WE CAN DO IT:
Preparing Leaders to Lead in Alternative Education Schools

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ABSTRACT

There is a great deal of research detailing the WHAT of effective school leadership – what school leaders in traditional schools need to know and do to lead in those schools. There is little research, however, on what leaders of alternative education programs need to know and do. Also, in contrast to the many higher education preparation programs that prepare school leaders for traditional school leadership, higher education preparation programs for alternative school leaders are mostly non-existent. Even with traditional preparation, beginning and inexperienced practitioners are easily overwhelmed by the sheer magnitude of the WHAT of school leadership and many contend the training leaders receive is off target. Training leaders for alternative schools remains even more off-target and mired in the model we use to train those leading traditional schools.

Introduction

"[W]hen a traditionally trained school leader agrees to run a charter school (or other alternative school), he or she faces a daunting skill gap," says a report that was issued in June 2008 by the National Charter School Research Project. The report notes that charter school leaders typically require skills not just in leading instruction and managing people, but also in finding and maintaining school facilities, handling finances, hiring faculty members, and negotiating relations with boards, parents, and charter school authorizers (Campbell, 2008). The skills mentioned above are not unlike those required to successfully lead and manage alternative schools (Price, 2008).

Training leaders who understand the unique characteristics of at-risk and alternative learners can help ensure success for staff and students in alternative schools. Clearly, leaders of alternative schools, with their challenging student populations, require specific, targeted training and support that may be inherently different from what is currently available to them in traditional programs. Because of the unique nature of alternative schools and alternative

students, leaders in those settings require different training, skills, competencies, and mindsets to provide what it takes to be successful alternative school leaders (Price & Doney, 2009).

There is little research, however, on exactly what leaders of alternative education programs need in terms of preparation and training to be successful. In contrast to the many higher education preparation programs that prepare school leaders for traditional school leadership, preparation programs for alternative school leaders are mostly non-existent. Even with traditional preparation, beginning and inexperienced practitioners are easily overwhelmed by the sheer magnitude of the WHAT of school leadership today, and many contend existing training and preparation programs are off target. Training leaders for alternative schools remains even more off-target and mired in the model we use to train those leading traditional schools. Some programs have reformed their preparation paths and requirements to meet what most acknowledge is a changed world that, in turn, requires schools and school leaders to change ways of leading to meet the needs of today's staff and students. It seems to some that, even with changes, traditional programs are still not on target or even equipped to prepare those who will lead staffs and students in the expanding numbers of alternative schools.

Preparation programs are not preparing leaders effectively for what some school districts now see as their leadership needs. District personnel wait for leadership talent to emerge by posting job openings and then seeing who applies. Others are starting to take a more pro-active role in identifying, recruiting, training, and supporting future principals earlier in their careers with their own professional development and leadership preparation (Olson, 2008). Traditional leadership preparation is being circumvented by the offerings provided through local efforts and those offered by a growing number of on line programs.

Purpose of the Article

The purpose of the article is to discuss school leader preparation and a redesign of existing programs to better prepare school leaders in the WHAT and HOW of leadership in alternative schools.

Research is Clear

The school principal can have great impact on overall school achievement (Leithwood, Louis, Anderson, & Wahlstrom, 2004). But the truth is that neither universities nor districts can single-handedly provide the breadth of experiences needed to adequately prepare school leaders whose leadership will result in improved learning for at-risk and alternative students in alternative school settings. For example, in today's school achievement world of standards and test scores, looking at existing data from standardized tests is just a "jumping off point" to thinking about what differences in instruction contribute to differences in achievement and what strong principals can do about it (Southern Educational Research Board, 2008). There is much more to leading in this environment and much more that needs to be done to train and prepare leaders to lead in alternative schools. "Effective leadership is a critical factor in school success," (Murphy, 2009), and as such, one more step in leadership preparation that must be considered is a program in advanced certification for principals and teacher leaders that will

support excellence within the profession and, most importantly, promote student success in all settings.

This article proposes the development of a program to prepare and train leaders to lead in alternative schools. The suggested program proposes to develop, certify, and support school leaders who focus on all aspects of alternative schooling, including a relevant curriculum, effective instruction, and appropriate school management. The overall goal for alternative education and traditional education is the same – improved learning and increased student achievement for all school students – however, the skills needed to lead dissimilar schools are different, as is the emphasis on what skills and abilities are most important in leaders who take learning environments to a place where both school options serve students successfully. The program and model suggested will be a multi-agency collaborative partnership between a school district, the Educational Leadership Studies Department at West Virginia University, and a private provider of online digital resources, all in collaboration with the West Virginia State Department of Education. The preparation program outcome is: an increase in knowledge, skills, abilities, and dispositions critical to leadership by program candidates vying for leadership positions within high-need districts and and/or alternative schools or for those preparing for leadership positions in such districts or schools (Orange County Department of Education-Opacic, 2008).

The Proposal

The proposal is to develop and implement a preparation and training program to prepare leaders to lead in alternative schools. This leadership program proposes to blend historical knowledge of skills development with new content about leadership, administration, staffing, finances, staff training, curriculum, and student learning from current research on best leadership educational practices within regular and alternative schools. We have learned that when students are removed from traditional settings, the skill sets, abilities, and capacities that leaders and teachers need to employ to reach at-risk or alternative students in alternative schools becomes an important component of the success of students in such settings (Price & Doney, 2009).

The Students

If the students who are at risk are not provided appropriate alternative options or solutions, they are much more likely to drop out and never return to school. This situation puts great pressure on each school leader to address the challenges of reaching the staff involved with at-risk and alternative students in areas of safety, drug patrols, dropping out, and the resulting negative impact on the student population as a whole (Barrientos, 2008). The impact of student dropouts on fellow students, teachers, school leaders, districts, and the community as a whole requires us to reconsider the role of alternative programs and the leaders who administer them. America's Promise Alliance estimates that the federal government would reap $45 billion in tax revenues now spent on welfare payments, public health services, and dealing with crime if half of the current 20-year-old high school dropouts had stayed in school (America's Promise

Alliance, 2008). The ACCESS program, an alternative school program in Orange County, California, is an example of a program that serves those most in need and at risk:

- 83% qualify for free or reduced lunches (the average for traditional schools with similar demographics is much less)
- 71% live in high-crime neighborhoods with limited resources (the traditional school student area averages less than half that number)
- Many are foster youth, abuse victims, emancipated minors, or live in group homes (in traditional schools there are many fewer such minors)
- Many are transient, homeless, or need to work to support a family (not nearly as many of this population are in traditional schools)
- 91% have changed addresses one or more times during the school year (less than half have changed addresses in traditional schools)
- Many have an unstable family life (many traditional schools students have documented more stable family life situations)
- Many battle high levels of trauma, stress, substance abuse, and/or depression (trauma situations are less frequent in the student population in traditional schools [OCDE-Cisneros, 2008]).

The unique nature of the ACCESS program allows for staffing, staff development, instruction, financing, and decision-making to be driven by what school leaders, teachers, and students require for school success. In spite of working with the hardest to reach and teach, the ACCESS program has gained state and national recognition for its successes. In a federally funded study concluded in 2007, the ACCESS program received recognition by the American Institutes for Research as one of the top three alternative education programs in the nation (American Institutes for Research, 2007). Alternative schools are growing in number and in variety, and leaders for these schools are needed now. The following is a partial listing of the variety of settings that alternative schools may assume: continuation schools, opportunity schools, Juvenile Court schools, county community schools, State Youth Authority schools, other correctional facilities, group home schools, residential substance treatment programs, and charter schools.

Large numbers of young people are at risk. Many are considered at risk of dropping out or worse: adjudication, detention or long-term incarceration. Students who find themselves in these schools frequently receive instruction in non-traditional instructional settings in schools led by those trained to lead in regular schools (Price, 2008).

In California, the number of at-risk, adjudicated, incarcerated, and charter school youth taught in these settings rivals the total number of students served in special education in the state (Ashcroft, Price, & McNair, 1992). Yet in contrast to special education, a field of study that has generated in California six different specialist teacher credentials and advanced study at the Master's and Doctoral levels, few universities offer even a single course directed at teachers or leaders of at-risk or delinquent youth. Teachers who work with youth in institutional or alternative community and school settings typically receive no specialized training intended to equip them to serve these often difficult-to-teach students in the context of these atypical instructional settings. Perhaps more alarming and pertinent to this article is that there are no programs nationwide that train professionals to lead in alternative schools.

The Alternative School Leader

Clearly, leaders of schools with an at-risk student population require specific preparation with appropriate training and support so they can lead staff toward teaching effectively and for at-risk students to learn successfully.

Leader Preparation

The challenge and goal is to prepare and train leaders who can lead in special schools while implementing proven alternative education principles and strategies in districts, counties, and states throughout the country that are facing their own alternative education and dropout crises. For alternative schools to improve, and for at-risk and dropouts to have a place to go, "it's not just the children who need to learn. Strong leaders are essential to academic success, and they need to be cultivated as carefully as their students" (Samuels, 2008).

Preparation in the Past

Dr. Larry Lezotte, in his ground-breaking research, found that having: a clear school mission, high expectations for success, instructional leadership, frequent monitoring of student progress, opportunity to learn and student time on task, a safe and orderly environment, and finally, positive home-school relations led to school improvement and student learning (Lezotte, 1991). Leaders who could deliver on the above list led in schools that worked for most students.

In 1993 Milstein and his associates published *Changing the Way We Prepare Educational Leaders*. They proposed some significant changes in the way leaders were trained. Following the research of Milstein, The Danforth Foundation of St. Louis Missouri awarded a grant that supported a five-year research and development program that implemented the Milstein proposals and changed how principals were prepared to lead in public schools. Their study however, focused on preparing leaders for traditional schools (Milstein, Cordeiro, Krueger, Parks, Restine, & Wilson, 1993).

Preparation Today

Today new leaders (administrators) are trained and become well versed in traditional school improvement and reform strategies, some through university programs and some in local districts preparation programs. Lately, particularly as preparation programs are evaluated, one conclusion is that all is not well. Arthur Levine, who released *Educating School Leaders* in 2005, challenged the notion that our leader preparation programs were doing an adequate job (Levine, 2005).

John Hoyle however, reported that there were conflicting points of view about leader preparation programs (Hoyle, 2004). Art Levine, former president of Columbia University's Teachers College, wrote about the "inadequate to appalling" preparation programs we have at many higher education institutions (Levine, 2005). John Hoyle responded that university

preparation of school principals and superintendents has never been better. Hoyle based his conclusions on indicators of academic achievement, such as entrance exams, grade point averages, and ethnic and gender diversity, and suggested that the talent pool of graduate students in educational administration improves each decade (Hoyle, 2004).

So where are we? What do we know? Stemming from Lezotte's work, along with subsequent researchers, we know what education leaders in traditional schools need to know. We know, too, what skills they need to be successful. Marzano, through his research, has presented evidence-based information on what principals need to do to be successful, and that means influencing student achievement (Marzano, 2005). If we marginalize Levine's conclusion about preparatory programs, that all is not well, and if we accept Hoyle's conclusions that, even if we do have poor preparation programs as Levine suggests, the candidate pool is strong, and newly trained leaders are well prepared to lead our schools, we still don't have candidates trained to lead in alternative schools. Problems for the at-risk student and those attending alternative schools persist at a high level, and the number of students failing to pass even basic levels on achievement tests are dropping out is rising, too (Moore, 2009). Of course, dropouts and dropout rates are just one example of a growing and nationwide problem with schools and student learning. So, even with well-trained leaders, the preparation programs (that are under scrutiny) are those programs training traditional school leaders. Whether the programs are "good" or not and there are arguments on both sides, there is no discussion about the training programs for alternative school leaders. There are none.

Future Leadership Preparation

If we look at one example of the current offerings in a leadership preparation program, the problem of preparing leaders for schools with alternative populations might become clearer. The courses required for certification at one institution are as follows: Contexts of Educational Leadership, Principles of Educational Leadership, Educational Leaders as Instructional Supervisors, Educational Budgeting and Resource Allocation, Legal and Ethical Perspectives of Leadership in Schools, Educational Environments, Internship I, Internship II, and Internship III. The **Required Courses (9 Hours Minimum)** are as follows: Educational and Psychological Statistics, Directed Individual Study: Special Problem, and Workshop in Ed Adm and Supr (Prof Writing: Required for GRE Verbal <450 and/or Writing <3.5). The **Suggested Elective Courses (6 Hours Minimum** are: Public School Finance, Educational Leadership, Applications of Theory to Educational Administration, Ethical Decision Making in Educational Administration, Technology Issues in School Administration, Comparative Education, Issues in Education, History of Education in the United States (Mississippi State, 2009).

These courses are similar to the standard courses offered in many school leadership preparation programs today. One might be hard pressed to see some relationship between these courses and what "real" leadership at the school level is all about, not to mention that the correlates of effective schools research are at best buried in the course descriptions of the above courses, if they exist at all, and nothing appears directly related to leading in today's environment of school reforms in teaching and learning, professional learning communities (PLC's), professional development schools (PDS's) and says nothing of alternative schools with at-risk populations. This criticism has prompted policy makers to reexamine one of the prime

policy levers they have long used to affect changes in school leadership preparation -- the certification requirements imposed on those who wish to lead schools as principals. Indeed, these certification requirements drive the curriculum for a state's leadership preparation programs (McCarthy, 2002).

Now let's look at a recently revamped curriculum for a leadership preparation program at a higher education institution that his trying a new approach. Below are the courses listed for certification: Experiential Learning: Leadership Issue, Disciplined Inquiry, Disciplined Inquiry II, Pluralistic Communities: Administrative Issues, Leadership Practicum, Leadership Dynamics and Data-Driven Decision- Making, The Art of Leadership, Curriculum Engineering, Leadership, Equity, and Educational Law, Policy Systems Analysis, Evaluation & Implementation, Finance, Resource Development & Implementation, Internship, Supervisory Behavior, Managing Human and Material Resources, Problem-Centered Research I, Field Experience and Portfolio Assessment, Dissertation Project (University of Wilmington, 2009).

Certainly one could suggest that these courses appear to be more in line with current school reform issues and needed skill sets. However, a large assumption is made here both in assuming the upper group of courses do not include content that will help new leaders learn what they need to know. A second assumption is that because the later courses have more trendy titles they do have what candidates need. They second list of courses sound more non-traditional and futuristic, but is there research to suggest that candidates completing such a program are going to be better prepared, especially when considering programs for alternative school leaders and leaders of schools with at-risk populations than those who attend the more traditional program with the more traditional curriculum?

Newly prepared leaders are required to be successful school leaders in the traditional schools. One measure of their success is how they self-evaluate and measure up to the skill sets and characteristics of effective school leaders, hopefully brought about by their preparation from the current offerings of the traditional higher education programs so recently criticized by the work of Levine and others (Levine, 2005). Attempts to locate research studies that shed a positive light on the preparation-practice paradox finds limited research in descriptive form that reveals graduates' satisfaction with the skills and knowledge taught to them in their graduate programs (Hatley, 1996). The work set forth in most of the current higher education programs centers on a very traditional curriculum, many with age-old courses, as we have seen, and the new curricula offered have no track record of success to recommend them. Here again, what to do?

Comments from current teachers about what they value as skill sets when they determine the effectiveness of principals follow. Do these comments and observations shed any light on what is needed?

"I spent half of my internship with the greatest mentor of all. Her love for her students radiated throughout the hallways, and her ability to inspire children to love learning was incredible. She took time each day devoted to each individual student and encouraged them to reach for the stars" (Weaver, 2009).

"In my first year as a full-time teacher, my mentor gave me the following advice: build relationships with students. He explained that it was his unrelenting opinion that the key to almost all success with children, whether behavioral, academic, or otherwise, was in building relationships. He said knowing and caring for each child, personally, is better than any reward-behavior system a classroom can utilize. Students grow to love you and don't want to let you

down" (Corder, 2009).

No other motivation results in teachers working harder for you than knowing you care about them and know them individually. He said nothing else fosters better classroom community. And I've found him to be absolutely correct. It was simple advice, but no other piece of advice have I kept more closely with me throughout my career" (Skolny, 2009).

"We never had mentor/coaching meetings---this is all reflective learning that has guided my leadership development. Below are a few of the things I learned:

(1) Just because you are the boss does not mean you always know what is best –on your own. Include the input of others in decision-making processes.
(2) Respect teachers and professionals as experts in their field, and make every decision on the central theme, 'what's best for kids' (WBFK).
(3) Take risks and change things if you feel strongly about it.
(4) Meet with key problem-solvers, and stay abreast of student changes in your building in order to make attempts to intervene as soon as possible.
(5) Create a positive school culture by celebrating with staff, conducting meaningful faculty meetings, developing good rapport, and being approachable.
(6) Provide encouragement and feedback to faculty and staff.
(7) Communicate with staff and make changes incrementally.
(8) Share leadership with other administrators.

The things I learned were not tangible book concepts but rather the intangible, invisible glue that brings faculties together and affords them the opportunity to gain strength and grow while increasing student achievement. I learned to invest in human resources by respecting teachers as professionals, encouraging others, and celebrating victories together" (Keel, 2009).

Another teacher states, "He taught me many things in how to work with inmates. The major ideas I took from him were:

1. Treat them as if they will be your neighbors one day.
2. Everyone deserves a second chance.
3. Push them in ways they have never been pushed before.
4. Believe in them.
5. Always stay positive, even if they are not.

And the last thing I will never forget is when he said for me to be enthusiastic every day" (Rubenstein, 2009).

"It is so true that the 'intangible things' are the ones that stick with us. When I think back to my two best mentors, I reflect on things that were never taught in any undergraduate or graduate class. This compassion and love of teaching comes only from experience. Obviously, this person inspired not only his students but also his coworkers. What a gift" (Nesselrodt, 2009).

Teacher opinions may not be the best basis for constructing a new leadership development program, but certainly the thoughts and feelings of those who will be our candidates and future leaders should influence our thinking and planning and even our course objectives and offerings. Maybe what is important is to look at what is significant to those on the front lines. Are we teaching today's leaders to give teachers what they need, want, and

remember? If so, where is the leadership preparation program that focuses on training leaders in the skill sets and behaviors these teachers have identified as impactful and life-changing?

If we go beyond traditional school leadership preparation and training and consider the broader leadership field, the private sector in particular, looking for example at the work of people such as Kouzas and Posner, we find that new skill sets are required to be successful leaders today in almost all environments (Kouzas & Posner, 2003). Why not take the lessons learned about leadership and add to them to create training programs for leaders in public education that can successfully train and develop leaders for our alternative schools? We want leaders who possess the skills and characteristics suggested by the comments made by the teachers quoted above.

The following is the suggested outline of a new leader preparation curriculum based on the research of Kouzas and Posner that goes beyond their core program to focus on additional areas of leadership that experientially-based alternative education practitioners have suggested are critical to the success of alternative school leaders working with alternative and at-risk student populations (Price & Swanson, 1990). The skill sets identified by Kouzas and Posner are the result of more than thirty years of intensive research. Kouzas and Posner have spent much time and effort to determine the leadership competencies that are essential to getting extraordinary things done in organizations. Their studies found that when leaders are at their personal best, they make extraordinary things happen. They called these the Five Practices of Exemplary Leadership. They are: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart (Kouzas & Posner, 2003). These practices form the basis for the program pre-requisites most traditional school leaders ought to be exposed to while also simultaneously serving as a base line in terms of overall leadership development. But with curricula and courses having hardly changed for decades (there are some exceptions, like the Wilmington University program), how do new leaders, especially those headed for alternative schools or those who work with our most difficult students, acquire needed skills?

The Preparation of New School Leaders

Schools need leaders who create and cultivate learning communities where good teaching matters. Some of those trained in the precepts and components of what Kouzas and Posner, as well as others, discovered really matter are leading traditional schools in new ways with new skills. But what should today's alternative school leaders be able to do *in addition to* mastering the leadership areas identified by Kouzas and Posner? In the Leadership Code (Ulrich, Smallwood, & Sweetman, 2009), the authors suggest that school leaders should be even more relationship based in their content knowledge and skill sets. They must be able to go beyond modeling the way and be able to 'shape the future' (be a strategist) with others. They need to go beyond being a visionary and 'make things happen' (be an executor) or to execute a shared vision. They need to go beyond challenging the process and 'engage today's talent' (be a talent manager) for each of those they work with in alternative schools. For those who take on the cause of school reform and student learning for alternative and at-risk students, even more is required. Alternative school leaders need to go beyond enabling others to act and help to 'build the next generation' (be a human capital developer) while also working on 'investing in yourself'

(working on personal growth and skill proficiency). An alternative school leader must be a clear communicator who builds upon his/her strengths in order to communicate to others what a positive, productive school environment that supports teachers and enables students' looks and feels like. Other areas under consideration and being researched are also reflective of changes in views about leadership, leadership training, and preparation (Northouse, 2009).

Through literature reviews and research data from its own school reform initiatives, Southern Regional Education Board (SREB) has identified 13 Critical Success Factors (CSFs) associated with principals who have improved student achievement in schools with traditionally "high risk" demographics (*Preparing a New Breed of School Principals: It's Time for Action*, SREB, 2001). These factors, organized under three overarching competencies, are the driving force for the work of the SREB Learning-Centered Leadership Program.

The Proposed Preparation Program

Research indicates that teachers stay in teaching when they have strong leaders who value them as resources (Salyer, 2003). Teachers of at-risk students especially want a knowledgeable and supportive leader who builds working relationships with his/her faculty (Graseck, 2005). The leadership preparation and training program outcomes outlined below include: a change in culture (support for leadership excellence) and an increase in the use of technology to support communication among leadership candidates (support for leadership networking). The primary outcomes are as follows:

- An increase in knowledge and skills critical to leadership in high-need districts and schools. To 'shape the future' as a strategist requires one to know the students, the staff, and the environment.
- As highly qualified leaders who are prepared to work in low-income, high-need districts and schools. Each leader will develop, through a project/problem-based learning (PBL) methodology, a method to deliver on not only the shared vision and mission of the school, but a plan to make things happen as one who executes the strategic plan of the school.
- As a leader who can create a culture of excellence in leadership and one who can create with a rigorous staff selection process, providing coaching and training through authentic, job-embedded development experiences, and establish professional web-based networks in support of a plan and a process to engage and manage today's talent.
- A mastery of a variety of methods that will be incorporated into leadership training, including PBL, technology and a social network, to increase interactions among participants and to build the next generation of human capital.
- That the leadership preparation program provides support in the tools and skills necessary for leaders to lead successfully in high-need schools and districts. A website and materials will make products available for download, creating marketing materials that promote successful program strategies.
- As a leadership training program that will utilize a PBL model to train staff. The benefit of this model is that learning is experiential-based, and learning takes place in real time as problems are encountered or as new strategies are implemented.

Interpersonal Skills, the Final Piece in the Puzzle and the Catalyst for Success

Finally, many of the skills and aptitudes necessary for effective leadership are interpersonal. The Program participant will be one who is willing to "invest in you." A candidate is one who is willing to work on personal proficiency. The "How" of leadership and not just the "What" of it comes into play here. In The 8th Habit, Steven Covey asserts that a transformational workplace is not just about work; it is equally about human relationships. Research specific to improvement in low-performing, high-poverty schools and districts also emphasizes the importance of trust and support (Covey, 2004). The program proposed covers more than the content of the curriculum, the process of improved instruction, and the "technical" aspects of leadership. It is more than learning the way of "encouraging the heart." The leadership preparation program proposed is a foundation based in trust and caring. It is a relationship-based program that emphasizes caring adults who build trust with students and staff. Through the dynamic process of interaction, program trainees realize that true leadership comes from helping people get from where they are to where they want to be. Self-awareness and accompanying skill development through a lifelong learning approach is captured in an individual portfolio so that progress and new skill set acquisitions can be documented, measured and stand to serve as a resource over time. The portfolio also serves as a resource guide for the future practitioner.

Concluding Remarks

The Leadership Preparation and Training Program proposed seeks to develop, certify, and support school leaders to focus on school leadership and effective instruction with the goals of development, growth, and achievement for alternative and at-risk students. Leaders in schools and districts have the ability to be proactive in changing the future of at-risk students while there is still time. Early identification and support via appropriate educational options allow proactive leaders to identify those students who are likely to disengage themselves from the educational system. When at-risk students participate in alternative programs under prepared and trained leaders who know how to engage at-risk students and inspire a staff through relationship-based and research-supported approaches and interventions, success for some of our most difficult school populations and schools becomes possible.

If we are truly committed to school reform we need prepare and train leaders to be truly effective school leaders in alternative schools. The most significant challenges facing the preparation of school leaders may be to identify possible actions that can be taken by states and others to promote fundamental changes in school leadership preparation programs to focus on preparing new leaders whose successes with alternative students and schools will result in achieving greater social justice for all of us. In achieving greater social justice, we may also prepare leaders for programs where the greatest need exists to help all students succeed in the education programs we provide.

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