieve entry as well as success in higher education while changing the perception and reality of the academic and economic potential of Latino students.

2. We seek to serve the interests and advance the well-being of the following constituencies:

Latino students, parents, community and business partners and the institutions that serve them.

3. Our authority to act on behalf of those we serve comes from:

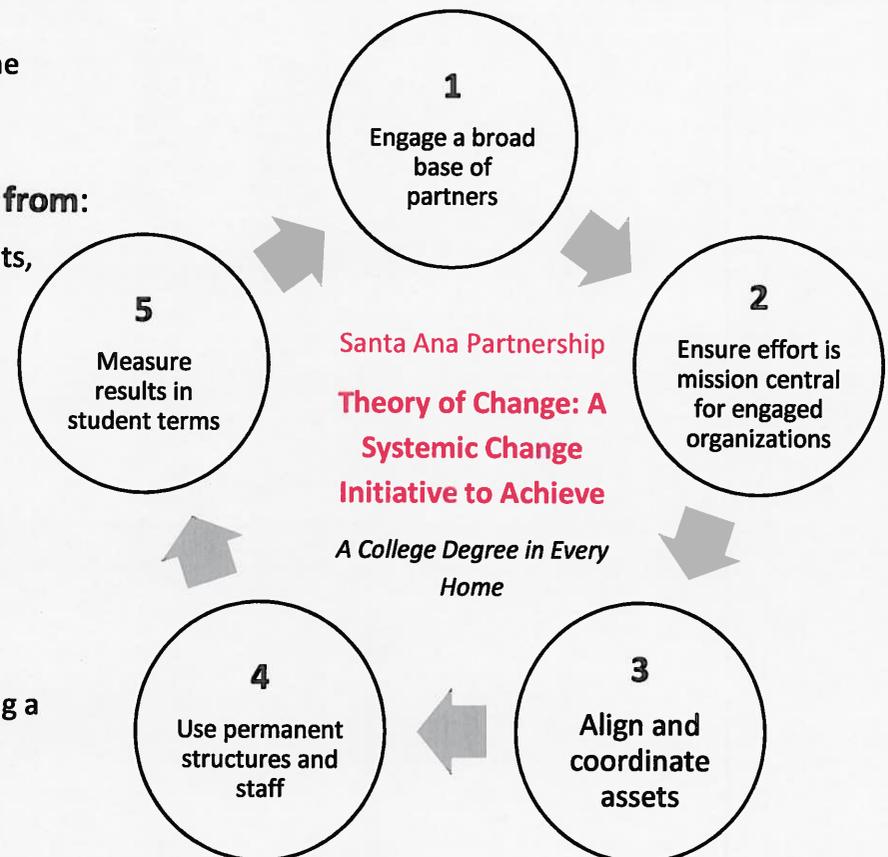
A moral and social justice imperative, as well as our roles as parents, community members, and leaders of public institutions.

4. The ground rules for our work as a team are:

- Mutual Respect
- Cooperation
- Active listening
- Accepting individual and institutional responsibility for action

5. Our decision-making method consists of:

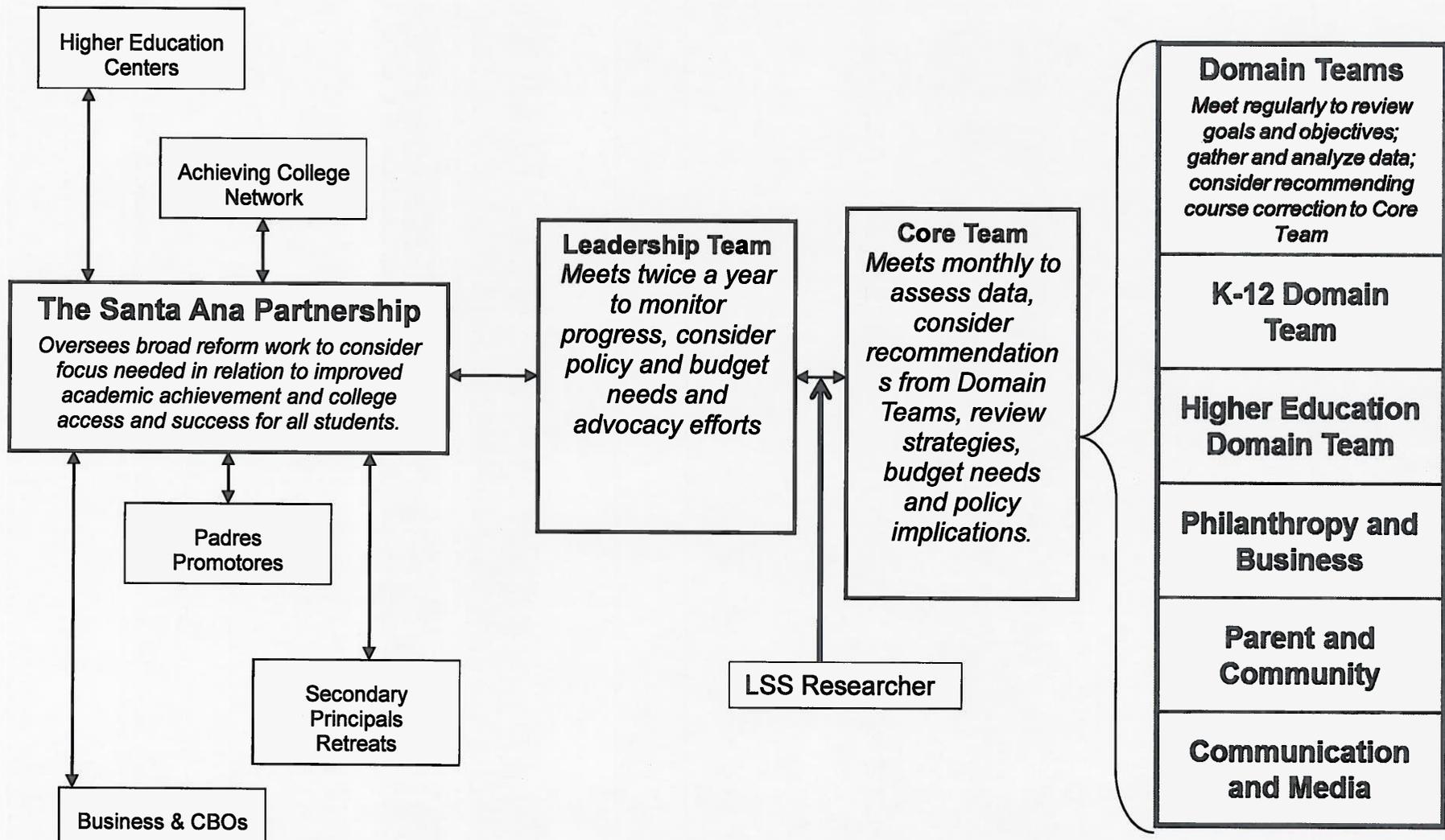
Proposing ideas, soliciting input, and reviewing data before making a decision in support of our mission. We also retain the right to respectfully disagree while working to build consensus.





Santa Ana Partnership

Supporting an Inclusive Process of Decision-making





**Santa Ana Partnership
Leadership Team Meeting Agenda
Monday, November 17, 2014
8:00-10:30 a.m.**

8:00 a.m. – Arrival/Coffee & Breakfast

8:30 a.m. – Meeting begins

- I. **Good Morning – Welcome – Introductions – Student Voices**
- II. **Highlights of the Impact of Our Work**
 - Latest data compendium from November LSS Report
 - Updated Partnership Scorecard
 - Access, progress, and completion data shared with SAUSD principals 10/23
 - Qualitative research underway for winter and spring (SAC, CSUF, UCI and the Partnership)
- III. **Updates on Major Partnership Items**
 - Governor's Innovation Grant: Framework, progress, draft nomination portfolio
 - Lumina Foundation Initiatives
 - LSS: Annual Report, initiative timeframe, March 2015 visit
 - CPA: December 8-9 Site Visit (protocol, organization, purpose)
 - CPA: January Convening: Monthly calls, travel team, charter
 - SAC's emerging Student Equity Plan, implications from the pipeline
- IV. **Domain Team Updates/Dialogues**
 - A. **Parent and Community**
 - B. **K-12**
 - C. **Higher Education**
 1. SAC
 2. CSU Fullerton
 3. UC Irvine
 4. Library HEC (including new city grant)
 - D. **Philanthropy and Business**
 - E. **Research and Evaluation/Team**
 - F. **Communications**
- V. **Framing the next level of innovation and impact: Discussion/prospects**
- VI. **Calendar Items**
 - A. **Partnership Leadership Team Meetings (Sub-groups and teams meet continuously)**
 - Monday, January 12
 - Monday, March 16
 - Monday, May 18
 - B. **Other Partnership Key Dates**
 - December 8-9: Site Visit (Justin Piff & Derek Price, OMG Center for Collaborative Learning)
 - January 14-15: Lumina CPA meeting in Dallas
 - March 16: LSS Site Visit
 - Counselor Conferences, etc.



Santa Ana Partnership Leadership Team Roster

Terry Agius (Business)

V. P. Insurance Services and CEO Comunidad Latina FCU

Luis Andrade (Higher Education)

Research Specialist, Doctoral Student, CSU Fullerton

Judy Benavidez (Higher Education)

¡Adelante! Transfer Specialist, Santa Ana College

Micki Bryant (Higher Education)

Dean of Counseling, Santa Ana College

Peggy Card-Govela (Philanthropy)

Scholarship Coordinator, Santa Ana College

Joshua Dorman (Higher Education)

Research Analyst, Santa Ana College

Cheryl Eberly (City)

Principal Librarian - Young Adult/Volunteer Services
Santa Ana Public Library

Manuel Escamilla (City)

Assistant Librarian, Santa Ana Public Library

Dennis Galligani (Regional Alliances/Policy)

ARCHES

Elfy Gaona (Parents and Community)

Padres Promotores Leader, SA Partnership

Rosa Harrizon (Parents and Community)

Padres Promotores, SA Partnership

Zeke Hernandez (Community/Latino Org.)

President, Santa Ana LULAC # 147

Member, Los Amigos de Orange County

James Kennedy (Adult Education)

Vice President, School of Adult Education
Santa Ana College

Juan Francisco Lara

(Philanthropy and Latino Organization)

Chair, Hispanic Educational Endowment Fund

Daniel Marquez (Higher Education)

Student Services Coordinator, Santa Ana College

Teresa Mercado-Cota (CBO & Higher Education)

Assistant Dean, Santa Ana College and
National Hispanic Business Women's Association

Dawn Miller (K-12 Representative and Policy)

Assistant Superintendent, Secondary Education
Santa Ana Unified School District

Nga Pham (Higher Education)

Director of Research

Rancho Santiago Community College District

Stephanie Reyes-Tuccio (Higher Education)

Director, Center for Educational Partnerships, UC Irvine

Christina Romero (Philanthropy)

Executive Director, Santa Ana College Foundation

Santana Ruiz (Higher Education)

Associate Director, Center for Educational Partnerships,
UC Irvine

Melba Schneider Castro (Higher Education)

Director of Educational Partnerships, CSU Fullerton

Omar Torres (Higher Education)

Vice President, Academic Affairs, Santa Ana College

Martha Vargas (Higher Education)

Counselor/University Transfer Coordinator
Santa Ana College

Ed Winchester (K-12 Representative)

Director of Secondary Education

Santa Ana Unified School District

Rocio Zamudio (Higher Education)

¡Adelante! Transfer Center Specialist, Santa Ana College

Sara Lundquist (Project Director)

(Higher Education & Policy)

Vice President, Student Services, Santa Ana College

Lilia Tanakeyowma (Project Co-Director)

(Higher Education & Policy)

Dean, Student Affairs, Santa Ana College

Karen Scott (Coordination and local support)

Assistant to Sara Lundquist, Santa Ana College

**Santa Ana
Partnership**



**PROMOTING
EDUCATION**

**Santa Ana College
School of Continuing Education**

**Non-credit to Credit Transition
Strategic Planning Meeting**

**March 27, 2014
3 p.m. – 5 p.m.
CEC**

AGENDA

1. Purpose and expected outcome for the meeting.

2. Review and approve “All Hands on Deck”.

3. Confirm objectives selected for supporting students through the transition from the School of Continuing Education to the SAC Credit Program:
 - **Increase the % of HS grads that transition to credit.**

 - **Increase persistence of ESL and other non-credit discipline students at SCE and create a seamless transition to credit**

4. Identify activities that will help us meet the objectives stated above. Consider timeline, who will be in charge, who else will be involved and resources needed.

5. Plan for Non-credit to Credit Summit



Community & Parent Domain Team

June 6, 2014

11:30 a.m. – 12:30 p.m.

SAC, Room S-215

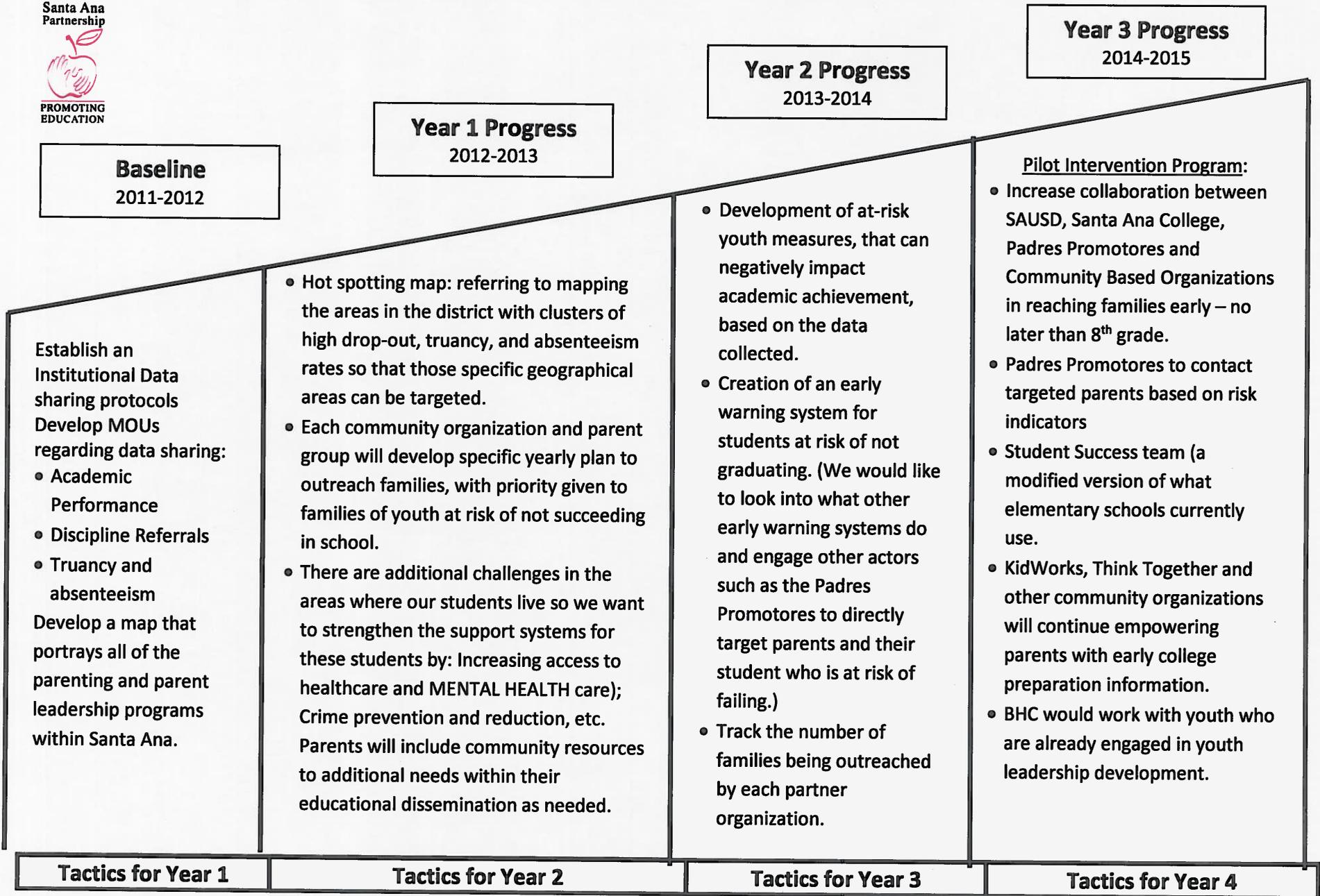
Santa Ana College (SAC) will create a guaranteed admission pathway from Santa Ana to California State University-Fullerton (CSUF) and the University of California-Irvine (UC Irvine). SAC's iAdelante! program serves the 79 percent Hispanic population by employing strategies that include: 1) required completion of SAC admissions and financial aid/scholarship applications by all seniors in the Santa Ana Unified School District (SAUSD); 2) specialized transfer planning with transfer application support workshops, individualized case management and peer mentoring; 3) guaranteed funding assistance to all students with unmet need who complete financial aid applications; and 4) bridging activities once SAC students advance to universities, including direct linkages for academic and financial support.

Projected outcome: Santa Ana expects an 80 percent overall college-going rate among SAUSD graduates, 80 percent of iAdelante! Students completing an associate's degree within three years, and 85 percent of iAdelante! Students who transfer to CSUF or UC Irvine will earn a bachelor's degree within three academic years of transferring.

AGENDA

1. Reviewing and Updating our work plan.
2. Reviewing data we are currently gathering.
 - What data?
 - How gathered?
 - Who gathers it?
 - Update process for sharing, as needed
3. Identifying new strategies that will help us reach our short-term and long-term objectives.
 - Agency/group
 - Population
 - How college-going messages are already delivered?
 - How else can college-going messages be delivered?

Collaborative Partners: Community: SAUSD, Santa Ana Partnership, City of Santa Ana, KidWorks, and Santa Ana Building Healthy Communities. **Leads:** Patricia Gomez, Rosa Harrizon, Lidia Diezmo, Beatriz Preciado, Ava Steaffens, Gloria Giraldo





Santa Ana Partnership Research Team

Agenda

October 3, 2014



1. Welcome, Purpose, and Meeting Objective

(To create a working group that will link priority student success and equity research and data to strategic activities in the Santa Ana Partnership, as measured in student terms.)

2. Brief introductions and context of the work in your institution

- Key data that you regularly gather and use, including source and data priorities

3. Exploring the current landscape that we jointly inhabit: key indicators & opportunities

- Current data displays that we have created and disseminated (examples might include handouts from today, 15 year history, math/English course access analysis, pilot data, high school college-going lists, SAC student assessment data (broken down), Summit presentation data, more.
- Strategies for coordinating and sharing what we have available
- Consideration of critical missing data
- Qualitative research in progress

4. Data Sourcing: Inconsistencies and annotation

- Options for standardizing, resources we could leverage from partners like Lumina and high school-based NSC profiles

5. Current opportunities: Governor's Innovation submission

6. Organizational structure for continuing our work--school site meetings, partnership meeting add-ons, more.



Santa Ana Partnership Research Team
ROSTER
October 3, 2014



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SANTA ANA PARTNERSHIP

NEWSLETTER for: Students, Parents, & Partners

A COLLEGE DEGREE IN EVERY HOME	early college & career planning	
	GUARANTEED COLLEGE ADMISSION	
Financial Aid & Scholarship Support Available For All		

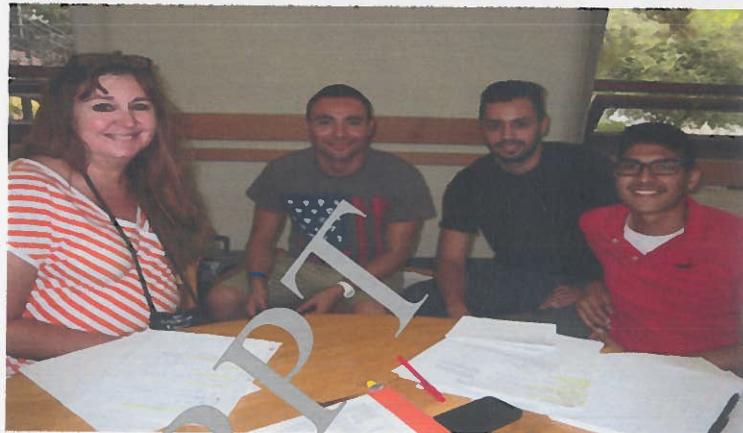
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Student Profile

By Daniel Marquez, Santa Ana College

Alexis Melesio has always had a passion for cars and fire. That may sound like an unusual combination but not to him. As a child he would always hang around his uncles when they fixed their cars and was very curious about how cars worked and how they could fix them so that they run better and faster. Also as a child, he remembers perking up whenever he heard fire engines roar as he knew they were on their way to put out a fire and help people in trouble. Now, as a recent graduate of Santa Ana High School, he plans to combine both passions here at SAC and pursue an AA Degree in Fire Technology as well as an Automotive Technology



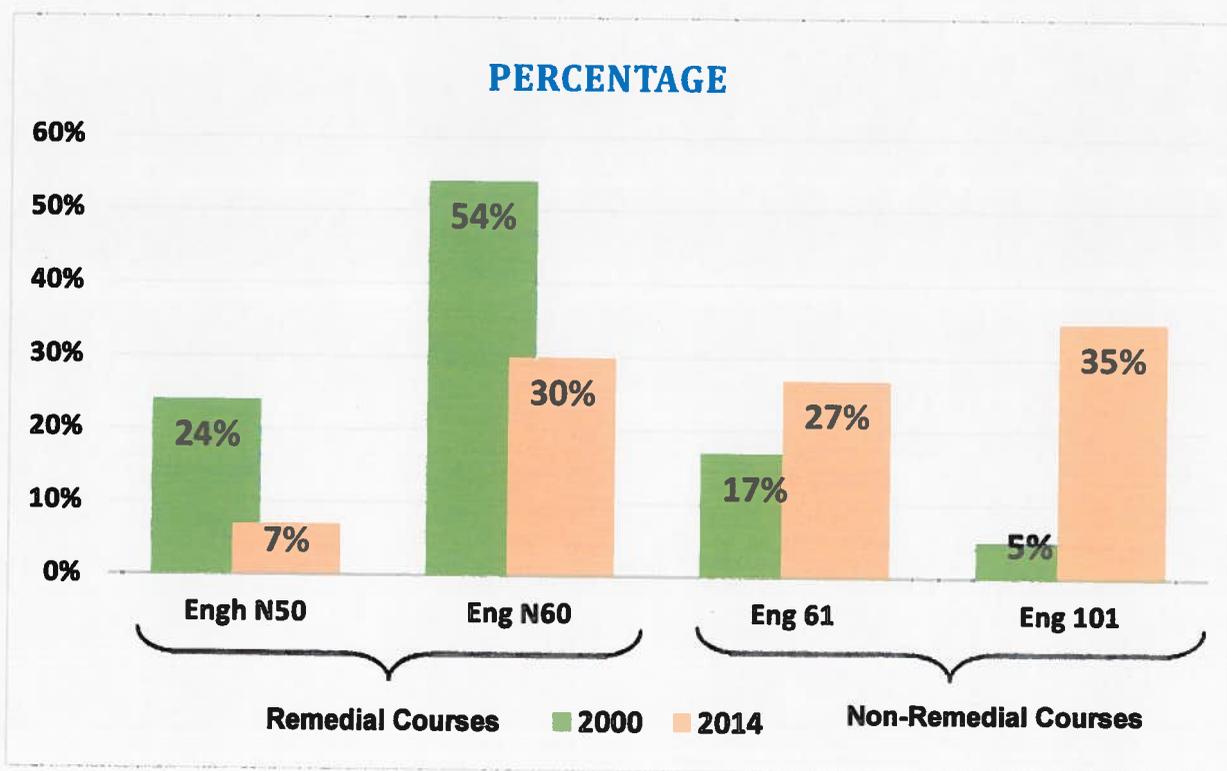
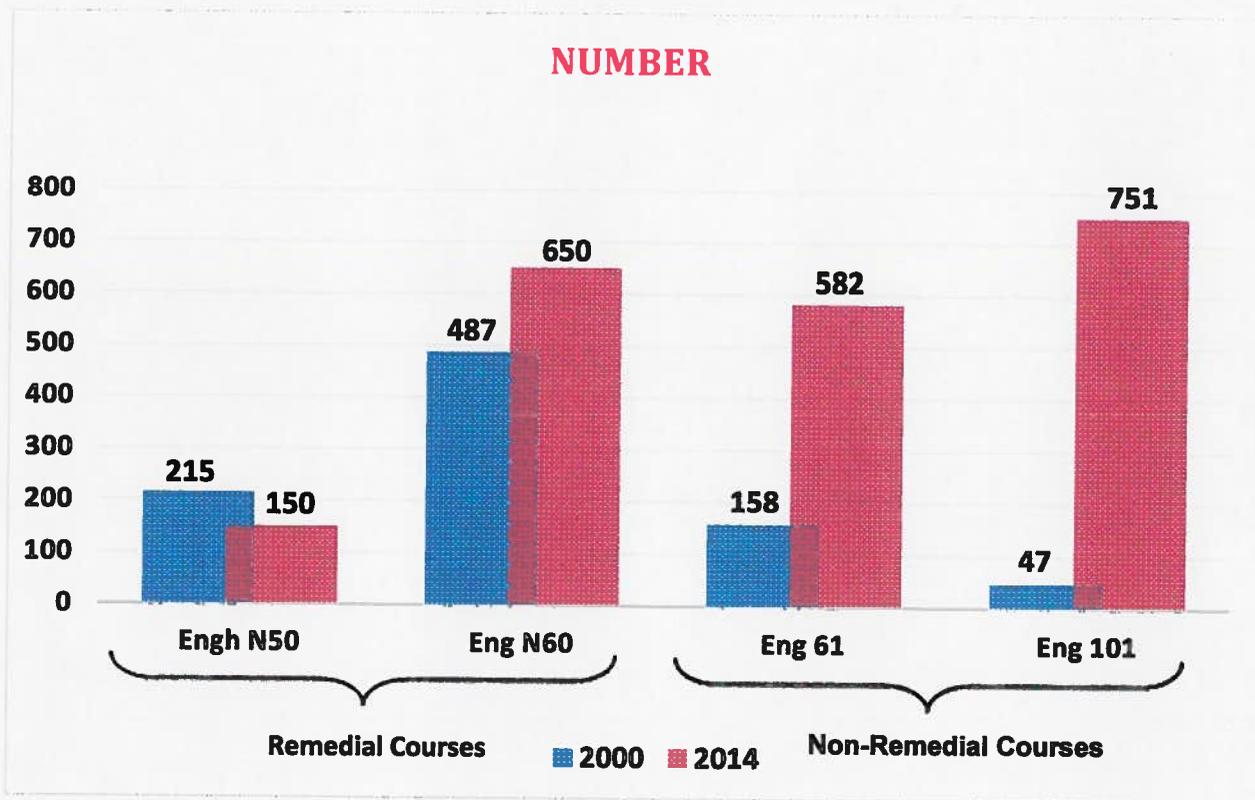
SSTI Program Makes a Difference

By Mai Nguyen, Santa Ana College Intern

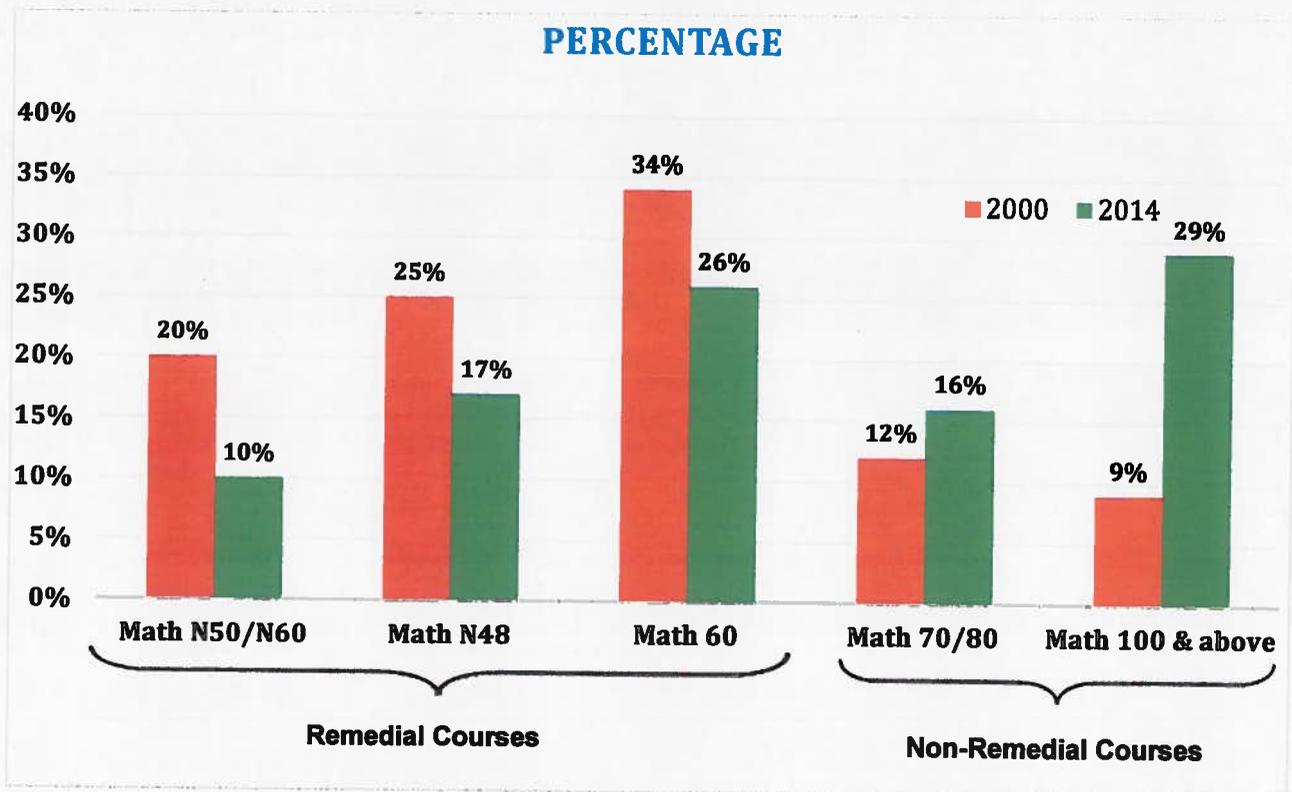
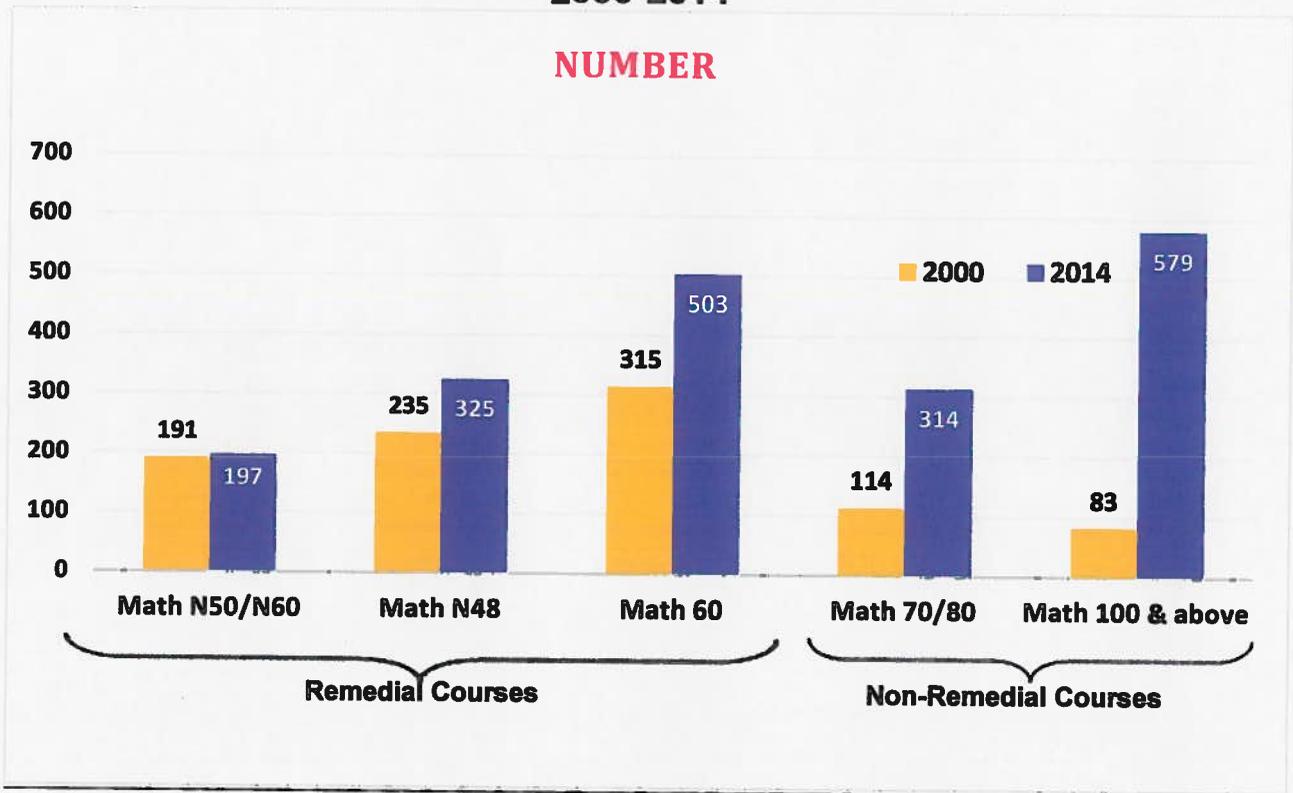
Completing a college-level course in only 10 days is a daunting task for any college student. However, students who enroll in the Summer Scholars Transfer Institute (SSTI) prove to live up to this seemingly impossible challenge. This past summer, 90 students from Santa Ana and Rio Hondo Colleges had the opportunity to participate in this unique residential program that allowed them to study, live and eat at UC Irvine for 10 days.

SSTI was created in 1993 through a collaboration between Santa Ana College and UCI Irvine's Center for Educational Partnerships (CFEP). This program allows students to earn up to 5 units of transferable college credit by enrolling in one of three courses. Courses offered this year included Earth Science 110, English 103, and Communication Studies 102. All students were

College Level Skill Attainment in English SAUSD Entering Freshmen at SAC 2000-2014



College Level Skill Attainment in MATH SAUSD Entering Freshmen at SAC 2000-2014



Qualitative Interviews of ¡Adelante! Participants Action Plan

The purpose of this project is to interview students from the 2011, 2012, 2013, and 2014 ¡Adelante! program cohorts to qualitatively assess their perceptions of the program and to interview former ¡Adelante! students that transferred to the California State University, Fullerton or the University of California, Irvine. The researcher will work closely with administrators and staff from Santa Ana College (SAC), California State University, Fullerton (CSUF), and the University of California, Irvine (UCI) to accomplish the project and track, interview, and work with students. The researcher will provide recommendations to directors, staff, and officials in the ¡Adelante! program upon completion of the project. This action plan outlines the steps, roles, and responsibilities of the doctoral student researcher for the fall 2014 and spring 2015 academic semesters.

Steps:

Estimated hours for completion of project—120+ hours (60+ hours during the fall and winter semesters, 60+ hours during the spring semester). Steps 1-3 will occur in the fall-winter semesters and steps 4-7 will occur in the winter-spring semesters.

- 1. Institutional engagement and collaboration with links/partners at SAC, CSUF, and the UCI.** The researcher will contact institutional partners at the three institutions for assistance in contacting students, tracking data related to students' courses, and informing links/partners of the qualitative assessment project. Additionally, the researcher will submit documentation for IRB approval.
- 2. Target students and student groups.** The researcher will compile the student data and information to determine sample size and a realistic number of participants.
- 3. Design tool for qualitative study.** The researcher will adopt, modify, or update the qualitative survey/questionnaire from the spring 2013 case study¹ to use for the students that are enrolled at SAC. The researcher will create a new qualitative survey/questionnaire for students that transferred and are enrolled at CSUF and UCI. The goal of the researcher is to conduct focus groups to collect qualitative data from students.
- 4. Outreach.** The researcher will reach out to the students via email, telephone calls, or other means to recruit them to participate in the interviews. Based on previous recommendations from the spring 2013 case study, the researcher will use multiple means to meet with students for the interviews.
- 5. Execute survey and qualitative analysis.** Based on the number of target students and student groups (step 2), the researcher will schedule, organize, and conduct the appropriate focus groups. After collecting the data, the researcher will transcribe focus group responses and qualitatively analyze the findings.
- 6. Review current program design and disseminate findings.** The researcher will share the findings with ¡Adelante! administrators and partners. Prior to finalizing the project, the researcher will share preliminary findings to inform group-meeting dialogues.
- 7. Finalize results and summary to preview plans for the 2015-2016 school year.**

¹ *Opt-in and Opt-out Students' Perceptions toward Santa Ana College's Adelante Program and Recommendations to Strengthen the Organization*, 2012.

Santa Ana College Course Completion Report, Fall 2013 (Excerpt)

Subject Area	Course #	Ethnicity	Total	Successful				Non-Successful			Non-Completer		
				A	B	C/P	Total	D	F/NP	Total	I	W	
Accounting	010	Latino	42	10%	7%	14%	31%	7%	19%	26%		43%	
		Asian	7	57%	14%		71%		14%	14%		14%	
		White	4	25%			25%	25%		25%		50%	
		Decline to state	1										100%
		Total	54	17%	7%	11%	35%	7%	17%	24%		41%	
	032	Latino	11	45%	9%	18%	73%						27%
		Asian	4	25%		50%	75%						25%
		Decline to state	5	80%	20%		100%						
		Total	20	50%	10%	20%	80%						20%
	035	Afr. American	3	33%	33%	33%	100%						
		Latino	43	26%	19%	9%	53%	2%	5%	7%		40%	
		Asian	26	38%	23%	8%	69%		8%	8%		23%	
		White	14	43%	36%		79%		7%	7%		14%	
		Other	1		100%		100%						
		Decline to state	10	40%	20%	10%	70%						30%
		Total	97	33%	24%	8%	65%	1%	5%	6%		29%	
	101	Afr. American	10		30%	20%	50%	20%		20%		30%	
		Latino	241	15%	33%	18%	66%	4%	6%	10%		24%	
		Asian	72	42%	32%	8%	82%		3%	3%		15%	
		White	38	34%	21%	11%	66%	5%	5%	11%		24%	
		Other	5	40%		20%	60%					40%	
		Decline to state	32	22%	38%	25%	84%		3%	3%		13%	
		Total	398	22%	31%	16%	70%	3%	5%	8%		22%	
		102	Afr. American	2	50%	50%		100%					
	Latino		114	9%	22%	26%	57%	3%	3%	5%		38%	
	Asian		51	31%	35%	16%	82%	4%	4%	8%		10%	
	White		24	33%	33%	13%	79%	4%	4%	8%		13%	
	Other		5	20%	60%		80%					20%	
Decline to state	23		17%	13%	26%	57%	4%	4%	9%		35%		
Total	219		18%	26%	21%	66%	3%	3%	6%		27%		

**Santa Ana College
TRANSFER TO FOUR-YEAR UNIVERSITIES**

First-time students in 2006-2007 who completed 12 credit units and attempted transfer-level math or English are tracked for a period of six years to four-year universities.

	Cohort Students	# Transfers	Cohort % of Total	Transferred %	Transfer Rate	80 Percent Index
Santa Ana Total	1856	733				
Age						
17 or Less	480	206	25.9%	28.1%	42.9%	99.9%
18 & 19	1143	453	61.6%	61.8%	39.6%	92.2%
20 to 24	121	52	6.5%	7.1%	43.0%	100.0%
25 to 29	41	8	2.2%	1.1%	19.5%	45.4%
30 to 34*	18	4	1.0%	0.5%	22.2%	51.7%
35 to 39*	27	6	1.5%	0.8%	22.2%	51.7%
40 to 49*	21	4	1.1%	0.5%	19.0%	44.3%
50 +*	5	0	0.3%	0.0%	0.0%	0.0%
Ethnicity						
African-American*	27	7	1.5%	1.0%	25.9%	53.2%
American Indian/Alaskan Native*	11	5	0.6%	0.7%	45.5%	93.2%
Asian	242	118	13.0%	16.1%	48.8%	100.0%
Filipino	31	10	1.7%	1.4%	32.3%	66.2%
Hispanic	934	316	50.3%	43.1%	33.8%	69.4%
Pacific Islander*	10	4	0.5%	0.5%	40.0%	82.0%
Unknown	129	55	7.0%	7.5%	42.6%	87.4%
White Non-Hispanic	472	218	25.4%	29.7%	46.2%	94.7%
Gender						
Female	988	384	53.2%	52.4%	38.9%	96.7%
Male	868	349	46.8%	47.6%	40.2%	100.0%
Financial Aid						
Yes	976	428	52.6%	58.4%	43.9%	100.0%
No	873	303	47.0%	41.3%	34.7%	79.1%
Disability						
Yes	44	16	2.4%	2.2%	36.4%	91.9%
No	1812	717	97.6%	97.8%	39.6%	100.0%
CalWORKs						
Yes*	7	2	0.4%	0.3%	28.6%	72.3%
No	1849	731	99.6%	99.7%	39.5%	100.0%
Veterans						
Yes	60	18	3.2%	2.5%	30.0%	75.4%
No	1796	715	96.8%	97.5%	39.8%	100.0%
Foster Youth						
Yes*	4	0	0.2%	0.0%	0.0%	0.0%
No	1852	733	99.8%	100.0%	39.6%	100.0%

ANALYSIS: Students 25-29 years of age, Filipino, Hispanic, non-reipients of Fin. Aid, and Veterans are disproportionately impacted. These groups are less likely to transfer to four-year universities than the relevant reference group.

 Subgroup with less than 30 participants; findings must be interpreted with caution

 Disproportionate Impact

Data compiled by the RSCCD Research Department using Chancellor's Office Data on Demand. Veterans and Foster Youth data

Summary of Academic Indicators, September 2014

	2010 (Baseline)	2011 (Pilot)	2012	2013	2014	Progress
COLLEGE READINESS						
• annual SAUSD dropout rate	13%	13%	11%	10%		Dropout rate dropped three percentage points.
• % of SAUSD seniors taking a college entrance or placement test	28% SAT	34% SAT	38% SAT	43% SAT	95%	Seniors taking placement tests increased.
	18% ACT	20% ACT	20% ACT	21% ACT		
	85% SAC	87% SAC	98% SAC	94% SAC		
• On-time SAUSD high school graduation rate	80%	83%	85%	86%		High school graduation rate increased six
• % of SAUSD high school graduate cohort earning SAC college credit during high school	19%	19%	26%	26%	7%	High school graduates earning college credits at SAC while still in high school increased
COLLEGE ENROLLMENT						
• % of SAUSD high school graduates completing FAFSA on time (March 2nd) at SAC	21%	23%	43%	48%	65%	HS graduates completing FAFSA has more than tripled. (These rates do not include AB540 students and/or those who completed a Dream Act
• College enrollment of SAUSD in the fall after graduation (at SAC, CSUF, UCI, other 2-yr/4-yr colleges, and "unknown")	30% SAC	32% SAC	34% SAC	49% SAC	32%	SaAUSD graduates continuing to colleges directly after graduation has been steady in the last five years.
	4% CSUF	3% CSUF	4% CSUF	6% CSUF	5% CSUF	
	2% UCI	2% UCI	2% UCI	3% UCI	2% UCI	
	22% Other	21% Other	18% Other	16% Other	20% Other	
	42% unknown	42% unknown	42% unknown	26% unknown	40% unknown	
COLLEGE PERSISTENCE						
• % of entering SAUSD college enrollment that require remediation at SAC (N courses in English and math)	34%	33%	28%	25%	23%	SAUSD graduates entering SAC requiring remediation in Math and English continues to drop.
• % of entering SAUSD college enrollment that persists from 1st to 2nd year at SAC	68%	71%	68%	end of Fall 2014	Fall 2015	Persisted to 2 nd year increased.
• Overall number of SAC transfers to 4-yr colleges	1,761	2,906	2,229	2,216	2,075	The number of SAC students who transferred to the universities slightly dropped.
COLLEGE ATTAINMENT						
• Overall SAC post-secondary certificates and degrees	1,094 CT	1,206	1,298	1,303	1,696	The number of certificates and degrees awarded increased.
	1,332 AA/AS	1,445	1,503	1,702	1,908	
• Overall SAC Latino/Hispanics 25-34 who earned an AA/AS degree	13%	14%	14%	21%	20%	The percent of 25-34 Latinos earning an AA/AS degree at SAC increased 8 percentage points.
• Overall SAC Latino/Hispanics 25-64 who earned an AA/AS degree	18%	19%	19%	25%	23%	The percent of 26-64 Latinos earning an AA/AS degree at SAC increased 7 percentage points.
• SAUSD graduates' degree attainment @ SAC within 3 years of HS graduation	90CT	Fall 2015	Fall 2016	Fall 2017	Fall 2018	
	114 AA/AS	Fall 2015	Fall 2016	Fall 2017	Fall 2018	
• Overall BA degree attainment at UCI & CSUF within 4 years of HS graduation	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	
• SAUSD graduates who obtained a BA degree at UCI & CSUF within 4 years of HS graduation	Fall 2104	Fall 2015	Fall 2016	Fall 2017	Fall 2018	



SAUSD TO CSUF APPLICATION, ADMISSIONS, & ENROLLMENT



Fall	Applied	Admitted	Enrolled
2005	388	247	90
2006	499	284	110
2007	478	296	106
2008	603	364	122
2009	597	376	119
2010	690	381	129
2011	780	385	121
2012	830	426	150
2013	878	460	167
2014	976	472	173



**SANTA ANA
COLLEGI**

SANTA ANA COLLEGE TO CSUF (FALL ONLY)

Fall	Applied	Admitted	Enrolled
2005	575	432	286
2006	651	419	276
2007	632	436	319
2008	524	315	216
2009	541	314	233
2010	801	673	400
2011	687	529	313
2012	721	577	340
2013	945	726	433
2014	924	570	349



Santa Ana USD Outcomes at UC Irvine District Level



Cohort Semester	SIR	One-Year Return Rate	Two-Year Return Rate	Degree Earned in 4 Yrs or Less	Degree Earned in 5 Yrs or Less	Degree Earned in 6 Yrs or Less
F07	28	85%	87%	36%	74%	77%
F08	34	90%	84%	50%	76%	
F09	42	94%	89%	51%		
F10	48	91%	80%			
F11	57	83%	74%			
F12	55	84%				
F13	74					

Overall Retention and Graduation Rates at UC Irvine for Transfers from Santa Ana College Fall 2007 through 2012 Entering Cohorts

	Number of students in Entering Cohort	One-Year Return Rate	Two-Year Return Rate	Degree Earned in 3 Yrs or Less	Degree Earned in 4 Yrs or Less	Degree Earned in 5 Yrs or Less
Fall 2007	28	79%	29%	68%	79%	79%
Fall 2008	34	97%	50%	82%	91%	
Fall 2009	42	88%	45%	76%	79%	
Fall 2010	48	96%	35%	81%		
Fall 2011	57	91%	31%			
Fall 2012	45	96%				

Source: UC Irvine Office of Institutional Research