



The Alliance for Regional Collaboration to Heighten Educational Success (ARCHES) is a voluntary confederation of collaboratives focused on improving student outcomes and closing the achievement gap through collective action among schools, community colleges, baccalaureate-granting colleges and universities, business, and community and family-centered organizations.

LONG BEACH EDUCATION PARTNERSHIP

History

When the aerospace industry downsized early in the 1990s, youth violence, unemployment, and poverty rose. The number of students on lunch programs increased and academic achievement fell below the level that school staff had been prepared to teach. In effect, this school system was becoming an urban district and needed strategies for new student populations.

At this time, community leaders began collaborating to strengthen the entire educational system in order to revitalize this city. This group -- the chief executive officers of all local educational institutions and the Mayor -- established the Long Beach Education Partnership in 1994 with a mission to: Provide world-class education from preschool to graduate school that prepares students for successful engagement in the global knowledge economy.

The Partnership's first initiative of *seamless education* remains a core activity. This initiative seeks to align standards, expectations, methodologies, and assessments across educational levels and re-conceptualize preparation and professional development of public school teachers and college faculty.

Private sector involvement led to goals on "institutional efficiency through alignment of expectations, curricula, assessment of student progress, resources for students and teachers, and coordination of initiative implementation". These sets of goals have positioned this Partnership to be a major force in the city and winner of the Broad Prize for Urban Education in 2003.

Membership

This Partnership consists of Long Beach Unified School District, California State University, Long Beach, Long Beach City College, Long Beach Area Chamber of Commerce, and multiple private entities, especially The Boeing Company.

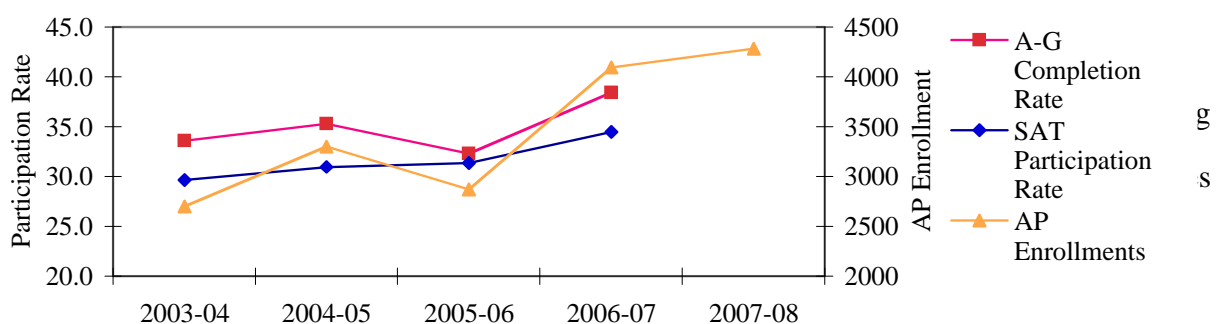
Demographics

Long Beach is a socio-economically and racial-ethnically diverse city of 500,000 residents. Its schools educate nearly 100,000 students; over 70 percent qualify for the free- or reduced-lunch program; 45 percent are Latino students; and, 18 percent are African-American children.

Impact

This Partnership gathered information on its goal of providing a world-class education for all students. Measures evidencing progress in reaching that goal are presented on Display 1.

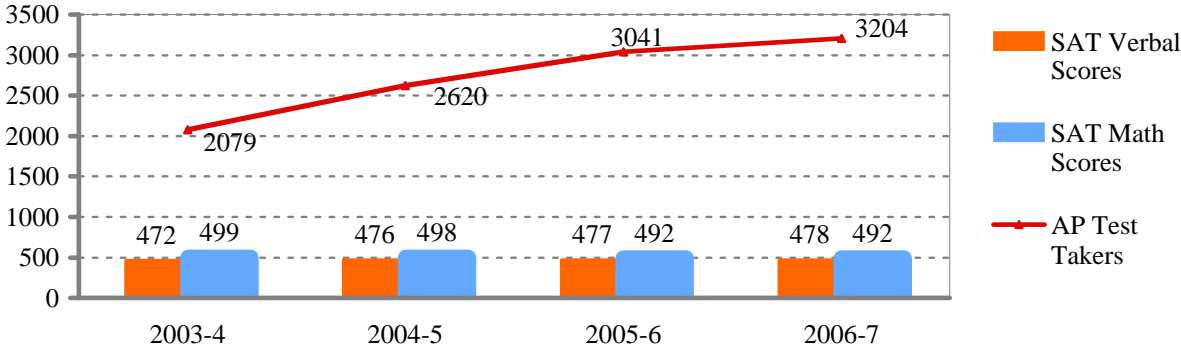
Display 1
Participation of Long Beach Unified School District Students on College Preparation Measures



- Higher proportions of students took relevant courses and SATs in later years than earlier.
- While not presented on Display 2, the gap in enrollment in Advanced Placement courses between White and Latino students was eliminated in 2006; in fact, a larger proportion of Latino students were enrolled in these courses than were White students beginning in 2006.

Display 2 charts the performance of District students on college-related measures.

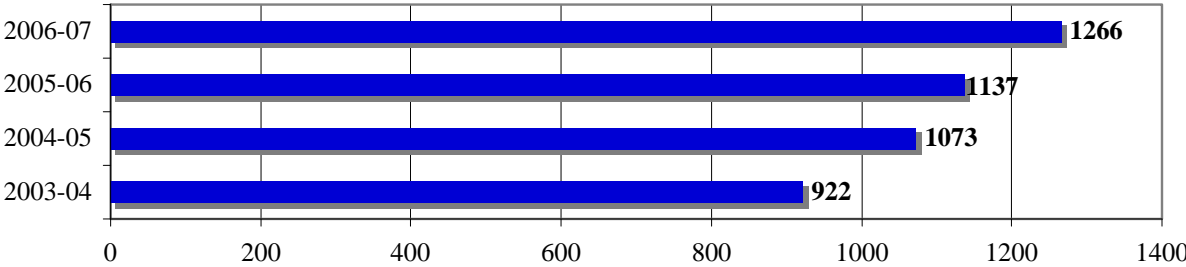
Display 2
Performance of Long Beach Unified School District Students on College Preparation Measures



- While not a strict performance measure, the rise in the proportion of students who took an Advanced Placement Test since 2002-04 indicates that more students are confident that they are achieving at a sufficient level to receive college credit.
- Despite the growth in the proportion of students who took the SAT I over time, scores have remained basically stable, although a six-point increase on the verbal section has occurred.

The ultimate measure of the Partnership’s success is the number of students enrolled in higher education. Display 3 presents information for baccalaureate-degree institutions.

Display 3
Baccalaureate College Enrollments of District Students



- Clearly, the number of Partnership students enrolled in baccalaureate institutions increased.
- The number of District graduates who scored proficient on the placement tests for the California State University has risen in ten years. In 1997, just over 40 percent of freshman from this district scored at the proficient level on the English Placement Test; in 2006, that number rose to over 50 percent. On the Entry Level Mathematics Examination, the corresponding numbers were 45 percent in 1997 and nearly 65 percent in 2006.

Future Initiatives

- Continue implementing the *College Promise* that provides the opportunity of a college education to every student in the District.
- Build and strengthen career and technical pathways.
- Enhance advisement structures at all educational levels.