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The Impact of Service-Learning on Participants in Community-Based Organizations

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THE IMPACT OF SERVICE-LEARNING ON PARTICIPANTS
IN COMMUNITY-BASED ORGANIZATIONS

A Thesis

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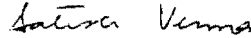**Title of Thesis:**   The Impact of Service-Learning on Participants in Community-Based Organizations
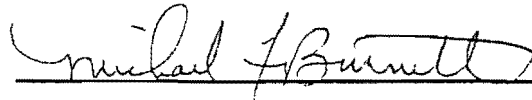
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Abstract

Research questions examined variables addressing the impact of service-learning on participants in community-based organizations during the 1997 summer session. The researcher set out to determine whether young people engaged in service-learning programs were likely to be involved in other service organizations, whether they are likely to continue to enroll in service-learning programs, likely to be committed to participation in voluntary service as adults, whether they value their service-learning experience, see value to themselves and to the community, and if differences exist by ethnicity and gender.

A survey instrument was mailed to the six program coordinators in the study for administration to those participants present on the selected day and 340 completed surveys were returned by participants who had completed fifth grade or above.

Findings indicated that more than 75% of youth were involved in other organizations which provide service to the community with "Church" groups having the largest number of participants. One-fifth of the students were enrolled for their second summer of participation; over two-thirds are likely to volunteer again and over 75% were satisfied with their service-learning experience. Students found service-learning to be valuable to themselves with over 80% agreement to the majority of the items in the cluster measuring this variable. Over 85% of the participants saw their service as valuable to the community. No differences existed by gender in satisfaction with service-learning but girls saw their service-learning experience as being of more

value to themselves and their community than did boys. Statistically significant differences were found in satisfaction with service-learning indicating that white students were more satisfied than black students and other ethnic groups and that white students saw their experience as being of more value to themselves and their community than did black students and students from other ethnic groups.

The study contains implications for both practitioners and administrators.

Chapter I: Introduction

Historical Overview

Even though the theory and practice of service-learning are not new, it is an often misunderstood concept. It is frequently confused with community service or volunteerism with which it shares some common elements.

Research points to the practice of community service being lauded as far back as Jane Adams and Settlement houses in this country circa 1880 (Radest, 1993). However, the past few years have seen a groundswell of attention to this type of service since Congress passed the National and Community Services Act in 1990 (Kraft, 1996). America has a long tradition of service, with the ideal of self-reliance and community service arriving here with the colonists (Radest). These ideals became embedded in the relationships of the family farm and the small town. Good neighbors provided homes for poor relatives, unmarried women, and homeless children. Radest noted that it was a common expectation and a visible symbol of the free man's responsibility. Poor houses provided shelter, clothing and food in early towns for time-limited stays when neighbors could not.

From 1860 to 1910 towns and cities sprang up rapidly all over the United States. Old habits of a rural past were inadequate to cope with the increase in population. Relationships of family and place dissolved. It was soon apparent that personal charity was not enough to contend with the changes being rapidly brought about by the growth of industrial cities all over the United States (Radest, 1993). New Americans

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with different habits and different needs arrived in ever greater numbers from Europe. They crowded cites and the majority of these immigrants became trapped in urban slums. Neither self-reliance nor a sense of community had a chance under the conditions of the early slums. Ethnic self-help groups which centered around church, synagogue, and charity organizations flourished to take up the slack. Early forerunners to present day service organizations include the YMCA in 1844, YWCA in 1858, the American Red Cross in 1881, and the United Way in 1887 (Bradley, 1994).

Social settlements, as Jane Addams described them, were part family, part social service and part political movement. These institutions attempted to meet the needs of the individual or family in trouble while at the same time reconstructing society. The settlement was a city movement fueled by the ethic of community to provide for its members. The continuous needs of society were being addressed by settlement houses in the new industrial cities because the community was unable to provide for the ever-increasing needs of its people. One of the greatest achievements of the social settlement movement was that it established a legitimate place in society for the "helping" professions.

Following the social settlement period, the public school system was established in this country, the helping professions were taking root and labor unions were forming. In 1917 when the country became engaged in World War I, the nation required, for the first time, that a generation of young people put aside their personal

goals for the larger needs of the country. During this same period, numerous youth

serving programs such as Boy Scouts (1910), Girl Scouts (1912) and the 4-H Youth

Development (circa 1900), Big Brother, Big Sister, and Boys and Girls clubs (1904-

1906) had their roots in the changing social climate of the early 1900s (Bradley, 1994).

Education outside of the school setting that addressed real life problems became

one of the areas of focus for many progressive schools between the First and Second

World Wars (Kraft, 1996). With the return of its young men from World War I,

America continued its tradition of activity in the social services. In 1933, the Civilian

Conservation Corps (CCC) was begun by President Franklin Delano Roosevelt to

meet the needs of depression-era America. It remained a viable national service model

until 1942. The CCC's main goal was to prepare young people for democratic

citizenship. It was a forerunner of numerous youth service programs. Since the

termination of the CCC in 1942, federal funds for national youth service have been on

again, off again depending on the socio-political climate and budget priorities of the

times.

Even though the 1950s are not remembered as a time of progressivism, the

Citizenship Education Project (CEP) was begun at Columbia University's Teacher's

College during that decade. CEP provided the framework for some of the social and

political action programs that came to renewed popularity in the 1970s (Kraft, 1996).

It stressed participation and direct community involvement, with teachers being given

hundreds of detailed guides to social investigation and social-political action (Conrad

& Hedin, 1991). Although very few gains were made in the service movement during the 1950s, in the 1960s, community activism became the rage and gave rise to the Peace Corps. Federal funding surfaced once again for national youth service with its introduction. The new wave of emphasis on school-based community service that arose in the 1970s was the result of several major reports which deplored the passivity of life in the schools and the separation of young people from the life of the community (Conrad & Hedin, 1991).

Every new administration following President Kennedy's Peace Corps has produced its own service agency (Radest, 1993). Lyndon Johnson launched Volunteers In Service To America (VISTA) or the "domestic peace corps." Jimmy Carter had his Young Adult Conservation Corps (YACC), which was followed by the Teachers Corps, the National Health Services Corps, and Job Corps. Richard Nixon changed the focus from community service to "volunteerism" and established ACTION which merged the Peace Corps, VISTA, the Housing Department's Office of Volunteer Action and the Small Business Administration's Action Corps of Executives. The YACC was eliminated in 1982 during the Reagan administration. In 1989, President Bush created the Office of National Service and the Points of Light Foundation to foster volunteerism (Bradley, 1994). In 1990 President Bush signed into law the National and Community Service Act of 1990 (Conrad & Hedin, 1991). It set up a grants program for the provision of streams of service at state and local levels (Bradley, 1994). It was reauthorized in 1993 to become the National and

Community Service Trust Act (NACSTA). It is a bipartisan effort to instill the ethic of national service in young people. At a time when every issue related to education becomes more and more politicized, this legislation stands out. Community service is a cause championed by both liberals and conservatives (Conrad & Hedin, 1991).

Many private foundations have played a significant role in the national youth service movement. Initial sources of support included the Ford Foundation, the Charles Stewart Mott foundation, the W.K. Kellogg Foundation, and the Dewitt Wallace-Reader's Digest Fund. The William T. Grant Foundation, in its report The Forgotten Half, argues for creating quality student service opportunities as part of the fundamental educational program for every public school (Conrad & Hedin, 1991). It has taken many years and national, regional, community, and corporate-sponsored foundations to transform the ideal of youth service into a full scale movement.

Service-learning initiatives are beginning to flourish. Service-learning is one of several dynamic movements with the goal of educational renewal. In fact, service-learning is one of the most recent efforts in an almost one hundred year history of American educational reform attempts to bring school and community together, to rebuild an ethic of citizenship among young people, and bring an active form of learning to schools (Kraft, 1996). It proposes that mere mastery of subject material is not the end product of education. Instead "the ability and personal commitments to apply knowledge and skills in real-world settings, to keep growing, keep learning, and keep contributing throughout life is the essential goal of each of these experiential

movements" of which the service-learning movement is part (Briscoe, Pitofsky, & Willie, 1996). Whether one advocates the reform of youth as a goal of service-learning or stresses the reform of education as the goal, community service for youth and more specifically service-learning, engages young people in democracy and has the power to meet the basic objectives of schools.

Statement of the Problem

A review of the literature indicates that many studies have been conducted documenting the effects of service-learning on its participants in school-based programs. In fact, curriculums abound on integrating service-learning into classroom sessions. Evaluation of school-based service-learning is easily tied to measurable outcomes such as reduction in absenteeism, improved grades, decreased discipline problems, etc. (LaPlante & Kinsley, 1994).

However, regarding community-based service-learning, there is a dearth of literature or studies investigating its impact on participants. Since research has mainly focused on the effect service-learning has had on academics and school climate, this study proposes to investigate its impact on participants in community-based organizations. The impact of service-learning in community-based organizations is not as easily tied to the measurable outcomes associated with service-learning in schools. However, the ideal outcome of any service-learning program is that the participants have developed a service ethic (Radest, 1993).

The Purpose of the Study

The purpose of this study was to investigate the impact of participation in service-learning activities on youth in community-based organizations, and document the benefits of service-learning as perceived by the participants in community-based organizations. It also examined the effect of service-learning as related to the development of a service ethic by exploring whether participation in service-learning predisposes young people to engage in volunteerism at a later date.

Research Questions

The following research questions were developed to address the intent of the study:

1. Are young people who have participated in service-learning projects likely to encourage a friend to join a service-learning program?

2. Are young people engaged in service-learning programs likely to also be involved in groups or organizations that provide services to the community?

3. Are young people who have had prior involvement in service-learning likely to be committed to participation in voluntary service in the future?

4. How satisfied are young people with their service-learning experience?

5. Does the initial amount of satisfaction with the service-learning project have any relationship to whether a young person will continue to engage in service projects on their own?

6. Of what value to themselves do young people see their service-learning involvement?

7. Of what value to the community do young people see their service-learning involvement?

8. Is there a difference in satisfaction with service-learning by ethnicity and gender?

9. Do differences exist in participants' perception of value to the community by ethnicity and gender?

10. Do differences exist in participants' perception of value to self by ethnicity and gender?

11. Is there a relationship between the number of other service organizations in which youth are involved and their intent to volunteer next year?

Delimitations of the Study

The Corporation for National Service awards formula grants to state education agencies (SEAs) for the provision of service-learning initiatives throughout the nation. The Louisiana Serve Commission in the Lieutenant Governor's office entered into a unique interagency agreement with the state Department of Education to administer the Learn and Serve America funds for the state of Louisiana. The Learn and Serve staff consists of two full time professionals: a director and program assistant. With oversight of more than 50 sub-grantees, the staff is limited in its ability to directly observe the impact of service-learning on the participants. Due to the amount of time

required to manage the grant, the various reporting requirements of the Corporation, and the fact that service-learning is still relatively new, there has been no specific effort by the Louisiana Serve Commission staff to collect information on the impact of community-based service-learning until this study. The actual practice of service-learning in schools and community-based organizations varies widely as do the plausible outcomes (Conrad & Hedin, 1991). Many outcome evaluations already exist on school-based service-learning. Therefore, this study will focus only on service-learning participants in community-based organizations conducting service-learning during the 1997 summer session.

Significance of the Study

Service-learning in community-based organizations has not been studied to the extent that school-based service-learning has been studied. This study adds to the body of knowledge on the impact of service-learning on youth participants in community-based organizations. The results of the research can be used by community-based practitioners interested in assessing the impact their own programs have on participants. The measure of the value of service is a nebulous one which requires prolonged study over the course of time. It is intended that this study will serve as a foundation on which future exploration of community-based service-learning and its impact on young people can be expanded.

Definition of Terms

- Civic Education - is the education of students to become critical and sensitive participants in public life (Shultz, 1990). It has also been described as the way in which society passes on the characteristic ways of feeling, thinking and acting to its new members (O'Neil, 1990).

- Community-Based Learning - is learning that takes place in the community in the form of outdoor classrooms, field trips, internships, etc., but usually does not involve a service component (Kraft, 1996).

- Community-Based Organizations - are youth-serving organizations outside of the school setting which may sponsor community service projects for young people (Schine, 1989).

- Experiential Education - are educational programs which are part of the general school curriculum but take place outside of the traditional classroom. Students are positioned in new roles where they tackle significant tasks with real consequences.

- Experiential Learning is a method of active learning by which the student not only gains knowledge but puts his skills into action, learns from other students, and validates his own learning through structured experiences (McKay & Cabrales, 1996).

- School-to-work - is an educational initiative that provides all students, regardless of their post-high school intentions, with a common core of academic and

technical skills that prepare them for meaningful, high quality employment and future education (Furco, 1996). They are also referred to as school-based and work-based programs. They integrate academic courses, vocational courses, and the needs of employers to transform work sites into active centers of learning (Gomez, 1996).

- Service-learning - is a method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs; that is integrated into the students' academic curriculum or provides structured time for students to think, talk, or write about what they did and saw during the service activity; that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others (National and Community Services Act of 1990). This is probably the most widely accepted definition (Kraft, 1996). The emphasis is on learning by doing, and reflecting on the learning experience is a key component of service-learning (Hedin & Conrad 1990). The Corporation for National Service funds two types of service-learning programs:

1) Community-Based Organizations are private nonprofit organizations (including church or religious entities) that are representative of a community or a

significant segment of a community and are engaged in meeting educational, environmental, public safety or other human needs. Learn and Serve America funds community programs that involve school-aged youth, whether they are enrolled in school or not (Corporation for National Service, 1997).

2) School-based programs are those which are eligible to apply for a Learn and Serve sub-grant as a public school district, public school consortia or other organization if the application is submitted by the public school district (Corporation for National Service, 1997).

- <u>Volunteerism</u> generally refers to millions of people in this country who perform service of their own free will and without pay (Kraft, 1996).

Chapter II: Review of the Literature

While the concept of service to community by students has been around since

the beginning of progressivism in education, it was not until 1990 that Fred Newmann

began using the term service learning instead of the term community service. This

was an attempt to avoid the connotation attached to sentences of community service in

the criminal justice system (Newmann, 1990). Service-learning continues to contend

with establishing its identity as separate from community service and volunteerism.

Arriving at a Definition

There seem to be as many definitions as there are program types involved in

service-learning. After examining a number of definitions in the literature, Timothy

Stanton, in Service Learning: Groping toward a definition, explains that service-

learning is an approach to experiential learning. Service-learning is a way of

expressing values or service to others, community development, and empowerment. It

is reciprocal learning which makes for a social and educational exchange between the

learners (students) and the people they serve (Sigmon, 1990). Sigmon states that

learning flows from the service task when attentive inquiry with those served and

careful examination is made of what is needed in order to serve well. He even

discusses the hyphen sometimes used between service and learning. The hyphen

highlights the link between the two. Emphasis should be he says, not on the link

between the two, but, on the distinctiveness of a service situation as a learning setting.

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Alt & Medrich (1994) further explain reciprocity as encouraging students to learn from the people they serve. "Reciprocity is the exchange of both giving and receiving between the 'server' and the person or group 'being served' "(Kendall & Associates, 1990). All parties involved in service-learning are learners and most importantly all parties help determine what is to be learned. In true service-learning, those being served control the service being provided and a sense of mutual responsibility and respect between those serving and those served is created. When service-learning is practiced in such a manner it avoids the typical one-way approach in which a group of "haves" share charitably with a group of "have-nots." True service-learning is dynamic and interactive (Kendall & Associates).

Service-learning is separate and distinct from required service, community service and volunteerism (Duckenfield & Wright, 1995). The developmental benefits such as empathy, establishment of an ethic of service and moral development by service learning cannot be denied. However, service-learning is more. It is a blending of both service and learning goals. It is also unique in that both the service and learning are enriched by each other. Students who are engaged in service learning apply what they learn in real-life settings (Follman, Watkins, & Wilkes, 1994). Service-learning is not a "feel-good" make-work activity to keep young people out of trouble or a way to keep them busy (Poulsen, 1994). When it is carefully structured and well planned, service- learning becomes a dynamic teaching-learning methodology with the capacity to teach academic information, life skills, and values.

Good service-learning allows students to see themselves as useful, engaged citizens. It takes youth from being seen as problems to being seen as resources. Instead of being victims of society, youth can become leaders. Instead of passive recipients, youth can become givers. Instead of being at risk, they can gain strength (Cairn, 1994). Yet service-learning is more. To be deserving of the name, service-learning must be directly tied to educational objectives. It is a method of learning. The National Dropout Prevention Center in its booklet Pocket Guide to Service Learning defines service-learning as a method whereby participants learn and develop through active participation in thoughtfully organized service that:

1)   is conducted in and meets the needs of a community;

2)   is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community;

3)   helps foster civic responsibility;

4)   is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and

5)   provides structured time for the students or participants to reflect on the service experience.

Shumer (1993) in his Delphi study identifies the problem as one in which no one knows how to portray service-learning. He assembled a group of national experts and had them attempt to define service-learning using descriptions of existing models.

Then, using the Delphi process of consensus building through three rounds, he was able to reach a consensus on some aspects of service-learning but reached the conclusion that there is still disagreement on the details of service-learning. It continues to resist rigid definitions and universal understanding. Conrad and Hedin (1991) not only contend that service is difficult to define but that there is a wide range of plausible outcomes from service-learning as well.

Dewey and Progressive Education

No discussion of service-learning and its future as related to educational renewal can take place without first going back to the writings of John Dewey, who was perhaps the most influential of all American philosophers and the most important educational theorist of the twentieth century (Jackson, 1996). Dewey wrote Experience and Education in 1938 as a reformulation of his earlier Democracy and Education (1916). The latter work, written more than two decades after the first, shows how Dewey's original ideas were recrafted to reflect his actual experiences in progressive schools of the times and in the light of the criticism his earlier theories had received. Education and Experience presents a concept of progressive education which is made up of experience, experiment, purposeful learning and freedom. Dewey's writings on education are as apropos today as they were in 1938 (Jackson, 1996). Dewey (1938) examines the difference between traditional education and progressive education as a means of answering the question regarding the role of the teacher and books in promoting educational development of the immature. Traditional

education, to Dewey, is education that is imposed upon the student and which involves learning from texts and teachers. It has static aims and materials. Traditional education prepares young people for some remote future. Its focus is on the acquisition of isolated skills and techniques by drill. In contrast, progressive education is about "expression and cultivation of individuality" (Dewey). Progressive education involves learning through experience and the acquisition of skills and techniques as a means of attaining ends. Rather than learning for the sake of some unfathomable time in the future, it is making the most of opportunities of present life. Progressive education allows the student to make an acquaintance with a changing world. Traditional education is based on the assumption that the future will be much like the past, yet societal change is the rule, not the exception (Dewey).

Most scholars trace the tying of service and learning to the writing of John Dewey (Kraft, 1996). His writings provided the foundation of critical service-learning components such as student involvement in construction of learning objectives, working together on projects, the importance of social and not just intellectual experience, and the value of actions devoted toward the good of the community (Kraft). While he did not directly advocate service as an educational method, his ideas on learning suggest that academic and social development can be stimulated through activities directed toward the welfare of others (Conrad & Hedin, 1991). William Kilpatrick, a disciple of Dewey, advocated the idea of the "project method" as a major tool of education (Jackson, 1996). Kilpatrick was probably the earliest proponent of

school-based community service. He argued that learning should take place in settings outside the school and involve efforts to meet real community needs. Throughout the 1990s, Progressives echoed his principles of education (Conrad & Hedin, 1991).

Dewey's writings were not intended to set forth a vision for others to realize. Instead he wanted to invite thought about education. He made it very clear that the problems with traditional educational methods are not solved when the ideas and practices of the old education are simply opposed. We must still question what the role of the teacher and books is in promoting educational development of the young (Dewey, 1938). In Experience and Education, Dewey paraphrases Lincoln on democracy when he maintains that education should be "of, by and for experience." Jackson (1996) feels that the reader is challenged to work out for himself what it means that "education is a development within, by and for experience." Dewey chose to focus on two aspects of experience that he called the principles of continuity and interaction. The principle of continuity contends that "every experience lives on in future experience" and that every experience takes something from those which have gone before and modifies in some way the quality of those experiences which follow (Jackson, 1996). The principle of interaction, on the other hand, says that there is always some kind of mutual influence going on. We act upon the world and the world acts upon us, without fail. These principles are in operation at all times without outside assistance. To take advantage of them, educators must be aware of the learner's potential for growth. Dewey expected educators to be future-oriented.

Questions such as where this experience is going, and how it is contributing to the future growth and development of the student must be asked. Jackson cautions us not to take Dewey's words as simple platitudes but to view them instead as a road sign which points to the direction in which we should go. Kolb (1984 as cited in Cairn, 1994) uses these premises in his experiential learning cycle, when he speaks of the power of experience in real world settings. Students' motivation to learn is sparked when they actually address genuine concerns in the community. Reflection allows them to form theories and draw conclusions from their experiences. Armed with this new knowledge gained from actual experience, students return to experiential settings and are prepared to learn even more.

Dewey summed up his philosophy of education and experience by stating: "To discover what is really simple and to act upon that discovery is an exceedingly difficult task,"(as cited in Jackson, 1996, p. 334). There seldom exists a direct correspondence between what a principle states and the actual practice of it. Jackson (1996) tells the reader that one should not reduce Dewey's outlook on education to the oft-repeated "learning-by-doing," but to reflect instead on Dewey's closing statement in Education and Experience that says

> What we want and need is education pure and simple, and we shall make
>
> surer and faster progress when we devote ourselves to finding out just
>
> what education is and what conditions have to be satisfied in order that
>
> education may be a reality and not a name or slogan (p. 90-91).

A New Educational Paradigm

Contemporary education is involved in a paradigm shift (Hughes, Kooy, &

Kanevsky, 1997). According to Fisher (as cited in Hughes, et al.), rather than

knowledge being viewed as an external entity independent of human thought and

action, the new paradigm holds that knowledge is internal and subjective. It is not

something in the possession of teachers (Petrie, 1990 as cited in Hughes et al. 1997) to

be transmitted to or imposed on the student, but rather it is mutually constructed by

teacher and student in order to make sense of human experience. This opposition

between the ideals that education is development from within as opposed to the idea

that it is formation from without marks the contrast between traditional and

progressive education (Dewey, 1938).

Wolfe (1994) rejects what he refers to as an "epidemic preoccupation with

control in the classroom." The preoccupation with classroom control in learning often

goes hand in hand with "oughts" and "shoulds." In this type of learning environment

only the teacher knows the one right answer and the students are required to learn it.

He refers to Hunt's (1994) use of the term "outside-in" model of learning. By this, he

means what is to be learned lies outside the learner, and the teacher's job is to

somehow get it inside the student.

In the "inside-out" approach, the learner pays attention to his or her inner

experiences, both present and past. The true motivation for learning rests with the

learner. On the one hand, experiential learning requires self reflection and is enhanced

with solitary periods of introspection, but it also requires lively interaction with caring, supportive and insightful others. Skills are gained by practicing with others, by expressing concerns, and by making sense of responses and counter-responses. Empathy, negotiation and conflict management skills, and the capacities to collaborate and develop leadership, are all gained through active experiential learning.

When one observes children in natural settings, a variety of feelings such as excitement, curiosity, fascination, wonder, and surprise, as well as fear and frustration are exhibited. These feelings are in response to the discovery of new elements in the environment. Older children and adults experience this to a lesser degree during times of self-directed learning. Generally, the emotional tone in many educational institutions is in direct contrast to that of learning in natural settings. Confusion, doubt, belittlement, resentment, boredom, alienation and a host of other negatives are at least as common as the excitement and joy of learning (Wolfe, 1994).

The education of youth in this country is at a crisis stage. The educational system has changed little over the course of time, while the world around it has changed dramatically. When America's system of education was shaped a century ago, most young people's lives were filled with community experiences based on farms, workshops, factories and characterized by active participation in community life (Cairn, 1994).

> One consequence of the shift by young people in this century away from
> central economic roles in homes, farms and workshops has been the

creation of a youth culture at the margins of productive society. Young people have shifted from being essential producers largely to being primarily consumers. The focus of young people's lives has shifted from the present to a distant and intangible, and increasingly unimaginative future (p. 47).

The time has come to redefine education. The current system does not adequately prepare most students to be effective workers and citizens in the rapidly changing, increasingly complex technological and global world. A more appropriate mechanism must be in place if education is to help young people become active citizens and to make the critical journey from school to the world of work as adults. Service-learning offers young people meaningful roles in society. It has been acclaimed for its ability to help students reinforce self-worth, develop personal and social responsibility, build a sense of empowerment, foster positive relationships with peers and adults and increase the relevance of academic and cognitive learning to real world issues. The need for a character education movement is especially critical when one considers the alarming statistics and reports we are bombarded with on a daily basis. Successfully implemented service-learning can become a theme around which school reform can occur and it can bring the school to the center of the community to address critical societal concerns (LaPlante & Kinsley, 1994). Service-learning methodology helps students appreciate the usefulness of knowledge as they apply it in real-life settings while in service to their communities (LaPlante & Kinsley). Like young people of

earlier days who worked for the benefit of family and community, young people today who are involved in service-learning are assuming meaningful roles and responding to real societal needs as well as to their own desire to be needed (Perkins & Miller, 1994).

Service-Learning and Experiential Learning

As a learning setting, service-learning is a form of experiential learning according to David Kolb, as cited in Building workers and citizens for the 21st century: Combining service-learning and work-based learning (Cairn, 1994). Kolb is credited with delineating the experiential learning cycle. He defined the four steps required for learning to occur: "observe or experience events, reflect on that experience, develop concepts that explain and allow generalization from the events, and test these concepts in varied situations" (Alt & Medrich, 1994, p.3). In experiential service-learning, a concrete experience must take place which addresses genuine problems in the community. It is then followed by reflection or reflective observation and includes synthesis and analysis of the experience. Once conclusions are drawn about how or why things happened as they did, the student is able to form abstract concepts and learn from the experience. Active experimentation occurs when students return to an experiential setting with their strengthened knowledge and new skills and learn even more from these future experiences. Long term or lifelong learning results from repetition of the cycle.

Alt & Medrich (1994) distinguished how service-learning is different from other types of experiential learning by clarifying that service-learning participants engage in activities that serve an unmet need in the community or school on a volunteer basis. In other types of experiential learning students may be paid for their work or may work in fields that cannot be considered community service such as banking, media or retail.

Because many learning styles and challenges can be accommodated, community service-learning, as a method of educating, meets the needs of all students from the gifted students to those at the lower end of the spectrum. This requires that thinking on service-learning be diversified. Those gifted students, who are traditionally thought of as providers and those less gifted, typically thought of as recipients, must be seen in a new light. Participants from all ability levels and economic levels can serve. Able-bodied, "differently-abled" and welfare recipients have a place in this ethic of service (Basl, 1993). Service-learning requires students to demonstrate mastery of academic material through carrying out service work (Crofton, 1997). Unlike the classroom, where students are rated individually service is frequently a collaborative experience which can accommodate special education students working alongside mainstream students.

Kendall (1988) contends that service-learning refers to both a "type of program" and a "philosophy" of education. As a program, service-learning has the goal of community service. As a philosophy, service-learning has as its goal engaged socially

responsible learning. Reciprocity and reflective learning are the two elements she says are essential. Both must be present in school-based programs, youth organizations, government and community organizations (Kendall).

Experiential learning is a continuous process. It not only occurs during carefully designed classroom projects but as Briscoe (1993) suggests it also occurs during the summer. For most upper- and middle-income youth, summertime is characterized by family vacation travels, volunteering, vocational exploration and other types of experiential learning. In the summer when classrooms are locked, families and communities replace the school system as a means of educating young people. This relaxed period can provide a fruitful opportunity for service-learning rather than summer just being a way to mark time for a few months.

For the growing number of disadvantaged youth, summer is a time for hanging out, loss of critical learning, and boredom (Briscoe, 1993). Summer service-learning can provide for a summer of growth. It can provide the foundation for building an ethic of service in youth. Summer is a good time for youth to begin the practice of service and learn about making a difference in their world.

Educating for Character

Can virtue be taught? Is character education possible in the light of rampant drugs, violence, academic and moral incompetence and disease in young people today (Sockett, 1996)? Sockett references Tom Lickona's book Educating for Character (1991) and states that character consists of operative values or values in action.

Character has three parts: moral knowing, moral feeling and moral behavior and can be translated into habits of the mind, habits of the heart, and habits of action. Lickona has drawn from studies across the nation to provide justification for character education. Wolfe (1994) tells the reader that all learning is personal. It is not merely an intellectual process but it is an emotional, behavioral, social and spiritual one. It is an affair of the heart as well as the head. It involves the whole being. In service-learning and other experiential methods not only are gains in awareness, competence, self-reliance, self-esteem and responsibility made but caring and altruism are learned experientially. Jackson (1996) expounds on Dewey's point of "learning from what we do" to state that learning reverberates from the periphery to the core of our beliefs and values, which is where our principles lie.

Schultz (1992) cautions us about The Shadow Side of Service and states that the one being served or in need carries the shadow in the relationship. This occurs when persons serving thrive on the dependency of persons served and those served are unable to develop their own strength and competence. Unless service-learning is analyzed closely and carefully structured, it can reinforce injustice and produce help that is disabling. Instead of thinking of service as something to do out of strength and benevolence, young people should be taught that service is done because of the inherent dignity of the person they are serving. Maybach (1996) also asks the reader to move away from a one-sided view of service provision. She, however, advocates a more equitable paradigm of service-learning that involves a cooperative relationship

between students sponsored by a school and individuals sponsored by an agency. Both are engaged in a common project in the community. "Partners in service" is the term she uses to denote an actual change in the service relationship.

Reflection of the type which involves students in an analysis of the existing social structures can be fostered. Reflections on feelings about the poor, for example, are not enough. Young people must be led also to reflect upon why there is not enough lowcost housing in the nation or about the relationship of deinstitutionalization of the mentally ill and homelessness. Schultz (1992) states that young people need to participate imaginatively in the lives of those they serve and must be shown how to see a part of themselves in those they serve. Otherwise, power becomes a problem in the relationship and the helper is unable to assist those served in defining their own needs and in discovering their own resources for helping themselves. Learning about the life experiences of others may be one way to understand what we share in common and provide a continuing conversation about what it means to be a citizen.

Radest's (1993) discussion of engagement versus exposure in community service is pertinent to any discussion on service-learning as it effectively highlights the difference between community service and service-learning. His ideas are similar to Schultz's in a number of ways. Most students involved in community service work are simply exposed to people who are less fortunate that they, which consists of people with whom they would not ordinarily come into contact. Service-learning requires engagement, and engagement requires that students take service seriously. Levison

(1990) agrees that engagement implies intensity. Students become intellectually engaged and do not simply respond to the clients with empathy, but understand intellectually the broad social dynamics underlying the situations of the people they serve. They begin to understand the plight of the elderly or the causes of poverty or racism. Engagement requires more from students than just putting in a certain number of hours on a project. It requires preparation, care, effort, reflection and recognition. Even the objectives for engagement are different from exposure. The objectives for engagement programs are explicit and comprehensive. While objectives for exposure programs are worthwhile, typically they are vague and express that the student will have the opportunity to serve the community. Objectives for engagement programs profess that the student will "examine the social implications of certain practices and values in society" (Levison, 1990) or other similar comprehensive objectives. The way young people engage with the issues in which they serve is almost always tied to the issues of personal identity and the social development they face as adolescents. Adolescents need help to become informed about the issues at stake. They need help in the clarification of their attitudes and beliefs, and they need help in learning to listen to others who are different (Fine, 1995).

In Learning to Care: Elementary kindness in an age of indifference, Wuthnow (1995) points out that young people who have been actively involved in community service and have been given the opportunity to reflect on their experience and talk about their involvement, develop an understanding of what they contributed.

Community service then gives them a sense of "personal virtue" which can be carried into the roles they will play as adults. He defines virtue as the habitual practice of courage and compassion. This development of virtue is a means by which young people can begin to see themselves as persons of strength who can make a difference in their worlds.

Generally, the words one hears to describe service-learning such as "serving" and "helping" and "volunteering" and "community" service are not words associated with school or learning Service-learning should also be associated with words like "experience" and "meaning" and "engagement" and "problem solving" and "collaboration" and "skill-building" and "purposefulness" and "context for learning."

Two elements differentiate true service learning from other similar activities: clearly defined learning outcomes and structured reflection. Community service helps students to address the classroom from their own actualities and their own discoveries. Over and over, the literature uses the illustration of serving meals to the homeless to demonstrate the depth of service-learning. Radest (1993) uses the soup kitchen type of service-learning project to show that young people in service-learning are encouraged to ask why people are hungry, how politics in our country do or do not contribute to this problem and what factors result in hunger in a world that already knows how to grow enough food to feed everyone. After such a service-learning project, a student might then be ready to explore the issue of hunger more deeply by work in a government agency, a citizen's group or a public policy research project. Whereas, a

continued to struggle. For discussion purposes, Roberts and Moon contend that with all of the documented affective advantages of community service learning their study upheld the belief that the cognitive demands of the secondary classroom can be met at least as well with community service learning as with any other type of project learning experience. They also suggest that it would be valuable in future studies to separate measurements of cognitive gains into the areas of knowledge/skills and thinking/reasoning standards.

For transfer of their findings to actual practice, the authors recommend that teachers assist students in balancing the routine course work with the service component so that adequate attention is given to both. Some students may require more help than others with planning their time. Secondly, they recommend that teachers have their community service-learning students teach their learning to others. Prior studies (Hedin, 1987 as cited in Roberts & Moon) found that peer tutoring positively impacted reading and math achievement scores for both the tutors and tutees.

Hedin and Conrad (1990) reported that research indicates service-learning programs scored higher that three other types of experiential programs studied in several developmental aspects. They report on a study by the Center for Youth Development and Research at the University of Minnesota. Nearly 4,000 students ranging in age from 12 to 19 participated and comprised urban, rural, poor and affluent young people. The study encompassed all forms of experiential education in

secondary education with the exception of vocational programs. All 4,000 students

were administered a questionnaire investigating 24 effects of experiential education.

The 24 effects were gathered from information supplied by directors of the programs

participating in the survey. Fourteen of the 24 items had an average agreement level

of more than 80%. The most positively rated items had to do with self-motivation,

initiative, social and personal responsibility, problem solving, self-concept, knowledge

of the community and learning from experience. In a subsequent administration of the

survey to 13 high schools, the results were similar to the original findings. Certain

generic effects were common to all experiential learning programs studied. However

service-learning programs were consistently rated more positively (Hedin & Conrad).

> Specifically, the service programs received substantially higher ratings on
> the following items: openness to new experiences, learning from direct
> experience, communication skills, and assuming new tasks in the
> community and the school (p.121).

From the original 24 outcomes measured, 20 outcome categories were

developed into the Experiential Education Questionnaire for a more rigorous

examination of effect. Several instruments were used in the study. Five tools and

approaches were utilized in data collection. The Experiential Education

Questionnaire, a series of paper and pencil instruments, was administered at the

beginning and end of the courses in experiential education classes. Questionnaires

were sent to parents and community supervisors involved in the programs, and the

notebook in which teachers and coordinators routinely kept anecdotal material was analyzed. Observations and interviews with students and staff were recorded and a follow-up study of participants in three schools three to four years after completion of the off-campus program was also employed in the data collection.

Proponents of experiential education claim that psychological development is enhanced when the student is placed in direct confrontation with practical problems. With the majority of the programs studied increasing both general self-esteem and self-esteem in social situations the study confirmed that theory. In a measurement of social development, the hypothesis that greater contact with adults would promote more positive attitudes was confirmed. Supporters of service-learning claim that by placing students in responsible roles, more responsible attitudes and behaviors result. Hedin and Conrad (1990) found this to be the case. Students involved in service-learning programs had the highest Social and Personal Responsibility Scale pre-test scores, followed by those in community study, career internships, and adventure education.

An interesting finding was that no single factor or set of factors seemed to guarantee the effectiveness of a program. In every program, some students gained a great deal and others did not. The researchers conclude

> that the strongest predictors of change in students proved to be the degree
> to which students perceived themselves as having the freedom to develop
> and use their own ideas, make important decisions, explore their own

interests, make important contributions, and assume adult responsibility. In short, the most powerful experiences were those in which students participated with substantial autonomy in activities that made a difference (Hedin and Conrad p. 128).

In a study involving the influence of childhood experiences on giving and volunteering, both teens and adults were asked if certain events happened to them when they were young (Schervish, Hodgkinson, Gates, & Associates, 1995). Their responses were compared to their current giving and volunteer behavior. More than 60% of adults with experience in service or volunteering activities as youth reported volunteering as adults.

Teen responses to this question were similar. Between 66 and 84% of teens who reported having had the identified experiences as children reported volunteering. The study's findings suggest that actual experience volunteering is the strongest predictor of later volunteering. Also asking persons to volunteer has proven to produce a much higher percentage of volunteer response in individuals than in those not asked (Schervish, Hodgkinson, Gates, & Associates, 1995).

Though much attention has been given to Service-Learning in recent years, the bulk of the studies has been designed around school-based projects. An "Evaluation of National and Community Service programs - Overview: National Evaluation of Serve-America" completed in October 1995 examined the impact of the Serve-America program in three major areas -- impacts on participants, institutions, and the

community. This initial study included a mix of school (68%) and community-based (23%) programs serving middle and high school-aged youth. One impact on program participants was that 96% of high school youth and more than 75% of middle school students believed that the services they performed were helpful to the community. The study also documented positive impacts on high school students' school attendance, personal and social responsibility, involvement in volunteer service, likelihood of future service, communication skills and work orientation. The impacts on middle school students were more limited but included school attendance, hours of homework and hours of volunteer service. One of the more significant findings for high school students was that the quality of the service experience was closely associated with the likelihood of a positive impact. Quality was defined as a challenging service experience, opportunities for independent decision-making and reflection.

An important study conducted by Follman (1996) of the Florida Department of Education reported on the outcomes of over 20,000 K-12 students involved in service-learning in their schools. Among positive trends reported were an improved GPA in 70% of subgrants, increased attendance in 62% of subgrants and a 76% decrease in discipline referrals for subgrants. When those subgrants with a preponderance of students identified as at risk were analyzed, it was found that 84% reporting showed an improved GPA, 64% had improved attendance, and 78% had evidence of a decrease in discipline referrals. Follman, however, noted that the ranges in scope, duration,

number of activities, and level of curriculum integration require that the data be looked at on a school-by-school basis rather than combining figures for all schools.

The most recent "National Learn and Serve Evaluation" conducted by the Center for Human Resource at Brandeis University and Abt Associates, Inc., (Interim Report) focuses on four fundamental questions:

1) What is the impact of program participation on program participants?

2) What are the institutional impacts of Learn and Serve programs on participating schools and community agencies?

3) What impacts do Learn and Serve programs have on their communities?

4) What is the return (in dollar terms) on the Learn and Serve investment?

The study consisted of 17 randomly selected study sites in 10 states with a focus on the 1995-96 school year. Ten of the programs were high school programs and seven were middle school programs. The national study focuses on a subset of "well designed" or "high quality" programs. To be included in the study a program had to have been in operation for a year or longer, to have reported higher than average service hours and to have regularly used both written and oral reflection. Melchior (1997) states that his evaluation does not address the average impact of all Learn and Serve America programs but rather identifies the impacts that can be reasonably

expected from mature, fully implemented, school-based service-learning efforts. Specific findings included:

1) Learn and Serve participants in the study showed positive, statistically significant impacts on all measures of civic attitudes.

2) Program participants were 30% more likely than the comparison group to be involved in some form of volunteer service during the previous six months.

3) Program participants scored significantly higher than the comparison group on four out of ten measures of educational impact.

4) There was not a statistically significant impact for participants as a whole on measures of social or personal development.

5) Service-learning programs, in general, appear to benefit a wide range of youth. It was also found that students who are already involved in service appear to continue to benefit from involvement in a formal service-learning program.

Overall, conclusions of this national study suggest that service-learning programs are having a positive impact on program participants and the community. These interim findings point to the importance of program quality and maturity as an element in program impact (Melchoir, 1997).

Questions and conclusions of the national evaluation point to the need for further study and focusing on the following questions:

1) What are the longer-term impacts on participants?

2) Are service-learning impacts cumulative in nature? Can we expect to see more impacts from school-wide or sequential programs?

3) Can we expect to see similar impacts from community-based efforts?

Early results of the national evaluation point also to the importance of program quality and maturity as an element in program impact. With a program like service-learning which spans kindergarten to grade 12, it is important to set realistic goals on quality. Expectations or program outcomes will not be the same across all grade levels. In the lower grades, emphasis should be on developing attitudes and behaviors which foster commitment to service. Before quality service-learning can occur, a climate of caring and respect for others must exist (Schine, 1993). Quality service-learning programming requires staff development, learning that is as effective as the service, and it must respond appropriately to the developmental needs of the young people involved (Schine).

Search Institute of Minneapolis currently has an extensive study of school-based service learning in progress which will further add to documentation on the impact of service-learning.

Few formal evaluations verify the benefits of service-learning which occurs in community-based organizations. Lack of significant research points to the need for further study of the impact of service-learning on youth participating in activities of community-based organizations to determine if similar impacts are in evidence.

Chapter III: Procedures

Population and Sample

This research is directed toward community-based service-learning projects
which meet the criteria for well designed, fully implemented service learning programs
as defined by the National Evaluation of Learn and Serve America (Melchior, 1997).
According to Melchior, "well designed, fully implemented" school-based programs had
to have at least 30 hours of service for the school year, have a weekly reflection
component (both written and oral), have been in operation for at least one year, and
have a structured learning approach. The parameters of Melchior's definition of "well
designed and fully implemented" programs were used to determine the inclusion of
those community-based organizations considered in this study as there exists no
separate definition for them. Summer projects selected from Louisiana's currently
funded programs under the umbrella of Community-based organizations (CBOs)
formed this group. These programs were funded on a competitive basis through an
application process with the Louisiana Serve Commission. Only those applications
receiving favorable review from a panel of professionals knowledgeable in service-
learning were funded.

In proposing to study the impact of Community-based service learning programs
in the state of Louisiana for the current grant year 1996-97, the following were taken
into consideration. Louisiana Serve Commission currently funds 19 Community-
based service-learning programs. For the purposes of this study, six of these 19

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programs were defined as the population for study (see Appendix A). The primary

focus of the study was to determine the impact of service-learning on youth in

community-based organizations. Therefore, the study did not include private schools,

which are funded in the community-based designation (four of the 19 total CBOs).

The remaining nine programs were not selected due to either failure to meet Melchior's

definition of "well designed, fully implemented" service-learning programs, or they

were programs operating within the school system through a community-based

organization. Of the six chosen programs, three were projects being funded for the

first time, and three were renewals or those funded for the second or more years.

While all programs selected were service-learning in nature, there were variations

among the projects. All programs in the study administered a summer project.

The Corporation for National Service has identified four areas of priority as

critical to meeting national and community needs. The four areas are educational,

public safety, human needs, and environment. The six projects in the study focused

mainly on meeting educational and human needs; although one project had a focus of

public safety demonstrated by a peer mediation component, and another dealt with

environmental concerns. Since there is much overlap in the four priority needs areas,

it is difficult to define a program as focusing on any one priority area. Most

community-based programs promote service-learning through projects responding to a

range of community needs.

The six programs selected for study were considered to be a random sample of programs over time, with this year's programs being representative of those in the past and in the immediate future.

Instrumentation

Various instruments used in the cited service-learning studies were reviewed for applicability to this study. While no instruments were found which measure the impact of service-learning on youth in community-based organizations, various parts of the survey instrument used in Melchior's study had relevance for this study. Permission for partial use of his survey instrument was given (Appendix B).

A survey instrument was developed to meet the objectives of the study. Its design incorporates some of the elements of the instrument used by the Brandeis University studies (Melchior, 1997) and those studies conducted by the Corporation for National Service's Americorps, which regularly uses a participant questionnaire (Handbook for Continuous Improvement, 1994) to evaluate its effectiveness. The survey instrument was designed to collect information from middle school students (6th-8th grade) and high school students (9th-12th grade).

The individual items in the survey instrument were constructed to elicit such information as overall satisfaction with the service-learning experience, involvement in other service organizations, benefit to the participant, perceived benefit to the community by the participant, and whether or not the participant would be likely to volunteer to serve his community in the future.

The instrument consisted of a four-page questionnaire. Page one collected such information as degree of satisfaction with the service-learning project and extent of involvement in other organizations that provide service to the community. Information was also gathered on whether or not the participant would recommend service-learning to a friend. The second page of the instrument asked about intent to volunteer in the community next year and the degree of benefit received from taking part in the service-learning project. This page included a cluster of 17 statements which were designed to elicit information on the degree of personal value the participant received from service-learning. Page three of the instrument included a cluster of nine items designed to measure altruistic tendencies of the participant. Four items on page three gathered demographical data. The final page of the instrument asked about living arrangements and also obtained information on the reasons for taking part in the service-learning program. The last item on the survey form asked about the number of years of participation in service-learning.

Validity

In an effort to construct a valid instrument, the survey form was first developed by this researcher then reviewed by the Louisiana Serve Commission's Executive Director and by the Commission's senior consultant, who has over nine years of service-learning experience and has been with the agency since its inception. The survey form was reviewed by two other service-learning professionals who were coordinators of service-learning projects not included in this study and by the

researcher's graduate committee. Their comments and suggestions were incorporated into the final survey instrument (Appendix C). The survey instrument was field tested on 20 service-learning participants ranging in age from 12 to age 16. The participants were involved in service at two different sites. One group had just completed a week-long service project at the Food Bank; the other had completed a project with nursing home residents. The field test group consisted of five males (White) and 15 females (12 of which were Black, two White and one other race). Nineteen of the 20 survey instruments were completed in full by the participants. Only one (male) participant neglected to complete the last page of the survey form. Relatively few questions were raised during the administration of the survey. When questioned upon turning in their surveys, respondents typically stated that the questionnaire was easy to complete and that the items were readily understood. No changes were made to any of the items on the survey as a result of the field test of the instrument. However, a telephone contact was initiated with each of the program coordinators, and they were instructed to urge participants to complete all pages of the survey instrument and asked to visually point out all the pages to be completed.

Internal Consistency

The internal consistency was calculated for the two scales on the survey instrument. The first scale was a cluster of 17 items designed to measure personal value from participation in service-learning. The reliability of this scale was calculated as $a = .92$ by the SPSS. This is a very high reliability coefficient (Ary,

Jacobs, and Razavieh, 1990). The second scale, a cluster of nine items, was designed to measure altruistic tendencies of the participant. The reliability of this scale was also determined as high (a = .86); therefore, indicating the instrument exhibited stability in measurement.

In addition to the scales measuring personal value of participation and altruistic tendencies, the instrument assessed satisfaction, involvement with other service organizations and likelihood of encouraging a friend to join a service-learning program. Other questions addressed intent to volunteer in the future, and the reason for taking part in service-learning.

Data Collection

Pre-survey Questionnaire

A pre-survey memorandum and questionnaire were sent to program coordinators to verify the start-up and end date of their projects and to collect information such as number of participants expected and average number of volunteer hours per participant planned. The pre-survey memorandum and questionnaire appear in Appendix D.

Participants' Survey

On July 2, 1997, participating project coordinators were mailed a packet of information and survey forms for each of the participants enrolled in the service-learning program. The surveys were administered to those students who had completed fifth grade or above. The cover memorandum (Appendix E) stated that the results of the survey would in no way have an impact on funding decisions made by

the Louisiana Serve Commission. It also stated that neither programs nor participants would ever be identified in any public record. The participants were assured that their responses would be kept confidential. The results of the survey would only be used for the purpose of gathering information to improve service-learning in the state. A follow-up telephone call was made to each project coordinator reiterating the instructions, and asking them to remind students to answer all four pages of the survey. They were asked to read the instructions to the participants and were also instructed to answer any questions which came up while students were writing their answers. The coordinators were asked to return the completed survey by mail before July 20, 1997.

In the week beginning July 7, on a day chosen at the discretion of project coordinators, the surveys were administered to all present who had completed the fifth grade or above. It was administered during a scheduled reflection period. Project coordinators were instructed to designate a student to collect the surveys, place them in the postage-paid envelope and seal them for mailing.

Response Rate

The Pre-survey Questionnaire (Appendix D) was returned by all six project coordinators involved in the study. Of the 458 surveys mailed to the six program coordinators in the study, 340 surveys were returned. The goal in a questionnaire study is 100 percent return, although a more reasonable expectation may be 75-90 percent return (Ary, Jacobs & Razavieh, 1990). The return rate was 100%; surveys

were returned for all present on the day the questionnaire was administered. It should

be noted that any number of participants may not have been present on the day the

survey was administered. Some may have dropped out and others could be absent for

various personal reasons. All programs participating in the study were summer

projects. Summer is traditionally the time when families go on vacation and scheduled

commitments are relaxed. It is expected that absenteeism will be greater during

summer service-learning projects than absenteeism during the school term.

The surveys were administered at the end of the service project period to assure

that the participants had completed the majority of their service hours commitment.

The surveys were administered in a natural setting during reflection time, a regularly

scheduled activity in service-learning.

Data Analysis

The statistical analysis of the data collected by the survey was based on the type

of information sought by each research question. For research questions 1, 2, 3, 4, 5,

7, and 8, descriptive statistics were used to report the responses of the survey

respondents. For research question 6 which explored the relationship between

satisfaction with continued participation, and research question 12 which explored the

relationship between the number of service organizations in which youth are involved

and intent to volunteer next year, the correlation coefficient was calculated. Research

questions 9 and 10 examined the differences between boys and girls on two variables

and are reported through the use of inferential t tests. In research question 11 an

analysis of variance was used to examine the variation in perception of service-

learning value by ethnic group and gender. The alpha level for all statistical tests was

set a' priori at .05.

Chapter IV: Findings

Presentation and Analysis of Data

The purpose of this study was to determine the impact that participation in service-learning activities in community-based organizations has on youth who participated. Specifically, the investigation included those youth who had completed fifth through twelfth grade and participated in service-learning organized by community-based organizations during the 1997 summer session and were present on the day the questionnaire was administered.

This chapter presents the data collected and explains the findings as they relate to the research questions posed at the beginning of the study. A total of 338 questionnaires were analyzed. Two surveys were removed from the original 340 because they did not meet the criteria for grade level. In addition to the demographical data that was gathered, respondents provided information on their satisfaction with the service-learning experience, the number of other service-related organizations in which they participated, and their perception of the benefits service-learning had to self and community. Respondents also reported on their intent to volunteer in the future and to disclose whether or not they would recommend service-learning to their friends. The intent to volunteer is an important component of service-learning. The National and Community Service Act states as its first purpose "to renew the ethic of civic responsibility in the United States" (Basl, 1993).

In analyzing the data, various relationships were investigated. The interpretation of the correlation coefficients was based on the set of descriptors by Davis (1971): .01 to .09 -- negligible association, .10 to .29 -- low association, .30 to .49 -- moderate association, .50 to .69 -- substantial association, .70 or higher -- very strong association. The alpha level was set a' priori at .05 for all statistical tests.

It should be noted that an inverse relationship existed in some instances due to the use of reverse scaled variables on the survey instrument (Appendix C). For example, the scale relating to satisfaction ranged from a one (1) for "Very Satisfied" to a six (6) for "Very Dissatisfied." In this case, as satisfaction increases, the associated numerical value decreases.

Demographic Profile

The respondents' ages ranged from 10 to 19. The mean age was 14.6 years (SD = 2.1). The largest age group of participants, 89 (26.3%) was 16 years old. The largest number by grade group was the 124 youth who were going into the 11th grade. This represents 36.7% of the population. The mean grade was 9.7 (SD = 2.1).

Of the 338 respondents, 120 were male (35.5%) and 216 were female (63.9%). This data was missing on two respondents (.6%). The majority of participants were Black with white students comprising 92.9%. Other ethnic groups made up the remaining 5.9%. Table 1 shows the demographic profile of the participants.

Table 1

Demographic Profile of Participants (N = 338)

Demographic variables	f	%
Age: 10	12	3.6
11	26	7.7
12	38	11.2
13	23	6.8
14	21	6.2
15	62	18.3
16	89	26.3
17	53	15.7
18	9	2.7
19	2	.6
Nonrespondents	3	0.9
Total	338	100.0
M = 14.6, SD = 2.1		
Grade: 6	42	12.4
7	42	12.4
8	22	6.5
9	16	4.7
10	20	5.9
11	124	36.7
12	64	18.9
13	5	1.5
Nonrespondents	3	0.9
Total	338	100.0
M = 9.7, SD = 2.1		
Ethnicity: Black	145	42.9
White	169	50.0
Other	20	5.9
Nonrespondents	4	1.2
Total	338	100.0
Gender: Male	120	35.5
Female	216	63.9
Nonrespondents	2	0.6
Total	338	100.0

Household Composition

Two hundred twenty-three (66%) of the respondents lived in some combination of a two-parent household. Sixty-two participants (18.3%) lived with their mothers and six participants (1.8%) lived with fathers. Seventeen youth (5.0%) did not respond to the item inquiring about living arrangements.

Table 2

Living Arrangements

Household composition	f	%
Both parents, or step and one parent, or with two step parents	223	66.0
Mother or stepmother only	62	18.3
Father or stepfather only	6	1.8
Other relative (aunts, uncles or grandparents)	18	5.3
Other person	12	3.6
Nonrespondents	17	5.0
Total	338	100.0

Research Question One - Likelihood of Encouraging a Friend to Join

Research question one was designed to determine how strongly service-learning participants are likely to encourage friends to join. Most participants (87.3%) indicated they would strongly encourage or encourage their friends to join. More than half (56.8%) said they would strongly encourage their friends to join. Four

respondents indicated that they would either "Discourage" or "Strongly Discourage " their friends from joining. Table 3 shows the frequency and percent of responses.

Table 3

How Strongly Would You Encourage a Friend to Join a Service-Learning Program?

Scale	Descriptor	f	%
1	Strongly encourage	192	56.7
2	Encourage	103	30.5
3	Neither encourage nor discourage	32	9.5
4	Discourage	2	0.6
5	Strongly discourage	2	0.6
	Nonrespondents	7	2.1
	Total	338	100.0

Note. M = 1.54, SD = .74.

Research Question Two - Involvement in Other Organizations

Research question two examined involvement by respondents in other groups or organizations that provide service to the community. Two hundred fifty-six young people or more than 75% responded that they were involved in other organizations which provide service to their communities. A total of 17 clubs or organizations which espouse service in their design was listed on the Service-Learning Survey (Appendix C). The choice, "Other," was included to capture those clubs or organizations not listed. The organizations having the largest number of participants were "Church" groups with 131 participants (38.8%), followed by the category

"Other" with 92 participants or 27.2% participation rate. 4-H clubs accounted for over 25% (86 participants) of the groups to which these young people belonged and Beta Clubs were the fourth largest group with 18.6% or 63 participants belonging. Table 4 shows the organizations in which the respondents were involved. Upon closer examination, the category "Other" included a myriad of clubs and organizations. Approximately 50 different clubs were listed. Many of the clubs, groups or organizations listed by the respondents may not be service oriented or have an actual service component, but youth seemed to have perceived them as providing service. It may also be that some young people simply listed the names of other clubs to which they belong. Groups such as choir, athletics, band, drill team and certain others listed are not traditionally ones in which service is provided. The Note on Table 4 shows the breakdown of those clubs listed as "Other" with the number of students who claimed membership. Two students' entries were indecipherable. The "Other" clubs are listed followed in parentheses by the number of young people who belong, to illustrate the range of activities in which the participants in the study were involved.

No young person reported being involved in more than nine clubs or organizations. The mean (M) was found to be 2.0 (SD=1.9). The largest percent (24%) of young people or 81 respondents reported no "Other" organizational involvement. Table 5 shows the frequency and percent of the respondents' involvement in clubs and organizations.

Table 4

Involvement in Other Youth Organizations

Name	$\underline{f}^a$	%	$\underline{M}$	SD
Church group	131	38.8	.39	.49
Other	92	27.2	.28	.45
4-H club	86	25.4	.26	.44
Beta Club	63	18.6	.19	.39
Girl Scouts	53	15.7	.16	.37
FBLA	49	14.5	.15	.35
FHA	36	10.7	.11	.31
FHA/HERO	31	9.2	.09	.29
Peer leaders	29	8.6	.09	.30
Key Club	23	6.8	.07	.25
SADD	23	6.8	.07	.25
Boy Scouts	18	5.3	.05	.23
FFA	15	4.4	.05	.21
CYO	7	2.1	.02	.14
Interact	7	2.1	.02	.14
Explorers	5	1.5	.01	.12
DECA	2	0.6	.01	.08
VICA	1	0.3	.00	.05

Note. Other clubs or organizations listed and number of respondents who are members:
ASTRA (1), Anchor Club (4), AMA (1), Athletics (3), Band (13), Campus Christians (1),
Cheerleader (1), Choir (3), Clean Team (1), Community Services (1), Delta Pi Pi (1),
Drama (2), Drill Team (1), Fellowship of Christian Athletes (7), Go Care (1), I Care (1),
Just Say No (2), Kids Against Tobacco (1), Kitty Hawk (1), La Famille (2), Leadership
Group (7), Library Club (3), Missionets (1), National Helper (1), National Honor Society
(4), Octagon (4), Pollution Club (1), REACH (2), Renaissance Club (4), ROTC (2),
Salvation Army (1), Science Club (3), STUCO (1), Students for Democratic Education
(1), Student Council (12), Teen Court (1), Top Team (1) Upward Bound (1), Voter
Registration (1), Wiley (1), WOW (1), Yearbook Staff (1), Youth Group (11).

[a] The values are not additive because students could belong to more than one youth
organization.

Table 5

Rate of Involvement in Other Clubs/Organizations

Number of organizations/clubs	$\underline{f}$	%
None	81	24.0
One	74	21.9
Two	70	20.7
Three	46	13.6
Four	20	5.9
Five	21	6.2
Six	9	2.7
Seven	7	2.1
Eight	3	0.9
Nine	1	0.3

Note. $\underline{M}$ = 2.0, $\underline{SD}$ = 1.9.

Research Question Three - Likelihood of Commitment to Volunteering

Research question three looked for the likelihood of a commitment to participate in voluntary service activities in the future. Service-Learning Survey question five (Appendix C) asked "How likely are you to volunteer to serve your community next year?" Over two thirds (75.6%) of the participants indicated that they would very likely (50%) or likely (25.6)volunteer to serve their communities next year. The mean was 1.8 and the standard deviation was 1.0. The data is presented in Table 6.

Table 6

How Likely Are You to Volunteer to Serve Your Community Next Year?

Scale	Descriptor	f	%
1	Very likely	169	50.0
2	Likely	87	25.6
3	Unsure	58	17.2
4	Not very likely	6	1.8
5	Not at all	12	3.6
	Nonrespondents	6	1.8
	Total	338	100.0

Note. M = 1.81, SD = 1.02.

Research Question Four - Satisfaction With Service-Learning

To a large degree, participants seemed to be satisfied with their service-learning experience. Over 75% indicated that they were either very satisfied or satisfied with all components of the program: overall service-learning experience, the specific service activity, the training received and the effect their work had on the community. Table 7 provides specific information on degree of satisfaction.

When a grand mean was calculated for the four items relating to satisfaction with the service-learning experience, it was found that 84.9% were either very satisfied or satisfied with the total service-learning experience. (M = 1.8, SD = .7).

Table 7

How Satisfied Were You With Your Service-Learning Experience?

Level of satisfaction	Overall experience		Specific activity		Training received		Effect work had on community		Grand mean [a]	
	%	N	%	N	%	N	%	N	%	N
Very satisfied	47.3	160	42.6	144	45.6	154	40.8	138	43.8	148
Satisfied	39.3	133	42.0	142	32.8	111	34.9	118	41.1	139
Somewhat satisfied	10.4	35	9.8	33	14.8	50	14.2	48	8.6	29
Somewhat dissatisfied	1.5	5	1.5	5	3.6	12	3.3	11	1.8	6
Dissatisfied	0.3	1	0.9	3	1.2	4	2.1	7	0.6	2
Very dissatisfied	0.3	1	1.8	6	0.9	3	2.1	7	0.3	1
Non respondents	0.9	3	1.5	5	1.2	4	2.7	9	4.1	13
Total	100.0	338	100.0	338	100.0	338	100.0	338	100.0	338
Mean	1.7		1.8		1.8		1.9		1.8	
Standard deviation	0.8		0.9		1.0		1.1		0.7	

[a] The following ranges were used to divide the grand mean responses by category: 1-1.49 very satisfied, 1.5-2.5 satisfied, 2.51-3.5 somewhat satisfied, 3.51-4.5 somewhat dissatisfied, 4.51-5.5 dissatisfied, 5.51-6.0 very dissatisfied.

Research Question Five - Relationship Between Satisfaction with Service-Learning
Experience and Likelihood of Continuing to Volunteer

The focus of research question five was to determine if the amount of

satisfaction with service-learning has any bearing on whether a young person will

continue to volunteer in service projects. The correlation between likelihood to

volunteer and the satisfaction with service-learning grand mean was calculated as r =

.41, which was interpreted as a moderate association between the two variables.

Therefore, satisfaction with service-learning is significantly and substantially related

to the likelihood of a young person perceiving they will continue to engage in service.

Research Question Six - Personal Value of Service-Learning

Research question six deals with the personal value the participants received

from service-learning. When responses to all 17 statements in this cluster were

analyzed, the grand mean for the 17 items was 1.8. Over 90% (310) of respondents

either strongly agreed or agreed with the statement "I made new friends." The

statement "I helped others" was either strongly agreed or agreed to by 86.4 % of

respondents. Learning to accept others as they are was also either strongly agreed or

agreed to by over 85% of respondents. Items on the scale receiving the lowest

amounts of agreement were those relating to learning about environmental issues or

learning about different cultural and ethnic groups. Table 8 presents these data on the

agree and strongly agree responses for each statement in the cluster.

Table 8

Strongly Agreed or Agreed Responses to Items Relating to Personal Value Gained
From Service-Learning

Statements on service-learning	f^a	%	M	SD
I made new friends.	310	91.7	1.3	0.7
I helped others.	292	86.4	1.5	0.9
I learned to accept others as they are.	290	85.8	1.6	0.9
I learned to talk to others.	284	84.0	1.6	1.0
I feel better about myself.	282	83.4	1.7	0.9
I accomplished specific tasks.	279	82.6	1.7	0.9
I get along better with other young people.	273	53.8	1.8	1.0
I served my community.	273	80.7	1.8	1.2
I learned about jobs in the community.	270	79.8	1.8	1.1
I developed leadership skills.	270	79.9	1.7	1.0
I learned to plan the use of my time.	252	74.6	1.9	1.2
I learned about community problems.	251	74.3	1.9	1.2
I get along better with adults.	250	73.9	1.9	1.2
I developed pride in my community.	247	73.1	2.0	1.2
I learned about public safety issues.	242	71.6	2.0	1.2
I learned about different cultural and ethnic groups.	202	59.7	2.3	1.3
I learned about environmental issues.	201	59.5	2.4	1.4
Grand mean			1.8	

Note. N = 338

^{a} Responded strongly agreed or agreed.

Service-Learning Survey question 14 (Appendix C) asked participants for the main

reason they took part in the service-learning. When responses to all eight reasons in

this cluster were analyzed the grand mean for the 8 items was 4.3. More than one-

third (35.8%) took part in the service-learning program because they wanted to learn

new things. "I wanted to help other people" was selected by 63 participants (18.6%).

Table 9

What Was the Main Reason You Took Part in this Service-Learning Program?

Reasons	f	%
I wanted to learn new things	121	35.8
I wanted to help other people.	63	18.6
Other reason.	37	10.9
My parents wanted me to.	33	9.8
I had nothing else to do this summer.	28	8.3
I wanted to make new friends.	18	5.3
Nonrespondents	17	5.0
All my friends are participating.	14	4.1
I need the service hours for a school subject.	7	2.1
Total	338	100.0

Research Question Seven - Service-Learning - Value to the Community

Nine statements in question eight on the Service-Learning Survey instrument

(Appendix C) explored the young person's perception of service-learning, and its

relationship to the community. The statements required that the respondents assess

their altruistic tendencies or social responsibility to the community. Many items on

this scale were gleaned from the Personal and Social Responsibility (National

Learning Through Service Survey, 1993) Scale used in the National Evaluation of

Learn and Serve America. As with the National Evaluation, the rationale is that youth

who are involved in service activities will be more likely to understand and endorse

the belief that each of us "shares responsibilities for the welfare of others, the

environment and the community in general" (Melchior, 1997). This second set of

statements included such items as "Everyone should take care of people who need

help," and "Everyone should help improve the community." Two hundred ninety-

three (86.8%) of the respondents agreed or strongly agreed with all the statements.

Only five (1.5%) of the respondents disagreed with all the statements. The mean was

1.6 and the standard deviation was .6. There were 18 missing responses. Table 10

shows these data.

Research Question Eight - Differences in Satisfaction by Ethnicity and Gender

Research question eight examines whether the amount of satisfaction with

service-learning varies by ethnic group or gender. Although the level of satisfaction

with service-learning was high for all participants, this researcher was interested in

determining if any differences in the amount of satisfaction existed between males and

females and/or across ethnic groups. Information for this research question was

gathered from responses to Service-Learning Survey question number one (Appendix

C). Respondents were required to rate four statements pertaining to satisfaction on a

six-point scale ranging from "Very satisfied" to Very dissatisfied." Findings indicated

that no statistically significant difference existed between the amount of satisfaction

experienced by males and females (t = 1.79, p< .07). An analysis of variance was

conducted to determine if there were significant differences among grand means in the

variance in satisfaction between males and females. ANOVA reveals that significant

difference in satisfaction existed by ethnic groups. White students felt more

satisfaction with their service-learning experience than did either black students or

other ethnic groups. The results of the t - tests reporting these results are in Table 11.

ANOVA data are shown in Table 12.

Research Question Nine - Differences in Perception of Value to the Community by
Ethnicity and Gender

Research question nine was developed to investigate the differences in

participants' perception of the value of service-learning to the community by ethnicity

and gender. Service-Learning Survey question number eight (Appendix C) gathered

responses to the nine cluster statements. The nine questions in this cluster required

respondents to rate a series of statements on a scale of "Strongly Agree" to "Strongly

Disagree." The results of the inferential t tests examining the difference in the grand

mean of the service-learning value scale by gender are summarized in Table 11. A

statistically significant difference exists between girls and boys on the amount of value

they placed on their service to the community as demonstrating in that girls rated this

variable higher than boys.

Table 10

Strongly Agreed or Agreed Responses to Items Relating to Value to the Community
from Service Learning

Statements on service-learning	$\underline{f}$ [a]	%	$\underline{M}$	$\underline{SD}$
Everyone should take care of people who need help.	298	88.1	1.5	0.8
Everyone should help improve the community.	297	87.9	1.5	0.8
Everyone should help other people.	295	87.2	1.4	0.8
I can learn a lot from people with back-grounds and experiences different from mine.	293	86.7	1.5	0.9
Young people can influence community decisions.	278	82.2	1.6	1.0
I will continue to provide community service in the future.	276	81.7	1.7	1.0
I can make a difference in my community.	270	79.9	1.7	1.0
Everyone should care about state and local issues.	268	79.2	1.8	0.9
Most adults support the work of young people.	253	74.8	2.0	1.0
Grand mean	--	--	1.6	0.6

Note. N = 338.
[a] Responded strongly agreed or agreed.

Table 11

Differences in Perception of Variables by Gender

Variables	Male		Female		t	p
	M	SD	M	SD		
Satisfaction with service-learning	1.9	0.8	1.8	0.7	1.79	.07
Value to the community	1.7	0.8	1.5	0.5	2.53	.01
Value to self	1.9	0.8	1.6	0.7	2.42	.02

Table 12

Analysis of Variance of Participant's Satisfaction with Programs by Ethnicity

Source	DF	SS	MS	F	P
Between groups	2	11.68	5.84	11.29	< .01
Within groups	318	164.60	.51	--	--
Total	320	176.28	--	--	--

Note. The post hoc Duncan's test revealed that white and other ethnic group students rated their satisfaction with the program higher than black students.

An analysis of variance was conducted to determine if there were significant differences among grand means of the value to self cluster of items by ethnicity. ANOVA reveals that significant differences existed by ethnic group. The post hoc Duncan's test revealed that the white youth perceived their service-learning experience

as more valuable to the community than black youth or other ethnic groups. Table 13

shows the results of the analysis.

Table 13

Analysis of Variance in Participant's Perception of Value to Community by Ethnicity

Source	DF	SS	MS	F	P
Between groups	2	7.57	3.79	10.78	< .01
Within groups	316	110.97	.35	--	--
Total	318	118.54	--	--	--

Research Question Ten - Differences in Value to Self by Ethnicity and Gender

Question ten examined the difference in perception of service-learning value to

self by ethnicity and gender. Service-Learning Survey question number seven

(Appendix C) required respondents to rate 17 statements on a scale of "Strongly

Agree" to "Strongly Disagree." When the scale grand means were analyzed by

ethnicity, the ANOVA with Duncan's post hoc test for differences among grand means

of the value to self by ethnic groups revealed that white youth and other ethnic groups

valued service-learning to themselves more than black youth. The results of the t test

reporting these results are in Table 11. A statistically significant difference exists

between girls and boys on the amount of value to themselves they feel they receive.

Table 14 shows the results of the analysis of variance.

Table 14

Analysis of Variance in Participant's Perception of Value to Self by Ethnicity

Source	DF	SS	MS	F	P
Between groups	2	8.10	4.05	8.47	<.01
Within groups	296	141.54	.48	--	--
Total	298	149.64	--	--	--

Research Question Eleven - Organization Membership and Intent to Volunteer

Research question eleven examined the relationship between the number of other organizations to which youth belong and their intent to volunteer to serve in their communities next year. The data from Service-Learning Survey (Appendix C) question numbers three and five were analyzed to determine the nature of the relationship. The correlation coefficient of r = .20 indicated a low positive association between organizational involvement and the intent to volunteer next year. This means that students indicated they would be more likely to volunteer as the number of organizations to which they belonged increased.

Chapter V: Summary, Conclusions and Recommendations

The purpose of this study was to investigate the impact of participation in service-learning activities on youth in community-based organizations. The research questions were:

1. Are young people who have participated in service-learning projects likely to encourage a friend to join a service-learning program?

2. Are young people engaged in service-learning programs likely to also be involved in groups or organizations that provide services to the community?

3. Are young people who have had prior involvement in service-learning likely to be committed to participation in voluntary service in the future?

4. How satisfied are young people with their service-learning experience?

5. Does the initial amount of satisfaction with the service-learning project have any relationship to whether a young person will continue to engage in service projects on their own?

6. Of what value to themselves do young people see their service-learning involvement?

7. Of what value to the community do young people see their service-learning involvement?

8. Is there a difference in satisfaction with service-learning by ethnicity and gender?

9. Do differences exist in participants' perception of value to the community by ethnicity and gender?

10. Do differences exist in participants' perception of value to self by ethnicity and gender?

11. Is there a relationship between the number of other service organizations in which youth are involved and their intent to volunteer next year?

The target population was youth in community-based service-learning projects which met the criteria of well-designed, fully implemented service-learning programs during the 1997 summer session. The accessible population was those youth present on the day the survey was administered.

A four-page questionnaire (Appendix C) was used to gather information for the study. The survey instrument consisted of two scales measuring personal value of service-learning participants, and altruistic tendencies of the youth. The instrument also assessed satisfaction, involvement with other service organizations, and likelihood of encouraging a friend to join a service-learning program. Other questions addressed intent to volunteer in the future, the main reason for taking part in service-learning, and the number of times enrolled.

Surveys were mailed to service-learning coordinators of the six programs selected for the study. A total of 338 questionnaires were returned and analyzed for

the study. The SPSS computer program was used for data analysis. Descriptive

statistics, correlation coefficients, and ANOVAs were used to analyze data.

Summary of Findings and Conclusions

Research Question One:

Are young people who have participated in service-learning projects likely to

encourage a friend to join a service-learning program?

Summary of Findings:

When asked about likelihood of encouraging a friend to join service-learning,

participants overwhelmingly agreed that they would strongly encourage or encourage

their friends to join a service-learning program as documented by their response to

Service-Learning Survey question four (Appendix C).

Conclusion:

Youth enrolled in service-learning programs would encourage their friends to

join service-learning programs.

Research Question Two:

Are young people engaged in service-learning programs likely to also be

involved in groups or organizations that provide services to the community?

Summary of Findings:

Involvement in other organizations that provide service to the community was

the focus of research question two. The majority of service-learning participants are

involved in a number of other organizations which provide service to the community.

In addition to the 17 organizations listed on the survey form itself, youth listed an additional 44 different groups having some degree of a service component. Youth who were engaged in service-learning programs were involved in other organizations as well. One-third were involved in "Church" groups, and more than one-fourth were members of 4-H and "Other" organizations they listed. Membership in Beta Club and Girl Scouts accounted for over 15% of respondents' involvement in organizations (18.6% and 15.1% respectively).

Conclusions:

Young people who are involved in service-learning are also involved in other organizations that provide service to the community. The large number of other clubs and organizations listed by the respondents also demonstrated their level of involvement in a wide range of activities.

Research Question Three:

Are young people who have had prior involvement in service-learning likely to be committed to participation in voluntary service in the future?

Summary of Findings: This question focused on the likelihood of participants engaging in voluntary service in the future. Over two-thirds said they were likely to volunteer again. Half of the participants stated that they were very likely to volunteer again.

Conclusion:

Young people involved in service-learning intend to volunteer in the future.

Research Question Four:

How satisfied are young people with their service-learning experience?

Summary of Findings:

The results document satisfaction with service-learning. Three-fourths of all service-learning participants were satisfied with service-learning as measured by satisfaction with the overall service-learning experience, the specific service activity, the training received, and the effect their work had on the community.

Conclusion:

Participation in service-learning produces a high degree of personal satisfaction for young people.

Research Question Five:

Does the initial amount of satisfaction with the service-learning project have any relationship to whether a young person will continue to engage in service projects on their own?

Summary of Findings:

This question focused on the relationship of satisfaction with continuing to volunteer. The correlation coefficient ($r = .41$) indicated that a moderate degree of association existed between a student's satisfaction with service-learning and continued volunteering.

Conclusion:

Those students who are satisfied with service-learning are likely to continue to engage in service.

Research Question Six:

Of what value to themselves do young people see their service-learning involvement?

Summary of Findings:

Young people received considerable personal value from participation in service-learning. Over 90% of participants made new friends, and over 80% felt better about themselves, helped others, learned to accept others as they are, accomplished specific tasks, and learned to talk to others.

Conclusion:

The amount of personal value received by students in service-learning is substantial.

Research Question Seven:

Of what value to the community do young people see their service-learning involvement?

Summary of Findings:

In the assessment of service-learning's value to the community, over 85% of the respondents believed in sharing in the responsibility of helping those who need help, improving the community, and learning from others with different backgrounds and

experiences. More than three-fourths of service-learning participants felt that young people can influence community decisions, and make a difference in their communities. They also felt that most adults support their work.

Conclusion:

Young people perceive that their service-learning is of significant value to the community.

Research Question Eight:

Is there a difference in satisfaction with service-learning by ethnicity and gender?

Summary of Findings:

In satisfaction with service-learning, significant differences were found by ethnic group but not by gender. White students were more satisfied with their service-learning experience than black students and other ethnic groups. No significant difference was found on the basis of gender; boys and girls experienced the same level of satisfaction from involvement in service-learning.

Conclusions:

White students are more satisfied with their service-learning experiences than other ethnic groups. Boys and girls do not differ in their levels of satisfaction with service-learning.

Research Question Nine:

Do differences exist in participants' perception of value to the community by ethnicity and gender?

Summary of Findings:

White students value their service to the community more than black students and other ethnic groups. Girls rated their service-learning contributions to the community significantly higher than did boys.

Conclusions:

White youth and females feel that their service-learning is of more value to the community that do either other ethnic groups or males.

Research Question Ten:

Do differences exist in participants' perception of value to self by ethnicity and gender?

Summary of Findings:

White youth perceived the value of service-learning to themselves as greater than both black youth and other ethnic groups and other ethnic groups saw service-learning as more value to themselves than did back youth. Girls perceived the amount of value to themselves as a greater amount than did boys.

Conclusions:

White students feel that service-learning is of more value to themselves than is perceived by black and other ethnic group students. Girls feel that service-learning is of more value to themselves than do boys.

Research Question Eleven:

Is there a relationship between the number of other service organizations in which youth are involved and their intent to volunteer next year?

Summary of Findings:

When memberships in organizations and intent to volunteer were studied it was found that students who belong to clubs and organizations were more likely to volunteer as the number of organizations to which they belonged increased.

Conclusions:

Students involved in service-learning programs are also involved in other organizations which provide service.

Recommendations

This study provides information on the impact of service-learning on youth in community-based summer session programs. It can be used as a springboard for the development of further studies on the impact of service-learning, aside from those connected to educational objectives. Because programs differ in nature and duration, the value of service -learning is not easy to measure, and continued study is required to substantiate its effect on young people in community-based organizations. Young

people are receiving a positive impact from participation in service-learning in community-based organizations. However, longitudinal studies can further document the impact of community-based service-learning on young people, and should be pursued to determine what long-term benefits accrue from participation in service-learning.

The findings of this study are applicable to administrators as decisions are made to consider programmatic changes to community-based programs. General recommendations include continued staff development, training for participants, and student participation at all levels of the program. As volunteering is the strongest predictor of later volunteering (Schervish, Hodgkinson, Gates, & associates, 1995 and as found in this study), providing ample opportunities for all Louisiana youth to volunteer must be pursued by reaching out to all under served areas of the state.

Specifically, efforts must be directed to addressing the differences found by ethnicity and gender. In the design of service-learning programs and the planning of activities greater consideration must be given to meeting the needs of males, black students and Other ethnic groups. This can be provided for in several ways. It is recommended that student advisory councils be developed for all service-learning programs and that they be as diverse as possible and allow for all voices to be heard as preparation, activities, reflections and celebrations are designed. It is further recommended that care be exercised in the selection of support staff for service-learning projects to ensure that they are representative of the diversity of the service

learning participants. The selection of project sites and partners should also reflect the diversity of the students. Activities which have a wide appeal to all students should have first consideration. It is further recommended that student focus groups be used to investigate the differences found by ethnicity and gender.

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Appendices

Appendix A: Description of the Six Programs Participating in the Study

<u>Program 01</u>

This program is a comprehensive service-learning program that empowers middle school students to resolve their conflicts through self-awareness, self-expression, self-determination and community building. It is a tuition-free six-week summer program whose participants come from public schools across the parish it serves.

<u>Program 02</u>

This is a health career volunteer program in which ½ elective credit can be earned. It involves 90 hours of program activities. This service-learning program allows participants to learn about health care careers while contributing much needed assistance to sick, elderly, and underserved persons in hospitals, clinics and nursing homes in a 14 parish area. Students age 15-18 are eligible to participate

<u>Program 03</u>

This service-learning program is an example of a partnership between organizations committed to meeting the needs of a specific neighborhood. At-risk youth serve their neighbors by painting over gang graffiti, assisting elderly with household chores, visiting nursing homes, and serving the hungry at shelters. Participants are ninth through twelfth graders who focus on service through community improvement.

Program 04

This is a health career volunteer program in which ½ elective credit can be

earned (in some parishes). It involves approximately 100 hours of program activities.

This service-learning program allows participants to learn about health care careers

while contributing much needed assistance to sick, elderly, and underserved persons in

hospitals, clinics and nursing homes in a 10 city area. Preference is given to high

school juniors, but others may apply.

Program 05

This is a year round program with a summer component. It is a partnership in

two rural towns with the mayors, businesses, police, teen leaders, schools and a local

church. At-risk youth engage in service-learning activities which include tutoring,

recycling, services to the elderly, community improvement, and supervising

recreational activities of young children. Participants range from grade K-12.

Program 06

This service-learning program provides students with opportunities to study

women in history and literature and to apply this knowledge through service at a local

shelter for women and children. Service is also provided in retirement communities.

Students gain in understanding of diversity, poverty, homelessness , illness and aging.

Participants range in age from 13-17.

Appendix B: Permission for Use of Survey Instrument

Hi Kay. Got your phone message, but probably won't be in the office until Tuesday or Wednesday, so maybe this will help in the short run.

>Can you answer a few questions for me?
>1. How did you define "well designed, fully-implemented" service-learning programs?

The simple answer is that we selected programs that met the following criteria:

1.   above average (actually above median) direct service hours. For middle schools this translated into at least 20 hours per program, for high school at least 30 hours;
2.   weekly reflection (based on self-report from the programs)
3.   use of both written and oral reflection
4.   program in operation for at least one year (so we could avoid start-up problems with the programs)
5.   Linked to a formal curriculum (i.e., not an afterschool service club). Note, this could include a freestanding service course, or programs integrated into English, social studies, etc. But there had to be a structured learning approach.

To select programs we undertook a multi-stage sampling process. First, we randomly selected 10 states (weighting for grant size); then we selected a random sample of subgrantees in each state. We then contacted each subgrantee and conducted a telephone interview with the subgrantee, or got the name of the people that actually ran the programs (at the school, classroom level, etc.). Based on the interviews, we identified a pool of sites that met our basic criterion; we then conducted more detailed interviews with those sites to try to confirm the information given the first time around. Ended up with 17 sites.

Its worth noting that the folks conducting the California Learn and Serve evaluation also selected "well implemented" programs, but through a somewhat different process (nominations and site visits). I think the advantage of our approach is that we can say what percentage of the sites in our sample met the criteria -a useful piece of information.

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7.   Please indicate how much you agree or disagree about each of the following statements on service-learning.

Because of my participation in service-learning: ➘	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
I feel better about myself.						
I learned about different cultural & ethnic groups.						
I learned about public safety issues.						
I learned about environmental issues.						
I made new friends.						
I served my community.						
I helped others.						
I developed leadership skills.						
I learned to accept others as they are.						
I accomplished specific tasks.						
I get along better with adults.						
I get along better with other young people.						
I learned about jobs in the community.						
I learned about community problems.						
I developed pride in my community.						
I learned to plan the use of my time.						
I learned to talk to others.						

8.

Please indicate how much you agree or disagree about each of the following statements on service learning.	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Everyone should take care of people who need help.						
Everyone should care about state and local issues.						
Everyone should help other people.						
Everyone should help improve the community.						
Young people can influence community decisions.						
I will continue to provide community service in the future.						
I can make a difference in my community.						
I can learn a lot from people with backgrounds and experiences different from mine.						
Most adults support the work of young people.						

QUESTIONS ABOUT YOU

9.   Are you male or female?   ❑ Male   ❑ Female

10. How old are you? _____ years old

11. What grade will you be in next school year? _____

12. How would you describe your racial or ethnic background? Check ✓one answer.

          ❑ White

❏ Black/African American
❏ Other (specify:) _____

13.   Do you live with :
    ❏ Both parents or a step parent and one parent or two step parents?
    ❏ Mother or stepmother only?
    ❏ Father or stepfather only?
    ❏ Other relatives (aunts, uncles or grandparents)
    ❏ Other person. Who? _____

14.   What was **the main reason** you took part in this service-learning program? Check ✓ one answer.

    ❏   All my friends are participating.

    ❏   I had nothing else to do this summer.

    ❏   I wanted to help other people.

    ❏   I wanted to learn new things.

    ❏   I wanted to make new friends.

    ❏   My parents wanted me to.

    ❏   I need the service hours for a school subject.

    ❏   Other reason, please explain _____

15.   Look at the list again and underline all the other reasons you took part in this service-learning program.

16.   How long have you participated in service learning programs? Check ✓ all that apply.

    ❏   Currently Enrolled - Summer 1997

    ❏   Enrolled 1 Year Ago - Summer 1996

    ❏   Enrolled 2 Years Ago - summer 1995

Office of the Lt. Governor   **Louisiana Serve Commission**
Learn and Serve America

MEMORANDUM

TO: Service Learning Coordinators

FROM: Kay S. Bailey

SUBJECT: Service-Learning Survey

DATE: June 4, 1997

Thank you for agreeing to participate in my research. As you know, I am interested in investigating the impact of service-learning on participants in community-based organizations. I will be surveying those young people who have completed fifth grade and above. Your program has been selected because it meets the criteria of a well-designed, fully implemented project.

After your participants have completed some of their scheduled service this summer I would like you have them complete a questionnaire and return it to me. In the meantime, I'd like to gather some additional information from you on your program. Please complete the attached form and mail it back or Fax it to me as soon as possible.

Once I've established the optimum time to administer the surveys, I will mail a package to you with the survey and instructions for administering. I expect to collect data this summer and have information to share by the end of the year.

Attachment

Program Name:

Project Coordinator:

Telephone:

Program Start Date:

Program End Date:

Celebration Date:

Number of Participants Expected:

Age Range of Participants:

Ave. Number of Service Hours Per Participant (anticipated):

Frequency of Reflection Activities:

Please return to: Kay S. Bailey
Learn and Serve America
263 Third Street, 6th Floor, Suite 610
Baton Rouge, LA 70801 or
Fax (504) 342- 0106

Office of the Lt. Governor   Louisiana Serve Commission
Learn and Serve America

MEMORANDUM

TO: Service Learning Coordinators

FROM: Kay S. Bailey

SUBJECT: Service-Learning Survey

DATE: July 2, 1997

Thank you again for agreeing to participate in this study. I want to assure you that the results of this study will in no way have an impact on future funding decisions made by Louisiana Serve Commission - Learn and Serve America. All responses will be kept confidential. No program or participant will ever be identified in any public record. The results of the survey will only be used for the purpose of improving service-learning endeavors in the state.

Enclosed is a packet of survey forms for your participants. Please adhere to the following instructions to ensure that surveys are administered consistently throughout the study.

1.   Administer the surveys during the week of July 7 through July 11 at a regularly scheduled reflection period. If your program has not completed a least one service day or service project by that period, please call me immediately at (504) 342-3333 before administering.

2.   Administer the surveys to those participants who have completed the <u>fifth grade</u> and above.

3.   Read the directions at the top of the survey (your copy) and remind the students that their responses will be kept confidential.

4.   Appoint a student to collect the responses, place in the postage-paid envelope and seal for mailing.

5.   Please mail the surveys the same day that they are completed.

Vita

Kay S. Bailey is a south Louisiana native. Her undergraduate degree was received from Louisiana State University in 1975. In 1994 she entered the master's program in Vocational Education and will receive her Master of Science degree in December 1997.

Her professional career encompasses over 15 years counseling experience in varied human services. She is an experienced project coordinator involving people and quantities of information. Her professional development includes more than 150 professional training hours in behavior management, assessment and counseling. She has over nine years experience as a Certified Vocational Evaluator with Rehabilitation Services at a state hospital, which treated emotionally disturbed adolescents and chemically-dependent youth. She has extensive experience in Women's Services, spanning seven years where she worked as an educational and career counselor for teen parents and in grants administration of family violence shelters statewide. Her work experience also includes time as an elementary school teacher. She served as both Secretary and Vice-Chair of Louisiana Interagency Action Council for the Homeless. She has served as an officer of the Greenwell Springs Hospital Volunteer Advisory Board and as an Interagency EAP Pilot Program Committee Member and counselor for state employees. She is currently employed by the Office of the Lieutenant Governor as the Director of Learn and Serve America for the state of Louisiana.

Her leisure time has been devoted to Scouting activities with her family and she has served as Scout Secretary and Program Committee member. She is actively involved with both high school and junior high youth ministry of her church.

She and husband Robert E. Bailey live in Central with their two children.