2009

Learn and Serve America Year (3 Progress Report for Period of September 6, 2008 - June 30, 2009)

Learn and Serve America
Learn and Serve America
Year 3 Progress Report for Period of September 6, 2008 – June 30, 2009
Grant/Project 06LHHRI001

Performance Measures

Measure Type: Needs and Services Activities

Needs Statement and 3 Year Action Plan

Progress this Reporting Period:
At the end of Year 3, there were a total of 1,748 economically disadvantaged youth beneficiaries and 502 college students who were served through the LSA supported activities as reported through our LASSIE data. These figures both exceed our annual targets. Our cumulative figures to date are as follows: Disadvantaged youth beneficiaries, Year 1: 1334 and Year 2: 1775 and Year 3: 1748 for a total of 4857.

In addition, we greatly exceeded our targets with the numbers of service hours that were completed in Year 3. We saw improvements in our Community Partner Survey response rates from last year. The Community Partner survey response rate was 38% (13 out of 34. One limitation to our community partner data is that the sample size is fairly small. Another is that these are not individual youth self reports; rather these are the observations of the community partner about their group of youth participants. Despite these limitations it is the community partner adult who has worked most closely and best able to observe that the youth have made gains in skills that were reported. The community partner respondents reported that students did make positive gains in a variety of civic problem solving skills. Section 1 of the Community Partner survey included 20 civic problem solving skills scenarios which they had to report on the ability of the youth participants.

OUTPUT – As recorded in activity logs, 1,000 disadvantaged youth per year will participate in partnership activities with approximately 750 college students. (LASSIE – Activity Log)
Target: 3000 beneficiaries
Actual to Date: 1,748 (Year 3 only)
Cumulative to Date: 1334 Year 1 + 1775 Year 2 + 1748 = 4,857
Three Year Total: 4,857

INTERMEDIATE OUTCOME – As recorded in activity logs, each college student will spend a minimum of 1 hour/week with a disadvantaged youth. (LASSIE – Activity Log)
Target: 6000 college student hours
Actual to Date: 18,213 (Year 3 only)
Cumulative to Date: 28,918 Year 1 + 25,818 Year 2 + 18,213 = 72,949
Three Year Total: 72,949

END OUTCOME - Two-thirds of disadvantaged youth served will demonstrate gains in public problem-solving skills, enabling them to make a difference in communities and achieve success in all areas of their lives. (Community Partner Survey)
Target: 65% Increase in Youth Problem-Solving Skills
Actual to Date: 75%
Year 2 - 80%, Year 3 - 69.2%

Measure Type: Participant Development

Needs Statement and 3 Year Action Plan

Progress this Reporting Period:
As reported by LASSIE, 502 college students participated in the LSA funded activities as Service Learning Participants in Year 3. Combining this year’s figures (502) with Year 1 & 2 figures (886) represents a total of 1,388 college students who have participated to date. A post-only survey was administered to college students from 16 colleges and universities in Rhode Island and Massachusetts who participated in LSA funded service-learning activities. The survey evaluated the extent to which these service-learning experiences were associated with increases in college students’ civic skills and attitudes related to underserved youth. The survey was administered at the end of each semester in the 2008-09 academic year. The survey response rate was 49% (243 responses out of a potential of 502). Over half (53%) of the 243 survey respondents were freshmen and sophomores, and 72% were female. Survey respondents were fairly evenly distributed across majors.

45.8% of the respondents reported that they became involved because of an interest in the topic. Another 18.9% reported that this service learning experience was part of a course requirement, while 12% linked their experience to future career or education goals. Only 11% noted that they did this last semester/year and wanted to continue.

Nearly all (over 92%) of the respondents reported that their LSA funded service-learning experience had a moderate or strong positive impact on their attitudes regarding the importance of being involved in a program to work with underserved youth, being concerned about local community issues that affect underserved youth, and finding time to contribute to youth. No less than 67% of the college participants responded that their service-learning experience had a positive impact on their attitudes about the importance of civic engagement with issues related to underserved youth.

The majority of respondents indicated that they would be likely or certain to engage in civic actions related to underserved youth as a result of participating in the LSA funded service learning experience. Nearly all (98%) indicated that they would be willing to volunteer time to help underserved youth in the community. These civic actions that were reported on are all indicators of future civic involvement as engaged citizens willing to contribute to their local communities.

Our number of engaged college students did not meet our target number of 2,250. However calculating the total number of engaged service learners, including non-higher education service learners, we well exceeded the target number of participants in service learning projects with 2,625 participants.

Across all measures of civic skills, an average of 60% (59.56) of students showed an increase over the course of the project. The greatest number of students, 72% showed gains in knowing how to create a plan to address the issue. This was followed by 71% of the students who showed gains in knowing who to contact about a community problem affecting underserved youth, and 69% who could persuade other students that a community problem affecting underserved youth needs to be solved.
OUTPUT – By the end of Year 3, 2250 college students will participate in service learning projects. (LASSIE – Activity Log)
Target – 2,250 participants
Actual to Date: 502
Cumulative to Date: 306 Year 1 + 580 Year 2 + 502 Year 3 = 1,388
Three Year Total: 1,388

INTERMEDIATE OUTCOME – By the end of Year 3, 65% of the students that participate in service-learning projects will increase their civic skills for civic engagement as measured by a survey. (Student Survey)
Target – 65% college students
Actual to Date: 75%
Year 2 - 90%, Year 3 - 60%

END OUTCOME – Long after the service-learning project is complete, participants will be active, competent, responsible, and engaged citizens. (Student Survey)
Target – 65% college students
Actual to Date: 95%
Cumulative to Date: 95% Year Two + 98% Year Three = 96.5%
Two Year Total: 96.5%

Measure Type: Strengthening Communities

Needs Statement and 3 Year Action Plan

Progress this Reporting Period:
During Year 3, 20 service-learning courses that were offered were created because of Learn and Serve funding. Although we are happy to report those gains, the LASSIE data does not capture those service-learning courses that were offered as part of the Faculty Fellows Consulting Corps program. This year 12 Faculty Fellows continued to receive support for their service-learning work including course construction.

14 new service-learning courses were created and over 10 new service learning courses were offered and provided according to LASSIE. In addition, many of these courses required the development of new or the strengthening of existing campus - community partnerships. Through training on sustainability planning during years two and three, 8 of our campuses are able to find the support and funding to keep courses or programs running beyond Learn and Serve Funds. For those campuses that do not have full support for their project, they do plan on sustaining the partnership developed and even some parts of the LSA funded project.

OUTPUT – By the end of Year 3, 8 subgrantee colleges and universities will have expanded or developed new service learning courses and partnerships focused on disadvantaged youth. (LASSIE – Activity Log)
Target: 2250 college student participants
Actual to Date: 502
Cumulative to Date: 1,222 Year 1 + 819 Year 2 + 502 Year 3 = 2,543
INTERMEDIATE OUTCOME – By the end of year 3, 8 subgrantee institutions will have embedded service learning opportunities for college students to engage with disadvantaged youth (Self-Assessment).
Target: 50% college students
Actual to Date: 50% (8 Subgrantees)

END OUTCOME – By the end of year 3, 8 colleges and universities will have the capacity and relationships sufficient to sustain service learning. (Self-Assessment)
Target – 50% institutions (subgrantees)
Actual to Date: 50% (8 Subgrantees)
B. Narratives

Monitoring Activities:

Rhode Island Campus Compact (RICC) issued a variety of fiscal and programmatic monitoring policies and procedures for the third and final year of grant funding. Each subgrantee was required to submit a Renewal Application in order to receive continued funding for Year 3 as of August 31, 2008. The Renewal Application asked for projected numbers of participants in LSA funded activities for Year 3, as well as program and budget modifications from Year 2. Each subgrantee was issued a standard budget report spreadsheet (Budget Status Report) which reflected their budget allocations, modifications and any roll over from Year 2. Subgrantees are required to submit their Budget Status Report to RICC on a quarterly basis for reimbursement. RICC reviews the request for funds against the original annual budget and works with the Rhode Island School of Design Budget Office to issue payments. Subgrantees were required to pay careful attention to their budgets to ensure that all funds were spent by the end of Year 3 with a focus on having the majority of monies spent by June 30, 2009.

In preparation for Year 3, RICC issued an annual reporting schedule which was distributed to the subgrantees and posted on our LSA webpage on the RICC website. This tool was helpful for the subgrantees to schedule meetings and plan for budget and program reporting dates. (see attachment A - Year 3 reporting calendar). Programmatic monitoring occurred throughout the year in the forms of grantee meetings, site visits and regular phone and electronic conversations. After the success of our meeting schedule in Year 2, RICC and Massachusetts Campus Compact (MACC) agreed to keep the same year long meeting format. This included a meeting in the fall with all 16 subgrantees, three regional meetings in the winter and a Regional Conference in the Spring. All subgrantees were again required to submit a Year 3 Progress Report to the RICC office on June 30, 2009. These programmatic reports were used to inform and provide data for this report (see attachment B - Year 3 Progress Report Format).

Challenges:

Year 3 continued to see changes in administrative staff at both RICC and MACC, however staff responsibilities were adjusted and service delivery was met. As reported at the end of Year 2, RICC was able to realign LSA responsibilities to compensate for the departure of its Executive Director, and MACC was searching to replace its Director of Strategic Partnerships. By October 2008 the role of Executive Director at RICC was filled and the duties assigned to MACC's Director of Strategic Partnerships had been reassigned to their Executive Director.

The Faculty Fellow program continued to encounter some challenges after consultants and staff made significant program design changes in Year 2. Engaging faculty on a large scale has its built-in challenges, although the Faculty Fellows who were involved in Years 2 and 3 made significant contributions to their communities through their academic work.
The majority of the challenges faced by the subgrantees revolved around sustaining their program beyond Lean and Serve funding combined with their effort falling at a time the reality of the economic crisis impacting institutional decisions regarding future when colleges and universities were having to make difficult decisions regarding funding for programs that have built or enhanced through the three-year grant. The effects of the economic downturn were felt by our subgrantees in two different directions; one from the college and university side having to make difficult decisions around program and course funding and the other from the community partner side where staff changes and even the closing of some service sites and partners was an upsetting surprise in the final year of programming. Clark University summed up the economic challenges on their students and on their program in this way:

"The primary challenge this year has been dealing with the effects that the economy has taken on our community, our school and our nation. Our students see the non-profits at which they serve struggling and they are also aware that their University has taken a serious hit in its endowment, but trying to find space for them to talk about what is happening and what students can do has been difficult...We know that non-profits have laid off staff and are struggling right now to meet the needs of their clients and manage the influx of volunteers, both college and older adults. This has affected the experience of the college students and certainly impacts the youth in the programs we support because those in already vulnerable situations are often the first hit. Advising students on how to deal with this anxiety for themselves as well as those they interact with at the agencies has been a challenge that I expect will continue for a while."

Four of our subgrantees cited that their community partner had to close their doors, this included two middle schools, and two community based organizations. Two subgrantee's cited that a course was canceled due to low enrollment or lack of university support. Other challenges cited by our subgrantees dealt with student recruitment and retention and strengthening their relationship with their university's administrative offices, including marketing and sponsored project offices.

Below is a list of cited challenges (in decending order from the most listed challenge to the challenge listed most infrequently).

1. Community Partner had to close doors
2. Course Cancellation
3. College student follow through
4. Scheduling
5. College student interest in program
6. Finding continued funding / support for program
7. Uncoordinated effort on campus for community based work
8. Internal Evaluation of program
9. Publicity
10. Working with other offices on campus
Training Technical Assistance:

Subgrantee Support
Following feedback that was solicited from Year 2, RICC and MACC focused program trainings to the needs and challenges facing our subgrantees. RICC and MACC continued to use the meeting schedule that was developed in Year 2 that consisted of three required meetings with one set of meeting held at regional locations. The Year 3 kickoff meeting was held on October 8, 2008; regional meetings were held between January and February 2009; and a final LSA supported New England Regional Campus Compact Conference was held on March 30 – 31, 2009.

The Year 3 kickoff meeting was held at the College of the Holy Cross. The focus of the meeting was focused on sustainability and connecting to the larger national service scene. During the meeting MACC and RICC gave programmatic updates, subgrantees University of Massachusetts Amherst and the Massachusetts College of Liberal Arts shared case studies of their programs and how they have leveraged support for continuing their work. Our project evaluator, Cathy Burack, discussed the evaluation findings from Year 2 and provided an overview of evaluation goals for Year 3. RICC and MACC conducted a short reflection workshop with the subgrantees to help them think strategically about sustaining their project. (see attachment C – Materials from October 2008 meeting).

Between January and February 2009, three regional trainings were held to provide smaller working sessions. Trainings were held at Holyoke Community College, University of Massachusetts Boston and the Rhode Island School of Design. These regional meetings allowed our subgrantees to meet as smaller groups and gave each subgrantee the opportunity to share their stories and experiences with their projects. In addition to sharing best practices, a segment of each meeting focused on reflecting and telling their story and working with the Development departments on their campuses. The directors of development on each of the host institutions spoke with the subgrantees about best practices for engaging outside funders and the development offices on campuses (see attachment D - Agenda and notes from Regional meetings). Cathy Burack attended these regional meetings as well to discuss individual evaluation planning with the subgrantees and how to use the evaluation material generated from the LSA required evaluation to leverage support for their project. A main focus of the regional meetings was to continue to support subgrantees as they sustain their project through marketing and public relations efforts and to utilize data effectively to show program impact. The feedback from these meetings was overwhelmingly positive. The subgrantees appreciated the smaller groups and the ability to attend a training that was closer in proximity to their institution or have multiple dates to choose from.

On March 30 – 31, we held the LSA sponsored New England Regional Campus Compact Conference, Reexamining the Engaged Campus, for members of the New England State Campus Compacts. This event was free for all Learn and Serve funded programs and for the Faculty Fellows. Faculty Fellows and LSA funded Programs were also given priority to present their work at the conference. The event was open to all Campus Compact member institutions in the New England Region for a registration fee, and we had a total of 325 participants. The conference was commenced with a keynote
speaker, Dr. Manuel Pastor, Jr., Professor of Geography and American Studies & Ethnicity at the University of Southern California and Director of the Program for Environmental and Regional Equity. During the lunch session of the conference we took time to recognize the work of the Learn and Serve Funded Subgrantees and Faculty Fellows. Two LSA Subgrantee's, Brown University and the University of Massachusetts Boston, presented workshops on their LSA Funded project, and invited participating students to co-present with them. Three LSA supported Faculty Fellows presented on their LSA funded projects. (see attachment E – Materials from Regional Conference).

Faculty Fellow Support
The Faculty Fellows received a variety of support throughout the year. The program continued to be supported and lead by two leading experts in service learning work, John Reiff, from the University of Massachusetts Amherst and Richard Battistoni, from Providence College, in addition to the RICC staff. In August 2008, the Faculty Fellows attended a two day retreat at Salve Regina University in Newport, RI. The focus of the retreat was to prepare the faculty group for consultation assignments, demonstrate and develop areas of expertise among the faculty group and practice working and presenting as pairs. Dwight Giles, from University of Massachusetts Boston, also met with the faculty group over dinner to share his experience and lessons learned from being a consultant in the field.

During November and December, conference calls were held with each Faculty Fellow and at least one of the Leaders and RICC staff. These were held at the mid-point of the academic year to see how the Fellows’ campus organizing projects were progressing and what challenges they were facing. In February 2009, a meeting was held at the College of the Holy Cross where we focused on how faculty can support and grow the leadership potential in other stakeholders at their respective institution. Faculty Fellows were also invited to attend and present at the New England Regional Conference, with three Faculty Fellows presenting workshops on their LSA funded project. (See Attachment F – Faculty Fellow materials).

Partnerships/Collaboration Development:
Partnership and collaboration development has been a strong focus for our programs over the past three years. This year saw both the advantages to increased time and effort placed in enhancing partnership development as well as the negative impact of the economic downturn on community partnerships.

In the Year 3 Renewal Application, all subgrantees were required to update information regarding their community partner(s) for the purpose of collecting surveys at the end of the year. Project evaluator, Cathy Burack, distributed an online community partner survey directly to the identified community partners. The survey response rate was 38% (13 out of 34). With the economic downturn, some of our subgrantees saw their community partner shut their doors, so the economy may have contributed to the low response rate on this community partner survey.

Over 85% of the community partners responding to the survey indicated that they were satisfied or very satisfied with various aspects of their partnership with the college or
university. All respondents indicated satisfaction with levels of trust, a key issue in campus community partnerships. Respondents also indicated high levels of satisfaction with communication and quality of interaction with the higher education partner, also key ingredients to sustained community/university partnerships.

All respondents indicated that students had some sort of positive impact on their organization. Responses about the positive impact of the partnership on the community based organization far outweigh concerns. The greatest impact reported by respondents of the partnership on the community agency was students bringing new energy to the agency or school, and increased access to university/college resources. This was followed by raising the agency’s public profile and facilitating networking with other community agencies. Over half of the respondents indicated they saw themselves as mentors to the college students (see attachment G – Community Partner Survey Data for 2007-2008).

In addition to the Community Partner Survey, Lesley University indicated in their program report that the university will be the official honoree at their community partner’s benefit dinner in the fall of 2009, largely in part to the partnership developed by the LSA Funded project called Girls’ Group. University of Massachusetts Boston, was surprised when they took the issue of sustainability to their community partner and from that discussion a working group of community members and representatives have formed a sustainability group to help find resources and funds to keep the partnership with UMass Boston running.

**Sustainability:**
Starting at the end of Year 2 and throughout Year 3 RICC and MACC have been thinking and acting strategically around preparing our subgrantees and our own offices to sustain work beyond the three-year grant cycle. The sustainability conversation started half way through year 2 which we continued in Year 3 with training around working with development directors and offices on college campuses, as well as providing guided reflection and thinking time to help prepare their campuses, offices and institutions for the end of the grant. Through this process campuses have been able to think about which aspects of their LSA funded program can be sustained at a low to no cost, which has been increasingly helpful as the economic downturn has put more pressure on higher education campuses to minimize spending and consolidate resources. Six of our subgrantees said that they have heard from their university or office (where the LSA funded project is housed) that their project will continue to be funded or integrated as an ongoing course, while the rest of our subgrantees cite at least one or more aspects of their LSA funded project will continue.

Below is a list of cited sustainability efforts from the subgrantee’s progress report (in descending order, from most cited to least cited):

1. College / University has plans to sustain program or course.
2. Partnerships will continue to be managed with community partner.
3. Funding from other sources have been generated.
4. Faculty Study Group will continue.
5. Creation of Community Based Advisory Board.
Evaluation Activities:
RICC continued consulting with Cathy Burack, Senior Research Associate at Brandeis University in the Center for Youth and Families to serve as the lead evaluator of the “Active Citizenship: School to College to Public Leadership” program. Dr. Burack has been a critical and strategic partner with RICC and MACC since the fall of 2007 and continues to be a crucial resource for all parties involved in the grant including the subgrantees. The evaluation process consists of two surveys, one for participating students and one for partnering community organizations, as well as the LSA administered LASSIE survey.

Student Survey Findings
A post-only survey was administered to college students from 16 colleges and universities in Rhode Island and Massachusetts who participated in LSA funded service-learning activities that targeted underserved (“underprivileged”) youth. The survey evaluated the extent to which these service-learning experiences were associated with increases in college students’ civic skills and attitudes related to underserved youth. The survey was administered at the end of each semester in the 2008-09 academic year. The survey response rate was 49% (243 responses out of a potential of 502).

Similar to the first two years, our survey shows that the majority (60.9%) of students had prior experience with youth. Nearly all (over 92%) of the respondents reported that their LSA funded service-learning experience had a moderate or strong positive impact on their attitudes regarding the importance of being involved in a program to work with underserved youth and being concerned about local community issues that affect underserved youth. The majority of respondents indicated that they would be likely or certain to engage in civic actions related to underserved youth as a result of participating in the LSA funded service learning experience.

One significant finding is in the level of involvement of students. We examined the extent to which levels of participation (i.e., degree of involvement) might be associated with learning about responsibility to underserved youth in the community, how action by a group can solve problems that affect underserved youth, how to examine social problems affecting underserved youth, and ways of addressing community problems that effect underserved youth. To that end, we created an “involvement” variable. Of the 235 respondents who answered the question about students’ roles in the project, 166 (70.6%) students were classified as “highly involved” in the program, while the remaining 69 (29.4%) students classified as “less involved”.

Though the gains on self-reported learning outcomes are high for the majority of respondents, in all cases the “more involved” students show greater gains than “less involved” students. The team or group structure of projects continues to be associated with a more positive experience for students. That said, there was no significant difference between groups on learning about individuals’ responsibility to the underserved youth in their communities. As noted earlier, this had the highest level of agreement among all respondents (85.5%), and was similar regardless of levels of involvement. As noted in last year’s report, the nature of the service-learning project itself appears to promote individual involvement and responsibility.
Community Survey Findings
A link for a web-based survey was sent to the community partners of the 16 colleges and universities receiving grants through the RICC/MACC LSA Service-Learning Initiative. The survey’s purpose was two-fold: 1) to gauge the impact of the service-learning experience on the civic problem-solving skills of the underserved youth participants; 2) to assess the partnership with the university/college. The survey response rate was 38% (13 out of 34). More information on community partners is discussed earlier in this report, the complete report findings can be found in Attachment G – Evaluation Materials.

RICC and MACC are most pleased with the progress in the student survey results – having a 49% completion rate is the best of the three years. The information that has been gathered through this process is valuable to our work and the work of our subgrantees. The Community Partner feedback on the survey was lower than we were expecting, but this could be in part because of the changing economy and the fact that a number of community partners had to close. For a complete look at the survey tools and data results please see attachment G – Evaluation Materials.

Along with RICC and MACC’s evaluation activities, a number of subgrantees expressed their interest in learning more about evaluation for their programs for internal use. During mid-year regional Meetings, Dr. Burack joined us to discuss with the subgrantees strategies for internal and on-going evaluation activities for their programs and ways to use the LASSIE system to help inform their work and their own internal evaluation.

Project Stories / Successes:
During the third year of funding for the “Active Citizenship: School to College to Public Leadership” program a number of successes and accomplishments have occurred. A majority of the subgrantees cited in their end of year Progress Reports an increase in student leadership. As subgrantee projects became more developed, there was a growing demand for some of the responsibilities of the projects to be shared, many of the projects encouraged former students who participated in the past took on leadership roles in the third year of funding. Most of the institutions have cited that having a former student help with the coordination and leadership of the project has been a huge advantage to them, to the partnership and to the students who are gaining valuable leadership skills.

From the LSA funded activities, Clark University has started a Faculty Engagement Study Group that is now meeting on a regular basis with engaged faculty on their campus. Massachusetts College of Liberal Arts has secured funding from outside sources to support their project as well as having received media coverage in local papers. Johnson & Wales University has also received media coverage of their project and has also had a number of students present at local conferences. Lesley University presented their project at the 18th annual Women's Studies Conference on October 17, 2008. Bridgewater State College presented at the National Service Learning conference in Nashville, TN in March 2009.

A recent major success story from the Faculty Fellowship program, was having the group proposal “University-Assisted Youth Development: Critical Factors in Program Success” selected for a presentation slot at the 2009 International Research Conference on Service-
Learning and Community Engagement in Ottawa, Canada in October 2009. Led by the two faculty Leaders, Rick Battistoni and John Reiff, three of our Faculty Fellows, Laurie Ross, Daren Graves, and Joseph Cammarano, will be presenting on their Learn and Serve funded projects and the lessons they have learned over the past two years of participation in the Faculty Fellowship.

Included below are some of the stories gathered from the end of year Progress Report from our Subgrantees.

MASSACHUSETTS COLLEGE OF LIBERAL ARTS
"As coordinator for Inkberry (community partner), I have had the privilege to observe the workings of the program from multiple perspectives. In every case I am buoyed by what I see the program accomplishing. It is a joy to see the seventh graders enter the school library with curious enthusiasm to have their weekly session with their mentors. I have had few opportunities to participate in such a true partnership where all partners have such strong commitment, allowing progressive development of the program with a constant eye on detail and the needs of each individual – mentor or 7th graders. I believe the 7th graders also feel this web of support from their school and their community, something of unquestionable value for students at this critical age and of this particular demographic."

Sharon Wyrrick, the Inkberry partner coordinator

UNIVERSITY OF MASSACHUSETTS – AMHERST
"These kids are on the 'too cool for school' path but are enthusiastic about the after school program. [Kids/College] was the best part of my college experience so far – it's more rewarding than traditional classes because I connect on a personal level and get off campus."
Kids/College & UMass Amherst Student participant

HOLYOKE COMMUNITY COLLEGE
"Over time, my issues around volunteering evolved from anxiety about time management, travel, and grunt work, to eagerness and an understanding of the Big Picture."

Student Participant

JOHNSON & WALES UNIVERSITY
"Although I have always enjoyed community service, it is through this program that I learned the direction I want to go in with my major. After experience the growth and development of programs in collaboration with a local school, it made me think about working with non-profit organizations. I have discovered a realm of the event industry I had never opened myself to before this year – philanthropic event planning. It is because of Project S.H.E and the SLICE program that I now know exactly what I want to do with my degree!"

Nicole Pineo, junior SLICE Student Leader
"What can I say about Mr. Jake? Well, he was what the kids needed!...They looked up to him as a role model....He was open to helping everyone with their math but he also had his 'pals'. His buddies were Ronald and Fabio, two very special boys who needed a lot of help and who often struggle to get their work done. He helped them with their math...no matter how tough it was or how long it took. Usually, at the end of every session together, those boys had proud smiles, all of their work done and often volunteered to share out their answers. So in conclusion, Mr. Jake, in his quiet, sometimes shy way, made a world of difference in our room! Because he was caring, patient, respectful and very giving. A true Gentleman."

Mrs. Valerio, Teacher, Charles N. Fortes Magnet Academy

FACULTY FELLOWS

"Finally, I want to acknowledge what a positive experience the Fellowship has been for me. One of the outcomes I had hoped for was connection to other people doing similar kind of work and that definitely happened. I have enjoyed the meetings and the retreat. I am very excited about the Ottawa conference and the possibility of developing our work into a book. So I thank you for this opportunity!"

Laurie Ross, Clark University

"I do plan on continuing my partnership with Calcutt middle school in the fall. I have learned that funding will always be an issue but where there is a will there is a way. I learned that my students as well as the students I have worked with at my community site are resilient and are worth all of the hard work, time and effort that goes into this project. I plan to not give up on my efforts to not only continue my CSL work with Calcutt but also to continue to expand my horizons in looking for new community members who may benefit from a partnership.

I have thoroughly enjoyed this project and hope to continue to work with Learn and Serve in the future with this particular projects as well as new projects."

Rory Senerchia, Johnson & Wales University

Other:

As our grant comes to a close, we are in the process of designing and developing a booklet highlighting each of our subgrantees and their program impact over three years, as well as the faculty fellowship. We also hope this publication will show our collective impact over the three year funding period, drawing on information gathered from LASSIE and from year end progress reports.
Attachments:
A. Year 3 Reporting Calendar
B. Year 3 Progress Report Format
C. Materials from October 2008 Meeting
D. Materials from Regional Meetings
E. Materials from Regional Conference
F. Faculty Fellow Materials
G. Evaluation Materials
Y-ear Three Reporting Calendar

Attachment: A
<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
<th>SITE/TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>Use of logsheets for later LASSIE reporting</td>
<td></td>
</tr>
<tr>
<td>August 31</td>
<td>Yr. 1 Summer Supplement Budget Report Due (Not applicable to every subgrantee)</td>
<td></td>
</tr>
<tr>
<td>October 8</td>
<td>LSA Subgrantee Meeting: Preparing College Students to work with Youth</td>
<td>Worcester, MA 10:00 - 2:00</td>
</tr>
<tr>
<td>November 12</td>
<td>Raise Your Voice RFP release</td>
<td></td>
</tr>
<tr>
<td>November 15</td>
<td>Quarter 1 Budget Status Report Due</td>
<td></td>
</tr>
<tr>
<td>December 21</td>
<td>Survey deadline - College Participants (Fall)</td>
<td>Survey site opens Dec 3</td>
</tr>
<tr>
<td>January 15</td>
<td>Quarter 2 Budget Status Report Due and Report on Numbers on the 4 Indicators from Sept.</td>
<td></td>
</tr>
<tr>
<td>January 25</td>
<td>Raise Your Voice RFP deadline</td>
<td></td>
</tr>
<tr>
<td>Feb 4-16</td>
<td>Regional LSA Subgrantee Meetings</td>
<td>Various TBD</td>
</tr>
<tr>
<td>Feb 1-April 30</td>
<td>Site Visits conducted by RICC/MACC Staff</td>
<td>TBD w/sites</td>
</tr>
<tr>
<td>Feb 15-April 15</td>
<td>Raise Your Voice Events</td>
<td>Various</td>
</tr>
<tr>
<td>March 30-31</td>
<td>Regional Conference</td>
<td>Umass Amherst</td>
</tr>
<tr>
<td>April 15</td>
<td>Quarter 3 Budget Status Report Due</td>
<td></td>
</tr>
<tr>
<td>May 16</td>
<td>Survey deadline - College Participants (Spring)</td>
<td>Survey site opens April 21</td>
</tr>
<tr>
<td>June 30</td>
<td>Annual Progress Report Due</td>
<td></td>
</tr>
<tr>
<td>August 1</td>
<td>Year 3 Renewal Application Materials</td>
<td></td>
</tr>
<tr>
<td>September 15</td>
<td>Yr. 2 Summer Supplement Budget Report (if applicable)</td>
<td></td>
</tr>
</tbody>
</table>

Updated as of 8/13/09
* Year Three Progress Report Format

Attachment: B
A complete progress report must contain the following items in the order listed below. All grantees are expected to respond to each section unless otherwise directed. Please complete and return one (1) copy via email to eustach@risd.edu and one (1) hard copy to Rhode Island Campus Compact no later than June 30, 2009.

**Section I.**

1. Grantee Organization Name
2. Name, title, address and phone number of the individual who completed this report
3. Total number of students/youth engaged in service-learning
4. Total number of faculty teaching service-learning courses and revising curriculum
5. Total number of adult volunteers
6. Number of new courses or partnerships developed or expanded that focus on disadvantaged youth over the past three years

**Section II.**

**Report Narrative.** Please organize the report narrative in the order listed below. The report narrative may not exceed 6 double-spaced pages (one side counts as one page) and must be in at least 12 point type. Please refer to page 2 for detailed instructions.

1. Summary of Progress
2. Primary Accomplishments
3. Primary Challenges
4. Changes in Program Design or Key Staff
5. Sustaining your project beyond LSA funding

**Section III.**

**Appendices.** Appendices may include any materials (e.g., resource guides, syllabi, bibliographies, manuals, etc.) that were produced as a result of this grant and have not been sent previously.
Report Narrative
This report covers the period from September 6, 2008, to June 30, 2009

1. Summary of Progress
   Please describe your project’s progress during this reporting period toward accomplishing annual objectives.
   a. Describe progress toward the goals and objectives outlined in your Learn and Serve proposal.
   b. Describe any research, program evaluation information or other indicators of progress to date.

2. Primary Accomplishments
   Describe all accomplishments such as conferences, service activities, project milestones, significant community, participant or institutional impact, or unique successes. This section should also include:
   a. Quotes from participants, faculty members, teachers, community members and/or service recipients
   b. News clippings
   c. Information on public awareness activities (e.g. copies of press releases)
   d. Descriptions of any awards or special recognition your program has received
   e. A unique success or a “great story.” Particularly helpful are stories that include numerical results and creative solutions.

3. Primary Challenges
   Please describe challenges encountered by your project. Include issues/problems (both resolved and unresolved,) obstacles to achieving program objectives, significant sources of delay, events or incidents that caused concern and any need of which RICC and MACC should be aware. Discuss instances where there appears to be less progress than expected.

4. Changes in Program Design or Key Staff
   Discuss any changes that you have made in your program design, implementation plan, or timeline. Please describe staff turnover in management or supervisory positions, as well as changes in partner relationships.

5. Sustaining your project beyond LSA funding
   Describe how your project will or will not continue to run and be sustained beyond Learn and Serve America funding. Include additional funding streams that are supporting your project and/or in kind funding from your institution to support the continuation of your project.
Attachment: C

* October 8 Meeting Materials:

1. Agenda
2. Making the Case for Sustainability handout
3. Conference Funding Handout
Learn and Serve America
Rhode Island and Massachusetts Campus Compacts
College of the Holy Cross
Hogan Center Room 304-305
October 8, 2008
10am – 2pm.

Year 3: Sustaining our Work

I. Welcome and Introduction

II. Housekeeping & Year 3 Opportunities (10:15am)
   a. Reporting and Evaluation Calendars for the year
   b. Budgets
   c. Conference Fund
   d. Faculty Fellow Update and Consultation Corps.

III. Recap Year Two (10:35)
    a. Cathy Burack - Numbers & Evaluation Feedback
    b. Collectively what we have done so far (yrs. 1 & 2)

IV. Case Studies (11:05)
   a. MCLA – Leveraging Local Funding/Support
   b. UMass Amherst – Connecting to the Existing Curriculum

V. Lunch (12:00)

VI. National Landscape – Overview of National Updates on Initiatives (12:30)
   a. Kennedy Bill
   b. ServeNation platform
   c. Letters to Congressmen

VII. Making the Case for Sustainability (12:45)
    a. Facilitated Small Group Discussions
    b. Evaluation assistance (floating)
Making the Case for Sustainability

**sustain** [suh-steyn] – verb
1. to keep up or keep going, as an action or process
2. to provide for by furnishing means or funds
3. to bear (a burden, charge, etc.)
4. to support (a cause or the like) by aid or approval
5. to confirm or corroborate, as a statement

Think about a program or initiative on your campus that has been sustained (for instance, something that started through a grant, or a special project, that has continued). What are the elements that you think have contributed to its sustainability (e.g., a new president, funding, a new strategic plan, student support).

Think about your own program/office/center. In what ways are you trying to embed your work in your institution (i.e., how are you trying to sustain it)?

Think about your LSA funded program.
Where do you see your Learn and Serve funded program 3 years from now?
- Does it have a “life span”?
- Does it look the same? Bigger? Smaller?
- How does it fit in your efforts to sustain your program/office/center?

How might you start (or continue) to position your Learn and Serve program to become the vision you have for it?
- What resources do you already have?
- What resources do you need, and where might you find them?
Conference Funding Opportunity

RICC & MACC are making available three $500 awards to Learn and Serve programs to help defray the costs of presenting at a state or national conference during the 2008 - 2009 grant year. Funds can be used toward travel and lodging expenses or registration fees.

REQUEST PROCESS
Conference funds will be distributed on a first come first serve basis. We do require that institutions be accepted by the conference prior to requesting funds from RICC. Any interested institutions must submit a written request via email for funding to RICC and include the following:

- Name of conference & Date
- Brief description of presentation
- Name(s) of presenters

Please note: Conference funds can be used for staff and faculty, as well as, student presenters involved with Learn and Serve projects.

DISBURSEMENT OF FUNDS
Once approved, RICC will require and invoice or request for payment from your institutions in order to disburse the $500 award.

REPORTING
Each recipient of conference funds is required to submit a one-page summary of their presentation detailing number of participants and overall experience to RICC 30 days after the conference date.

Direct requests and any questions to Marisa Petreccia at mpetrecc@risd.edu
Attachment: D

* Materials from Regional Meetings

1. Agenda

2. Regional Meeting Notes

3. Using Data to Seek Support for Sustainability handout

4. Sharing Your Story Worksheet
Learn and Serve America  
Rhode Island and Massachusetts Campus Compacts  
Regional Meetings  
Thursday February 12, 2009  
10am – 2pm  

Rhode Island School of Design  
Center for Integrative Technologies (CIT)  
Room 201  

Year 3: Sustaining our Work  

10:00 a.m. Welcome and Program Updates  
i. Introductions  
ii. LSA Housekeeping Items - Evaluation numbers, Community Partner information, Budget Status Reports  
iii. Share one highlight and one struggle you are having this year  

10:30 a.m. Sharing Your Story exercise  
i. Facilitated reflection  

11:30 a.m. Utilizing LASSIE Beyond Annual Reporting  
i. Based on identified questions from reflection, Cathy Burack demonstrates how to find information in LASSIE  

12:30 p.m. Lunch  

1:00 pm. Updates  
i. National Campus Compact  
ii. RICC / MACC  
iii. LSA NOFA  

1:30 p.m. Working with your Development Office  
i. Facilitated discussion with Roger Nozaki, Director & Associate Dean of the Swearer Center for Public Service at Brown University  
ii. Building a relationship with your development office  
iii. What are the conflicting demands on a development office and how can you and your program be seen as an asset?
Learn & Serve  
Regional Meetings

Over the past few weeks we have hosted three Regional meetings across Massachusetts and Rhode Island for our Learn and Serve funded programs. Building upon our theme for the year, we focused on sustainability specifically reflecting and beginning to share stories of accomplishments and struggles over the past two and a half years. We also invited development representatives from member institutions to speak with the project managers for the LSA funded programs. Below are the notes from the Development offices at Holyoke Community College and the University of Massachusetts Boston, and from a former Foundations officer who is currently directing the Swearer Center at Brown University. A common theme from all three presentations was that development happens over time and through building relationships with development officers or foundations through sharing your story and impact.

February 3, 2009  
Holyoke Community College

Fundraising:
- Fundraisers are matchmakers.
- Introduce yourself. Have the development person get to know you/your program as a person.
- Send testimonials (emails, photos, etc.)
- People give to individuals, not organizations. Use strong, individual stories.
- Offer to go out/go out with development people—experiential examples. Be the “living treasure”
- Donors want a direct, personal benefit to the community.
- Participate in your school’s annual appeal. Participation levels of staff, etc. show potential donors your commitment.
- Create wish lists (in-kind gifts) for your development person
- Give statistics- retention, % of students participating, benefits, effects
- Have continual conversations throughout the year.
- Take advantage of the national scene/trends (i.e. Obama- pledge to serve)
- Create targeted mailings to those who have given to service-learning, community service, etc. with stories
- Always say thank you, thank you, thank you! It makes a difference!

PR/Media:
- Visibility is important! Public recognition.
- Set up a PR plan in the beginning of the year, and then put it on your calendar.
- Be proactive. Contact the PR/Communications office throughout the year. Let them know what’s going on with your project. Provide testimonials. They may not respond immediately, but one of those stories may be just what they are looking for at some point.
- Provide simple summaries.
- Be able to provide your PR office the instruments that keep track of your data/data/statistics.
- Types of media:  
  External coverage- media releases  
  On campus- newsletters, website, blogs for service-learning on the news section of the website, journals, RSS feeds, bulletins and catalogs
Fundraising:

- Series of feeder pools.
- It's about being organized, relationships.
- Events, annual funds, major gifts, corporations/foundations (treat this last one as a major gift, go out and see them)
- Listen to people. Give them their touch points.
- People give because of students and faculty. Generate targeted groups based on faculty, classes, etc.
- It takes on average 10 conversations before someone will give.
- Do your research (donors' interests, what they're capable of giving). Keep the conversation going.
- People are still giving, despite the economy.
- Bring your Top 3-5 projects that you need to be funded to your development person.
- Do face to face visits. It's the job of the foundation to give out money, so don't feel bad about asking for it.
- Development needs to know what you're up to, and remember that you should get clearance on contacting people, asking for money.
- Say thank you!
- Biggest asset: students! Put donors in touch with them.
- Speak with your development person. Be patient.
- Research what people are interested in/supporting.
- It starts at the top. Get your president/provost on board.
- Corporations love education/service. Many have money set aside to support these.
- Bring to development: 1-2 pager with bullets (mission, priorities, how long you've been around, how much money you need, time period you'll need it by, mention it has been evaluated and summarize the findings)
- Evaluation overload. If development wants it, they'll ask for it. Corporations, however, want proof the money will go to good use so provide them information.
- Create new partnerships. Start small. Development could be interested in starting a new relationship with the person you've been talking to, which will get them on board with your project.
- There are unrestricted funds that come into specific schools, departments. Find out if there is any extra money.
February 12, 2009
Rhode Island School of Design

**Fund and Resource Development:**

- Relationships build over time – with development offices, with foundations, etc.
- Sharing stories helps to cultivate the knowledge of your work and how others can talk about your work.
- Use funders / development language to describe your work, don’t try to get them to use your language.
- To cultivate individual donors – get on the agenda of Alumni Clubs to highlight great projects.
- Start with a story to captivate audience and follow up with data to show impact.
- Limitations facing fund development from foundations to higher education:
  - Sense that higher education doesn’t need help.
  - Higher Education is too expensive
  - More pressing needs
  - Use of resources over time – how effectively can you use resources.
  - Depends heavily on your relationship with a foundation officer and less on programming.
- Think beyond your own project – what is the bigger picture of what we are all doing? How can you connect your project into larger goals or like-minded missions of the institution or other projects.
- Focus on sustainability of Impact – what can you do to have impact beyond a program?
<table>
<thead>
<tr>
<th>Audience</th>
<th>What is your overall goal or outcome? (e.g., more publicity, more funding)</th>
<th>What argument(s) do you need to make?</th>
<th>What data will you use to support the argument(s)?</th>
<th>Do you have a story to illustrate your point?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trustees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other campus (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Partners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations and Funders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RICC/MACC Learn and Serve America
Regional Meetings
February 2009

Share Your Story Worksheet

Please take time to reflect on each of the proposed questions and be ready to share with the larger group. Building on the earlier discussion (sharing of a highlight and a struggle), we have framed the questions in such a way that allows for deeper thought/reflection.

How has your program advanced the civic engagement efforts of your institution in relation to your surrounding community?

Think back to what was initially identified as the challenge facing the youth in your community (Initial Letter of Intent)? After three years would you still identify this as the challenge facing youth? How has this challenge changed (or your approach to this challenge changed?).

What are some examples of how college students are engaging communities that you did not expect to happen?

Through your program, what is an example of a response from community organizations that you did not expect?
Attachment: E

* Materials from Regional Conference

1. Call for Proposals
2. Conference Announcement
3. Registration Card
4. Workshop Descriptions
New England Regional Campus Compact  
Spring 2009 Conference  

Call for Proposals  

Reexamining the Engaged Campus  
Community, Reciprocity, and Social Justice  

March 30th – 31st, 2009 - University of Massachusetts, Amherst
The 2009 New England Regional Campus Compact Conference brings together practitioners, including community service and community service-learning staff, faculty members, campus administrators and other stakeholders from across New England to engage in discussions, presentations, workshops and intensive institutes exploring emerging issues, the intersection of civic engagement and social justice and best practices in civic engagement (including service-learning and co-curricular programs) to gain practical tools to apply on any campus.

Visions of community, reciprocity and social justice – both the process and the results – differ. This conference works from the assumption that, at minimum, social justice is the creation of a more just world, and leaves to each participant the challenge and the opportunity of defining the details for themselves. We also work from the assumption that these values matter not only when students participate in a diversity training, but throughout the work of civic engagement; that community, reciprocity and social justice and the questions they raise are present in – and matter to – the values and motivations stakeholders bring to the work, the relationships that are forged and the ways programs run, in the questions we ask, the issues we address, the trainings we provide and the outcomes we seek.

Guiding questions:

- Are there intersections between civic engagement and social justice? What are they and how do they affect civic engagement programs?
- Is social justice an explicit or implicit goal of the work? What is the relationship between personal commitments to justice or other ideals, civic engagement programs and institutional values?
- How do civic engagement programs challenge or repeat patterns of power, privilege and difference in their own practice?
- How do the social identities, experiences and understandings of social justice, civic engagement, service and social change of practitioners inform and impact their work with civic engagement?
What are the learning (academic, civic or personal) or other outcomes for students in civic engagement programs? How are these related to training, preparation and reflection structures? How do they address social justice or other fundamental values?

Who has access to, participates in, and benefits from civic engagement programs? What role do students play in shaping and leading these programs?

How are civic engagement programs institutionalized? How does the campus as an institution engage with civic and/or justice issues (e.g. recent attention to college access) and with communities (partnerships and co-planning)? What is the relationship between civic engagement programs and this campus engagement?

What are the emerging issues in, or addressed by, civic engagement in higher education? What are the innovative or exciting program models in the field?

How do – or should -- civic engagement programs make choices about which organizations or communities to partner with, which service activities to undertake or community issues to address and how programs build and structure those relationships? How are these choices related to social justice, reciprocity or other values and outcomes?

Special Focus on Disadvantaged Youth: How can higher education civic engagement programs create strategic and sustainable partnerships focused on the needs of disadvantaged youth? Specifically, how can these partnerships focus on K-12 academic success, youth development, access to a college education, preparation for civic leadership, and/or connections between civic and workforce skill development?
Conference Sessions are 75 minutes in length and will be held concurrently on March 30th, 2009. Sessions may include theoretical, dialogue or reflective sessions that engage participants with fundamental questions, innovative or successful program models and their applications to other settings, and workshops focused on tangible tools or questions of day-to-day practice. All workshops should engage participants actively throughout the session.

Post-Conference Institutes will be held March 31st, 2009. Institutes are full day (9am-2pm) or half-day (9am-12) sessions designed to allow participants to engage with a subject in greater depth. Institute proposals should follow the same guidelines as Conference Session proposals.

All sessions may be lead by one, or multiple facilitators.

Proposal: (600 words maximum. Please address each of the following sections)

Audience:
Strong proposals will include a clear target audience described by institution type, campus role or other characteristics as appropriate. Sessions may focus on shared themes across institution type, program model or organizational role or may focus on the challenges and opportunities of particular groups. Please include maximum attendance your proposed format can accommodate, if relevant.

Guiding Questions and Conference Themes:
Strong proposals will incorporate and expand upon conference themes and guiding questions, and establish a clear connection between the proposed session content and overall conference content. They will offer innovative answers or approaches to these questions.

Workshop Objectives:
Strong proposals will provide clear objectives for the session and tools or other outcomes which participants can apply in their own work. These tools may include – but are not limited to – models, strategies, handouts or other resources.

Format and presentation:
Strong proposals will use interactive formats to engage session participants. These may include, but are not limited to, dialogues or reflections, integration of media, arts or other creative formats, or activities that engage participants in collective problem solving or other tasks. Please do not plan to present a lecture or read a paper: interactive and engaged formats should compose the majority of the session.
Facilitator Information: (as you wish it to appear in conference materials)

Name(s):
Title(s):
Organization(s)/Institution(s):

Phone number(s):
Email address(s):
Mailing address(es):
If multiple individuals will be facilitating a session, please designate a primary contact.

Session Information:

Session Title:
Proposal for: _ Conference Session _ Post-Conference Institute
Level: _ Introductory _ Intermediate _ Advanced

Abstract (75 words maximum, as you wish it to appear in conference materials)

Accommodations requests or other information: Please let us know if you require accommodations to fully participate in this conference. You may use this space, or contact Allison Reid (aireid@comcol.umass.edu; 413.577.4251)

Proposals due by:

December 8, 2008

Please submit an electronic copy of your complete proposal to Allison Reid at: ajreid@comcol.umass.edu
Campus Compact advances the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility. Campus Compact envisions colleges and universities as vital agents and architects of a diverse democracy, committed to educating students for responsible citizenship in ways that both deepen their education and improve the quality of community life. Campus Compact is a national coalition of more than 1,100 college and university presidents — representing some 6 million students — who are committed to fulfilling the civic purposes of higher education. Campus Compact's membership includes public, private, two- and four-year institutions across the spectrum of higher education.

Learn and Serve America supports and encourages service-learning throughout the United States, and enables over one million students to make meaningful contributions to their community while building their academic and civic skills. By engaging our nation's young people in service-learning, Learn and Serve America instills an ethic of lifelong community service. Learn and Serve America is a program of the Corporation for National and Community Service, an independent federal agency created to connect Americans of all ages and backgrounds with opportunities to give back to their communities and their nation. Learn and Serve America provides direct and indirect support to K-12 schools, community groups and higher education institutions to facilitate service-learning projects.
March 30-31 2009

Reexamining Engaged Campus

Register now
Great professional development opportunity right in our region!

Register now for the 2009 New England Regional Conference by visiting:
www.masscampuscompact.org

Registration ends March 20, 2009.

Join faculty, community partners, staff, and students as we examine issues of social justice and reciprocity in campus/community partnerships.

This two-day conference, hosted at UMass Amherst, features more than 25 concurrent workshops on Monday, March 30, and 8 intensive institutes on Tuesday, March 31.

Visit www.masscampuscompact.org for more information, including agenda, workshop and institute descriptions, and registration and accommodation details.
New England Regional Campus Compact Conference

Reexamining the Engaged Campus
COMMUNITY, RECIPROCITY, AND SOCIAL JUSTICE

March 30th—31st, 2009
University of Massachusetts, Amherst

Connecticut
Maine
Massachusetts
New Hampshire
Rhode Island
Vermont
## Agenda: March 30th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 9:00 am</td>
<td>Registration &amp; Continental Breakfast</td>
</tr>
<tr>
<td>9:00 am</td>
<td>Welcome and Opening Session</td>
</tr>
</tbody>
</table>
| 9:45 am      | **Keynote: Public or Perish: Engaged Scholarship, Community Connections & the Future of the Academy**  
**Dr. Manuel Pastor, Jr.**  
Professor of Geography and American Studies & Ethnicity at the University of Southern California (USC) and Director of the Program for Environmental and Regional Equity (PERE) at USC’s Center for Sustainable Cities. Founding director of the Center for Justice, Tolerance, and Community at the University of California, Santa Cruz, |
| 11:00 am     | Session I                                                            |
| 12:30 pm     | Lunch  
**Presentation of CASE Award**                                   |
| 1:45 pm      | Concurrent Session II                                                |
| 3:15 pm      | Interest Groups  
Connect with colleagues from around New England with common interests |
Interest Groups
(3:15-5:00)

Interest groups offer a chance to connect with colleagues from across the New England region who share a common interest to exchange best practices and successful models, strategize around common problems or identify areas for collaboration.

**Topics**

- **Strategies for an economic downturn**
  (Campus Center 101)

- **Incorporating social justice into civic engagement work.**
  (Campus Center 163-75)

- **Student leadership and programming**
  (Campus Center 168-C)

- **Service-Learning in the Curriculum**
  (Campus Center 165-69)

- **Developing and sustaining community partnerships**
  (Campus Center 174-76)

---

**Agenda: March 31st**

<table>
<thead>
<tr>
<th>Time</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>Registration &amp; Continental Breakfast</td>
</tr>
<tr>
<td>9:00 am</td>
<td><strong>Institutes</strong></td>
</tr>
<tr>
<td></td>
<td>• Pathways Of Power: Examining And Supporting Student Understanding and Use of Power in the Service-Learning Classroom and Beyond</td>
</tr>
<tr>
<td></td>
<td>• An Integrated Strategy: Moving a Campus from Volunteer Service to Engaged Citizenship</td>
</tr>
<tr>
<td></td>
<td>• Moving from Self to Others: Preparing Students for Service-Learning in a Social Justice Framework</td>
</tr>
<tr>
<td></td>
<td>• Building Campus Community Collaboratives—The Downtown Education Collaborative (DEC) at Work</td>
</tr>
<tr>
<td></td>
<td>• Democratic Organizational Change to Advance Diversity</td>
</tr>
<tr>
<td>12:00 pm</td>
<td>Lunch, Campus Center Auditorium</td>
</tr>
</tbody>
</table>

Pre-registration required for Institutes
Session 1 Workshops
(11:00 - 12:15)

What's at stake? - Stakeholders, Communities, and Collaboration
Specialty schools require outside-the-box thinking around how we engage students, while also creatively building and administrating effective programs. This demand creates an opening for fascinating questions to emerge about the nature of our work. This workshop, facilitated by three artist administrators, includes activities and guided discussion that invite participants from different school experiences to speak to their personal perspectives and what it means to be an effective and collaborative administrator, especially in relationship to social justice issues.

Susan Sakash, Rhode Island School of Design, Andrew Barco, School of the Museum of Fine Arts Katherine Mitchell, School of the Museum of Fine Art

Campus Center Auditorium

A Model of Engaged Learning: Sacred Heart University/St. Charles Health & Wellness Center
This workshop will help participants assess the value of establishing a sustainable community partnership at their own institutions. A strategic planning session including a SWOT analysis will serve as a catalyst to analyze the internal and external environment that may impact the feasibility of planning a reciprocal community partnership. Discussion will focus on selecting community partners, choosing service learning activities that embrace social justice, faculty and student roles in program development, and funding opportunities. Common issues, challenges, and opportunities that academic teams face will be addressed.

Dr. Susan DeNisco, Dr. Linda Strong, Dr. Michael Emery, Sacred Heart University

Campus Center 178

Medellin: Peace in Process - Course Project That Combines Art, New Media, & Community Through a Multi-Media Book-Map
We hope to share with students, faculty, administrators, and community partners the art & historical memory project we direct that combines university coursework & community. For two years this bi-lingual project has been connecting students at 3 U.S. universities with youth and elders at the Parques Bibliotecas in Medellin as part of the citywide peace process. Through video, photography, written word, & blogs, we are creating an on-line bookmap that documents people’s experiences surviving violence and engaging in peace efforts in Medellin. Our panel goal is to share this project, receive critique, and connect with folks with similar interests, projects and passions.

Tamera Marko, Ph.D, Emerson College Jota Samper MIT

Campus Center 162-75

Session II Workshops
(1:45-3:00 pm)

Storytelling as data collection: How can we best communicate outcomes in service learning programs?
Service-learning programs are under ever-increasing pressure to justify their effectiveness. How do we achieve this in a way that reaches beyond the numbers and illuminates some of the more nuanced findings? One way is through eliciting and examining stories, which have the potential to help us understand the complexities of educational environments. In this session we will discuss story collection as a form of data and ways to restructure assessment in a methodologically sound way.

Art Keene, Deborah Keisch Polin, UMass-Amherst

Student Union, Cape Cod Lounge

Experience Civic Reflection
Civic reflection is the practice of reading and discussing short pieces of literature as a means of reflecting on the central questions of civic life. The New England Campus Compacts have partnered with the Project on Civic Reflection to bring this modality to our membership. We will spend half of the session reading and then discussing "A Bed for the Night" by Bertolt Brecht (if you need or would like an advance copy, please contact Cathy Lechowicz); the second half will be devoted to describing this modality, debriefing the discussion and answering questions.

Cathy Crimmins Lechowicz, Wesleyan University, Vincent Contrucci Quinnipiac University; Ed Grippe Norwalk Community College; Kimberly Hamilton Bobrow Manchester Community College

Campus Center 811-15
Session II Workshops
(1:45-3:00 pm)

Just regular talking: Undergraduates as book club leaders in a rural, working-class high school

Teacher educators are frequently presented with the opportunity to engage students in community-based work. However, those programs are often defined, and sometimes limited, by traditional notions of internship experiences for preservice teachers. This session explores an alternative model for engaging preservice teachers in civic work in a way that leads to new insights for the participants as well as the creation of new knowledge in the field of education.

Katanna L. Conley, Ph.D., University of Vermont

Campus Center 901

Student Development and Social Justice: How Do They Intersect?
The field of community engagement has benefitted from a number of models of student development. In this workshop the facilitators will present some of the best known models (The Active Citizen Continuum, the Three Paradigms of Service, Kolb’s Theory of Learning Styles, and the Bonner Foundation’s Service Road to Student Development). Participants will also be invited to share the student development models they use. We will discuss the strengths and limitations of these models paying particular attention to the ideas about social justice that are built into each model.

Molly Mead, Karen Sanchez-Eppler, Destry Sibley, Amherst College

Campus Center 174-76

Understanding the Feedback Loop of College Access and Success Programming
This session will look closely at the relationships between college access programming and success programming. We will focus on the importance of student initiation to inform, design, and sustain programming efforts in this area (feedback loop). The workshop will provide an outlet for attendees to view this issue from the perspective of key stakeholders and discuss findings on priorities, obstacles, and best practices.

Christiana Fischer, Kerri-Lynn Foley, Wentworth Institute of Technology

Campus Center 178

Session I Workshops
(11:00 – 12:15)

Decision-Making and Social Justice in the Classroom
For many students, the experience of an engaged, participatory class based on values of inclusion and respect may be their first experience of what a socially just community could be. This workshop invites participants to consider how our choices of decision-making approaches influence what we create. We'll discuss different decision-making approaches, identify challenges and strategies for choosing different decision-making methods that support social justice goals within the classroom, and share resources and future steps to support us as we work to create empowering experiences for ourselves and others in our classes.

Marianne Fortescue, and Kate Hanson, University of New Hampshire, Durham and Manchester

Campus Center 803

Social Justice, Civic Engagement and Youth development: Do student voices reflect service-learning goals?
This workshop will engage the audience in our on going struggle to improve operationalizing and applying the concepts of social justice in combination with student service-learning. How do we ensure that these are components in the programs we produce, the issues we address, and the outcomes we seek when we set up community university partnerships and carry them out through service-learning classes? Students, faculty, and staff from a service-learning class at the University of Massachusetts Boston funded by a Learn and Serve grant and the Commonwealth Corps will reflect on their experiences developing a community-university partnership with an after school program focusing on K-12 academic success, youth development, access to a college education, and preparation for civic leadership.

Joan Arches, UMass Boston

Campus Center, Amherst Room

Pushing for Anti-Racist Civic Engagement from a Historical White Institution: Empowering Community to Shape a University’s Engagement
The objective of the workshop is to provide “engaged faculty” and CSL administrators tools to identify the potential conflicts between administrative initiatives and faculty/classroom initiatives. The presentation will instruct in and encourage a clearer understanding of the “rules of reciprocity”, anti racist principles, and the potential of well intentioned efforts to undermine community engagement.

Todd Crosset, University of Massachusetts, Amherst

Campus Center 917
**Session I Workshops**
(11:00 - 12:15)

*The Collaboratory Model: Sustained Civic Engagement Across the Curriculum and Across the Years*
During the past three years, faculty and staff at the Harward Center at Bates College have re-imagined how community-based learning can support rigorous, sustained academic work and partnerships. Moving away from the single project, single-semester model, we have designed what we call “collaboratories,” partnerships that integrate teaching, research, and community aims in co-created, long-term undertakings. This session will illustrate the collaborative approach with a ten-year partner, the Lewiston Housing Authority.

Holly Lasagna, Bates College, Ellen Alcorn, Bates College, Carla Harris, Lewiston Housing Authority, Jess Adelman, Bates College

**Campus Center, 168C**

*Students with Disabilities: Service Learning as a Model for Inclusion*
As greater numbers of students with disabilities matriculate in both public and private higher education institutions, how do we as educators prepare them for life outside the classroom and when it is time for these students to find careers what (mis)perceptions are they faced with in the community? Civic engagement programs and service learning courses can serve to create mutually beneficial and sustainable partnerships that foster community understanding and create workforce skill development.

Kate Archard and Estelle Wenson, Bridgewater State College

**Campus Center 903**

*Creating, Enhancing and Sustaining Effective Partnerships with After School Program*
Based on a partnership between the Providence After School Alliance (PASA) and Providence College, this session will explore how an intermediary organization coordinates and collaborates with multiple institutions and organizations throughout Providence to create high quality and equitable after-school programming for middle-school youth. The session also will address how an institution of higher education can partner with an intermediary providing students opportunities for service learning and leadership, and offering administrators a venue for city-wide collaboration around issues of youth development.

Joe Cammarano, Emily Pierson, Colleen Rost-Banik, Providence College, Patrick Duhon, Providence After School Alliance

**Campus Center, 168C**

---

**Session II Workshops**
(1:45 - 3:00 pm)

*An hour, a semester, a lifetime.*
Recruiting, retaining, and developing the next generation of community leaders. Participants will share and brainstorm effective strategies, techniques, and program offerings to engage students from freshmen year through graduation and beyond.

Becky Bidwell-Hanson, Sara De Ritter, Colleen Holohan, Lisa Paquette, Kristen Simonelli, Northeastern University

**Campus Center 917**

*EXPLORING THE SPACE BETWEEN US: How does “conflict” and/or “peace” change the space between us?*
These are exciting and challenging times in our country and they invite us to become engaged in different and unique ways. Healthy communication is key to all successful relationships. This session offers us an opportunity to look with courage at one of the ways we communicate with each other, through the use of our space. Does our silence in the space between us speak louder than words? How does conflict and/or peace affect our space? If we are to create a “just” equitable peace for all, what does that “look” like? What role does civic engagement play? We will explore these questions and others as we “play” with space. The participants in this session will examine and transform the space using movement, music and art. Through questions, discussion and final reflections the participants will look with new eyes at the “the space between us.”

Barbara Thorngren, M.Ed, Nashua Community College

**Campus Center 803**

*Best Practices for Service Learning Centers: How to Enhance Faculty, Student, and Institutional Involvement*
This session is related to the interface of service learning and its growing importance to higher education communities. This project looked at best practices in Service Learning programming in the field of Higher Education and analyzed how different service centers work. Research is based primarily on interviewing practitioners in the field of service learning as well as students and community-based organization staff.

Jennifer O. Duffy, Ph.D., Suffolk University

**Campus Center 1001**
Session II Workshops
(1:45-3:00 pm)

Finding the Hidden Assets on Campus and Enhancing Their Impact in the Community: The Obvious, The Hidden, and the Unknown
This session considers methods and approaches to identifying the assets available within campus communities that move beyond the obvious resources, to uncover the less obvious and unorganized skills, talents, and interests that may assist the community in new ways. Next, the session examines how to identify community partners that can make use of the identified assets on campus. Finally, the session examines how to create effective connections between campus and community service that can be sustained.

Joe Cammarano, Kaytee Stewart, Megan Prahin, Providence College
Campus Center 911-15

Partnership Perspectives: Examining a K-12 partnership through four lenses.
Lasell College is proud of its partnership with the Boston Renaissance Charter Public School. Over several years, we have built a strong relationship with their staff, students and faculty which has facilitated the development of our America Reads and Counts tutoring program, and the ACES Early College Awareness Program. We would like to examine our partnership and these programs through the various perspectives of those most closely involved.

Amy Greene, Nyndia Diligent, Dr. Sharyn Lowenstein, Lasell College
Campus Center 804-08

Rise of interactive learning: Emerging issues when conducting service learning in higher education
After 10 years teaching psychology courses involving service learning I know there are no magic answers for teaching social justice; yet teaching this work has changed dramatically. Students are slowly shifting from viewing community service as “feel good” experiences to more “my responsibility” frameworks. This presentation will actively explore the historical, social and pedagogical changes impacting this shift in student civic engagement and provide an interactive learning model for engaging college students in social justice.

Debra A. Harkins, PhD, Suffolk University
Campus Center, Amherst Room

Session I Workshops
(11:00 – 12:15)

Working with Nontraditional Students: Boston University’s Metropolitan College and the Scholarship for Parents
The U.S. Department of Education stated in 2002 that approximately 73% of all postsecondary undergraduates are considered “nontraditional students.” Given this growing population, this conference presentation will discuss: definitions of “nontraditional students,” Boston University’s Metropolitan College’s work with nontraditional students through the Scholarship for Parents program, and the connection between education and poverty. Using the work of Mark Warren and Julia Preece, the presentation will also discuss why it is important to create inclusive programming to support and retain nontraditional students on college campuses and how to do so.

Katherine Meyer and Jessica M. Hill Boston University
Campus Center 805-09

Development of Reflective Analysis: From Introductory to Intermediate to Senior Courses in Community Service Learning
In this workshop a professor, CSL coordinator and CSL student minors will discuss a three-course sequence in the CSL Program that moves students from reflection to analysis to action in terms of social issues and in justice. Participants will learn new reflection techniques, and will leave with a clearer understanding of differences between introductory, intermediate and upper-level service learning courses. Participants will also understand that working to establish an engaged campus and to develop students concerned with social change and social justice is a developmental process.

Susan P. Melia, Susan Hayes, Kaitlin Bevins, Sarah Lesperance, Laura Smith, Assumption College
Campus Center 811-15

Assessing the Engaged Student: Using evaluation tools to reexamine and strengthen civic engagement programs
Many programs dedicated to community engagement ask constituents to complete program evaluations. Data gathered through this process is included in campus publications and foundation reports; but is it effectively used to strengthen programs or tied to learning outcomes? This workshop will describe various assessment tools, propose strategies for connecting assessment to learning outcomes, and explore the ways training, preparation and reflection structures can be strengthened through evaluation resources that are available on college campuses.

Ethan Kolek and Sarah Barr, Amherst College
Campus Center 101
**Session I Workshops**  
(11:00 – 12:15)

**College Access & Community Service Learning**  
Student Bridges is a student-initiated outreach program that connects UMass students with local community-based organizations and schools through tutoring-mentoring partnerships, college awareness activities, and policy advocacy. The program has primarily partnered with schools and programs in the Holyoke-Springfield area. Session will include a panel featuring students, faculty, administrators, and community members engaging in service and/or policy advocacy that aims to increase college access (outreach and retention) for underrepresented students.

Student Bridges Program, University of Massachusetts Amherst  
Student Union, Cape Cod Lounge

**Student as Teachers and as Colleagues at UMass-Amherst**  
Utilizing undergraduate students as instructors and co-instructors in service learning courses is one tool to subvert traditional notions of power and authority in the classroom and provides a framework for re-imagining structures of power elsewhere. This workshop will look at two programs at UMass-Amherst where student take an active role in instructing courses and will challenge participants in reexamining their ideas of education and offer tools for how to engage undergraduate students as both instructors and colleagues in service learning courses.

Jessica Rentsch, Amy Calandrella, Irene Ushomirsky, Bliss Requa-Trautz, Liz Caasey, Stefana Soitos, Jocelyn Silverlight UMass Amherst  
Campus Center 911-15

**Staying Ahead of the (Digital) Curve: Understanding How to Reach, Inform, and Mobilize Millennial Generation Students**  
New technologies and Social Media present new opportunities to engage students and to enhance programs and partnerships. In this interactive workshop, participants will learn more about our current traditionally-aged student population, commonly referred to as Millennials, as well as how to mobilize students through Social Media. Communication strategies and information distribution methodologies (Wiggio, Facebook, Videocasts, Blogs, RSS feeds/Google Reader, Doodle, and Podcasts) will be discussed.

Participants are welcome to bring laptop computers to this session.

Karen M. Lee, M.Ed., Oscar R. Lanza-Galindo, M.A. Carlos Sabatino Gonzalez, Amherst College  
Campus Center 165-69

---

**Session II Workshops**  
(1:45-3:00 pm)

**Factoring Student Backgrounds into Service-Learning**  
Best practices highlight the importance of taking community partners’ backgrounds and needs into account, but how often do we consider those of our students as we design service-learning courses? This program will examine how students’ backgrounds impact the service experience. Case studies and role playing will allow participants to critically analyze how students relate to a course’s purpose, content and structure. Special attention will be paid to the opportunities and challenges of applying service-based pedagogies to academically underprepared populations. We will use the University Achievement Program at Suffolk University as a model in this exploration.

Greg Freed, Suffolk University  
Campus Center 168C

**Promoting Social Justice through Student Leadership in Community Service-Learning**  
USM LAC’s Office of Community Service Learning sets a unique standard for student-faculty collaboration through a student led office and multi-tiered coordination of community engagement stemming from the campus and branching out into the community. Through multimedia descriptions of USM LAC’s community based philosophy and work, student leaders and a faculty coordinator will encourage participants to evaluate community engagement in their institutions and to develop methods to maximize student and faculty experience through student leadership, as well as extend limited resources through community engagement service learning.

Michelle Vazquez Jacobus, Daphne Comeau, Khadra Jama, Jedidiah Shattuck, University of Southern Maine Lewiston Auburn College  
Campus Center 162-75

**Resolved: Universities and High Schools Should Invest in Civic Engagement Opportunities Through the Competitive Mental Sport of Policy Debate.**  
Partnerships between institutions of higher education and local school districts present unique opportunities for reciprocal student learning and civic engagement. Learn how the Rhode Island Urban Debate League offers an innovative approach to promoting civic engagement and advancing social justice through the competitive mental sport of policy debate.

Morgan Whitworth, Michael Ewart, Matthew Grimes, Zachary Beauchamp, Brown University  
Campus Center 801
**Session II Workshops**
*(1:45-3:00 pm)*

_**International and Interdisciplinary Service-Learning: Civic Engagement for a Global Society**_*

International, multidisciplinary service-learning can lead to graduates prepared for the global marketplace, engaged for the common good. Twenty-five courses in many disciplines have had service-learning projects partnered with villagers in the Peruvian Andes. This session will focus on two of the disciplines: community health and physical therapy and examine the reciprocal learning process for all stakeholders. Participants will explore strategies to develop positive outcomes in the context of complex dynamics present in multidiscipline international experiences.

Deirdra Murphy, John Duffy, Nicole Champagne, UMass Lowell  
Campus Center 177

_**Social Justice and Social Intelligence: The Intermarriage of Civic Engagement and Building Reciprocal Relationships through SVC's “Quest For Success” First-Year Program**_*

This panel presentation will explore the obvious and subtle connections between student learning outcomes within and beyond the traditional classroom and the impact of SVC’s award-winning first-year course/program on multiple constituencies. In particular, we will focus on issues of change, reciprocity, and the mutually beneficial vision and mission that “town” and “gown” share and how these became tightly interwoven into the fabric of the college’s “Quest For Success” program. The roles and goals of each “community” will be examined in light of current “best practices” and research around civic engagement and service learning.

Daniel Cantor Yalowitz, Ed.D., Issac Olaf, Nicholas Murrey, Patricia Marquardt, Southern Vermont College  
Campus Center 805-09

_**Subsidy As a Way of Life – is it just?**_*

We'll explore the concepts of justice and caring as they pertain to government housing and welfare subsidies. Can we care too much? Under the premise of human rights, is justice due to those who cannot afford what we consider to be basic necessities? What is your role as one who is committed to civic engagement? Via an interactive format, we'll address these questions, and develop a plan to address the link between justice and subsidy.

Michael Ohler, Burlington Housing Authority, Saint Michael’s College & Community College of Vermont  
Paul Dragon Reach Up Program of Vermont  
Campus Center 905-09

**Session I Workshops**
*(11:00 –12:15)*

_**Partnering with K-12: Creating Access to Higher Education**_*

Using the Massachusetts College of Pharmacy and Health Science’s Access to Higher Education through the Sciences program as a model project, the facilitator will discuss the steps necessary to create a K-12/Higher Education partnership that provides at-risk youth with opportunities to access higher education. The session will provide adequate time for brainstorming ideas for your campus, discussing best practices and ways to involve faculty, and reflecting on why there is a need for access programs.

Joshua Aiello, Massachusetts College of Pharmacy and Health Sciences  
Campus Center 901

_**Building an Inclusive Campus Community that Promotes Academic Success**_*

The University of New Hampshire has experienced significant successes in actively and strategically addressing its recognized limitations and impediments to achieving a widely diverse and inclusive campus community. This interactive session will present practical models; share exemplary strategies; and offer suggestions, as well as, cautions to encourage others to create more inclusive learning communities. Participants will also engage in dialogue about diversity strategic initiatives that inform community building among campus and community constituencies.

Wanda S. Mitchell, Ed.D., University of New Hampshire  
Campus Center 163-C

_**Service Learning in Teacher Education: Design, Implementation and Assessment Achievement**_*

Achievement gap among K-12 students reflects the huge injustice done to disadvantaged children. To provide equal educational opportunities and justice, the disadvantage students must be provided with tutoring and other kinds of instructional support. On the other hand, prospective teachers must be provided with opportunities for learning by experience. The workshop will engage participants in a discussion around working with diverse students in service-learning courses. Learn how to assess outcomes for the college students and students serve. Discuss the importance of having prospective teachers involved in tutoring or other service-learning opportunities.

Mustafa Ozcan, Ph.D., Rhode Island College  
Campus Center 802
Session I Workshops (11:00 - 12:15)

Connecting the dots: How the scholarship of teaching and learning and service-learning can support greater student and faculty engagement

Work in the scholarship of teaching and learning (SoTL) and service-learning can help to enhance engagement for both faculty and students. This session will discuss key issues in SoTL and will provide examples of faculty projects using SoTL and service-learning. Using outlines of course elements and scholarship, participants will reflect on their own courses and consider possible adaptations to enhance the value of their work for the broader academic community.

Donna Killian Duffy, Sally Quast, Middlesex Community College  
Campus Center 1001

Changing Attitudes toward Higher Education through Mentoring

Discovering how a college created a strategic and sustainable partnership focusing on the needs of disadvantaged youth will be presented. An actual model of experiences between the college and an inner-city low-income populated middle school of underrepresented minority group immigrant students demonstrates steps taken to build a bridge between the college and the students through mentoring. The college implemented program focuses on K-12 academic success, youth development, accessing college education, and preparation for civic leadership.

Marilyn R. Glazer-Weisner, M.A., North Shore Community College  
Campus Center 177

Can a College Change the World? Educating Students as Leaders in Service to Humanity

This interactive workshop will give participants an opportunity to examine their campus culture and practice relative to student leadership development through community engagement. Participants will engage in discussion and develop a plan of action that includes exploring strategies to effect change, developing collaborative relationships, marshalling resources, addressing hurdles and implementing initiatives on their campuses. Presenters will share insights and examples from different institutional perspectives.

Allison Cumming-McCann, Charlene Elvers, David McMahon, and Student Orientation Leaders, Springfield College  
Campus Center 905-09

Public or Perish

Discussion: Engaged scholarship, community connections and the future of the academy.

Manuel Pastor, University of Southern California  
Campus Center 174-76

Session II Workshops (1:45-3:00 pm)

Civic Engagement and National Public Policy

The success of the national service and civic engagement movement over the past 16 years and the current strong support from President Obama’s administration has fueled an array of federal legislation. This workshop will examine key bills in front of Congress and the opportunities they present for higher education. Campus Compact staff will also cover how the field can—and must—become involved in advancing these efforts.

Maureen Curley, President, Campus Compact  
Campus Center 163-C

What's Gender Got To Do With It? The Role of Women in Service Learning Programs

Historically, women have occupied roles as helpers, supporters, and nurturers. This dynamic seems to be present in service learning programs, with women occupying the majority of positions as students, instructors, and staff (both at colleges, universities, and community organizations alike). In this interactive session, we will use a social justice framework to analyze this issue and make it more transparent. As a group, we will collectively consider the implications this has for service learning as a field.

Shuli Arieh Archer, M.Ed. and Katja Hahn d’Errico, Ed.D, University of Massachusetts Amherst  
Campus Center 165-69

The Challenges and Triumphs: Establishing a Student Philanthropy Project

This panel explores two initiatives to develop student philanthropy programs. The Philanthropic Association of Youth (The PAY) is a newly formed foundation that consists of high school and Wheelock college students who lead by the principle of VOICE—Victory Overcoming Injustice through Civic Engagement. The goal is to alleviate poverty in the Greater Boston area and beyond.

Northeastern Students4Giving is a collaborative effort among students committed to making a positive and lasting impact in the communities where we live and learn. We make small grants to community-based non-profit organizations that address critical economic and social challenges, including affordable housing and homelessness, community development and public safety, education and youth violence, public health, and elder services.

Dr. Lori Gardinier, Northeastern University Rebecca Riccio, Northeastern University & Writechange Dr. Felicity Crawford, Wheelock College; Wheelock College & Boston Public School Students  
Campus Center 101
Attachment: F

* Faculty Fellow Materials

1. August Faculty Fellow Retreat Agenda
2. Dates and Activities Year Three
3. February Meeting Agenda
4. International Association for Research on Service-Learning and Community Engagement presentation proposal
5. Faculty Fellow Request for Consultations
Draft AGENDA
Faculty Fellowship Consulting Corps
Summer Retreat
August 11-12
1st Floor Young Building
Salve Regina University
Newport, RI

Monday August 11, 2008
10 -10:30am: Arrive to Salve Regina
10:30-12pm: Introductory Exercise
12 – 1pm: Lunch
1:00 – 2:15pm: Where are you now in your work?
Break into groups by FFY & CDCC
2:15-2:30pm: Short Break
2:30-3:00pm: Present Back with Rick & John
3:00pm: About Presentations and Pairs Matchup
3:15 – 6:00pm: Planning time in pairs
6pm.: Dinner with Special Guest

Tuesday August 12, 2008
8:00am – 9:00am: Breakfast
9:00am: Presentations in 30 minute segments
9 - 9:30 am: 1st Presentation Pair
9:30 - 10am: 2nd Presentation Pair
10 - 10:30am: 3rd Presentation Pair
10:30: Break
10:45 – 11:15am: 4th Presentation Pair
11:15 – 11:45am: 5th Presentation Pair
12 – 12:30pm: Lunch
1:00pm: Wrap up
Next Steps
Overview process & expectations of consultations
2008-2009 Meeting Schedule
The Rhode Island and Massachusetts Campus Compacts are committed to building upon and devoting resources towards expanding and deepening faculty engagement in community and civic engagement. Our hope is to support the Fellows continued work as well as leveraging their expertise and knowledge in course construction and campus organization around youth development.

Participants:
Participants include faculty members across Rhode Island and Massachusetts who are enrolled in the Faculty Fellowship for Youth, and the Curriculum Innovation Faculty Fellow Consulting Corps.

Goals:
- Develop a corps of faculty between the two states who are able to consult with other faculty in service-learning course construction and campus organizing around youth development.
- Continue to develop a learning community for the faculty members enrolled in the two different Faculty Fellowship programs, allowing them to learn with each other and grow as consultants and experts in their given area.

Dates to Remember:
- **2007 - 2008**
  - October 5, 2008 Year One Final Budget Status Report (BSR) due (this is how you receive your financial award, the format was sent with MOA).
  - October 15, 2008 Progress Report due to RICC office.

- **2008-2009 Academic Year**
  - **Ongoing:** Act as a consultant to other faculty members on your or another campus. On-going throughout year. Consulting assignments will be assisted by the Rhode Island and Massachusetts Campus Compacts.
  - December, 2008 – Faculty Fellowship Conference Call Check ins
  - February 9th, 2009 Faculty Fellowship Consulting Corps meetings in Worcester, MA. 10am – 2pm
  - TBA (Spring 2009) - LSA Final meeting
  - August 1st, 2009 – Final BSR due to the RICC office
  - October 1st, 2009 – Final Program Report due to the RICC office
AGENDA
Faculty Fellows for Youth
Monday, February 09, 2009
10:00 – 2:00 pm
Holy Cross University
Hogan Campus Center, Room 409

Theme: Developing the Leadership of Others

10:00am: Marshall Ganz Article – Organizational Leadership

11:00am: Identifying your Leadership Style
a. One on One Conversations
   - How have you been able to combine (organize) people with like minds on your campus?
   - Why or Why not have you been able to do this?
b. Share Obstacles / Resistance

12:00pm: LUNCH

12:30pm: What do you need to be more effective?
c. Presenting
d. Publishing

1:30pm: Next Steps
e. Consultancies
f. Webinar Series
g. New England Regional Conference
h. Meeting as a group?
i. National and Rhode Island Campus Compact updates
Proposal Submission Form A

1. Lead Presenter Information (correspondence will be addressed to the lead presenter only):

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Affiliation/Institution</th>
<th>Address</th>
<th>Telephone</th>
<th>Fax</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rick Battistoni</td>
<td>Professor of Public &amp; Community Service Studies and Political Science</td>
<td>Providence College</td>
<td>Howley Hall 319, Providence, RI 02918-0001</td>
<td>401-865-2787</td>
<td>401-865-1222</td>
<td><a href="mailto:rickbatt@providence.edu">rickbatt@providence.edu</a></td>
</tr>
</tbody>
</table>

2. Please list names, affiliations and email addresses of other presenters (if any):

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Affiliation/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Reiff</td>
<td><a href="mailto:jreiff@comcol.umass.edu">jreiff@comcol.umass.edu</a></td>
<td>Univ. of Massachusetts, Amherst</td>
</tr>
<tr>
<td>Joe Cammarano</td>
<td><a href="mailto:jpcammar@providence.edu">jpcammar@providence.edu</a></td>
<td>Providence College</td>
</tr>
<tr>
<td>Daren Graves</td>
<td><a href="mailto:daren.graves@simmons.edu">daren.graves@simmons.edu</a></td>
<td>Simmons College</td>
</tr>
<tr>
<td>Laurie Ross</td>
<td><a href="mailto:LRoss@Clarku.edu">LRoss@Clarku.edu</a></td>
<td>Clark University</td>
</tr>
</tbody>
</table>

3. Proposal Title: University-Assisted Youth Development: Critical Factors in Program Success

4. Abstract: Provide a 75-word abstract for potential publication in the Conference program.

Many universities have developed programs targeting underserved youth in their surrounding communities. While some research has emerged from these efforts in the areas of positive youth development and in what makes for quality campus-community partnerships, little research exists that brings these two fields together. Through a case-study approach, this panel will address questions about how campuses deploy their resources to assist community youth development, and what this means for faculty, staff, students, and community partners.

5. The program will offer sessions in several presentation categories. Please indicate all formats in which you are willing to present your work.

- Research Papers
- Interactive Workshop
- Panel Presentation
- Poster Presentation
- Emerging Scholars (see Call for Proposal for criteria)

6. Please indicate the language(s) in which you prefer to present your work.

- English
- French

7. Are you willing to serve as a reviewer for conference proposals? (This will involve reading and evaluating 10 proposals, using an established review format.)

- Yes
- No

8. Are you willing to serve as a Senior Scholar for an Emerging Scholar? (This will involve commenting on a junior peer’s work as part of an Emerging Scholar session.)

- Yes
- No

Please submit as email attachments to irsle2009@uOttawa.ca.
Proposal Title: University-Assisted Youth Development: Critical Factors in Program Success

1. Abstract: Please copy into the box below the 75-word abstract you created for Proposal Submission Form A.

Many universities have developed programs targeting underserved youth in their surrounding communities. While some research has emerged from these efforts in the areas of positive youth development and in what makes for quality campus-community partnerships, little research exists that brings these two fields together. Through an interactive case-study approach, this panel addresses questions about how campuses deploy their resources to assist community youth development, and what this means for faculty, staff, students, and community partners.

2. Narrative: Please describe your proposed session in 750 words or fewer. Continue on an additional page as necessary.

In Massachusetts and Rhode Island, faculty members have piloted innovative organizing efforts to bring more university resources to bear on community youth development efforts. Through two years of work with the Faculty Fellows for Youth (FFY) program, supported by Learn and Serve America funds, we have learned that there are three critical factors to program success, factors that raise important questions for future research in the area of campus-community partnerships for youth development: 1) organizing actors, interests, and resources on campus that can be harnessed to serve disadvantaged youth in the larger community; 2) creating sustainable partnerships between campus constituents and youth-serving community-based organizations; and 3) developing curricula that support the learning and growth of college students as they serve youth in communities. This panel/workshop will examine three case studies coming out of the FFY project, which illustrate the challenges involved in each of these three critical areas, and in an interactive format, will engage participants in discussions about the research questions raised by these challenges as well as best practices associated with each area.

Case Study #1: Providence College: Harnessing and Organizing Campus Resources

Colleges and universities have extensive relationships with their surrounding communities, but they generally remain a major source of untapped assets for communities, especially when it comes to individual student, faculty, and staff interests and skills. This case examines the process of identifying, organizing, and mobilizing these assets for work in the surrounding community around Providence College. The focus is on finding linkages that do not currently exist, developing a strategy to inventory campus-wide resources, mobilizing students and others to meet the needs of community organizations, and creating new opportunities for campus-community partnerships. This presentation will focus primarily on organizing within a campus, but will also examine how knowledge of community organizations can contribute to the creative mobilization of campus resources.

Case Study #2: Simmons College. Power, Accountability, and Partnership in University—Youth Serving Organization Ventures

This case study will document and analyze two instances where a university professor, committed to
forging connections between his university and youth-serving organizations, navigated the processes of sharing power and attempting to create equitable campus/community partnerships. While both ventures had relative levels of success (or lack thereof) for reasons very specific to the individual cases, there were some issues and dynamics that tie the cases together. In both instances the professor, mindful of the allocation of power between himself and the community partners, attempted to build partnerships where relatively equal amounts of authority, decision-making, and accountability were distributed across all the pertinent constituents (e.g. community partner, professor, students, youth). In his attempts at creating such partnerships, the professor learned, often through hindsight, that the projects would have been more successful given a strategic approach to distributing power and authority amongst the different constituents. Upon reflection, the professor has advice for other university-affiliated members who wish to embark on similar ventures with regard to establishing successful partnerships as well as creating equitable power and accountability dynamics between all the pertinent constituents.

Case Study #3: Clark University
University Assisted Youth Development through Engaged Pedagogy

This case describes an advanced undergraduate course on program evaluation, where students would simultaneously learn about program evaluation while developing a rigorous outcome evaluation for a community-based youth mental health program. This program, the HOPE Coalition Mental Health Model, employs a unique approach to adolescent mental health by bringing youth mental health treatment, prevention, asset building, and staff training into two youth organizations in Worcester, MA; thereby reducing stigma associated with mental health and access barriers young people face when they need help. This model was developed by HOPE Peer Leaders-a diverse group of teenagers representing the 18 organizations in the Coalition- in partnership with adults from Coalition agencies and mental health providers.

While, it was challenging to ensure that instruction about program evaluation kept pace with students' fieldwork, students were able to overcome early frustration and conduct a comprehensive formative evaluation of the model. Their careful review led to an explicit articulation of program theory and greatly improved program monitoring tools, as well as course pedagogy.

Proposal Submission Forms A and B are due by 11:59 p.m. (EST) on Friday, March 6, 2009. Presenters must submit both Forms A and B to complete a proposal. Incomplete proposals will not be reviewed. Please submit as email attachments to icerlce2009@uottawa.ca.
The Rhode Island and Massachusetts Campus Compacts (RICC & MACC) are committed to devoting resources to expand and deepen faculty engagement in course construction and campus organizing around youth development.

Rhode Island and Massachusetts Campus Compacts (RICC and MACC) were awarded highly competitive Learn and Serve America - Higher Education funds over a three-year grant cycle, beginning in September 2006. Part of the funding is focused on supporting faculty in both states through the Faculty Fellowship program. The Fellowship provides funding for faculty to participate in a program that supports their development and growth as leaders and campus organizers around issues of youth development and service learning curriculum construction. For the past two years fellows have received ongoing professional development training and have been mentored by two Faculty Leaders in the area of youth development and course construction. Faculty Fellows are required to complete peer consultations during the 2008-2009 Academic Year. RICC and MACC are now accepting Requests for Peer Consultations.

**WHO:** Faculty members at RICC & MACC member institutions who are building or revising service learning course curriculum and/or are growing as leaders and campus organizers around issues of youth development.

**WHAT:** A Peer Consultation is when a faculty member consults with another faculty member(s) in an area that they have experience in. The faculty consultant approaches the consultation, not as an 'expert,' but as a peer willing to listen and share their experience in order to help or advise their colleague.

RICC & MACC will set up consultations with one or two Faculty Fellow members. Length of consultation to be determined by request, consultants and sponsoring organizations.

**WHEN:** Anytime between October 2008 - August 2009.

**HOW to APPLY:** Apply by completing the attached Request for Consultation Form and returning by mail or e-mail to:

Emily Ustach  
Rhode Island Campus Compact  
Two College St.  
Providence, RI 02903  
eustach@risd.edu

**Consulting Fee:** $150.00 per consultation. In the case that more than one consultant is assigned to work with a request an additional $50.00 will be applied.
Name of person requesting consultation: _________________________________

College / University: ____________________________________________

Phone: ___________________  Email: ______________________________

Name (if different) of person(s) attending consultation: _________________________________

Top 3 consultant choices: __________________________________________

What is prompting this consultation and why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I understand a standard fee of $150.00 is charged per consultation request. In the case that more than one consultant is assigned to work with a request an additional $50.00 will be applied.
Lawrence Neil Bailis, Ph. D is an Associate Professor at the Heller School for Social Policy and Management at Brandeis University. He has studied and provided consulting support to service-learning partnerships between universities, public schools, and community-based organizations for over fifteen years. “I would be delighted to work with faculty and administrators who want to build sustainable partnerships with the community that go beyond a single course or a single project.”

Joseph Cammarano, Ph.D is an Assistant Professor of Political Science at Providence College. Dr. Cammerano has vast experience developing long-term community partnerships with public schools and mentoring programs. Dr. Cammerano has a high level of trust among his students and colleagues for his ability to motivate students through service-learning courses. “I see learning as a collective endeavor, one that requires cooperation between teachers and students, and one that must overcome the traditional boundaries between theory and practice, between classroom and community, and between teachers and students.”

Todd Crosset, Ph. D is an Associate Professor of Sport Management in the Isenberg School of Management at the University of Massachusetts, Amherst. Since 2002 Crosset has taught an innovative course that partners students, community groups and the Boston Celtics. Crosset is interested in working with institutions and faculty members to develop programs and curriculum to prepare students and faculty to initiate and maintain lasting community and corporate partnerships. His recent academic publications explore the contemporary and historical dynamics of racism within the sport industry.

Sandra Enos, Ph.D. is an Assistant Professor of Sociology and Coordinator of Service Learning at Bryant University. Formerly on the staff of the national Campus Compact, Dr. Enos has published in the area of community partnerships and service-learning curriculum. Her research areas include child welfare and correctional policy. “I have strengths in helping campuses think about partnerships and can also provide some expertise in building courses. My strength in the latter ranges across the curriculum from introductory courses to those that are more advanced.”

Barbara Gottlieb, MD, MPH is a professor at Harvard Medical School and the Harvard School of Public Health. Dr. Gottlieb has built a partnership between Harvard’s Medical School and School of Public Health in conjunction with the Boston Public Health Commission's Division of Adolescent Health.

Marilyn Glazer-Weisner, MA is a professor of Spanish and linguistics at North Shore Community College. She has experience consulting with teaching English-as-second language to other colleges, corporations and not-for-profit agencies. Since 2006 she has served as the Coordinator of the College’s Mentoring Program. “I am interested in assisting faculty and staff to develop workshops to train college students to build positive relationships with youth. I have strengths in helping college programs build successful community partnerships and I can use my strengths to demonstrate how to serve as a community resource.”
Daren Graves, Ed.D. is an Assistant Professor of Education and is currently the Director of the Urban Master’s Program at Simmons College. As a teacher educator, he is committed to preparing teachers who see urban youth as assets in the teaching and learning process. His research interest involves the interplay of school culture and racial identity on the academic performance of Black adolescents. “I am committed to using service learning as a means to help students and teachers understand the realities and possible solutions to racial and socio-economic educational disparities in the United States. I also am committed to helping students, faculty, and staff in K-12 schools and post-secondary institutions understand that personal, social and systematic importance of race, class, gender, and culture.”

Judith Keenan is the Information Systems Management Coordinator at Salve Regina University. Keenan has spent 38 years teaching at the secondary and college level and is a certified Microsoft Master Instructor. “I am interested in small groups or individual service learning projects that integrate the use of technology.”

Laurie Ross, Ph.D. is an Assistant Professor of Community Development and Planning in the Department of International Development, Community, and Environment at Clark University. Ross has been engaged in a range of community based participatory research projects on critical youth development issues. Ross teaches courses at the graduate and undergraduate level on community development, youth development, and program evaluation. “I am interested in assisting faculty with service learning/community based research component for undergraduate or graduate courses, with a focus on strategies to initiate and maintain relationships with community partners and building student reflection into coursework.”

Rory Senerchia, MA is an Assistant Professor of English at Johnson and Wales University. Senerchia has taught an innovative course entitled “Breaking the Cycle” that successfully has partnered English Students with youth at a public middle school. Senerchia is interested in working with faculty on service learning course construction and preparing students to enter and work with communities that are not their own.

Richard Battistoni, Ph.D is chair of the Political Science Department at Providence College. For the past 15 years, Dr. Battistoni has been a leader in the field of community service-learning, especially as it relates to questions of civic education and engagement. From 1994-2000, he served as the founding Director of the Feinstein Institute for Public Service at Providence College, the first in the nation degree-granting program combining community service with the curriculum. Before coming to Providence College, Rick developed and directed service-learning efforts at Rutgers and Baylor Universities.

John Reiff, Ph.D. is the Director of the Office of Community Service and Service Learning at Commonwealth College at the University of Massachusetts Amherst. He co-directs the Citizen Scholars Program and oversees a CSL Faculty Fellows program that supports faculty from across the campus in developing service-learning courses. Dr. Reiff has taught courses on social issues, peace studies and writing at the University of Michigan and the University of California, Santa Barbara, and helped direct the Global Peace and Security Program.
Attachment: G

* Evaluation Materials

1. Student Data

2. Community Partner Data
MEMORANDUM

July 20, 2009

TO: Marisa Petreccia, Associate Director, Rhode Island Campus Compact
    Emily Ustach, Program Coordinator, Rhode Island Campus Compact

FROM: Cathy Burack, Center for Youth and Communities, Heller School, Brandeis University


A link for a web-based survey was sent to the community partners of the 16 colleges and universities receiving grants through the RICC/MACC LSA Service-Learning Initiative. The survey’s purpose was two-fold: 1) to gauge the impact of the service-learning experience on the civic problem-solving skills of the underserved youth participants; 2) to assess the partnership with the university/college. The survey response rate was 38% (13 out of 34).

Community partners:

Thirteen community based organizations who partnered with MACC/RICC LSA funded colleges and universities responded to the survey. The 13 partners represented 8 of the grantee institutions, with 5 (i.e., over 35%) of the partners being associated with only one of the schools.

Of the 13 community partners who completed the survey, 5 were partnered with Mass College of Liberal Arts, 2 with University Mass Boston, and 1 each with Bridgewater University, Brant University, Emerson College, Lesley University, North Shore Community College, and UMass Boston. Thus, while the results are instructive, caution must be exercised in generalizing beyond this sample.

Section 1: Youth Participants

Program’s impact on participant’s civic skills:

The following table shows the difference in the civic problem solving skills of youth participants before and after program participation as perceived by the youth’s program coordinator. The means below are based on a 4 point scale, with 1 being “Can not do this at all” to 4 being “Can do this very well.” Mean scores of skills before and after program participation were compared using a paired samples t-test. While there are gains across all items, the t-test shows that there is a “significant” difference between pre- and post-program skills scores on items related to problem solving, taking action and understanding the issue.

Some caution is needed when reporting these results. One limitation is that the sample size is small and limited as described above. Another is that these are not individual youth self reports;
rather these are the observations of the community partner about their group of youth participants.

<table>
<thead>
<tr>
<th>Civic problem solving skills of youth participants</th>
<th>Pre- Mean Skill Score</th>
<th>Post- Mean Skill Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize other students to take action on a problem *</td>
<td>2.23</td>
<td>3.00</td>
</tr>
<tr>
<td>Know who to contact to get something done about a problem*</td>
<td>2.31</td>
<td>3.08</td>
</tr>
<tr>
<td>Persuade other students that a problem needs to be solved *</td>
<td>2.25</td>
<td>3.08</td>
</tr>
<tr>
<td>Think about different ways of solving a problem*</td>
<td>2.08</td>
<td>3.08</td>
</tr>
<tr>
<td>Think before acting*</td>
<td>2.38</td>
<td>3.15</td>
</tr>
<tr>
<td>Listen to others’ ideas*</td>
<td>2.31</td>
<td>3.31</td>
</tr>
<tr>
<td>Deal with conflict when it comes up*</td>
<td>2.42</td>
<td>3.08</td>
</tr>
<tr>
<td>Create a plan to address the issue *</td>
<td>2.17</td>
<td>2.75</td>
</tr>
<tr>
<td>Organize and run a meeting *</td>
<td>1.75</td>
<td>2.83</td>
</tr>
<tr>
<td>Make a public speech *</td>
<td>1.55</td>
<td>2.55</td>
</tr>
<tr>
<td>Find and examine research related to the issue *</td>
<td>2.33</td>
<td>3.42</td>
</tr>
<tr>
<td>Express views in front of a group of people *</td>
<td>2.18</td>
<td>3.00</td>
</tr>
<tr>
<td>Evaluate a project to figure out what went wrong and what didn’t*</td>
<td>1.73</td>
<td>2.73</td>
</tr>
<tr>
<td>Change what you are doing on a project to make it work better*</td>
<td>2.36</td>
<td>3.18</td>
</tr>
<tr>
<td>Identify the steps you need to take to put a project into action*</td>
<td>2.18</td>
<td>3.27</td>
</tr>
<tr>
<td>Think about what might happen after making a decision*</td>
<td>2.23</td>
<td>3.15</td>
</tr>
<tr>
<td>Communicate ideas to others*</td>
<td>2.46</td>
<td>3.54</td>
</tr>
<tr>
<td>Reach a compromise*</td>
<td>2.38</td>
<td>3.15</td>
</tr>
<tr>
<td>Get people to care about the problem*</td>
<td>2.36</td>
<td>2.91</td>
</tr>
<tr>
<td>Use a democratic process, like voting, to make decisions with others in a group*</td>
<td>1.91</td>
<td>2.91</td>
</tr>
</tbody>
</table>

* p<.05

Section II: Service-learning/ Community Service Partnership

Partner satisfaction:

Over 85% of the community partners responding to the survey indicated that they were satisfied or very satisfied with various aspects of their partnership with the college or university. All respondents (13, 100%) indicated satisfaction with levels of trust, a key issue in community/university partnerships. Respondents also indicated high levels of satisfaction with communication (13, 100%) and quality of interaction with the higher education partner (13, 100%), also key ingredients to sustained community/university partnerships. There was one respondent who was dissatisfied with the scope and timing of activities, and 2 respondents (15.4%) indicated they were neutral regarding the quality of student work, and feedback and input into the timing of activities.
Partners were asked to rate their levels of satisfaction with various elements of the partnership based on a five point scale that ranged from “Very Dissatisfied” to “Very Satisfied.” The following table describes the extent to which program participants indicated they were “very satisfied” with aspects of the partnership.

<table>
<thead>
<tr>
<th>Satisfaction with partnership</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of trust with higher education partner</td>
<td>12 (92.3)</td>
</tr>
<tr>
<td>Overall communication with higher education partner</td>
<td>12 (92.3)</td>
</tr>
<tr>
<td>Level and quality of interaction with higher education partner</td>
<td>12 (92.3)</td>
</tr>
<tr>
<td>Feedback and input into planning of activities</td>
<td>10 (76.9)</td>
</tr>
<tr>
<td>Scope and timing of activities</td>
<td>9 (69.2)</td>
</tr>
<tr>
<td>Quality of college student work</td>
<td>8 (61.5)</td>
</tr>
</tbody>
</table>

Most serious concerns about being a community partner:

Issues related to time dominated the concerns of the community partners. Over half identified the time constraints of the academic calendar as a concern (n=7, 53.8%), and over one-third (n=5, 38.5%) responded that the time commitment to manage the project was a serious concern.

The following table lists concerns about being a partner. The question was structured as a “check all that apply” thus the results represent the number and percentage of individuals indicating that item was a concern.

<table>
<thead>
<tr>
<th>Concerns</th>
<th>No. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time constraints of academic calendar</td>
<td>7 (53.8)</td>
</tr>
<tr>
<td>Time commitment to manage the project</td>
<td>5 (38.5)</td>
</tr>
<tr>
<td>The human, fiscal and physical resource required</td>
<td>3 (23.1)</td>
</tr>
<tr>
<td>Training/orienting students</td>
<td>3 (23.1)</td>
</tr>
<tr>
<td>None</td>
<td>3 (23.1)</td>
</tr>
<tr>
<td>Supervision of college students</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Trust/confidence in the college students</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Communication with the university/college</td>
<td>0 (0.0)</td>
</tr>
<tr>
<td>Coordination of placements</td>
<td>0 (0.0)</td>
</tr>
</tbody>
</table>

One respondent indicated that a serious concern was, “Students reaching their highest potential in planning and implementing projects.”
Organizational impact of the partnership

All respondents indicated that students had some sort of positive impact on their organization. Responses about the positive impact of the partnership on the community based organization far outweigh concerns. The greatest impact reported by respondents of the partnership on the community agency was students bringing new energy to the agency or school, and increased access to university/college resources (n=12, 92.3% for each). This was followed by raising the agency’s public profile (n=9, 69.2%) and facilitating networking with other community agencies (7, 53.8%).

The following table lists partner responses regarding impact of the partnership on the community organization. The question was structured as a “check all that apply” thus the results represent the number and percentage of individuals indicating that item had a positive impact on their organization.

<table>
<thead>
<tr>
<th>Impact- organizational</th>
<th>No. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students brought new energy to the agency/school</td>
<td>12 (92.3)</td>
</tr>
<tr>
<td>Increased our access to university/college resources</td>
<td>12 (92.3)</td>
</tr>
<tr>
<td>Raised our public profile because of university/college</td>
<td>9 (69.2)</td>
</tr>
<tr>
<td>involvement</td>
<td></td>
</tr>
<tr>
<td>Facilitated networking with other community agencies/</td>
<td>7 (53.8)</td>
</tr>
<tr>
<td>organizations</td>
<td></td>
</tr>
<tr>
<td>Increased our awareness of organizational operations</td>
<td>5 (38.5)</td>
</tr>
<tr>
<td>Saved us money because of the additional help</td>
<td>5 (38.5)</td>
</tr>
<tr>
<td>No effect/impact</td>
<td>0 (0.00)</td>
</tr>
</tbody>
</table>

Other:
1. Good role models
Individual impact of the partnership

The majority of community respondents are both interested in, and committed to the partnership with the college or university. All 13 community partner respondents (100%) indicated that they anticipate that the partnership will continue beyond this project. And nearly all (92.3%) noted that the benefits of the partnership outweighed the burdens, and that they are interested in an extended partnership. And 85% (11) reported that they had developed good relationships with the students, faculty and staff from the college/university who were involved in the project. Over half of the respondents (n=8, 61.6%) indicated they saw themselves as mentors to the college students.

The table below lists the extent to which survey respondents indicated they agreed or strongly agreed with statements about the personal impact of the community/university partnership.

<table>
<thead>
<tr>
<th>Impact - personal</th>
<th>Strongly Agree and Agree N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I anticipate that the relationship we have developed with the university/college will continue</td>
<td>13 (100.0)</td>
</tr>
<tr>
<td>In general the benefits of working with college service-learning students outweighed any burdens it may have added to our work</td>
<td>12 (92.3)</td>
</tr>
<tr>
<td>Because of this experience I am more interested in developing an extended partnership with the university/college</td>
<td>12 (92.3)</td>
</tr>
<tr>
<td>I developed a good relationship with the students in the project</td>
<td>11 (84.6)</td>
</tr>
<tr>
<td>I developed a good relationship with the faculty/staff in the project</td>
<td>11 (84.6)</td>
</tr>
<tr>
<td>I see myself as a mentor to the college students</td>
<td>8 (61.6)</td>
</tr>
</tbody>
</table>
RICC/MACC Learn and Serve America Community Partner Survey

This survey is designed to measure general attitudes and perceptions about the service project conducted with your local college/university. This information will be useful in understanding and later enhancing service-learning programs and community/higher education partnerships. Participation is voluntary. This survey should take no more than 15 minutes to complete.

Please respond as honestly as possible. Your responses will be kept confidential. All parts of the survey should be completed.

Section I: Youth participants

Please think about the youth in your program who were involved in the program with the college/university partner through the Learn and Serve America grant. Please rate how well you think the youth in your program could do the following tasks at each point in time. Fill in the circle that best describes your response (1=Can not do this at all, 2=Can do this a little, 3=Can do this moderately well, 4=Can do this very well).

<table>
<thead>
<tr>
<th>At the beginning of the project</th>
<th>How well can youth/students do each of the following?</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>1. Organize other students to take action on a problem</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>2. Know who to contact to get something done about a problem</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>3. Persuade other students that a problem needs to be solved</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>4. Think about different ways of solving a problem</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>5. Think about what might happen after making a decision</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>6. Think before acting</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>7. Communicate ideas to others</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>8. Listen to others’ ideas</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>9. Reach a compromise</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>10. Deal with conflict when it comes up</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>
### At the beginning of the project

<table>
<thead>
<tr>
<th></th>
<th>How well can youth/students do each of the following?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Create a plan to address an issue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Get people to care about a problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Organize and run a meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Make a public speech</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Find and examine information related to an issue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Express views in front of a group of people</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Evaluate a project to figure out what went wrong and what didn’t</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Use a democratic process (like voting) to make decisions with others in a group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Change what you are doing on a project to make it work better</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Identify the steps you need to take to put a project into action</td>
<td></td>
</tr>
</tbody>
</table>

### Now

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Section II: Service-learning/Community service Partnership

Next, we would like to hear your perspective on the service-learning/community service project

Please rate your level of satisfaction in the following areas with your connection to a university/college course or project:

<table>
<thead>
<tr>
<th></th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Neutral</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Overall communication with higher education partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Level and quality of interaction with higher education partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Quality of college student work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LSA Partner Survey 2009
24. Feedback and input into planning of activities

25. Scope and timing of activities

26. Level of trust with higher education partner

27. Based on my experience with the service project, my most serious concerns about serving as a community partner are: (check all that apply).

- Time constraints of the academic calendar
- Coordination of placements
- Supervision of college students
- Training/orienting students
- Communication with the university/college
- Time commitment to manage the project
- Trust/confidence in college students
- The human, fiscal and physical resources required
- None
- Other

28. College student involvement in our organization has had an impact on the following (check all that apply):

- Saved us money because of the additional help
- The students brought new energy to the agency/school
- Raised our public profile because of university/college involvement
- Increased our awareness of organizational operations
- Increased our access to university/college resources
- Facilitated networking with other community agencies/organizations
- Other (please specify): ___________________________________________
- No effect
29. Please indicate the extent to which you agree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I developed a good relationship with the students in the project.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I developed a good relationship with the faculty/staff in the project.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I see myself as a mentor to the college students.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Because of this experience I am more interested in developing an extended partnership with the university/college.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>In general, the benefits of working with college service-learning students outweighed any burdens it may have added to our work.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>I anticipate that the relationship we have developed with the university/college will continue.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

30. In this project we partnered with:
- Brandeis University
- Bridgewater State College
- Brown University
- Bryant University
- Clark University
- Emerson College
- Holyoke Community College
- Johnson & Wales University
- Lesley University
- MA College of Liberal Arts
- Mount Wachusett Community College
- North Shore Community College
- Rhode Island School of Design
- Roxbury Community College
- UMass Amherst
- UMass Boston

**THANK YOU!**

PLEASE SEND/FAX COMPLETED SURVEYS TO:
Dr. Cathy Burack, Center for Youth and Communities
Heller School, Brandeis University, 415 South Street, Waltham, MA 02453
FAX: 781-736-3773
Phone: 781-736-3762 Email: Burack@brandeis.edu
MEMORANDUM

July 17, 2009

TO: Marisa Petreccia, Associate Director, Rhode Island Campus Compact
Emily Ustach, Program Coordinator, Rhode Island Campus Compact

FROM: Cathy Burack and Abhijit Deshpande, Center for Youth and Communities, Heller School, Brandeis University


A post-only survey was administered to college students from 16 colleges and universities in Rhode Island and Massachusetts who participated in LSA funded service-learning activities that targeted underserved (“underprivileged”) youth. The survey evaluated the extent to which these service-learning experiences were associated with increases in college students’ civic skills and attitudes related to underserved youth. The survey was administered at the end of each semester in the 2008-09 academic year. The survey response rate was 49% (243 responses out of a potential of 502).

This memorandum follows the structure of the survey, beginning with demographics. A copy of the survey is attached.

**Demographics:**

There were nearly 2.5 times more women than men survey respondents. Survey respondents represented a broad array of majors in the Social Sciences, Business and Humanities, Education and various professional programs.

There were 243 college students from 16 grantee colleges who responded to the survey. Of the 283 respondents, the highest number were from Emerson College (n=43, 18%), followed by Bryant University (n=26, 10.7%), Massachusetts College of Liberal Arts (n=26, 10.7%), and Holyoke Community College (n=25, 10.3%). The remaining 12 institutions each had less than 10% of the remaining respondents.

The overwhelming majority (n=172, 72.0 %) of the 243 respondents were female and 28.0 % (n=67) were male. The average age of respondents was 23 years (SD=6) with a range of 17 years to 61 years.

The respondents were fairly evenly distributed across years, with only slightly more freshmen (n=70, 29.9%) than sophomores (n=58, 24.1%), juniors (n=54, 22.4%) and seniors (n=52, 21.6%). Seven of the respondents were graduate students (2.9%). Respondents represented a wide array of majors across disciplines (e.g., Biology, Social Work, Liberal Arts) and programs (e.g., Hospitality Services). There was not a majority of survey respondents in any particular major.
Prior experience working with youth:

Only 5% of the respondents indicated they had no prior experience working with youth. The majority of the participants had some sort of prior experience – ranging from organized activities to family relationships.

More than three-fifths of the respondents (n=148, 60.9%) had prior experience in childcare, followed by those who had experience as an education, teacher or afterschool program worker (n=106, 43.6%), and those who had experience as a camp counselor or coach (n=101, 41.6%). Other types of experience included mentoring (n=73, 30%) and being a parent or guardian (n=17, 7.0%). The majority of those who have had prior experience working with youth have done so in multiple ways (i.e., 69% chose 2 or more categories of prior involvement).

Primary reason for involvement in this project:

Slightly less than half (45.4%) of the respondents indicated that they got involved in this project because of their interest in the subject. This was followed by those who listed academic reasons such as course requirements or credit (18.9%). Roughly 12% linked their involvement to career or future educational plans.

Of 238 respondents, 45.4% of the participants indicated that they got involved in this service-learning activity because of interest in the topic (n=108). This was followed by “course credit” and “course requirement (n=45, 18.9%) as their reason for engaging in this service-learning activity on their campus. Future career or educational plans was cited by 11.8% (n=28). Approximately 11% (n=25) indicated they did this last semester or year and wanted to continue.

Program’s impact on participants’ civic attitudes:

Nearly all (over 92%) of the respondents reported that their LSA funded service-learning experience had a moderate or strong positive impact on their attitudes regarding the importance of being involved in a program to work with underserved youth and being concerned about local community issues that affect underserved youth. No less than 67% of the college participants responded that their service-learning experience had a positive impact on their attitudes about the importance of civic engagement with issues related to underserved youth. These activities had the least positive impact on respondent attitudes about finding a future career that directly benefits youth and plans of the respondent to improve his/her neighborhood in the near future.

The following table shows the service-learning program’s impact on participant’s attitudes towards civic engagement related to underserved youth. It has been sorted by positive impact.
Civic attitudes

<table>
<thead>
<tr>
<th>Civic attitudes</th>
<th>Strong and Moderate Positive Impact N (%)</th>
<th>No Impact, Strong and Moderate Negative Impact N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believing being involved in a program to work with underserved youth is important</td>
<td>228 (94.6)</td>
<td>13 (5.4)</td>
</tr>
<tr>
<td>Being concerned about local community issues that affect underserved youth</td>
<td>223 (92.5)</td>
<td>22 (7.5)</td>
</tr>
<tr>
<td>Feeling that I can have a positive impact on local youth problems</td>
<td>213 (88.7)</td>
<td>27 (11.2)</td>
</tr>
<tr>
<td>Thinking that people should find time to contribute to youth in their community</td>
<td>210 (88.2)</td>
<td>27 (11.8)</td>
</tr>
<tr>
<td>Making a positive difference in my life</td>
<td>211 (88.0)</td>
<td>29 (12.1)</td>
</tr>
<tr>
<td>Trying to encourage others to participate in the community</td>
<td>205 (85.0)</td>
<td>36 (14.9)</td>
</tr>
<tr>
<td>Believing it is important I work toward equal opportunity for all people</td>
<td>200 (83.7)</td>
<td>39 (16.3)</td>
</tr>
<tr>
<td>Believing it is not necessary to volunteer my time to help underserved youth²</td>
<td>40 (17.1)</td>
<td>194 (82.9)</td>
</tr>
<tr>
<td>Participating in political or social causes to improve programs and services for underserved youth</td>
<td>199 (82.9)</td>
<td>41 (17.1)</td>
</tr>
<tr>
<td>Believing I have enough influence to impact community decisions about youth</td>
<td>190 (79.2)</td>
<td>50 (20.8)</td>
</tr>
<tr>
<td>Finding a career that directly benefits youth</td>
<td>170 (70.5)</td>
<td>71 (29.5)</td>
</tr>
<tr>
<td>Planning to improve my neighborhood in the near future</td>
<td>162 (67.3)</td>
<td>79 (32.8)</td>
</tr>
</tbody>
</table>

**Program’s impact on participant’s civic skills:**

College participants reported increases in their civic skills related to issues affecting underserved youth following their participation in the LSA funded service-learning experiences. Skills include organizing other students, knowing who to contact, creating a plan, getting others to care, running a meeting, using research, making a speech and expressing one’s views. Positive gains were statistically significant.

The following table shows the difference in the civic skills of participants before and after program participation. The means below are based on a 5 point scale, with 1 being “I can not do this at all” to 5 being “I can do this very well.” Mean scores of skills before and after program participation were compared using a paired samples t-test. The t-test shows that there is a significant difference between pre and post-program skills scores. Thus there is a positive

² Note that in this question the wording is reversed. Thus, having a “negative impact” means that one does believe it is necessary to volunteer time to help underserved youth.
relationship between participation in the LSA funded service-learning activities and reported
gains in civic skills relating to addressing social problems affecting underserved youth.

<table>
<thead>
<tr>
<th>Civic skills</th>
<th>Pre- Mean Skill Score</th>
<th>Post- Mean Skill Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize other students to take action on a community problem affecting underserved youth *</td>
<td>2.73</td>
<td>3.66</td>
</tr>
<tr>
<td>Know who to contact about a community problem affecting underserved youth *</td>
<td>2.23</td>
<td>3.45</td>
</tr>
<tr>
<td>Persuade other students that a community problem affecting underserved youth needs to be solved *</td>
<td>2.72</td>
<td>3.78</td>
</tr>
<tr>
<td>Create a plan to address the issue *</td>
<td>2.53</td>
<td>3.64</td>
</tr>
<tr>
<td>Get people to care about the problem *</td>
<td>2.85</td>
<td>3.76</td>
</tr>
<tr>
<td>Organize and run a meeting *</td>
<td>2.85</td>
<td>3.66</td>
</tr>
<tr>
<td>Make a public speech *</td>
<td>2.97</td>
<td>3.50</td>
</tr>
<tr>
<td>Find and examine research related to the issue *</td>
<td>3.15</td>
<td>3.95</td>
</tr>
<tr>
<td>Express my views in front of a group of people *</td>
<td>3.34</td>
<td>4.09</td>
</tr>
</tbody>
</table>

* p<.001

**Likelihood of civic actions as a result of service-learning experience:**

The majority of respondents indicated that they would be likely or certain to engage in civic actions related to underserved youth as a result of participating in the LSA funded service learning experience. Nearly all (98%) indicated that they would be willing to volunteer time to help underserved youth in the community, and of those 63% noted they would certainly volunteer. Ninety-percent said they would be likely or certain to collect money for a social cause related to underserved youth. Over 85% indicated that they would either sign or collect signatures for a petition about a political or social issue regarding underserved youth. Least like actions centered on using traditional media to express opinions about issues regarding underserved youth.

The following table shows the likelihood of participants’ engaging in civic actions as a result of their experience in service-learning program.
Likelihood of civic actions as a result of service learning experience

<table>
<thead>
<tr>
<th><strong>Likelihood of civic actions</strong></th>
<th><strong>Might or Certainly will do</strong></th>
<th><strong>Will likely or absolutely not do</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer time to help underserved youth in the community</td>
<td>233 (97.8)</td>
<td>5 (2.1)</td>
</tr>
<tr>
<td>Collect money for a social cause regarding underserved youth</td>
<td>213 (89.5)</td>
<td>25 (10.5)</td>
</tr>
<tr>
<td>Sign a written/email/web petition about political or social issue regarding underserved youth</td>
<td>207 (87.0)</td>
<td>31 (13.0)</td>
</tr>
<tr>
<td>Collect signature for a petition regarding underserved youth</td>
<td>206 (86.6)</td>
<td>32 (13.4)</td>
</tr>
<tr>
<td>NOT buy something because of the conditions under which it was made</td>
<td>202 (84.9)</td>
<td>36 (15.1)</td>
</tr>
<tr>
<td>Write a newspaper/magazine to express your opinion on an issue regarding underserved youth</td>
<td>152 (64.1)</td>
<td>85 (35.9)</td>
</tr>
<tr>
<td>Call in to a radio or television talk show to express your opinion</td>
<td>129 (54.2)</td>
<td>109 (45.8)</td>
</tr>
</tbody>
</table>

Lessons learned through service-learning program experience:

The majority of respondents agreed or strongly agreed with statements relating to learning outcomes associated with their service-learning experience. Nearly 86% indicated they learned about individuals’ responsibility to the underserved youth in their communities. Approximately 84% noted that they learned how action by a group can solve social problems that affect underserved youth and how to examine those social problems. Nearly 80% of the respondents said they learned ways of addressing problems and examine social issues that affect underserved youth.

The following table describes the extent to which program participants indicated they agreed with statements about the lessons learned through their service-learning program experiences.

<table>
<thead>
<tr>
<th>Lessons through service-learning experiences</th>
<th><strong>Strongly Agree and Agree</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>About individuals' responsibility to the underserved youth in their community</td>
<td>200 (85.5)</td>
</tr>
<tr>
<td>How action by group can solve social problems that affect underserved youth</td>
<td>197 (83.5)</td>
</tr>
<tr>
<td>Ways of addressing community problems that affect underserved youth</td>
<td>186 (78.5)</td>
</tr>
<tr>
<td>How to examine social problems regarding underserved youth</td>
<td>184 (77.3)</td>
</tr>
</tbody>
</table>
Role in the service-learning project & level of program participation:

The majority of students (96.6%) participated in LSA funded service-learning as a member of a team.

The majority of students reported that they participated in these projects as a member of a team (n= 227, 96.6%). Of these one-fifth (n= 49, 20.9%) were in a leadership role. The remaining participants reported that they were very or moderately involved as a team member (n=167, 71.1%). Only 11 students reported that they had minimal involvement as a team member (n=11, 4.7%). Few students carried out the project on their own (n=8, 3.4%). Eight participants did not answer this question.

What is the impact of level of involvement on lessons learned through service-learning?

We examined the extent to which levels of participation (i.e., degree of involvement) might be associated with learning about responsibility to underserved youth in the community, how action by a group can solve problems that affect underserved youth, how to examine social problems affecting underserved youth, and ways of addressing community problems that affect underserved youth. To that end, we created an "involvement" variable. Of the 235 respondents who answered the question about students' roles in the project, 166 (70.6%) students were classified as “highly involved” in the program, while the remaining 69 (29.4%) students classified as “less involved”.

Though the gains on self-reported learning outcomes are high for the majority of respondents, in all cases the “more involved” students show greater gains than “less involved” students. The team structure of projects continues to be associated with a more positive experience for students. That said, there was no significant difference between groups on learning about individuals’ responsibility to the underserved youth in their communities. As noted earlier, this had the highest level of agreement among all respondents (85.5%), and was similar regardless of levels of involvement. As noted in last year’s report, the nature of the service-learning project itself appears to promote individual involvement and responsibility.

The findings are as follows:

- 82.5% of highly involved participants learned to examine social problems regarding underserved youth, compared to 65.2% of the less involved participants. Statistically this difference is significant (p<.01).

- 84.8% of highly involved participants have learned ways of addressing community problems that affect underserved youth, compared to 63.8% of less involved participants. Statistically this difference is significant (p<.01).

- 87.8% of highly involved participants have learned how action by group can solve social problems that affect underserved youth, compared to 73.9% of less involved participants. Statistically this difference is significant (p<.01).
87.2% of highly involved participants have learned the importance of individuals' responsibility to the underserved youth in their community compared to 80.9% of less involved participants. Statistically there was no difference.
RICC/MACC Learn and Serve America Student Survey

This survey is designed to measure general attitudes, perceptions and skills. This information will be useful in understanding and later enhancing service-learning programs on campus. Participation is voluntary. This survey should take no more than 15 minutes to complete.

Please respond as honestly as possible. Your responses will be kept confidential. All parts of the survey should be completed.

Section I: Student Profile

1. Write the name of your college or university in the space below:

2. Your gender:   O Male   O Female   O Transgender

3. What year were you born?  __________

4. Please describe your prior experience working with youth (check all that apply):
   O Educator, teacher, afterschool program worker
   O Baby sitter, childcare worker
   O Camp counselor, coach
   O Mentor, Big Sister, Big Brother
   O Parent, guardian, primary care taker
   O Other (specify) ________________________________
   O None

5. What is your current academic status?:
   O Freshman   O Senior
6. What is your major(s)? ________________________________

7. Please indicate the primary reason that you got involved in this project. (Check one).

- Credit/Units
- Course requirement
- Interest in topic
- Other (Please explain)
Section II:

Please indicate the impact your service-learning experience this semester had on your attitudes toward the following. Fill in the circle that best describes your response (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).

(1=strong negative impact, 2=moderate negative impact, 3=no impact, 4=moderate positive impact, 5=strong positive impact)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Believing being involved in a program to work with underserved youth is important.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Being concerned about local community issues that affect underserved youth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Finding a career that directly benefits youth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Making a positive difference in my life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Believing it is not necessary to volunteer my time to help underserved youth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Feeling that I can have a positive impact on local youth problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Thinking that people should find time to contribute to youth in their community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Believing it is important that I work toward equal opportunity (e.g., social, political, vocational) for all people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Participating in political or social causes to improve programs and services for underserved youth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Trying to encourage others to participate in the community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Believing I have enough influence to impact community decisions about youth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LSA Student Survey Spring 2009
Please rate how well you can do each of the following at each point in time. Fill in the circle that best describes your response (1=I can not do this at all, 3=I can do this moderately well, 5=I can do this very well).

(1=I can not do this at all, 3=I can do this moderately well, 5=I can do this very well)

<table>
<thead>
<tr>
<th>At the beginning of the semester</th>
<th>How well could you do each of the following?</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>13. Organize other students to take action on a community problem affecting underserved youth.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>14. Know who to contact about a community problem affecting underserved youth.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>15. Persuade other students that a community problem affecting underserved youth needs to be solved.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

Suppose you found out about a problem affecting underserved youth in your community that you wanted to do something about. Please rate how well you could do each. Fill in the circle that best describes your response (1=I can not do this at all, 3=I can do this moderately well, 5=I can do this very well).

(1=I can not do this at all, 3=I can do this moderately well, 5=I can do this very well)

<table>
<thead>
<tr>
<th>At the beginning of the semester</th>
<th>How well could you do each of the following?</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>16. Create a plan to address the issue.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>17. Get people to care about the problem.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>18. Organize and run a meeting.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>19. Make a public speech.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>☐ ☐ ☐ ☐ ☐</td>
<td>20. Find and examine research related to the issue.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>
Below is a list of activities. How likely is it that you will do these as a result of your service-learning experience this semester? Fill in the circle that best describes your response (1=I will certainly not do this, 3=I might do this, 5=I will certainly do this)

(1=I will certainly not do this, 3=I might do this, 5=I will certainly do this)

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write to a newspaper or magazine to express your opinion on an issue regarding underserved youth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sign a written or email/web petition about a political or social issue regarding underserved youth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NOT buy something because of the conditions under which it was made.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Call in to a radio or television talk show to express your opinion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer time to help underserved youth in the community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collect money for a social cause regarding underserved youth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collect signatures for a petition regarding underserved youth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please indicate the extent to which you agree with the following about your service-learning experience this semester.

(1=Strongly disagree, 2=disagree, 3=No opinion, 4=Agree, 5=Strongly Agree)

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have learned how to examine social problems regarding underserved youth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have learned ways of addressing community problems that affect underserved youth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have learned how action by groups can solve social problems that affect underserved youth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have learned about individuals' responsibility to the underserved youth in their communities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

33. Please check which best describes your role in the service-learning project (check one)

- O I was in a leadership role
- O I was very involved as a team member
- O I was moderately involved as a team member
- O I was minimally involved as a team member
- O I carried out the project on my own

THANK YOU FOR YOUR TIME!

PLEASE SEND COMPLETED SURVEYS TO: Dr. Cathy Burack, Center for Youth and Communities, Heller School, Brandeis University, MS 35, 415 South Street, Waltham, MA 02454

LSA Student Survey Spring 2009