



2008 REPORT

CALIFORNIA P-16

COLLABORATION and STUDENT SUCCESS

CONFERENCE

**Student Achievement and Educational Equity
Through Regional Collaboration**



A R C H E S

Conference Co-Sponsors

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Dear Fellow Educators:

Each June for nine years, a gathering of educators, representatives of business and industry, and community-based organizational staff dedicated to student success convened at California State University, Long Beach to share ideas, celebrate progress, and re-energize their passion for making a difference for all of California's students. Over the years, the name of the conference has changed, its methods for engaging attendees has evolved, and the number of participants has ebbed and flowed. But one aspect of the conference is no different than when it began in 2000: a deep commitment to collaborating across boundaries to improve student achievement, access, and equity by creating a seamless, high-quality educational pipeline from pre-school through college.

In 2008, the Alliance for Regional Collaboration to Heighten Educational Success (ARCHES) continued its function as host of the *California P-16 Collaboration and Student Success Conference* along with its partner -- California Engaging Latino Communities for Education (ENLACE). We made two changes of note this year:

- In recognition of tight budgets and time constraints facing many educators, the conference was reduced to a single day with two plenary sessions and three sets of concurrent workshops. This format offered time for informal conversations with existing friends and the opportunity to meet new colleagues.
- To reach potential participants who have not been able to attend this conference that always has been a Southern California event, we are planning a similar one-day conference in Northern California during the academic year.

The following report provides a summary of the conference's activities for 2008. For attendees, this publication will serve as a reference and a reminder as well as a tool for sharing their new knowledge with others. For those interested individuals who were unable to attend the conference, we hope that this document will give you insight into the many initiatives under way across the state and encourage you to join in collaborative efforts in your area.

We look forward to seeing you at the next conference.

Cordially,

Dennis J. Galligani
ARCHES
Executive Director

Diane Siri
ARCHES
Executive Director

Introduction

The Ninth Annual *California P-16 Collaboration and Student Success Conference* attracted close to 300 people who were eager to meet with colleagues, discuss educational challenges, and learn about the many initiatives around the state that are changing the strategies by which to improve student achievement. At a time when the state is -- yet again -- cycling through budgetary constraints and threatened reductions, attendees rose above their frustrations to celebrate the many signs of success and gains across a broad range of student achievement benchmarks.

Whether their interest was Career-Technical Education, science and mathematics proficiency, college-going rates, the achievement gap, or parental involvement, participants at the conference found a full menu of engaging information. This year's conference included:

- A progress report on ARCHES activities and plans for the future;
- An inspiring session with State Superintendent of Public Instruction Jack O'Connell who focused on the steps underway, and the important movement that remains, to close the achievement gap that continues to separate African-American, Latino, Native American, and low-income students and English Language Learners from their classmates; and,
- Twenty-four concurrent sessions that offered attendees insight into the current activities around the state.

The following report provides a summary of the progress of ARCHES, remarks from Superintendent O'Connell, and highlights from seven of the concurrent sessions. Brief summaries of the other presentations are included in an Appendix.

Progress Report:
Alliance for Regional Collaboration to Heighten Educational Success (ARCHES)

ARCHES is a voluntary confederation of collaboratives whose purpose is to improve student achievement, close the achievement gap between groups of students, and significantly expand access to rigorous coursework and college. ARCHES is striving to link every public school in the state to regional collaboratives consisting of at least one community college, a baccalaureate-granting institution, a business, a community-based organization, and a family-centered effort. ARCHES has combined forces with California Engaging Latino Communities for Education (ENLACE) that focuses on student achievement through parental engagement, implementation of best practices for strengthening academic achievement, and advocacy at the local, state, and national levels for policies that support students. The goal of ARCHES-ENLACE is for all California students to be fully prepared to succeed in the workforce and higher education. Dennis Galligani and Diane Siri, co-Executive Directors of ARCHES, presented a progress report to conference attendees on current collaborative activities and funding opportunities.

All California students should be prepared fully to succeed in the workforce and higher education after high school. To support this goal, ARCHES awards Planning, Implementation, and Sustainability Stage grants as well as provides technical support to regional collaboratives that focus on impacting student academic achievement in a sustainable way.

This regional collaborative strategy is premised on the belief that local advocates can best identify their own issues and create effective solutions. However, ARCHES has several priority areas, including:

- expanding the availability of qualified teachers and professional development opportunities;
- increasing the college-going rate of students;
- enhancing connections between Career Technical Education and college preparatory education in order that students are prepared for both the workplace and higher education when they leave high school;
- accelerating the performance of students, specifically in the science, technology, engineering, and mathematics fields;
- furthering access to quality pre-school experiences; and,
- improving the community college transfer rate to baccalaureate-granting institutions.

ARCHES activities include:

- Providing an environment and resources for new and emerging collaboratives to refine and advance, particularly by sharing best practices, tools, resources, and strategies from existing collaboratives;
- Minimizing barriers to success through a coordinated effort that builds inter-agency and inter-sector relationships that enhance the collaborative's capacity to improve student academic achievement;
- Offering regional and customized technical support, including accountability and data support for measurable student achievement outcomes;
- Convening regional leaders to assess ARCHES potential to add value to their existing efforts;
- Serving as an intermediary between funding sources and mature, emerging, and new collaboratives. To date, ARCHES has received more than \$1.7 million from government, educational sectors, and foundations to expand the number and improve the quality of regional collaboratives; and,
- Building relationships with affiliate organizations that provide support services to regional collaboratives.

As existing grantees and ARCHES gained more experience, a lesson learned is that collaboratives need support at several stages, as identified on Chart 1 (on next page), if they are to reach maturity. Most recently, ARCHES has added a Sustainability Stage to assist collaboratives bridge the transition from nascent organizations implementing initial initiatives to stable entities with the maturity to adjust goals and methods on a continuous basis to improve student achievement. Additionally, the Pre-Planning Stage has become an important way for new regions to become engaged in the collaborative process and prepare to apply for grants to support their efforts.

The proof that collaboratives are making a difference in their regions lies in the data that each collects about outcomes. To make the point: In 1998, England created Education Action Zones and dedicated hundreds of thousands of pounds annually to these areas that included schools, businesses, parent groups, community organizations, higher education, and government agencies. Many short-term programs were established, but researchers found little impact on classroom practice and no increase in pupil performance when they were evaluated in 2004.

Missing in England were measurable student achievement outcomes, with appropriate benchmarks for which agreement existed on a regional basis -- key elements in the ARCHES approach. More recent evaluations, made after the Education Action Zones began to operate with outcome measures, have shown the beginning of progress.

In California, each collaborative has its own success stories and positive indicators. Highlights include:

- The ARCHES collaborative under the leadership of California State University, Northridge had the goal of increasing the Algebra I passing rate for students who had been denied placement in the course. In 2007-08, the pass rate for students in the summer program was 52 percent. In the prior year, the pass rate was 30 percent. The successful strategy was engaging students during the summer in a rigorous mathematics course connected to robotics and providing professional development for teachers who were able to experiment with new curriculum on a daily basis with the participating students during the summer program.
- The Aurora Project centered in the Foothill-DeAnza Community College District aimed to increase the number of community college mathematics and science students who become middle and high school teachers. To achieve the goal, college courses that included fieldwork in schools were created. By 2007-08, the number of community colleges participating in the program rose from 10 to 18 and the number of students participating grew as well.
- The ARCHES collaborative headed by the Merced County Office of Education focused on linking Career-Technical Education and academic preparatory courses in order that more students complete the sequence of courses for admission to the state's public universities. By 2007-08, these new courses that were certified as meeting the college preparatory standards attracted 10 percent more students.
- The collaborative led by the San Luis Obispo County Office of Education sought to ensure that all children in the county had access to quality preschool, particularly in low-income areas. The elementary schools attended by the participating students improved their rankings on the Academic Performance Index in 2007-08.

In addition to providing support for collaboratives, ARCHES has developed its own long-term strategic plan during the past year. Two goals emerged:

- Establish a total of 40 regional collaboratives by January, 2012. In particular, ARCHES will focus on major urban areas with large numbers of African-American, Latino, Native American, and low-income students, especially in Bakersfield, Inland Empire, Los Angeles, San Diego, San Francisco Bay Area, and San Jose; and,
- Continue on its current path by creating, nurturing, and sustaining an alliance among regional collaboratives in pursuit of greater student academic achievement, opportunity, and equity in California.

Chart 1
ARCHES Planning and Implementation Cycle for Collaboratives

Pre-Planning	Planning	Implementation			Supported Sustainability	Mature
Central Valley • Fresno • Madera • Westside Huddle Los Angeles • South • East	Mendocino	College of the Siskiyous CSU Northridge-LA/SF Valley Foothill-DeAnza CCD Humbolt Imperial COE Los Rios CCD Merced COE San Luis Obispo COE So. Alameda Sonoma COE Stanislaus Tulare COE Ventura			Merced Tulare/Kings County	Long Beach Monterey Bay North State (College Options) San Bernardino Santa Ana Santa Barbara
6 months	6 months	6 mos	6 mos	6 mos	12 months	On-going

Presentation:
Closing the Gap: A P-16 Challenge
State Superintendent of Public Instruction Jack O'Connell

Jack O'Connell was elected to a final four-year term as State Superintendent of Public Instruction in 2006. As chief of California's public school system, he has focused on closing the achievement gap and preparing students for a rapidly changing global economy by insisting that all students meet high standards. Superintendent O'Connell is a strong supporter and facilitator of partnerships between schools, businesses, communities, and foundations -- as evidenced by his P-16 Council and support of ARCHES. Prior to becoming Superintendent, he served for two decades in the Assembly and the Senate and authored numerous bills to improve education. He taught high school and served on the Santa Barbara County School Board prior to his election to the Legislature. Superintendent O'Connell has a Bachelor's Degree in History from California State University, Fullerton and a teaching credential from California State University, Long Beach.

Closing the achievement gap that persists between different ethnic and racial groups of students in California's schools is our top priority. Even as test scores have improved across all groups, we have made no progress in reducing the gap -- an unacceptable situation.

Our statewide P-16 Council comprised of 50 individuals from education, the Legislature, business, the Career-Technical Education community, labor, philanthropic foundations, and faith-based groups developed 14 recommendations to close the gap. This report is not on a shelf gathering dust, but is a set of specific recommendations that we are beginning to implement.

We have already had some success, particularly on recommendations that could be accomplished by the California Department of Education without legislation. For example, the P-16 Council recommended that the Distinguished School designation be awarded to schools only if they were making progress on closing the gap -- a change that we implemented immediately.

The Council recommended that we join the American Diploma Project, a national coalition committed to aligning high school standards, assessments, graduation requirements, and accountability systems with the demands of college and the workplace. California became the 31st state to do so and insisted that Career-Technical Education be part of the American Diploma agenda. In this effort, our colleagues at the California Education Round Table -- the voluntary association of chief executive officers of all the educational sectors in the state -- have committed to collaborating with us in aligning standards and assessments -- a major factor in closing the achievement gap.

Other recommendations that are in progress include:

- expanding pre-school so more children have access to high-quality experiences;
- disseminating a tool kit that encourages more school-community partnerships;
- rewarding schools that make progress on closing the gap; and,
- designating two districts -- Fresno and Long Beach -- to pilot an effort in which higher benchmarks are set for performance in exchange for more local authority.

Exemplary efforts are underway currently. This conference is an opportunity to discuss these exemplars as we chart a statewide journey to address the challenges we face in a broader context.

One of the challenges facing education is ensuring that our children are prepared to confront the rigors of the rapidly changing, technology-based world. Today's economy absolutely demands that we prepare all students to be critical thinkers, higher level problem solvers, and lifelong learners with the ability to embrace change.

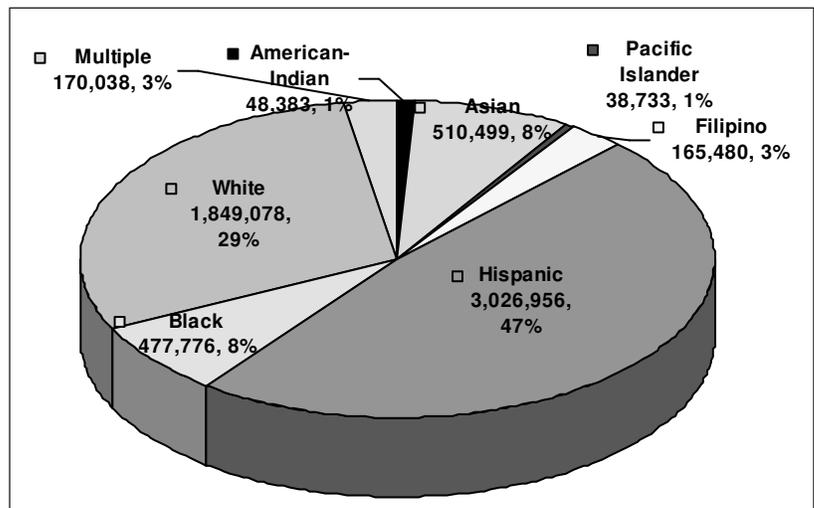
We no longer are focused solely on creating an effective workforce; we need an adaptable and nimble one because our students likely will change jobs numerous times. According to the United States Department of Labor, today's learners will have 10 to 14 jobs by the age of 38. Already, a quarter of our employees today are working for a company that they have been with for less than one year and more than half have been with their company for less than five years. The days of one job with one assembly-line skill has ended.

Teaching our students to adapt to these realities is difficult enough, but the level of competition that they will face for jobs has increased as well. In the past, we have talked about competition from workers in Arizona or Texas or the Research Triangle. Students today compete against people from all over the world in advanced as well as emerging and developing countries.

Preparing our children for success is an unique endeavor as we have the fastest growing, most diverse, and most challenging student population in the country, as displayed in Chart 2:

- In 1980-81, our schools educated four million students. By 2006-07, this number had grown to 6.3 million students;
- In 1980-81, White students accounted for 56 percent of the student population, Latino students were 26 percent of the state's student body, and African-American students were 10 percent of the school population. By 2006-07, the proportion of White students had decreased to 29 percent while African-American students were eight percent. However, the proportion of Latino students grew to 47 percent.
- From 1980 to 2007, the number of Special Education students grew 88.3 percent to 679,648.
- During the same time span, the number of English Language Learners grew 381 percent to 1.59 million.
- In California, 37.0 percent of students have parents who are not fluent English speakers -- a figure that is more than double the national average of 15.7 percent. Moreover, California's number far outstrips other large states such as New York (20.0 percent) and Texas (26.6 percent).
- From 1990 to 2007, the number of students eligible for free and reduced-price meals has grown 79 percent to 3.15 million.

Chart 2
Total K-12 Enrollment for 2006-07:
6,286,943 Students



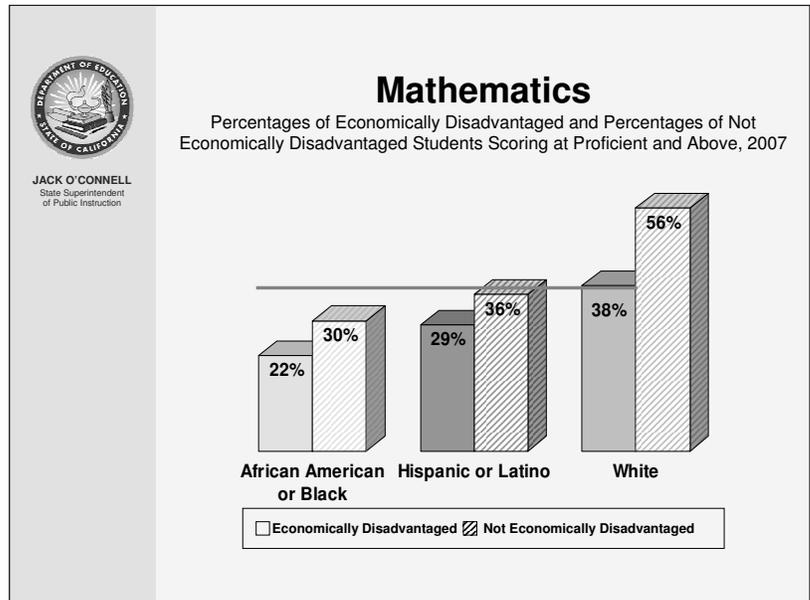
Given the complexity of our student population, expectations of improving student achievement appear daunting. However, the percentage of students scoring at or above proficient in English-Language Arts increased from 35 percent to 43 percent between 2003 and 2007. Similarly, proficiency in Mathematics for those years increased from 35 percent to 41 percent.

Although this progress is encouraging, we still have not addressed sufficiently the most significant challenge in our public school system. A persistent and pernicious achievement gap exists between Asian and White students and African-American, Latino, and low-income students of all racial-ethnic backgrounds as well as students with disabilities and English Language Learners.

Even as scores have improved, the gap has remained. For example, there was a 31-point gap between the performance of White and African-American pupils in English-Language Arts and a 28-point gap in mathematics in 2003. In 2007, scores for both groups were higher but the gap remained at 31 and 28 points. Similarly, the gap between White and Latino students was 33 points for English-Language Arts and 24 points for mathematics in 2003; by 2007, the gap was 33 points and 23 points, respectively.

These gaps cannot be explained by income disparities alone. Chart 3 shows a gap exists when low-income students are compared across races and a similar gap exists with non-economically disadvantaged students in mathematics; a similar gap exists in English Language Arts, although not displayed in this chart. More significant is that low-income White students outperformed more affluent African-American and Latino classmates.

**Chart 3
Mathematics**



In most states, the number of students affected by the achievement gap is small; however, African-American and Latino students are the majority of our student population. Because the biggest threat to our future is having an uneducated workforce, closing this gap is crucial as the student groups with which the educational system has been least effective are our future workforce. We have a moral, social, and economic obligation to close the achievement gap.

We have charted a course of action that is represented by the acronym ACES:

- Access -- we need to provide access for all children to the highest quality education;
- Culture -- we need to initiate a thoughtful conversation about race and culture in our classrooms and their effect on learning;
- Expectations -- we need to constantly re-dedicate ourselves to our world-class standards so as to embed them in each and every one of our classrooms for all of our children; and,
- Strategies -- we need to use proven, data-driven, and promising practices to narrow the achievement gap.

This challenging effort will grow more so if we do not succeed in establishing a long-term plan for funding education that is not subject to the state's budgetary crises. Over the last 19 years, California's per-pupil funding has increased only slightly and we lag behind 45 other states in average per-pupil spending. If we do not fully fund education, many intervention programs will be at risk and progress on improving student achievement will be minimal. However, as the theme of this conference suggests -- if we collaborate -- the best is yet to come for the State of California and education.

Highlights from Concurrent Sessions

Collaboratives Enhancing Educational Achievement of Students from Specific Racial-Ethnic Communities
Presenters: Andre Cramblit, Karuk Tribe, American Indian Education Oversight Committee, California Department of Education; Robyn Fisher, R.T. Fisher and Associates; and, Betsy Lane and Denise Cabanilla, Imperial County Office of Education.

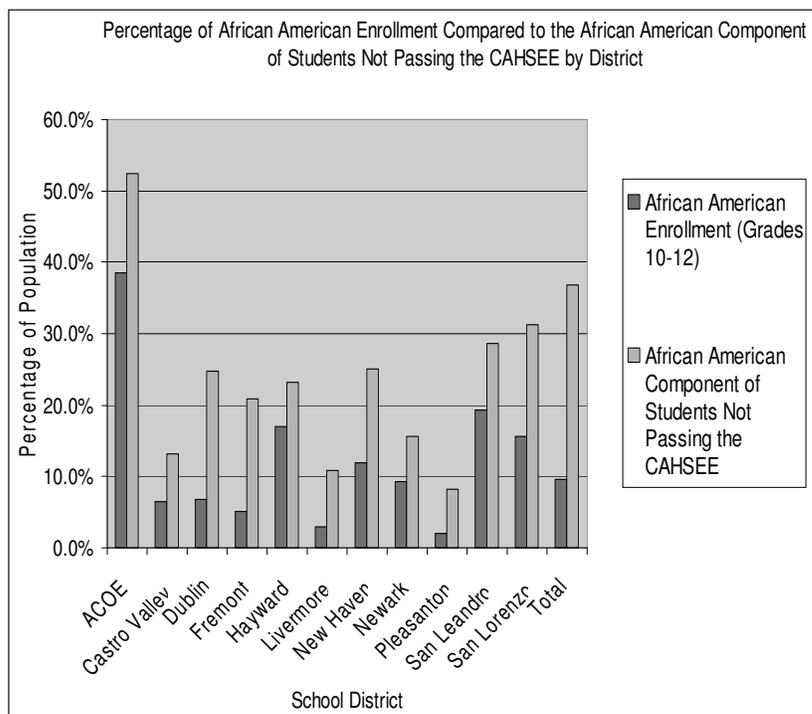
This panel focused on describing the efforts of three collaboratives that are addressing the achievement gap by developing initiatives for specific racial-ethnic groups of students.

Alameda County

Robyn Fisher described the Southern Alameda County Regional Educational Alliance (SACREA) as a community effort that is supporting teachers, administrators, students, and their families in creating an action plan to improve standardized test scores among the area's African-American students. The Alliance includes 10 public school districts in 10 Alameda County cities.

For its first initiative, SACREA is focusing on San Leandro and San Lorenzo schools, based upon the data in Chart 4. In these districts, approximately 84 percent of the African-American students were performing below proficiency level. Moreover, their failure rate on the California High School Exit Examination was two to three times the rate of other students in the county.

Chart 4



The main emphases of the initial project of this collaborative are to:

- offer long-term professional development for teachers leading to improvement in the achievement of African- American students;
- create a safe learning environment for all students and teachers;
- address openly issues of equity, race, class, and culture; and,
- expand college access and readiness efforts.

Goals have been created around performance in mathematics as well as literacy and academic language for middle school students.

Among the collaborative's achievement since receiving ARCHES funding in 2007 are:

- Summer Algebra academies for 100 African-American students at local churches and on the East Bay campus of the California State University;

- Events at five middle schools that attracted 350 African-American families to learn about college-going opportunities and high school graduation requirements; and,
- Professional development sessions and retreats with more than 100 teachers focused on culturally relevant learning and curriculum, especially in mathematics.

Imperial County

Betsy Lane and Denise Cabanilla provided an overview of Imperial County’s P-16 Council. The county has 16 districts with 52 schools; 69 percent of these schools fall within the lowest five deciles on the Academic Performance Index (API). Latino students comprise 87 percent of the school population; almost 68 percent of students reside in a home in which English is a second language; and, 70 percent of the students are eligible for free- or reduced-price lunches.

The county’s P-16 Council has focused on college access by developing three initiatives to increase interest in, and eligibility for, a baccalaureate education. Those initiatives include:

- increasing the transfer rate from community college to baccalaureate-granting institutions;
- offering summer academies, especially in Algebra, to increase college readiness; and,
- informing families that college is both feasible and possible for all students.

This collaborative is leveraging federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) funds to create activities and encourage academic involvement in middle schools. Each student creates a college action plan and high school students are mentoring their middle school counterparts. In addition, the collaborative sponsors a College Begins in Kindergarten program that focuses on giving young students early exposure to the local community college. Finally, this collaboration organizes parent informational nights.

Chart 5 indicates that participating academy students earned higher grades in Algebra 1 and in their other courses. Moreover, student involvement was high:

- 4,375 students in the 7th and 8th grades set short-term academic goals;
- 841 students attended College Readiness Academies; and,
- 850 students participated in the mentoring program.

Importantly, these students graduated at a higher rate than their counterparts statewide. Finally, the number of students admitted to baccalaureate-granting institutions grew.

**Chart 5
Sample: Imperial County
High School (Fall 2006)**

Grade Distribution - Algebra I					
	A	B	C	D	F
Academy	48%	35%	14%	3%	0%
Non-Academy	8%	21%	25%	2%	31%

GPA Comparison					
	3.50 & higher	3.00 - 3.49	2.50 - 2.99	2.00 - 2.49	1.99 & lower
Academy	48%	35%	14%	3%	0%
Non-Academy	7%	7%	17%	30%	40%

Del Norte County

Andre Cramblit described activities underway in Del Norte County, particularly initiatives of the Northern California Indian Development Council -- one of 30 American Indian education centers in the state. Among the challenges American Indian educational advocates face are students traveling long distances to school, poor conditions at home for studying, curriculum that focuses on test-taking rather than relevant content, and high rates of unemployment and poverty.

One of the biggest barriers to improving student achievement is communication and the need for cultural relevance and accommodation. Schools often are not flexible. As such, they expect students to make changes rather than changing to accommodate the students. One example is that a tribe's sacred dance cycle occurs in the second week of September with students always being absent from school for 10 days. A great many meetings and intensive dialogue occurred in order for the school to adjust to the tribe's calendar rather than vice versa.

Sharing "rules" for American Indian education -- which are actually relevant for all students -- are:

- students need adult advocates;
- connections should be made between the school, students, and families; and,
- curriculum must be culturally appropriate by incorporating local history, geography, arts, and language.

The power of collaboration to incorporate these "rules" and other important aspects of a supportive environment is immense and can and should be used to improve student academic achievement.

Successful Sustainability and Fundraising Strategies for Collaboratives

Presenters: Sara Lundquist, Santa Ana College and California Director, ENLACE; Matthew Kelemen, The James Irvine Foundation; and, Carrol Moran, Educational Partnership Center, University of California, Santa Cruz.

Typically, collaboratives evolve through several stages, including pre-planning, planning, implementation, and maturity. Before they can become mature organizations -- defined as engaging in continuous support for students and the education system -- collaboratives must become sustainable. This panel focused on the practical aspects of becoming a sustainable collaborative.

Educational Partnership Center at the University of California, Santa Cruz

Carrol Moran described the broad reach of the Educational Partnership Center that has evolved over the past 10 years at the University of California, Santa Cruz, as displayed in Chart 6. She offered six keys to building sustainability:

1. **Create a flexible web of overlapping partnerships:** These partnerships form to address various and different situations, including location, funding source, and mission. A mature collaborative forms linkages in various directions when the opportunity arises.

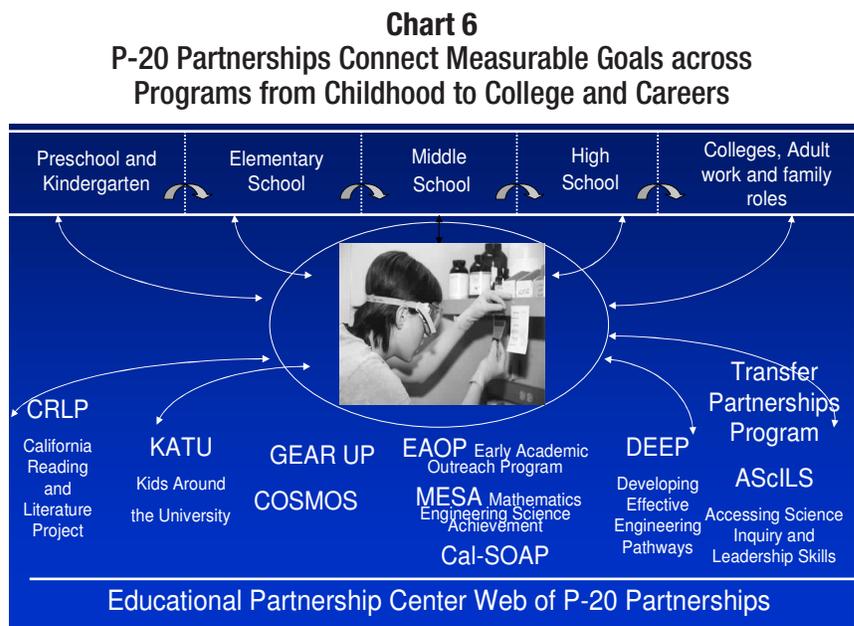
2. **Ground actions in research:** Consider the “why” behind the actions to be undertaken rather than simply acting because it sounds impressive.

3. **Implement cycles of data-driven reform:** Have a focused vision, mission, and goals as well as measurable objectives. Be sure to implement a solid data collection system that results in information beneficial to both partners and potential funders.

4. **Clearly assess needs, barriers, and challenges:** In the Santa Cruz area, English Language Learners increased 40 percent in five years -- a fact that educators needed to address.

5. **Monitor and share progress toward goals:** By putting achievement into context -- for example, increasing the percentage of students passing Algebra I at the same time that the student population is growing -- funders can understand better the goals of the partnership.

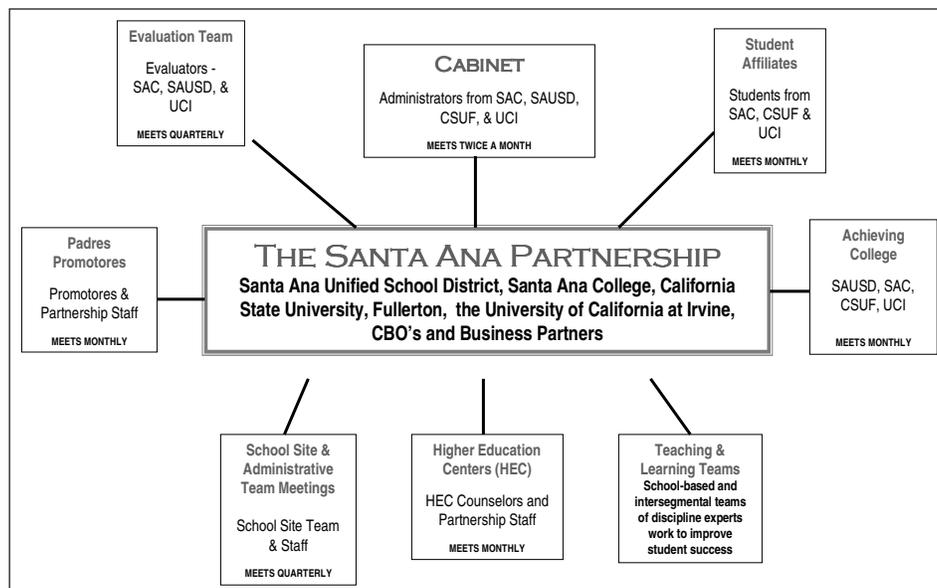
6. **Humanize your actions:** Fund-raising efforts are much more compelling when a collaborative uses examples about ways in which real students are impacted. Likewise, the greater the specification of the goals that are expected to be accomplished, the better from the perspective of a funder. For example, specifying that the collaborative’s goal is “to provide services to 800 students to improve their college readiness by becoming proficient in Algebra by the end of the ninth grade” is more concrete and understandable than the goal of “to improve college readiness.”



Santa Ana Partnership

The Santa Ana Partnership was discussed as another model of collaboration that is presented on Chart 7. Sara Lundquist noted that some differences between these models offer both advantages and disadvantages. For example, while the Santa Cruz Center pays organizational staff, Santa Ana's leadership consists of volunteers from the partners of this collaborative who connect in order to strive for common purposes as well as achieve mutual benefits. The latter model provides stability over time (advantage) but also means a lack of full-time focus on the collaborative (disadvantage).

Chart 7
THE SANTA ANA PARTNERSHIP STRUCTURE



The latter model provides stability over time (advantage) but also means a lack of full-time focus on the collaborative (disadvantage).

Under the Santa Ana model, core funding comes from each of the partner organizations who have dedicated resources to the collaborative. In addition, supplemental and external funding is pursued when resources are identified that are aligned with the collaborative's goals.

A key component in the Santa Ana Partnership is the trust and openness that partners have built based upon the premise that this collaborative advances their own institutional interests as well as the interests of the other partners. The collaborative has developed a strategic blueprint for change and all of its actions are organized to achieve the goals in the blueprint.

While agreeing with the keys offered by the Santa Cruz model, the Santa Ana Partnership has developed its own list of essential components for sustainability:

- Deep, common purpose and mutual benefit;
- An embedded leadership structure;
- A high-functioning data and research team;
- A portfolio of fiscal and human resources that can be tapped;
- Enduring and expanding trust among and between members;
- An ability to get short-term results and the capacity to expand the scope of pilot efforts; and,
- A willingness to engage on solving new challenges.

The James Irvine Foundation

Matthew Kelemen presented an overview of The James Irvine Foundation that has provided more than \$1 billion in grants to more than 3,000 nonprofit organizations since 1937 when it was founded. With assets of more than \$1.8 billion and annual grants of about \$81 million, the Foundation is the largest multi-issue philanthropic organization focused on California. The Foundation expends all of its resources on this state, with a particular interest in increasing investments in Los Angeles, the Inland Empire, and the San Joaquin Valley. Its three issue areas are: the arts, youth, and improvement in decision-making on state issues.

The Foundation's youth program is particularly interested in supporting multiple pathways for youth by developing high school and community college programs that bridge career and academic needs. For example, the Foundation supports a high school in Sacramento that is dedicated to the health professions by providing a college preparatory curriculum for students as well as work-based experience. Another example is the Foundation's support for UNITE-LA, a project of the Los Angeles Chamber of Commerce, that provides business leadership for developing multiple pathways that are relevant to today's workforce needs.

The Irvine Foundation and other philanthropic organizations generally consider the following aspects of a proposal when making a grant:

- *The actions to be undertaken* includes:
 - a compelling rationale;
 - a clearly identified constituency;
 - connection with the funder's priorities;
 - research on effectiveness; and,
 - a plan for sustainability at the end of the grant period.

- *The grantee* is:
 - eligible for funding under the foundation's criteria;
 - capable of achieving the goals of the proposal; and,
 - able to demonstrate leadership capability to deliver results.

- *The collaborative* has:
 - an inclusive membership of relevant organizations and institutions that function in a coordinated manner; and,
 - a focus on outcomes and impact.

California State University's Early Assessment Program: Resources and Opportunities for Increasing Student Achievement and College Preparation

Presenters: Zulmara Cline, Chancellor's Office, California State University; and, Lilian Metlitzky, Department of Mathematics and Statistics, California State Polytechnic University, Pomona.

The California State University's Early Assessment Program (EAP) offers high school students an early signal of their readiness for college-level courses in English and mathematics. Based on scores from an enhanced standards test in the 11th grade, students are assessed as to their readiness to undertake college-level courses or the need for them to take further course work in the 12th grade to become ready. Additionally, the program offers curricular resources and strategies for increasing college readiness through professional development programs for high school teachers.

Zulmara Cline discussed the Expository Reading and Writing Course (ERWC) developed by the California State University that aligns with the state's content standards and engages students through structured reading and writing modules. With topics including the link between fast food and obesity, racial profiling, treating juvenile offenders as adults, and health care choices for pets, the course offers a variety of material -- including two novels -- that appeal to teenagers. The goal is providing students with experiences in reading and writing academic prose as well as deepening their critical reading, writing, and thinking skills.

In addition to providing the curriculum to high schools, the California State University has offered two types of English professional development workshops that have attracted more than 3,000 teachers:

- Professional development for teachers in the Expository Reading and Writing Course; and,
- Academic Literacy developed by the Reading Institutes for Academic Preparation.

In this regard, an English Success web site (www.csuenglishsuccess.org) has been created that teachers can use to develop their own materials and that students may access to improve their skills.

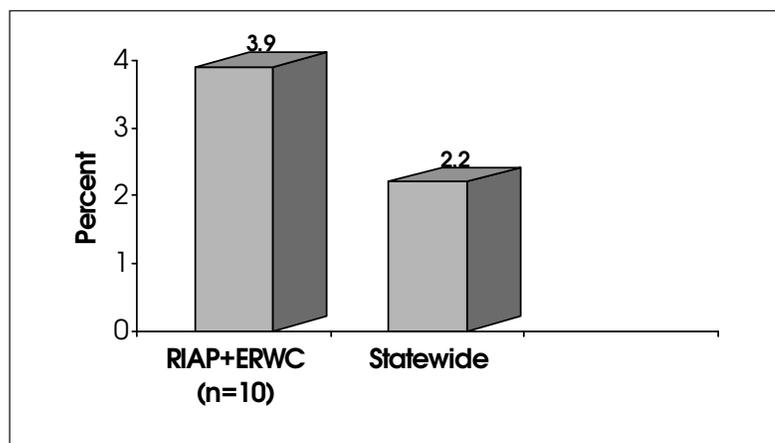
As Chart 8 indicates, when teachers have taken workshops and their schools have offered the expository course to 12th graders, the improvement in English proficiency between 2003 and 2006 was almost double the average improvement statewide.

On the mathematics side, the focus is less on developing a specific course that would prepare students for college but rather on making sure that there are high expectations in the level of sophistication of mathematical proficiency. Ten years ago, the Trustees of the California State University Trustees set a goal of having 90 percent of students entering the system proficient in mathematics.

As Chart 9 on the next page indicates, while student achievement rose in the early years of the initiative, this trend reached a plateau in 2002.

Lilian Metlitzky explained that students have various ways to demonstrate proficiency for college-level mathematics, including scoring 550 or above on the SAT test, 23 or above on the ACT test and 3 or above on the Advanced Placement test in calculus or statistics. Students can earn the EAP's "college-ready" or "conditionally college-ready" designation by taking the Early Assessment test that adds 10 Algebra and five Geometry questions to the California Standards Test in mathematics in the eleventh grade.

Chart 8
Increase in Percent Proficient in English 2003 to 2006

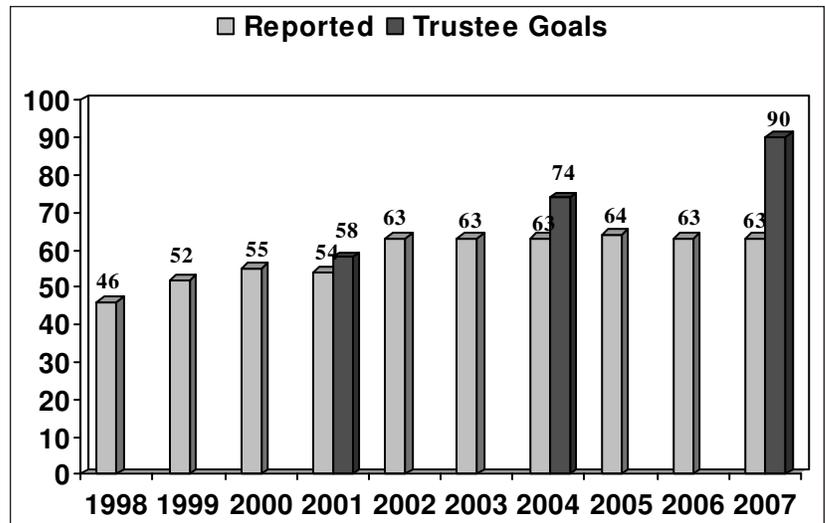


In 2007, more than 140,000 students took this expanded mathematics test: Of that number, 12 percent were designated as college ready; 43 percent were designated as college ready; 43 percent were designated conditionally ready (required to take a 12th grade mathematics class and earn a C or better to be designated as college ready upon entrance); and, 45 percent were designated not ready for college.

Similar to the English initiatives, the California State University has developed web site resources for teachers and students (www.csumathsuccess.org) and professional development workshops for teachers. The workshops are designed to support

teachers in moving students from using a single skill and well-known algorithms in solving problems to using multiple skills, multiple steps, non-standard approaches, and multiple methods that reflect deeper thinking about a problem -- rather than just substituting numbers into a formula. Teachers benefit from the workshops by learning ways to introduce more complexity into their lessons.

Chart 9
Percentage of First-Time Freshmen Demonstrating



Learning from Los Angeles: The Prospect of Promoting Student Achievement and Educational Equity in Los Angeles Unified School District through “Student-Centered” Regional Collaboratives

Presenters: Erica Balakian, Mayor’s Partnership for Los Angeles Schools; Ivan Cheng, California State University, Northridge; Charlene Davis, Los Angeles Urban League; Lester Garcia, Boyle Heights Learning Collaborative; Julie Mendoza, ARCHES; and, Shelley Weston, Los Angeles Unified School District.

Julie Mendoza described the pre-planning stage of the “student-centered” collaborative efforts in Los Angeles and discussed the lessons learned in a region that is home to almost half of the state’s population and that has a rich legacy of educational reform efforts. ARCHES convened an Advisory Board that reflected the societal entities required of its grantees. The Board recommended pre-planning efforts in the South, East, and the San Fernando Valley. ARCHES spent considerable time and resources to assist stakeholders manage territorial issues, political turmoil, school district politics, and changing leadership to nurture student-centered collaboration over the last year in order to enhance the likelihood that this district will realize its goals of 100 percent graduation rate and “A-G for All” through collaboration of all stakeholders -- schools, postsecondary institutions, the private sector, and community organizations. The question that remains is whether stakeholders have the “political will” for a transformational journey from a “silo” mentality to collaboration and the establishment of student-centered institutional practices and results-centered accountability.

San Fernando Valley

Ivan Cheng provided an overview of the San Fernando Valley Collaborative’s inaugural project and vision for expansion. In 2005, a collaborative of five partners was awarded an ARCHES Planning Grant to address high attrition rates among high school students due, in part, to their failure in Algebra I. This collaborative consisted of, California State University Northridge, the Economic Alliance of the San Fernando Valley, Project GRAD Los Angeles, Los Angeles Mission College, and Los Angeles Unified School District Project-Local District 2.

In 2007, the collaborative implemented Developing Resources and Engaging Activities to Motivate Students (DREAMS). Low-performing seventh graders who tested below “proficient” on the California Standards Test were enrolled in a full-day summer program before enrolling in Algebra I in the eighth grade. This program included a teacher-designed Algebra-readiness class, a study skills class, and a robotics class. Central to the program was that mathematics teachers met each day to analyze student work, design the next day’s lesson, and focus on teaching students rather than getting through a curriculum.

The outcomes resulting from DREAMS were remarkable given that these students initially were considered ineligible to enroll in Algebra I in the eighth grade:

- More than 61 percent of the students earned an A or B grade in Algebra I in eighth grade;
- Another 25 percent of the DREAM students earned a C grade; and,
- In total, 99 percent of the DREAM students passed Algebra I the following semester.

Following the implementation of DREAMS in the Summer of 2007, this collaborative developed additional alliances with other community organizations, including the Valley Education Collaborative and the Alliance for a Better Community. In May, 2008, the collaborative conceptualized a plan to expand the DREAMS model to the Sylmar High School feeder pattern -- an expansion that will be the primary focus of this collaborative’s ARCHES Sustainability Grant. However, major changes in institutional leadership at several member institutions require that this collaborative build new relationships and re-gain the support of senior administrators at each partner institution -- a key lesson learned about the importance of unequivocal support at the highest levels from each member.

South Los Angeles

Carlene Davis shared the history and overarching goals for the Crenshaw PreK12 Collaborative. Under the auspices of the Communities for Educational Equity and with direction from the Los Angeles Urban League, this collaborative began in August, 2007 with the intention of building a diverse and informed constituency of parents, students, educators, community, and organizational stakeholders who are prepared and committed to advocate actively for school reforms that are in the best interest of youth attending the Crenshaw Family of Schools.

Crenshaw High is one of the few high schools in the Los Angeles Unified School District comprised primarily of African-American students. Nearly 80 percent of the students qualify for the free- and reduced-lunch program and the school has a large percentage of students in foster care. Crenshaw High is currently ranked as one of the fifteen lowest performing schools in this District. In 2007, less than 18 percent of students at Crenshaw were proficient in mathematics and only 20 percent were proficient in English-Language Arts; one percent of ninth graders scored at the proficient level in Algebra I on the California Standards Test.

The membership of this collaborative includes a diverse representation of community, school, district, community college, and baccalaureate-granting institutions. The Crenshaw PreK12 Collaborative is focused on Enhancing the College-Going Rates of Students as a priority area such that at least 75 percent of graduating seniors have successfully completed the college preparatory sequence of courses required for admission to the state's public universities with a grade of C or better by 2012.

One of the key lessons learned by this collaborative during the last year is that trust and relationship building are challenging, but critical, ingredients of the collaborative process. These efforts must be very nuanced and progress may seem to be moving at glacial speed at times. However, even small measures of success should be acknowledged and celebrated.

East Los Angeles

Lester Garcia shared the history of the Boyle Heights Learning Collaborative's rich contributions to the students and families in this community. Optimism exists that the current unprecedented convergence of conditions can be leveraged to make the goal of increasing student achievement a reality in Boyle Heights by replacing barriers of limited financial resources, overcrowded schools, and a lack of accountability with opportunities.

The Partnership for Los Angeles Schools (PLAS) created by Los Angeles Mayor Villaraigosa brings a decentralized structure, an influx of funds, a new facilities management plan, and an unprecedented alignment of school and community resources around student and family needs. The Mayor and the Learning Collaborative share the perspective that schools are unlikely to produce high levels of academic achievement and success solely on their own.

Erica Balakian from the Mayor's Partnership for Los Angeles Schools discussed its capacity to be a catalyst for the transformation of the Los Angeles Unified School District. One participant in this Partnership is Roosevelt High School -- a low-performing multi-track school serving a population of 4,782 students: 99 percent are Latino students; 70 percent of the students are eligible for the free- or reduced-lunch program; and, 39 percent are English Language Learners. Only 15 percent of students in Grades 9-11 were proficient in English-Language Arts, less than three percent of students were proficient in mathematics, and only eight percent of the students were proficient in science. The four-year graduation rate was 49.6 percent and three percent of 2007 graduates successfully completed the requisite sequence of courses for admissions to the state's public universities.

The district's Board of Education and Superintendent will maintain ultimate authority and oversight over all Partnership schools but will delegate service, support, and managerial responsibility

for schools to the Partnership. The goals and priorities of the Mayor's Partnership are student-centered and can only be achieved through collaboration of all stakeholders.

Los Angeles Unified School District

Shelley Weston shared the status of the A-G Implementation Initiative and the Los Angeles Unified School District/Los Angeles Community College District Partnership Proposal. On June 12, 2005, this District's Board of Education passed an initiative that the district's graduation requirements would be aligned with the course sequence for admission to the state's public universities beginning with the Class of 2012. Specific action steps have been completed that have laid the foundation on which the District intends to implement this initiative. Building upon these actions and recommendations of the District's Performance, Evaluation, and Research Branch, the following actions have either occurred or are occurring presently:

- Designed and implemented the Dropout Prevention Program;
- Developed and implemented a rigorous and standards-based curriculum for all college preparatory courses;
- Utilized the Individual Graduation Plan for all students in Grades 6-12;
- Administered the PSAT to all tenth graders;
- Initiated a professional development program for all counselors;
- Surveyed each school to ensure that the requisite courses are in the master schedule for all students;
- Conducted a survey over the summer to identify the interventions that each school currently has in place that relate to these efforts;
- Created a plan for community conversations under the leadership of the A-G Committee;
- Established a partnership with Los Angeles Community College District with a vision that is simple in nature: all elementary, middle, and high school students in the district will continue their education after high school and obtain a postsecondary degree or certificate that will better their lives and the lives of their families;
- Expects to provide the University of California's Transcript Evaluation Service -- a diagnostic tool to improve student achievement in college preparatory courses -- to all high schools next academic year that will facilitate monitoring of progress on these initiatives;
- Intends to develop the School Report Card and a website for additional information; and,
- Anticipates implementing recommendations from the Middle School Task Force to improve student achievement.

The Aurora Project: The Community College Component of the CalTeach Science and Mathematics Initiative

Steve Beitler, Agilent Technologies; Edward Landesman, University of California Science and Mathematics Initiative; Peter Murray, Foothill College; Amanda Norick, Foothill College; and, Marla Yonamine, Foothill College.

This panel presentation provided a general overview of the Aurora Project and described in detail its implementation at Foothill College. Multiple stakeholders shared their perspectives of, and experiences with, the Aurora Project.

The Aurora Project

Ed Landesman opened the session with a detailed overview of the Aurora Project -- a collaborative venture to increase the number of science, technology, engineering, and mathematics (STEM) teachers that is currently in place at 20 community colleges in the state. The project encourages community college students to become highly qualified middle and high school mathematics and science teachers by providing them with special coursework and field experience in local schools. Students receive a stipend made possible by contributions from industry partners for their field experience.

This collaborative effort is already demonstrating impressive results, including:

- At many of the community colleges, the courses are now offered each quarter or semester;
- Enrollments in the courses are growing;
- A high proportion of students take subsequent courses in the three-course series;
- One community college is creating an academic major to train secondary mathematics and science teachers; and,
- An increasing number of community colleges are expressing interest in the Aurora Project.

The Aurora Project at Foothill College

Peter Murray, Dean of Physical Sciences, Mathematics, and Engineering at Foothill College, described the second year of implementation at his campus that occurred in 2007-08. In total, 49 students enrolled in the seminar class and engaged in field experiences at one of the six partnering public schools. Several challenges await Foothill as it plans for another academic year, including:

- Recruiting students from new areas to consider teaching as a career (e.g., teaching assistants in mathematics courses, biological science students);
- Facilitating the transfer of students to a public or independent campus to complete their degrees in STEM-related fields;
- Ensuring that students obtain a teaching credential;
- Developing kits and other materials for students to take into the classrooms; and,
- Securing funding for the continuation and extension of the program.

Amanda Norick, a chemistry instructor at Foothill College, currently teaches the three-course Aurora Project theory and practice series. She identified the four primary goals of the course series as follows:

- Encourage individuals with a passion for mathematics and science to consider a career in education;
- Identify the advantages and disadvantages associated with a teaching career;
- Provide students with an opportunity to decide if teaching is appropriate for them before they commit time and resources to a credentialing program; and,
- Identify the steps that students need to take to become credentialed.

The courses provide students an opportunity to read and discuss literature about relevant issues, such as classroom management, learning styles, and cultural diversity. Additionally, students reflect and discuss their classroom observations, present a teaching demonstration to the class, and receive recommendations for improvement. During the time spent in schools, Foothill students assist secondary school students who need more personal attention, tutor small groups of students during classroom activities, make presentations as a guest speaker in the classroom, tutor mathematics and science in after-school programs, and arrange science experiments.

Marla Yonamine, a current Foothill student, briefly described the ways in which she benefited from taking the courses and completing the fieldwork component. The Aurora Project has allowed her the opportunity to learn more about teaching mathematics and science while also experiencing the reality of daily life in a classroom. She greatly valued the stipend that she received for her involvement in a fifth grade classroom at a Title I elementary school that has led her to pursue a teaching credential.

Steve Beitler, Manager of Silicon Valley Government and Public Affairs for Agilent Technologies, concluded the presentation by sharing an industry perspective on the Aurora Project. The benefits of engaging in this type of effort for industry is to prepare a better trained workforce for the future and to serve as a good corporate citizen. Additionally, he provided a general overview of the ways in which Agilent supports education, including through grants.

Multiple Paths but Same Destination: Stories of the Collaborative Journey

Presenters: Jorge Aguilar, University of California, Merced; Bill Baltazar, Delhi Unified School District; John Barnhart, San Luis Obispo County Office of Education; Brad Schultz, San Luis Obispo County Office of Education; Sharon Twitty, Merced County Office of Education; and, Shannon White Bond, San Luis Obispo County Office of Education

The purpose of this panel was to provide examples of two different pathways to create countywide collaboratives.

Merced County

Sharon Twitty described Merced County as a rapidly growing and highly ethnically diverse county with one of the state's highest unemployment rates, low educational achievement, and inadequate health care. A P-16 Council comprised of education, business, and community leaders was charged with the task of improving the education system from pre-school through college in order to eliminate the achievement and opportunity gaps, increase access, and empower students with the skills and knowledge to make informed choices about their futures.

The Council's focus began and remains on system reform in terms of the fundamental ways that schools and communities cooperate. The Council's three primary goals are to:

- Identify and implement a countywide research-based assessment that measures the school readiness of all children entering kindergarten by 2010;
- Increase the number of ninth graders enrolling in sequential college preparatory mathematics courses and successfully completing these courses with at least a C by 10 percent; and,
- Expand the number of new high school graduates placed in English and mathematics college-level courses in their freshman year by 10 percent.

San Luis Obispo County

Shannon White Bond and Brad Schultz co-presented on the San Luis Obispo County collaborative. Unlike Merced County, San Luis Obispo County is a slow-growth county with a strong economic base, limited ethnic diversity, rising educational achievement, and adequate healthcare. Generally, a high level of student achievement exists countywide but an achievement gap between English Language Learners and native English language speakers is emerging.

San Luis Obispo has a P-16 Council that involves leaders from business, education, and the community to "establish priorities, commit resources, and advocate across institutional boundaries for a coordinated approach to improve student achievement and eliminate the achievement gap." This Council's goals and priorities include:

- Ensuring that all children in San Luis Obispo County have access to quality pre-school to prepare them for entering kindergarten;
- Recruiting and preparing well qualified P-16 teachers in science and mathematics;
- Providing professional development for science and mathematics teachers from pre-school through college;
- Engaging students in science and mathematics and promoting careers in science, technology, engineering, and mathematics (STEM); and,
- Being a repository and disseminator of best practices in science and mathematics education.

The Council plans next to address English Language Learners and high school retention issues.

Shared Lessons and Next Steps

Panelists shared beneficial insights from their collaborative journeys:

- In terms of composition of P-16 Councils, both collaboratives emphasized the need to include people with the authority to make decisions and implement changes. Such individuals may include District Superintendents, chief executive officers from local businesses, educational policy makers, and elected officials;
- Council leadership needs to be shared because vesting power and authority in one person can impact sustainability negatively. For example, there are co-chairs who are responsible for organizing meetings and coordinating the activities of the Merced County collaborative;
- Collecting, analyzing, and using data to drive decisions and shape programs is of utmost importance. Moreover, data serves the important purpose of demonstrating program success both internally and externally as funders are particularly interested in performance-based data that provide evidence of a return on their investment.
- Collaboratives are most effective in identifying and leveraging existing resources to implement educational change. Collaboration is not necessarily about securing new funding, but rather about pooling existing resources in support of a shared cause; and,
- A collaborative's first priority is to develop action plans and infrastructures for implementing them; if those plans are developed and articulated well, funds will follow.

The Science, Technology, Engineering, and Mathematics Collaborative Action Plan (STEMCAP)

Presenters: Susan Elrod, California Polytechnic State University, San Luis Obispo; Robyn Fisher, R.T. Fisher and Associates; Jack Gregg, California Space Authority; Daniel Orey, California State University, Sacramento; Leslie Rodden, San Bernardino County Superintendent of Schools; and Diane Siri, ARCHES

The goal of the STEMCAP is to increase the number of, and support for, Science, Technology, Engineering, and Mathematics students, graduates, teachers, professors, and mentors within the California Innovation Corridor and the State of California by leveraging resources of education but also industry and informal science networks. The STEMCAP was initiated by the California Space Education and Workforce Institute (CSEWI) in 2006 and is funded through a “WIRED” grant to the California Innovation Corridor.

The STEMCAP consists of 10 recommendations and 16 actions intended to improve science, technology, engineering, and mathematics education in California. The following activities have occurred to date:

- a representative advisory group has been formed to manage the STEMCAP;
- three statewide forums have been held;
- a statewide inventory of STEM programs has been completed;
- 25 focus group sessions with 273 participants have been conducted; and,
- six pilot projects have been designed, funded, and are currently being implemented.

San Luis Obispo's Learning by Doing Laboratory

Susan Elrod presented the program model and implementation experience of the *Learn by Doing Laboratory* at California Polytechnic State University, San Luis Obispo. This campus inquiry-based science learning environment for 4th-12th graders serves as an early teaching experience for pre-service teachers. The goals of the program model are to:

- Improve science teacher recruitment and education, especially for students in grades 4 through 12;
- Promote inquiry-based instruction;
- Cultivate innovative curriculum and pedagogy;
- Expand teacher professional development opportunities;
- Enhance science community-building beginning in preschool;
- Address the needs of the entire educational community; and,
- Excite children about science and attending college.

This model was piloted in Spring 2008 with 600 children at eight schools and 35 undergraduate science and engineering students. Measures of success were:

- undergraduates reported that the program reaffirmed their interest in a teaching career;
- teachers indicated that the experience provided good professional development; and,
- children reported an excitement about learning science and commented on visualizing themselves as college students with an interest in studying science and engineering.

The Alliance for Education

Leslie Rodden described the Alliance for Education in San Bernardino, a partnership of more than 1,200 individuals from business, labor, government, education, community, and faith-based organizations in San Bernardino County committed to producing a highly educated and skilled workforce. *Making the Connection* is an initiative by the Alliance to bring relevance to classrooms by connecting academic learning with real-world applications.

Making the Connection consists of three types of program activities including:

- a speakers bureau where professionals (e.g., firemen) teach lessons about the relevance of mathematics in their profession;
- field studies allow students to apply mathematics in real world contexts (e.g., a forensic scientist creates a crime scene and leads students through a blood splatter analysis lab); and,
- problem or project-based learning in which students learn about mathematics in the context of solving a real world problem (e.g., a national marketing director guided students through the process of designing a cookie for the cafeteria that students would eat and that met nutrition standards).

The Sacramento Collaborative for Regional Education and Workforce

Daniel Orey described the STEM Teacher Recruitment initiative at California State University, Sacramento. One factor contributing to poor student performance in postsecondary STEM disciplines is the lack of role-model teachers who have STEM backgrounds. This STEM Teacher Recruitment initiative was created to recruit candidates who may not have otherwise considered a teaching career as a means of providing more models.

The emphases of this program will be to:

- identify strategies for expanding and diversifying the pool of teacher candidates, including increasing faculty and student awareness of pathways to becoming STEM teachers;
- provide information to undergraduates in STEM disciplines to encourage them to explore teaching as a career; and,
- develop a tutoring program that allows college student to gain direct experience with secondary school students.

Southern Alameda County Regional Educational Alliance (SACREA)

Robyn Fisher discussed the efforts of the Southern Alameda County Regional Educational Alliance -- a community-based organization -- in creating pre-college programs that emphasize STEM disciplines and college planning, especially for African-American and Latino males. SACREA surveyed students in order to understand their needs and perceptions of academic learning and college preparation. Based on this information, the Summer Algebra Academies were created and are being piloted this summer. These Academies, primarily for seventh and eighth grade students and ninth grade male students, are held at two churches and the California State University, East Bay. Instruction in pre-Algebra -- taught by African-American teachers -- and field trips to locations such as the NASA AMES Research Center, the Chabot Space and Science Center, and the Lawrence Livermore National Laboratory are offered.

Conclusion

As noted during one of the conference presentations, “collaboration” has come a long way in the past few years. At an education meeting in the mid-1980s when collaboration was mentioned, one participant observed, “Isn’t that something they shot people for during World War II?” By the early 2000s, an ad in the Harvard Business Review had a headline that shouted, “Collaborate or Die!”

Today, collaboration is not only accepted but, in fact, is encouraged as an effective way to address challenges and improve outcomes, not just in educational circles but in the world of business, philanthropy, and even politics. But as underscored by examples cited in many of the conference sessions, collaboration in and of itself is only the tool, not the desired end product. By focusing on measurable outcomes and deliberately benchmarking progress, collaboratives are beginning to see results that indicate they are making a difference for students.

Under the ARCHES model, each region brings its own expertise to bear on problems that it identifies as key barriers to student success. Then, by joining together under this umbrella, collaboratives from across the state are able to magnify their efforts and avoid re-inventing “the proverbial wheel” by learning from each other, borrowing those elements that are relevant and appropriate for a particular situation, and innovating, when necessary.

The *California P-16 Collaboration and Student Success Conference* is a critical component of the ability of ARCHES to foster best practices, share lessons learned, and continue to make progress on preparing students to succeed in both academic and workplace settings. By capturing the highlights of this Conference, this report is a vehicle for further disseminating information about the power of collaboration to make a difference for students in terms of access, achievement, and equity in educational opportunity.

Appendix

The following sessions -- not included in this report -- were presented at the conference:

The Long Beach College Promise: Making Higher Education a Community-wide Priority

The Long Beach College Promise represents a joint commitment by the Long Beach Unified School District, Long Beach City College, and California State University, Long Beach to make higher education an attainable goal for every student. Not only does it pledge to offer university admission to those students who meet minimum college preparatory or transfer requirements, but it also provides information, services, and resources to help families prepare for higher education. This presentation described key issues that sparked discussion of a “college promise” and explained the processes and decisions that facilitated P-16 collaboration and produced consensus.

California’s High School Exit Examination (CAHSEE): What Have We Learned After Eight Years of the CAHSEE?

While support for the California High School Exit Examination (CAHSEE) now seems to be fairly strong even among some of its early doubters, this test now takes a back seat to the California Standards Tests in determining high school ratings on the Academic Performance Index (API) and on Adequate Yearly Progress (AYP) measures. At many high schools, the CAHSEE is not a cause of great concern except for the new requirement that special education students must pass it to receive a diploma. At others, especially those schools with large numbers of English Language Learners, the CAHSEE had a permanent effect on curriculum offerings and emphasis. In this session, the effects of the CAHSEE on such schools based on the recent statewide evaluation and the experience of the California Academic Partnership Program in offering a set of grants to ten high schools across the state were discussed.

The California Academic Partnership Program (CAPP) High School Leadership Initiative: Developing Courageous and Creative High School Leadership

The High School Leadership Initiative (HSLI) is a collaborative effort to support and build administrative and teacher leadership capacity at underperforming high schools. This session described the structure and initial implementation of the Initiative with two site principals who discussed the impact of this Initiative at their schools in terms of the three main components of HSLI: on-site Partner support, development of a professional community among the principals in the cohort, and financial support.

Parent Leadership, Empowerment, and Engagement in Regional Collaboratives: Implementation Models

This toolbox session featured a set of locally adaptable practices for the development of a robust and sustainable parent engagement and empowerment program in support of student academic achievement. Strategies associated with starting as well as continuing parent engagement and the critical roles of public schools as well as college and university educators in conjunction with community-based organizations were highlighted. Specific tools and strategies for involving parent partners in communities, models for evaluating the effort, and strategies for funding such efforts were featured.

Statewide Career Pathways: Creating School-to-College Articulation

This Senate Bill 70 project has created an infrastructure for Career and Technical Education (CTE) articulation by assembling high school, Regional Occupational Centers and Programs (ROCP), and community college faculty to develop articulation templates and making the subsequent articulation agreements available in a statewide database. Since its inception in 2006, this project has created more than 80 articulation templates in all 15 pathways. The project recently launched a marketing campaign -- WhoDoUWant2B.com -- which encourages secondary students to plan for their future and consider the many CTE opportunities in our schools, ROCPs, and colleges.

Cal-PASS: Contributing to Collaboration and Student Success at Every Level

Cal-PASS provides insight and collaborative environment to power successful student transitions from kindergarten to college and beyond. Insight is provided by the Cal-PASS database -- an unique informational engine of anonymous school and college performance data contributed by partnering education institutions. Educators energized by the big picture and the opportunities for solutions provide collaboration. This presentation focused on recent efforts that include collaboration with Career-Technical Education programs to improve student success at every level.

Supporting Students for the California High School Exit Examination

Long Beach Unified School District has taken a proactive approach in supporting high school students who have not passed the California High School Exit Examination during their high school years. This session described activities in which this District has been engaged to ensure that students are aware of their options after high school, including a fifth-year plan, instructional interventions, counseling, outreach, and collaboration with Long Beach City College.

Preparing Students for College -- California State University, Long Beach and Long Beach Unified School District: Making Progress in the Early Assessment Program

Long Beach Unified School District and California State University, Long Beach have partnered through the Early Assessment Program (EAP) to offer high school English and mathematics teachers unique professional development opportunities through collaboration among these institutions to examine the specific skills that students need to succeed in college, analyze the degree of alignment with the California Standards, and develop college preparation curriculum. This session provided samples of the professional development workshop materials as well as direct experiences of workshop leaders, high school teachers, and students.

Professional Learning Communities who are Advancing Student Success through Development of Rhetorical Reading and Writing Skills

Participants in a California Academic Partnership Program (CAPP) Expository Literacy grant for a third year are eight California high schools who are collaborating to implement a specific set of professional development and pedagogical activities supporting development of greater student proficiency in college-preparatory reading and writing. The project's goals and guidelines were discussed as well as ways that participation in the project is strengthening both teacher and student expertise.

Developing P-16 Collaboratives with Small Schools

This panel explored P-16 structure and program options that can contribute to small school districts becoming involved in collaborative efforts by describing specific effective practices, resources, and tools. Questions addressed in this session were:

- How can a small school become and remain in regional collaborative activities?
- How can P-16 collaboration make a difference in small schools?

Raising the Bar and Students OUT of the Educational Gap!

The ARCHES Stanislaus Collaborative described the services for students who fall into the Educational Gap that are available through Intensive Summer Academies for middle and high schools students being facilitated on college campuses. Building a *College-Going Culture* and other college informational events are provided for parents and students as well as direct parent involvement and relevant curriculum from business partner presentations. Many other services and resources are being provided through a multi-tiered, long term, systemic plan to prepare students for college and beyond.

Business and Community Involvement in Education in Public Schools

This session responded to three guiding questions:

- What are the key elements for public support of Long Beach Unified School District?
- How can a large corporation assist a school district in developing highly effective teachers?
- How can non-profit organizations collaborate to transform an apathetic school community into a neighborhood that cares about student achievement and civic pride?

Long Beach Unified School District celebrates well over a decade of sustained community support and involvement in its transformation from a low-achieving district to the Broad Prize for Urban Education. This session discussed the reasons that the Greater Long Beach Community has embraced student achievement as the most important indicator of a healthy community. Boeing's efforts to produce higher numbers of highly effective teachers and The Connected Corridor Program that brings together nonprofit organizations, city government, foundations, magnet programs, national speakers, educators, parents, and students for the sole purpose of transforming neighborhoods into one community by creating connectivity and empowering stakeholders from the top of the city to downtown Long Beach were described.

The Mathematics Diagnostic Testing Project of the California State University and the University of California

The Mathematics Diagnostic Testing Project (MDTP) provides diagnostic tests to measure student readiness for mathematics courses from Pre-Algebra through Beginning Calculus to thousands of California teachers of secondary school mathematics. These tests and related MDTP services support the preparation of all students for college by helping teachers address critical mathematics concepts. The panel described MDTP's materials and services by examining some examples of test and written response questions and discussed some of the ways teachers use MDTP materials, specifically in terms of the relationship of MDTP materials to the California Standards and the Early Assessment Program of the California State University.

Multiple Pathways to Success: Preparing Students for College and Career

Students deserve a high school education that launches them into lasting success in both college and career -- not one or the other. One promising strategy is to integrate the best Career-Technical Education programs with rigorous high school academic curricula. This panel discussed model programs and explored with colleagues from other P-16 collaboratives the ways that the development and expansion of "Multiple Pathways" programs can be an effective strategy for avoiding tracking and motivating students to heighten success and graduate from high school prepared for both college and career options.

Improving the Academic Achievement of Adolescent Foster Youth through University and Community Collaboration

In Fall 2006, an unique collaboration began between California State University, Bakersfield (CSUB) and Kern County Network for Children/Foster Youth Services. Since that time, approximately thirty-five foster youth living in group home settings have been transported to this University for as long as four hours each week. Over the past two years, these foster youth have interacted with candidates in the Multiple Subject Credential Program, graduate candidates in the Reading/Literacy and School Counseling programs, and candidates in the Department of Physical Education and Kinesiology. An examination of the benefits of this collaboration have revealed substantial academic gains and reduced behavioral issues for the participating foster youth and have reaped unexpected benefits for the participating CSUB candidates.

Successful Community College Transfer Models for Mathematics and Science Teachers

This panel presented successful models that enhance the transfer of community college students interested in becoming mathematics or science teachers and the funding that is available for regional expansion. Collaborative models were presented in which numerous California State University and community college partners have adopted common regional transfer patterns in the San Francisco Bay Area, Los Angeles, and San Diego. Each partnership builds on statewide Lower Division Transfer Patterns (LDTP) that ensure transfer students have the same lower division preparation as other students in the majors. Effective transfer models were described in mathematics, biology, chemistry, geosciences, and physics.

The Governor's Career-Technical Education Initiative and CTE Online: Regional Partnerships and Internet Resources for Improving Career-Technical Education in California

New investments in California's Career-Technical Education system are creating regional opportunities for improving rigor and relevance in the courses formerly known as vocational education. This session provided a progress report on Senate Bill 70, the Governor's Career-Technical Education Initiative, and showcased *CTE Online*. Career-Technical Education Standards are developed based upon the reading, writing, mathematics, and science skills that are assessed on our state-mandated tests. *CTE Online* is a prime example of ways by which Senate Bill 70 is balancing the development of strategic statewide resources while supporting flexibility for local and regional Career-Technical Education collaboratives.

