

Educator Instructions-Pilot Test of Elementary Post Surveys Participant Group

Thank you for your help administering and testing the Making Knowledge Productive participant group survey for Elementary School students. The survey is an important part of Massachusetts Department of Education's efforts to document the impacts of community 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 post survey is to help us understand participant attitudes and ideas at the end of the program to see how their ideas, attitudes and skills have changed. Response will be compared to similar surveys administered at the beginning of the program. 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 student's 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. Please read the surveys aloud to your class/group.

This version of the MKP surveys is the pilot version. They are based on similar survey questions that have been used with elementary age students. Given this, we especially want to encourage educators with concerns about the reading level to read the survey aloud for their students and allow them to answer each question as you read it.

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

Please fill in the circle to say if you agree or disagree with the following statements about your community.

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| 1. WHEN I GROW UP I KNOW I WILL BE HAPPY. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | AGREE | DISAGREE | NOT SURE |
| 2. I FEEL LIKE I BELONG IN MY COMMUNITY | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | AGREE | DISAGREE | NOT SURE |
| 3. I KNOW TWO ADULTS IN MY COMMUNITY OTHER THAN MY PARENTS WHO CARE ABOUT ME | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | AGREE | DISAGREE | NOT SURE |
| 4. I BELIEVE THAT I CAN MAKE A DIFFERENCE IN MY SCHOOL OR COMMUNITY | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | AGREE | DISAGREE | NOT SURE |
| 5. I THINK IT IS IMPORTANT TO MAKE MY COMMUNITY BETTER | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | AGREE | DISAGREE | NOT SURE |
| 6. I HAVE IDEAS ABOUT HOW TO MAKE MY COMMUNITY BETTER | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | AGREE | DISAGREE | NOT SURE |

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| 7. I KNOW HOW TO WORK WITH OTHERS TO SOLVE A PROBLEM IN MY SCHOOL OR COMMUNITY | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | AGREE | DISAGREE | NOT SURE |
| 8. I HAVE FRIENDS | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | AGREE | DISAGREE | NOT SURE |
| 9. SOME DAY I WANT TO VOTE FOR PRESIDENT | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | AGREE | DISAGREE | NOT SURE |
| 10. I THINK THAT KNOWING HISTORY IS IMPORTANT | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | AGREE | DISAGREE | NOT SURE |
| 11. I CAN STAND UP FOR WHAT I THINK IS RIGHT EVEN IF MY FRIENDS DISAGREE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | AGREE | DISAGREE | NOT SURE |
| 12. AT SCHOOL, I PAY ATTENTION IN CLASS | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | AGREE | DISAGREE | NOT SURE |
| 13. IT IS RIGHT TO DO THINGS TO HELP OTHER PEOPLE IN MY COMMUNITY | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | AGREE | DISAGREE | NOT SURE |

About You

Please fill in one circle for the answers.

14. I AM A: BOY GIRL
15. WHAT GRADES DO YOU MOSTLY GET:
- All A's
 - A's & B's
 - B's & C's
 - C's / D's
 - Failing
16. How would you describe your racial or ethnic background? Please fill in the circles for as many as apply.
- African-American
 - Asian-American/Pacific Islander
 - Alaskan/Native American
 - White or European American
 - Hispanic / Latino
 - Cape Verdean
 - Other

About Your Community Service-Learning

17. DID YOU WORK ON A COMMUNITY SERVICE-LEARNING PROJECT THIS YEAR?

Yes

No

a. How many community projects did you work on? _____

- 1 One
- 2 Two
- 3 A few (3 to 5)
- 4 More than 5

b. How often?

- 1 Every day
- 2 About each week
- 3 At least monthly
- 4 Less frequently than monthly

18. AS PART OF YOUR COMMUNITY SERVICE-LEARNING PROJECT, DID YOU USE OR LEARN ABOUT ANY OF THE FOLLOWING?

NO

YES

**Don't
Know/
Unsure**

- | | | | | |
|----|--|-----------------------|-----------------------|-----------------------|
| a. | Math | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. | Writing. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. | Reading. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. | History or Social Studies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. | Science, Technology and/or Engineering | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. | Health | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. | Foreign Language | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. | Art | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

<i>19. In your Community Service-Learning work did you do any of the following?</i>		Yes	No	Not Sure
a.	DID YOU AND OTHER STUDENTS GET TO PICK THE PROJECT THAT YOU WORKED ON?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b.	DID YOU LEARN ABOUT THE PROBLEM BEFORE YOU WORKED ON IT?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.	DID YOU TALK TO ANYONE IN THE COMMUNITY TO LEARN ABOUT YOUR PROJECT?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d.	DO YOU FEEL THAT THE PROJECT YOU WORKED ON WAS IMPORTANT?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e.	DO YOU FEEL LIKE THE WORK YOU DID WAS IMPORTANT?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f.	DID YOU FINISH YOUR PROJECT?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g.	DID YOUR PROJECT MAKE A DIFFERENCE IN THE COMMUNITY?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h.	DID YOU TAKE A TEST, WRITE A PAPER OR FINISH AN ASSIGNMENT TO SHOW YOUR TEACHER WHAT YOU LEARNED?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i.	WOULD YOU LIKE TO WORK MORE WITH THIS PROJECT?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j.	DID YOU TALK ABOUT YOUR PROJECT WITH PEOPLE IN THE COMMUNITY AFTER YOU FINISHED?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k.	DID YOU TALK ABOUT WHAT HAPPENED AT YOUR COMMUNITY SERVICE-LEARNING PROJECTS AFTER THEY HAPPENED WITH YOUR TEACHER?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. How successful was your Community Service-Learning Project?

A. HOW MUCH DID YOU LIKE YOUR COMMUNITY SERVICE-LEARNING?

- Excellent
- Good
- Fair
- Poor

B. DID YOUR PROJECT HELP THE COMMUNITY?

- Yes
- No
- Don't know

C. HOW MUCH DID YOU LEARN IN YOUR COMMUNITY SERVICE-LEARNING?

- Much more than my other classes
- A little more than my other classes
- The same as my other classes
- A little less than my other classes
- Much Less than my other classes

Educator Instructions-Pilot Test of Elementary Post Surveys Comparison Group

Thank you for your help administering and testing the Making Knowledge Productive comparison group survey for Elementary School students. The survey is an important part of Massachusetts Department of Education's efforts to document the impacts of community service-learning programs and to learn how to make them even more effective. As you know, comparison group studies allow us to compare the results for students who are in a program (such as community service-learning) with those who are not.

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. Please read the surveys aloud to your class/group.

This version of the MKP surveys is the pilot version. They are based on similar surveys questions that have been used with elementary age students. Given this, we especially want to encourage 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.

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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 the program and to compare their answers with those from students who are *not* in the program on such topics as 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

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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

Please fill in the circle to say if you agree or disagree with the following statements about your community.

1. WHEN I GROW UP I KNOW WILL BE HAPPY.	<input type="radio"/> AGREE	<input type="radio"/> DISAGREE	<input type="radio"/> NOT SURE
2. I FEEL LIKE I BELONG IN MY COMMUNITY	<input type="radio"/> AGREE	<input type="radio"/> DISAGREE	<input type="radio"/> NOT SURE
3. I KNOW TWO ADULTS IN MY COMMUNITY OTHER THAN MY PARENTS WHO CARE ABOUT ME	<input type="radio"/> AGREE	<input type="radio"/> DISAGREE	<input type="radio"/> NOT SURE
4. I BELIVE THAT I <u>CAN</u> MAKE A DIFFERENCE IN MY SCHOOL OR COMMUNITY	<input type="radio"/> AGREE	<input type="radio"/> DISAGREE	<input type="radio"/> NOT SURE
5. I THINK IT IS IMPORTANT TO MAKE MY COMMUNITY BETTER	<input type="radio"/> AGREE	<input type="radio"/> DISAGREE	<input type="radio"/> NOT SURE
6. I HAVE IDEAS ABOUT HOW TO MAKE MY COMMUNITY BETTER	<input type="radio"/> AGREE	<input type="radio"/> DISAGREE	<input type="radio"/> NOT SURE
7. I KNOW HOW TO WORK WITH OTHERS TO SOLVE A PROBLEM IN MY SCHOOL OR COMMUNITY	<input type="radio"/> AGREE	<input type="radio"/> DISAGREE	<input type="radio"/> NOT SURE

8. I HAVE FRIENDS	<input type="radio"/> AGREE	<input type="radio"/> DISAGREE	<input type="radio"/> NOT SURE
9. SOME DAY I WANT TO VOTE FOR PRESIDENT	<input type="radio"/> AGREE	<input type="radio"/> DISAGREE	<input type="radio"/> NOT SURE
10. I THINK THAT KNOWING HISTORY IS IMPORTANT	<input type="radio"/> AGREE	<input type="radio"/> DISAGREE	<input type="radio"/> NOT SURE
11. I CAN STAND UP FOR WHAT I THINK IS RIGHT EVEN IF MY FRIENDS DISAGREE	<input type="radio"/> AGREE	<input type="radio"/> DISAGREE	<input type="radio"/> NOT SURE
12. AT SCHOOL, I PAY ATTENTION IN CLASS	<input type="radio"/> AGREE	<input type="radio"/> DISAGREE	<input type="radio"/> NOT SURE
13. IT IS RIGHT TO DO THINGS TO HELP OTHER PEOPLE IN MY COMMUNITY	<input type="radio"/> AGREE	<input type="radio"/> DISAGREE	<input type="radio"/> NOT SURE

About You

Please fill in one circle for the answers.

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15. WHAT GRADES DO YOU MOSTLY GET:

- All A's
- A's & B's
- B's & C's
- C's / D's
- Failing

16. How would you describe your racial or ethnic background? Please fill in the circles for as many as apply.

- African-American
- Asian-American/Pacific Islander
- Alaskan/Native American
- White or European American
- Hispanic / Latino
- Cape Verdean
- Other

**17. DID YOU WORK ON A PROJECT WITH YOUR CLASS TO IMPROVE
YOUR COMMUNITY THIS YEAR?**

Yes No

a. How many community projects did you work on? _____

- 1 One
- 2 Two
- 3 A few (3 to 5)
- 4 More than 5

b. How often?

- 1 Every day
- 2 About each week
- 3 At least monthly
- 4 Less frequently than monthly