



# **Learn and Serve America *Meth Free TN: Youth Edition***

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## **Year 2 Project Evaluation Report**

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## Preface

The University of Tennessee's Institute for Assessment and Evaluation (IAE) was contracted to provide ongoing annual evaluation of the Learn and Serve America (LSA) *Meth Free TN: Youth Edition* (also referred to as Afterschool Service-Learning) over the life of the grant program. Learn and Serve America *Meth Free TN: Youth Edition* is a statewide grant program that supports integration of service-learning in afterschool programs to further statewide methamphetamine (meth) prevention initiatives by creating anti-meth communication products by youth for youth. In this second annual evaluation report, the Institute for Assessment and Evaluation team presents its findings and conclusions regarding Afterschool Service-Learning progress as of June 2008 (the end of the project reporting year July 1, 2007 to June 30, 2008). This report provides a formative evaluation perspective. Accordingly, the evaluation offers findings, conclusions, and recommendations for consideration by the State Program Coordinator and staff.

For the Afterschool Service-Learning Program, the evaluation team prepared one evaluation report addressing state level progress with input and data from the participating Afterschool Service-Learning Programs. Sixteen agencies administering twenty programs receive direct assistance in developing and implementing localized initiatives that address local needs within the scope (and associated guidelines) of the statewide grant.



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## Learn and Serve America *Meth Free TN: Youth Edition*

### EXECUTIVE SUMMARY – Year 2 Evaluation (2007-2008)

The University of Tennessee's Institute for Assessment and Evaluation (IAE) was contracted to provide ongoing annual evaluation of the Learn and Serve America (LSA) *Meth Free TN: Youth Edition* (also referred to as Afterschool Service-Learning) over the life of the grant program.

Learn and Serve America *Meth Free TN: Youth Edition* is a statewide grant program that supports integration of service-learning in afterschool programs to further statewide methamphetamine (meth) prevention initiatives by creating anti-meth communication products by youth for youth. Sixteen agencies administering twenty-one programs receive direct assistance in developing and implementing localized initiatives that address local needs within the scope (and associated guidelines) of the statewide grant.

The evaluation of Afterschool Service-Learning Program is founded on performance measures that have been established for the program in three categories with associated outputs and outcomes: Participant Development, Strengthening Communities, and Needs and Activities.



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#### Participant Development

1,890 K-12 students will report increased problem solving skills that support them in reducing risky behaviors.

#### Strengthening Communities

Each year, 85% of 21 new afterschool program-community partners will report an increased capacity to provide services as a result of student involvement.

#### Needs and Activities

After three years, all of the 63 anti-meth communication resources will be generated by afterschool participants, resulting in negative attitudes toward meth among 90% of K-12 students who see the anti-meth messages contributing to a reduction in the percentage of TN teens lifetime use.

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Although final determination of the extent to which the project is achieving end outcomes for each of the three performance measures is not yet possible, movement toward the attainment of all outcomes can readily be seen:

- Achievement of outputs and intermediate outcomes for performance measures has been realized.
- 1165 Afterschool students across the state engaged in anti-meth service-learning activities.
- 80% of Afterschool students participating in anti-meth service-learning activities reported increased problem solving skills.

- 85% of Afterschool students participating in anti-meth service-learning activities reported increased resiliency.
- 34 new partnerships have been formed between community organizations and the 21 Afterschool programs.
- Seventy-eight percent (77.8%) of the partners surveyed reported increased capacity to provide services as a result of this partnership.
- At least 42 anti-meth communication products were developed and distributed by participants to peers and other community members, educating them on the dangers of meth.
- 75.9% of readers/hearers surveyed at twelve program activities reported that they were less likely to use meth after participating in the activity.

Afterschool Service-Learning Program is having an impact on participants and their families, peers, and community members.

State-provided program training and responsiveness to questions and concerns have assisted agency coordinators to continue the program with few implementation problems, although lack of continuity of local staff and student participants has the potential to impact program activities and data collection procedures. Continued focus for the upcoming year might include the following:



- training on Service-Learning methodologies, data collection procedures, and sustainability planning
- additional data collection on continuation of partnerships and time involvement of participants from one year to the next

MARTIN LUTHER KING Jr. DAY of SERVICE– “Kid’s Quotes”

- *I SAW A LOT ACCOMPLISHED – YOUNG PEOPLE WORKING TOGETHER TO CLEAN A COMMUNITY, USING SKILLS PAINTING, PICKING UP TRASH.*
- *MY FEELINGS? VERY, VERY, VERY, VERY, VERY GOOD.*
- *I SAW OUR COMMUNITY CLEANED UP.*
- *I FELT HAPPY.*
- *I LEARNED TO CLEAN UP OUR ENVIRONMENT, TEAM WORK, AND ALWAYS DO A GOOD DEED.*
- *I FELT GREAT CLEANING UP*

Pictures and quotes provided by TCAC Meth Free TN Program, Upper Cumberland Child Care Resource & Referral-Tennessee Tech University, and Break the Cycle.

## I. Introduction

This evaluation report for the Afterschool Service-Learning Program will be organized around a core of five evaluation questions developed by the evaluation team and agreed upon by the State Program Coordinator:

1. To what extent are the outputs and outcomes of the program being accomplished?
2. How is the program impacting participants' and beneficiaries' attitudes, knowledge and/or behaviors?
3. How is the project affecting community partners?
4. What problems in project implementation have emerged? How have they been resolved?
5. How is sustainability of key components of the project being addressed?

There will be three annual evaluations: two formative and one summative. This is the second formative evaluation. Findings of the evaluation study are organized by study question. None of the evaluation questions can be answered definitively at this stage of the project. The impacts of the Afterschool Service-Learning project on participants, beneficiaries and other constituencies will be cumulative over the duration of the grant, and many outcomes will not be evident until the end of the project. Each of the evaluation team's annual reports will represent another step toward identifying the project's ultimate accomplishments and outcomes.

## II. Data Collection Methods

This report uses multiple data collection sources to generate answers to the evaluation study questions. These sources include:

1. Surveys of Afterschool Service-Learning program participants
2. Interview of Afterschool Service-Learning state program coordinator
3. Interviews of Afterschool Service-Learning agency program coordinators
4. Afterschool Service-Learning program products, reports, and other artifacts
5. Observations of Afterschool Service-Learning program training sessions and site visits

### 1. *Surveys of Afterschool Service-Learning Program Participants*

The evaluation team collected data from two surveys administered by the Afterschool Service-Learning State Program Coordinator with Afterschool participants and comparison groups. The first survey (pre-survey) was conducted from September 2007 through December 2007 to capture baseline data (i.e., prior to substantive project implementation). The second survey (post-survey) was conducted in late May through June 2008 to ensure that annual progress results were available for the Afterschool Service-Learning Program evaluation report. An initial due date of October 22 was scheduled for pre-surveys, and the majority of surveys for participants and comparison groups were completed during this timeframe; however, a few agencies were delayed with administration. At some sites, multiple administration dates were reported in an effort to include absentees.

Surveys used in 2007-2008 (see Appendix A) were a modified version of those used the previous year and restricted to participants or comparison group students in grades 3 – 12. Those used the first year, the Resilience surveys from Learn and Serve America, related more directly to school-based service-learning programs. The IAE evaluation team and the Afterschool Service-Learning program director tailored the surveys to capture data related to afterschool-type programs and the performance measures of problem solving and resiliency. Questions were drawn from the surveys used the previous year for Afterschool Service-Learning as well as surveys used in the Aspire program, also administered by Volunteer Tennessee.

Given the timing of survey administrations, survey participant responses for the 2007 – 2008 school year do not reflect experiences or perceptions over the entire program year, or upcoming summer 2008 activities. Some major program activities scheduled as part of the 2008 program semester were not completed when the surveys were conducted. Formal program reports are required from all sub-grantees through LASSIE, an online reporting system for all grantees for Learn and Serve America. Data from the LASSIE reports were used by the evaluation team in completing this evaluation report.

Almost 61% (N=709) of participants responded to surveys at one or both administration periods, with approximately half (341 of 709 or 48%) completing both pre-survey and post-survey (Table 1). Although post-only items could be analyzed for all respondents, comparative data showing possible participant changes were available only for those who completed both surveys: 195 in grades 3-5 and 146 in grades 6-12, or approximately 58% of pre-survey respondents, and 29.3% of LASSIE-reported participants (which includes all participants regardless of age or grade level). This is up from 20% in year 1, even though participants younger than 3<sup>rd</sup> grade were not included in written surveys. Responses of unrepresented participants may have differed from those completing both surveys and may have been sufficiently numerous to change the survey results that are represented in this report.

Surveys were also administered to comparison groups for 13 of the 16 agencies. Agencies with participants younger than 3<sup>rd</sup> grade or participants in special circumstances (such as at-risk participants) did not have a comparison group. Comparison groups were chosen by the agency directors in conjunction with the State Program Director. In most cases, groups were chosen from the same or similar community with common demographics of age/grade, socio-economic status, ethnicity, and school resource level. Comparison groups had not been funded by a Learn and Serve grant, nor had they implemented the service-learning methodology. There were 434 comparison group students who completed surveys, with 28% responding to both administrations (Table 2).

Table 1. *Pre- and Post-Survey Response Rates - Participants*

	Grades 3-5	Grades 6-12	Total Surveys	% of Total Participants (1165)
Pre-survey only	105	144	249	21.4%
Post-survey only	86	33	119	10.2%
Pre-survey and Post-survey	195	146	341	29.3%
Total	386	323	709	60.9%

Table 2. *Pre- and Post-Survey Response Rates – Comparison Groups*

	Grades 3-5	Grades 6-12	Total Surveys
Pre-survey only	127	152	279
Post-survey only	19	14	33
Pre-survey and Post-survey	82	40	122
Total	228	206	434

## **2. Interview of Afterschool Service-Learning State Program Coordinator**

A member of the IAE evaluation team conducted an interview of Afterschool Service-Learning Program state level program leadership during July 2008 to have results available for the annual Afterschool Service-Learning Program evaluation report. While program leaders are often too close to their own project to be fully objective, the State Program Coordinator appeared to speak frankly about the project, experiences, and perceptions of associated strengths and challenges.

## **3. Interviews of Afterschool Service-Learning Agency Program Coordinators**

IAE evaluation team members conducted telephone interviews with 15 of the 16 Agency Program Coordinators of the community-based organizations during May, June, and early July 2008 in order to have results available for the annual evaluation report.

## **4. Afterschool Service-Learning Program Products, Reports, and Other Artifacts**

The Afterschool Service-Learning Program staff, at the state and project levels, supplied program reports, communication products, data summaries, field logs, and other artifacts related to the project, its implementation, and initial outcomes. These materials were made available to the evaluation team. Data made available to the evaluation team from the LASSIE reports include information from sixteen agencies administering twenty-one programs on all participants (regardless of age/grade), state and agency program coordinators/staff and volunteers, service-learning/participant experience, community/program partners, program characteristics, institutional support, outcomes, program description, and technical strengths and needs.

## **5. Observations of Afterschool Service-Learning Program Training Sessions and Site Visits**

During the second year of implementation, members of the evaluation team attended the fall 2007 Service-Learning Institute and the Service-Learning Symposium in May 2008. They also attended and observed a variety of events at the agency level.

### III. Findings, Conclusions, and Recommendations

The evaluation team has organized the findings, conclusions, and recommendations of this study by the evaluation questions previously introduced. These will be addressed following a description of the Afterschool Service-Learning Program.

This section begins with an overview of the organization of the program delivery system and a brief review of activities and products during 2008 across and within the participating projects. This discussion will include reporting years/project years, agencies/participants, program staffing, implementation design, performance measures, and the actual implementation of interventions.

**Afterschool Service-Learning Program Reporting Years:** The Afterschool Service-Learning Program was funded for the following project years:

2006-2007	Year 1
2007-2008	Year 2
2008-2009	Year 3

The emphasis during 2006-2007 focused on securing program staff, developing related program infrastructure and support systems, awarding subgrants to individual projects as well as planning for project implementation and evaluation. The second full year of implementation, covered by this report, focused on full implementation and evaluation at the local agency level.

Learn and Serve America *Meth Free TN: Youth Edition* is a statewide grant program that supports integration of service-learning in afterschool programs to further statewide methamphetamine (meth) prevention initiatives by creating anti-meth communication products by youth for youth. Two statewide events are held each year: a training institute in the fall and the celebration symposium in the spring. Due dates are known and published well in advance. The calendar for the second year can be seen in Figure 1.

Figure 1. *Meth Free TN: Youth Edition* - Year 2 Timeline

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September 20-21, 2007	Afterschool Service-Learning Institute
September 24, 2007	Monitoring Questionnaire Due
Before October 22, 2007	Distribute pre -surveys to service-learning participants and comparison group. Mail to Kimee Shideler at Volunteer Tennessee.
January 2008	Programs participate in MLK Day of Service activities and return MLK Day of Service report to Kimee Shideler at Volunteer Tennessee.
April 21, 2008	Continuation Requests Due
May 12-13, 2008	Afterschool Service-Learning Symposium, Nashville
Before May 30, 2008	Participants produce and disseminate anti-meth communication product.
Before May 30, 2008	Post -surveys distributed to service-learning participants and comparison group. Mail to Kimee Shideler at Volunteer Tennessee.
June 30, 2008	Deadline for submitting online LASSIE report to Corporation.
June 30, 2008	Signed community partner MOU form due to Kimee Shideler at Volunteer Tennessee.

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Source: Learn and Serve America *Meth-Free TN: Youth Edition* Grant Administrator Binder

**Afterschool Service-Learning Programs:** The Afterschool Service-Learning Program was designed to serve up to 22 afterschool programs. Eighteen subgrants were initially awarded for

the program, with 17 awarded continuation and/or expansion funds. One program withdrew in year 1 (New Hope Educational Institute) and one at the beginning of year 2 (Northeast Middle School Jaguar Learning Academy), leaving the 16 programs included in the evaluation. The programs are serving participants in afterschool programs within the following counties: Bradley, Cannon, Carroll, Crockett, DeKalb, Franklin, Gibson, Grundy, Hamblen, Knox, Loudon, McMinn, McNairy, Montgomery, Putnam, Smith, and Sullivan. For 2008, grants of \$10,000 were awarded to all except three who represent multiple awards: Sonshine Avenue Ministry received \$30,000, Tennessee Tech University – Upper Cumberland Child Care Resource & Referral (TTU/CCR&R) received \$35,000, and Tennessee’s Community Assistance Corporation (TCAC) received \$15,000. The Afterschool Service-Learning Program is administered to K-12 students (and some pre-kindergarten) through agencies listed in Figure 2.

**Figure 2. *Afterschool Service-Learning Programs***

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Bells City Schools
Boys & Girls Clubs of TN Valley- Loudon County/Lenoir City
Boys & Girls Clubs of TN Valley- Vestal
Break the Cycle, Inc
Cannon County REACH Program
First Missionary Baptist Church
Franklin County Board of Education
Little Children of the World, Inc. – Camp Etowah
McNairy County Schools
Sonshine Avenue Ministry, Inc.
South Carroll County Special School District (Clarksburg School)
Tennessee Tech University – Upper Cumberland Child Care Resource & Referral (TTU/CCR&R)
Tennessee’s Community Assistance Corporation (TCAC)
Tracy City Elementary
Trenton Housing Authority
YWCA of Bristol – Gyrls After School

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Agency Program Coordinators facilitate service-learning activities with K-12 grade students, with a focus on anti-meth information and resources. LASSIE reporting also indicated the level of experience of the organizations with service-learning, with a majority (14) having two to five years experience, one with less than a year experience, and one with no response. (See Appendix B for additional LASSIE data on programs and participants.)

Each program engages at least 30 participants (ages 5 – 17) in service-learning activities for a minimum of 40 hours per year. Service-learning is defined by the Corporation for National and Community Service as a method by which students improve academic learning and develop personal skills through structured service projects that meet community needs. In addition, participants in Afterschool Service-Learning programs create at least one peer meth prevention communication product annually to be disseminated to local schools and/or youth serving organizations. The State Program Coordinator has been pleased with the growth in service-learning processes, and the beginnings of sustainable activities.

**Program Staffing:** The state level Afterschool Service-Learning grant is administered by an Afterschool Service-Learning State Program Coordinator for Volunteer Tennessee. Each community-based program is directed by an Agency Program Coordinator. Some have additional site personnel or support staff, depending on the scope and existence of the afterschool program beyond the LSA grant and activities. LASSIE reports indicate that the average number of staff is 4, with an average of 19 youth leaders/volunteers, and 28 adult leaders/volunteers. (See Appendix B for LASSIE data on programs and participants.)

**Implementation Design:** The Afterschool Service-Learning Program implementation design can be seen through a description of program requirements and expectations provided by the State Program Coordinator, as described in Figure 3 and under the next two headings, training and partnerships.

Figure 3. *Program Requirements and Expectations*

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- Program Coordinators must:
  - attend 2 state-wide service-learning trainings annually;
  - engage 30 participants (ages 5 – 17) in service-learning activities for a minimum of 40 hours a year. (at least 30 participants should be filling out both the pre and post survey);
  - facilitate the service-learning cycle of preparation, action, reflection, and celebration/demonstration, including strong youth voice throughout the process.
- Program participants must create one peer to peer meth prevention communication product each year to be disseminated to local schools and/or youth serving organizations. (Requirements for publications are included in contract under Standard Terms and Conditions and LSA Provisions). Use good, better, and best recommendation for publications. Send 1 copy to Volunteer Tennessee for pre-approval. Send 4 copies of final product to Volunteer Tennessee.
- Programs must:
  - participate in a Martin Luther King, Jr. Day of Service event and provide progress report on MLK, Jr. Day of Service activities;
  - develop at least one community partnership in support of service-learning as defined by an MOU annually;
  - involve 20 adult volunteers in their service-learning projects annually;
  - avoid prohibited activities (included in contract under LSA provisions);
  - submit LASSIE reports to the Corporation and progress report information to Volunteer TN as requested by deadline;
  - participate in programmatic site visits (up to 3).

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Source: Learn and Serve America *Meth-Free TN: Youth Edition* Grant Administrator Binder

**Training:** Volunteer TN provides two state-wide service-learning trainings annually for program staff, replicating effective training strategies from past Learn and Serve America programs, Lions-Quest, and the Aspire Youth Leadership Program. The fall Service-Learning Institute was held in Nashville on September 20-21, 2007. The spring Symposium was held on May 12 - 13, 2008, also in Nashville.

**Partnerships:** A major role of the subgrantee grant administrators will be to secure Memoranda of Understanding with community partners and to nurture and sustain the relationships between the Afterschool programs and these community partners. By the end of year three, each program will have secured and documented at least three Afterschool-community partnerships.

**Performance Measurements:** Statewide performance measures have been established for the 2006-2009 Afterschool Service-Learning Program in three categories: Participant Development, Strengthening Communities, and Needs and Activities. The updated performance measures can be seen in Figure 4. Each category describes performance output, intermediate outcome, and end outcome. The extent to which these outputs and outcomes are being accomplished will be addressed in detail by performance measurement category below. Performance measures are based upon subgrant awards to 20 programs awarded through 16 agencies.

**Figure 4. Tennessee Statewide Performance Measures for 2006-09 LSA Afterschool/Meth Free TN: Youth Edition Grant (revised)**

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#### **Participant Development**

1,890 K-12 students will report increased problem solving skills that support them in reducing risky behaviors.

*Output:* By the end of year three, 1,890 K-12 students will participate in service-learning projects.

*Intermediate outcome:* 70% of K-12 students participating in service-learning activities will report increased problem solving, as measured by a survey.

*End outcome:* 85% of service-learning participants will increase their resiliency.

#### **Strengthening Communities**

Each year, 85% of 21 new afterschool program-community partners will report an increased capacity to provide services as a result of student involvement.

*Output:* By the end of year three, 63 new afterschool-community partnerships will be created and documented.

*Intermediate outcome:* 70% of community partnerships with afterschool programs are established and sustained, supporting service-learning strategies, even beyond the Learn and Serve America grant.

*End outcome:* By the end of year three, community partners will report an increased capacity to provide services as a result of afterschool student involvement.

#### **Needs and Activities**

After three years, all of the 63 anti-meth communication resources will be generated by afterschool participants, resulting in negative attitudes toward meth among 90% of K-12 students who see the anti-meth messages contributing to a reduction in the percentage of TN teens lifetime use.

*Output:* By the end of year three, 63 anti-meth communication products will be developed and distributed.

*Intermediate outcome:* By the end of year three, 90% of readers/hearers of the anti-meth communication products will indicate that they are less likely to use meth or confirmed in their opposition to meth as a result of one of the products.

*End outcome:* The percentage of TN teen lifetime meth use will decline by 1%.

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Source: Learn and Serve America *Meth-Free TN: Youth Edition* Grant Administrator Binder

### **Evaluation Question One: To what extent are the outputs and outcomes of the program being accomplished?**

The evaluation team will use the performance measures as described in Figure 4 as the basis for examining the progress to date of the Afterschool Service-Learning Program.

**Participant Development:** 1,890 K-12 students will report increased problem solving skills that support them in reducing risky behaviors.

**Output:** *By the end of year three, 1,890 K-12 students will participate in service-learning projects.*

According to Learn and Serve America's National Service-Learning Clearinghouse, "service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities ([http://www.servicelearning.org/what\\_is\\_service-learning/service-learning\\_is/index.php](http://www.servicelearning.org/what_is_service-learning/service-learning_is/index.php)).” For the *Meth Free TN: Youth Edition* program, the focus of learning is meth and other drugs. Community services also focus on activities surrounding the Martin Luther King, Jr. Day of Service. Based upon the three-year projection of 30 students for 20 programs, 600 participants should have been involved in service-learning activities during year 2. Based upon LASSIE reporting data (Basic Report), 1,165 K-12 students

have participated in service-learning activities within the 20 Afterschool programs, giving a total of 2,162 participants for the first two years, surpassing the three year goal. Direct service hours totaled 26,150 across all three program types (less than 2 months, most or all of a semester, most or all of a school year), for an average of 22 hours per participant (not including time for planning, preparation, and reflection).

In addition there have been 90 faculty/staff participants, and 976 youth and adult volunteers involved with the participants in these activities. A majority of the participants were in grades k – 5 (618 out of 1,165 or 53%), with another 35% in grades 6-8, and 12% in grades 9-12. Over three-fourths were white (76%), with less than a quarter being black (18%) and less than 10% Hispanic (6%). There were about equal numbers of males and females, 556 (48%) and 609 (52%) respectively. Appendix B includes tables from LASSIE data that provide detailed information on participants in the 20 Afterschool programs, including grade levels and demographic information.

Beyond reporting numbers and types of participants, it is important to take into account the K-12 Service-Learning Standards for Quality Practice, published in 2008 by the National Youth Leadership Council. The eight standards include Meaningful Service, Link to Curriculum, Reflection, Diversity, Youth Voice, Partnerships, Progress Monitoring, and Duration and Intensity (Figure 5). Standard descriptions with their thirty-five indicators can be seen in Appendix C.

Figure 5. *K-12 Service-Learning Standards for Quality Practice*

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**Meaningful Service.** Service-learning actively engages participants in meaningful and personally relevant service activities.

**Link to Curriculum.** Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

**Reflection.** Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

**Diversity.** Service-learning promotes understanding of diversity and mutual respect among all participants.

**Youth Voice.** Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

**Partnerships.** Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

**Progress Monitoring.** Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

**Duration and Intensity.** Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

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Source: National Youth Leadership Council

Service-learning projects undertaken by the participants strongly reflected the quality standards. Interviews with agency coordinators revealed that some have instituted service-learning as a teaching strategy for topics beyond the grant focus on drugs. Several agencies engaged in meaningful service that impacted the environment and was visible to the community, such as recycling and community clean-up projects. In one case participants recycled 3-4 tons

of materials, keeping them out of the local landfill. One coordinator stated that this was the first time they had utilized service-learning, an outstanding addition to their program, and that the “comprehension level is greatly appreciated.” Formal and informal partnerships are an important aspect to this process. This will be discussed in subsequent sections of this report. However, one example of an informal partnership with meaningful service involves a 2008 summer day camp and afterschool students planting a community garden for a charitable organization. Participant plans include preparing the ground, planting the seeds, harvesting the produce, and providing it to the charity to feed the people whose needs are addressed by that organization.

The primary curriculum topic for *Meth Free TN: Youth Edition* is methamphetamines (meth) and other drugs. Creation of anti-meth communication products is a requirement of the program. The learning content addressed in these products and other service-learning activities is an important benefit to the participants. Of the grade 6 through 12 participants that responded to surveys about their activities, 70.7% indicated that the service-learning activities helped them understand the material on meth “a good bit,” or “a lot.” Impact on participants and beneficiaries will be discussed further with performance measure Needs and Activities and in evaluation question 2.

Reflection is an important aspect of the service-learning methodology. As one agency administrator expressed about the benefits of reflection, “Kids are given the tools and ideas will come – reflection always produces new ideas – .... [students are] bubbling over with ideas. Our population is at-risk students – 11 of 30 kids were removed from meth houses – they educate the others about what they have been through.” It is evident that other agency personnel also believe in the power of reflection, since agencies reported through LASSIE that there were 27.2 average hours of reflection per participant or a total of 31,730 hours, more reflection hours than actual service hours (23,836). Thirteen of the 16 agencies (81.3) report that participants are given organized time to reflect on their service. Surveys of participants in grades 6 – 12 indicated that the most common modes of reflection (Table 3) were in conversations led by the adult leaders (21.1%) or other students (18.3%). Reflections by displays or in writing were also used 13% of the time. Reflections dealt most with how the students felt during the project and how decisions about the project were made (21.1% and 21.7% respectively).

Table 3. *Grades 6-12 Reflection Techniques and Topics*

	N	%
<i>Technique</i>		
By writing	43	13.3
By having conversations led by a teacher/group leader	68	21.1
By having conversations led by another student	59	18.3
By doing skits, poems, or plays	29	9.0
By creating a display for parents or other members of the public	43	13.3
Other	49	15.2
<i>Topic</i>		
How I felt as I went through the project	68	21.1
How our group made decisions about the project	70	21.7
Course-related information we learned while doing the service activities	53	16.4
Ethical issues related to the service project	28	8.7
How to deal with setbacks to our project plans	46	14.2
Other	58	18.0

The focus by all agencies on events for Martin Luther King, Jr. Day of Service provided opportunity for all participants to identify and appreciate the diversity of their communities. Creation of diversity bracelets, role-playing the “crayon box”, and using different color eggs as examples of diversity helped children actively seek to understand differences and similarities between all peoples. Some activities engaged children in serving meals or donating items to those of different ages, ethnicities, or backgrounds. An evaluation team member observed and assisted at one MLK Day luncheon provided by middle school students for the elderly and those from nearby housing developments.

In all agencies youth played a significant role in designing and implementing service-learning events, as well as the communication products created for the anti-meth focus. Surveyed participants in grades 6 through 12 indicated that they chose the project activity over 25% of the time. Some projects were localized within the group, while others were more obvious to the community. One example is a group of participants who submitted and obtained a city council proclamation for a community safe zone to keep drug trafficking and sex offenders out of the neighborhood. Participants are becoming aware of the differences they can make in their community, and even the world, as seen with a discussion of the recent earthquake in China and what they could do to help!

In addition to designing and implementing their activities, participants were also involved in monitoring the progress of those activities. By evaluating the reaction of readers/hearers of the anti-meth products, participants were able to see and discuss the impact upon the

community and their peers. Some used pledge cards or evaluation surveys to gather evidence that their anti-drug message was being heard. Beneficiary reactions will be addressed in subsequent sections of the report. LASSIE data revealed that average service hours per participant ranged from 4 to 120 hours depending on the organization, with an average of over 20 hours per participant. Participants in grades 6-12 responded to surveys that 63.9% spent at least 5 hours engaged in service-learning activities, with over 20% spending more than 21 hours involved. After this extensive participation in service-learning, youth are also involved in celebrating their successes. For example, one celebration included not only the service-learning participants, but also over 600 youth that all wore anti-meth t-shirts. In some cases the service-learning event itself was also a celebration, such as a spaghetti dinner and auction at a senior center or other nursing home programs (cards and candy for Valentines Day).

As seen by all of these examples, the participants were involved in quality service-learning programs. Agency coordinators remarked during interviews of the interest of the youth and the efficacy of the process in helping youth become aware of, and become engaged in, the concerns and issues of their communities.

***Intermediate outcome:*** 70% of K-12 students participating in service-learning activities will report increased problem solving, as measured by a survey.

As indicated on the website for the National Service-Learning Clearinghouse, service-learning experiences benefit youth participants in a number of ways, including “enhanced problem-solving skills, ability to work in teams, and planning abilities ([http://www.servicelearning.org/instant\\_info/fact\\_sheets/cb\\_facts/benefits\\_cbosl/](http://www.servicelearning.org/instant_info/fact_sheets/cb_facts/benefits_cbosl/)).”

This evaluation report will continue to use definitions of problem solving that include stages or skills generally accepted as required for problem solving. These skills include the ability to plan and to apply reasoning and critical thinking, to identify, organize and communicate relevant information, and to create and implement strategies to overcome cognitive and social problems and processes that continuously look at the problem and solutions over time. These skills align very well with the Quality Standards discussed above.

Surveys provided some information related to problem solving skills. (Detailed survey results can be found in Appendix E.) The pre- and post-surveys for participants and comparison groups included multiple questions that included problem solving skills. There were three skills defined for grades 3-5 and eleven skills for grades 6-12 as seen in Figure 6.

Figure 6. *Problem Solving Survey Items*

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Grades 3-5

- Leading a group project
- Speaking in front of groups of people
- Thinking of solutions to a problem

Grades 6-12

- Designing and implementing a service-learning project
  - Finding resources to help me with a service-learning project
  - Leading a group project
  - Understanding what other people are trying to say
  - Getting others to listen to my ideas
  - Speaking in front of groups of people
  - Predicting the consequences of actions
  - Finding information to solve problems
  - Solving problems
  - Doing research on problems in the community
  - Helping other students to resolve their conflicts
- 

Based upon established methodology, comparisons were made for students who had completed both pre-surveys and post-surveys to determine changes in perceptions of problem solving skills listed in Figure 6. In grades 3-5, students were asked if they had specific skills, with 76.4% of students indicating increased ability on one or more item, or having rated themselves as already having those skills on both pre-survey and post-survey, indicating no room for improvement (Table 4). It is important not to discount the numbers of students who strongly agreed with some of the items on the pre-survey, and thus had no option of showing higher levels on the post-survey with this response format. This result is possibly due to students who have participated well beyond the 40 hour requirement, perhaps even participating during the full first year as well.

Similarly in grades 6-12 on items asking how good students were at problem solving skills, 83.5% of students showed perceived improvement on one or more item, or rated themselves as “excellent” on both pre-survey and post-survey for all, indicating no room for improvement (Table 4). The vast majority of this population of students did perceive improvement in one or more areas of problem solving skills. A combined total for all students suggests positive results for 80% of participants (combined and weighted by the number of respondents within each grade level), exceeding the intermediate outcome of 70%.

Table 4. *Student self ratings of problem solving skills*

	Grades 3-5		Grades 6-12	
	N	(%)	N	(%)
Students perceiving themselves as improving in one or more areas from pre- to post-survey	86	44.1%	117	80.1%
Students rating themselves as having resiliency attitudes and behaviors on both pre- and post-survey (no room for improvement)	63	32.3%	5	3.4%
Total	149	76.4%	122	83.5%

*Note.* For students having both pre- and post-survey, N=195 for Grades 3-5 and 146 for Grades 6-12.

Further analysis of post-survey data was conducted on responses from grades 3-5 and 6-12 separately using different techniques, due to the difference in number of questions and responses for each group. Given the small number of questions and response choices for grades 3-5, Pearson chi-square was chosen for the analysis of comparative data between groups on post-survey data. An analysis of variance was used to determine differences for questions on grade 6-12 surveys. Results of significant differences are reported in narratives that follow.

Item percentages were compared for all grade 3-5 students in participant and comparison groups taking the post-survey. As seen in Table 5, results revealed higher average percentages for participants on each of the individual questions, thus suggesting that at the end of the year service-learning participants in grades 3-5 were more confident in leading a group, speaking before groups, and thinking of solutions to problems than similar students in comparison groups. In addition, there existed a significant difference between participants and comparison groups, with “speaking in front of groups of people” being perceived as an accomplished skill more by service-learning participants.

Table 5. *Grades 3-5 Problem Solving Skills at Post-survey*

	Participants		Comparison	
	Yes		Yes	
	N	(%)	N	(%)
Are you good at leading a group project?	163	(58.4%)	45	(44.6%)
Are you good at speaking in front of groups of people?*	130	(46.6%)	33	(32.7%)
If you have a problem, can you usually think of solutions?	204	(72.6%)	67	(67.0%)

*Note.* \* $p < .05$ .

Post-surveys had additional questions for participants in grades 3-5 to indicate how much the *Meth Free TN: Youth Edition* service-learning program helped with any of the same problem solving skills as seen in Figure 5 above. Respondents in grades 3-5 indicated on average for all items that 82.4% were “Helped Some” or “Helped a Lot” by the program, with the highest score for thinking of solutions for problems (87.8%) as seen in Table 6.

**Table 6. Grades 3-5 Program-Improved Problem Solving Skills**

	Did not help %	Helped %
Lead a group project.	16.5%	83.5%
Think of solutions to problems.	12.2%	87.8%
Speak in front of groups of people.	24.1%	75.9%

*Note.* N=281.

For the eleven items related to problem solving for grades 6-12, additional analysis of post-surveys compared participant and comparison group mean scores. For ten out of the eleven items (91%) displayed in Table 7, participants scored higher on a scale of 1 to 4 (Not Good at all Fairly Good, Very Good, Excellent). In all cases the means reflected responses of Fairly Good to Very Good for how good students are at the problem solving skills. Four of the skills were significantly different between the two groups in favor of the participants: Designing and implementing a service-learning project, Solving problems, Doing research on problems in the community, and Helping other students to resolve their conflicts. The only item on which participants did not outscore the comparison groups was “speaking in front of groups of people.”

**Table 7. Grades 6-12 Problem Solving Skills at Post-survey**

	Participants		Comparison	
	N	Mean	N	Mean
Designing and implementing a service-learning project.**	178	2.56	53	2.13
Finding resources to help me with a service-learning project.	178	2.76	53	2.57
Leading a group project.	178	2.72	54	2.70
Understanding what other people are trying to say.	178	2.94	54	2.85
Getting others to listen to my ideas.	175	2.83	52	2.79
Speaking in front of groups of people.	175	2.34	53	2.47
Predicting the consequences of actions.	177	2.75	53	2.62
Finding information to solve problems.	177	2.84	54	2.67
Solving problems.*	176	2.99	54	2.70
Doing research on problems in the community.**	179	2.64	53	2.17
Helping other students to resolve their conflicts.**	178	2.81	54	2.35

*Note.* \*  $p < .05$ , \*\*  $p < .01$ .

In the second year of implementation, each Afterschool program produced at least one communication product related to meth and provided that information to at least one community audience. In doing such, program participants demonstrated the characteristics of problem solving by planning, designing, creating and promoting the anti-meth product. One group of 6<sup>th</sup> through 8<sup>th</sup> grade students created a website with links to information regarding meth and other drugs “in hopes that people will become more aware of the effects drug abuse has on children and teenagers.” Participants also planned and implemented other service-learning projects and events. Another program planned and conducted a block party with a yard sale, dunking booth, and face painting. The proceeds were donated to the local Senior Center.

Another example of a complex undertaking that exemplifies skills in problem solving is the following: Participants created a play, including anti-meth material. They planned to present it at a dinner theater for the general community summer 2008. In addition, students will be the hosts and learn about seating people, serving meals, politeness, how to set the tables, etc. Other examples can be seen in Appendix D.

**End outcome:** 85% of service-learning participants will increase their resiliency.

Since the first evaluation report, a generic definition of resilience has been updated based upon current research; resilience refers to the ability to persist during adversity. In relationship to issues surrounding children and youth, it often refers to the individual’s response to risk factors based upon protective factors or processes that fosters the ability to persist during adversity ([http://www.servicelearning.org/instant\\_info/fact\\_sheets/cb\\_facts/resilience](http://www.servicelearning.org/instant_info/fact_sheets/cb_facts/resilience). RMC Research Corporation, May 2004). Initial research on resilience was based on information provided by the Corporation for National and Community Service, Community-Based Fact Sheets: Resilience. All information in this section is based upon references from that website.

The operational definition of resilience that will continue to be used in the evaluation process will be based on characteristics of resilient survivors and the protective processes that enable individuals to develop resilience (Benard, [http:// www.resiliency.com/index.htm](http://www.resiliency.com/index.htm)). In addition to problem solving, previously discussed, the characteristics that will indicate resilience will be social competence and caring relationships, autonomy and high expectations, and sense of purpose and opportunities for meaningful participation. As described by Benard and supplemented by Winfield, these characteristics include specific attributes seen in Figure 7. They also related to the 7 resiliencies outlined by Wolin and Wolin ([http:// projectresilience.com/index.htm](http://projectresilience.com/index.htm)).

**Figure 7. Characteristics of Resiliency**

Definitional criteria for Resilience	Benard’s description and Winfield’s related factors	Wolin and Wolin’s 7 Resiliencies
<ul style="list-style-type: none"> <li>• <b>Social Competence</b> developed through caring relationships</li> </ul>	Compassion, caring, respect, communication skills, connections, positive interactions, social responsiveness and sensitivity	Sense of humor Relationships
<ul style="list-style-type: none"> <li>• <b>Autonomy</b> developed through high expectation messages</li> </ul>	Sense of identity, self-esteem, self-efficacy, strengths, decision-making, self-control	Insight Independence Initiative Morality
<ul style="list-style-type: none"> <li>• <b>Sense of purpose and future</b> through opportunities for meaningful participation</li> </ul>	Goals, aspirations, spiritual connectedness, valued responsibilities, voice, contributing one’s talents to the community, impact others, accomplishment of tasks	Creativity

Surveys provided information on attitudes and behaviors related to resiliency. (Detailed survey results can be found in Appendix E.) The pre- and post-surveys for participants and comparison groups included multiple questions that related to resiliency attitudes and behaviors. There were 4 items for grades 3-5 and 13 for grades 6-12 as seen in Figure 8.

Figure 8. *Resiliency Survey Items*

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Grades 3-5

- Can students your age do things to make the world better?
- Have you done things to help make your neighborhood or town a better place?
- Do you stand up for yourself without putting others down?
- Do you intend to volunteer throughout your entire life?

Grades 6-12

- I do things to make the community a better place.
  - I help to address problems in the community.
  - I try to encourage others to work on community problems.
  - I enjoy working together with other students my age.
  - I can work with someone who has different opinions than mine.
  - I stand up for myself without putting others down.
  - I plan to graduate from high school.
  - I plan to go to college or some other school after high school.
  - I have goals and plans for the future.
  - Students my age can do things to make the world better.
  - I can make a difference in my neighborhood or town.
  - I feel responsible for helping others.
  - I intend to volunteer throughout my whole life.
- 

Based on the same methodology established for the concept of problem solving, comparisons were made for students who had completed both pre-surveys and post-surveys to determine changes in perceptions of resiliency. In grades 3-5, students were asked if they had specific attitudes and behaviors, with 83.1% of students indicating increased perception on one or more item, or having rated themselves as already having those attitudes and behaviors on both pre-survey and post-survey, indicating no room for improvement (Table 8). Almost two-thirds of students did perceive improvement, with the others indicating resiliency at both pre-

survey and post-survey. This “ceiling” result is possibly due to students who have participated well beyond the 40 hour requirement, perhaps even participating during the full first year as well.

Similarly as seen in Table 8, on items asking grade 6-12 students to agree or disagree with statements of attitudes or behaviors, 86.3% of students improved levels of agreement on one or more item or rated themselves as “strongly agree” on both pre-survey and post-survey for all, indicating no room for improvement. The vast majority of this population of students did perceive improvement in one or more areas of problem solving skills. A combined total for all students suggests positive results for 85% of participants (combined and weighted by the number of respondents within each grade level), meeting the end outcome for this performance measure.

Table 8. *Student self ratings of resiliency attitudes and behaviors*

	Grades 3-5		Grades 6-12	
	N	(%)	N	(%)
Students perceiving themselves as improving in one or more areas from pre- to post-survey	101	51.8%	121	82.9%
Students rating themselves as having resiliency attitudes and behaviors on both pre- and post-survey (no room for improvement)	61	31.3%	5	3.4%
Total	162	83.1%	126	86.3%

*Note.* For students having both pre- and post-survey, N=195 for Grades 3-5 and 146 for Grades 6-12.

As with items on problem solving, further analysis of post-survey data on resiliency was conducted on responses from grades 3-5 and 6-12 separately using different techniques, due to the difference in number of questions and responses for each group. Pearson chi-square was chosen for the analysis of comparative data between grades 3-5 groups on post-survey data. Although no significant differences were determined, response differences are discussed in the following narratives. An analysis of variance was used to determine differences for questions on grade 6-12 surveys. Results of significant differences are discussed below.

Percentages for resiliency items were compared for students in participant and comparison groups taking the post-survey. As seen in Table 9, results for grades 3-5 revealed higher percentage scores for participants on each of the individual questions, thus suggesting that at the end of the year service-learning participants in grades 3-5 were more confident in their abilities and actions to make the world and community better, standing up for oneself, and intending to volunteer than similar students in comparison groups.

Participants scored highest on the belief that students of that age can do things to make the world better. The greatest difference between participants and comparison groups occurred with the item regarding volunteering, only slightly greater than doing things for the community and standing up for oneself. The groups responded most similarly on the ability for students that age to make the world better.

Table 9. *Grades 3-5 Resiliency Attitudes and Behaviors at Post-survey*

	Participants		Comparison	
	Yes N	(%)	Yes N	(%)
Can students your age do things to make the world better?	218	(78.1%)	76	(75.2%)
Have you done things to help make your neighborhood or town a better place?	193	(68.9%)	59	(58.4%)
Do you stand up for yourself without putting others down?	197	(70.6%)	59	(59.6%)
Do you intend to volunteer throughout your entire life?	147	(52.9%)	40	(41.2%)

In addition post-surveys had questions for grade 3-5 participants to indicate how much the *Meth Free TN: Youth Edition* service-learning program helped with any of the same resiliency attitudes and behaviors as seen in Table 10. Respondents indicated on average for all items that 89.3% were “Helped Some” or “Helped a Lot” by the program, with the highest score for “get along with others” (91.7%).

Table 10. *Grades 3-5 Program-Improved Resiliency*

	Did not help %	Helped %
Make new friends.	10.4	89.0
Get along with others.	8.3	91.7
Make a difference in my neighborhood or town.	13.7	86.3

Note. N = 278 for all items.

For the thirteen items related to resiliency for grades 6-12, additional analysis of post-surveys compared participant and comparison group mean scores. For eleven out of the thirteen items (85%) displayed in Table 11, participants scored higher on a scale of 1 to 4 (Strongly disagree to Strongly agree). Plans for postsecondary attendance had higher mean scores from comparison group students, and goals and plans for the future mean scores were equal. For all items except two, the means reflected responses of Agree to Strongly Agree (scores of 3 or 4) for how students perceive their resiliency attitudes and behaviors. More neutral responses were found with actions of helping or encouraging others to work on problems in the community, although participants did score higher than comparison students on both, with significant differences. Four other attitudes and behaviors were also significantly different between the two groups in favor of the participants: I do things to make the community a better place; I can work with someone who has different opinions than mine; I feel responsible for helping others; and I intend to volunteer throughout my whole life.

Table 11. *Grades 6-12 Resiliency at Post-survey*

	Participants		Comparison	
	N	Mean	N	Mean
I do things to make the community a better place.*	178	3.07	54	2.83
I help to address problems in the community.*	179	2.77	54	2.54
I try to encourage others to work on community problems.*	178	2.90	53	2.60
I enjoy working together with other students my age.	179	3.34	54	3.20
I can work with someone who has different opinions than mine.**	178	3.07	54	2.72
I stand up for myself without putting others down.	177	3.06	53	2.79
I plan to graduate from high school.	177	3.74	54	3.78
I plan to go to college or some other school after high school.	178	3.57	53	3.64
I have goals and plans for the future.	179	3.61	54	3.50
Students my age can do things to make the world better.	176	3.41	53	3.42
I can make a difference in my neighborhood or town.	179	3.23	53	3.04
I feel responsible for helping others.**	178	3.14	52	2.81
I intend to volunteer throughout my whole life.**	178	3.04	54	2.65

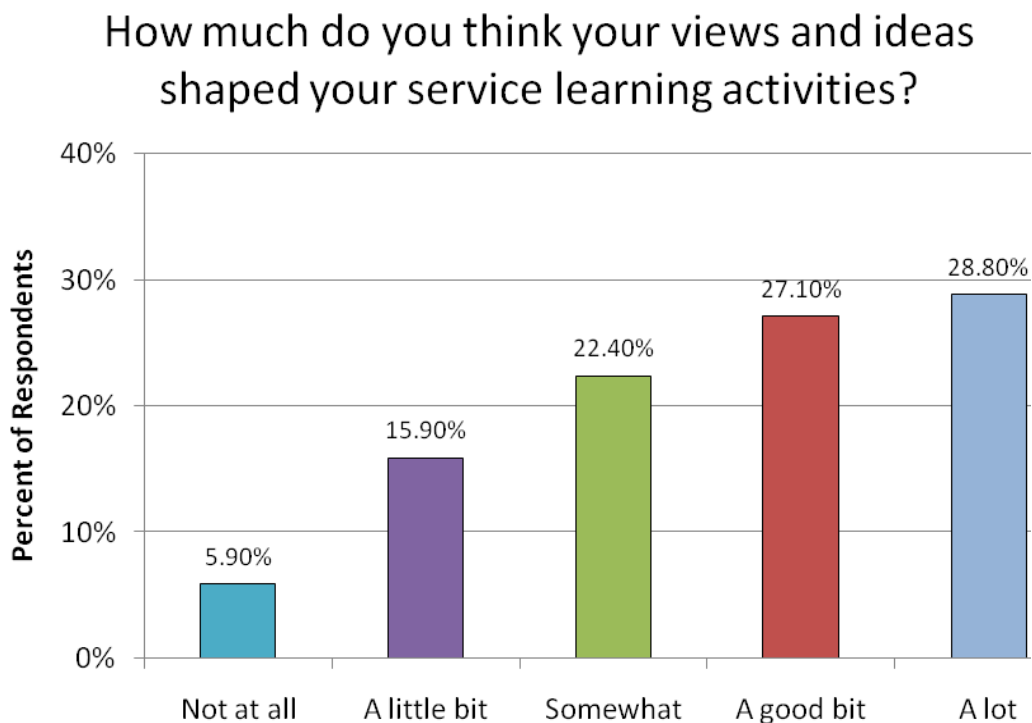
Note. \* $p < .05$ , \*\* $p < .01$ .

Products created by participants in the Afterschool programs also demonstrated the abilities and characteristics related to resiliency. By planning, creating, and promoting the anti-meth products, participants exhibited the criteria of social competence and caring relationships which demonstrates communication skills, interactions with adults and peers, social sensitivity, and connections to the community. Autonomy was demonstrated through decision making, belief in self control and sense of identity. Contributing to the well being of the community, completing the task of making the product, and being responsive to community needs indicated the participant's sense of purpose and meaningful involvement with others. As one program states in its information packets, "By developing a sense of self-worth, identifying healthy alternatives and creating bonds, children will be more equipped with the skills necessary to create resiliency."

Additional questions on the grade 6-12 post-surveys provided evidence from participants on factors of resiliency. Sense of purpose was exhibited through evidence of youth voice and contributing to the community or group. A majority (55.9%) of participants responding to whether their views and ideas contributed to the development of the project responded with positive

answers of “a good bit” or “a lot” (Figure 9). An additional 38.3% responded “somewhat” or “a little bit,” with only 5.9% indicating “not at all.” Reflections on service-learning projects helped participants develop a sense of autonomy, identity, and self-efficacy. As reported in Table 3 above, participants reflected often on how they felt during the project, how decisions were made about the project, and the information gained from the project. They did this primarily through discussions with peers led by an adult leader or another participant, although they were given options of writing, making displays, and creating poems or plays. These options added to their opportunity for creativity.

Figure 9. *Youth Voice Responses*



Participation within the community in service-learning projects, during Martin Luther King, Jr. Day of Service events and continuing throughout the semester, also reflected characteristics of resiliency, and opportunities to develop resilient behaviors and beliefs. Posters, quilts, and presentations on diversity and “dreams” were some of the projects related to the King Day celebrations. In addition to the emphasis on diversity, many projects focused on helping those within the community by serving meals to the elderly, giving programs of song and skits at local nursing homes, and cleaning up parks and schools. Other examples of activities and communication products created by the community-based Afterschool participants are listed in Appendix D.

**Strengthening Communities:** Each year, 85% of 21 new afterschool program-community partners will report an increased capacity to provide services as a result of student involvement.

**Output:** *By the end of year three, 63 new afterschool-community partnerships will be created and documented.*

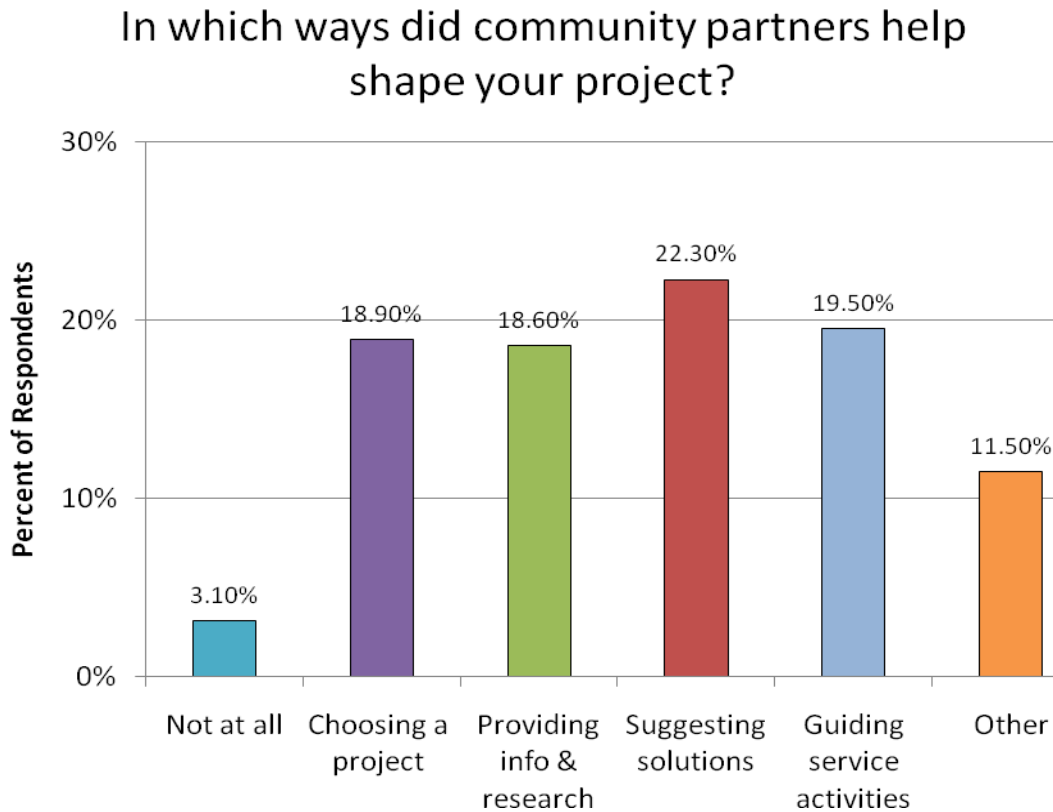
Based upon the three year projection of one partner per program per year and since there were 20 afterschool programs during year 2, 20 partnerships should have been created and documented this year, with a two year total of 40. In year 2 the agencies completed Memorandum of Agreement forms with 34 new partners (see Appendix F), bringing the two year total to 59 formal partners, well exceeding the two year goal. In addition, other community organizations participated in informal capacities as volunteers with the afterschool programs. LASSIE data indicate that there are 153 organizations involved with the 20 afterschool programs.

Formal and informal partnerships were important to the children involved in the afterschool programs. Whether helping with school projects, such as constructing a baseball field or school clean up, or with community events, partnerships were useful to students in planning and implementing activities. Connections to adults and children in the legal system for drug related problems were seen in partnerships with local drug courts and the juvenile justice system.

***Intermediate outcome:*** *70% of community partnerships with afterschool programs are established and sustained, supporting service-learning strategies, even beyond the Learn and Serve America grant.*

The intermediate outcome for this performance measure was changed after year 1 reporting at the direction of the Corporation. It is difficult to determine at this time whether partnerships supporting service-learning strategies will be sustained beyond the grant. Some evidence of this outcome might be seen from LASSIE data that reported that 42% of partners were regularly and actively involved in planning and managing service-learning projects. LASSIE data also indicated that all agencies reported that they are based in strong community partnerships. These results are echoed by participant surveys for grades 6-12, in which respondents indicated that partners were actively engaged (79.3%) in the project in particular ways, such as choosing the project, or providing guidance, information, research, and suggested solutions to problems (Figure 10). Only 3% of participants indicated that partners were not involved at all.

Figure 10. *Community Partner Involvement*



Additional evidence of this outcome might come from the number of partnerships from year 1 that were continued into year 2. Agencies were not asked to report this information, so that data is not available. If this intermediate outcome remains the same for year 3, agencies should report this information. Additional discussion related to sustainability can be found with evaluation question 5.

**End outcome:** *By the end of year three, community partners will report an increased capacity to provide services as a result of afterschool student involvement.*

A majority of the 34 documented partners were given the opportunity via the Memorandum of Agreement to report increased capacity due to the involvement of the service-learning participants. Of those responding, 77.8% indicated that their organization did have increased capacity. Considering all partners from year 1 and year 2, 72.9% were surveyed, with 81.2% responding positively regarding increased capacity. Additional discussion and examples can be seen with evaluation question 3.

**Needs and Activities:** After three years, all of the 63 anti-meth communication resources will be generated by Afterschool participants, resulting in negative attitudes toward meth among 90% of K-12 students who see the anti-meth messages contributing to a reduction in the percentage of Tennessee teens lifetime use.

**Output:** *By the end of year three, 63 anti-meth communication products will be developed and distributed.*

Based upon the three-year projection of one anti-meth communication resource per program per year, 20 products should have been created and disseminated during year 1, with an additional 20 products during year 2. Afterschool participants generated 42 anti-meth communication products during this second year of implementation. Combined with the 35 reported to the State Coordinator last year, the total of 77 already exceeds the three year goal.

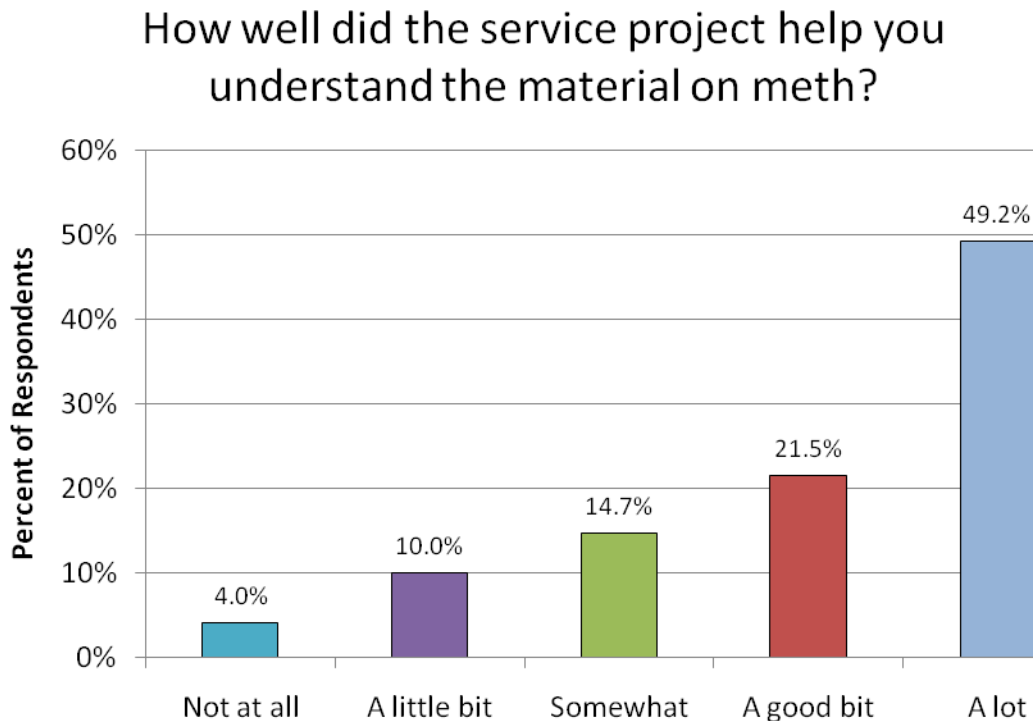
Since the anti-meth message was the learning content of the Afterschool service-learning programs, many projects were described earlier in this evaluation question. Brochures, flyers, bookmarks, and posters have been disseminated in the schools and community. Media involvement and Public Service Announcements have been a highlight, with some groups creating their own songs and jingles. Some programs have broadened the message to healthy lifestyles and distributed materials at health fairs. Other examples of communication products from individual agencies can be seen in Appendix D.

**Intermediate outcome:** *By the end of year three, 90% of readers/hearers of the anti-meth communication products will indicate that they are less likely to use meth or confirmed in their opposition to meth as a result of one of the products.*

During this second year of implementation, responses from readers/hearers were again primarily informal in nature. Formal evaluations of communication products were obtained by short surveys. Readers/hearers were surveyed at twelve program activities that focused on information on meth. Of the usable responses 75.9% (N = 377 out of 497) indicated that they were less likely to use meth. An additional 18.7% indicated that their attitudes regarding the use of meth did not change. Although many made comments that they already were against the use of meth, the wording of the question does not indicate whether their attitudes were positive or negative regarding the use of meth. A change in the survey response options that would reflect these attitudes more specifically would provide more definitive information (see Appendix G).

Beneficiaries also indicated overwhelmingly that being exposed to the communication product or activity helped them gain valuable information or learn about meth. Of the usable responses to questions regarding information on meth, 87.2% indicated that they had learned or gained valuable information. A subset of those surveyed was also asked whether the product or activity was worthwhile, with 89.2% (N = 58 of 65) indicating that they agreed or strongly agreed. In addition, grade 6-12 participants were surveyed about whether the service-learning projects helped them understand the material on meth, with over two-thirds (70.7%) responding “a good bit” or “a lot” (Figure 11).

Figure 11. *Learning About Meth*



More consistent means of gathering reader/hearer data are still being encouraged by the state and program administrators. Further discussion can be found with evaluation question 2.

**End outcome:** *The percentage of TN teen lifetime meth use will decline by 1%.*

Measurement of this outcome is beyond the scope of program evaluation. Evidence of reduction in meth use for participants and beneficiaries will not be available until the 2011 Youth Risk Behavior Survey data is released.

### Conclusions and Recommendations

Based on the data presented in response to this evaluation question, the evaluation team offers the following conclusions and recommendations:

#### Conclusions

1. During 2007-2008, the second year of implementation, the Afterschool Service-Learning Program is fully operational through 16 agencies representing 20 afterschool organizations with 1,165 participants. Project administration is provided by a single State Program Coordinator.
2. The State Program Coordinator, in conjunction with the evaluation team, developed and implemented procedures for administration of pre- and post-surveys to participants and comparison groups, and revised the surveys to increase applicability to problem solving skills and resiliency attitudes and behaviors.
3. Although final determination of the extent to which the project is achieving end outcomes for each of the three performance measures (Participant Development, Needs and

Activities, and Strengthening Communities) is not yet possible, achievement of the outputs and intermediate outcomes has been realized, and movement toward the attainment of all outcomes can be seen.

- 1165 Afterschool students across the state engaged in anti-meth service-learning activities.
- 80% of Afterschool students participating in anti-meth service-learning activities reported increased problem solving skills.
- 85% of Afterschool students participating in anti-meth service-learning activities reported increased resiliency.
- 34 new partnerships have been formed between community organizations and the 20 Afterschool programs.
- 77.8% of the partners surveyed reported increased capacity to provide services as a result of this partnership.
- At least 42 anti-meth communication products were developed and distributed by participants to peers and other community members, educating them on the dangers of meth.
- 75.9% of readers/hearers surveyed at twelve program activities reported that they were less likely to use meth after participating in the activity.

### Recommendations

1. The State Program Coordinator should continue to train agency coordinators on procedures for administration of pre- and post-surveys for both participants and comparison groups, and to stress the importance of consistency in data collection.
2. Agencies should provide data regarding the number of partnerships that were continued from one year to another to increase evidence that partnerships might be sustained beyond the Learn and Serve America grant.
3. More consistent means of gathering reader/hearer data should be developed and incorporated into the fall training sessions. A change in beneficiary survey response options as seen in Appendix G would provide clearer evidence of impact.

### **Evaluation Question Two: How is the program impacting participants' and beneficiaries' attitudes, knowledge and/or behaviors?**

Learn and Serve America *Meth Free TN: Youth Edition* is a statewide grant program that supports integration of service-learning in afterschool programs to further statewide meth prevention initiatives by creating anti-meth communication products by youth for youth. According to Learn and Serve America's National Service-Learning Clearinghouse, "service-learning combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service ([http://www.servicelearning.org/what\\_is\\_service-learning/service-learning\\_is/index.php](http://www.servicelearning.org/what_is_service-learning/service-learning_is/index.php)." In this program, attitudes, knowledge and/or behaviors refer to service-learning, as well as to the topic of methamphetamines and other drugs for both participants and beneficiaries.

Although responses from readers/hearers were primarily informal in nature, formal evaluations of communication products were obtained at twelve program activities that focused on information on meth. These indicated that a large majority of event attendees were less likely to use meth after seeing the product or participating in the event. Other results indicated that beneficiaries gained valuable information about meth and that the product or activity was worthwhile. In addition, participants reported on surveys that the service-learning projects helped them understand the material on meth “a good bit” or “a lot.” Data collected from participants and readers/hearers provide important evidence of the impact of the Afterschool service-learning programs.

Even more compelling are the stories from the leaders or participants themselves. As mentioned above, participants have created and disseminated over 42 anti-meth communication products. The content of the products themselves reflects the attitude and knowledge about the use of meth that the participants gained during the projects. Participants became aware of anti-meth issues beyond the Afterschool program as evidenced by program leaders being asked about news items, overhearing students sharing information with peers (or discussing a Fire Chief’s presentation on his experiences), and telling others what they were learning, ““Don’t do drugs!” This message was also conveyed to peers through videos and brochures, games and skits. One group showed a video to over 600 students during Red Ribbon week. Another group consisting of 7<sup>th</sup> and 8<sup>th</sup> grade students started a program with 5<sup>th</sup> and 6<sup>th</sup> graders to promote anti-meth messages and service-learning activities. An individual example is a student giving her anti-meth materials to another student even though she was supposed to turn them back in; she felt the other student would benefit more.

In some cases, the anti-meth message became very personal. In one agency 11 of 30 participants have been removed from meth houses, and are willing to share their own stories. In two cases children whose mothers were arrested for meth began to rebuild relationships through program involvement. Other parents were thankful for information provided to their children.

Beyond students and their families, communities are hearing and learning more about the impact of meth on adults and their children. Even young children have portrayed the message with a quilt being hung in the local library. Films and videos created through the Afterschool programs are being used by community media and law enforcement offices. In one case the students produced a one-act movie written by a chemistry teacher to be given to all their community partners. The film won an independent film award! And if you passed through one community you might be one of the people who stopped to ask questions and gain information from “pod people,” exhibiting the effects of meth in a visual way. “The result is heightened awareness....people are amazed at the effects of meth. Many say ‘thanks for letting me know about what meth does to people,’” says one program director.

Obviously, creation and dissemination of the products reflect very public behaviors that project the knowledge and attitudes gained or strengthened by the activities within the projects. Other behaviors can be seen by the participation in a variety of school and community anti-meth activities. During an evaluation team member observation of a “celebration fun day,” over 600 participants and beneficiaries wore t-shirts with the anti-meth message “It’s cool to be meth free,” and received backpacks with pencils and water bottles with anti-meth slogans, as well as other health and safety items. The National Guard Drug Task Force Trailer was available for students to view.

The celebration day was also an example of the service-learning methodology being used by programs, benefiting participants and those they served. In addition to the increase in problem solving skills and improved attitudes and behavior related to resiliency, participants

benefited in other ways. One director reported that “the overall general behavior as a group has improved.” Another was pleased in the demonstration of leadership by participants and that “public speaking skills tremendously improved....kids....now can get up and talk comfortably about the [communication] product.” This was seen by attendees at the spring symposium (including an evaluation team member), as one student spoke to the group and later to the Board of Directors. The agency director said that she “is a great example of increased confidence, public speaking and leadership; she was very shy, ....but is now willing to speak at the national conference next spring.”

In other instances service-learning extended beyond the participants to peers and adults. Students in one school setting learned to run the local television news program assisted by parents and Special Education teachers. “They began with the horrors of meth and moved to [topics of] how to live right,” a healthy living program that will air on the local television. In another example, participants started a Kid’s Café, learning to cook and serve the public in addition to sharing information about drugs through brochures and posters.

In addition to these vignettes about changes in skills, attitudes, and behaviors, the belief in the impact of the program on participants and community can also be seen through sustainability efforts, and requests for continuance and site expansion (see evaluation question 5 and Appendix H).

### Conclusions and Recommendations

Based on the data presented in response to this evaluation question, the evaluation team offers the following conclusions and recommendations:

#### Conclusions

Responses from readers/hearers were primarily informal in nature; however, formal evaluations of communication products were obtained at twelve agency activities that focused on information about meth. Anecdotal evidence is prevalent regarding favorable impact on participants, beneficiaries, leaders, and volunteers.

#### Recommendations

The State Program Coordinator should continue to stress procedures for collecting data related to the readers/hearers of the anti-meth communication products, and provide additional training as needed.

### **Evaluation Question Three: *How is the project affecting community partners?***

Community partnerships are important to the Afterschool Service-Learning Program from several perspectives. One of the performance measurements is Strengthening Communities. As reported in evaluation question 1, 34 new formal partnerships have been established with the 20 Afterschool programs during the second year of implementation. Seventy-eight percent (77.8%) of the partners surveyed reported increased capacity to provide services as a result of the partnership.

In addition, one of the eight new quality standards for Service-Learning involves partnerships. As stated in the standards, partnerships should be “collaborative, mutually beneficial, and address community needs.” From this perspective, both the partner organization

and the program participants should benefit from the relationship. Benefits to participants can be seen in examples previously cited in this report. This section will focus on the involvement of, and benefits to, the community partners.

According to Learn and Serve America's National Service-Learning Clearinghouse, "service-learning collaborations provide students with an increased confidence in their ability and show the community that young people can make valuable contributions ([http://www.servicelearning.org/what\\_is\\_service-learning/service-learning\\_is/index.php](http://www.servicelearning.org/what_is_service-learning/service-learning_is/index.php)." This comment echoes the sentiments of the program coordinator for a participating agency, when she described the advantages of community partnerships as twofold: the community organization providing volunteers for the service-learning activities of the youth, and the youth providing awareness of the anti-meth needs of the community and their interests and abilities to address the issue.

There are many examples of program participants serving the community through activities of clean-up, food drives (such as Pi day, a math activity day), and dinners. Students from an elementary afterschool program worked with a local group to clear a hiking trail, which could then be used for exercise by members of both organizations. Another project that benefited others is one in which students assist the Carl Perkins Advocacy Center with fundraising events, painting faces, cleaning up, and providing other support to the youth in that program.

In addition to general service-learning projects, activities aimed at the drug abuse issue have also been strengthened through partnerships. One group of students partnered with local police and fire personnel with a goal of raising community awareness to the dangers of drug abuse. Service-learning participants researched local drug statistics and the effects on children, and disseminated the information through the internet, school media productions, and printed materials. In another example, with the help of the Middle Tennessee Meth Task Force, pre-school children created litter bags with a "Don't Monkey Around with Meth" message to be used by Eastern Star members in the distribution of school supplies at a back-to-school fair.

### Conclusions and Recommendations

Based on the data presented in response to this evaluation question, the evaluation team offers the following conclusions and recommendations:

#### Conclusions

1. New partnerships have been formed between 34 community organizations and the 20 Afterschool programs as seen in Appendix F. Seventy-eight percent (77.8%) of the partners surveyed reported increased capacity to provide services as a result of this partnership.
2. Additional data have not been solicited from community partners. A few specific examples of project impact on community partners are reported, but this information has not been uniformly requested.

## Recommendations

The State Program Coordinator, in conjunction with the evaluation team, should design data collection processes for community partners to address this evaluation. Change in the wording of the performance measures makes it more difficult to provide evidence.

### **Evaluation Question Four: *What problems in project implementation have emerged? How have they been resolved?***

There were few problems during the second year of implementation of this project. Based on interviews with the State Program Coordinator and site coordinators, stakeholders were satisfied with levels of information and communication. Site coordinators appreciated continuous information and reminders from the State Coordinator. They valued training sessions, literature and materials, although more is always appreciated. "Meetings were very useful and organized well" was the consensus of many interviewed coordinators. Although all lauded the State Coordinator for her support and responsiveness to questions and concerns, more efficient organization and paperwork was hoped for by some site coordinators. All site coordinators spoke highly of the State Coordinator, with one quote that sums up all the rest: "Kimee rocks!" The involvement of Board members at state-wide meetings and site visits reflected additional support and encouragement for the local programs.

One issue at the local and state level was the continuity of local program staff. Several agencies had personnel changes during year 2 or between year 1 and year 2, which highlighted the importance of attendance at annual training events and knowledge of the program procedures. Expansion of programs both locally and into surrounding communities is still a goal by some agencies, which requires continuous staffing and funding. Sustainability will be further discussed in evaluation question 5.

Another issue at both levels was the stability of participants and duration of involvement in programs that often serve transitory populations. The collection and validity of data was a challenge for the state staff and the evaluation team. Although participants were required to have at least 40 hours of involvement during this year, additional data regarding program dosage levels over the two year period would have been useful in analyzing data. The nature of the populations involved also added to the challenges of transportation for the children and involvement of parents.

As reported in previous sections, the transitory nature of the participants also impacted survey response rates. However, administration procedures, responses of participants and surveys from comparison groups greatly improved the ability of the evaluation team and the state staff to provide evidence toward performance measures and program efficacy. Although 60% of participants completed a survey at some time, only 29% (341) completed them at both times of the year. Comparison group completions were even lower (122). Continued training and encouragement for agency coordinators might increase response in the final year.

The State Program Coordinator provided agendas and evaluations of the fall and spring state-wide sessions (see Appendices I and J). The fall session was primarily a training session that included the Lions Quest workshop; concurrent sessions with topics of program interest; and discussions of sustainability/resources, LSA grant requirements, evaluation procedures and financial management and reporting. Evaluations indicated that the Lions Quest workshop and the variety of concurrent sessions were the most beneficial aspects of the training. Of the nine concurrent sessions the most attended was "Essential Strategies for Effective Reflection."

Concurrent sessions receiving a rating of high (5) on a 5-point scale most often included the reflection session and “How to Talk about your Service-Learning Program,” “Friends of the Cumberland Trail,” and “Great Group Games.” The list of sessions can be seen in the Training agenda in Appendix I.

The purpose of the spring symposium was primarily for organizations to share their activities and communication products. Evaluations for the symposium were combined for community-based and school-based participants. Overall satisfaction with the event was rated high (5) on a 5-point scale by 76.3% of the respondents, with a similar response to the materials available. Slightly less well received were the participants’ presentations with 68.4% receiving the highest rating. The most valuable aspects of the symposium overwhelmingly were the sharing of ideas, networking and presentations by the individual programs. The only thing mentioned for improvement in this area was for more students to be involved in presentations. Some is great, more is better as seen by this comment: “I like the fact we are having more student voice. It would be great if we could get some legislators to attend and hear the students’ presentations.” Suggestions for improvements for fall and spring sessions were related to facilities and scheduling, not content. The overall success was voiced by one attendee, “It was all very informative and I’m glad I had the chance to attend. I feel it will improve my program in so many ways! Thank you.”

In addition, LASSIE reports provided information regarding the training or technical assistance strengths and needs of the programs. Responses indicated that organizations have strengths in a variety of categories with the most frequently mentioned being developing community partnerships, program design, leadership development, and youth voice/youth governance. The greatest need in agencies is assessing community impact, followed by marketing and individual assessment strategies. Additional training and experience seemed to reduce the needs from last year with topics of reflection techniques, program evaluation strategies/performance measurement, and financial/grant management.

### Conclusions and Recommendations

Based on the data presented in response to this evaluation question, the evaluation team offers the following conclusions and recommendations:

#### Conclusions

1. Few implementation problems have been encountered during the second project year. The State Program Coordinator responds to concerns and questions as they arise.
2. Lack of continuity of staff and participants has the potential to weaken implementation of service-learning methodologies, impact on participants, and data collection procedures.
3. Training has been beneficial and on target with needed topics, responding to suggestions and concerns by program coordinators.

#### Recommendations

1. The State Program Coordinator should continue to provide training, with additional focus on data collection from participants, comparison groups, and beneficiaries, and on sustainability and developing community resources.

2. The State Program Coordinator should consider, in conjunction with the evaluation team, the feasibility of collecting dosage data on participants.

**Evaluation Question Five: How is sustainability of key components of the project being addressed?**

It is still early in the life of this project for extensive evidence to be available regarding sustainability of project elements beyond the grant. This will be a focus for the final year of grant funding. The State Coordinator provided written materials to program coordinators at the Spring Symposium that will be used in the upcoming fall training institute. However, some favorable evidence was available during 2007-2008.

The year 1 evaluation report reflected on the four strategies that promote sustainability for programs as defined in Volunteer Tennessee's *Sustaining Service-Learning: A Practitioner's Guide to Maintaining Long Term Programs* (Brantley, 2004). The four strategies are Implementation, Partnerships, Resource Development, and Media Management. Evidence of these four components was seen in many of the individual programs in year 1, and continues to be extended in year 2. These are updated below.

Quality planning and implementation can set the stage for sustaining the program. LASSIE reports included several sections of questions related to philosophies, policies, and practices within the organizations. All organizations indicated that their programs reflected the perspectives of the quality standards for service-learning: clear and specific learning objectives, strong connections between service and learning opportunities, strong connections between service and civic responsibility, and organized time for reflection. All organizations reported that they "frequently" or "always" have at least six of the nine high quality service-learning program characteristics.

A majority of organizations (56%) indicated in LASSIE reports that service-learning is a strategy related to its strategic or improvement plan, and is part of at least one aspect of the established program. Slightly more organizations (62.5%) reported that service-learning was included in professional development, service-learning standards had been adopted or disseminated, and youth were involved in planning or decision-making at least "occasionally", and more often "frequently" or "always." In addition, this report has previously cited examples of participants involved in all aspects of service-learning from planning and implementation to reflection and celebration.

A second component of sustainability is to create partnerships and to work effectively with other organizations within the community (Brantley, 2004). Development of partners was discussed in evaluation questions 1 and 3. Several organizations also involve staff and volunteers from local schools, universities and colleges. These relationships provide opportunities for students to participate in community service to fulfill course or club requirements.

Resource Development, the third component, relies on organizations knowing their purpose and expanding networks to seek a variety of resources, such as in-kind or cash donations, special events, and public and private funding at the local, state, and federal levels (Brantley, 2004). Subgrantees submitted original grant proposals in 2006, reapplication or expansion proposals in 2007, and again in 2008. At the end of year 2 all organizations except one requested continuance and almost half (7) requested expansion funding (See Appendix H). The one that did not request funds had personnel challenges, but fully intends to continue the

service-learning process in the programs administered by that agency. As expressed by one site coordinator, “time, money, items are donated by so many community organizations” that sustainability is possible even in small communities.

One institution will fund a 40% position in their organization for technical and on-site assistance. Several others are obtaining or creating materials that will allow them to continue their program and community activities into the future (such as materials for puppet shows and plays, life-size board games, traveling “Pod People” with story boards about families with meth problems). Use of Lions Quest curriculum materials will provide opportunities for continued learning and events around service-learning methodologies. One organization will continue to use a curriculum from the Anti-Drug Coalition, “Keeping It Real.” Another coordinator stated what many indicated, “I think we will definitely continue the service-learning concept.”

LASSIE reports provided information on support for service-learning programs in several categories: financial, workload reduction, technical assistance, and recognition or rewards. Although a majority of organizations reported limited support in all four categories, less than half indicated that this was the case “always” or “frequently.” This is less than last year, but it may be that service-learning is being built into the structure of the programs, rather than being an “add-on.” Agency Program Coordinators were staffed full or part time in 50% of the organizations. Of those, six of the eight reported 25% or more of the total job responsibilities were service-learning.

The fourth strategy suggested (Brantley, 2004) is to build relationships with the media: newspapers, television, magazines, radio, even the Internet. Several agencies have formal and informal partnerships with local media, resulting in several service-learning projects and anti-meth products being highlighted in newspaper articles, and on a local cable station. One group of participants wrote a radio jingle that was aired on a local radio station. Another is running anti-drug vignettes on the local news. Other public demonstrations include billboards, parades, booths at fairs, and public service announcements.

As reported by the State Program Coordinator, sustainability and developing community resources will continue to be a focus of training next year. Unfortunately, the development of state-level partners has been limited; however, creation of a service-learning advisory council for state-wide projects may positively impact this program during the upcoming year.

### Conclusions and Recommendations

Based on the data presented in response to this evaluation question, the evaluation team offers the following conclusions and recommendations:

#### Conclusions

1. It is still early in the life of this project for extensive evidence to be available regarding sustainability of project elements beyond the grant. This will be a focus for the final year of grant funding.
2. Some potential signs of project sustainability are evident at the agency level relating to the four strategies that promote sustainability (Brantley, 2004): Implementation, Partnerships, Resource Development, and Media Management.

## Recommendations

1. As the project proceeds to year three, systematic sustainability planning should be addressed at the state and agency level. State provided training should focus on sustainability and developing community resources.
2. The State Program Coordinator should promote, be alert to, recognize, and document evidence of sustainability this final year of the project.

## **IV. Conclusions and Recommendations**

We have consolidated our conclusions and recommendations for each study question as follows:

### **Conclusions**

1. During 2007-2008, the second year of implementation, the Afterschool Service-Learning Program is fully operational through 16 agencies representing 20 afterschool organizations with 1,165 participants. Project administration is provided by a single State Program Coordinator.
2. The State Program Coordinator, in conjunction with the evaluation team, developed and implemented procedures for administration of pre- and post-surveys to participants and comparison groups, and revised the surveys to increase applicability to problem solving skills and resiliency attitudes and behaviors.
3. Although final determination of the extent to which the project is achieving end outcomes for each of the three performance measures (Participant Development, Needs and Activities, and Strengthening Communities) is not yet possible, achievement of the outputs and intermediate outcomes has been realized, and movement toward the attainment of all outcomes can be seen.
  - 1165 Afterschool students across the state engaged in anti-meth service-learning activities.
  - 80% of Afterschool students participating in anti-meth service-learning activities reported increased problem solving skills.
  - 85% of Afterschool students participating in anti-meth service-learning activities reported increased resiliency.
  - 34 new partnerships have been formed between community organizations and the 20 Afterschool programs.
  - 77.8% of the partners surveyed reported increased capacity to provide services as a result of this partnership.
  - At least 42 anti-meth communication products were developed and distributed by participants to peers and other community members, educating them on the dangers of meth.
  - 75.9% of readers/hearers surveyed at twelve program activities reported that they were less likely to use meth after participating in the activity.

4. Responses from readers/hearers were primarily informal in nature; however, formal evaluations of communication products were obtained at twelve agency activities that focused on information about meth. Anecdotal evidence is prevalent regarding favorable impact on participants, beneficiaries, leaders, and volunteers.
5. New partnerships have been formed between 34 community organizations and the 20 Afterschool programs as seen in Appendix F. Seventy-eight percent (77.8%) of the partners surveyed reported increased capacity to provide services as a result of this partnership.
6. Additional data have not been solicited from community partners. A few specific examples of project impact on community partners are reported, but this information has not been uniformly requested.
7. Few implementation problems have been encountered during the second project year. The State Program Coordinator responds to concerns and questions as they arise.
8. Lack of continuity of staff and participants has the potential to weaken implementation of service-learning methodologies, impact on participants, and data collection procedures.
9. Training has been beneficial and on target with needed topics, responding to suggestions and concerns by program coordinators.
10. It is still early in the life of this project for extensive evidence to be available regarding sustainability of project elements beyond the grant. This will be a focus for the final year of grant funding.
11. Some potential signs of project sustainability are evident at the agency level relating to the four strategies that promote sustainability (Brantley, 2004): Implementation, Partnerships, Resource Development, and Media Management.

## **Recommendations**

1. The State Program Coordinator should continue to train agency coordinators on procedures for administration of pre- and post-surveys for both participants and comparison groups, and to stress the importance of consistency in data collection.
2. Agencies should provide data regarding the number of partnerships that were continued from one year to another to increase evidence that partnerships might be sustained beyond the Learn and Serve America grant.
3. More consistent means of gathering reader/hearer data should be developed and incorporated into the fall training sessions. A change in beneficiary survey response options as seen in Appendix G would provide clearer evidence of impact.
4. The State Program Coordinator should continue to stress procedures for collecting data related to the readers/hearers of the anti-meth communication products, and provide additional training as needed.
5. The State Program Coordinator, in conjunction with the evaluation team, should design data collection processes for community partners to address this evaluation. Change in the wording of the performance measures makes it more difficult to provide evidence.

6. The State Program Coordinator should continue to provide training, with additional focus on data collection from participants, comparison groups, and beneficiaries, and on sustainability and developing community resources.
7. The State Program Coordinator should consider, in conjunction with the evaluation team, the feasibility of collecting dosage data on participants.
8. As the project proceeds to year three, systematic sustainability planning should be addressed at the state and agency level. State provided training should focus on sustainability and developing community resources.
9. The State Program Coordinator should promote, be alert to, recognize, and document evidence of sustainability this final year of the project.

## APPENDICES

- Appendix A.** Student Surveys, Administration Instructions, and Consent Forms
- Appendix B.** LASSIE Data on Agencies and Participants
- Appendix C.** K-12 Service-Learning Standards for Quality Practice
- Appendix D.** Examples of Anti-Meth Communication Products and Service-Learning Projects by Agency
- Appendix E.** Learn and Serve America *Meth Free TN: Youth Edition* Afterschool Program Survey Results
- Appendix F.** Community Partners
- Appendix G.** Revised Example of Beneficiary Evaluations
- Appendix H.** Application and Expansion Requests
- Appendix I.** Training Institute and Symposium Agendas
- Appendix J.** Training Institute and Symposium Evaluation Summaries

## *Learn and Serve America Meth Free TN: Youth Edition*

### **Service-Learning Participant Survey Administration Instructions**

Please administer pre surveys to service-learning participants who will be engaged in service-learning activities for at least 40 hours per year BEFORE they start preparing for the service-learning activities. Pre surveys are due to Volunteer Tennessee by **October 22, 2007**. If participants join the program later in the year, do not pre survey them. If you want them to complete a post survey for the sense of doing a similar task as the other participants, do so. Please administer post surveys after participants have completed their 40 hours of service-learning activities. Post-surveys are due to Volunteer Tennessee by **May 30, 2008**. It is your responsibility to get the comparison group surveys to the respective survey administrator. Comparison group surveys should be administered during the same week or month that service-learning participant surveys are being administered.

Each survey that is administered needs to be accompanied by a participant consent form. Survey administrators should provide a student identifier code to be used on the consent form, then by the participants themselves on the survey. The student identifier code is the agency code provided plus extra digits that you determine. The same code must be used on both the pre and post survey with the same student. The code need not be difficult. It is best to have the same number of digits, and to start with some number other than zero. The code should follow the agency identifier code already provided on the consent form. Make a list of the participants' names and identifier code to be used with the post survey in the spring. Again, it is very important to use the same identifier code for a participant on both surveys. Only matched surveys will provide useful information. (See following examples of participant list, consent form, and first page of survey with identifier code).

A participant has the right not to participate in the survey; however, almost all participants are willing to participate, and you should encourage them to enter a response to all items. If any participant is absent on the day of the pre or post survey, have them complete the survey with guidance when they return, as long as it can be returned to Volunteer Tennessee by the specified date.

Give each participant a consent form (with student identifier code already on it) and a survey.

Tell your participants, "Today you are going to fill out a survey that asks what you think about some real life things. The first page will contain your name, the date, and an assigned identifier code that will be used on the survey. Your name will not be used on the survey, only the identifier code." Read the directions from the consent form to the participants. Have them complete the consent form, sign it, and return the consent form to you.

For the 3-5 surveys, read the EXAMPLE question aloud and coach the students on how to give an individual honest response. Let them know this is what they are to do for the rest of the questions. Depending on the age level of the participants, you may need to read the survey questions aloud and have the group answer each question at the same time. This is fine to do,

just be careful not answer the question for them, sway them towards an answer with the tone of your voice or allow them to verbalize their answers.

Plan what you want the participants to do when they have completed the survey. For example, turn in the surveys and go to the next activity, or turn your survey over and wait quietly until all have completed their surveys. As you collect the surveys, make sure the student identifier code is on the survey. Thank the participants for taking the survey.

Bundle the consent forms and surveys separately. You will also need to collect the comparison group surveys from the respective survey administrator. Please do not mix the participant survey with the comparison group survey. Ways to prevent mixing would be to have the survey printed on different colored paper, or stuff them into separate envelopes before sending, etc. Send to Kimee Shideler by the specified date. She will keep the consent forms and forward the surveys to the Evaluation Team. You may keep copies of the consent forms.

## *Learn and Serve America Meth Free TN: Youth Edition*

### **Comparison Group Survey Administration Instructions**

Comparison group surveys should be administered during the same week or month that service-learning participant surveys are being administered. Pre surveys are due to, \_\_\_\_\_, the Service-Learning Program Coordinator by \_\_\_\_\_. The same afterschool student should take the pre survey in the fall and the post survey in the spring. Post surveys are due to, \_\_\_\_\_ the Service-Learning Program Coordinator by \_\_\_\_\_.

Each survey that is administered needs to be accompanied by a student consent form. Survey administrators should provide a student identifier code to be used on the consent form, then by the students themselves on the survey. The student identifier code is the comparison group code provided plus extra digits that you determine. The same code must be used on both the pre and post survey for the same student. The code need not be difficult. If using numbers, better to have the same number of digits, and to start with some number other than zero. The code should follow the agency identifier code already provided on the consent form. Make a list of the students' names and identifier code to be used with the post survey in the spring. Again, it is very important to use the same identifier code for a student on both surveys. Only matched surveys will provide useful information. (See following examples of participant list, consent form, and first page of survey with identifier code).

A student has the right not to participate in the survey; however, almost all participants are willing to participate, and you should encourage them to enter a response to all items.

Give each student a consent form (with student identifier code already on it) and a survey.

Tell your students, “Today you are going to fill out a survey that asks what you think about some real life things. The first page will contain your name, the date, and an assigned identifier code that will be used on the survey. Your name will not be used on the survey, only the identifier code.” Read the directions from the consent form to the students. Have them complete the consent form, sign it, and return the consent form to you.

For the 3-5 surveys, read the EXAMPLE question aloud and coach the students on how to give an individual honest response. Let them know this is what they are to do for the rest of the questions. Depending on the age level of the participants, you may need to read all the survey questions aloud and have the group answer each question at the same time. This is fine to do, just be careful not answer the question for them, sway them towards an answer with the tone of your voice or allow them to verbalize their answers.

Plan what you want the students to do when they have completed the survey. For example, turn in the surveys and go to the next activity, or turn your survey over and wait quietly until all have completed their surveys. As you collect the surveys, make sure the student identifier code is on the survey. Thank the students for taking the survey.

Bundle the consent forms and surveys separately. Send to \_\_\_\_\_ by the specified date. S/he will forward the forms and surveys on to Volunteer Tennessee. Kimee Shideler at Volunteer Tennessee will keep the consent forms and forward the surveys to the Evaluation Team. You may keep copies of the consent forms.

### **Example Pre and Post Survey Participant List:**

Program Name: Sonshine Avenue Ministry

PARTICIPANT	PRE SURVEY	POST SURVEY	HOURS
1. John Doe – SON101	10/1/2007		
2. Jane Doe – SON102	10/1/2007		
3. Hap E. Survislurnor – SON103	10/1/2007		
4. Kimee Fan – SON104	10/5/2007		
5. Steph Annie Roks – SON105	10/1/2007		

### **Example Pre and Post Survey Comparison Group List:**

Program Name: Happy to Help Afterschool Program

<b>STUDENT</b>	<b>PRE SURVEY</b>	<b>POST SURVEY</b>
1. Jimmy Doe – 2SON10	x	
2. Janie Doe – 2SON11	x	
3. Kimberly Brantley – 2SON12	x	
4. Stephanie Robinson – 2SON13	x	
5. Jim Snell – 2SON14	x	

**Learn and Serve America *Meth Free TN: Youth Edition***  
**Afterschool Program**  
Student Survey (Grades 3-5)

Directions: We are conducting a study on the effects of service-learning on students and their community. This is a survey, not a test. There are no right or wrong answers, just your opinions. It is important that you answer each question honestly. The survey will take about 20 minutes to complete. You do not have to take part in the study, and you can stop taking part at any time. You can skip a question if you do not want to answer it. If you have any questions about the survey, please raise your hand and the person giving the survey will help you.

**By writing your name below, you agree to complete the survey. Your individual answers will not be shared.**

Name (please print): John Doe

Name (signature): \_\_\_\_\_

Date: October 10, 2007

Name of Afterschool Program: Happy to Help Afterschool Program

Student ID Code (Agency code or comparison group code included):

2SON 10

**Include this code, not your name, on your survey.**



**8. Do you stand up for yourself without putting others down?**

No                                      Not Sure                                      Yes

**9. Do you intend to volunteer throughout your entire life?**

No                                      Not Sure                                      Yes

**In the next set of questions, circle the best answer. How much has *Meth Free TN: Youth Edition* service-learning program helped you to do any of these things?**

**10. Make new friends.**

Not Helped at All                      Helped Some                      Helped a Lot

**11. Get along with others.**

Not Helped at All                      Helped Some                      Helped a Lot

**12. Make a difference in my neighborhood or town.**

Not Helped at All                      Helped Some                      Helped a Lot

**13. Lead a group project.**

Not Helped at All                      Helped Some                      Helped a Lot

**14. Think of solutions to problems.**

Not Helped at All                      Helped Some                      Helped a Lot

**15. Speak in front of groups of people.**

Not Helped at All                      Helped Some                      Helped a Lot

☺      **Thanks for filling out our survey!!**

**Learn and Serve America *Meth Free TN: Youth Edition***  
**Afterschool Program**  
Student Survey (Grades 3-5)

Directions: We are conducting a study on the effects of service-learning on students and their community. This is a survey, not a test. There are no right or wrong answers, just your opinions. It is important that you answer each question honestly. The survey will take about 20 minutes to complete. You do not have to take part in the study, and you can stop taking part at any time. You can skip a question if you do not want to answer it. If you have any questions about the survey, please raise your hand and the person giving the survey will help you.

**By writing your name below, you agree to complete the survey. Your individual answers will not be shared.**

Name (please print): \_\_\_\_\_

Name (signature): \_\_\_\_\_

Date: \_\_\_\_\_

Name of Afterschool Program: \_\_\_\_\_

Student ID Code (Agency code or comparison group code included):

\_\_\_\_\_

**Include this code, not your name, on your survey.**

**Learn and Serve America *Meth Free TN: Youth Edition*  
Afterschool Program  
Student Pre-Survey (Grades 3-5)**

Afterschool Program: \_\_\_\_\_ Student ID Code: \_\_\_\_\_

What is today's date? \_\_\_\_\_

**EXAMPLE: Do you like pizza?**

No

Not Sure

Yes

**For the following set of sentences, please circle the answer that fits best.**

**1. Are you a boy or a girl?**    Boy                      Girl

**2. What grade are you in?**    3<sup>rd</sup>                      4<sup>th</sup>                      5<sup>th</sup>

**3. Can students your age do things to make the world better?**

No

Not Sure

Yes

**4. Have you done things to help make your neighborhood or town a better place?**

No

Not Sure

Yes

**5. Are you good at leading a group project?**

No

Not Sure

Yes

**6. Are you good at speaking in front of groups of people?**

No

Not Sure

Yes

**7. If you have a problem, can you usually think of solutions?**

No

Not Sure

Yes

**8. Do you stand up for yourself without putting others down?**

No

Not Sure

Yes

**9. Do you intend to volunteer throughout your entire life?**

No

Not Sure

Yes



**Thanks for filling out our survey!!**

**Learn and Serve America *Meth Free TN: Youth Edition*  
Afterschool Program  
Student Post-Survey (Grades 3-5)**

Afterschool Program: \_\_\_\_\_ Student ID Code: \_\_\_\_\_

What is today's date? \_\_\_\_\_

**EXAMPLE: Do you like pizza?**

No                                      Not Sure                                      Yes

**For the following set of sentences, please circle the answer that fits best.**

**1. Are you a boy or a girl?**      Boy                                      Girl

**2. What grade are you in?**      3<sup>rd</sup>                                      4<sup>th</sup>                                      5<sup>th</sup>

**3. Can students your age do things to make the world better?**

No                                      Not Sure                                      Yes

**4. Have you done things to help make your neighborhood or town a better place?**

No                                      Not Sure                                      Yes

**5. Are you good at leading a group project?**

No                                      Not Sure                                      Yes

**6. Are you good at speaking in front of groups of people?**

No                                      Not Sure                                      Yes

**7. If you have a problem, can you usually think of solutions?**

No                                      Not Sure                                      Yes



**Learn and Serve America *Meth Free TN: Youth Edition***  
**Afterschool Program**  
Student Survey (Grades 6-12)

Directions: We are conducting a research study on the effect of service-learning on students and their community. This is a *survey*, not a test. There are no right or wrong answers, just your opinion. It is important that you answer each question honestly. The survey will take about 20 minutes to complete. You do not have to participate in the study, and you can stop participating at any time. You can skip a question if you do not want to answer it. If you have any questions about the survey, please raise your hand and the person giving the survey will help you.

**By writing your name below, you agree to complete the survey. The survey is voluntary. We will make every effort to keep the information we collect confidential, and your individual answers will not be reported to anyone.**

Name (please print): \_\_\_\_\_

Name (signature): \_\_\_\_\_

Date: \_\_\_\_\_

Name of Afterschool Program: \_\_\_\_\_

Student Id Code (Agency code or comparison group code included):

\_\_\_\_\_

**Include this code, not your name, on your survey.**

**Learn and Serve America *Meth Free TN: Youth Edition***  
**Afterschool Program**  
**Student Pre-Survey (Grades 6-12)**

**Afterschool Program :** \_\_\_\_\_ **Student ID Code:** \_\_\_\_\_

**Today's date:** \_\_\_\_\_

**Directions:** For the following questions, circle the word or check the box for the response that fits best.

**1. Are you a male or female?**      Male                  Female

**2. Grade level:**    6    7    8    9    10    11    12

**3. How would you describe your ethnic background? (CHECK ALL THAT APPLY.)**

- White
- Asian/Pacific Islander
- Black/African American
- American Indian/Alaskan Native
- Hispanic/Latino
- Other (specify): \_\_\_\_\_

**4. Please indicate how much you disagree or agree with each of the following statements.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I do things to make the community a better place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I help to address problems in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I try to encourage others to work on community problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I enjoy working together with other students my age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I can work with someone who has different opinions than mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I stand up for myself without putting others down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I plan to graduate from high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Appendix A.**  
*Student Surveys, Administration Instructions, and Consent Forms*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
h. I plan to go to college or some other school after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I have goals and plans for the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Students my age can do things to make the world better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I can make a difference in my neighborhood or town.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I feel responsible for helping others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I intend to volunteer throughout my whole life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. Please rate yourself. How good are you at each of the following things?**

	<b>Not Good At All</b>	<b>Fairly Good</b>	<b>Very Good</b>	<b>Excellent</b>
a. Designing and implementing a service-learning project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Finding resources to help me with a service-learning project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Leading a group project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Understanding what other people are trying to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Getting others to listen to my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Speaking in front of groups of people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Predicting the consequences of actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Finding information to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Doing research on problems in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Helping other students to resolve their conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Thanks for filling out our survey!!**

**Learn and Serve America *Meth Free TN: Youth Edition***  
**Afterschool Program**  
**Student Post-Survey (Grades 6-12)**

**Afterschool Program :** \_\_\_\_\_ **Student ID Code:** \_\_\_\_\_

**Today's date:** \_\_\_\_\_

**Directions:** For the following questions, circle the word or check the box for the response that fits best.

**1. Are you a male or female?**      Male                      Female

**2. Grade level:**    6    7    8    9    10    11    12

**3. How would you describe your ethnic background? (CHECK ALL THAT APPLY.)**

- White
- Asian/Pacific Islander
- Black/African American
- American Indian/Alaskan Native
- Hispanic/Latino
- Other (specify): \_\_\_\_\_

**4. Please indicate how much you disagree or agree with each of the following statements.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I do things to make the community a better place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I help to address problems in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I try to encourage others to work on community problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I enjoy working together with other students my age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I can work with someone who has different opinions than mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I stand up for myself without putting others down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I plan to graduate from high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Appendix A.**  
*Student Surveys, Administration Instructions, and Consent Forms*

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
h. I plan to go to college or some other school after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I have goals and plans for the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Students my age can do things to make the world better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I can make a difference in my neighborhood or town.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I feel responsible for helping others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I intend to volunteer throughout my whole life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. Please rate yourself. How good are you at each of the following things?**

	<b>Not Good At All</b>	<b>Fairly Good</b>	<b>Very Good</b>	<b>Excellent</b>
a. Designing and implementing a service-learning project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Finding resources to help me with a service-learning project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Leading a group project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Understanding what other people are trying to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Getting others to listen to my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Speaking in front of groups of people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Predicting the consequences of actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Finding information to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Doing research on problems in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Helping other students to resolve their conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. How much has *Meth Free TN: Youth Edition* service-learning program helped you with any of these things?**

<b>Skill</b>	<b>Not Helped At All</b>	<b>Not Helped Much</b>	<b>Helped a Little</b>	<b>Helped a Lot</b>
a. Designing and implementing a service-learning project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Finding resources to help me with a service-learning project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Leading a group project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Understanding what other people are trying to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Getting others to listen to my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Speaking in front of groups of people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Predicting the consequences of actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Finding information to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Doing research on problems in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Helping other students to resolve their conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**About Your Service-Learning Projects**

**For the next set of questions, check the box of the answer that fits best.**

**7. About how many hours did you spend on your service-learning activities?**

- |  |   |
|--|---|
| <input type="checkbox"/> None              | <input type="checkbox"/> 11-20 hours      |
| <input type="checkbox"/> Less than 5 hours | <input type="checkbox"/> 21 or more hours |
| <input type="checkbox"/> 5-10 hours        |   |

**8. How well did the service activities help you understand the material on meth and/or other drugs?**

- Not at all
- A little bit
- Somewhat
- A good bit
- A lot

**9. How much do you feel your views and ideas shaped your service-learning projects?**

- Not at all
- A little bit
- Somewhat
- A good bit
- A lot

**For the next set of questions, check ALL of the boxes that apply.**

**10. Who chose the community problems you worked on?**

- |  |   |
|--|---|
| <input type="checkbox"/> Our teacher           | <input type="checkbox"/> Our principal    |
| <input type="checkbox"/> Our community partner | <input type="checkbox"/> Adult volunteers |
| <input type="checkbox"/> We students           | <input type="checkbox"/> Other            |

**11. In which ways did community partners help you shape your projects?**

- Not at all
- Choosing a problem to work on
- Providing information and research
- Suggesting solutions to the problem(s)
- Guiding us in our service activities
- Other

**12. How did you reflect on your project activities?**

- By writing
- By having conversations led by a teacher/group leader
- By having conversations led by another student
- By doing skits, poems, or plays
- By creating a display for parents or other members of the public
- Other

**13. What topics did you focus your reflections on?**

- How I felt as I went through the project
- How our group made decisions about the project
- Course-related information we learned while doing the service activities
- Ethical issues related to the service project
- How to deal with setbacks to our project plans
- Other



**Thanks for filling out our survey!!**

**Appendix B. LASSIE Data on Agencies and Participants**

***Agency information***

Agency	# of staff	# of youth/adult leaders/volunteers	first grant	# years service-learning at organization
Bells City Schools	2	20	y	2--5
Boys and Girls Club Lenoir City/Loudon County	4	20	y	2--5
Boys and Girls Club Vestal/Knox County	5	40	y	2--5
Break the Cycle, Inc.	6	80	y	2--5
REACH/Cannon County	14	80	n	2--5
First Missionary Baptist Church	2	18	y	2--5
Franklin County Schools	5	31	y	2--5
Etowah/Little Children of the World	8	20	y	2--5
KAMEL/McNairy School District	4	23	y	<1
Sonshine Avenue Ministry (2)	4	300	y	2--5
Clarksburg School/So. Carroll County	3	56	y	2--5
Tennessee Tech University/CCR&R (3)	10	70	n	2--5
Tennessee Community Assistance Corporation	9	144	n	2--5
Tracy City Elementary School	4	27	y	2--5
Trenton Housing Authority	6	20	y	2--5
YWCA of Bristol	4	27	y	2--5

*Note. y = yes, n = no, dk = don't know.*

***Participants by grade level.***

Agency	k-5	6-8	9-12	Total
Bells City Schools	36			36
Boys and Girls Club Lenoir City/Loudon County	36	20	3	59
Boys and Girls Club Vestal/Knox County	26	12		38
Break the Cycle, Inc.		104		104
REACH/Cannon County	115	50	35	200
First Missionary Baptist Church	15	10	25	50
Franklin County Schools		40		40
Etowah/Little Children of the World	50	4	1	55
KAMEL/McNairy School District	13	37		50
Sonshine Avenue Ministry (2)	100	60		160
Clarksburg School/So.Carroll County			32	32
Tennessee Tech University/CCR&R (3)	96	8	4	106
Tennessee Community Assistance Corporation	33	11	34	81*
Tracy City Elementary School	35	15		50
Trenton Housing Authority	43	25		68
YWCA of Bristol	20	15		36
<b>Total</b>	<b>618</b>	<b>412</b>	<b>134</b>	<b>1165*</b>

\* Includes dropouts and/or unknowns

**Participant Demographics**

Agency	Hispanic yes	Hispanic no	American Indian	Asian	Black	White	2 or more	Unknown	male	female
Bells City Schools	11	25			13	12		11	17	19
Boys and Girls Club Lenoir City/Loudon County	5	54		1	6	48	4		36	23
Boys and Girls Club Vestal/Knox County	3	35			20	12	6		20	18
Break the Cycle, Inc.	1	103			3	103			44	60
REACH/Cannon County	8	192				196	4		95	105
First Missionary Baptist Church	0	45*			37	6	5	2	38	12
Franklin County Schools	3	37			5	35			20	20
Etowah/Little Children of the World	0	55			2	46	7		29	26
KAMEL/McNairy School District	1	49			2	48			20	30
Sonshine Avenue Ministry	30	130		10	45	105			77	83
So. Carroll County	0	32			1	31			4	28
Tennessee Tech University/CCR&R	5	101			5	100	1		51	55
Tennessee Community Assistance Corporation	4	77	3		4	61	4	9	33	48
Tracy City Elementary School	0	50		1		49			20	30
Trenton Housing Authority	0	68			67	1			52	16
YWCA of Bristol	0	36		1	5	30			0	36
<b>Total</b>	<b>71</b>	<b>1053*</b>	<b>3</b>	<b>13</b>	<b>215</b>	<b>883</b>	<b>31</b>	<b>22</b>	<b>556</b>	<b>609</b>

\* includes unknown

## K-12 Service-Learning Standards for Quality Practice

### Meaningful Service

*Service-learning actively engages participants in meaningful and personally relevant service activities.*

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

### Link to Curriculum

*Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.*

Indicators:

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

### Reflection

*Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.*

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

### Diversity

*Service-learning promotes understanding of diversity and mutual respect among all participants.*

Indicators:

1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.
3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.

## Youth Voice

*Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.*

Indicators:

1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.
2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.
3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.
4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

## Partnerships

*Service-learning partnerships are collaborative, mutually beneficial, and address community needs.*

Indicators:

1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.
2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.
4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.
5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.

## Progress Monitoring

*Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.*

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Service-learning participants use evidence to improve service-learning experiences.
4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

## Duration and Intensity

*Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.*

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.
2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.

*Examples of Anti-Meth Communication Products and Service-Learning Projects by Agency*

Agency	Anti-meth communication products				
Bells City Schools	Book – drug court interviews				
Boys and Girls Club Lenoir City/Loudon County	T-shirt design	Water bottle, whistle, Frisbee, pedometer, pencil			
Boys and Girls Club Vestal/Knox County	T-shirts	Flyers	Fun Day Booth	Water bottle, whistle, Frisbee, pedometer, pencil	
Break the Cycle, Inc.	PSAs	Flyers/posters	Bracelets	Song on radio- "It's your call"	Website/in-school TV
Cannon County/ REACH	Video/research-shown in county		Pledge cards		
Etowah/Little Children of the World	Bookmarks	Skits	Brochures		
First Missionary Baptist Church	Present at health fairs	Skit/play at dinner theater			
Franklin County Schools	Keep it real drug prevention prgm		PP presentations to school classes		
McNairy School District/ KAMEL	Poster	Video	Brochure	t-shirts to all 7 <sup>th</sup> graders	Puppet skits and other skits
So.Carroll County/ Clarksburg School	Bulletin/ billboard in school hallway		t-shirts		
Sonshine Avenue Ministry	Meth facts card	Meth book – written and drawings	Bracelet/pledge card	Backpacks	PSAs – radio jingle
Tennessee Community Assistance Corporation	Meth madness town board game		Traveling "pod people"-steer clear of meth		
Tennessee Tech University/CCR&R (4 sites)	Forever Free 2 and other musicals	DVD or performance	Book	Litter bags – 800+ to back to school celebration	Monkey quilt – be meth free
	Brochures and informational cards	Don't monkey around with meth goody bags	Children's health fair	One-act movie	
Tracy City Elementary School	Summer camp – anti drug/healthy lifestyle		Posters and flyers in school		
Trenton Housing Authority	Drug float	Safe zone proclamation	Brochures, posters displayed	Brochures and syringes	tshirts
YWCA of Bristol	Bookmarks	Drug trailer, TV interview	Video at library, Civic center, school	Meth dummy, display	Jeopardy board game

**Appendix D.**

*Examples of Anti-Meth Communication Products and Service-Learning Projects by Agency*

Agency	Service Learning Projects (not meth)				
Bells City Schools	Readers theater	Diversity Bracelets/necklaces			
Boys and Girls Club Lenoir City/Loudon County	IVA's Place-meals, clean up, donations	Recycling	Club clean up	Donations at Animal Shelter	
Boys and Girls Club Vestal/Knox County	Clothes drive	"Soup for the Cold" Serve a meal at Montgomery Village Housing Devlpmt		Club clean up	
Break the Cycle, Inc.	Pick up litter in park	Paint over graffiti	River shore clean up		
Cannon County/ REACH	Spaghetti dinner and auction at senior center	16 different SL projects – Rock a thon fundraiser for cancer	Diversity programs	Crayon box display (diversity)	Donations for tornado victims
Etowah/Little Children of the World	Nursing home program				
First Missionary Baptist Church	Partner with juvenile center	Helping senior citizens			
Franklin County Schools	Prom, grad night flyers – think before you drink	Community garden for the needy	MLK walk		
McNairy School District/ KAMEL	MLK assembly	Pi day food collection	Read across America–Cat in Hat, costumes		
So.Carroll County/ Clarksburg School	Construction volunteers baseball field	Recycling project	Campus clean up	Reading initiative	Volunteers at Perkins center for child abuse
Sonshine Avenue Ministry	MLK meal	Clean, painted housing dvlpmt	Food drive	Donations to R. McDonaldHouse	School clean up
Tennessee Community Assistance Corporation					
Tennessee Tech University/CCR&R	Local SL provider trainings	SL conference/ training	National workshop session -SL	Read Martin's Big Words, discuss dreams	MLK library displays, flyers, banners
	Clean up city park	Visits/ donations to nursing homes.		Read Maxie	
Tracy City Elementary School	PSAs –health, bullying, recycling, environmental	Walking trail clean up and development	LS morning program – secret pals, turtle doves	Memorial bench	Anecdotal history of community
Trenton Housing Authority	MLK march, speech	Community clean up	Kid's Cafe		
YWCA of Bristol	Nursing home, assisted living	Games and dinner, cards and candy	Block party		

**Learn and Serve America *Meth Free TN: Youth Edition*  
Afterschool Program  
Student Pre-Post Survey (Grades 3-5)**

Afterschool Program: \_\_\_\_\_ Student ID Code: \_\_\_\_\_

What is today's date? \_\_\_\_\_

For the following set of sentences, please circle the answer that fits best.

**1. Are you a boy or a girl?**

	Participants	Comparisons
Boy	188 (50.5%)	124 (54.4%)
Girl	184 (49.5%)	104 (45.6%)

**2. What grade are you in?**

	Participants	Comparisons
3 <sup>rd</sup>	75 (27.0%)	69 (33.5%)
4 <sup>th</sup>	104 (37.4%)	73 (35.4%)
5 <sup>th</sup>	99 (35.6%)	64 (31.1%)

**3. Can students your age do things to make the world better?**

		No	Not Sure	Yes
Participants	Pre	19 (6.4%)	61 (20.4%)	219 (73.2%)
	Post	9 (3.2%)	52 (18.6%)	218 (78.1%)
Comparison	Pre	13 (6.3%)	50 (24.2%)	144 (69.6%)
	Post	7 (6.9%)	18 (17.8%)	76 (75.2%)

**4. Have you done things to help make your neighborhood or town a better place?**

		No	Not Sure	Yes
Participants	Pre	37 (12.3%)	56 (18.7%)	207 (68.9%)
	Post	32 (11.4%)	55 (19.6%)	193 (68.9%)
Comparison	Pre	44 (21.3%)	37 (17.9%)	126 (60.9%)
	Post	13 (12.9%)	29 (28.7%)	59 (58.4%)

**5. Are you good at leading a group project?**

**Learn and Serve America Meth Free TN: Youth Edition Afterschool Program Survey Results**

		No	Not Sure	Yes
Participants	Pre	36 (12.0%)	76 (25.4%)	187 (62.5%)
	Post	42 (15.1%)	74 (26.5%)	163 (58.4%)
Comparison	Pre	43 (20.8%)	52 (25.1%)	112 (54.1%)
	Post	20 (19.8%)	36 (35.6%)	45 (44.6%)

**6. Are you good at speaking in front of groups of people?**

		No	Not Sure	Yes
Participants	Pre	78 (26.1%)	66 (22.1%)	155 (51.8%)
	Post	76 (27.2%)	73 (26.2%)	130 (46.6%)
Comparison	Pre	85 (41.3%)	31 (15.0%)	90 (43.7%)
	Post	46 (45.5%)	22 (21.8%)	33 (32.7%)

**7. If you have a problem, can you usually think of solutions?**

		No	Not Sure	Yes
Participants	Pre	32 (10.7%)	47 (15.8%)	219 (73.5%)
	Post	21 (7.55%)	56 (19.9%)	204 (53.5%)
Comparison	Pre	17 (3.46%)	32 (6.3%)	160 (76.6%)
	Post	12 (12.0%)	21 (21.0%)	67 (67.0%)

**8. Do you stand up for yourself without putting others down?**

		No	Not Sure	Yes
Participants	Pre	26 (8.8%)	49 (16.6%)	221 (74.7%)
	Post	27 (9.7%)	55 (19.7%)	197 (70.6%)
Comparison	Pre	35 (17.3%)	33 (16.2%)	136 (66.7%)
	Post	15 (15.2%)	25 (25.3%)	59 (59.6%)

**9. Do you intend to volunteer throughout your entire life?**

		No	Not Sure	Yes
Participants	Pre	25 (8.4%)	94 (31.6%)	178 (59.9%)
	Post	25 (9.0%)	106 (38.1%)	147 (52.9%)
Comparison	Pre	15 (7.4%)	60 (29.4%)	129 (63.2%)
	Post	11 (11.3%)	46 (47.4%)	40 (41.2%)

**\*\*POSTTEST ONLY\*\***

**In the next set of questions, circle the best answer. How much has *Meth Free TN: Youth Edition* service-learning program helped you to do any of these things?**

**11. Make new friends.**

	Not Helped at All	Helped Some	Helped a Lot
Participants	29 (10.4%)	118 (42.4%)	131 (47.1%)
Comparison	9 (12.3%)	33 (45.2%)	31 (42.5%)

**12. Get along with others.**

	Not Helped at All	Helped Some	Helped a Lot
Participants	23 (8.3%)	125 (45.0%)	130 (46.8%)
Comparison	5 (6.9%)	29 (40.3%)	38 (52.8%)

**13. Make a difference in my neighborhood or town.**

	Not Helped at All	Helped Some	Helped a Lot
Participants	38 (13.3%)	102 (36.7%)	138 (49.6%)
Comparison	11 (15.5%)	38 (53.5%)	22 (31.0%)

**14. Lead a group project.**

	Not Helped at All	Helped Some	Helped a Lot
Participants	46 (16.5%)	123 (44.1%)	110 (39.4%)
Comparison	25 (35.2%)	23 (32.4%)	23 (32.4%)

**15. Think of solutions to problems.**

	Not Helped at All	Helped Some	Helped a Lot
Participants	34 (12.2%)	123 (44.2%)	121 (43.5%)
Comparison	12 (16.9%)	32 (45.1%)	27 (38.0%)

**16. Speak in front of groups of people.**

	Not Helped at All	Helped Some	Helped a Lot
Participants	67 (24.1%)	100 (36.0%)	111 (39.9%)
Comparison	24 (33.8%)	26 (36.6%)	21(29.6%)

☺ . **Thanks for filling out our survey!!**

**Learn and Serve America Meth Free TN: Youth Edition  
AfterSchool Program  
Student Pre-Post Survey (Grades 6-12)**

AfterSchool Program: \_\_\_\_\_ Student ID Code: \_\_\_\_\_

What is today's date? \_\_\_\_\_

For the following set of sentences, please circle the answer that fits best.

**1. Are you a male or female?**

	Participants	Comparisons
Male	123 (23.3%)	108 (20.4%)
Female	193 (36.5%)	91 (17.2%)

**3. What grade are you in?**

	Participants	Comparisons
6 <sup>th</sup>	86 (16.3%)	37 (7.0%)
7 <sup>th</sup>	70 (13.3%)	30 (5.7%)
8 <sup>th</sup>	75 (14.2%)	25 (4.7%)
9 <sup>th</sup>	8 (1.5%)	38 (7.2%)
10 <sup>th</sup>	33 (6.2%)	24 (4.5%)
11 <sup>th</sup>	16 (3.0%)	31 (5.9%)
12 <sup>th</sup>	26 (4.9%)	14 (2.7%)

**3. How would you describe your ethnic background?**

	Participants	Comparisons
White	253 (47.9%)	138 (26.1%)
Asian/Pacific Islander	0 (0.0%)	0 (0.0%)
Black/African American	37 (7.0%)	50 (9.5%)
American Indian/Alaskan Native	1 (0.2%)	1 (0.2%)
Hispanic/Latino	11 (2.1%)	3 (0.6%)
Other	18 (3.4%)	13 (2.5%)

**4. Please indicate how much you disagree or agree with the following statements.**

**a. I do things to make the community a better place.**

		Strongly Disagree	Disagree	Agree	Strongly Agree
Participants	Pre	8 (2.6%)	42 (14.5%)	167 (57.8%)	72 (24.9%)
	Post	5 (2.8%)	25 (14.0%)	101 (56.7%)	47 (26.4%)
Comparison	Pre	6 (3.1%)	48 (25.1%)	72 (24.9%)	15 (7.9%)
	Post	2 (3.7%)	13 (24.1%)	31 (57.4%)	8 (14.8%)

**b. I help address problems in the community.**

		Strongly Disagree	Disagree	Agree	Strongly Agree
Participants	Pre	6 (2.1%)	82 (28.3%)	151 (52.1%)	51 (17.6%)
	Post	11 (6.1%)	47 (26.3%)	93 (52.0%)	28 (15.6%)
Comparison	Pre	10 (5.3%)	89 (47.1%)	69 (36.5%)	21 (11.1%)
	Post	2 (3.7%)	24 (44.4%)	25 (46.3%)	3 (5.6%)

**c. I try to encourage others to work on community problems.**

		Strongly Disagree	Disagree	Agree	Strongly Agree
Participants	Pre	12 (4.1%)	60 (20.7%)	155 (53.4%)	63 (21.7%)
	Post	8 (4.5%)	41 (23.0%)	89 (50.0%)	40 (22.5%)
Comparison	Pre	13 (6.9%)	70 (37.2%)	85 (45.2%)	20 (10.6%)
	Post	4 (7.5%)	18 (34.0%)	26 (49.1%)	5 (9.4%)

**d. I enjoy working together with other students my age.**

		Strongly Disagree	Disagree	Agree	Strongly Agree
Participants	Pre	13 (4.5%)	12 (4.2%)	112 (38.8%)	152 (52.6%)
	Post	6 (3.4%)	14 (7.8%)	72 (40.2%)	87 (48.6%)
Comparison	Pre	8 (4.2%)	14 (7.3%)	94 (49.0%)	76 (39.6%)
	Post	7 (13.0%)	0 (0.0%)	22 (40.7%)	25 (46.3%)

**e. I can work with someone who has different opinions than mine.**

		Strongly Disagree	Disagree	Agree	Strongly Agree
Participants	Pre	25 (8.7%)	38 (13.1%)	148 (51.2%)	78 (27.0%)
	Post	11 (6.2%)	18 (10.1%)	97 (54.5%)	52 (29.2%)
Comparison	Pre	20 (10.4%)	25 (13.0%)	100 (52.1%)	47 (24.5%)
	Post	7 (13.0%)	10 (18.5%)	28 (51.9%)	9 (16.7%)

**f. I stand up for myself without putting others down.**

		Strongly Disagree	Disagree	Agree	Strongly Agree
Participants	Pre	18 (6.2%)	36 (12.5%)	141 (49.0%)	93 (32.3%)
	Post	13 (7.3%)	24 (13.6%)	79 (44.6%)	61 (34.5%)
Comparison	Pre	12 (6.3%)	30 (15.7%)	97 (50.8%)	52 (29.2%)
	Post	3 (5.7%)	17 (32.1%)	21 (39.6%)	12 (22.6%)

**g. I plan to graduate from high school.**

		Strongly Disagree	Disagree	Agree	Strongly Agree
Participants	Pre	3 (1.0%)	5 (1.7%)	54 (18.7%)	227 (78.5%)
	Post	3 (1.7%)	5 (2.8%)	27 (15.3%)	142 (80.2%)
Comparison	Pre	2 (1.1%)	0 (0.0%)	27 (14.3%)	160 (84.7%)
	Post	2 (3.7%)	0 (0.0%)	6 (11.1%)	46 (85.2%)

**h. I plan to go to college or some other school after high school.**

		Strongly Disagree	Disagree	Agree	Strongly Agree
Participants	Pre	6 (2.1%)	12 (4.2%)	76 (26.8%)	190 (66.9%)
	Post	7 (3.9%)	5 (2.8%)	46 (25.8%)	120 (67.4%)
Comparison	Pre	10 (5.3%)	6 (3.2%)	50 (26.3%)	124 (65.3%)
	Post	1 (1.9%)	3 (5.7%)	10 (18.9%)	39 (73.6%)

**i. I have goals and plans for the future.**

**Learn and Serve America Meth Free TN: Youth Edition Afterschool Program Survey Results**

		Strongly Disagree	Disagree	Agree	Strongly Agree
Participants	Pre	6 (2.1%)	10 (3.5%)	64 (22.2%)	208 (72.2%)
	Post	3 (1.7%)	9 (5.0%)	43 (24.0%)	124 (69.3%)
Comparison	Pre	3 (1.6%)	3 (1.6%)	60 (31.6%)	124 (65.3%)
	Post	2 (3.7%)	3 (5.6%)	15 (27.8%)	34 (63.0%)

**j. Students my age can do things to make the world better.**

		Strongly Disagree	Disagree	Agree	Strongly Agree
Participants	Pre	10 (3.5%)	26 (9.1%)	112 (39.0%)	139 (48.4%)
	Post	6 (3.4%)	10 (5.7%)	65 (36.9%)	95 (54.0%)
Comparison	Pre	10 (5.3%)	16 (8.5%)	83 (43.9%)	80 (42.3%)
	Post	3 (5.7%)	2 (3.8%)	18 (34.0%)	30 (56.6%)

**k. I can make a difference in my neighborhood or town.**

		Strongly Disagree	Disagree	Agree	Strongly Agree
Participants	Pre	8 (2.8%)	29 (10.2%)	149 (52.5%)	98 (34.5%)
	Post	8 (4.5%)	15 (8.4%)	84 (46.9%)	72 (40.2%)
Comparison	Pre	13 (6.8%)	39 (20.4%)	87 (45.5%)	52 (27.2%)
	Post	5 (9.4%)	7 (13.2%)	22 (41.5%)	19 (35.8%)

**l. I feel responsible for helping others.**

		Strongly Disagree	Disagree	Agree	Strongly Agree
Participants	Pre	10 (3.5%)	40 (14.0%)	155 (54.2%)	81 (28.3%)
	Post	4 (2.2%)	27 (15.2%)	87 (48.9%)	60 (33.7%)
Comparison	Pre	12 (6.3%)	44 (23.2%)	98 (51.6%)	36 (18.9%)
	Post	6 (11.5%)	10 (19.2%)	24 (46.2%)	12 (23.1%)

**m. I intend to volunteer throughout my whole life.**

Learn and Serve America *Meth Free TN: Youth Edition* Afterschool Program Survey Results

		Strongly Disagree	Disagree	Agree	Strongly Agree
Participants	Pre	15 (5.3%)	46 (16.2%)	155 (54.6%)	68 (23.9%)
	Post	6 (3.4%)	30 (16.9%)	92 (51.7%)	50 (28.1%)
Comparison	Pre	18 (9.5%)	54 (28.4%)	85 (44.7%)	33 (17.4%)
	Post	6 (11.1%)	14 (25.9%)	27 (50.0%)	7 (13.0%)

**5. Please rate yourself. How good are you at each of the following things?**

**a. Designing and implementing a service-learning project.**

		Not Good at All	Fairly Good	Very Good	Excellent
Participants	Pre	28 (9.7%)	131(45.5%)	84 (29.2%)	45 (15.6%)
	Post	13 (7.3%)	79 (44.4%)	60 (33.7%)	26 (14.6%)
Comparison	Pre	49 (25.8%)	83 (43.7%)	45 (23.7%)	13 (6.8%)
	Post	13 (24.5%)	25 (47.2%)	10 (18.9%)	5 (9.4%)

**b. Finding resources to help me with a service-learning project.**

		Not Good at All	Fairly Good	Very Good	Excellent
Participants	Pre	20 (7.0%)	110 (38.6%)	95 (33.1%)	51 (17.9%)
	Post	11 (6.2%)	61 (34.3%)	66 (37.1%)	40 (22.5%)
Comparison	Pre	25 (13.2%)	75 (39.5%)	64 (33.7%)	26 (13.7%)
	Post	6 (11.3%)	20 (37.7%)	18 (34.0%)	9 (17.0%)

**c. Leading a group project.**

		Not Good at All	Fairly Good	Very Good	Excellent
Participants	Pre	38 (13.2%)	91 (31.7%)	95 (33.1%)	63 (22.0%)
	Post	17 (9.6%)	62 (34.8%)	53 (29.8%)	46 (25.8%)
Comparison	Pre	39 (20.5%)	61 (32.1%)	45 (23.7%)	45 (23.7%)
	Post	8 (14.8%)	14 (25.9%)	18 (33.3%)	14 (25.9%)

**d. Understanding what other people are trying to say.**

**Learn and Serve America Meth Free TN: Youth Edition Afterschool Program Survey Results**

		Not Good at All	Fairly Good	Very Good	Excellent
Participants	Pre	8 (2.8%)	66 (23.3%)	115 (40.6%)	94 (33.2%)
	Post	8 (4.5%)	44 (24.7%)	76 (42.7%)	50 (28.1%)
Comparison	Pre	13 (6.9%)	48 (25.4%)	71 (37.6%)	57 (30.2%)
	Post	5 (9.3%)	16 (29.6%)	15 (27.8%)	18 (33.3%)

**e. Getting others to listen to my ideas.**

		Not Good at All	Fairly Good	Very Good	Excellent
Participants	Pre	25 (8.8%)	76 (26.9%)	101 (35.7%)	81 (28.6%)
	Post	16 (9.1%)	45 (25.7%)	67 (38.3%)	47 (26.9%)
Comparison	Pre	19 (10.1%)	62 (32.8%)	65 (34.4%)	43 (22.8%)
	Post	4 (7.7%)	14 (26.9%)	23 (44.2%)	11 (21.2%)

**f. Speaking in front of groups of people.**

		Not Good at All	Fairly Good	Very Good	Excellent
Participants	Pre	70 (24.8%)	87 (30.9%)	54 (19.1%)	71 (25.2%)
	Post	50 (28.6%)	48 (27.4%)	45 (25.7%)	32 (18.3%)
Comparison	Pre	63 (33.3%)	48 (25.4%)	38 (20.1%)	40 (21.2%)
	Post	12 (22.6%)	14 (26.4%)	17 (32.1%)	10 (18.9%)

**g. Predicting the consequences of actions.**

		Not Good at All	Fairly Good	Very Good	Excellent
Participants	Pre	24 (8.4%)	95 (33.3%)	102 (35.8%)	64 (22.5%)
	Post	15 (8.5%)	53 (29.9%)	70 (39.5%)	39 (22.0%)
Comparison	Pre	17 (9.0%)	70 (37.2%)	63 (33.5%)	38 (20.2%)
	Post	7 (13.2%)	17 (32.1%)	18 (34.0%)	11 (20.8%)

**h. Finding information to solve problems.**

		Not Good at All	Fairly Good	Very Good	Excellent
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**Learn and Serve America Meth Free TN: Youth Edition Afterschool Program Survey Results**

Participants					
	Pre	15 (5.3%)	78 (27.7%)	104 (36.9%)	85 (30.1%)
	Post	8 (4.5%)	56 (31.6%)	70 (39.5%)	43 (24.3%)
Comparison					
	Pre	25 (13.2%)	53 (27.9%)	69 (36.3%)	43 (22.6%)
	Post	7 (13.0%)	18 (33.3%)	15(27.8%)	14 (25.9%)

**i. Solving problems.**

		Not Good at All	Fairly Good	Very Good	Excellent
Participants					
	Pre	11 (3.9%)	72 (25.4%)	114 (40.3%)	86 (30.4%)
	Post	7 (4.0%)	42 (23.9%)	72 (40.9%)	55 (31.2%)
Comparison					
	Pre	17 (8.9%)	49 (25.8%)	78 (41.1%)	46 (24.2%)
	Post	5 (9.3%)	19 (35.2%)	17 (31.5%)	13 (24.1%)

**j. Doing research on problems in the community.**

		Not Good at All	Fairly Good	Very Good	Excellent
Participants					
	Pre	38 (13.2%)	101 (35.2%)	87 (30.3%)	61 (21.3%)
	Post	24 (13.4%)	55 (30.7%)	62 (34.6%)	38 (21.2%)
Comparison					
	Pre	54 (28.4%)	71 (37.4%)	32 (16.8%)	33 (17.4%)
	Post	15 (28.3%)	17 (32.1%)	18 (34.0%)	3 (5.7%)

**k. Helping other students to resolve their conflicts.**

		Not Good at All	Fairly Good	Very Good	Excellent
Participants					
	Pre	21 (7.4%)	77 (27.0%)	113 (39.6%)	74 (26.0%)
	Post	14 (7.9%)	54 (30.3%)	61 (34.3%)	49 (27.5%)
Comparison					
	Pre	23 (12.0%)	60 (31.4%)	65 (34.0%)	43 (22.5%)
	Post	10 (18.5%)	23 (42.6%)	13 (24.1%)	8 (14.8%)

**\*\*POSTTEST ONLY\*\***

**6. How much has *Meth Free TN: Youth Edition* service-learning program helped you with any of these things?**

	<b>Not Helped at All</b>	<b>Not Helped Much</b>	<b>Helped a Little</b>	<b>Helped a Lot</b>
Designing and implementing a service-learning project.	11 (6.3%)	25 (14.3%)	87 (49.7%)	52 (29.7%)
Finding resources to help me with a service-learning project.	10 (5.7%)	30 (17.1%)	70 (40.0%)	65 (37.1%)
Leading a group project.	15 (8.6%)	31 (17.7%)	69 (39.4%)	60 (34.3%)
Understanding what other people are trying to say.	13 (7.5%)	17 (9.8%)	68 (39.1%)	76 (43.7%)
Getting others to listen to my ideas.	21 (12.1%)	20 (11.5%)	74 (42.5%)	59 (33.9%)
Speaking in front of groups of people.	29 (16.8%)	21 (12.1%)	64 (37.0%)	59 (34.1%)
Predicting the consequences of actions.	18 (10.3%)	23 (13.1%)	77 (44.0%)	57 (32.6%)
Finding information to solve problems.	16 (9.2%)	33 (19.1%)	63 (36.4%)	61 (35.3%)
Solving problems.	15 (8.6%)	24 (13.8%)	65 (37.4%)	70 (40.2%)
Doing research on problems in the community.	21 (11.9%)	30 (17.0%)	64 (36.4%)	61 (34.7%)
Helping other students to resolve their conflicts.	18 (10.2%)	33 (18.8%)	61 (34.7%)	64 (36.4%)

**About Your Service-Learning Projects**

**For the next set of questions, check the box of the answer that fits best.**

**7. About how many hours did you spend on your *service* activities during your project?**

None	< 5 hours	5-10 hours	11-20 hours	21 or > hours
10 (5.9%)	51 (30.2%)	51 (30.2%)	22 (13.0%)	35 (20.7%)

**8. How well did the service activities help you understand the material on meth and/or other drugs?**

Not at all	A little bit	Somewhat	A good bit	A lot
7 (4.0%)	19 (10.7%)	26 (14.7%)	38 (21.5%)	87 (49.2%)

**9. How much do you feel your views and ideas shaped your service-learning projects?**

Not at all	A little bit	Somewhat	A good bit	A lot
10 (5.9%)	27 (15.9%)	38 (22.4%)	46 (27.1%)	49 (28.8%)

**10. Who chose the community problems you worked on?**

	No	Yes
Our teacher	76 (42.5%)	103 (57.5%)
Our community partner	38 (21.2%)	141 (78.8%)
We students	87 (48.6%)	92 (51.4%)
Our principal	12 (6.7%)	167 (93.3%)
Adult volunteers	46 (25.7%)	133 (74.3%)
Other	45 (25.1%)	134 (74.9%)

**11. In which ways did community partners help you shape your projects?**

	No	Yes
Not at all	10 (5.6%)	169 (94.4%)

**Learn and Serve America Meth Free TN: Youth Edition Afterschool Program Survey Results**

Choosing a problem to work on	61 (34.1%)	118 (65.9%)
Providing information and research	60 (33.5%)	119 (66.5%)
Suggesting solutions to the problem(s)	72 (40.2%)	107 (59.8%)
Guiding us in our service activities	63 (35.2%)	116 (64.8%)
Other	37 (20.7%)	142 (79.3%)

**12. How did you reflect on your project activities?**

	<b>No</b>	<b>Yes</b>
By writing	43 (24.0%)	136 (76.0%)
By having conversations led by a teacher/group leader	68 (38.0%)	111 (62.0%)
By having conversations led by another student	59 (33.0%)	120 (67.0%)
By doing skits, poems, or plays	29 (16.2%)	150 (83.8%)
By creating a display for parents or other members if the public	43 (24.0%)	136 (76.0%)
Other	49 (27.4%)	130 (72.6%)

**13. What topics did you focus your reflections on?**

	<b>No</b>	<b>Yes</b>
How I felt as I went through the project	68 (38.0%)	111 (62.0%)
How our group made decisions	70 (39.1%)	109 (60.9%)

Learn and Serve America *Meth Free TN: Youth Edition* Afterschool Program Survey Results

about the project

Course-related information we learned while doing the service activities	53 (29.6%)	126 (70.4%)
Ethical issues related to the service project	28 (15.6%)	151 (84.4%)
How to deal with setbacks to our project plans	46 (25.7%)	133 (74.3%)
Other	58 (32.4%)	121 (67.6%)

☺ . **Thanks for filling out our survey!!**

**Appendix F.**  
Meth Free TN: Youth Edition Applicant Roster

METH FREE TN: YOUTH EDITION COMMUNITY PARTNERS YEAR 2	Capacity Increase? Yes	Capacity Increase? No
<b>Bells Elementary School:</b>		
Crockett County Drug Court	x	
<b>Boys &amp; Girls Clubs of TN Valley: Lenoir City/Loudon Co.</b>		
Iva's Place		x
<b>Boys &amp; Girls Clubs of TN Valley: Vestal Club</b>		x
Cover Kids		
<b>Break the Cycle, Inc.:</b>		
Keep Smith County Beautiful		
Smith County Mayor's Office		
Smith County Sheriff's Office		
Campus Life Club		
Terri Lynn Weaver		
Riverview Regional Hospital		
Carthage Fire Department		
Interact Club		
Carthage Mayor's Office		
Bush Creek Methodist Church		
Smith County Help Center		
Did not have correct MOU, no capacity question answered		
<b>Cannon County REACH</b>		
Cannon County Sheriff's Dept.	x	
<b>First Missionary Baptist Church</b>		
Camp Emmanuel		
Operation TurnAround		
Did not have correct MOU, no capacity question answered		
<b>Franklin County Board of Education:</b>		
Franklin County Arts Guild	x	
Franklin County Prevention Coalition	x	
<b>Little Children of the World, Inc. Camp Etowah:</b>		
MADCAT (McMinn Anti-Drug Coalition Aiding Teens)	x	
<b>McNairy County Schools:</b>		
<b>Sonshine Avenue Ministry:</b>		
State of TN 10 <sup>th</sup> Judicial District Drug Task Force		x
Bradbury Catering		x

**Appendix F.**  
Meth Free TN: Youth Edition Applicant Roster

<b>South Carroll Special School District:</b>		
Carl Perkins Center for the Prevention of Child Abuse	x	
<b>Tennessee's Community Assistance Corporation:</b>		
Hamblen Education and Awareness Team (H.E.A.T)	x	
<b>TTU Upper Cumberland CCR&amp;R</b>		
TN Family Childcare Alliance (TFCCA) Region 7		
TN Early Childhood Training Alliance		
Upper Cumberland Assoc. for the Education of Young Children (UC_AEYC)	x	
<b>Tracy City Elementary:</b>		
Coordinated School Health	x	
<b>Trenton Housing Authority</b>		
Citizens of Action in Gibson County	x	
<b>YWCA Bristol:</b>		
TN National Guard Drug Awareness Education Mobile Trailer	x	
Virginia Intermont Softball Team	x	
Vance Middle School Related Arts Classes	x	
Sullivan County Health Department	x	
<b>Total number of MOUs</b>	<b>34</b>	

Provide a very brief survey to return to participate in a drawing for a prize. When a completed survey is turned in, give the respondent a ticket for a prize drawing.

The survey might have questions such as the following:

1. Do you know someone who uses meth?
  - a. Yes \_\_\_\_\_
  - b. No \_\_\_\_\_
2. Did you learn something from this activity/brochure about meth?
  - a. Yes \_\_\_\_\_
  - b. No \_\_\_\_\_
3. How has this influenced your attitude toward the use of meth?
  - a. I am more likely to use meth.
  - b. I am less likely to use meth.
  - c. This confirmed my opposition to meth.

*Meth Free TN: Youth Edition Applicant Roster*

	Continuation Request Yr 3	Expansion Funding
Bells City Schools	x	
Boys & Girls Clubs of the Tennessee Valley (Lenior City/Loudon County Club Site)	x	
Boys & Girls Clubs of the Tennessee Valley (Vestal Club Site)	x	
Break the Cycle, Inc.	x	
Cannon County REACH Programs	x	x
First Missionary Baptist Church Meth Awareness Program		
Franklin County Board of Education	x	
Little Children of the World - Camp Etowah After school Program	x	x-\$10,000
McNairy School District	x	x
Sonshine Avenue Ministry	x	x - \$20,000
South Carroll Special School District	x	
Tennessee's Community Assistance Corporation (TCAC)	x	x -\$5,000
Tennessee Tech University Upper Cumberland CCR&R	x	x -\$5,000
Tracy City Elementary	x	
Trenton Housing Authority	x	x
YWCA Bristol	x	

## 2007 Service-Learning Institute Agenda Learn and Serve America Meth Free TN: Youth Edition

### September 20

- 9:30 am Registration/check in
- 10:00 am – 6:00 pm *Lions-Quest K-8 Skills for Growing / Skills for Adolescence*  
Lunch will be provided during workshop **Tulip Grove E/F**
- 6:00 pm Dinner on your own  
At hotel restaurant or can join group heading to Opry Mills for dinner.

### September 21

- 7:00-8:00 am Breakfast; check out of hotel – **Belle Meade**
- 8:00-9:00 am Learn and Serve America—Branding and Marketing for National Service  
*Anne Bentzel and Siobhan Dugan, Corporation for National and Community Service* – **Belle Meade**
- 9:00-9:10 am Break
- 9:10-10:10 am Concurrent workshop sessions:
- Enhancing Civic Engagement through Project Citizen and Service-Learning-Janis Kyser - **Edgewood**
  - How to Talk About Your Service-Learning Program- Anne Bentzel and Siobhan Dugan, Corporation for National and Community Service - **Kingsley**
  - Service-Learning Implementation Q&A for Meth Free TN: Youth Edition -Bridget Borgogna, Lions Quest - **Oaklands**
- 10:10-10:20 Break
- 10:20-11:20 Concurrent workshop sessions:
- Senior Corps and LSA Partnerships- Mark Gage, TN Senior Corps - **Edgewood**
  - Friends of the Cumberland Trail-Del Truitt, Friends of the Cumberland Trail - **Kingsley**
  - Essential Strategies for Effective Reflection - Bridget Borgogna, Lions Quest - **Oaklands**
- 11:20-11:30 Break
- 11:30-12:30 Concurrent Workshop Sessions:
- Engaging Students With Disabilities in Service-Learning- Del Ray Zimmerman, Volunteer Tennessee - **Edgewood**
  - Great Group Games—the value of “play” during group formations- Ann Saylor and Susan Ragsdale, The Asset Edge - **Kingsley**
  - Anti-Meth Resources in Your Community - Rhea Amaro, TN Nat'l Guard Counterdrug Division - **Oaklands**
- 1:30-3:00 pm Grant Requirements & Expectations Review, Evaluation - **Oaklands**
- 3:00 pm Depart



# Tennessee Learn and Serve America Symposium

## Sheraton Music City

*May 12-13, 2008*

### *Agenda*

#### *Monday, May 12*

<i>3:30 -4:00 pm CDT</i>	<i>Registration</i>	<i>Tulip Grove</i>
<i>Breezeway</i>		
<i>4:00-4:20 pm</i>	<i>Welcome/Introductions</i>	<i>Tulip Grove F</i>
<i>4:20-5:15 pm</i>	<i>2009 National Service-Learning Conf. Discussion</i>	<i>Tulip Grove F</i>
<i>5:15-6:00 pm</i>	<i>Evaluation, Resource Sharing, Year 3 Grant Info</i>	<i>McGavock B</i>
<i>6:15-7:00 pm</i>	<i>Dinner</i>	<i>Tulip Grove F</i>
<i>7:00-9:00 pm</i>	<i>Run-through for presentation equipment</i>	<i>McGavock B</i>

#### ***Tuesday, May 13***

<i>6:30-7:30 am CDT</i>	<i>Breakfast/Checkout</i>	<i>Belle Meade</i>
<i>7:30-8:58 am</i>	<i>Presentations</i>	<i>McGavock B</i>
<i>8:58-9:15 am</i>	<i>Break/Checkout</i>	
<i>9:15-10:25 am</i>	<i>Presentations</i>	<i>McGavock B</i>
<i>10:25-10:40 am</i>	<i>Break</i>	
<i>10:40-11:26am</i>	<i>Presentations</i>	<i>McGavock B</i>
<i>11:26-11:45 pm</i>	<i>Break</i>	
<i>11:45-1:00 am/pm</i>	<i>Lunch with Volunteer Tennessee Board</i>	<i>Belle Meade</i>
<i>1:00 – 2:30 pm</i>	<i>Closing/Recognition</i>	<i>McGavock B</i>

Learn & Serve Institute Evaluation

September 20-21, 2007

Please take a moment to complete this evaluation. Your feedback will play a key role in guiding training and technical assistance for this program. Please rate the following on a scale of 1-5 (with 5 being the highest).  
PLEASE MARK ONLY THE SESSIONS THAT YOU ATTENDED. Thanks!

<i>Thursday</i>		Low					
High		1	2	3	4	5	NA-5
Promoting Peace and Preventing Violence (School-based subgrantees only)		1	2	3	4	5	NA-5
One Day Afterschool Lions Quest (Community-based subgrantees only)		1	2	3	4-5	5-13	NA
<i>Friday</i>							
Learn and Serve America—branding And marketing for National Service		1	2	3-1	4-5	5-10	NA-2
Session I							
Project Citizen		1	2	3-2	4-3	5	NA-6
How to Talk about your Service-learning Program		1	2	3	4	5-5	NA-4
Service-Learning Implementation for Meth-Free TN		1	2	3-1	4-2	5-4	NA-4
Session II							
Senior Corps		1	2	3	4	5-1	NA-6
Friends of the Cumberland Trail		1	2	3	4-1	5-4	NA-4
Essential Strategies for Effective Reflection		1	2	3	4-4	5-8	NA-5
Session III							
Engaging Students with Disabilities		1	2	3	4	5	NA-7
Great Group Games		1	2	3	4-2	5-4	NA
Anti-meth Resources in Your Communities		1	2	3	4-3	5-2	NA

Please fill out back side of evaluation----->

1. What part of the meeting was most valuable to you?
  - Lions Quest
  - Too long sitting
  - The sessions
  - Grant Requirements & Evaluation overview
  - Day 2
  - Lions Quest-I found out about parts of the curriculum I didn't previously know about.
  - Free Curriculums
  - Session on reflection
  - Interaction with other people from other programs.
  - Curriculum material
  - Morning sessions
  - Marketing-Media
  - Concurrent Sessions
  - Skills for Growing/Skills for Adolescence
  - Media-reflection ideas-games based on assets
  - Cool tools for marketing-Grant info
  
2. How would you improve this meeting? What recommendations would you have for next year's Institute?
  - More reflection time for Lions Quest training
  - Better location-bad hotel-attitudes and service was bad
  - First part of week vs Thursday & Friday
  - I would enjoy breakout sessions both days
  - Meeting was great
  - Great!
  - Shorter day on Thursday
  - Maybe breakup first day so that we have ½ day lunch ½ day. This year 6 hours after lunch too long
  - I really liked the different workshops. We could choose what would be helpful to us since we are such a diverse group of programs
  - 1) ? requirements first 2) end first day by 4:30 3) Start later on final day
  - W/most conferences too much-its hard to concentrate when you are so tired!
  - The one day Lion's Quest was too crammed
  
3. What other information, resources, and/or technical assistance do you need?
  - More videos for younger kids
  - More affordable (free) resources
  - None-resources we received are great!
  - None, Great Job
  - Any free stuff
  - Conferences
  - Grant writing-Grant opportunities
  
4. Any additional comments that would help Volunteer Tennessee better accommodate and/or serve you in future events?

**Appendix J.**  
*Training Institute and Symposium Evaluation Summaries*

- Mini training: (1 days)
- East-West Middle so more staff can attend
- Great trainings & wonderful accommodations!
- Great hotel
- Great Conference!
- Good accommodations!
- Thank you – It was great!!
- More opportunities to hear best practices

**THANK YOU FOR YOUR GREAT WORK WITH TENNESSEE'S YOUTH**

*Service-Learning Symposium*

**Nashville, TN  
May 12-13, 2008  
Evaluation**



*School based/CBO combined*

Please rate the following on a scale of 1-5 (5 being the highest).

Overall satisfaction with the event	1	2	3-3	4-6	5-29
Participants' presentation	1	2-1	3-3	4-8	5-26
Meeting Facilities	1	2	3-3	4-8	5-27
Food	1	2	3-3	4-9	5-26
Lodging	1	2	3-1	4-2	5-34
Materials	1	2	3-2	4-7	5-29

Additional comments to elaborate on the topics presented above:

- Well done
- Cold room for breakout
- I learned a lot-Glad that I came
- Maybe start breakfast at 7:00am
- Room for mtgs was too cold!!/excellent ideas presented by all counties
- The pasta & vegetables at diner delicious. The sandwiches at lunch were just random vegetable thrown between bread

1. What was the most valuable aspect of the symposium?

- Networking
- Ideas for action
- Hearing great ideas
- Presentations
- Sharing of ideas
- Ideas!
- Gained all lot of great ideas
- Presentations yield ideas
- Lots of IDEAs!!!
- Ideas from other participants
- Networking-resources
- Shared ideas!
- Exchanging information w/other participants
- The individual presentations
- Ideas from others/Information from state
- Learning from others

- Project displays
  - Participants' presentation
  - Sharing ideas with each other
  - All the info from other schools/agencies
  - Lots of ideas
  - Sharing
  - Presentations
  - Seeing what others are doing
  - Learning from others
  - Seeing what others do
  - Networking w/other counties
  - Sharing with other service learning providers
  - Meeting & hearing ideas from other participants
  - The individual school' presentations on Service Learning
  - The participants' presentations introduced valuable ideas for future service projects.
  - Here the presenters from other sights-I am walking away with ideas for my students
  - Hearing what other service-learning classes are doing both successes & failures
  - Hearing about the great things that are going on in the other programs
  - Learning from other groups/organizations to gain ideas on how to grow our group
  - Other agencies and organizations projects & ideas and everyone's hard work to make a difference in our communities
  - Being able to meet w/variety of groups all over the state, getting ideas to incorporate in my program
2. What was the least valuable aspect of the symposium? What would you have left out?
- 7:30-8:00 welcome time
  - Dinner
  - Some of the same ideas repeated-did not hear a lot about how service learning was integrated with curriculum standards
  - Too much push to attend national convention! You are preaching to the choir
  - Learning what other counties are doing & their programs
  - The opening session-could have been a little more concise
  - More time to share!
  - Dinner let everyone eat on their own since breakfast & lunch are together.

3. What would you change about the symposium? What needs to be added?
- More student presentations
  - Nothing I liked everything
  - Small group discussion on issues
  - Some presentations 1<sup>st</sup> day-Some presentations 2<sup>nd</sup> day
  - I would like to see more student participation
  - Music coming back from breaks & to start
  - Plan a little more "meat"-lots of down-time
  - Choose specific ideas with more detail-actually do some activities
  - I like the fact we are having more student voice. It would be great if we could get some legislators to attend and hear the students' presentations.
  - I don't care much for the smoke free hotel rooms
  - More student presentations
  - More time to share!
  - Having a single-day event as opposed to a 2-day
  - Music-Nashville entertainment...
  - A session(s) about particular aspects: community partners, reflections individually youth leadership
  - Dates may be earlier in April (final week of school was difficult to get away)-Next year not a problem because early conference!!
4. What other information, resources, and/or technical assistance do you need?
- Every person's e-mail address
  - Tech person
  - Tips on how to improve the paper work
  - If you could create more time
  - Money, Money, Money, Money....
  - Possible some guidance given to reports that need to be completed-Lassie would help
5. How can Volunteer Tennessee and your program evaluators support you better in training and technical assistance?
- Maybe compile a list of resources so send to each site
  - Video/pp etc. on basic SL
  - It helps to have evaluators like Kimee who are there for you & are so understanding & supportive!
-

- The program evaluator was supportive & helpful. Her praised helped us because we feel weak and alone sometimes amazing job of working ? all of the tech issues
  - \*thought-TV DVD Player I have found a lot of computers don't play the DVD as well
  - Providing senior administration with the data that proves the effectiveness of service learning and the value of all faculty & staff receiving Lions' Quest training
6. What suggestions do you have for the Service-Learning Institute this fall?
- If possible hold it in Dickson or Smyrna so that we could visit these exemplary programs
  - mini break out sessions on topics such as reflection project ideas etc
  - to have it at Vanderbilt again!
  - Conf 09 format for proposals
  - Bring kids
  - Explain that negative experiences are good for learning
  - No just ideas-How to implement/logistics
7. Do you have any suggestions for ways to improve *Clues & News*?
- *Not sure what this is??*
  - *Never heard of it*
  - *I don't know what this is*
  - *Never gotten this*
8. Are there any additional comments that you would like to add to your evaluation that would help Volunteer Tennessee better accommodate and/or serve you in future events?
- Thank You!-Had a great time
  - Thanks for all you do
  - Kimmie, you do a great job
  - Nice job-give kimee a raise
  - Very enjoyable
  - Could be a bit more organized
  - Thanks for being so very helpful!-You guys are awesome!
  - We never had a site visit for 2007-2008
  - The conf was really great-I enjoyed it-I am glad I came
  - This was great-Programs got a lot of good ideas
  - Great Job!-Keep up the good work!
  - Thank you for al the extra you give to help TN!-Your hard work illustrates you passion in helping others. Appreciate you!
-

- It was all very informative and I'm glad I had the chance to attend. I feel it will improve my program in so many ways!-Thank you again.