**AP-5 RN-1716691 “Senior Mentoring: Public School Students”**.

**Submitted by Senior Assemblyman David Siegrist**

The State of California once provided “Parent Education” Programs from 1936 through 2015 through local Adult Schools, These programs were totally defunded with nothing created to replace them. Thus, large numbers of public school children and their family members no longer have access to parent education or mentoring.

Many Seniors, especially Baby Boomers, retire and find themselves in search of positive activities to fill their time. Their talents and experience sit idly by, but can be of great value to so many others in our society through SAM (Seniors as Mentors) Programs in our pre-K schools, elementary schools, high schools, colleges, universities, and adult schools. In our public schools, there persists the long-time, endemic, unresolved achievement/access gap for large numbers of students. A partial solution can be through SAM (Seniors as Mentors) Programs. A student’s academic gaps can be filled and students can “catch” up via access to a mentor. The SAM Program can reach those students who “fall behind” and end up on the road to failure and dropout.

SAM (Seniors as Mentors) Programs can be a positive solution to the Achievement/Access Gap for students in our public schools (pre-K schools, elementary schools, high schools, college and universities. Seniors possess life-long learning and valuable experience that can be put to use

in all levels of our public schools through the mechanism of SAM (Seniors as Mentors) Programs. Seniors can mentor students on a one-by-one or small-group situation: in the curriculum areas of reading, writing, mathematics, science, second language learning, and social studies. Public schools can actively recruit and train Seniors as volunteers to come to school and mentor children. Seniors will benefit. Students will benefit. It’s

a win-win situation.

Establishing SAM (Seniors as Mentors) Programs can help rectify the long-time, systemic Achievement/Access Gap in our public schools. One-to-one mentoring by trained seniors can help diminish the rates of truancy, absence, and drop-outs, thereby ensuring higher retention and graduation of students in our public schools. Potential revenue sources are the State of California LCAP (Local Control Accountability Program), LCFF (Local Control Funding Formula; Federal Title I, Title II, and private non-profit grants.

The State Agencies or Departments that will be affected by the proposed solution are:

The State of California Department of Education Local Educational Agencies (pre-K, elementary, high school, colleges, universities, and adult schools.

Affected by the proposed solution are our Senior citizen population, and students in pre-K, elementary, high school colleges, universities, and adult schools.

Supporters will include: GAP (Grandparents As Parents), California Secretary of Public Instruction, State of California School Board, California School Boards Assocation, California Retired Teachers Association, California Parent Teacher Association, California Senior Legislature, California Teachers’ Association, American Federation of Teachers,

Association of California School Administrators, United States Department of Education, Law Enforcement Agencies, Fire Fighters, California American Legion, California American Legion Auxiliary, Veterans of Foreign Wars

Research supports positive outcomes for students, who have regular service from trained mentors. It also confirms positive outcomes for those who do mentor others. It’s a win-win situation.

**AP-6 RN-1716693 “Increasing Seniors Access to Digital Technology Hardware”**

**Submitted by Senior Assemblyman David Siegrist**

 This proposal intends to provide no-cost, low-cost access to digital technology to the Senior population, especially the burgeoning Baby Boomeer Population. Added will be training for Seniors in the use of digital technology.

More and more Seniors are retiring and are in need of productive leisure time-filling opportunities. One such opportunity is participating in digital technology, particularly for communicative opportunities. Unfortunately, many Seniors are left out of the digital technology age due to the high cost of digital technology devices and high costs of training.

Yet, there are no-cost, low-cost digital devices available for them.

In our very own California Public School Systems (K-5, K-6, K-8, K-12) and Community Colleges. These public institutions, i-a-w California Education Code §17455 may dispose of surplus property as they deem appropriate. The local school board makes the decision. Research demonstrates that throughout the State of California, the standard practice of school districts is to declare large numbers of digital technology devices as “obsolete surplus property.” This property very often includes fully functioning desktops, laptops, ipads, and printers. They are then routinely sold to “recyclers” for one dollar each, or even less. These devices, in so many cases, are often only two or three years old, fully operable, and fully capable of accessing the internet and/or employable for word processing.

Deemed “obsolete surplus property,” these desktops, laptops, and i-pads are incompatible with the “latest” software generation. Once purchased, the buyers choose to dismantle them for parts, but most often resell these same tax-payer purchased “obsolete surplus” digital devices to school systems in other states or foreign countries.

Said tax-payer-purchased “obsolete surplus property” should be offered to California’s Seniors on a first-come-first-serve basis together with hands-on training in the local adult school.

My research is based on long-time experience, having personally served on the Rio Hondo Community College Board of Education for eight years, two years on the El Monte City School District Board of Trustees, and multiple personal conversations with other school board members throughout this state, particularly in the Annual Conference of the California School Boards Association.

The Senior population merits full access to no-cost/low-cost digital technology, i.e., computers and printers in order to engage in productive leisure time and be enabled to communicate with colleagues, friends, relatives, and beyond. A workable solution is to require all school districts (K-14, including community colleges) to donate tax-payer-purchased working “obsolete surplus” digital technology devices to California’s Senior population on a first-come/first-served basis.

Additionally, throughout California, adult schools should be required to include training in the use of digital technology to the Senior population