

Approved April 26, 1991
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by SENATOR JOSEPH C. HARDER at
Chairperson

1:30 ~~xx~~/p.m. on Wednesday, March 20, 19⁹¹ in room 123-S of the Capitol.

All members were present except:

Committee staff present:

Mr. Ben Barrett, Legislative Research Department
Ms. Avis Swartzman, Revisor of Statutes
Mr. Dale Dennis, Assistant Commissioner of Education
Mrs. Millie Randell, Committee Secretary

Conferees appearing before the committee:

HB 2066 - School districts, procedures for modification of bonded debt limitations.

Proponents:

Mr. Rod Bieker, Director of Legal Services, State Board of Education
Mr. Mark Tallman, Coordinator of Governmental Relations, Kansas Association of School Boards

Opponents:

Mr. Charles L. (Chuck) Stuart, Legislative Liaison, United School Administrators of Kansas

HB 2013 - Kansas youth education services act.

Proponents:

Mr. Mike Schreiner, Student Body President, University of Kansas; Vice Chairman, Board of Directors, Associated Students of Kansas
Ms. Judy Cercone, Assistant to Secondary Dropout Prevention Specialist, USD 501, Topeka

HB 2066 - School districts, procedures for modifications of bonded debt limitations.

Chairman Joseph C. Harder called the meeting to order and announced that the Committee would hear two bills. The first one, he said, is HB 2066, relating to bonded debt limitations of school districts, and he called upon the first proponent, Mr. Rod Bieker, Director of Legal Services, State Board of Education.

Mr. Bieker explained that HB 2066, which was requested by the State Board of Education, concerns the procedures used by a local school district when it wishes to issue bonds to build a school building. Mr. Bieker said that under the provisions of the bill, the hearing by the State Board would be eliminated. (Attachment 1) Mr. Bieker said that other than the superintendent and local school board members, very few district patrons ever appeared at the hearings he has conducted throughout the state over the past six years; and in all instances an election ensued in the local school district.

Replying to a question, Mr. Bieker said that over the five-year period from 1986-90 the State Board has had 39 requests to exceed the bonded debt limitation, with one request, Blue Valley, exceeding the statutory limitation by 63%; and it passed. Other ranges, he noted, are 15 in the 14-20% range; 11 in the 20-30% range; 9 in the 30-40% range; and 3 in the 40-50% range.

The Chair next called upon Mr. Mark Tallman, Coordinator of Governmental Relations, Kansas Association of School Boards. Mr. Tallman said that his organization supports HB 2066 with one exception, and that is the amendment added in the House Committee which requires a two-thirds vote of the board to submit the issue to the voters. (Attachment 2)

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,
room 123-S, Statehouse, at 1:30 ~~am~~/p.m. on Wednesday, March 20, 1991

Mr. Chuck Stuart, United School Administrators of Kansas, said he opposes HB 2066 because of the amendment added in the House Committee requiring a two-thirds majority vote of the board of education. (Attachment 3)

Following a call for additional conferees, the Chair announced that the hearing on HB 2066 was concluded and that the bill will be taken under advisement.

HB 2013 - Kansas youth education services act.

The Chair asked the Committee to turn its attention to HB 2013, relating to the Kansas youth education services act, and called upon Mr. Mike Schreiner, Student Body President, University of Kansas, and Vice President of the Board of Directors, Associated Students of Kansas.

Mr. Schreiner described YES as a unique program that benefits college students and local school districts at the same time. (Attachment 4)

Mr. Schreiner, quoting statistics on financial aid dollars, stated that there also are some hidden expenses, such as administrative, health, etc., which are absorbed by local school districts. Mr. Schreiner explained that each institution arranges for its own program. Replying to a question, he stated that student pay usually averages \$5-\$6 per hour. He said that he has heard only positive comments from school officials regarding the YES program. Most programs, he said, are localized to within about 40 miles of the attending Regents institution, but he said he can foresee the program expanding to community colleges and private schools when adequate funding is available. In further response to Committee questions, Mr. Schreiner replied that K-NEA had recommended that the language on page one, lines 35, 36, and 37 of HB 2013 be stricken.

Ms. Judy Cercone, Assistant to Secondary Dropout Prevention Specialist, USD 501, Topeka, was the next conferee called upon to speak in support of HB 2013.

Ms. Cercone emphasized the tremendous challenge placed upon tutors to work with at-risk students, some of whom are very belligerent and/or truant, she explained, and others who have been referred to psychological testing. She said the tutors have risen to the challenge very well and described several situations involving tutors and their students. Responding to questions, Ms. Cercone explained that the program is strictly voluntary and takes place for the entire day on Saturdays. Ms. Cercone called Committee attention to a Program Evaluation Summary found in Attachment 5.

Mr. Mike Schreiner, responding to further Committee inquiry, said that funding for HB 2013 is found as a line item appropriation in the Regents budget request for financial aid. This request, he said, is being maintained at \$50,000. Mr. Schreiner pointed out that the primary purpose of HB 2013 is to enact a mandate for the program.

Responding to Committee concern, Ms. Avis Swartzman, revisor, explained that when the bill was drafted originally, it included Washburn University, the community colleges, and private colleges. However, to get the program underway, she said, the LEPC decided to limit the program to the Regents schools.

The Chairman announced that he would take HB 2013 under advisement, and the Committee would discuss it at a later time.

He then called Committee attention to HB 2014, relating to teacher scholarships, and asked the Committee's pleasure. Senator Langworthy moved that HB 2014 be recommended favorably for passage. Senator Frahm seconded the motion, and the motion carried.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,
room 123-S, Statehouse, at 1:30 ~~xx~~ a.m./p.m. on Wednesday, March 20, 1991

The Chair then directed Committee attention to HB 2066, relating to procedures for modification of bonded debt limitations of school districts. When the Chair asked the Committee's pleasure, Senator Montgomery made a conceptual motion to amend HB 2066 by striking, on page 2, line 41, "2/3" and inserting in lieu thereof, "a majority". Senator Frahm seconded the motion, and the amendment was adopted.

Senator Montgomery moved that HB 2066, as amended, be recommended favorably for passage. Senator Karr seconded the motion, and the motion carried.

Senator Frahm moved that minutes of the meeting of March 18 be approved. Senator Anderson seconded the motion, and the minutes were approved.

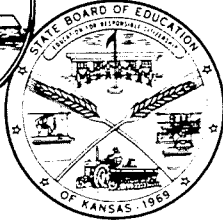
The Chair adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Wednesday, March 20, 1991

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Patricia Marney	11714 W 19th St Wichita KS 67212	
Amanda Beyers	929 N. Peterson Wichita KS, 67212	
Andrea Qualls	800 N. Sheppard Wichita, KS 67212	
Mark Tallman	Topeka	KASIS
Chuck Stewart	Topeka	USA
Kriste Wardell	Topeka	ASK
Judy Cercone	624 SW 24th Topeka	Topeka Pub. Sch
Christie Crenshaw	Topeka	Board of Regents
Bill Musick	Minneapolis	St. Big Ed
Frank D. Uryasz	Shawnee	Shawnee Tomorrow
Joseph Kline	Shawnee	Shawnee Tomorrow
Dan Burnett	Topeka	USD 501
Neirvo Apt	Topeka	USD #500
Bill Malley	Shawnee	USD 465
Barbara Butts	Topeka	Dept of Admin
Tim Nimz	Topeka	ASK
Mike Schreiner	Lawrence	ASK
Joe Mayo	Shawnee	S.A.C.C.
Woff Achilling	Shawnee	PS
DAN SWELL	SHAWNEE	SHAWNEE TOMORROW
Angela R. Reichert	shawnee	Shawnee Tomorrow



Kansas State Board of Education

Kansas State Education Building (913) 296-3203

120 East 10th Street Topeka, Kansas 66612-1103

Mildred McMillon
District 1

Connie Hubbell
District 4

Bill Musick
District 6

Evelyn Whitcomb
District 8

Kathleen White
District 2

I. B. "Sonny" Rundell
District 5

Wanda Morrison
District 7

Timothy R. Emert
District 9

Paul D. Adams
District 3

Gwen Nelson
District 10

March 20, 1991

TO: Senate Education Committee
FROM: State Board of Education
SUBJECT: 1991 House Bill 2066

My name is Rod Bieker. I am Director of Legal Services for the State Board of Education. I appreciate the opportunity to appear before this Committee on behalf of the State Board.

House Bill 2066 concerns the State Board of Education's role in the issuance of bonds to construct and equip local schools. Under current law, bonds may be issued by a school board only after the question of issuing the bonds has been approved at a school district election.

However, under current law, the State Board of Education becomes involved in a local bond issue when the amount of bonds to be issued will exceed the district's general bond debt limitation fixed by state statute. In such cases, the local school board must submit an application to the State Board for permission to hold an election in the district on the question of issuing the bonds. As a part of the current process, the State Board must conduct a public hearing on the school district's application. In most instances, the hearing must be held in the school district.

In the past, the State Board has appointed a hearing officer to conduct the hearing on each application. Following the hearing, the hearing officer submits the application and a recommendation to the State Board for its review and action. The hearing officer has held hearings in various locations across the state at which no one appeared to oppose the holding of an election.

Since a school district may issue bonds only after an election is held in the school district, the State Board believes there is no need for the State Board to conduct a hearing when an application is received from a district to exceed the general bond debt limitation. The State Board believes the amount of bond indebtedness to be outstanding in a district is a question best left for determination by the locally-elected board of education and the electors of the district.

The State Board also believes, however, that a review of applications to exceed the general bond debt limitation assists in assuring the accuracy of proposed bond issues. Therefore, in House Bill 2066, the requirement of State Board review of applications is retained.

The State Board of Education supports House Bill 2066 and recommends it be reported favorably for passage.

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Testimony on H.B. 2066
before the
Senate Committee on Education

by

Mark Tallman
Coordinator of Governmental Relations
Kansas Association of School Boards

March 20, 1991

Thank you for the opportunity to express the opinions of Kansas school boards on HB 2066, proposed by the state board of education, which would amend the procedures for modifying limitations on school district bonded indebtedness.

KASB does not object to the provisions of this bill, which would remove the requirement that the state board of education hold a hearing in a school district prior to voting in that district on exceeding proscribed debt limitations. These hearings appear to be unnecessarily expensive and time consuming for the state board.

Under this bill, the state board would still review and act on a district's application. Voters of the district would still be required to vote on the question of increasing bonded indebtedness. We believe this would maintain an appropriate level of oversight and public approval before increasing school district debt. We do not agree with the amended adopted by the House committee requiring a two-thirds vote of the board to submit the issue to voters. We believe an ordinary majority is adequate.

Thank you for your consideration.

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HB 2066

March 20, 1991

Testimony presented before the Senate Committee on Education
by Charles L. "Chuck" Stuart, Legislative Liaison
United School Administrators of Kansas

Mr. Chairman and members of the committee, United School Administrators of Kansas appreciates the opportunity to visit with you about HB 2066 and ask you to not support the bill in its present form.

HB 2066 was introduced at the request of the Kansas State Board of Education. It was designed to eliminate many miles of travel by Department of Education personnel who traveled to various parts of the state to hold hearings when a board of education was proposing a bond issue which exceeded the statutory limit of their assessed valuation.

Before HB 2066 was amended it required Department of Education personnel to check the paperwork, but to not hold a hearing in the school district when a bond issue was proposed which exceeded the statutory bond limit. Over the years several hearings have been held, but no patrons attended.

An amendment placed on the bill after initial testimony changed the meaning of the bill. Under the amended version a board of education could only submit a bond issue which exceeded statutory limits by a petition of 51% of the electors or a 2/3 majority vote of the board of education. We believe this introduces petition numbers and a board decision majority foreign to Kansans and will only be confusing. The number of requests to exceed statutory bond limits based on assessed valuation is small. United School Administrators supports the original proposition of eliminating a State Department of Education hearing within the school district. If this is not satisfactory, it would be our choice to return to present law over the amended version of HB 2066.

United School Administrators of Kansas, therefore, urges the committee to return HB 2066 to its original form. If this is not possible, we then recommend the bill be killed.

Thank you for the opportunity to share our concerns about HB 2066 with you.

hb2066.bsm

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Senate Education Committee

Youth Education Services Testimony

by

Michael Schreiner
Student Body President, University of Kansas
Vice Chair, ASK State Board of Directors

March 20, 1991

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I want to thank the committee for the opportunity to speak today on House Bill 2013. I believe the Youth Educational Services program is one of the most beneficial programs the state of Kansas has to offer. After two years as a pilot program, YES has clearly proven to be a success.

YES is a unique program in that it benefits college students, while at the time it serves local school districts. The YES program benefits the state of Kansas in a number of ways including providing an educational opportunity for disadvantaged students, providing an educational experience for the college student, providing role models and building self-esteem for participating students, improving relations with local school districts, and providing financial aid dollars for college students. I believe all of these benefits are important and should continue to be emphasized in the future of this program.

As the number of students identified as at risk of failure in America's school systems appears to be growing, educators and policy makers need to find solutions. A number of states are developing intervention programs that provide at risk students with personalized attention. As the popularity of these programs continues to grow, it's encouraging that the state of Kansas has a successful pilot program that is similar to programs other states have developed. In the YES program, Kansas has the framework of a program that can help improve the educational abilities of students that are sometimes forgotten in today's increasingly complex world.

The success of the YES program can best be measured by the responses of participants in the program. Included in your packet of information is a survey of college students, school administrators, and school children associated with the program. I hope all of you look at the results of the enclosed survey. You will notice that the survey results clearly demonstrate the positive impact of the program.

Last year over 170 college students from all six of the Regents universities participated in the YES program. The program provided over \$170,000 of financial aid to college students. The state only contributed \$50,000, while students and local districts contributed the rest. I believe YES has been a real bargain for the state.

The Bill before you today is the next logical step in the evolution of the YES program. By statutorily establishing the YES program, the Kansas legislature is demonstrating its commitment to addressing the educational needs of disadvantaged students. This low cost investment will in the long run save the state money by providing skills necessary for a productive work force.

I want to thank the committee for their consideration of House Bill 2013 and for allowing me to testify today. At this time, I will gladly answer any questions, and I will provide any further information that the committee requests.

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Assessment of YES as a financial aid program.

YES functions as a student financial assistance program by providing salaries or grants to participating college students. As the following chart shows, in FY 1990, students were able to receive nearly \$180,000 through YES programs at the six state universities. Notice that second year programs tended to attract more funds than first year programs. There seem to be several explanations: WSU and ESU have strong cooperative education programs which administer YES, and KU has the largest student fee base. However, this also suggests that successful programs can attract growing resources.

Student Financial Aid Provided to College YES Students:

	Second Year Programs			First Year Programs		
	KU	WSU	ESU	KSU	FHSU	PSU
Source:						
State Funds	10,000	10,000	10,000	8,000	6,000	6,000
'89 Carryover			5,000			
Student Fees	39,000	22,280	3,500		10,000	
Matching		48,420				
Campus Total	49,000	80,700	18,500	8,000	16,000	6,000
Total, All Programs:	\$178,200					

Funding for YES was provided from three sources. The state appropriated \$50,000, which was allocated by the Board of Regents office. (One institution had a \$5,000 carryover from the previous year.) Student governments allocated a total of \$74,780 from the campus Educational Opportunity Fund, a special fee fund authorized by the Board of Regents to help support campus financial aid programs. Finally, WSU's program required matching from the cooperating school district at an average of \$1.5 to \$1.

For the state, it is significant that its appropriation attracted enough matching support to fund approximately 3.5 times the amount it provided. For students, their contribution attracted enough matching support to fund well over twice the amount they provided.

Over 170 students participated in the YES program in 1989-90, some all year and others for a single semester or less. This means students received, on average, slightly over \$1,000 through the program. This represents between 15-20% of the average amount a full-time resident student needs to attend a Regents university.

Students received from \$4.00 to \$5.50 per hour (except at FHSU, where participants received a flat \$500 grant). These wages were somewhat above the federal minimum (\$3.35). This seems to be above the rate most campus jobs pay, and is comparable to most part-time, off-campus jobs. Students worked from five to twenty hours per week.

Students responding to the survey seem to indicate that the program is helpful in financing their college education, but does not significantly reduce the need for borrowing. Sixty-three percent agreed that "Participating in the YES program has helped me afford the cost of attending college," while only 13.8% disagreed. On the other hand, only 36.9% agreed that "Participating in the

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rogram has helped me reduce the amount I would have to borrow," and 32.3% disagreed.

At the same time, 96.9% of participating students agreed that "Participating in the program has been an important part of my educational experience," and no students disagreed. (The remainder had no opinion.) These results suggest that YES offered an attractive experience for almost every participant, including those who did not need to work, or chose to finance their education with loans anyway. For students that need to work, YES was a positive alternative to other part-time jobs. But for many students, working at \$4.00 to \$5.00 per hour part-time during school still will require borrowing or additional employment - or both.

II. Assessment of Student Attitudes

An important goal of the YES program is to encourage students to take a greater interest in issues of public service, especially in the area of educational opportunity.

The student survey asked participants about how the program affected their attitudes and interests. To the first question, 82.8% agreed that "Participating in the program has increased my interest in a career in education," while 9.4% disagreed.

A majority of students in the program were education majors, and it might be expected that most participants had some interest in education to begin with. These results suggest that the program strengthened the desire of students to consider teaching. This is especially important in light of the fact that participants were primarily exposed to "at risk" students - perhaps the most challenging and frustrating children teachers will have to deal with in the future.

To the second question, 73.8% agreed that "Participating in this program has increased my interest in a career in public service." No students disagreed.

Although a majority of participants were education majors, students from a variety of other areas, from business to the fine arts to architecture and engineering, also served in the program. The positive responses about increased interest in public service contrasts with national survey results about student self-interest and the paramount importance of maximizing personal income.

Finally, 72.3% agreed that "Participating in the program has increased my interest in voluntary community service," and 4.6% disagreed.

Clearly, participating students themselves overwhelmingly agreed that the program positively influenced their attitudes about education, public service careers and voluntary community service. Exposure to these experiences seemed to encourage participants to seek further opportunities in the same areas. This also suggests that students found their experience emotionally rewarding, or at least personally challenging.

Although the primary focus of the program was on the attitudes of the participants, it should also be noted that the YES program was an initiative of a student advocacy organization, and received considerable funding from student government associations

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representing the student populations of each campus. In fact, YES programs received about 10% of all funds allocated from the campus Educational Opportunity Funds. This may imply YES helped stimulate a broader interest in and support for the service and educational goals of the programs.

III. Assessment of YES as an Educational Assistance Program

As the number of students identified as "at risk" of failure in school seems to be increasing, educators have attempted to find strategies to assist those students. Many of these efforts involve providing students at risk with additional, personalized attention.

The YES concept allows participating schools to devise their own strategies to address children at risk, and provides college students as an additional human resource in pursuit of these efforts. College students serve as tutors, mentors or teacher assistants in a wide variety of programs.

The use of tutoring and mentoring programs as an appropriate, effective educational strategy has been widely recognized, as recently as the summer of 1990 in a U.S. Department of Education Policy Perspective on "Increasing Achievement of At-Risk Students at Each Grade Level."

In order to develop a standardized assessment of the program's educational effectiveness, a survey questionnaire was sent to college student supervisors in the local schools or district programs. At this point, responses have been received from four of the nine districts (Wichita, Kansas City, Manhattan and Emporia). Responses from each district have been averaged together. Supervisors were asked to evaluate various aspects of the program on a five-point scale (1=very good; 2=good; 3=neutral; 4=poor; 5=very poor).

The first group of questions concerned the quality of college students. Asked to assess the overall quality of students in the program, district averages ranged from a low of 2 to a perfect score of 1. Regarding the quality and dependability of the students, responses ranged from 1.7 to 1. Assessing the training and orientation of college students, responses ranged from 2 to 1.8. In other words, student were rated "good" or better by each district. While not a single individual supervisor gave a "poor" or "very poor" answer to any question, these assessments suggest the area of training and orientation is an area for improvement.

The second group of questions concerned the performance of students "on the job." Assessing the interaction of college students with their supervisors, responses ranged from 2 to 1.6. For the interaction of students with other teachers, responses also ranged from 2 to 1.6, suggesting a positive relationship between the college students and educators.

The evaluation of student interaction with the children ranged from 1.7 to 1; among the highest scores in any area. On the other hand, the responses assessing student interaction with parents ranged from 2.3 to 2; among the lowest scores in any area. When comparing the college students to other school volunteers, responses ranged from 1.6 to 1.

The final - and perhaps most important - group of questions

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Concerned the program's impact on children at risk. Educators mention that the impact of any such program is difficult to quantify and may only be measurable over a long period of time. In addition, these programs are by definition directed at the most difficult and challenging population of children. However, the supervisors were asked to make an assessment.

On the question of the impact of the program on children's academic skills, responses ranged from 2.5 to 1.6. On the question of the program's impact on children's social skills, responses ranged from 3 to 1.8. On the question of the program's impact on children's interest in school and coursework, responses ranged from 2 to 1.5.

In almost every area, most educators rated the program as "good" to "very good." Almost no supervisors rated any aspect of the program as poor. The program seems to have received wide support from participating schools, even with considerable variation in the types of programs, the age of students involved, and the level of supervision (building principle or school program coordinator).

Finally, each supervisor was asked if they believed the program should be continued. Every single respondent answered affirmatively.

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THE YOUTH EDUCATION SERVICE PROGRAM

Table I - Campus Funding and Student Participation

	<u>Second Year Programs</u>			<u>First Year Programs</u>		
	KU	WSU	ESU	KSU	PSU	FHSU
Designated Funding:						
State Appropriation	10,000	10,000	10,000	8,000	6,000	6,000
Student Fees	39,000	22,280	3,400			10,000
Off-Campus Matching		24,000				
Campus Total	49,000	56,280	13,400	8,000	6,000	16,000
College Students	65	37	10	20	10	10

Table II - Program Profiles

	<u>Districts</u>	<u>School Ages</u>	<u>Hours</u>	<u>Payment</u>	<u>Administration</u>
KU	Lawrence Topeka Kansas City	Secondary	8-10	\$4-\$5/hr	Financial Aid Office
WSU	Wichita	Elementary, Middle	15-20	\$4.40- 5.50/hr	Cooperative Education
ESU	Emporia	Elementary	15	\$4/hr	Cooperative Education
KSU	Manhattan Topeka Onega	Secondary, Middle	5-8	\$5/hr	Community Service
PSU	Pittsburg	Middle	8	\$4/hr	Placement and Employment
FHSU	Hays	Elementary Middle	5-8	\$500/Sem.	Student Services

Table III - Program Growth, FY 89-90

	<u>FY 89</u>	<u>FY 90</u>
State Appropriation	\$30,000	\$50,000
Total Designated Funding	30,000	148,680
Participating College Students	30	150
School Districts	3	9

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PROGRAM EVALUATION

. . .comments from students

1. Things I liked about the program and why.

The help with school work. Activites. Tutors.

Lots of time to do work. Enough tutors for each of the students.

The tutors, because they are nice.

The people who tutored me. The people that I met and became friends with.

The best part I liked about the tutoring is study time. The tutors helped me get caught up.

2. Do you feel that your participation in the program helped you? Explain.

Yes. It is showing in my grades.

Yes, because I got a lot of my work handed in.

Yes, with my work and my feelings about myself because I didn't have very many friends.

Yes, it helped me achieve many goals.

Yes, because it helps to have extra support.

Yes, I feel this program helped me learn a lot from them and I got my homework in.

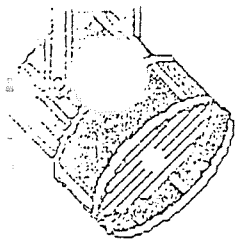
Yes, motivation.

Yes, it helped me get caught up on my work at school.

". . .I like this program because it helped me academically and it gives me a chance to get homework done and meet new students and new people like the tutors. It gives me something wise to do with my time on Saturdays. I appreciate all the program has done for me and the other students and it is helping me. I also thank you for the food you give us on Saturday."

Mark

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Success in the School and at Home !

My daughter has attended the after school study program since it was first established. We are very pleased with the assistance she has received. The program has provided a number of benefits to her. To start with, she has received assistance with her homework, which has in turn, helped her to bring her grades up considerably. In addition, the improvement in her grades has resulted in an improvement of her self-image and has increased her interest in other school activities. Furthermore, she has made a number of new friends (which also attend the after school study program). These friendships are not merely

limited to the after school program; they also extend into her everyday life.

However, the greatest benefit is not to my daughter, as much as it is to me, and that is the valuable link that has been established between the school staff and our home. I have found someone who knows my child and her ability and with whom I can communicate.

Again, we are grateful for the opportunity for our daughter to participate in this program. I heartily support the YES program and would like to see it continued.

written by:
parent of current participant

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PROGRAM EVALUATION SUMMARY
TUTORS' RESPONSES

	Liked very much		Liked moderately		Disliked moderately		Disliked very much		No response	
Meeting time	12	80%	1	7%	1	7%	1	7%	-	-
Meeting location	7	47%	6	40%	1	7%	0	-	1	7%
Study supplies furnished	6	40%	7	47%	2	13%	0	-	-	-
Assignments provided	4	27%	5	33%	6	40%	0	-	-	-

Comments were requested on the following:

-Things I liked about the program and why.

-Things that I would recommend changed and why.

-Do you feel that your participation in the program helped you? Explain

Tutors' responses are attached.

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Things I liked about the program and why.

"Everything was well organized and the coordination of activities was effective and efficient."

"I feel that this program helped many of the students. I got the chance to help the students improve their attitudes and some academic skills."

"Low tutor/student ratio, activities"

"I liked the kids. For the most part, I think they're a very bright and enjoyable group. I liked the enormous effort I saw from the administrators - I think it was their personal sacrifice that made this program work in the face of the failures in Kansas City and Lawrence."

"I liked the activities that the students had, it gave them a chance to interact more, and got a chance to have fun in a clean and decent way and learn something while doing so."

"I liked working with the students. It was a good experience."

"It gave us the opportunity to help in a one-on-one level with the students. It taught me a lot about what is important in dealing with junior high students."

"I liked the program because it gave me the opportunity to work with some very wonderful tutors and students."

"Got the chance to get to know the students and help them. Developed personal relationships and built the base of several friendships."

"This program is needed, it really does make a difference when somebody does care."

"There were always enough tutors to assist the students. This was very important based upon the fact that the students came for help. The Highland Park High School media center was a great place to work in."

"Working with students in helping them achieve more in their academic career. Students did seem to improve if they wanted to."

"I enjoyed working with students who put forth the effort to learn. Assignments were extremely helpful (when provided). It would be great if there was a better system so that all students would always have an assignment to work on."

"Students participation"

Things that I would recommend changed and why.

"A clear choice and commitment of the students should be of prime importance and more emphasized. The students who don't want to work take time away from the ones who really want to work."

"More projects for the student to work on. Different place to work at where we can keep a better eye on them. A variety of activities that may involve school related subjects; tour of hospital, more career awareness!"

"Having some school related material every day, with the student being most responsible for it."

"I would like to see more stability in student assignments to tutors, when possible. I know you tried to keep students with tutors as much as possible; but, at least in my case, I knew there were a few student shuffles that turned out to be kind of counter-productive. If possible, I would like to see once monthly conferences arranged between teachers and tutors. I realize that, as tutors, we didn't take full advantage of assignment sheets. However, I think there was a definite need for more contact between the program and the schools."

"I think it would be nice if the tutors could get to meet the teachers of their assigned student to have a more personal contact with them."

"Have fewer students per tutor if possible."

"Meeting in the library provides too many distractions (people, shelves to hide in, magazines, etc.). Time is too limited. By the time they get settled down, we have no time left to work. 'Dial-A-Plan' lessons are useless. Some teachers have treated this as an antagonistic relationship. We ask and need their cooperation."

"Needed more assignments. The only thing I would change would be more feedback and cooperation from the teachers in giving out homework assignments."

"Please change to Tuesday or Thursday or later on Wednesdays. (Next semester's classes run late on Wed.) Need more students and need to make sure all tutors stay busy for two hours. Lots did not!"

"Nothing at this time."

"Not at the present time."

"(1) Try to provide some text. I realize it's the students responsibility--but more could be accomplished with/text." (These comments from Wednesday evening high school tutor, no texts provided.) "(2) Possible separate students. (3) Provide some additional incentive to those who show improvement weekly--example: movie pass, etc., positive reinforcement! (4) Improve contact with teachers. Contact them at beginning of program and emphasize the importance of returning assignment sheets. (5) Encourage the tutors and students to make more personal contact. Get to know the students before working with them. (6) Possible eat together before tutoring sessions."

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Things I would recommend changed and why. continued-

"(1)The students would study better if they were separated. It would be helpful to put them in different sections of the library if possible. (2) It might be helpful if one or two students were rewarded in some small way for an outstanding performance that night.-- for example, free movie pass, skating, etc. (3) It would be very helpful to have the basic textbooks used by most students on hand. That way if the students "forget" their textbooks we'll be prepared. (4) More contact with the teachers--let them know how important the assignment sheets are."

Do you feel that your participation in the program helped you? Explain

"Yes, I think that my participation in the program helped me understand the problem that some students have. It also improved my patience and my tolerance."

"Yes! I feel that I have learned a great deal about these students and what problems they are going through. I have learned more with these students than any education class I have ever taken. This is an excellent program and the supervision has been great. I feel that Ann and Judy have really worked hard to put this program together and it has shown through the many grade improvements of our kids!"

"Very much. I enjoyed the students. They have helped me learn to teach as much as I taught them their subjects."

"Definitely--I've seen a lot of personal growth in myself as well as in those I worked with. (Tutors as well as students)."

"I feel it did. I feel I have learned so much and new techniques to explain assignments to the kids. It has given me a feeling of rewardment."

"Yes. I feel the experience will be very helpful in the future."

"Very much so. It really helped me to grow. In dealing with someone younger and being a role model helped me mature. Thanks Ann and Judy, you were great."

"Yes. Let me relate to the kids. Let me show them a role model. Let me help their future chances, perhaps."

"Helped me with my patience level and one-on-one assistance."

"Yes. It developed my leadership skills greatly."

"Yes! It increased my contact with students and made me aware of certain problems facing students today."

"Yes, I feel I have become a better listener and more patient. Education makes a difference."

PROGRAM EVALUATION SUMMARY
STUDENTS' RESPONSES

		Liked very much		Liked moderately		Disliked moderately		Disliked very much		No response	
Meeting date	7	28%	13	52%	4	16%	0	-	1	4%	
Meeting location	9	36%	11	44%	1	4%	4	16%	0	-	
Transportation provided	17	68%	5	20%	2	8%	0	-	1	4%	
Materials provided	14	56%	11	44%	0	-	0	-	0	-	
Assigned tutors	17	68%	6	24%	1	4%	1	4%	0	-	
Assignments provided	7	28%	13	52%	4	16%	1	4%	0	-	
Activities (middle school only)	12	63%	4	21%	2	11%	0	-	1	4%	
Incentives	19	76%	5	20%	1	4%	0	-	0	-	

Comments were requested on the following:

-Things I liked about the program and why.

-Things that I would recommend changed and why.

-Do you feel that your participation in the program helped you? Explain

Students' responses are attached.

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Things I liked about the program and why.

"I liked to catch up on our work and get it in so we won't get a low grade. How our tutors help us do the work."

"I get away from home."

"Get away from home, it helps me do my home work."

"food"

"The things I like about it is tutors and the young ones."

"My tutor was nice."

"My tutor was nice."

"It helped me understand my work more."

"They brought up my grades. It's a lot of fun."

"The tutors were kind and helpful. The place where we work. It's nice and quiet."

"food" "tutors"

"The ride over here cause I talked and met new people. The food, cause that was cool."

"Saturdays, nothing else to do. And getting caught up on my school work."

"Were the food certificates provided by the fast food task force. Because it was fun."

"Everything except my tutor."

"I get my homework done. And the food is OK."

"The work, because it helped me get my grades up."

"Not much." (Same student indicated that he/she liked very much the following: meeting at the library, transportation, assigned tutors, and "awsum" meals. He/she disliked moderately meeting on Saturdays and disliked very much the assignments provided by teachers.)

"Getting my home work done and done right. Because sometimes I would have problems with my homework."

"Cause it helped me on my grades."

"Got work done. Cause I need my work done. Got free food, so I don't have to pay."

"The people, they were here to help anytime I needed it. Thanks."

"I liked meeting new friends. Because you should always meet someone new."

"We get to work with others."

"field trips"

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Things that I would recommend changed and why.

"They pick us up late sometimes."

"nothin"

"Teachers give us work that is weeks late."

"nothing"

"Don't have it so long."

"You get to pick your own activity. Because a lot of people don't want to participate in it. The don't like it."

"Go somewhere else to study. I don't like libraries."

"Some food makes me sick. Time, Friday night would be better."

"Nothing, it's great."

"The activity. They were fun at the beginning and then they got boring."

"Some of the activities. Some of them were boring."

"Probably be able to choose tutors, in a way."

"How early we have to get up on Saturday."

"Everything" (Same student who "liked very much" most of the items mentioned on the evaluation.)

"Some of the things we did in the program afterwards. Like going to the zoo."

"Nothing"

"Different day so I can watch the show on Wednesday. Restaurant--cause you get tired of the same food, switch back and forth."

"Nothing"

"Nothing"

"The times, I think we should have this more often." (high school student)

"Get out at eight no matter what time we get in."

Do you feel that your participation in the program helped you? Explain

"Yes because it helped me raise up my grades."

"A little. My grades are raising a little."

"Yes, cause when I was going to Jardine I had about 3 F's my second report card I had one F."

"A little"

"Yes and no, I don't really need the tutoring."

"Yes. Helps me get my work done."

"Kind of. I now understand my assignments but my grades stayed the same because I'm not very good at handing in assignments."

"Yes, my grades went up a lot."

"Yes, it has helped me bring up my grades."

"Yes. I needed the help."

"Yes and no, some grades changed. The ones I worked on went up and the ones I didn't work on went down."

"Yes, I brought my grades up."

"Yes, because I think it helped me to learn faster and better."

"I don't think so because it was too late for me."

"Yes, like learning how to get my homework. Learning how to study better."

"Yes it has, it helped me get my grades up, and I really liked the program very much."

"No!!" (Same student who liked much of the program.)

"Not really"

"Yes. When I got into this program I got straight F's but now almost straight C's."

"Yes, sort of. "Helped me get work done when I needed it. Help bring up my grade, and helped get me a job."

"Yes, it helped raise my grade."

"Yes, to bring up your grades."

"Yes. Before I didn't have much interest in doing better."

"Yes, my grades improved some."

SUMMARY OF TUTOR/STUDENT SURVEY ITEMS

- 80% of the students and 87% of the tutors surveyed liked the scheduled meeting time on Wednesday and Saturday.
- 80% of the students and 87% of the tutors liked meeting in the library setting.
- 87% of the students liked the transportation provided.
- 100% of the students and 87% of the tutors liked having study materials (paper, pencils, textbooks, calculators) provided.
- 92% of the students liked working with their assigned tutors.
- 80% of the students and 60% of the tutors liked assignments provided by classroom teachers. Concerns from tutors regarding this survey item indicated a need for other provisions to assure having assignments for all students at each tutoring session.
- 84% of the students liked the program activities provided.
- The concern mentioned by two or more students was a desire to have other activities that were not "boring" and allowing them to have more input in the selection of activities.
- Two or more tutors expressed a need for more communication and personal contact between the program and schools; more assignments and/or projects from classroom teachers for students and tutors to have direction during the tutoring session.

Comments from Building Contacts (Principals, Teachers)

- The one-on-one support from tutors was great
- Ann's high energy level is a positive of this program
- Notification to schools when students are going to an evening event on a school night is needed for each activity
- You might consider smaller numbers of students for the program
- Bring the tutors into the buildings
- Kids who were apathetic about the traditional school structure did appear to have good attendance and enjoyed the Saturday program
- Give students incentives for bringing their homework to tutoring sessions
- Her attendance has been much better
- Only one assignment was completed from the assignments sent last week so please continue on them
- George is starting to do very well, I have attached some sheets that I can review with you. Thank you for the help.
- With your help George is going to surprise everyone but you and me and get an A in Algebra--his attitude, participation in class and behavior have improved to an unbelievable degree since you have been helping him.
Thank you!
- I'm sorry, but in spite of your help, Justin has chosen not to hand in two major assignments made during the third quarter. English department policy says that if a student fails to complete two major assignments, he automatically fails the semester. Therefore, I am requesting his removal from my class, immediately. I sincerely wish it could have been otherwise, as I could see that he was making progress under your tutelage, even though he still cannot establish priorities properly.
- Thank you for your support of my (our) student.
- Norman does nothing during the week. He will not attempt to do any work on his own. Out of the week's assignments I sent for him I usually get one or none back. I have never gotten more than two of the five assignments returned. If he would do anything during the week to go along with the Saturday sessions he would be all right.

Comments from Building Contacts (Principals, Teachers) continued

-Each building needs a dropout prevention coordinator. It is so important for there to be a contact person available to the students and teachers on a daily basis.

-Beneficial to the students: personal contact, tutoring--I feel the main problems are how to study and the extra help needed for the extra push

-Changes--reach more students

-Benefit students: 1 to 1 relationship with tutor, practice doing the work

-Changes: It would be nice to have some direct face to face communication between tutors and teachers. Meetings 1 per 9 weeks or 1 a semester. Follow-up on assignments. An active parent element. Involve elementary kids (you may be doing this).

-Caseworker or someone assigned to work more on the link between the programs. Clearer understanding of what school can do to support.

-You all did a fine job!

-Benefit: Tutors helping students feel skillful and appreciated.

-Benefit: Personal interest Ann Johnson and Judy Cercone took in contacting parents.

-Changes: Students did not show responsibility in handing in school work completed Saturdays and often felt if they got 1 or 2 good grades that was sufficient to pass them for whole semester.

-Some kind of bonus at tutoring sight to encourage timely handing in of work.

-Tutors were good role models.

-Need a nine week summary of progress to place in cum-folder. Need more parent commitment.

-Need staff to offer parent workshop on how to confront resistance in teens and how to keep the peace. Many parents give up because they can't stand the "fuss" their child makes.

-The one on one concern and contact with home school

-? I don't know what to recommend but have two concerns- (1) Did we choose kids that could not be helped by this program? (2) Is program best for problem--or are we using a teaspoon to drain the ocean?

-Benefits: Young people doing the tutoring = better results. Transportation, job opportunity

-If possible, use the library of the home school of the students as the meeting place. Each (TW, THS, and HP) are open one night a week for tutoring anyway. Students would be more at ease at their own school.

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