

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 foster student success.

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Reminder: Any CASN_News group member can post a high-school related message, query, resource, etc. to the CASN_News community by simply sending your high school-related email to CASN_News@yahoogroups.com. To contact the CASN News editor, please email patricia510@gmail.com OR patricia.clark@yahoo.com OR simply hit reply to gaia_pc@yahoo.com.

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Our high school system is dangerously out of step with our values and our needs as a society. Our country promises our children they can go as far as their commitment to education takes them --- regardless of the color of their skin, regardless of their family's resources. Yet, our rhetoric doesn't reflect reality. Instead of helping children defy the limitations they face at birth, our high schools usually perpetuate those limitations. And that's a sad fact of the U.S. education system.

That's in part because our large comprehensive high schools were built for the Industrial Age, not the Information Age. Fifty years ago, we mistakenly thought that only select students could do serious academic work. So young people were separated like machine parts on different tracks. Some learned to work with their heads; others with their hands. National reports touting the benefits of these large sprawling schools led to policies mandating them. It made some sense then. But it makes absolutely no sense now."

-- Melinda French Gates

"The learning curve of what we're trying to do is so immense because you're trying to engage in learning about how you structure a high school differently, you're engaging in what is best practice and what's effective instruction, and then you're implementing that all at the very same time."

-- Principal Paul Tytler, Clover Park HS, Washington

SMALLER LEARNING COMMUNITIES GRANT UPDATE

Based on calls made by several Congressional reps to check the status

of any new Smaller Learning Communities Grant Awards, the "word" from the Education Department is that the announcement of awardees for the FY2005 SLC grants should be within a few days and that the Department plans to post the list of awardees on the Smaller Learning Communities section of the Education Department website on or near September 30th. If you are awaiting word on a proposal submitted by your LEA, CASN News suggests checking with your U.S. Congress rep later this week plus checking the Smaller Learning Communities link at <http://www.ed.gov> early next week.

NOTE: There should be one last competition for SLC grant awards for the FY2006 SLC funds. The funding criteria of the request for proposals is likely to change very little (if at all), so if you are planning to apply for this last round of SLC funding, you should use the FY2005 request for proposals documents to begin now to plan and work toward a "slam dunk" SLC proposal.

CALL FOR ED ADVOCACY: UPDATE ON FY2007 ED FUNDING

The future of Fiscal Year (FY) 2007 education funding dimmed last week when Senate appropriators returned \$5 Billion to the Defense spending bill. Many in Washington, D.C. are concerned that these amounts leave precious few resources for education and other domestic programs. While the Senate made time to fit in the politically important Defense bill, it has not made the same effort for education. Both the House and Senate are in recess this week to free members up for campaigning AND no further action is expected on the FY2007 education spending bill until after the November election. We can all do our part for ed advocacy by contacting our United States Senators and Congressional Representatives and being a voice for public schools.

ED STATISTIC: GROWTH OF CHARTER SCHOOLS

Over the past 15 years, charter schools have become a centerpiece of the school reform movement. Since the first charter school opened in Minnesota during the 1992-93 school year, thousands of new charter schools have opened across the nation. According to the Center for Education Reform, as of 2005, there were 3,625 in operation in 40 states and the District of Columbia. (Source: Education Week)

ED STATISTICS: GRADUATION RATES United States Gender Gap

Males are consistently less likely to graduate from high school with a diploma than female students.

- **Male Students**

- All Students - 65.2%
- American Indian - 42.7%
- Black - 44.3%
- Hispanic - 50.1%
- White - 72.4%
- Asian - 73.1%

- **Female Students**

- All Students - 72.7%
- American Indian - 47.5%
- Black - 57.8%
- Hispanic - 59.9%
- White - 77.9%
- Asian - 79.6%

Graduation Rate Depend on Community

Students in urban districts are significantly less likely to graduate from high school.

- All Districts - 69.6%
- Urban - 60.0%
- Suburban - 74.4%
- Town - 70.5%
- Rural - 73.1%

When Are Students Lost?

Nationally, more than one-third of students are lost from high school after 9th grade and significantly more so in high-poverty districts.

Percentage of Student Loss

- 9th Grade
 - All Districts - 35%
 - Low-Poverty Districts - 27%
 - High-Poverty Districts - 40%
- 10th Grade
 - All Districts - 28%
 - Low-Poverty Districts - 24%
 - High-Poverty Districts - 27%

- 11th Grade
 - All Districts - 20%
 - Low-Poverty Districts - 22%
 - High-Poverty Districts - 19%
- 12th Grade
 - All Districts - 17%
 - Low-Poverty Districts - 27%
 - High-Poverty Districts - 14%

Original Source: EPE Research Center, 2006

Secondary Source: "The Graduation Project, 2006," Education Week, June 22, 2006.

FRENCH SECONDARY SCHOOLS USE MEMORY STICKS TO CUT BACKPACK LOAD

About 13,000 secondary students in the Alpes-Maritimes region of southern France this fall are toting 512-megabyte memory sticks loaded with selected textbooks as part of a plan to ease backpack burdens. Teachers will also make lessons available for downloading from school Web sites.

LOS ANGELES USD ANNOUNCES NEW INVESTMENT TO HELP IMPROVE SECONDARY MATH INSTRUCTION, STRENGTHEN ONGOING EFFORTS TO PREPARE ALL STUDENTS FOR SUCCESS

LOS ANGELES -- The Los Angeles Unified School District (LAUSD) announced that the Bill & Melinda Gates Foundation will invest \$1.3 million to support improvements in teaching Algebra and other college-prep courses to help all students graduate ready for postsecondary success. This commitment builds on a prior investment of approximately \$1 million from the James Irvine and William and Flora Hewlett Foundations, and a commitment of \$2.3 million by LAUSD to improve math instruction in pilot schools throughout the district.

<http://www.gatesfoundation.org/UnitedStates/Education/TransformingHighSchools/Districts/Announcements/Announce-060914a.htm>.

KANSAS CITY, KANSAS & KANSAS CITY, MISSOURI ANNOUNCE LOCAL & NATIONAL FUNDING TO SUPPORT SECONDARY EDUCATION

New National and Local Investments To Support Kansas City Regional

Education Initiative

The Kansas City, Kansas (KCKPS) and Kansas City, Missouri (KCMSD) School Districts announced new national and local funding to strengthen a regional partnership committed to ensuring that over 8,000 students in secondary schools receive a high-quality education that will prepare them for college and careers.

<http://www.gatesfoundation.org/UnitedStates/Education/TransformingHighSchools/Districts/Announcements/Announce-060914.htm>

YALE UNIVERSITY TO OFFER FREE DIGITAL VIDEOS OF SOME COURSES ON LINE

Yale University said on Wednesday it will offer digital videos of some courses on the Internet for free, along with transcripts in several languages, in an effort to make the elite private school more accessible.

While Princeton University, Massachusetts Institute of Technology and others already offer course material online without charge, Yale is the first to focus on free video lectures, the New Haven, Connecticut-based school said.

The 18-month pilot project will provide videos, syllabi and transcripts for seven courses beginning in the 2007 academic year. They include "Introduction to the Old Testament," "Fundamentals of Physics" and "Introduction to Political Philosophy." The courses cannot be counted toward a Yale degree, and educators say they are no substitute for actual teaching. (NOTE: This project was funded by a grant from the Hewlett-Packard Foundation.)

A POLICY PERSPECTIVE: Reforms That Could Help Narrow the Achievement Gap by Richard Rothstein *published at WestEd*

Policymakers almost universally conclude that persistent achievement gaps must result from wrongly designed school policies — either expectations that are too low, teachers who are insufficiently qualified, curricula that are badly designed, classes that are too large, school climates that are too undisciplined, leadership that is too unfocused, or a combination of these. This exclusive focus on schooling is wrong. Without complementary investments in early childhood preparation, health care, housing, after-school and summer programs, and other social and economic supports, the achievement gap will never be closed.

http://www.wested.org/online_pubs/pp-06-02.pdf

COMMENTARY: **Beyond No Child Left Behind by Tom Sobol**

The new school year, and the No Child Left Behind partisans are oiling their muskets and forming their ranks. The pro's are out to close the achievement gap, to shame people into accountability, to change the public system if necessary (or if possible). The con's attack the clumsy testing systems, the diminished curricula, the one-boot-fits-all approach to education reform. In both camps arguments are sharpened, strategies devised, conscripts recruited. All are ready for the 2007 reauthorization of the Act – or the 2008 reauthorization, as politics dictate. The battle will dominate education policy-making for at least the coming year, perhaps longer.

<http://www.forumforeducation.org/blog/index.php?post=37>

PORT CHESTER MIDDLE SCHOOL: IT'S BEING DONE

(This is a story about a middle school from the Achievement Alliance, but with many lessons and strategies applicable to high school.)

[It's Being Done](#)

Port Chester has always been a blue-collar town within wealthy Westchester County, its small homes and large apartment houses occupied first by Irish and German, then Italian, and now mostly

Latino immigrants. About 65 percent of Port Chesters students are Latino and about the same percentage of students qualify for free and reduced-price meals. Teachers in Port Chester could move to schools just a few miles away and make \$10,000 or even \$15,000 more a year in schools where the students are much wealthier and most have college-educated parents. Why do they stay? We're successful here, said Neil Nostro, head of Port Chester Middle Schools social studies department. And its like family.

Successful and like family are not words teachers use to describe Port Chester Middle School in the early 1990s. Back then it was a low-performing school where discipline was a big problem and many teachers hoped to escape after a year or two to teach elsewhere. The story of how Port Chester Middle School became a school where rates of student proficiency match that of Westchester County as a whole and teachers look forward to coming to work is one that offers important insights into some of the more difficult problems bedeviling education today, from questions about how to prepare students for state assessments without narrowing the curriculum to figuring out what do to about the puzzle of middle school.

<http://www.achievementalliance.org/files/PortChester.pdf>

THE GREAT HOMEWORK DEBATE: WHAT DO YOU THINK??

Just in time for the new school year, the great homework debat is boiling over again Harris Cooper, a noted education researcher at Duke University, has co-authored a new study finding that elementary school students gain little from most homework assignments, and that excessive amounts of homework might even be bad for middle and high school students. In his new book, *The Homework Myth*, education gadfly Alfie Kohn is even more strident. He calls for the complete elimination of homework, which he blames for stress, family conflict, and slackened student motivation. Other education experts believe that the problem isn't homework *per se*, but the types of assignments teachers give—or are forced to give—and a general lack of clarity about the purpose of homework. "What should homework be?" ponders Dororthy Rich, founder of the Home and School Institute. "In the biggest parameter, it ought to be help kids make better sense of the world. Too often, it doesn't."

What Do you Think? Please post any comments or best practice solutions on homework for high school students to CASN_News@yahoogroups.com.

VIVID EXAMINATION OF SCHOOL REDESIGN

"Windows on Conversions: A Multi-Media Exploration of Redesign at Four Comprehensive High Schools" is an up-close and vivid examination of successful school redesign. The promising practices of four schools -- in rural Maine, suburban California, inner city Chicago and the urban fringe of Tacoma, Washington -- have been documented in a this multimedia toolkit which includes an interactive DVD and written case studies of the four high schools. The toolkit enables users to learn about the conversion process from the frontlines, reported in the voices of teachers, administrators, parents and students who are successfully transforming their schools. The study kit provides vivid images of the promising practices and challenges facing comprehensive high schools as they convert to small schools and small learning communities, illustrating both the truly difficult work of converting existing schools into radically different types of learning environments as well as the promising outcomes this work can produce. To read case studies and view online video clips: http://schoolredesign.net/srn/woc/woc_main.php

NEW FROM WHAT KIDS CAN DO (whatkidscando.org)

A Beautiful Brotherhood

Within a baseball's throw of Boston's Fenway Park, an ensemble of young men of color stare down their demons. They discuss sex, racism, fathers, anger, guns, and drug addiction. This is Soul Element, a theater project created by thirteen high school students to address the violence & fatalism that besiege their communities & their peers. They do so by laying themselves bare onstage.

<http://whatkidscando-org.c.topica.com/maafaJqabtoY7a7nrgGb/>

We Are Change

With a videocamera to her eye, Alice Giaccone, 18, moves through a buzzing high school hallway at lunchtime. She poses the same question to each person she stops: "What do you think of high school

redesign?" Alice, along with seven other "youth mobilizers," spent the past year documenting what young people want -and don't want -from their high schools in Austin, TX.

<http://whatkidscando-org.c.topica.com/maafaJqabtoY8a7nrgGb/>

Katrina as a Classroom

In the early sunlight in muggy New Orleans, twenty-three kids from New York City's Urban Academy don white chemical-protection suits and facemasks. They are doing research in a whole new way: putting their bodies to work in a disaster zone, while also investigating the racial and political landscape that created it. They have a hypothesis: that individuals can -and must -build a better society.

<http://whatkidscando-org.c.topica.com/maafaJqabtoY9a7nrgGb/>

Young Writers Define The Katrina Experience

Before Hurricane Katrina, a tight web of teenage writers was bringing a literary renaissance to New Orleans public schools. They came from Students at the Center, a program that trains New Orleans youth to write, publish, and be community leaders. After Katrina, the students found themselves spread in schools around the country. They continued their work through personal memoirs.

<http://whatkidscando-org.c.topica.com/maafaJqabtoZaa7nrgGb/>

Engaging Students

Four recent reports bring fresh lenses to the issue of student and youth engagement and civic learning. And a quick look at new statistics on U.S. schools may surprise you.

<http://whatkidscando-org.c.topica.com/maafaJqabtoZba7nrgGb/>

ADOBE YOUTH VOICES

What Kids Can Do is delighted to announce Adobe Youth Voices, a new global initiative empowering youth create with purpose, of which WKCD is a proud partner!

<http://whatkidscando-org.c.topica.com/maafaJqabtoZca7nrgGb/>

WEB RESOURCES FOR TEACHERS AND STUDENTS

MATHONLINE

Developed by the University of Missouri at Columbia, MathOnline helps students prepare for SAT and ACT tests, college math courses, and school math competitions with free tests for practice or self-evaluation. Teachers and colleges can also use the tests for assessment and placement. For more information visit <http://mathonline.missouri.edu>

AMERICAN LIFE IN POETRY- Grades 7 -12

Ted Kooser was the Poet Laureate in 2004-05, and he began this site to draw attention to contemporary poets. "The sole mission of this project is to promote poetry: American Life in Poetry seeks to create a vigorous presence for poetry in our culture." The purpose is to showcase a poem/poet weekly who is currently working. There is a column that newspapers and magazines (including student ones!) may publish without charge if the publication is registered with the site. This is a great site to interest students in poetry.
<http://www.americanlifeinpoetry.org/index.html>

INSTRUCTABLES - Grades 4 - 12

A delightfully creative, collaborative site where people share (and comment on) directions for "how to" make just about anything. Students might "explore" the various topics to see how step-by-step directions are written, then have students write their own sequence of instructions. Even add a digital picture. Topics are "filtered" by topic (on the left side of the "explore" page) and also searchable by keyword. Art teachers will appreciate illustrated explanations of techniques from artists all over the world. (Preview suggested)
<http://www.instrutables.com/>

DEATH AND TAXES: A VISUAL GUIDE TO WHERE YOUR FEDERAL TAX DOLLARS GO (lesson) Grades 8 - 12

See a graphical representation of the United States Federal Budget, clickable down to the little details. Although you can order this graphic organizer as poster, the online version allows you and your class to click and burrow down through the bureaucracy to see where the taxes go. NOTE: It takes a bit of time to load (Patience is a virtue and don't even bother on a dial-up connection.) This site also requires the most current version of FLASH. A teacher might consider assigning students to use the site to collect evidence for a debate on the size of government or simply open it and navigate as a class on an interactive whiteboard (Smart Board) as you discuss the branches of government.
<http://www.thebudgetgraph.com/view.html>

BUILD YOUR BRIDGE - Grades 4 - 10

This web activity is true history in the making! Students visit this site and learn about the new Bay Bridge - East Span that is currently being built in California. This site has three sections for students to explore. "Quake County" teaches the students the basics of Earthquakes. Topics include how to measure an earthquake and specific pictures and information about California faults. The "Engineering for Earthquakes" section challenges students to build a bridge. Highlights of the building section include safety features and testing your bridge. The final section, "Two Miles and 2,000 hands" provides the students with descriptions of 12 common occupations that are needed to complete this massive project. The building a bridge section is informative, creative and sure to be a student favorite! Have your students work on teams to design a bridge, and then share their ideas with the class using an interactive whiteboard.
<http://www.newbaybridge.com/classroom/index.html>

VETERANS HISTORY PROJECT

In these videos & audio recordings from the Veterans History Project, an informal history of American war is told through the personal narratives of former prisoners of war. An enlightening collection not

just for students of history but also for followers of the current debate on how the U.S. government should handle detainees
<http://www.loc.gov/vets/stories/ex-war-pows.html>

SOME UPCOMING EVENTS

YOU ARE INVITED TO AN ONLINE EVENT

WestEd's SchoolsMovingUp Web site will feature another free Online Event on Thursday, September 28, from 10:30 a.m. - 12:00 p.m. Pacific Time (1:30 p.m. - 3:00 p.m. Eastern Time): "What Does the Research Say About Designing Quality Literacy Instruction?"

This interactive event will provide the K-12 literacy community with an opportunity to meet and talk with Jane Braunger and Jan Lewis, authors of Building a Knowledge Base in Reading, 2nd Edition (IRA and NCTE, 2006). Participants will deepen their knowledge of the latest research on literacy teaching and learning, with an emphasis on reading as a process, the teaching of reading, and professional development to support literacy learning throughout the school years. Through a collaborative exploration of 13 research-based core understandings about reading, participants will wrestle with dilemmas of practice and exchange ideas about research that supports literacy instruction. Literacy in the content areas will also be discussed, with Reading Apprenticeship® serving as an example of a research-based framework for content-area literacy instruction.

See the Online Events page on SchoolsMovingUp for further information, including specific topics to be addressed by this event, at <http://www.schoolsmovingup.net/onlineevents>.

REGISTRATION

To sign up for this event, please visit <http://www.schoolsmovingup.net/events/qualityliteracyinstruction> and select "Sign Up."

CALIFORNIA PARTNERSHIP ACADEMIES CONFERENCE IN MARCH 2007

The brochure for the CPA Annual Conference is available on the California Department of Education website at:

<http://www.cde.ca.gov/ci/gs/hs/cpaconference.asp> PLEASE NOTE: The Call for Presentations, Roundtable Discussions, and Share Fair will not be ready until the week of October 2nd; Applications to present or facilitate a discussion are due back to CDE by November 17. Also, this Conference attracts national participation, so Academy/ high school/secondary teaching and learning-related presentation proposals from other States are always welcome.

ONLINE LEARNING EVENT: NOAA VIRTUAL TEACHER WORKSHOPS

The National Oceanic & Atmospheric Administration & National Geographic are offering four free virtual teacher workshops, based on Webcast presentations and chats with ocean scientists. The sessions take place over four-day periods in October & November, beginning October 9. For more information visit

<http://www.coexploration.org/ceo2006>

SOME FUNDING AND AWARD OPPORTUNITIEIS

NEA Learning and Leadership Grants

The NEA Foundation awards \$2,000 to individual teachers or \$5,000 to educational groups for professional development, such as summer institutes, action research, or mentoring. Newer teachers and those serving economically disadvantaged students are encouraged to apply; applications are due October 15. For more information visit

<http://www.neafoundation.org/grants.htm> TIME SENSITIVE

NEA Student-Achievement Grants

The NEA Foundation awards \$5,000 to support class projects that engage students in critical thinking and problem solving that deepens their knowledge of standards-based subject matter. Newer teachers and those serving economically disadvantaged students are encouraged to apply; applications are due October 15. For more information visit <http://www.neafoundation.org/grants.htm> TIME SENSITIVE

Gangel Soft Angels In Action Award

Georgia-Pacific/Angel Soft awards five \$1,000 grants, two \$10,000 grants, and one \$15,000 grant to students ages 8-18 who have made a difference in their community; nominations are due October 1. For more information visit

<http://www.angelsoft.com/angelsinaction> TIME SENSITIVE

Cabot Corporation Foundation

Cabot grants range from \$1,643 to \$100,000 and support nonprofit community-development programs, with priority given to science and technology education; applications must be received by email by September 30. For more information visit w1.cabot-corp.com/controller.jsp?N=21+3030+3097. TIME SENSITIVE

Target Field Trip Grants

As part of the Target commitment to supporting education, the new Target Field Trip Grants program will award U.S. educators grants of \$1000 each to fund a field trip for their students. Target Field Trip Grants may be used to fund trips ranging from visits to art museums & environmental projects to cultural events & civic experiences. Up to 800 grants will be awarded.

Grants are awarded to educators, teachers, principals, para-professionals, and/or classified staff. Applications must be submitted electronically between September 1, 2006 and November 1, 2006.

Only one submission per applicant will be accepted. Visit the Target Web site for complete program information & the online application form. TIME SENSITIVE

SHOPA (School, Home, and Office Product Association) Kids In Need Teacher Grants

Kids in Need awards between \$100 and \$500 to fund projects that make creative use of common teaching aids, approach curriculum from an imaginative angle, or tie nontraditional concepts together for the purpose of illustrating commonalities. Applications are due September 30. TIME SENSITIVE! For more information visit http://www.shopa.org/shopa_foundation/2006_teacher_grants

Best Buy [TE@CH](#) Grants: Rewarding Schools That Use Technology

Who: Accredited K-12 public, private, parochial and non-profit charter schools. All schools must be non-profit and within 50 miles of a Best Buy Store.

What: These grants of \$2500 in Best Buy gift cards will be given to "outstanding programs that engage students by creatively integrating interactive technology into the curriculum." Larger grants will also be given to the most outstanding programs.

TIME SENSITIVE. DEADLINE: SEPTEMBER 30

https://bestbuyteach.scholarshipamerica.org/index.php?show_index=1

21st Century Explorer Podcast Competition From NASA

Who: Students aged 11 - 18. Must be U.S. Citizens. Your students can win a trip to Space Camp, a MAC laptop, or various iPods by creating a podcast answering the question: "How Will Space Exploration Benefit

Your Life in the Future?"

<http://www.explorationpodcast.com/about.php>

Portraits Of Learning 2006 (CONTEST)

Who: K-12 Students

What: Digital Photography Contest with prizes of digital cameras/software for both the winning student and her/his school. The theme is "My Point of View." Entries can be entered by individual students or their teacher. There are 12 winners across different categories and age groups. Deadline: October 20, 2006

<http://www.techlearning.com/portraits>

AIAA EDUCATOR ACHIEVEMENT AWARD

The American Institute of Aeronautics and Astronautics will recognize seven teachers for their accomplishments in exciting K-12 students about math and science and preparing them to use and contribute to tomorrow's technologies. Winners receive an all-expenses-paid trip to Washington, D.C. for the Aerospace Spotlight Awards Gala; nominations are due September 30. TIME SENSITIVE.

<http://www.aiaa.org/content.cfm?pageid=306>

LEAVEY AWARDS FOR EXCELLENCE IN PRIVATE ENTERPRISE EDUCATION

The Freedoms Foundation will present cash awards of \$7500 to 20 teachers whose classroom projects have enhanced the entrepreneurial skills of their students. One teacher may receive \$15,000 for an

outstanding project; the deadline is October 1. TIME SENSITIVE

<http://www.ffvf.org/leavey.asp>

NCCREST ART CONTEST

The National Center for Culturally Responsive Educational Systems invites K-12 students and adults to submit artworks on the subject of the impact of race class, and culture in our schools. The grand prize is \$300 and a trip for two to Washington, D.C.; submissions are due October 31. http://www.nccrest.org/events/events/art_contest.html

SPECIAL CALIFORNIA SCHOOLS ED TECH FUNDING OPPORTUNITY

Education Technology K-12 Voucher

Eligible Applicants: Local Educational Agencies

Required Eligibility Criteria: Public school districts that have a state-approved technology plan may apply on behalf of their eligible schools. County offices of education, direct-funded charter schools, & State Special Schools do not have to meet the state-approved technology plan requirement and can apply on their own behalf. "Eligible schools" as defined in the Settlement Agreement means all public K-12 schools, County offices of education, direct-funded charter schools, and State Special Schools in which at least 40 percent of the attending students are eligible to receive free or reduced-priced meals through the National School Lunch Program. NOTE: Ed Tech K-12 Vouchers are the result of the Settlement Agreement between California consumers and the Microsoft Corporation. The vouchers are to be used to assist districts to implement and support their state-approved district technology plans designed to foster effective teaching & promote student achievement in eligible schools that serve students in kindergarten through grade twelve. The vouchers can be redeemed for a variety of goods & services & may be used for any computer platform that the school or district specifies. The vouchers will be in the form of 50% General Purpose Vouchers & 50% Software Vouchers.

The California Department of Education is providing services for the settlement claims administrator, selected by the court, that is managing the private funding for the vouchers. View at <http://www.cde.ca.gov/fg/fo/profile.asp?id=881>