

# Community Service-Learning Surveys

## Teacher Cover Sheet

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

The information on these pages 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: \_\_\_\_\_

### PROGRAM CHARACTERISTICS

Please also answer the questions below to help us understand what you did in your classroom.

**1. What type of class or program was it? Choose one.**

- |   |  |
|---|--|
| <input type="radio"/> Social Studies class        | <input type="radio"/> Vocational Education class |
| <input type="radio"/> English/Language Arts class | <input type="radio"/> Special Education class    |
| <input type="radio"/> Science class               | <input type="radio"/> Elective/Advisory Period   |
| <input type="radio"/> Math class                  | <input type="radio"/> Other _____                |
| <input type="radio"/> After-school activity       |  |

**2. Did you do one or more projects with your students in the community during this school year?**

- Yes (continue on to Question 3)  
 No (Thank you – all done!)

3. **Approximately how long (in weeks) did your class spend working on your community project (including planning and reflection time)?** \_\_\_\_\_ weeks
4. **On average, approximately how many hours did each participant in your class spend working on their project/projects** *Please estimate the average number of classroom hours per student and the average out-of-class hours per student, including preparation and reflection directly related to the community project.*  
 \_\_\_\_\_ Average in-class hours per student  
 \_\_\_\_\_ Average out-of-class hours student
5. **In general, were the projects in your class organized as individual projects, small group/team projects (for example, 3-5 students), or whole class projects?** *Please check the one most common format.*  
 Individual projects  
 Small group projects  
 Whole class projects
6. **Which of the following best describes the way your class worked on the project?** *Please check one.*  
 Student-directed (students made most major decisions)  
 Adult-guided (students made decisions with help from adults)  
 Adult-directed (adults made most major decisions)
7. **Did your class do any of the following?** *Please check all that apply.*  
 Do activities to help students learn how to collaborate  
 Conduct research on community issues or needs to generate ideas for projects  
 Involve community representatives/community partners in planning the project  
 Develop a workplan for a community project  
 Involve students in active research (for example, interviewing, conducting surveys)  
 Have regular time for student reflection  
 Explicitly discuss the link between project activities and learning goals or standards  
 Assess students' performance  
 Share the project's results (for example, through presentations, displays, or ceremonies)
8. **Overall, how long have you been using service-learning/community projects in your classes?**  
 \_\_\_\_\_ school years (Include the current year)

**Thank you for your help with the Making Knowledge Productive Surveys developed by Brandeis University with the Massachusetts Department of Education Community Service-Learning. 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-Post Program Participant Group**

**Thank you for your help administering the MKP participant 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 CSL class or group.

**1. Please give the survey to your CSL students/program participants at the end of your CSL program activities, but not as the final program activity.**

The purpose of this survey is to help us see how participant attitudes, ideas and skills have changed since the beginning of the program. As such, the survey should be completed toward the end of CSL activities in order to capture as much of the program experience as possible. However, we also want to make sure that students have time to complete the survey thoughtfully and that it is presented in a positive context and environment. As a result, we want to encourage educators to not make the survey the last activity of the program and to provide adequate time and encouragement for participants to respond. Be sure to obtain parental permission if necessary.

**2. Take a few minutes to introduce the survey to your students/participants and 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/participants 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 participants' baseline and end-of-program 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 once again to create a "code" at the beginning of their surveys using their initials, birth date, and eye color (they created the same code on their baseline surveys earlier in the year). The code will let us match baseline and post surveys without student names. Please be sure your students/participants 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 CSL participants. However, we want to encourage any educators with concerns about the reading level to read the survey aloud for their students/participants.

In particular, you may want to walk participants through the example at the beginning of the skills section of the survey (last page). In that section, participants are asked to assess their skills as of the beginning of their CSL program this year and at the end of the program by marking two sets of responses – one on the left side of the page and one on the right. While we have tried to make this format as clear as possible, some participants may need some additional explanation using the first question as an example. Please feel free to help students if they have questions about where or how to answer these questions.

**5. When students have completed their surveys, please have them seal the surveys in an envelope 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 assure that confidentiality is maintained. If available, give each student her/his own envelope and have her/him follow the above procedure and sign the flap to prevent tampering.

**6. After the surveys are completed, you may want to use them as the basis for some final reflection and discussion about their program experience.**

Ideally, an end-of-program survey can serve an opportunity for reflecting on the CSL program: what participants have accomplished, what they have learned, what they might want to do to continue to be involved in community service learning. We want to encourage educators to use the survey in this way, again as a means of encouraging participants to answer as honestly and thoughtfully as possible.

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

We want to emphasize that the Educator Cover Sheet is a critical part of the survey process. The cover sheet lets us make sure that we know which surveys came from which sites, and the program information on the cover sheet will allow us to look at how different types of programs and program experiences are related to the outcomes for participants. We want to encourage educators to take the extra 2-3 minutes needed to fill out the cover sheet and include it with your surveys.

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 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

## Experience with Community Service-Learning

We would also like to learn about any work you may have done in your community through your school.

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

- Yes  No (Skip to Question 61i.)

58. Which of the following activities did you use during your community project:

	<i>Not at All</i>	<i>A Little Bit</i>	<i>A great deal</i>	<i>Don't Know</i>
a. I used Math to add, subtract, multiply, divide or in some other way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I used Writing in English to tell about my community project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I used Reading in English to learn more about the community project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I used History or Social Studies to understand the community project better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I used Science, Technology and/or Engineering as part of the community project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I used Health as part of the community project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I used a Foreign Language (i.e.- Spanish, French)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I used Art as part of the community project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

59. Please respond to the following statements. For each statement, 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**.

	<b>Very True</b>	<b>Sort of True</b>	<b>Not Very True</b>	<b>Not True at All</b>
a. I had a say in choosing the problem or issue that I worked on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I had a chance to discuss or research the problem or issue before I took action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I met with or worked with people or organizations in the community in order to learn more about the problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I felt like the problem I worked on was important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I felt like I had real responsibilities on my project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I completed all the steps on my project that I had planned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Did you feel like your project made a difference?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My teacher worked with me to assess what I had learned through the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I want to continue working on this issue, either on my own or with another class at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I presented and/or discussed the results or experience of the project with one or more members of the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I talked about my experiences with my teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

60. How would you rate your experience working on your community project (or projects) this past year?

- Excellent     
  Good     
  Fair     
  Poor

61. Finally, we would like to know about how well you think you can do some important tasks in your community. For each of the following questions, please tell us how well you could do each type of task at the *beginning of the school year* and *now*. Could you do it *Not at all?* *A little?* *Pretty well?* *Or Very well?*

For example, in the sample question below, we ask you how well you could 'Give a friend accurate directions to the town hall.' To answer, **first you need to fill in one of the circles on the left side of the page** to tell us how well you could give the right directions **at the beginning of the year**. Then, you would **fill in one of the circles on the right side of the page** to tell us how well you think you can give identify accurate directions **now**. In the example below, we have filled in the circle indicating that you could give directions 'a little' at the beginning of the year and 'very well' now.

61i. At the beginning of the school year				How well could you do each of the following?	61ii. Now			
Not at All	A Little	Pretty Well	Very Well		Not at All	A Little	Pretty Well	Very Well
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	a. Give a friend accurate directions to the town hall? (Sample question)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Identify needs or problems that are important to your community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. Use a single source of information (for example, newspapers, the internet, etc.) to gather the information you needed on a community problem or issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. Use several different kinds of sources (that is, more than one source) to gather information on a community issue (for example, newspapers, the internet, people in government agencies or community organizations, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	e. Make phone calls or conduct interviews to gather information on a community problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	f. Decide what is important to think about in choosing a project?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	g. Identify the steps that are important when a group needs to make a decision?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	h. Compare the pros and cons of different solutions to a community problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	i. Set up a timeline and action steps for a project?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	j. Identify people who need to be involved in a project?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	k. Manage your time so you can get all of the steps in a project done?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	l. Change what you are doing on a project to make it work better?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	m. Look at different ways to solve a community problem until you find a solution?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n. Make a presentation using charts, graphs, computers, video, or other types of presentation materials?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	o. Communicate your ideas about something you think is important to other people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	p. Work on a team with other students to make decisions about a community problem or project?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	q. Identify and use the skills that are needed to make a team work well together?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	r. Work with other students in a group to improve the way you are working as a team?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Thank you for helping with our survey!**

Please be sure to seal your survey in an envelope before you hand it back to your teacher.

# **Educator Instructions — Post Surveys Comparison Group**

**Thank you for your help administering the Massachusetts Department of Education Community Service Learning comparison survey. The survey is an important part of Massachusetts' 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 toward the end of the school year. Ideally your students should complete the survey at approximately the same time as the educator running the community service-learning program gives the surveys to his or her students.**

The purpose of this survey is to help us see how student attitudes, ideas and skills have changed since students completed the baseline survey. However, we also want to make sure that students have time to complete the survey thoughtfully and that it is presented in a positive context and environment. As a result, we want to encourage educators to provide adequate time and encouragement for participants to respond.

- 2. Take a few minutes to introduce the survey to your students and 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 student survey cover page to 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 student attitudes during the year, we need to be able to match each students’ baseline and post 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 once again to create a “code” at the beginning of their surveys using their initials, birth date, and eye color (they created the same code on their baseline surveys earlier in the year). 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.

In particular, you may want to walk students through the example at the beginning of the skills section of the survey (last page). In that section, students are asked to assess their skills as of the beginning of this year and now by marking two sets of responses – one on the left side of the page and one on the right. While we have tried to make this format as clear as possible, some students may need some additional explanation using the first question as an example. Please feel free to help students if they have questions about where or how to answer these questions.

5. **When students have completed their surveys, please have them seal the surveys in an envelope 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 assure that confidentiality is maintained. If individual envelopes are available, ask students to write their name or draw a line across the flap and back of the envelope to further protect against tampering.

6. **After the surveys are completed, you may want to use them as the basis for some final reflection and discussion about their experience.**

Ideally, an end-of-year survey can serve an opportunity for reflecting on what students have accomplished and what they have learned. We want to encourage educators to use the survey in this way, again as a means of encouraging students to answer as honestly and thoughtfully as possible.

7. **Please complete the Educator Cover Sheet and return it with the surveys and signed parent permission letters to your contact person.**

We want to emphasize that the educator Cover Sheet is a critical part of the survey process. The cover sheet lets us make sure that we know which surveys came from which sites, and the program information on the cover sheet will allow us to look at how different types of programs and program experiences are related to the outcomes for participants. We want to encourage educators to take the extra 2-3 minutes needed to fill out the cover sheet and include it with your surveys.

If you have any questions about any part of the comparison survey process, please call your Community Service-Learning Contact. If s/he cannot answer your question, s/he will contact the Massachusetts Department of Education for an answer.

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"/>
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"/>

	Very True	Sort of True	Not Very True	Not True at All
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

## Experience This Year

58. Finally, we would like to know about how well you think you can do some important tasks in your community. For each of the following questions, please tell us how well you could do each type of task at the *beginning of the school year* and *now*. Could you do it *Not at all?* *A little?* *Pretty well?* Or *Very well?*

For example, in the sample question below, we ask you how well you could 'Give a friend accurate directions to the town hall.' To answer, **first you need to fill in one of the circles on the left side of the page** to tell us how well you could give the right directions **at the beginning of the year**. Then, you would **fill in one of the circles on the right side of the page** to tell us how well you think you can give identify accurate directions **now**. In the example below, we have filled in the circle indicating that you could give directions 'a little' at the beginning of the year and 'very well' now.

58i. At the beginning of the school year				How well could you do each of the following?	58ii. Now			
Not at All	A Little	Pretty Well	Very Well		Not at All	A Little	Pretty Well	Very Well
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	a. Give a friend accurate directions to the town hall? (Sample question)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Identify needs or problems that are important to your community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. Use a single source of information (for example, newspapers, the internet, etc.) to gather the information you needed on a community problem or issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. Use several different kinds of sources (that is, more than one source) to gather information on a community issue (for example, newspapers, the internet, people in government agencies or community organizations, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	e. Make phone calls or conduct interviews to gather information on a community problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	f. Decide what is important to think about in choosing a project?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	g. Identify the steps that are important when a group needs to make a decision?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	h. Compare the pros and cons of different solutions to a community problem?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	i. Set up a timeline and action steps for a project?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	j. Identify people who need to be involved in a project?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	k. Manage your time so you can get all of the steps in a project done?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	l. Change what you are doing on a project to make it work better?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	m. Look at different ways to solve a community problem until you find a solution?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	n. Make a presentation using charts, graphs, computers, video, or other types of presentation materials?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	o. Communicate your ideas about something you think is important to other people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	p. Work on a team with other students to make decisions about a community problem or project?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	q. Identify and use the skills that are needed to make a team work well together?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	r. Work with other students in a group to improve the way you are working as a team?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Thank you for helping with our survey!**

*Please be sure to seal your survey in an envelope before you hand it back to your teacher.*