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ABSTRACT

The No Child Left Behind Act of 2001 is the most recent reauthorization of the federal Elementary and Secondary Education Act of 1965 (ESEA) and was signed into law in January 2002 by President George W. Bush. This educator's guide was commissioned by the Geography Education National Implementation Project (GENIP) to help geography educators understand the legislation and the opportunities for geography within it. The guide discusses the following: recent history of geography and education reform; No Child Left Behind Act: Overview; standing of geography within No Child Left Behind; and opportunities for geography in No Child Left Behind. It explains that educators, alliances, GENIP constituents, and geography departments at institutions of higher education can apply for grants under 11 programs (programs are listed). It notes that these programs present a unique opportunity for geography to fit into the NCLB framework. The guide provides the following information on the programs: program title and a brief overview of the program; opportunities for geography educators; who may apply; appropriations and authorizations of grant funds; award information; type of assistance authorized by NCLB; program contacts in the U.S. Department of Education; and legislative reference. (BT)

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"*NO GEOGRAPHER LEFT BEHIND*"

An Educator's Guide to Geography Education and the No Child Left Behind Act of 2001

SO 035 252

Prepared for GENIP
By Ryan Daley
May 2003

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Introduction
The No Child Left Behind Act (NCLB) is the most recent reauthorization of the federal Elementary and Secondary Education Act of 1965 (ESEA) and was signed into law in January 2002 by President George W. Bush. NLCB provisions are fostering broad changes in America's education system and have implications for geography education. This report was commissioned by the Geography Education National Implementation Project (GENIP) to help geography educators understand the legislation and the opportunities for geography within it.

Recent History of Geography and Education Reform
In the modern era of education reform, geography has made significant gains. The 1989 "Charlottesville Summit" meeting of state governors and President George Bush resulted in the inclusion of geography as one of five core subjects to be mastered by every student. Subsequently, geography was formally incorporated as a core subject, along with nine other disciplines, under the Clinton Administration's "Goals 2000: Educate America Act," which placed emphasis on development of national and state education standards.

As a result of this emphasis on geography as an essential academic discipline, national surveys of geography education and student achievement were conducted in 1994 and 2001 by the National Assessment of Educational Progress (NAEP) —the federally-mandated "Nation's Report Card"—and, less formally, by the National Geographic Society and RoperASW in an international survey conducted in 2002.

There has been progress at the state level as well. As of May 2003 geography and/or social studies standards are now in all but two states; in 1989, at the time of the Charlottesville Summit, there were none. Success in developing state standards has not, however, translated widely into high-stakes testing of geography in state exams or high school graduation requirements.

Also, the 2002 Mid-continent Research for Education and Learning *National Geographic Society Alliance Study,* commissioned by the National Geographic Society, found that students of teachers who participated in alliance teacher-development programs showed "meaningful and statistically significant differences in achievement" compared with their peers on the 2001 NAEP Geography Assessment.

All in all, geography education has made significant progress in the recent past, bringing educators better prepared to teach geography into the classroom and offering more geography courses in elementary and secondary education. However, despite past progress, geography now finds itself in a precarious position. While it is listed as one of the core academic subjects of the No Child Left Behind Act, there is no further mention of geography in the legislation. Additionally, while some requirements of the law, such as the insistence that teachers in core subjects be "highly qualified," apply directly to the geography education community, no funds are earmarked to support geography in the classroom per se.

No Child Left Behind Act: Overview

The following overview to understanding the major changes under NCLB has been digested from a more comprehensive report prepared by the Center on Education Policy (CEP) in Washington, D.C.

"In January 2002, President Bush signed into law the 'No Child Left Behind Act.' The central feature of this law requires the states to adopt a specific approach to testing and accountability, intended to lead to higher achievement for all children. The new law also requires states to raise the qualifications for new teachers and verify the qualifications of current teachers. In exchange for meeting the new demands, poorer school districts will receive additional federal funding, and all states and school districts will have greater flexibility in how they use federal funds.

"Currently, states must administer annual exams in reading/language arts and mathematics at least once during grades 3 to 5; grades 6 to 9; and grades 10 to 12. The new law requires states to test students in more grades, using assessments developed or chosen by each state. Test results will be used to hold educators, schools, and districts accountable for student achievement. State tests must be aligned with the state's academic standards and must produce results that determine whether students are meeting the state standards and to help teachers diagnose and address students' specific academic needs.

"Beginning after school year 2001-02, states have 12 years to move all groups of students to the benchmark set by the state for proficiency in mathematics and reading. By 2005-6, states must have highly qualified teachers in all their public school classrooms where core academic subjects are taught. The requirements differ somewhat for new and already-hired teachers, and for elementary and secondary teachers. Beginning of the school year 2002-03, all new teachers hired, whose salaries are supported by Title I program funds, must be highly qualified as will new teachers in school wide programs. By January 8, 2006, all paraprofessionals supported by Title I funds who perform instructional duties must complete at least two years of higher education or meet a rigorous standard of quality, as determined by a test. In exchange for meeting these federal demands, the new law gives educators more flexibility in the use of federal money.

"The new statute makes several changes in the method for distributing Title I funds, in order to direct additional funding to the poorest school districts. The new legislation revises and extends many other federal aid programs for elementary and secondary education, including the Bilingual Education program, Impact Aid, the Safe and Drug-Free Schools and Communities Act, the 21st Century Community Learning Centers, and the education technology program. Two especially noteworthy new programs are The Teacher Quality initiative (this new program combines two formerly separate programs: the Eisenhower Professional Development program and the class-size reduction initiative) and The Reading First program."

Standing of Geography Within No Child Left Behind
Geography's role in NCLB begins with its inclusion among the core academic subjects, defined as English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography. There is no other mention of geography in NCLB despite the fact that provisions, appropriations, and detailed programs have been established for all other core subjects. English, reading or language arts, science, and mathematics are all required in state academic standards and assessments. Standards and assessments for other core subjects are optional. However, all core subjects must be taught by teachers who are highly qualified (meaning that the teacher has obtained full state certification; hold at least a bachelor's degree in the subject they teach, or can demonstrate competence in the subject matter of the classes they teach).

Opportunities for Geography in No Child Left Behind
In spite of the relative lack of attention to geography in the legislation, there are significant opportunities for geography within certain programs of NCLB. Some programs that could be of importance for geography educators include teacher training and professional development programs, Advanced Placement incentive programs, technology education, and grants for assessments and related activities.

NCLB requirements state that all teachers of geography must be highly qualified by the end of 2005–06; all new teachers must also fulfill the guidelines of this requirement. Ensuring that all current geography teachers are highly qualified provides training opportunities for the geography education community. Also, colleges and universities will bear the responsibility of training new teachers, who will need to meet the "highly qualified" requirement. Federal funding is provided for such programs.

Because achievement on state-mandated exams is the primary tool for evaluating students and schools, geography educators may have the opportunity to work with states on their assessment plans. Social studies or geography standards have been established in all states except Rhode Island and Iowa, but only 33 assess geography (or include, at the least, a social studies section) in mandated exams. NCLB provides grants to state and local education agencies to establish partnerships to develop and maintain states' assessments to continually improve them and ensure their alignment with state standards.

Provisions in the act to encourage more Advanced Placement courses/exams could help expand the AP Human Geography course. Proliferation of this course would involve many more students in geography.

No Child Left Behind makes continued reference to the need for programs and teaching methods that have been proven effective, and, in some cases, refers to programs and methods based on scientifically based research. Therefore, in order to solidify the chances of receiving grant money, it is important to work within projects that have been proven effective in the past and that fall under the guidelines of NCLB programs. Although competition for available grant money will be heated, geographic alliances and

other professional development programs should be well-positioned to apply. These programs include:

- Reading Skills Improvement Grants
- Comprehensive School Reform
- Advanced Placement Incentive Program
- Preparing, Training, and Recruiting High Quality Teachers and Principals
- Science Partnerships
- Transition to Teaching Programs
- Educational Technology State Grant Program
- Ready-to-Learn Television
- Public Charter School Program
- Grants for State Assessments and Related Activities
- 21st Century Community Learning Centers

Pages 6–16 offer a more comprehensive listing of the above programs. Educators, alliances, GENIP constituents, and geography departments at institutions of higher education could apply for grants under these programs. Program and awards information, opportunities for geography educators, and U.S. Department of Education contacts are included. These programs present a unique opportunity for geography to fit into the NCLB framework. For grant applications and more information, contact state and/or local education agencies or the Department of Education (www.ed.gov; see the Grants & Contracts section). (When reviewing the funding options, note that available funds may be significantly lower than the authorized appropriations.)

Conclusion

NCLB is ushering in a new stage in the education of U.S. children. Along with new ambitions and requirements comes frustration-and transformation. This act is instigating many changes in state and local curricula and in teaching. A changing system and a new legislation leave much unanswered for the future of geography.

In comparison with English/language arts, mathematics, and science, geography is not a high-profile subject in NCLB. But it is a core academic subject and geography education and teaching can benefit from its many programs. In light of this, there is much work to be done at both the local and national levels.

When applying for funding under NCLB, aligning with other groups, other subjects (e.g. history or science), schools, or organizations may be advantageous and lend additional strength to proposals. Also, NCLB provides abundant resources for teacher development, recruitment, and hiring, serving as an opportunity to enrich the geography corps of teachers and to fall in line with NCLB requirements for highly qualified teachers.

National and state assessments-a prominent feature of NCLB-are the primary tools for evaluating student achievement. Geography educators have an ideal opportunity to become involved with developing and maintaining mandated exams at the state level, and possibly at the national level.

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It is important to work in close collaboration with state and local education agencies because they now bear the most responsibility for education within the state. Additionally, they can provide valuable information on programs and resources to fulfill application requirements.

Opportunities for Geography Educators

The major programs of No Child Left Behind offer opportunities for support of geography education. These 11 programs present an opportunity for geography to fit into the NCLB framework as it stands. If necessary, contact local education agencies for more information about grant programs, applications, and deadlines.

GENIP's analysis of these 11 NCLB program areas provides the following information (based on data as of April 2003):

_ Program title and a brief overview of the program

_ Opportunities for geography educators

_ Who may apply

_ Appropriations and authorizations of grant funds

_ Award information

_ Type of assistance authorized by NCLB

_ Program contacts in the U.S. Department of Education

_ Legislative reference

STUDENT READING SKILLS IMPROVEMENT GRANTS

Student Reading Skills Improvement Grants are designed to emphasize the importance of reading in academic achievement and to ensure that all students achieve grade-level reading ability by the third grade. Local Education Agencies (LEAs) receiving funds under the Reading First Program are required to create and maintain programs, professional development, and materials that allow student access to engaging reading materials. Improving Literacy Through School Libraries allows for the expansion and improvement of school libraries and media centers by providing access to up-to-date school library materials, well-equipped media centers, and well-trained and certified library media specialists.

Opportunities for Geography Educators: These programs provide the opportunity to develop and disseminate invigorating reading materials related to geography. For example, the National Council for Geographic Education provides an online catalog of their education products, and the Association of American Geographers has developed ARGUS and ARGWorld. Also, National Geographic produces educational reading materials and has funded, for example, a program in Arizona that uses geography reading materials to help prepare students for mandated state literacy exams. LEAs may enter into partnerships with universities, a private nonprofit or for-profit professional development provider, a volunteer organization, or a school/public library.

Who May Apply: For *Reading First programs, LEAs apply to state education agencies* for sub-grants. *Library program applicants apply to the Secretary of Education* if total yearly appropriations are less than 100 million dollars; if not they apply to their SEA.

2002 Appropriations: Reading First- $361,720,306. Library Improvement- $12,312,500
2003 Authorizations: Reading First- $900,000,000. Library Improvement- $250,000,000

Grant Duration: Reading First – not more that 6 years. Library Improvement- 1 year.

Number of New Awards Anticipated: Reading First- 56. Library Improvement- 75
Range of Awards: Reading First- $500,000 to $133,000,000. Library Improvement- $20,000 to $250,000

Type of Assistance: Reading First – Formula grants to states. Improving Literacy Through School Libraries – Discretionary/competitive grants to LEAs

Program Contacts: The office of Elementary and Secondary Education oversees these programs. *Reading First* – Christopher Doherty at reading.first@ed.gov or (202) 401-4877. Website-http://www.ed.gov/offices/OESE/readingfirst/index.html. *Improving Literacy Through School Libraries* – Margaret McNeely at margaret.mcneely@ed.gov or (202) 260-1335. Website-http://www.ed.gov/offices/OESE/LSL/index.html.

Legislation Reference: The No Child Left Behind Act of 2001 – Title I, Part B, subparts 1 and 4

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COMPREHENSIVE SCHOOL REFORM PROGRAM

Funding under this program is meant to aid in the development, acceptance, and implementation of comprehensive school reforms. All measures taken with funding under this program must be based on reliable research and work toward the improvement in academic achievement of all students that it serves. Sub-grant priority goes to schools that are in need of improvement and that can demonstrate that they are committed to implementing and maintaining reform.

Opportunities for Geography Educators: The key for this program is that it provides an opportunity for a document such as *Geography for Life* to find a place in school reform. Illinois, for example, used *Geography for Life* as the basis for a set of 54 alternative geography assessments, which are now used in school improvement programs. The emphasis of this program is on setting measurable goals for students and providing professional development for teachers and staff; it allows for the involvement of high-quality external support from an entity experienced in school-wide reform and improvement. Many states have been successful in implementing the National Geography Standards, but the subject continues to receive less attention than other subjects. Such models as *Geography for Life* can aid schools in the reforms they seek for the improvement of academic achievement.

Additional materials to aid in school reform include the *Journal of Geography,* published by NCGE, providing an opportunity for educators to present results from teaching and research that advance understanding and practice of geographic education. The contents include articles on instructional approaches, research results, lesson plans and teaching activities, book reviews, maps, computer software, and other digital products.

Who May Apply: *State education agencies* apply to Secretary of Education for formula grants. *Local education agencies* apply to state education agencies *on behalf of schools*.

2002 Appropriations: $296,750,000
2003 Authorizations: $310,000,000

Number of New Awards Anticipated: 57
Range of Awards: $133,946 to $40,061,954

Type of Assistance: Formula grants to state education agencies

Program Contacts: The Office of Elementary and Secondary Education oversees this program. Program Coordinator – Carmen Lopez at carmen.lopez@ed.gov or (202) 205-4292. Website – http://www.ed.gov/offices/OESE/compreform/ .

Legislation Reference: The No Child Left behind Act of 2001–Title I, Part F, & Title V, Part D

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ADVANCED PLACEMENT INCENTIVE PROGRAM GRANTS

Funds provided under the AP Incentive Program are made available to raise educational achievement and standards; encourage more students in AP programs to take the exams; build upon the benefits of AP programs; and increase availability of, participation in, and access to the AP program. Grant priority is given to services helping low-income students and schools increase their access to and participation in online AP programs; to entities with the ability to match funds; and to those who intend to involve business and community organizations.

Opportunities for Geography Educators: Participation in this program by state geography alliances, for example, could provide valuable resources, materials, and teacher training in hopes of increasing the quality of and participation in the AP Human Geography course in an alliance's state. (Participation in this course rose from 3,272 in 2001 to 5,286 in 2002, and it continues to rise each year.) Some alliances currently working to help students and teachers prepare for the AP Human Geography course include Colorado, Minnesota, Virginia, Utah, Oklahoma, and South Dakota. Federal funding can be used to support these types of programs. School administrators can find information and inquire about adding the AP Human Geography course at http://apcentral.collegeboard.com. Activities under this program include teacher training, pre-AP course development, preparation for younger students to enter the AP program, books and supplies, online AP course development, and other related activities.

Who May Apply: *State and local education agencies* and *national nonprofit educational entities* with expertise in advanced placement services should apply to the Secretary of Education

2002 Appropriations: $22,000,000
2003 Authorizations: Such sums as may be necessary

Grant Duration: A period of not more than 3 years

Number of New Awards Anticipated: 5 –15
Range of Awards: $100,000 to $600,000

Type of Assistance: Discretionary/competitive grants to eligible entities.

Program Contacts: The Office of Innovation and Improvement oversees this program.
Program Coordinator – Madeline Baggett at madeline.baggett@ed.gov or (202) 260-2502.
Website – http://www.ed.gov/offices/OESE/SIP/programs/apip.html.

Legislation Reference: The No Child Left Behind Act of 2001 – Title I, Part G

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PREPARING, TRAINING, AND RECRUITING HIGH QUALITY TEACHERS AND PRINCIPALS

Funds under this program are appropriated for training, hiring, and retaining high quality teachers. Provided under this program are the means to certify qualified individuals from other professional fields, attract teachers from a broad range of subjects, and to create professional-development opportunities. An authorized strategy to accomplish these goals is to provide financial incentives to attract individuals in subjects lacking highly qualified teachers. Section 1119 under Title I requires that by the 2005–06 school year all teacher in core academic subjects must be highly qualified.

Opportunities for Geography Educators: Opportunities for geography are plentiful under this program. Teacher training, recruiting, and hiring are areas that geography needs to focus on to ensure that the requirements of NCLB are met. Past grants have tended to go to institutions of higher education. Such grants have gone to education departments at universities where geography programs exist, including the University of Delaware and the University of Hawaii-Manoa. Cross-departmental collaboration may be possible at these institutions and others. Teacher-development programs are operated and funded through state geographic alliances and include workshops and short courses taught by college professors. Entities eligible for federal funding under this program include nonprofit educational organizations, institutions of higher education, a school of arts and sciences, educational service agencies, nonprofit cultural institutions, businesses, and teacher organizations.

Who May Apply: *State education agencies* apply to the Secretary of Education for formula grants. *Local education agencies apply to the SEA* for formula sub-grants. 2.5 percent of total state grants go to *State Agencies for Higher Education* as formula grants from the SEA; State Agencies for Higher Education *award competitive grants to institutions of higher education and nonprofit organizations.*

2002 Appropriations: $2,850,000,000
2003 Authorizations: $3,175,000,000

Number of New Awards Anticipated: 52
Range of Awards: $1,588,000 to $332,200,000

Type of Assistance: Formula grants to state education agencies

Program Contacts: The Office of Elementary and Secondary Education oversees this program. Program Coordinator – Robert Stonehill at robert.stonehill@ed.gov or (202) 260-9737. Website – http://www.ed.gov/offices/OESE/SIP/programs/epdp.html.

Legislation Reference: The No Child Left behind Act of 2001 – Title II, Part A

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SCIENCE PARTNERSHIPS

Funding under this program is designed to improve the stature and status of the teaching of science. This program also encourages institutions of higher education to take a more active role in the improvement of elementary and secondary science teaching and to ensure that the development of these teachers is a career-long process. Additional aspirations are to bring students and teachers into more contact with professional scientists and to develop of a more rigorous science curriculum. This program also includes mathematics partnerships.

Opportunities for Geography Educators: Working with scientific institutions provides many opportunities to train physical geography teachers and work with Earth scientists and physical geographers. For example, the American Association of Geographers, funded by the National Science Foundation (NSF), the U.S.–Japan Foundation, and the Japan Foundation's Center for Global Partnership, has created *Activities and Readings in the Geography of the United States* (ARGUS) and *World* (ARGWorld). This project, which produced print materials and an interactive CD, was created to offer high-quality geography teaching materials at the lowest cost. National Geographic is also working on a project funded by the NSF, called CRITTERCAM. Under this NCLB program partnerships may be established with engineering, mathematics, science, and teacher-training departments at institutions of higher education; businesses; or with for-profit/nonprofit organizations that have demonstrated effectiveness in improving the quality of math and science teachers. Current funding and partnerships are granted, in large part, to science departments at major universities.

Who May Apply: *State education agencies* apply to Secretary of Education for formula grants and *eligible partnerships apply to the state education agency for discretionary/ competitive sub-grants* if total appropriations exceed 100 million dollars; if they do not exceed 100 million dollars, eligible partnerships apply directly to the Secretary of Ed
2002 Appropriations: $12,500,000
2003 Authorizations: $450,000,000 (2003 appropriations will exceed $100,000,000)

Grant Duration: 3 years

Number of New Awards Anticipated: 56
Range of Awards: $500,000 to $14,000,000

Type of Assistance: Formula grants to state education agencies in any year when funds appropriated are equal to or in excess of $100,000,000. Discretionary/Competitive grants to eligible partnerships if funds appropriated are less than $100,000,000.

Program Contacts: The Office of Elementary and Secondary Education oversees this program. Program Coordinator – Pat O'Connell Ross at patricia.ross@ed.gov or (202) 260-7813. Website – http://www.nsf.gov/pubs/2002/nsf02140/nsf02140.htm.

Legislation Reference: The No Child Left behind Act of 2001 – Tile II, Part B

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TRANSITION TO TEACHING PROGRAM

This program has been established to recruit and retain highly qualified mid-career professionals, paraprofessionals, and recent college graduates to teach in high-need schools. This program also encourages the establishment of alternative routes for teacher certification under programs that would be approved by the state. This program is operated at and grants funding at the national/regional, statewide, and local levels.

Opportunities for Geography Educators: Most grants under this section go to institutions of higher education and individual school districts. Currently the University of Oregon is working to create a training program for geography teachers through a joint venture between its College of Education and the Department of Geography. On the same note, 2002 grants were given, at all levels, to universities where geography departments exist, such as Ohio State, Illinois State University, the University of Georgia, and Texas A&M. Cross-departmental collaboration may be possible at these institutions and others. Entities involved in this program provide financial incentives to eligible participants (not more than $5,000 per participant); provide for pre- and post-placement support activities, ensuring that teachers are placed in their respective fields; collaborating with institutions of higher education; and developing a long-term strategy.

Who May Apply: *Local education agencies (LEA), state education agencies, for-profit organizations, education service centers, nonprofit organizations with expertise in teacher recruitment, and partnerships or consortiums* apply to the Secretary of Education for grants. Non-LEA applicants need a letter of support from an LEA, which agrees to hire the recruits as teachers.

2002 Appropriations: $35,000,000
2003 Authorizations: $150,000,000 (for all of Title II, Part C)

Grant Duration: 5 years

Number of New Awards Anticipated: 8–10 national/regional; 37 statewide; 60 local.
Range of Awards: $3,000,000 to $1,200,000 national; $150,000 to $600,000 state; $50,000 to $400,000 local

Type of Assistance: Discretionary/competitive grants to eligible entities

Program Contacts: The Office of Innovation and Improvement oversees this program. Program Coordinator – Thelma Leenhouts at thelma.leenhouts@ed.gov or (202) 260-0223. Website – http://www.ed.gov/offices/OESE/SIP/programs/ttt.html.

Legislation Reference: The No Child Left behind Act of 2001 – Title II, Part C, Subpart 1, Chapter B

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EDUCATIONAL TECHNOLOGY STATE GRANT PROGRAM

The Enhancing Education Through Technology program was developed to improve the academic achievement of students through the use of technology and to ensure that all students are technologically literate by the eighth grade. The goal of this project is to enhance and improve in-class instruction of the core academic subjects. This will be done through the integration of technology with teacher training and curriculum development and by establishing research-based instructional methods that can be widely employed.

Opportunities for Geography Educators: This program provides a wonderful opportunity for technology such as GIS, remote sensing, and cartography to be introduced at the elementary and secondary levels. In November 2002, on GIS day, the National Oceanic and Atmospheric Administration Coastal Services Center introduced GIS technology to nearly 300 high school students in South Carolina. Over 500 Kentucky high school students were also introduced to GIS via a PlaNet GIS partnership. Environmental Systems Research Institute (ESRI), the world's leading provider of GIS software, will be introducing new software, ArcGlobe, which may be used in the future to produce education materials related to GIS, mapping, satellite imagery, et al. *GIS in Schools,* published as a book and CD-Rom by ESRI, provides an introduction to and lesson plans for GIS in elementary and secondary classrooms. Local activities approved under this NCLB program consist of the support of continuing, sustained professional-development programs and public-private partnerships. Funds can be used to improve academic achievement and for the acquisition of curricula that integrate technology and are designed to meet challenging state academic standards.

Who May Apply: *State education agencies* apply to the Secretary of Education for formula grants. *Local education agencies* apply to the state education agency for sub-grants.

2002 Appropriations: $615,880,907
2003 Authorizations: $1,000,000,000

Number of New Awards Anticipated: 57
Range of Awards: $434,491 to $85,100,541

Type of Assistance: Formula grants to states. At least 95 percent of funds are distributed as sub-grants to local school districts on a competitive basis.

Program Contacts: The Office of Elementary and Secondary Education oversees this program. Program Coordinator – Jenelle Leonard at jenelle.leonard@ed.gov or (202) 401-0039. Website – http://www.ed.gov/offices/OESE/SST/edtech.html.

Legislation Reference: The No Child Left behind Act of 2001 – Title II, Part D, Subparts 1 & 2

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READY-TO-LEARN TELEVISION

Grants under the Ready-to-Learn Television program are awarded to fund eligible entities to develop, produce, and distribute educational video programming. Grantees should also be able to facilitate development of these materials through contracts with producers of children's and family educational programming. The program also stipulates that the development of programming and digital content must contain Ready-to-Learn children's materials. Products developed and funded under this program must be available to a broad audience, contain the appropriate materials, and maintain the nature of the nonprofit entity that is developing them.

Opportunities for Geography Educators: Current projects in geography-related educational television include the NASA Educational Television products for students which produce web- and video-based productions teaching kids about geography, science, technology, and math to help explain everyday phenomena of our world (see http://education.nasa.gov/students4.html). PBS produces The Power of Place: Geography for the 21st Century. Teachers can use the *National Geographic Today* TV series for classroom instruction; and the National Geographic Society produces educational TV programs on a project basis. Nonprofits could coordinate with such developers of children's programming as *Kidsnet* and *Cable in the Classroom*. The Ready-to-Learn Television grants are a good opportunity for geography education that is innovative and exciting for elementary students. The 2002 grant was given to PBS, the creators of Ready-to-Learn Television (see http://pbskids.org/readytolearn). All projects funded by this program must contain materials from Ready-to-Learn. Programming messages from PBS include: Go Find Out! Read It! Try It Out!

Who May Apply: *Nonprofit organizations* that can develop and distribute educational and instructional television programming for preschool and elementary school children and can contract with the producers of children's television programming to develop educational television programming for preschool and elementary school children apply to the Secretary of Education for grants.

2002 Appropriations: $22,000,000
2003 Authorizations: Such sums as may be necessary

Number of New Awards Anticipated: None. Funds in 2002 supported continuation awards. There are no current grant competitions. The next competition will be FY 2005.
Range of Awards: N/A

Type of Assistance: Discretionary/competitive grants

Program Contacts: The Office of Innovation and Improvement oversees this program. Program Coordinator – Joe Caliguro at joseph.caliguro@ed.gov or (202) 219-1596. Website – http://www.ed.gov/offices/OERI/ECI/rtltv.html.

Legislation Reference: The No Child Left behind Act of 2001-Title II, Part D, Subpart 3

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PUBLIC CHARTER SCHOOL PROGRAM

Grants under this program are for the initial development and implementation of charter schools; assessments of their effectiveness; expanding the number of charter schools; professional development of staff; acquiring equipment, materials, and supplies; acquiring and developing curriculum materials; and aiding new and developing charter schools. Charter schools are given a high degree of autonomy. Not all states have established charter school laws.

Opportunities for Geography Educators: Promoting additional geography curricula in charter schools is important. Currently, the National Geographic Society is providing grant support to the *Knowledge Is Power Program (KIPP)* charter schools as they integrate more geography into their curricula. Charter schools often foster strong relationships with universities, museums, and nonprofit organizations, et al. to bolster their programs. Some schools are completely funded by these types of organizations. It may even be possible to establish charter schools based entirely around geography.

Who May Apply: *State education agencies* may apply to the Secretary of Education if their state has a charter school law. After SEAs receive awards, they *make competitive grants to charter schools*. *If an eligible SEA chooses not to compete for funding, then charter schools in that state may apply directly to the Secretary.*

2002 Appropriations: $200,000,000
2003 Authorizations: $300,000,000

Number of New Awards Anticipated: 10–12 for SEAS; 30–50 for others.
Range of Awards: $500,000 to $5,000,000 for SEAs; $25,000 to $150,000 for others.

Type of Assistance: Discretionary/competitive grants

Program Contacts: The Office of Innovation and Improvement oversees this program. Program Coordinator – Dean Kern at dean.kern@ed.gov or (202) 205-9178. Website – http://www.ed.gov/offices/OESE/SIP/programs/pcsp.html.

Legislation Reference: The No Child Left behind Act of 2001–Title V, Part B, Subpart 1

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GRANTS FOR STATE ASSESSMENTS AND RELATED ACTIVITIES

Grants under this section are awarded to states to pay the development cost of additional assessments and standards that are required under Title I, section 1111(b). If the state standards have already been established, the grant awards are to be used in the development of assessments that are correlated to the state standards. This includes the refinement of assessment programs to ensure their continued alignment with state standards and the professional development of teachers in these areas.

Opportunities for Geography Educators: The requirements of funds that are made available under this subpart enable a state, or a coalition of states, to enter into partnerships in the development of their state assessments; and to allow the state to continually improve upon their assessments and ensure they are aligned with the state's standards. Illinois provides for 54 alternative assessments in geography that teachers can use as a part of their school improvement program in grades K–12. Teachers are encouraged to use these assessments to measure student achievement in this area and as examples for developing additional items. The Web site for the National Council for Geographic Education provides sample geography assessments. Currently, Nevada and New Mexico are remodeling their statewide assessments; and Oklahoma, Oregon, Massachusetts, and Maine are developing high school exit exams. State alliance participation in these processes could lead to the inclusion of a geography section or questions. Eligible entities for partnerships include institutions of higher education, research institutions, or other organizations. Inclusion in mandated state exams, as well as national assessments, will ensure that geography remains in the classroom. *See Appendix C for a chart of the standardized tests being used in all 50 states to serve as a reference for involvement in this program. Contact information is given for publishers of nationwide tests (but not for state-specific tests) and to state Departments of Education.*

Who May Apply: State *education agencies and outlying areas* apply to the Secretary of Education for formula grants. *Local education agencies* apply to the SEA for sub-grants. For this program, it will be important to work closely with your local education agency.

2002 Appropriations: $385,000,000
2003 Authorizations: $490,000,000

Number of New Awards Anticipated: 56
Range of Awards: $1,900,000 to $47,000,000

Type of Assistance: Formula grants to state education agencies

Program Contacts: The Office of Elementary and Secondary Education oversees these programs. There is no specific Program Coordinator listed for this program. Contact the OESE at (202) 401-0113. Website- http://www.ed.gov/offices/OESE/

Legislation Reference: The No Child Left Behind Act of 2001–TitleVI, Part A, Subpart 1

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21ST CENTURY COMMUNITY LEARNING CENTERS

Funding under this program is provided so that children will have the opportunity for academic enrichment services. Programs should offer an assortment of services, including but not limited to tutorial services, mentoring services, and technology education programs with an emphasis on improving academic achievement in the core academic subjects (although math and reading are stressed more than the others). Services funded under this program should also be available to the families of students served. Grant priority is given to applicants who propose to serve students from poor- performing schools and to applications jointly submitted by a local education agency receiving Title I, Part A funds and another eligible entity.

Opportunities for Geography Educators: The activities funded under this program could allow the alliances and other geography organizations to get involved in extracurricular activities, such as the work of Youth Radio with teens on researching current events, writing and presentation skills, and community activism. It might be possible to integrate existing technology and after-school programs, such as the ESRI and NCGE GIS workshops, into these extracurricular activities. Also, the National Geographic Education Foundation is supporting nonprofits to provide after-school training to students. Programs related to geography could be funded under this program; especially those that strive to improve students' academic achievement, help poor-performing school improve, and work in tandem with local education agencies.

Who May Apply: *State education agencies* apply to the Secretary of Education for formula grants. *Local education agencies, community organizations, another public or private entity*, or a consortium of *2 or more of these* apply to the state education agency in local grant competitions.

2002 Appropriations: $1,000,000,000
2003 Authorizations: $1,500,000,000

Grant Duration: Not less than 3 years and not more than 5 years

Number of New Awards Anticipated: 57
Range of Awards: $359,000 to $41,500,000

Type of Assistance: Formula grants to SEAs, who manage statewide competitions and award grants to local organizations

Program Contacts: The Office of Elementary and Secondary Education oversees this program. Program Coordinator – Amanda Clyburn at amanda.clyburn@ed.gov or (202) 260-0919. Website – http://www.ed.gov/21stcclc/.

Legislation Reference: The No Child Left Behind Act of 2001 – Title IV, Part B

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