

**A Report to the Minnesota Legislature**

**and**

**The Minnesota Academic Excellence Foundation on the  
Feasibility of Establishing an Academic High School League**

**Prepared by:**

**Academic High School League Task Force**

**February 1, 1986**

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## I. INTRODUCTION

Legislation creating the Minnesota Academic Excellence Foundation in 1983 directs the "Consideration of the establishment of a Minnesota High School Academic League."

Within its 1984-85 Strategic Plan, the Minnesota Academic Excellence Foundation (MAEF) determined that a feasibility study would be "initiated regarding the promotion and development of a Minnesota Academic High School League." An Academic High School League Advisory Committee was established by MAEF, which met in 1984 to "Develop preliminary recommendations for the Legislature regarding an Academic High School League. The Advisory Committee developed a discussion working paper on need, organizational structure, program and funding issues. (See Appendix A).

The 1985 Legislature directed the Minnesota Academic Excellence Foundation to establish a task force on an Academic High School League, reporting back to the 1986 Legislative session with recommendations. Study areas and recommendations shall include at least the following areas:

- (1) Utilization of high schools designated under the provisions of Minnesota Statutes, Section 126.62, Programs of Excellence to create a League;
- (2) Utilization of high schools accredited by the North Central Association to create a League; and
- (3) Annual activities of the League including competition among schools, recognition of achievements, and the relationships of the activities to the Minnesota High School League.

## II. TASK FORCE PROCESS

Pursuant to 1985 Laws of Minnesota, Chapter 12, Article 8, Section 60, the Minnesota Academic Excellence Foundation appointed the Academic High School League Task Force on September 26, 1985. The first meeting was held October 15, 1985 (See Appendix B for Membership and Appendix C for Background Materials). Discussion was held as to group function, Legislative charge, relationship to MAEF and Task Force program.

Major early discussion issues related to definition of a "League" and the problems inherent with using the term "League", as some related this to the existing State High School League. Others connoted structures, authorities and issues beyond the essential concepts of need and functions from the term "League."

Discussion also centered upon existing programs in Minnesota and the United States, an improved definition of concepts, such as "academic" and "activities", relationships of private schools and potential models. The issue of focus upon competition or cooperation in programs relating to the desire for broad participation in programming was also discussed.

The Task Force focused upon need, potential functions, alternative structures and funding issues. Groups such as the Minnesota Secondary School Principals, the Minnesota State High School League, the Educational Cooperative Service Units and others discussed their programs and relationships to the proposed League.

The Task Force determined that wider input into the decision process was necessary. A survey was developed and distributed to over 1500 educational participants, including principals, superintendents, students, major organiza-

tions, Legislators and programs. A total of 487 surveys were returned (See Appendix D for survey results).

A public hearing was held on Saturday, December 7, at the State Capitol for additional input. A full discussion was held by the Task Force on survey results and issues facing the group in development of a final report.

The final report of the Academic High School League Task Force was approved on December 30, 1985 for submission to the Minnesota Academic Excellence Foundation.

### III. STATEMENT OF NEED

The Minnesota Legislature and the Minnesota Academic Excellence Foundation have requested a thorough discussion of the need for an Academic High School League.

After hearings, a statewide survey, public testimony and thorough discussion, the Academic High School Task Force strongly believes a need exists for an improved process to foster, recognize and reward academic development. Examination of programs in Minnesota across the United States demonstrate a strong, healthy and growing movement toward academic recognition. In Minnesota, this movement needs coordination and focus.

We believe this movement can be strengthened by an improved process of information dissemination, program coordination and an assurance that access be provided to all students, regardless of geographic location, current district resources, or past academic achievement.

#### Needs the Proposed League Could Address

Task Force discussion and survey results have identified a number of needs which a proposed League could address. These include:

- \* Increased information as to variety, quality and elements of alternative programs
- \* Increased allocation of resources to academically related activities in many school districts
- \* Improved focus of responsibility within school districts and schools for academic incentive and recognition programs

- \* Improved methods of geographical distribution of programs within rural areas
- \* An emphasis of programs for all students, not solely the academically gifted
- \* Standardized rules for competition
- \* Development of improved systems of scheduling to avoid potential conflict of staff and student resources
- \* Development of alternative incentive systems for student motivation
- \* Increased positive public relations concerning student activities
- \* Development of incentives stressing cooperative, as well as competitive methods of academic achievement
- \* Better coordination of demands upon student participation in activities
- \* Increased public and private resources dedicated to achievement and recognition programs
- \* The establishment of academic success as a priority of education

The Task Force has focused upon determination of need and alternative approaches to achieve this need. We believe development of mechanisms to serve this need will foster educational advancement and community support.

#### **IV. TASK FORCE MISSION STATEMENT**

We believe the development of our most precious resource, the potential of our youth, will greatly enhance the future of our state.

We believe that a process must be developed, closely related to the formal academic program, which allows for continued academic growth outside the classroom. This growth may come from experiences which are both competitive and cooperative in nature.

A statewide mechanism must be developed to enhance all student's educational experiences, through improved processes of cooperation, competition and recognition of academic progress and achievement.

This new process should seek to ensure coordination of current and potential program activity, to utilize scarce resources of staff and student time, increase support for current recognition activities, increase the utilization of new technologies, and maximize participation in achievement programs by students of all ability levels.

An improved methods of information dissemination on national, state and local program initiatives should be established. Policy alternatives to insure increased student, staff and community participation should be publicly debated and developed, in order that every student's ability and achievement be realized.



## V. PROGRAM OPTIONS

The Task Force believes the proposed League can perform a variety of program functions. These include coordination of new and existing programs, information dissemination, training, scheduling, conferences and other activities.

These programs could involve, but not be limited to:

- (1) Coordination and publicity of existing activities.
- (2) Development of new program for recognition of academic achievement.
- (3) Development of interrelationships between various programs.
- (4) Coordination of information on scholarships.
- (5) Development of increased utilization of telecommunications networks.
- (6) Coordination of information and activities on postsecondary choices.
- (7) Coordination of programs and information on foreign work-study.
- (8) Central clearing house for activities and events - development of comprehensive published schedules to avoid conflicts.
- (9) Dissemination of information on past program activity and quality.

### Proposed Program Standards

The Task Force suggests the following as proposed program standards for a League:

- (1) The focus of the program should be upon both competitive and cooperative relationships. The central focus must be upon development of academic achievement, which can be encouraged by individual competition, team competition or cooperation, with possibilities of combination. It is possible to develop cooperative processes within schools and combine these with competition between schools. Programs such as the Model U.N. provide an example of successful cooperative alternatives. The Task Force recom-

mends an openness to cooperative approaches, with competitive approaches not the sole acceptable process. Decisions upon competition or cooperation should be based upon the grade level, with younger levels stressing more of a cooperative approach.

- (2) Programs can either be interdisciplinary or single subject.
- (3) The information flow within existing school districts and individual schools should be maximized, with teachers, administrators, students and counselors involved to a greater extent.
- (4) The Task Force recommends that responsibility be focused for programs of recognition and achievement. In large districts, each school should have a coordinator for achievement programs. In small districts, with potential problems of staff resources and duplication of functions, a district coordinator would provide increased visibility and coordination of ideas and programs.
- (5) The range of programs should be aimed at all levels of student ability.
- (6) The Task Force believes that a proposed League provides an opportunity for increased local resource utilization by sharing and allowing districts to gain information, administrative staff and programs without a major commitment of local resources. The success of the proposed program will depend upon local choice and initiative. The League must continue to stress local benefits for potential success to be realized.
- (7) Development of the program will be evolutionary in nature, with the League providing a service organization, with basic decisions left at the local level.
- (8) The Task Force strongly believes that a proposed League should closely coordinate with existing programs. The Task Force believes that existing programs should have the choice of their administrative location.

- (9) Long term success of the program depends upon the institutionalization of programs and increased allocation of resources. Dependence upon volunteer teachers, staff and community participants will be successful at the beginning of a program's existence, but long term dependence upon voluntary staff could endanger development.
- (10) Teacher and student involvement must be increased. This could be accomplished by appointment of teachers and students to policy making bodies, advisory committees and study groups.
- (11) While central program focus emphasis of the League should be 7-12, overall League activity should include programs covering K-12. A number of excellent elementary programs such as Spelling Bee, art programs and others exist as models.
- (12) The Task Force strongly support the inclusion of private school participation, contingent upon the form of financial support. If there is public financial support, the Task Force has strong reservations concerning private participation.
- (13) An Advisory Committee to the proposed League should be established to examine issues of quality of alternative programming. Since many programs, local, statewide and national are available, an advisory body should evaluate quality and report their findings to local districts and schools. A potential model is being utilized by the Minnesota Association of Secondary School Principals.
- (14) The potential of new technologies must be recognized and utilized. New technologies provide an ability for dissemination of information on contest rules, as a potential link for the public to school programs, a method of learning for students, as a potential competition (such as video production), as a vehicle for scheduling and administrative relationships, and as an ability for rural districts to save on travel costs and time away from class by use of interactive video.

- (15) Programs must be based upon recognition of achievement and public celebration.
- (16) Programs should provide for and encourage public service.
- (17) A close program relationship with the community must be developed. The results of the program should impact and involve both community and participants.
- (18) Programs should demonstrate educational growth and expand current leadership skills.
- (19) The proposed League should be an incubator for new ideas.
- (20) The proposed League must build close relationships to existing professional organizations.
- (21) The League must build strong relationships with the private sector.

## **VI. ORGANIZATIONAL ISSUES AND OPTIONS**

### **Issues**

A number of organizational issues faced the Task Force during their deliberations. These include:

#### **Structure**

- (1) A variety of organizational alternatives exist for consideration, each with strengths and weaknesses.
- (2) The assurance that the central focus of the organization is upon academics.
- (3) Should the focus of the organization be directed toward statewide, regional or district needs.
- (4) That need existed for administrative clarity and public understandability for any form adopted.
- (5) Determination must be made on an approach to competitive activities, i.e., should they be based upon enrollment size, geographical areas, existing districts or conferences, or other considerations.
- (6) Any organizational form must be sensitive to issues of geographical realities and distance.
- (7) Both the organizational form and staff required creativity and flexibility.
- (8) Any organizational form must be reflective of state and society in demographic and administrative composition.
- (9) The need for perceived organizational neutrality, relative to areas of the state and size of school.
- (10) The ability of the organizational structure to focus responsibility for academic achievement programs within existing school districts and schools.
- (11) The relationship of the program to private schools.

### Program

- (1) The relationship of the proposed mechanism with existing organizations and current programs.
- (2) The determination of program focus upon K-12, 7-12 or 9-12.
- (3) Relationship of programs within Minnesota to those stressing national competition.
- (4) The assurance that the organization does not violate existing programs.
- (5) The ability of the organization to develop incentives for participation in League activities, rather than regulatory relationships.
- (6) The ability of the organization to develop incentive to encourage the participation of smaller schools.

### Funding

- (1) The development of an adequate level of financial and resource support to achieve program goals.
- (2) The assurance of funding coordination to insure the best uses of existing sources.
- (3) The relationship of private schools, if public financial support is involved.

### Other Issues

- (1) The impact of no formal action to develop a process or organization upon existing program needs and development.
- (2) The ability of the proposed program to utilize telecommunications and emerging technologies.

### Options

Reflective of the discussion concerning options, the Task Force developed a variety of alternatives for consideration. Each of the alternatives have potential strengths

and weaknesses. Organizational options include, but are not limited to the following:

1. The Minnesota State High School League

The Minnesota State High School League services over 500 public and non-public high schools, establishes rules, policies and procedures and operates competitive programs in athletics, music, one act plays, speech and debate.

Strengths

- (1) The structure is an existence, with public familiarity to procedures, rules and personnel.
- (2) A number of excellent programs have been developed, both in athletics and academics.
- (3) The League has a base of strong supporters within the educational community.
- (4) The League is statewide in structure and approach.
- (5) Flexibility exists in different programs, reflecting interest and need.

Concerns

- (1) Stress appears to upon athletic, rather than academic programming. The potential exists for lack of emphasis upon new academic programs within the organization.
- (2) Questions appeared as to the ability of the governing board to reflect a variety of educational organizations and concerns.
- (3) The League has developed strong critics on process and procedural issues.
- (4) To some, the League appears to emphasize regulatory, rather than an incentive approach.

- (5) Issues of funding and staff costs appear, as they do for every option.
- (6) The League is not accustomed to dealing with programming at the elementary level.

## 2. The Educational Cooperative Service Units

The Educational Cooperative Service Units currently coordinates some programs in Spelling Bee and Knowledge Bowl and serves as an educational research and service organization throughout the state.

### Strengths

- (1) ECSUs exist throughout the state.
- (2) ECSUs currently are involved in delivery of academic incentive programs.
- (3) ECSUs have strong respect in many local school districts.
- (4) ECSU's focus upon a region reflects responsiveness to local concerns.

### Concerns

- (1) ECSUs have programs in some areas, but not others; service delivery varies depending upon program and region.
- (2) Organizational focus of the program is regional, not statewide.
- (3) Emphasis upon staff and teacher relationships varies by region.
- (4) The issue of relationship to non-ECSU programs would exist.
- (5) Issues of staff and funding would exist.
- (6) ECSUs are utilized by school districts to different extents and for a variety of functions in differing regions of the state, providing limited program levels.



### 3. Minnesota Association of Secondary School Principals

The Minnesota Association of Secondary School Principals coordinates the Honor Society Program, the Minnesota Association of Student Councils and acts as the information, training and lobbying organization for secondary school principals.

#### Strengths

- (1) Have experience in delivery of academic achievement programs.
- (2) They have a statewide focus.
- (3) They have developed strong respect for their programs.
- (4) They are organized by regions throughout the state.

#### Concerns

- (1) Issues of staff and funding would exist.
- (2) Ability to administer primary level programs would be issue.
- (3) Their ability to involve other educational organizations within an administrative structure would be an issue.
- (4) Not all schools are represented as members.

### 4. Consortium of Existing Organizations

One potential organizational structure involved a consortium of existing programs and organizations developing a new structure.

#### Strengths

- (1) Organization would have few existing opponents.
- (2) They would have the ability to create a new program with new perspectives.

- (3) Such an organization could provide for a sense of ownership by a variety of groups.

#### Concerns

- (1) Issue of which groups to include.
- (2) Issue of turf and control within organization might arise.
- (3) Determination of governing structure might present problems.
- (4) No institutional base.
- (5) Staff and space needs would be required, unless cooperative relationships are developed.

#### 5. Minnesota Academic Excellence Foundation

The Minnesota Academic Excellence Foundation promotes academic excellence statewide through programs such as the Spelling Bee, Governor's Scholars, Presidential Scholars, State Teacher Awards and others. The proposal was suggested with MAEF acting as the statewide policy body, contracting through performance standards with organizations such as ECSUs and others for delivery of programs.

#### Strengths

- (1) MAEF currently administers programs of academic achievement.
- (2) MAEF has a statewide focus.
- (3) MAEF is perceived as an objective body.
- (4) The central focus of MAEF is academics.
- (5) MAEF has been successful in coordinating public and private funding resources.

### Concerns

- (1) Staff and funding issues would exist.
- (2) MAEF does not currently have a structure which relates directly to schools and districts.
- (3) An issue was raised as to the visibility of MAEF.
- (4) The future of Legislative support cannot be foreseen at this time.
- (5) The issue of whether this was an expanded mission for MAEF was raised.

### 6. Continued Collaboration

This would involve no action by the Legislature and a continuing relationship of existing groups.

### Strengths

- (1) This would not involve threats to existing organizations.
- (2) It might encourage every organization and participating group to develop to their potential.
- (3) It would involve no major legislation or funding requirements.

### Concerns

- (1) The concept might not develop to its potential without focus or a central point of responsibility.
- (2) The need for action might never be met.

### Recommendations

- (1) The Task Force recommends that a statewide policy body on academic competition and cooperation be established under the Minnesota State High School League, with membership from MAEF and other organizations.

- (2) The Task Force recommends that this new entity must place primary emphasis upon academic development.
- (3) The Task Force recommends modification of the existing policy structure of the Minnesota State High School League to add representation from the proposed Advisory Council to the Board of Directors and the Representative Assembly.
- (4) The Task Force recommends that the Minnesota State High School League be sensitive to the existence and capabilities of existing programs and seek to work closely with them.

## **VII. FUNDING-RESOURCE DEVELOPMENT**

### Issues

1. Dependent upon size and form of program.
2. Need to insure adequate funding for both operation, fund raising and program development.
3. Have to insure that fund raising doesn't take staff energies away from programming.
4. Need ability to utilize in-kind services of existing organizations, private sector and local program sponsors.
5. Need pro-bono relationships for areas such as development, marketing, publicity, printing, etc.
6. Cost impact will be determined by structure, and if new or existing organization.
7. How many functions will be done internally and how many will be donated will determine budget.
8. What are growing budgetary needs over five to ten year period--at what pace will organization grow and move in new directions.
9. What extent of training will be necessary for coaches and judges.
10. What internal costs, i.e., staff, space, insurance, phone, computer, travel, benefits, etc.
11. What level of funding is required to do the job correctly.

### Potential Sources

1. Fees
2. Ticket sales
3. Legislative support
4. Private sector grants

5. Federal funding
6. Foundations
7. Service groups, i.e., Lions, Zonta, etc.
8. Local governments, cities, counties
9. Individual donations
10. Sales of products such as candy
11. Local school districts
12. Potential tie to state lottery or pull tabs
13. Tax check-offs
14. Unions
15. Local chambers of commerce
16. Local businesses
17. Educational ventures at Honeywell
18. Bonding for education
19. Potential of Bush Professional Development Grants for students
20. Check-off of teacher paychecks
21. United Way campaign for fundraising and distribution

## APPENDICES

- A. MAEF Legislation
- B. MAEF Strategic Plan Exerpt Relating to the Academic High School League
- C. Academic High School League Advisory Committee Initial Working Papers
- D. Authorizing Legislation - A.H.S.L. Task Force
- E. Task Force Membership List
- F. Task Force Meeting Minutes
- G. Task Force Background Materials
- H. Survey Results
- I. Existing Programs

**ATTACHMENT A**  
**RELEVANT WORKING PAPERS**



(C)

## MINNESOTA ACADEMIC EXCELLENCE FOUNDATION

### Academic High School League Advisory Committee Discussion Notes Pursuant to Preliminary Inquiries

#### I. NEED

##### A. To what extent is there a public interest in or need for the establishment of an A.H.S.L. in Minnesota?

- \* Yes, great interest exists (vis' an A.H.S.L.) Interested groups include boards of education, businesses, parents, and others. (Discussants additionally provided several examples of related activities in local school districts.)
- \* There is significant and much untapped interest in academic incentives.
- \* Some need, interest, and programming currently exists; e.g., knowledge bowls.
- \* Questions arose regarding the function of a proposed League and whether the public interest was in promoting the development of a process such as a High School Academic League.
- \* The issue was raised regarding a prospective relationship to the existing High School League. It was suggested that some limitations existed in current High School League regulations, e.g., the provision against national competition. It was, additionally, suggested that Minnesota use as a model a program in Texas which combines all activities within an Interscholastic League.
- \* The group assumed that a need existed to create public interest in such a new concept.
- \* The group suggested avoidance of turf issues with the existing ECSUs.
- \* It was suggested that students create their own interest areas relative to the inclusion of specific programs in an A.H.S.L.
- \* Participants indicated that the timing of current planning was excellent in light of the national interest in education; and, that there is a need for such a program. "It's about time," was the reaction from one member.

##### B. What additional publics should be involved in determining a need

for an A.H.S.L.?

- \* Media, service groups, school district superintendents....
- \* Media representatives, professional societies (e.g., chemists,) librarians, service groups, superintendents, and foundations....
- \* School boards, superintendents, student councils and honor societies, teachers, coaches (so that everyone can better understand scheduling difficulties), and so forth.

C. In the event of demonstrated or anticipated needs, what should be the goal(s) of a statewide A.H.S.L.? (e.g., academic competition in all curricular areas, the provision of honors, and awards, etc.)

- \* Development of individual academic potential....
- \* Individual academic potential within all curricular areas.
- \* Program consistency in the development of rules, guarantees, and assurances.
- \* An increased public awareness of what students and teachers are accomplishing vis' the awarding of letters of academic achievement and public forms of recognition.
- \* The provision of symposiums and competitions for students.

## II. ORGANIZATIONAL STRUCTURE

A. What would you suggest as a feasible internal and external organizational construct for an A.H.S.L.? And should it be organized by school district, educational region, or enrollment size?

- \* The current H.S.L. is a credible structure; it is characterized by uniformity, grass-roots orientation, consistency, and is known to many. If the current League is not interested (in inclusion of an expanded academic component) the existing structure could be used as a model.
- \* The existing H.S.L. has credibility and consistency to recommend its replication.
- \* Basic issues should be faced such as the relationship with the current League, and a determination of definition regarding what should be accomplished. Several indicated that the current structure of the State League provided an excellent model inclusive of their criteria and rules which might be utilized for other competitions. Schools should be allowed to retain the option to participate. If a separate entity were established, then it could build upon the strengths of the current League.

- B. Who or which groups should participate in a representative governance structure for a statewide organization? (e.g., local school districts, foundations, private sector, educational organization representatives, etc.)
- \* The governance question should be answered by educators if a League comes to pass. Major discussion should come later after the structure question is answered.
  - \* Governance would emerge from the final structure. Hopefully, "governance" would come from within the education community.
  - \* It was pointed out that the current League structure is based upon local representation. It was suggested this format would have some difficulty in directly representing others such as business, foundations, and so forth. However, advisory committees might be established to include diverse representation.
- C. Is there a need for incorporation? Or, should the A.H.S.L. be a confederation?
- \* Some members suggest the current League structure.
  - \* "Don't know."
  - \* Incorporation would be dependent upon structure and whether new or old institutions would be utilized.
- D. What steps or procedures would you recommend for the development of by-laws and rules?
- \* Procedures similar to those used by the current League.
  - \* Use of the existing League handbook....
- E. What should be the relationship of the A.H.S.L. to private schools? Elementary schools? The existing State High School League?
- \* These are additional areas for potential for further expansion.
  - \* It was suggested that it is premature to determine the relationship to primary schools but that potential should be explored. It was also pointed out that private schools are currently within the League.

### III. PROGRAM

#### A. Which academic programs should be included?

- \* All academics...there may be a need to phase in programs if it is too big a job in the beginning.
- \* The issue is whether to exclude anything. The program should be based upon the groups imagination, changing demands, and interests.

#### B. What should be the relationship between the A.H.S.L. and current programs conducted by the State High School League, activity associations, and local school districts?

- \* Cooperative planning....

#### C. What additional publics should participate in the determination of the program, types of competition, development of rules, eligibility codes, and so forth?

- \* Academic personnel, professional organizations, LERs, and kids....

### IV. FUNDING/FISCAL RESOURCE OPTIONS

#### A. What budget elements should be considered, e.g., staff, space, supplies, etc.?

- \* Travel, secretarial, marketing/P.R....

#### B. What should be the sources of funding, e.g., membership fees, contest dues, private sector, or foundation support?

- \* User fees, corporations, foundations, legislature, city councils, service groups, revenues produced by activity events....
- \* Ticket sales...depends upon whether the organization will be tied to the existing League where a few tournaments support its own local funding with the State covering statewide event costs.

**ATTACHMENT B**  
**TASK FORCE MEMBERSHIP**

# ACADEMIC HIGH SCHOOL LEAGUE TASK FORCE

E

Note: The following list contains the names, addresses, phone numbers, and organizations represented by those persons appointed to the Task Force by the Minnesota Academic Excellence Foundation (MAEF) Board of Directors:

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**ATTACHMENT C**  
**BACKGROUND MATERIALS**



(E)

**Academic High School League Task Force**

- Minutes, Tuesday, October 15, 1985  
Capitol Square Building, Room No. 716B

**Present:** Chair, Representative Ken Nelson  
Carol Ackerson  
Orval Bies  
Don Carlson  
Dr. James Cole  
Dr. Ronald Jandura

Kwame McDonald  
Vivian Jenkins Nelsen  
Maynard Eder for  
Representative Sally  
Olsen  
George Peper  
Dr. Bennett Trochlil

**Also Present:** Commissioner Ruth Randall  
Toyse Kyle  
Todd Lefko

The meeting was called to order by Chair Nelson. Members of the Task Force introduced themselves. Chair Nelson gave an overview of the Legislation creating the Task Force, and suggested that whatever entity was suggested by the Task Force should have a statewide focus.

Dr. Trochlil asked about the limits of discussion for the group, and stated we had to define what is meant by academic. He asked whether programs relating to vocational areas would also be included.

Ms. Nelsen explained the development of the committee by the Minnesota Academic Excellence Foundation and said that MAEF's role has been to assist existing programs and be a catalyst and initiator for new programs.

Dr. Jandura asked if the Task Force was seeking to foster the recognition of excellence or the pursuit of excellence. Chair Nelsen stated that both were functions to be considered.

Orval Bies gave an overview of the activities of the State High School League, including programs in athletics, music, speech and drama. He mentioned that Texas had an Interscholastic League, which sponsored a number of academic competitions. He volunteered to contact association directors in Kansas and Texas concerning their programs.

He passed out organizational charts and participant surveys, noting that almost as many were involved in fine arts activities as athletics.

He stated the Board of the Minnesota High School League in August expressed interest in involvement with a State Academic High School League. They believed that academic competition should be coordinated and felt that the existing structure of the High School League provided a basis for new needs.

## Academic High School League Task Force Minutes

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Mr. Bies discussed the roles and functions of the League and their 502 member schools. The League is divided into two classes, those over and under 500 students in grade 10-12. He explained the regional and district organizational structure, with units raising their own funds, mainly through gate receipts. He explained the staffing and Board of Director organization and the decision-making process utilized by the League.

Mr. Bies explained the financial base of the State League with funding from dues, television rights, and gate receipts for state tournaments. The State League provides over \$500,000 to teams and districts in subsidies.

A question arose as to whether the League which focused upon grades 10-12 would be able to participate in programs for other grades. Mr. Bies mentioned that in some programs 7th and 8th graders were eligible to participate.

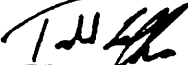
Toyse Kyle, Executive Director of the Minnesota Academic Excellence Foundation, gave an overview of their programs. These programs included the Academic Decathlon, Spelling Bee, Elementary Arts Awards, Governor Scholars, Statewide Talent Search, Presidential Scholars and others.

Next meetings of the Task Force were set for November 5th and 19th and December 3rd and 17th. Locations would be announced. For the meeting of November 5th, staff was directed to return with information on the following issues:

1. A listing of existing programs, their scope and age categories.
2. Additional information on related programs in the United States.
3. Definitions of concepts such as "academic" and "activities."
4. Discussion on potential inclusion of private schools.
5. A listing of those state programs feeding into national competition.
6. A listing of the pros and cons for potential models.
7. Which programs stress competition and which stress cooperation.
8. A discussion on issues of elitism or broad participation in programs.
9. A proposed work program for the Task Forces, listing dates and issues to be resolved.

The meeting was adjourned at 2:00 P. M.

Respectfully submitted,



Todd Lefko, Task Force Coordinator

*Todd*

**ACADEMIC HIGH SCHOOL LEAGUE TASK FORCE**

Minutes, Tuesday, November 5, 1985

Capitol Square Building, Room 960

**Present:** Representative Ken Nelson, Chair  
Carol Ackerson  
Orval Bies  
Don Carlson  
Dr. James Cole  
Dr. Ron Jandura  
Lynne Jorganson  
Vivian Jenkins Nelsen  
George Peper

**Also Present:** Toyse Kyle  
Todd Lefko  
Bill Marx, Senate Education Committee Fiscal Analyst

The meeting was called to order by Chair Nelson. The minutes were approved as presented.

Members of the Task Force introduced themselves. Toyse Kyle suggested the possibility of reimbursement for those members of the Task Force requiring substitutes. Jim Cole moved that reimbursement be made to those requiring such action. The motion was approved by the group.

Material from the Texas High School League had been obtained by Orval Bies. Toyse and Todd will reproduce relevant material and distribute it to the group.

Don Carlson gave a presentation on the Minnesota Secondary School Principals. He stated that MASSP had long been interested in competition and concerned with the fragmentation in programs. He stated that MASSP would be interested in housing and staffing an Academic High School League if the State High School League could not. He encouraged the State High School League to become the administrator of such a program.

Chair Nelson raised the issue of program start-up time, and suggested that the State High School League could develop such a program quickly.

Chair Nelson suggested that budgetary costs must be closely examined. Toyse Kyle presented the possibility of a consortium involving a number of groups to administer a program.

Don Carlson continued his discussion of MAASP, stating they operated the Honor Society and Student Council program, and did not wish to lose control of those programs.

Ron Jandura stated that building principals should be included, since they were in the best position to implement the programs.

Task Force Minutes  
Page -2-

Orval Bies stated we need a vehicle to carry programs, and screen potential activities to make the overall operation manageable. He suggested that groups such as his are currently consortiums, since the members set rules such as eligibility, and the staff facilitates.

Chair Nelson asked if a partnership arrangement were established, would other groups be interested. Lynne Jorganson replied that any group chosen required flexibility. She gave the example of the Quiz Bowl with 32 participating schools, which established their own division lines. The Quiz Bowl required publicity and support for growth and that any potential League would require flexibility to work with the needs of groups such as the Quiz Bowl.

Chair Nelson stated that two elements of any League faced the group; first, the issue of potential programs and secondly, what form of vehicle would carry such programming. We need to involve people who have programs existing involved in the decision of the Task Force.

Jim Cole asked, was it a certainty that a High School Academic League was to be established. Chair Nelson stated a variety of options faced the group; working with the status quo, a more active relationship or an umbrella organization.

Orval Bies stated relative to the need question, that some action should be taken, if for nothing else to better coordinate the activity schedules of all programs. He suggested asking the schools for their interest relative to academic competition.

Vivian Jenkins Nelsen stated the issue of need had not been settled and required additional thought, with an organized survey of potential participants and those with vested interests being asked the extent of need.

Don Carlson, in response to a question, stated that MASSP had an Executive Director, an Assistant Executive Director, and three secretarial support staff. It had a fifteen member Board of Directors, working with grades 7-12, had 1000 members and a budget of \$340,000 per year. They have recently completed training 2500 student council members in leadership skills across the state.

Carol Ackerson suggested a need for a group to screen potential activities for quality and substance. Don Carlson stated that MASSP has such an evaluation with yearly publications of approved activities. One item which affected their evaluation was the amount of time students were removed from academic activities, and that MASSP did not encourage those activities removing students from the school day.

Todd Lefko outlined tasks before the group. Chair Nelson suggested approaching tasks from the priorities of need, a statement of purpose, issues of structure and funding and fiscal issues as the decision sequence. For need, we should consider statements in the law, the consensus within the Task Force, a potential survey and hearings that speak to the issue of need.

Lynne Jorganson suggested the survey cover what benefits and problems would a potential League present and ask groups, what special needs do you have that are not shared by other groups.

The group suggested survey students, current groups active in the field, a survey of principals, using the feedback from teachers, and potential phone polling.

Ron Jandura asked if we were seeking the obvious and stated that either written or oral comment could be presented, with a letter sent to interested groups and networks.

Vivian Jenkins Nelsen stated that additional empirical data relative to need was required and that students should be included in any survey process. Chair Nelson stated questions should include "What are your needs," issues of coordination, structure, funding and do you feel that competition presents inhibitions to the learning process.

Orval Bies stated that the decision may require some foresight from the Task Force and other related groups. He recounted the establishment of girl's athletics in 1970-71 with few totally understanding the future direction or growth. Now, few can remember when girl's athletics did not exist. He suggested the Task Force should assist in providing the vision and direction necessary, and that a survey would assist in alerting the state to potential needs and issues.

Lynne Jorganson stated such a League could comment upon issues such as the new grade 11-12 college program, which removed students from activities.

Chair Nelson suggested a public hearing for Saturday, December 7th, with Task Force discussion preceding and following the hearing. Staff was directed to secure a room, notify interested groups, and develop a survey as the basis for public discussion. The meeting for December 3rd cancelled, to be replaced by December 7th date. The survey would be circulated to the Task Force for comment before public distribution.

The meeting was adjourned at 2:00 P. M. The next meeting will be held Tuesday, November 19th at 12:00 o'clock in the Room 716A. Capitol Square Building.

Respectfully submitted,

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Todd Lefko, Task Force Coordinator

## ACADEMIC HIGH SCHOOL LEAGUE TASK FORCE

Minutes, Tuesday, November 19, 1985

Capitol Square Building, Room 716A

**PRESENT:** Chair, Representative Ken Nelson  
Carol Ackerson  
Orval Bies  
Dr. James Cole  
Lynn Jorgensen  
Kwame McDonald  
Nick Miller for Donald Carlson  
Vivian Jenkins Nelsen  
George Peper

**ALSO PRESENT:** Toyse Kyle  
Todd Lefko

The meeting was called to order by Chair Nelson. Minutes were approved as submitted. The survey was distributed to Task Force members. Over 1500 copies have been sent to principals, superintendents, students, legislators, and educational organizations.

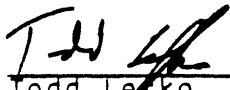
The public hearing has been set for Saturday, December 7th in Room 112 of the State Capitol. The Task Force discussion will begin at 9:30 A. M., with the hearing set for 11:00 A. M. to 1:00 P. M.

Chair Nelson led a brainstorming session on issues relating to organizational structure, program and fiscal options. Need will be ascertained from surveys. Results of the brainstorming session are included in Appendix 1.

Staff was directed to transcribe minutes and attach verbatim notes from the brainstorming session. Staff would also develop a proposal, weaving related items from the brainstorming session into patterns and relationships. Materials from the Texas High School League would be mailed to the Task Force, along with a mission statement and paper on definitional issues.

The meeting was adjourned at 2:00 P. M.

Respectfully submitted,



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Todd Lefko, Task Force Coordinator

## ACADEMIC HIGH SCHOOL LEAGUE TASK FORCE

Minutes - Saturday, December 7, 1985

State Capitol - Room 112

**Present:** Chair, Representative Ken Nelson  
Carol Ackerson  
Orval Bies  
Maynard Eder  
Dr. Ron Jandura  
Lynne Jorgenson  
Kwame McDonald  
Nick Miller  
Vivian Jenkins Nelsen  
Representative Ann Rest  
Dr. Ben Trochlil

**Also Present:** Toyse Kyle  
Todd Lefko

Chair Nelson called the meeting to order at 9:40 A. M. The minutes were approved as submitted. Materials from the Texas University League were discussed.

Vivian Jenkins Nelsen discussed the resolution passed by the Minnesota Academic Excellence Foundation requesting the Task Force to submit a set of options to MAEF. Chair Nelson stated he was comfortable with the MAEF resolution, since the Task Force was undergoing the process of gathering data, seeking input through the survey, determining the options for presentation to MAEF and the Legislature, and developing a statement of need for a proposed League. He suggested the Task Force include the type of characteristics which should be considered within the recommendation to assist MAEF and the Legislature in their decision process.

Results of the survey were discussed. About 300 of the 500 returned questionnaires had been tabulated. The issue of time pressure upon both students and staff was discussed. Ben Trochlil suggested a determination should be made of how many schools and districts have academic directors. Ron Jandura stated that the funding from gifted programs had been utilized for coaches, and a possibility existed of this funding relationship. He mentioned that in St. Cloud paid community participants are utilized within programs. Toyse Kyle pointed out that MAEF programs such as the Spelling Bee attracted a large number of volunteers.

Orval Bies raised the issue of what the end of the proposed High School League would be and that the Task Force should be clear as to proposed goals. He stated the Task Force must determine the role of competition and whether the proposed program was aimed at the top students or a wider audience.

Chair Nelson opened the public hearing. The first speaker was Les Martisko, representing the Educational Cooperative Service Units. He listed the ECSU's past involvement with the Knowledge Bowl, Inventor's Fair, the Spelling Bee and the Academic Decathlon. He suggested a need for a coordinating mechanism at the state level. He opposed the idea of a separate Academic High School League. The ECSU role could be that of a potential service delivery system, working under a statewide policy body. He suggested such a system should be flexible and entrepreneurial. The policy body could have 15-20 members, operating as a consortium of existing groups, with a three year start-up process. The policy group should not be regulatory, but programmatic. He suggested the organization should deal with K-12, with a wide range of functions, such as training and information.

Lynne Jorgenson raised the issue of the effects of programs having to seek small amounts of money continuously and the potential financial drain on local school districts. She stated that we have other activities where larger amounts are allocated, and this reflected an equity issue.

Kwame McDonald stated that it should be a Task Force recommendation that choices should not have to be made between existing and potentially new programs, but that an effort must be made to get available money directed toward the needs of the students.

Vivian Jenkins Nelsen stated that MAEF was not going to nickel and dime programs, but going to recommend what they believed was necessary to accomplish the goal.

Lynne raised the issue of relationships between ECSUs and existing programs such as the Knowledge Bowl, and suggested that one function of a proposed League would be the coordination of programs to avoid conflict.

Carol Ackerson asked Les Martisko how closely ECSUs related to teachers, or did they reflect other groups. Les replied that some gaps may occur in some areas, and that in his area, teachers were sent newsletters and included in committees.

Ben Trochlil pointed out that teachers had been involved in the Educational Effectiveness program.



Les stated that urban ECSUs may have differing functions than rural with the metro ECSU more deeply involved in curricular and research issues.

The Task Force discussed the issue that differing ECSUs have different levels of program activity.

Chair Nelson stated that a statewide policy was required to be mandated by the Legislature to insure a statewide standard. Les suggested that standards could be maintained by the development of performance contracts

Fred MacNeman, Student Services Coordinator in Apple Valley, supported the concept of statewide recognition of academic achievement and suggested that any program strongly include the teachers who can directly involve their students.

Ron Jandura discussed the development of a consortium in Wisconsin, which has responded to local district and school needs in evaluation. He suggested that such an approach, developed with relationships to ECSUs or the University, a small staff and district participation might provide a model for consideration.

Larry Johnson, cable coordinator for the Minneapolis public schools, discussed the use of cable and technology, and suggested the strong involvement of students. Mr. Johnson played the theme from Star Wars upon his boot to demonstrate alternative teaching methods.

The Task Force discussed which issues should be raised within the report. These include:

1. Staff-the potential of coordination within schools and the district.
2. Competition vs. cooperation.
3. Should there be inclusion of K-6?
4. Should there be inclusion of private schools.
5. Funding issues related to equity and partnership with existing programs.
6. Utilization of technology.
7. Development of performance standards.
8. A clear statement on need, giving both sides of the issue and then a Task Force recommendation.
9. A strong statement on teacher participation.

10. A need to more clearly define what the proposed program could be, which could be defined within the mission statement.
11. A clear statement that the program is not seeking to take decision making out of the hands of local schools and districts, but assisting in program activity and coordination.

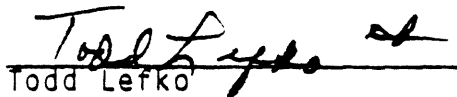
Orval Bies suggested that the Minnesota Academic Excellence Foundation might be the most appropriate organization to coordinate statewide activities of a prospective league. Members of the group acknowledged the viability of the idea.

An outline of the Report was to be developed by the December 17th meeting. This outline would include:

1. Process of the Task Force
2. Statement of Need
3. Mission Statement
4. Statement of Objectives
5. Presentation of Program Alternatives
6. Listing of Questions and Concerns to be answered before any Program was established

The Task Force adjourned at 2:00 P. M.

Respectfully submitted,

  
Todd Lefko

## ACADEMIC HIGH SCHOOL LEAGUE TASK FORCE

Minutes - Tuesday, December 17, 1985

Capitol Square Building - Room 716A

**PRESENT:** Chair - Representative Ken Nelson  
Carol Ackerson  
Orval Bies  
Dr. James Cole  
Dr. Ron Jandura  
Lynne Jorganson  
Kwame McDonald  
George Peper

**ALSO PRESENT:** Toyse Kyle  
Todd Lefko

Chair Nelson called the meeting to order at 12:00 P. M. The minutes were approved as submitted. Chair Nelson began with a discussion of nine issues to be resolved by the Task Force.

First, the relationship of competition and cooperation in programs was discussed. The Task Force decided that the central focus must be upon the development of academic achievement, which could be encouraged by individual competition, team competition or cooperation, with possibilities of combination. It was possible to develop cooperative processes within schools, and have competition between schools. Programs such as the Model U. N., were cited as cooperative approaches. The Task Force recommended that language be drafted stated an openness to cooperative approaches, with competitive methods not the sole acceptable process. It was suggested that decisions on competition or cooperation be made based upon the grade level, with younger levels stressing more of a cooperative approach.

Secondly, the Task Force decided that proposed league programs should be K-12. Cited were a number of existing elementary programs, such as science fair, art, spelling bee, and examples from Texas. It was recommended that stress be placed upon cooperative relationships in the early grades with students becoming more competitive as their grade level increased. Overall program emphasis would be upon 7-12 but not exclusively.

Thirdly, the issue of designation of local responsibility for academic excellence and recognition programs was discussed. The Task Force recommended that a staff person or teacher in each district or school be designated a coordinator of such programs. In large districts, it was suggested that each school have a coordinator. In small districts, with problems of staff resources and duplication of functions, a district coordinator would provide advances in visibility and the sharing of ideas.

Fourthly, on private school inclusion, the group strongly supported private school participation, depending upon the form of financial support. If there is public support, the group had strong reservations concerning private participation.

Fifth, issues of quality of program and evaluation must be faced by the proposed league. It was suggested that advisory committee to the policy body could examine quality of alternative programming and evaluate, with the model being utilized by the principal's association.

Sixth, technology was viewed as providing an ability for dissemination of information on contest rules, a link to the public for school programs, as a method of learning for students, as a potential competition such as video production, as a vehicle for information for school districts on programs and administrative functions and scheduling, and as an ability for rural districts to save on travel costs and time away from class, by use of interactive video.

Seventh, funding issues were put off until later in the agenda. Carol Ackerson raised the issue if we should consider differences between start-up and on-going funding.

Eighth, the committee felt strongly that teacher involvement must be increased by a variety of methods, including the assurance that competitive academic material be integrated into the curriculum, that teachers be appointed to the policy making bodies and advisory committees and study groups. Kwame McDonald suggested student representation upon policy bodies, which the group supported.

Ninth, the Task Force supported the concept that an academic league provided an opportunity for increased local resource utilization by sharing and allowing districts to gain information, administrative staff and programs without a major commitment of local resources. This was felt to be a program dependent upon local choice for participation and evolutionary in development, with the league providing a service organization, with basic decisions left at the local level. Carol Ackerson stated the league would allow for an interchange of ideas and students, and allow learning opportunities for many districts.

An overview of the mailed materials on cooperative learning was presented by Todd. Todd announced that the final results from the survey would be mailed to the committee.

Chair Nelson stated that members should read the proposed report and send comments to staff, or bring them to the meeting of December 30th.

Toyse Kyle suggested that a budget for start-up and continuing costs should be developed. She stated the final report should contain a time line listing functions for development of the proposed league.

The committee discussed if it were going to recommend options to the Minnesota Academic Excellence Foundation. Chair Nelson stated the committee could have informal votes as to preferences, which would be included within the report. The Task Force supported this idea.

The issue of funding was fully discussed. Orval Bies discussed some of his program costs and suggested MAEF as a possibility to combine state and corporate funding, with contracts to be given to other organizations for program implementation. Ron Jandura suggested that local school districts could provide part of the funding, to pay for the provided services. He stated the organization required stability in funding sources and that a fee structure could be developed. Toyse Kyle pointed out that a basic staff would be required for functions, such as contacting local districts.

The committee discussed that this must be an evolutionary process, with the possibility of seeking a legislative planning grant to finalize details. Chair Nelson stated that some action should be taken in 1986, but he was unsure of the possibility of legislative funding. Lynn Jorgensen said that the organization needed to provide services visible to the potential constituency, which went beyond planning. It was decided that a back-up funding plan was required, if legislative appropriations were not available. Possibilities included teachers on leave, internships, or donated staff time from some school districts.

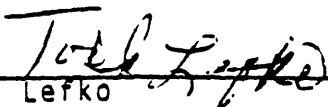
Jim Cole stated the Task Force should determine management structure before decisions on functions. Toyse Kyle suggested the possibility of a consortium being developed, with contracts for implementation to provide services. She stated that MAEF could play the role of the statewide policy body, if additional staff and funding were available. Toyse stated that MAEF is viewed as non-political and non-partisan and combines a variety of groups within its membership. Jim Cole stated that MAEF did not have structured levels, such as the State High School League. Lynne Jorgenson suggested MAEF as the statewide policy body with ECSU's or the Minnesota State High School League as the service delivery system. Orval Bies said that his organization viewed the local school districts as their delivery system, and he was not sure how MAEF would fit in, with his organization as the service provider.

George Peper suggested the development of different delivery systems for differing program areas, since both the ECSU's and the State High School League have their own sets of contacts. Chair Nelson pointed out the potential conflicts with existing programs. Ron Jandura stated we needed one umbrella organization, which could be done by the State High School League, if they were to reconstitute their board of directors.

Minutes - December 17, 1985  
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Staff was directed to integrate comments received from members into the report for the meeting of the 30th. The meeting was adjourned at 2:00 P. M.

Respectfully submitted,

  
\_\_\_\_\_  
Todd Lefko

ACADEMIC HIGH SCHOOL LEAGUE TASK FORCE

Minutes-Monday, December 30, 1985

Capitol Square- Room 716 A

Present: Chair, Representative Ken Nelson  
Carol Ackerson  
Dr. James E. Cole  
Maynard Eder  
Dr. Ron Jandura  
Lynn Jorgensen  
Kwame McDonald  
Nick Miller  
George Peper  
Representative Ann Rest  
Dr. Bennett Trochlil

Also Present: Toyse Kyle  
Todd Lefko  
Dwight Lindbloom  
Bill Marx

Chair Nelson called the meeting to order at 12:00 P.M. The minutes were approved as submitted. The Chair suggested the Task Force consider first, an overview of the proposed mailed report with attention to wording and concepts, second, a discussion of structural options, and third, overall Task Force recommendations. The Task Force decided to follow the Chair's recommendations.

Suggestions were made to the wording within the report. Next, structural options were discussed. Dr. Ron Jandura stated he was comfortable with an expanded and modified State High School League, if time were a basic issue. If time and urgency were not a basic consideration, development of a consortium as a catalytic agent over a period of one to five years. He stated any structure required consistency and predictability.

Chair Nelson believed the organization must be evolutionary in development, irregardless of the organizational structure chosen. He suggested legislation might be required to seek potential funding. Carol Ackerson said that programs must seek an institutional home because of limits of voluntary programs. She mentioned that early enthusiasm for programs was acceptable to insure support, but by the third year of operation, teachers and administrators sought institutional financial commitment.

Nick Miller believed any organization would have to be highly visible. He suggested development of a Minnesota Academic High School League, a new entity with Legislative funding. Dr. Ben Trochlil expressed support for the Minnesota State High School as the designated entity because they currently have a good program within the academic area.

Dr. Trochilil said the MSHSL could put together the individuals from different groups to develop the concept and bring it to reality.


A discussion was then held as to what would constitute an ideal entity. A majority suggested the Minnesota State High School League had potential as the entity, if the focus of the MSHSL could be centered upon academic issues. Possible relationships with the Minnesota Academic Excellence Foundation were discussed, with suggestions to MAEF representatives gaining membership on the Board of the State High School League to acting as the resource, fostering and evaluation process for the Academic League.

Chair Nelson suggested development of a statewide policy body under the existing Minnesota State High School League, focused upon academics with membership from MAEF and others upon the proposed Academic Advisory Council. It was suggested that the Academic Advisory Committee be represented upon the League Board of Directors and within the Representative Assembly. It was also suggested that the Minnesota State High School League be sensitive to existing programs and that an appropriation of \$100,000 be sought from the Legislature to begin the program's operations. The Task Force determined that a consensus had been reached on the recommendation and staff was directed to develop the final Report for submission to the MAEF Program Committee meeting on January 9th.

Chair Nelson thanked the Task Force members for their diligent work and stated the possibility they would be called back into session before June in response to MAEF or Legislative direction.

The meeting was adjourned at 4:10 P.M.

Respectfully submitted,

  
\_\_\_\_\_  
Todd J. Zefko



CURRENT INVOLVEMENT IN ACADEMIC COMPETITION AND RECOGNITION

I

KNOWLEDGE BOWL	SIGMA MATH CONTEST
INTERNATIONAL BACCALAUREATE	ODYSSEY OF THE MIND
HONOR ROLL	STUDENT OF THE MONTH PROGRAM
SENIOR HONOR STUDENTS	NATIONAL HISTORY DAY
NATIONAL HONOR SOCIETY	KEY PROGRAMS
SCHOLARSHIP AWARDS AT END OF YEAR	FEDERAL SCHOLASTIC RECOGNITION PROGRAM
LETTERS TO HOME	MOCK TRIAL PROGRAM
ARTICLES IN NEWSPAPERS	STATE SPANISH CONTEST-ST. OLAF COLLEGE
BANQUETS	ART-ST. PAUL WINTER CARNIVAL
SCHOOL BOARD SCHOLARS	UNIVERSITY OF MINN. TALENTED YOUTH MATH PROJECT
MATH LEAGUE	INVENTOR'S FAIR
STATE MATH EXAMINATION	NATIONAL TALENT SEARCH IN THE ARTS
SPELLING BEE	COMPUTER COMPETITION
MINNESOTA TALENTED YOUTH MATH PROJECT	SIBLEY COUNTY GROUP
TRI-COLLEGE MATH CONTEST	ACADEMIC AWARD LETTER
HIGH SCHOOL BOWL	RED RIVER VALLEY ACADEMIC COMPETITION
ACADEMIC DECATHALON	DECLAMATION CONTEST
PRESIDENTIAL ACADEMIC FITNESS AWARDS	WASIOJA CONFERENCE MATH LEAGUE
FUTURE HOMEMAKERS OF AMERICA COMPETITIONS	FUTURE FARMERS OF AMERICA
OFFICE EDUCATION ASSOCIATION COMPETITIONS	DECA INDUSTRIAL ARTS COMPETITION
PROBLEM SOLVING	PINS FOR ACADEMIC ACHIEVEMENT
CHESS	RURAL KNOWLEDGE BOWL
SCIENCE COMPETITIONS	WHO'S WHO
ATLANTIC AND PACIFIC MATH LEAGUE(NATIONAL)	REDUCED AUTO INSURANCE RATES FOR DRIVER'S ED GRADS
CONTINENTAL MATH LEAGUE(NATIONAL)	GREAT BOOKS
ST. CLOUD STATE COLLEGE MATH COMPETITION	TRIPLE A PROGRAM
MODEL UNITED NATIONS COMPETITION	GOVERNOR'S SCHOLAR
NORTH SUBURBAN MATH LEAGUE	WRITERS FAIR
AMERICAN LEGION DEBATE TOURNAMENT	MONTHLY BUILDING AWARDS FOR ACADEMICS
VOICE OF DEMOCRACY SPEECH CONTEST	NATIONAL LANGUAGE TESTS
MINNESOTA STATE HIGH SCHOOL LEAGUE MUSIC CONTEST	IRON RANGE MATH LEAGUE
SCIENCE FAIR	FULL PAGE ADS IN LOCAL NEWSPAPER
ONE ACT PLAY CONTEST	ACADEMIC LETTER JACKETS
NORTH DAKOTA ACADEMIC OLYMPICS	
MATH COUNTS	
MATH-A-THON	

**ATTACHMENT D**

**SURVEY RESULTS**

Survey

1.1  
4

612/297-1875

**MEMORANDUM**

**TO:** School District Superintendents, Principals,  
and Education Organization Leaders

**FROM:** Representative Ken Nelson, Chair *Ken*  
Academic High School League Task Force

**DATE:** November 13, 1985

**SUBJECT:** A Request for Information

The 1985 Legislature established a Task Force to make recommendations to its '86 session on the needs, prospective structure, and program emphasis pursuant to an Academic High School League. As per the legislative mandate, Task Force staffing and membership selection has been organized by the Minnesota Academic Excellence Foundation.

A tentative working definition for an Academic High School League which has evolved out of initial Task Force discussion is a statewide entity designed to coordinate the range of academic competition and/or recognition activities. Current group focus involves the study of both national and state-based scholastic achievement and recognition programs. To assure comprehensiveness of our thrust the Task Force will hold a public hearing in which to receive additional ideas regarding the needs, program content, organizational design, and funding options. We invite your input and that of your constituents within this information sharing session scheduled from 11:00 A. M. - 1:00 P. M., on Saturday, December 7, 1985, in Room 112 at the Minnesota State Capitol. Should you want additional information or wish to provide testimony during the hearing please contact either Toyse Kyle at: 612/297-1875 or Todd Lefko at 612/645-4944.

In preparation for the hearing and ensuing report of findings and recommendations, we invite your input on the enclosed questionnaire. In light of current time constraints, we would appreciate your return of the completed form in the enclosed self-addressed envelope by December 3, 1985,

Your cooperation and assistance in this matter is appreciated!

## ACADEMIC HIGH SCHOOL LEAGUE QUESTIONNAIRE

**Note:** This questionnaire has been designed to solicit your input and that of your constituents in a legislative report of findings and recommendations pursuant to an Academic High School League. Should there be additional ideas or issues you would like to submit for consideration, please feel free to attach supplementary comments to your completed questionnaire.

Name \_\_\_\_\_ Title/Position \_\_\_\_\_

Organizational Affiliation \_\_\_\_\_

Address \_\_\_\_\_  
(Street Number) (City/Town) (Zip Code)

Local School District (Name and Number) \_\_\_\_\_

1. Are you currently involved in any academic competition or scholastic recognition activity? Yes \_\_\_\_\_ No \_\_\_\_\_

Comment (If you answered yes to the above, please specify the activity and the nature of your involvement.)

2. Do you believe there is a need for the establishment of an Academic High School League in Minnesota? Yes \_\_\_\_\_ No \_\_\_\_\_

Comment (What do you see as the potential benefits, issues/concerns which may arise from the formation of an Academic League?)

3. Should a proposed Academic High School League be included as a unit within the existing State High School League organization?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comment:

4. Should a proposed Academic High School League be included as a unit within the existing Educational Cooperative Service Unit structure? Yes \_\_\_\_\_ No \_\_\_\_\_

Comment:

5. Should a proposed Academic High School League be created as a consortium of existing educational organizations or agencies?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comment:

6. Should a proposed Academic High School League be created as a separate or independent entity with its own board of directors?

Yes \_\_\_\_\_ No \_\_\_\_\_

Comment:

7. What would you conceive to be the primary functions of a prospective statewide Academic High School League? (Check any or several of the following options:)

	Yes	No
a. A policy, rule, and regulation-setting authority	_____	_____
b. A program/activity coordinating body	_____	_____
c. An information-clearinghouse	_____	_____

Comment/Additional Suggestions:

8. What funding options would you recommend for the operation of a prospective Academic High School League? (Check any or several of the following options.)

	Yes	No
a. Activity or membership fee assessment	_____	_____
b. Event ticket sales	_____	_____
c. Private-sector grants	_____	_____
d. Legislative appropriation	_____	_____

Comment/Additional Suggestions:

9. Which schools should be included in a proposed League? (Check one of the following categories.)

	Yes	No
a. All K-12 public schools	_____	_____
b. All 7-12 public schools	_____	_____
c. All 9-12 public schools	_____	_____

Comment:

10. Should private schools be included in a proposed Academic High School League? Yes \_\_\_\_\_ No \_\_\_\_\_

Comment:

11. Should all academic areas be included in potential League activities? Yes \_\_\_\_\_ No \_\_\_\_\_

Comment:

12. Should the proposed League include academic competition and scholastic development activities (e.g., institutes, clinics, subject area conferences, etc.?)

Comment:

13. Should a proposed structure for an Academic High School League be organized according to:  
(Please check one of the following:)

	Yes	No
a. School District	<input type="checkbox"/>	<input type="checkbox"/>
b. Educational Region	<input type="checkbox"/>	<input type="checkbox"/>
c. Enrollment Size	<input type="checkbox"/>	<input type="checkbox"/>

Comment:

ORGANIZATION QUESTION	TOTAL N	1Y	1N	1?	2Y	2N	2?	3Y	3N	3?	4Y	4N	4?	5Y	5N	5?	6Y	6N	6?
	486																		
SUPERINTENDENTS	153	117	35	1	75	62	13	75	69	7	32	109	4	22	116	8	30	111	3
PRINCIPALS	234	191	40	0	141	72	18	104	108	11	74	123	25	29	157	27	52	146	14
ORGANIZATIONS	18	10	7	0	15	0	3	4	9	4	4	10	2	7	6	4	9	5	4
LEGISLATORS	14	2	10	1	10	4	0	6	4	2	2	8	2	0	10	2	3	6	2
TEACHERS	13	13	0	0	10	1	2	8	5	0	5	5	2	4	8	1	7	3	2
STUDENTS	21	19	2	0	21	0	0	14	6	0	6	8	3	6	10	1	15	4	0
ADMINISTRATORS	24	17	7	0	23	1	0	8	13	3	5	14	4	5	14	3	8	12	4
UNSIGNED	9	4	3	0	3	6	0	2	6	0	0	7	0	1	6	0	2	5	0



ORGANIZATION																
QUESTION	9C-Y	9C-N	10Y	10N	11Y	11N	11?	12Y	12N	12?	13A-Y	13A-N	13B-Y	13B-N	13C-Y	3C-N
SUPERINTENDENTS	51	27	86	52	98	31	9	80	22	16	41	38	50	36	72	32
PRINCIPALS	85	38	135	64	160	31	11	137	24	15	63	63	107	40	117	36
ORGANIZATIONS	6	2	11	5	15	0	2	14	1	0	4	4	11	5	6	2
LEGISLATORS	4	1	10	2	8	4	0	8	2	2	2	6	5	5	4	5
TEACHERS	4	0	9	2	11	1	1	11	0	1	4	2	7	1	7	2
STUDENTS	7	14	19	2	21	0	0	19	1	0	8	4	12	3	6	3
ADMINISTRATORS	6	3	16	7	20	2	3	18	3	1	3	3	10	0	10	2
UNSIGNED	1	1	2	4	3	3	0	2	1	0	1	2	0	2	2	2

ORGANIZATION QUESTION	7A-Y	7A-N	7B-Y	7B-N	7C-Y	7C-N	8A-Y	8A-N	8B-Y	8B-N	8C-Y	8C-N	8D-Y	8C-N	9A-Y	9A-N	9B-Y	9B-N
SUPERINTENDENTS	97	30	117	15	95	19	109	23	48	60	93	26	67	60	40	56	44	35
PRINCIPALS	144	52	179	23	144	23	144	36	45	98	151	30	125	55	57	75	92	36
ORGANIZATIONS	14	3	18	0	17	1	12	3	7	5	14	1	15	1	9	4	4	2
LEGISLATORS	7	2	9	1	5	3	10	1	7	2	9	2	2	7	6	3	3	2
TEACHERS	6	4	11	0	10	0	6	3	4	5	11	0	11	1	7	1	4	0
STUDENTS	9	7	20	0	15	1	7	2	12	2	17	0	16	2	6	6	10	3
ADMINISTRATORS	16	6	22	1	22	1	16	4	5	4	19	3	19	1	12	3	5	2
UNSIGNED	2	3	4	2	5	1	1	2	1	3	3	2	4	1	4	1	1	1