

CASN NEWS JUNE 2008

CASN News is supported by the Career Academy Support Network at the University of California Berkeley, Graduate School of Education. CASN works with high schools, districts, and communities which strive to prepare all students for college, careers, and active citizenship. To learn more about CASN, please visit <http://casn.berkeley.edu>

"Each time a man stands for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current which can sweep down the mightiest walls of oppression and resistance."

-Robert F. Kennedy, June, 1966 at the University of Cape Town, South Africa.

"I imagine a school system that recognizes that learning is natural, that a love of learning is normal, and that real learning is passionate learning. I imagine a school curriculum that values questions above answers ... creativity above fact regurgitation ... individuality above uniformity ... and excellence above standardized performance. I imagine a society that respects its teachers and principals, pays them well, and (most important) grants them the autonomy to do their job ... as the creative individuals they are, and for the creative individuals in their charge." - Tom Peters, "Re-Imagine"

AND from West Side Story (for Judy and David and the other fabulous teachers in our midst):

"Could it be? Yes, it could.

Something's coming, something good,

If I can wait!

Something's coming, I don't know what it is,

But it is gonna be great!"

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SPECIAL CASN News ANNOUNCEMENT OR HUM A FEW BARS OF SUMMER TIME AND THE LEARNING IS EASY

With the exception of an occasional, time-sensitive CASN News Alert, CASN News will be on summer hiatus until mid/late August.

ANNOUNCING: NEW WEBSITE: COLLEGE TOOLS FOR SCHOOLS

CASN and the Center for Educational Partnerships at UC Berkeley are pleased to announce our new College Tools for Schools website. While some content on this site is California-specific, there are many resources, links, and tools that are useful in any high school setting. Sections include:

Advancing College-Going Culture

How to show students the importance of college, barriers to college attendance, and steps to overcome them. How teachers and counselors build college-going culture.

Increasing Access to "a-g" Curriculum

Requirements for UC and CSU, and how to fulfill them over 4 years of high school. How schools develop and expand "a-g" courses.

Transcript Evaluation

How to analyze transcripts to see whether students are on a path to meeting college requirements. How to access the Transcript Evaluation Service, which electronically analyzes transcripts in relation to college-preparation benchmarks at each grade level.

SLCs and Career Academies

Small learning communities (SLCs) and career academies can strengthen college-going culture and increase college readiness. Examples of promising practices in SLCs organized by theme or by grade level.

More Tools

Includes a glossary of terms, useful articles and web pages not listed in other sections, and a comprehensive list of resources available on this website.

This is a site worth checking out. See the more tools section for some excellent resources. Note, too, that this site is a work in progress. If you have a college-going activity or tool you would like to share or a favorite college-going resource or suggested web link to recommend, please send it/them to the CASN News editor

(patricia510@gmail.com). <http://collegetools.berkeley.edu>

SMALLER LEARNING COMMUNITIES

A special shout out to the NWREL staff who coordinated such a fabulous National Smaller Learning Communities Conference this month. Hopefully, this becomes an annual event.

And for all of you who have asked about the U.S. Department of Education Smaller Learning Communities grant award announcements, *the word is* that official FY (fiscal year) 2007 SLC grantee announcements will now be made and posted by sometime in early July. May fair winds be in your grant-garnering sails. May we all continue to do important work whether funded or not. (*NOTE: There should be a least one more round of SLC grant competitions as SLC funding was included in the FY2008 budget.*)

FEDERAL FY 2009 EDUCATION BUDGET UPDATE

After months of debate on both sides of the Capitol, the House of Representatives and the Senate gave final passage to a budget for the federal government. The budget will act as a guide for House and Senate appropriators during the FY 09 appropriations cycle. It contains an \$8.4 billion increase over the President's FY 09 programmatic funding request for education, training, employment, and social services programs.

McCAIN, OBAMA OFFER CONTRASTS ON K-12 POLICY, BUT BOTH SUPPORT GOALS OF NCLB

The presumed November matchup produced by the long presidential-primary season offers contrasting approaches to K-12 policy, along with some common ground on the basics of the No Child Left Behind Act.

Sen. John McCain of Arizona, the presumptive Republican nominee, and Sen. Barack Obama of Illinois, the presumptive Democratic nominee, both express support for the NCLB law's goals and its use of testing to measure schools' success.

But Sen. McCain would promote market forces as a way to spur school improvement, and would likely seek to freeze education spending as part of a review of the effectiveness of federal programs. Sen. Obama, meanwhile, promises to search for new ways of assessing students and to invest significantly in efforts to improve teacher quality. <http://www.edweek.org/ew/articles/2008/06/11/41election.h27.html?tmp=617980071>

CAREER ACADEMIES STRESS COLLEGE, GIVE STUDENTS A LEG UP, STUDY SAYS

Forget the old-fashioned "vocational ed" classes that sent students on a decidedly noncollege track. Over the last quarter-century, a new kind of high school program known as a career academy has proliferated, especially in low-income districts, that combines job placement, college preparation and classes beyond the vocational trades, from accounting to health care.

Now, a long-term and rigorous evaluation of nine career academies across the country, has found that eight years after graduation, participants had significantly higher employment and earnings than similar students in a control group.

Poverty experts called the findings encouraging because few interventions with low-income teenagers, especially blacks and Hispanics, have shown significant and lasting effects, and they come at a time when young minority men, especially, are losing ground disastrously in the job market. Career academies offer students experience in the workplace, and help them get paying jobs while they pursue standard academic coursework. When the study, by the Manpower Demonstration Research Corporation, began 15 years ago, there were fewer than 500 career academies in the United States. Today there are more than 2,500, and the new findings are likely to spur more growth, several experts said. The participants were mainly Hispanic and black, and the schools had emphases including business, tourism, health care and electronics, with students enrolled for three or four years. (source: New York Times; see also mdrc.org)

TEACHER FACTS:

Teachers Achieving 'Highly Qualified' Status on the Rise

Data show an increase of 7 percentage points in the total number of highly qualified teachers nationwide since 2003-04. (source: Education Week)

Certified Teachers Boost Student Scores

National board-certified teachers have higher student standardized test scores but are less likely to teach in poorer schools, study finds. (source: Associated Press)

HIGH SCHOOL'S WORST YEAR?

Forget the arduous plight of the freshman—high school students in a new Stanford survey are calling junior year the most difficult and stressful of their careers. Almost two-thirds of the students surveyed told researchers that they were "often or always" stressed by schoolwork. For ambitious, college-bound juniors nationwide, the deluge of heavy workloads, increasing competitiveness for college admission, participation in cocurricular activities, and multiple AP courses is causing undue stress. One student is deciding to forgo an Ivy League education because she doesn't want to face the same pressure in college that she's under in high school. (source: Wall Street Journal)

STUDIES: MANDATED TUTORING HAS NEGLIGIBLE EFFECT ON SCORES AT STRUGGLING SCHOOLS (Maryland, Virginia)

Despite an overall \$595 million price tag in the 2006-07 school year for free tutoring for students in struggling schools across the U.S., test scores have failed to significantly improve, according to recent evaluations conducted in Georgia, Kentucky, Maryland, Michigan, Tennessee and Virginia.

"This isn't helping poor kids," said Jack Jennings, the Center on Education Policy's president and CEO. "All it's doing is taking money out of classrooms and putting it into the hands of private [tutoring] companies." (source: The Washington Post)

<http://www.washingtonpost.com/wp-dyn/content/article/2008/06/12/AR2008061203681.html>

R.I. SENIORS DEMONSTRATE LEARNING THROUGH MANDATORY PROJECTS

For the first time, all graduating Rhode Island seniors this spring must demonstrate what they've learned, not only by standardized testing, but via two state-mandated performance-based assessments, such as presenting a portfolio of their work spanning all four years of high school or completing a senior project. "It really ramps up the meaning of senior year" and better prepares students for college and work, said English teacher Kevin Blanchard of the performance-based assessment construct.

STUDENTS IN LOUISIANA DISTRICT PAY TO ATTEND CREDIT RECOVERY PROGRAM

Rather than spend their summers making up classes they failed in the fall, 255 students in Louisiana's Livingston Parish this year paid a \$60 fee to attend a four-hour-per-week after-school high school credit-recovery program. The program is meant to reduce the school's dropout rate by keeping students on track with their peers. (source: KALB-TV Newschannel/Associated Press)

FLORIDA DISTRICTS MAY BE REQUIRED TO OFFER ONLINE ED OPPORTUNITIES

Every Florida district would be required by 2009 to offer some form of online education to students as young as 5 under a bill awaiting Gov. Charlie Crist's signature. Some critics of the legislation say it may undermine the state's current, successful Florida Virtual School, which is geared mainly toward offering supplemental coursework to high-schoolers, while proponents say the measure will expand educational opportunities and satisfy what is a growing desire for online learning. <http://www.miamiherald.com/295/story/558694.html>

MASSACHUSETTS GOVERNOR WOULD ALLOW HS STUDENTS TO GRADUATE EARLY

Massachusetts 16-year-olds would be allowed to graduate if they passed an international evaluation test, per new gubernatorial recommendations that also include dual-credit enrollment options. "We're moving to a mastery-based system, where you move not by banking seat-time, but by virtue of your mastery of the skills and knowledge," said a senior administration official familiar with the proposal to be announced next week. (source: Boston Herald/Associated Press)

NORTH CAROLINA MAGNET SCHOOL TO OFFER ADVANCED MATH/SCIENCE CLASSES ON LINE

Students who were not accepted to a selective North Carolina public school focusing on math and the sciences will still be able to take the school's accelerated courses online starting in August. The move aims to expose more of the state's students to advanced math and science coursework, which many regular schools are unable to offer due to a shortage of qualified teachers.

<http://www.newsobserver.com/news/education/story/1096976.html>

TEXAS CLOSES HIGH SCHOOL DUE TO POOR PERFORMANCE OF SUB-GROUP

A 2,500-student, predominately Hispanic high school in Houston has been shuttered after failing five times to get a small group of black students to pass the state's standardized math test. "In one sense, closing the whole school is a very heavy-handed response," said University of Texas at Austin education researcher Ed Fuller. "But then again, you have this five-year track record of poor math performance."

BOSTON'S TEACHER "RESIDENCY" RECOGNIZED AS NATIONAL INNOVATOR

From almost 1,000 applicants, the teacher preparation program created by the Boston Public Schools (BPS) was named one of 15 finalists for Harvard Kennedy School's Innovations in American Government award. Soon to graduate its fifth cohort and with a retention rate of 90 percent, Boston Teacher Residency (BTR) moves preparation from the university to the school and classroom, giving aspiring teachers intensive year-long experience with a skilled mentor teacher and coursework tailored to the priorities of the BPS. Taking control of the pipeline of new teachers to improve quality, readiness, and retention is a responsibility few districts have assumed, although other urban districts are adopting the approach. The residency model has been endorsed by Senator Barack Obama, who sponsored legislation that made it eligible for federal teacher

training funds and who has pledged to create residencies to prepare 30,000 new teachers for high-need schools.

Started with public and private funds, BPS's partner in starting and managing BTR is the Boston Plan for Excellence, the city's local education fund. On June 12, the 15 finalists were presented to the National Selection Committee. Six winners will be announced September 9, each receiving \$100,000 for dissemination and replication.

http://ashinstitute.harvard.edu/corporate_site/innovations

MANUAL HS (Denver CO) TRIES REINVENTION AS REFORM

Manual HS is the oldest high school in Denver and has been involved in a series of high school reforms. Walk through Manual High today, and there are few signs of the failures that led the school district to temporarily close the school down in 2006. Today, it looks better than most 50-year-old high school buildings. Inside, teachers have plenty of computers and interactive white boards. The halls are quiet and calm — there are few signs of the tumult this school has been through. But Manual is in transition, and its future is on the line. The experience of Manual High School's rebirth points to some common themes you can see at other innovative high schools around the country.

* Starting over is hard; starting fresh is less difficult. Many districts try to create innovative programs within the walls of traditional high schools. It's hard to reinvent education when you're still surrounded by that big, comprehensive school. Some reformers say there's much more promise in brand new schools (even if they live in old buildings).

* Small probably is better, even if it's more expensive (and it probably isn't). Many small schools insist they can turn on a dime and change their educational strategies while big schools are like oil tankers and change slowly. Small schools can cultivate a family feel and keep a closer eye on kids likely to fall through the cracks. Big schools do have their high points — diversity of courses, extracurricular sports — but small programs can often piggyback on big schools and, for example, send students to the local high schools for football.

* There's a real hunger out there for education that's tailored to the needs of individual kids. With more than a million kids dropping out of the American school system every year, smaller, innovative schools have a huge audience to serve.

* Innovative schools can teach the fundamentals. While many innovative schools have an "alternative" feel to them, others have broken new ground by sticking to basics and reinventing the fundamentals. Another Course to College and Classical Academy are examples of clearly defined efforts to teach rigor while maintaining a unique identity. (source: NPR - National Public Radio)

<http://www.npr.org/templates/story/story.php?storyId=91708033>

TEACH FOR AMERICA FOUNDER HAS NEXT PHASE AGENDA

Teach for America founder Wendy Kopp and husband Richard Barth, who runs the Knowledge Is Power Program charter-school network, are becoming increasingly influential almost 20 years after Kopp proposed the concept in her Princeton senior thesis. Now, Kopp, who was named to Time magazine's list of the world's 100 most influential

people, hopes to see at least 100 of the roughly 14,000 Teach for America alumni elected to a public office by 2010. (source: New York Times)

OPINION PIECE: SHOULD AVERAGE STUDENTS TAKE AP CLASSES?

Washington Post columnist Jay Mathews believes AP courses can benefit even struggling students, while Thomas B. Fordham Foundation president Chester E. Finn Jr. says AP is meant primarily for high-school students already prepared for college-level work in discrete subject areas. They debate the issue and discuss other ways to improve regular high-school classes.

<http://www.washingtonpost.com/wp-dyn/content/article/2003/08/26/AR2005032304303.html>

GUIDE TO PLANNING DROP-OUT PREVENTION SUMMITS

The America's Promise Alliance is supporting 50 state and at least 50 city Dropout Prevention Summits to be held by 2010. The purposes of the Dropout Prevention Summits are many, but the primary intention is to increase public awareness of the nation's dropout and college-readiness crisis. There is a guide available for communities interested in planning their own Dropout Prevention Summits. The guide asks and answers three questions: * Why focus on high school graduation? * Why focus on summits?

* Why create a specific action plan to reduce the dropout rate?

A FEW WEBSITES OF INTEREST FOR TEACHERS AND STUDENTS

The Science of Baseball - Exploratorium Exhibit

Articles, exhibits, and activities are designed to explain various scientific concepts within the context of baseball. The five activities use simple materials to explore various pitches, find the "sweet spot" on a bat, bouncing, and the handle forces on a bat. There are two interactive exhibits --one dealing with reaction time, and the other dealing with homeruns.

The interactive homerun exhibit allows students to see what happens to the trajectory of the ball when the angle of the bat swing, speed of the bat swing, and/or speed of the pitch are changed. Complete explanations of the relevant science concepts are included. Shockwave and RealTime Player are needed for full access to the site. <http://www.exploratorium.edu/baseball/>

Separation Science

In this inquiry-based experiment, the students are put in the role of a method development chemist. The scenario they are given is that a train wreck has occurred resulting in a chemical spill. They are told that the spill mixture consists of three substances that must be separated. The students work in teams of 2-3 and the team's task is to design a method to separate the three components of the mixture in the most efficient, cost-effective manner possible. In addition, their method must allow them to recover one of the substances in solid form. Students collect data regarding the solubility of the three substances in three different solvents: methanol, cyclohexane (or mineral spirits), and water. This data is used to design a separation scheme. This separation scheme is then tested on a model sample of the mixture. A final report is prepared by the students in which they outline the separation method they developed, discuss the effectiveness of their method, provide suggestions for modifications which could improve the separation, and answer trouble-shooting questions. <http://www.terrificscience.org/freeresources/lessonpdfs/SeparationScience2.pdf>

JOB POSTING (from Laurie Moses):

Small School High School Principal, Eugene School District 4J, Oregon is looking for a dynamic, visionary leader to serve as the principal of the Academy of Arts - one of three small schools on the North Eugene Campus. We are seeking an experienced leader who is committed to actualizing high achievement for a diverse population of students. The ideal candidate will support the small school movement, value the role of rigor, relevance, and relationships in successfully

preparing students for college, career, and civic engagement, and have a deep commitment to educational equity.

Applicants must have a masters degree in Education or a related field, a valid Oregon administrative license (or ability to immediately obtain one), a strong background and experience in teaching, and administrative experience, preferably at the secondary level. Fluency in Spanish is preferred. Salary - \$75,072 - \$95,639 annually, plus a generous benefit package with a \$4,800 Tax Shelter Annuity contribution and a fully-paid retirement plan, including payment of the 6% employee contribution.

To apply for the position, please go to the District's website,

<http://www.4j.lane.edu/hr/jobs>, and submit a district application and a resume by the closing date of July 8, 2008.

<http://www.edzapp.com/applicant/default.aspx?page=ViewJobFree&jobofferid=30293>

FULBRIGHT-HAYES SEMINARS SUMMER 2009 OPPORTUNITIES/ APPLICATIONS

The Fulbright-Hays Seminars Abroad Program provides opportunities for overseas experience. The program is open to educators and administrators with responsibilities for curriculum development in fields related to humanities, languages, and area studies. Topics and host countries of the seminars vary from year to year. All seminars are in non-western European countries. Seminars are designed to provide a broad and introductory cultural orientation to a particular country (ies). The program is geared towards those educators with little or no experience in the host country (ies) who demonstrate the need to develop and enhance their curriculum through short-term study and travel abroad. There are nine seminars being offered for Summer 2009 with 16 positions per seminar, subject to the availability of funds.

Seminars take place from late June to mid-August for a duration of four to six weeks. Country seminars to be offered in 2009 include:

Elementary Seminars: India, Mexico, and New Zealand & Mongolia

Secondary Seminars: China (For Language Instructors), Poland, and Turkey

Postsecondary Seminars: China - History & Culture, Jordan & Oman, AND Senegal

Terms of the award include: ■ round-trip economy airfare ■ room and board

■ fees ■ program-related travel within the host country (ies). Participants are responsible for a cost share, \$400.00.

Updated application forms are now available. The Summer 2009 application and reference form deadline is September 12, 2008.

Those Qualified To Apply:

Elementary School Teachers in the fields of social sciences, humanities, including languages; Middle or High School Educators in the fields of social sciences, humanities, including languages; Administrators or Curriculum Specialists who have responsibility for curriculum in the fields of social sciences, humanities, including languages; Librarians, Museum Educators or Media or Resource Specialists who have responsibility for curriculum in the fields of social sciences, humanities, including languages; and Faculty or Administrators from public or private, 2- or 4-year institutions of higher education whose discipline is related to the social sciences, humanities, languages and/or area studies.

For additional information, please contact Gale Holdren:

gale.holdren@ed.gov; Program Assistant: Michelle Ward: michelle.ward@ed.gov.

The application package is available, you may apply online at

<http://e-grants.ed.gov/egWelcome.asp>

SOME FUNDING AND AWARD OPPORTUNITIES

Sun Microsystems Foundation Open Gateway Grants Program

Provides hardware and software grants, training, and technical support to: assist schools, particularly in economically disadvantaged communities, in making the transition to network computing; assist schools in utilizing

network-based tools to implement new teaching strategies that improve instruction and student outcomes; and promote the full integration of technology into curriculum to help ensure that students are prepared to become information workers of tomorrow.

http://www.sun.com/aboutsun/comm_invest/ogp/index.html corpaffrs@corp.sun.com (650) 336.078; Sun Microsystems, Inc., Corporate Affairs Dept., 901 San Antonio Road, M/S UPAL01-462, Palo Alto, CA 94303

Toyota USA Foundation

Committed to improving K-12 education, the Foundation offers grants to nonprofit organizations for projects which increase the productivity of students and/or educators primarily in the areas of math and science. Applications are reviewed continually (no deadline). http://www.toyota.com/about/our_commitment/philanthropyeducation/toyota_usa/

Phone: (800) 331-4331; Foundation Administrator, Toyota USA Foundation, A404, 19001 S. Western Avenue, Torrance, CA 90509

Grants for School Partnerships Around the World

The National Association of Independent Schools Challenge 20/20 Program provides an opportunity for schools to develop globally-based, experiential curricula and to build educational partnerships with schools around the world. Challenge 20/20 students form authentic bonds with students from across the globe and learn firsthand about cross-cultural communication; together, teams tackle real problems. Maximum Award: N/A. Eligibility: elementary and secondary schools, public or private, located anywhere in the world. Deadline: August 15, 2008.

<http://www.nais.org/conferences/index.cfm?ItemNumber=147262&sn.ItemNumber=148035>

Disney Grants for Youth-Led Service Projects

Walt Disney Company & Youth Service America, through Disney Minnie Grants, support youth-led service projects that are planned & implemented in communities. Service can take place between October 15 & November 15, 2008, & projects can address the environment, disaster relief, public health & awareness, community education, hunger, literacy, or any issue that youth identify as a community need. Maximum Award: \$500. Eligibility: teachers, older youth (15-25), youth-leaders, & youth-serving organizations that engage younger youth (5-14) in planning & implementation. Deadline: August 30, 2008. <http://ysa.org/AwardsGrants/tabid/58/Default.aspx>

Siemens High School Competition in Math, Science & Technology

The Siemens Competition in Math, Science & Technology recognizes remarkable talent early on, fostering individual growth for high school students who are willing to challenge themselves through science research. Through this competition, students have an opportunity to achieve national recognition for science research projects that they complete in high school. Maximum Award: \$100,000. Eligibility: U.S. high school students. Deadline: October 1, 2008. <http://www.siemens-foundation.org/en/competition.htm>

Grants for Native Plant Landscaping

The Lorrie Otto Seeds for Education Grant Program gives small monetary grants to schools, nature centers, or other non-profit educational organizations for the purpose of establishing outdoor learning centers. Funds will be provided only for the purchase of native plants and seed. Eligibility: Schools, nature centers and other non-profit and not-for-profit places of learning including houses of worship with a site available. Deadline: November 15, 2008. <http://www.for-wild.org/sfecvr.html>

National Weather Association Sol Hirsch Education Fund

Teachers selected are able to use funds to take accredited course in atmospheric sciences, attend a relevant workshop or conference, or purchase scientific materials or equipment for the classroom. <http://www.nwas.org/grants/solhirsch.pdp?>

Disney Minnie Grants

Youth Service America (YSA) and Disney sponsor grants of \$500 to support youth-led service projects taking place from October 15 - November 15, 2008.

http://tools.ysa.org/downloads/grants/disney/Introduction_and_requirements_english.pdf

2009 School Counselor of the Year Nominations

ASCA's School Counselor of the Year program honors the best of the best -- school counselors who are running a top-notch, comprehensive school counseling program at either the elementary, middle or high school level. This program brings 10 finalists and their nominators to Washington, D.C., in late January, where they participate in a congressional briefing, tour Washington, D.C., and are honored at the School Counselor of the Year Gala. From these 10 finalists, one school counselor of the year is selected. Deadline: September 5, 2008. [http://](http://www.schoolcounselor.org/content2.asp?contentid=544)

www.schoolcounselor.org/content2.asp?contentid=544

Do Something Foundation: Increase Your Green

Participants must make concrete efforts towards reducing the environmental impact of their school during the eight week competition. All initiatives must be youth designed and led. A representative from each group must submit an online report of the school or club's actions to save energy, reduce waste and raise awareness during the competition. Grants offered range from \$500 - \$1500. <http://www.dosomething.org/increaseourgreen>