

CALIFORNIA ALLIANCE OF PRE K – 18 PARTNERSHIPS

**LONG BEACH EDUCATIONAL PARTNERSHIP
CASE STUDY FRAMEWORK**

CONTEXT

1. Who are the participants?

<p>K-12 Long Beach Unified School District</p> <p>Community College Long Beach City College Long Beach City College Board of Trustees Orange Coast Community College Golden West College El Camino College Cypress College Cerritos College</p> <p>Higher Education CSU Long Beach</p> <p>Government and Community Long Beach City Council Long Beach Area Chamber of Commerce State Senator Betty Karnette State Assemblyman Allen Lowenthal Governor Gray Davis CA Joint Committee on the Education Masterplan Congressman Stephen Horn</p>	<p>Government and Community Congresswoman Juanita Millender McDonald US Senators Dianne Feinstein and Barbara Boxer (CA) US Senator James Jeffords (I-VT) US Secretaries of Education: Richard Riley and Rod Paige</p> <p>Business Universal Care The Port of Long Beach Bp TABC JetBlue Denso Sales The Employee Community Fund of Boeing The Boeing Company Verizon The Verizon Foundation Long Beach Area Chamber of Commerce Bank of America UPS LB Memorial Medical Center Southern California Edison</p>
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The primary partners in the Long Beach Education Partnership (LBEP) are Long Beach Unified School District, Long Beach City College, and California State University Long Beach. But tremendous gratitude is owed to the elected officials of the Long Beach Unified Board of Education, City Council, and the Long Beach City College Board of Trustees. The business sector of the community stepped forward

with support as well. In the mid 90s, funders of educational collaborations included Southern California Edison, GTE (now Verizon), and small businesses. Today, business partners with the Long Beach Education Partnership are difficult to count, but the major sponsors are The Boeing Company, Verizon, and Bank of America. Other business partners include the Long Beach Area Chamber of Commerce, UPS, Universal Care, The Port of Long Beach, bp, TABC, JetBlue, Denso Sales and many, many more. Legislators within the State and at a federal level have also been a significant support to the Partnership and Seamless Education in particular. Some of those leaders include, State Senator Betty Karnette, State Assemblyman Allen Lowenthal, Governor Gray Davis, the CA Joint Committee on the Education Masterplan, Congressman Stephen Horn, Congresswoman Juanita Millender McDonald, US Senators Dianne Feinstein and Barbara Boxer (CA), US Senator James Jeffords (I-VT), and two US Secretaries of Education: Richard Riley and Rod Paige, both of whom have come to visit Long Beach (Seal, 2002).

2. Which partners best represent and are the most involved in the partnership?

- Long Beach Unified School District
- Long Beach City College
- California State University, Long Beach

3. What is the targeted population?

- **LBUSD:** 98,000 students. 72% qualify for free and reduced lunch. 45% Hispanic; 20% White; 18% African American; 12% Asian & Southeast Asian; 3% Filipino; 2% Pacific Islander; 1% other
- **LBCC:** 30,000 students
- **CSULB:** 34,000 students

(Maldonado, 2002)

4. What is the focus, scope and shared vision of the partnership?

Seamless Education aligns academic content standards, learning methodology, and assessment from pre-school through the master's level; ensures coherent exit and entry expectations between the three institutions; and rethinks both the preparation and continued professional development of K-12 teachers and college faculty. This initiative currently embraces preK-18 teaching and learning, in language arts, English language development, history/social science, mathematics, science, special education, and foreign languages (Seal, 2002).

5. Origin. What year did your partnership begin? Who were the key participants and change-agents at its inception? What prompted the establishment of your partnership?

The Long Beach Education Partnership and its flagship initiative, Seamless Education, began in 1994. The commitment to work together of the three education institutions in Long Beach, the Long Beach Unified School District, Long Beach City College, and California State University Long Beach, was viewed as one of three solutions to the crises facing the City of Long Beach. Long Beach had been watching its economy slip dramatically in the previous decade. The aerospace

industry downsized from 52,000 employees to 11,000. The Navy station and shipyard would close in 1995 giving the limping Long Beach economy and morale one last blow. Public safety was a serious problem as gang and youth violence was on the rise and more and more people were out of work. Finally, education was at an all time low in student achievement as assessed by test scores. Demographic shifts of the 1970s and 80s left Long beach classrooms with a majority of students on free or reduced-priced meals and speaking languages other than English. New teachers were unprepared for the urban education environment. The fault for poor student performance, according to educators in the 80s, fell squarely on the backs of the students themselves.

Around 1992 to 1994, visionary leaders began to emerge in the city. A new Superintendent of Schools, Carl Cohn, well known for his compassionate focus on serving students and teachers, took the helm of Long Beach Unified School District. Robert (Bob) Maxson became President of California State University Long Beach. The former Superintendent-President of Long Beach City College, Beverly O'Neill, became Mayor of the City of Long Beach. Soon, a new Superintendent-President who could run with this group, E. Jan Kehoe, took the leadership of Long Beach City College.

At the same time that education became a community focus, the areas of economic development and public safety also became community priorities. The leaders of the city held focus groups on community development issues and committed themselves and their organizations to working together. The Long Beach Education Partnership began (Seal, 2002).

6. What are the short-term goals of your partnership?

Examples of three-year programmatic goals are listed below.

“The first short term goal increasing the preparation of high school students for the English Placement Test and the Entry Level Math exam (EPTELM). The largest single project is focused on that. There are sub-goals to that. There is vigorous activity associated with eight area high schools. English and math faculty work with high school teachers to make sure students are prepared as much as possible for the exams at CSULB. This is called High School Outreach and Academic Preparation (HSOAP).

Statewide funding program is called California Academic Partnership Program (CAPP). The second project is the CAPP that links with high schools. This program moves students into college who aren't on the achievement band to finish their college requirements.

- The California History Project is designed to improve the standards based pedagogical resources available for teachers in history and social sciences in K-12.

- South Basin writing program is aimed at K-12 teachers. The goal is to improve resources available to teachers who teach writing.”
(D. Dowell, personal communication, August 29, 2002)

7. What are its long-term goals?

To create a world-class seamless education system, kindergarten through master’s level where all students are prepared for higher education and the world of work without the need for remediation.

The Vision of the Long Beach Education Partnership is to create a world-class, seamless education system in Long Beach.

The Mission of the Education Partnership is to actively support the missions of the Long Beach Unified School District (LBUSD), Long Beach City College (LBCC), and California State University, Long Beach (CSULB) by coordinating the community around creating the vision.

Primary mission for collaboration: To prepare all students for higher education and the world of work without the need for remediation.

There are two major categories of goals. The first category is improving student achievement at all levels. The second category is institutional efficiency through alignment of expectations, curricula, assessment of student progress, resources for students and teachers, and coordination of initiative implementation.

The first goal, improving student achievement at all levels: To ensure that all students receive the instruction needed to facilitate learning, all three education institutions have reviewed course outlines, academic content standards, student assessment programs and student achievement data. All three institutions take professional development very seriously and view it as the most effective approach to improving student achievement. Professional development occurs in all math, science, reading, writing, history and foreign language. Students must also have support services in place to assist them. School counselors are engaged in ongoing training for crisis and safety response, redefinition of their role to be included in site leadership teams.

The second goal is to be able to respond to our public and business partners with evidence of well-managed resources, cross-institutional collaboration, coordination of grant proposals written and resources placed in priority areas (Seal, 2002).

8. What is the timeline for the accomplishment of these goals?

“Each of the goals would have a timeline associated with it. For example, EPTLM timeline there’s a target every year--a year-to-year timeline to accomplish this goal. Accountability is quite rigorous and the system organizes this by high school. The timeline is an annual one with no ending date for the project. The CAPP project timeline has its first target timeline this May 2003, which is a 5-year project. (D. Dowell, personal communication, August 29, 2002)

9. How is commitment demonstrated by each of the main partners?

The Partnership's vision is one of **systemic change** to promote student achievement at all levels. This approach, which is particularly appropriate given the striking predominance of high-need schools in the LBUSD, frequently leads the Partnership to reject half-measures or add-on projects that would distract it from realizing its mission. The Partnership also relies on the **strong commitment** of all its members. At CSULB, for example, this commitment extends from the president to the provost, deans and associate deans of the various colleges, and select faculty across the institution; at LBUSD, the commitment extends from the superintendent to assistant superintendents, curriculum heads, and teachers of all grade levels. This commitment is matched by a genuine reciprocity between the collaborators—a two-way street that requires K-12 and higher education partners to determine mutually the project's outcomes and approaches. In this sense, the Partnership represents a striking departure from the more common conception of "outreach," which frequently implies an act of generosity by universities on behalf of the schools.

Similarly, the Partnership is characterized by its insistence on high standards at all levels. These standards constitute a pledge among Long Beach educators that the students they send on from the K-12 system to college or the world of work, as well as the newly-prepared teachers they send on from the university to the K-12 classroom, have reached high levels of achievement that are expected and understood by all. At the same time, the Partnership insists on providing generous practical support for its educators in meeting these new standards. The Partnership embraces a continuum concept of teachers' long-range development, fostering and sustaining quality from pre-college through recruitment, preparation, and new teacher support, and leading eventually to master-teacher status. This approach follows the recommendations of the *California Standards for the Teaching Profession*, generated by the California Commission on Teacher Credentialing (CTC). Finally, the Partnership's vision allows for, in fact invites, a constantly evolving model. With each new accomplishment of the Partnership come new challenges and opportunities that static or formulaic models cannot hope to anticipate or address. The ultimate goal in Long Beach is not merely to meet discrete educational demands but rather to pursue high-quality education together on an ongoing basis. At each step of the process, the partners renew their shared commitment and responsibility to follow through on the work they have begun (Seal, 2002).

10. Please list the collaborative activities that the partnership is involved in?

Examples of activities that lead to high student achievement and that exemplify focus and scope of commitment to collaboration include:

California State University Long Beach

- Center for Collaboration
- The Integrated Teacher Education Program
- The Teacher Warranty Program
- Counseling Reform

The National Research Council Partnership
National Science Foundation
The Long Beach Elementary Science/Mathematics Teacher Education Partnership (LBESTEP)
Service Experience to ReVitalize Education (SERVE)
California Academic Partnership Program (CAPP)
Teacher in Residence Program
Comprehensive Four-Year Math and Science Programs in Four High Schools
Pre-collegiate Academic Development (PAD)

Long Beach City College

City Teach!
Bridging Activities including alignment of curricula and articulation
Counseling Reform
Tuition Waivers
School-to-Career Grant

Long Beach Unified School District

Seamless Education Mathematics
High School Exploratory Teacher Program
Career Ladder Program
Alternative Certification Programs
New Teacher Project
Design for Excellence Linking Teaching and Achievement (DELTA)
The NEA/Saturn Award

The Long Beach Education Partnership

High School Reform: Design Team Support for every high school
PEACE Academy, Millikan High School
Special Education Social Work Intern Program
Counseling Reform: Tincher Professional Development School, Counseling Retreats, Redefining the Role of the School Counselor
Save Our Children At Risk
Homeless Education
Principal For A Day!
All Teachers Are Teachers of Writing
The National Foundation for the Improvement of Education (NFIE)
The National Education Association Grants
The Boeing Company
The Education Trust Conference
Conference Presentations

Visitors:

President of the National Education Association, Bob Chase
United States Secretaries of Education, Richard Riley and Rod Paige
US Senator James Jeffords

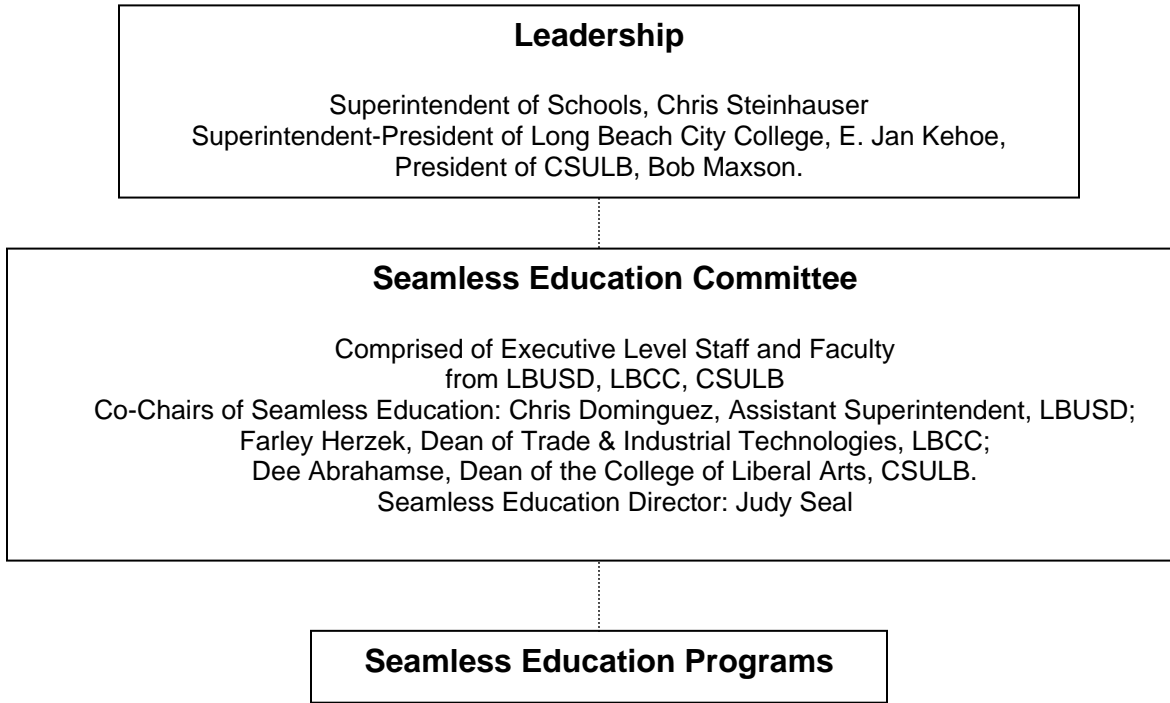
11. Which 3-5 programs would you describe as the partnership's showcase activities?

- **Seamless Education** – Developed as the umbrella group, addresses policy and governance in the partnership. The Seamless Education Committee is made up of K-16 faculty from Mathematics, Science, English, History, and Foreign Languages who sponsor initiatives and collaborative activities.
- **K-12 Academic Standards:** High School Academic Program, University Preparatory Partnerships, California Academic Partnership Program, Middle School Math Project, Middle School Writing Project, SERVE program, Community Schools, and K-12 Benchmarks.
- **Teacher Preparation & Development:** Professional Development School, Standards Based Integrated Teacher Education Program, Long Beach Elementary Science & Mathematics Teacher Education Project, South Basin Writing Project, California History/Social Science Project, Quality in Undergraduate Education, Distinguished Teacher in Residence Program, Professional Development Plan for Long Beach USD, and Community College Articulation for pre teaching programs, Teacher Warranty Program. LBCC – City Teach Project: Standards-based teacher preparation major at community college level that is fully articulated with CSULB's ITEP.
- **Curriculum Alignment:** Data Project, Kettering Elementary School Partnership, Counseling Reform Launch Initiative, and Counseling Professional Development School.
- **High School Reform:** LBCC-LBUSD Middle College, Pre-collegiate Academic Development Project: funded by CSU Chancellor's office to provide math and writing tutors in high school classrooms, CAPP - Lakewood, CAPP – Lindbergh/Jordan, HSOAP, Seniors- A Place For Every Student, Small Learning Academies, America's Choice, High School Literacy, KIIUP: Comprehensive 4-year math and science programs in high schools, Millikan/CSULB Interpretation
- **Counseling Reform:** The Changing Role of School Counselors, Tincher K-8 Professional Development School.
- **Special Education Reform:** A quality teacher for every special needs student. Increase the number of special education credentialed graduates. Social Work Intern collaboration. Complete restructuring of special education in LBUSD.
- **Principal For A Day:** Co-sponsored with the Long Beach Area Chamber of Commerce and coordinated through the Office of the Long Beach Education Partnership of LBUSD, this program started in 2000 with 180 business and community leaders in 90 schools. In 2001, Principal For A Day placed 250 business and community leaders in 95 school sites and departments.
- **National Collaborations:** US Senate Committee: Health, Education, Labor, and Pension; The Education Trust; Council for Basic Education; National Education Association, National School Board Association.

LEADERSHIP

1. What is the organizational structure of the partnership? Please provide an organizational diagram, if available.

ORGANIZATIONAL CHART



Steering Committee under close watch of Superintendent of Schools, Carl Cohn, Superintendent-President of Long Beach City College, E. Jan Kehoe, President of CSULB, Bob Maxson. Seamless Education is signature initiative. Steering Committee is comprised of Executive Level Staff and Faculty from LBUSD, LBCC, CSULB. Initiative/Committee Structure. Funds Development. Steering Committee meets monthly. Assignments are made to institutional committees to insure coordination between systems (Seal, 2002).

“The Seamless committee meeting is comprised of representatives from the three institutions that discuss the major initiatives within their own organization. The committee discusses the implications for CSULB, the District or LBCC. For example, when HJ Green was Assistant Superintendent of LBUSD, he was pushing in his own system to reform high schools. When he shared his goals, CSULB and LBCC shared the same goals. The details of the partnership aren’t discussed which occurs intra-institutionally. The Seamless committee discusses the implications of the individual organizational goals. If Seamless came up with an initiative, then it’s shared with other constituents.” (K. Cohn, personal communication, September 5, 2002)

2. Is there a primary leader or executive director to manage day-to-day activities?

Yes, Judy Seal serves as the Long Beach Educational Partnership Administrator.

3. How is the partnership governed?

The Long Beach Education Partnership relies on a well-established governance structure that emphasizes strategic planning, regular needs assessments, and the guidance of appropriate steering committees within and across the three institutions. As a result, CSULB, LBCC, and the LBUSD have increasingly aligned their visions, missions, goals, objectives, and action plans.

The Steering Committee of the Long Beach Education Partnership is comprised of three co-chairs, a director, and representatives in leadership positions at each institution. Classroom and faculty educators are equal members of the Steering Committee. Institutional representation includes Assistant Superintendent level at LBUSD, Dean, Associate Dean and Department Chairs at LBCC and CSULB.

Initiative subcommittees are comprised of co-chairs and experts in the field or level of initiative focus. For example, the High School Reform Initiative has a committee that includes high school representatives, but also includes the Associate Deans from CSULB's Colleges of Education, Liberal Arts, and Natural Sciences and Mathematics. The Counseling Reform committee includes the Dean from the College of Education, counselors from LBUSD, counselors from LBCC and representatives from the Counseling Preparation Department at CSULB. The PEACE Academy committee includes the Millikan High School teachers involved in implementation, the school principals, the Assistant Superintendent of Curriculum, Instruction and Professional Development, the LBEP director, and higher education representatives in all curricular areas (Seal, 2002).

4. How are decisions normally made? Please provide examples of collaborative decision-making?

Consensus is important if there are implications on two or more institutions involved. When the Seamless Education committee meets, major initiatives are discussed in and collaborative discussions occur here. Details of decision making occurs at the lower level.

5. What are the normal communication patterns of the partnership?

Communication occurs at primarily through the Seamless Education Committee meetings where issues and initiatives are discussed; however, once relationships have been established, communications occurs informally between leaders in the partnership on a regular basis. Judy Seal initially served as the liaison to the partners; yet as the partnership evolved, partners now communicate directly with one another.

6. How often do representatives of the partnership meet?

Typically, the Seamless Education committee meets monthly during the school year and the location rotates between the three institutions. Leaders of the partnership meet informally, twice per week, to discuss issues related to the partnership.

7. **Is there significant involvement of top-level administrators, such as superintendents, and/or university and college presidents? What is their level of involvement?**

ACCOUNTABILITY

Strategic Planning and Data The Education Partnership relies heavily on an inclusive process of strategic planning for all committees, launch initiatives and subcommittees. Data are used to guide reforms at all levels.

1. **What are the key indicators of success for your partnership?**

2. **What are the criteria for determining effectiveness?**

Research and Data collection and dissemination team: Research officers from all three institutions work together to identify success indicators and track achievement data. Use of student data at all levels to determine student need (Seal, 2002).

3. **What types of quantitative data are you collecting? How often is that data collected? How is it used?**

Key data: SAT 9, English Placement Test, Entry Level Math Exam, High School Writing Exam, student portfolios, persistence rate of entering freshmen in remedial and college level math and English, among others. Steering Committee meets monthly for planning, reporting progress, and coordination. Known barriers to collaboration are removed at this level. Educators from each institution are assigned to internal committees of other institutions to guarantee coordination of planning and implementation (Seal, 2002).

4. **What measures of student achievement data would be most appropriate to measure the success of your partnership?**

5. **What qualitative data, stories, or anecdotal evidence of success have you collected?**

RESOURCES

1. **FUNDING SOURCES AND PARTNERS:**

- | | |
|--|------------------------------|
| The National Education Association | CSU Chancellor’s Office |
| National Foundation for the Improvement of Educ. | CAPP |
| National Science Foundation | Knight Foundation |
| US Commission on National Security | National School Board Assoc. |

Business Partners:

- | | |
|---------------------------------------|------------------------|
| The Employee Community Fund of Boeing | The Boeing Company |
| Verizon | The Verizon Foundation |
| Long Beach Area Chamber of Commerce | Bank of America |
| UPS | |

LB Memorial Medical Center

2. What percentage of funding comes from hard and soft sources?

3. What are your main sources of funding?

The Long Beach Education Partnership is funded by the three institutions, business, nonprofits, foundations, and Department of Education grants. It is critically important that we take pride in the fact that the mission of the Long Beach Education Partnership does not depend on outside monies. Our commitment to work together is our “Way of Doing Business.” This one nuance is what makes the Long Beach Education Partnership stand out in the world of PreK-18 partnerships. Our obligation as public education institutions is to work together for students’ success at every level. Various major grants represent the majority of funding for new initiatives. For each activity listed above, there are funders or institutional resources directed to them until evaluated enough to adopt as the way of doing business (Seal, 2002).

4. What are the time lengths associated with these funds? Please provide a detailed budget, if possible.

5. What physical resources does your partnership have? Such as buildings, access to meeting areas, program space, or equipment. Who provides those resources? Are they permanent or temporary?

Permanent physical resources are buildings and facilities of LBCC, LBUSD and CSULB.

6. What are the staffing resources of the partnership? Administrative support staff, executive level staff, program specialists, etc. How many are full-time paid staff? How many part-time paid staff? And how many are given release time from their respective institution to be involved?

Judy Seal serves as the Long Beach Educational Partnership Administrator and she has one secretary.

MAJOR CHALLENGES & SUCCESSES

1. What challenges has the partnership been successful in overcoming?

Among the bright spots were evidence for literacy gains and standardized test gains among elementary children, attainment of target results for middle schools, and increased enrollment of high school students in college preparation courses (Dowell, 2002).

2. What strategies did you use to overcome or solve these challenges?

An example of individual programs are as follows:

“SERVE – The challenge was making sure that the program, the program coordinators, district liaisons, teachers and staff are working out procedures to

make that the information flows. Another challenge is to align goals and ensure that they are communicated to all parties involved. The strategy was in determining which issues are the most important to address.

To do collaborative work, it's important to understand that it's like when elephants dance, like huge bureaucratic systems, they're going to step on toes. There will always be problems but these huge systems have such major forces that work within them to get them to agree to dance with one another. It's not always an easy task to not get discouraged if one's toe gets stepped on, it's important to have the big picture perspective and not get discouraged at the smaller issues but there's a bigger goal to see.

Another challenge is to work collaboratively towards a common goal. The strategy is to make sure the right people discuss the key issues and not let little problems derail from the larger goals. It's important for those in leadership roles who understand that and to persist. Through collaboration, best ideas surface as the more people are involved in the discussion. This tends to happen in the long run versus the short run" (D. Dowell, personal communication, August 29, 2002).

3. What challenges is the partnership currently facing? What challenges do you expect to face in the future?

"Among the areas of concern were the high failure rates in key high school college preparation courses, low rates of transfer from the community college to the four-year university, and high remedial placement rates of students entering the university. In a district of nearly 100,000 students it should surprise no one that the challenges are great and take time to address.

Another challenge is to improve the collaborative use of data to guide Partnership work. For example, to track a student from LBUSD to community college to CSULB, one needs transcripts. Setting up a system that allows CSULB to exams college success as a function of high school record would be ideal. A system was developed to achieve this; however, (during the Feb. 2000 retreat) institutionalizing the use of this data so that it's regularly available and responsive to the planning needs is one of our current challenges" (D. Dowell, personal communication, August 29, 2002).

"The Partnership needs to meet more regularly and reestablish improved communication patterns to keep one another informed and possibly redefine the role of the Partnership to determine how the role of the director would change in response to that. How do we know which initiatives, which piece of our efforts is resulting from the most success and which activities are not? We need to better use the data that has become available" (K. Cohn, personal communication, September 5, 2002).

4. What have been some of your successes to date?

- 1994 Initiative development: K-3 Literacy, Middle School Reform, Westside Development Project, Seamless Education, Technology
- 1995 Rollout of K-12 Content Standards, K-3 Literacy intensive professional development for all K-3 teachers, Benchmark Assessment developed & implemented, teacher/faculty meetings for alignment of course outlines, curriculum, exit and entry expectations.
- 1996 First Seamless Education Conference: 454 K-18 teachers/faculty attended. SERVE Program adopted to provide Liberal Studies majors with hands-on experience in K-3 classrooms: Outcomes included increased literacy for K-3 students.
- 1997 Second Seamless Education Conference: 751 K-18 educators/faculty attended.
- 1998 Bob Chase opened school for K-12 and higher education educators, Restructured Teacher Preparation Program – Integrated Teacher Education Program funded by Knight Foundation. Massive numbers of K-12 teachers put through intensive professional development by The National Faculty.
- 1999 US Secretary of Education, Richard Riley delivers State of Education Address at CSULB. Teacher Warranty: first such warranty guaranteeing new teacher competency upon graduation with credential. National Science Foundation approved \$2,24 Million grant to support improvements to K-18 teacher preparation in natural sciences and mathematics
- 2000 \$293,000,000 Bond passed (Measure A). First California PreK-18 Partnerships and Student Success Conference
- 2001 Second California Pre K-18 Partnerships and Student Success Conference (Maldonado, 2002)

5. What are some effective strategies for partnerships that you have employed?

Examples of effective strategies are listed below.

“One example is faculty-to-faculty. CSULB works closely with high school faculty and this is effective because relationships are built. This facilitates collaboration. Also, through strategic planning, the Partnership is brought together towards common goals. It’s important to resolve smaller issues and allow the leadership to focus on the larger goals. Therefore when bumps come along, the relationship and focus on the overarching goals of the Partnership keeps everyone working together” (D. Dowell, personal communication, August 29, 2002).

“Relationships that are built and the commitments that are made by the individuals involved are what lead to effective strategies. In order for the Partnership to work, you have to have a similar set of values or goals about student achievement. Quite simply, it’s interpersonal commitment” (K. Cohn, personal communication, September 5, 2002).

CRITICAL INCIDENTS

1. Please provide us with 1 or 2 narratives regarding critical incidences that the partnership has encountered in terms of its inception, overcoming challenges, dealing with different institutional cultures, etc.

REFERENCES

Dowell, D. (2002). Successful partnerships bridge organizational cultures and united members around common goals (chapter 2 draft).

Maldonado, C. (2002). *California Alliance of Pre K-18 Partnerships site profile for the Long Beach Educational Partnership.*

Seal, J. (2002). Profile of the Long Beach Education Partnership: Alliance Report.