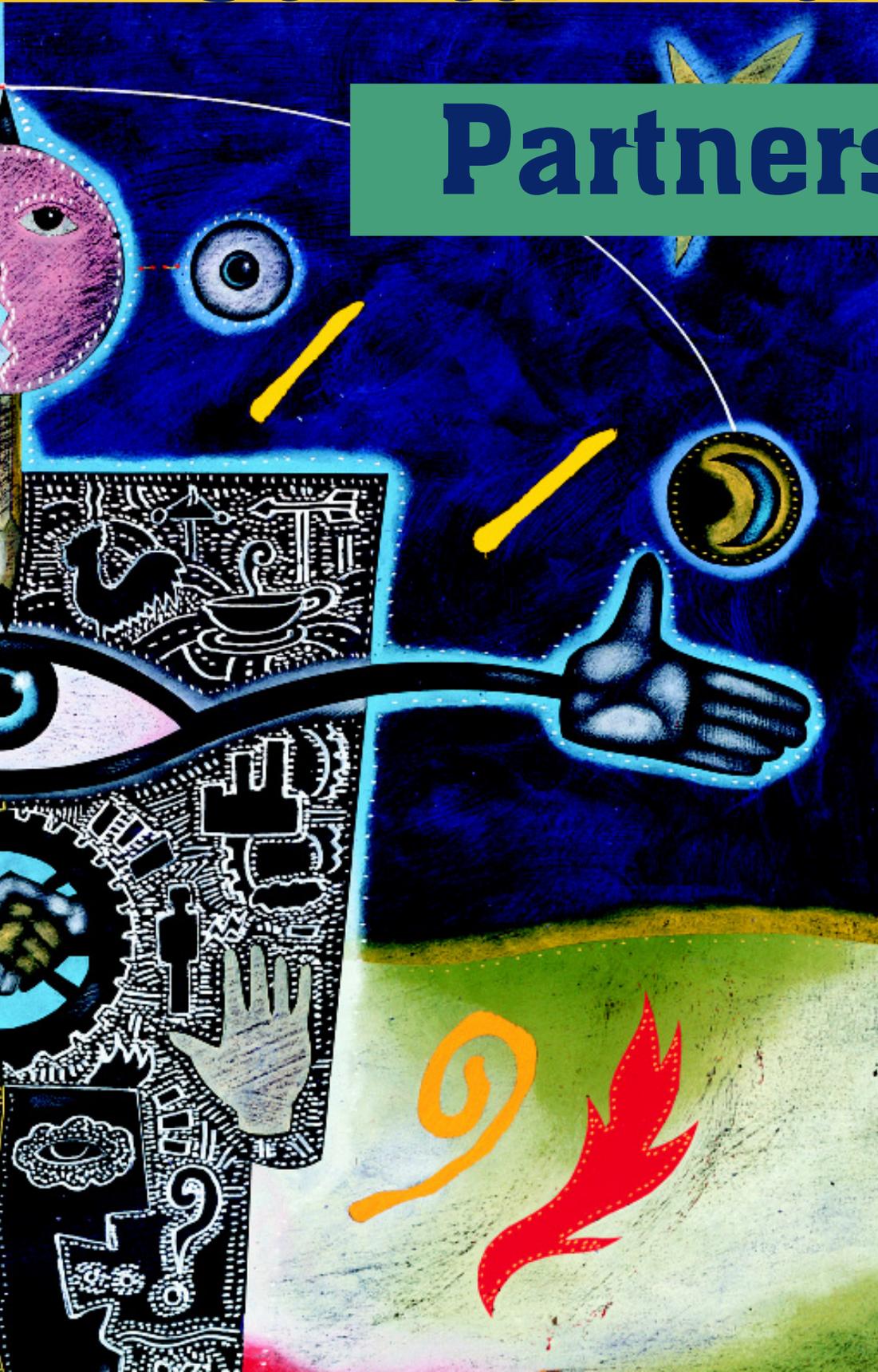


# The Santa Ana

# Partnership





Santa Ana is part of the Kellogg ENLACE (ENGaging LATino Communities for Education) initiative. In Spanish, *enlace* means link or weave. ENLACE is weaving together a network of K-12 schools, postsecondary institutions, educators, parents, students, and community groups. ENLACE is strengthening the K-16 pathway to college by increasing student supports at key transition points where youth can experience problems that lead to failure. Launched in 1997, the initiative is made up of 13 partnerships based in Arizona, California, Florida, Illinois, New Mexico, New York, and Texas. About 75 percent of the nation's Latino college students are concentrated in these states.

# The Santa Ana Partnership

## Table of Contents

<b>I. Introduction</b> .....	<b>4</b>
History of Santa Ana Partnership Initiatives .....	7
<b>II. Background on How Partnerships Work</b> .....	<b>9</b>
<b>III. Stable Partnership Elements Over the Years</b> .....	<b>11</b>
A. A Vision of Access and Success in Higher Education for All Students in Santa Ana .....	11
B. Stability of Institutional Leadership .....	12
C. Individual Leadership at High Levels .....	14
D. New Leadership Skills for a New Way of Working .....	15
E. Consistent Use of Data in Strategic Planning .....	16
<b>IV. Factors That Have Supported the Partnership</b> .....	<b>18</b>
A. Commitment to Trust .....	18
B. Joint Interaction at Multiple Levels .....	19
C. Risk Taking by Trying New Models of Working .....	23
D. Flexibility for the Partnership To Evolve .....	24
E. Noncompetitive Placement of the Partners .....	26
<b>V. Aspects of the Partnership That Have Evolved Over the Years</b> .....	<b>28</b>
A. Moving Toward a Model of Parent, Student, and Community Empowerment .....	28
1. The Role of Parents and Students .....	29
2. The Role of Community-Based Organizations .....	31
B. Changing Expectations and Attitudes About Education .....	34
C. Moving Toward a Culture of Partnership Embedded in the Educational Institutions .....	35
D. Moving From Programs to Policy .....	37
<b>VI. Future of the Partnership</b> .....	<b>39</b>
<b>Appendix: Santa Ana Partnership, Blueprint for Change</b> .....	<b>40</b>
<b>Bibliography</b> .....	<b>44</b>

The ENLACE (**EN**gaging **LA**tino **C**ommunities for **E**ducation) initiative team at the W.K. Kellogg Foundation commissioned this case study of the Santa Ana Partnership, an ENLACE grantee. The primary author was Leena Mangrulkar, an independent consultant and evaluator who lives in Ann Arbor, Michigan. Special thanks are due to the many members of the Partnership whose insights contributed to this case study. Several individuals dedicated additional amounts of time to coordinating this effort, including Sara Lundquist, vice president of student services at Santa Ana College, and her colleagues, associate dean Lilia Tanakeyowma and executive secretary Terry Coleman; Juan Francisco Lara, assistant vice chancellor at the University of California, Irvine; Lewis Bratcher, assistant superintendent of the Santa Ana Unified School District; and Stephanie Schneider, director of evaluation at the Center for Educational Partnerships at the University of California, Irvine.

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To put more youngsters on an early path to college, the Santa Ana Partnership has created 12 community-based “Reading Corners” to increase children’s literacy levels.

## Preface

**N**o matter what your line of work, change is a hard thing. It requires working differently, thinking in a new way, unsettling the status quo. As habits are hard to break, change takes training and practice. Achieving change is hard work. Since making change often requires giving ground, the process calls upon leaders who can confidently collaborate — and sometimes compromise — in order to benefit a common good.

The W.K. Kellogg Foundation seeks social change by investing in communities,

institutions, and leaders that work together for the common purpose of improving the future well-being of our children. Often, the best solutions are found when “top-down” institutional knowledge meets grounded, “bottom-up” community experience. And for the change to last, leaders need to apply community-based solutions while simultaneously adopting institutional and governmental policies that are aligned and coordinated in a permanent fashion. Frequently, the Foundation invests in local partnerships to accomplish this collaboration and — eventually — alignment of policies and systems. The concepts of *partnership* and



**Getting on the same page: School principals and counselors take time at the strategic planning retreat to find ways to serve Santa Ana youth.**

*alignment* are complicated. The Santa Ana Partnership, as part of the W.K. Kellogg Foundation’s ENLACE (ENGaging LATino Communities for Education) initiative, brings them to life in a way that should be meaningful to other communities seeking lasting change — by engaging all stakeholders in a community and motivating them to work together for a common goal. Through the vehicle of partnership, the challenges and burdens are lightened, the victories are sweeter, and the culture of cooperation deepens.

The Santa Ana Partnership started on this path more than 20 years ago. First, leaders from multiple educational institutions representing different educational systems had to find common ground and a unifying goal, which is to get more Santa Ana young people to college. Then they had to commit precious time and resources. To do this, they ceded control and

“turf” for the sake of the shared goal and vision. The work as it has evolved is not simple. The formation of a partnership and the perpetual work to sustain it is time- and labor-intensive. Educational resources are at an extraordinary premium and declining as the student population grows. Partner organizations and their leaders are constantly changing. And policy reform requires the engagement of local, state, and national groups, often with very different goals and perspectives on what it takes to influence student academic achievement. What has become clear, however, is that no single entity can effect the kind of change that is required to link public educational systems to each other and to the community.

In this case study, you will see many factors emerge that helped the Santa Ana Partnership expand and thrive over 20 years. Constant communication across the multiple institutions

was key. Over the years, the institutions have even developed shared staff positions. Additionally, “match-making” brought staff from different educational institutions together around meaningful work and strengthened the collaboration. Collecting and using data, as well as self-reflection, were critical. So were victories resulting in new school district policies and new college and university procedures. Supportive leadership from the top also was significant.

Over time, partners stopped introducing themselves as representatives of their own institutions and started identifying themselves as partners committed to a common mission.

In the end, change involves leadership at the top and the bottom. But no matter where someone is positioned in the process, change always starts with people, as this document clearly shows. If you are dedicated to helping your own community or institution achieve positive change, hopefully you’ll hear your own voice within these pages.

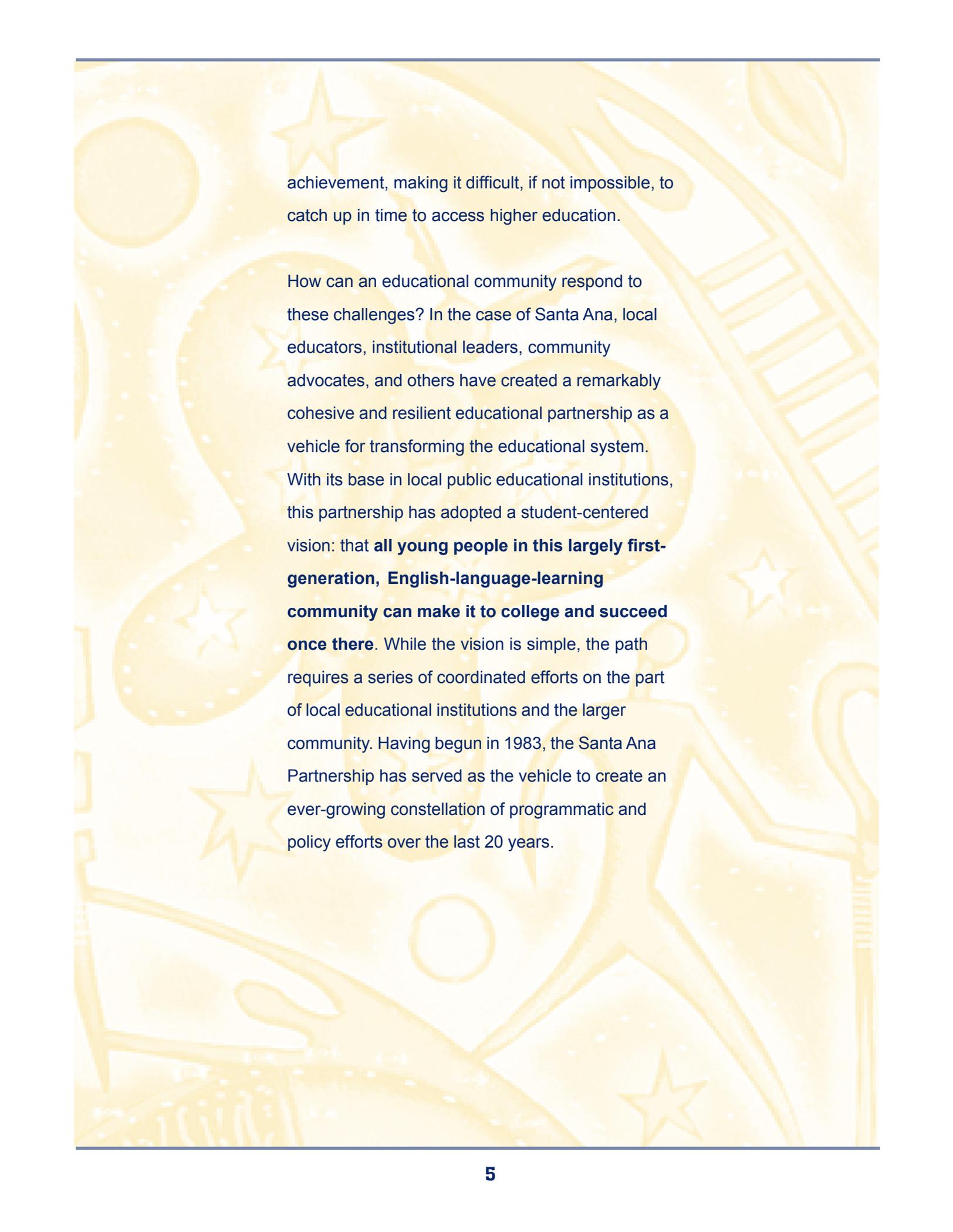


**Picture proof that 12 community sites have “reading cornered.”**

# I. Introduction

**S**anta Ana is a large and richly diverse city located just south of Los Angeles, California, with a population of almost 334,000. This “majority-minority” city has the greatest percentage of Spanish-speaking residents of all large cities in the United States. Since the 1980s, Santa Ana has been a gateway for immigrants newly arrived in the United States. The 2000 Census showed that almost three-quarters of all residents speak Spanish. With 46 percent of all residents being of school age and younger, Santa Ana has the youngest population of large U.S. cities; and more than 65 percent of all K-12 students in the Santa Ana school district are learning English as a second language.

The Santa Ana Partnership strives to address multiple barriers to educational achievement faced by these students: a majority are simultaneously trying to master the English language and academic subjects; high school students frequently have not been prepared for college through their K-12 coursework; information about college access and financial aid is often limited; cultural and other barriers have made it difficult for parents to engage in their children’s education; and from early ages many students in Santa Ana fall behind in academic



achievement, making it difficult, if not impossible, to catch up in time to access higher education.

How can an educational community respond to these challenges? In the case of Santa Ana, local educators, institutional leaders, community advocates, and others have created a remarkably cohesive and resilient educational partnership as a vehicle for transforming the educational system. With its base in local public educational institutions, this partnership has adopted a student-centered vision: that **all young people in this largely first-generation, English-language-learning community can make it to college and succeed once there**. While the vision is simple, the path requires a series of coordinated efforts on the part of local educational institutions and the larger community. Having begun in 1983, the Santa Ana Partnership has served as the vehicle to create an ever-growing constellation of programmatic and policy efforts over the last 20 years.

## Santa Ana Partnership Initiatives: Summary of Major Supplemental Funding Supports

Initiative	Year Began	Funder
The Student Teacher Educational Partnership (STEP) Council	1983	University of California Office of the President College Board (Educational Equality Project)
UCI California Writing Project UCI Subject Matter Projects	1983 2000	University of California Office of the President
California Academic Partnership Program (CAPP) (two Awards)	1984 1987	State of California, University of California Office of the President
The Next STEP	1987	Carnegie Corporation
Santa Ana 2000	1989	(Please see note below.)
Fund for the Improvement of Postsecondary Education	1990	U.S. Department of Education
The Urban Partnership Program	1991	Ford Foundation
PRISM	1992	National Science Foundation
SAFEMAP SUMS	1995 1998	National Science Foundation (Both led by CSU Fullerton.)
UC Irvine Faculty Outreach Initiatives/ School University Partnership Program (SUP)	1996	University of California Office of the President
Community Outreach Partnership Center	1996	U.S. Department of Housing and Urban Development (HUD)
The Pew Civic Leadership Initiative	1997	Pew Partnership for Civic Change in association with The Pew Charitable Trust
Santa Ana Teacher's Institute	1998	Yale/New Haven Teacher's Institute in association with Dewitt Wallace Reader's Digest Fund
Middle College High School	1998	California Community Colleges
Collaborating for Educational Reform Initiative	1998	Ford Foundation
Goals 2000	1998	California State University Systemwide Initiative
Title V HSI Strengthening Institutions Initiative (individual and collaborative)	2001 2003	U.S. Department of Education
GEAR UP	1999/ 2002	U.S. Department of Education
ENLACE	1999	W.K. Kellogg Foundation
MicroEnterprise Center	2000	U.S. Department of Housing and Urban Development (HUD)
FOCUS!	2002	National Science Foundation
Early College High School	2003	Bill & Melinda Gates Foundation, W.K. Kellogg Foundation, The Ford Foundation

Note: Santa Ana 2000 was a locally funded initiative begun in 1989 to bring together the City of Santa Ana, the Santa Ana Chamber of Commerce, the Santa Ana Unified School District, Santa Ana College, and the University of California, Irvine, to create a strategic coalition between education and local government and business and civic organizations for the purpose of improving local education and increasing the number of students who attend college from the greater Santa Ana area.

## History of Santa Ana Partnership Initiatives

Catalyzed by a series of publicly and privately funded initiatives targeting the public K-16 educational pipeline, the four primary partners (the Santa Ana Unified School District; Santa Ana College; University of California, Irvine; and California State University, Fullerton) have been facilitators of changes in educational practice in Santa Ana. Jointly administered academic and student support programs can be found at practitioner and administrative levels throughout the partner schools, college, and universities.

Examples of changes in the educational system over the last 20 years include:

- More rigorous curriculum standards have been developed in the Santa Ana Unified School District.
- K-12 school teachers and local college and university faculty in Santa Ana now work together on college placements, curriculum, and professional development.
- One-stop access to higher education information now exists in the high schools.

## Recent Student Academic Outcomes

Over the years, the Santa Ana Partnership has made substantial gains in institutional reforms leading to student achievement. Some examples of those achievements include:

- Algebra participation and success of Santa Ana high school students has increased dramatically. Five times more high school students are now enrolled in Algebra courses, and the percentage of students obtaining passing grades rose from 45 percent to 56 percent between 2001-02 and 2002-03.
- Santa Ana College rose from forty-fourth to seventh statewide in terms of Latino student transfer to the University of California system between 1991 and 2000.
- CalGrant applications (for state-based financial aid) more than doubled district-wide since setting up the Higher Education Centers at the four high schools.
- Elementary literacy is steadily improving. Fifteen percent of ENLACE elementary school cohorts in the third grade in 1999 received a passing language arts score, while 26 percent of this same student cohort, now in sixth grade, are passing.
- An increasing number of students in the Santa Ana Unified School District (SAUSD) are taking the Student Achievement Test (SAT). While the percentage of Latino students in the state taking the SAT has remained steady at 7 percent over the past three years, the percentage of SAUSD students has increased from 15 percent to 21 percent between 2000 and 2002.
- As reported in the annual Graduate Planning Survey, the rates for college applications and college acceptance has been rising. In 2002, 64 percent of SAUSD high school seniors applied for college; in 2003, the number rose to 71 percent.
- A significant increase is being seen in college applications to California State University, Fullerton, up from 52 students in 2002 to 249 students in 2003.
- At Santa Ana College, enrollment of Latino students has risen from 41 percent to 45 percent from 2002 to 2003.
- In secondary mathematics, students are passing the 8<sup>th</sup> grade state math test (the SAT9) at higher rates. In 1999-00, 20 percent of eighth grade students passed the SAT9 math test, while 30 percent passed in 2001-02.

- Transfer rates from the two-year college to four-year universities have improved.
- Santa Ana parents now teach other parents what it takes to get their children into college.
- Peer learning communities for first-year college students have improved retention rates.
- Multiple opportunities exist for young Santa Ana students to engage with the local college and universities and gain early exposure to post-secondary education.

Over time, the Partnership has expanded its strategies across many fronts — from families to institutions. In fact, one of the biggest challenges faced by the Partnership now is how to connect the growing branches of activity to the overall vision without hampering creativity and flexibility.

This study of the Santa Ana Partnership explores the roles of individuals and institutions in the Partnership and the nature of the actual work that has helped maintain its momentum.

Questions guiding the case study include:

- How have individuals and institutions changed through the Partnership's collaborative work across institutions?
- What roles have diverse partners, including parents, students, and community organizations, played in the Partnership?
- What factors have helped sustain the Partnership?
- What is the future direction of this work?

In-depth interviews were conducted with 18 partner members from key institutions and the community. The study included a site visit to Santa Ana and a review of historical documents to examine the Partnership's evolution over the years.



**Bringing everyone to the table: Santa Ana Unified School District principals meet with Partnership colleagues to develop academic and co-curricular activities for Hispanic youth.**

## II. Background on How Partnerships Work

**E**ducational partnerships between universities and public schools are not a new idea. In fact, historical examples of school-university collaborations date back to the 1890s.<sup>1</sup> They have taken the form of pre-service teacher education, training for school administrators, curriculum development, and educational research projects.<sup>2</sup> However, partnerships that move beyond an individual project or discrete activity into a new way of working are far more difficult to sustain over the lengthy period of time needed to see change.

Anecdotal information shows that educational partnerships, no matter how enthusiastically begun, are more likely than not to fail or simply lose momentum.<sup>3</sup> Special funding is often the driver for the formation of a partnership. However, partnerships started in response to a funding mandate are likely to fade once the grant and the project end. Sustainable partnerships that achieve lasting change intentionally plan from the beginning to migrate the most effective small-scale practices to large-scale efforts that move into the core of institutional practice. Documenting the effectiveness of small-scale practices is key, but all too often even the proven successes are not sustained due to the complexity of the institutional change process itself.

In some ways this should not be surprising, considering the challenges inherent in bringing together multiple institutional cultures. The cultures of public schools and universities vary



**When it comes to filling out college applications, one mistake can mean the difference between acceptance and rejection. This Higher Education Center volunteer helps make sure all of this high school student's i's are dotted and t's are crossed.**

widely. Universities often place equal emphasis on the education of students and the creation of “new knowledge,” whereas K-12 institutions focus solely on the educational mission. In schools, the tempo of work is rapid, but with specific breaks; for university faculty, class loads are smaller, but expectations include research and scholarly publications. Teachers are required to address a specific set of standards and mandated guidelines, while faculty members insist that autonomy is required to maintain intellectual freedom.<sup>4</sup> Partners are challenged to collaborate not only around educational content, but also to share in governance, administration of funds, communication, and staff allocation for partnership activities. Genuine collaboration — sharing both power and resources to solve complex problems — remains rare.<sup>5</sup>

And yet, some educational partnerships are able to address the inherent challenges of collaboration and survive the test of time. Supportive factors known to extend the length of partnerships and increase their impact include:

- shared values and philosophies;
- mutually beneficial goals and objectives;
- supportive leadership at the highest levels of the institutions;
- activities that are grounded in the needs of the community;
- clear roles and responsibilities of each partner;
- clear channels for communication; and
- specific and measurable outcomes, benchmarks, and measures of progress of the partnership.<sup>6</sup>

The example of the Santa Ana Partnership validates the importance of these factors. However, for these qualities to emerge, it took many years of funded activity and sustained vision. And as the leadership members are quick to say, none of it has been easy and the challenges continue. The next section illustrates the ways in which vision, leadership, institutional roles, and use of data have played themselves out over the years through Partnership activities.

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<sup>1</sup> Greene and Tichenor, 1999.

<sup>2</sup> Brookhart and Loadman, 1990.

<sup>3</sup> Brookhart and Loadman, 1990.

<sup>4</sup> Peel, et al., 2002.

<sup>5</sup> Haire and Dodson - Pennington, 1990.

<sup>6</sup> Barnett et al., 1999.

### III. Stable Partnership Elements Over the Years

#### A. A Vision of Access and Success in Higher Education for All Students in Santa Ana

*“Our partnership benefits from a singular focus ... of improving and growing the pipeline [from K to 16] to see that the majority have access to higher education for the people of this community, for students in this community.”*

—Dr. John Nixon

Santa Ana College administrator

While there is a historical mandate for all educational segments to work together in California, the Santa Ana Partnership created a structure to make collaboration more effective. The California Master Plan for Higher Education, originally developed in 1960 through the collaboration of state and university educational agencies, provided the springboard for a K-16 vision. Differing and complementary roles for the community colleges, the state college system, and the state universities were carefully delineated. Community colleges in California would provide the first two years of higher education and support transfer to four-year institutions; the state colleges (now state universities) would emphasize bachelor’s degrees; and the nine state universities would emphasize graduate school and preparation for research careers. In 1987, a revised analysis of the California Master Plan highlighted the inefficiencies of the transfer function between the community college and universities, providing further impetus for the universities to partner with

the community colleges. A significant challenge to the educational system is that the student population accessing higher education, including transfer from community college to university, is disproportionately white, while the majority of K-12 students are from communities of color. Addressing this break in the system is critical to creating an integrated K-16 educational system in California.

Building on this statewide vision, the Santa Ana Partnership emerged in 1983, not out of any board or grant mandate, but from educational institutions and city and community leaders concerned by the low academic achievement in the community. Leading this effort was Dr. Manuel Gómez, then assistant vice chancellor for academic affairs, student affirmative action, at the University of California, Irvine (UCI), under the auspices of the Student/Teacher Educational Partnership (Project STEP). As described in “To Advance Learning: A Handbook on Developing K-12 Postsecondary Partnerships,” Project STEP began with dialogue between representatives from the University and the Santa Ana school district. The focus was on improving the low level of student academic preparation in Santa Ana. Throughout a full year of open forums and faculty exchanges, a set of direct services was designed, including curriculum enhancement activities, staff development, and student support services. However, what began as a traditional “service model” relationship between the two institutions has evolved into a reciprocal and multi-faceted partnership.<sup>7</sup>

Further expansion to involve community nonprofit organizations, parents, and others in the Partnership work became possible with receipt of funding from the Ford Foundation and, later, the W.K. Kellogg Foundation. Throughout this evolution, however, the vision has stayed firmly grounded in efforts that support students' progress toward higher education.

The Partnership's focus on students perhaps provided the "glue" that kept the partners together over the years. With their goals centered on support for *students*, celebrating *students' successes* and *student-centered* milestones, institutions were able to maintain involvement in the Partnership, while their participation in various funding efforts ebbed and flowed. Many funded projects relied more heavily on some partners than others; still, the student-based mission maintained the momentum of the Partnership as a whole.

## **B. Stability of Institutional Leadership**

Another clear constant over the last 20 years has been the four public educational institutions that continue to lead the Santa Ana Partnership. These four public institutions — the Santa Ana Unified School District (SAUSD); the two-year Santa Ana Community College (SAC); the four-year University of California, Irvine (UCI); and the four-year California State University, Fullerton (CSUF) — have served as the stable elements within the governance structure, while different community, city, private school, and business partners come in and out of the Partnership as specific funded initiatives emphasize their areas of strength. From the beginning, the lead public

institutions have brought their own institutional commitment to the work. As Robin Casselman, a university administrator, described the process, "We got used to having an annual retreat where we would get together and see how we could make that little pot of money multiply by everyone ... joining resources to it."



**A college mentor gives these high school students the scoop on the thrills as well as the rigors of college life.**

The lead institutions, besides acting as brokers and administrators for Partnership activities, each fill a unique niche within the Santa Ana educational system and need each other to fulfill their individual missions. This inherent complementarity is not unique to Santa Ana, but is intentionally woven into the structure of the Partnership initiatives. The role of SAUSD, beyond the mission of providing a high-quality education to all students, is to provide a pre-collegiate program of study that is sufficiently rigorous to enable graduates to have real options, either to go to college or to enter the workforce. To succeed requires a restructuring of the schools toward "mastery learning," a significant departure from old constructs of

collegiate preparation restricted to the gifted and talented. In addition, the school district serves as the gatekeeper to SAC and the universities for potential students. In fact, given the overwhelmingly Latino student body (92 percent), the higher education institutions look toward SAUSD as a potential source of students to support their individual goals of campus diversity.

Santa Ana College directly serves the higher education needs of students in the local community; it is the primary higher education destination of approximately 55 percent to 60 percent of SAUSD high school graduates. In some ways, it plays the role of broker between the schools and the universities, serving as a gateway, particularly for minority students, between high school and a four-year university degree. As an open-access public institution of higher education, SAC feels a special responsibility to foster and maximize the success of local students.

The majority of transfer students from Santa Ana College go to California State University, Fullerton. As a result, CSUF has a strong interest in supporting academic excellence in students from both SAUSD and SAC.

Reducing the need for remedial courses at CSUF for both high school graduates and transfer students is a motivating factor for partnering. As one CSUF administrator put it, “You’re not going to get the types of students you want if you don’t help them prepare.” In addition, CSUF serves as the primary teacher preparation program for the city of Santa Ana. It is therefore in a unique position to bring more

Latino teachers into Santa Ana and to encourage homegrown teachers to return to their community to teach.

The University of California, Irvine, plays a unique role as the Partnership’s founding institution and as a Tier 1 university located adjacent to the community of Santa Ana. The percentage of local Hispanic students attending the university continues to be low, but is rising. UCI staff provide training opportunities to Santa Ana teachers in math, science, reading, language arts, the humanities, and social science. UCI engages the school district in learning about new educational practice, curriculum development, and significant discipline-specific professional development. In addition, research faculty at UCI track the educational progress of the Santa Ana community as part of the Partnership’s work.

All three higher education institutions have educational community outreach programs that connect internal academic and student affairs to the community. As the primary college recruiters for local Santa Ana students, SAC, UCI, and CSUF continuously work together to expand higher education opportunity locally. Through an “Achieving College” task force, the higher education outreach staff, counselors, local parents, and other community members jointly implement campus visits, support for college applications, test preparation, and financial aid assistance for local students.

The varied and unique roles of these four lead partners highlight their dependence on each other to achieve the vision of access to higher

## **Institutional Partners**

*Santa Ana Unified School District:* Home to over 60,000 students, 66.7 percent of whom are English learners, the district is the fifth largest in California, with 91.6 percent of students identified as Latino.

*Santa Ana College:* Founded in 1915, Santa Ana College is one of 108 community colleges in the state. It now has more than 22,000 credit and nearly 13,000 noncredit enrollees. As a Hispanic-Serving Institution (CHSI), designated by the federal government, 67 percent of its on-campus credit student population is Latino.

*California State University, Fullerton:* Founded in 1957, the third largest of 23 California State universities, CSUF presently enrolls over 32,000 students. While also an HSI, Fullerton's student population is diverse, with 36 percent Caucasian students, 25.6 percent Latino, 21 percent Asian/Pacific Islander, 3 percent African American, and 1 percent Native American.

*University of California, Irvine:* A Tier 1 university with an undergraduate student population of over 19,000 and approximately 4,200 graduate students, UCI opened in 1965 for student instruction. UCI's undergraduate student body is approximately 47 percent Asian/Pacific Islander, 26 percent Caucasian, 8 percent Chicano/Latino, 2 percent African American, and less than 1 percent Native American.

education for all students in Santa Ana. It is no accident that in the late 1990s, when Partnership projects began to be highlighted in the community, the motto "Education First" was adopted by the Santa Ana City Council and painted on a water tower in the center of the city, visible for miles in all directions.

### **C. Individual Leadership at High Levels**

Besides bringing the critical institutional partners to the table, the Santa Ana Partnership has engaged individuals at high levels of leadership within the institutions. As the research highlights, change in institutional practices and policies that can move a program from "the margins" to a central focus of an institution requires commitment and engagement from decision makers and institution leaders.<sup>8</sup> The lead players within the Santa Ana Partnership include: the assistant superintendent of SAUSD; the vice president of student affairs at SAC; the associate vice president for student affairs at CSUF; and the associate vice chancellor and director of the Center for Educational Partnerships at UCI.

In contrast to many educational partnerships that hire an outside coordinator to manage activities, these high-level institutional staff provide the coordination and leadership for the Partnership. As Dr. Stephanie Schneider, a staff member at UCI, described, "Instead of talking to a project manager, I can speak directly to the vice president or assistant superintendent from another institution. It helps me by cutting through a lot of extra layers to get the job done."

As such, the Partnership has been able to address institutional practices and policies that require access to institutional decision makers. For

example, recruitment practices, school district math curricula, and dual enrollment agreements between institutions are all issues that reach into the heart of the organizations and have been addressed through Partnership efforts. This institutional commitment has also influenced the sustainability of the Partnership; leadership is less vulnerable to the “boom and bust” cycles of external grant funding. And as the leaders collaborate closely, their institutional departments become increasingly interconnected at operational levels as a matter of structure and function.

On principle, none of the costs associated with the salaries of Partnership leaders or their support staff is underwritten by grant funds. However, this implies that the individual leaders take on the additional tasks of the Partnership, requiring longer hours and extra dedication, and stretch them beyond their job descriptions. This dedication to a larger vision reflects the expectation that the public educational institutions in Santa Ana and their leadership have a shared responsibility to support the entire K-16 educational pipeline.

#### **D. New Leadership Skills for a New Way of Working**

Besides expertise in the field of education and knowledge about the Santa Ana community, a different set of skills in the partner leaders is critical to their effectiveness in collaboration. The concept of “boundary spanning,” described in the business and social science fields, appears to accurately illustrate the leadership roles. Within the educational realm, one researcher describes the boundary spanner as “an intermediary who

commutes literally and figuratively between [schools, universities, and other partners].”<sup>9</sup> These individuals are also referred to as gatekeepers.<sup>10</sup> They represent their own organizations to others, support the other partner organizations publicly, facilitate information sharing across the organizational boundaries, and help match needs and resources. At all levels in the Santa Ana Partnership, partner members describe their roles as constantly forging and reinforcing connections across institutions. For example, Denice Inciong, a member of the UCI evaluation team, described her role as broader than “just crunching the numbers, but really working with the professors on campus and linking them with the teachers at the school site, and bringing undergraduate tutors in.”

Partner members both represent their respective organizations to the Partnership and represent the Partnership to outsiders. A coordinator of a Higher Education Center, a one-stop college information center that is physically housed in the high schools, described her role as a “translator.” She said, “I bring the day-to-day perspective of what it’s like in the high school into the Partnership.” Many Santa Ana partner members describe the importance of negotiation skills to balance the needs of their own institutions and the needs of partner institutions and the Partnership as a whole. Again, Denice Inciong described, “It’s always a touchy issue asking folks for yet another round of data and numbers. I always need to think about what they have going, what’s a realistic deadline for them, and what my real needs are.” A unique local asset is the fact that many individuals in the Partnership have forged their

careers in education working in multiple Santa Ana institutions. A SAC administrator, Irene Malmgren, described the career path of one colleague through both universities and recently to SAC as director of a teacher development project. “He knows us, he has the relationships, he has the connections, he knows what our [community college] students [will] need at a four-year school,” she explained. The crossing over of staff allows these boundary spanners to bring a better understanding of the “outside layers of their own organizations and the practices of all partnering agencies” to the work, said Lilia Tanakeyowma, director of the office of school and community partnerships at SAC. Recently, the Santa Ana Partnership has taken the boundary-spanning roles one step further, hiring individual staff to work within and among the Santa Ana School District, Santa Ana College, and the four-year universities. These staff members have office space in multiple buildings, share phone lines and e-mail, and have salaries paid through joint budgets. This cadre of “joint” staff is solidifying the concept of shared institutional responsibility for a coordinated pathway to college.

### **E. Consistent Use of Data in Strategic Planning**

Another constant element of the Partnership’s work over the last 20 years is the commitment to collect and use data as the guiding focus of the student-centered vision. As the coordinator of one of the Higher Education Centers stated, “If we don’t start to see an increase in the number of our students going off to college we have to ask ourselves, ‘What’s going to shake things up?’” Starting with the analyses of transfer rates from

*“...the Santa Ana Partnership has taken the boundary-spanning roles one step further, hiring individual staff to work within and among the Santa Ana School District, Santa Ana College, and the four-year universities. These staff members have office space in multiple buildings, share phone lines and e-mail, and have salaries paid through joint budgets.”*

community college to university back in the 1980s, the Partnership has intentionally invested in creating data systems and in feeding back data to institutional and community partners. The California Postsecondary Education Commission collects institutional data about enrollment and graduation. These data alone, however, do not answer questions about how students are doing in any particular community. Therefore, UCI, through its Center for Educational Partnerships, integrates, and in some cases directly collects, a broader set of data to monitor the educational situation in Santa Ana. This includes K-12 school achievement through state testing scores; enrollment in advanced placement classes; high school graduation rates; college application, enrollment, and graduation rates; transfer rates from community college to university; and bachelor’s degree attainment rates.



**Thanks to the Partnership, this young student has many reading options at a local literary conference.**

Getting access to and sharing data is built upon a gradually established relationship across educational institutions. As one UCI researcher put it, “I think that when I first came in [to the school district], there was that feeling that [the university] is just a data sucker. You know ... that all we want is to get the data. ... But I’ve seen it evolve and [the school district] is asking a lot more research or data-based questions ... but it’s a slowly established relationship.”

The ability to maintain access to student data has been a central element in Partnership success. Cross-organizational ties have been established over time, with the critical elements of trust, flexibility, and reciprocity serving as keys. In addition to trusting members to use data to highlight growth rather than to spotlight failings, the Partnership has learned to be flexible and work within institutional timelines and existing deadlines. It has been important to negotiate the timing and content of data requests so the burden on any specific institutional partner is not oppressive. Likewise, whenever possible the institution requesting the data provides a report or analysis in return for the data received.

Significantly, as the Partnership has evolved, the priority regarding data collection and analysis has moved from project-specific information into the broader context of student achievement data across the K-16 pipeline for the entire Santa Ana community. A research and evaluation team that includes members of the lead institutions was recently formalized to provide that system-wide perspective.

Through the recent ENLACE grant, a “Blueprint for Change” was developed which illustrates the Partnership’s theory of change (see appendix). It links the gaps in the educational system (for example, high dropout rates for first-year college students in Santa Ana) to the programs developed by the Partnership and its affiliated organizations, to address those domains. This blueprint is used internally as a guide and with external audiences, such as other universities and funders. It serves as a tool for communicating at a glance the scope and depth of Partnership efforts, as well as the deliberate way in which this work connects to contributing institutional programs.

Over the years, the partner leaders have made it clear that it is in the Santa Ana community’s best interest to be as transparent, open, and honest as possible about the story the data tells. A frequent quote echoed by Dr. Sara Lundquist, a vice president at SAC, is “It’s about truth-telling.”

<sup>7</sup> Gomez, et al., 1990.

<sup>9</sup> Stevens, pg. 299, 1999.

<sup>8</sup> Peel, et al., 2002.

<sup>10</sup> Bradshaw, 1999; Brass, 1984.

## IV. Factors That Have Supported the Partnership

**W**hile vision, leadership, and use of data have remained constant over time, various attitudes have also supported the Partnership’s continued evolution. A mutual commitment to maintaining trust and a tolerance for risk taking have supported necessary changes in the Partnership over time. Additionally, flexibility that allows interactions at multiple levels and positioning that allows for mutual support rather than competition have allowed the Partnership to continue despite institutional pressures.

### A. Commitment to Trust

*“[The Freshman Experience Program] created trust between math teachers and counselors, between English teachers and counselors ... where they used to describe each other as if they had horns and cloven hooves.”*

—Irene Malmgren  
SAC administrator

Often discussed in the research literature, trust is a critical component in any effective collaborative venture.<sup>11</sup> Building trust is not easy within the educational (or any other) realm. Institutions and their staff members have differing agendas, missions, bosses, boards, finances, and power dynamics. The Santa Ana Partnership appears to have built enough trust to work together at higher levels of the institutions and, concurrently, within pockets of activity at the level of staff (e.g., teachers, professors, and counselors).

While there is no one key to building trust, it has been strengthened in Santa Ana over the years by the partner members coming through for each other and showing mutual respect; modeling of trust by the leadership; and mutually protecting partner institutions.

Partner members expressed genuine confidence in Partnership leaders’ commitment to do what is in the best interest of the community as a whole — not just in the best interest of their individual institutions. As partners fulfill their obligations to each other, confidence grows.



**Middle school students learn about the discipline and intensity needed for success in college.**

For example, one school district colleague marvels at the added resources available to the group: “The fact that I can pick up the phone and call UCI and say, ‘I want to do graduation at your school’ is invaluable. We essentially can’t pull it off without them. ... I can just say, ‘Cal State Fullerton, can we have a student panel?’ and they’ll pull it off ... because we have this history of working together and we have this understanding that we’re working together. It goes beyond [any single project].”

The mutual respect for partner opinions and the modeling of this by the leadership builds trust. As one community-based organization (CBO) representative stated, “I felt a very genuine sense that there was an equality, even though I’m representing a small CBO. I was sitting next to the vice chancellor of admissions of UCI, [but] I felt my opinion was as valued [as his]. So there is really a sense of mutual exchange among the partners. What you are bringing to this table is as valuable as other people sitting at the table. And that has to be key in any sort of partnership.”

One of the keys to trust building in Santa Ana has been the proprietary role that the partner leaders play in relation to each other’s institutions. They have worked together to protect the reputations of not only their own institutions, but of the Partnership as a whole through careful management of potentially damaging misinformation, rumors, and crisis situations. The public relations needs of both individual partner institutions and of the group are given mutual consideration, with the intention that the Partnership’s goals are not distorted or thrown off course.

As the Partnership has grown over the years — adding programs and new supporters and partners — the leadership has grappled with finding a balance between constantly communicating internally to each partner about all activities and relying on trust to facilitate communication. As Dr. Lundquist asked, “To what degree do we communicate about the Partnership to everyone, and to what degree do we trust each other to uphold the vision of the Partnership?” Through periodic retreats, newsletters, Web sites, and other channels, members of the larger partner institutions are engaged and informed about progress. And through community forums, participative research, regular meetings, and day-to-day interactions, this larger group provides input into partnership decisions. The right balance is tricky yet necessary to maintain as the work continues to expand.

Either way, trust is essential. As one SAC administrator put it, “It has gotten to where I don’t need to know everything the ... others in the Partnership are doing. ... I get to see the change, [but] I don’t need to be in the midst of it all. ... We can’t all do everything and we can’t all know everything about what everyone is doing, but there is a sense of that big picture.”

## **B. Joint Interaction at Multiple Levels**

The collaboration amongst the educational institutions has had a transformational effect on people and the institutions in which they work. A key factor was the development of relationships through meaningful work activities for educational practitioners in Santa Ana conducted

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*“The one-on-one interactions between the educators at all levels provided a ‘personalization of the process. Some realization that we’re a piece of the continuum. ... And when you spend time together, you have time to develop history, relationships happen, and out of relationships comes trust.’ ”*

*—UCI administrator*

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outside of typical professional boundaries. As Dr. Rita Cepeda, president of Santa Ana College, described, “While CEO support is critical, it’s not at the CEO level where the real transformation happens. It’s at the faculty level, at the school level, at the academic center level.” Examples are found throughout the Partnership programs.

Early on, educational leaders in Santa Ana realized that for a K-16 vision to take root in their community, they needed to connect the college and university professors with their teaching counterparts at the feeder local high schools. Robin Casselman at UCI called the process

“matchmaking.” The “Discipline Dialogues,” started in 1990 as part of a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), were the result of dramatically expanding the involvement of university faculty in the Partnership. As she described it, “We needed a [convening event] to have the high school folks meet the university folks. ... We gathered teachers and community college instructors, UCI faculty, and CSU faculty from like disciplines to engage in conversations. And that helped us.” Essentially, high school teachers and principals in math and English discussed key educational issues such as the placement of their students when they go to college and the standards that must be met for admission. As one former high school principal described it, “What we were hearing at the time was that students from Santa Ana high schools were being placed into Limited-English Proficiency classes when they went to Santa Ana College ... and so that was prolonging their time there ... and if they’re not really prepared, what’s the chance of [graduating] from Santa Ana College or transitioning into a four-year institution?” The Discipline Dialogues helped to get all the different sets of educators in sync regarding such issues as curriculum and student assessment.

The one-on-one interactions between the educators at all levels provided a “personalization of the process. Some realization that we’re a piece of the continuum. ... And when you spend time together, you have time to develop history, relationships happen, and out of relationships comes trust,” said a UCI administrator.

More recently, high school teachers and community college instructors jointly reviewed high school student writing samples to place incoming freshmen into the appropriate English class at Santa Ana College. “Now, the English teachers at the high school are aware of the level of writing it takes for students in a [college] freshman composition course. And the college teachers have a new respect for the struggles the high school teachers have,” said Irene Malmgren, an SAC administrator. This episode became a lesson in staff development, as well as inspired curriculum articulation between educational systems. “The students are better placed and [teachers and college faculty] are not strangers anymore. In many ways, that’s



Through the Padres Promotores program, these fathers learn that they can do a lot to help their children succeed in college.

the benefit of a partnership. ... We work from our relationships all the time.”

The Summer Scholars Transfer Institute (SSTI) introduces community college students to the academic rigor and student life in a Tier 1

## The Summer Scholars Transfer Institute

The Summer Scholars Transfer Institute is a program that was designed more than 10 years ago to boost the low transfer rate of Santa Ana College students to the UCI system. The Institute consists of an intensive 10-day residential summer institute at UCI for SAC students. Approximately 100 predominantly Latino students per year experience the institute, immersing themselves in university life living with teachers and counselors at UCI while taking core academic courses. While students experiment with a different academic environment, they also have the chance to see if they can handle the emotional challenges that accompany college life. Many Hispanic students face conflicts between their culture and the academic culture, fear of failure, and sometimes even fear of success.

*“[The students] discovered they really could compete and do well, and they actually came home thinking that they conquered the world. If they could do a three-unit class in 10 days, they figured they could come home and take 30 units in a semester ... it was great for the students and it was great for faculty because we also got to see what our students did at UCI, bringing great ideas which have taken hold at Santa Ana College.”*

— Irene Malmgren  
SAC administrator

university. This intensive, 10-day residential summer institute is held directly on the UCI campus. Irene Malmgren described the transformational effect it has on the students:

“SSTI became one of the centerpieces of the work that we did in terms of a creative new way of taking the Partnership and making it real. We gave [community college] students a look at what it meant to be a resident university student, to be away from home, to learn what kind of scholars they could become. ... [The instructional model] put a content teacher and a counselor in the class all the time ... [because] we were dealing with the emotional as well as the academic response to what was going on. Often ... what gets in the way is the emotional response to the fear, not just of failing, but of succeeding ... and so we dealt with a lot of those issues while we were also driving in the application of study skills. ... And [the students] saw the results. ... They discovered they really could compete and do well and they actually came home often thinking that they conquered the world. If they could do a three-unit class in 10 days, they figured they could come home and take 30 units in a semester. So we had to do a little reality testing afterwards, but it was great for the students, and for faculty because we also got to see what our students did at UCI, bringing great ideas which have taken hold at Santa Ana College.”

Stemming from the success of SSTI and a similar bridge program, Puente, the Partnership developed the Freshman Experience Program (FEP) to reach more community college students. First implemented at Santa Ana College in the mid-1990s, every year

approximately 400 to 500 freshman students are organized into “learning communities.” Their courses are linked thematically and focus on academic content as well as study skill development. Teachers, faculty, and counselors work as a team, coordinating assignments, exams, and other class activities in their specified courses. The program has shown an impact on the students: for the group of students involved in FEP in fall 2002, only 13 percent dropped out during the first semester, as opposed to the 26 percent of freshman not in the program. Additionally, on average 20 percent more FEP students pass their English courses than do other freshmen students, and past FEP groups have completed required mathematics courses more rapidly than other students. Besides the benefits to the students, the program

## **Freshman Experience Program (FEP)**

Helping more than 500 students a semester, the FEP has led to improved educational outcomes and re-enrollment rates for Latino students at Santa Ana College for more than five years. As a team, professors, staff, and counselors support each other by attending each other’s class meetings, coordinating assignments, exams, and other class activities in their specific courses. While academic support programs like FEP — even those with evidence of success — always face budget issues during tough economic times, an informal cost-benefit analysis showed that the program pays for itself about halfway through the second semester.

connects faculty in new ways that allow their strengths to complement each other. “Where do people every month get together and talk about teaching? That’s just a powerful model and it’s created change around here,” said a SAC administrator. Counselors and teachers working together in the classroom also bring the classroom instruction and the support services domains closer together for the college and its students.

### **C. Risk Taking by Trying New Models of Working**

*“We tried it all over the years ... the in-service training, the direct service to students, the administrative training. ... We tried them all and I think to the point now that it’s a pretty solid partnership.”*

— CSUF administrator

Another element that has supported the growth and sustainability of the Santa Ana Partnership is the willingness to try different program approaches in support of the students. At the

*“The diversity of partners automatically leads to differing perspectives and views on the problem, the agenda, the vision. But rather than pushing consensus, the partnership should ... move toward coordinated action in the explicit absence of agreement.”*

beginning of any collaborative venture, members struggle through differing visions to coalesce enough to move forward. The Santa Ana Partnership was no different. As one of the early partners described, “I recall the first few meetings we had. We said, ‘What direction do we want to take this Partnership? Where do we

put our emphasis? Straight on students? In-service training of teachers? Administrative training? Who’s going to make the changes that we want at the school level and who should do it?’ So it was constant turmoil as to where are we going to put the limited resources that we have as far as us coming together.”



Higher Education Center students share what they’ve learned about the college application process.

And yet, the Santa Ana Partnership shows an ability to move beyond the inevitable conflicts to action. As one researcher describes the phenomenon, “The diversity of partners automatically leads to differing perspectives and views on the problem, the agenda, the vision. But rather than pushing consensus, the Partnership should ... move toward coordinated action in the explicit absence of agreement.” Many partner members expressed a respect for the leader’s initial willingness to take action and openness to letting others move ahead with good ideas. As one partner member said, “Whoever is willing to take charge is able to move a lot.”

Risk taking is also seen in the willingness to try new models of service delivery. Many innovative program models have emerged from brainstorming sessions focused on addressing specific pressing concerns. The Padres Promotores program — innovative in its creation of parent leaders and parent-to-parent support — evolved to its present state out of efforts to engage parents more fully in the education of their children. Likewise, the desire to more fully engage students in the collaborative work resulted in the Student Affiliates program. Similarly, lack of a convenient central “hub” for students to receive information on college admission resulted in funding four Higher Education Centers to serve all high school students in Santa Ana.

None of these relatively innovative services would have been developed without a collective willingness to “push the limits” and to risk failure. Project innovations are supported by Partnership

leaders, and several attempts are usually made to “revive or revise” unsuccessful projects before they are abandoned as unproductive. Thus, the Santa Ana Partnership in many ways serves as a “laboratory of innovation” in the best ways to serve Santa Ana students and their families.

#### **D. Flexibility for the Partnership To Evolve**

A key factor in the longevity of the Partnership has been the flexibility for activities and for an underlying structure to evolve over time. There was no “top-down” board mandate driving the collaboration, but rather an urgent sense on the part of the educational community that something needed to change in Santa Ana. Research corroborates that when a collaborative effort begins with a focus on a



**This Higher Education Center counselor helps a student wade through the vast paperwork necessary to attend college.**

larger vision, rather than in response to a board mandate, grant requirement, or funding stream, it is more likely to sustain itself. And, while the top institutional leaders supported the work, links were first made between the on-the-ground practitioners (faculty, principals, teachers) in the varied institutions and then moved over time toward institution-wide links that changed policies and practices.

One early example of this occurred over student language arts testing. Through the mid-1990s, a large percentage of high school students entering Santa Ana College were routinely funneled into remedial English courses. Upon examination, remediation was unnecessary for some of these students, thus extending without due cause the time to transfer eligibility by at least a full year. Discussions between college and high school English teachers pinpointed the English language placement exam as the key issue: both sides were convinced that students' language skills were higher than their test results. Through several years' work that involved university and college faculty, community college policymakers, and high school teachers, a new placement process was implemented that more accurately measured student skills. Today, the community college students have a faster track to becoming eligible to transfer to the four-year university. This is one example of practitioners addressing a key educational barrier, which then resulted in institutional policy change implemented by high-level administrators and policymakers.

Flexibility in structure can also be seen in the changing roster of partners. While the public

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*Located in all four comprehensive high schools across the Santa Ana Unified School District, Higher Education Centers provide Santa Ana high school students with important information on pre-college course requirements, entrance exams, financial aid and scholarship resources. Equally important, these centers welcome siblings and parents, making it clear with multilingual program information and expert staff that Latino students can and should go to college.*

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education institutions have served as the unchanging core, the constellation of other partners has evolved over the years. As one school district administrator described it, "If you try to maintain a partnership in its original phase and you don't want to evolve with it, then it becomes nonfunctional. But we bring people in. ... People come into the partnership and people leave the partnership." Over the years, the

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*In the Santa Ana Partnership, the two universities from the two different California higher education systems and the community college do not compete for students. “I think we realized that with the growing number of students in the region, basically there’s going to be enough folks for everybody. ... Wherever [the students] choose to go or wherever they’re directed, how can we serve them better across the lines?”*

*— CSUF administrator*

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Santa Ana Partnership has included the City of Santa Ana; the Santa Ana Chamber of Commerce; community-based organizations such as Latino Health Access and Delhi Community Center; and others that have moved in and out of playing roles in Partnership activities.

The governance structure, too, continues to evolve. While the Santa Ana Partnership leadership team, consisting primarily of lead partners, meets on an ongoing basis, other partner members come to the table periodically around project implementation decisions, hiring decisions, grant writing, and strategic planning retreats. Partnership leaders serve as conduits back to their own organizations at the executive level, providing Partnership updates, issue briefings, and consultation on critical priorities.

### **E. Noncompetitive Placement of the Partners**

Finally, it has become clear that two linked factors in the stability of the Santa Ana Partnership are the manageable size of the Santa Ana educational system and, perhaps more critically, that the lead institutions are not in competition for students. Competition between organizations can often serve as a major obstacle in forming a partnership — “the effects of protecting jobs, budgets, programs, facilities, ‘turf’ and enrollment.”<sup>12</sup> In the Santa Ana Partnership, the two universities from the two *different* California higher education systems and the community college do not compete for students. “I think we realized that with the growing number of students in the region, basically there’s going to be enough for everybody. ... Wherever [the students] choose to go or wherever they’re directed, how can we serve them better across the lines?” said a CSUF administrator. This situation has given the institutions the leeway to work collaboratively with their partners and to “celebrate” student enrollment increases for the community as a whole, with less concern for their own

institutional bottom-line. In recruitment, the institutions can deliver a uniform message that students should pick the higher education institution that suits them best.

Additionally, Santa Ana has the benefit of being a more “compact” urban community than many others that face similar educational challenges. Dr. John Nixon, a vice president at SAC, contrasted Santa Ana with Los Angeles: “In Los Angeles, you have a huge school district. With the city itself, you have nine community colleges, you have a giant UC [University of California]. You have a large private university, a couple of CSUs [California State University]. It’s more difficult to manage and maintain focus in that kind of setting.”

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<sup>11</sup> Peel, et al., 2002.

<sup>12</sup> Rigsby, et al., 1995.



**The Padres Promotores program has empowered these mothers to learn ways to help their children get into college.**

## V. Aspects of the Partnership That Have Evolved Over the Years

As described in the previous section, the trust between partners and a willingness to work through institutional barriers to seek new ways of working has enabled the Santa Ana Partnership to build a solid track record. The impact data is showing incremental progress in student achievement in Santa Ana. And partners say that every step of that incremental progress has been a hard-fought accomplishment taking years of dedication and hard work. Yet the question remains: How can the Partnership move from incremental progress into transformational change that is felt by more students in the Santa Ana educational system? This section describes the areas of movement and growth in the Partnership, in which the members expressed their strongest hopes for real and lasting change.

### A. Moving Toward a Model of Parent, Student, and Community Empowerment

*“I think the road [to achieve] true parent and student leadership in a partnership is long. I don’t think it’s something that you can just say ‘let’s do it’ and ... we will have these parents who can lead our institutions.”*

— ENLACE administrator

Beginning in the mid-1990s, the Partnership began to focus more specifically on engaging parents and community members in Santa Ana in educational reform. All of the schools and universities conduct some community outreach programs. However, the model that is emerging in Santa Ana engages the community in a different way. It is reflected in one educational researcher’s description of an evolution from “parents as consumers of education” to parents reflecting critically upon the education of their children and then “taking action as citizens to



These Padres Promotores parents make plans on how to share what they have learned with their communities.

## Padres Promotores

Assisting their children in preparing for college can be unfamiliar territory for many parents. A unique program of the Santa Ana Partnership, Padres Promotores, links Hispanic parent leaders who have received special training in community advocacy and the public higher education system with parents and schools throughout Santa Ana to provide information, support, and training to other parents who are eager for their children to attend college, but need information and resources to help them. These parents serve as mentors and volunteers, and are eager to share what they have learned with other parents. To date, a total of 94 people have gone through the training in Santa Ana, creating a living bridge between the school and the community and linking parents with the information they need to help their children succeed.

Through this program, parent promoters literally go door-to-door to inform families about the area's educational system. This involves offering families tips to help their children perform better in school,

explaining how to obtain financial aid for their college-bound senior, and showing parents how they might complete their own education. Most importantly, the Padres Promotores are there to dispel the notion that cultural differences and economic challenges make higher education "impossible." The strategy of the promoters is to provide this information to Latino parents in their own language and in their own home. Rosa Harrizon, one of the parent promoters, was inspired to guide other parents through the education maze when she learned how to guide her own children through their school experience.

The parent promoters also work with the school system to make sure the needs of Hispanic children are met. For instance, parent promoters attend school board meetings to talk about the challenges that their children face in school. One of the parent promoters described her work as "a powerful experience to tell my story, and to see that it could make a difference."

make needed changes in their schools and communities."<sup>13</sup> Almost every interviewee identified the meaningful engagement of parents and community organizations in the Partnership as a turning point in the evolution of the educational reform work.

### **1. The Role of Parents and Students**

Over the years, the Santa Ana Partnership has employed a variety of models of parent engagement. Orientation sessions are held for parents of freshman students at SAC, UCI, and

CSUF, as well as for parents during summer bridge programs. Family literacy centers build parent skills in English. Focus groups with parents have provided a formal means for incorporating the parent voice in Partnership work. Most recently, funded by the ENLACE grant, parents are spreading the word in the Santa Ana community about the opportunities available for the education of children. Padres Promotores ("parent promoters") is a model of parent advocacy for education, built on the community health promoter approach. Latino Health Access, a

nonprofit organization, works with an ENLACE coordinator to teach Santa Ana parents (who are mostly Latino, bilingual Spanish speakers) about the educational system in the United States and what they need to know to advocate for their children's success in school and into college. These parent leaders conduct home visits and talks at community centers and schools to share their knowledge with other parents. As one parent promoter described it, "Learning how to help their children succeed in school ... means so much more from a fellow parent than an administrator. ... At times, I would stay for hours because they had so many questions and concerns." In less than two months, the Padres Promotores talked with more than 400 Santa Ana parents in their homes. The perspective they obtained on personal barriers to college is being fed back to institutions in the Santa Ana Partnership.

A team of "lead" Padres Promotores is emerging from the work. They represent a formal channel for engaging parents as partners. As a coordinator of the parent work

described it, "You see very clearly that the parents join first because they want to learn more about higher education for their kids, for themselves. They're like, 'This could help me out.' Then they move on to the second step, which is, 'Wow, I can help out other people with this; this is actually something I can take back.' And then there is the third step, which only a few people have made today ... which is, 'I can take charge of this project.'" Recently, the lead Padres Promotores attended a school board meeting, talking with board members about the challenges that their children face in school. One parent leader described it as "a powerful experience, to tell my story and see that it could make a difference."

Student and youth leadership is another evolving aspect of the Partnership. Through the ENLACE grant, a student affiliates program was developed to provide a student voice to partnership activities. Consisting of two students from each of the three higher education partner institutions, the student affiliates attend

Partnership meetings and communicate back the mission and activities to their fellow students. In their second year, these young leaders are clarifying their role as they try different ways to engage with the Partnership. Most recently, the student affiliates learned



**First-day jitters:** Excitement fills the air as a new group of parents from across the community join the Padres Promotores program.

## Selected Community-Based Partners

*Mexican American Opportunity Foundation:* This nonprofit organization was founded in 1963 to develop and administer projects and programs on behalf of the socially and economically disadvantaged members of the community. It offers citizenship and ESL classes; a 25-station computer lab; and WIC, preschool, and HeadStart services.

*Latino Health Access:* Founded in 1993, this nonprofit organization is a community leader in health education and disease prevention. LHA offers free classes on asthma management; diabetes and obesity prevention; and alcohol, drug, and domestic violence prevention. Through the Santa Ana Partnership, LHA has taken its community health promoters model and applied it to form a Padres Promotores group for education.

*Delhi Community Center:* Founded in 1969, the Delhi Center offers health, education, economic development, and cultural arts services.

*Hispanic Education Endowment Fund (HEEF):* The Orange County Education Endowment Fund provides scholarships for Orange County Hispanic students with financial needs at all levels along the educational continuum.

*Reading Corners:* This literacy project was founded by parent volunteer Luisa Ruiz in 1999. It builds environments for reading and literacy development in housing complexes all around the Santa Ana area. The program currently encompasses eight different locations, all run by parent volunteers.

*Libreria Martinez:* This Hispanic-owned local bookstore focuses on supporting school literacy and the Reading Corners program. The owner's support for educational excellence and literacy in the Santa Ana community has encouraged support from other local businesses and engaged local business owners in scholarship programs for Santa Ana students.

evaluation skills and conducted an in-depth evaluation of the Higher Education Centers, providing a student perspective that enhanced the formal evaluation of the high school-based centers.

### **2. The Role of Community-Based Organizations**

*"I think that as learning institutions, we opened our eyes and said, 'You know what? Our kids are only with us six hours a day. They're out in their communities, you know, 12, 20 hours. They're out there.'"*

—Higher Education Center coordinator

Over the last five years, the Santa Ana Partnership has intentionally intensified its engagement with the broader community. In 2000-2001, a community-wide effort took place in which almost 500 community members from across Santa Ana reviewed and discussed a “report card” on the educational achievement of local students. Recommendations from those small group dialogues were brought into a strategic planning retreat which included parents, students, community leaders, and institutional partners. In 2002, the first annual Camino de la Amistad (“Walk for Success”) brought the educational institutions out into the community in a highly visible way. Volunteers and local community-based organizations were joined by school administrators and principals to canvass neighborhoods to talk about school registration and to encourage residents to get involved in school reform.

These efforts have built upon, and moved beyond, the traditional educational outreach programs engaged by the lead public educational institutions in Santa Ana. English as a Second Language (ESL) programs and citizenship centers have always been a part of Santa Ana College. UCI and CSUF have connected to the community through



**A new member of Padres Promotores graduates from the Santa Ana training program.**



**The Santa Ana Partnership brings communities together by enlisting the help and support of local businesses like Librería Martínez.**

academic programs, future teacher development, local early childhood issues, and community-based research. The school district is perhaps most intimately connected to the community through its 60,000 students, parent-teacher activities, and after-school programs. As such, when the schools and higher education institutions in the Santa Ana Partnership reached out to the community, there was already a relationship there. CBOs were particularly critical partners, with their specific expertise in engaging parents, communicating directly with neighborhoods, and facilitating community workshops that complement the work of the lead institutional partners. Many of the Partnership programs could not occur without the CBOs’ effort and commitment to the larger Partnership vision.

As an example, the Partnership built upon the strengths of Latino Health Access (LHA) to manage and implement the Padres Promotores activities. Building on LHA’s experience in workshops with Latino parents, SAC developed the six-session basic training program.

The Reading Corners project, supported by the Partnership, builds environments in housing complexes where children and parents can come to read and learn literacy skills. With support and minimal funding from the Partnership, the Reading Corners program has expanded exponentially to support early reading skills in Santa Ana's children. Other CBOs and small businesses connect to the Partnership on a periodic basis to support particular academic or cultural events.

To a lesser degree, the CBOs have been involved in partnership governance processes such as planning, hiring, and grant writing. However, through recent grants such as ENLACE, the movement is toward increasing the participation of CBOs in decision making and governance. Still, leaders say it has been a struggle over the years to develop an effective role for the CBOs. As one UCI administrator put it, "Something I have learned is that it makes a lot more sense to align projects with the [organizations'] strengths ... to really focus on the strength of the CBO, why they were pulled in in the first place and really try to make that work. ... Once we identified each CBO's strength it's become a lot better. So I think the trick is to pay attention to what they do anyway and build on that expertise." Alignment with the mission of the CBO is another aspect of successfully incorporating CBO participation. As a CBO partner described, "Letting the CBO decide what role it wants to play [is critical], because when you come with a prescribed model and this is what they want you doing, the partnership is then not going to work because it's not in alignment with the CBO's mission."

Individual community leaders, student groups, parent groups, and CBOs appear to play a different role within the Partnership than the educational institutions. Whether an elementary school or a university, the public educational institutions share a common purpose and role: to educate students. Their organizational agendas, publicly mandated responsibilities, and bureaucracies make them critical to educational reform, but can also serve as constraints. Parents and other community constituencies, on the other hand, described their role in the Partnership, broadly, as being *change agents* for their community.

As community members, they earn legitimacy from their life experience. As one SAC administrator put it, "I couldn't have envisioned [the parent promoters' work] like that. And it's because [the parents] have their heart in the project, they live in this community, they are part of this community, they are this community, and they relate in that way to the community, which is something I couldn't have created if I wanted to." Another important aspect of the community role is as a touchstone of what is actually going on in Santa Ana. As Dr. Rita Cepeda at SAC described, "It is as important for us to receive the guidance and advice from students or a family member so we can correct mistakes. It's very authentic, it's real, it goes very directly to what works and doesn't work."

One implication of the difference in role, however, appears to be that the parents and other community constituents are far less informed about what goes on in the Santa Ana Partnership than the institutional partners.



**Hispanic students in the Santa Ana Partnership are empowered to express themselves, to celebrate their cultures, and to go after every chance to learn something new.**

Bringing in parents, CBOs, and community leadership in as equal partners, yet maintaining and respecting their unique roles, is an immediate and key challenge for the Partnership.

## **B. Changing Expectations and Attitudes About Education**

*“A lot of the work we’ve done is to change people’s perceptions of the potential of students.”*

—Robin Casselman at UCI

A second area of movement supported by the collaborative work in Santa Ana is a changing attitude about education. For many urban and

ethnic minority students, one of the most difficult barriers to overcome is low academic expectations. Early in their school career, minority students are often “tracked” into vocational programs and away from a higher education track. By the time they get to high school they are too far behind, both in terms of academic achievement and course requirements, to get on the university track. For example, it is now well documented that students who do not take algebra at the beginning of high school cannot make up this disadvantage in time to attend a four-year college directly after high school. Lacking the commitment on the part of the schools to prepare students for advanced math, students from minority groups are unlikely to overcome this hurdle to a college degree.

In Santa Ana, building the Partnership over many years involved changing attitudes and overcoming many fears. For example, in addressing the low pass rate of students at Santa Ana College, one college administrator remembered, “It wasn’t too many years ago, the first question we would have been asked [by faculty] is: ‘Well, are you asking us to lower our standards?’ The first defense of poor student pass rates was: ‘Well, everyone will pass if we just lower our standards.’” The response of partner members has been to demonstrate to faculty that by raising expectations for student achievement and providing academic and other supports the college can both strengthen academic standards *and* maintain (or even increase) the number of students passing college courses. Underlying the challenge of working across a K-16 system are difficult attitudes and prejudices. One CSUF administrator

speculated on some of those attitudes, such as: “Why do we have to work with the community college when they don’t know what they’re doing?’ or ‘Working with the high school is beneath us,’ or ‘Those people in the research universities think they’re so much better than we are.” A UCI administrator remembers the feelings of mistrust between the university and the K-12 school system. In recruiting students for college, she recalls a sense on the part of the University that the high schools were intentionally not telling students about their options. Robin Casselman at UCI described resistance in the early 1980s to the university working with the community college around the transfer function: “a certain snobbery, you know, not to be interested as much in taking ... a ‘second-tier’ student.”

Partners talk about how these attitudes have changed and improved over the years through working together. The Higher Education Centers, placed physically in the high schools, send out a message that kids are expected to go on to college. Through the early collaborative work by the university and public schools to improve math teaching, a UCI administrator said, everyone came to understand that “these kids really could do algebra. And it began to change perceptions.” Changing attitudes to create higher expectations for educational achievement may have the longest lasting impact to support change.

### **C. Moving Toward a Culture of Partnership Embedded in the Educational Institutions**

Through the years, the set of pilot programs, joint professional development activities, and other partnership efforts is creating the kind of synergy that adds up to institutional change. Perhaps the most pointed example of this, mentioned in numerous interviews, is how a reputation for “partnering” is attracting new institutional hires who already value working that way. It is no longer a part of a job interview to describe what “partnering” is about; the top applicants for Partnership positions already have a sense of the power of the Partnership concept.



**A parent coach holds up ENLACE informational materials to help families learn how to put their children on the road to college.**

Dr. Sara Lundquist talked about how “We’ve got to keep educating folks who come in ... and help them see the value of what the partnership has brought to us so that they hold it as important as well.” Dr. Cepeda, president of SAC, is also one of the newest executives at Santa Ana College. “Looking at what was happening in Santa Ana, with those types of collaborations, was one of the most important reasons for me to want to take this job,” she said. This shift can only serve to strengthen future activities and build on the foundation for long-lasting change.

There are other signs that the institutions are incorporating partnership as a way of working. Newer grants are written jointly across institutions. As a school district administrator described, “It’s not like Santa Ana Unified School District ... sat down and wrote this grant in isolation, hoping that Santa Ana College would join us and hoping that UCI would join us, and hoping that Cal State Fullerton would. We sat down and ... we worked on the thing together for months.”



**How did you do that? In this math class at Willard Middle School, a student explains a math problem.**

The institutional partners have also evolved in their financial relationships to each other. The commitment and trust is such that the organizations rotate fiscal and managerial responsibility for different Partnership initiatives, according to content focus and budget structure. For example, Santa Ana College acts as the fiduciary agent and lead organization on the ENLACE grant, making sure that reports are completed, administrative duties are taken care of, funds are allocated, and work is done. Two U.S. Department of Education grants with overlapping program periods are managed by UCI and the school district, with many other shared and blended mechanisms created to disburse and distribute resources. The rotating arrangement has its challenges, including negotiating lead-agency status, especially on large projects. The partners also deal with the tricky balance engendered by the constantly shifting accountability, responsibility, and authorities across a variety of core institutional projects and special initiatives.

Yet partners mention both the large and small payoffs that keep the collaborative work going. Seniors in September is a Saturday program for high school students and their parents to discuss application to college and college choices. “Each partner takes turns paying for the food and the publications. One year it’s Santa Ana and then it’s Fullerton, then it’s Irvine, then it’s Santa Ana Unified [School District]. ... It’s so institutionalized and they’re so regularly scheduled that they have become part of the order of business in the high schools and our staff shows up and helps run it and it’s completely integrated,” said a Santa Ana College partner.

## D. Moving From Programs to Policy

Over the last five years, the Santa Ana Partnership has been making a critical movement toward scaling up programs and approaches that have proved effective. The focus has moved from pilot-testing individual programs, which generally reach a small number of students, to institutionalizing a broader set of linked strategies to reach hundreds and thousands of students each year. The ENLACE grant has specifically supported institutional policies and practices that can help “scale up” a strategy that works. As an example of this evolution, the Freshman Experience Program, run by Santa Ana College, has gone from a program that touched six cohorts of students a year to 17, to a total of 650 students a semester. Irene Malmgren, dean of counseling at Santa Ana College, said, “[We] took some of the strengths [of the Puente program and SSTI], what we could replicate, and we expanded it.” The administrators, teachers, and counselors that staff FEP are intentionally internal to the institutions. Data from seven years of the program showed that students not only pass at higher rates, but also stay in school at higher rates. An informal analysis of cost showed that the program essentially pays for itself halfway through the second semester based on the added revenue from the freshmen who otherwise would have dropped out. Still, all academic support programs, even ones with evidence of effectiveness, go through hard times and upfront budgeting for teachers and counselors continues to be an issue.

## Dual Transfer Agreements

The Santa Ana Partnership offers two programs that help Hispanic students get accepted to college. The first, U-LINK, is an innovative program allowing Santa Ana high school students to attend Santa Ana College with guaranteed admission to the University of California, Irvine. To attend UCI, students at Santa Ana College must complete all required courses with a grade point average of 2.75, among other requirements. The other program, 4 California State University Priority Admissions Channel for Transfers (4CSU PACT), allows community college students in Santa Ana to obtain a “pre-admitted” status at California State University, Fullerton.

Of the first U-LINK cohort, 33 percent have successfully transferred and 57 percent are continuing to make progress toward transfer. Newer students are completing core transfer course requirements at a record rate.

Scaling up impact through policy changes is a core strategy for the Partnership. Under the auspices of GEAR UP, higher-level mathematics, a key barrier to college eligibility, was addressed through policy reform. SAUSD adopted curriculum reforms designed to increase the numbers of Latino high school students eligible for admission to California’s higher education system. In 1999, seventh grade students at two middle schools piloted a pre-algebra course



**Picture this: Students proudly display their artwork, which is based on books they have read at one of Santa Ana's "Reading Corners."**

sequence. Later, policy advocacy led to district-wide adoption of the course sequence for all students attending SAUSD's nine middle schools. However, adopting the policy was only the first step in changing the expectations surrounding math achievement. In 2002, UCI received a National Science Foundation grant to improve teachers' instructional skills so they can effectively teach college-preparatory math and science courses to students with a broad range of math aptitudes. UCI provided the math-specific professional development to SAUSD teachers at the primary and secondary levels, with community college math faculty engaged as well. The students needed extra support to succeed in the Algebra courses. This was provided through college tutors, a Saturday Academy in Math, and other school site initiatives.

Already the policy has had an impact on thousands of students throughout the school district. The number of students enrolling in Algebra at the high schools has increased dramatically; five times more high school students are enrolled in Algebra courses now than just four years ago. Initial findings from 2002 to 2003 indicated that the percentage of students

obtaining a passing grade in Algebra increased from 45 to 56, an impressive gain given the broader enrollment in math courses. With college-preparatory math skills available, successive groups of middle school students should have greater eligibility for, and enrollment in, college.

Just recently, SAUSD adopted one of the most rigorous high school graduation requirements in the state of California, one that corresponds with course requirements for admission to the University of California (UC) and California State University (CSU) systems. Effective with the graduating class of 2005, students who graduate from SAUSD high schools will have met the course requirements for both the UC and CSU systems — systems that enroll the largest number of college students in the state.

These curricular reforms, supported by all of the elements needed to make it successful, including teacher professional development and student academic supports, build upon the history of collaboration of the partners.

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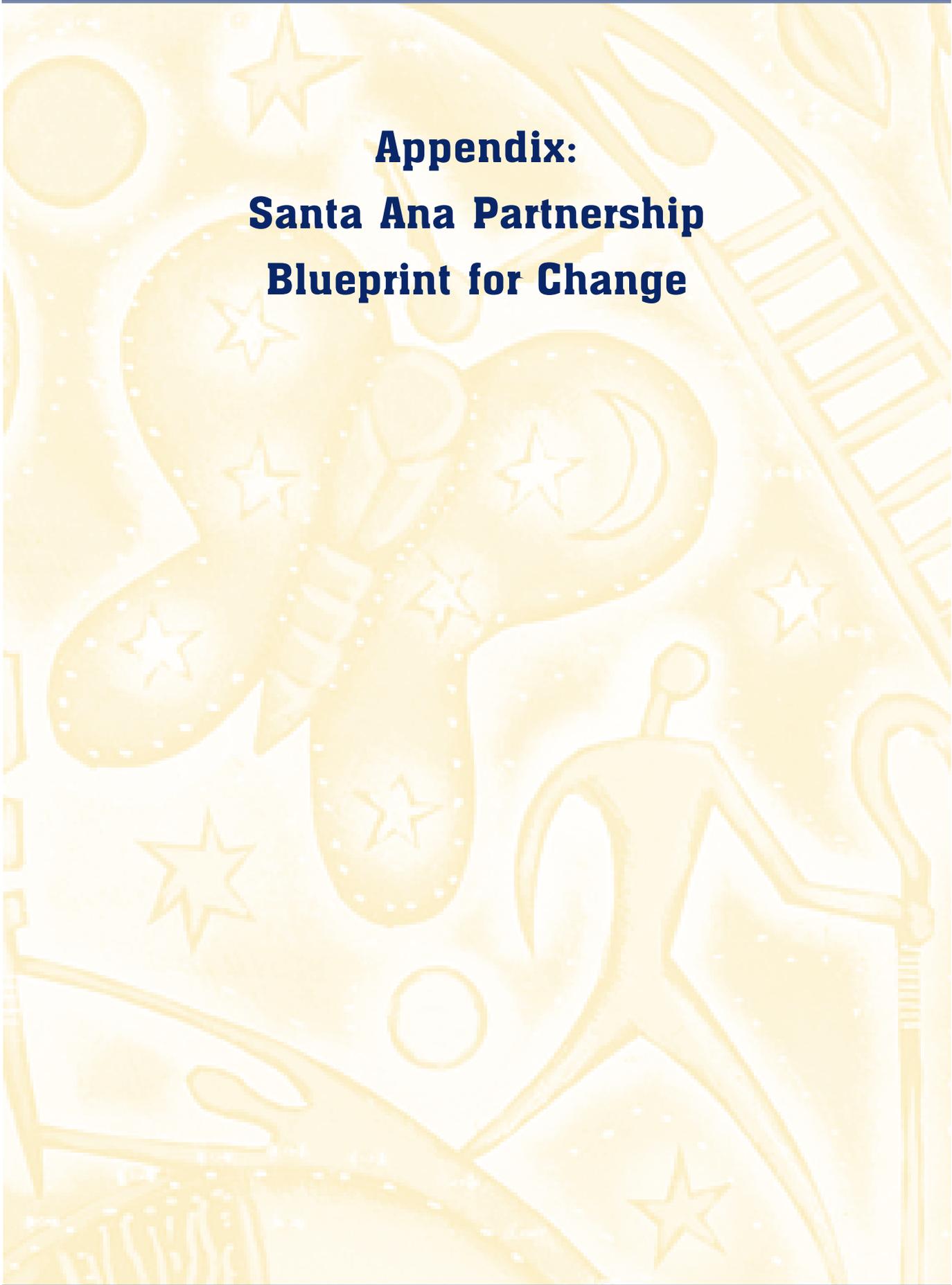
<sup>13</sup> Giles, 1998.

## VI. Future of the Partnership

**D**espite the successes engendered by the Partnership for the students of Santa Ana, partnership leaders agree that there is a long way to go to reach the goal of access to and success in higher education for all Santa Ana students. While educational and community partners are quick to celebrate even the small successes, they are also realistic and sober about how to move forward. Sustainability, especially in a time of state and institutional fiscal crises, is on everyone's mind. Yet, the issue is framed less in terms of "if," and more in terms of "how and when." "How do we continue to expand what's working?" "How do we keep the institutional connections to community vital?" "How do we keep pushing on the policy front?" The idea of the Partnership being around in the future was not seen as a question. Expressing a common sentiment, Dr. Cepeda said, "I think that through the innovation and contact, the zeal of the partners, we'll find resources wherever to keep it going. And that is, I think, a given." In fact, many interviewees saw the Partnership as a *support* to weather resource hardships, rather than as a drain on dwindling resources. One important support for sustainability is that the institutions have identified many deep and common purposes that are becoming ingrained into their organizational structures.

The partner members pinned their strongest hopes for future change on two complementary areas: increasing the academic gains that are being realized through scaling up change; and

continuing to mobilize the community, parents, and young people — the groups with the greatest stake in seeing the educational system transformed. The powerful work of the Padres Promotores in reaching neighborhoods and families in Santa Ana reinforces the fundamental role that parents and students must play. With the comfort and confidence that have developed over years of working together, the new roles emerging for parents and community members, and the Partnership's commitment to impact policies that support student academic achievement, Santa Ana Partnership members believe that they are well positioned to maintain growth for years to come. Recent and steady increases in achievement scores indicate that the movement forward has begun. The common vision and hard work of partnering may well provide the fuel to sustain this forward momentum, expanding educational opportunities for all Santa Ana students.



**Appendix:  
Santa Ana Partnership  
Blueprint for Change**

## 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
<b>PRE K – ELEMENTARY – MIDDLE SCHOOL</b>	<p><b>School Readiness</b></p>  <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 Pre-Kindergarten 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 Pre-Kindergartens.</p>	<p><u>Pre-Kindergarten</u> Involve parents in development of Pre-Kindergartens.</p> <p>Parents attend Pre-Kindergartens with children sharing the teaching &amp; learning the skills necessary for success in school.</p>	<p><u>Pre-Kindergarten</u> Community organizations help promote Pre-Kindergartens.</p> <p><u>Licensed Childcare</u> SAC &amp; Delhi Center collaborate on training 300 new licensed childcare providers.</p>
	<p><b>Elementary Literacy</b></p>  <p><u>Reading by 4<sup>th</sup> Grade</u> SAUSD uses enriched language development &amp; comprehension curriculum in bilingual, SEI &amp; dual language programs.</p> <p><u>Americorps/America Reads</u> UCI and SAC expand supplemental reading programs in schools.</p>	<p><u>Reading by 4<sup>th</sup> 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>
	<p><b>Middle School Algebra</b></p>  <p><u>Middle School Algebra</u> SAUSD implements policy of enrolling 7<sup>th</sup> graders in pre-algebra and 8<sup>th</sup> graders in Algebra.</p> <p><u>Math Enrichment</u> UCI sponsors math enrichment programs at all middle schools with Saturday Academies of Math &amp; 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 &amp; 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>
	<p><b>Early College Awareness</b></p>  <p><u>College is in My Future</u> Information about college is integrated into 5<sup>th</sup> 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> 5<sup>th</sup> 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>
	<p><b>Bridge to High School</b></p> 	<p style="text-align: center;"><u>Camino de Amistad /Walk For Success</u></p> <p>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 &amp; local media will help publicize event. Local businesses will adopt a school for this effort and serve as a co-sponsor.</p>			
<b>Policy</b> (Local / State / National)	<ul style="list-style-type: none"> <li>City's adoption of "Education First" as its official motto used in all publications and communications produced by the city.</li> <li>City's designation as a "National Reading City" with a city sponsored task force to promote reading in each of its neighborhoods.</li> <li>ENLACE/SAUSD works towards increasing preschools at elementary schools.</li> <li>ENLACE/SAUSD promote expansion of dual language immersion programs and sites.</li> <li>ENLACE promotes establishing all K-12 and community college sites as family learning centers accessible during and after hours.</li> </ul>				

**STRATEGIES**

Points of Change	Core Curriculum and Support Services	Professional Development & Faculty Leadership	Student Leadership	Family Engagement & Leadership	Community Capacity Building & Business Engagement
<p><b>College-Prep Framework</b></p> 	<p><u>New Graduation Requirements</u> SAUSD implements genuine college prep academic framework as a template for all students.</p> <p><u>Academic Support</u> SAUSD and partners provide supplemental and remedial academic support during the school day, before and after school, and during the summer.</p> <p><u>Advanced Science Academy</u> Students participate in applied research and internships linked to their UC/CSU approved science courses.</p> <p><u>AVID</u> AVID courses enhance college preparation and expand opportunities for tutoring and mentoring.</p> <p><u>Puente Pipeline</u> Puente learning communities link study skills classes and team teaching protocol.</p>	<p><u>Pláticas/Educational Dialogues</u> 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><u>Puente Pipeline</u> 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><u>Academic Support</u> High school juniors and seniors serve as teacher assistants in beginning level classes.</p> <p><u>Puente Pipeline</u> Create a mentor/mentee relationship for SAUSD students with SAC Puente students ahead of them in the pipeline.</p>	<p><u>Pláticas/Educational Dialogues</u> <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><u>Collaborating for Educational Reform (CERI)</u> 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><b>Achieving College</b></p> 	<p><u>Outreach Programs</u> SAC, CSUF &amp; UCI continue and expand extensive outreach assistance programs in SAUSD and coordinate the programs through Achieving College Action Team.</p> <p><u>Higher Education Centers</u> Establish permanent Higher Education Centers (HEC) at each high school to coordinate and deliver extensive college/university programs and academic support services.</p> <p><u>Middle College High School</u> Located on the SAC campus, MCHS provides an accelerated program blending traditional high school and college courses of study.</p> <p><u>College Now</u> Expand college level math classes offered by SAC at each of the high schools.</p>	<p><u>Higher Education Centers</u> Involve teachers, counselors, and college/university faculty in planning and delivering HEC's at each school.</p> <p><u>College Now</u> 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><u>Higher Education Centers</u> Offer internships to high school students to work in the Higher Education Center at their school.</p> <p><u>Commissioner of Higher Education</u> 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><u>Higher Education Centers</u> 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><u>Pláticas/Educational Dialogues</u> <i>Use educational dialogues as a means of engaging whole families in discussions about higher education.</i></p>	<p><u>Higher Education Centers</u> Recruit representatives from businesses, community based organizations, and government to serve on the HEC Steering Committees &amp; 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><b>Academic Readiness</b></p> 	<p><u>Summer Bridge Programs</u> SAC, UCI and CSUF all provide innovative academic, social, and cultural programs that help transition Latino students into college.</p> <p><u>Expand Summer Bridge</u> Expand CSUF Summer Bridge program to accommodate additional SAUSD graduates.</p>	<p><u>Summer Bridge</u> Involve Latino faculty in designing and delivering culturally engaging and academically enriching Summer Bridge programs.</p>	<p><u>Summer Bridge Student</u> "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><u>Summer Bridge</u> Include families in the orientation held as part of each Summer Bridge activity on the campus of SAC, CSUF and UCI.</p>	<p><u>Summer Bridge</u> Recruit businesses to participate in and serve as co-hosts' of orientation sessions for each Summer Bridge.</p>

**HIGH SCHOOL**

**Policy**  
(Local / State / National)

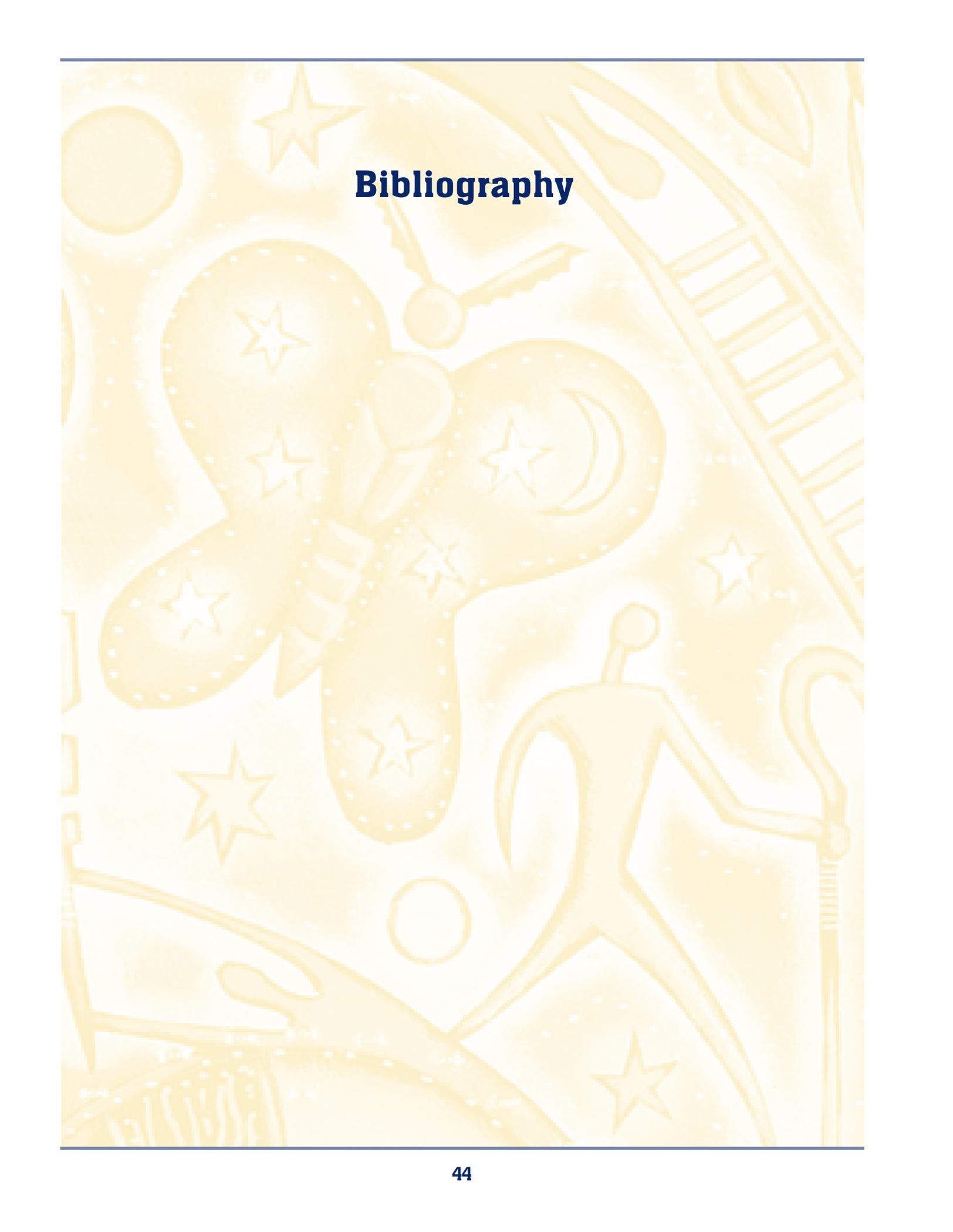
- Unlimited funding for remediation available through California Department of Education is linked to academic restructuring and student success master plan under ENLACE.
- SAUSD Board of Education adopts the academic requirements for university entrance as a requirement for high school graduation, including 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.

STRATEGIES

Change Strategies	Core Curriculum and Support Services	Professional Development & Faculty Leadership	Student Leadership	Family Engagement & Leadership	Community Capacity Building & Business Engagement
<p><b>Securing the Bachelors Degree</b></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><b>Graduate School</b></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 &amp; 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 &amp; 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><b>Policy</b> (Local / State / National)</p>	<ul style="list-style-type: none"> <li>• Latino leadership in Santa Ana – mayor, superintendent of schools, community college chancellor &amp; president, university vice president, congresswoman.</li> <li>• RSCCD Board of Trustees adopts faculty diversity as top priority in hiring.</li> <li>• ENLACE/UCI will take the lead in lobbying for dual admission model to be approved in the statewide UC system.</li> <li>• ENLACE/SAC will establish "Schools &amp; Community Partnership Office" at Santa Ana College.</li> <li>• ENLACE promotes dual admission between SAC and UCI and SAC and CSUF.</li> </ul>
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<p>SANTA ANA 21<sup>st</sup> Century Latino City</p> 	<p><b>COMMUNITY CAPACITY BUILDING STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• ENLACE co-sponsors, with other community groups, the Youth Alternative Collaborative conference for over 300 Santa Ana young people.</li> </ul>
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