



Santa Ana
Partnership



PROMOTING
EDUCATION

Lumina Latino Student Success Grant Proposal

**From Santa Ana College
on behalf of the Santa Ana Partnership
in support of the Santa Ana ¡Adelante! Initiative**

Submitted for funding consideration June 13, 2011

EXECUTIVE SUMMARY

Santa Ana ¡Adelante! restructures policy and practice in the secondary, community college, CSU, and UC systems in support of Latino student access to and completion of public postsecondary education in California. With the enthusiastic support of 21 local, state, and national leaders who have contributed to the long standing work of the Santa Ana Partnership, Santa Ana College (SAC) is proposing to launch and sustain *Santa Ana ¡Adelante!* as a model for Latino student success to be launched at scale and continuously implemented beginning in the fall of 2011. The initiative guarantees that all Santa Ana Unified School District (SAUSD) students who graduate from high school, enroll at SAC, and complete all academic requirements and application paperwork will be admitted as transfer students to California State University, Fullerton or to the University of California, Irvine. The initiative is structured for sustainability and has secured an inter-segmental commitment to making the project a permanent part of the regional education landscape from this point forward. *Santa Ana ¡Adelante!* begins with activities that all SAUSD 6th graders and their parents undertake, including a college-going pledge and related curriculum, and continues as students enter high school, renew their educational plans, and apply for college admission. All SAUSD seniors will receive priority registration at SAC and be fully matriculated before high school graduation. All program participants will receive help in completing required paperwork and will receive financial assistance through federal, state, and/or local resources. In 1960, the California Master Plan for Higher Education made history when it promised a place in college for every Californian with the potential to enroll and succeed. Today that promise is in shambles, but local leaders, inspired by the challenge and the opportunity that Lumina has provided, have reinstated that promise through the *Santa Ana ¡Adelante!* initiative.

Proposal Narrative

ORGANIZATION DESCRIPTION

The lead organization, **Santa Ana College (SAC)**, is a fully accredited California Community College, established in 1915. The college’s mission is to be a leader and partner in meeting the educational needs of our diverse community by preparing students for transfer, employment, careers and lifelong intellectual pursuits in a dynamic learning environment. To fulfill this mission the college works vigorously to increase the college enrollment and post-secondary completion rates among under-represented and disadvantaged students, with a specific focus on Latino students, as 94% of local K-12 students are Latino. SAC has a long and distinguished history of serving the regional and statewide Latino community. One of the founding members of the Santa Ana Partnership established in 1983, SAC has led and participated in collaborative efforts to address disparity in higher education achievement. In 2001 the college and the individual we propose lead this project were selected by the W.K. Kellogg Foundation to oversee its expansive ENLACE (Engaging Latino Communities in Education) initiative in California after four years of highly successful regional Latino-based educational reform work. Serving as the hub of the Santa Ana Partnership, SAC, in partnership with K-12, university, and community/parent organizations created, scaled, and institutionalized fundamental changes in the educational system: including, elevating the academic rigor of secondary schools by requiring all 7th graders to take pre-Algebra, elevating high school graduation requirements to mirror entrance requirements to universities, creating a path to higher education that is seeded in the core secondary school curriculum and enhanced by policy supports and one-stop Higher Education Centers at all feeder high schools. As an experienced leader in educational initiatives related to Latino academic achievement, SAC regularly hosts professional and policy development events, such as Latino Leadership Educational Briefings, to share progress on key educational metrics

for Latino students locally and to collaborate on strategies to address challenges. These community dialogues have expanded to incorporate the work of the White House Office on Educational Excellence for Hispanics. With their participation, SAC will host the upcoming “Closing the Latino Achievement Gap” conference on 9/30/11, which will include 300 on-site and an unlimited number of web-based colleagues joining to create plans for closing the achievement gap and accelerating the upward mobility of Latino students in California.

PROJECT OVERVIEW

1. Geographic area: The primary beneficiaries of this project will be students and families who reside in Santa Ana, California. The City of Santa Ana is the high-density urban core of Southern California with 336,988 residents living within 27 square miles; of those residents, 79% are Hispanic, 83% speak a language other than English at home, 50% are foreign born, and 48% have not graduated high school (2005-2009, American Community Survey, U.S. Census). The City’s K-12 system, Santa Ana Unified School District (SAUSD), serves 56,937 students, of whom 94% are Latino, 84% are impoverished, and 56% are English Learners.

2. Organization’s suitability to pursue this project, and its capacity and commitment to complete the project: The Santa Ana Partnership, led by Santa Ana College, is best suited to pursue this project because of its track record in changing policy, working at scale to maximize the upward educational mobility of Latino students, and for its history of achieving substantial results that are measured in student terms.

Santa Ana College’s executive leaders in the administrative, academic, staff, and student domains are already deeply engaged in Latino-centered equity work which has resulted in our ability to close the achievement gap in both Associate of Arts degree attainment and in university transfer for Latino students over the past five years. SAC’s president established and faculty

endorsed college-wide goals for the expansion of equity measures across all academic areas and courses, by ethnicity, with specified annual gains for the next five years.

To further benefit students and parents the college provides no-cost furnished offices on the executive floor of the administration building to Padres Promotores de Educación (a grass-roots parent-led educational empowerment group), and Comunidad Latina (a bilingual, non-profit credit union that supports financial literacy and issues low-cost microloans to SAC students), which have had dedicated office suites for ten and two years, respectively.

SAC has established several endowment funds that provide direct financial support to Latino students. The Santa Ana Futures Fund, a \$2.5 million endowment, is supported by payroll deduction programs; city of Santa Ana, SAUSD, and SAC employees contribute monthly from their paychecks so that students from our community can pursue college. This locally imagined and implemented program is immigration-status blind. SAC established a second endowment in collaboration with the SAC Foundation and a third with the Hispanic Education Endowment Fund (HEEF). SAC is the only community college to have established such an endowment with HEEF. 100% of the fund supports Latino students who are moving from SAC to CSUF or UCI.

3. Project's overarching goal and how it will advance access and/or success in

postsecondary education for Latinos: *The project's overarching goal is to increase the number*

of Latino students earning high-quality post-secondary degrees and credentials. Our project,

Santa Ana ¡Adelante!, will create a guaranteed admission pathway to the baccalaureate through early admission and registration at SAC followed by guaranteed university admission offers from CSU-Fullerton and UC-Irvine. The executive leadership teams of SAUSD, SAC, CSU-Fullerton and UC-Irvine (all founding members of the Santa Ana Partnership) have re-designed the admissions pathway and enthusiastically support the transformation it will catalyze by

encompassing all four segments of public education. All 56,937 Santa Ana Unified School District (SAUSD) students will be eligible to participate in the program, which has been officially endorsed by the educational boards overseeing SAUSD and SAC. We believe that the project will effect a sea change in college-going locally at a time when the capacity of public higher education is shrinking in the state and thousands of academically qualified students are denied university admission due to lack of space. In addition, a dedicated effort to connect students to college funding sources is a critical pre-condition to improving college access and completion rates among Latino students. SAC will access various resources (endowment funds, financial aid and transfer center staff, partnerships with Comunidad Latina-Credit Union, Padres Promotores, and Union Bank) so students and parents can maximize college financial aid.

4. Activities for this project: The project will implement the required Collaboration activities as well as Pipeline activities to increase Latino students' access and success in higher education.

Santa Ana Partnership's current efforts and commitment of its existing infrastructure and resources to implement the proposed project address the required activities: engage in high-profile collaboration with action agendas centered on Latino-student success in college; increase alignment between K-12, higher education and the workforce; develop long-term commitments across sectors to support Latino college success to be implemented at scale; commit to shared metrics and develop aligned and mutually reinforcing activities for all partners; develop a common research-based culture with consistent collection, analysis, and transparent data sharing to track progress for improving Latino college success; establish effective communication protocols among partners focused on Latino student success goals; and secure commitments to ensure effective implementation and long-term sustainability.

The collaboration activities described above will provide the necessary structure and support for expanding and sustaining the college access and success pipeline. The project's activities include all students in SAUSD beginning in 6th grade and continuing through high school graduation, SAC matriculation, and university transfer, culminating in university graduation (see Project Implementation Timeline, page 13).

5. Expected outcomes of this project: Short-term (one to two years): guaranteed university admissions agreements implemented; increase the number and percentage of Latino students who apply for financial aid; decrease number of Latino students placing into remedial math and English courses; increase by 5% annually the number and percentage of SAUSD graduates who enroll at SAC over the four year course of the project and continue to increase until an 80% college-going rate overall is achieved. Intermediate (two to four years): 40% of Santa Ana ¡Adelante! students will complete an AA degree within two years; an additional 40% will complete an AA degree in three years. Long-term (four years and beyond): 85% of project participants who transfer to CSUF or to UCI will earn BA degrees within three academic years of transferring; financial aid packages will be established to coordinate guaranteed transfer admission with aid to increase completion of BA programs; maintain the Santa Ana Partnership and the Steering Committee as the collaborative leading Santa Ana ¡Adelante! permanently.

6. Tracking mechanisms that will be used to assess results for the project activities: Four areas will be targeted for data collection and analysis: college preparation, college enrollment, AA completion, transfer, and BA completion. College Preparation: Student and parent information collected during college and financial aid outreach and advisement sessions in 6th-12th grades will be collected and maintained by the college; senior student data will include students' EAP and placement scores and completion of financial aid/scholarship and SAC

applications. College Enrollment: students who matriculate through Early Decision; enrollment confirmation; development of educational plans. Transfer: degree audit, transfer readiness assessment by counselor, application for university, financial aid/scholarship applications, confirmation of enrollment. College and University Degree Completion:: data drawn from data system and counseling files (grades, course completion, progress toward degree completion).

The Project Director will create a data plan and collection schedule; counseling staff will maintain the database and provide the project leaders with quarterly activity and progress reports.

7. Products and/or services generated by the project: Products (all bilingual): guaranteed admission agreements; project materials associated with the major activities (e.g., letters to parents, project summaries, and college pledges); reports with summative data and descriptions of the unique policy components and service elements active each year, including lessons learned, all sources of financial support for the effort, including direct assistance for students. Services: college and financial aid advisement for students and parents; college academic preparation assistance and advisement; financial aid resource development; serve as a professional development site for other regional collaboratives in California to visit and to learn about and adapt to their institutions through vigorous dissemination.

COLLABORATION

1. When the collaboration was instituted: The Santa Ana Partnership was established in 1983 and has been operating since then, adding policy initiatives, programs, research reports, and dedicated human and fiscal supports to the effort continuously. The proposed director of this project was a founding member of the Santa Ana Partnership, and has been leading the collaborative since 1990 as part of her position as Vice President of Student Services at SAC.

2. Partners (national, state, regional, and local) participating in this project.

Education: *SAC (Lead Applicant)* (local, Sara Lundquist); *SAUSD* (local, Jane Russo & Juan Lopez); *CSU-Fullerton* (local, Silas Abrego); *UC-Irvine* (local, Stephanie Reyes-Tuccio); *USC Center for Urban Education* (regional, Estela Mara Bensimon).

Policy: *California Community Colleges Chancellor's Office* (state, Jack Scott); *White House Office on Educational Excellence for Hispanics* (federal, Juan Sepúlveda).

Civic/Community/Advocacy: *Padres Promotores de Educación* (local, Rosa Harrizon); *Mexican American National Women's Association* (local, Nellie Kaminski); *League of United Latin American Citizens* (local, Zeke Hernandez); *KidWorks* (local, Ava Steffans); *American Association of Hispanics in Higher Education* (national, Louie Olivas); *Hispanic Association of Colleges and Universities* (national, Antonio Flores); *City of Santa Ana* (local, Gerardo Mouet).

Non-Profit: *Comunidad Latina Federal Credit Union* (regional, Terry Agius); *SAC Foundation* (local, Christina Romero); *Hispanic Education Endowment Fund* (regional, Juan F. Lara).

Business: *Miniondas* (regional, Sergio Velazquez); *La Rockola 96.7 FM* (regional, Marlene Riquez); *Union Bank* (regional/state/national, Carl A. Ballton); *The Orange County Hispanic Chamber of Commerce* (regional, Araceli Gonzalez).

3. How the partners are best equipped to advance the goals of the proposed project: In addition to ensuring that educational partners support participating students at the institutional level as a core part of the initiative, other collaborative affiliates have committed their human and fiscal resources to the project. Students entering college will receive financial support from state/federal agencies (as eligible) and from the Hispanic Education Endowment Fund, the City of Santa Ana, Comunidad Latina Federal Credit Union, the SAC Foundation, and Union Bank. Community partners will extend the reach of the initiative and ensure that the path to college is integrated into *Santa Ana ¡Adelante!* and the implementation plan below (KidWorks, MANA,

Padres Promotores de Educación, LULAC). Partners from outside the region will connect *Santa Ana ¡Adelante!* leaders to statewide and national action networks centered on Latino student advancement into and through higher education through practice, organizational design, policy and evaluation (California Community College Chancellor's Office, the Center for Urban Education at the USC, the American Association of Hispanics in Higher Education, the Hispanic Association of Colleges and Universities, and the White House Initiative). Others will broadcast and support local activities, student success stories, and help students and families realize that college is possible and critical to their future success (Miniondas, La Rockola 96.7 FM).

4. Strategies project will use to formally engage Latino community leadership: The project steering committee will be comprised of Latino leaders from all 21 organizations that are supporting this initiative. These Latino leaders will be directly engaged in the development, operation, implementation, and evaluation of the project, and will be key advocates for sustaining the project, including connecting their constituencies to the work in progress through organizational meetings, presentations, and updates. The steering committee will meet monthly at sites throughout the community to maximize stakeholder access and ensure that all operational, evaluation, and outreach activities are aligned. SAC's president will convene a series of Latino Leadership Breakfast Briefings to highlight the overall academic achievement of Latinos in our community and the value added difference this initiative is making for students.

5. Examples of success achieved through this collaboration to date.

- Sustained collaboration among four educational systems over twenty-eight years with the shared commitment to improve Latino students' academic achievement.
- A track record of using policy to sustain good practice in every segment of the pipeline.
- Robust financial supports to help close higher education funding gaps for students.

- Longstanding student and parent empowerment coalitions that work with the Santa Ana Partnership to maximize college-going in Santa Ana.
- The elimination of Latino degree completion and transfer gaps at SAC in the last five years, with a 150% gain in academic college readiness for SAUSD Latinos over ten years.
- SAUSD academic policy changes to establish a rigorous, college prep curriculum.
- Cited as Tier 1 by the White House Initiative on Educational Excellence for Hispanics.

COMMUNICATION

1. The main project stakeholders and how they will be engaged through communications:

Regional stakeholders will be engaged through representatives (including students) who will serve on the *Santa Ana ¡Adelante!* steering committee that will meet monthly to plan and implement each phase of the initiative. An expanded group of stakeholders will be connected through SAUSD communications with staff, parents, and students, SAC communications with the same, and a project website that will include all related materials. The steering committee partner organizations will place *Santa Ana ¡Adelante!* as a standing item on the agenda of meetings within their organizations (including school/college boards of education and city council) to ensure that *Santa Ana ¡Adelante!* is maintained as a permanent part of our landscape.

Statewide partners will work with public sector leaders in education, the legislature, and research/advocacy groups to address the threat to college access and completion in California, which has become acute during the protracted budget crisis. The project model will be featured at conferences and presented in policy discussions with our statewide Community College Board of Governors (four commitments have already been made). A toolkit highlighting the essential regional pre-conditions for success will be created for other parts of the state to consider

adapting locally. It will also be a featured strategy in conjunction with California's Student Success Task Force, which is charged with recommending changes to state policy by 2012.

The third group of stakeholders, Latino students, parents, and their organizational partners, will extend communication within and beyond education nationally. Commitments from partners such as HACU, AAHHE, and the White House Initiative will put the project in the national spotlight, which will also link interested colleagues to regional peers in Santa Ana and to the project website for model materials and access to the project's leaders. As an affiliate of the White House Office on Educational Excellence for Hispanics, the Santa Ana Partnership was one of only 12 collaboratives nationally ranked Tier 1 (defined as already undertaking substantial work and ready to move to the next level). The proposed director for *Santa Ana ¡Adelante!* has been nominated to serve on the White House Commission on Educational Excellence for Hispanics and is scheduled to be sworn into that body in September 2011. The charge of the Commission is to provide the President and his government with advice and working models that will help the nation achieve its goal of returning to its former position as the world's top producer of college degrees by 2020. Commission meetings will be broadcast and will also be linked to new media venues to engage multiple stakeholders in action-centered, collaborative initiatives that address persistent achievement gap inequities at scale with changes to policy and institutional structures, such as *Santa Ana ¡Adelante!*.

Finally, the national implementation network that Lumina will create and convene as part of the Latino Student Success Initiative will be a foundational point of departure for communications within and among sister programs as all affiliates create a living matrix of Latino talent development strategies structured for both scale and sustainability.

2. Media strategies to communicate the project’s progress, actions, and outcomes: The project’s current activities, tools, policies, models, and organizational structure will all be available on the *Santa Ana ¡Adelante!* website, which will be hosted by SAC, with links to partner websites and from there back to *Santa Ana ¡Adelante!* In addition, SAC-hosted advisory committee meetings will be simulcast on the web through a California Community College technology product called CCC Confer, which allows for virtual as well as actual meeting participation, the inclusion of “guests” who would like to “sit-in”, and for the creation of archives that will support expansion and adaptation of the model. In addition to setting up the website, we will establish Facebook and Twitter locations for *Santa Ana ¡Adelante!* for use by all stakeholders, including students. Our local media partners (Miniondas and La Rockola 96.7 FM) will allow us to reach a substantial number of Spanish-speaking adults in our community with key project updates and regular news about college readiness, college-going, college success and available financial aid. Miniondas has agreed to a biweekly feature on *Santa Ana ¡Adelante!* as part of its commitment to Latino educational achievement in the greater Santa Ana area, and La Rockola 96.7 FM will provide free promotional opportunities, including live interviews, event coverage, and Public Service Announcements.

3. Communication efforts to increase and elevate the success and sustainability of the project: The above detailed communication strategy will elevate the success, expansion, and sustainability of the initiative by creating a bilingual communication network that is formal (like the website), informal (like Twitter and Facebook), linked to the communication infrastructure of core partners and sponsors, and yet does not leave behind more traditional consumers of media, like Spanish-language periodicals and radio, that play an extremely critical role in the “information food chain” in Santa Ana.

| PROJECT TIMELINE: October 1, 2011 – September 30, 2011 | | |
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| Planning | Key commitments secured, bilingual project summaries drafted, major activities detailed, pilot students recruited, governing boards briefed, media preview completed. | April-June 2011 |
| | Steering Committee meets quarterly in conjunction with the Partnership’s Achieving College Council to review effectiveness of previous quarter’s activities and finalize those rolling out in the next quarter. | Quarterly from fall 2011 |
| Communications | <ul style="list-style-type: none"> • Bilingual press releases launched to announce the Lumina Grant Initiative • <i>Santa Ana ¡Adelante!</i> website, Facebook and Twitter accounts set-up | Fall 2011 |
| | <ul style="list-style-type: none"> • Pre-admissions letters distributed to SAUSD seniors • Early dissemination events are Closing the Latino Achievement Gap Conference, the California Student Success Conference, HACU, & AAHHE | Fall, Winter Spring, annually |
| | <ul style="list-style-type: none"> • Initiative presence established through all media partners and local press | Weekly |
| Project Implementation | <ul style="list-style-type: none"> • All 6th and 9th graders will receive a unit of on college readiness including a college-going pledge that they (and their parents/guardians) will sign. • All SAUSD seniors will complete SAC admissions and financial aid/scholarship applications as part of their senior year requirements. | Fall 2011, annually thereafter |
| | <ul style="list-style-type: none"> • Case-based monitoring of all participating freshman students, including a special orientation, including parents, prior to the start of the academic year. • Connection to financial aid support services for the coming year. • Students issued university library cards and invited to a series of university-based activities to build a sense of belonging from the freshman year. | Fall 2012 (Year 2), annually thereafter |

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| Project Implementation | <ul style="list-style-type: none"> University transfer planning: transfer application support workshops, case management and follow-up with individual students, specialized academic institutes, university peer mentoring program where current university students light the way towards the university for students as well as parents. | Fall 2013 (Year 3), annually thereafter |
| | <ul style="list-style-type: none"> Linking earlier work as a pilot site for Lumina’s <i>Know How to Go</i> initiative, bilingual evening/weekend programs will be held at all high schools resulting in all seniors completing financial aid paperwork. A critical component will be information for parents on college-going access and aid options for undocumented students. | Dec-Feb, annually thereafter |
| | <ul style="list-style-type: none"> All SAUSD high school juniors take the CSU’s Early Academic Placement (EAP) test to get feedback on their math and English levels in advance of their final year of high school. Counselors will use EAP results to direct students to academic skill development resources to reduce the number of students placing into remedial courses through college admissions tests. | Dec-Feb, annually thereafter |
| | <ul style="list-style-type: none"> All secondary school students in grades 6-12 will receive additional units on college and career readiness as part of their regular program of study to reinforce both the academic requirements of college and the life-changing benefits of higher education as well what it takes to get in and graduate. | March-June, annually thereafter |
| | <ul style="list-style-type: none"> All SAUSD seniors take SAC placement tests. All SAUSD seniors participate in a field trip to SAC to receive small group advisement, the development of an educational plan for college graduation and/or transfer, and registration for their first semester in college. | January- June, annually thereafter |

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| Project Implementation | <ul style="list-style-type: none"> SAUSD graduating students receive preliminary financial aid award information so that they will know where they stand in relation to college costs for their freshman year. SAC, with support from its partners, is guaranteeing that <u>all students</u> with unmet financial need who complete applications will receive college funding assistance. | March-June, annually thereafter |
| | <ul style="list-style-type: none"> Matriculation bridging activities for SAC graduates advancing to the university, including the provision of direct linkages for advisement as well as financial and academic support. University-based celebrations of entering students will be a capstone event. | Spring 2015, annually thereafter |
| | NOTE: Please see pg. 6 for description of short-term, intermediate, long-term outcomes. | |
| Evaluation | <ul style="list-style-type: none"> Pilot SAC cohort entered into research database for continuous tracking. Preliminary enrollment profile established. Fall semester College-Going Pledge activities for secondary students will be monitored as well as the number of related curriculum-integrated activities. | Fall 2011, annually thereafter |
| | <ul style="list-style-type: none"> All professional development, dissemination activities, and presentations will be evaluated to improve overall project results. All college participants will receive an annual on-line satisfaction survey inviting opinions about the overall experience and special activities. USC’s Center for Urban Education will facilitate annual data-review/strategic planning sessions with steering committee members (including students) to maximize the application of accumulated data from all sources to program implementation improvements for the coming year. | Spring, annually thereafter |

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| Deliverables | <ul style="list-style-type: none"> The <i>Santa Ana ¡Adelante!</i> initiative toolkit will be available, including locally-adaptable documents and policy samples, including unique local student and program fundraising models for sustainability. | Winter 2012 |
| | <ul style="list-style-type: none"> A series of <i>Santa Ana ¡Adelante!</i> student voices videos will be created each year to capture the voices and perspectives of program participants. These will be posted on our project website, in dissemination activities, and as part of push messages on our social networking sites. An annual report will be created per Lumina’s specifications detailing partners, strategies, resources, results, challenges, & lessons learned. | Year end, annually thereafter |
| | <ul style="list-style-type: none"> Annual reports documenting the success of participating students, their college progress (including AA attainment, transfer, and BA attainment), including all media and dissemination activities will be gathered and analyzed relative to historical baseline data for annual project strategic planning retreats to document and maximize project outcomes. | Year end, annually thereafter |

SUSTAINABILITY

The most compelling strategy that we have created to sustain this initiative is to secure in writing a permanent commitment to the *Santa Ana ¡Adelante!* activities and guaranteed admission pathway from all public education CEO’s and their governing boards, including the required student services, which have already been assigned to key staff. This reflects the strength of the current commitment to the initiative as a permanent pathway to higher education for all students.

1. Following the specified grant period, the project will be funded through public, private, and institutional resources: The assignment of permanently funded staff to the core activities of this project (further detailed in the budget match) and the existence of written commitments to

these activities is a strong indication that permanent changes are being made to the local public education system that will become part of the continuing work of the collaborative and its partners. The existence of partnership structures that already address a host of the related arenas documents the commitment to equality of opportunity for students at every educational level. We will also continue to pursue funds to augment those that we have already committed so that academic and support services to enhance student progress will be as robust as possible.

2. How the desired outcomes of the project will be sustained: We are creating this initiative as a new and permanent part of our local educational landscape for students. The CEO letters of agreement to create and sustain the *Santa Ana ¡Adelante!* pathway to the BA were signed regardless of the ultimate fate of this proposal. Our creation of a pilot cohort of 300 students, all of whom have already pre-matriculated to SAC with financial assistance is further evidence of the seriousness of our commitment to the project. The set of program supports into which this project will fit is already fully institutionalized, giving us confidence that we will have more than an admissions pathway, but a pipeline to advanced education that ensures every academically able student has the opportunity to advance. These programs include, but are not limited to the Summer Scholars Transfer Institute, a residential transfer program held every summer at UCI, and the Freshman Experience Program at SAC, where freshman are placed into academic learning communities that helped Latino students become the top academic performers at SAC. Financial partners that will be directly supporting students will use both liquid and endowed funds, maximizing resources for the long-term. We are one of the nation's oldest collaboratives and have succeeded in enduring almost three decades of boundary-spanning and innovative work that has been implemented at scale for all students and measured in student success terms.

PROJECT MANAGEMENT

All key staff are seasoned leaders and change agents with a track record for initiating change at scale and measuring results in student terms, are bilingual and/or bicultural, and hold executive/leadership roles within their respective organizations. Our plan for sustaining the project has involved securing commitments from each educational partner that project leaders will assume substantial responsibility for the initiative's leadership as part of their permanent jobs, even though this will require re-assigning some of their present responsibilities to others.

Sara Lundquist, Ph.D., VP of Student Services is a member of numerous regional and statewide task forces and advisory committees centered on student success and advancement. She was nominated to serve on the White House Commission on Educational Excellence for Hispanics and has attended all related meetings of the commission in Washington, D.C., while hosting several regional dialogues since the White House Initiative was reconstituted under the current administration. A frequent commenter on research papers centered on community college reform and a consultant supporting independent review of education reform programs, she also teaches doctoral level courses at UC and CSU focused on education policy. Dr. Lundquist leads the Santa Ana Partnership and begins her 34th year of service to SAC this fall.

Supporting her work at the CEO level, SAC President Dr. Erlinda Martinez and RSCCD Chancellor Dr. Raúl Rodríguez will keep the RSCCD Board apprised of the initiative and will make its full institutionalization a priority. Dr. Lilia Tanakeyowma, Dean of Student Affairs at SAC will oversee the high school to SAC transition process with support from the Assistant Dean of Student Services, Ms. Teresa Mercado-Cota, who will also lead the SAC-based tracking work.

Dr. Silas Abrego (Vice President CSUF) and Dr. Stephanie Reyes-Tuccio (Executive Director-Center for Educational Partnerships, UCI) will oversee the university activities including the critical transfer admissions process. Dr. Abrego is a founding member of the Santa Ana Partnership and a co-initiator of the *Santa Ana ¡Adelante!* Project, and will serve as the primary project link to the CSUF Cabinet and academic leaders for the initiative, as will Dr. Reyes-Tuccio at UCI.

Dr. Juan Lopez, Assistant Superintendent of SAUSD, will work with the SAUSD Cabinet and Board of Education along with other Cabinet colleagues, secondary school principals, and Higher Education Center Coordinators to ensure the full participation of students from 6th grade to graduation.

Ms. Rosa Harrizon, founding member of the Padres Promotores de Educación, will work in conjunction with a network of 300 parent leaders within and beyond the Padres to deliver workshops, orientations, college visitations, and other activities that will fully be integrated into the initiative.

Ms. Martha Vargas serves as the coordinator of the Transfer Center at SAC and will oversee the support services directed to program participants during the 2-3 years that each will be enrolled at SAC before degree attainment and transfer. Ms. Vargas has served in this role for 10 years and is a tenured member of the SAC faculty. Her leadership innovations are credited with closing the Latino achievement gap in university transfer at SAC. Ms. Vargas will work in close association with university admission personnel from CSUF and from UCI to coordinate pre-transfer activities for program participants.

Mr. Steve Anticonda will serve as the student lead for the project. He is a product of SAUSD, and a SAC graduate who transferred to CSUF, where he is continuing towards his BA degree in science while serving as a mentor to other students and a volunteer at key student-centered Partnership activities.

EVALUATION

Formative Evaluation: The primary outcomes of this initiative will be measured in student terms along with the associated policies and activities that culminate in the measurable progress of students up the academic pipeline, into and through college. Data collection plans will be established at the beginning of the project and detailed activity reports presented at the quarterly steering committee meetings to review adherence to the implementation schedule and progress toward meeting annual targets and objectives.

Summative Evaluation: Summative evaluation of the project will occur through preparation for the annual report, which will include review and analysis of planning documents, meeting minutes, quarterly activity reports, monthly budget and expenditures reports, participant database

reports, student and partner surveys, reports and consultation from the Center for Urban Education. The project director will use these materials and consult with partners to write a summative evaluation of the project annually. The summative report and supporting documentation will be used by the steering committee to update the project implementation plan for each subsequent year. This bilingual report will also be posted on the project website.

3. Who will be responsible for developing the evaluation plans and for collecting and

evaluating the data: The project director and the operational team will develop the evaluation plans and analyze the data with the RSCCD Research Director, Ms. Nga Pham. USC's Center for Urban Education (CUE) will load cohort student data into their BEEST tool which will allow us to track progress by ethnicity as project work continues. CUE will also analyze the data and facilitate strategic planning sessions as part of the project launch and annually thereafter to inform project design and implementation. SAC outreach and counseling staff will be responsible for the student database with university leads tracking participants after transfer.

4. Plan to communicate the results to a diverse and bilingual audience: Communication to a diverse and bilingual audience will occur through bi-weekly articles in *Miniondas*, radio spots on La Rockola 96.7 FM, through partner organization networks, and monthly through a *Lumina/Santa Ana ¡Adelante!* news flash pushed out to interested parties and affiliates through e-mail, Facebook postings, Twitter messages, and a link to the project website. Pages ten through thirteen detail additional plans for communicating results to a diverse, bilingual audience throughout the initiative and continuing two-way communications among partners and stakeholders as *Santa Ana ¡Adelante!* is regionally sustained, defining the greater Santa Ana area as a center of excellence in Latino academic achievement and degree attainment nationally.



Application
Lumina Community Partnership for Attainment

Section I: Organization Information

Submission Date: 9/19/2013

Legal Name of Coordinating Organization (as it appears on the IRS tax-exempt letter): Santa Ana College

Mailing Address: 1530 West 17th Street, Santa Ana, CA 92706

Common Name of Organization (*if different from above*): Same as above

Fiscal Agent (needs to be different than the coordinating organization and as it appears on the IRS tax-exempt letter): The Santa Ana College Foundation

Mailing Address: 1530 West 17th Street, Santa Ana, CA 92706

Common Name of Organization (*if different from above*): Same as above

Requesting Organization (*if different from above*): Same as above

Mailing Address: N/A

Street Address (if different from above): N/A

Organization IRS-Issued Employer Identification Number (EIN): 95-6209198 – SACF; 95-2696799 - SAC

Web site: www.sac.edu

Fiscal Agent's annual operating budget: \$502,755

Subsidiary's annual operating budget (if applicable): N/A

Provide the racial/ethnic demographic of your organization (number of staff for each category).

Total number of staff: 521

White, Non-Hispanic/Latino: 238

Black, Non-Hispanic/Latino: 17

Hispanic/Latino: 158

Asian: 71

Native Hawaiian or other Pacific Islander: 0

American Indian or Alaskan Native: 7
Mixed or Other: 30
Women: 300

Please complete the following sentence: The purpose of this community collaboration is to increase postsecondary¹ attainment by achieving a degree in every household in Santa Ana by 2025.

Does any portion of this work involve lobbying? Yes No **XX** Advocacy? Yes No **XX**

APPLICATION CONTACTS

Project Director

Name: Dr. Sara Lundquist

Title: Vice President, Student Services

Telephone: 714-564-6085 Fax: 714-564-6086 E-mail: lundquist_sara@sac.edu

Address (if different from above):[Click here to enter text.](#)

Who has legal authority to execute a grant agreement on behalf of your organization?

Name: Dr. Erlinda Martinez

Title: President, Santa Ana College

Telephone: 714-564-6975 Fax: 714-564-6977 E-mail: Martinez_erlinda@sac.edu

Address (if different from above):[Click here to enter text.](#)

Financial Contact

Name: Dr. Michael T. Collins

Title: Vice President for Administrative Services, Santa Ana College

Telephone: 714-564-6598 Fax: 714-564-6309 E-mail: Abejar_esmeralda@sac.edu

Address (if different from above):[Click here to enter text.](#)

Communication/Public Relations Contact

Name: Ms. Teresa Mercado Cota

Title: Assistant Dean, Outreach

Telephone: 714-564-6105 Fax: 714-564-6086 E-mail: Mercado_cota_teresa@sac.edu

Address (if different from above):[Click here to enter text.](#)

Other Contact, if appropriate:

Name: Dr. Lilia Tanakeyowma

Title: Dean, Student Affairs

Telephone: 714-564-6790 Fax: 714-564-6086 E-mail: Tanakeyowma_lilia@sac.edu

Address (if different from above):[Click here to enter text.](#)

Section II: Application

¹ **Postsecondary education** refers to all education that occurs after high school or high school equivalent, including certificate and credential-bearing vocational education, associates degrees, bachelor's degree and beyond. We use the terms "postsecondary" and "higher education" interchangeably.

Please respond to the numbered questions below. The application narrative should not exceed 10 double-spaced pages. Use 12-point font and standard one-inch margins for the description of the coordinating organization and the full application. The application should closely follow the outline below.

Statements of Support

Applicant should include letters of support for entrance into the Partnership from key organizations involved in the community collaboration (ie, mayor, college president, organization CEO, etc.). Letters of support from key leaders are included in the Appendix (II.1).

Higher Education Project Overview

Briefly describe the nature, scope and goals of your community collaboration and how it is focused on postsecondary attainment by answering the following questions:

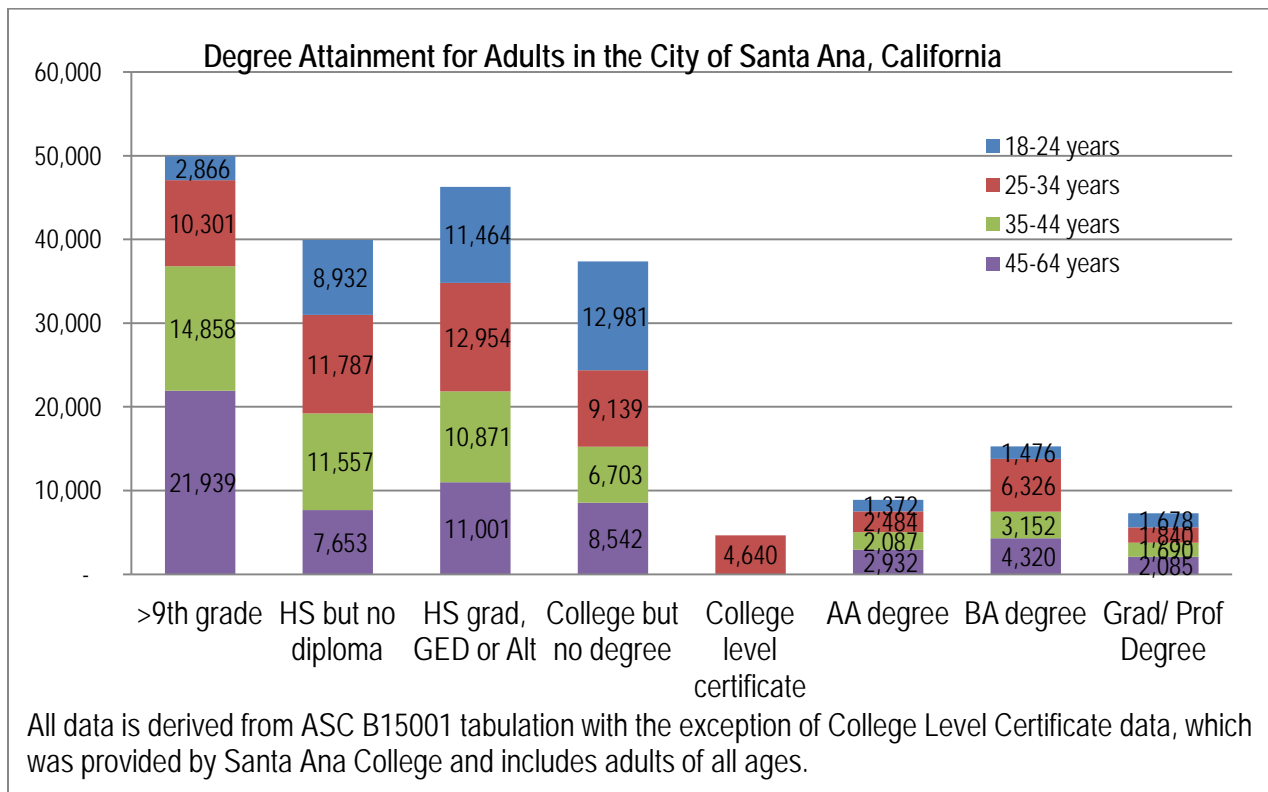
- 1. Describe the geographic area that benefits from this collaboration. Please indicate the geographic selection used for data purposes (Metropolitan Statistical Area, city, census tract, etc.).**

Anchored in the U.S. Census Bureau's Quick Facts 2010-2012, the City of Santa Ana is the geographic area that benefits from the Santa Ana Partnership. Santa Ana encompasses 27 square miles in central Orange County with nearly 12,000 persons per square mile (compared to 239 statewide), making it the second densest area in the state after San Francisco. Its population is 330,000 overall, 78% of whom are Hispanic and 83% of whom do not speak English as a first language. Over 30% of the population is under 18 years of age and only 6.8% is over 65, making Santa Ana one of the nation's youngest, most Spanish-speaking, and most Hispanic cities.

- 2. Describe the geographic area's current postsecondary attainment rate for adults aged 25-64 (www.census.gov; American Factfinder, 2011 ACS, table B15001).**

Santa Ana's postsecondary attainment rate for the 164,221 adults between 25-64 years of age is 17%, revealing that 83% (137,305) do not have a higher education credential. Of that group, the following subgroups are a top priority for our attainment efforts ahead: 1) 30,997 adults with some high school but no diploma, 2) 34,826 adults with high school/GED diplomas but no college, and 3) 24,384 adults with some college, but no degree/credential. We also believe that the 33,377 young adults (aged 18-24 years) who fit into these same three categories are critical to achieving our community's 2025 goals. A portrait of Santa

Ana's current attainment data is presented in the chart below. Although U.S. Census B15001 does not include subgroups by ethnicity, by linking it to report EEO-ALLO7R-N1 we created extrapolations to inform strategic planning. For example, Latinos are overrepresented by 20%-25% at the lowest attainment levels and are underrepresented by 20%-50% in groups with the highest levels. Gender discrepancies are also evident with males and females within 10% of each other until graduate level attainment is examined at which point females, especially between 18-34 years of age, outperform males by 30% (Appendix II.2).



| | 18-24 years | 25-34 years | 35-44 years | 45-64 years | Totals |
|---------------------------|---------------|---------------|---------------|---------------|----------------|
| >9th grade | 2,866 | 10,301 | 14,858 | 21,939 | 49,964 |
| HS but no diploma | 8,932 | 11,787 | 11,557 | 7,653 | 39,929 |
| HS grad, GED or Alt | 11,464 | 12,954 | 10,871 | 11,001 | 46,290 |
| College but no degree | 12,981 | 9,139 | 6,703 | 8,542 | 37,365 |
| College level certificate | | 4,640 | | | |
| AA degree | 1,372 | 2,484 | 2,087 | 2,932 | 8,875 |
| BA degree | 1,476 | 6,326 | 3,152 | 4,320 | 15,476 |
| Grad/ Prof Degree | 1,678 | 1,840 | 1,690 | 2,085 | 5,788 |
| Total | 40,769 | 59,471 | 50,918 | 58,472 | 203,687 |

3. What is your community collaboration's overarching postsecondary attainment goal (can be stated in percentage with a postsecondary credential, or in numbers of additional credentials)?

Our community's overarching goal is to have "A College Degree in Every Home". Census data indicates that we currently have 73,662 households in Santa Ana with 38,884 higher education credentials for all age groups (including certificate attainment data from SAC), leaving a gap of 34,778. To achieve this attainment goal by 2025, we need to produce approximately 2,777 *additional* higher education credentials per year.

Emerging data from current efforts and state reforms suggest that some of these gains will be achieved by the K-16 work of the partnership (impacting over 55,000 students annually), but that we will need to expand beyond this and add strategies that specifically target the following Santa Ana populations: 1) 37,365 adults in Santa Ana with some college, but no degree, 2) 46,290 adults that have completed high school/GED studies, but have not advanced to college, 3) 5,647 veterans that reside in the city of Santa Ana.

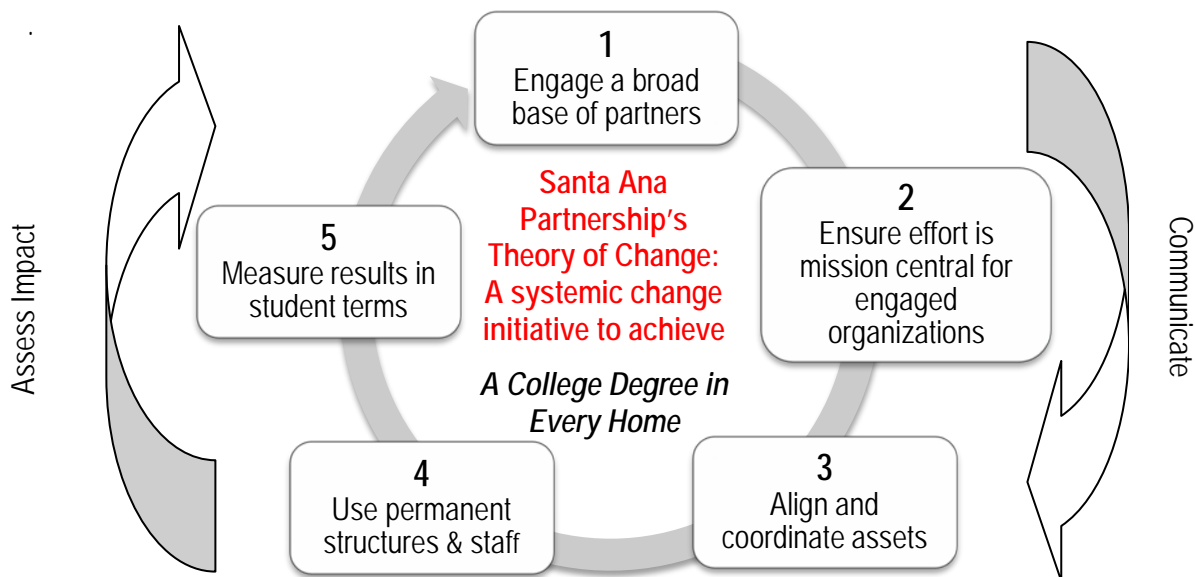
4. What is your community collaboration's higher education theory of change? Please explain how your community collaboration is advancing postsecondary attainment by focusing on one or a combination of the following:

- a. Target populations (can include Latinos, African-Americans and other underrepresented minority populations, returning adults, low-income adults, disconnected youth, students transitioning from high school to college)
- b. Critical issues related to postsecondary attainment (economic development, business engagement, achievement gaps, social justice, 2-year to 4-year alignment, K-12 to college alignment and collaboration, need vs. merit financial aid, reverse transfer, development/remedial education success, college to career alignment, etc.)
- c. System change (reform of local organizations and structures, including resource allocation and alignment of services)

The Santa Ana Partnership's theory of change is that in order for our region to significantly increase higher education attainment the assets and human capital from partners and stakeholders (educational, municipal, philanthropic, business, and policy-centered, including students, families, and community-based organizations) need to be strategically aligned and deployed to maximize impact. We further believe that our results must be measured in student terms. In other words, no matter how many people are involved or how often they meet, if the impact cannot be documented in terms of improved student progress and attainment, it cannot be considered successful (yet). We embrace scaling programs at the outset so that improvements

associated with our goals are available to all students. We believe that this characteristic is what differentiates a *project* from a *systemic change initiative*. We strive to minimize the staffing associated with reform efforts that is funded from temporary budget sources, thereby broadcasting the permanent intentions of the changes underway.

Our theory of change further emphasizes that while continued study of key equity/attainment problems is critical, once sufficient evidence has been gathered to inform action, work should advance and research should parallel implementation to inform strategic refinements. Too often, we have found, educators are more comfortable studying problems than taking action to address them—we actively and thoughtfully resist this tendency. Finally, we believe that the work undertaken must be mission-central for partners and for their organizations or else it will be temporary and surface level vs. substantive and sustained. Below is a graphic representation of how we actualize this theory in relation to our current collaborative attainment priority



Our community collaborative is presently focused on advancing postsecondary attainment by working across K-16 in policy, academic, co-curricular, and parent domains. We are proposing, as part of this initiative, to expand attainment efforts centered on Latinos, low-income adults, veterans, and students who fail to transition from secondary to post secondary educationally regionally. To accomplish this, we will focus on strategies that include, but are not limited to: 1) expanding our One-Stop Higher Education Centers

to libraries, community centers, and workforce resource centers, 2) strengthening the pipeline from Adult Education to college level, degree-applicable studies, 3) connecting college and community programs serving veterans to accelerate their degree attainment, 4) creating new academic assessment protocols to further reduce the need for remedial education in college, 5) linking FAFSA filing to high school completion and, 6) providing college orientation/completion plans for all college students.

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.

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.

Partners will:

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

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.

GOAL
A College Degree
in every home by 2025

2,777
more per year from all
sources!

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.

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.

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.

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.

5. Describe the past and current major activities of the community collaboration that serve to advance your postsecondary attainment goal.

Please find the current activities associated with our postsecondary attainment goals below.

| ACTIVITY | BRIEF DESCRIPTION | IMPACT HIGHLIGHTS |
|--|---|--|
| <p>Pre-College Academic Preparation</p> <p><u>REMIEDIATION</u></p> | <ol style="list-style-type: none"> 1. Graduation requirements from high school match college entrance requirements. 2. All secondary students complete a college preparation pledge. 3. High School Principals are responsible for pre-college academic coursework and meet regularly with partnership leaders. | <ol style="list-style-type: none"> 1. In 2000, 45% of SAUSD students placed into developmental math as compared to 19% today. In English 78% placed into developmental levels in 2000 compared to 36% presently. 2. Approximately 5,000 pledges were completed in 2012. 3. Plans are in place at all HS's for increasing the achievement & college-going of students in 9th through 12th grades. |
| <p>College Knowledge</p> <p><u>PLANNING</u></p> | <ol style="list-style-type: none"> 1. Higher Education Centers (HEC) have been created at all feeder high schools. 2. A coalition of 35 educators meet monthly in the Achieving College Network to coordinate college-going activities in Santa Ana. 3. Students are required to complete college applications & FAFSA. | <ol style="list-style-type: none"> 1. HEC's serve approximately 10,000 high school students annually in Santa Ana. 2. Pre-college pathway activities are undertaken for approximately 8,500 students annually. 3. College-going has doubled since 2000 with over 4,000 students annually completing college & financial aid/scholarship applications. |
| <p>College Going & Completion</p> <p><u>ATTAINMENT</u></p> | <ol style="list-style-type: none"> 1. We are finalizing a Partnership Scorecard encompassing college preparation, college going, and college completion for systemwide implementation this year. 2. College orientation classes are being held for students before the start of their freshman year. | <ol style="list-style-type: none"> 1. The Partnership Scorecard reflects data reflecting the pipeline to attainment for approximately 25,000 local students. 2. 3,000 new college students have received completion support since 2011 and are persisting at rates 15%-20% higher than controls & have GPA's half a grade point higher than their peers. |
| <p>Philanthropy</p> <p><u>GIVING</u></p> | <ol style="list-style-type: none"> 1. The scholarship campaign for Santa Ana College's 100th anniversary in 2015 is linked to attainment and co-funded by the City of Santa Ana & the Hispanic Education Endowment Fund. 2. A business partner (Comunidad Latina) makes no-interest loans available to support college completion. 3. Partners fund model completion programs (SSTI, Research Scholars, mentoring). 4. The SAC Foundation has created an Innovation Grant program for faculty centered on attainment. | <ol style="list-style-type: none"> 1. \$1 million has been raised this year in direct and endowed scholarships dedicated to college completion, with \$1/3 million awarded to students annually. 2. Over 300 micro-loans have been awarded since 2010. 3. \$75,000 has been dedicated to the funding of completion programs (SSTI, Research Scholars, mentoring) annually. 4. \$50,000 is allocated to support faculty student success and college completion proposals through the SAC Foundation Innovation Grant program over the next two years. |

| | | |
|--|---|---|
| Policy Improvement <u>SETTING THE DEFAULTS</u> | 1. Community college enrollment priorities were reorganized to support completion-centered academic planning locally. 2. Local guaranteed CSU/UC transfer has been achieved. | 1. The 1st 1,500 students participated this fall and their enrollment patterns are being aligned now to completion goals. 2. 3,800 students are eligible for the guarantee presently and are being tracked towards completion. |
| Parent & Community <u>ENGAGEMENT</u> | 1. A college access/parent leadership program has been activated. 2. A college completion parent training program is being piloted in Santa Ana this year. | 1. 300 parents reached out to 25,000 more in the past year with a model training/empowerment effort. 2. Bilingual materials related to college completion are being tested at SAC. |

6. What postsecondary outcomes do you expect to achieve as a result of your work? Please describe the metrics your organization prioritizes and collects. Potential outcomes could include:

- **Academic indicators** (Annual high school dropout rate, % of seniors taking a college entrance or placement test; Prior Learning Assessment Credit Acquisition; on-time high school graduation rate, and/or % of high school graduate cohort earning college credit during high school):
- **College readiness indicators** (Annual high school dropout % rate, % of seniors taking a college entrance or placement test, % of high school graduation rate, and/or % of high school graduate cohort earning college credit during high school):
- **College enrollment indicators** (% of high school graduates completing the FAFSA on time, college enrollment rate of a graduating high school cohort in fall after graduation (by 2-year and 4-year institution and full and part-time students) :
- **College persistence indicators** (% of entering college enrollment that requires remediation, % of entering college enrollment that persists from 1st to 2nd year, and/or transfer rate from 2- year to 4- year college):
- **College attainment indicators** (annual completion rate by 2-year and 4-year institution and full and part-time students, number of postsecondary awards/degrees completed in an academic year, % of population 25-34 with at least an associate's degree or credential, and/or % of 25-64 population with at least an associate's degree or credential):

| Community Partnership for Attainment Santa Ana Partnership Chart of Proposed Outcomes (with baseline measures & goals) | | 2011 Baseline | 2016 Goal |
|--|--|-------------------------------|-------------------------------|
| Academic and College Readiness Indicators (SAUSD) | Annual HS dropout rate | 13% | 5% |
| | Percent of seniors taking college entrance or placement tests | SAT=34% ACT=20% SAC=87% | SAT=50% ACT=30% SAC=95% |
| | On-time HS graduation rate | 83% | 90% |
| | Percent of HS graduate cohort earning college credit during HS | 19% | 25% |
| College Enrollment Indicators (SAUSD) | Percent of HS graduates completing the FAFSA | 23% | 75% |
| | College enrollment rate of a graduating HS cohort in fall after graduation for 2 & 4 year institutions | SAC=30% CSUF=4% UCI=2% | SAC=40% CSUF=7% UCI=4% |

| | | | |
|--|---|--------------------------------------|------------------------------------|
| College Persistence Indicators (SAUSD) | Percent of entering college enrollment that requires remediation | English=42% Math=25% | English=25% Math=15% |
| | Percent of entering college enrollment that persists from 1 st to 2 nd year | SAC=59% CSUF=74% UCI=76% | SAC=75% CSUF=79% UCI=81% |
| | Overall number of SAC university transfers | 2,096 | 2,500 |
| College Attainment Indicators | Annual 3 year AA completion rate for SAC and 5 year BA completion rate for CSUF and UCI | SAC=51% CSUF=40% UCI=82% | SAC=60% CSUF=50% UCI=87% |
| | Annual number of college awards/degrees completed | SAC=2,651 CSUF=6,975 UCI=6,717 | SAC=4,000 CSUF=7475 UCI=7217 |
| | Santa Ana population 18-64 with a higher education credential (total pop 18-64 is 203,667, 34,778 have credentials, which =17%. A degree in every home would be 73,662 total awards or 36%. | 17% | 36% |

Note: Across all sites, Lumina Foundation will facilitate the collection and reporting of several key performance indicators. (See list below)

| Summary of Indicators | | | |
|-------------------------------------|--|--|---|
| Postsecondary Readiness | Postsecondary Enrollment | Postsecondary Persistence | Postsecondary Attainment |
| Annual high school dropout rate | % of high school graduates completing FAFSA | % of entering cohort who persist from 1 st year to 2 nd year | Number of postsecondary awards and degrees completed in an academic year (by type: certificate, associate, bachelors) |
| On-time high school graduation rate | College enrollment rate of graduating high school cohort (by 2- and 4-year institution and full-time and part-time students) | Transfer rate from 2-year to 4-year colleges | Number of postsecondary awards and degrees completed in an academic year by targeted population group |
| | Change in postsecondary enrollment by targeted population and/or targeted institution | | % of community population 25-64 with at least an associate degree |

Interest and Development Catalog

Over the term of the partnership, Lumina Foundation will provide significant in-kind services and assistance. Lumina will also provide opportunities for learning and professional development to deepen the community and national impact of the work.

For planning purposes, please select up to five (5) of the following areas in which your community collaboration would appreciate Lumina's assistance to help advance your postsecondary attainment goal. We have annotated the list below identifying 4 areas where we would like help as well as areas where we can offer help (**bold**) within the emerging Community Partnership for Attainment Network.

- Scholarships/Promise programs: We can offer help.
- State policy: We can offer help and also are interested in other models.
- Prior learning assessment

- Adult learner engagement
- College attainment for "some college, no degree" adult students: REQUESTING ASSISTANCE.**
- Workforce/postsecondary alignment
- Latino student success:** We can offer assistance and are also interested in exploring models.
- Cultural Competency
- K-12/Higher education alignment:** We can offer assistance.
- Postsecondary articulation & transfer:** We can offer assistance and welcome learning.
- Developmental education
- Veteran support: REQUESTING ASSISTANCE--**We are just launching this and welcome assistance
- FAFSA and/or financial aid strategies: REQUESTING ASSISTANCE** Interested in working with USDE.
- Collective impact:** We use a collective impact model and can offer a field perspective.
- Grassroots community development
- Mayoral engagement:** We have some great elements to share.
- Business engagement: REQUESTING ASSISTANCE.**
- Higher education engagement:** We have a model to share.
- Data collection and analysis
- Holistic system reform
- Social justice issues
- Fundraising approaches and sustainability:** We have several strategies in this area to share.
- Other (please specify)

Evaluation and Data Capacity

In this section, please address how you will know if your collaboration is on track to meet its attainment goals by answering the following questions:

1. **At what level would you assess your attainment-focused community collaboration's staff capacity to collect and analyze data (novice, intermediate, expert)? Who is currently responsible for developing evaluation plans and for collecting and analyzing data?**

We currently rate ourselves as "Advanced Intermediate" because we have successfully tracked student progress towards attainment in a number of key areas across community college and university partners and provide specific interventions linked to that data. In addition, we study trends closely and track increments of progress to inform strategic course corrections. We have baseline measures and specific goals against which we compare emerging results. However, our systemic completion and tracking tools need more development and are resource intensive. All higher education partners are making substantial investments in software to expedite progress analysis for enrolled students in support of completion. Our partnership has an evaluation team that consists of the college's Director of Research, the project director

and co-director with university partners (as needed). Qualitative and quantitative methods are used and evaluation data is presented at all leadership meetings for collective consideration and action.

- 2. What is your community collaboration's plan or current effort to publish a public report card or progress report on your postsecondary attainment goals? If so, please attach the report to your application. Does your community collaboration have a data system in place to capture postsecondary attainment progress? Describe any data tracking techniques or tools (eg, project records, surveys, task checklists, attendance records, use of an advisory committee) that you currently use to track performance.**

Our community has been in the process of developing a 3-part college readiness, access, and completion scorecard over the past year. The latest draft is included for your review along with other data showing the results of current attainment tracking work in the partnership (Appendix II.3 and II.4).

- 3. Are there existing or ongoing evaluations of the community collaborative? Describe indicators, sources used, and any other tools you use to monitor outcomes.**

Yes. Santa Ana helped to found a statewide organization called ARCHES: Alliance for Regional Collaboration to Heighten Educational Success, which developed a tool for evaluating education-centered collaboratives called the Educational Collaborative Assessment Rubric (EdCAR). In addition, as part of Lumina's Latino Student Success effort, we participated extensively in a collaborative evaluation that was led by FSG and involved written surveys complemented by realtime, personal interviews (Appendix II.5). FSG has scheduled a briefing call on the results next week (9/23/13 and 9/25/13).

Collaboration

- 1. Briefly describe the coordinating organization's mission, history, goals, and type of activities. Please highlight the organization's experience working in higher education completion and multi-sector collaboration.**

Santa Ana College has been the coordinating hub for the Santa Ana Partnership since 1990 when an invitation from the Ford Foundation stimulated the creation of a more formal structure for the nascent collaborative organization, founded in 1983. SAC made a commitment to serving as the backbone organization and incorporated core functions in the role of its Vice President for Student Services, with substantial leadership dedicated to the partnership from all participating segments and sectors (Appendix

II.6.). SAC has approximately 20,000 credit students enrolled in over 80 certificate, degree, and transfer preparation programs and also has a School of Continuing Education, which currently serves 24,259 adults enrolled in basic education, English language acquisition, adult high school diplomas, and entry level occupational training at no cost to participants.

Recent policy breakthroughs in California have expanded financial aid available to immigrant students in credit programs at SAC and our promise initiative, Santa Ana Adelante (linked to Lumina's LSS effort) guarantees SAUSD students at SAC financial support for their community college studies and transfer admission to both CSUF and UCI. A combination of the opportunity to learn and apply many lessons related to the alignment, deployment, and leveraging of collective resources in support of common goals and the significant results achieved has made SAC's leadership of the partnership a successful and stabilizing arrangement for all partners. It is also important to note that because the work of the partnership is mission-central for SAC, leadership responsibilities are embedded into permanently funded positions. This idea is discussed more in the section related to the partnership's theory of change, but is relevant in relation to the consideration of the coordinating organization's structure because it furthers alignment while promoting stability and sustainability.

- 2. Please identify key partners from all sectors of your community who are currently active members of the community collaboration. (Government, policy and advocacy; Education – K-12 and higher education; business, industry and economic development; community, faith-based and youth-serving nonprofit organizations and philanthropy and funders).**

Thirty one individuals from education, business, not-for-profit, CBO, grass roots, parents, students, and municipal organizations are currently active members of the collaborative's overall leadership team. This diverse coalition meets monthly as a large group and in domain teams to accelerate student and community-centered efforts. A complete roster of the current Santa Ana Partnership Leadership Team is included in Appendix II.7.

- 3. If applicable, please list key partners that you *intend to invite* to the community collaboration within the next 12 months.**

To date, we have invited the following key partners to our Community Partnership for Attainment collaboration: Workforce Investment Board/W.O.R.K. Center leaders, the Executive Director of Santa Ana Parks, Recreation, and Library, the Vice President of the School of Adult Education, the CEO of Latino Health Access, and the Coordinator of Veteran's Upward Bound in Santa Ana.

4. List the members of your steering committee and affiliated organizations.

The Project Advisory Board includes the collaborative leaders highlighted in items #2 and #3 immediately above. A roster of the integrated group is included in Appendix II.8.

5. Assess the maturity of your community's postsecondary attainment effort on the following continuum. Explain why you placed yourself here.

_____ **Exploring** – Early convening has occurred, with leadership engaged; goal for community collaborative is established with initial metrics identified; an organization or individual commits to provide staffing and operations support to drive improvements.

_____ **Emerging** – Collaboration has made an effort to collect and report data; partnership exhibits evidence of funding for operations; partnership has determined action steps to reach goals

_____ **Sustaining** – Action by community partners is evident; Plans to drive improvements in community-level outcomes are established with leadership responsibilities assigned; Community mobilization and understanding is evident

XX **Systems Change** – Strong evidence of data alignment is available; partnership shows evidence of aligned resources, policies and activities in support of community-level indicators.

We placed ourselves at the systems change level because we have been working collaboratively for more than 30 years in the greater Santa Ana area. We have a sophisticated and well established collaborative organization that has a common mission and deploys resources continuously to achieve it. In addition, strategic planning within partner organizations is carefully aligned with and informs the collaborative's goals through boundary-spanning leadership involvement across segments and sectors. Although we agree that we have a tremendous amount of progress yet to make, we have also proven ourselves capable of making systemic and permanent changes to policy and practice in support of our student achievement and attainment goals. Partnership structures function at executive, line management,

and program-specific levels with continuous implementation, assessment, and refinement work underway that engages more than 250 additional students, staff, partners, and community leaders who focus on implementation at schools, colleges/universities, community and business locations throughout Santa Ana.

6. Provide examples of success already achieved through this collaboration.

Building from the successes that were highlighted in the Impact column of the chart provided in response to Question #5, I would like to respond qualitatively and quantitatively to the question from the perspective of actual student-centered results achieved, and also in relation to the capacity for further action that we are positioned for as a collaborative.

K-12 Student Success in English and Math: Policy change and a strong collaborative focus on college readiness resulted in extraordinary gains in students who took the SAC placement tests in their final year of high school. The percent of students placing into the top two levels in English and math over the last 14 years has grown from 22% to 64% in English and from 21% to 56% in math in a study of 15,000 Santa Ana students.

Concurrent Enrollment: Part of the nation's Early College Network for more than 15 years, we have two robust concurrent enrollment strategies. First, Middle College High School which operates on the SAC campus and serves 300 students, 30% of whom graduate with both a high school and a college degree. 90% of the remaining students are 1-2 semesters away from degrees. Secondly, the Career Academy Scholars Program invites 150 SAUSD students per semester to take college credit classes at SAC. Over 600 have participated to date with higher academic success than traditional college students.

University Transfer/College Attainment: In spite of the recession, we have increased degrees and certificates by 50% and university transfer by 60% over the past 5 years.

Promise Programs: In 2010 we launched a promise program called "Santa Ana Adelante" which promised financial help for college at SAC and guaranteed transfer admission to CSU Fullerton and UC Irvine. The

promise is broadcast to SAUSD students and parents three times during their secondary school years and culminates in students signing a College Completion Pledge upon enrolling at SAC (Appendix II.9).

Strong Executive Leadership: For over three decades executive leaders sustained commitments to educational achievement through collaboration. At SAC the President set goals for course success and persistence three years ago when she launched her “A College Degree in Every Home” initiative, with goals that are monitored annually college-wide. UCI’s Chancellor committed to the transfer guarantee and the recently appointed President of CSUF has launched a university-wide reorganization to better align functions for degree completion. Mayor Pulido in Santa Ana endorses the multi-million dollar Futures Fund in which all employees are encouraged to contribute scholarship dollars through a monthly payroll deduction so that students can begin and complete college. Business leaders and SAC Foundation donors have set records with contributions to our work while state and national leaders have endorsed many of the collaborative’s strategies as replication worthy (Appendix II.10).

Transformational Community Engagement: More than 31 organizations are currently involved in the Santa Ana Partnership. From the thousands of families that are touched by the work of the Padres Promotores de Educación, to the agencies doing after school academic support in struggling neighborhoods, and others mentoring students and supporting social justice—we are profoundly engaged with each other and continuously work to articulate and act on our common agenda while collaborating to make Santa Ana a better place to live, work, and be educated.

Section III: Funding

Lumina Foundation will provide funding that is designed to be flexible and support efforts that improve college attainment strategies, outcome sustainability, community collaboration, program planning and impact. Funds are designed to help communities achieve concrete strategic objectives that contribute to increased postsecondary attainment. A maximum of \$200,000, for which a local match is not required, is available for each selected site to allocate towards achievement of strategic postsecondary objectives between 2013-2016.

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|------------------|----------|
| Planning Award: | \$25,000 |
| 2014 Allocation: | \$75,000 |
| 2015 Allocation: | \$75,000 |

2016 Allocation: \$25,000

Funds will be released on a flexible schedule, determined in partnership between Lumina Foundation and the community collaboration. Community collaborations will be asked, during a defined planning period, to develop a short-term plan of action, which will:

- Describe concrete strategic objectives and/or projects that will contribute to postsecondary attainment.
- Describe how the community collaboration will know it has achieved the specified strategic objective and/or project implementation.
- Describe postsecondary indicator improvements (ie, enrollment increases, retention improvements, completion increases, etc.) anticipated as a result of the work.

These action plans will be incorporated into an agreement (“charter”) between Lumina Foundation and the community collaboration. This “charter” will detail the terms of the partnership, including expected grant outcomes and deliverables, along with the learning and professional development opportunities Lumina will provide over the term of the agreement. In addition, the “charter” will provide the timeline for disbursing subsequent grant funds; outline the structure for how services and technical assistance will be made available to each community collaboration; and define Lumina’s expectations for each community collaboration to participate in initiative-level communications and data efforts conducted as part of the broader strategy.

During the planning phase, each community collaboration will be able to draw from a variety of resources, including but not limited to, assistance from a cadre of national higher education leaders and community partnership experts. A full menu of resource options available to community collaborations will be released after partnership agreements/“charters” are signed.

Section IV: Application Submission

A complete application, including all appendices, should be submitted electronically by **12 p.m. EST, September 20, 2013** to communitypartnership@luminafoundation.org.

Please include the following appendices:

- X Organizational charts for the SAC Foundation & the Santa Ana Partnership (Appendix IV.1)
- X List of SAC Foundation board of directors, with affiliations (Appendix IV.2)
- X Current organizational budget for fiscal agent; budget for any applicable subsidiary organization (Appendix IV.3)
- X Financial statements for the two most recent fiscal years* (Appendix IV.4)
- X Biographical sketches and credentials of key project staff (Appendix IV.5)
- X List of project advisory board members and a description of the extent to which their backgrounds match the backgrounds of the target population (included in Appendix II.8)
- X Letters of support from partnerships, e.g. matching funds (included in Appendix II.1)

**** If a deficit exists in either of the two previous fiscal years, include a letter signed by the Chief Executive Officer outlining the reason for the deficit and corrective action taken to overcome it.***

Appendices should be submitted in hard copy, along with a printed copy of the full application, if desired.

Key Dates

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| Application Issue Date | August 14, 2013 |
| Application Information Webinar | August 27, 2013 |
| Application Due (electronically) | September 20, 2013 |
| Notification of Application Status | October 25, 2013 |
| Partnership Announcement | November 1, 2013 |
| Planning Grant awarded | Upon receipt of signed grant agreement |
| Charter Development Webinar | November 11, 2013 |
| Community Partnership Convening (Indianapolis) | December 3-4, 2013 |
| Charter Proposals Due (electronically) | January 6, 2014 |
| Charter Proposal Review | January 6 – January 24, 2014 |
| Charter Signature Due | February 6, 2014 |
| Implementation Grant awarded | Upon receipt of signed and approved charter |