**A Community Conversation: The Future of K-12 Education**
**Community Forum Hosted by Project 20/20, Center for Michigan, Michigan Radio &**
**Battle Creek Enquirer**
**April 25, 2012, 6:30-8:00 p.m., Burnham Brook Community**

After presentations by Cindy Ruble of the Battle Creek Educators' Task Force, Phil Power of the Center for Michigan and Steve Chrypinski of Michigan Radio, attendees (68) were asked to break out into groups of about 20 people to participate in a group discussion. Within groups (three total), attendees were asked to choose responses, via a clicker, to a series of questions about education. Throughout the session, open discussion took place about voting decisions, concerns, and thought and ideas for improvement. The following responses and discussion took place. Please note, a total of 61 people participated via clicker and some did not participate on every question.

1. **What letter grade do you give the _statewide public_ education system?**

|       | Number of Responses | Percentage of Total |
|-------|---------------------|---------------------|
| A     | 0                   | 0%                  |
| B     | 12                  | 23%                 |
| C     | 28                  | 54%                 |
| D     | 12                  | 23%                 |
| E     | 0                   | 0%                  |
| Total | 52                  | 100.00%             |

2. **What letter grade do you give your _local public_ Pre-K-12 education system?**

|       | Number of Responses | Percentage of Total |
|-------|---------------------|---------------------|
| A     | 0                   | 0%                  |
| B     | 20                  | 37%                 |
| C     | 20                  | 37%                 |
| D     | 12                  | 22%                 |
| E     | 2                   | 4%                  |
| Total | 54                  | 100.00%             |

**OPEN CONVERSATION: Why did you grade the way you did? If you did not give an "A" grade, what are your biggest concerns? What are your suggestions for improvement?**
- I am able to vote more critically of local because I know it better than state system.

- Statewide our statistics for kids going to college after high school is low compared to others; but I know I like our local system.
- Locally I see kids who do well and are nurtured; kids who aren't as nurtured seem to fall through cracks.
- I see new ideas being implemented locally with positive effects.
- Kids receiving negative subconscious message from parents often need to repeat kindergarten—it's a blast furnace style of introduction to schooling for them, some path to prepare them would be helpful and increase their success rate.
- Schools in Michigan and locally are mediocre and need to improve. There's more disparity here than other states. There's too much competition between schools but it is focused on numbers and statistics not on the children.
- I voted low - In Albion, the problem is low expectations.
- I voted low - I'm a teacher, and the number one complaint is that teachers feel their talents are not being used the way they wish. Teachers don't have a voice in what their position is.
- I voted high - The collaborations with the four districts in the Battle Creek area – and the resulting conversations - have been very valuable.
- I voted low – There's such a lack of parent involvement in Pre-k level.
- I voted low - I've taught education courses at the graduate level, and students don't seem as prepared as they should be
- I voted low – There are poor graduation rates across the state.
- I voted low – There's a belief that we can just discard at-risk students.
- My concern is the inconsistency between schools and school districts. In a larger area, poorer schools have less quality educators. Others may have more opportunities.
- I have found from my experience that graduates who did fairly well in high school are unprepared for college and have to go into remedial classes…even 4.0 students.
- Lack of personalized and individualized education impacted my grading. We educate to the masses. A lot of evidence looking at an individual's strengths could improve student learning.
- It's almost a bad word to say "talented and gifted." Seems more politically correct to group everyone together, but ends up in a big pile of mediocrity. Need to stop making it a bad thing to provide talented and gifted programming and recognize it's not discrimination but advantageous.
- There's nothing in the Lakeview system in middle school for talented and gifted students. They're bored in the mainstream classes.
- I was concerned that the emphasis is on K-12. Happy to see pre-k on there. If we don't focus on the whole picture, we're going to fail. We have to change the paradigm to birth to 12.
- I was not prepared for college. I was a 4.0 student who went to a college in Michigan, and I didn't feel prepared, and I think I'm educated.

- Seems like there's a lack of information distributed to inform the community about what the schools need and how to best support the schools. I have a toddler and I have no idea what our school and community does. I feel lost on how to teach my toddler how to get ready to go to school.

3. **In terms of improving student learning outcomes, how important is it to improve teacher preparation for entry into education professions?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| Irrelevant | 0 | 0% |
| Not very important | 2 | 4% |
| Somewhat important | 6 | 11% |
| Important | 14 | 26% |
| Crucial | 32 | 59% |
| Total | 54 | 100.00% |

4. **In terms of improving student learning outcomes, how important is it to hold provide stronger support for educators?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| Irrelevant | 0 | 0% |
| Not very important | 3 | 5% |
| Somewhat important | 2 | 4% |
| Important | 15 | 27% |
| Crucial | 35 | 64% |
| Total | 55 | 100.00% |

**OPEN CONVERSATION: Why did you vote the way you did? What are your thoughts and ideas for developing and retaining the best educators?**
- Teaching is one of the few professions where they spend a whole year not getting paid preparing. That seems like a decent amount of time put to preparation.
- Nothing can prepare you for what you face in the class room as a teacher including dealing with the result of parents who are struggling to even get kids to school.
- I find students have changed since we were students—there's a lot of electronics which seems like a distraction. I am concerned that the quality and absorption of knowledge is not the same.
- A good mentor or teacher leaders (master teachers) can really help teachers be better prepared. Teachers could work together—more collaboration would provide a more productive setting and provide a sharing support network. Teachers don't earn enough money to draw and retain quality employees.
- When you ask kids, they say it's not the school that makes the difference it's the individual teachers.

- Kids can feel the frustration of teachers in their profession, many are getting out of teaching because it doesn't pay well and there's no future in it—the kids are aware of this.
- In terms of accountability, the biggest concern is that we look at a standardized test for teacher accountability – but we need to look at the overall system
- I used to work for a teacher's union for an inner city system out east.  We had a mentoring system for teachers that were very successful.
- The first two years of college are just general classes. There needs to be more classes related to education and working with kids in the first 2 years.
- When teachers start to teach, they teach the way they were taught.  They need more on-the-job training.
- I'm not comfortable with the question – you're picking the easiest target.  There are four components – parents, students, educators and the structure of the system.  What needs the most help – it's not the teachers.  There are more important issues
- I look at teacher education and what you learn is not going to be enough.  We need good preparation followed by good mentoring.  Mentors are equally as important as classes.
- I've been on a school board for 12 years – the teachers were frustrated when they first came into teaching because they didn't feel they had the preparation to deal with the changing nature of students today.  Students are different than they were 25 years ago, but future teachers are being taught the same techniques.
- We need to teach teachers how to use all the data that's available.
- Teacher preparation courses need to be geared to the changing world.  But the universities still keep teaching the same.  We need better buy-in from colleges to do things differently.
- I think the first two questions I answered very highly. I think if training and support are done well, then the accountability becomes a non-issue. If you have well-trained and well-supported educators, they're going to be top quality and the issue of accountability isn't all that important.
- I think it's also important to reward those teachers who are outstanding and the ones that make the extra effort should be compensated in some way, as opposed to those who are just getting by. There needs to be some incentive or reward system in place that rewards good teachers for being good teachers.
- What is teacher quality? In some states, you have to take a test to get into education programs. The things that make the best teachers aren't measured in education schools.
- Malcolm Gladwell wrote a good article about teacher effectiveness – comparing teachers to NFL quarterbacks. He made the point that you really don't know until you get to the game. Students studying to be teachers are getting theoretical knowledge, not practical knowledge.  Maybe focus on the Teach for America philosophy…train them, send them to try it out and let them wash out. When

citing Finland, we have to be careful we're looking at the right comparisons. If we raise the bar to becoming a teacher and don't also improve the way people feel about the profession, we've built an unbalanced school.

- Internships are very helpful to help students prepare for teaching, but there are so many students in the program, they don't have enough quality internship opportunities, leaving some to have mediocre experiences and ultimately unprepared.
- MSU's teacher intern teaching is a full year, full day. It used to be only half a day for half a year. Most of them are full day for half the year.
- Need better internship opportunities for student teachers.
- I think we have to have accountability. I don't know what the program would look like since obviously there are a lot of factors that go into how a student learns—the most important being what the home life is like. There has to be accountability in everything, whether it's incentive-based or something else.

5. **In terms of improving student learning outcomes, how important is it to hold educators more accountable?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| Irrelevant | 0 | 0% |
| Not very important | 5 | 9% |
| Somewhat important | 13 | 24% |
| Important | 20 | 36% |
| Crucial | 17 | 31% |
| Total | 55 | 100.00% |

6. **In terms of improving student learning outcomes, how important is it to expand early childhood and preschool programs?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| Irrelevant | 0 | 0% |
| Not very important | 3 | 5% |
| Somewhat important | 5 | 9% |
| Important | 16 | 28% |
| Crucial | 33 | 58% |
| Total | 57 | 100.00% |

7. **In terms of improving student learning outcomes, how important is it to change the school calendar?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| Irrelevant | 6 | 11% |
| Not very important | 6 | 11% |
| Somewhat important | 20 | 36% |
| Important | 17 | 30% |
| Crucial | 7 | 12% |
| Total | 56 | 100% |

8. **In terms of improving student learning outcomes, how important is it to reduce class sizes?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| Irrelevant | 1 | 2% |
| Not very important | 3 | 5% |
| Somewhat important | 12 | 22% |
| Important | 27 | 49% |
| Crucial | 12 | 22% |
| Total | 55 | 100% |

9. **In terms of improving student learning outcomes, how important is it to increase school choice?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| Irrelevant | 6 | 11% |
| Not very important | 17 | 32% |
| Somewhat important | 18 | 33% |
| Important | 11 | 20% |
| Crucial | 2 | 4% |
| Total | 54 | 100.00% |

10. **In terms of improving student learning outcomes, how important is it to expand online learning?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| Irrelevant | 3 | 5% |
| Not very important | 14 | 26% |
| Somewhat important | 16 | 30% |
| Important | 13 | 24% |
| Crucial | 8 | 15% |
| Total | 54 | 100.00% |

**11. In your opinion, which option discussed in detail today has the highest potential to improve student learning?**

| | Number of Responses | Percentage of Total |
|---|---|---|
| Improving teacher preparation | 7 | 12% |
| Provide stronger support for educators | 18 | 31.5% |
| Hold educators more accountable | 1 | 2% |
| Expand early childhood & pre-school | 18 | 31.5% |
| Change the school calendar | 3 | 5% |
| Reduce class sizes | 8 | 14% |
| Increase school choice | 1 | 2% |
| Expand online learning | 1 | 2% |
| Total | 57 | 100.00% |

**OPEN CONVERSATION: What are YOUR impressions on these five ideas to improve student learning?**

1) **Expand early childhood and pre-school.**
   - Preschool is the new kindergarten, kids going into kindergarten who were not exposed to preschool are way behind, and they get left behind.
   - If we don't realize that warehousing our kids in day care and not having proper level of interaction that brain development studies explain will maximize a child's talents and IQ, I think we're ignoring a significant issue. Get in early with appropriate level of interaction.

2) **Change the school calendar.**
   - In the book *Nurture Shock* they talk about how some kids are used to a different schedule before they enter school—they stay up late and get up late, and when they start going to school the adjustment to the school day schedule is difficult for them and otherwise bright kids start having problems with truancy and getting behind because they can't adjust to the schedule of school.
   - Why are the SAT s done at 8:00 in the morning when so many kids are still half asleep?
   - Having the summers off started because of the needs of agricultural communities but that's not who we are any more—having the summer off causes the entire month of September to be review and re-settling; it's a lot of time wasted just trying to re-acclimate the kids.
   - Our world has changed so the school calendar as it currently stands isn't working for our culture anymore.
   - Summer vacation disproportionately penalizes low socio-economic kids. Some kids have resources to read books, go to the zoo, have experiences, and others don't.

- We're penalized with our school calendar…we can't begin before Labor Day. The 45-15 calendar has been proven to work. In 45, out 15.
- With a semester configuration in Michigan, most districts start school, take Christmas, then 2 weeks of exams before the end of the semester. The Lakeview District changed the calendar to end the semester prior to Christmas vacation and my guess is that the results were significant. I think it's a short-sightedness of legislators.
- I've been told that workplaces needed the students at their tourism businesses through Labor Day weekend and that's a big reason why we don't start earlier.

3) **Reduce class sizes.**
- I am concerned with how teachers can get through a day with 25-30 kids, but don't feel all that welcome in the public school helping out, there doesn't seem to be a place for me to come in and be of assistance, and I don't feel invited to do so. I'm interested in how to become involved.
- Some teachers are more welcoming than others in terms of having parent assistance in the classroom; it really varies from teacher to teacher.
- 30 years ago schools were more teacher-centered, now they are more student-centered. It was a very chaotic time.
- Current class sizes are setting teachers and kids up for failure; especially if you have a handful of at-risk kids in the class. I worked for a school program somewhere else that guaranteed a 1/10 ration of adults to kids, and it was an awesome program.
- Class sizes are a critical factor if it's restated "reduce the ratio of adult to students." To just put fewer students in the class with the same teacher isn't addressing the real problem.
- Needs to be clarification on class size. It's critical in k-3 that we have 16 or fewer, but after k-3, class size doesn't have the same impact.

4) **Increase school choice.**
- On paper, School of Choice sounds like good idea, but if you have a school where a lot of kids are advantaged and therefore the teachers are working with well-prepared students, of course they have better success. But then the advantaged kids in lesser schools choose to go to those good schools, and what are you left with back at the lesser school?—a real mess.

5) **Expand online learning.**
- I notice that kids using online education are missing the connection to the teacher. But I understand that other kids are not fully engaged in the classroom experience where they might be more comfortable with online learning which would provide them with more opportunity to learn. Perhaps a blend of options implemented so that the appropriate method

of teaching/learning can be applied based on learning styles of individual kids.

- We've had kids coming from a traditional class setting, where they've struggled, who come to our online program and excel and now realize college is an option for them where they never considered that as a reality for themselves previously.
- The Kahn Academy (Kahnacademy.org) was on 60 Minutes. Students study chapters at home on line – then they work with the teacher one-on-one in the classroom. This keeps the emphasis on the teacher.
- I'm an advocate of online learning. I'm home schooling my own son. And the kahnacademy.org is fabulous.
- Online learning is in its infancy right now. Some programs are exceptional, some are horrible. However, early childhood development needs to be tactile – and computers can be part of the tactile learning.
- I've seen students learn from virtual learning – it allows them to learn at their own pace.
- Online learning has some great tools – but you still need teachers. Providing support for teachers will enable them to learn how best to use online learning.
- I think it's important to expand online learning especially for high-schoolers that need other options. Need a hybrid to include that option.
- Studies have shown that kids going through puberty are more productive when they start later in the day. Other countries have embraced that some kids should start at 10 because it's more appropriate for their sleep schedule and they're more productive.
- Most students who talk to me about online learning think it's a joke. I would expand experiential learning (Getting hands dirty and getting into the community), not online.

**12. Is there anything more schools should do to encourage greater family involvement to improve student success?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| Yes | 52 | 96% |
| No | 3 | 4% |
| Total | 55 | 100.00% |

**OPEN CONVERSATION:**

**How should schools encourage greater family involvement?**

- My kids kindergarten class is not welcoming, not much communication or feedback, I don't feel connected. A note or email on a regular basis would be nice.

- Elementary seems to do an okay job of inviting parents to be involved, but once you get to middle school, it's like "hands of." There's no place for a parent to be involved.
- We need to do a lot more to encourage parents to be involved educators at home.
- Parents need to be positive and supportive of the teachers.
- In some other areas, there is success in holding parents and students accountable and providing support to give them the tools to do it.
- Big difference between elementary and junior school. At the elementary level, almost all the activities that parents are invited to be involved in are during working hours and it make it difficult for parents to be active at school with their kids. I know teachers have their own lives and need to have their own time, so I don't know the answer but it's a problem for a lot of parents who might like to be more involved.
- Getting families to feel that they're partnering is important. I was a director of a cooperative pre-school and the parents felt that they were part of it. They had to volunteer and be involved. Parents in public elementary schools don't feel that engaged.
- We had a public conversation in my school district, and we heard parents say that they don't feel welcome in the schools – there's a disconnect.
- There are a lot of cases where we are required to call Child Protective Services (abuse reports) – it's legally mandated. Then the families feel antagonistic. The families are in need of assistance, but they're angry and don't accept it.
- There's no cookie cutter approach – families are different – so we need multiple approaches.
- In the 80s in Battle Creek they tried for 100% at conferences - if parents couldn't come to school, the school went to the home. The dialogue was quite different at home than the dialogue at school.
- It has been proven that the more a community gets involved with students in schools through mentoring, etc., that networking improves the performance. Some kids don't have a role model and if they get someone in the community to take an interest, they'd be more successful.
- Going into the homes to visit early and help shepherd these kids all the way through.
- Lots of finger-pointing, but we need to realize we're all invested in education. Some parents didn't have a good educational experience so they're not supportive. How do we overcome that? I don't necessarily think it's just incumbent on the schools, but how do we improve the culture of education community-wide?
- I'm involved in the topic of dyslexia, which is the biggest disability. There are a lot of kids who need to learn a different way. We need to provide alternate forms of learning, because that's a huge trigger for kids dropping out and ending up in the criminal justice system.

- Important to let families know they're allowed in to ask questions and challenge things. They don't often understand that it's up to them and that they're welcome into the schools.
- I think kids want a place where they can go and meet and study with tutors.
- It's difficult for some families to be active with their kids' educational experience when they're focused on meeting basic needs.
- Family involvement drops off after elementary school, and we need to encourage them to stay involved throughout.
- We have so many families that have lots of little kids that it's difficult for them to attend because there's no day care. If schools provided support in the evening, that would encourage more family involvement.

**13. Is there anything more community and/or business groups should do to improve student success?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| Yes | 51 | 96% |
| No | 2 | 4% |
| Total | 53 | 100.00% |

**How should community/business groups be more involved in student success?**
- My job is involved in finding people for employment needs, and what we hear is that kids are not prepared to work when they come out of school. Is education an end to itself? Do we always have to prepare kids to go to college? College is not the answer for every kid—what about apprenticeship programs? Many degrees are useless to the jobs people end up doing. Do we need to say "are there skills we need to teach people" and maybe it's not in college. The Navy is an example of how kids can get skills/training to be prepared for working without going to college.
- Businesses can help by allowing release time so that parents can spend time doing things with the school.
- The business community is the end customer of the students. Businesses need to help make sure the education is relevant for work in the outside world. They should be mentoring on a regular basis. They should let the schools know what kind of skills and knowledge is needed in the workplace.
- Businesses should give employees the opportunity to have flexibility/take time off work to participate in the schools.

**What are your additional ideas for improving student learning?**
- We hear a lot about college graduates have trouble getting jobs, even leaving college they need some actual experience—it's your experience that gets you a job not your education in many cases. This is preparation is missing in our current system.

- College alternative options are critical, and equally important is who these options are being offered to. We need to be sure they are offered equally. Sometimes the people who need the opportunities the most are not the ones being offered those options. It seems like the same people get offered all the opportunities and it's not equally distributed.
- At a recent family reunion we asked, "Who was the most important influence in your life?" It was always a teacher. They need all the support we can give them.
- We're working on an educational system that was designed for a manufacturing society not an informational society. It used to be that even school failures could succeed in manufacturing. That's not true anymore – we need to revamp the system.
- There's too much emphasis on competition. Need more emphasis on collaboration and rewards.
- The school year is still based around the agricultural year. It should be looked at.

**14. Do you feel that the current Michigan public preK-12 education system offers taxpayers a good return on investment of their tax dollars?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| Strongly agree | 0 | 0% |
| Agree | 12 | 22% |
| Neither agree nor disagree | 22 | 40% |
| Disagree | 14 | 25% |
| Strongly disagree | 7 | 13% |
| Total | 55 | 100.00% |

**15. Does Michigan need to spend more money to improve student success?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| Yes | 37 | 70% |
| No | 16 | 30% |
| Total | 53 | 100.00% |

**Could we spend DIFFERENTLY and improve student success? If so, HOW?**
- Classroom supplies are an area where schools could be more efficient in working together and sharing resources.
- Teachers are not paid well enough to keep good teachers.
- I don't hear people talking about "gifted and talented" kids—there's not enough programming for them. It's likely that a good number of students that should be in this category have not been identified, but we're not set up to identify or support them. Instead they become bored and get categorized as problem students.

- First of all, we could really put the lottery money into education instead of taking it out from the back door what we put in the front door so we could increase education dollars.
- Pre-K isn't a part of our standard school aid fund, but it's one of our most critical long-lasting impact programs.
- We should take a look at the per pupil allotment and make sure that some part of that allotment is spent on the individual's needs. We have plenty of money in education… it's how we're spending it that's off.
- We've gotten caught up in the bricks and mortar spending here in Battle Creek.
- Volunteers have a lot to give and don't cost money. I think we should do surveys in communities to find out if people would want to and be willing to volunteer in certain areas and see how much could be saved.
- How would you tailor learning to the individual without more teachers and more money?
- This may sound sacrilegious, but I think we should re-structure how salaries are offered and I would offer more competitive salaries.
- As a student, I've never had anyone come up to me and ask me what I think about how we spend money in the school. You could be more efficient if you knew what the students were interested in.  I think maybe doing an evaluation after units or at the end of the year to see whether students liked certain parts of the class might show where we should invest our money.
- We need to spend more on early childhood learning. We talk about it but don't put our money there.  Research has shown how important it is.
- We need to spend money on teaching parents how to be successful parents.  The elephant in the room is the parents. We need change.
- Schools are being held accountable for issues with children that they weren't held accountable to before – yet they're not given any more resources to deal with those issues.

**CLOSING THOUGHTS:  What's going on in your community?  What success stories do you have to share?**
- Math & Science Center in Battle Creek.
- Early age education programs.
- Reaching out to parents early—long before school
- REACH — is a program in Battle Creek Public Schools for advanced/accelerated kids grouping them with other kids who want to learn and are placed in an environment without the distractions of discipline problem kids.
- Kellogg Community College is pushing forward with Service Learning, Hybrid online classes, and offering classes to high school kids.
- A program that mixes technology and traditional classroom experience is coming soon; it's a really great program.
- We have a program that helps teenage parents who are not done with school themselves. They get trained while still in school on how to be involved with their

kids' education. They often end up being aides at an elementary school. The program continues to support the parents through further education making them better parents, more involved in schooling, and sometimes even going on to be daycare providers or teacher aids themselves.

- The Southwest Michigan Virtual School is partnering with Berrien Springs. The educational system has forgotten that when you expel a kid, he doesn't go anywhere – he's still in the community.   You've got to deal with him one way or another. The Southwest Michigan Virtual School offers dropouts a program to receive learning along with mentoring.  The program is successful – the students graduate.
- I'm a science teacher - there are really good resources here in Battle Creek.
- Project 20/20 is a good forum for people to engage in community improvement
- North Carolina Southwire Project takes kids that are dropping out and putting them to work in manufacturing.  There's a YouTube video on it. www.southwire.com
- I'm a retired educator, working at Binda – a dyslexia center.  Students must be recommended, there's a partnership with parents, and tutors meet twice a week with students.
- There's a program done locally with kids in the virtual school and students in the juvenile program – it's called Speak It Forward.  Students tell their stories through poetry and short story.
- The Elementary Enrichment Program is funded by United Way.  The last 8 weeks of school, each kindergartner received a kit per week to take home – a packet of learning material.  There are 350 students.  Packets include learning games, white boards with markers, dvd's, books, etc.
- Verona School – there's a pilot program reading with kindergartners – students read to mentors.
- Gilmore Car museum – They take at-risk high school kids in the afternoon, and volunteers teach them about restoring cars.  There's been 100% graduation rate. It's been going for 7 years.
- US First Robotics – There are robotics teams in the schools.  Battle Creek has 4 teams, Kalamazoo has 4 teams, Gull Lake has a team.   They get a kit with parts – no instructions.  Then each year there's a challenge.  The challenge this year was building a robot that could play basketball.  They had 6 weeks.  Then they competed around the state.
- Michigan Youth Challenge Academy – working with Battle Creek public schools and districts around the state.
- Easy to get people to a sporting event, but getting them to other things is difficult. It says a lot to kids if you're involved. Don't wait for people to ask you to help, just go do it!

*Demographic Data*

**Which best describes you?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| Student | 1 | 2% |
| Parent | 11 | 20% |
| Educator | 16 | 29% |
| Employer | 3 | 5% |
| Member of the work force | 16 | 29% |
| Retiree | 8 | 15% |
| Total | 55 | 100.00% |

**What is your age?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| 16-24 | 1 | 2% |
| 25-34 | 8 | 14% |
| 35-44 | 11 | 20% |
| 45-54 | 5 | 9% |
| 55-64 | 17 | 30% |
| 65 and over | 14 | 25% |
| Total | 56 | 100.00% |

**What is your gender?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| Female | 23 | 42% |
| Male | 32 | 58% |
| Total | 55 | 100.00% |

**What is your race?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| African American | 2 | 4% |
| American Indian | 0 | 0% |
| Asian | 0 | 0% |
| Caucasian/White | 48 | 87% |
| Hispanic | 2 | 4% |
| Multi-racial/Other | 3 | 5% |
| Total | 55 | 100.00% |

**What is your household size?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| 1 person | 7 | 13% |
| 2 people | 26 | 47% |
| 3 people | 7 | 13% |
| 4 people | 9 | 16% |
| 5 people | 4 | 7% |
| 6 people | 2 | 4% |
| 7 people | 0 | 0% |
| 8 people | 0 | 0% |
| Total | 55 | 100.00% |

**What is your household income?**

|  | Number of Responses | Percentage of Total |
|---|---|---|
| Under $10,000 | 0 | 0% |
| $10,001 – 20,000 | 1 | 2% |
| $20,001 – 30,000 | 3 | 5% |
| $30,001 – 40,000 | 5 | 9% |
| $40,001 – 50,000 | 6 | 11% |
| $50,001 – 60,000 | 2 | 4% |
| $60,001 – 80,000 | 8 | 15% |
| $80,001 – 100,000 | 6 | 11% |
| More than $100,000 | 24 | 43% |
| Total | 55 | 100.00% |