

CASN NEWS November 2006

CASN News is supported by the Career Academy Support Network (CASN) at University of California Berkeley Graduate School of Education. Our focus is on high schools and high school redesign, especially redesign which includes Academies/small schools/smaller learning communities.

CASN believes that quality teaching and learning are at the heart of any good high school and that every student has a right to rigor, relevance, and supportive adult relationships. We also work to build community engagement and partnerships which support student success.

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“Teachers now are expected to staff the permanent emergency rooms of our country’s dysfunctional social order. They are expected to compensate for what families, communities, and culture fail to do. Like our soldiers in Iraq, they are sent into urban combat zones, on impossible missions, under inhospitable conditions, and then abandoned by politicians and policy makers who have already cut and run, leaving teachers on their own...The neglect of urban education -- a capital moral offense in its own right -- is but a symptom of what is happening in America. We are retreating from our social compact all down the line.”

-Bill Moyers

(author/journalist) “America 101”

"It takes a deep commitment to change and an even deeper commitment to grow." - Ralph Ellison

ELECTION 2006: NEW CONGRESSIONAL VICTORIES COULD BE GOOD FOR SCHOOL FUNDING

Outcomes of recent elections could affect issues ranging from school loans to educational technology funding to workforce preparedness and even reauthorization of the federal education law. Even though Democrats have seized control of both chambers of Congress, their agenda could be curtailed by the threat of a veto from President Bush. Still, many education groups are encouraged by the ascension of what they viewed as a more favorable climate for education funding on Capitol Hill.

Democratic control of the House -- which will make Rep. Nancy Pelosi of California the first female House speaker in U.S. history -- could open the door for changes to the legislative agenda that might favor schools. Control of the House also means chairmanships of the various committees will fall to Democrats. Currently, the ranking Democrat on the influential House Appropriations Committee is Rep. David Obey of Wisconsin, and the ranking member of House Committee on Education and the Workforce is Rep. George Miller of California. That could have a significant impact

on the legislative priorities of the House, influencing issues down the road. When Democrats take control of the Senate, West Virginia Sen. Robert Byrd is in line to assume chairmanship of the Senate Appropriations Committee, and Massachusetts Sen. Edward Kennedy would become chairman of the Senate Committee on Health, Education, Labor, and Pensions.

<http://www.eschoolnews.com/news/showStoryts.cfm?ArticleID=6710>

see also:

http://www.edweek.org/ew/articles/2006/11/08/12federal_web.h26.html

ELECTION 2006: SUMMARY OF EDUCATION-RELATED BALLOT MEASURE RESULTS

2006 saw voters in 14 states decide a wide variety of education policy issues. Thirteen state elections decided various aspects of school finance, including authorizing bond sales, increasing taxes, requiring state funding of schools and changing the management of the state's public

school trust fund. Seven states saw voters decide policies in other areas, writes Kyle Zinth. These proposals include overturning legislation mandating school consolidation and banning in-state college tuition for undocumented immigrants and affirmative action at state institutions. Selected highlights include: Voters in Michigan rejected an education funding guarantee, while voters in Nevada approved a measure requiring the legislature to fund public education before any other part of the state budget for two years. All districts in Alabama will be required to have at least 10 mills of property tax allocated for public education. Two proposals modeled after the "65% solution" were rejected by voters in Colorado. Voters in Wyoming voted to create a permanent fund for higher education and equalize school funding in all districts, while voters in Nebraska approved a measure to create an early childhood endowment fund. Other Issues: Arizonans voted to deny in-state tuition and other education services to undocumented immigrants, and Michigan voters approved a measure banning affirmative action. Nebraska voters repealed legislation pertaining to school district consolidation. South Dakota voters rejected a measure that would have prohibited schools boards from establishing the start of a regular school term prior to the last day of August. <http://www.ecs.org/clearinghouse/70/71/7071.pdf>

BOSTON RECEIVES 2006 BROAD PRIZE

This year's \$500,000 2006 Broad Prize that goes to the urban district that has made the greatest strides in improving student achievement has been awarded to the Boston Public Schools. The winner of the prize is chosen based on test score data and how it compares to other large urban districts serving similar student populations. Boston Public Schools was chosen over the runners-up because of its consistent performance over the last five years. Each of the finalists receives a \$125,000 award for their student performance; 2006 Broad Prize finalists include New York City, Jersey City, Miami-Dade County and Bridgeport, CT.

<http://www.nytimes.com/2006/09/20/education/20prize.html>

VIRTUAL-SCHOOL ENROLLMENT EXPLODES: NACOL SYMPOSIUM

STATES CASE FOR ON LINE LEARNING

Virtual schooling, and its potential to increase student achievement, was the focus in Plano, Texas, as more than 500 educators from across the nation gathered for the annual Virtual School Symposium Nov. 5-7. The three-day event featured the release of a study detailing a dramatic surge in online enrollment among school-age children--up to a 50-percent increase in some states, researchers said--as well as a new guide for teaching online courses, among other resources. NOTE: The full report is available on the North America Collaboration on Online Learning website.

<http://www.eschoolnews.com/news/showStoryts.cfm?ArticleID=6708>

<http://www.nacol.org/>

COLLEGES RESCIND ACCEPTANCES FOR SENIOR SLACKERS

Many colleges and universities are rescinding acceptance letters for incoming freshman who either took a lighter spring semester load than their application had indicated or whose grades had dropped dramatically. Admissions officers say the tough measures are to ensure students can handle college work when they arrive.

MORE STUDENTS TAKE SAT & ACT

The number of SAT and ACT test-takers has significantly increased since last year, with 17% more students registered to take the Oct. 28 ACT than last year and with nearly 100,000 more students taking the SAT this month compared to last October. Much of the ACT increase has been attributed to students trying both exams or switching from the SAT to improve their chances of being accepted into college.

GOVERNMENT AID DECLINES FOR COLLEGE STUDENTS

Democratic Congressional leaders are pledging new legislation to make college more affordable, just as many students are struggling more than ever to pay for their schooling. Federal grants and subsidized loans are covering less of the tuition bill, with Pell Grants, for example, now covering only about a third of the average costs at a four-year public school, compared to 57 percent in 1985-86. EPI economist Joydeep Roy reviews College Board data to examine how Pell Grants, one of the largest sources of federal help for low-income college students, have not kept up with college prices at four-year public and private colleges over the last 20 years. Roy also looks at the increasing percentage of student loans borrowed through banks and other private institutions, which often carry higher interest rates than subsidized Stafford loans and can be difficult to acquire for poor and minority students.

http://www.epi.org/content.cfm/webfeatures_snapshots_20061115

SCHOOLS SLOW IN CLOSING THE ACHIEVEMENT GAP

When President Bush signed the No Child Left Behind Act a year into his presidency, it set 2014 as the deadline by which schools were to close the test-score gaps between minority and White students that have persisted since standardized testing began. Now, as Congress prepares to consider reauthorizing the law next year, researchers and a half-dozen recent studies are reporting little progress toward that goal, despite concerted efforts by educators. *New York Times*, (See today's edition of *CASN News HS Files to read full story.*)

HONORS COURSES NOT ALWAYS RIGOROUS

This Washington Post article by Jay Matthews uses the term "course-label inflation" to describe the growing problem in which teaching and content do not always match the Honors, Advanced Placement, or College Prep title of the course.

TEACHERS DEBATE VALUE OF HOMEWORK

A small but growing number of teachers are no longer assigning homework, particularly at the elementary-school level, because they believe such assignments make little difference in student achievement. The most widely accepted research suggests that homework boosts student scores in the short-term and, when assigned in moderate amounts, improves student learning in the long-term, especially for high school students.

COLORADO SCHOOL DISTRICT PROPOSES LICENSING ITS OWN TEACHERS

The Douglas County School District has asked Colorado for permission to bypass state rules so that it can train and license its own teachers, starting next year. The district's proposal includes creation of a professional in-residence program allowing working professionals to teach part-time and a training program to qualify licensed educators to teach in hard-to-fill positions, such as math or a foreign language.

A GOOD IDEA: FIELD TRIP INFO A CLICK AWAY IN THE U.K.

The Web-based service Schooltrip.com makes it easier for British teachers contemplating field trips to create an itinerary and budget, book transportation, line up insurance and handle other arrangements. The online service's rollout to U.K. schools follows a recently announced government plan to promote more out-of-classroom excursions and activities.

ED SECRETARY SPELLINGS REVEALS PLAN TO IMPROVE U.S. HIGHER EDUCATION SYSTEM

U.S. Secretary of Education Margaret Spellings recently announced her plans to improve the U.S. higher education system, based on the recommendations in the final report of her Commission on the Future of Higher Education. The plan includes strengthening alignment between high school standards and college expectations, expanding and simplifying need-based financial aid, and the creation of a student-level data system for higher education institutions.

<http://www.ed.gov/news/pressreleases/2006/09/09262006.html>

MUSIC EDUCATION MOVES ONLINE

Thanks to advancements in so-called Web 2.0 technologies, music education is extending beyond the classroom with the help of software that allows for virtual, real-time music lessons and collaboration online. Software from new companies such as eJamming, WorkshopLive, and In the Chair can connect students and teachers in online groups or in solo sessions to record and edit music online. These technologies can supplement and reinforce the traditional teaching that occurs during private music lessons or school classes, their proponents say.

<http://www.eschoolnews.com/news/showStoryts.cfm?ArticleID=6723>

MOMENTUM BUILDS ON E-BOOKS

Momentum appears to be growing on the use of eBooks in K-12 education. More and more school districts are replacing traditional textbooks with electronic versions that can be accessed through a school server or downloaded onto student laptops--and a few school systems have opted to eliminate textbooks altogether. In other cases, schools are providing students traditional textbooks to use at home, but using electronic versions of the same texts in the classroom.

<http://www.eschoolnews.com/news/showstoryts.cfm?Articleid=6707>

HIGH SCHOOL GYM CLASSES MOSTLY IDLE

A recent study by Cornell University found that in an average high school gym class, students are active for only sixteen minutes. As concerns about obesity rates in children increase, nearly all states have introduced bills to increase or reform physical education.

<http://www.baltimoresun.com/news/nationworld/bal-te.gym20sep20,0,5800684.story?coll=bal-pe-asection>

SOCIAL NETWORKING WEBSITES CONFOUND SCHOOLS

More than three years after social-networking web sites such as MySpace

and Facebook first began cropping up online, school leaders still struggle with how to set policies regarding the use of such sites both inside and outside of school--and many school systems lack these policies altogether, according to a recent survey.

<http://www.eschoolnews.com/news/showstoryts.cfm?Articleid=6721>

ARKANSAS LAUNCHES MEDIA CAMPAIGN TO ENCOURAGE RIGOROUS COURSE TAKING

Arkansas state education officials recently launched a media campaign, including inserts in magazines, television commercials, and radio advertisements, to emphasize the importance of rigorous courses to student achievement. The campaign encourages parents and students not to opt out of the state's Smart Core curriculum, which includes four courses each in math and English, and three each in natural science and social studies.

NORTH CAROLINA COMMISSIONS RESEARCH BEST PRACTICES IN HIGH SCHOOLS

Researchers from University of North Carolina, Chapel Hill will spend approximately \$300,000 on "performance audits" of the state's high schools. They will review statewide data on high school test scores and spending to find practical strategies to improve low-scoring high schools.

PENNSYLVANIA PROGRAM TO PUT LAPTOPS IN HIGH SCHOOL CLASSROOMS

Pennsylvania Program to Put Laptops in High School Classrooms
Pennsylvania Governor Ed Rendell recently launched a \$200 million initiative to furnish high school classrooms with laptop computers and wireless Internet access. A total of 35,000 computers will be provided this year to 79 school districts in 39 counties.

KENTUCKY OFFERS INDIVIDUAL ILPs FOR EVERY SECONDARY STUDENT

Kentucky has launched a new web-based system that automatically creates Individual Learning Plans for every middle and high school student. You could call it "MySpace" meets "Monster": Kentucky has introduced a web-based program that will help students map out their academic careers and give them an idea of what career path they'd like to explore--all while teaching them how to write a resume and apply for financial aid.

The program, called Individual Learning Plans, is a revamped version of the Individual Graduation Plan, a system the state introduced in 2002 but

that failed to catch on with students. The new program, run by Toronto-based Career Cruising, is already earning raves.

"I've already had more kids in the last week say things about this than I've ever had in 13 years of education," said Todd Mullins, a guidance counselor at Oldham South Middle School.

Each student will have his or her own page, complete with test scores and the results of surveys designed to help students figure out what they're interested in.

<http://www.eschoolnews.com/news/showStory.cfm?ArticleID=6716>

INDIANA'S SWITCH TO NEW FORMULA DEFLATES GRADUATION RATES

Indianapolis schools' graduation rate, as calculated under a new state formula that tracks individual students through their high school career, unofficially was 48% for the 2004-05 school year, dramatically below the 91% reported for the year prior under the old system. Some administrators are warning parents to expect low numbers when the state releases its figures.

\$6 BILLION WINDFALL A BONUS TO CALIFORNIA SCHOOLS

California schools are in line for a \$6 billion windfall over the next five years, and interest groups are already lining up to get their share, promoting ideas like improving high schools, paying teachers more, and helping urban districts with severely declining enrollment.

The money is anticipated because K-12 enrollment is expected to drop while the state's general fund revenues continue to increase. Several factors are contributing to the declining enrollment: Children of Baby Boomers are exiting the 5-to-17 age group, fewer people are moving into the state, and there has been a decline recently in the state's birthrate. The state's nonpartisan legislative analyst recommended that lawmakers begin to consider how to use the money strategically to improve the state's schools.

"The emphasis on reform and change should be significant," said Senate President Pro Tem Don Perata, D-Oakland. "We don't want to use all this money to maintain the status quo. But it is hard because everyone has a vested interest."

WEST VIRGINIA CONSIDERS CHANGES TO SENIOR YEAR

Under a proposed state plan, West Virginia seniors would be required to take an additional math credit, required biology, chemistry and technology

courses, and one less career pathway. The plan also includes a full-day enrollment policy.

OREGON DEBATES ESSENTIALS FOR HS GRADS

For 15 months, members of the state Board of Education have been haggling over how to restructure Oregon's high-school-graduation requirements. They were set finally to vote on the new standards early next month, including likely plans to require students to take three years of science and three years of math, beginning with the first year of algebra.

But as the deadline neared, protests and concerns began flooding in from school districts. Superintendents, principals and teachers said there hadn't been enough time to comment on the standards, and they raised concerns about funding the new mandates and getting teachers prepared in time. With the state Department of Education swamped with more than 100 e-mails a day on the topic, the Board of Education announced this week that it would push back the final vote on the proposal until mid-January.

The state has beefed up the number of credits students need to graduate. Legislators boosted the English and math credits to four and three, respectively, in 2005. Chairman Jerry Berger said the board seems to be leaning toward requiring students to take higher-level math classes rather than letting pre-algebra courses count toward a diploma. The new proposal also would boost the science requirement from two credits to three, including two years of laboratory science. (source: Seattle Times)

RISING HS GPAs CREATE CHALLENGES FOR COLLEGE ADMISSIONS PROCESS

The typical high school GPA has been rising in recent decades, with one 2005 study indicating that almost 23% of college freshmen said their average grade in high school had been an A, compared with about half that percentage in 1975. As a result, selective colleges are still relying heavily on standardized test scores to differentiate among applicants, even though the SAT has been under attack recently due to its length and scoring problems.

<http://www.cnn.com/2006/EDUCATION/11/21/admissions.game.ap/index.html>

TV SHOW PROBES SCIENCE, HYPE OF MYTHS

Discovery Channel's "Mythbusters" TV show uses the scientific method to confirm, deem plausible or "bust" popular myths -- such as whether the Hindenburg's spectacular explosion resulted solely from its hydrogen fuel load. Even though co-host Jamie Hyneman says his team doesn't pretend

to teach science, the California Science Teachers Association have named him and colleague Adam Savage honorary lifetime members. (source: New York Times; may require registration)

<http://www.nytimes.com/2006/11/21/science/21myth.html?pagewanted=1&ei=5087&em&en=cfacacb842cc37aa&ex=1164258000>

A NEW TACTIC FOR STUDENTS AT-RISK: COLLEGE

Although most schools offer accelerated opportunities for students to earn college credit while still in high school, they tend to attract high achievers and students who have plenty of resources. College-credit programs tailored to disadvantaged students, including those who might drop out, are less common, but some schools are seeking to fill that niche as part of a movement called early-college high schools. These schools put secondary students on college campuses, often on track to earn two-year associate's degrees along with their high school diplomas at no cost.

STUDENTS PROTEST USE OF SERVICE TO FIGHT PLAGIARISM

Some students at McLean High School in Virginia object to their school's decision to use the Web-based service Turnitin to screen papers for plagiarism. The students cite privacy concerns and question whether it is legal for firms like Turnitin to make a profit by creating databases with millions of papers authored by students who have received no compensation.

ARLINGTON, VIRGINIA STUDENTS STUDY STRATEGIC LANGUAGES

Middle and high school students in Arlington, Virginia have the opportunity to take Mandarin Chinese and Arabic classes offered through Northern Virginia Community College. Classes meet in the evenings for two hours twice each week throughout the school year.

CALIFORNIA WILL ALLOW PRINCIPALS TO REFUSE TO ACCEPT UNSUCCESSFUL TEACHERS TRANSFERRING FROM OTHER SCHOOLS, PROVIDE STIPENDS FOR VETERAN TEACHERS WORKING IN LOW-PERFORMING SCHOOLS

California Governor Arnold Schwarzenegger signed a bill that will let principals refuse to accept unsuccessful teachers transferring from other schools. The governor also signed legislation that makes it easier for out-of-state teachers to teach in California and that creates a \$6,000 stipend for veteran educators who mentor new teachers in low-performing schools.

POLICY WATCH: U.S. SUPREME COURT TO HEAR TWO RACE-BASED SCHOOL ASSIGNMENT CASES

The U.S. Supreme Court will hear two cases from the Seattle and

Louisville, Ky., school districts in December that center around whether public schools can use race as a factor when assigning students to schools. School system defendants say such policies are necessary to ensure diversity, but plaintiff parents, who, in both lawsuits, are white, argue that using race violates the Constitution's guarantee of equality.

DESPITE SCORING ERRORS, SAT STILL HAS CLOUT

The scoring problems that plagued last October's SAT appear to have had no adverse effect on the number of students registered to take the high-stakes college admissions exam, although the glitches have prompted some college admissions offices to put more emphasis on the essay and other parts of an applicant's portfolio. Out of the roughly 2,600 accredited colleges in the U.S. about 730 institutions have now made the SAT optional.

REPORT: NEED FOR SECONDARY WRITING INSTRUCTION

With adolescents' reading skills garnering increasing attention in school improvement discussions, a report urges educators and policymakers also to address the need for effective writing instruction in middle and high schools.

REPORT: VIDEO GAMES CAN IMPROVE LEARNING SAY SCIENTISTS

Educational video games have great potential to hone critical-thinking skills, help teach academic curricula, and evaluate what students learn, concludes a report by a prominent group of U.S. scientists.

SINGLE-SEX CLASSES, PROGRAMS AUTHORIZED UNDER U.S. EDUCATION DEPARTMENT RESOLUTION

Public schools will now be able to educate boys and girls separately, if they choose, without fear of violating federal laws and regulations prohibiting sex discrimination.

A COMMUNITY-SIZED SOLUTION TO THE DROPOUT EPIDEMIC

Dropping out of high school is motivated by a variety of factors and many of them have little to do with school or homework. The only way at-risk youth will remain in school and earn their diploma is if their communities make a concerted effort to help them. Learning to Finish is a new campaign launched by the Pew Partnership for Civic Change that seeks to address the dropout problem in communities ready to meet this challenge as a community-wide concern. The Pew Partnership for Civic Change has also published a dropout discussion guide titled "Learning to Finish: The School Dropout Crisis." Here the case is made for a

community-wide approach to solving the dropout problem and the five elements that should serve as the core of any community-wide dropout effort. According to Dr. Suzanne Morse, "For the one million or so kids who drop out each year, the prospects are dire. For the communities in which they live, the dropout rate is very bad news indeed. Each year, the toll of lost wages, taxes, and productivity that can be attributed to dropouts comes to more than \$200 billion for the nation as whole. That does not take into account the fact that more than two-thirds of the inmates in state prisons are school dropouts or that it is a turnkey issue for poverty, poorer health, and more limited prospects for the children of dropouts. It is a vicious cycle that must be broken."

<http://www.pew-partnership.org/whatsnew.html>

REPORTS AND PUBLICATIONS

Study: Two-Thirds of Youth Still Not Getting Resources Needed To Succeed

A new study by America's Promise finds that when youth are provided with at least four out of five fundamental resources, their life chances for success dramatically increase and damaging gaps separating low-income and minority youth from other youth are significantly reduced.

Unfortunately, the data also show that more than two-thirds of our youth are not currently receiving enough of these resources to benefit from their full effects. The in-depth study, "Every Child, Every Promise: Turning Failure Into Action", measures the presence and impact of the five fundamental resources -- or "Five Promises" -- that research has shown affect the development and lives of America's youth: (1) caring adults; (2) safe places and constructive use of time; (3) a healthy start and development; (4) an effective education; (5) opportunities to make a difference helping others. The new report finds that children receiving four or five Promises, as compared to youth receiving zero to one Promise, are far more likely to be successful, including being twice as likely to get A's, twice as likely to avoid violence and 40 percent more likely to volunteer. Moreover, the research shows that receiving four or five of these basic developmental resources has the potential to level the playing field for youth across racial and economic lines. The research initiative affirmed that "whole child investments" -- ensuring that children experience the sustained and cumulative benefits of at least four of the five Promises in various aspects of their lives -- at home, in school, out in the community -- greatly increases their odds of success regardless of race or family income. <http://www.americaspromise.org/ECEP.aspx?id=208>

Improving Literacy Outcomes for English Language Learners in High School:

Considerations for States and Districts in Developing a Coherent Policy Framework

This research brief released by the National High School Center outlines recommendations for states and districts to better support adolescent English language learners (ELLs). The brief outlines existing barriers regarding teacher expectations, tracking, and placement of ELL students and offers key policies and useful strategies in building capacity and developing learning environments conducive for all students in obtaining academic success.

http://www.betterhighschools.org/docs/NHSC_Adolescent5_110806.pdf

Are They Really Ready to Work?

This publication from The Conference Board, Corporate Voices for Working Families, the Partnership for 21st Century Skills, and the Society for Human Resource Management examines employers' views on the readiness of new entrants to the U.S. workforce — recently hired graduates from high schools, two-year colleges or technical schools, and four-year colleges.

http://www.21stcenturyskills.org/documents/FINAL_REPORT_PDF9-29-06.pdf

REPORT/WEBSITE: U.S. Education Department's 2006 Condition of Education

The U.S. Department of Education's 2006 Condition of Education provides a portrait of public education via several indicators, including demographics, school crime and student progress, among others. Among its highlights: Half of students in grades 3-12 had parents who reported in 2003 they were "very satisfied" with their child's school, theft and violent school crime declined by 53% and 42%, respectively, from 1992 through 2003, and Hispanic students accounted for 19% of public school enrollment in 2004, compared with 6% in 1972.

<http://nces.ed.gov/programs/coe/>

The Career Pathways How-To-Guide

A report sets forth a step-by-step approach for implementing career pathways between K-12 education and the workforce at the local level and discusses how state-level officials can support those efforts.

The report—produced by the Workforce Strategy Center, a New York City-based nonprofit organization working to improve workforce preparation in more than 20 states—is basically a how-to guide following up a white paper released last summer. The earlier paper outlined how career-pathway systems can benefit regional economies while improving individual educational and career outcomes.

http://www.WSC_howto_10.16.06.pdf/

Practices That Support Data Use in Urban High Schools

This research brief from the Center for Comprehensive School Reform and Improvement summarizes a study of how five low-performing, high-poverty urban high schools in three school districts used data to inform school improvement. This study examined four data-related issues: data quality and access, data disaggregation, the role of collaborative inquiry in understanding data, and leadership structures that support data use.

http://www.centerforcsri.org/Center_RB_Oct06.pdf

Report: Extend Learning Time to Improve High Schools

The Center for American Progress, a progressive think-tank headed by President Clinton's former Chief of Staff John D. Podesta, has released a new report that examines high schools that use extended day programming as part of the required educational program for all students. Strategies used by high schools successful at integrating more learning time are examined. Author Hilary Pennington, a Senior Fellow at the Center for American Progress, notes that the schools did more than simply add more hours to the school day. The schools highlighted in the report also have cultures focused on preparing students for life after high school, high expectations, and extra support to keep students on track with college-preparatory requirements. In addition, successful programs made sure that the students were engaged and interested in the extended learning opportunities.

http://www.americanprogress.org/issues/2006/10/pdf/extended_learning_report.pdf

NCES Report Provides Info on Academic Preparation of High School Graduates

Academic Pathways, Preparation, and Performance: A Descriptive Overview of the Transcripts from the High School Graduating Class of 2003-04 uses transcript data from the Education Longitudinal Study of 2002 (ELS:2002) to provide nationally representative information about the level of academic preparation the high school graduating class of 2003-04 had when leaving high school. The report briefly looks at the course-taking patterns of 2003-04 graduates, with a focus on their participation in mathematics, science, and Advanced Placement/International Baccalaureate courses. Additionally, the report links these patterns to test achievement in mathematics, grade point average, and expectations for future educational attainment.

Major findings in the report are that:

- the high school graduating class of 2003-04 earned an average of 25.8 course credits (measured in Carnegie units), 19.0 in academic subjects.
- about 30% of the class earned at least one credit in Advanced Placement or International Baccalaureate courses.
- 5% of graduates got no further than basic math or pre-algebra courses, 45% completed at least algebra I or II, 36% completed at least one trigonometry, statistics, or pre-calculus course, and 14% calculus, as their highest level mathematics in high school.
- 91% of graduates who completed an academic curriculum.
- 46% of students who completed an occupational curriculum demonstrated mastery at proficiency level 3 on the ELS:2002 12th grade mathematics assessment.

<http://nces.ed.gov/pubs2007/2007316.pdf>

Economic Outlook for High School Completers vs. Non-Completers

The National Center for Education Statistics (NCES), using data from the National Education Longitudinal Study of 1988, compares the economic outcomes of hs completers at three different points in time with those of individuals who did not complete hs. The Issue Brief also investigates whether differences in economic outcomes exist by hs completion status, the timing of hs completion, and the type of credential earned.

Individuals who complete hs within six years had better economic outlooks than those who completed later or not at all. However, there was little difference between the earnings power of those holding a hs diploma and those with an alternative credential. Females, regardless of the timing or type of hs credential earned, generally had significantly higher rates of unemployment and lower hourly wages and annual earnings.

<http://nces.ed.gov/pubs2007/2007019.pdf>

A SPECIAL COLLABORATIVE CURRICULUM PROJECT

Newsday: A Global Schoolhouse Project

<http://www.gsh.org/gsh/project/newsday>

WEBSITES FOR TEACHERS AND STUDENTS

Carnegie Website on Adolescent Literacy

This website from the Carnegie Corporation of New York includes information and publications on adolescent literacy that the foundation has helped support over the past three years.

<http://www.carnegie.org/literacy/index.html>

Website: Google for Educators

Google for Educators, a new Web site launched this month, offers guides and lesson plans detailing creative ways to use Blogger, Google Maps,

Google Earth and nine other Google applications in the classroom.
<http://www.google.com/educators>

Website: Going2college.org: Linking students to State College Access Resources

The new Going2college.org website features state-by-state information for students about college planning, financial aid, and career planning. Visitors can click on their state to learn where to obtain help with completing the FAFSA, what types of federal and state financial aid are available, and where to find college resource centers and college information events. The site, developed by the National Council of Higher Education Loan Programs, in conjunction with Mapping Your Future, utilizes the National College Access Program Directory to provide visitors with state-specific listings of early awareness and outreach programs. <http://www.Going2college.org/>

Teacher-To-Teacher Resources from U.S. Ed Department

The U.S. Department of Education's Teacher-to-Teacher Initiative conducted

14 successful workshops in cities across the country this past summer. The Initiative has now made materials from each of the workshop sessions available online. PowerPoints and handouts from 107 workshop sessions are posted at: <http://www.t2tweb.us/Workshops/Sessions.asp>.

YouTube Fun: Pick A (Classic) Book, Any Book

For a good time (at least the English/Media teacher's idea of a good time), type the title of a classic into YouTube's search field -- what you get is a bevy of student-made videos from various English class projects. From the inspired to the truly terrible, these student-videos are guaranteed to cast your favorite book in a new light. Might be fun to use in class.

example:

http://www.youtube.com/results?search_query=catcher+in+the+rye&search=Search

CIA for Kids

CIA FOR KIDS

Divided into introductions at two levels, K- 5 and 6 – 12, the home pages explain briefly what the CIA does. Sites of interest for children include information about the Canine Corps, a story about pigeons, games and a feature on saying no to drugs. Links from the two levels of homepages do not necessarily go to reading matter of the level; for example, the "Who We Are and What We Do" pages require a sophisticated vocabulary and high reading level (9+). Links from features

like "Spy-Fi Archives" display some inconsistency in formatting, but the source is a good general one for older children. An extensive book list on drug awareness and abuse prevention is helpful.

<http://www.cia.gov/cia/ciakids/index.html>

In the Classroom:

Include this site when studying the three branches of government as a concrete example of one thing the Executive Branch does. Students could explore it on a "scavenger hunt" to learn answers to questions you pose, or the whole class could visit on a projector to learn about what the CIA does. If you ask students to research different government agencies, this would be a great reference site for them to use.

Life Without Engineering Grades 6 - 10

This site introduces students to the amazingly complex world of engineering. Students explore throughout a house. In each room there are numerous items for the student to click on and find out the engineering behind that item. Students learn facts about inventors, inventions, types of engineering and other fun facts. Students are also asked engineering questions (quiz style) throughout the rooms of the house. Texas standards are provided. Flash is required.

<http://www.engr.utexas.edu/wep/col/lifewoengr.index.html>

In the Classroom:

Get an interactive whiteboard and challenge your students to seek and find all of the engineering items in each room of the home. Be sure to visit the "cool webpage" link! Guidance Centers may want to include this site in their career exploration links. This would also be a great activity for the start of a science course to show the "real world" connections with the subject matter. You could even assign students to explore it on their own and find examples of places your particular course has relevance.

BBC Learning English Grades 3 - 12

BBC offers the news with vocabulary support, exercises, video and audio features with related testing, a serial story with viewer input, a special grammar and vocabulary section, and features just for students (Learner of the Day, a learning English blog, emailed newsletter, and message board.) This is a comprehensive site well worth your time. NOTE: American speakers will find some "different" vocabulary, but for many this simply enriches the site. Some activities require Flash.

<http://www.bbc.co.uk/worldservice/learningEnglish/index.html>

FYI: For teachers, there is a weekly lesson plan to accompany a selected news feature. The lesson plan includes highlighted vocabulary, a

glossary, comprehension questions, a quiz, and links to more information about the subject of the story. This site is useful for far more than just ESL/ELL. Remedial reading teachers who struggle to find interactive comprehension activities will love the variety of reading selections and cloze passages, such as "Get That Job."

Oxfam's Cool Planet for Teachers/Mapping Our World Grades 6 - 12

Oxfam's Teacher Resource site contains a wealth of information about global issues and human rights. There are lesson plans on fair trade, social justice, sustainability, and a new unit on global music. Given the nature of the issues explored, there is a special teacher's guide to teaching controversial issues. The link to "Mapping our World" takes you to a great interactive look at the world and the impact of maps on our view of the world. <http://www.oxfam.org/uk/generationwhy/stuff/mappingourworld>

Drama Teachers Exercise Grades 6 - 12

This is an online bulletin board site which is filled with lesson ideas contributed by many.

<http://groups.msn.com/dramateacher/exercises.msnw>

Your World: Biotechnology & You Grades 7-12

The Biotechnology Institute, the national biotechnology education organization, has released the Fall 2006 online issue of Your World: Biotechnology & You, the educational biotechnology magazine for 7th-12th grade students. <http://www.biotechinstitute.org/>

PDF Pad Grades 0 - 12

This handy tool creates printables (Acrobat Reader format) to your specifications right from the web site. You can make calendars (customize, many options), musical staff paper, graph paper, and even an endless supply of sudoku puzzles! It is easy to figure out (simple pulldowns to make your choices). The Spanish language version is in development.

<http://www.pdfpad.com/>

In the Classroom:

Share this link with parents and students on your teacher web page.

Students can make personal calendars to plan long-term projects or give as holiday gifts. Your sudoku addicts will love you for it!

Best Evidence Encyclopedia: Research Review Website Launched

Which educational programs have been successfully evaluated in valid scientific research? The Center for Data-Driven Reform in Education at Johns Hopkins University, funded by the U.S. Department of Education,

has created a free website called the Best Evidence Encyclopedia (The BEE).

The BEE contains educator-friendly summaries of research on educational programs as well as links to the full-text scientific reviews. The reviews, written by many qualified individuals and organizations, focus on the programs educators should consider to improve their students' achievement: math and reading programs, comprehensive school reforms, technology applications, and more. At this website you will find reliable, unbiased summaries and detailed reports on high-quality evaluations of educational programs. <http://www.bestevidence.org/>

Conservation Investigation: Seahorses Grades 9 - 12

This interactive website is amazing - both informative & entertaining. Students are sent on a mission as an investigative reporter from a local newspaper. This interactive lesson takes students up close to the Philippines to observe seahorses. Students also complete their investigations by interviews & library research all pre-created at the Shedd Aquarium. The culminating activity requires students to prepare a persuasive article. This site is extremely well done & students will enjoy the videos, unique activities & the original way that the information is presented. Note: some have had difficulty accessing some of the interview videos. There's apparently a codec issue with these, which is computer-speak for, "They don't work." The rest of the site works fine, however, just be sure to pre-test videos you assign to students. (from the fabulous Shedd Aquarium)

http://www.sheddaquarium.org/sea/interactive_module.cfm?id=11

Repeat After Us

This online language lab/library has made classic poems and other literature available for listeners to hear and read. It is searchable by genre, authors, and titles. For younger children, it has nursery rhymes and tongue twisters. Besides literature, it contains non-fiction writings, mostly by political figures as well as famous plays. Difficulty level is indicated for each recording, ranging from beginning to advanced. The audio player is downloadable at the site. Help your learning support students or challenged readers by letting them listen to texts. Recordings are made by volunteers. Your service club may want to help record some texts for fellow students, as well. <http://www.repeatafterus.com/> (FYI: created by hs student)

In the Classroom: Make sure you turn on your speakers or have headphones available. You can copy the exact URL or make a shortcut directly to a listening selection for your elementary or ESL students to

listen in the lab or at a classroom center. If your computers are "locked down" preventing downloads, you may have to request that tech help install the player.

SOME FUNDING AND AWARD OPPORTUNITIES FOR TEACHERS, STUDENTS, SCHOOLS AND COMMUNITIES

National Vocabulary Championship

The National Vocabulary Championship (NVC) is an initiative sponsored by GSN, The Network for Games, which uses competition and wordplay to engage and reward high school students, educators and parents, teaching them the value of a strong vocabulary. Students can have access to NVC preparation materials through the NVC website and in-school coaches, if applicable. Maximum Award: \$40,000 toward college tuition. Eligibility: high school students across the country. Deadline: see website for specifics. http://www.gsn.com/nvc/nvc_guidelines.php (NOTE: This contest repeats every year.)

Grants to Create and Implement Fine Arts Programs

National Education Association (NEA) Fine Arts grants are awarded to teachers, through local NEA affiliates, to enable them to create and implement fine arts programs that promote learning among students at risk of school failure. Programs must address the arts (painting, sculpture, photography, music, theater, dance, design, media, or folk arts). Eligibility: members of the National Education Association teaching grades 6-12 working in a U.S. public secondary school serving economically disadvantaged students. Maximum Award: \$2,000. Deadline: December 15, 2006. TIME SENSITIVE

http://www.neafoundation.org/programs/FineArts_Guidelines.htm

AAUW Community Action Grants

The American Association of University Women (AAUW) offers one- and two-year grants for programs that promote education and equity for women and girls. One-year grants provide seed money for new projects while two-year grants must be longer-term programs that address particular needs of the community and develop girls' sense of efficacy through leadership or advocacy opportunities. Applicants must be women who are U.S. citizens or permanent residents. Grant projects must have direct public impact, be nonpartisan, and take place within the United States or its territories. (AAUW has funded many in-school and after-school programs in the past.) One-year grants will range from \$2,000 to \$7,000. Two-year grants range from a total of \$5,000 to \$10,000. Applications must be completed online by January 15, 2007.

http://www.aauw.org/fga/fellowships_grants/community_action.cfm

Olympus & Tool Factory Classroom Grant Program

K-12

teachers are invited to submit ideas for classroom projects using Olympus and Tool Factory products. Selected classrooms receive three Olympus digital cameras, one Tool Factory site license, and \$500 cash; the deadline is December 30. For more information visit www.toolfactory.com/olympus_contest/olympus_teacher.htm.

HP Technology for Teaching Grant Initiative

Hewlett Packard will award about \$10 million in cash and equipment to schools in the United States & Puerto Rico to support the innovative use of mobile technology in K-16 education; proposals are due February 15, 2007.

http://www.hp.com/hpinfo/grants/us/programs/tech_teaching/index.html.

Toyota TAPESTRY Grants for Science Teachers

Toyota TAPESTRY recognizes outstanding educators who are making a difference by demonstrating excellence and creativity in science teaching. The Toyota TAPESTRY Grants for Science Teachers program offers grants to K–12 science teachers for innovative projects that enhance science education in the school and/or school district. Proposals may be submitted by middle or high school science teachers who teach a minimum of two science classes per day or elementary teachers who teach some science in the classroom. All applicants must have a minimum of at least three years science teaching experience in a K-12 school not including the current school year. Staff people (up to four allowed) may also work on the proposal. Fifty large grants of up to \$10,000 each and at least 20 mini-grants of up to \$2,500 each will be awarded. Online applications must be completed by no later than 11:59 PM EST on January 18, 2007.

<http://ecommerce2.nsta.org/toyota/>

NOTE: Increase your opportunities for success by reading the Toyota TAPESTRY's Tips on Submitting a Winning Proposal!

Goldman Sachs Foundation High School Prize

The Goldman Sachs Foundation High School Prize will recognize a secondary school that engages all or most of its students in learning about Asia, Africa, Latin America or the Middle East, or about international affairs through its curriculum and through partnerships with other countries or local organizations. Value: \$25,000 for international and cultural learning. Deadline: January 12, 2007.

<http://www.international.org/prizes/highschool-application.htm>

IRA Teacher as Researcher Grant (International Reading Association)

The International Reading Association's Teacher as Researcher Grant is one of three grant programs for teachers who conduct research inquiries in their classrooms. The Teacher as Researcher Grant supports teachers in their inquiries about literacy and instruction. Grants can be awarded up to \$5,000, although priority will be given to smaller grants (e.g., \$1,000- \$2,000) in order to support as many teacher researchers as possible. Teacher as Researcher Grant studies may be carried out using any research method or approach so long as the focus is on reading/writing or literacy. Activities such as developing new programs or instructional materials are not eligible for funding unless these activities are necessary for conducting the research. Eligibility: PreK-12 teachers who are IRA members. Deadline: January 15, 2007.

http://www.reading.org/downloads/awards/TAR_guidelines.pdf

Earthwatch Institute Educator Fellowships

Earthwatch is a diverse community of scientists, educators, students, businesspeople, and resolute explorers who work together to get the fullest benefit from scientific expeditions. Educators are encouraged to participate in Earthwatch expeditions as they bring heightened level of interest and inquiry to the projects and are able to take the excitement home and inspire a whole new generation. Educator fellowships are awarded through a competitive application process. The fully-funded fellowships provide the ultimate hands-on learning experience as participants join leading scientists doing field research and conservation on one of 130 projects around the world. Elementary, middle, and high school educators and administrators of any discipline are eligible to apply for the Education Fellowship Program. Applicants should be adventuresome, innovative and interested in natural and cultural conservation, sustainability, and life-long learning. Applications are considered based on available funding in the applicant's geographic region, financial need, and the benefits that would result from participating on an Earthwatch expedition. Earthwatch receives over 400 applications each year and awards over half of them with funding. Fellowships cover the support of the scientific research, food, accommodations, most on-site travel (not airfare), and all the various costs of field work (permits, equipment, etc.) within the team dates. Some awards also offer reimbursement for part of travel expenses. Applications are accepted on a rolling basis. Early applications are eligible for a wider variety of projects. Applications received after March 1, 2007 are subject to more limited funding and projects. *Note: each application must be accompanied by a non-refundable \$35 fee which includes a free year of membership to Earthwatch Institute.*

<http://www.earthwatch.org/site/pp.asp?c=dsJSK6PFJnH&b=393837>

ING Unsung Heroes

The ING Unsung Heroes program helps K-12 educators and their schools fund innovative classroom projects. Awards are given to those pioneering new teaching methods & techniques that improve learning. Projects are evaluated on their innovative method, creativity, & ability to positively influence students. (You can view the types of projects that received funding in previous years at <http://www.ing-usa.com/us/aboutING/communityconnections/ineducation/unsungheroes/01131.html>.) Each of the 100 finalists receives an award of \$2000 that is made payable jointly to the recipient and her/his school. Of the 100 finalists, three are selected for additional awards. The first place ING Unsung Heroes receives \$25,000; 2nd place - \$10,000; and 3rd place - \$5,000. Deadline: April 30, 2007. <http://www.ing-usa.com/us/stellent2/groups/dc/documents/companylobinformation/001143.pdf>

QWEST Foundation Grants

The Qwest Foundation is dedicated to enriching the lives of customers and the communities it serves. Grants are awarded for community-based programs that generate high impact and measurable results in the area of preK-12 education. The Foundation considers programs that:

- Effectively use technology to improve preK-12 public school instruction;
- Promote innovative models to strengthen preK-12 public school education;
- Improve the skills and leadership of educators and parents; and
- Promote innovative early childhood education programs

The Qwest Foundation supports charitable organizations recognized as 501(c)(3) under the Internal Revenue Code . The primary geographic area of interest for Qwest is its 14-state region, including Arizona, Colorado, Idaho, Iowa, Minnesota, Montana, Nebraska, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, & Wyoming. Grants generally range from \$500 up. There is no application deadline.

<http://www.qwest.com/about/company/community/foundation/index.html>

RGK Foundation

RGK Foundation awards grants in the broad areas of Education, Community, and Medicine/Health. The Foundation's primary interests within Education include programs that focus on formal K-12 education (particularly mathematics, science and reading), teacher development, literacy, and higher education. Within its Community initiative, the Foundation supports a broad range of human services (including parenting education and early childhood development); community improvement; abuse prevention; and youth development programs, such as after-school

educational enrichment programs that supplement and enhance formal education systems to increase the chances for successful outcomes in school and life. The Foundation is also interested in programs that attract female and minority students into the fields of mathematics, science, and technology.

Grants are made only to nonprofit organizations certified as tax exempt under Sections 501(c)(3) or 170(c) of the Internal Revenue Code & are classified as "not a private foundation" under Section 509(a). Hospitals, educational institutions, & governmental institutions meeting these requirements are eligible to apply. Most grants awarded will be less than \$25,000 though larger awards are sometimes made. All applicants must complete an electronic Letter of Inquiry (LOI) from the Web site as the first step. RGK Foundation will entertain one LOI per organization in a twelve-month period. There is no deadline for submitting the LOI.

<http://www.rgkfoundation.org/guidelines.php>

Surdna Foundation

The Surdna Foundation makes grants to nonprofit organizations in the areas of environment, community revitalization, effective citizenry, the arts, and the nonprofit sector. Under its effective citizenry initiative, the Foundation funds efforts that: help young people (ages 13-29) become effective, problem-solving citizens. improve practices and performance of organizations that help young people move through leadership development and into productive action. develop networks that can anchor and expand a field of effective citizenry through building and advancing theory, research, documentation, training, technical support, and policies. Under its arts initiative, the Foundation supports the following program themes for children ages 12 to 18: (1) Artist-Leaders and Young People: Creating Works of Art and (2) Arts Institutions and Arts Magnet Schools: Augmenting Expertise. Applicants must generally have a valid tax exemption status under Section 501(c) (3) or 501(c)(4) of the Internal Revenue Code and be classified as a public charity and not as a "private foundation" under Section 509(a). Grants are made throughout the United States.

There are no formal deadlines to apply for funding. The first step in obtaining support is the electronic submission of a brief letter of inquiry. The Surdna Foundation accepts applications on an ongoing basis. However, grants are approved three times per year: February, May and September. http://www.surdna.org/grants/grants_list.htm?cat_id=949

EDS Technology Grant Program

The EDS Technology Grant Program helps teachers of children ages 6 through 18 & school librarians purchase information technology products &

services that will improve their students' ability to learn. Teachers & school librarians at public, private, and charter schools are eligible to apply through their schools. Schools must be located within 50 miles of a sponsoring EDS team. Awards of \$1,500 are made through a competitive application process. Grants must be used to pay for technology products, training & services. Applications will be available in November 2006.

<http://www.eds.com/about/community/grants/>

Save Our History Grant

The History Channel has unveiled the 2006-2007 calendar for its Save Our History Grant program. Three conferences calls have been scheduled: March 15, April 12, and May 10. A total of \$250,000 will be awarded.

History organizations can apply for grants of up to \$10,000 each to fund unique, hands-on student projects that teach students about their local history and encourage its preservation. The 2006-2007 application will be available on or after February 1, 2007. Applications will be due on June 2, 2007. http://www.saveourhistory.com/pres_org/calendar_dates_0607.html

Educators To Saudi Arabia Program

The Aramco Educators to Saudi Arabia Program aims to cultivate greater awareness and understanding of the Kingdom of Saudi Arabia in U.S. primary and secondary schools and to encourage teachers to establish creative means of sharing this understanding with their students, colleagues and communities. Maximum Award: a fully-funded, ten-day study tour of Saudi Arabia. Eligibility: Social Studies Teachers and Library Media Specialists, grades 1-12. Deadline: November 20, 2006.

<http://www.iie.org/Template.cfm?Section=Security&Template=/Activity/ActivityDisplay.cfm&activityid=486>

Clay Aiken Able-To-Serve Grants

Clay Aiken Able-To-Serve Grants support youth, teachers, youth-leaders, youth-serving organizations, and organizations serving people with disabilities in implementing service projects for National and Global Youth Service Day, April 20-22, 2007. Projects can address themes such as the environment, disaster relief, public health and awareness, community education, hunger, literacy, and any issues youth identify as a community need. Maximum Award: \$1000. Eligibility: Youth (ages 5-25); teachers and youth leaders; organizations that work with youth ages 5- 25; or organizations that serve people with disabilities. Projects must be either youth-led or co-led by youth and adult allies. Deadline: November 30, 2007. http://www.ysa.org/awards/award_grant.cfm#nowavailable

Japan Fulbright Memorial Fund Teacher Program

The JFMF sends educators to Japan for three-week study tours; applications for 2007 program are due December 7. For more information visit <http://www.iie.org/jfmf>. TIME SENSITIVE

Italian Language Study Grant

K-12 teachers win \$500-\$2,000 for projects that bring Italian culture into the classroom; the deadline is December 1. TIME SENSITIVE For more information visit <http://www.niaf.org/grants/index.asp>.

California Department of Ed Funding Opportunity: Mathematics Teacher Partnership Pilot

Funding supports the establishment of the Mathematics Teacher Partnership Pilot Program (MTP3). Its goal is to increase the quantity and capacity of qualified secondary-level mathematics teachers who can help California students meet the rigorous mathematics content standards. The expectation is that the pilot program will identify successful models for replication in other service areas throughout the state. Eligibility: An individual County Office of Education or a consortium of County Offices of Education may apply. (California specific)
<http://www.cde.ca.gov/fg/fo/profile.asp?id=922>

California Department of Education Funding: Middle and High Supplemental School Counseling Program

Funding supports additional, appropriate counseling services for students in grades seven through twelve at risk of (1) not passing the California High School Exit Examination (CAHSEE) or (2) not accessing the standards curriculum because they are two or more grade levels below standards by the seventh grade. This supplemental funding will be used to increase the access for those students to appropriate counseling services. Eligibility: LEAs (Local Educational Agencies/School Districts and County Offices of Education that maintain grades seven through twelve, inclusively, are eligible for these funds. (NOTE: California specific)
<http://www.cde.ca.gov/fg/fo/profile.asp?id=915>

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***SPECIAL ADDENDUM:
STUDENT VOICE: GLOBAL WARMING STUDENT SPEAKOUT - TOP 50 IDEAS***

Google recently partnered with Global SchoolNet to invite teachers and students to use Google Docs & Spreadsheets collaborative software in a project to brainstorm strategies for combating global warming. Children of

all ages from more than 80 schools around the world participated, and on November 27th their ideas were highlighted in a full-page ad in USA Today. Here are their top 50 ideas:

- 1 Include global warming/climate change in school curricula (as part of National Science Standards), so when the students are in charge they can make educated decisions.
- 2 Increase availability of low-interest Energy Efficient Mortgages to support homeowners who increase the energy efficiency of their homes.
- 3 Put light sensors in all office and school buildings so all lights go off when the rooms are empty.
- 4 Require that all products contributing to global warming be marked with a specific color (e.g., chemical pesticides could be marked with a red sticker for being extremely dangerous to the environment).
- 5 Use less paper; use the back of the paper to print on or write on; use recycled paper.
- 6 Plant more trees to reduce carbon dioxide in the atmosphere.
- 7 Teach recycling techniques in classes and school-wide programs.
- 8 Make recycling mandatory in all public facilities, such as schools, parks and beaches.
- 9 Do public service announcements on TV featuring celebrities promoting carpooling, walking, riding bikes, using public transportation, conserving electricity and recycling.
- 10 Give grants and tax credits to companies that invest in alternative, sustainable, emission-free fuel technologies while ending such subsidies for fossil fuel production.
- 11 The media should conduct interviews of legislators to help the public become aware of their ability and willingness to help solve the problem.
- 12 Replace incandescence light bulbs with fluorescence light bulbs.
- 13 Restrict the use of chemical fertilizer in agriculture.
- 14 Provide incentives and policies to encourage car makers to make more fuel efficient cars.
- 15 Protect wetlands and preserve more open space.
- 16 Provide tax incentives for regular recyclers and car poolers.
- 17 Use solar panels in the construction of new homes and office buildings.
- 18 Substitute local community transportation fleets with hybrid vehicles.
- 19 Require that car dealers hand out fact sheets that inform car buyers about the pollution levels of different cars.
- 20 Send scientists to talk about global warming in schools. They can bring hands-on activities so students feel more involved.
- 21 Unplug all electronics from the wall when they're not in use.
- 22 Have another Global Warming Student Speakout in one year - to see if any of these ideas have been implemented.

- 23 Raise mandatory emissions standards for cars and other vehicles sold in the US.
- 24 Use solar power in the day and use electricity at night when needed.
- 25 Give tax rebates for using solar power.
- 26 Congress should ratify the Kyoto Agreement.
- 27 Establish off-shore wind farms - saves land space and produces reliable power.
- 28 Levy higher taxes on companies that pollute the air.
- 29 Wait until you have a lot of clothes to wash before using the washing machine.
- 30 Provide tax incentives for companies that create Hybrid cars. That will reduce the need for oil.
- 31 Schools and businesses should be fined for not having recycling bins available to the people on their premises.
- 32 The media should tell us about what is really going on with global warming. We don't think that we have all the information we need.
- 33 At the end of the weather forecast, report "CO2 emissions levels today..." or comparative average temperatures (i.e., this year's temperature as it compares to the past several years).
- 34 Lead by example and convert 50% of government vehicles to environmentally friendly cars by the year 2020.
- 35 Place recycling bins throughout the city wherever there is a trash can.
- 36 Require companies to limit the amount of packaging an item can have and it must be recyclable.
- 37 Block bills that cause more damage to the environment.
- 38 Media could reduce advertising costs for alternative energy products to inform and increase sales in these areas.
- 39 Keep your tires fully inflated to improve gas mileage.
- 40 Replace old appliances with Energy Star appliances.
- 41 Promote awareness of local recycling centers.
- 42 Require college and high school students to take a global warming class.
- 43 Give tax redeductions to public transportation users.
- 44 Protect our oceans - prevent plankton in the ocean from dying.
- 45 People running for elections should use email, radio and other media to campaign and stop using so many paper signs and flyers that use up our natural resources and then get left out and become pollution.
- 46 Reuse newspapers as wrapping paper for gifts.
- 47 Enforce laws about littering.
- 48 Use less electricity, turn off the TV, read books, walk, run, bike, surf, play tennis.
- 49 Business should require employees to telecommute several days a

week.

50 Provide scientists appropriate resources to help them research the future of energy and the freedom to explore innovative ideas.