

**Joint Hearing of the Senate and House Veterans Affairs & Emergency Preparedness
FY 2009/10 Budget Proposal, Scotland School for Veterans' Children
March 11, 2009**

Dr. Herbert M. Turner, III
Chair, Research and Evaluation Committee
Scotland School for Veterans Children (SSVC) Foundation
SSVC Class of 1979

“The Benefits of Scotland School to the Commonwealth of Pennsylvania
and the United States”

(Time: 2- 3 minutes)

I want to thank this committee for the opportunity to speak briefly about Scotland School for Veterans Children (SSVC). SSVC altered my life trajectory by offering my mother an alternative to the public school education I would have received based on the West Philadelphia neighborhood in which we lived. I am grateful that you've had the opportunity to hear from Mr. Angelo Adams, whose accomplishments while at SSVC, attendance at one of nation's finest military academies, and service to his country and community is exemplary. No doubt, Mr. Adams represents the extraordinary heights that a SSVC student can reach when all that SSVC has to offer is absorbed and applied.

The premise of my testimony here this afternoon is that like Mr. Adams, SSVC has altered the life trajectory of hundreds of SSVC alumni, including my own. However, rather than focus on my own story, which is documented in Exhibits A and B that accompany the written version of this testimony, I present preliminary results from the ongoing SSVC alumni survey.

The SSVC Foundation began administering this 42 question survey in late December 2008 to the graduating classes of 1992-97, representing 163 alumni.

The survey posed a range of questions on:

- employment,
- gross income,
- tax contributions (Federal and State),
- preparedness for college and work,

- worship,
- family formation, and
- contact with the criminal justice system.
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To date, 38 alumni have responded with more coming in as we meet here today.

Time does not permit me to report on all of these areas. This is one reason why Representative Mark Cohen’s proposed resolution to keep Scotland open for at least year two years until a study can be conducted is the right thing to do.

For years, the arguments in favor of closing SSVC often centered on the costs, without equal consideration of the benefits. The purpose of presenting these survey results is to begin the discussion that will balance the equation on the benefits side. For purposes of this testimony, I limit my report to three areas: Gross income, taxes, and college attainment.

SSVC Alumni Live and Work in the Commonwealth

Most alumni in the sample live in the Commonwealth of Pennsylvania (82%), 97% are African-American, and are, on average, 32 years of age.

In 2007, almost all were working a full-time job at 40 hours a week (89%) which they’ve held, on average, for five years. When asked, “What was your annual gross salary from your primary job in 2007?” most earned at least \$26,000 in annual gross income with more than one-third earning between \$51,000 - \$75,000 (Table 1).

Table 1. Annual Gross Salary from Primary Job in 2007 (n=38)

2007 Annual Gross Salary from Primary Job	SSVC Alumni Percent
\$0	5.6
Less than \$15,000	0.0
\$15,000 - 25,000	5.6
\$25,999 - 35,999	19.4
\$36,000 - 50,999	25.0
\$51,000 - 75,000	38.9
Greater than \$75,000	5.6

SSVC Alumni Pay Federal and State Taxes

More than 90% of alumni paid Federal Taxes in 2007. Specifically, more than half paid at least \$4,000, and more than one-third paid at least \$7,000.

When asked, “How much did you pay in State Taxes in 2007?” almost all paid some State tax with close to two-thirds paying at least \$1000 and almost half paying \$1,000 - \$2,999. The complete distribution of responses, for state tax contributions, is shown in Table 2.

Table 2. Annual PA State Taxes Paid for 2007 (n=38)

PA State Taxes Paid for 2007	Alumni Percent
\$0	13.5
Less than \$1,000	21.6
\$1,000 – 2,999	48.6
\$3,000 – 4,999	8.1
\$5,000 – 6,999	5.4
\$7,000 – 8,000	0.0
Greater than \$8,000	2.7

Although not shown here, when asked to project how much in state income tax they will pay in 2008, the distribution of response shifts upward, indicating that alumni anticipated paying more taxes in 2008. This is consistent with their responses regarding projected gross annual income in 2008 in which the distribution also shifts to the right indicating alumni anticipated earning higher incomes in 2008.

SSVC Alumni Attend and Complete Higher Education at High Rates

A majority of alumni report pursuing and completing higher education (76%, n = 29). Admittedly, this is lower than the 90% often reported for Scotland graduating classes. This is because the 76% considers not only whether alumni pursue higher education, but also whether they complete it. Thus, the 76% is more informative, and more powerful, in that it begins to document outcomes for SSVC alumni who pursue higher education. More than half of SSVC alumni have completed a Bachelors or Masters degree (54%). The full distribution of degree attainment is reported in Table 3.

Table 3. Degree Attained by SSVc Alumni Who Pursued Higher Education (n=29)

Degree Attained	Alumni Percent
Vocational	14%
Associates	31%
Bachelors	28%
Masters	28%
Doctoral	0

These Results Support Representative Cohen’s Proposed Resolution and Position

The preliminary results of this survey must be limited to the sample or respondents and cannot be generalized to the classes of 1992 – 1997 until response rates reach at least 85%. This is one reason why I support Representative Cohen’s proposed resolution. With more time, the data on the full sample, or even an expanded sample if necessary, can be attained. As Representative Cohen was quoted in the Chambersburg Public Opinion on February 2, 2009:

"We should be encouraging students at Scotland to realize they have a promising future, not taking those promises away from them... I believe the services of Scotland School are more important now than ever. Rather than closing the school, we should be looking at ways to expand its programs to serve more children."

Consider this response by an SSVc alumnus when asked how SSVc prepared him for the world of work:

"I am a police officer, being a Scotland Alumni gave me an advantage over the other police recruits because of the knowledge I gained from the J.R.O.T.C program. SSVc also prepared me to be a well rounded and disciplined person from the influence I received not only in school but also in the homelife area."

And, when asked how SSVc prepared them for life, another SSVc alumnus responded:

"I have two older siblings that did not go to SSVc and did not go to college, and the three of us who went to SSVc all graduated from college. I just think SSVc prepared us better then public schools and the expectation of higher education was greater."

Thank you for listening.

Exhibit A:

Dr. Herbert M. Turner, III
Scotland School for Veterans Children
Class of 1979

“Scotland School: A School Away from Home”
(Time: 5- 7 minutes)

First, I want to thank this committee for the opportunity to speak briefly about Scotland School for Veterans Children (SSVC) and the role of residential education in my life. When Frank Frame called me and asked if I could share my thoughts about residential education with you today, I rearranged my schedule. Frank and I share the hypothesis that residential education can play a powerful positive role in the lives of young people—especially young people from environments that place them at risk. Over the years we have discussed ways to conduct research to confirm (or disprove) our hypothesis. We are very close to translating these discussions into a research agenda for SSVC.

In retrospect, my life journey really began when my father decided to leave our home in West Philadelphia in 1970. His leaving had an indelible impact on my psyche, and left an emotional void that took me more than a decade to fill. It left my mother in dire straits financially. Moreover, at that time, the streets of West Philadelphia were controlled by gangs which made it a very perilous place to grow up as a young boy. Still, I remember that day—as if it were yesterday—in 1971 when as a fourth grader I was playing outside (a group of thugs had stopped me a few weeks before and gave me the option of either giving them my watch or taking a beating) and my mother asked me: “Would you like to go to Scotland School?” I said yes. I also remember that day when at the half way point of the 180 mile drive to SSVC the car we were riding in broke down. As the tow truck came, I ask my mother: “Are we still going to SSVC?” I also remember that day when after six weeks I was FINALLY allowed to call home. During the phone conversation, I ask my mother: “When are you going to take me out of SSVC?”

At SSVC, there were lots of rules with consequences (some severe) attached. There were about 300 students from different backgrounds. From fifth grade to eighth grade I shared a cottage with twelve other boys. From 9th grade to 12th grade I shared a dormitory with 90 other boys. The school building was no more than three CITY blocks from any cottage or dormitory so you rarely missed school—not even in twelve inches of snow fall! And teachers, staff, and administration seemed so demanding—they were always asking more from me. They were rarely ever satisfied, it seemed. When it came to school work teachers would say, “You can do better than that.” When it came to general conduct in the cottage or dormitory staff would say, “You can do better than that.” But above all, there were those five bedrock principles SSVC has espoused since 1896: Honesty, Duty, Respect, Charity, and Excellence.

In addition, I was REQUIRED to go to church (if you were Catholic) and chapel (if you were Protestant) and like school, being absent was unacceptable unless you were REALLY SICK.

I graduated from SSVC in 1979 and after spending eight years of my life there I thought I would never look back—I was sure of it. Ironically, though, I find myself ALWAYS looking back to SSVC. Educationally, I recently completed my doctorate in Education (Policy Research, Evaluation, and Measurement) on the prestigious Fontaine Fellowship at an Ivy League School—the University of Pennsylvania (PENN). Professionally, I am the Scientific Research Project Director for the International Campbell Collaboration which endeavors to ascertain what sociological, psychological, educational, and criminological interventions work through the rigorous quantitative synthesis of the existing research base. Through the Campbell Collaboration, I have developed an international network of brilliant colleagues along with the opportunity to travel internationally. I am also a graduate level instructor of

research methods at PENN. I own a home in Bucks County; have been married for seven years to the love of my life, Annette Turner (Frank Frame was best man at my wedding); and I have two young sons (ages 6 and 8). Spiritually, I teach bible study on Wednesday evenings and attend church with my family on Sunday on a regular basis just as I was TAUGHT at SSVV.

In sum, I am living my dream because of what I learned at SSVV.

Now, let me share with you a few thoughts about residential education. Residential education is intimate, personal, and at times a very intense interaction among students, teachers, and staff. As a student, it is a home away from home. Residential education students, teachers, and staff are like family in many ways. Students live, study, argue, laugh, and cry together. Students learn as much from their peers as they do from teachers and staff. Therefore, when building a residential education environment (through location, staffing, student admissions) it is important to “choose students wisely” because the composition of the grade cohorts can have profound (and at times unintended) consequences on the identity formation and achievement motivation of residential education students.

As a social scientist, I am intrigued by the opportunities for research on residential education. Consider the following question:

Do students who attend residential education schools exhibit better life outcomes than their public school counterparts?

An even better question that is even more challenging to answer—from a research design perspective—is this:

What would have been the life outcomes of residential education students if they had not attended a residential school?

I have not seen any research that answers these questions. Admirably, Heidi Goldsmith and her CORE colleagues are working diligently and smartly to improve the evidential base on which policy decisions about residential education are made. At SSVV, the Foundation Board has appointed me Chair of a research and evaluation committee that will explore ways to answer these and other questions.

On a personal level, I find it hard to believe that my life course and outcomes would have been the SAME if I had remained in West Philadelphia with what the preeminent social scientist, Elijah Anderson, calls the “Code of the Street” calling for me to fall into its unforgiving trap. When I reflect on my life, and the course it could have taken as a result of not attending SSVV, the first part of a poem by Langston Hughes comes to mind:

“What Ever Happened to a Dream Deferred?
Does it dry up, like a raisin in the sun?...”

Indeed, I suspect that if I had not attended SSVV, the opportunity to live my dream would have dried up like a raisin in the sun. Finally, at moments like this, the poignant image in my mind is that of the picture that hangs in the Scotland Administration building. The almost life size picture shows a Scotland Graduate who was appointed captain of the University of Delaware football team and is standing, in his football uniform with his helmet off, beside the legendary coach Tubby Raymond. That graduate, Larry McSeed, signed the almost life size picture and the spirit of his words certainly speak to my experience, and I suspect the experience of the hundreds of others who have had graduated from SSVV and institutions like it:

“At SSVV, dreams do come true.” Mine certainly did. Thank you for listening.

Capability Statement

Company Overview:

ANALYTICA is a woman-owned, small business established in 2004 to provide high-quality research analytics to organizations in the social, behavioral, and health sciences. ANALYTICA specializes in:

- Randomized Controlled Trials (RCTs)
- Research Synthesis
- Secondary Data Analysis
- Survey Research
- Missing Data
- Systems Design and Development

Sample of Contracts:

- ANALYTICA is a founding partner of the REL Mid-Atlantic Laboratory which was awarded a five-year contract (2006-2011) by the US Department of Education Institute for Education Science (IES). ANALYTICA manages Task 2 which is the design, implementation, analysis and reporting of two large-scale RCTs. Task 2 has annually received the *highest performance rating of outstanding* from IES.
- ANALYTICA was awarded a five-year (2007-2011) What Works Clearinghouse subcontract funded by the IES to develop the first web accessible register of RCTs on education interventions, similar to clinicaltrials.gov.

Key Personnel:

Mrs. Annette E. Turner is the Chief Executive Officer. She has over twenty-five years of experience in teaching and conducting research in science education. Ms. Turner holds a Bachelor of Science in Physics, and Master degrees in Education and Environmental Science. She is responsible for developing the company's strategic vision and manages all aspects of the company's contractual relationships with strategic partners and clients. Ms. Turner also ensures that the company meets all fiduciary, regulatory, and legal responsibilities as a result of doing business.

Dr. Herbert M. Turner, III, is the President and Principal Scientist for Research. Dr Turner holds a Ph.D. in Policy Research, Evaluation, and Measurement from the University of Pennsylvania where he also lectures on research methods, statistical programming, and statistical analysis as an Adjunct Assistant Professor. He has over 25 years of quantitative research experience in the social, educational and health sciences, and is responsible for developing and managing the company's research portfolio.

ANALYTICA's Approach:

ANALYTICA is rigorous but flexible in its approach to finding solutions and always considers a range of strategies to assist its clients in maximizing human, financial, and technological resources to address challenging research problems. The company is committed to meeting and exceeding client expectations. Delivery of the highest quality services at least cost is our goal. At ANALYTICA, we take pride in offering "best value" for our research services.