

DAVID G. REICHERT
8TH DISTRICT, WASHINGTON

COMMITTEE ON WAYS AND MEANS
SUBCOMMITTEE ON TRADE
SUBCOMMITTEE ON OVERSIGHT
SUBCOMMITTEE ON SOCIAL SECURITY



Congress of the United States
House of Representatives
Washington, DC 20515-4708

WASHINGTON OFFICE:
1730 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-4708
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FAX: (202) 225-4282

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April 3, 2009

The Honorable David Obey, Chairman
Committee on Appropriations
H-218, The Capitol
Washington, DC 20515

The Honorable Jerry Lewis, Ranking Member
Committee on Appropriations
H-218, The Capitol
Washington, DC 20515

Dear Chairman Obey and Ranking Member Lewis:

I am requesting funding in the FY 2010 Labor, Health and Human Services, Education Appropriations bill, Fund for the Improvement of Education account for the Skills for Life Online (K-12 Internet Safety Curriculum). The entity to receive funding for this project is LOOKBOTHWAYS, 280 Quincy Street, Suite A, Port Townsend, Washington 98368. It is my understanding that the funding would be used to complete the development of grade 5 through 9 curricula for Internet Safety and create accompanying media. I certify that this project does not have a direct and foreseeable effect on the pecuniary interests of my spouse or me.

I hereby certify that this request will be made publicly available on my official congressional website as required by Chairman Obey's new Committee policy that only posted requests will be considered.

Consistent with the Republican Conference's policy on project requests, I hereby certify that to the best of my knowledge this request: (1) is not directed to an entity or program that will be named after a sitting Member of Congress; (2) is not intended to be used by an entity to secure funds for other entities unless the use of funding is consistent with the specified purpose of the earmark; and (3) meets or exceeds all statutory requirements for matching funds where applicable. I further certify that should this request be included in the bill, I will place a statement in the Congressional Record describing how the funds will be spent and justifying the use of federal taxpayer funds.

Sincerely,

DAVE REICHERT
Member of Congress



OFFICE OF CONGRESSMAN DAVE REICHERT (WA-08)

PROJECT REQUEST CERTIFICATION

By submitting this request for federal funding, I certify that:

- This project directly benefits the residents of Washington's Eighth Congressional District and merits federal funding assistance.
- None of the funds requested will be used for a new building, program, or project named after a sitting Member of Congress.
- None of the funds requested will be used to secure funds for other entities unless the use of funding is consistent with the specified purpose of the project request.
- For requests where the receiving entity is not a unit of federal, state, or local government, or where the entity receiving the funding will not be providing support to a federal, state, or local government, or will not be providing research, the organization will provide matching funds, including in-kind contributions of 5% or more above the statutory requirement.
- For requests from non-federal, -state, or -local government entities or other public institutions, the organization will submit an End User Letter(s) of Support from a public official representing the direct beneficiaries of the project. This will be inserted into the Congressional Record and disclosed on the Member's Congressional Website.
- Under separate cover, I agree to provide a comprehensive plan outlining the sources of funding for the duration of the project; the percent and source of required matching funds, anticipated sources of the funding for the duration of the project, and a detailed budget for how federal funding assistance will be used to support the project.
- In the interest of transparency, any information submitted with this project request may be disclosed for public review, including but not limited to the Committee or Member's Congressional Website and the Congressional Record.
- Should the project receive federal funding, I agree to disclose whether I hired a lobby firm; if so, the name of the lobby firm; and how much was paid to advocate for this project.

PROJECT NAME: Skills for Life Online, a K-12 Internet Safety Curriculum

NAME OF PERSON CERTIFYING: Linda Criddle

TITLE OF PERSON CERTIFYING: President

LEGAL NAME OF ENTITY MAKING REQUEST: LOOK BOTH WAYS FOUNDATION

LEGAL ADDRESS OF ENTITY MAKING REQUEST: 280 Quincy St Suite A
Port Townsend, WA 98368

SIGNATURE:

Linda Criddle

DATE: 3/27/09



OFFICE OF CONGRESSMAN DAVE REICHERT (WA-08)

CONGRESSIONAL SITE VISIT CERTIFICATION

In the interests of accountability and transparency, we require that either the Congressman or a member of the Congressman's professional staff visit each project site requesting federal funding. This will enable our office to more thoroughly assess the merits of each project and ensure that limited taxpayer funds are invested wisely.

Upon completion of the congressional site visit, please complete this form and have a representative from the organization (not a representative from a lobbying firm) sign it. The Congressional Staff Member visiting the site will be responsible for collecting the form at the time of the visit.

I hereby certify that on March 23rd, 2009 Congressman Dave Reichert/a professional staff member from Congressman Dave Reichert's office visited our organization/project for the purposes of reviewing our request for federal funding.

PROJECT NAME: K-12 Internet Safety Curriculum – Skills for Life Online

DATE OF CONGRESSIONAL VISIT: March 23rd 2009

NAME OF PERSON CERTIFYING: Linda Criddle

TITLE OF PERSON CERTIFYING: PRESIDENT OF LOOKBOTHWAYS Inc.

LEGAL NAME OF ENTITY MAKING REQUEST: LOOKBOTHWAYS FOUNDATION

LEGAL ADDRESS OF ENTITY MAKING REQUEST: 280 Quincy St Suite A Port Townsend
98368

SIGNATURE:

DATE: March 23rd 2009

MEMBER/CONGRESSIONAL STAFF MEMBER:

Lindsay Manson

SIGNATURE:

DATE: 3/23/09



Rob McKenna
ATTORNEY GENERAL OF WASHINGTON
1125 Washington Street SE • PO Box 40100 • Olympia WA 98504-0100

March 16, 2009
Linda Criddle, President
LOOKBOTHWAYS, Inc.

Dear Ms. Criddle:

The Attorney General's Office is working very hard to combat online crimes, particularly those targeting young people. As a member of my Youth Internet Safety Task Force established in 2007, you have been an invaluable participant in working to increase Internet safety awareness in Washington State.

I strongly believe that education and outreach are among our most effective tools for making the Internet safer for youth. By educating children and teens on how to stay safe online, we also teach them how to become good citizens in a "digital democracy".

Under your leadership as an established Internet safety expert, Washington-based LOOKBOTHWAYS is building a strong K-12 curriculum that includes teacher preparation materials, interactive lesson plans, real-life videos to underscore lessons, hands-on learning for students, and a strong parent integration element. The materials expand each year to teach online safety in a comprehensive and age-appropriate format. It is my observation that your curriculum is of the highest quality and standards, provides flexibility within schools, and requires only three class periods per year. Most notably, it will be made available at no charge to schools, organizations, families and the general public.

I am pleased to work together to ensure that Internet safety is taught in every school in our state and around the country. In doing so, we will ensure that youth are equipped with the skills necessary to protect themselves from sex offenders, ID theft, cyberbullying and other crimes.

I applaud your tireless efforts and look forward to our ongoing partnership. As always, please do not hesitate to contact me if my office may be of assistance to you.

Sincerely,

ROB MCKENNA
Attorney General

Skills for Life Online

K-12 Internet Safety Curriculum

Budget for Development and Implementation for Phase Two

February 13, 2009



LOOKBOTHWAYS
THE HUMAN FACTOR IN ONLINE SAFETY

K-12 Curriculum Budget for Phase Two

Content Development Assumptions

Each lesson consists of video, interactive Web tools, and downloadable lesson materials. Materials will be targeted to five strategic grade ranges with the following contents:

- Teacher background information
- Lesson plans
- Video segments
- Hands-on interactive tools to build skills
- Student materials
- Parent handouts and instructions for accessing the lessons, videos and interactive tools
- Supporting Web site with additional information and reading materials
- School administrator guide for successful implementation
- Downloadable promotional/supporting materials such as in-school posters and brochures
- Spanish translations of all materials and features such as video closed-captioning to make these materials accessible to the widest possible audience

After the initial curriculum build-out we will add targeted supplemental lessons for special at risk groups, such as cyberbullies and those who have used the Internet for crime, victims of exploitation, and so on.

Lesson Content Development (15 lessons):

\$200,000

- Content advisers
- Online Publisher
- Instructional designer/writers
- Editor/proofreaders
- Development of material templates
- Graphic design
- Researcher/assistant

Video Production & Media (15 videos):

\$180,000

Fifteen five-minute video programs to support lesson materials. Costs to create videos include:

- Video producer
- Scriptwriter
- Director
- Video crew fees (light, sound, camera)
- Location/production studio fees
- Research and acquisition
- Graphics generation
- Talent
- Travel
- Pre and post production
- Video master production

Web Site and Interactive Tools Development Costs: \$ 60,000

- Web designer
- Interactive tools and Flash demos creation
- Content development

Fund Raising \$ 20,000

- Fund raiser salary
- Postage/long distance
- Program informational materials
- Travel

Marketing and Distribution \$ 60,000

- Marketing campaign design/implementation/project mgmt
- Direct mail
- E-mail lists/campaigns

Implementation \$ 60,000

- Educational consultants
- Phone and online support of adopting schools
- Teacher training via our website and online self-paced learning
- Travel

Administrative Costs and Staffing \$ 40,000

- Salaries and benefits for support staff
- Office supplies/equipment
- Accounting and reporting fees
- Administrative overhead
- Telephone/Internet/postage
- Duplication

Support and Assessment on Research \$ 60,000

To cover:

- Web site updating and maintenance
- Compiling of feedback/research for revision of materials
- New 'In the news' articles posted for fresh examples of current events
- Compiling assessments for reporting

Amount necessary for Phase Two of K-12 Curriculum \$ 680,000

Estimated cost of Spanish translation/accessibility: + 100,000

PHASE II TOTAL: \$ 780,000

iLOOKBOTHWAYS.com

Your online source for Internet safety educational content,
information, and skills



iLOOKBOTHWAYS
The Human Factor in Online Safety



Welcome, Guest! [Login](#) | [Register](#)
[Why Register?](#)

The screenshot shows the website's main navigation bar with categories: PARENTS, KIDS/TEENS, SENIORS, ADULTS, and EDUCATORS. The main content area features a central banner for "Websites That Get You Moving" with a "Learn More" button. To the left, there are sections for "Featured Links" (including Linda's Blog, Safety In The News, Learn About Safety, and Share Your Experiences), "What's New In iLookBothWays" (listing FAQ, tips for seniors, information exposure, online dating, and cyberbullying), and "Books from LOOKBOTHWAYS" (highlighting "Using the Internet Safely For Seniors"). To the right, there is a "Popular Blog Posts" section with five entries and an "off the mark.com" comic strip. At the bottom, a "Recent Blog Posts" section shows "Internet Safety @ the Consumer Electronics Show" by Linda. The browser status bar at the bottom indicates "Internet | Protected Mode: On" and "100%".



LOOKBOTHWAYS
THE HUMAN FACTOR IN ONLINE SAFETY

www.ilookbothways.com

Education@look-both-ways.com

280 Quincy Street, Suite A

Port Townsend, WA 98368

FY2010 APPROPRIATIONS REQUEST FORM

REPRESENTATIVE DAVE REICHERT (WA-08)

(ONE project/program per form)

GENERAL INFORMATION

Organization making request: LOOKBOTHWAYS **Federal Tax Status: (i.e. 501(c)3) WA State non-profit; awaiting federal approval of 501(c) 3**

Address: 280 Quincy Street, Suite A

City: Port Townsend **State:** WA **ZIP Code:** 98368

Point of Contact(POC): Lizanne Coker

Phone: business (360) 385-2088; cell (360) 821-9688 **Email:** liz@look-both-ways.com

Address: Same as above

City: **State:** **ZIP Code:**

DC Representation (if any): Petrizzo Strategic Group – Tricia Barrentine Guay

Phone: (202) 347-8787 **Email:** tricia@petrizzostrategic.com

Address: 601 13th Street, NW, Suite 430 North

City: Washington **State:** DC **ZIP Code:** 20005

PROJECT/PROGRAM INFORMATION

PROJECT TITLE: Skills for Life Online (K-12 Internet Safety Curriculum)

Prioritized: 1 of 1 total requests for your organization

Appropriations Bill: (Please check)

- | | | |
|--|---|----------------------------------|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Commerce, Justice, Science | <input type="checkbox"/> Defense |
| <input type="checkbox"/> Energy and Water | <input type="checkbox"/> Interior and Environment | |
| <input type="checkbox"/> State, Foreign Operations | <input checked="" type="checkbox"/> Labor, Health and Human Services, and Education | |
| <input type="checkbox"/> Military Construction, Veterans' Administration | <input type="checkbox"/> Homeland Security | |
| <input type="checkbox"/> Transportation, Housing and Urban Development | <input type="checkbox"/> Financial Services | |
| <input type="checkbox"/> Legislative Branch | | |

Agency/Bureau (i.e. FBI; Corps of Engineers; US Navy; ARS, etc.): Education

Account (i.e. Buildings and Facilities, Aviation Safety; Capital Improvements, etc): Fund for the Improvement of Education

Amount requested for FY2010: \$500,000

Total cost of project: \$2,500,000

Minimum amount of FY2010 funding needed to begin or sustain this project: \$

Is this program authorized? YES NO **If YES, bill number:** **Year:**

Is this program funded in the President's FY10 budget request? YES NO **If YES, amount:** \$

Anticipated total future requests: \$ 0 Over the next years

Local, state and/or private funding sources: Microsoft

Total Amount: \$ 175,000 Over the next years (See ** in other relevant information section below)

Other sources of Federal funding: N/A

Total Amount: \$ Over the next years

Federal Agency Sponsor or Program Manager: N/A

Office:

FY2010 APPROPRIATIONS REQUEST FORM

REPRESENTATIVE DAVE REICHERT (WA-08)

(ONE project/program per form)

Phone Number:

Other agency advocate (if any):

Office:

Phone Number:

Are you requesting this through any other office(s): Yes

If yes, which office(s): Sen. Murray, Sen. Cantwell, Rep. Dicks, Rep. Inslee, Rep. Wasserman Schultz

PROJECT FUNDING HISTORY (FROM CURRENT YEAR BACKWARD)

FISCAL YEAR	PRESIDENT'S REQUEST	ORGANIZATION'S REQUEST	FUNDING AMOUNT	APPROPRIATIONS BILL	ACCOUNT, SUBACCOUNT
FY 2010		\$500,000		Labor/HHS	FIE
FY 2009	N/A	None			
FY 2008		None			
FY 2007		None			
FY 2006		None			
FY 2005		None			

Executive Summary/Project Description (MAXIMUM 200 Words):

- Please include a discussion of the project's merits, relevance, eligibility, and why it is a valuable use of taxpayer funds.
- Please limit your description to 200 words.
- You may attach additional information, however, please understand that the description provided below will be used for any and all public disclosure requirements.

These funds, which will be used to complete the development of grade 5 through 9 curricula for Internet Safety, will benefit every citizen in the State of Washington as well as throughout the United States.

These funds would keep children safe on the Internet by helping to solve the growing phenomenon of online crime and predation, to create a safer environment for our children, and to ensure a more responsible and successful online citizenry in years to come. This funding will benefit every citizen of Washington State -- every school district, not-for-profit organization, parent, child or senior citizen -- by providing free online skills for life in the 21st Century on the Internet.

With initial private funding we developed a full curriculum outline for grades K-12, a prototype lesson and supporting materials, a program brochure and fundraising collateral materials. We have also identified partners for marketing the program to educators, and developed a detailed business plan that outlines our funding, marketing, development, and distribution goals and strategies. With the next infusion of funding we are ready to ramp up quickly to write the curriculum and create the accompanying media and begin teacher training and get it into schools within 6 months.

Justification of funding:

- How does this request fit within the identified bill and account (cite specific precedents and overall purpose of account)?
- How many jobs could this project create and how will it benefit Washington's 8th Congressional District?

In 2008, Congress enacted the Protecting Children in 21st Century Act, defining the nation's commitment to Internet safety and strengthening education in schools. President Obama has made clear his commitment to enhanced use of technology in the classroom to keep our country more competitive, and such instruction must include a safety element if we are to keep our children safe. State after state is passing legislation requiring the teaching of Internet safety in schools, though these mandates are typically unfunded.

The skills that students need to act safely and appropriately online are largely lacking. To properly address the needs of students and the government mandates, LOOKBOTHWAYS is creating a curriculum that educates and teaches actionable skills, while it empowers and motivates children towards safe and appropriate online interactions. Using Internet technologies for delivery, LOOKBOTHWAYS will offer this curriculum to schools, organizations, families, and the public free of any charges.

Our schools today are teaching students to use technology tools in order for them and our country to stay competitive. Just as teaching kids how to drive cannot be done without teaching safety, Internet safety cannot be optional. This important training will keep our children safer, build better cybercitizens, and allow those who will drive the future of our country to take advantage of all the opportunities that technology offers without fear. For this reason we believe that support should come from both the private sector and the Federal government as they each have a share in our goals and mission.

FY2010 APPROPRIATIONS REQUEST FORM REPRESENTATIVE DAVE REICHERT (WA-08)

(ONE project/program per form)

Specific language proposed for Congressman's request to the subcommittee (if any):

N/A

Is there any other relevant information regarding this request that you would like to share?

The budget for the requested amount and the total projected budget are attached.

**LOOKBOTHWAYS is continuing to work to raise additional funds through private sector contributions, including an additional contribution from Microsoft; not-for-profit organizations and federal grants for Internet Safety.

Goals & Results

The curriculum is divided into five age-based modules (kindergarten through second grade; grades 3 and 4; grades 5 and 6; grades 7, 8, and 9; and grades 10, 11, and 12). We've created approximately three lessons for each grade, ranging in length from 20 minutes each (for younger children) to about 50 minutes per lesson for junior high and high school students. We designed the curriculum to empower students to learn how to use online products and services more safely through no more than three hours of instruction per grade in direct response to the limited time that teachers have told us they have to deliver this information.

In most cases the lessons are free standing: they can be taught in any order within the grade modules that the school or teacher prefers. There are a few exceptions to this—for example, the lessons for kindergarten through second grade are designed to be taught in a sequence; in high school the set of lessons, "On Your Own," are designed to be taught to students who are about to take on jobs, college studies, or other adult responsibilities.

Each module addresses all the core safety concepts, as well as the age appropriate skills detailed in the Curriculum Outline. All lessons are aligned to meet or exceed national and state learning standards, are culturally appropriate, and are geared toward many levels of ability and learning styles. Wherever possible, we include recommendations about integration into other core subjects such as social studies, language arts, health, and technology.

Students will be surveyed at the beginning of each year to benchmark their knowledge of Internet safety. Assessments will be built into each lesson to measure student success in learning specific skills and concepts. These interim assessments and a final survey will allow us to measure improvement over each school year in quantifiable terms.

CONTINUE FOR DEFENSE REQUEST ONLY:

What is the name and number of the Program Officer for this request?

Have you contacted the Program Officer?

Appropriations Account: (Please check)

RDT&E Procurement O&M Counter Drugs Medical
 Reserve Equipment National Guard Equipment Other (DW, for example)

Service: (Please check)

Army Army Reserve Navy Navy Reserve Marine Corps Marine Corps Reserve
 Air Force Air Force Reserve Intelligence Army Guard Air National Guard

Line Item Title:

Identification:

R-1/PE # _____ P-1/Line # _____ TIARA/JMIP (Intel Only) _____

FY2010 APPROPRIATIONS REQUEST FORM
REPRESENTATIVE DAVE REICHERT (WA-08)

(ONE project/program per form)

Sub-Activity Group (required for Personnel and O&M):

Skills for Life Online

K-12 Internet Safety Curriculum Overview and Outline by Grade



The mandate

Congress just enacted the Protecting Children in 21st Century Act, defining the nation's commitment to Internet safety and strengthening education in schools.

This is a much needed step as the skills that students need to act safely and appropriately online are largely lacking. To properly address the needs of students and the government mandate, we have created a curriculum that educates and teaches actionable skills, while it empowers and motivates children towards safe and appropriate online interactions.

By funding this curriculum the government will be taking a significant step towards empowering the next generation of Americans with the necessary skills to thrive and work successfully online. Using Internet technologies for delivery, LOOK**BOTHWAYS** will offer this curriculum to schools, organizations, families, and the public free of any charges.

Curriculum goal

Our goal is to empower students to take advantage of the many benefits the internet offers, take responsibility for their own safety, and behave responsibly on the Internet. Students will understand the risks and responsibilities of using and exploring the Internet, learn the concepts and build the skills and sensibilities they need to stay safe using any technology or device. Our curriculum does not define and warn against a narrow set of risks, it creates strong, respectful, responsible, and safe online citizens.

The conceptual foundation

At LOOK**BOTHWAYS** we believe that Internet safety is collaborative, and must involve parents, students, teachers, and friends. We also believe that technology is an important and wonderful way for people of all ages to communicate, be entertained, work, and make use of the full range of online products and services. Therefore our focus is on teaching educators what they need to know to successfully use and teach students about the Internet in their classrooms. Specifically they will be able to teach Internet life skills to their students; encourage students to use the Internet safely, and help parents gain the skills and understanding they need in order to have meaningful discussions and set appropriate boundaries in their families.

With this positive, collaborative approach, the K-12 curriculum is based on five core safety principles:

- Be respectful of others online.
- Be careful what information you share and with whom.
- Take responsibility for what you do online.
- Hold others accountable for their actions.
- Protect yourself with technology tools and safe online practices.

Curriculum design

The curriculum is divided into five age-based modules (kindergarten through second grade; grades 3 and 4; grades 5 and 6; grades 7, 8, and 9; and grades 10, 11, and 12). We've created approximately three lessons for each grade, ranging in length from 20 minutes each (for younger children) to about 50 minutes per lesson for junior high and high school students. We designed the

curriculum to empower students to learn how to use online products and services more safely through no more than three hours of instruction per grade in direct response to the limited time that teachers have told us they have to deliver this information.

In most cases the lessons are free standing: they can be taught in any order within the grade modules that the school or teacher prefers. There are a few exceptions to this—for example, the lessons for kindergarten through second grade are designed to be taught in a sequence; in high school the set of lessons, “On Your Own,” are designed to be taught to students who are about to take on jobs, college studies, or other adult responsibilities.

Each module addresses all the core safety concepts, as well as the age appropriate skills detailed in the Curriculum Outline. All lessons are aligned to meet or exceed national and state learning standards, are culturally appropriate, and are geared toward many levels of ability and learning styles. Wherever possible, we include recommendations about integration into other core subjects such as social studies, language arts, health, and technology.

Lesson contents

All lesson materials are available online for anyone to access for free at any time, and may include some or all of the following as appropriate for the age and topic:

- Teacher lesson plans with video overview
- Student resources (reinforce key concepts, vocabulary, or skills)
- Hands-on Skill Builders (online interactive tools to practice specific safety skills).
- Assessments
- Video segments that deliver key concepts to support the lesson.
- Parent resources that offer an overview of what their students are learning, encouragement to go online and read, watch, and interact with the lessons, guidance for discussing those safety topics with their children at home, and access to all lesson materials online.

Support for implementation

To help school districts and school administrators successfully implement this curriculum, we provide guidelines that lay out the structure and approach of the curriculum, options for customized implementation within schools and districts, and advice for how to map content to state and national standards.

LOOKBOTHWAYS offers ongoing support to ensure that it meets the real world needs of teachers and students. Teachers, schools, clubs, and parents can contact us at any time with questions, suggestions, or to get help with implementation through our Web site forums or via e-mail or phone.

To address the changing landscape of the Internet and Internet-enabled devices over time, we will implement updates on an ongoing basis responding to technologies, real case scenarios, changes in laws, and teacher and student feedback.

Curriculum Outline

Kindergarten – 2: Establishing a foundation

Familiarity with computers, cell phones, game consoles, and Internet-connected devices can vary significantly in this age bracket. Some students will have used these tools fairly independently for at least a couple of years; others will have had little to no experience.

What's a computer?

Who's your friend and who's not?

What's the Internet and how do you get there?

Play it safe with online games

Rules for the Internet: respect and safety

Using e-mail (for readers)

What's personal information and what's private?

Make your commitment to safety

Grades 3 – 4: Expanding the circle

Most students at this age use e-mail, may be using IM with their friends, and be playing more complex multi-player games. This group is becoming familiar with searching and surfing online for school reports, checking out fashions, sports, and movie times. This increased browsing means they could be clicking on links indiscriminately. Many students are creating their first blogs primarily for school assignments. Many now have their own cell phones.

Safe surfing and searching

Who wants your personal information and why?

What's personal information?

Working together to make Internet safety rules

What's that in your e-mail box?

Talking and texting on your cell phone

Rules of the game

Start your blog and protect it

Messaging matters

Think before you share

Grades 5 – 6: Join the crowd, but be yourself

At this age adult supervision is beginning to fray as kids spend more time with friends and are savvy enough to "get around the rules," if they are so inclined. They are coping with changing social dynamics and the bullying that accompanies it. Slightly more than a third of 12 to 13 year olds have created an online profile, and the socially advanced are beginning to blog. Half of 12 year olds in the U.S. have a cell phone and are text messaging, downloading ringtones and games, and uploading images. They are also playing games on the computer and on Internet-connected consoles.

Keep it to yourself

Set your safety boundaries

Play it safe when gaming online

Stay true to yourself

Stay safer on your cell

What's cyberbullying? How can you avoid it?

Negotiating safety with your family

Combat cyberbullying

Staying in with your crowd, safely

Safe surfing and Spot the predator

Grades 7 – 9: Who am I online?

Middle school kids are reaching out online, expanding their social circles beyond the boundaries of people they know personally. They're breaking away from the family structure and trying on different identities, to see what fits. They are seeking (often desperately) acceptance, motivating a wide range of at-risk behaviors. The risks are compounded by their feeling that they are invincible and immortal. In addition, they lack the experience needed to discern the motives of others, and can be naively trusting of other people and Web services providers.

Set up a social network page

How private is your page?

Risky business: flirting with sexuality online

Spot and avoid sexual predators

Stand up to cyberbullying

Internet safety on the go

Privacy online and your family

Research online: the good, the bad, and the misleading

Looking for support online: what helps, what hurts

Can you disconnect?

Online money matters

Grades 10 – 12: Preparing for independence

Teens at this age are spending nearly 27 hours a week online. Ten percent of 17 year olds have credit cards; for 18 year olds, it jumps to 20 percent. Combine this access with the instant purchases consumers can make 24 hours a day online and moderating impulsive actions online becomes critical. They need to understand that as adults they will be held fully accountable online—there will be greater consequences for plagiarizing material, or they could lose their jobs. The consequences of bullying, stalking or deliberately exposing others to risk escalates. As they earn more they will become more attractive to scammers and those who want to use their identity to get loans or run up debt.

Online, you're not as anonymous as you may think

What's online abuse?

Risky business: Sexual content and its long-term consequences.

Making and keeping friends online

Teen crime online

Shop, save, and sell safely online

Who are you going to be when you're on your own?

Apply for college, training, scholarships, and jobs online... safely

Skills for Life Online



LOOKBOTHWAYS
THE HUMAN FACTOR IN ONLINE SAFETY

K-12 Curriculum Budget, 1/25/09

Content Development Assumptions

Each lesson consists of video, interactive Web tools, and downloadable lesson materials. Materials will be targeted to five strategic grade ranges with the following contents:

- Teacher background information
- Lesson plans
- Video segments
- Hands-on interactive tools to build skills
- Student handouts
- Parent handouts and instructions for accessing the lessons, videos and interactive tools
- Supporting Web site with additional information and reading materials
- School administrator guide for successful implementation
- Downloadable promotional/supporting materials such as in-school posters and brochures

After the initial curriculum build-out we would like to add supplemental lessons for special needs groups, such as a lesson to help those who cyber bully to modify their behavior. In addition we plan to seek funding for Spanish translations of all materials and features such as video closed captioning to make these materials accessible to the widest possible audience.

Lesson Content Development (36 lessons):

\$450,000

- Content Advisers
- Publisher
- Instructional Designer/Writer
- Editor/proofreaders
- Development of material templates
- Graphic design
- Researcher/assistant

Video Production & Media (24 videos):

\$480,000

Twenty four five-minute video programs to support lesson materials. Costs to create videos include:

- Video producer
- Scriptwriter
- Director
- Video crew fees (light, sound, camera)
- Location/production studio fees
- Research and acquisition
- Graphics generation
- Talent
- Travel
- Pre and post production
- Video master production

Web Site and Interactive Tools Development Costs: \$180,000

- Web designer
- Interactive tools and Flash demos creation
- Content development

Fund Raising \$100,000

- Fund raiser salary and incentives
- Program informational materials
- Postage/long distance
- Travel

Marketing and Distribution \$365,000

- Marketing campaign design/implementation/project mgmt
- Direct mail
- E-mail lists/campaigns

Implementation \$140,000

- Educational consultants
- Teacher training via cable TV and online self-paced learning
- Phone and online support of adopting schools
- Travel

Administrative Costs and Staffing \$100,000

- Salaries and benefits for support staff
- Accounting and reporting fees
- Telephone/Internet/postage
- Office supplies/software/equipment
- Administrative overhead
- Duplication

Estimated Efforts for First Year Support \$185,000

To cover:

- Ongoing support of schools who adopt the program
- Revision of materials to address user feedback
- Services of program assistant, content expert, and publisher
- Web site updating and maintenance
- New 'In the news' articles posted for fresh examples of current events
- Compiling of feedback/research for revision of materials
- Compiling assessments for reporting

Amount necessary for completion of K-12 Curriculum \$2,000,000

Estimated cost of Spanish translation/accessibility: + 500,000

FINAL TOTAL: \$2,500,000