**AMS CLIMATE STUDIES IMPLEMENTATION AT ALAMO COLLEGES**

**Dual Credit Students**

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>1964</td>
</tr>
<tr>
<td>2013</td>
<td>2176</td>
</tr>
<tr>
<td>2014</td>
<td>2216</td>
</tr>
</tbody>
</table>

19% of all Alamo Colleges students

**AP Environmental Science**

17-20% annual growth

“Unsolicited student demand played an important role in the initial decision to offer environmental science [AP Classes].”

**Need Among Low Socio-Economic Students**

Achievement Growth Compared to High Socio-Economic Students

<table>
<thead>
<tr>
<th>Subject</th>
<th>High Socio-Economic Status (%)</th>
<th>Low Socio-Economic Status (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

**Climate Change Knowledge Sources: From Classroom to Newsroom**

11th Grader Information Sources

- Class (high school or higher)
- Books/Magazines
- Newspaper
- Friends/Family
- TV News
- Al Gore Movie
- Other
- Personal Observations
- Internet (general)
- Class (high school or higher)

Working Adult Information Sources

- Books/Magazines
- TV News
- Al Gore Movie
- Personal Observations
- Friends/Family
- Newspaper
- Radio
- Other
- Class (high school or higher)

**Source:**