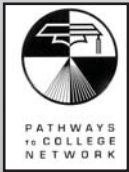




The *No Child Left Behind Act of 2001* and the Pathways to College Network Framework: Mutually Supportive Visions and Complementary Goals

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The *No Child Left Behind Act of 2001* (NCLB) is primarily considered a K–12 law. The Pathways to College Network (PCN), an alliance of 40 national organizations committed to improving postsecondary education access and success for underserved students, believes that it is important and worthwhile to consider NCLB in the context of P–16 education, and more specifically, in relation to the Pathways to College Network Framework (the Pathways Framework). The PCN was founded with support from the U.S. Department of Education (U.S. ED) in order to get research-based knowledge about effective policies and practices into the hands of educators; policy makers; and community, corporate, and philanthropic leaders. The purpose of this paper is to help practitioners and policymakers understand the connections between NCLB and the Pathways Framework and to demonstrate how the research-based strategies embedded in the Pathways Framework empower schools to meet NCLB requirements.

In the following pages, we will describe how NCLB and the Pathways Framework can be partnered when developing and evaluating comprehensive programs for schools interested in preparing children not just for the next grade, but for the next steps in their educational careers. After describing NCLB, we will lay out the conditions under which the Pathways Framework can be most effective and how those conditions relate to NCLB. We conclude by summarizing how the Pathways Framework and NCLB are aligned. We have also attached a table with the components of the Pathways Framework and NCLB provisions pertaining to them as an appendix.

The Pathways to College Network Framework

The Pathways Framework is a comprehensive approach for preparing all underserved students for college. It is based on a thorough synthesis of research evidence from hundreds of studies and PCN case study research on high schools successfully preparing students for college. The core of the Pathways Framework is high expectations for all students. In this context, high expectations mean that school staff and parents must believe all students can be prepared for the postsecondary education of their choice. Surrounding high expectations are four sets of interactive strategies: data usage, academic support and rigor, social support, and P–16 alignment. High expectations and strategies must exist within a context of inclusive leadership, collaborative partnerships, flexible resources, and professional development (see Figure 1). This context is fundamental to the success of the Pathways Framework in promoting and achieving change in a school or district. On the following pages, we describe each of these components and how they are aligned with NCLB.

Figure 1. Pathways to College Network Framework



* The Educational Policy Institute, Inc. (EPI) is a nonprofit, nongovernmental organization dedicated to policy-based research on educational opportunity for all students. The EPI has offices in Washington, DC (Northern Virginia), Toronto, ON, and Melbourne, Australia.

High Expectations

The very purpose of NCLB is “to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments” (U.S. Department of Education [U.S. ED], 2001). NCLB is based on the assumption that all children can meet challenging standards.

NCLB places parents in the forefront of program planning, assessment, and accountability. Parents are to be a part of developing school improvement programs and made aware of individual and institutional progress toward goals. This allows parents to be held accountable. The law is so intent upon bringing parents into the process that it requires schools to make reports accessible to parents in whichever language they speak. NCLB also suggests that schools create literacy programs, if needed, for better communication with parents. Without the capacity to communicate effectively with parents, schools cannot attempt to engage parents in the increasing expectations for students.

Pathways Framework

The Pathways Framework starts with schools, outreach programs, and community organizations operating on the assumption that all students will prepare for postsecondary education. This shifts the emphasis toward an organizational responsibility. At the core of the Pathways Framework is the expectation that schools and other partners will help students achieve their college-readiness goals. Creating an environment in which students are expected to achieve at high levels and where they are encouraged and supported in doing so is a critical means of preparing them for college attendance and the demands of the work world. Schools working within the guidelines of NCLB on parent engagement are in a better position to meet the same goal in the Pathways Framework.

Pathways Strategies:

- Instill the expectation among school staff and faculty that postsecondary preparation is a goal for every student. In turn, students will work harder, internalize the expectations, and consequently work toward college enrollment as a personal goal.
- Address the cultural beliefs of school staff. Teachers need to recognize their own cultural beliefs and understand how those beliefs might affect their pedagogy and their interactions with students. Once aware of their biases, teachers will be able to change their practices and more effectively meet the needs of their students.
- Work with families and postsecondary institutions to create high expectations and clear pathways to postsecondary education. Parental support and knowledge of the college bound process is crucial to helping students attain bachelor’s degrees. By working with both parents and postsecondary institutions, high schools can assure that parents have the information their children need to attend college.

Using Data

NCLB emphasizes the importance of using data to improve programs and meet student needs. This crucial set of strategies is echoed in the assessment requirements of Title I—Improving the Academic Achievement of the Disadvantaged, and the accountability requirements of Title VI of NCLB, where the law specifies that the determination of adequate yearly progress must depend, in part, upon the achievement of students based on disaggregated data in the following categories: socioeconomic status, race/ethnicity, student disability, and limited English proficiency (U.S. ED, 2001).

Pathways Framework

The Pathways Framework addresses the importance of using data to improve programs and meet student needs. The Pathways Framework proposes that using data on student progress in college readiness is crucial for schools and outreach practitioners to make decisions regarding future growth, implementation, and changes in programs. Effective use of data will drive the changes in academic rigor and support, social support, and P–16 alignment.

By carefully charting such things as student course enrollment data and disaggregating it by race/ethnicity, first language, and socioeconomic status, schools and college outreach practitioners will have the information they need to determine whether they are providing all students with the tools needed to transition to postsecondary programs. Schools must look critically at the content of each class and each program. Additionally, schools and college outreach programs need to look at data regarding their practices and structures to determine if they are providing sufficient intervention and support enabling all students to successfully complete academically rigorous work.

The Pathways Framework is also concerned about collecting and using data on high school completion rates. In an attempt to meet diverse needs in schools, Title V—Promoting Informed Parental Choice and Innovative Programs of NCLB, which focuses on innovative programs, allows schools to use funds for efforts to increase high school completion rates.

Pathways Strategies:

- Track graduation and postsecondary enrollment rates.
- Track student completion of postsecondary programs.
- Assess the effectiveness of academic support programs regularly.
- Assess individual student success.
- Conduct needs-gap analysis.

Academic Rigor and Support

Rigorous content and advanced skills are essential for college preparation. Title I of NCLB explains that we are to understand challenging as, among other things, “academic content standards in subjects that . . . contain coherent and rigorous content and . . . encourage the teaching of advanced skills” (U.S. ED, 2001).¹ The Pathways Framework strategies for promoting academic rigor and support require that all students take an academically rigorous core curriculum, and support be given to those who find the curriculum too challenging. NCLB

¹Title I, Part A, Subpart 1, Section 1111(b) (1) (D).

agrees that this is necessary and makes provision for supplemental services in Title I. Title IV, Part B—21st Century Learning Communities provides “opportunities for communities to establish or expand activities in community learning centers that . . . provide opportunities for academic enrichment, including providing tutorial services” and “offer families of students served by community learning centers opportunities for literacy and related educational development” (U.S. ED, 2001).² NCLB also supports another Pathways Framework strategy by providing funding mechanisms for academic interventions that include partnerships with community organizations in Title V.

Pathways Framework

One of the most important components of college preparation is the provision of strong academic rigor and support. Research shows that students who take high-level courses, including advanced mathematics in high school, are more likely to enroll in and complete bachelor’s degree programs than those who do not. However, low-income, underrepresented minority, and first generation students are often unprepared for, and discouraged from taking, such courses. Therefore, it is necessary for high schools to implement structures and activities providing consistent academic help to support students in taking and successfully completing academically rigorous work to ensure they are prepared for postsecondary education.

Pathways Strategies:

- Require all students to take an academically rigorous core curriculum.
- Instill the expectation of college readiness in students as early as the middle grades to ensure that they begin to develop college and career aspirations, as well as to create an appropriate academic plan.
- Incorporate students’ cultural, linguistic, and historical knowledge into the curricula and activities of the school.
- Teach higher order skills to all students, as opposed to developing memorization skills.
- Develop personalized learning environments where teachers know their students well.
- Align curricula within the school. Teachers from each grade level, including postsecondary faculty, should work together to align the content and skills presented in each course to provide academic continuity from year to year within subject areas.
- Develop partnerships with centers of higher learning to provide timely academic interventions.
- Improve the school-community connection to bring relevance to students’ learning experiences, thus engaging students in school, while building ties to the community.
- Provide additional resources to students who are challenged by academically rigorous work.
- Give school staff, including counselors, the time to help each student develop an academic program meeting their needs and adequately preparing them to meet their postsecondary goals.

²Title IV, Part B, Section 4201(a).

It is also important to note that NCLB acknowledges the importance of small learning environments required in the Pathways Framework strategies. One strategy under academic support and rigor is to “develop personalized learning environments where teachers know their students well.” Another related strategy from social support (discussed next) is to “provide structures that enable students to know each other well.” Two of the innovative programs supported by Title V of NCLB are small class size initiatives in the early grades and small learning communities in general.

Social Support

As stated earlier, parents are considered central to the accountability provisions of NCLB, giving them a stake in the education of their children. The Pathways Framework strategies for social support require that schools develop strong ties to community organizations and families to provide a supportive environment for children. Efforts to this end are supported by the Title I requirements for parent involvement, the community learning centers of Title IV, Part B, and also by the innovative program provisions of Title V, which allows schools to use NCLB funds to create collaborative programs with community organizations to help increase academic achievement.

Pathways Framework

A crucial aspect of preparing underserved students for college attendance is helping them develop strong social networks supportive of their academic and personal development. It is not enough to ensure the appropriate courses are available. The environment in which students are expected to take those courses must be conducive to persistence and success. Pathways Framework strategies for social support require that schools develop strong ties to community organizations and families to provide a supportive environment for children.

Pathways Strategies:

- Provide adult “guides” to help students set and work toward goals.
- Provide structures enabling students to know each other well.
- Provide timely support-focused interventions.
- Develop strong ties to community organizations and families to provide a supportive environment for students.

In the preceding section, we mentioned how small learning communities help promote strategies for social support. Not only are small learning communities good for allowing teachers and students to know each other better, thus creating good working relationships, but also they are potentially less intimidating to families and community members who may not want to engage with large, imposing, and bureaucratic organizations. This type of environment could reinforce collaborative partnerships with a diverse group of people.

P–16 Alignment

While NCLB does not explicitly address alignment of coursework throughout the educational continuum, it does, at its core, support efforts to do so. The heart of the law is concerned with

student achievement at each grade such that students are prepared for high achievement at the next grade. Being true to that goal is, in effect, achieving the goal of K–12 alignment. The challenge here is whether K–12 systems have created standards rigorous enough to produce students prepared for postsecondary study. Again, this is not explicitly discussed in the law, but, if states and districts are working within the spirit of the law, we believe that our goal will be met when the goal of NCLB is met.

Pathways Framework

This Framework promotes aligning curricula and expectations from grade to grade, as well as aligning high school graduation requirements with those for college entrance. It also ensures students are: a) well prepared each successive year of school, b) aware of the expectations at each successive year of school, and c) prepared for full participation in postsecondary education. Close collaboration among institutions enables schools and outreach programs to provide students with the information needed to successfully enroll in postsecondary education.

Pathways Strategies:

- Talk about and support curricula and expectations aligned across grades from kindergarten through college.
- Provide students with information about, and help with, the college application process prior to their senior year in high school.
- Coordinate outreach programs with school programs to help students reach fluency in mathematics and reading early enough to prepare all students for advanced level mathematics and reading-based subject areas.

Context for Change

For the Pathways Framework to be put into practice in a school or district setting, the institution must be committed to creating and maintaining a context allowing inclusive leadership, collaborative partnership, flexible use of resources, and professional development.

Both NCLB and the Pathways Framework require school staff and community members to develop leadership skills. By giving people at every level a stake in the improved academic achievement of students, everyone will have to work to understand assessment outcomes and determine what steps should be taken next. This leadership attitude is essential in both the Pathways Framework and NCLB.

These stakeholders must also be willing to work together across boundaries to make high academic achievement a reality for all students. The funding and flexibility in NCLB makes creating partnerships more feasible. While the partnerships in the Pathways Framework are ultimately for college preparation

and the partnerships in NCLB are to promote high academic achievement through very specific means in the law, the two types of partnerships are highly compatible. High academic achievement is, in essence, the very foundation of college preparation.

Another condition for success in the Pathways Framework reflected in NCLB is the flexibility provided in Title VI—Flexibility and Accountability. In fact, the flexibility to move funds at the state, district, and local levels is highlighted as one of the major changes in the *Elementary and Secondary Education Act of 1965* (ESEA) under NCLB. The Pathways Framework strategies, in agreement with NCLB, require that resources be used in flexible ways to direct funds toward student needs.

If schools are going to be successful at preparing all students for college, they need to be staffed by highly qualified professionals. This is required by NCLB and is an absolute necessity in the Pathways Framework. Partnerships for the provision of professional development are encouraged in Title II—Preparing, Training, and Recruiting High Quality Teachers and Principals.

The Pathways Framework and NCLB Alignment

For the PCN to meet its goal of college readiness for all, we must live in an environment where no child is left behind. NCLB seeks to hold states, districts, and schools to high standards for all children. It is only when this goal is met that we may say each child is prepared to choose whatever academic and professional path in life he or she wishes. The Pathways Framework toolbox focuses on one possible set of choices, but is entirely dependent on the foundation laid by NCLB's goal of high academic achievement for all students.

School leaders are encouraged to use the information here to begin conversations with district-level officials concerning the opportunities available through NCLB and the research-based strategies promoted by the Pathways Framework. Likewise, district-level officials are encouraged to seek guidance from their states about using the opportunity structures in NCLB to prepare their students to take advantage of postsecondary opportunities.

References

- Pathways to College Network. (n.d.). *College readiness for all toolbox*. Retrieved November 12, 2004, from www.pathwaystocollege.net/collegereadiness/toolbox/Framework.htm
- U.S. Congress. (2002). *No Child Left Behind Act of 2001*. P.L. 107–110. Retrieved November 12, 2004, from the U.S. Department of Education website: www.ed.gov/policy/elsec/leg/esea02/index.html

Appendix

College Readiness for All and the *No Child Left Behind Act of 2001*: Mutually Supportive Visions and Complementary Goals

| NCLB Provision | NCLB Provision Content | Pathways to College Network Framework Strategy |
|---|--|--|
| High Expectations | High Expectations | High Expectations |
| Title I, Part A, Subpart 1, Sec. 1111(b)(1) | <p>“(D) CHALLENGING ACADEMIC STANDARDS—Standards under this paragraph shall include—</p> <p>(i) Challenging academic content standards in academic subjects that—</p> <p>(I) specify what children are expected to know and be able to do;</p> <p>(II) contain coherent and rigorous content; and</p> <p>(III) encourage the teaching of advanced skills; and</p> <p>(ii) challenging student academic achievement standards . . .”</p> | <p>Instill the expectation among staff and faculty that college preparation will be a goal for every student. In turn, students will work harder, internalize the expectation, and consequently work toward college enrollment as a personal goal.</p> <p>Address the cultural beliefs of school staff. Teachers should work to recognize their own cultural beliefs and understand how those beliefs might affect their pedagogy and their interactions with students. Once aware of their biases, teachers are able to change their practices and more effectively meet the needs of their students.</p> |
| Title I, Sec. 1001 | <p>The statement of purpose mentions parents twice: using assessments that allow parents to measure their children’s performance against commonly shared expectations and giving parents the opportunity to participate in their children’s education in meaningful ways.</p> | <p>Work with families and postsecondary institutions to create high expectations and clear pathways to postsecondary education. Parental support and knowledge of the college-going process is crucial to helping students attain bachelor’s degrees. By working with both parents and postsecondary institutions, high schools can ensure that parents have the information their children need to attend college.</p> |
| Titles I and V | <p>In Title I, parents must be consulted in the creation of local education agency (LEA) basic program planning, and assessments must be re-ported in ways that parents can understand them. Title V stipulates that communications with parents have to be in a language the parents can understand and, in the event that parents are unable to comprehend the materials due to literacy problems, LEAs are encouraged to avail themselves of programs that serve family literacy needs.</p> | |
| Title I, Part A, Subpart 1, Sec. 1111 | <p>“(d) PARENTAL INVOLVEMENT—Each State plan shall describe how the State educational agency will support the collection and dissemination to local educational agencies and schools of effective parental involvement practices. Such practices shall—</p> <p>(1) be based on the most current research that meets the highest professional and technical standards, on effective parental involvement that fosters achievement to high standards for all children; and</p> <p>(2) be geared toward lowering barriers to greater participation by parents in school planning, review, and improvement experienced.”</p> | |
| Title IV, Part B, Sec. 4201(a) | <p>“(3) offer families of students served by community learning centers opportunities for literacy and related educational development.”</p> | |

| NCLB Provision | NCLB Provision Content | Pathways to College Network Framework Strategy |
|---|---|--|
| Using Data | Using Data | Using Data |
| <p>Title I, Part A, Subpart 1, Sec. 1111(b)(2)</p> <p>Title VI</p> <p>Title V, Part A, Subpart 3, Sec. 5131(a)</p> <p>Title I</p> | <p>“(C) DEFINITION—‘Adequate yearly progress’ shall be defined by the State in a manner that—</p> <p>(i) applies the same high standards of academic achievement to all public elementary school and secondary school students in the State; . . .”</p> <p>“(v) includes separate measurable annual objectives for continuous and substantial improvement for each of the following:</p> <p>(I) The achievement of all public elementary school and secondary school students.</p> <p>(II) The achievement of—</p> <p>(aa) economically disadvantaged students;</p> <p>(bb) students from major racial and ethnic groups;</p> <p>(cc) students with disabilities; and</p> <p>(dd) students with limited English proficiency;”</p> <p>Flexibility and accountability: in each section referring to accountability, reports must adhere to the definition above.</p> <p>“(5) Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school.”</p> <p>Title I requires academic assessments to determine how students are performing. It also requires that reports be such that parents, teachers, and principals can understand them and use them to diagnose and treat problems in student learning.</p> | <p>By carefully charting such things as student course enrollment data and by disaggregating it by race/ethnic group, first language, and socioeconomic status, schools and college outreach practitioners will have the information needed to determine whether they are providing all students with the tools they need to transition to postsecondary programs. Schools must look critically at the content of each class and program. Additionally, schools and college outreach programs need to look at data regarding their practices and structures to determine if they are providing sufficient intervention and support so all students can successfully complete academically rigorous work. Collecting data as listed below will help schools and college outreach programs evaluate their effectiveness.</p> <p>Track graduation and postsecondary enrollment rates.</p> <p>Track student completion of postsecondary programs.</p> <p>Assess the effectiveness of academic support programs regularly.</p> <p>Assess individual student success and conduct needs-gap analysis.</p> |
| Academic Rigor and Support | Academic Rigor and Support | Academic Rigor and Support |
| <p>Title I, Part A, Subpart 1, Sec. 1111(b)(1)</p> | <p>“(D) CHALLENGING ACADEMIC STANDARDS—Standards under this paragraph shall include—</p> <p>(i) challenging academic content standards in academic subjects that—</p> <p>(I) specify what children are expected to know and be able to do;</p> <p>(II) contain coherent and rigorous content; and</p> <p>(III) encourage the teaching of advanced skills; and</p> <p>(ii) challenging student academic achievement standards . . .”</p> | <p>Require all students to take an academically rigorous core curriculum.</p> <p>Instill the expectation of college readiness in students as early as the middle grades to ensure they begin to develop college and career aspirations, as well as create an appropriate academic plan.</p> <p>Incorporate students’ cultural, linguistic, and historical knowledge into the schools’ curricula and activities.</p> <p>Teach higher order skills to all students as opposed to developing memorization skills.</p> |

| NCLB Provision | NCLB Provision Content | Pathways to College Network Framework Strategy |
|--|---|--|
| Academic Rigor and Support | Academic Rigor and Support | Academic Rigor and Support |
| Title V, Part A, Subpart 3, Sec. 5131(a) | “(19) Programs to establish smaller learning communities.” | Develop personalized learning environments where teachers know their students well. |
| Title IV, Part B, Sec. 4201(a) | “(1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;” | Align curricula within the school. Teachers from each grade level, including postsecondary faculty, should work together to align the content and skills presented in each course to provide academic continuity from year to year within subject areas. Develop partnerships with higher education to provide timely academic interventions. |
| Title V, Part A, Subpart 3, Sec. 5131(a) | “(10) Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage.” | Improve the school-community connection to bring relevance to students’ learning experience, thus engaging students in school, while building ties to the community. |
| Title I, Part A, Subpart 1 | Sec. 1116(e) requires supplemental services to be made available for students whose parents request them. | Provide additional resources to students challenged by academically rigorous work. |
| Title V, Part A, Subpart 3, Sec. 5131(a) | “(17) Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school.” | Give school staff, including counselors, the time to help students develop an academic program meeting their needs and adequately preparing them to meet postsecondary goals. |
| Social Support | Social Support | Social Support |
| Title I, Part A, Subpart 1, Sec. 1111 | “(d) PARENTAL INVOLVEMENT—Each State plan shall describe how the State educational agency will support the collection and dissemination to local educational agencies and schools of effective parental involvement practices. Such practices shall— (1) be based on the most current research that meets the highest professional and technical standards, on effective parental involvement that fosters achievement to high standards for all children; and (2) be geared toward lowering barriers to greater participation by parents in school planning, review, and improvement experienced.” | Provide adult guides to help students set and work toward goals. |
| Title V, Part A, Subpart 3, Sec. 5131(a) | “(19) Programs to establish smaller learning communities.” | Provide structures enabling students to know each other well. Develop partnerships with higher education to provide timely support-focused interventions. |

| NCLB Provision | NCLB Provision Content | Pathways to College Network Framework Strategy |
|--|--|---|
| Social Support | Social Support | Social Support |
| <p>Title IV, Part A, Sec. 4115(b)(1)</p> <p>Title V, Part A, Subpart 3, Sec. 5131(a)</p> <p>Title V, Part A, Subpart 3, Sec. 5131(a)</p> | <p>“(D) include activities to—</p> <p>(i) promote the involvement of parents in the activity or program;</p> <p>(ii) promote coordination with community groups and coalitions, and government agencies; . . .”</p> <p>“(17) Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school.”</p> <p>“(10) Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage.”</p> | <p>Develop strong ties to community organizations and families to provide a supportive environment for students.</p> |
| P–16 Alignment | P–16 Alignment | P–16 Alignment |
| <p>Title I, Subpart A, Sec. 1111(b)(1)</p> | <p>“(D) CHALLENGING ACADEMIC STANDARDS—Standards under this paragraph shall include—</p> <p>(i) challenging academic content standards in academic subjects that—</p> <p>(I) specify what children are expected to know and be able to do;</p> <p>(II) contain coherent and rigorous content; and</p> <p>(III) encourage the teaching of advanced skills; and</p> <p>(ii) challenging student academic achievement standards . . .”</p> | <p>Talk about and support curricula and expectations aligned across all grades, from kindergarten to college.</p> <p>Provide students with information about, and help with, the college application process prior to their senior year in high school.</p> <p>Coordinate outreach programs with school programs to help students reach fluency in mathematics and reading early enough to prepare all students for advanced-level mathematics and reading-based subject areas.</p> |
| Context for Change | Context for Change | Context for Change |
| <p>Title I, Part A, Subpart 1</p> | <p>Sec. 1116(e) requires supplemental services to be made available for students whose parents request them.</p> | <p>Leaders of schools and outreach programs adopt inclusive leadership practices, support the development of leaders across the organization, and provide autonomy for staff decision making.</p> <p>Collaborative partnerships connect schools directly with outreach programs, postsecondary institutions, community groups, and organizations supporting families.</p> |

| NCLB Provision | NCLB Provision Content | Pathways to College Network Framework Strategy |
|--|--|---|
| Context for Change | Context for Change | Context for Change |
| Title IV, Part B, Sec. 4201 | <p>“(a) PURPOSE—The purpose of this part is to provide opportunities for communities to establish or expand activities in community learning centers that—</p> <p>(1) provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;</p> <p>(2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and</p> <p>(3) offer families of students served by community learning centers opportunities for literacy and related educational development.”</p> | Collaborative partnerships connect schools directly with outreach programs, postsecondary institutions, community groups, and organizations supporting families. |
| Title V, Part A, Subpart 3, Sec. 5131(a) | <p>“(17) Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school.”</p> | |
| Title VI, Part A, Subpart 2, Sec. 6122 | <p>“The purpose of this subpart is to allow States and local educational agencies the flexibility—</p> <p>(1) to target Federal funds to Federal programs that most effectively address the unique needs of States and localities; and</p> <p>(2) to transfer Federal funds allocated to other activities to allocations for certain activities authorized under title I.”</p> | Resources are used in flexible ways. Time, money, and people are focused on need rather than on maintaining the status quo. There are specific people within the system designated to write grants. |
| Title II, Part A, Sec. 210 | <p>“The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to—</p> <p>(1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; . . .”</p> | Professional development is focused on improving student achievement and increasing college readiness. It has both coherency and relevancy. |
| Title V, Part A, Subpart 3, Sec. 5131(a) | <p>“(1) Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with title II, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student academic achievement standards.”</p> | |

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