



ORANGE COUNTY DROPOUT SUMMIT REPORT TO APA ***ACTION PLANNING WORKSHEET***

**Santa Ana & Anaheim, California Action Plan:
Helping More Young People Graduate High School Ready for College, Work & Life**

Name of Summit State or Community: Santa Ana & Anaheim, CA

Date and Location of Summit: February 19, 2009, Tiger Woods Learning Center, Anaheim, CA

Geographical Area Covered by Action Plan: Anaheim, CA & Santa Ana, CA:

- Santa Ana Unified School District
- Anaheim Union High School District
- Anaheim City School District

Date Submitted: April 19, 2009

Main Point of Contact: Susan Caumiant (tel) 949.263.6150 (email) susanc@unitedwayoc.org

I. **Building Knowledge: Understanding Your State's or Community's Dropout & College-Readiness Challenges**

1. *What is your state's or community's current graduation rate?*

The current dropout rate for Orange County, CA, according to the California Department of Education and Orange County Department of Education is 10%.

The following table shows the dropout data from High Schools in Santa Ana and Anaheim. According to the California Department of Education (www.dq.cde.ca.gov), the four-year adjusted graduation rates were calculated based on student level data beginning in the 2006-2007 academic year. The California methodology has recently shifted, making time-series data comparisons difficult. In the future, now that the methodology is based on tracking student-level data, we will be able to track the graduation rate indicators more accurately.

Table 1. DROPOUT DATA FROM STATE OF CALIFORNIA, DEPARTMENT OF EDUCATION

School/District	9-12 Enroll.	Original data		New updated figures	
		Four-year rate	One-year rate	Four-year rate	One-year rate
Anaheim High	2,896	1.5%	0.3%	3.4%	0.8%
Cypress High	2,293	0.6%	0.1%	2.0%	0.5%
Gilbert High	1,060	27.0%	9.2%	39.5%	12.7%
John F. Kennedy High	2,413	2.1%	0.5%	3.4%	0.8%
Katella High	2,420	0.2%	0.0%	3.7%	0.9%
Loara High	2,577	4.5%	1.0%	5.6%	1.3%
Magnolia High	1,868	6.1%	1.2%	8.6%	1.9%
Oxford Academy	711	0.0%	0.0%	0.0%	0.0%
Polaris High	281	28.1%	6.0%	53.0%	13.9%
Savanna High	2,208	4.3%	1.0%	7.2%	1.7%
Western High	2,121	4.5%	0.9%	6.2%	1.4%
Anaheim Union totals	21,103	4.8%	1.1%	7.8%	1.9%
Century High	2,592	9.2%	1.7%	11.3%	2.2%
Cesar E. Chavez High	239	**	6.3%	**	8.8%
Lorin Grisct Academy	258	**	0.0%	**	1.9%
Middle College High	288	0.0%	0.0%	1.5%	0.3%
Nova Academy	42	0.0%	0.0%	0.0%	0.0%
OCSHA	961	2.5%	0.6%	2.5%	0.6%
Saddleback High	2,475	1.4%	0.4%	4.2%	1.1%
Santa Ana High	3,859	1.7%	0.3%	8.0%	1.9%
Seegerstrom High	1,717	**	0.0%	**	0.1%
Valley High	3,050	17.1%	3.2%	19.3%	3.9%
Santa Ana Unified totals	15,554	5.8%	1.2%	9.1%	2.0%
Countywide	163,389	5.8%	1.4%	12.0%	3.0%
Statewide	1,997,181	17.3%	4.4%	24.2%	6.4%

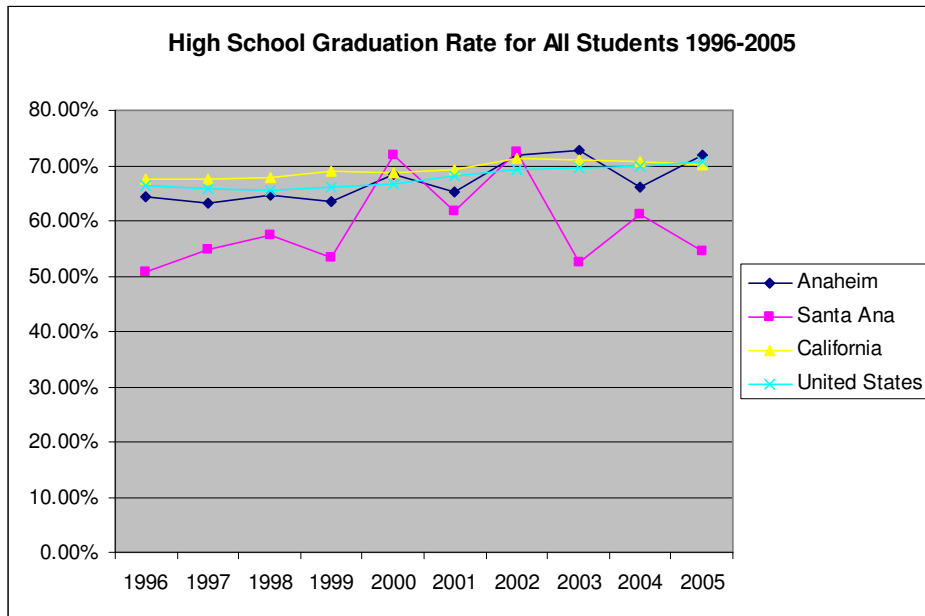
Source: CA Department of Education (cited in OC Register, Wednesday, July 16, 2008, "New Dropout figures for the class of 2006-2007" by Fermin Leal).

For the cities of Santa Ana & Anaheim, the methodology of the Average Four Year Graduation (AFYG) has also been used to highlight the fact that students in these communities are not graduating at the same rates as the more advantaged areas in Orange County. According to EdTrust West, the AFYG rate for California is 76.1%. However, For Santa Ana it is 50.1% and Anaheim is 61.8%.

2. *What does both national and local data indicate about your state's or community's graduation and college-going rates over the last few years (e.g. over the last 2, 5 and 10 years)? Have the schools' rates been improving or getting worse? How do your local statistics compare with your state and the nation as a whole?*

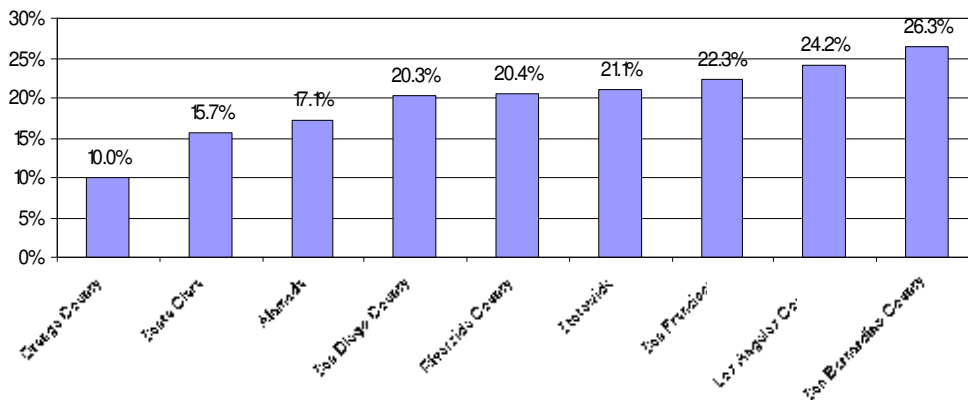
The figure below demonstrates how Santa Ana and Anaheim compare to both the state of California, as well as to the nation. It is clear that the high school graduation rates in the two Orange County target

cities have historically been slightly (in the case of Anaheim) and clearly (in the case of Santa Ana) below the average. However, it is important to note that this data was available for only 1996-2005 from the Orange County Business Council. In the past 4 years, many new and innovative programs have been implemented in both cities (discussed below) to augment this situation. In particular, for Santa Ana, the high school graduation rate has *increased four percent from 2007 to 83.8% in 2008*. In addition, Santa Ana Unified School District is home to four of the OC's 10 most improved elementary schools (King, Taft, Esqueda and Remington Elementary Schools).



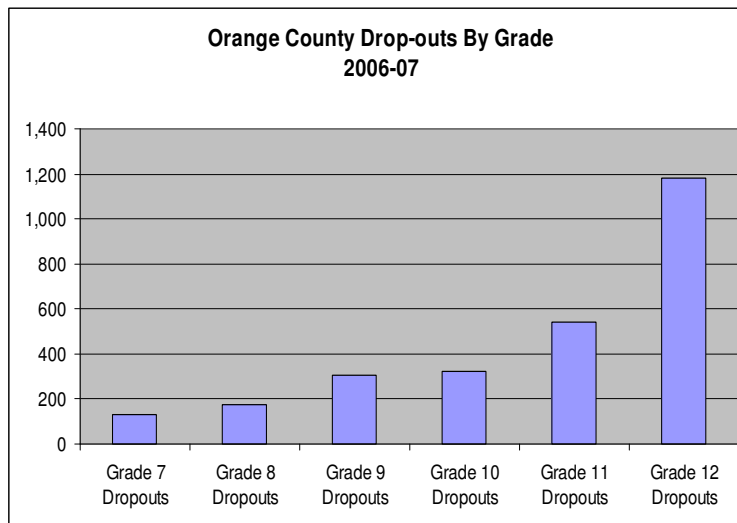
At the countywide level, the local statistics are impressive; of counties its size in California, Orange County has the lowest dropout rate (10%).

Figure 2: 2007 Dropout Rates by County (California)



Again, the figure above relies on data compiled by the OCBC, and only goes through 2007. However, in the 2008-2009 academic year, it still held true that Orange County had a comparatively low dropout rate to those of its peers.

Another factor that is of particular importance to the Orange County cities of Anaheim and Santa Ana is that the youth here seem to drop out in the later grades. According to the figure¹ below, we can see that, when students are closest to the finish line in Orange County, something is leading them to call it quits.



This is in line with the statewide dropout data from the California Department of Education that has demonstrated a steady increase in grade 12 dropouts over the 2004-2007 time period. In 2004, there were 23,109 California 12th graders that dropped out and in 2007, that number was over double, at 51,105.²

In addition to when the students drop out, the issue of which students are dropping out is also important. Santa Ana³ and Anaheim are home to a larger percentage of English Language Learners (ELL), many of whom are Latino. Therefore, the following data examines how Latino students in particular are comparing to their peers on several key statewide and local indicators. In Orange County, there are severe disparities between the Latino students and their counterparts.

Latino students are approximately 44% of the public school students in the county; yet they do not have the same academic success as the White or Asian students. The following table provided by Dr. Jose Moreno uses data from the California Postsecondary Education Commission Online Database to demonstrate the disparities not only in high school graduation rates, but also disparities in meeting the basic requirements to get into a state university (In California these are called the A-G requirements).

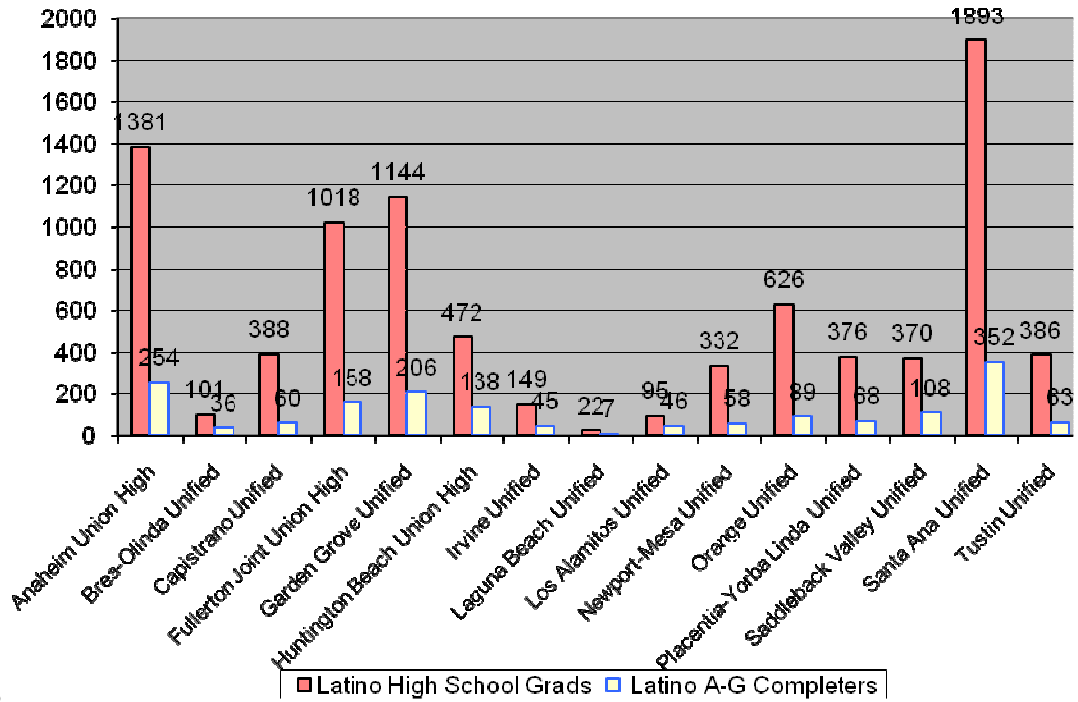
Although 45% of the white students in Orange County are graduating with the A-G requirements (above the California average of 40%), the Latino students in the county are graduating with only 18% having reached these requirements (California average for Latino students is 25%).

¹ Orange County Business Council analysis of California Department of Education Data, 2007.

² California Department of Education, 2008 data (provided by Ed Trust West, February 19, 2009).

³ It is important to note that SAUSD, with 60% ELL students, had the highest increase in California for ELL students scoring proficient or above on the California Standards Test in 2008.

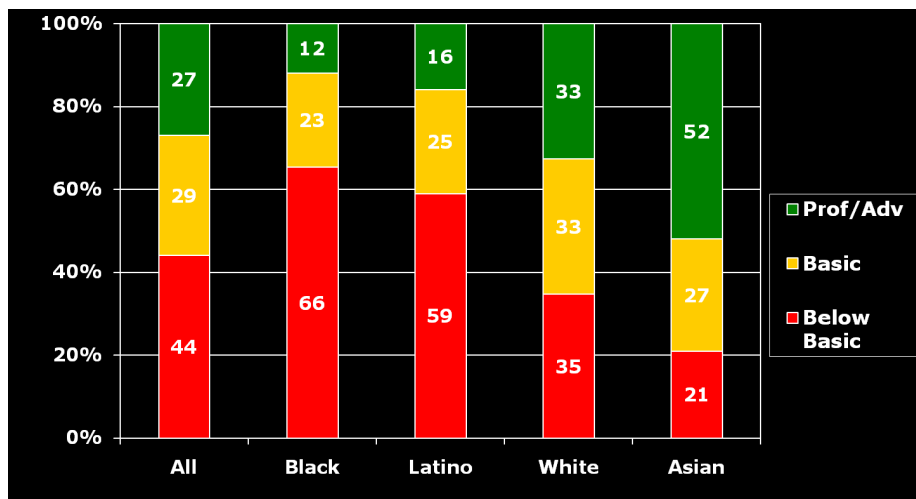
Figure 1: 2007 Orange County School District: Latino HS Graduates & A-G UC/CSU College Prep Course



Completers

This disparity is particularly telling when we look at success in the sciences and in math. The disparity between Black and Latino students and their Asian and White counterparts is quite large.

Figure 2: California Algebra II (Grades 7-11), CST 2008, by Ethnicity⁴



As mentioned above, this statewide discrepancy has implications not only for the college-readiness of the youth in Orange County, given that so many are Latino, but also for the future Orange County workforce; regardless of what path the student takes after high school, math proficiency is a must.

⁴ Source: California Department of Education Data, 2008 (provided by EdTrust West, February 19, 2009).

3. *Please describe what efforts have or will be taken to better understand the issues from key perspectives, such as parents and young people themselves. Explain what data analysis, surveys, interviews or other efforts have or will be implemented to build your knowledge base of who drops out, from which schools, when, and why. What is known, and what do you still seek to learn?*

Key baseline data - from the youth perspective- was obtained in the 2008 California Healthy Kids Survey (CHKS). This survey provides comprehensive youth health-risk and resilience data. Alcohol use and safety at school stand out as issues that must be addressed if student success is to increase.

The data showed that in Anaheim, 14% of 7th graders, 25% of 9th graders, and 33% of 11th graders stated that they have used alcohol at least once during the past month and in Santa Ana, the rates for current use of alcohol were 19% of 7th graders, 29% of 9th graders, and 37% of 11th graders.⁵ This means that approximately 1/3 of our 11th grade students are regularly engaging in a behavior that is counter-productive to their high school success.

The CHKS survey also provides insight into perceptions of school safety that students feel at various grade levels. Regarding general feelings of safety at school, in Santa Ana, 49% of 5th graders feel safe at school all of the time, while in Anaheim, that figure is at 48%. In Anaheim, students feel very safe at school at rates of 23% in 7th grade, 17% in 9th grade, and 14% in 11th grade. In Santa Ana, 16% of 7th graders, 15% of 9th graders, and 14% of 11th graders feel very safe at school. *This means that nearly half of the young people in these cities do not always feel safe in their elementary schools.* Again, as the students move from middle school through high school, their perceived level of safety is declining; this is especially true for Anaheim.

Gang membership is a prevalent issue related to feelings of safety and the CHKS also provides insights into this issue. In Anaheim, district-wide results revealed that 10% of 7th graders, 9% of 9th graders, and 8% of 11th graders currently self-identify as a member of a gang. In Santa Ana, 12% of 7th graders, 11% of 9th graders, and 7% of 11th graders self-identify as belonging to a gang.

Another key indicator that CHKS tracks is safety-related incidents that students experience. The following table outlines some of the highlights from the Santa Ana and Anaheim Reports.

TABLE 2: % Students Experiencing Safety-Related Incidents in Past 12 Months

Have been harassed by other youth in past 12 months			
	<u>7th Grade</u>	<u>9th Grade</u>	<u>11th Grade</u>
	Anaheim 30%	Anaheim 24%	Anaheim 23%
	Santa Ana 28%	Santa Ana 20%	Santa Ana 18%
	California State 28%	California State 25%	California State 25%
Have been in a fight in past 12 months			
	<u>7th Grade</u>	<u>9th Grade</u>	<u>11th Grade</u>
	Anaheim 29%	Anaheim 25%	Anaheim 17%
	Santa Ana 32%	Santa Ana 27%	Santa Ana 21%
	California State 32%	California State 25%	California State 20%

⁵ *California Healthy Kids Survey: Key Findings 5th Grade*, Santa Ana Unified, Spring 2008; *California Healthy Kids Survey: Key Findings 5th Grade*, Anaheim City, Spring 2008; *California Healthy Kids Survey: Key Findings Secondary*, Santa Ana Unified Spring 2008; *California Healthy Kids Survey: Key Findings Secondary*, Anaheim Unified, Fall 2007 (updated July 2008).

Have been afraid of being beaten up in past 12 months			
	<u>7th Grade</u> Anaheim 31% Santa Ana 34% California State 28%	<u>9th Grade</u> Anaheim 20% Santa Ana 22% California State 19%	<u>11th Grade</u> Anaheim 15% Santa Ana 14% California State 14%
Have carried any weapon (gun, knife or other) to school in past 12 months			
	<u>7th Grade</u> Anaheim 11% Santa Ana 16% California State 9%	<u>9th Grade</u> Anaheim 10% Santa Ana 14% California State 13%	<u>11th Grade</u> Anaheim 8% Santa Ana 8% California State 13%

The table above indicates that the Santa Ana and Anaheim youth are fairly similar to California youth overall in their safety-related incidents reported. Anaheim students report a slightly lower incidence of fighting but report above the California average for ‘fear of being beaten up’. Santa Ana students report below the California average for ‘being harassed’ and slightly above the California average for ‘having been in a fight’ and ‘being afraid of being beaten up’. However, this data for California is higher than the national average, from the YRBS survey. For example, the nation-wide data says that 10% of 11th graders have been in a fight; nearly ½ of the California level. For 9th graders, it is 19% nationwide (according to YRBS).⁶

The data on weapons possession is interesting insofar as youth in 7th graders both in Santa Ana and Anaheim reported carrying weapons to school at a higher level than most California youth (11% and 16% compared to 9%). However, by 11th grade, the trend is reversed with 8% of Santa Ana and Anaheim youth having reported that they took a weapon to school in the past year, compared to the California average of 13%. This warrants further analysis and collaboration between the police departments and school districts in both cities to best address this.

Youth development researchers emphasize the importance of providing environmental supports and opportunities (external assets) in the form of Caring Relationships, High Expectations, and opportunities for Meaningful Participation, as measured by the *CHKS Resilience and Youth Development Module*. The presence of high levels of these three external assets helps to meet the fundamental developmental needs of youth (regarding feelings such as belonging, security, respect, identity, power, etc). This, in turn, engages students’ innate resilience, promotes positive individual outcomes such as improved health and academic achievement, and protects against involvement in risk behaviors such as substance abuse and violence.⁷

In Santa Ana and Anaheim, these assets have been compared to State-wide survey results. Across the board, both districts have scored higher than the California state average in the following areas:

- *having a caring relationship with a teacher or other adult*
- *having high expectations from a teacher or other adult*
- *having opportunities for meaningful participation at their school*
- *feeling connectedness to school*

⁶ YRBS data cited in *California Healthy Kids Survey: Key Findings Secondary*, Anaheim Unified, Fall 2007 (updated July 2008).

⁷ 2008 CHKS Resilience & Youth Development Modules

TABLE 3: PRESENCE OF POSITIVE ASSETS⁸

Asset 1: Caring relationships with teacher or older adults			
	<u>7th Grade</u> Anaheim 34% Santa Ana 36% California State 30%	<u>9th Grade</u> Anaheim 29% Santa Ana 36% California State 24%	<u>11th Grade</u> Anaheim 34% Santa Ana 40% California State 33%
Asset 2: High expectations from teachers or other adults			
	<u>7th grade</u> Anaheim 57% Santa Ana 56% California State 44%	<u>9th grade</u> Anaheim 44% Santa Ana 48% California State 34%	<u>11th Grade</u> Anaheim 45% Santa Ana 50% California State 40%
Asset 3: Opportunities for meaningful participation at school			
	<u>7th Grade</u> Anaheim 15% Santa Ana 14% California State 14%	<u>9th Grade</u> Anaheim 13% Santa Ana 14% California State 12%	<u>11th Grade</u> Anaheim 14% Santa Ana 15% California State 13%
Asset 4: School Connectedness			
	<u>7th Grade</u> Anaheim 34% Santa Ana 35% California State 29%	<u>9th Grade</u> Anaheim 27% Santa Ana 31% California State 23%	<u>11th Grade</u> Anaheim 31% Santa Ana 39% California State 29%

The numbers above are low- especially regarding item #3. However, this data allows us to see areas of potential program improvement that could eventually increase of high school graduation. One noteworthy observation is that these tables show levels of external assets increasing with grade level in Santa Ana. Therefore at the 11th grade, students respond with greater numbers reporting the existence of these environmental supports and opportunities.

A key point that was highlighted within the CHKS survey analysis was, "*Even among children growing up in overwhelmingly negative conditions, researchers have found that 70-80% of them have demonstrated healthy adjustment and achievement when schools are sensitive to them and provide supportive activities*".⁹

In addition to the secondary background data provided by the CHKS, we involved the community in more direct primary data collection. Through this initiative, we have had the opportunity to engage the community in a dialogue surrounding why children in Santa Ana and Anaheim are dropping out. United Way convened a Planning Committee in October 2008 for a series of monthly meetings where the group provided insights into why the youth in the two target cities (Santa Ana & Anaheim) drop out. The Committee was comprised of youth development professionals, business leaders and educators. The Committee had brought with them decades of combined experience in these two communities. Their understanding of the dropout issue was very in line with the data on dropouts: children without role models, without resources for homework support, with several financial and family stressors (whether pregnant, in domestic violence situations or having to care for younger siblings) all are at risk for becoming truant and eventually dropping out of the system in these two cities.

⁸ The data in this table is from the CHKS report, with California State level data provided by the 2005 California Student Survey.

⁹ 2008 CHKS Key Findings Santa Ana Unified, Spring 2008.

Youth also had opportunities to provide input during this planning process. During the planning phase, 5 focus groups were conducted with youth in both cities from November through January. We were able to speak with over 60 youth, ranging from middle school age through 22 years of age (1 focus group was convened with former dropouts). Focus groups were conducted with youth from the following organizations:

- 1) Santa Ana Youth Commission,
- 2) KidWorks (Santa Ana),
- 3) Orange County Children's Therapeutic Arts Center (Santa Ana),
- 4) Tiger Woods Learning Center (Anaheim) and
- 5) Orange County Access School.

These discussions were lively and engaging, allowing us to better understand the issues facing the Orange County young Latino population in particular.

The reasons for dropping out that the youth gave us are similar to those already identified by America's Promise. The youth feel disengaged for several reasons:

- ◇ *Feeling that teachers and counselors do not support them;*
- ◇ *Feeling that they do not have an adult to turn to in times of need (whether it is a personal issue or simply someone to discuss school course selections);*
- ◇ *Feeling curriculum and materials do not engage them; and*
- ◇ *Feeling that some schools are not a safe environment.*

Two other reasons for dropping out that we heard in talking to youth are:

- ◇ there is an added pressure for some of our low-income youth to work at an early age to support the family (in fact, 75% of students in the Santa Ana Unified School District have a work permit) and
- ◇ students often cannot expect any homework or school support from their parents (many of whom are monolingual Spanish speaking) as they do not understand the homework or the school grading, attendance, and other rules (students noted that their peers often take advantage of this by filtering communication between the school and their parents).

This second issue was also noted by the nearly half-dozen interviews that were conducted with school and city officials and staff through the planning process.

Another issue that was gleaned from the student interviews was the way that students view the Alternative, or ACCESS schools as a place where "students are given up on". When the discussion of "what happens when students are kicked out of regular high school?" was raised, the students we interviewed almost unanimously mentioned alternative schools and agreed that these schools do not require anything of the students and are often the preferred school of those students not interested in school. Students noted that some of their peers become truant on purpose and try to get sent to an alternative school because it is considered to be a 'joke'. This is a very serious issue if this is how our young people view these schools.

We were also fortunate to have the youth from one of our focus groups provide a handout to the Summit participants on their perspectives of why youth are dropping out. This list is provided below.



Top 10 reasons why students drop out of high school: According to Teens!

- 1. Financial Instability:**
Especially in economic situations like we as a nation are facing today, students may feel compelled to leave school in order to help out parents who are struggling to pay the bills at home by getting jobs themselves.
- 2. Lack of motivation/boredom:**
Students who lack a positive role model/mentor may find it easier to drop out of school. Without self motivation most find it easier to simply give up.
- 3. Problems at home:**
Drug use, emotional, physical, and verbal abuse from relatives or parents can deter a student from succeeding in most areas outside the home. This has a direct impact on school activities and wanting to drop out.
- 4. Negative friendships & relationships:**
Friends who impose negative activities and views on authoritative figures have a lasting impact on highly impressionable teens. Peer pressure to be cool and disrespect authority or undermine authority usually prompt most high school students to eventually drop out.
- 5. Ditching:**
By the time most have realized that missing school can have a lasting impact on their lives, high school students have already missed so much time and curriculum that they find it too hard to catch up with lost time.
- 6. Teen violence:**
In an effort to avoid being part of violent acts or fights on campus, most teens seemingly choose to avoid school all together, prompting them to eventually drop out in an effort to avoid any violent scenarios.
- 7. Pregnancy & having to care for another person**
- 8. Unnecessary/ irrelevant curriculum**
- 9. Low expectations because of demographics in underserved regions**
- 10. Teachers cannot reach out to students:** While a student having any of the above listed problems may attempt to succeed in school, a caring teacher cannot provide emotional aid due to liability issues. Teachers today are left with looking out for their legal interests, not provided needed TLC for their students.

**This list was created by youth at the Orange County Children's Therapeutic Arts Center.*

In the upcoming year, we still seek to understand more about the perspective of parents in Orange County. Much of our Summit discussion focused on parent engagement programs- insinuating that the parents are not doing all that they can do to keep their children in school- yet we are still not clear on what the parents feel is the role of the school system (culturally), or how to improve the student-school-parent dynamic relationship.

Some panelists felt at the Summit that there was too much of a focus on the lack of parental engagement, and not enough focus on the different cultural view of the school system that many of our immigrant parents may hold. This latter point may explain why many of our parents are not engaging with their students in the education process. Because the children in these communities are often the only English speaker in the home, there is a bit of a role-reversal that takes place. This allows the children to often control the communication between the parent and the school, often muddling the dynamic between the parents and the schools.

II. **Rallying Your State or Community: Getting Buy-In to Address the Crisis**

1. *What key data and message points have you developed around the issue to secure commitment from your community's and state's leaders? What's the impact of the crisis on your economy, state or city budget, social services, employers, post-secondary institutions, etc? If you don't yet have these data and message points, what are your plans to obtain them?*

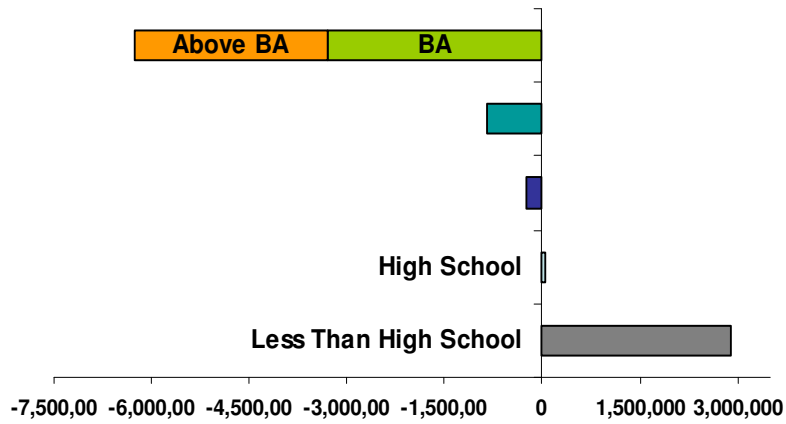
In terms of messaging, we relied on data from the Orange County Business Council that highlights the need of our students to be well-prepared for the jobs of tomorrow. We feel that in the Orange County community that this messaging by the business community will be most effective.

When students drop out of high school, it all sectors of the community are affected. On average, dropouts cost the nation more than \$329 billion in lost wages, taxes and productivity over their lifetime. These youth are likely to fall into the cycle of poverty, facing increased risks of unemployment and prison. According to Figure 4 below¹⁰, by 2012 there will be a 3 million-person surplus of people who have less than a high school education; at that time, the United States will have an approximate 4 million-person shortage of individuals with a Bachelor's degree needed for the labor force.

According to Kilian Betlach from the EdTrust West, in his presentation at the Orange County Dropout Prevention Summit, the idea of "work-ready" versus "college-ready" is increasingly irrelevant as traditionally blue-collar work requires a good understanding of math and sciences while across the board, all work requires a strong fluency and literacy in the English language. This is a critical message that will be shared with the public.

¹⁰ Source: Anthony Carnevale, 2006. Analysis of Current Population Survey (1992-2004) and Census Population Projection Estimates (provided by Ed Trust West, February 19, 2009).

Figure 4: Projections of Education Surpluses and Shortages 2012

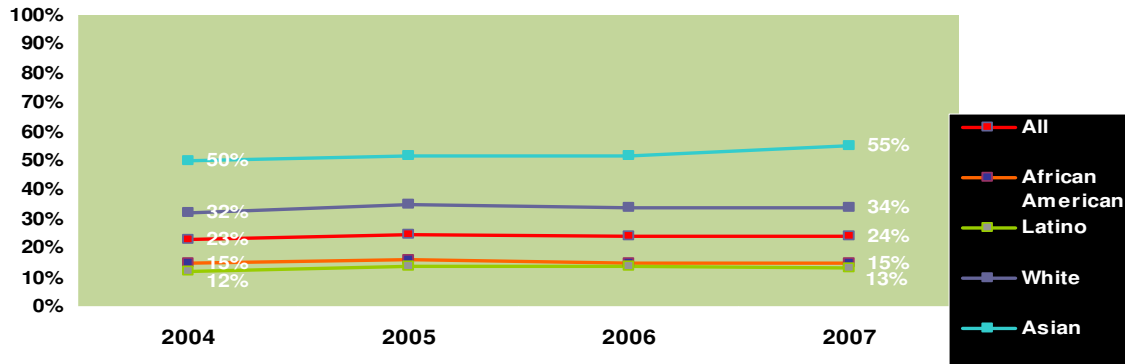


Another key messaging point that emerged from our Summit was the increasing Latino population in our community and the need to close the achievement gap that is facing these students in terms of meeting the A-G requirements. There are two achievement gaps that need closing. The first is between the State of California and the national average. The second is between white and Asian students and Latino and African-American students. The Education Trust-West’s analysis of California Department of Education data (using Manhattan Institute methodology), demonstrated that California’s class of 2007 had 53% graduation rates among African-Americans, 50% graduation rate among Latinos while both Asians and Whites graduated at a rate of 83%. However, only 24% of all students graduated “College Ready” (having completed the A-G course sequence with a ‘C’ or better in each course).

More specifically, as we see below, 15% of African-American students and 13% of Latino students graduated “College Ready” in 2007. Looking at Figure 5 below¹¹, we see that Latino students are not faring as well as their counterparts and that gap has, if anything, increased statewide.

¹¹ Source: EdTrust West’s *Raising the Roof*, 2008, Manhattan Institute Methodology (provided by Ed Trust West, February 19, 2009).

**Figure 5: College Ready Graduation Rates for California by Ethnicity,
Class of 2004- Class of 2007**



In the upcoming 6-12 months, United Way will continue to work with the Ed Trust West, Orange County Department of Education and local school districts in these two communities to continue to obtain and assess key indicators. The relationship with the Orange County Business Council through their Education Committee will allow for data exchange related to employers, social services and key economic indicators. Over the upcoming years, this collaboration will continue to craft messages that resonate with the broader Orange County community.

2. Who is serving or can serve as your state's or community's champion and chief spokesperson around the high school dropout issue? If multiple spokespersons are needed, which leaders – elected officials, business leaders, other local influentials – will be recruited?

For our community, we know that multiple champions are needed around the high school dropout issue. We feel that United Way as an institution can take on part of the role- highlighting the issue in its educational funding priorities. As noted above, the Orange County Business Council has also been identified as a key champion for this issue, as they are already involved with their Education Committee that has been supportive of the Latino Educational Attainment (LEA) program.

We hope that elected officials will be recruited as this process moves forward. In particular, it is critical that the School Boards of both cities are engaged, as well as City Councils in both Anaheim and Santa Ana. In particular, City of Santa Ana Councilwoman Michele Martinez was involved in the dropout issue early on, as was Anaheim City School District Board member, Dr. Jose Moreno (professor and education policy expert).

We are also hopeful that State Assemblyman Jose Solorio and State Senator Lou Correa will take the torch and begin to speak more to this issue as not only an educational crisis, but also as a workforce development issue. At the federal level, Congresswoman Loretta Sanchez will be instrumental in linking Orange County to nation-wide resources that may support these efforts in upcoming years.

3. *What is your state's or community's vision statement for your young people, related to their successful completion of high school and preparation for college and/or work? What is your quantifiable long-term goal (e.g. 5-year) for your dropout and college-readiness challenges?*

Vision-

- *All children and youth in Orange County graduate from high school prepared for life, work and postsecondary education.*

Goals-

- *Orange County overall will have a dropout rate of only 1% in 10 years.*
- *Decrease truancy in Santa Ana & Anaheim by 25% in 5 years.*
- *90% of Anaheim Latino graduates will graduate with A-G requirements completed in 5 years.*

III. Identifying Solutions: Considering and Prioritizing Potential Solutions to Comprehensively Address Your Local Dropout Challenge

*Please identify your highest-priority strategies and/or reforms consistent with Grad Nation that your state or community will pursue in order to **transform the schools** that the majority of your local dropouts attend. For each priority, what would you need to do in the next 6-12 months to advance it? Is anything already underway locally to support it? What support or information would help you make better progress?*

In reflecting on the principles from Grad Nation the following items will be focused on to transform schools.

A) Support organizational and instructional reforms that personalize middle and high school curriculums, making them more thematically focused and college ready.

- *Anaheim and Santa Ana focus group participants identified the need to develop a plan for success early on, perhaps finding each child's interests using a "Strengths Finder". The focus group participants felt that "meaningful contact with students must provide more than just a one-time visit in 9th grade" and that "there must be yearly intervention and meetings with students to see their progress and future plans" such as "a career development plan for 9th and 10th graders to be shared with the child's parents for reference". The focus group participants felt that there must be an increase in the number of *outreach staff at high schools* to target truant students and support them to get back on-track.*

Schools currently engage in this process of providing counseling and creating student plans in a variety of ways. Currently, AB 1802 mandates that students meet with a counselor each year. In fact, if a student has not passed the CAHSEE, they are required to have more intensive intervention where 4-year plans are crafted and a unique program is designed to cater to the child's needs. Valley High School in Santa Ana has an alliance with the Santa Ana Business Alliance called High School Inc. whereby all Valley students are assessed and their strengths are monitored as to identify an appropriate career track for the student. In the next 6-12 months, through collaboration between Santa Ana College and SAUSD, the ROP program is now pursuing additional funding to create career academies at all High Schools in Santa Ana.

- *For Anaheim and Santa Ana, focus group participants felt that students needed to have a broader understanding about future careers. Focus group participants envisioned that people from business and other successful members of community could come talk to students in an*

engaging way- during small classes and NOT on Career Day. The focus groups felt that this process must be systematic; not left to individual motivated teachers alone. In particular, there was a desire for a *speaker's bureau* that exposes students to a variety of professional careers- especially marketing those in the sciences and math fields.

Currently, several programs are underway that broaden student learning about careers. SAUSD currently has a program whereby College Board materials are provided in either 6 or 10 week units through the 6th -12th grades during language arts. This program supports the student learning about career and college opportunities.

The Tiger Woods Learning Center in Anaheim provides youth with the opportunity to explore various careers in the sciences through real-life experimentation and learning opportunities. Through MANA, there is a new program entitled *Hermanitas*. It is a mentoring program that has linked mentors to 70 SAUSD female youth to provide a role model and career mentor.

Through the Hispanic Chamber of Commerce in Orange County, there is a program whereby professionals from the business community are linked up to High Schools and do speaking engagements in the classroom settings. The program is currently seeking funding so that it can restructure the program in a way that it can reach the students of most need in Orange County. Currently, the program takes place at schools where the HCC has a contact- not necessarily focused in Anaheim or Santa Ana. With appropriate resources to hire a program evaluator, this program could be crafted to target particular students in particular Anaheim and/or Santa Ana schools. This program and others like it will continue to expose youth to careers and mentors while providing an infusion of knowledge about the variety of careers that are available.

There are currently strong ROP programs in both cities. Yet, focus group participants suggested that ROP must be reviewed to ensure it is being used in a meaningful way with students. There must be a connection between the class work and the job skills youth will need. For example, Toyota is sponsoring ROP with an apprentice program. This could be expanded and shared as a best practice model. In the next 6 months, the Task Force will work with Toyota to create a best-practice brief that can be marketed to other businesses to entice them to create similar ROP apprentice programs.

In the next year, further research will be conducted to better understand the full scope of these programs in both cities. With resources, a staff person could be dedicated to aggregating the data on these programs and create mechanisms (such as target schools or on-line assessments) to link students and professionals in a more systematic way.

B) Assessments and professional development reforms that support accountability and job-based learning.

- *For Santa Ana and Anaheim focus group participants, the issue of teacher accountability surfaced.* The group felt that there is a need to improve teacher training, especially regarding the 40 developmental assets.

School District staff pointed out that teachers are continually undergoing new training and structures are continually evolving to better hold teachers accountable to the students, parents and to one another. Currently, several initiatives are taking place regarding teacher learning in particular. In SAUSD, a new system for teacher accountability and responsibility has been implemented in the past

two years. This system includes 80 hours of principal training regarding evaluation, teacher observations and instructional practices review.

In the next year, a Safe and Civil Schools program will be implemented in the SAUSD High Schools (currently, it is in the Intermediate schools). This program provides for assessments of school culture and safety issues, providing teacher training hours on cultural and age sensitivity, positive behaviors, problem solving and defining expectations. In Anaheim, the Tiger Woods Learning Center is currently creating an educational tool tailored to teaching staff that focuses on the developmental assets.

There is still a need to address the fact that immigration is an issue in Anaheim and Santa Ana that often keeps parents from approaching the schools to voice their concerns regarding teachers. In the next year, the community needs to do some serious thinking about how this issue may be addressed.

C) Leadership reforms that support parent and community engagement with the schools.

- *An issue for Santa Ana focus group participants was a desire to increase the outreach function of SAUSD schools. According to focus group participants, school facilities- especially elementary schools- must be prepared in the future for a role as an outreach center / community wellness center that engages community and links them to services. The group felt that this will facilitate a safe space for students to go to for resources.*

Due to the economic situation facing the country, this item cannot progress without funding. In particular, Santa Ana was chosen as a Healthy Communities site by the California Endowment. The cornerstone of this 10-year initiative is the collaboration of schools, city and community organizations to create healthy and safe environments for youth to learn, play and thrive. The Santa Ana Steering Committee is currently working on the details of this strategy. Within the next 18 months, a clear plan of the roles schools, city departments, business and community organizations will play in this initiative will be clarified.

*Please identify your highest-priority strategies, programs, policies, and/or reforms consistent with Grad Nation that your state or community will pursue in order to **support young people**. How will more young people, particularly those most in need, receive wraparound supports in and out of school, such as tutoring, afterschool programs, mentors, social services, health care and others? For each priority, what would you need to do in the next 6-12 months to advance it? Is anything already underway locally to support it? What support or information would help you make better progress?*

In reflecting on the principles from Grad Nation the following items will be focused on to support young people.

A) Increase coordinated services to youth that support their achievement and engagement.

- *In the Santa Ana focus group, the need for supports during and after-school to address issues of cliques and segregation was identified as an issue needing reform.*

Currently, the teaching staff participates in diversity education and trainings. For students in particular, there is a program within Orange County that can support this process. The Orange County Human Relations Commission (OCHR) has a program for intermediate and high schools that focuses on creating safe, equitable campus communities by training youth on leadership and addressing issues of cliques,

inter-group conflict and segregation. The OCHR BRIDGES program has been in place throughout the county for over 10 years. This year, it is in two Anaheim schools and has recently expanded to Chavez High School in Santa Ana. This program will continue to operate in Anaheim in the next year and will examine opportunities to expand into more Santa Ana schools within the next 12 months. To make this expansion possible, OCHR is in need of funds to support staffing and programming.

- *Focus group participants from both Anaheim and Santa Ana identified the strategy of connecting youth in a coordinated way to caring adult mentors.*

The Santa Ana focus group identified the need for a strategy that includes connecting students to caring adults via a centralized and structured mentor program city-wide. They noted that this program should explore using young professionals (especially those who are alumni from the high schools in the city). A participant proposed the idea of creating a “Santa Ana youth support network” within the schools that is composed of a Santa Ana Alumni Association where Santa Ana graduates become positive role models in the community. A Peer leadership & peer-to-peer support program could be another component. In the next 6-12 months, this idea will be discussed with appropriate SAUSD staff to gauge feasibility.

For the Anaheim focus group, the strategy identified was to institutionalize mentor programs within all Anaheim Districts. Focus group participants mentioned the creation of a mentorship program between middle school and high school students to create a “smoother” transition from middle to high school. A focus group participant noted that mentoring programs could be implemented with businesses as well as student peer-to-peer mentoring.

Currently, Anaheim Puente students have engaged in a training program at Tiger Woods Learning Center in order for them to start mentoring younger students at school. A next step to this (in the next 9-12 months) could be to further this program to include alumni associations of Puente students that could bring in more successful graduates to demonstrate positive behaviors and create mentorship roles.

In Santa Ana, there is currently a program with the Achievement Institute of Scientific Studies that provides career mentoring in the sciences for students. This program in the future 6-12 months could be expanded to reach more students in Santa Ana with additional funding.

B) Reforms should establish early warning systems to address student achievement and student engagement.

- *Because there is not a unified school district in Anaheim, focus group participants noted that an Anaheim strategy should be to establish a coordinated protocol to track student attendance from elementary districts into AUHSD.* Focus group participants noted that all campus administrators must be responsible for reporting student attendance and sharing the student history with the middle and high school district. There was a desire for an early-warning system that tracks individual students starting in elementary school along key indicators, like attendance, behavior, and course completion will be developed to help identify key issues facing the young people most at-risk of dropping out.

In terms of current programs, the Orange County Truancy Response Program (TRP) is making an impact on Orange County youth. Currently, all Truancy Court families are referred to Parent Education Program. In addition to the court referral process, dozens of families are referred by the District Attorney's Parent Truancy meetings, SARBs, individual schools, and the probation department. Gregory

Bodenhamer also works with parents from Pio Pico Elementary School and Sierra Intermediate School in Santa Ana. Overall, the program services approximately 400 families a year, and the program is at capacity under the current funding source (Juvenile Justice Crime Prevention Action). They operate under a contract with the County of Orange for approximately \$100,000 a year and take in approximately \$24,000 a year from families (most of the families pay little or nothing).

The Truancy Response Program (TRP) could double the quantity and quality of service for Orange County families with an additional funding source. This additional funding would allow the operation of workshops in north, central, and south Orange County that could accommodate more than a thousand families a year.

*Please identify your highest-priority policies or reforms consistent with Grad Nation that your state or community will pursue in order to **develop effective policies** at the local or state level that encourage high school completion and college readiness. For each, what would you need to do in the next 6-12 months to advance this priority? Is anything already underway locally to support it? What support or information would help you make better progress?*

A) Policies that support increased teacher quality.

- *Summit participants noted that courses for teachers at college levels should be reviewed at the Cal State and UC levels.*

At the Summit, the concern over districts investing substantial resources in re-training teachers surfaced. Currently, as noted above, teachers receive on-the-job trainings and continuing education credits for various courses. In particular, teachers must be trained in courses including: creative curriculum design, productive student relations, anger management, conflict negotiations, emotional control, psychology and others.

Several Summit participants noted that “they wonder what the teachers actually learn in their University programs” and whether it is possible to examine those curricula to see if there is a way that some of these basics can be taught there to avoid districts having to pay to re-train teachers once they are hired. In the next 9 months, a policy subcommittee from the Action Team will review university teaching curricula and research to identify any potential gaps in how the UC and Cal State systems curricula are preparing teachers. Expertise in educational curriculum development would be helpful to this process.

B) Policies that support student achievement.

- *The idea of daytime curfew ordinances emerged out of Summit discussions. The city of Buena Park has a program where parents are cited for children violating curfew. Other cities have proposed giving truancy tickets to students early on and that would help the parents learn about their child’s truancy rather than sending a letter that a parent may or may not receive.*

This policy and others should be examined to find models that are suitable for the different circumstances in both Anaheim and Santa Ana. As a part of this or other policies, regular coordination meetings are to be held between school and city police to ensure coordination between gang investigators and school police.

In Anaheim, Anaheim Police Chief Welter currently holds advisory committee meetings monthly where these issues are discussed.

In Santa Ana, the school and city police regularly meet two times per month. Beginning in spring of 2009, there will be a Santa Ana Police Lieutenant funded jointly by SAPD and SAUSD that will be the acting head of SAUSD school police. This will increase police coordination between the schools and city in the next 6-12 months.

- *In February 2009 Santa Ana School Board of Trustees voted to decrease their high school graduation requirements from 240 credits to 220 credits. (SAUSD had Orange County's highest number of credits required for graduation, a number decided upon in 2001 to make their students more competitive for college entrance.)*

Several years ago, SAUSD became the first in the county to require high school graduates to complete A-G coursework. The goal of this policy change is to give students more options in their academic coursework. Lowering the requirements will make it easier for more students to catch up and graduate on time if they fall behind in their coursework. At 240 credits, SAUSD had the highest credits required of all districts in Orange County, at 220 credits, they are operating on par with the rest of the county. This change should lead to a decrease in dropout rates in Santa Ana, without sacrificing academic rigor and the A-G requirements needed to keep students on track for college admissions.¹²

As a result of this policy change, there could be a companion marketing campaign in the community to promote understanding of A-G requirements and to get students and families to understand that these requirements make the students college and career ready.

- *In Anaheim, the strategy of implementing A-G requirements as graduation requirements from AUHSD was identified by the Summit focus group participants.*

In the next 6-12 months, a coalition will be organized (including all sectors in Anaheim) to examine the feasibility of bringing forward the recommendation for the implementation of the A-G requirements to the Anaheim School District. Currently, Cal State Fullerton will automatically admit those students from AUHSD that have met the A-G requirements.

- *At the State of California level, attention must be paid to the Master Plan for Higher Education established in 1960. This created our CC, CSU and UC parameters for admissions policies. The UC would admit the top 12.5% of HS grads; CSU would admit the top 33%; and CC would be universal. These course requirements are what we know as the A-G.*

The Master Plan initially created the policy framework for 4-year public institutions in California to admit 33% of high school graduates effectively shutting out 2 out of 3 graduates from pursuing public 4-year higher education in California. A report by the National Center for Public Policy and Higher Education, "California Higher Education, the Master Plan and the Erosion of College Opportunity" gives a good overview of the Master Plan and discusses how it now limits our ability as a state to meet increasing demands, social and economic, for higher education in California.

¹² "Trustees vote to reduce high school grad requirements" by Fermin Leal, *Orange County Register*, February 10, 2009.

In the next six months, this report will be reviewed by the Action Team members in Orange County. As expertise in education policy is a critical component to this discussion, the group hopes to secure funds to work with Ed Trust West to understand the history surrounding this policy and a strategy will be created for the Anaheim and Santa Ana community advocates to weigh-in on this policy at the state level.

C) Policies that promote a culture of giving back to the community.

- *A SAUSD Board resolution could ensure that all community service hours completed by SAUSD students must be completed within the City of Santa Ana, in service to Santa Ana residents.*

Although service learning hours are not required to graduate in the SAUSD system, thousands of students engage in community service learning projects where they have the opportunity to work in service to either city government, schools, or community based organizations. A recommendation could be made to the School Board to create guidelines that mandate any service hours to be completed in service to the Santa Ana community. The concept of a regulation could be introduced to the SAUSD Board of Directors in the next 6-12 months. The group has sufficient experience/resources to do this.

- *A recommendation to the Orange County Board of Supervisors that promotes civic engagement and volunteerism within the county could be introduced; bringing maximum resources into Santa Ana and Anaheim.*

In the next 12 months, community advocates working within Santa Ana and Anaheim could make this recommendation to the Orange County Board of Supervisors. The group has sufficient experience/resources to do this.

*Please identify your highest-priority strategies, programs, policies, and/or reforms consistent with Grad Nation that your state or community will pursue in order to **employ data systems** that identify those young people most at-risk for dropping out and drive appropriate supports and services. For each, what would you need to do in the next 6-12 months to advance this priority? Is anything already underway locally to support it? What support or information would help you make better progress?*

- *Focus group participants in both cities noted the need for a strong early-warning system that tracks individual students starting in elementary school along key indicators, such as attendance, behavior, and course completion to track the young people most at-risk of dropping out.*

Santa Ana Action Team members desire the creation of data systems that reflect parent and student feedback in a timely manner. *A first step could be to create and market a parent portal that is easily accessible for parents to track their student's progress.* Focus group participants felt that such a portal must be accessible to limited English proficiency adults and must be accessible to parents with no internet; the portal could include some type of alert for failing students/ absences from teachers to parents. However, it is important to recognize that in the current economic environment, such a portal is not possible without dedicated funding for its creation and maintenance. In the next 12 months, information on grant opportunities that could fund this would be a welcome support to Santa Ana.

For the Anaheim Districts, focus group participants felt a need for increased communication and data flow between districts when students make the transition from 6th to 7th grade; now there is duplication of screenings that could be better coordinated to reduce duplication of services/assessments. There is

currently a new data system being implemented in AUHSD that will be completed within the next 12 months. This system is currently working to increase communication and data sharing between teachers and parents. Eventually, each administrator will have a PDA so they can see the student's data instantly and are able to make appropriate, timely decisions.

Within Orange County, there focus group participants at the Summit felt that there is a need to coordinate the data between the city school districts and the Orange County Department of Education; it was clear from the focus group discussions that data is monitored in different ways between the city and state agencies. There is a need to access multiple county and city-level data points so that thorough analysis can be done and baselines and targets can be created. Anaheim and Santa Ana both mentioned the need to have access to a common set of measurements on dropout rates and truancy to support the coordination of efforts.

IV. Organizing for Long-Term Success: Getting the Right People on Board, Committing to Action, Ensuring Accountability, Securing Resources, and Tracking Progress over Time

- 1. What group or committee will coordinate and sustain the work outlined in this action plan? What leaders does it have from various sectors – business, education, nonprofit, government, faith, etc.? (Please submit group's roster along with this plan.) Who else is needed? Who convenes the group, how often, and what sub-groups or committees does your effort need?*

At this time, there are several opportunities for action teams in Anaheim and Santa Ana to be created and carry out the work. At the Dropout Prevention Summit, the foundation for such working groups was created through the participation of various stakeholders who voiced their interest in further participation and action in the upcoming years. As a next step, the community in both cities must finalize internally an action team that will meet their needs and timelines.

For the Anaheim work, the Anaheim Coordinated School Health Council could be an appropriate venue to carry on the program monitoring work. They are already acting as the Title IV Advisory Board for Safe and Drug Free Schools; dropout prevention work would dovetail nicely into their existing work. Also, the Chief of Police convenes a monthly Advisory Committee with members from community organizations, business, education and truancy prevention. This is an appropriate venue for addressing some issues raised at the Summit.

In Anaheim, there is also an Anaheim Achieves Planning Team, GRIP program and Parent Institute for Quality Education (PIQE), as well as a strong faith-based presence in the city. Dr. Farley at the Anaheim Union School District also convenes a multi-stakeholder meeting 1-2 times per year that addresses educational issues. This group involves several school district, higher education, business and community stakeholders.

In Santa Ana, an innovative group of stakeholders- including school district, law enforcement, probation, faith based and others- has been recently convened and will apply for a Gang Prevention Coordination Assistance Grant from the OJJDP. The funding will create for Santa Ana Unified School District a coordinator position that will be designated to create infrastructure to coordinate community supports and resources to bear on the prevention and intervention of gang involvement and violence within Santa Ana.

There is also a Youth Alternatives Collaborative that is convened by the City of Santa Ana. This has several key partners engaged in providing youth services. The Orange County Business Council Education Committee is an appropriate venue for addressing some issues raised at the Summit, most notably those having to do with parent engagement linked to the implementation of the Latino Educational Attainment (LEA) program.

Countywide, the Truancy Response Program (TRP) involves several stakeholders from the probation, juvenile justice and legal community. Ideally, in the upcoming year, the TRP will be m Prevention Also, for both cities, there is a need to involve the county probation departments and truancy-prevention collaborative in a coordinated way.

In the upcoming 6-12 months the organizations involved in implementation within both cities will convene the partners needed.

- 2. What financial, human, and other resources are needed in order to begin acting on this plan? What resources are currently available, what will potentially need to be blended, and what new resources will need to be sought to do this work? Who might help secure additional resources to fill the gaps, and/or what funders (or others) may be approached? Are you setting a resource goal along with the outcome goal?*

HUMAN:

The collaboratives noted in the section above highlight that the human resources needed to begin work on this action plan are already convening regularly. However, coordination among the different groups in both cities can be more aligned in the next 6-12 months with the support of key partners such as United Way or other linking agencies. Furthermore, in both cities, it is important to link the Neighborhood Associations and parent groups in a way that blends these already existing organizations into the collaboratives mentioned above within one framework that could support this work moving forward.

FINANCIAL:

For Santa Ana and Anaheim, funds for convening and staffing the collaboratives and assessing areas of possible convergence for the multiple collaboratives is needed. The Simon Foundation and United Way will be approached to support work ongoing collaborative work in both cities.

The Hispanic Chamber of Commerce Education Committee is committed to supporting the mentor work, however it is unclear at this time what the level of commitment will be. The Chambers of Commerce in both cities will also be approached in the upcoming 6-12 months.

OTHER RESOURCES:

Los Amigos is a community based organization active in Orange County that could act as a strong ally and sounding board for the issue of dropout prevention. It has an Education Committee that is interested in potentially convening further meetings and/or planning sessions that follow up on the work began at the Dropout Prevention Summit. This group could serve as an advocacy arm of the education policy work that will occur at the local and state levels.

- 3. How will your community or state evaluate its dropout prevention efforts to ensure it is making a difference? What is the plan to monitor and track the progress being made on its developed goals?*

How will you maintain visibility around the local dropout prevention issue by reporting to the public on the progress being made?

The efforts will be evaluated internally based on each agency's internal plan for accountability; once the groups are set up in each city, they will determine internally (ideally through an evaluation subcommittee) how to monitor and evaluate their identified objectives. Overall, the baseline data on dropout rates, testing and attendance can all be tracked annually through the State of California Department of Education's Data Quest. This is especially useful for tracking the needed data to monitor the identified goals from Section 1 (above).

Furthermore, the Orange County Department of Education compiles county-level statistics on the dropout rate annually, so that can be combined as well. In terms of measuring the outcomes related to "supporting students" in particular, we can rely on the data from the California Healthy Kids Survey (cited above) as a way to gage the youth feelings of security and incidences of violence over time. The Action Team must identify how they would like to maintain visibility from year to year. One suggestion is to partner with the Orange County Register to run a series of stories every fall that outline *key progress made the previous year* and what items are on the education agenda for the upcoming school year. Also, this issue will remain visible to United Way through a commitment to funding educational programs in Orange County.

V. Staying Connected to the America's Promise Alliance: Identifying Long-term Interests, Priorities, and Points of Alignment

1. Across its work, the Alliance has committed to paying special attention to certain strategic priorities. Together, we are always looking for states and communities that share similar interests and that may provide effective models for policy and practice, investment opportunities and other points of alignment. Please describe if your action plan has strategies specific to:

- a. Focusing on the middle school years, especially providing service-learning and career exploration opportunities in and out of school

Through the mentoring programs, middle school youth will be introduced to career-exploration services and programs. This is especially critical given the data we have seen from the CHKS that demonstrates that our 7th graders are experimenting with alcohol and carrying weapons at a relatively high rate. Programs must be created to focus in on these youth and we are willing to work with America's Promise to ensure that best-practices for working with middle school children are implemented as a part of our community plans.

- b. Improving young people's access to quality health care, including promotion of SCHIP and Medicaid public health insurance programs

No plans to focus on this issue.

- c. Creating community hubs (e.g. schools, afterschool programs, community centers) where coordinated wraparound supports are available to young people and their families

These services are always needed in the community; the group plans to work toward this. There is a feeling in both target communities that more "Family Friendly Schools" need to be available for various services.

d. Engaging parents and caregivers to increase graduation and college readiness rates

As was evidenced by our Dropout Prevention Summit, parent engagement is a cornerstone of the Orange County efforts to curb dropping out before high school completion. Currently, we are partnering with the Latino Educational Attainment (LEA) Program and engaging parents across the county in becoming more educated about the American education system, grading systems and the role of effective parents in their child's education. The Latino Educational Attainment (LEA) committee, a committee working within the Orange County Business Council, is a coalition of business, non-profit, education and public agencies whose mission is to facilitate the sharing of resources for Orange County (California) Latino youth. The LEA hopes "to fill the gaps left by education, to assist Latino parents on how to advocate for their children and to spark the importance of education in Latino neighborhoods. . . The project's long-term goal is to create neighborhood-based groups that will provide navigational skills to parents in all of the areas around the 100 lowest performing schools in the county." (http://www.ocbc.org/leamain_000.html)

LEA currently promotes their program entitled "The 10 Education Commandments for Parents." Begun in 2005, the initiative has received community sponsorship from such organizations as the United Way, State Farm Insurance, the Orange County Register, the County Department of Education, and local schools and colleges. The LEA initiative focuses on the neighborhoods and families in approximately 100 low performing schools in Orange County.

Parents learn how to navigate the educational system and become effective advocates for their children's education. This training has reached nearly 6,000 parents in the county and has had wonderful post-test results. A follow-up to the "10 Educational Commandments" entitled, "8 Developmental Assets" (based on the Search Institute's 40 Developmental Assets) just finished its first round of pilot testing in several communities and will be presented throughout the county in 2009-2010.

e. Supporting young people in foster care so they graduate from high school prepared for college, work and life

No plans to focus on this issue.

f. Developing young people's financial literacy

Orange County United Way already has a strong financial literacy program focused on Latino families in the county. It would welcome the opportunity to expand this to include young people as well.

2. How can the America's Promise Alliance best support your state or community with the implementation of this dropout prevention plan? The Alliance is interested in hearing how we can best assist you in your dropout prevention efforts, including resources we can provide, relationships we can facilitate, and any other needs your community may have. Please be as expansive and forthright as you can. We will use your feedback to ensure that the most useful resources are provided to our Dropout Summit states and communities through the website, training & technical assistance, and other means.

The Orange County Dropout Prevention planning process and Summit highlighted the need for further resources and partnerships needed. Throughout the above plan, we have identified several areas where further resources and/or expertise are needed. America's Promise could also provide the committees in both cities with information on best practices that are working in other communities; for example, what

factors to success have they found are critical in dropout prevention. It would also be helpful if APA could provide an online portal where parents, educators and students could share ideas by region and where updated data and information could be accessed.

APPENDIX 1: List of Potential Action Planning Committees- Anaheim & Santa Ana

First Name	Last Name	Organization
Eric	Altman	OCCORD
Joe	Ames	LEA Program
Valerie	Amezcuca	Orange County Probation Department
Paul	Andresen	Anaheim Family YMCA
Betsy	Arnow	Orange County Department of Education
Nick	Badel	Tiger Woods Learning Center
Alicia	Berhow	Orange County Business Council
Dr. Katherine	Bihl	Tiger Woods Learning Center
Gregory	Bodenhamer	Juvenile Justice Center
Ashley	Cheri	Orange County Asian and Pacific Islander Community Alliance
Mikayla	Curtis	Boys & Girls Clubs of Garden Grove
Wendy	Dallin	Anaheim City School District
Martin	de Santiago	Santa Ana Unified School District
Nancy	Diaz-Miller	Santa Ana Unified School District
Cathy	Draeger	Los Amigos High School
David	Dukes	Simon Foundation
Bernadette	Fee	Juvenile Justice Center
Cristina	Fernandez	Tiger Woods Learning Center
Ralph	Figueroa	City of Anaheim - Project S.A.Y.
Rosa	Galindo	Santa Ana Unified School District
Eric	Gomez	Northwestern Mutual
Roman	Gonzales	Tiger Woods Learning Center
Art	Guerrero	Taller San Jose
Lawrence	Gustafson	THINK Together
Don	Han	OC Human Relations
Anita	Hermesch	CAREacter-based Success
Debbie	Jauch	Anaheim Family YMCA
Susie	Jenkins	State Farm Insurance
Dr. Ana	Jimenez-Hami	Orange County Therapeutic Arts Center
Mark	Kamimura Jimenez	Cal State University, Fullerton
Juan	Lara	City of Santa Ana - PR&CSA
Alison	Lehmann	OC Human Relations
Barbara	Leon	Fullerton Joint Union High School District
Councilwoman Michele	Martinez	City of Santa Ana
Vanessa	Massey	Orange County Department of Education

Maura	McDonald	University High School
Maureen	Meehan-Aplin	Juvenile Justice Center
George	Morales	City of Anaheim
Mario	Morales	City of Anaheim - Project S.A.Y.
Jose	Moreno	Anaheim City School Board
Anna	Navarro	Juvenile Justice Center
Jennifer	Navarro	Girls Incorporated of Orange County
Cris	Ornelas	Santa Ana Unified School District
Margaret	Pashko	The Gas Company
Joe	Perez	City of Anaheim - Project S.A.Y.
Sandra	Renner	Anaheim City School District
Rosa	Renteria	Community Action Partnership of Orange County/Anaheim Independencia FRC
Patti	Sanchez	Orange County District Attorney's Office
Michele	Smith	Juvenile Justice Center
Donald	Snider	Tiger Woods Learning Center
Rick	Stephens	The Boeing Company
Marc	Viana	Hispanic Chamber of Commerce/New York Life Insurance Company
Robert	Villegas	State Farm Insurance - Public Affairs
Lawrence	Volk	Orange County District Attorney's Office
Wallace	Walrod	OC Business Council
Lonneshia	Webb	Tiger Woods Learning Center
John	Welter	Anaheim Police Department
Carolyn	Williams	Sempra Energy
Patrick	Yrarrazaval-Correa	Carr Intermediate School
Jose	Banda	Anaheim City School District
Sandy	Barba	City of Santa Ana
Carlos	Cano	Juvenile Justice Center
Joe	Casas	Anaheim Union High School District
Charlotte	DeVal	Anaheim LULAC
Cheryl	Eberly	Santa Ana Public Library
Partricia	Gomez	Santa Ana Unified School District
Robert	Hood-Sanchez	Santa Ana Unified School District
Rick	Krey	Anaheim Union High School District

Priscilla	Lopez	OC Hispanic Chamber of Commerce
Kelley	McCarty	Orange County Department of Education
Jim	Perez	Orange County Department of Education
Robert	Rivera	City of Anaheim
Veronica	Rodriguez	Community Services Department
Maria	Solis-Martinez	OC Youth Motivation Task Force
mary ellen	smith	Kaiser Permanente
mark	lawrence	City of Santa Ana

**Note: This list includes some people who could not attend the initial Action Planning Session focus groups but who have voiced interest in future participation.*