

## Community Service-Learning Surveys Teacher Cover Sheet

**Please complete this form and return it with the completed Massachusetts Department of Education Community Service-Learning Surveys from your class.**

The information on this page will help us know which students are in which classes/groups and allow us to provide class-by-class results for the survey. The information on program characteristics will also help us to look at how participant results differ among different types of Community Service-Learning programs.

### IDENTIFYING INFORMATION

Teacher/Adult Leader Name: \_\_\_\_\_

School/Community Organization Name: \_\_\_\_\_

Community (City/State): \_\_\_\_\_

Phone (where you prefer to be reached): (\_\_\_\_\_) \_\_\_\_\_

Email Address: \_\_\_\_\_

Class or Program Name (for example, 1<sup>st</sup> Period Civics): \_\_\_\_\_

Grade level(s): \_\_\_\_\_

Date Survey was Administered: \_\_\_\_\_

Number of Participants in Class/Group: \_\_\_\_\_

Number of Completed Surveys: \_\_\_\_\_

Do you plan to involve your students in any community service-learning projects this school year?

Yes       No

**Thank you for your help with the Making Knowledge Productive Surveys developed by Brandeis University with the Massachusetts Department of Education Community Service-Learning Program. Please return the surveys from your class/group to your Community Service-Learning contact person as soon as they have been completed. If you have any questions about the survey process, please contact Kristen McKinnon at the Massachusetts Department of Education at 781-338-6306.**

## **Educator Instructions-Baseline Surveys Participant Group**

Thank you for your help administering the Making Knowledge Productive participant group survey. The survey is an important part of Massachusetts Department of Education's efforts to document the impacts of service-learning programs and to learn how to make them even more effective.

There are a few simple instructions for administering the survey with your class or group.

**1. Please give the survey to your students as soon as you receive this packet.**

The purpose of the baseline survey is to help us understand participant attitudes and ideas at the beginning of the CSL program. We will be asking your students/participants to take a similar survey at the end of the program to see how their ideas, attitudes and skills have changed. If permission slips are required, please give the survey as soon as they are returned.

**2. Take a few minutes to introduce the survey to your students and to encourage them to answer the questions as honestly as they can.**

Please emphasize that the survey is not a test – there are no 'right' or 'wrong' answers, and the surveys do not measure whether someone is 'good' or 'bad.' The questions are designed to help us understand how participants think and what they are learning through the program.

In presenting the surveys, please remind students that the surveys are confidential (they will use a 'code' instead of their names – see below – and will place their completed surveys in an envelope to assure confidentiality).

Finally, please make sure that your students understand that the survey is voluntary. Students can skip individual questions that they do not want to answer. Students who do not want to complete the survey at all may simply seal their blank survey in an envelope.

**3. Make sure your students complete the "code" at the beginning of the survey.**

In order to be able to assess changes in student attitudes during the year, we need to be able to match each students' baseline and end-of-year surveys. At the same time, we want to keep the surveys anonymous (and confidential) so that students will answer honestly.

To accomplish this, we are asking students to create a "code" at the beginning of their surveys using their initials, birth date, and eye color. The code will let us match baseline and post surveys without student names. Please be sure your students complete this section at the beginning of the survey.

**4. Feel free to read the surveys aloud to your class/group if you think they will have difficulty reading the survey on their own.**

The surveys were designed with the advice of a workgroup of teachers and should be at an appropriate reading level for most middle and high school students. However, we want to encourage any educators with concerns about the reading level to read the survey aloud for their students.

5. **Please remind your students to complete the demographic information on the last page of the survey.**

The student demographic information is important in helping us see if there are differences in the responses among different groups of students – younger and older, male and female, and students with different racial or ethnic backgrounds. Consequently, we want to encourage students to complete this information as well as answering the main survey questions themselves. However, we also recognize that some students are reluctant to provide this information. If any student is uncomfortable or reluctant to provide any of the demographic information, he or she can leave that information blank.

6. **When students have completed their surveys, please have them place the surveys in an envelope and seal it to assure the confidentiality of their answers.**

Once again, we want to assure students that their individual answers on the surveys will not be seen by their classroom teacher or used to grade their performance in school. Having students seal their surveys in an envelope helps to ensure that confidentiality is maintained. If available, students can seal their surveys in individual envelopes and write their name across the flap to protect against tampering.

7. **After the surveys are completed, you may want to use them as the basis for a discussion about how surveys are used to collect information.**

Surveys are an important tool for gathering information in many settings, such as community programs. You may want to ask students what they thought the survey was trying to learn, what they liked or disliked about the survey, or what kinds of information they might want to use a survey to collect. Ideally, a survey like this can serve multiple purposes –a means of gathering information and an opportunity to teach skills.

8. **Please complete the Educator Cover Sheet and return it with the surveys and signed parent permission letters to your Community Service-Learning contact person.**

The Educator Cover Sheet allows us to code and track surveys by site, making it possible to report site by site results, and also helping to ensure that baseline and post-program surveys are properly matched. Please make sure you complete the cover sheet and return it with the surveys.

Finally, we want to emphasize that the surveys are not being used to ‘judge’ individual educators or programs, but rather to learn about the impact of the CSL programs as a whole and how to make the programs more effective. The surveys are intended to serve as a learning tool, not a performance assessment. We hope you will see them as a useful tool.

If you have any questions about any part of the participant survey process, please call your Community Service-Learning contact person. If your CSL contact cannot answer your question, he/she will contact the Massachusetts Department of Education for more information.

As always, **THANK YOU** for your help with this important process.



Dear Student:

We would like to ask for your help on a very important project.

Your school district is one of several in Massachusetts that is taking part in a Community Service-Learning program sponsored by the Massachusetts Department of Education with support from Learn and Serve America. Learn and Serve America is a national program that encourages young people to take part in community volunteer work with classroom-based learning. Thousands of schools across the country take part in the Learn and Serve America program.

This survey is part of a statewide study of Community Service-Learning. It is designed to help us learn more about the young people who are in Learn and Serve America programs and how you think and feel about yourself and the community. The survey is being given to students involved in Community Service-Learning in Massachusetts. We hope you will help by answering the questions as honestly and completely as you can.

As you begin, there are three important points to keep in mind:

- First, this is not a test. There are no 'right' or 'wrong' answers. Just try to give the answers that best show how you think or feel.
- Second, this survey is confidential. **Please do not put your name on the survey.** When you are done, you will put your answers into an envelope and seal it. Your answers will be combined with other surveys and will never be looked at individually or used to evaluate your performance in school.
- Third, this survey is voluntary. We appreciate your participation. If there are any questions that you do not want to answer, you may leave them blank.

Thank you for your help! If you have any questions, please ask you teacher.

Sincerely,

Kristen McKinnon, Community Service-Learning Specialist  
Massachusetts Department of Education

## Creating a Code

As the first step in the survey process, we want you to create a personal code. The code will let us keep track of your surveys without knowing your name. The code has three parts: your initials, your birth date, and the color of your eyes.

What are the first initials of your first name, middle name, and last name? Circle one letter for each below.

First name initial (circle one)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Middle name initial (leave blank if no middle name)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Last name initial (circle one)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

What is your date of birth? (Month/day/year): \_\_\_/\_\_\_/19 \_\_\_

What color are your eyes?  Brown  Blue  Hazel/Green  Something Else

What School do you attend? \_\_\_\_\_

## About You and Your Community

The questions below ask about how you think about you and your community. Please answer the questions as carefully and honestly as you can. There are no right or wrong answers. We just want to know how you think or feel.

For each statement below, please tell us if you feel that the statement is **Very True** for you, **Sort of True** for you, **Not Very True**, or **Not True at All**. Please be sure to fill in the circle completely.

	Very True	Sort of True	Not Very True	Not True at All
1. I know how to influence the decisions that are made in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. When I am an adult, I expect to vote in national elections.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I take action on causes I believe in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I don't work very hard in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I will always have friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I believe that I can make a difference in my school or community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. It is important to understand the history behind a community problem before you try to solve it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I am confident in my ability to do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My friends respect me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. In my school or community, there is an adult who really cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I try to learn as much as I can about my school subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I know what is expected of a leader of a group project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. It is my responsibility to be actively involved in community issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I feel confident sharing my opinions in front of a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very True	Sort of True	Not Very True	Not True at All
15. I understand the different kinds of services my town provides to people in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I feel like I am an important part of my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. At school, I pay attention in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I know how to find information on the history of my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I don't try very hard in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. When community issues or problems are being discussed, I usually have something to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Teachers allow me to explore topics I find interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Adults in my community value my opinion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. To solve most community problems, you have to learn how to work with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I am able to understand most community issues easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Being concerned about state and local issues is an important responsibility for everyone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I accept responsibility for my actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. When I am in class, I just pretend that I am working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I know how to design and do a project in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. When I am an adult, I expect to get information about candidates and issues before voting in an election.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. In my school or community, there is an adult who listens to me when I have something to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. When I am in school, I feel happy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I believe that students my age can influence community decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I get along well with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. It is hard for me to make friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I work very hard on my schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. I seek solutions to complex problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. I think you can improve a community project by looking at how people tried to solve community problems in the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I like being around other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I often feel lonely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. It is very important to me to do the best I can in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I have opportunities to decide for myself what I learn about in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I plan to graduate high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. I plan to attend college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I plan to complete college and get a degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. When I am in class, I try very hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. When I am an adult, I expect to be active in civic organizations where I live, such as town committees or community organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## About You

Finally we would like to ask a few questions about who you are and what you do.

47. How old are you? \_\_\_\_\_ years old

48. What grade are you in? \_\_\_\_\_

49. Are you a boy or a girl?     Boy             Girl

50. How would you describe your racial or ethnic background? Please feel free to mark all the answers that apply.

- |   |  |
|---|--|
| <input type="radio"/> American Indian or Alaskan Native | <input type="radio"/> Hispanic/Latino                  |
| <input type="radio"/> Asian                             | <input type="radio"/> Native Hawaiian/Pacific Islander |
| <input type="radio"/> Black or African-American         | <input type="radio"/> White                            |
| <input type="radio"/> Cape Verdean                      | <input type="radio"/> Other: _____                     |

51. Did you participate in any of the following co-curricular activities last year?

- Sports
- School clubs (Key club, art club, etc.)
- Band/chorus/theatre
- Student government
- None

52. Overall, what types of grades to you usually get?	<input type="radio"/> Well above average	<input type="radio"/> Somewhat Above Average (A's & B's)	<input type="radio"/> Average (B's and C's)	<input type="radio"/> Somewhat less than average (C's and D's)	<input type="radio"/> Below Average (Failing)
53. What was your last MCAS reading score?	<input type="radio"/> Needs Improvement	<input type="radio"/> Proficient	<input type="radio"/> Very Proficient	<input type="radio"/> Advanced	<input type="radio"/> Don't know
54. What was your last MCAS math score?	<input type="radio"/> Needs Improvement	<input type="radio"/> Proficient	<input type="radio"/> Very Proficient	<input type="radio"/> Advanced	<input type="radio"/> Don't know

55. During the last term/semester of school last year, approximately how many hours did you spend each week volunteering/providing community service (including service performed through your school, with your family, as part of a club or scout group and with your church, mosque or synagogue)?

**# Hours Per Week:** \_\_\_\_\_

56. If you volunteered/provided service, was it through your school, outside of school (for example, through a religious program or community-based program), or both?

- Only through school
- Only outside of school
- Both through school and outside of school

57. During this past school year, did you work on one or more community service-learning projects through your school?

- Yes
- No

## **Educator Instructions-Baseline Surveys Comparison Group**

Thank you for your help administering the Making Knowledge Productive comparison group survey. The survey is an important part of Massachusetts Department of Education's efforts to document the impacts of service-learning programs and to learn how to make them even more effective.

There are a few simple instructions for administering the survey with your class or group.

**1. Please give the survey to your comparison group students at about the same time that participants in CSL classes receive their surveys.**

The purpose of the baseline survey is to help us understand student attitudes and ideas at the beginning of the year. We will be asking your students to take a similar survey at the end of the year to see how their ideas, attitudes and skills have changed. If permission slips are required, please give the survey as soon as they are returned.

**2. Take a few minutes to introduce the survey to your students/participants and to encourage them to answer the questions as honestly as they can.**

Please emphasize that the survey is not a test – there are no 'right' or 'wrong' answers, and the surveys do not measure whether someone is 'good' or 'bad.' The questions are designed to help us understand how students think and what they are learning throughout the school year.

Also, please read the introductory letter that is attached to each survey with the students. In presenting the surveys, please remind students that the surveys are confidential (they will use a 'code' instead of their names – see below – and will place their completed surveys in an envelope to assure confidentiality).

Finally, please make sure that your students understand that the survey is voluntary. Students can skip individual questions that they do not want to answer. Students who do not want to complete the survey at all may simply seal their blank survey in an envelope.

**3. Make sure your students complete the "code" at the beginning of the survey.**

In order to be able to assess changes in participant attitudes during the year, we need to be able to match each students' baseline and end-of-year surveys. At the same time, we want to keep the surveys anonymous (and confidential) so that participants will answer honestly.

To accomplish this, we are asking students to create a "code" at the beginning of their surveys using their initials, birth date, and eye color. The code will let us match baseline and post surveys without student names. Please be sure your students complete this section at the beginning of the survey.

**4. Feel free to read the surveys aloud to your class/group if you think they will have difficulty reading the survey on their own.**

The surveys were designed with the advice of a workgroup of teachers and should be at an appropriate reading level for most middle and high school students. However, we want to encourage any educators with concerns about the reading level to read the survey aloud for their students.

5. **Please remind your students to complete the demographic information on the last page of the survey.**

The student demographic information is important in helping us see if there are differences in the response to CSL among different groups of students – younger and older, male and female, and students with different racial or ethnic backgrounds. Consequently, we want to encourage students to complete this information as well as answering the main survey questions themselves. However, we also recognize that some students are reluctant to provide this information. If any student is uncomfortable or reluctant to provide any of the demographic information, he or she can leave that information blank.

6. **When students have completed their surveys, please have them place the surveys in an envelope and seal it to assure the confidentiality of their answers.**

Once again, we want to assure students that their individual answers on the surveys will not be seen by their classroom teacher or used to grade their performance in school. Having students seal their surveys in an envelope helps to ensure that confidentiality is maintained. If available, students can seal their surveys in individual envelopes and write their name across the flap to prevent tampering.

7. **After the surveys are completed, you may want to use them as the basis for a discussion about how surveys are used to collect information.**

Surveys are an important tool for gathering information in community programs. You may want to ask participants what they thought the survey was trying to learn, what they liked or disliked about the survey, or what kinds of information they might want to use a survey to collect. Ideally, a survey like this can serve multiple purposes – a means of gathering information and an opportunity to teach skills.

8. **Please complete the Educator Cover Sheet and return it with the surveys and signed parent permission letters to your Community Service-Learning contact person.**

The Educator Cover Sheet allows us to code and track surveys by site, making it possible to report site by site results, and also helping to ensure that baseline and post-program surveys are properly matched. Please make sure you complete the cover sheet and return it with the surveys.

Finally, we want to emphasize that the surveys are not being used to ‘judge’ individual educators or programs, but rather to learn about the impact of the CSL programs as a whole and how to make the programs more effective. The surveys are intended to serve as a learning tool, not a performance assessment. We hope you will see them as a useful element in the CSL approach.

If you have any questions about any part of the participant survey process, please call your Community Service Learning contact person. If your CSL contact cannot answer your question, he/she will contact the Massachusetts Department of Education for more information.

As always, **THANK YOU** for your help with this important process.



Dear Student:

We would like to ask for your help on a very important project.

Your school district is one of several in Massachusetts that is taking part in a Community Service-Learning program sponsored by the Massachusetts Department of Education with support from Learn and Serve America. Learn and Serve America is a national program that encourages young people to take part in community volunteer work with classroom-based learning. Thousands of schools across the country take part in the Learn and Serve America program.

This survey is part of a statewide study of Community Service-Learning. It is designed to help us learn more about young people and how you think and feel about yourself and the community. We hope you will help by answering the questions as honestly and completely as you can.

As you begin, there are three important points to keep in mind:

- First, this is not a test. There are no 'right' or 'wrong' answers. Just try to give the answers that best show how you think or feel.
- Second, this survey is confidential. **Please do not put your name on the survey.** When you are done, you will put your answers into an envelope and seal it. Your answers will be combined with other surveys and will never be looked at individually or used to evaluate your performance in school.
- Third, this survey is voluntary. We appreciate your participation. If there are any questions that you do not want to answer, you may leave them blank.

Thank you for your help! If you have any questions, please ask you teacher.

Sincerely,

Kristen McKinnon, Community Service-Learning Specialist  
Massachusetts Department of Education

## Creating a Code

As the first step in the survey process, we want you to create a personal code.

The code will let us keep track of your surveys without knowing your name. The code has three parts: your initials, your birth date, and the color of your eyes.

What are the first initials of your first name, middle name, and last name? Circle one letter for each below.

First name initial (circle one)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Middle name initial (leave blank if no middle name)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Last name initial (circle one)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

What is your date of birth? (Month/day/year): \_\_\_ / \_\_\_ / 19 \_\_\_

What color are your eyes?  Brown  Blue  Hazel/Green  Something Else

What School do you attend? \_\_\_\_\_

## About You and Your Community

The questions below ask about how you think about you and your community. Please answer the questions as carefully and honestly as you can. There are no right or wrong answers. We just want to know how you think or feel.

For each statement below, please tell us if you feel that the statement is **Very True** for you, **Sort of True** for you, **Not Very True**, or **Not True at All**. Please be sure to fill in the circle completely.

	Very True	Sort of True	Not Very True	Not True at All
1. I know how to influence the decisions that are made in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. When I am an adult, I expect to vote in national elections.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I take action on causes I believe in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I don't work very hard in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I will always have friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I believe that I can make a difference in my school or community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. It is important to understand the history behind a community problem before you try to solve it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I am confident in my ability to do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My friends respect me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. In my school or community, there is an adult who really cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I try to learn as much as I can about my school subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I know what is expected of a leader of a group project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. It is my responsibility to be actively involved in community issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I feel confident sharing my opinions in front of a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very True	Sort of True	Not Very True	Not True at All
15. I understand the different kinds of services my town provides to people in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I feel like I am an important part of my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. At school, I pay attention in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I know how to find information on the history of my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I don't try very hard in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. When community issues or problems are being discussed, I usually have something to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Teachers allow me to explore topics I find interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Adults in my community value my opinion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. To solve most community problems, you have to learn how to work with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I am able to understand most community issues easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Being concerned about state and local issues is an important responsibility for everyone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I accept responsibility for my actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. When I am in class, I just pretend that I am working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I know how to design and do a project in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. When I am an adult, I expect to get information about candidates and issues before voting in an election.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. In my school or community, there is an adult who listens to me when I have something to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. When I am in school, I feel happy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I believe that students my age can influence community decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I get along well with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. It is hard for me to make friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I work very hard on my schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. I seek solutions to complex problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. I think you can improve a community project by looking at how people tried to solve community problems in the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I like being around other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I often feel lonely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. It is very important to me to do the best I can in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I have opportunities to decide for myself what I learn about in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I plan to graduate high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. I plan to attend college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I plan to complete college and get a degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. When I am in class, I try very hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. When I am an adult, I expect to be active in civic organizations where I live, such as town committees or community organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## About You

Finally we would like to ask a few questions about who you are and what you do.

47. How old are you? \_\_\_\_\_ years old.
48. What grade are you in? \_\_\_\_\_
49. Are you a boy or a girl?      Boy              Girl
50. How would you describe your racial or ethnic background? Please feel free to mark all the answers that apply.
- American Indian or Alaskan Native              Hispanic/Latino
  - Asian      Native Hawaiian/Pacific Islander
  - Black or African-American                              White
  - Cape Verdean      Other: \_\_\_\_\_
51. Did you participate in any of the following co-curricular activities last year?
- Sports
  - School clubs (Key club, art club, etc.)
  - Band/chorus/theatre
  - Student government
  - None

52. Overall, what types of grades do you usually get?	<input type="radio"/> Well above average	<input type="radio"/> Somewhat Above Average (A's & B's)	<input type="radio"/> Average (B's and C's)	<input type="radio"/> Somewhat less than average (C's and D's)	<input type="radio"/> Below Average (Failing)
53. What was your last MCAS reading score?	<input type="radio"/> Needs Improvement	<input type="radio"/> Proficient	<input type="radio"/> Very Proficient	<input type="radio"/> Advanced	<input type="radio"/> Don't know
54. What was your last MCAS math score?	<input type="radio"/> Needs Improvement	<input type="radio"/> Proficient	<input type="radio"/> Very Proficient	<input type="radio"/> Advanced	<input type="radio"/> Don't know

55. During the last term/semester of school last year, approximately how many hours did you spend each week volunteering/providing community service (including service performed through your school, with your family, as part of a club or scout group and with your church, mosque or synagogue)?

**# Hours Per Week:** \_\_\_\_\_

56. If you volunteered/provided service, was it through your school, outside of school (for example, through a religious program or community-based program), or both?

- Only through school
- Only outside of school
- Both through school and outside of school

57. During this past school year, did you work on one or more community service-learning projects through your school?

- Yes              No