

Excerpted from:
**Using Small Learning Communities with
EXTRA TIME and EXTRA HELP
in Core Subjects to Meet the Needs of All Students Without
Tracking**

http://www.nwrel.org/scpd/sslc/issue_papers/issue_paper_5_extra_time.pdf

James McPartland
Johns Hopkins University

Resource Allocations

Further actions can be taken to offset the risks that some upper-grade Career Academies with traditional vocational pathways will get the reputation for not having high academic standards or leading to college. Care should be taken to allocate resources for supporting high-standards work to each Career Academy at the school.

While each SLC or academy may have its own specialized labs and elective courses, each unit should have a fair share of Advanced Placement offerings and highly experienced teachers. In this way, each SLC or academy can be perceived by students as a viable route to college with challenging opportunities.

Each SLC or academy should have some of the upper-level courses in major subjects and Advanced Placement courses, even if some student transfers across academies for single courses become necessary when a desired course is not in a student's own SLC. The elite academic offerings should be distributed across all academies rather than concentrated in one or two.

Likewise, available faculty should be evenly distributed across the SLCs or academies according to their years of experience and classroom expertise, so each academy has its fair share of novice and exceptional instructors.

Each academy should also have easy access to instructional computer technologies. The computer labs should be distributed across the academies rather than being concentrated in the Business or Engineering SLC. At the same time, each academy may have its own laboratory or equipment to spotlight the special opportunities it offers its students. But to maintain high expectations for every SLC or academy, each should be equally well-equipped with technology for the core academic program.