



Dr. Sheldon Berman, Superintendent

Building Bright Futures **State Farm** **Service Learning Program**

2007-2008

2008-2009

Final Report 2009

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Introduction

The *Building Bright Futures* service learning program, funded by the State Farm Youth Advisory Board over a two year period, linked the construction and pre-architecture magnet programs in Jefferson County Public Schools, Kentucky, by providing students at two high schools with the opportunity to apply classroom skills towards service to the community. The program was coordinated by the Jefferson County Public Schools Volunteer Talent Center and participating schools.

Establishing the link between classroom skills and service to the community allowed students to participate in service learning experiences that applied classroom learning to real life projects and strengthened ties between the school district and the community. The two high schools involved were Waggener Traditional High School and Iroquois High School Magnet Career Academy. Waggener High School was involved in the program for two calendar school years (2007-2008 and 2008-2009) and Iroquois for one school year (2008-2009). Both schools committed to implementing a service-learning program which had students involved in building projects that met a community need.

The goal of the program was to increase student participation in the building program, to expand student opportunities for access to higher education, and to engage students in building efforts that provided support for a community charity. Waggener High School updated its drafting and design lab to meet the equipment standards of professional architects. Students used this newly acquired technology to design two playhouses each year, one auctioned to fund student scholarships and the other designed to benefit a charity. The Iroquois project involved students in a service learning effort through which they utilized “green” technology, such as geothermal heating, to create an energy efficient home in the Iroquois low income neighborhood. In addition, each school committed to the following standards for the programs:

- Both programs were student-driven, and followed the preparation, action, reflection, celebration (PARC) model of service-learning; students were involved in all aspects of the project: preparation, action and reflection.
- Both schools promoted interest in and knowledge of career options in construction.
- An Advisory Board provided counsel and expertise to program staff and students at each school.
- Student's visited universities and other post-secondary sites.
- Both projects marketed through a DVD and a brochure.

Program Description and Student Driven Constructions

Waggener High School Program

2007-2008 School Year

During the first year, 2007-08 school year, the senior class in the pre-architecture program, as part of the preparation and action step of service-learning, designed and constructed two large "capstone" projects. The first was a large two-story playhouse. This playhouse was designed to be a "theme" structure, and it was auctioned off at the Rising Stars production of "Willy Wonka and the Chocolate Factory," a play performed by students at the Iroquois Amphitheatre in Louisville in the summer of 2008. The pre-architecture program donated the playhouse to Hosparus of Louisville to raise money for the charity. After the play completed its season, the playhouse was auctioned raising over \$3,000 for Hosparus.

The second project of the 07-08 school year was a log cabin playhouse for children. Intended as a tribute to the 200th anniversary celebration of President Abraham Lincoln and constructed from landscape timbers, this project presented unique design and construction challenges for the students. The result was a one story log cabin with a front porch, and a loft. This project turned out to be a favorite among the children who attended the



community pre-school housed at Waggener High School. This playhouse was sold, and the proceeds went to provide a \$300 scholarship for each of the top three members of the pre-architecture program. Scholarship recipients were evaluated on overall GPA and dedication to the program over the four year period in which they were enrolled.

2008-2009 School Year

Again, during the 08-09 school year the senior class in the pre-architectural program designed and constructed two large “capstone” projects. As in the previous year, each of the projects had a dual purpose: 1) to provide an opportunity for students to use their skills to design and build useful structures; 2) to provide financial support to meet local community needs.

The first project of the 2008-2009 school year was a two story playhouse for children, built as a replica of Churchill Downs, complete with the twin spires and “Millionaires Row.” During the design process, the students studied the history of Churchill Downs, and reviewed changes in building design. They then brainstormed and sketched a variety of designs incorporating elements from the earlier period of “the Downs”. A great deal of attention was given to choosing and then replicating the details that would provide a symbolic representation of the structure. This playhouse was donated to Kosair Charities of Louisville which auctioned it off at the real Churchill Downs on October 3, 2009 raising \$5, 200 to aid the charity.

The second project of the 08-09 school year was a large utility building. This project required students to study standard construction materials and techniques, in order to design and build a useful structure. This project was sold, and the proceeds went to provide a \$300.00 scholarship for each of the top three members of the pre-architecture program. Recipients were evaluated on overall GPA and dedication to the program over the four year period on which they were enrolled.



Waggener Advisory Board

The Waggener High School Pre-Architecture program is supported by an advisory board of community members. Advisory board members meet twice per year, in the fall and spring, to discuss the following items: 1) current studies and projects underway by students; 2) direction of the program; 3) changes in curriculum or facilities; 4) resources that are available. Currently, there are nine persons on the advisory board from the school and community.

"I have been a member of the advisory committee for the pre-architecture program at Waggener High School for three years now. My involvement has extended to in the construction of three of their service-learning project buildings: the pirate ship, Willy Wonk's Chocolate Factory, and the replica of Churchill Downs. It has been a positive experience for everyone involved; the students, the community, and the volunteers such as myself who get to work along-side the students when deadlines get close. I am a former Waggener student and it makes me feel good to see this kind of program in my alma mater."

-Kirk Berglund
Director of Safety and Health
Meiners Electric Co.

Iroquois High School Program

2008-2009 School Year

Involvement from Iroquois High School in the Building Bright Futures program was for the second year only, 2008-09. Waggener High School was the single school involved in the first year of the grant. In the second year, the grant was expanded to include Iroquois. Prior to becoming linked to the Building Bright Futures Program, 2007-2008, students at Iroquois High School participated in a program through which they renovated a home in the Iroquois low income neighborhood. This home had been purchased by Stock Yards Bank, and once the renovation had been completed, the home was sold to a neighborhood resident at a below market (not for profit) price. The work done by students was recognized and applauded throughout the community.

Community support was offered to Iroquois in the 2008-2009 school year through a partnership with Waggener High School and the Building Bright Futures Program. This partnership between Iroquois High School and the Building Bright Futures Program offered students the opportunity to include environmentally conscious

building methods, “green” technology, in the home renovation process. Teachers and staff from the Iroquois High School Magnet Career Academy have recognized the importance of introducing students to this new and increasingly relevant building technology. The largest “green” addition to the home renovation project was the installation of a geothermal heating and cooling system. This technology reduces the amount of fossil fuels that the project home will consume by drawing energy from the Earth. After the completion of an in-home energy audit, students installed electrical upgrades, replaced windows and doors, and placed energy efficient plumbing.

Iroquois Advisory Board

The Iroquois High School Magnet Career Academy, Construction Technology Advisory Council is a collection of individuals that provide support for the nine construction programs housed at Iroquois High School: masonry, construction management, carpentry, residential electricity, HVAC (heating, ventilation & air conditioning), interior design, plumbing, welding, and architectural drafting. Advisory members meet twice per year, in the fall and spring, to address: 1) program updates and changes; 2) projects undertaken by students in the school and community; 3) resources available in the community. At this time, there are one hundred and nine members on the advisory council.

Evaluation Method

The Jefferson County Public Schools high school students that participated in the *State Farm Service Learning Program* during the 2007-2008 and 2008-2009 school years completed a survey regarding the impact of their service learning experience. Survey data were collected from students at the end of the school year by the program staff. Student enrollment, demographic data (gender, ethnicity, etc.), were collected by the program evaluator through the district data system. Additionally, participant’s non-cognitive measures were also extracted from the district data system. These data include student absenteeism and out of school suspension incidents.

A survey was administered to the 12th grade student participants and was composed of 19 multiple choice statements related to service learning experiences and outcomes. The multiple choice items were measured using five response possibilities: Strongly Agree, Agree, Disagree, Strongly Disagree, and Unsure. The students were also asked to choose one statement and provide an open ended explanation of their responses. The student survey results were analyzed using descriptive statistics.

The Tables below illustrate the data available for the purpose of this evaluation. Some of the indicators such as suspensions and school attendance were outcome measures required by State Farm. The data that speaks most closely and clearly about the program were garnered from the qualitative data that directly captures the impact that the program had on the students, their school and community. The samples, descriptions and years of data presented in this evaluation can be seen on Table 1 for Waggener and Table 2 for Iroquois.

Table 1: Description of data for Waggener participants

Data	Total Number	Description of Sample	2006-2007 Baseline	2007-2008 Year 1	2008-2009 Year 2
Demographics	50	Students who participated in the program/class for 2 years		<input type="radio"/>	N/A
Attendance	50	Students who participated in the program/class for 2 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suspension	50	Students who participated in the program/class for 2 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Survey	14 (2008) 16 (2009)	Senior students that participated in the class and program for 2 years and worked intimately on the construction project		<input type="radio"/>	<input type="radio"/>

Table 2: Description of data for Iroquois participants

Data	Total Number	Description of Sample	2007-2008 Baseline	2008-2009 Year 1
Demographics	122	All students enrolled in the class in which the program was situated for 2 years		<input type="radio"/>
Attendance	75	Senior students that participated in the class baseline year and in the program year	<input type="radio"/>	<input type="radio"/>
Suspension	75	Senior students that participated in the class baseline year and in the program year	<input type="radio"/>	<input type="radio"/>
Survey	12	Senior student that participated in the class and program for 2 years and worked intimately on the construction project during the last months of the program		<input type="radio"/>

Evaluation Questions

Program enrollment

1. How many students participated in the program for the life of the program?
2. What are the characteristics of students that participated in the program each year?
3. What are the characteristics of students who participated more than one year?

Student Driven Constructions

4. What student driven construction projects occurred as part of the program?
5. What gifting of these structures to local agencies/businesses for charitable purposes occurred?

Participant school attendance and suspensions

6. How does the participants' school absenteeism compare to the district average?
7. What is the participants' out of school suspension rate as compared to the district average?

Participant attitudes and perceptions

8. Based on participants' responses, what are participant attitudes toward civic involvement and community needs?
9. What are the participants' perceptions of the program (e.g., what they gained, suggestions)?

Post-Secondary architectural/construction programs or employment

10. What percentage of participants (those who completed the survey) report that they will pursue post-secondary architectural/construction programs or employment?

EVALUATION FINDINGS

Program Enrollment and Participant Demographics

The *Building Bright Futures* program served a total of 172 students who participated in the program. All of the participating students were enrolled in the pre-architecture class. The demographics of Waggener participants are illustrated on Table 3 and the Iroquois participant demographics are shown on Table 4.

In both schools, the majority of program participants were male. With respect to ethnicity, over half of all participants involved in the program for 2 years at Iroquois are minority, while 30% of 2 year participants in the program at Waggener are minority. When combining the schools, of the 172 students that participated in the program for 2 years, a total of 87 (50.1%) are minority students. With respect to lunch status, the majority of students at both schools received free/reduced lunch.

Table 3: *Demographics of Waggener students who participated in program for 2 years (N=50)*

Gender	
Female	26.2%
Male	73.8%
Race	
African American	50.8%
White	41.0%
Other	8.2%
Lunch Status	
Free/Reduced	72.4%
Paid	27.6%

Table 4: Demographics of Iroquois students who participated in program for 2 years (N=122)

Gender	
Female	26.2%
Male	73.8%
Race	
African American	50.8%
White	41.0%
Other	8.2%
Lunch Status	
Free/Reduced	72.4%
Paid	27.6%

School Absenteeism and Suspensions

School Absenteeism and suspension data were analyzed for all students who were in the program for two years at Waggner and Senior students at Iroquois who were in the class for two years. Please note that due to the nature of the program, there is no way to determine any causal connection between program participation and school suspensions or school attendance. As shown in Table 5, the average number of days absent for Waggner participants decreased from baseline year to year 1 and remained generally stable for years 1 to year 2.

Table 5: School absenteeism for Waggner participants baseline, year 1 and year 2 (n=50)

	Average # Days Absent 2006-2007 Baseline	Average # Days Absent 2007-2008	Average # Days Absent 2008-2009
Waggner	9.2	8.5	8.8

Table 6 illustrates absenteeism for participants at Iroquois who were seniors and in the class in which the program occurred in 2008-2009 (n=75). Five students were removed from the sample to being extreme outliers to reflect the mean. As shown, absenteeism decreased slightly from the baseline year to program year.

Table 6: School absenteeism for 12th grade Iroquois participants Baseline and Year 1 (n=75)

	Average # Days Absent 2007-2008 Baseline	Average # Days Absent 2008-2009
Iroquois	23.2	20.3

As shown in Table 7, the average number of out of school suspensions from participants at Waggener decreased from baseline year to year one and increased slightly from year 1 to year 2. The range under the average reflects the lowest and highest number of suspensions given to any one student in the group. The average is affected by the recidivism of suspensions for some participants.

Table 7: Average number of suspensions of Waggener participants baseline, year 1 and year 2 (n=50)

	Average # Suspensions 2006-2007 Baseline	Average # Suspensions 2007-2008	Average # Suspensions 2008-2009
Waggener Average	.9	.06	.16
Range*	0-4	0-2	0-6

* the range demonstrates the lowest number of suspensions received by any one student in the group and the highest number of suspensions received by any one student in the group

As demonstrated in Table 8, for senior participants at Iriquois who were in the class in which the program was situated in 2008-2009, the average number of suspensions, and range of suspensions for participants remained stable from baseline year to their program year 1.

Table 8: Average number of suspensions of Iroquois participants baselin year and year 1 (n=50)

	Average # Suspensions 2007-2008 Baseline	Average # Suspensions 2008-2009
Iroquois Average	.19	.22
Range*	0-4	0-5

Student Survey Results: Perceptions about civic engagement, service learning outcomes, etc.

Student participants were asked to respond to questions on a survey at the end of each program year. At the end of year one (2007-2008) only the 11th grade participants at Waggener who were most intensively involved in the program. However, at the end of year 2, students who were in the program both years (2007-2008 and 2008-2009) at the schools responded to the survey.

As shown on Table 9, at the end of year one (2007-2008) Waggener 11th grade students were administered a survey. Participants were provided with 19 positive statements about the impact of their *Building Bright Futures* service learning activities and asked to mark if they strongly agree, agree, disagree, strongly disagree or were unsure. Overall, 70% or more of the students agreed with all of the 19 positive statements.

This class taught me new skills, interest, and knowledge of everything in building a building for our community to see how everything is put together as it is now.

-Program Participant

As shown in Table 9, 100% of the students agreed or strongly agreed that the service learning activities they were involved in, “help acquire new skills, interest & knowledge,” “Make learning more interesting,” and “help develop team member skills.”

The statements that the lowest percent of students (71.4%) agreed or strongly agreed with were *service learning activities*, “broaden understanding of people/places” and “help me better understand my community.”

Table 9: 2007-2008 *Percent of students who agree or strongly agree to the following statements (n=14)*

Service Learning Activities...	%
Help acquire new skills, interest & knowledge	100.0%
Make learning more interesting	100.0%
Help develop team member skills	100.0%
Help develop confidence & self reliance	92.9%
Help connect school with life outside of school	92.9%
Acquaint me with career possibilities	92.9%
Teach me job skills	92.9%
Should be used in more of my classes	92.9%
Help better understand what I study	92.9%
Improve my attitude towards school	92.9%
Help reflect on my learning	92.9%
Help with problem solving	92.9%
Opportunity to be creative/see ideas put to work	85.7%
Encourage me to continue service/volunteerism	78.6%
Help improve grades	78.6%
Help improve attendance	78.6%
Help reduce getting in trouble	78.6%
Broaden understanding of people/places	71.4%
Help better understand my community	71.4%

At the end of year 2 (2008-2009) Waggener students who were in the program for two years were administered a survey. Participants were asked to mark if they strongly agree, agree, disagree, strongly disagree or were unsure. As shown in Table 10, 100% of the students agreed or strongly agreed that the service learning activities they were involved in, “help acquire new skills, interest & knowledge,” “acquainted them with career possibilities,” and “help develop team member skills, as well as confidence and self-reliance.” For every positive survey item, at least 80% of respondents reported they agreed or strongly agreed with the statement.

Table 10: 2008-2009 *Percent of Waggener students who agree or strongly agree to the following statements (n=16)*

Service Learning Activities...	%
Help acquire new skills, interest & knowledge	100%
Help develop team member skills	100%
Help develop confidence & self reliance	100%
Acquaint me with career possibilities	100%
Teach me job skills	100%
Opportunity to be creative/see ideas put to work	100%
Help improve grades	100%
Make learning more interesting	93.80%
Help connect school with life outside of school	93.80%
Should be used in more of my classes	93.80%
Improve my attitude towards school	93.80%
Help reflect on my learning	93.8%
Help with problem solving	93.8%
Encourage me to continue service/volunteerism	93.8%
Help reduce getting in trouble	93.8%
Help improve attendance	87.5%
Help better understand my community	87.5%
Help better understand what I study	81.3%
Broaden understanding of people/places	81.3%

Iroquois students were administered the survey at the end of their year of participation. As illustrated in Table 11 a little over 90% of the students agreed or strongly agreed that the service learning activities they were involved in, “acquainted me with career possibilities,” “made learning more interesting,” and “they should be used in more of their classes.” Fewer than half of the students agreed or strongly agreed with the statements that *service learning activities...* “broaden understanding of people/places” and “gave me an opportunity to be creative and see my ideas put to work.”

Table 11: Percent of Iroquois student participants who agree or strongly agree to the following statements (N=12)

Service Learning Activities...	%
Acquaint me with career possibilities	91.6%
Make learning more interesting	91.6%
Should be used in more of my classes	91.6%
Help connect with my life outside of school	83.3%
Teach me job skills	83.3%
Help better understand what I study in class	83.3%
Encourage me to continue service/volunteering	83.3%
Help improve grades	83.3%
Help improve attendance	83.3%
Help reduce getting in trouble in school	83.3%
Help develop confidence & self reliance	75.0%
Help me acquire new skills, interests and knowledge	75.0%
Help better understand my community	75.0%
Improve my attitude toward school	58.3%
Help me with problem solving	58.3%
Help me develop my team member skills	50.0%
Help me reflect more on my learning	50.0%
Opportunity to be creative/see ideas put to work	41.6%
Broaden my understanding of people and places	41.6%

Post-Secondary Architectural/Construction Programs and Employment

At the end of the 2008-2009 school year, students from Waggener High School were surveyed and asked to respond to several open ended questions. Students responded to is the following question: “Do you plan on continuing in architecture or construction after high school?” Of the respondents, 94% responded in the affirmative: that yes they do plan to continue in the field after high school.

A total of 56% of respondents said that they were going to pursue a technical career in the area at Jefferson County Community/Technical College; 12% said they planned to study architecture at the University of Kentucky, and 32% reported they planned on working in construction and/or construction management. One participant noted that he planned on building his own house in the future.



“I plan on continuing construction because it will help me get good paying job”

“I plan on attending the University of Kentucky to further my education in architecture”

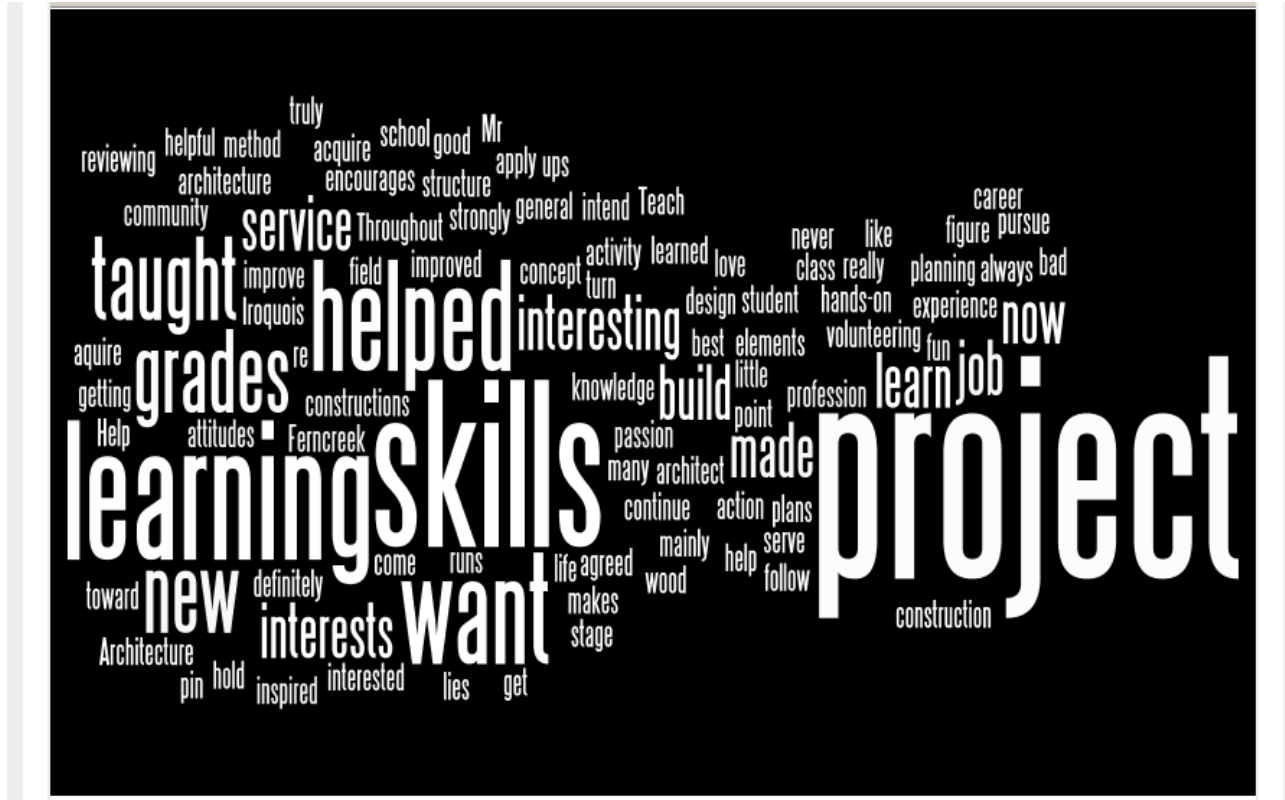
-Program Participants



Participant Perceptions about Program Dynamics and Impact

Participants were asked to choose a statement from the survey and provide any open ended response regarding the program. The open ended responses were analyzed using a data visualization tool. This tool illustrates the results of the open ended responses. The size of the words corresponds to the frequency the word was used. As shown in figure 1, themes regarding learning skills, helping, taught, projects, and interests were most frequently highlighted.

Figure 1: Data visualization for open ended feedback responses



Students were also asked other questions related to skills they developed and making a difference in the community. As shown in Table 12 below, responses to the question “What is a skill that you developed as a result of the playhouse/home renovation project?” included mainly teamwork/leadership and the development of various technical skills.

With respect to the question “Do you feel like the playhouse/home renovation project made a difference in the community?” Of the respondents, 100%) responded in the affirmative, that yes they do feel like the program made a difference in the community. In addition to identifying the various ways the project helped others in need, the participant’s comments also demonstrated that the program had a perceived positive impact on the school.

Table 12: Student open ended responses regarding skills and perceived difference in community (n=16)

What is a skill that you developed as a result of the playhouse/home renovation project?	
Team work & leadership	“I developed a more of a reliance on others and a dedication to a project I had created.”
	“...working side by side with people that understand me and all of our ideas.”
	One skill that I developed from the home renovation is how to be a leader and how to accomplish goals
Technical skills	“how to properly frame and complete a house”
	“How to construct walls and roofs” and “Laying out a wall (large scale)”
	“I learned a lot about how to get permits for buildings and I learned how to completely redo a whole house.”
Do you feel like the playhouse/home renovation project made a difference in the community?	
Helping others in need	– “It is going to help a first time home buyer low income family have a good house they couldn’t have had before.”
	“I believe this project will provide awareness for the community and provide Kosair Charities with lots of charity.”
	“I feel like the home renovation made a difference in the community because we are helping others like a low income family.”
Impacted on school	“I think that it makes the community realize how much talent we really have.”
	“I feel the project brought great pride to the Waggener community”
	“It has made a difference in the way that it is bettering our very own public Waggener High School”

Effects of the Grant on the Program: Waggener

The funding from the State Farm Grant has enabled the pre-architecture program to provide students with a new computer lab in which to learn 21st century design/drafting techniques. Having the technology available to use on a daily basis in the design of class projects has also resulted in student success with local, regional, and state design/drafting contests using this technology.

- 2007 Taylor Stokes won 1st place in Architectural CADD drafting at Louisville Technical Institute drafting competition.
- 2007 Chad Riddle won 2nd place in Skills-USA Regional Architectural CADD competition.
- 2007 Matt Summers won 3rd place in Skills-USA Regional Architectural CADD competition.
- 2008 Joe Murphy won 2nd place in Architectural CADD Drafting at Louisville technical Institute drafting competition.
- 2008 Kevin Hannahs won 2nd place in Skills-USA Regional Architectural CADD competition.
- 2007 Andrew Siers won 3rd place in Skills-USA Regional Architectural CADD competition.
- 2009 Joe Murphy won 2nd place in Architectural CADD drafting at Louisville Technical Institute drafting competition

Other Benefits

In addition to the technological benefits provided by the grant, there have been other benefits as well

- Funds for building materials provided by the grant have supplemented other outside donations and enabled the students to build projects that have brought district-wide attention to the program. This attention has shown the community at large that high school students involved in career and technical education are learning valuable marketable skills and has resulted in the recruitment of students who desire such skills.
- The emphasis on service learning has created a bridge whereby the program has been able to develop partnerships with local businesses. As the project coordinator points out, “We have used grant money for building materials to allow us to build more and better projects to donate to local charities and showcase our student’s abilities. The logic being that by building quality projects for good causes, we could develop a reputation that would allow us to draw upon these business partners for more donations when grant funds are no longer available. Our program can then continue to provide a means whereby local businesses can

help the school system, and individuals in need, by contributing goods and services that students can turn into a marketable product, which when donated back to the community via a charitable organization, completes the “cycle-of-giving”. In addition to having a worthy outlet for tax deductible donations, our business partners benefit from free, positive advertising through newspaper and magazine articles, as well as radio and television spots dedicated to the project(s).”

- The donation of the playhouse projects to local charities has proven to be a very positive method of teaching students the value of charity, and of using one’s skills to “give back” to the community.
- The sale of projects partially funded by the grant has allowed the program to grant \$1,800 worth of scholarships to students who intend to pursue the study of architecture or construction technology at the post-secondary level.

Effects of Grant on the Community: Waggener

To date, the projects built by the pre-architecture class have raised over \$25,000 for local charitable organizations.

Mentoring Experience(s):

On Saturday November 8th, 2008 ten juniors and seniors in the Pre-Architecture program attended an all day event sponsored by the educational branch of the American Institute of Architects. This event held at the Urban Design Studio in Louisville, gave the students the opportunity to listen to local architects, and architect interns as they explained their individual views regarding the field of architecture and their place in it. The experts then guided the students through hands-on tasks designed to acquaint them with the type of experiences they will be exposed to in a university setting. The students had the opportunity to make collages, build paper models, draw section and elevation views of the models, and then defend their designs before a “jury” of professional architects; the same as if they were in a college of architecture.

Group Mentoring:

- Jan. 7, 2008 Ms. Lisa Dunbar, Community relations specialist with ITT Technical Institute spoke to the seniors about post-secondary opportunities at ITT.
- Feb. 11, 2008 Ms. Jill Hrabik, community relations specialist with Louisville Technical Institute spoke to the seniors about post-secondary opportunities at LTI.
- Jan. 9, 2009 Ms. Lisa Dunbar, Community relations specialist with ITT Technical Institute spoke to the seniors about post-secondary opportunities at ITT.
- Feb. 19, 2009 Ms. Jill Hrabik, Community relations specialist with Louisville Technical Institute spoke to the seniors about post-secondary opportunities at LTI.

Field Trip History:

Date: 8-28-2009

Destination: 1853 Inn at Woodhaven

Purpose: To tour a pre-civil war residence and study the construction and architectural details of the era

Date: 9-10-2009

Destination: Construction site for Louisville's new downtown arena.

Purpose: To see the construction underway, and listen to Mr. Tony Kleyer, architect, explain the plans and the design and construction process.

Date: 9-30-2009

Destination: University of Kentucky School of Design

Purpose: To acquaint students with the University of Kentucky's college of architecture; including prerequisites, and admission requirements.

Effects of Grant on the Program: Iroquois

The partnership with Building Bright Futures has allowed the Construction Technology Magnet Academy to offer instruction in environmentally conscious building technologies.

- In February, 2009, students completed the installation of a geothermal heating and cooling unit for the project house. Teachers will introduce new students to this technology in the future.
- In September 2009 students completed the installation of new energy efficient windows.

- Applying the “Green” label to the project has brought awareness of energy issues and costs as they relate to the life cycle of a building. Students are realizing the real expenses involved in home ownership are far greater than the purchase price.
- Students are working on a real project in their own community. The local community is aware of the project and the impact it has on housing stock. Students talk about and show friends and relatives the project.

The most profound effect of the grant on the Iroquois Magnet Career Academy has been the impact on curriculum development. Teachers from Iroquois High School attended a training to become official energy raters. Energy Rater certification allows these teachers to instruct students on the process of evaluating the energy efficiency of a home, and will become a part of the Iroquois High School Career Magnet curriculum.

Mentoring Experience(s):

Often the students work one on one with instructors on the job site which offers a mentor experience not typically available in the school/classroom setting. All instructors are licensed in their respective professions. Working at the house with their instructor is a mentoring or apprentice like experience. Professionals from the community take time to talk to the students about their work as they do it and explain the reasons behind the actions. Without exception sub contractors have encouraged students to seek employment in the construction industry.

Group Mentoring:

<u>Name</u>	<u>Company</u>	<u>Date</u>	<u>Topic</u>
Alvin Humphries	KYFoam	Sept. 18, 2009	Foam insulation technology
Jim Davis	The Roof Company	May 21, 2009	Roofing materials & installation
Electrical Inspector	Metro Louisville	May & Sept. 2009	Inspection rules & regulations
Plumbing Inspector	Metro Louisville	May 2009	Inspection regulations & rules

Field Trip History:

Students involved with the project house regularly make trips to the lumber yard and various supply houses to procure materials and view product demonstrations. Local vendors (Home Supply Co. & Girard Hardware) are utilized and made aware of the project. Typically they stop to discuss their part in the construction process. Students realize more fully what is involved besides the hands on part of the project.

Reflection/ Celebration:

The Building Bright Futures program followed the preparation, action, reflection, celebration (PARC) model of service learning. In this framework, students are given an opportunity to reflect and celebrate project outcomes. In the second year of the grant, 2008-09, students from Waggener and Iroquois High Schools were brought together for a series of student reflection sessions and a closing celebration.

During the periodic reflection sessions, students discussed and answered questions such as: 1) What is a skill that you developed as a result of the playhouse/home renovation project? 2) Do you feel like the playhouse/home renovation project made a difference in the community? Explain why or why not a difference was made. 3) Do you plan on continuing in architecture or construction after high school? If yes, then what are your plans?

Reflections sessions between students from Waggener and Iroquois High Schools were held at both schools on a rotating schedule as follows:

- September 18th, 2008- Waggener High School
- December 10th, 2008- Iroquois High School
- May 26th, 2009-Waggener High School –Guest Speaker- Vicky Weber, Kosair Charities

On May 26th, 2009, a closing celebration was held, in addition to a reflection session, in which students received plaques, and a speaker from the community spoke about the impact of service learning activities on Kosair Children's Hospital Charities.

Discussion

The results of this final program evaluation demonstrates that the *Building Bright Futures* service-learning program funded by State Farm had a very positive impact, particularly on the students who participated in the program for two years.

The quantitative data illustrate that the program served students in need (with respect to free/reduced lunch status) and that participant's attendance rates increased. Importantly, the qualitative data reveal a tremendously positive impact with respect to students' perception of the impact that the program had on their learning (i.e., made learning more fun/interesting), their problem solving skills, their awareness, and their understanding of people. Also, the program was found to have an impact on the curriculum development. Finally, with respect to long term impact, a large majority of students indicated that they intend to pursue architecture and or construction in post secondary institutions, and critically, that they were likely to continue doing community service and volunteer work.

The Building Bright Futures Program generated a mutually beneficial, positive relationship between Waggener Traditional, Iroquois Career Academy, and local community partners. Interviews with community partners reveal that student work satisfied community needs and raised awareness in the community about the nature of those issues. As stated by Vicky Weber, Vice President Business Relations at Kosair Charities, "Working with Gary and the students in the pre-architecture class was an amazing adventure! Being part of the Churchill Downs Playhouse Project gave me such an incredible insight into untapped talent. Watching the students' expressions as they drilled, measured, sawed, and hammered truly made we realize their sense of accomplishment. Kosair Charities was so fortunate to be part of this amazing program at Waggener High School.

I hope our paths cross again with these students and future architects at Waggener High School.” As this quote illustrates, the Building Bright Futures Program has strengthened ties between the school district and the community, allowed students to apply classroom learning to real life projects, and addressed significant community issues.

Students in Service Learners and Leaders Program 2008-2009



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Introduction

The Learners and Leaders Program was funded by the Kentucky Department of Education. The overarching goal of the program is to engage students in service learning experiences in order to impact outcomes for participants in the cognitive and non-cognitive domains. The program was implemented in the Jefferson County Public Schools during the 2008-2009 school year.

The program served students in numerous Jefferson County public schools – both traditional and alternative schools - and included students at all levels (i.e., Elementary, middle, high). The initiative in Jefferson County took a two pronged approach implementing two service learning programs. The programs were developed to (1) To engage high school students as peer mentors for middle school eighth graders, and (2) To engage K-12 students in mini-grant funded service learning projects. This report includes evaluation results for both components of the Learners and Leaders program.

Program 1: Peer Mentoring at Moore Middle/High School

Program Description

The Learners and Leaders peer mentoring project sought to involve students, from the ninth grade civics course titled Exploring Civics: Facing History and Ourselves, as peer mentors for eighth graders. Exploring civics was adopted by Jefferson County Public Schools in 2008-2009 and strives to teach civic responsibility, tolerance, and social action to ninth grade students, as a way of fostering moral adulthood. Moore Traditional School was selected for this program because of their implementation of the Exploring Civics program. In addition, Moore enrolls students from grades six thru 12 allowing for minimal transportation costs. Most importantly however, there is a need to prepare eighth grade students for the transition to, and completion of, ninth grade.

Mentoring sessions, with eighth and ninth grade students, were conducted six times over a four month period. Prior to each mentoring session, ninth grade students attended a preparation session to plan content. The following content was selected for mentoring sessions: roles and responsibilities of a mentor, clubs and activities, twelfth grade student panel, high school myths, getting to know you, and leadership training at Black-acre Nature Preserve. Service learning activities were reinforced by classroom teachers through the Exploring Civics: Facing History and Ourselves Curriculum.

Evaluation Method

The purpose of this evaluation was to assess the impact of the program on 9th grade participants' attendance, grades, retention and several affective factors such as attitudes towards school, and self-confidence. The impact of the program on the 8th grade mentees retention, perceived likelihood of success during transition into 9th grade, and several affective factors such as attitudes towards school and connectedness with others were also assessed. Both groups of students were compared with the school average with respect to grade retention.

Several sources were used to obtain qualitative and quantitative data for this evaluation. Student demographic information, academic, attendance and retention data were extracted from the districts data warehouse system. Participant perception information was collected using a survey instrument at the end of program participation. Surveys were administered to students after program participation. All data were analyzed using descriptive statistics.

Participants

A total of 52 8th grade students and 42 9th grade students participated in the Moore mentoring project. As shown in Table 1, 18% of 8th grade participants and 45% of 9th grade participants were African American. The majority of participants in both grades were female (approximately 60%). With respect to lunch status, 67% of 8th grade students and 57% of 9th grade participants receive free/reduced lunch.

Table 1: Moore Program Participant Demographics (n=97)

	8 th Grade (n=52)	9 th Grade (n=42)
Gender		
Male	40%	33.3%
Female	60%	66.7%
Race		
African American	18.6%	45.2%
Caucasian	58.2%	42.9%
Latino/Latina	9.1%	7.1%
Other	0.0%	4.8%
Lunch Status		
Free/Reduced	67.3%	57.1%
Paid	32.7%	42.9%

Evaluation Results: 9th Grade Mentors

Attendance

As one of the mandatory reporting components, the attendance of the 9th grade students who served as mentors in the program was examined before, during and after the program. It is important to note that it is not possible - with this research design - to determine causation (i.e., the program caused the change in attendance) as many other factors may impact attendance. There were very light changes in attendance overall. The average attendance for 9th grade participants before the program (between August – November) was 94.7%, during the program (between December-March) was 93.2%, and after the program (April-June) was 94.6%. These rates indicate that there was a 1.5% decrease from before program participation to during program participation; and a 1.4% increase from during program participation to after.

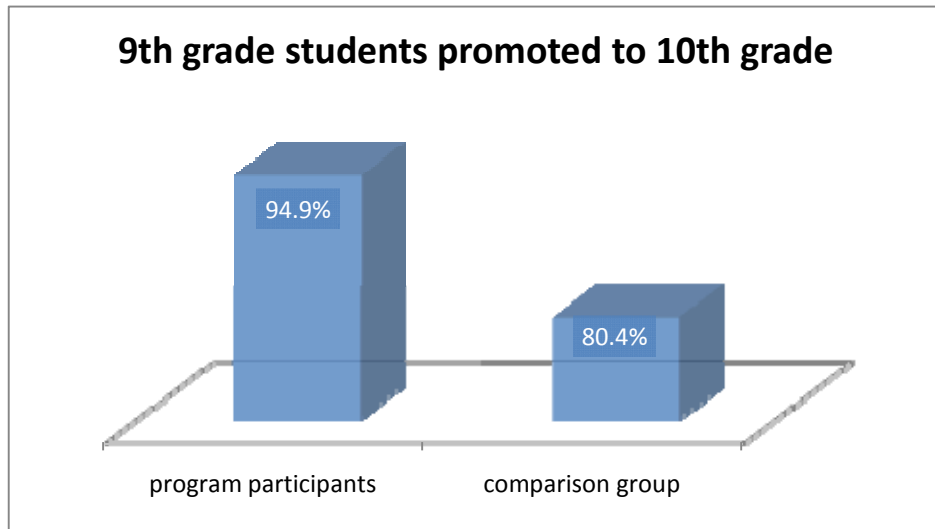
Grade Point Average

As another required reporting requirement, the grade point average (GPA) of the 9th grade students who served as mentors in the program was examined before, during and after the program. It is important to note that it is not possible - with this research design - to determine causation as many other factors may impact a participants GPA. Similar to the attendance data, there were very slight changes in the average GPA for the mentors from before, during and after program participation. The average GPA was 2.8 before the program, 2.5 during the program and 2.6 after the program.

Grade Retention/Promotion

In order to examine the grade retention/promotion for 9th grade participants, the percent of those promoted to 10th grade for the 2009-2010 school year was calculated. The promotion rate of participants (n= 42) was compared to the promotion rate of all 9th grade students in the school (n=230). As shown on Figure 1, approximately 95% of 9th grade *participants* were promoted to 10th grade compared with 80% of *all* 9th graders in the school were promoted.

Figure 1: Promotion rate of 9th grade participants vs. 9th grade school average



Survey Results

In order to gauge participant’s perceived impact of the program on several affective factors, a survey was administered to the students after program participant. A total of 16 9th grade participants completed the survey, a response rate of 38%. The low response rate was likely due to the timing of the survey administration and student absence during the survey administration.

As illustrated by the grey highlight in Table 2 below, the 9th grade mentors agreed higher than average on nearly every item in the survey. These results indicate that the 9th grade participants serving as mentors perceived themselves as being positively impacted by their participation. Their results also indicate that they anticipate (1) that they will graduate high school and (2) that the students they mentored will successfully transition into 9th grade and will be successful during their first year in high school.

Table 2: 9th grade participants survey results

9th grade mentors at Moore (n=16)	1=strongly disagree 5 = strongly agree
My work with the middle school students...	Mean
Helped me improve my attitude towards being a student at my school	3.1
Helped me get in less trouble in school	3.4

Helped me with my grades	3.3
Helped me feel more connected to other students at my school	3.3
Helped me develop team member skills	3.9
Helped me improve my communication skills	3.5
Helped me improve my problem solving skills	3.1
Helped me be more understanding of middle school students	3.1
Increased my self-confidence	3.3
I think that the middle school students I've worked with...	
Encouraged me to continue helping other students in my school	3.5
Encouraged me to do more service and volunteer work	2.9
Will have an easier time transitioning into 9th grade because of my work with them	3.4
Will get good grades during 9th grade	3.3
Will get along with other peers during 9th grade	3.3
Will get along with other teachers during 9th grade	3.3
Will have behavior/disciplinary issues during 9th grade	2.8
Will successfully complete 9th grade and continue onto 10th grade	3.9
Will graduate from high school	4.1

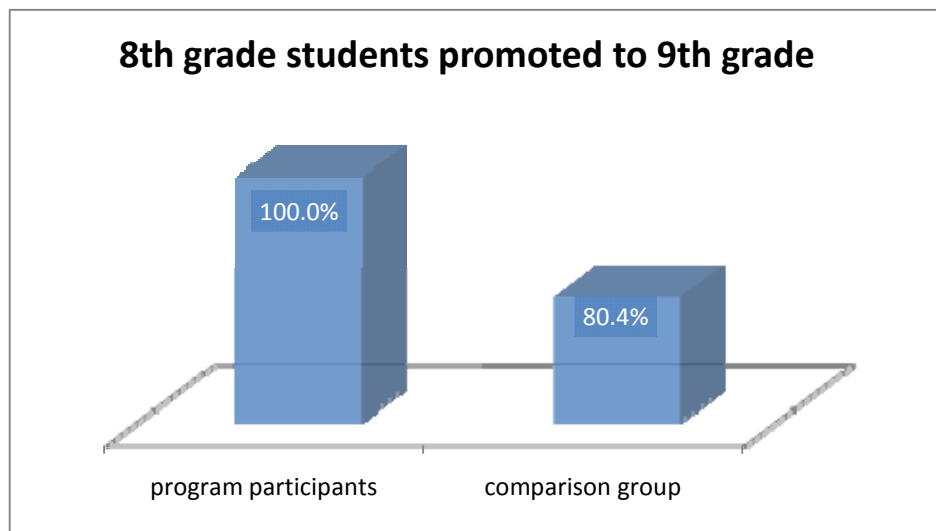
The 9th grade participants also had the option of writing an open-ended comment regarding their experience in the program or any suggestions/feedback. While only a small percent (25%) wrote a comment on their survey, the overall message was positive. The students commented that the program was fun, interesting and helpful to the 8th grade participants. One student commented that working with the 8th graders “also helped the students open up and be less shy.” One student recommended however, that the program incorporated more activities “to teach them more about the high school experience.”

Evaluation Results: 8th Grade Mentees

Grade Promotion to high school

In order to examine the grade promotion to high school for 8th grade participants, the percent of those promoted to 9th grade for the 2009-2010 school year was calculated. The promotion rate of 8th grade participants (n= 52) was compared to the promotion rate of all 8th grade students in the school (n=275). As shown on Figure 2, approximately 100% of 8th grade participants were promoted to 9th grade and 80% of all 8^h graders in the school were promoted to 9th grade.

Figure 2: Promotion rate of 8th grade participants vs. 8th grade school average



Survey Results

In order to gauge participant's perceived impact of the program on several affective factors, a survey was administered to the students after program participant. A total of 36 8th grade participants completed the survey, a response rate of approximately 70%.

As illustrated by the grey highlight in Table 3, the 8th grade participants agreed higher than average on nearly every item in the survey. These results indicate that the 8th grade participants being mentored by the 9th grade participants perceived themselves as being positively impacted by their participation such as helping their attitude towards going to high school and increasing their self-

confidence. Their results also indicate that they anticipate (1) that they will successfully complete their first year in high school (2) that they will graduate from high school.

Table 3: 8th grade participants survey results

8th grade Mentees at Moore (n=36)		1=strongly disagree 5 = strongly agree
Being part of the Leaders and learning program this year...	Mean	
Helped me improve my attitude towards being a student at my school	2.6	
Helped me improve my attitude towards going into high school	3.2	
Helped relieve any anxiety or fears I had about going into high school	2.9	
Helped me understand how to be successful in high school	3.2	
Helped me avoid getting into trouble this year	2.6	
Helped me feel more connected to other students at my school	2.6	
Helped me get good grades this year	2.9	
Helped me develop team member skills	2.8	
Helped me improve my communication skills	2.8	
Helped me improve my problem solving skills	2.6	
Increased my self-confidence	3.2	
I think that next year in 9th grade I will...		
Have a smooth transition in the beginning of the year	3.4	
Get good grades	3.9	
Get along well with other students	3.8	
Get along well with my teachers	3.3	
Have disciplinary problems	2.7	
Successfully complete the school year	4.3	
I will graduate from high school	4.8	

The 8th grade participants also had the option of writing an open-ended comment regarding their experience in the program or any suggestions/feedback. A total of 16 (44%) provided an open-ended comment. Of the 16 comments, a total of 5 (31%) of the comments reflected positive attitudes

towards the program. The other responses offered comments that will be useful for program improvement. These include allowing more interaction time, providing other information about the high school experience they were not already aware of, and allowing them (8th graders) to be more involved in determining what information they would find useful and what field trips/activities they would get the most benefit from.

Discussion

Many of the findings from this evaluation reflect positively on the peer mentoring program at Moore. The program served students who are considered to be at high risk and participants were evenly distributed in terms of gender. With respect to the 9th grade mentors, there was a 1.4% increase in attendance rates from during program participation to after. Most importantly, the *9th grade participants* were promoted to 10th grade at a much higher rate (95%) when compared *with all 9th graders* in the school (80%). Their survey results also revealed that the 9th grade mentors perceived themselves as being positively impacted by the program and that they anticipate graduating from high school.

With respect to the 8th grade mentees, 100% of 8th grade participants were promoted to 9th grade at a higher rate than all of the 8th graders in the school (80%). The survey results revealed that the 8th grade mentees felt that participating in the program helped their attitude towards going to high school and increased their self-confidence. Additionally, they also indicate that they anticipate successfully completing their first year in high school and that they plan to graduate from high school.

While the majority of results are positive, some of the findings, particularly in the open-ended comment section, suggest that there is room for improvement. These include extending the length of time the mentees and mentors interact, providing additional activities and field trips to do together, and allowing the 8th grade participants more voice to determine what other information they would like to know about the high school experience.

Program 2: Service Learning Mini-Grants

Overview

The mini-grant service learning project was implemented in various Jefferson County Public Schools. JCPS elementary, middle and high schools were invited to apply for a mini-grant that would fund a service learning project at the school or classroom level designed by the teacher and/or other school leadership. The applications were reviewed by the Volunteer Talent Center and awards were made to schools. The projects were implemented between January – June of 2009. In addition to engaging K-12 students in a service learning project, the other intended goals included increasing student attendance, and improving student behavior.

Evaluation Method

In order to evaluate the impact of the program on the intended outcomes, the evaluation design included the collection and analyses of both quantitative and qualitative data. The data used to measure these outcomes include (1) Average attendance rate of student participants; (2) Number of out of school suspension incidents; and (3) frequency and averages of items related to learning, attitude, etc.

Student demographic, attendance and suspension data were collected from the district database at the end of the school year. The qualitative data were collected during the administration of a post student survey that was administered to participants after participating in the service learning project.

The attendance and suspension data were analyzed from pre program to during program participation. Pre includes the months of August-December 2008 and “during” includes the months of January – June 2009. These should be considered proxies because different programs/schools implemented their project for various lengths of time and various periods of time during the implementation months (Jan-June). Additionally, it is important to keep in mind that it is not possible - with this research design - to determine causation as many other factors may impact attendance and suspension. The description and evaluation results for each project are described below.

Atkinson Elementary

Fourth grade students extended their knowledge of the effects of global warming on planet Earth through lectures, activities, and discussion at the University of Louisville Planetarium. They carried this knowledge back to Atkinson Elementary and shared the information with other students during the school-wide morning meeting. This project increased student understanding of how to make a positive impact on the environment and strengthened student leadership skills.

Atkinson Elementary students also participated in an environmental advocacy project to benefit their peers. Members of the environmental club visited Jefferson Memorial Forest and engaged in a variety of hands on activities, through the Absolutely Animals Program, to learn about the various animal species living in the forest. Following the trip, students created presentations to explain the importance of natural conservation and offered their findings during Atkinson's school-wide morning meeting in the spring.

Participants

A total of 84 students participated in the project. As shown in Table 4, all students were in 4th grade, 48% are female, and approximately 50% of the students are minority. With respect to lunch status, the majority (92%) of participants receive free/reduced lunch.

Table 4: Atkinson Participants (N = 84)

	N	Percentage
Gender		
Male	44	52.4%
Female	40	47.6%
Race		
African American	36	42.9%
Caucasian	42	50.0%
Other	6	7.2%
Lunch Status		
Free/Reduced	78	92.9%
Grade		
4 th	84	100.0%

Attendance and Behavior

The average school attendance rate and number of suspension incidents for all participants were examined for the periods before the project (August-December 2008) and during the project (January

– June 2009). With respect to the average attendance rate for participants, there was a large increase from pre to during the project. The attendance rate for the “pre” period was 87.9% and the rate “during” the project was 94.3% - indicating a 6.4% increase in attendance rate. In terms of suspension incidents, the number of incidents decreased from 2 in the pre period to 1 incident during the project.

Survey Results

In order to gauge participant’s perceived impact of the project on several affective factors, a survey was administered to the students after program participant. A total of 58 participants completed the survey, a response rate of 69%.

As illustrated by the grey highlights in Table 5, over 80% of participants said their work on the project helped them learn something new, let them meet new people/see a new place, made learning more interesting and helped them work on a team.

Table 5: participant survey results (n=58)

My Work on Our Service Learning Project....	Yes	No	A little bit
Helped me have a better attitude towards school	69.0%	13.8%	17.2%
Helped me have a better my attitude towards my classmates	73.7%	17.5%	8.8%
Helped me learn something new and different	87.5%	5.4%	7.1%
Helped me communicate better	56.1%	15.8%	28.1%
Let me to meet new people and/or see a new place	85.7%	5.4%	8.9%
Helped someone else	69.6%	17.9%	12.5%
Made learning more interesting	80.4%	3.6%	16.1%
Made learning more fun	76.8%	3.6%	19.6%
Made me want to come to school	75.0%	17.9%	7.1%
Let me to use my own ideas	60.7%	14.3%	25.0%
Helped me work well on a team	82.5%	3.5%	14.0%
Helped me feel better about myself	66.1%	14.3%	19.6%
Helped me be a better <i>problem solver</i>	63.2%	22.8%	14.0%
Made me want to help other people	68.4%	3.5%	28.1%

Eisenhower Elementary

Fourth and fifth grade students at Eisenhower Elementary participated in Kosair Children’s Hospital “The Art of Giving” project. Students worked cooperatively to collect, organize, and distribute “Ouchie Boxes” for the children at Kosairs hospital. As a result, students learned about the needs of patients in the hospital and discovered ways to help through item collection and distribution.

Fifth grade classes, working with students from the Binet School, created a Field Day to accommodate all types of learners. In planning for this event, students conducted research on specific ways that schools and businesses provide help to those with disabilities. Implementing their research, students designed and implemented a field day at Eisenhower that would include opportunities for students with special needs to participate.

Participants

A total of 84 students participated in the project. As shown in Table 6, 77% of the students were in 5th grade and approximately 23% were in 4th grade. With respect to gender and ethnicity, 55% are female, and approximately 30% of the participants are minority. With respect to lunch status, 61% of participants receive free/reduced lunch.

Table 6: Eisenhower Participants (N =105)

	N	Percentage
Gender		
Male	47	44.8%
Female	58	55.2%
Race		
African American	29	27.6%
Caucasian	73	69.5%
Other	3	2.9%
Lunch Status		
Free/Reduced	65	61.9%
Paid	40	38.1%
Grade		
4 th	24	22.9%
5 th	81	77.1%

Attendance and Behavior

The average school attendance rate and number of suspension incidents for all participants were examined for the periods before the project (August-December 2008) and during the project (January –

June 2009). With respect to the average attendance rate, there was a very slight decrease from pre to during the project. The attendance rate for the “pre” period was 98.3% and the rate “during” the project was 94.1% - indicating a 1.5% decrease in attendance rate. In terms of suspension incidents, the number of remained the same, as there was 1 in the pre period and 1 during the project.

Survey Results

In order to gauge participant’s perceived impact of the project on several affective factors, a survey was administered to the students after program participant. A total of 72 participants completed the survey, a response rate of approximately 70%. As illustrated by the grey highlights in Table 7, over 80% of participants said their work on the project helped someone else, and made them want to help other people.

Table 7: participants survey results (n=72)

My Work on Our Service Learning Project....	Yes	No	A little bit
Helped me have a better attitude towards school	54.2%	11.1%	34.7%
Helped me have a better my attitude towards my classmates	62.5%	13.9%	23.6%
Helped me learn something new and different	73.6%	11.1%	15.3%
Helped me communicate better	38.9%	19.4%	41.7%
Let me to meet new people and/or see a new place	58.3%	34.7%	6.9%
Helped someone else	90.3%	5.6%	4.2%
Made learning more interesting	44.4%	22.2%	33.3%
Made learning more fun	50.0%	20.8%	29.2%
Made me want to come to school	37.5%	23.6%	38.9%
Let me to use my own ideas	69.4%	9.7%	20.8%
Helped me work well on a team	68.1%	11.1%	20.8%
Helped me feel better about myself	66.7%	11.1%	22.2%
Helped me be a better <i>problem solver</i>	44.4%	16.7%	38.9%
Made me want to help other people	86.1%	2.8%	11.1%

Roosevelt Perry Elementary School

A class at Roosevelt Perry made sandwiches/lunches to feed the homeless population at Wayside Christian mission. The project allowed students to learn about the needs of the homeless and ways to provide relief for those in need. Students created a reflection photo story about the process, and several students traveled to Wayside with the teacher to pass out lunches.

Participants

A total of 21 students participated in the project. As shown in Table 8, all of the students were in 3rd grade, 61% are male, and approximately 62% of the participants are minority. With respect to lunch status, 100% of the participants receive free/reduced lunch.

Table 8: Roosevelt Perry Participants (N =21)

	N	Percentage
Gender		
Male	13	61.9%
Female	8	38.1%
Race		
African American	9	42.9%
Caucasian	8	38.1%
Other	4	19.1%
Lunch Status		
Free/Reduced	27	100.0%
Grade		
3rd	21	100.0%

Attendance and Behavior

The average school attendance rate and number of suspension incidents for all participants were examined for the periods before the project (August-December 2008) and during the project (January – June 2009). With respect to the average attendance rate, there was a very slight decrease from pre to during the project. The attendance rate for the “pre” period was 95.1% and the rate “during” the project was 94.5% - indicating a 0.6% decrease in attendance rate. In terms of suspension incidents, there were no suspension incidents pre or during the project.

Survey Results

In order to gauge participant’s perceived impact of the project on several affective factors, a survey was administered to the students after program participant. A total of 18 participants completed the survey, a response rate of approximately 86%. As illustrated by the grey highlights in Table 9, over 80% of participants said their work on the project impacted nearly all of the items on the survey.

Table 9: participants survey results (n=18)

My Work on Our Service Learning Project....	Yes	No	A little bit
Helped me have a better attitude towards school	75.0%	0%	25.0%
Helped me have a better my attitude towards my classmates	82.3%	0%	17.7%
Helped me learn something new and different	76.4%	5.8%	17.6%
Helped me communicate better	83.3%	0%	16.7%
Let me to meet new people and/or see a new place	12.5%	81.3%	6.2%
Helped someone else	100.0%	0%	0%
Made learning more interesting	83.3%	5.6%	11.1%
Made learning more fun	100.0%	0%	0%
Made me want to come to school	94.4%	5.6%	0%
Let me to use my own ideas	88.9%	5.6%	5.6%
Helped me work well on a team	100.0%	0%	0%
Helped me feel better about myself	94.4%	0%	5.6%
Helped me be a better <i>problem solver</i>	88.9%	5.6%	5.6%
Made me want to help other people	94.4%	0%	5.6%

Ramsey Middle School

Michala Riggle, a 6th grade student at Ramsey Middle School, started “Beading to Beat Autism” to raise awareness and acquire funds for autism research. The **school wide** project was called “The Beading to Beat Autism Challenge” and included other organizations/schools in Jefferson County. Participating groups competed in the production and sale of bracelets. All of the collected funds were given to the Michala Riggle Beat Autism Foundation Inc.

Participants

A total of 503 students participated in the project, the entire school population. As shown in Table 9, 45% are female, and approximately 35% of the participants are minority. With respect to lunch status, 46% of the participants receive free/reduced lunch.

Table 9: Ramsey Middle Participants (N =503)

	N	Percentage
Gender		
Male	272	54.1%
Female	231	45.9%
Race		
African American	138	27.4%
Caucasian	324	64.4%
Other	41	8.2%
Lunch Status		
Free/Reduced	235	46.7%
Paid	268	53.2%
Grade		
6 th	212	42.1%
7 th	158	31.4%
8 th	133	26.4%

Attendance and Behavior

The average school attendance rate and number of suspension incidents for all participants were examined for the periods before the project (August-December 2008) and during the project (January – June 2009). With respect to the average attendance rate, there was a slight decrease from pre to during the project. The attendance rate for the “pre” period was 95.0% and the rate “during” the project was 93.4% - indicating a 1.6% decrease in attendance rate. In terms of suspension incidents, there was a

large increase in from the pre period to during the program from 35 during the pre and 102 incidents during the program. It is important to note that this particular project included the entire school population and there are typically more suspension incidents school wide during the last half of the school year.

DuPont Manual High School

A variety of service learning projects were performed by six different classes of students at DuPont Manual High School. Students were allowed to choose their own project and could work individually or with a partner/group. Projects were completed over several months. During the second week of March, students participated in a celebration fair which was similar to a “science fair.” Students displayed their projects for community members to explain the process and highlight final outcomes

Participants

A total of 164 students participated in the project. As shown in Table 10, the majority of participants were in 9th grade. Approximately 46% of the participants are female and 32.9% are minority. With respect to lunch status, 21% of the participants receive free/reduced lunch.

Table 10: DuPont Manual High School Participants (N =164)

	N	Percentage
Gender		
Male	90	54.1%
Female	74	45.9%
Race		
African American	34	20.7%
Caucasian	110	67.1%
Other	20	12.2%
Lunch Status		
Free/Reduced	35	21.3%
Paid	129	78.7%
Grade		
9 th	160	94.6%
10 th	4	2.4%

Attendance and Behavior

The average school attendance rate and number of suspension incidents for all participants were examined for the periods before the project (August-December 2008) and during the project (January – June 2009). With respect to the average attendance rate, there was a very slight decrease from pre to during the project. The attendance rate for the “pre” period was 98.3% and the rate “during” the project

was 97.4% - indicating a .9% decrease in attendance rate. In terms of suspension incidents, there was only 1 suspension incident during the “pre” period and no suspension incidents “during” the project.

Survey Results

In order to gauge participant’s perceived impact of the project on several affective factors, a survey was administered to the students after program participant. A total of 14 participants completed the survey, a response rate of approximately 8%. Please note that the scale for this survey is reversed from the survey scale for the Peer Mentoring Program (Program 1) .As illustrated by the grey highlight in Table 11, participants agreed higher than average (2.5) that their work on the project had a positive impact.

Table 11: DuPont Manual participants survey results (n=14)

My Work on Our Service Learning Project....	Mean	SD
	1=Strongly Agree *	5=Strongly Disagree*
Made a positive impact on at least 1 person	2.32	1.20
Was very meaningful to me	2.87	1.27
Helped improve my attitude towards school	3.45	1.26
Helped me get in less trouble in school	3.72	1.15
Helped me understand what I was learning in class better	3.09	1.34
Helped me feel more connected to other students at my school	3.23	1.25
Helped me develop team member skills	3.21	1.21
Helped me improve my communication skills	3.28	1.21
Helped me feel good about myself	2.79	1.44
Helped me improve my problem solving skills	3.23	1.23
Helped me be more understanding of other people	2.81	1.29
Increased my self-confidence	3.17	1.27
Taught me something new and different	2.77	1.35
Made learning more interesting	3.04	1.47
Allowed me to use my own ideas	2.74	1.46
Made me want to help other students in my school	3.04	1.39
Made me want to participate in other service/volunteer activities	3.36	1.34

Made me realize the benefits sharing with others	3.06	1.27
Helped me understand that I can make a difference	2.57	1.47

*The scale is the reverse of the scale used in program 1 (Mentoring at Moore)

Seneca High School

Description

Ninth grade students, studying the civil rights movement, participated in a project to record stories from people involved in the effort for equal rights. Students recorded video/audio interviews with community members and sent the recordings to the Kentucky Oral History Commission. In so doing, these students preserved the personal histories of people involved in the civil rights movement for future students investigating this historical period.

Participants

A total of 60 students participated in the project. As shown in Table 12, the all of the participants were in 9th grade. Approximately 38% of the participants are female and approximately 62% are minority. With respect to lunch status, 80% of the participants receive free/reduced lunch.

Table 12: Seneca High School Participants (N =60)

	N	Percentage
Gender		
Male	37	61.7%
Female	23	38.3%
Race		
African American	34	56.7%
Caucasian	23	38.3%
Other	3	5.0%
Lunch Status		
Free/Reduced	48	80.0%
Paid	12	20.0%
Grade		
9 th	60	100.0%

Attendance and Behavior

The average school attendance rate and number of suspension incidents for all participants were examined for the periods before the project (August-December 2008) and during the project (January – June 2009). With respect to the average attendance rate, there was a decrease from pre to during the project. The attendance rate for the “pre” period was 92.8% and the rate “during” the project was 89.1% - indicating a 3.7% decrease in attendance rate. In terms of suspension incidents, there was an increase from 3 incidents during the “pre” period to 21 incidents “during” the project.

Survey Results

In order to gauge participant’s perceived impact of the project on several affective factors, a survey was administered to the students after program participant. A total of 21 participants completed the survey, a response rate of approximately 35%. As illustrated by the grey highlight in Table 13, participants agreed higher than average (2.5) that their work on the project had a positive impact, improved their attitude, helped connect to other people, increased self confidence, and made learning more interesting

Table 13: Seneca High School participants survey results (n=21)

My Work on Our Service Learning Project....	Mean	SD
1=Strongly Agree	5=Strongly Disagree	
Made a positive impact on at least 1 person	2.29	1.38
Was very meaningful to me	2.52	1.47
Helped improve my attitude towards school	2.48	1.20
Helped me get in less trouble in school	2.48	1.20
Helped me understand what I was learning in class better	2.57	1.16
Helped me feel more connected to other students at my school	2.14	1.15
Helped me develop team member skills	2.52	1.25
Helped me improve my communication skills	2.67	1.49
Helped me feel good about myself	2.52	1.07
Helped me improve my problem solving skills	2.57	.87
Helped me be more understanding of other people	2.62	1.11
Increased my self-confidence	2.38	1.02

Taught me something new and different	2.24	1.51
Made learning more interesting	2.19	1.28
Allowed me to use my own ideas	2.52	1.28
Made me want to help other students in my school	2.86	1.27
Made me want to participate in other service/volunteer activities	2.38	1.28
Made me realize the benefits sharing with others	2.48	1.25
Helped me understand that I can make a difference	2.24	1.51

Waggener High School

Waggener High School students participated in a service learning project to benefit clients from Kentucky Refugee Ministries. Students collected household items/school supplies, set up apartments, and created brochures for newly arrived immigrants and refugees. As preparation for the project, representatives from Kentucky Refugee Ministries conducted an information session with students about the mission and work of the immigrant/refugee resettlement organization and the challenges that many immigrants/refugees face when moving to the United States.

Participants

A total of 144 students participated in the project. As shown in Table 14, all of the participants were in 9th grade. Approximately 41% of the participants are female and approximately 58% are minority. With respect to lunch status, 66% of the participants receive free/reduced lunch.

Table 14: Waggener High School Participants (N =144)

	N	Percentage
Gender		
Male	85	59.0%
Female	59	41.0%
Race		
African American	68	47.2%
Caucasian	60	41.7%
Other	16	11.1%
Lunch Status		
Free/Reduced	96	66.6%
Paid	48	33.3%
Grade		
9 th	144	100.0%

Attendance and Behavior

The average school attendance rate and number of suspension incidents for all participants were examined for the periods before the project (August-December 2008) and during the project (January – June 2009). With respect to the average attendance rate, there was a slight decrease from pre to during the project. The attendance rate for the “pre” period was 93.9% and the rate “during” the project was

91.1% - indicating a 2.8% decrease in attendance rate. In terms of suspension incidents, there was an increase from 22 incidents during the “pre” period to 35 incidents “during” the project.

Survey Results

In order to gauge participant’s perceived impact of the project on several affective factors, a survey was administered to the students after program participant. A total of 143 students completed the survey. As illustrated by the grey highlights in Table 14, participants agreed higher than average that their work on the project had a positive impact, was meaningful, helped them feel good about themselves, increased understanding of other people, taught something new/different, and allowed them to use their own ideas, and helped them realize they can make a difference. The shaded rows highlight the survey items where responses were ranked above average.

Table 14: Waggener High School participants survey results (n=143)

My Work on Our Service Learning Project....	Mean	SD
	1=Strongly Agree	5=Strongly Disagree
Made a positive impact on at least 1 person	1.98	1.23
Was very meaningful to me	2.44	1.21
Helped improve my attitude towards school	2.98	1.25
Helped me get in less trouble in school	3.20	1.39
Helped me understand what I was learning in class better	2.73	1.34
Helped me feel more connected to other students at my school	2.94	1.36
Helped me develop team member skills	2.74	1.35
Helped me improve my communication skills	2.65	1.30
Helped me feel good about myself	2.39	1.27
Helped me improve my problem solving skills	2.76	1.37
Helped me be more understanding of other people	2.37	1.26
Increased my self-confidence	2.84	1.32
Taught me something new and different	2.36	1.31
Made learning more interesting	2.76	1.37
Allowed me to use my own ideas	2.35	1.34
Made me want to help other students in my school	2.80	1.31

Made me want to participate in other service/volunteer activities	2.76	1.39
Made me realize the benefits sharing with others	2.55	1.29
Helped me understand that I can make a difference	2.10	1.26

Maryhurst

Maryhurst provides residential treatment, an accredited on-campus school; treatment oriented foster care, and supervised transitional living for girls engaging in high risk behaviors and/or is in the foster care system. Maryhurst students provided reading tutoring for residents at St. Josephs Children’s Home. To prepare, students traveled to Blackacre Nature Preserve & The Louisville Nature Center to photograph nature and garner inspiration for poems and fairytales. Photographs, poems, and fairytales were printed in a book and given to students at St. Joseph’s Children’s Home. This project spanned several months and allowed Maryhurst students to use their creativity and caring personalities to assist others with reading.

Participants

A total of 17 students participated in the project. As shown in Table 15, the all of the participants were in 9th grade and all are female. Approximately 18% are minority. With respect to lunch status, 23% of the participants receive free/reduced lunch.

Table 15: Maryhurst School Participants (N =17)

	N	Percentage
Gender		
Male	0	0.0%
Female	17	100.0%
Race		
African American	2	11.8%
Caucasian	14	82.4%
Other	1	5.9%
Lunch Status		
Free/Reduced	4	23.5%
Paid	13	76.5%
Grade		
9 th	17	100.0%

Attendance and Behavior

The average school attendance rate and number of suspension incidents for all participants were examined for the periods before the project (August-December 2008) and during the project (January – June 2009). With respect to the average attendance rate, there was a slight decrease from pre to during the project. The attendance rate for the “pre” period was 96.1% and the rate “during” the project was

98.4% - indicating a 2.3% decrease in attendance rate. In terms of suspension incidents, there was an increase from 3 incidents during the “pre” period to 1 incident “during” the project.

Survey Results

In order to gauge participant’s perceived impact of the project on several affective factors, a survey was administered to the students after program participant. A total of 14 participants completed the survey, a response rate of approximately 82%. As illustrated by the grey highlights in Table 16, participants agreed higher than average that their work on the project impacted **every item** in the survey. The shaded rows highlight the survey items where responses were ranked above average.

Table 16: Maryhurst participants survey results (n=14)

My Work on Our Service Learning Project....	Mean	SD
Made a positive impact on at least 1 person	1.14	.66
Was very meaningful to me	1.07	.47
Helped improve my attitude towards school	1.57	.93
Helped me get in less trouble in school	2.07	1.38
Helped me understand what I was learning in class better	1.86	1.09
Helped me feel more connected to other students at my school	1.79	1.31
Helped me develop team member skills	1.29	.82
Helped me improve my communication skills	1.43	.93
Helped me feel good about myself	1.29	.91
Helped me improve my problem solving skills	2.00	1.30
Helped me be more understanding of other people	1.29	.72
Increased my self-confidence	1.21	.69
Taught me something new and different	1.21	.89
Made learning more interesting	1.64	1.27
Allowed me to use my own ideas	1.64	1.00
Made me want to help other students in my school	2.21	1.42
Made me want to participate in other service/volunteer activities	1.43	1.15

Made me realize the benefits sharing with others	1.21	.69
Helped me understand that I can make a difference	1.07	.47

Discussion

This mini-grant program offered a large number of schools and students opportunities to participate in meaningful service learning programs. These programs varied by school and classroom and served students at every level (elementary, middle and high). While the results varied from program to program, overall the findings are positive, particularly the survey results. Generally, in almost all of the programs, the students indicated that participating in the program had a positive impact, was meaningful, helped them feel good about themselves, increased understanding of other people, taught something new/different, and helped them realize they can make a difference. In terms of the behavior and attendance data, the results were generally mixed. Because the programs operated at different points of time for various lengths of time, the specific time periods were not identified for each program so the pre and post periods were not precise. Many other factors can impact the changes in behavior and attendance from the beginning of the year to the end of the year.

In terms of areas for improvement and recommendations, the program should specifically identify the points in time of program operations. This will help tremendously with accuracy of attendance and behavior changes pre and post program. Also, due to the low survey response rates for some of the programs, it is recommended that surveys are administered in a fashion that would increase response rates.