

PHOTOCOPY
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EDUCATION

January 28, 1998

Via hand delivery

Ms. Michele W. Olsen
Acting Initiative Coordinator
State of California Department of Justice
1300 I Street, Suite 125
Sacramento, CA 94244-2550

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Foster
Tribute

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JAN 28 1998

INITIATIVE COORDINATOR
ATTORNEY GENERAL'S OFFICE

Re: Request for Title and Summary

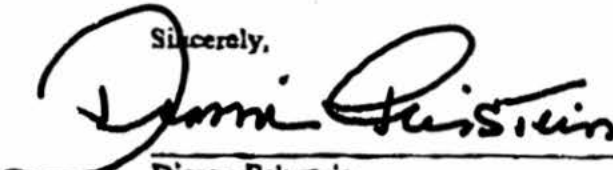
Dear Ms. Olsen:

Pursuant to Elections Code section 9002, we request the Attorney General to prepare a title and summary for an initiative measure entitled "the Excellence and Accountability in Education Act of 1998." We are the proponents of this initiative and are registered voters in this State. Enclosed are the text of the initiative, the \$200 filing fee, and the addresses at which we are registered to vote.

Please direct any correspondence and questions to our attorney:

Karen Getman // Rogers, Joseph, O'Donnell & Quinn
311 California Street, 10th Floor
San Francisco, CA 94104
Phone: 415/956-2828, Fax: 415/956-6457, Email: kgetman@rjoq.com

Sincerely,

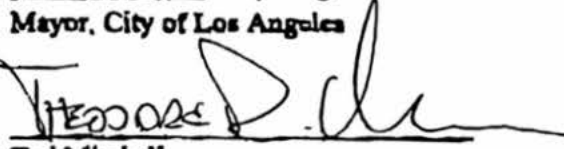

Dianne Feinstein
United States Senator

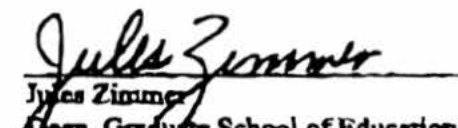
Dianne Feinstein
United States Senator


Richard Riordan
Mayor, City of Los Angeles

Richard Riordan
Mayor, City of Los Angeles

John Dorr
Partner, Kleiner, Perkins, Caufield & Byers


Ted Mitchell
Vice Chancellor, UCLA


Jules Zimmer
Dean, Graduate School of Education
University of California at Santa Barbara

SA 98RF0005

January 28, 1998

Via hand delivery

Ms. Michele W. Olsen
 Acting Initiative Coordinator
 State of California Department of Justice
 1300 I Street, Suite 125
 Sacramento, CA 95834-2550

RECEIVED
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Re: Request for Title and Summary

INITIATIVE COORDINATOR
 ATTORNEY GENERAL'S OFFICE

Dear Ms. Olsen:

Pursuant to Elections Code section 9002, we request the Attorney General to prepare a title and summary for an initiative measure entitled "The Excellence and Accountability in Education Act of 1998." We are the proponents of this initiative and are registered voters in this State. Enclosed are the text of the initiative, the \$200 filing fee, and the addresses at which we are registered to vote.

Please direct any correspondence and questions to our attorney.

Karen German // Rogers, Joseph, O'Donnell & Quinn
 311 California Street, 10th Floor
 San Francisco, CA 94104
 Phone: 415/956-2828, Fax: 415/956-6457, Email: kgerman@rjoq.com

Sincerely,

Dianna Feinstein
 United States Senator

John Dorn
 Partner, Kleiner, Perkins, Caufield & Byers

Richard Riordan
 Mayor, City of Los Angeles

Ted Mitchell
 Vice Chancellor, UCLA

Julius Zimmerman
 Dean, Graduate School of Education
 University of California at Santa Barbara

TOTAL P.03

INITIATIVE MEASURE TO BE SUBMITTED DIRECTLY TO THE VOTERS**SECTION 1. Title.**

This act shall be known and may be cited as the **Excellence and Accountability in Education Act of 1998**.

SECTION 2. Purpose and findings.

The People of the State of California find and declare:

(a) Nothing is more important to the future of this State than the education of its children. As California prepares for the 21st Century, we must assure that our public schools improve so today's children are educated properly for tomorrow's jobs.

(b) California's schools face a major crisis: in recent reports our State ranks last in the nation in the percentage of young adults with a high school diploma; our students rank 37th in the nation in SAT scores; our classrooms have the highest student-to-teacher ratio in the nation; nearly half of all students entering the California State University system require remedial work in mathematics or English, or both; and California ranks 41st in the nation in per pupil expenditures on public education.

(c) Every child in California has the right to be taught by a qualified teacher and every parent has the right to expect that their son or daughter will receive a quality education.

(d) Through this Act, the People of California reaffirm the importance of public schooling and their commitment to guaranteeing educational excellence and accountability in the public school system of this State. This Act will improve the quality of education by:

- (1) Setting high achievement levels in every grade for every student;
- (2) Adding reduced class size of no more than 20 students for every teacher in grade four;
- (3) Creating smaller schools so students have closer interaction with teachers;
- (4) Requiring 180 days per year of instruction in core subjects (a net increase of seven days);
- (5) Recruiting new teachers who are adequately trained in the subject they teach;

(6) Requiring all students to pass an examination to earn a high school diploma;

(7) Prohibiting the "social promotion" of students;

(8) Providing mandatory summer school for students who fail to pass major exams in the 4th, 8th and 12th grades;

(9) Holding teachers and principals accountable to high standards;

(10) Lowering voter approval of local school bonds from 2/3 to a simple majority.

WHEREFORE, THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 3. High Achievement Levels for Students.

Article 2.6 (commencing with section 51219) of chapter 2 is added to part 28 of the Education Code, to read:

ARTICLE 2.6. ACHIEVEMENT LEVELS FOR STUDENTS

51219. (a) The State Superintendent of Public Instruction shall propose and the State Board of Education shall amend, if necessary, and adopt a plan to implement no later than September 1, 2000, the following mandatory goals:

(1) Set minimum achievement levels for K-12 students in the core curriculum. For purposes of this section, "core curriculum" shall mean English (including reading and writing); mathematics; social science (including history); and science.

(2) Assess on a yearly basis individual student progress toward meeting those minimum achievement levels. Students in the regular education program who are not meeting those minimum achievement levels in the core curriculum shall be provided, and shall be required to participate in, remedial programs, the content of which shall be determined by the school and school district.

(3) Require comprehensive examinations in the 4th, 8th and 12th grades to measure whether the student meets the minimum achievement levels in the core curriculum for that grade. Any student in the regular education program in the 4th, 8th or 12th grade who fails to pass the comprehensive examination required by this section for that grade shall attend a four week summer school or inter-session program or an alternative remedial program designated by the school or school district, at the end of which the student again shall take the comprehensive examination required by this section for that grade level. Any student who, after having completed the required summer school or other remedial program, fails again to pass the comprehensive examination required by this section for the 4th or 8th grade, shall not be

promoted to the next grade level. No student shall receive a diploma from a California public high school unless and until he or she successfully passes the comprehensive examination required by this section for the 12th grade.

(b) The Superintendent of Public Instruction may propose and the State Board of Education may review and amend updates or changes to the standards, assessments, and examinations provided for by this section from time to time, and each may propose model plans for the remedial programs provided for herein. The State Board shall consider any amendments, updates, changes or model plans proposed by the Superintendent, and after public hearing and comment, but no later than six months after the date of receipt of the Superintendent's proposal, shall take action to amend, approve or reject the proposal by majority vote. The State Board's rationale for its action shall be set forth fully in writing.

SECTION 4. Annual Report on the Schools.

Section 33126.1 is added to the Education Code, to read:

33126.1. Beginning no later than January 1, 1999, the Superintendent of Public Instruction shall systematically collect and analyze information to prepare an annual report that sets forth, in a clear and easily understandable format, the comparative ranking of each school in the following areas: academic achievement of its students; quality and qualifications of its teaching staff; any other area which, in the discretion of the Superintendent, provides information regarding the quality of the overall instructional program of the school. The Superintendent's report shall be publicized and shall be provided to taxpayers and parents or guardians of students upon request.

SECTION 5. Additional Instructional Time in the Core Curriculum.

(a) Section 46101 is added to the Education Code, to read:

46101. Commencing September 1, 1999, the minimum school year for grades 1 through 12 must include at least 180 days or its equivalent of instruction in the core curriculum. "Core curriculum" means English, including reading and writing; mathematics; social sciences, including history; and science.

(b) Section 46200.1 is added to the Education Code, to read:

46200.1. (a) As used throughout this article, the phrase "180 days of instruction" shall mean 180 days of instruction in the core curriculum, as defined in section 46101.

(b) This section shall become operative no later than September 1, 1999.

(c) Subsection (a) of Section 44670.6 of the Education Code is amended, to read:

44670.6. (a) Schools may include as part of their school development plan, the provision of time during the regular school year to conduct professional development activities pursuant to a school development plan and shall receive full ~~average daily attendance reimbursement under the provisions of Section 46300.~~ *The time shall not exceed eight days each year; reimbursement therefore for a period not to exceed seven days each year; provided, however, that the professional development time shall be primarily devoted to the development of skills in teaching the core curriculum and shall be in addition to, and not in lieu of, the minimum 180 days of instruction in the core curriculum required for every school in this State. For purposes of this section, "full reimbursement" means an amount equal to the average teacher salary for the prior year divided by 180 and multiplied by the number of certificated employees working at school sites.*

SECTION 6. Expansion of Class Size Reduction.

(a) Subsection (a) of Section 52122 of the Education Code is amended, to read:

52122. (a) Except as otherwise provided by Section 52123, any school district that maintains any kindergarten or any of grades 1 to 3, inclusive, may apply to the Superintendent of Public Instruction for an apportionment to implement a class size reduction program in that school district in kindergarten and any of the grades designated in this chapter. *Any school district that has implemented a class size reduction program pursuant to this section may apply to the Superintendent of Public Instruction for an apportionment to extend the class size reduction program in that school district to grade 4 for any school year commencing on or after July 1, 1999.*

(b) Subsection (i) of Section 52126 of the Education Code is repealed:

52122. (i) ~~It is the intent of the Legislature that the total statewide amount computed for the purpose of this chapter pursuant to this section, commencing with the 1997-98 fiscal year, be appropriated to the Superintendent of Public Instruction in the annual Budget Act.~~

(c) Subsection (b) of Section 52124 of the Education Code is amended, to read:

52124. (b) A school district may establish a program to reduce class size in kindergarten and grades 1 to 3 4, inclusive, and that program shall be implemented at each schoolsite according to the following priorities:

- (1) If only one grade level is reduced at a schoolsite, the grade level shall be grade 1.
- (2) If only two grade levels are reduced at a schoolsite, the grade levels shall be grades 1 and 2.
- (3) If three grade levels are reduced at a schoolsite, then those grade levels shall be kindergarten and grades 1 and 2 or grades 1 to 3, inclusive. Priority shall be given to the reduction of class sizes in grades 1 and 2 before the class sizes of kindergarten or grade 3 are reduced.

sizes in grades 1 and 2, s and priority shall be given to the reduc 1 of class size in kindergarten and grade 3. ~~This paragraph shall be operative only in those fiscal years for which funds are appropriated expressly for the purposes of this paragraph.~~

(5) *If five grade levels are reduced at a schoolsite, then those grade levels shall be kindergarten and grades 1 to 4, inclusive.*

(d) The Legislature shall fund class size reduction in grade 4 and the source of the funding shall be funds made available by operation of section 11 of this Act.

SECTION 7. Construction of Smaller Schools.

Section 16007.5 is hereby added to the Education Code, to read:

16007.5. It is the intent of the People to construct smaller public schools to foster closer interaction between teachers and students. Effective immediately, no school district shall be allocated state funds for the construction of new school buildings unless the school to be built falls within the following size guidelines:

Elementary schools (K-5): no more than 500 students.

Middle schools (6-8): no more than 750 students.

High schools (9-12): no more than 1500 students.

(b) A proposal may be exempted from the maximum size requirements of subsection (a) if the school district submitting the proposal demonstrates to the satisfaction of the State Allocation Board that the district has in place and will implement a plan to accomplish the goal of developing smaller school communities through other means, such as building a "school within a school" or using alternative school sites.

SECTION 8. Teacher Quality.

(a) Article 4.5 (commencing with section 44500) of chapter 3 is added to part 25 of the Education Code, to read:

ARTICLE 4.5. GOLDEN STATE SENIOR TEACHER PROGRAM

44500. The People recognize that it is in the best interest of the public schoolchildren of this State that excellence in teaching be encouraged, recognized and rewarded. However, all too often excellent teachers leave the classroom because other arenas, including school administration, offer greater financial rewards and career opportunities. It is the intent

CHAPTER 3.55. ACHIEVEMENT LEVELS FOR TEACHERS

44765. The Superintendent of Public Instruction shall propose and the State Board of Education shall amend if necessary, and adopt no later than September 1, 2000, a plan to ensure that California public school students are taught only by highly qualified teachers. The plan shall include at least the following:

(a) Establishment of high standards for teacher performance in the classroom;

(b) Creation of three stages of professional development for teachers: a first stage consisting of a two-year internship program during which time the teacher may be terminated at will; a second stage during which time the teacher holds a full certificated staff position in the school; and a third stage consisting of the Golden State Senior Teacher program.

(c) Local implementation of current law on evaluating, assisting, disciplining and terminating under-performing teachers.

(d) Section 44252.1, concerning time limitations on emergency credentials, is added to the Education Code, to read:

44252.1 Notwithstanding any other provision of law, emergency basic teaching credentials issued or renewed pursuant to subdivision (b) of section 44252 and in existence as of September 1, 2000, shall expire no later than September 1, 2003. Commencing on September 1, 2000, no emergency basic teaching credential issued or renewed pursuant to subdivision (b) of section 44252 shall be valid for a period exceeding three years from the date of initial issuance.

(e) Section 44250.1, concerning requirement of teacher credential, is added to the Education Code, to read:

44250.1. Notwithstanding any other provision of law, commencing on September 1, 2005, all teachers in the public school system in California must possess a teaching credential issued by the Commission on Teacher Credentialing.

(f) Section 44258.4, concerning requirement of training in the subject matter taught, is added to the Education Code, to read:

44258.4. Commencing on September 1, 2000, all persons newly hired as public school teachers in grades 7 through 12 shall be adequately trained in the subject matter that they are hired to teach. For purposes of this section, "adequately trained" means any of the following: possessing a college or university degree with a major or minor area of concentration

in the subject matter to be taught; significant work or other experience in the subject matter to be taught; successful completion of a nationally-recognized teacher exam in the subject matter to be taught.

(g) Chapter 3.56 (commencing with section 44765) is added to part 25 of the Education Code, to read:

CHAPTER 3.56. SCHOLARSHIP PROGRAM

44766. The People recognize that the increased growth in the student population of this State, and the importance of high quality education to the future of this State, make it imperative that California attract increasing numbers of talented persons to the teaching profession. It is the People's intent that the Scholarship Program set forth in this article encourage talented persons to enter the teaching profession, thereby increasing the number of qualified teachers in this State.

44767. (a) The People hereby establish the Scholarship Program to fund post-baccalaureate course work used to secure a teaching credential in this State. The State Superintendent of Public Instruction shall propose, and the State Board of Education shall amend as necessary, and adopt no later than June 1, 1999, rules, regulations and qualifications for the Scholarship Program.

(b) The rules and regulations established under this section shall specify that students applying for a Scholarship meet at least the following qualifications:

(1) Have attended an accredited college or university at which they maintained at least a 3.0 grade point average during their undergraduate studies;

(2) Provide the same information and meet the same criteria regarding criminal arrests, pleas and convictions as is required for certificated employees;

(3) Be accepted at an accredited teacher certification program in an accredited college or university;

(4) Commit to teach in the California public schools for a period of not less than five years.

(c) The rules and regulations established under this section shall specify the scholarship amounts that shall be awarded under the Scholarship Program and the conditions for receipt of the scholarship.

(h) The Legislature shall fund the Scholarship Program commencing with the fiscal year beginning July 1, 1999 from revenues made available by operation of section 11 of

this Act. While the amount of funds allocated to the Student Scholarship Program shall depend on the amount of revenue generated by this Act, it is the goal of this Act that the Scholarship Program provide up to \$5,000 in assistance to students who demonstrate financial need, and that the Program recruit at least an additional 5,000 new teachers each year until such time as the Commission on Teacher Credentialing certifies that a lesser number of scholarships will suffice to encourage sufficient numbers of new teachers.

SECTION 9. Majority Vote for School Bonds.

(a) Section 1 of Article XIII A of the California Constitution is amended to read:

SECTION 1. (a) The maximum amount of any ad valorem tax on real property shall not exceed one percent (1%) of the full cash value of such property. The one percent (1%) tax to be collected by the counties and apportioned according to law to the districts within the counties.

(b) The limitation provided for in subdivision (a) shall not apply to ad valorem taxes or special assessments to pay the interest and redemption charges on (1) any indebtedness approved by the voters prior to July 1, 1978, or (2) any bonded indebtedness for the acquisition or improvement of real property approved on or after July 1, 1978, by two-thirds of the votes cast by the voters voting on the proposition, or (3) *any bonded indebtedness incurred by a school district, county office of education, or community college district for the construction, reconstruction, or rehabilitation of school facilities, including the furnishing and equipping of school facilities, or the acquisition of real property for school facilities, approved by a majority of the voters voting on the proposition on or after the effective date of this subdivision. This paragraph shall apply only if the proposition approved by the voters and resulting in the bonded indebtedness includes all of the following:*

(A) A requirement that the proceeds from the sale of the bonds shall be used only for capital expenditures, and not for any other purpose, including school operations or administration.

(B) A list of the specific school facilities projects to be funded.

(C) A provision to establish a citizens' advisory committee to review the expenditure of the funds generated by the sale of the bonds.

(D) An annual audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects.

(c) No ad valorem tax levied pursuant to subdivision (b) shall be deemed a special tax for purposes of this article.

(b) Section 18 of Article XVI of the California Constitution is amended to read:

SECTION 18. (a) No county, city, town, township, board of education, or school

district, shall incur any indebtedness or liability, in any manner or for any purpose, exceeding in any year the income and revenue provided for such year, without the assent of two-thirds of the qualified electors thereof, voting at an election to be held for that purpose, except that with respect to any such public entity which is authorized to incur indebtedness for public school purposes, any proposition for the incurrence of indebtedness in the form of general obligation bonds for the purpose of repairing, reconstructing, or replacing public school buildings determined, in the manner prescribed by law, to be structurally unsafe for school use, shall be adopted upon the approval of a majority of the qualified electors of the public entity voting on the proposition at such election; nor unless before or at the time of incurring such indebtedness, provision shall be made for the collection of an annual tax sufficient to pay the interest on such indebtedness as it falls due, and also provision to constitute a sinking fund for the payment of the principal thereof, on or before maturity, which shall not exceed forty years from the time of contracting the same; provided, however, anything to the contrary herein notwithstanding, when two or more propositions for incurring any indebtedness or liability are submitted at the same election, the votes cast for and against each proposition shall be counted separately, and when two-thirds or a majority of the qualified electors, as the case may be, voting on any one of such propositions, vote in favor thereof, such proposition shall be deemed adopted.

(b) Notwithstanding subdivision (a), any proposition for the incurrence of indebtedness in the form of general obligation bonds for the construction, reconstruction, or rehabilitation of school facilities, including the furnishing and equipping of school facilities, or the acquisition of real property for school facilities, shall be adopted upon the approval of a majority of the voters of the district or county, as appropriate, voting on the proposition at an election. This subdivision shall apply only to a proposition for the incurrence of indebtedness in the form of general obligation bonds for the purposes specified in this subdivision if the proposition includes all of the following:

(A) A requirement that the proceeds from the sale of the bonds shall be used only for capital expenditures, and not for any other purpose, including school operations or administration.

(B) A list of the specific school facilities projects to be funded.

(C) A provision to establish a citizens' advisory committee to review the expenditure of the funds generated by the sale of the bonds.

(D) An annual audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects.

SECTION 10. Improving Technology in the Classroom.

(a) Chapter 16 (commencing with section 53010) is added to part 28 of the Education Code, to read:

CHAPTER 16. CHALLENGE GRANT PROGRAM TO IMPROVE TECHNOLOGY IN THE CLASSROOM

53010. (a) *The State Superintendent of Public Instruction shall propose, and the State Board of Education shall amend as necessary and adopt a plan to implement no later than September 1, 1999, a challenge grant program to increase the utilization of technology in the creation and delivery of high quality curriculum. The challenge grant program shall give preference to the following:*

- (1) schools and school districts with low current use of technology;*
- (2) schools and school districts that demonstrate a long-term and broad partnership with private enterprise in the provision of matching funds, equipment, training or maintenance;*
- (3) schools and school districts whose applications address both the need for computer equipment and the need for planning, training and maintenance; and*
- (4) schools and school districts whose plans aim clearly at increasing student achievement in the core subjects.*

(b) The Legislature shall appropriate annually to the Superintendent at least \$75 million for this program from funds generated by operation of section 30133 of the Revenue and Taxation Code, which shall be allocated to schools and school districts that meet requirements imposed by the Superintendent for the program; provided, however, that schools and school districts applying for the funds shall be required to provide matching funds from other state or private sources as a condition of receiving a grant under this section. The intent of the People is that the annual appropriation referred to in this section be in addition to, and not in lieu of, other appropriations and allocations made in the 1997-1998 fiscal year for school-based technology and technological training.

(b) It is the intent of the People that surplus funds generated by operation of section 11 of this Act that are not needed to fund the programs and policies set forth in this Act shall, prior to the end of each fiscal year, be allocated equally to purchase new textbooks for students and to support technology in the classroom.

SECTION 11. Tobacco Tax.

Article 2.6 (commencing with section 30132) is added to chapter 2 of part 13 of the Revenue and Taxation Code, to read:

ARTICLE 2.6 TOBACCO TAX FOR EDUCATIONAL IMPROVEMENT

30132. The following definitions shall apply for purposes of this article:

(a) "Cigarette" has the same meaning as in section 30003 as that section read on January 1, 1997.

(b) "Tobacco products" includes, but is not limited to, all forms of cigars,

smoking tobacco, chewing tobacco, snuff, and any other articles or products made of, or containing at least fifty (50) percent, tobacco, but does not include cigarettes.

30133. (a) In addition to the taxes imposed upon the distribution of cigarettes by article 1 (commencing with section 30101) and article 2 (commencing with section 30121) and any other taxes in this chapter, there shall be imposed an additional surtax upon every distributor of cigarettes at the rate of fifty mills (\$0.050) for each cigarette distributed.

(b) In addition to the taxes imposed upon the distribution of tobacco products by article 1 (commencing with section 30101) and article 2 (commencing with section 30121) and any other taxes in this chapter, there shall be imposed an additional tax upon every distributor of tobacco products, based on the wholesale cost of these products, at a tax rate, as determined annually by the State Board of Equalization, which is equivalent to the rate of tax imposed on cigarettes by subdivision (a) of this section.

30134. All moneys raised pursuant to the taxes imposed by section 30133 of this article shall be allocated to that portion of the State School Fund restricted for elementary and high school purposes. Such moneys shall be in addition to and shall not supplant all other funds required to be appropriated to school districts pursuant to Section 8 of Article XVI of the California Constitution. The money raised pursuant to section 30133 shall be appropriated first to fund the programs and policies set forth in the Excellence and Accountability in Education Act of 1998.

SECTION 12. Severability.

If any provision of this Act or its application to any person or circumstance is held invalid, that invalidity shall not affect other provisions or applications of the Act which can be given effect without the invalid provision or application, and to this end the provisions of this Act are severable.

SECTION 13. Amendment.

The provisions of this Act may be amended by a statute that becomes effective upon approval by the electorate or by a statute to further the Act's purposes passed by a two-thirds vote of each house of the Legislature and signed by the Governor.

SECTION 14. Relationship to Other Initiatives.

The provisions of this Act are intended to be in addition to and not in conflict with any other initiative measure that may be adopted by the People at the November, 1998 general statewide election, and the provisions of this Act shall be interpreted and construed so as to avoid conflicts with any such measure whenever possible.

File Elderson

Seniors for Schools
1997-98 Data Analysis of the
Seniors for Schools Program Surveys
(Principals/Staff and Teachers)

Project STAR
480 E. 4th Avenue, Unit A
San Mateo, CA 94401
1-800-548-3656

**Seniors for Schools 1997-98 Data Analysis of the *Seniors for Schools Program Surveys*
(Principals/Staff and Teachers)**

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Seniors for Schools 1997-98 Data Analysis of the *Seniors for Schools Program Surveys*
(Principals/Staff and Teachers)

EXECUTIVE SUMMARY

On August 27, President Clinton announced the "America Reads Challenge" with a vital national service component. The goal of the campaign is to ensure that every child can read independently by the end of the third grade. To achieve the goal, the President called for a substantial increase in the number of tutors and mentors available to young children. The Corporation for National Service met that challenge by adopting the goals of "America Reads" and as part of the effort launched the "*Seniors for Schools*" initiative to mobilize the time, talent, experience, and resources of persons age 55 years and older, on behalf of children attending kindergarten through third grade in public schools. Specifically the initiative was designed to recruit adults over age 55, of any income status, to work in teams in a variety of roles, to help children read independently by the end of the third grade. Special emphasis was placed on demonstrating that the service activities of the seniors directly affected student outcomes, especially those related to reading and literacy.

Nine programs located in nine states participated in this initiative. The Seniors for Schools (SFS) programs recruited, trained, and placed seniors in elementary schools to provide literacy services, including tutoring in reading, to students in grades kindergarten through third grade.

Seniors for Schools programs were required to conduct an internal evaluation to measure the outcomes of services they provided. In addition, Seniors for Schools programs were requested by NSSC to administer two instruments, a *Seniors for Schools Program Survey* for principals/staff and *Seniors for Schools Program Survey* for teachers. The following report describes the findings from the two surveys. The evaluation report describing the outcomes from the individual local program evaluation reports is not included in this report.

At least one principal/staff and one teacher filled out the survey from each of the nine Seniors for Schools programs for a total of 22 principals/staff and 106 teachers; however, it is not known whether or not every principal/staff and every teacher participating in the Initiative of each program responded to the survey.

Highlights of Accomplishments

- % *All principals/staff (22) and all teachers (106) who took the surveys stated that they felt the impact SFS tutoring activities had on students' reading abilities was positive.*
- % *Eighty-six percent of the principals/staff and 90 percent of the teachers surveyed reported that the students attitude towards reading increased.*
- % *Fifty-five percent of the principals/staff and 70 percent of the teachers reported that teachers benefited from the SFS program because student interest and participation in classroom activities increased.*
- % *Fifty-five percent of the teachers reported that the SFS program contributed to the improvement of the classroom environment.*

% Over 93 percent of the principals/staff and teachers reported that the SFS program provided students with positive adult role models.

“These SFS volunteers are an integral part of our school family/staff.” (principal comment)

“They (SFS tutors) were terrific! I hope next year they will all return.” (teacher comment)

Activities

Principals/staff and teachers reported that the most common tutoring format used was one-to-one tutoring. They also reported that providing tutoring one-to-one and in small groups was effective.

% Seventy-seven percent of principals/staff and 87 percent of the teachers stated that SFS tutors used 1-to-1 tutoring in their schools.

% All principals/staff (22) and all teachers (106) reported that providing tutoring in one-to-one and in small group formats was effective.

SFS tutors engaged in various non-tutoring activities to improve literacy among youth and children. Among the eleven non-tutoring types of activities identified, the activities most used included promoting parent involvement, in-class assistance to the classroom at large, story telling, book clubs for students and their families, special writing projects, library assistance, and informational campaigns about literacy in the community.

% Fifty percent of principals/staff and 58 percent of teachers reported that SFS tutors engaged in promoting parent involvement activities such as meetings, outreach, and workshops.

% Forty-one percent of principals/staff and 79 percent of teachers reported that SFS tutors engaged in in-class assistance to the classroom at large.

Contact and Involvement

There was a high rating for level of contact between the principals/staff and teachers with the SFS tutors and they reported that they were very satisfied with this level of contact. Although principals/staff and teachers reported that they were very satisfied with their level of contact with SFS program staff, they had much less daily contact (28 percent and 30 percent respectively) with the SFS program staff.

% Ninety-two percent of the principals/staff and 84 percent of teachers reported having daily contact with SFS tutors.

% Ninety-two percent of the principals/staff and 84 percent of the teachers reported that they were very satisfied with the daily contact.

The most common of the 12 types of involvement with the SFS program staff that the principals/staff stated included communicating the original concept of the SFS program to teachers, finding and securing needed space and resources, selecting grade levels/classrooms to be involved, and recognizing/encouraging SFS tutors for their work. The most common of the

ten types of involvement with the SFS program staff that the teachers stated they engaged included selecting/referring students for tutoring, developing tutor/student schedules, and recognizing/encouraging SFS tutors for their work.

- % Seventy-seven percent of principals/staff reported that their involvement with the SFS program included communicating the original concept of the initiative to teachers.*
- % Eighty-three percent of the teachers reported that their involvement in the SFS program staff included selecting/referring students for tutoring.*

Impact

The principals/staff and teachers surveyed stated that they were very satisfied overall with the impact of the SFS program. Specifically, the principals/staff and teachers rated the impact SFS tutoring had on the students' reading abilities as positive.

- % All principals/staff (22) and all teachers (106) who took the surveys stated that they were very satisfied with the SFS program.*

When asked how the students, teachers, schools, classrooms, and community benefited from the SFS program, the principals/staff and teachers gave high ratings for all of the above groups in the benefits received from the SFS program.

Students

- % Eighty-two of the principals/staff surveyed and 71 percent of the teachers surveyed reported that the students increased their reading abilities.*
- % Eight-six percent of the principals/staff and 90 percent of the teachers surveyed reported that the students increased their attitude positively toward reading.*

Teachers

- % Seventy-three percent of the principals/staff and 77 percent of the teachers stated that teachers benefited from the SFS program by increasing their ability to target instruction to specific student needs.*
- % Sixty-eight percent of principals/staff and 63 percent of teachers stated that the program provided teachers with the opportunity to connect/consult with another supportive adult.*

School/Classroom/Community

- % Eighty-two percent of the principals/staff reported that the schools benefited from the SFS program because the students improved their attitude towards school.*
- % Seventy-nine percent of the teachers reported that the classrooms benefited from the SFS program because the students improved their attitude towards school.*
- % Sixty-four percent of the principals/staff reported that the SFS program increased community support for the school.*

When asked about the particular benefits of using senior volunteers in the school, 86 percent or more of principals/staff and teachers identified each of the following five types as beneficial: provided students with positive adult role models, provided positive elder/child relationships

among tutors and students, tapped into skills seniors had to offer their community, involved seniors in their community, and increased students' respect for seniors.

% Ninety-five percent of the principals/staff and 93 percent of the teachers stated that the SFS program provided students with positive adult role models.

% Ninety-one percent of the principals/staff and 93 percent of the teachers reported that the SFS program provided positive elder/child relationships among SFS tutors and students.

Plans for Next Year (Challenges and Improvements)

Although the principals/staff and teachers reported facing challenges implementing the SFS program during the first year, they were very satisfied with the SFS program, as indicated by their responses on wanting the program to continue next year.

% Ninety-five percent of the principals/staff and 91 percent of the teachers stated they would like their students to participate in this program next year.

The challenges mentioned above focus on the "start-up" of a new program and the logistical tasks required in implementing the program. These challenges included general program design, scheduling, and space issues.

% All of the principals/staff reported that general program design was a challenge they faced during the program year.

% Fifty-two percent of the teachers reported that scheduling was a challenge.

% Forty-five percent of the principals/staff and 36 percent of the teachers reported finding adequate space as a challenge.

Furthermore, principals/staff and teachers expressed interest in implementing new activities as a means of improving the SFS program for next year, with special writing projects requested the most.

% Twenty-seven percent of principals/staff and 41 percent of teachers reported that implementing special writing (i.e., pen pal) projects were among the new activities rated the highest on their list of activities they would like to have in their schools next year.

When asked how committed principals/staff were to continue the SFS program at their school, 68 percent reported that they would seek other funding sources, if necessary, to continue the SFS program next year.

Conclusions

The *Seniors for Schools Program Survey* for principals/staff and for teachers provided information as reported by the principals/staff and teachers on the accomplishments and impacts made to students, teachers, schools, and communities by the SFS programs. These accomplishments reflect the value of these SFS programs in the schools. For example, principals/staff and teachers reported that:

- students increased their reading ability/scores,
- students positively increased their attitude toward reading,
- the SFS program increased teachers' ability to target instruction to specific student needs,
- students improved their attitude towards school, and
- the SFS program provided students with positive adult role models.

Although principals/staff and teachers were faced with challenges during the first year of implementing the SFS programs, the surveys show that the positive accomplishments and impacts principals/staff and teachers reported as benefiting the students, teachers, classrooms, schools, and communities were very impressive. To summarize the information shared by the principals/staff and teachers who took the surveys, one respondent stated, "They were terrific! I hope next year they will all return."

Seniors for Schools 1997-98 Data Analysis of the *Seniors for Schools Program Surveys* (Principals/Staff and Teachers)

I. INTRODUCTION

On August 27, President Clinton announced the "America Reads Challenge" with a vital national service component. The goal of the campaign is to ensure that every child can read independently by the end of the third grade. To achieve the goal, the President called for a substantial increase in the number of tutors and mentors available to young children. The Corporation for National Service met that challenge by adopting the goals of "America Reads" and as part of the effort launched the "*Seniors for Schools*" initiative to mobilize the time, talent, experience, and resources of persons age 55 years and older, on behalf of children attending kindergarten through third grade in public schools. Specifically the initiative was designed to recruit adults over age 55, of any income status, to work in teams in a variety of roles, to help children read independently by the end of the third grade. Special emphasis was placed on demonstrating that the service activities of the seniors directly affected student outcomes, especially those related to reading and literacy.

Nine programs located in the states of Florida, Massachusetts, Minnesota, Missouri, New York, Ohio, Oregon, Pennsylvania, and Texas participated in this Initiative. As part of the NSSC's Foster Grandparent Program (FGP) and the Retired Seniors Volunteer Program (RSVP), the Seniors for Schools programs recruited, trained, and placed seniors in elementary schools to provide literacy services, including tutoring in reading, to students in grades kindergarten through third grade.

Seniors for Schools programs were required to conduct an internal evaluation to measure the outcomes of services they provided. They received training and technical assistance from Project STAR (Support and Training for Assessing Results) on how to develop and implement outcome evaluation plans and report on their results. In addition, Project STAR, with input from NSSC, the Evaluation Department of the Corporation, and Seniors for Schools programs, developed two instruments, a *Seniors for Schools Program Survey* for principals/staff and *Seniors for Schools Program Survey* for teachers. All Seniors for Schools programs were requested to use these instruments for program year 1997-98.

The Corporation requested Project STAR analyze the data collected from these two surveys. In addition, Project STAR was given the task of conducting a content analysis of the local evaluation reports each Seniors for Schools program developed in measuring their outcomes. The following report describes the findings from the two surveys; the *Seniors for Schools Program Survey* for principals/staff and for teachers. The evaluation report describing the outcomes found from the individual program local evaluation reports is not included in this report.

Who is completing the survey?

As can be seen from Table 1, there was a 100 percent response rate of all programs responding to both the Seniors for Schools Program Survey and STAR Program Survey. That is, at least one

principal/staff and one teacher filled out the survey from each of the nine programs. However, it is not known whether or not every principal/staff and every teacher participating in the initiative of each program responded to the survey. In all, 22 principals/staff and 106 teachers responded. Texas had the highest number of respondents for principals/staff (23 percent) and Minnesota had the highest number of respondents of teachers (21 percent).

Table 1. Respondents of the Principals/Staff Survey and Teachers Survey		
State/Program	# of Principals/staff that responded	# of Teachers that responded
Florida	3	19
Massachusetts	1	8
Minnesota	4	22
Missouri	2	2
New York	1	10
Ohio	3	13
Oregon	1	5
Pennsylvania	2	15
Texas	5	12
Total	22	106

II. ACTIVITIES

What tutoring formats were used and how well did they work?

- *Seventy-seven percent of principals/staff and 87 percent of the teachers stated that SFS tutors used 1-to-1 tutoring in their schools.*
- *Fifty percent of the principals/staff and 42 percent of the teachers stated that SFS tutors also provided tutoring in small groups (2-3 students).*
- *All principals/staff (22) and all teachers (106) reported that providing tutoring in 1-to-1 and in small group formats was effective.*
- *Twenty-three of the principals/staff and 22 percent of the teachers surveyed reported that tutors provided ESL tutoring in their schools.*

Seventy-seven percent of principals/staff surveyed across all nine programs stated that 1-to-1 reading was a format used:

- by the SFS tutors
- for an average of 70 percent of their total tutoring efforts (Table 2).

This is further supported by the responses of 87 percent of teachers surveyed stated that:

- SFS tutors conducted 1-to-1 tutoring
- on average, 66 percent of SFS tutors total tutoring consisted of the 1-to-1 reading format (Table 2).

In regards to tutoring in small groups (2-3 people), 50 percent of the principals/staff and 42 percent of the teachers reported that, on an average, 18 percent and 44 percent respectively, of their overall tutoring consisted of the small group format. Of 27 percent of principals/staff who stated that SFS tutors utilized other formats:

- On an average, 35 percent of their total tutoring in their schools were formats other than 1-to-1 reading or small group reading.
- Some "other" formats mentioned included the use of computer labs, use of newspapers, and groups of 3-5 students.

The percentage of principals/staff in each of the tutoring formats was different from the percentage of teachers because the principals/staff responded to this question based on their perception in the schools whereas the teachers responded based on their perception in the classrooms.

Table 2. Reading Tutoring Formats Used (Question A6 of Principals/Staff Survey and Question A7 of Teachers Survey)				
Tutoring Format	Principals/Staff		Teachers	
	% reporting that this tutoring format was used in the schools	% of total tutoring efforts in the schools using this tutoring format*	% reporting that this tutoring format was used in the classroom	% of total tutoring efforts in the classroom using this tutoring format*
1-to-1 Reading	77 (17)	70	87 (92)	66
small group (2-3)	50 (11)	18	42 (45)	44
Other	27 (6)	35	15 (16)	24
	N = 22		N = 106	

*Not all of principals/staff and teachers responded to this question with percentages totaling 100 percent. Therefore, the total percent for each column totals more than 100 percent.

The utilization of Seniors to provide English as a Second Language (ESL) tutoring was reported by 23 percent of the principals/staff and 22 percent of the teachers surveyed. Survey results indicated a large discrepancy between principals/staff and teachers in their responses to the degree to which SFS tutors provided ESL 1-to-1 reading. The principals/staff reported ESL

tutoring as 4.6 percent of their total 1-to-1 tutoring, while the teachers reported 40 percent of their total 1-to-1 tutoring (Table 3).

Table 3. Provision of 1-to-1 ESL Tutoring (Question A7 of Principals/Staff Survey and Question A8 of Teachers Survey)				
	Principals/Staff		Teachers	
	% reporting that ESL tutoring was provided in their school	% of 1-to-1 tutoring that was ESL tutoring in the school	% reporting that ESL tutoring was provided in the classroom	% of 1-to-1 tutoring that was ESL tutoring in the classroom
1-to-1 ESL Tutoring	23 (5)	4.6	22 (23)	40
	N = 22		N = 106	

Various types of tutoring approaches were used by the SFS tutors. Of those 106 teachers surveyed:

- 76 percent reported that pull-out tutoring was used in their school
- 60 percent reported that in-class tutoring was used in their school

Both tutoring approaches had a reported effectiveness between “effective” and “very effective.” Other types of approaches SFS tutors used included after-school and before school tutoring (Table 4).

The 22 responding principals/staff supported these findings as indicated by:

- 68 percent reporting that pull-out tutoring was used
- 55 percent reporting that in-class tutoring was used

The principals/staff also stated that both tutoring approaches had an effectiveness between “effective” and “very effective” (Table 4).

Table 4. Type of SFS Tutoring Approach (Question A8 of Principals/Staff Survey and Question A9 of Teachers Survey)				
Type of 1-to-1 or small group tutoring approach	Principals/Staff		Teachers	
	% reporting type of tutoring approach used in their school	Average effectiveness rated on 1 (not effective) to 5 (very effective) scale	% reporting type of tutoring approach used in the classroom	Average effectiveness rated on 1 (not effective) to 5 (very effective) scale
Pull-out	68 (15)	4.8	76 (81)	4.3
In-Class	55 (12)	4.8	60 (64)	4.3
Before School	14 (3)	4.7	6.0 (6)	4.0
After-School	9.1 (2)	5.0	15 (16)	4.6
	N = 22		N = 106	

What non-tutoring literacy activities occurred?

- Fifty percent of principals/staff and 58 percent of teachers reported that SFS tutors engaged in promoting parent involvement activities such as meetings, outreach, and workshops.
- Forty-one percent of principals/staff and 79 percent of teachers reported that SFS tutors engaged in in-class assistance to the classroom at large.

SFS tutors engaged in various non-tutoring activities to improve literacy among youth and children. Of the 22 principals/staff surveyed:

- 50 percent reported SFS tutors engaged in promoting parent involvement
- 41 percent reported that SFS tutors provided in-class assistance to the classroom at large
- 36 percent reported that SFS tutors provided story telling

Of the 106 teachers surveyed:

- 79 percent reported that SFS tutors provided in-class assistance to the classroom at large
- 68 percent reported SFS tutors provided a book club for students and their families
- 58 percent reported SFS tutors provided story telling and
- 58 percent reported SFS tutors promoted parent involvement

Principals/staff and teachers identified these non-tutoring activities as the top four utilized (Table 5).

Table 5. Other (Non-tutoring) Literacy Activities (Question A9 of Principals/Staff Survey and Question A11 of Teachers Survey)		
Type of activity	% Principals/Staff reporting that this type of activity took place in their school	% Teachers reporting that this type of activity took place in the classroom
Promoting parent involvement (e.g., meetings, outreach, workshops)	50 (11)	58 (26 of 45)
In-class assistance to the classroom at large	41 (9)	79 (50 of 63)
Story telling	36 (8)	58 (26 of 45)
Special writing (i.e., pen pal) projects	18 (4)	30 (11 of 37)
Library assistance	14 (3)	38 (18 of 48)
Informational campaigns about literacy in the community	14 (3)	11 (4 of 37)
Time-out room	9.1 (2)	8.3 (3 of 36)
Library literacy program	9.1 (2)	16 (6 of 37)
Book club for students and their families	9.1 (2)	68 (71 of 104)
After school programs	9.1 (2)	18 (7 of 40)
Translation/interpretation services for bilingual parents/families	0.0 (0)	16 (6 of 38)
	N = 22	N = 106

III. CONTACT AND INVOLVEMENT

What was the level of contact between the principals/staff and teachers with the SFS program?

- *Ninety-two percent of the principals/staff and 84 percent of teachers reported having daily contact with SFS tutors.*
- *Ninety-two percent of the principals/staff and 84 percent of the teachers reported that they were very satisfied with daily contact.*

The amount of contact principals/staff and teachers had with SFS tutors and SFS personnel varied from daily contact to contact once per quarter. According to responses recorded in the principal/staff surveys, 92 percent had daily contact with the SFS tutors. Of these principals/staff who had daily contact, they rated their satisfaction with this amount of contact as “very

satisfied.” In contrast, 8.3 percent of the principals/staff stated they had weekly contact with the SFS tutors and they rated their satisfaction as “very unsatisfied” (Table 6).

The amount of contact principals/staff had with other SFS staff varied; however, most of the principals/staff had contact daily (28 percent), weekly (38 percent), or monthly (22 percent). Principals/staff rated their level of satisfaction on the amount of contact they had with other SFS staff, regardless of the amount of contact, as “very satisfied.”

Table 6. Contact with SFS Tutors and SFS Staff (Question A2 of Principals/Staff Survey)			
SFS Position	% Amount of Contact		Average Satisfaction rated on 1 (very unsatisfied) to 5 (very satisfied) scale
SFS Tutors*	92% (11)	Daily	4.9
	8.3% (1)	Weekly	1.0
Other SFS Staff**	28% (9)	Daily	5
	38% (12)	Weekly	5
	22% (7)	Monthly	5
	3.1% (1)	Less than quarterly	5
	9.3% (3)	Quarterly	4.7
*N = 12 and **N = 32 for those responding to this item.			

Teachers followed similar patterns as did the principals/staff on the amount of contact they had with the SFS tutors and other SFS staff. A majority of the teachers (84 percent) had daily contact with the SFS tutors and were “very satisfied” with the amount of contact. Also, as with the principals/staff, a majority of the teachers had daily contact (30 percent), weekly contact (28 percent), or monthly contact (18 percent) with other SFS staff. Teachers rated their level of satisfaction with the amount of contact with other SFS staff as “very satisfied” (Table 7).

Table 7. Contact with SFS Tutors and SFS Staff (Question A2 of Teachers Survey)

SFS Position	% Amount of Contact		Average Satisfaction rated on 1 (very unsatisfied) to 5 (very satisfied) scale
SFS Tutors*	84% (42)	Daily	4.6
	14% (7)	Weekly	4.4
	2.0% (1)	Monthly	4
Other SFS Staff**	30% (37)	Daily	4.8
	28% (35)	Weekly	4.9
	18% (22)	Monthly	4.6
	8.8% (11)	Less than quarterly	3.5
	14.4% (18)	Quarterly	4.1
	0.8% (1)	Not at all	2
	0.8% (1)	whenever they came	2

*N = 50 and **N = 125 for those responding to this item.

How and to what extent were principals/staff and teachers involved in the SFS program?

- *Seventy-seven percent of principals/staff reported that their involvement with the SFS program included communicating the original concept of the initiative to teachers.*
- *Eighty-three percent of the teachers reported that their involvement in the SFS program included selecting/referring students for tutoring.*
- *Seventy-four percent of teachers reported that discussing student progress verbally with tutors and providing verbal feedback daily or weekly was the most effective form of contact.*

All 22 principals/staff surveyed indicated that they engaged in various SFS program tasks. The tasks that most principals/staff participated included communicating the original concept of the initiative to teachers (77 percent), finding and securing needed space and resources (68 percent), selecting grade levels/classrooms to be involved (68 percent), and recognizing/encouraging SFS volunteers (68 percent) (Table 8).

For teachers, 83 percent reported being involved in the task of selecting/referring students for tutoring, 58 percent in developing tutor/student schedules, and 57 percent in recognizing/encouraging SFS volunteers (Table 8). Teachers were least engaged in “planning and implementation” of program services that included monitoring/training SFS tutors (16 percent) and selecting/developing the tutorial model (16 percent).

Table 8. Type of Involvement with SFS Program (Question A3 of Principals/Staff Survey and Question A4 of Teachers Survey)		
Type of involvement	% Principals/Staff reporting their type of involvement in the SFS Program	% Teachers reporting their type of involvement in the SFS Program
Communicating the original concept to teachers	77 (17)	NA
Finding and securing needed space and resources	68 (15)	36 (38)
Selecting grade levels/classrooms to be involved	68 (15)	NA
Recognizing/encouraging SFS volunteers	68 (15)	57 (60)
Coordinating with SFS program staff	63 (14)	26 (28)
Promoting parent involvement	50 (11)	25 (26)
Selecting/referring students for tutoring	45 (10)	83 (88)
Developing tutor/student schedules	27 (6)	58 (62)
Developing/writing the original program plan/proposal	23 (5)	NA
Helping SFS volunteers with student discipline	23 (5)	NA
Selecting/developing the tutorial model	18 (4)	16 (17)
Selecting SFS volunteers	18 (4)	NA
Evaluating students' progress	NA	41 (43)
Evaluating SFS volunteer performance	NA	23 (24)
Monitoring/training SFS volunteers	NA	16 (17)
	N = 22	N = 106

Of the teachers surveyed, 74 percent reported that discussing student progress verbally with tutors and providing verbal feedback were the most effective types of involvement they engaged in with the SFS tutors. Those teachers who reported that these types of involvement were effective had contact with the SFS tutors daily (30 percent) or weekly (33 percent) (Table 9).

Table 9. Type of Tutoring Involvement (Question A3 of Teachers Survey)			
Type of involvement	% Teachers reporting their type of involvement with SFS Tutors	Amount of Contact reported of those who found type of involvement effective	
Discussed student progress verbally with tutors and provided verbal feedback	74 (78)	Daily	30% (32)
		Weekly	33% (35)
		Monthly	5.7% (6)
		Less than Quarterly	
		Quarterly	0.94% (1)
		Not at all	
Gave verbal feedback regarding tutors activities and/or approaches	67 (71)	Daily	25% (27)
		Weekly	28% (30)
		Monthly	6.6% (7)
		Less than Quarterly	0.94% (1)
		Quarterly	2.8% (3)
		Not at all	
Observed tutoring sessions	48 (51)	Daily	28% (30)
		Weekly	12% (13)
		Monthly	3.8% (4)
		Less than Quarterly	0.94% (1)
		Quarterly	
		Not at all	0.94% (1)
Reviewed written student progress tracking forms or logs and provided written feedback per student	43 (46)	Daily	16% (17)
		Weekly	15% (16)
		Monthly	4.7% (5)
		Less than Quarterly	
		Quarterly	6.6% (7)
		Not at all	
Gave written feedback regarding tutors activities and/or approaches overall	23 (24)	Daily	1.9% (2)
		Weekly	6.6% (7)
		Monthly	4.7% (5)
		Less than Quarterly	1.9% (2)
		Quarterly	2.8% (3)
		Not at all	1.9% (2)
Other	4.7 (5)	Daily	1.9% (2)
		Weekly	0.94% (1)
		Monthly	
		Less than Quarterly	
		Quarterly	
		Not at all	
	N = 106		

IV. SPECIFIC BENEFITS

What were the SFS program benefits for students, teachers, schools, classrooms, and community?

Students

- *Eighty-two percent of the principals/staff surveyed and 71 percent of the teachers surveyed reported that the students increased their reading ability/scores.*
- *Eighty-six percent of the principals/staff and 90 percent of the teachers surveyed reported that the students increased their attitude positively toward reading.*

When asked how students benefited from the SFS program, 86 percent of the principals surveyed reported that students increased their reading, increased positive attitude toward reading, increased self-confidence, and increased overall self-esteem. Similarly, 82 percent to 90 percent of the teachers surveyed reported that students benefited in increased positive attitude toward reading, improved self-esteem, increased self-confidence in reading, and increased reading (Table 10).

Table 10. Student Benefits (Question B4 of Principals/Staff Survey and Question B5 of Teachers Survey)		
Type of Student Benefit	% of Principals/Staff reporting this type of student benefit occurred in their school	% of Teachers reporting this type of student benefit occurred in the classroom
Increased reading	86 (19)	82 (87)
Increased positive attitude toward reading	86 (19)	90 (95)
Increased self-confidence in reading	86 (19)	84 (89)
Improved overall self-esteem	86 (19)	85 (90)
Increased reading ability/scores	82 (18)	71 (75)
General academic improvement	77 (17)	79 (84)
Improved access to individualized reading tutoring	77 (17)	74 (78)
Increased interest/participation in class	68 (15)	68 (72)
Improved behavior	64 (14)	44 (47)
Improved writing skills	45 (10)	45 (48)
Improved parental involvement	41 (9)	20 (21)
	N = 22	N = 106

Teachers

- *Seventy-three percent of the principals/staff and 77 percent of the teachers stated that teachers benefited from the SFS program by increasing their ability to target instruction to specific student needs.*
- *Sixty-eight percent of principals/staff and 63 percent of teachers stated that the program provided teachers with the opportunity to connect/consult with another supportive adult.*

When asked how teachers benefited from the SFS Program, as seen on Table 11 below, 73 percent of the principals/staff and 77 percent of the teachers surveyed reported that teachers increased their ability to target instruction to specific student needs. Furthermore, 68 percent of principals/staff and 63 percent of teachers reported that teachers had the opportunity to connect/consult with another supportive adult.

Table 11. Teacher Benefits (Question B5 of Principals/Staff Survey and Question B6 of Teachers Survey)		
Type of Teacher Benefit	% of Principals/Staff reporting this type of teacher benefit occurred in their school	% of Teachers reporting this type of teacher benefit occurred in the classroom
Increased ability to target instruction to specific student needs	73 (16)	77 (82)
Opportunity to connect/consult with another supportive adult	68 (15)	63 (67)
Increased student interest/participation in classroom activity	55 (12)	70 (74)
Improved classroom management	36 (8)	38 (40)
Reduced work-load in the classroom	27 (6)	35 (37)
	N = 22	N = 106

School/Classroom/Community

- *Eighty-two percent of the principals/staff reported that the schools benefited from the SFS program because the students improved their attitude towards school.*
- *Seventy-nine percent of the teachers reported that the classrooms benefited from the SFS program because the students improved their attitude towards school.*
- *Sixty-four percent of the principals/staff reported that the SFS program improved the school environment.*
- *Fifty-five percent of the teachers reported that the SFS program improved the classroom environment.*

- *Sixty-four percent of the principals/staff reported that the SFS program increased community support for the school.*

When asked how the schools/classrooms benefited from the SFS program, 82 percent of principals/staff surveyed reported improved student attitude, 68 percent reported improved student behavior, and 64 percent reported other benefits such as improved school environment, increased access to student support services, increased school commitment to community services, and increased community support of school (Table 12).

In addition, 40 percent of teachers surveyed reported increased community support of schools, 36 percent reported increased school commitment to community service, and 34 percent reported increased access to student support services, 79 percent of the teachers reported improved student attitude, 60 percent reported improved overall student level, and 58 percent reported an increased number of students keeping up with class (Table 12).

Table 12. Classroom/School/Community Benefits (Questions B6-B7 of Principals/Staff Survey and Question B8 of Teachers Survey)		
Type of Classroom/School/Community Benefit	% of Principals/Staff reporting this type of school/community benefit	% of Teachers reporting this type of classroom benefit
Improved student attitude	82 (18)	79 (84)
Improved student behavior	68 (15)	NA
Improved school environment	64 (14)	NA
Increased access to student support services	64 (14)	34 (36)
Increased school commitment to community service	64 (14)	36 (38)
Increased community support of school	64 (14)	40 (42)
Improved attendance	45 (10)	21 (22)
Increased parent involvement with their children's literacy	45 (10)	22 (23)
Increased participation in after-school activities	27 (6)	18 (19)
Improved overall student reading level	NA	60 (64)
Increased in number of students keeping up with class	NA	58 (61)
Improved classroom environment	NA	55 (58)
Improved student classroom behavior	NA	42 (44)
	N = 22	N = 106

What were the particular benefits of using senior volunteers in the school?

- *Ninety-five percent of the principals/staff and 93 percent of the teachers stated that the SFS program provided students with positive adult role models.*
- *Ninety-one percent of the principals/staff and 93 percent of the teachers reported that the SFS program provided positive elder/child relationships among SFS tutors and students.*

As mentioned previously, the Seniors for Schools program benefits from the experiences and wisdom of elders by having them perform various literacy tutoring and non-tutoring activities to children and youth. Some of the top benefits reported by principals/staff were that SFS tutors provided students with positive adult role models (95 percent), positive elder/child relationships among tutors and students (91 percent), tapped into skills seniors had to offer their community (91 percent), and involved seniors in their community (91 percent). Similar benefits of having Seniors as tutors in their classroom were reported by 93 percent of the teachers (Table 13).

One principal stated, "I found it encouraging to have senior citizens care about our school. They were here 'rain or shine' for the children. Thank you SFS. Keep up the good work."

Another principal stated, "[Seniors] provided a vital service to students and staff. Served as one bridge/link between community and the school staff. Created very positive, favorable, high profile publicity for the school within the school district."

A third principal stated, "I believe our volunteers' self-esteem was increased. They felt good about what they were doing and came on a regular basis, excited about coming."

One teacher stated, "Many children do not have much contact with their grandparents. So, sharing time with an older citizen is a good learning experience for those children." Another teacher said, "Allowed children to receive the one-on-one assistance they needed to help encourage and foster reading."

Table 13: Benefits of Having Senior Tutors (Question B8 Principals/Staff Survey and Question B9 Teachers Survey)		
Type of Benefit	% Principals/Staff reporting type of benefit in their school	% Teachers reporting type of benefit in the classroom
Provided students with positive adult role models	95 (21)	93 (99)
Positive elder/child relationships among tutors and students	91 (20)	93 (99)
Tapped into skills seniors had to offer their community	91 (20)	86 (91)
Involved seniors in their community	91 (20)	89 (94)
Increased student's respect for seniors	86 (19)	89 (94)
Provided an avenue for skills development for seniors	77 (17)	76 (81)
	N = 22	N=106

V. OVERALL IMPACT OF PROGRAM

What were the impressions of the principals/staff and teachers about the impact SFS tutoring had on the students reading abilities and attitudes toward reading?

- *All principals/staff (22) and all teachers (106) who took the surveys stated that they felt the impact SFS tutoring activities had on students' reading abilities was positive.*

The principals/staff and teachers surveyed stated that they were very satisfied with the SFS program, as indicated by their rating of 4.5 and 4.6, respectively, on a 5 point scale with 1 being "very unsatisfied" and 5 being "very satisfied." Further, using this same scale, both groups rated their sense of impact the SFS program had on students reading abilities as positive (Table 14).

Table 14. Program Impacts and Satisfaction (Questions B1-B2 of Principals/Staff Survey and Question B1-B3 of Teachers Survey)		
	Satisfaction Rating of Principals/Staff: 1 (very unsatisfied) to 5 (very satisfied) scale	Satisfaction Rating of Teachers: 1 (very unsatisfied) to 5 (very satisfied) scale
Overall satisfaction with program	4.5	4.6
Sense of impact on student reading ability	4.1	4.0
Impact on student test results/assessment levels	"N/A"	3.5
	N = 22	N = 106

What were the impressions of the principals/staff and teachers about the impact that SFS non-tutoring literacy activities had on student literacy?

In regards to non-tutoring activities, the principals/staff and teachers were less optimistic that these activities made an impact on student literacy. The principals/staff average rating was 3.1 and the teachers average rating was 2.5, on a 5 point scale with 1 having "very negative" satisfaction and 5 having "very positive" satisfaction (Table 15).

Table 15. Impact of SFS Non-Tutoring Activities (Question B3 of Principals/Staff Survey and Question B4 of Teachers Survey)		
	Satisfaction Rating of Principals/Staff: 1 (very negative) to 5 (very positive) scale	Satisfaction Rating of Teachers: 1 (very negative) to 5 (very positive) scale
SFS non-tutoring literacy activities	3.1	2.5
	N = 22	N = 106

VI. PLANS FOR NEXT YEAR (CHALLENGES AND IMPROVEMENTS)

Do principals/staff and teachers want the SFS program to continue?

- *Fifty percent of the principals/staff and 64 percent of the teachers indicated that they wanted to increase their involvement with the SFS activities next year.*

- *Ninety-five percent of the principals/staff and 91 percent of the teachers stated they would like their students to participate in this program next year.*

When asked the level of involvement they wanted to have in the SFS activities next year, 50 percent of the principals/staff indicated they wanted to have more involvement while the other 50 percent indicated they would like to maintain the same level of involvement as this year. When teachers were asked the same question, 64 percent indicated they wanted more involvement while 32 percent indicated they wanted to have the same level of involvement with the SFS activities as this year (Table 16).

Table 16. Extent of Principal/Staff Involvement Next Year (Question A5 of Principals/Staff Survey and Question A6 of Teachers Survey)		
Extent	% Principals/Staff responding	% Teachers responding
Less	0 (0)	3.8 (4)
Same	50 (10)	32 (33)
More	50 (10)	64 (67)
	N = 20	N = 104

95 percent of the principals/staff and 91 percent of the teachers surveyed stated they would like their students to participate in this program next year (Table 17).

One teacher commented, "The seniors offer my students (and myself) what no other person or group can—consistent ... personal quality caring attention." Another teacher commented, "Because of the senior in my classroom I have two students who are now at grade level in reading, and that is just a small part of the difference she made."

Table 17. Level of Student Involvement in the SFS Program Desire for Next Year (Question A1 of both Principals/Staff Survey and Teachers Survey)	
	% wanting students in program for next year
Principals/Staff*	95 (21)
Teachers**	91 (96)
*N = 22, **N = 106	

What challenges were faced this year and how might they be addressed?

- *All of the principals/staff reported that general program design was a challenge they faced during the program year.*

- *Fifty-two percent of the teachers reported that scheduling was a challenge.*
- *Forty-five percent of the principals/staff and 36 percent of the teachers reported finding adequate space as a challenge.*

By far, 100 percent of the principals/staff surveyed reported that the general program design was the greatest challenge facing their program. The second and third greatest challenges were space (45 percent) and program start-up (32 percent) (Table 18).

The challenges above were conveyed when one principal stated, "Volunteer recruitment continues to be our biggest challenge due to: (1) misconceptions of student behavior, (2) 15 hour weekly commitment, (3) not realizing that they have something worth while to share with the children. The second challenge is maintaining the volunteers. We lose them to higher incomes and illness."

Another principal stated, "Space - our school enrollment necessitated every classroom being utilized - tutors often had no consistent area from day to day to utilize as a tutoring area. Often areas that were used were not conducive to students studying on tasks or maintaining academic focus such as the office, hallways, three tutoring groups in the media center, etc."

A third principal stated, "Would like tutors at start of the school year."

In regards to addressing some of these challenges, one principal noted, "Perhaps several times during the year, time could be allocated to get teachers and tutors together for planning, debriefing, and problem solving around needs of students."

For the teachers surveyed, the greatest challenge was scheduling (52 percent). Other challenges that teachers mentioned that were similar to the responses of principal/staff included program start-up (37 percent) and space (36 percent) (Table 18).

Other challenges that teachers described included:

"It was difficult for the tutors to get 15 hours of actual contact time a week, because there is only 90 minutes a day of reading and students have to be pulled out of other subject areas to be worked with. This presents a problem at times."

"Program start-up and scheduling are always difficult in the beginning."

"Finding space and tables, extra desks always disappeared. Communication, did not have enough time to talk about how a tutoring session went."

"We trained many volunteers in the fall for tutoring; unfortunately none of those trained stayed. The training takes away from my responsibilities as the coordinator of a reading program... [However], the volunteers I had for the past several months were consistent, loyal, dedicated ladies. I'd love to work with them again and anyone else that is committed to volunteering on a regular basis."

“The biggest challenge was coordinating classroom instruction with theirs. It never aligned. My kindergarten students were being taught short/long vowels before they knew their letters and some before they could write their names. Many times, instruction was above their level.”

Table 18. Challenges (Question C1 of both Principals/Staff Survey and Teachers Survey)		
Type of Challenge	% Principals/Staff stating challenges	% Teachers stating challenges
General program design	100 (22)	24 (25)
Space	45 (10)	36 (38)
Program start-up	32 (7)	37 (39)
Scheduling	23 (5)	52 (55)
Ongoing program implementation	18 (4)	22 (23)
Volunteer recruitment	18 (4)	8.5 (9)
Volunteer matching/assignment	18 (4)	15 (16)
Teacher/staff cooperation/support of the program	14 (3)	NA
Volunteer training	14 (3)	12 (13)
Volunteer supervision	14 (3)	3.8 (4)
Roles of volunteer tutor within classroom	9.1 (2)	30 (32)
Funding	4.5 (1)	1.9 (2)
Communication	4.5 (1)	25 (27)
Cultural competency issues	4.5 (1)	8.5 (9)
Tutoring model	4.5 (1)	9.4 (10)
Coordinating instructional material	NA	28 (30)
Meeting with SFS volunteers/staff	NA	15 (16)
	N = 22	N=106

Despite the challenges, majority of the principals/staff and teachers expressed that the SFS program was very beneficial, extremely needed, and well worth any hardships that may have emerged. The following statements are examples made by principals/staff:

"I don't know how clear I've made myself. I love having seniors. I need the extra assistance. The children have benefited...Children come with baggage today. A Senior may be able to give something extra. We need all the help we can get."

"I have grown a lot from my exposure to the leaps in [the SFS] literacy program. My school family has as well. The program has provided our students with a service that many would not otherwise receive. The students have profited academically, emotionally, and socially."

"It has been a great success having the [SFS] program. The students who have participated during the day or in the after-school component have improved their reading strategy skills as well as overall self-esteem."

What improvements might be made for next year?

- *Twenty-seven percent of principals/staff and 41 percent of teachers reported that implementing special writing (i.e., pen pal) projects were among the new activities rated the highest on their list of activities they would like to have in their schools next year.*

Principal/staff reported various improvements that might be addressed for their next year's program. From Table 19 below, 27 percent of the principals/staff stated they would like to implement special writing (i.e., pen pal) projects and informational campaigns about literacy in the community as new activities. Of those activities that principals/staff reported as either new or existing, 55 percent reported that they would like to have one-on-one tutoring in their schools next year.

Table 19. Activities Principals/Staff Would Like to Have Next Year (Question C3 of Principals/Staff Survey)

Type of Activity	% Principals/Staff responding New	% Principals/Staff responding Existing	% Principals/Staff responding as New or Existing
Special writing (i.e., pen pal) projects	27 (6)	4.5 (1)	32 (7)
Informational campaigns about literacy in the community	27 (6)	0	27 (6)
Promoting parent involvement	23 (5)	27 (6)	50 (11)
Reading to the entire class	23 (5)	18 (4)	41 (9)
Story telling	18 (4)	14 (3)	32 (7)
Book clubs/fairs	18 (4)	14 (3)	32 (7)
Time-out rooms	18 (4)	4.5 (1)	23 (5)
Library literacy program	14 (3)	4.5 (1)	18 (4)
Translation/interpretation services for bilingual parents/families	14 (3)	0	14 (3)
After-school programs	9.1 (2)	14 (3)	23 (5)
One-on-one tutoring	4.5 (1)	50 (11)	55 (12)
Small group (2-3) tutoring	4.5 (1)	45 (10)	50 (11)
In-class tutors	4.5 (1)	45 (10)	50 (11)
Pull-out tutors	4.5 (1)	41 (9)	45 (10)
Library assistance	4.5 (1)	18 (4)	23 (5)
	N = 22	N = 22	N = 22

Teachers also reported various improvements in their program for next year. A new activity that the teachers rated highest on their list of activities to have in their schools next year, similar to the principals/staff, would be to implement special writing (i.e., pen pal) projects (41 percent). Of those that expressed a desire to have new or existing activities in their schools next year, again, as with principal/staff, 76 percent reported that they would like to have one-on-one tutoring (Table 20).

Table 20: Activities Teachers would Like to Have Next Year (Question C3 of Teachers Survey)			
Type of Activity	% Teachers responding New	% Teachers responding Exist	% Teachers responding as New and Existing*
Special writing (i.e., pen pal) projects	41 (43)	8.5 (9)	50 (53)
Promoting parent involvement	40 (42)	10 (11)	53 (56)
Small group (2-3) tutoring	13 (14)	43 (46)	58 (62)
Story telling	38 (40)	16 (17)	57 (60)
Reading to the entire class	36 (38)	14 (15)	50 (53)
Library literacy program	25 (27)	7.5 (8)	34 (36)
Library assistance	24 (25)	13 (14)	38 (40)
Time-out rooms	23 (24)	2.8 (3)	27 (29)
Translation/interpretation services for bilingual parents/families	22 (23)	8.5 (9)	33 (35)
Book clubs/fairs	19 (20)	15 (16)	36 (38)
After-school programs	16 (17)	13 (14)	31 (33)
Informational campaigns about literacy in the community	29 (31)	14 (3)	35 (37)
In-class tutors	13 (14)	40 (42)	55 (58)
Pull-out tutors	6.6 (7)	52 (55)	60 (64)
One-on-one tutoring	0.94 (1)	74 (78)	76 (81)
	N = 106	N = 106	N = 106
*responses of teachers were either New, Existing or made by placing a check (✓) next to the item			

How committed are Principals/Staff to continue the SFS program at their school?

When asked, "If Corporation funding for Seniors for Schools ended this year, would you seek funding from other sources to continue the SFS program at your school?" Sixty-eight percent of the principals/staff surveyed conveyed their commitment to the SFS program by expressing they would seek other funding sources, if necessary, to continue the SFS program next year (Table 21).

One principal noted, "We would try to seek a funding source to help give the volunteers a stipend. I know it might not be easy to secure. However, the service is very much needed." Another principal justified this funding by stating, "These SFS volunteers are an integral part of our school family/staff."

Table 21. Principal Commitment on SFS Program Next Year (Question C4 of Principals/Staff Survey)	
	% Principals/Staff responding yes
Would seek other funding sources, if necessary, to continue SFS program next year	68 (15)
	N = 22

VII. CONCLUSIONS

The *Seniors for Schools Program Survey* for principals/staff and for teachers was administered by the Seniors for Schools program staff to principals/staff and teachers participating in the Initiative. The principals/staff and teacher responses of the surveys provides important information on their perception of what they felt occurred in the SFS programs at their schools. Twenty-two (22) principals/staff and 106 teachers completed the SFS program surveys at nine sites throughout the United States.

The tutoring format used by most programs as reported by the principals/staff and teachers was one-to-one tutoring followed by small groups. SFS tutors also provided non-tutoring activities. Half of the principals/staff (50 percent) reported that *promoting parent involvement* was the most common type of non-tutoring activity SFS tutors provided while most teachers (79 percent) reported that *in-class assistance to the classroom at large* was the most common type of non-tutoring activity SFS tutors provided. In addition, 92 percent of the principals/staff and 84 percent of the teachers reported having daily contact with the SFS tutors and were very satisfied with the level of contact.

The principals/staff and teachers felt that the impact the SFS tutoring activities had on the students reading abilities was positive. Eighty-two percent (82 percent) of the principals/staff and 71 percent of the teachers surveyed stated that the students increased their reading ability/scores. Principals/staff and teachers also reported that the SFS programs benefited the teachers, classrooms, schools, and communities.

Principals/staff and teachers reported that they faced challenges in implementing the SFS program at their schools during the first year, with all principals/staff indicating that the *general program design* was a challenge. In addition, principals/staff and teachers expressed concerns in the areas of volunteer recruitment, training SFS tutors, space issues at the school, and scheduling. Some suggestions for improvement included having teachers and SFS tutors plan and problem solve around needs of students, and having the SFS tutors start at the beginning of the school year. Despite these challenges and concerns, the positive responses that principals/staff and

teachers described as SFS program benefits to students, teachers, classrooms, schools, and communities outweigh these concerns. Principals/staff and teachers stated the students increased their reading ability/scores, teachers increased their ability to target instruction to specific student needs, students improved in their attitude toward school, and students were provided with positive adult role models. To summarize the information shared by the principals/staff and teachers who took the surveys, one respondent stated, "They were terrific! I hope next year they will all return."