

USC Annenberg

School for Communication
and Journalism

*Center on Communication
Leadership and Policy*

A Possible Role for Student Journalists and Student Journalism in Providing Communities with Local News

by Geoffrey Cowan and Owen Foster



USC University of
Southern California

Introduction

The ongoing decline of local news has been well documented. As many philanthropists and state legislatures commit to funding local news while prominent privately-owned papers around the nation contend with layoffs, journalism is very much in the spotlight. The Local News Initiative at Northwestern University's Medill School of Journalism estimates that more than half of all the counties in America have one or zero local news outlets.¹ Layoffs at some of the most prominent news outlets have received national attention.² And this state of decline comes with real, measurable effects. Communities that lack sufficient local news coverage often face lower voter turnout, heavier pollution, corporate crime, increased municipal borrowing costs, rampant corruption, increased political polarization, and a host of other consequences.³

Fortunately, there are some significant private and public efforts endeavoring to fill the void. For example, New York state set aside \$90 million to subsidize local news; California created a \$25 million fund for young reporters; the nonprofit Lenfest Institute for Journalism helps fund the *Philadelphia Inquirer*; local community leaders have helped to launch online news sources such as the *Texas Tribune*, *Mississippi Today*, and the *Baltimore Banner*; major foundations have created new funds to support local journalism such as the American Journalism Project and Press Forward; organizations such as the National Trust for Local News are finding ways to protect community news outlets; groups such as Rebuild Local News are encouraging greater government funding for the news media; and Report for America provides training and

funding for young journalists who spend two or three years working in areas where there are "urgent gaps" in news coverage.

This paper highlights another way to support local news that may deserve greater attention: *student publications and student journalists*. Located in high schools and colleges across America, student journalists possess both intimate knowledge of their communities and the skills necessary to produce high quality reporting. Indeed, in some communities, students and student papers are currently playing an important role by working with existing publications and/or producing news sources of their own.

The Potential of Student Journalists

Student journalists regularly produce excellent, impactful stories. In 2023, Theo Baker, a freshman writing for the *Stanford Daily*, won a George Polk Award for special achievement in journalism;⁴ a high school junior in Mississippi won NPR's student podcast award for her work on the water crisis in Jackson⁵; and Northwestern University fired a revered football coach after the student newspaper uncovered misconduct allegations.⁶ In 2024, student journalists returned to the spotlight as they covered campus protests nationwide, sometimes under the threat of arrest. The Pulitzer Board recognized the work of these reporters in a special release.⁷

In some towns, college papers have even begun devoting resources to covering their surrounding communities. For example, the *Harvard Crimson* now publishes a Metro Briefing newsletter for the residents of Cambridge,⁸ and the *Daily Iowan* went so far as to purchase two local papers, the *Mount Vernon-Lisbon Sun* and the *Solon Economist*, which students will now report for through classes and internships.⁹

The Case Study section of this paper will explore examples of the excellent local news coverage that student journalists are providing including reporting at Riverside City College on the Inland Empire's fentanyl crisis, the University of Kansas's award-winning local news coverage, and a Florida high school's infrastructure reporting.

In each of these cases, student journalists produced timely, thorough reporting that not only was on par with professional reporting, but also served a community need. Student journalists are more than capable of producing valuable journalism. Already, at least 14 million Americans receive news from student papers.¹⁰

School News Online (SNO), a web service providing online website hosting services for student newspapers, works with over 2,500 high schools all across America.¹¹ While there is little data on student newspapers, SNO's contracts provide a reasonable floor for the number of high school newspapers. College and university papers are harder to estimate with SNO only contracted with 406 colleges.¹² A 2013 Pew study estimated there were 1,600 college newspapers in the country.¹³ Assuming that there are at least 3-5,000 student publications and/or student journalism programs, there is good reason to believe that student journalists could help to fill the gap in local reporting around the country.

Of course, not all of these students and student publications are currently providing or are capable of providing reliable, quality local news to their communities. But they

may provide a base on which to build important local, state, and regional initiatives.

Nevertheless, there are concerns about leaning on student journalists to produce news for a community. Student newsrooms struggle with diversity at times.¹⁴ Student journalists' long hours for sometimes no pay can raise questions about unfair labor practices.¹⁵ Additionally, their work may require significant editing to be fit for print.¹⁶ And, the stories they naturally want to write may not line up with a community's needs.¹⁷

There is good reason to believe that student journalists could help to fill the gap in local reporting around the country.

And while there are notable exceptions of student reporters stepping up in the face of adversity, these concerns are valid. Many student newsrooms operate independently from their school, and at the college level they often operate without a professional advisor. While they can lean on resources like the Student Press Law Center, the room for error when covering police departments, corrupt politicians, and violent crimes is great. We cannot in good conscience recommend that student journalists insert themselves in every situation that professional journalists are expected to report.

However, not all forms of journalism pose the same potential risks to students. *Cohesion journalism* – journalism helps to forge a sense of community by focusing on community events and goings on like local events, business openings, high school sports and obituaries – does not require the same level of training and discipline required of investigative reporting or accountability journalism, yet it is incredibly valuable to a community. Even though the

loss of cohesion journalism makes fewer headlines than the loss of accountability journalism – a police department run amok will generate more attention than a poorly-attended restaurant opening – cohesion journalism plays an important role in creating a sense of place and forging communal bonds. As Report for America co-founder Steve Waldman explains:

"In addition to the watchdog function, local news — of a different sort — has a community cohesion role. Obituaries, high school sports, school board meetings, the new economic development plan, the amateur theater production, a couple's 50th wedding anniversary — these types of stories teach neighbors about each other, provide basic information on community problems and create a sense of shared interest."¹⁸

Indeed, the loss of newspapers has been linked to rising feelings of isolation and reduced community pride.¹⁹ Conversely, those who closely follow local news are more likely to be attached to their community and to know all their neighbors.²⁰ While many new models for local news focus on lost accountability journalism, cohesion journalism, too, deserves some attention. As communications professor Nikki Usher has explained, "Local identity and community building are intimately connected as well. Engaging with the community is made easier by a common source of community information."²¹ Since they are embedded in the communities they cover, student journalists in both high schools and colleges are particularly well suited and positioned to report on these kinds of stories.

Cohesion journalism plays an important role in creating a sense of place and forging communal bonds.

While student journalists are certainly capable of producing quality investigative and accountability journalism, focusing on the need for more cohesion journalism can provide student journalism with a more reasonable expectation for local news coverage.

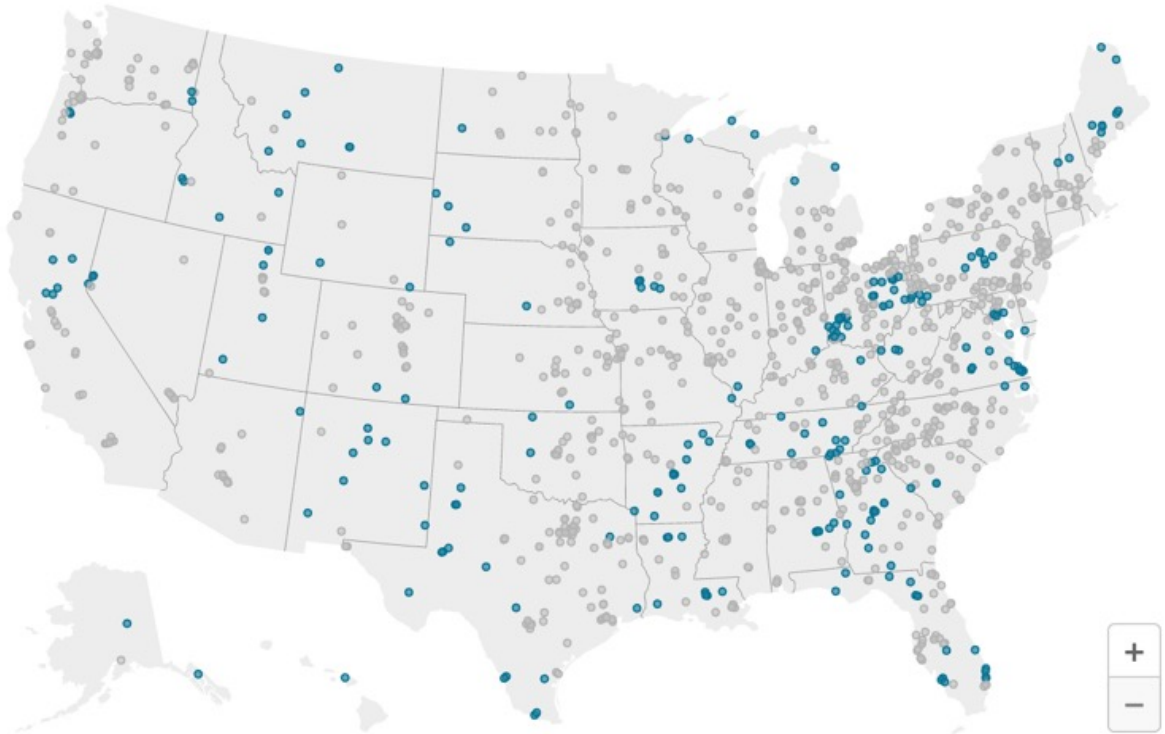
Asking a student, whether 14 or 22, to interview a small business owner is much more reasonable than to interview the police chief.

Student journalists are also located in many of the communities contending with the rise of news deserts. This map (next page) from the University of Vermont's Center for Community News highlights over 1,300 college campuses located in or adjacent to counties classified as news deserts.

Student journalists are present in non-traditional news deserts as well. Once again quoting Professor Usher, "Measures of deficit also presume that the past was healthier than the present – and that change over time is observable."²² Historically marginalized communities that exist within the same physical space as unmarginalized ones often receive less or less favorable news coverage, even with the presence of a local paper. A 2023 Pew survey found that concerns about how Black people are covered in the news were shared across the Black community regardless of political affiliation.²³ One survey respondent remarked: "In our local newspaper, like I said, I don't trust it and there are definitely not Black writers employed with that newspaper...If they were hiring Black people then that would tell me something more about the newspaper itself and their sort of values, so I don't have that."

College Campuses & News Deserts

There are 1316 campuses located in or adjacent to counties with **Zero** or **One** news outlet.



County news outlet counts are from the Local News Initiative Database via Medill Local News Initiative's 2023 State of Local News Report. Endowment and enrollment data is from the National Center for Education Statistics. Campuses include 4 year, public or private non-profit colleges with total enrollment over 500.

Map Courtesy of UVM Center for Community News, "Visualizing the Power of Universities: Maps & News" (2023).

Student journalists can reflect the diversity of their surrounding community, especially in public high school settings where students come directly from those communities. This provides student journalists with a level of insight into the values and stories that matter most to their local community, enhancing their ability to produce journalism for groups often excluded from traditional news coverage.

The rest of this paper will examine how student journalists are able to operate at such a high level and explore the impact they are already having in their commu-

nities. The paper will highlight the capabilities of student journalists, assess what types of environments let student journalism thrive and what resources are currently available to them, and propose new resources for supporting student journalism that could bolster local news coverage across the country.

At a time when the need for local news coverage is so readily apparent and the business model of local daily newspapers is in question, student journalists represent a potentially abundant source of local news provided they receive the proper support.

Case Studies

College Newspapers

College newsrooms may offer the closest proxy to professional newsrooms. They are often structured similarly with executive editors, managing editors, beat writers, photography staff, etc., and many are well-resourced, independent enterprises. Larger schools may even have daily print publications. While the content of these papers largely focuses on issues pertaining to college life, there are notable examples of college papers providing stellar coverage of their local communities, and there are further examples of college students staffing full-fledged town newspapers.

Colleges and universities are located all across America, and thus have access to myriad communities in need of local news coverage.²⁴ College students are often motivated and driven to report on their communities. Through institutional knowledge and training resources, they can have a strong ethical backing and the ability to produce top-notch journalism.

Student journalists, though, come with their own set of limitations. It is often difficult to maintain continuous coverage in the summers and during school breaks. Students can lack experience and may have to juggle their reporting workload with their course workload. The structure of any student publication involves frequent turnover as students graduate or move on to other extracurriculars. At the administrative level, some schools may not want to take on the risk of letting student media cover the local community. While funding is less of a concern at this level where there is less pressure to turn a profit, many of the economic challenges facing professional journalism are facing student journalism too. Nevertheless, time and

time again student journalists have proven themselves capable of producing impactful reporting in areas of need.

Williams College & *The Williams Record*

In Williamstown, a small college town in rural Berkshire County, Massachusetts, there are three county newspapers. But after the Berkshire Eagle shuttered its Northern Berkshires bureau in North Adams, Williamstown was left without a newspaper within 15 miles – a verifiable news desert. In the summer of 2020, the *Williams Record*, the college's student-run newspaper, stepped in and began covering town issues. What began as coverage of racial justice protests²⁵ developed into years-long coverage of misconduct in the Williamstown Police Department (WPD).²⁶

For all the successes that the *Record* has had, it came with an adjustment period. Members of the community had to get accustomed to viewing student journalists as real journalists. After all, Williams College does not offer a journalism major nor minor, and the *Record* has no professional advisor. Kevin Yang, the reporter who began covering the WPD, said of the transition: "They had to get used to the fact that we weren't random kids trying to make trouble."²⁷

The *Record* earned the respect of their community by proving they were up to the task. Their local news coverage ranges from reporting COVID statistics²⁸ to covering local business²⁹ to hosting city council debates.³⁰ They are, in a literal sense, the paper of record for Williamstown.

The *Record's* success in expanding its news coverage to include local, non-college news demonstrates the need to take student journalists seriously. When there is a dearth of professional reporters, student journalists are more than capable of stepping in, so long as they are given the respect to do so.

The Williams Record**TYPE:** College newspaper**COVERAGE:** Produces weekly local news for the surrounding town and communities**ADVISING:** None**TAKEAWAY:** Student journalists need to be respected to operate at full capacity**Riverside City College & *Viewpoints***

Fentanyl hit the Inland Empire in California hard. In a story familiar to much of America,³¹ drug overdoses have hit low-income communities the hardest.³²

So when fentanyl came to Riverside, students at Riverside City College's student newspaper *Viewpoints* decided they had to do something. What resulted was a multi-award-winning investigative podcast series titled "Fentanyl Empire: The Inland Empire's Latest Drug Crisis."³³ The series explored how the drug enters the region, the effects it has on consumers, and solutions for the Inland Empire. This reporting exemplifies the power of having journalists cover their own communities. They know where to look for stories, what stories are most important, and what stories community members will respond to.

Another award-winning investigative piece on the environmental degradation of the Salton Sea demonstrates how local knowledge can lead to excellent reporting.³⁴ *Viewpoints*'s coverage includes obituaries of important community members, local sports,

crime reports, and upcoming events. All of these stories come from real community insight and provide real community value.

In 2015, *Viewpoints*'s advisor Allan Lovelace said of their mission: "The student journalists place a premium on public service with their newspaper...that is one of their main goals."³⁵

Riverside City College has a predominantly Hispanic and a predominantly low-income student population. These are voices that have been historically left out of professional journalism in the U.S. Student newsrooms, especially those at community colleges, have the potential to fill gaps in news coverage that the professional industry has struggled to fill.

Student newspapers are necessarily made up of members of the very community they cover. Whereas larger professional publications often struggle with diversity and providing equitable coverage of disadvantaged communities, when members of those communities are entrusted to provide their own news coverage, the resulting reporting is well attuned to the needs of the community.

Viewpoints**TYPE:** College newspaper**COVERAGE:** Occasional community coverage and longform features about community issues**ADVISING:** Faculty advisor**TAKEAWAY:** Student reporting can represent the community

University-owned Newspapers

While many collegiate papers provide coverage of both their campus and surrounding community, recent years have seen the rise of university-owned or supported news publications staffed by students at the university. This model is distinct from the traditional student paper model since the marketing and distribution of the final product are often disassociated with the university. Instead, students produce content for the community with a direct focus on the traditional journalistic needs of a community. This model relies heavily on faculty support ensuring continuity as students can rotate through as quickly as semester by semester, and it still faces many of the same challenges as other college papers. However, programs that set aside class time for students to work on their reporting can ameliorate some workload concerns, and direct faculty support can prevent inexperience from hindering the final product. University-owned papers, where possible, represent a potentially more robust form of student journalism that can replicate the output of an entire professional paper.

University of Kansas & *The Eudora Times*

In 2009, amid the aftermath of the 2008 Great Recession, the small town of Eudora, Kansas lost its only newspaper, leaving a hole in community coverage.³⁶ A decade later, journalism students have filled that hole. The students, consisting of undergraduate students at the University of Kansas, are reporters at the *Eudora Times* and have become the community's source for reliable and timely local news. Founded in 2019 and run by a team of five to eight students, the online newspaper's award-winning reporting has provided the community

with established local government, business, sports and education beats.³⁷

The newspaper launched in partnership with the University of Kansas William Allen White School of Journalism when Associate Professor Teri Finneman identified the community as a news desert and enlisted the help of journalism students to cover local news. The *Eudora Times* began as a one-semester social media project but has since grown and is now comparable to an extracurricular student media outlet.

The paper's faculty advisor is heavily involved in the editing process and news decisions but allows student reporters to cover all facets of the community. Past coverage has included an analysis of election security in Kansas³⁸ and the real price of youth sports for local families.³⁹

Former student editor of *The Eudora Times* Sydney Hoover praised the university-community partnership and the work student reporters can do to alleviate the impact of news deserts. "I just don't understand how this wasn't an idea any earlier. I feel like this is just so obvious that college students could be breaking this problem of news deserts," Hoover said.

The Eudora Times

TYPE: University-owned newspaper

COVERAGE: Full slate of local news coverage

ADVISING: Faculty advisor

TAKEAWAY: Student journalists can fill gaps in news coverage

Grady College & *The Oglethorpe Echo*

The *Oglethorpe Echo* has existed since 1874, and for much of that history it has been Oglethorpe County's only newspaper. So, when it threatened to close its doors in 2021, panic set in. A plan was quickly devised to have nearby Grady College (the Journalism and Mass Communication School at the University of Georgia) supply journalism students to serve as the paper's editors. The plan has worked with resounding success.

In 2023 the Georgia Press Association awarded the *Echo* with nine section and individual awards.⁴⁰ Its staff boasts 20 student editors,⁴¹ who are not only receiving an excellent hands-on education, but are also providing important local news coverage to Oglethorpe County.⁴²

From the beginning of this partnership, the college's involvement was about more than just training its students. The *Echo's* managing editor and Grady College Journalism Instructor Andy Johnston said of their motivation: "We don't want this paper to die and become a news desert where people don't have a way to know what's going on in their own community... We are here to provide journalism to this county in the same way that the paper has provided for generations and that readers are used to seeing about people and events in their community."

Part of the *Echo's* success comes from having Johnston, a 30-year-plus industry veteran, on staff to help guide students. By serving as managing editor, he ensures that the paper meets deadlines, ethical concerns are met, articles are up to professional standards, and that the paper continues to not miss a week in its 150-year history.⁴³ Johnston's work and the work of professional journalists who advise student newspapers across the nation are incredibly important to those papers' continued success. While the *Echo's* staff may change year to year, Johnston remains to train

new staff, providing stability and continuity. His invaluable mentorship coupled with the journalism curriculum at Grady affords students excellent opportunity to learn and grow, professionalizing the staff in the process.

The Oglethorpe Echo

TYPE: University-owned newspaper

COVERAGE: Full slate of local news coverage

ADVISING: Professional advisor

TAKEAWAY: Student reporting thrives with professional advisors

News-Academic Partnerships

In another model for collegiate local news output, news-academic partnerships see student journalists producing news for a professional newspaper not run by a college. These partnerships leverage the availability and drive of students and combine that with the readership and community standing of local news organizations. While this model can take on many forms – from for-credit courses to extracurricular newsrooms to internship programs during the summer – every iteration features student-written work published in professional newspapers. The Center for Community News (CCN) at the University of Vermont supports these partnerships across the U.S. and, through resources on their website, encourages the creation of new programs in communities of need.⁴⁴ Included among these resources are case studies of successful

partnerships, two of which are detailed below.⁴⁵ News-academic partnerships represent the single greatest vehicle for student local news coverage to reach a community, but as such, they also require more work from all those involved. CCN Director Richard Watts writes that creating a “reporting partnership with local media requires added work editing and reviewing student stories to ensure work meets journalistic standards.”⁴⁶ Students who are relied on too heavily may face burnout and disillusionment if their programs do not prioritize learning over production.⁴⁷ Nevertheless, when handled properly, news-academic partnerships can be rewarding for students, faculty, and the communities they serve.

West Virginia University & *Daily Athenaeum* and *The Dominion Post*

The *Dominion Post* in Morgantown, West Virginia is almost as old as the state itself. Founded in 1864 as the *Morgantown Weekly Post*, it merged with the *New Dominion* in 1973 and currently serves as the only commercial daily newspaper in Morgantown, a city of 30,000. With a daily circulation of 19,681 copies, it maintains a strong readership in the city and surrounding rural counties. On Fridays their paper contains a special insert: the entire weekly edition of the *Daily Athenaeum*, West Virginia University’s independent student newspaper.

As currently constructed, this is a win-win for both student and professional paper. The insert drives web traffic to the *Daily Athenaeum*’s site where ad sales make up a portion of the paper’s revenue, and the *Dominion Post* provides more coverage to readers at no added cost since the college paper pays for the insert. Also benefiting here are the readers of the *Dominion Post* who gain more local news coverage, a different perspective of current events, and news from the university campus.

Since this partnership requires no extra work from student journalists, it circumvents issues of burnout. That said, because there is no editorial coordination between college and professional paper, there is no guarantee that student reporting goes towards filling gaps in coverage. A model like this provides excellent supplemental coverage, but cannot be relied on to produce needed coverage.

In an interview with CCN, the paper’s faculty advisor, Madison Cook, explained that their commitment to news-academic partnerships extends beyond the *Dominion Post*:

“I also work with area statewide newspapers and radio stations to talk about opportunities for internships, jobs, making sure that those area partners let us know what skills are most important to them when they’re hiring. So we make sure that we really do act as a learning lab for students and that they’re learning skills that they are actually going to be using out in the field.”⁴⁸

As Cook looks to expand news-academic partnerships at WVU, her students will not be the only ones to benefit. Commitments like this one serve student journalists, professional news outlets, and the communities around them.

Daily Athenaeum

TYPE: News-academic partnership

COVERAGE: Campus and community news circulated to *The Dominion Post*’s readership

ADVISING: Faculty advisor

TAKEAWAY: Professional outlets value student journalism

University of Wisconsin-Madison & Wisconsin Watch

Wisconsin Watch is a nonpartisan, non-profit investigative news outlet based at the University of Wisconsin-Madison. It focuses on exposing wrongdoing across the state and has reporters based in Madison, Milwaukee, and Oshkosh with a total staff of about 20. But each spring *Wisconsin Watch* gains another 20 or so reporters based in Professor Dee J. Hall's investigative reporting class.

Hall, a co-founder of *Wisconsin Watch* and longtime reporter for the *Wisconsin State Journal*, teaches this course each spring, where students embark on a semester-long project to produce a series of investigative journalism pieces under Hall's guidance. Topics range from food insecurity to rural healthcare, to marijuana legalization and to state policies for whistleblowers. These stories then appear on *Wisconsin Watch*'s website. Once *Wisconsin Watch* produces graphics, takes photos, edits, and distributes them, some stories are seen by millions of readers.⁴⁹ A far greater reach than any student publication could regularly have.

Erin Gretzinger, who took Hall's class in the spring of 2022, remarked to CCN how special the opportunity was: "The chance to do investigative journalism at a professional level as a student is already a great privilege and something I enjoyed in the class... [*Wisconsin Watch*] is very top tier. It's well-respected in the state. It's such an amazing opportunity as a student, and then, of course, as an intern to continue that work."⁵⁰

Gretzinger enjoyed this collaboration so much that she stayed on as an intern for the following year. As part of *Wisconsin Watch*'s arrangement with the University of Wisconsin-Madison, *Wisconsin Watch* employs (and pays) three journalism school students as interns each year.

Students work 40 hours a week in the summer but reduce their hours to 10 a week during the school year; they also have the flexi-

bility to choose their hours so that their reporting does not conflict with their coursework.

Hall says that the pay is an integral part of the arrangement: "We feel very strongly that, if you don't pay students to work with you, then first of all, you're not going to get their best effort." Part of how those involved are able to secure funding each year to support this partnership comes from the value that these students provide not only to *Wisconsin Watch*, but to the public as well. Hall continued: "My pitch to [the funders], which they accepted, was that the work that these students were doing was of value to democracy and to the public."⁵¹

This funding also goes towards the added work required of *Wisconsin Watch* to publish these stories. Some need further editing and polishing. Since stories are published in the summer after the course ends, article details might need to be updated or sources statuses confirmed. This work is not free.

Nevertheless, with adequate funding and institutional support *Wisconsin Watch* and students at the University of Wisconsin-Madison are able to chart out a course for news-academic partnerships where students are given the requisite time and support to produce impactful, local investigative journalism that reaches a wide audience.

Wisconsin Watch

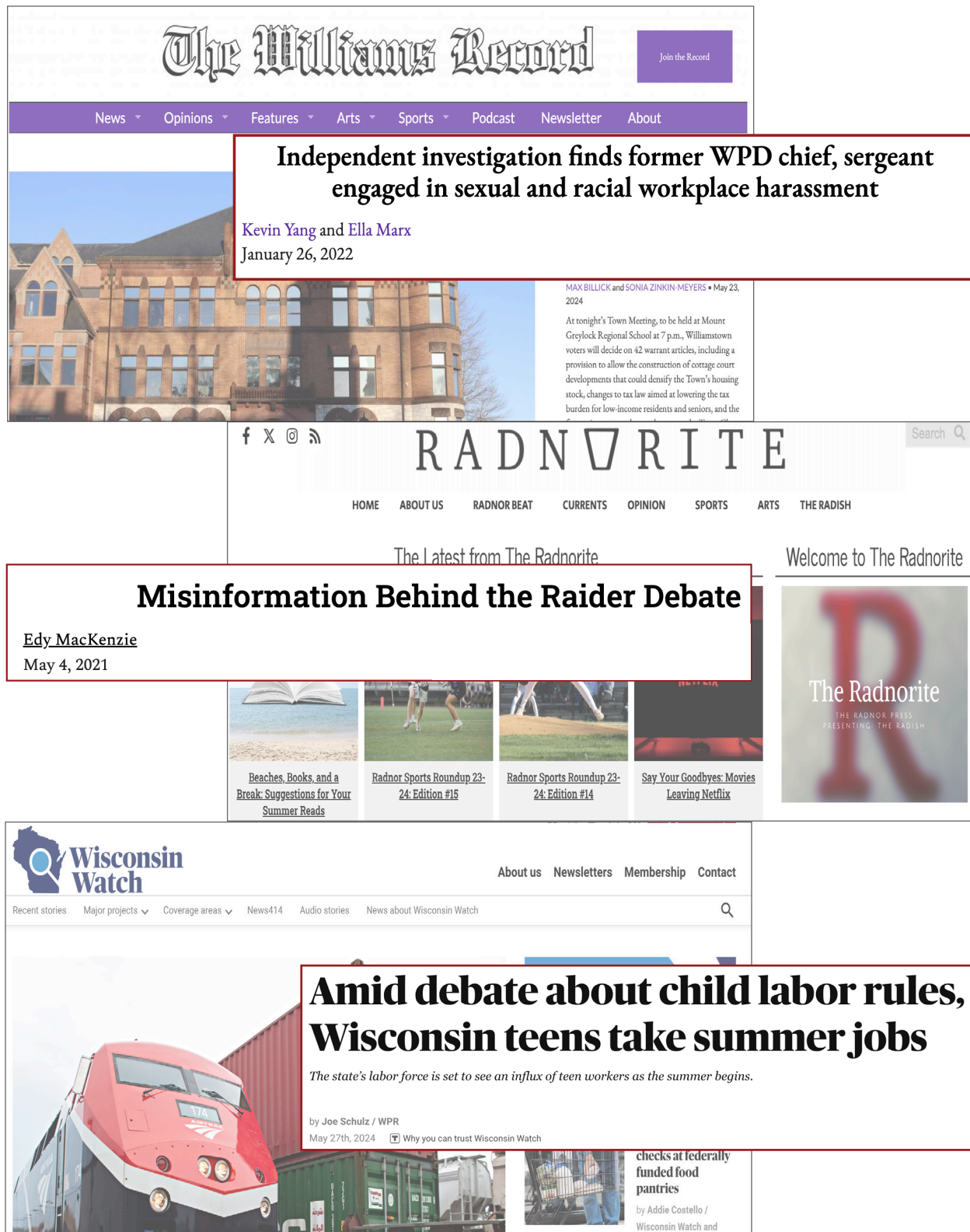
TYPE: News-academic partnership

COVERAGE: Semesterly investigative journalism series

ADVISING: Journalism class professor

TAKEAWAY: Professional outlets can increase the reach of student journalism

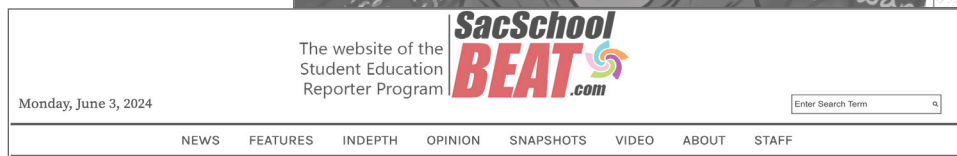
Examples from the case studies of students covering local news:





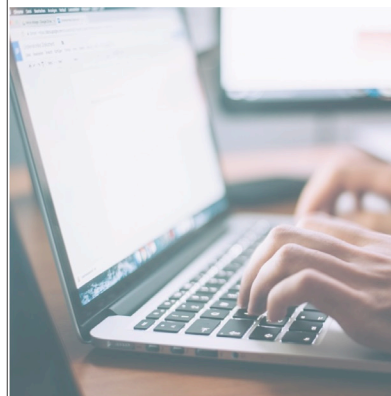
Setting Up Shop: Audubon Park

Kailey Calvo, Staff Reporter | May 10, 2023



Sacramento School Beat trains teens to bring news of schools to students, staff and families

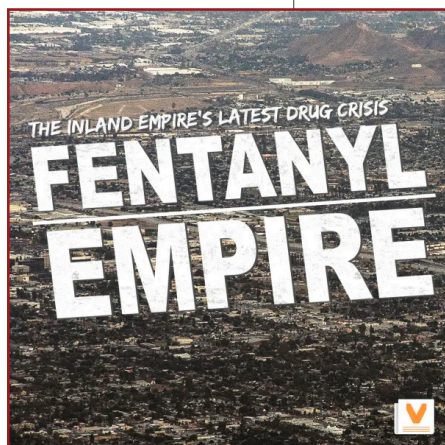
Akshaj Mehta, Natomas Pacific Pathways Preparatory
June 13, 2023



Following campus wide technical malfunction, Galt High looks for solutions

Josh Cullers, Galt High School • May 13, 2024

Cosumnes Oaks to hold a 5k walk/run fundraiser for beloved coach after accident



THE MORNING VIEW ARCHIVES



Different grind, different hustle: The Missile
2 Weeks Ago



Riverside City College hosts
2 Weeks Ago

High School Newsrooms

High school newspapers operate with smaller budgets, less institutional support, and younger staff than college papers, but they have one advantage that colleges do not: location. Spread out across the country, in every town that has lost a newspaper or never had one in the first place, there is bound to be a high school nearby.⁵² The exact number of high school newspapers in the U.S. is hard to find, and there are not many good estimates currently available. Through SNO, we know there are at least 2,500, though there are likely more. With over 23,000 public high schools that, unlike colleges, pull students directly from their surrounding communities, high school student journalists have an immense reach.⁵³ Expectations should naturally be lower for high school newspapers in terms of both quantity and quality of content, but that is not to say they are not capable of producing meaningful work. Especially for communities that lack any professional coverage, a handful of stories a year covering events, businesses, and people will contribute to an increased sense of place. With the proper support, high school journalists can fill an obvious need in local news coverage.

Hagerty High School & *The Blueprint*

In 2023, Florida schools experienced changing state regulations regarding what was allowed to be taught in schools. While there was plenty of national and state-level coverage of these changes, the best place to go to find out how they would be impacting Seminole County wasn't a national newspaper, but a local one. The local paper in question? *The Blueprint* – Hagerty High School's student newspaper. Student journalists published articles about the Florida Department of Education rejecting math

textbooks⁵⁴ and the battle over Advanced Placement Psychology curriculum.⁵⁵ These stories featured quotes from school officials, background on state politics, and explanations of consequences for Hagerty. For all intents and purposes, these stories were front-line coverage of a breaking news event affecting a local community. Provided by high school students.

The *Blueprint* features plenty of non-breaking news community coverage as well. In the fall of 2023, the paper published stories about infrastructure repairs,⁵⁶ charity efforts,⁵⁷ and local business openings.⁵⁸ All stories that contribute to the local sense of community and bolster a sense of place.

This community coverage is admittedly not a large part of the *Blueprint's* output. This is due in part to student journalists' desire to write stories that their audience cares about. For high school students, this is not local news. As the paper's advisor Brit Taylor said, "A high school audience cares more about a Taylor Swift concert or the student who got into a car accident than about road construction or a school board meeting."⁵⁹

The extent to which a high school paper is able to cover local news is also dependent on its funding and institutional support. Seminole County, where Hagerty High School is located, was recently ranked as the ninth wealthiest county in Florida.⁶⁰ And the city of Oviedo has a median annual household income of over \$100,000.⁶¹ Not every high school will have the resources that Hagerty possess. As a former editor-in-chief notes, "Hagerty is an outlier because of our supportive teacher and the resources we have."⁶² The *Blueprint's* success illustrates both the potential and limitations for a high school newspaper to provide local news. Student journalists have the ability to write impactful, quality stories about local events that provide real value to their

communities. But in order to do this, they need the requisite support and they need community members to pay attention.

The Blueprint

TYPE: High school newspaper

COVERAGE: Occasional cohesion journalism stories

ADVISING: Dedicated club advisor

TAKEAWAY: Students produce more local news with an engaged readership

Radnor High School & *The Radnorite*

In 2021, a *New York Times* journalist published an article titled "Anatomy of a Mascot," telling the story of a battle between students and alumni alike over the school mascot of a Pennsylvania school district.⁶³ The mascot in question was the Radnor Raider, a Native American warrior. Native American imagery could be found dotted around the district, ranging from feathers on sweatshirts to a large figurehead of a Native American hanging over the high school's football field. The article details how a group of students banded together to encourage the local school board to change the mascot, which was widely considered to be racist.

Years before the story of opposition to the mascot was published in the *Times*, it could be found in Radnor's school paper, the *Radnorite*.

From 2016 to 2021, the year the mascot was changed, the *Radnorite* published stories condemning the mascot,⁶⁴ covering the

vote itself,⁶⁵ and debunking circulating misinformation.⁶⁶ In the summer of 2020, the issue became a touchpoint for a burgeoning racial justice movement, and the best place to read about it was in the *Radnorite*.

Trevor Payne, former teacher advisor to the *Radnorite*, remarked "Journalism platforms in high school can function in the same way as professional news organizations. They can genuinely break stories and influence the news cycle."⁶⁷

The key to impactful student journalism according to Payne was the "co-creation-al process" engineered by himself and his co-advisor, Rick Dunbar. The pair would host weekly topic and brainstorming meetings for the paper. The goal was to have students feel a sense of ownership over the things that were suggested. The importance of this ownership rose to the forefront when the district administration introduced a new prior review policy after the *Radnorite* published a story about Radnor students being seen in blackface in a 1980s yearbook.

Payne said that while he understands some oversight is necessary and important, the system of prior review that came into force, which involved review of every article, "didn't properly respect the autonomy that should be a part of a journalistic enterprise." He said it is precisely because student journalism "can function legitimately as a press," that "there should be more autonomy there than is typical perhaps of some other things in high school."

Former *Radnorite* Editor-in-Chief Edy Mackenzie agreed: "Usually [the principal] just wanted a little something changed, but it was kind of disheartening... Policing the journalism shouldn't really be their responsibility."⁶⁸ She did, however, agree that some form of leadership was necessary, just not from the school's principal: "There should be someone to facilitate that interaction, but overall it should be the students writing the

articles and the students especially deciding what topics are written about.” Mackenzie said that student interest in journalistic topics was the “beating heart of the *Radnorite*.” “Kids aren’t stupid,” Mackenzie emphasized.

According to Payne, “the best way to ensure a program survives is to give a teacher like me protected time in order to think through these kinds of problems and coach students,” Payne said. “That’s the number one most important thing from the standpoint of an advisor who actually facilitates this over time. Different students come and go, but the organization can persist.”

The Radnorite

TYPE: High school newspaper

COVERAGE: Occasional community coverage

ADVISING: Teacher advisor

TAKEAWAY: School administrations need to allow room to operate

Beat Model Newspapers

Much like university owned papers and news-academic partnerships, high school ‘beat’ papers have students writing for a publication separate from their educational institution. This model involves a team of advisors selecting students in an application process from across high schools in an area to cover a specific beat. The publication they produce is then distributed, often electronically, to members of the community. Since Beat Models are

created in response to a need, their reporting often falls under cohesion journalism, and it can respond more acutely to specific community needs. The team of advisors is crucial to training student journalists and ensuring the integrity of the paper. The hands-on, individual attention students receive through their mentors can result in higher quality journalism and more ambitious stories than at a traditional high school paper. The upsides here, though, come with a unique set of downsides as well. With no school administration attached to the enterprise, the leadership team must find alternate funding sources (most often philanthropic) and assume responsibility for the reporting produced by the students. While Beat Models are not yet as common as other student journalism models seen here, they possess real potential for elevating the quality of high school student journalism.

The Boyle Heights Beat

Since 2010, the *Boyle Heights Beat* has trained hundreds of high school journalists. The *Boyle Heights Beat*, however, is not a student newspaper.⁶⁹

A self-labeled “bilingual community news project,” the paper produces hyper-local coverage for the Boyle Heights community in the city of Los Angeles from a mix of student and professional reporters. In 2021-22 the youth staff included 14 students from five high schools in East LA. Their work is overseen by a team of professional journalists who edit their stories and provide on-the-job training.

The *Boyle Heights Beat* relies on philanthropic funding to sustain itself with the largest initial funder being The California Endowment. In 2016, Mary Lou Fulton, senior program officer at the foundation, told the *Columbia Journalism Review* about

the importance of the paper: “Underserved communities are often overlooked in terms of media coverage, and they don’t have their own outlets. When communities like Boyle Heights are covered in mainstream media, it’s because something terrible happened, or because of some local cultural event. It’s what I call the ‘murders and festivals syndrome.’”⁷⁰

Much of the *Boyle Heights Beat*’s student reporting focuses on news that would not appeal to a larger audience, subverting the ‘murders and festivals syndrome.’ Students have written stories about a tamal entrepreneur,⁷¹ a pet goat named Birria,⁷² an up-and-coming coffee shop,⁷³ and public library renovations.⁷⁴ When a reporter did cover the death of a community member, the student focused on who the victim was to the community.⁷⁵

The *Boyle Heights Beat* is able to get so much out of their students thanks to the incredible coaching that they receive.

Former *Boyle Heights Beat* managing editor Antonio Mejías Rentas has over 40 years of journalism experience, 25 of those at *La Opinión*. Jessica Perez recently joined the editing staff after serving as the community editor of Latino Initiatives at the *Los Angeles Times*. Christine Kelley, the executive director, is an adjunct instructor at USC. Many other full time staff members are *Beat* alumni, who know exactly what types of advice and encouragement resonate best with students.⁷⁶

The combination of community driven reporting (the publication’s motto is “*noticias por y para la comunidad*,” or “news by and for the community”), driven students, and first-rate instruction makes the *Boyle Heights Beat* an exemplar student news program. While student journalists are capable of great things on their own, they are capable of even more under the instruction of professional journalists.

The Boyle Heights Beat

TYPE: ‘beat’-model newspaper

COVERAGE: exclusively community-focused news, often cohesion journalism

ADVISING: Professional advisor

TAKEAWAY: students can serve as the voice of a community

The Sacramento School Beat

Sacramento, California was losing education reporters. Year after year there were fewer and fewer reporters covering the local school districts.⁷⁷ That was when Steve O’Donoghue, a journalism educator, and Louis Freedberg of EdSource, a non-profit journalism organization reporting on educational issues in California, had an idea: “Why not train students to cover schools and districts to fill in news deserts, especially in low-income schools with large populations of underrepresented youth?”⁷⁸ And thus, the *Sacramento School Beat* was born.

Each year, a new cohort of student reporters produce an article a month which is published to www.sacschoolbeat.com and distributed to local news media for free. Overseeing their work is a team of writing coaches and mentors who work with the student journalists to hone their craft. O’Donoghue has recruited former professional journalists and journalism educators to work with the students on a part time basis. He has found no shortage of journalists willing to pitch in. They have also seen no shortage of students willing to learn.

Sacramento School Beat copy editor and

former professional reporter Tom Dresslar said of working with the students: “Our Sac School Beat reporters are smart, motivated, high-achievement kids. I have been amazed at how well they have met the challenges of our program, given all the other balls they have to juggle in their academic and personal lives. They have responded well to critiques of their stories and shown a desire to improve.”⁷⁹

Along with providing Sacramento with much needed education coverage, the *Sacramento School Beat* offers student journalists excellent educational experiences. Students who work for the program frequently remark on the generally applicable skills they learn. One such student said of his experience: “I am learning a wide range of skills that are useful in all areas of professional life... Plus I get a great deal of enjoyment from this program, it’s great to be able to tell the whole of Sacramento about a small high school in a small town that they likely haven’t even heard of, and I get to be the one that gives them their only insight.”⁸⁰

The development opportunities and positive experiences are just as important to the *Sacramento School Beat* as the reporting is. Student journalism can, and should be, more than just about journalism.

The Sacramento School Beat

TYPE: ‘beat’-model newspaper

COVERAGE: education-focused coverage

ADVISING: Professional advisor

TAKEAWAY: student journalism is not just about journalism

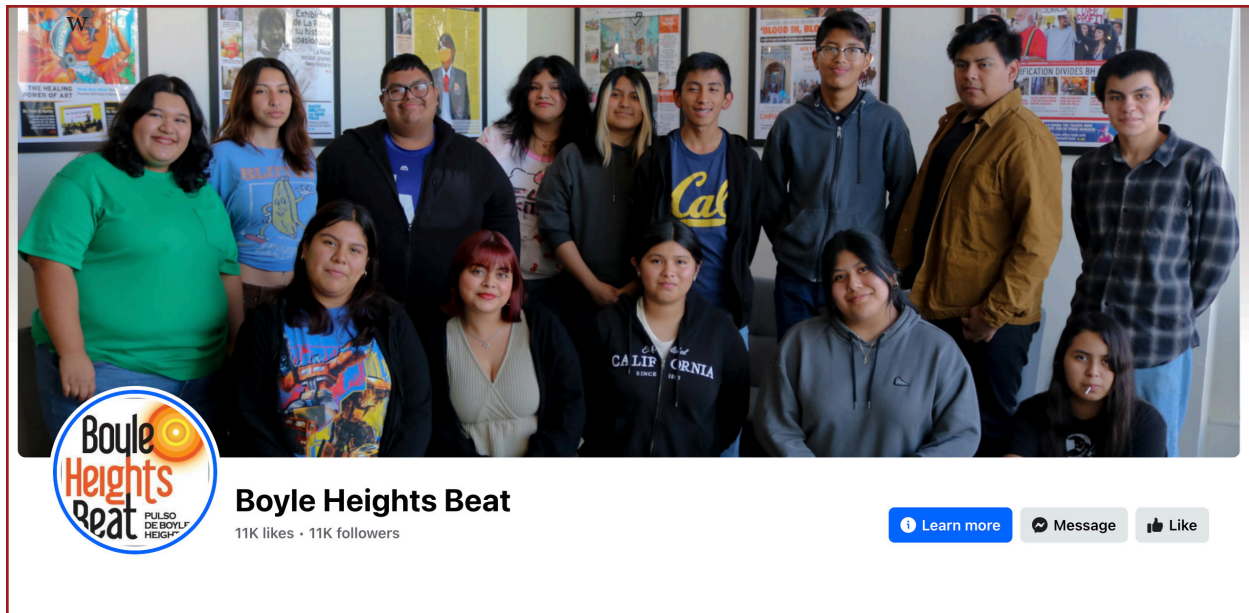
The Power of Student Journalism

Student journalism *is* journalism. From high school students to graduate students, student journalists produce meaningful content for communities that extend beyond school grounds. Even when they are not making national headlines, these journalists are making an impact.

Traditional collegiate papers have expanded their scope to include reporting on the communities around their institutions. This expansion requires community members to respect student journalists as members of the press and capable reporters, so that the students may do their jobs. Many of these students come from the surrounding community, especially in the cases of community colleges and high schools. This offers student newsrooms a level of insight into community needs and experiences that even professional newsrooms struggle to achieve, allowing them to generate story ideas that represent their communities better than any outside coverage could.

Some of the best student journalism results from direct professional advising. Professional journalists have proven willing to support students where there are structures in place to encourage mentorship. After all, student journalists are still students. They have their own desires and wishes, and thus may not want to cover local news. This is why providing student papers with an audience is so important. The more community members read student publications; the more student publications will want to write stories for the community. When all of these factors combine, student journalists produce award-winning work that performs an essential function for their communities. While this tremendous potential impact on local news is important, it is not the be-all-end all of student journalism.

Students involved in journalism programs find their work rewarding and useful



Facebook page of the *Boyle Heights Beat*, an English-Spanish community news project produced by high school students and overseen by professional advisors. The news outlet offers “noticias por y para la comunidad,” or “news by and for the community.”

in learning skills applicable to a wide range of fields. As a Brooklyn Councilmember advocating for more high school journalism noted: “Journalism education doesn’t just train students for a career in the media—it fosters curiosity, critical thinking and the ability to articulate one’s voice. It empowers students to become informed citizens.”⁸¹ There are studies that show students who participate in journalism score higher on standardized tests⁸² and are more active in extracurriculars.⁸³ Investing in student journalism means investing in local news and the students themselves. When this aspect is lost, students report feeling burnt out and taken advantage of. Student journalism is not and should not become a replacement for professional journalism. Instead, it is and should remain an *addition* to the news media landscape that provides real, tangible benefits.

Investing in student journalism means investing in local news and the students themselves.

Student journalists like those at Hagerty High School cover local infrastructure. Student journalists like those at Riverside City College tell stories that matter to their community. Student journalists like those at Williams College cover local police departments. Student journalists like those at the *Sacramento School Beat* distribute content all around their city. Student journalists like those at

Grady College provide coverage year after year. Student journalists like those at the *Boyle Heights Beat* profile notable members of their neighborhood. Student journalists like those at the University of Kansas provide news for towns that have lost their local newspaper.

Student journalists are already fulfilling the function of journalism across America in a limited capacity. At least 14 million Americans already receive news from student papers.⁸⁴ With increased support, this number could skyrocket.

Recommendations

Currently Available Resources

Student journalists have a plethora of journalistic resources at their disposal, but they are often incomplete or difficult to access. There is also significant overlap in what these resources provide. Navigating this landscape as a student can be difficult, especially when searching for a resource that might not yet exist.

The first resource available to most student journalists is their publication's advisor. Newspaper advisors run the gambit from teachers with no formal journalism training to former executive editors turned journalism professors. As seen in the case studies, a capable advisor can be the key to unlocking quality student journalism. Nevertheless, further resources are often required. Some student publications have no advisor. Some advisors could use informational or instructional resources themselves. Some student journalists may seek additional counsel beyond their advisor. And as in most educational instances, increased access to learning materials for enterprising students is never a bad thing.

Some of the most notable external resources for student publications are 'associations' that offer paid memberships for students, advisors, and publications. They include the National Scholastic Press Association, Associated College Press, Interscholastic League Press Conference, Columbia Scholastic Press Association, Journalism Education Association, and the Association for Education in Journalism and Mass Communication. These organizations target different audiences, but they all feature

significant overlap in their mission statements. Common themes include "providing resources and educational opportunities,"⁸⁵ promoting "the highest possible standards for journalism," and recognizing outstanding work through awards and competitions.⁸⁶

Some, like the Interscholastic League Press Conference in Texas, target schools in a specific state. Others have a national focus. The National Scholastic Press Association and Associated College Press are two branches of the same organization that describe themselves as a "national community" of student journalists.^{87,88}

For student journalists who have access to an organization of this type, they can be a useful resource; however, for students looking for individualized advice or looking to jumpstart their publication, associations do not offer as much. Moreover, these resources are tailored to student journalism at large, not local news coverage.

Beyond these paid memberships, there are myriad online tools for student journalists looking for specific advice. Perhaps most notably, the Student Press Law Center (SPLC) provides free legal advice to student publications. Per their mission statement, "SPLC promotes, supports and defends the First Amendment and free press rights of student journalists and their advisers." Among their free resources are a legal hotline, expert consultations, a legal precedent library, and law guides on topics like libel, copyright, and records access. SPLC, founded in 1974, has provided student journalists with decades worth of free legal advice and represents the upper echelon of student journalism resources.

Other currently available resources offer more varied, yet less consistent assistance. Examples include Student Reporting Labs' beginners guide to fact checking,⁸⁹ Poynter's

for-purchase webinars on topics like “Conducting Interviews That Matter,”⁹⁰ BBC Academy’s “Young Reporter” expert testimony series,⁹¹ the Journalist’s Resource’s advice articles,⁹² and the Pulitzer Center’s advisor lesson plans on covering specific issues like homelessness.⁹³ These guides offer valuable advice on covered topic areas, but make no concerted effort to cover the full span of questions students may have. Furthermore, the patchwork nature of resources complicates the student experience in accessing them as they may have to bounce between websites and organizations to find what they are looking for.

Many journalism schools offer their students a journalism handbook. When these are publicly available, they can approximate a ‘one stop shop’ for student journalists. But what they gain in breadth they lose in approachability, as they are not designed to be read by enterprising high school student journalists seeking advice on a specific topic. The New York University Journalism Handbook for Students serves as a strong example of what this type of resource can provide.⁹⁴ Journalism schools may also offer more specialized training. At the University of Kentucky, special emphasis is placed on rural reporting through the Institute for Rural Journalism and Community Issues.⁹⁵ At the University of Southern California Annenberg School, specialized training is offered focusing on arts and culture journalism.

The SPLC model of taking a single topic area and providing all the resources a

student publication could ever need remains the best model for a student journalism resource. It is approachable, comprehensive, and trusted. This is, of course, a tall ask, and we are fortunate SPLC has taken on such a big undertaking.

Another form of resource available to ambitious student journalists is training programs or internships. Many colleges, universities, and professional new organizations offer student journalists the chance to hone their craft in some form akin to a summer internship or study course. These are distinct from professional internship opportunities as they are explicitly focused on learning/instruction.

News organizations like *The New York Times*, *Bloomberg*, *Associated Press*, *CBS*, and *Star Tribune* all offer internship programs designed to educate students rather than produce content. While professional internships where students are integrated as

part of a news team can be incredibly valuable, the focus can trend away from education. Internships like these run in both the summer and during the school year, which can make them harder to access for some students, especially those working other jobs.

Northwestern Medill, USC Annenberg, Boston

University, and University of California Berkeley are among the many colleges and universities that select groups of students for “summer camps” focused on journalism education. These camps, while not accessible to many students due to costs and a selective application process, are designed explicitly with education in mind.

The patchwork nature of resources complicates the student experience in accessing them as they may have to bounce between websites and organizations.

Rochelle Sharpe, a Pulitzer Prize-winning journalist and instructor for BU's Summer Journalism Academy, observed that many students come into her classroom unable to conduct a basic phone interview but leave with tremendous amounts of confidence.⁹⁶

Programs like this one also serve as a source for new young journalists as students may also enter the summer without an interest in journalism and leave with a new love for it. That said, Sharpe noted that not all of her students leave with the same passion. Some are just there to pad a college resume, see the city, or because a parent signed them up.

But for students who are dedicated to or have a prior interest in journalism, attending a training program can turn them into invaluable resources for student publications, as they bring back the knowledge gained over their course.

There is currently an abundance of resources available for student journalists interested in becoming better journalists. Within that abundance comes redundancy and a generality that precludes access to a specific type of resource. While there are myriad guides on writing style or audio editing, guides on how to write an obituary or how to review a restaurant are few and far between. For student journalists to become better local reporters, more attention must be paid to crafting appropriate resources. A centralized location for these resources could make lacunas more apparent and simplify finding desired resources. Training programs can be an excellent way for small numbers of students to improve their skills, but they cannot provide this benefit at scale. The most effective way to improve student writing still comes from a publication's advisor, which is, again, an unevenly distributed resource.

Summary of Currently Available Resources

Advisors
Associations
Online resources
Journalism handbooks
Training programs
Internships

Common obstacles for student journalists interested in local news:

- **Lack of advising**
- **Difficult to access online resources**
- **Generalized advice**
- **Handbooks untailored to high school students**
- **Barriers to entry for training programs**
- **Competing interests on time**
- **Potential legal trouble**
- **General lack of training on how to cover local news stories (e.g., obituaries, restaurant reviews, events coverage)**

New Resources

To support student journalists as they produce more local news, various resources will need to be expanded as they adapt to the new challenges of reporting off-campus stories, including: legal, distribution, advising support.

Perhaps most obviously, student journalists seeking to provide news coverage to their surrounding communities need a way for community members to access their coverage. Historically, distribution of physical newspapers has been the simplest way to achieve this. Some colleges and high schools are able to keep up this practice, though the number of schools able to print and distribute physical editions has dropped significantly due to budgetary constraints and diminishing access to printing presses. More funding for student newspapers may be able to revitalize this distribution method; though, this money may also be better spent elsewhere, since many student publications have found success with e-distribution through websites and social media. A newspaper's ability to distribute online varies with the level of institutional knowledge and access to training and tools present at a publication. From publishing on their school's website, to maintaining their own web presence, to advertising on social media, to full-fledged television broadcasts, e-distribution can take many forms.

In order for student journalists to reach community members online, more direct support is needed for web and social media development. Template sites like SNO and WordPress provide good starting places for student publications; however, many of their designs are not geared toward community distribution. A homepage that features the weekly menu for the school cafeteria may be off-putting for community members. Instead, templates should be offered that make community news easy to access to draw in community members. SNO may be able to incorporate these templates into their current offerings, or new services may emerge to provide them. Another

key aspect of consistent e-distribution is having an advisor who understands how to reach community members online. In our interviews, we encountered advisors who felt underqualified to design web presences or generate social media engagement. Trainings for student journalism advisors focused on e-distribution could help student publication maintain long-term distribution channels as oftentimes the advisor is the only constant at a paper year-to-year. Social media how-to and best practices guides for student journalism seem like an especially needed resource for newspaper advisors.

The increasing popularity of social media news posts, news and feature podcasts, and short-form video content like TikToks and Reels, reflects the changing ways that people want to get their news. As digital natives, student journalists are well-positioned to pioneer this kind of journalism in their own communities. More resources may be needed to provide students with equipment, like recording devices or tablets, and to train student journalists on how to take photographs and record videos ethically and skillfully.

Student journalists who cover stories that extend beyond the bounds of their educational institution may open themselves up to potential legal trouble often in the form of libel lawsuits. While serious legal trouble is rare – it is not a great PR look to sue a school – the potential for it can leave school administrations wary of allowing students to wade into controversial topics or cover off-campus events. One of the simplest ways to assuage these concerns is for student journalists to focus on cohesion journalism, where the legal risks are much lower. Resources covered in the prior section, such as the Student Press Law Center, can help student journalists ensure their work minimizes legal risk, educate them on how to respond to threats, and comfort administrators' fears. As student publications expand their horizons, more legal support may be necessary. The SPLC represents a great starting place, but larger publications may desire assurances that

they would be well represented in court should a lawsuit progress that far. That is where organizations such as the Reporters Committee for Freedom of the Press may be able to step in to provide pro bono legal services on behalf of student journalists. Especially for independent publications like the *Boyle Heights Beat*, where they are not directly connected to the resources of an educational institution, legal defense could prove too costly to consider printing riskier stories. Assurances of support from legal non-profits or law firms could help independent student publications take on bigger stories.

While these resources would certainly increase student journalists' ability to produce local news, the most important resource student publications have access to is their advisor. Newspaper advisors range from English teachers with no formal journalism training to former executive editors turned journalism professors. Advisors with experience in professional journalism, in particular, have been the keys to success for outstanding student news publications such as the *Oglethorpe Echo* and the *Boyle Heights Beat*. Increasing access to advising by news industry professionals is one of the simplest and most effective ways to support local news production from student journalists. And a student publication that has a current or former journalism professional as their advisor will need fewer external resources to produce local news coverage.

Taking inspiration from the recently incorporated *Pro News Coaches*, a group of retired and former Wall Street Journal reporters advising local news organizations, a similar "Professional Advisor Model" could emerge for high school newspapers.

In this model, a professional advisor – someone with experience at a professional news

outlet – could be paired with a high school newspaper to serve as a source of knowledge and encouragement for the production of local news coverage. The advisor would then be tasked with answering questions about specific articles, providing direction to the editorial team, assisting in pitch meetings, and editing

important articles. As we saw in the case studies, student journalists are not always clued into what stories will get the most traction or are most needed in a community. The professional advisor's experience is invaluable when expanding the scope of a student publication.

The involvement of the professional advisor can vary. At schools with an already thriving student

newspaper, the professional advisor may simply nudge students into including more community coverage and filling in gaps of support. At schools with nascent or non-existent student journalism programs, the professional advisor may serve a more traditional faculty advisor role, liaising with school administration and recruiting students for the paper.

Public school systems can often face shortages of available teachers and can struggle to lure in new hires due to low salaries. Fortunately, there appears to be a growing number of journalism professionals looking to give back to their communities.

In writing about the phenomenon of retired journalists jumping back into the field, often in an advisory role, Jon Marcus writes, "Rather than moving to retirement communities and settling in beside the pool or playing pickleball, retired journalists are stepping into news voids nationwide, launching local and regional media outlets or serving on their boards, mentoring young journalists, advocating for press freedoms, and continuing to gather and

A student publication that has a current or former journalism professional as their advisor will need fewer external resources to produce local news coverage.

report information not otherwise being covered.”⁹⁷ It appears that America has a sort of untapped resource in retired journalists. Retired investigative reporter Sally Kestin estimates that “there are certainly enough retired journalists and ex-journalists, because the industry has shrunk. There are probably journalists in every community who aren’t working as journalists. And they have the time.”⁹⁸

The needs of student newspapers and the availability of retired journalists make an obvious match for supporting the local news capacities of student journalists. Since many retired journalists have already expressed the willingness to mentor young journalists, we need only expand the scope of this mentorship to include student journalists. To be clear, student newspaper advisors need not be restricted to retired journalists as working journalists with a desire to give back or journalists between positions looking to stay active very well may also be interested.

Even with this voluntaristic disposition, professional advisors deserve to be compensated for their work. Fortunately this may not be as expensive as some fear it could be. The cost of a professional journalism advisor may be comparable to what a school pays its sports coaches. If the state of California were to pay a professional advisor \$5,000 per school per semester (roughly the going rate for an adjunct faculty member), to advise a newspaper at each high school in the state, the total cost would only be around \$12 million a year. Now that is certainly a large sum of money, but in 2022 Prop 28 directed around \$1 billion of yearly funding from California’s general fund to be spent on salaries for art teachers, aides, supplies and materials.⁹⁹ This fund may be the

largest investment in arts and music a state has ever made, and it passed with more than 64% of the vote. At a baseline of \$12 million a year, investing in student journalism is significantly less resource-intensive.

What’s more, this already designated arts funding could be used to purchase video and audio production equipment for journalism programs. Alternatively, corporate partnerships like Apple Learning Coaches – a free resource – can be harnessed to bolster journalism education. In the Downey Unified School District in Southern California, students are provided iPads and technology instruction from educators who have received hands on training from an Apple specialist.¹⁰⁰

With states across the nation adopting legislation requiring media literacy instruction in public schools, funding journalism programs could meet this need while also serving the community around the school by providing local news coverage.¹⁰¹ A win-win. The goals of student journalism also overlap with

the goals of philanthropic and governmental funding of education, the arts, civics, and professional development.

The Professional Advisor Model for high school newspapers has the potential to transform local news across the country by upskilling student journalists into capable cohesion journalism reporters. With the proper financial support, this model can be back the

backbone of a revitalization of community news coverage in America. But this should by no means be construed as the only way to support student journalism.

While the Professional Advisor Model holds potential, so too does the Beat Model discussed in this report. One of the greatest challenges for news organizations interested

The goals of student journalism also overlap with the goals of philanthropic and governmental funding of education, the arts, civics, and professional development

in involving student journalists, especially at the high school level, is the resource intensity of training them. The time and money required is out of reach for some news organizations working to make ends meet. The *Boyle Heights Beat* and local NPR affiliate LAist have pioneered a new type of partnership where the news organization can turn to student journalists for insights into their community. For stories that require perspective from Boyle Heights, LAist and the *Boyle Heights Beat* have a content sharing agreement giving LAist access to young reporters who understand the perspective of the community. By partnering with a Beat Model training program, professional news organizations are able to utilize student journalists without some of the frequently associated costs.

For news organizations that are able to train student journalists in-house through internships, fellowships, or other programs, a common barrier to utilizing their talents is the need to train from the ground up each cycle. Building in options to renew interns who have found success in the newsroom would allow news outlets to benefit further from their time spent training students. Intern alumni networks too can keep talented student journalists engaged over longer periods of time.

Focusing on training local students can also serve to strengthen the local tradition of student journalism. Even if interns do not return to work at the outlet that trained them, bringing their new skills to their school papers increases the likelihood that student publications can cover local news. And by opening up opportunities to students with an interest in writing, photography, video production, data, or any number of interests connected to journalism, news outlets can expand the pool of student journalists in their area.

Any work put in to further developing educational resources for student journalists stands to improve the current landscape. And this work can come from any direction. Non-profits like Poynter's MediaWise, which runs the Teen Fact-Checking Network where middle and high school students use social

Proposals of New Resources

Expanding Current Resources

Community focused web templates
Social media strategy guides
Beat specific writing guides
Legal service assurances
Expanded funding scope
Access to news industry professionals

New Models to Combine Student Journalism and Local News

Professor Advisor Model

- **connect student publications with professional advisors (e.g., retired journalists, journalist volunteers)**
- **expand coverage to include the surrounding community through cohesion journalism**

Beat Model

- **recruit students across multiple schools to report for a central community publication**
- **provide workshops and trainings for student cohorts**
- **let student experiences drive article generation**
- **develop content sharing partnerships with nearby professional news organizations**

media to debunk viral misinformation and share media literacy tips, have been heavily involved in the creation of new resources.¹⁰² But so have legislative efforts like a push in New York City for new legislation to require the NYC Department of Education to provide support for a student newspaper in every public high school.¹⁰³

One of the simplest ways that the public can support student journalists is by recognizing student journalism as *journalism*. This attitudinal shift will make lobbying for expanded resources easier. The less time student journalists, their advisors, funders, and institutions have to spend making the case for student journalism, the more time they have to focus on the key structures needed for student journalism to serve and reach community readers.

Hopefully, this report makes clear the power of student journalism to provide meaningful community coverage and encourages the development of more resources to support young journalists.

Conclusion

The Frenchtown Bookshop, located in small Hunterdon County, New Jersey, faced a potential crisis. They had recently been served a cease and desist letter from the local zoning office instructing them to stop holding outdoor events unrelated to the selling of books. The Frenchtown Bookshop, like many bookstores, relied heavily on events as a source of income, so the prospect of shutting down events threatened the very existence of the business. A change.org petition was made. The owner planned an appeal. And after conversation with the Borough, a compromise was reached allowing the Frenchtown Bookshop to continue holding events. The business was saved.

This story represents a clear opportunity for cohesion journalism. It is apolitical. It covers a local small business. It promotes local events. It has the capacity to bring people together. It keeps people updated on local goings on. And for the residents of Frenchtown and the surrounding small towns, the

closure of such a popular business would be significant news, and as such, it attracted the attention of three news outlets: the Courier News, a daily newspaper serving Central Jersey owned by Gannett;¹⁰⁴ TAPinto.net, a network of independent local news and digital marketing platforms in New Jersey, New York, Pennsylvania and Florida;¹⁰⁵ and the *Delphi*, Delaware Valley Regional High School's student newspaper.¹⁰⁶

While each of these three outlets covered plenty of similar ground in their articles, only the *Delphi*'s coverage considered the perspective of nearby residents opposed to the outdoor events. The *Delphi*'s article also included an original interview with the store's owners, perspectives of community members who valued the store, a link to the store's Facebook post announcing the resolution of the issue, and it directed readers to the Frenchtown Bookshop website. The student journalists at the *Delphi* were able to provide this local news coverage just as well as, if not better than, the few professional news outlets in the area.

The *Delphi* does not cover non-school related news frequently. Their website features the school's weekly lunch menu. But it does not need to have a robust local news infrastructure to make a difference. Cohesion journalism strengthens communities whenever it comes along. Their coverage of Frenchtown Bookshop mattered not because they had a history of covering the Lambertville and Frenchtown Borough Zoning Office, but because it was a well-written piece of journalism covering a topic that mattered to a community.

As the local news coverage of a community deteriorates, so does the civic tissue that binds that community together. Without that civic tissue, polarization is likely to increase and all of the societal ills that come along with it. While many in the news industry are working hard to find ways to replace the accountability journalism that local news outlets provide, we believe that cohesion journalism is just as important. And student journalists may

represent an abundant resource capable of replenishing communities' lost civic engagement.

Student journalists all across America are capable of producing quality cohesion journalism, and in many cases are already fulfilling this task. From collegiate news rooms, to news-academic partnerships, to high school newspapers, to Beat Model publications, each year student journalists produce remarkable journalism. With the proper resources and direction, this talent can be pointed toward local news in a manner that does not overburden students while producing real value for communities across the nation. Unlike accountability journalism where keeping a constant eye on those in power is integral to journalists' mission, stories about community goings on provide value whenever they come along. Encouraging student journalists to provide some of this coverage does not equate to asking

them to provide all of this coverage. Instead, we view student journalists as an overlooked swatch of the tapestry of local news.

This report is at once a survey of the state of student journalism and a call to action for the industry and broader public to pay attention to the work of student journalists. Student journalists can play a meaningful role in the local news ecosystem—but only if we let them.

Acknowledgements

Our thanks to our many cited and uncited interview participants for informing this work; our student researchers at the Center on Communication Leadership and Policy for their work; and our Senior Fellows for their insights.

This paper is made possible by the pioneering student journalists at:

The Williams Record

EUDORA
times

SacSchool
BEAT.com

the **BLUEPRINT**
Hagerty High School | Oviedo, Florida

Wisconsin
Watch

Boyle Heights Beat
PULSO DE BOYLE HEIGHTS

R A D N ▮ R I T E

THE OGLETHORPE ECHO

RIVERSIDE CITY COLLEGE

VIEWPOINTS

THE DA

Introduction Endnotes

- 1 Penelope Muse Abernathy, "The State of Local News 2023: Local News Initiative," The State of Local News 2023 | Local News Initiative, November 16, 2023, <https://localnewsinitiative.northwestern.edu/projects/state-of-local-news/explore/#/localnewslandscape>
 - 2 Michael M. Grynbaum, John Koblin, Benjamin Mullin, and Katie Robertson, "The News about the News Business Is Getting Grimmer," *The New York Times*, January 24, 2024, <https://www.nytimes.com/2024/01/24/business/media/media-industry-layoffs-decline.html>
 - 3 Michael Hiltzik "Column: How the decline of local news exposes the public to lies and corruption," *Los Angeles Times*, August 29, 2023, accessed December 7, 2023, <https://www.latimes.com/business/story/2022-08-29/decline-of-local-news>
 - 4 Cassidy Dalva, "Daily wins Polk Award, first for an independent, student-run newspaper," *The Stanford Daily*, February 20, 2023, <https://stanforddaily.com/2023/02/20/daily-staffer-wins-polk-award-first-for-an-independent-student-run-newspaper/>
 - 5 Torsheta Jackson, "Person Of The Day | Georgianna McKenny: MSMS Student, NPR Podcast Finalist," *Mississippi Free Press*, June 23, 2023, <https://www.mississippifreepress.org/34143/person-of-the-day-georgianna-mckenny-msms-student-npr-podcast-finalist>
 - 6 Laura Wagner, "Inside the College Newspaper Investigation That Got a Football Coach Fired," *Washington Post*, July 12, 2023, <https://www.washingtonpost.com/media/2023/07/12/northwestern-pat-fitzgerald-fired-student-newspaper/>
 - 7 Pulitzer Prize Board, "A Statement From the Pulitzer Prize Board," The Pulitzer Prizes, May 1, 2024, <https://www.pulitzer.org/news/statement-pulitzer-prize-board-3>
 - 8 Bob Sillick, "The Harvard Crimson student journalists give the Cambridge community the news it wants," *ESP*, August 16, 2023, <https://www.editorandpublisher.com/stories/the-harvard-crimson-student-journalists-give-the-cambridge-community-the-news-it-wants-with-new,245182?newsletter=245236>
 - 9 Johanna Alonso, "How Iowa Student Journalists Saved 2 Small-Town Papers," Inside Higher Ed, Accessed May 9, 2024. <https://www.insidehighered.com/news/students/careers/2024/02/14/how-student-newspaper-saved-two-small-town-iowa-weeklies>
 - 10 "More than 14 Million Views: The Impact of Student Reporting," The University of Vermont Center for Community News, Accessed February 9, 2024, <https://www.uvm.edu/ccn/impact>
 - 11 High Schools | SNO Sites." n.d. Accessed February 9, 2024. <https://snosites.com/our-customers/high-schools/>
 - 12 "College Publishers," SNO Sites, Accessed February 9, 2024. <https://snosites.com/college-publishers/>
 - 13 Nancy Vogt, "Like Rest of the News Industry, Campus Papers Reach for New Strategies," Pew Research Center, December 9, 2013, <https://www.pewresearch.org/short-reads/2013/12/09/like-rest-of-the-news-industry-campus-papers-reach-for-new-strategies/>
 - 14 Rod Hicks, "Raising Representation in Student Newsrooms," *The Quill* 111, no. 1 (Spring, 2023): 20-25. <http://libproxy.usc.edu/login?url=https://www.proquest.com/trade-journals/raising-representation-student-newsrooms/docview/2803540140/se-2>
 - 15 Gunhild Ring Olsen. (2020). Newsroom-classroom hybrids at universities: student labor and the journalism crisis. Routledge.
 - 16 Kevin Cody (editor of the *Easy Reader*), personal communication, October 21, 2023
 - 17 Brit Taylor (advisor to Hagerty High School newspaper), personal communication, November 14, 2023.
 - 18 Steven Waldman, "Opinion | How high school sports coverage can save democracy," Poynter, June 5, 2023, https://www.poynter.org/commentary/2023/high-school-sports-coverage-can-save-democracy/?utm_source=Pew+Research+Center
 - 19 Nick Mathews, "Life in a news desert: The perceived impact of a newspaper closure on community members." *Journalism*, 23(6), 1250-1265. June, 2022, <https://doi.org/10.1177/1464884920957885>
 - 20 Michael Barthel, Jesse Holcomb, Jessica Mahone, and Amy Mitchell, "Civic Engagement Strongly Tied to Local News Habits," Pew Research Center, November 3, 2016, <https://www.pewresearch.org/journalism/2016/11/03/civic-engagement-strongly-tied-to-local-news-habits/>
 - 21 Nikki Usher, Joshua P. Darr, Philip M. Napoli, and Michael L. Miller, "Media Policy for an Informed Citizenry: Revisiting the Information Needs of Communities for Democracy in Crisis," *The ANNALS of the American Academy of Political and Social Science*, 707(1), 8-20. May 2023, <https://doi.org/10.1177/00027162231219550>
 - 22 Nikki Usher, "The Real Problems with the Problem of News Deserts: Toward Rooting Place, Precision, and Positionality in Scholarship on Local News and Democracy," *Political Communication*, February, 1-16. <https://doi.org/10.1080/10584609.2023.2175399>
 - 23 Sara Atske, "Black Americans' Experiences with News," Pew Research Center's Journalism Project, September 26, 2023. <https://www.pewresearch.org/journalism/2023/09/26/black-americans-experiences-with-news/>
-

Case Study Endnotes

- 24 "IPEDS," Common Core of Data – National Center for Education Statistics, Accessed February 9, 2024, <https://nces.ed.gov/ipeds/collegemap/>
 - 25 Kevin Yang, "Williamstown Protest Calls Attention to Anti-Black Racism, Policing in Berkshires," *The Williams Record*, June 10, 2020, <https://williamsrecord.com/313177/news/williamstown-protest-calls-attention-to-anti-black-racism-policing-in-berkshires/>
 - 26 Ella Marx and Kevin Yang, "Independent Investigation Finds Former WPD Chief, Sergeant Engaged in Sexual and Racial Workplace Harassment," *The Williams Record*, January 26, 2022, <https://williamsrecord.com/459045/news/independent-investigation/>
 - 27 Kevin Yang, Personal Communication, October 20, 2023.
 - 28 Sofie Jones, Jeongyoon Han, and Rebecca Tauber, "The Pandemic in the Berkshires in Three Charts," *The Williams Record*, May 6, 2020, <https://williamsrecord.com/289896/news/the-pandemic-in-the-berkshires-in-three-charts/>
 - 29 Tali Natter, "Hot Tomatoes Closes after 29 Years," *The Williams Record*, May 2, 2023, <https://williamsrecord.com/464120/news/hot-tomatoes-closes-after-29-years/>
 - 30 Sofie Jones, "Candidates for Williamstown Select Board Gather for On-Campus Debate ahead of May 10 Election," *Williams Record*, May 3, 2022, <https://williamsrecord.com/460970/news/candidates-for-williamstown-select-board-gather-for-on-campus-debate-ahead-of-may-10-election/>
 - 31 Robin Ghertner and Lincoln Groves, "THE OPIOID CRISIS and ECONOMIC OPPORTUNITY: GEOGRAPHIC and ECONOMIC TRENDS," ASPE Research Brief, Revised September 11, 2018. <https://aspe.hhs.gov/sites/default/files/private/pdf/259261/ASPEconomicOpportunityOpioidCrisis.pdf>
 - 32 Sean F. Altekruze, Candace M. Cosgrove, William C. Altekruze, Richard A. Jenkins, and Carlos Blanco, "Socioeconomic Risk Factors for Fatal Opioid Overdoses in the United States: Findings from the Mortality Disparities in American Communities Study (MDAC)," *PLoS one* 15, no. 1 (2020): e0227966–e0227966.
 - 33 "FENTANYL EMPIRE: THE INLAND EMPIRE'S LATEST DRUG CRISIS," *Viewpoints Online*, June 25, 2022, <https://viewpointsonline.org/2022/06/25/fentanyl-empire/>
 - 34 "The Fight for California's Great Lake," *Viewpoints Online*, June 24, 2021, <https://viewpointsonline.org/the-fight-for-californias-great-lake/>
 - 35 "Viewpoints garners 12 JACC awards," *Journalism at RCC (Former Website)*, November 16, 2020, <https://rccjournalism.blogspot.com/2007/11/awards.html>
 - 36 Kristen Hare, "This Kansas Town First Lost Local News in 2009. Now, the Nearby J-School Is Bringing It Back," *Poynter*, Accessed February 9, 2024, <https://www.poynter.org/this-kansas-town-first-lost-local-news-in-2009-now-the-nearby-j-school-is-bringing-it-back/>
 - 37 "The Eudora Times," Accessed February 9, 2024, <https://journalism.ku.edu/eudora-times#:~:text=Awards%20%26%20Honors>
 - 38 Abby Shepherd, "How Likely Is It to Have Voter Fraud in Kansas? Not Likely, We Found Out," *Eudora Times*, Updated November 3, 2022, https://www.eudoratimes.newsnirvana.com/government/how-likely-is-it-to-have-voter-fraud-in-kansas-not-likely-we-found-out/article_4955844a-57c9-11ed-a663-8ff658322469.html
 - 39 Gus Baylow, "The Price to Play: Families, Coaches Balance Youth Sports Costs," *Eudora Times*, Updated December 9, 2022, https://www.eudoratimes.newsnirvana.com/sports/the-price-to-play-families-coaches-balance-youth-sports-costs/article_83622ca2-7429-11ed-ba6d-27797e8ac084.html
 - 40 News Staff, "Echo Receives 9 Awards in Newspaper Contest," *The Oglethorpe Echo*, June 14, 2023, <https://www.theoglethorpeecho.com/local-news/echo-receives-9-awards-newspaper-contest>
 - 41 "About Us," *The Oglethorpe Echo*, Accessed February 9, 2024, <https://www.theoglethorpeecho.com/about>
 - 42 "Local News," *The Oglethorpe Echo*, Accessed February 9, 2024. <https://www.theoglethorpeecho.com/local-news>
 - 43 "The Oglethorpe Echo and the University of Georgia," *The University of Vermont Center for Community News*, Accessed February 9, 2024. <https://www.uvm.edu/ccn/oglethorpe-echo-and-university-georgia>
 - 44 "Center for Community News" *The University of Vermont*, Accessed February 9, 2024, <https://www.uvm.edu/ccn>
 - 45 "All Case Studies," *The University of Vermont Center for Community News*, Accessed February 9, 2024. <https://www.uvm.edu/ccn/all-case-studies>
 - 46 Richard Watts, "Academic-News Collaborations," *The University of Vermont Center for Community News*, January 18, 2023, https://www.uvm.edu/sites/default/files/Center-for-Community-News/pdfs/Academic-News_Collabs_Report_1.17.23.pdf
 - 47 Gunhild Ring Olsen. (2020). *Newsroom-classroom hybrids at universities: student labor and the journalism crisis*. Routledge. 185
 - 48 Lauren Milideo, "WVU's Daily Athenaeum partners with local daily," *The University of Vermont Center for Community News*, Accessed February 9, 2024, <https://www.uvm.edu/ccn/wvus-daily-athenaeum-partners-local-daily>
 - 49 Carolyn Shapiro, "UW's Wisconsin Watch," *The University of Vermont Center for Community News*, Accessed February 9, 2024, <https://www.uvm.edu/ccn/uws-wisconsin-watch>
-

50 Ibid.

51 Ibid.

52 “CCD School Map,” Common Core of Data – National Center for Education Statistics, Accessed February 9, 2024, <https://nces.ed.gov/ccd/schoolmap/>

53 “The NCES Fast Facts Tool on Educational Institutions.” Institute of Education Sciences | National Center for Education Statistics. Accessed February 14, 2024, <https://nces.ed.gov/fastfacts/display.asp?id=84#:~:text=There%20were%20a%20total%20of%2023%2C499%20public%20secondary%20and%20high>

54 Skyler Glenn, “Florida DOE Rejects 41% of Math Textbooks,” *The BluePrint Online*, May 6, 2022, <https://hhsblueprint.com/20365/news/florida-doe-rejects-41-of-math-textbooks/>

55 Josephine Lim, “Psyched Out,” *The BluePrint Online*, August 17, 2023, <https://hhsblueprint.com/24574/news/psyched-out/>

56 Isaiah Macri, “Sewer Repairs on Lockwood near an End,” *The BluePrint Online*, August 28, 2023, <https://hhsblueprint.com/24725/news/road-block/>

57 Ava Strzalko, “Free Clothing Shop Launches for Students in Need,” *The BluePrint Online*, October 12, 2023, <https://hhsblueprint.com/25610/news/free-clothing-shop-launches-for-students-in-need/>

58 Kailey Calvo, “Setting up Shop: Audubon Park,” *The BluePrint Online*, May 10, 2023, <https://hhsblueprint.com/24200/features/setting-up-shop-audubon-park/>

59 Brit Taylor, personal communication, November 14, 2023.

60 Anthony Talcott, “These Are Florida’s Wealthiest Counties. Can You Guess Which 2 Are in Central Florida?” *Click Orlando*, September 11, 2023, <https://www.clickorlando.com/news/local/2023/09/11/these-are-floridas-wealthiest-counties-can-you-guess-which-2-are-in-central-florida/>

61 “U.S. Census Bureau QuickFacts: Oviedo City, Florida,” United States Census Bureau, Accessed February 14, 2024, <https://www.census.gov/quickfacts/fact/table/oviedocityflorida/PST045222>

62 Skylar Glenn, Personal Communication, November 17th, 2023

63 Dana Thomas, “Anatomy of a Mascot,” *The New York Times*, Updated July 10, 2021, <https://www.nytimes.com/2021/06/30/style/radnor-raiders-football-high-school.html>

64 Carolyn Eckstein, “In Whose Honor?” *Radnorite*, January 29, 2016, <https://radnorite.com/342/currents/in-whose-honor/>

65 Ellie Davis, “RTSD School Board Votes to Retire ‘Raider’ Name and Logo,” *Radnorite*, September 3, 2020, <https://radnorite.com/4472/radnor-beat/rtsd-school-board-votes-to-retire-raider-name-and-logo/>

65 Edy MacKenzie, “Misinformation Behind the Raider Debate,” *Radnorite*, May 4, 2021, <https://radnorite.com/5461/opinion/misinformation-behind-the-raider-debate/>

67 Trevor Payne, personal communication, January 14, 2024

68 Edith Mackenzie, personal communication, January 18, 2024

69 Anna North, “Opinion | In a Los Angeles Neighborhood, Teenagers Report the News,” *The New York Times*, December 26, 2016, <https://www.nytimes.com/2016/12/26/opinion/in-a-los-angeles-neighborhood-teenagers-report-the-news.html>

70 Timothy Pratt, “In a Los Angeles Neighborhood, Teen Reporters Give a Paper Unique Access to Its Community,” *Columbia Journalism Review*, September 28, 2016, https://www.cjr.org/united_states_project/boyle_heights_beat_los_angeles.php

71 Boyle Heights Beat, “The ‘Tamal,’ a Nutritious Tradition Thousands of Years Older than Christmas,” *Boyle Heights Beat*, December 24, 2022, <https://boyleheightsbeat.com/the-tamal-a-nutritious-tradition-thousands-of-years-older-than-christmas>

72 David Gutierrez, “A Goat Named Birria? Only in Boyle Heights,” *Boyle Heights Beat*, August 15, 2022, <https://boyleheightsbeat.com/a-goat-named-birria-only-in-boyle-heights/>

73 Dania Alejandres, “A Coffee Shop with Unique Flavors – and a Nod to Boyle Heights,” *Boyle Heights Beat*, May 8, 2023, <https://boyleheightsbeat.com/a-coffee-shop-with-unique-flavors-and-a-nod-to-boyle-heights/>

74 Stephanie Perez, “Benjamin Franklin Library Continues to Serve the Community – Even during Ongoing Renovation,” *Boyle Heights Beat*, March 8, 2023, <https://boyleheightsbeat.com/benjamin-franklin-library-continues-to-serve-the-community-even-during-ongoing-renovation>

75 Boyle Heights Beat, “Teen Shot in Koreatown Robbery Lived and Went to School in Boyle Heights,” *Boyle Heights Beat*, April 14, 2023, <https://boyleheightsbeat.com/teen-shot-in-koreatown-robbery-lived-and-went-to-school-in-boyle-heights/>

76 “About Us,” *Boyle Heights Beat*, Accessed February 14, 2024, <https://boyleheightsbeat.com/about-us/>

77 “About EdSource,” EdSource, Accessed February 14, 2024, <https://edsources.org/about-edsources>

78 “Sacramento School Beat and Its Origins from Steve O’Donoghue,” Journalism Funding Partners, October 10, 2022, <https://www.jfp-local.org/view-all-press/steve-odonoghue-sac-school-beat>

79 Akshaj Mehta, “Sacramento School Beat Trains Teens to Bring News of Schools to Students, Staff and Families,” Sacramento School Beat, June 13, 2023, <https://sacschoolbeat.com/2403/news/sacramento-school-beat-trains-teens-to-bring-news-of-schools-to-students-staff-and-families>

80 “Sacramento School Beat and Its Origins from Steve O’Donoghue,” Journalism Funding Partners, October 10, 2022,

<https://www.jfp-local.org/view-all-press/steve-odonoghue-sac-school-beat>

81 Jeanmarie Evelly, "City's Student Journalists Press for More School Newspapers," *City Limits*, April 18, 2024, <https://citylimits.org/2024/04/18/citys-student-journalists-press-for-more-school-newspapers/#:~:text=at%20its%20schools>

82 Scholastic Organizations - College of Information and Communications | University of South Carolina," n.d. www.sc.edu, Accessed May 9, 2024. https://www.sc.edu/study/colleges_schools/cic/journalism_and_mass_communications/scholastic_organizations/scspa/pdfs/journalism-matters.pdf

83 Research Shows that Journalism Students Do Better," Corsicana ISD, n.d. Accessed May 9, 2024, <https://www.cisd.org/cms/lib6/TX01917765/Centricity/Domain/529/journalism-students-do-better-1.pdf>

84 "More than 14 Million Views: The Impact of Student Reporting," The University of Vermont Center for Community News, Accessed February 9, 2024, <https://www.uvm.edu/ccn/impact>

Recommendations Endnotes

85 "Our Mission - Journalism Education Association," Journalism Education Association, Accessed February 14, 2024, <https://jea.org/wp/home/about-jea/mission/>

86 "About AEJMC," Association for Education in Journalism and Mass Communication, Accessed February 14, 2024, <https://www.aejmc.com/home/about/>

87 "About NSPA," National Scholastic Press Association, Accessed February 14, 2024, <https://studentpress.org/nsipa/about/>

88 "About ACP," Associated Collegiate Press, Accessed February 14, 2024, <https://studentpress.org/acp/about/>

89 "StoryMaker." StoryMaker. Accessed February 14, 2024, <https://www.story-maker.org/>

90 "Journalism Education Resources," Poynter. Accessed February 14, 2024, <https://www.poynter.org/journalism-education-resources/>

91 "Resources," BBC Young Reporter, Accessed February 14, 2024, <https://www.bbc.co.uk/teach/young-reporter/resources/zrmcf82>

92 "The Journalist's Resource" Harvard Kennedy School. Accessed February 14, 2024 <https://journalistsresource.org/>

93 "Lesson Plans," Pulitzer Center, Accessed February 14, 2024, <https://pulitzercenter.org/lesson-plans>

94 Adam L. Penenberg, "NYU Journalism Handbook for Students," NYU Journalism, Revised 2020, <https://journalism.nyu.edu/about-us/resources/ethics-handbook-for-students/nyu-journalism-handbook-for-students>

95 "Institute for Rural Journalism," n.d. College of Communication & Information, Accessed May 9, 2024, <https://ci.uky.edu/irj>

96 Rochelle Sharpe, personal communication, December 10, 2023

97 Jon Marcus, "Why Retired Journalists Are Jumping Back into the Profession," *Nieman Reports*, April 3, 2023, <https://niemanreports.org/articles/retirees-local-news/>

98 Ibid.

99 Carolyn Jones "What Prop. 28 funding will mean for arts education in California" *EdSource* accessed January 3, 2024, <https://edsource.org/2022/what-prop-28-funding-will-mean-for-arts-education-in-california/682054>

100 Tina Vazquez, "In Southeast L.A. County, working-class Latino students now have a pathway to becoming journalists" *De Los, Los Angeles Times*, Accessed June 10, 2024, <https://www.latimes.com/delos/story/2024-05-08/downey-legend-news-paper-journalism-high-school>

101 "Putting Media Literacy on the Public Policy Agenda," Media Literacy Now, Updated March 2023, <https://medialiteracynow.org/impact/current-policy/>

102 "Teen Fact-Checking Network" The Poynter Institute for Media Studies <https://www.poynter.org/mediawise/programs/tfcn/>

103 Julian Shen-Berro, "Almost 75% of NYC High Schools Lack Newspapers. Students Want to Change That," *Chalkbeat*, April 18, 2024. <https://www.chalkbeat.org/newyork/2024/04/18/nyc-students-urge-council-members-to-support-high-school-journalism/>

104 Jenna Intersimone, "Popular Hunterdon bookshop saves live events after noise complaint. Here's how," *mycentraljersey.com*, November 21, 2023, <https://www.mycentraljersey.com/story/news/local/hunterdon-county/2023/11/21/french-town-bookshop/71606467007/>

105 Michael Daigle, "Frenchtown Considering New Regulations for Noise Levels for Outside Entertainment," *TAP-into Flemington/Raritan*, November 21, 2023, <https://www.tapinto.net/towns/flemington-slash-raritan/articles/french-town-considering-new-regulations-for-noise-levels-for-outside-entertainment>

106 Gianna Roberts, "Frenchtown Bookshop Stands up to Local Government," *The Delphi*, November 28, 2023, <https://sno.dvrhs.org/13868/news/frenchtown-bookshop-stands-up-to-local-government/>