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ABSTRACT

Arizona's Serve-America Project is a K-12 community service program funded by the National and Community Service Act of 1990. Through formal school/community agency and youth organization/community agency partnerships, the project is designed to: (1) encourage school-age and out-of-school youth to volunteer their services; (2) increase the number of adult volunteers in Arizona's schools; (3) provide productive, meaningful educational experiences for participants; and (4) emphasize coordination of community agencies. This report describes outcomes achieved by 15 out of the 17 participating projects for 1993. Based on self-reports, programs identified their strengths, some of which include effective student learning components, individualized volunteer service, community involvement, volunteer empowerment, staff commitment, and public recognition. Improvement is needed in the following areas: use of advisory committees; volunteer recruitment; staff reflection; staff/volunteer training; and interagency coordination. It is recommended that evaluators develop clear, operational definitions of terms and work more closely with programs in refining their service learning elements. Two tables and two figures are included. Appendices contain program descriptions, evaluation directions and forms, and demographic data. (Contains 30 references.) (LMI)

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IN ARIZONA

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**COMMUNITY SERVICE
&
SERVICE LEARNING
IN ARIZONA**

1993 Evaluation Report
for Arizona's
Serve-America Program

Submitted to the
Arizona Department of Education

by
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Arizona "Serve America"

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SERVE-AMERICA: LINKING COMMUNITY SERVICE WITH EDUCATION

"Generosity of spirit...is a virtue that everyone should strive for... a conception of citizenship that is still alive in America."

Robert Bellah, *Habits of the Heart*

"By learning that they can make a difference in the lives of others, students discover their power to control their own lives."

Senator Edward M. Kennedy

Community service—particularly youth service—has engaged the attention of policy makers across the nation. Interest in community service ranges from the broad philosophical underpinnings of responsibility to community and country to a more specific focus on increased self-worth and empowerment. Proponents of community service articulate a variety of perceived benefits including opportunities to develop good citizenship, explore career options, develop employment skills, and learn how public systems and community agencies work. Community service is also viewed as a way to engage young people in activities that help counter the growing sense of alienation frequently expressed by today's youth.

One of the main purposes of public education is to produce caring, contributing citizens. School, where young people spend much of their time, is the obvious institution through which to initiate community service opportunities. Through the passage of the *National and Community Service Act of 1990* a financial foundation for programs linking community service with schools was established. The act provides federal support for the development of service opportunities for children, youth, and adults.

THE NATIONAL AND COMMUNITY SERVICE ACT OF 1990

The legislation authorized \$287 million over a three-year period to support the development of service opportunities that foster citizenship and a service ethic among children, youth, and older Americans. The purpose of the act is to:

- ▶ renew the ethic of civic responsibility in the United States
- ▶ ask citizens of the United States, regardless of age or income, to engage in full-time or part-time service to the Nation
- ▶ begin to call on young people to serve in programs that will benefit the Nation and improve the life chances of the young through acquisition of literacy and job skills
- ▶ enable young Americans to make a sustained commitment to service by removing barriers to service that have been created by high education costs, loan indebtedness, and the cost of housing
- ▶ build on the existing organization framework of Federal, State, and local programs and agencies to expand full-time and part-time service opportunities for all citizens, particularly youth and older Americans

- ▶ involve participants in activities that would not otherwise be performed by employed workers
- ▶ generate additional service hours each year to help meet human, educational, environmental, and public safety needs, particularly those needs relating to poverty.

(National and Community Service Act, 1990)

The act also encourages organizations to collaborate to expand community service opportunities to more youth. Overseeing the act, the Commission on National and Community Service (CNCS) offers competitive grants to states in four program areas: 1) school-based community service programs in grades K-12; 2) higher education or campus-based service programs; 3) youth service/conservation corps programs; and 4) community service programs.

Arizona's Response to the National and Community Service Act

As initially articulated in the *Comprehensive Service Plan for the State of Arizona*, Arizona's concept of community service activities was developed in response to the passage of the National and Community Service Act of 1990. Arizona's plan, submitted for funding to the CNCS in 1992, included four components:

- 1) *Serve-America*, intended to develop community service activities for school-aged and out-of-school youth;
- 2) Higher education institutional participation, designed to increase the number of service-learning opportunities by collaborating with and providing assistance to communities through six regional consortia;
- 3) Arizona Conservation Corps, intended to expand existing Conservation Corps activities in Native American communities and U.S.-Mexico border communities, and
- 4) A neighborhood community service model program, designed to link a community service/service learning component with an existing neighborhood revitalization program.

Together, these components were designed to develop an integrated community service infrastructure across the state. However, *Serve-America* was the only component funded during the 1992 funding cycle.

The *Serve-America* Program

Serve-America is the K-12 school-based community service program funded by the act. The Commission allocates funds to state education agencies which, in turn, make grants to local applicants. The distribution of a state's allocation of *Serve-America* funds is illustrated in Figure 1. As shown, 85 percent of the state's monies fund both school-based and community-based programs that involve school-aged youth in service to their communities.

Figure 1. State Distribution of *Serve-America* Funds

100% Federal allocation	85% Awarded to local schools/agencies	60%: School/community agency partnerships for service-learning programs
		15%: Youth organization/community agency partnerships for youth community service programs
		10%: School/community agency partnerships for education partnership programs
	15% Used for state-level activities	10%: State-level planning and capacity building activities (e.g., training, technical assistance, curriculum development)
		5%: Administration

To understand *Serve-America*, and Arizona's use of the funding, it is helpful to have definitions of some relevant terms.

A service opportunity or service activity refers to any activity that enables students or out-of-school youth to perform meaningful and constructive service in the community. It can be school-based or community agency-based, and can be curricular (i.e., integrated with an academic program) or extra-curricular.

Service learning is a method of teaching and learning that engages students in community service projects where they can apply academic concepts and learn about themselves and how to care about others and their community. It integrates study and reflection about the experience of youth service activities into the curriculum.

Youth community service programs are usually operated by youth-serving organizations (e.g., Boys and Girls Clubs) and other community-based organizations.

School-based education partnership and adult volunteer programs involve partnerships of schools and public/private organizations or adult volunteers in schools to improve the education of at-risk students, dropouts, and out-of-school youth.

HISTORICAL OVERVIEW OF COMMUNITY SERVICE

Although the emphasis has changed to fit today's challenges, community service is by no means new. Community service takes many forms, from the numerous activities undertaken by local service organizations (e.g., Kiwanis and Rotary Clubs) to major national service campaigns. These national thrusts are exemplified by the New Deal of the 1930s which introduced community service on a large scale through the Civilian Conservation Corps (CCC). The 1960s saw a new cycle of activism emerge with the development of programs like the Peace Corps, Teacher Corps, and Volunteers in Service to America (VISTA).

Demographic changes and social disintegration during the 1970s and 1980s, including an increasing number of "non-traditional" families, renewed national interest in fostering a community service ethic to help strengthen the nation's communities. Such interest prompted Congress to introduce a myriad of national community service bills during the late 1980s culminating in passage of the *National and Community Service Act of 1990*. While the approaches and specific target groups varied, all of the proposed legislation addressed the development and maintenance of a volunteer ethic among the nation's young people.

National Reports

Prominent national studies throughout the 1980s addressed the concept of community service, exhorting schools to create service opportunities for youth.

- ▶ The results of a major study of the American high school conducted by the Carnegie Foundation formed the basis of a recommendation in Ernest Boyer's 1983 book, *High School*, that "...every high school student complete a service requirement, a new 'Carnegie unit,' involving volunteer work in the community or at school."
- ▶ From *The Forgotten Half: Pathways to Success for America's Youth and Young Families* (1988) came a recommendation to "create quality student service opportunities as central to the fundamental educational program of every public school...during each year from kindergarten through twelfth grade." The recommendation was specifically focused on all young people--whether college bound or members of the "forgotten half" who do not attend college.
- ▶ The Carnegie Corporation's *Turning Points: Education in the Twenty-First Century* (1989) focused on the importance of teaching adolescents to be active citizens, and proposed that every middle school include youth service in its program.

By the year 2000...every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

AMERICA 2000

- ▶ Finally, the historic 1989 Governors' Education Summit at which President George Bush presided resulted in the establishment of a national education strategy dubbed *AMERICA 2000*. One of six national goals for education addressed student achievement and citizenship, including the objective that "all students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility" (U.S. Department of Education, 1991).

State Activities

During the 1980s, many states promoted and initiated community service programs. In a 1989 community service survey conducted by the National Governors' Association (NGA), 30 states (out of 42 responding) reported having at least one state-funded or state-supported community service program. In addition, 13 states reported having a state policy on community service, while 17 states reported having a coordinating mechanism at the state level for their community service programs (*Community Service: A Resource Guide for States, 1989*). The following examples provide a view of different ways states have approached school-based community service programs.

- ▶ **Pennsylvania** formed the Governor's Office of Citizen Service (PennSERVE) as a comprehensive state initiative supporting the community service movement. School-based initiatives are a major element of the movement, with a significant percentage of the allocated funding targeted for programs that combine education and community service. At the time of the 1989 NGA survey, at least 240 schools reported some form of community service, with more than 30 giving academic credit for participation.
- ▶ **Minnesota** passed legislation in 1987 authorizing school districts to establish volunteer programs, with a \$.50 per capita tax to design and implement individual youth development plans. In 1989 legislation authorized an additional \$.25 per capita tax specifically for youth and community service programs. Of the 411 school districts in the state, 324 have applied for funding and will provide credit for service.
- ▶ **Maryland** was the first state to require all school districts to offer opportunities for community service. The Maryland Board of Education established a 75 hour student community service requirement for high school students. The high school community service requirement has become part of state statute, beginning with students entering high school in September 1993.

Arizona Reports and Initiatives

Although Arizona was not among the 30 states reporting a state-funded community service program, individual examples of community service programs were operating at the time of the NGA survey. The survey was conducted prior to the enactment of the National and Community Service Act of 1990; its passage provided the impetus for a great deal of activity in many states, including Arizona.

Directly and indirectly, many Arizona groups have endorsed community service. It is not the intention of this report to develop a complete inventory of these activities. Rather, the following represent some of the more recent Arizona reports and initiatives that address the concept of community service.

- ▶ The value of community service in general is underscored in the 1992 *Arizona Strategic Plan for Economic Development (ASPED)*. ASPED includes an initiative to "encourage activities and partnerships that build a sense of community in Arizona." It is posited that building stronger communities will boost Arizona's quality of life, making the state more attractive in terms of economic development. Among the implementation steps for this initiative are fostering the "Arizona Gives" campaign and having state government provide matching funds to encourage grassroots community enterprises.
- ▶ *Arizona Gives*, initiated in April 1991, is a three-year statewide effort to increase public awareness of a national standard of giving and volunteering. The "give five" standard--developed in 1987 by the Independent Sector, an organization of nonprofit and charitable groups--sets as a goal for each American citizen to volunteer five hours a week and give five percent of annual income to the causes of one's choice. One aspect of this initiative in Arizona is the *Youth in Philanthropy Project*. This project has created a curriculum to encourage lifelong volunteerism and philanthropy in Arizona youth that was pilot-tested in 1992 with six groups of students in grades 7-12, and their teachers.
- ▶ *Reform, Restructuring, Rededication: Report of the Governor's Task Force on Education Reform to the People of Arizona* (1992) incorporates the national goal and objective for student citizenship proposed under the *AMERICA 2000* plan.
- ▶ *Powerful Stories, Positive Results: Arizona At-Risk Project* (1991) is the final report of a four-year pilot project funded by the Arizona legislature to encourage schools to develop innovative strategies for addressing the needs of at-risk students. While the report does not explicitly discuss community service, it does address and promote activities that are categorized in the research under the "umbrella" of community service (e.g., peer tutoring, mentoring, and community/business collaboration).
- ▶ The final report of the *Governor's Conference on Small Business* (January 1993), which constitutes the small business legislative agenda for the coming year, identifies "community service for high school students to teach work ethics" as one of its top 26 recommendations. Among the many education goals proposed by conference participants, community service was singled out as only one of two education-related recommendations to be identified as a top priority.

- ▶ In 1993, as a follow-up to Arizona's initial proposal for funding from the CNCS, the state developed the *Arizona Comprehensive Service Plan Update*. This represented a shift in Arizona's community service focus with a priority given to strengthening binational ties in the state's border communities. This initiative was stimulated by the emergence of a new opportunity for Arizona to leverage existing public, private, and community resources to meet the needs of the U.S.-Mexico border region. The updated plan proposed to establish the U.S.-Mexico Border Volunteer Corps (BVC), which would link volunteers working with the numerous nonprofit or health agencies located in the border region. Four key components of the BVC program were outlined in the plan: training, work experience, mentoring, and post-service benefits. While the proposed activities were centered in the border region, the plan underscored the belief that a model would be created that could be replicated in other parts of the state. Initial CNCS funding to Arizona to plan for the Border Volunteer Corps was approved in April 1993.

LINKING YOUTH SERVICE WITH "AT-RISK" EDUCATION

Across the nation and in Arizona, economic and social indicators suggest that increasing numbers of children are living in poverty, often growing up in families that find it difficult to provide a nurturing and supportive environment. Accompanying this disturbing trend, dramatic increases are seen in the incidence of "risk behaviors" among youth. For example:

Nationally...	In Arizona...
The child poverty rate increased 12 percent between 1979 and 1989, from 16 percent to 17.9 percent.	The child poverty rate increased 32 percent between 1979 and 1989, from 16.5 percent to 21.7 percent.
The firearm death rate for teenagers ages 15-19 increased 43 percent between 1984 and 1988.	Juvenile arrests for violent crimes increased 83 percent between 1985 and 1990.
In 1990 almost one-quarter of surveyed 12-to-17-year olds reported having used illicit drugs (other than alcohol and tobacco) at some time in their lives.	Reported first use of marijuana at age 13 or younger increased 20 percent between 1988 and 1990; reported first use of cocaine among this age group increased 12 percent.
Sixty to 70 percent of all teenagers try alcohol or tobacco by age 15.	By the time Arizona students reach high school, nearly 75 percent will have tried alcohol.
In 1989, the birth rate for women ages 15 to 19 was the highest since 1973.	Arizona's teen birth rate increased 22 percent between 1984 and 1991.

Sources: Children's Defense Fund, *The State of America's Children 1992*; Kornreich, Sandler & Hall, *Kids Count Factbook: Arizona's Children, 1992*; MacFarlane, S. *Arizona's Alarming Trends 1992*.

There is a large body of research which reveals a common set of social and personal indicators that contribute to a child's risk of academic failure. Such indicators include poverty, family background, teenage parenthood, substance abuse, school history (e.g., low achievement), and attitudinal characteristics (e.g., low self-esteem, lack of vocational goals). These indicators pose increased challenges for schools, for communities, and for the nation.

In his article "Reform versus Reality," Harold Hodgkinson, director of the Center for Demographic Policy of the Institute for Educational Policy in Washington, D.C., likens American education to a house with a leaky roof. According to Hodgkinson (1991):

"The leaky roof in our educational house is a metaphor for the spectacular changes that have occurred in the nature of children who come to school, [and] until we pay attention to these changes, our tinkering with the rest of the house will continue to produce no important results."

Hodgkinson stresses that educational reform efforts will *not* make a difference until we deal with the fact that many school-aged children are "destined for school failure because of poverty, neglect, sickness, handicapping conditions, and lack of adult protection and nurturance." The significance of the most recent legislative support for community service is best understood within this broader social context and within the larger school reform movement.

Many people view community service as a way of developing a sense of altruism in young people. This view meshes with a belief that schools should teach young people to care for others and relate to their community. Operationalized in the schools, both curricular and extracurricular community service activities are used to promote these kinds of attitudes. Another perspective is that community service is valuable as an alternative method of learning and teaching. In this sense, emphasis is placed on connecting service experiences with learning concepts as part of a formal curriculum.

Multiple benefits are associated with community service and service learning experiences, including:

- ▶ helping students become responsible citizens;
- ▶ bringing schools, families, and communities together;
- ▶ recasting the role of students and school;
- ▶ prompting systemic change in traditional schools;
- ▶ gaining a sense of personal worth and increasing capabilities for leadership and problem-solving;
- ▶ easing the transition from school to work and teaching basic life skills, and
- ▶ enhancing critical thinking skills.

(William T. Grant Foundation, 1988; Minnesota Department of Education, 1992)

Community Service and At-Risk Students

Clearly, community service can benefit *all* students. It is a means by which young people can feel connected to and responsible for their community. It is a vehicle for connecting school to work. It is a method through which schools, families, and communities can redefine their roles to become collaborative contributors to their society.

Beyond its advantages for all students, however, community service is increasingly being recognized as a promising practice in working with "at-risk" youth. As illustrated earlier, increasing numbers of students fit the risk profile. Community service and service learning programs address many of the indicators that contribute to students' risk of academic failure. Thus it makes sense for community service to be considered as one possible educational strategy for working with at-risk students.

As a strategy for at-risk youth, community service/service learning can be better understood by examining its "fit" with strategies that are successful in dropout prevention. Successful dropout prevention practices include mentoring and tutoring; alternative programs and flexible scheduling; community and business collaboration; and workforce readiness and career counseling. In addition, experiential, hands-on learning and experiences with responsible adults are strategies that "work" for at-risk youth. Many of these components are central to service learning programs; as such, community service/service learning appears to offer a creative opportunity and viable strategy to reach at-risk students (National Dropout Prevention Center, 1992).

"Typically, disadvantaged youths are thought of as recipients of service, not givers. But such efforts can play an instrumental role in reducing the chance of dropping out of school or other poor outcomes among participants. Given the proper guidance, direction, and supervision, young people respond well to the responsibility of service and sense the value of their efforts. This in turn increases youths' self-esteem and the likelihood of their becoming productive adults."

Children's Defense Fund
1989

Linking Community Service and At-Risk Education in Arizona

Arizona has a solid history of working with at-risk students. Beginning in the mid 1980s and continuing today, several legislative initiatives provide additional financial assistance to nearly all of the state's school districts to support services for at-risk students.

With the passage of H.B. 2217 in 1988 the legislature initiated a significant at-risk education pilot project. The legislation provided four years of funding for 55 pilot at-risk demonstration sites serving grades K-3 and 7-12 across the state. The purpose of the *Arizona At-Risk Pilot Project* was to encourage schools to develop innovative strategies to address the needs of at-risk students, and to integrate those strategies with other programs within the schools. One of the results of the pilot project was the development of a set of recommendations to essentially restructure at-risk education in Arizona. Along with other state initiatives (e.g., Governor's Task Force on Education), the recommendations engendered notable education-related legislative action.

The four-year project was extended through legislation in 1992, which allocated state funding for the existing at-risk pilot sites "until such time that sufficient funding...is provided...through a weight in the funding formula for kindergarten and grades one through twelve" (S.B. 1096). Under the acronym "*CARE*" (*Comprehensive At-Risk Education*), the legislature is considering new formula funding for all at-risk students in grades K-12. Continued emphasis on at-risk issues is further evidenced by the incorporation of CARE into proposed state education reform initiatives.

In anticipation of the passage of some type of education reform legislation, the Arizona Department of Education (ADE) is developing state strategies to provide technical assistance to districts seeking to develop and implement comprehensive at-risk services. Arizona's *Serve-America* program is included

Arizona's *Serve-America* Project

under this "umbrella" of comprehensive services; as such, the evaluation of Arizona's *Serve-America* project will focus--at least in part--on the potential of community service programs as effective intervention strategies for at-risk youth. The state's *Serve-America* initiative can therefore be understood within the overall context of school reform, and as part of the framework of strategies within which to address the needs of the state's at-risk youth.

ARIZONA'S SERVE-AMERICA PROJECT

As noted earlier in this report, Arizona responded to the National and Community Service Act of 1990 by submitting a *Comprehensive Service Plan for the State of Arizona*. During the 1992 funding cycle, *Serve-America* was the only component which was funded and received a total of \$201,588. Administration of the *Serve-America* program was delegated to the Arizona Department of Education (ADE), Division of Vocational Education, Comprehensive Training Unit.

OVERVIEW OF ARIZONA'S SERVE-AMERICA PROJECT

Through formalized school/community agency and youth organization/community agency partnerships, Arizona's *Serve-America* project is designed to:

- ▶ Encourage school-age and out-of-school youth to volunteer their services for the benefit of others in their communities;
- ▶ Increase the number of adults who volunteer in Arizona's schools;
- ▶ Provide productive, meaningful educational experiences for participants; and
- ▶ Emphasize coordination and linking of community agencies to avoid duplication of effort and to promote maximum utilization of local resources.

ADE issued its first "request for proposals" (RFP) in late 1992 for funding beginning in February of 1993 and ending June 30, 1993. A second RFP was issued in February 1993 for funding beginning in April and ending in June. Between the two RFPs, the department awarded mini-grants of \$7500 to 17 sites.

The types of programs funded include school-based service learning programs (10 programs); community-based service programs for school dropouts, out-of-school youth and other youth (4 programs); and, adult volunteer programs involving adult volunteers in schools to improve the education of at-risk students, school dropouts, and out-of-school youth (3 programs). Arizona's 17 programs are profiled individually in Appendix A.

During spring 1993, ADE also contracted with the Morrison Institute for Public Policy, School of Public Affairs, Arizona State University, to design and conduct an external evaluation of the *Serve-America* programs. The Institute has a history of both collaborating with the department, and conducting program evaluations, having served as the external evaluator for the *Arizona At-Risk Pilot Project* among other projects.

Using the recommendations of the Commission regarding evaluation and reporting requirements, Arizona's RFP specified that each funded program would be responsible for submitting information in the following four categories:

1. Descriptive Information: Basic demographic data such as age, gender, ability/disability status, general economic status, ethnic status, area of residence, and number of new volunteers involved.

2. Service Activity: Kind of service activities, learning activities, and number of hours engaged in each type of activity.
3. Impact on the Community: Number and characteristics of people served, and relevant data on results—for example, literacy achieved, hours of care, areas of park cleaned up; community satisfaction about the community and service activity.
4. Impact on Participants: How the behavior and attitudes of participants have changed as a result of participation in the program.

(The Commission on National and Community Service, 1992)

For the purposes of this report, Morrison Institute analysts, in consultation with ADE staff, developed forms for each of the 17 programs to use in submitting the information outlined above (Appendix B). In addition, a self-evaluation of strengths and weaknesses was requested from each funded program. Standardized reporting forms were used to ensure the comparability of data, while allowing for each program to reflect on its unique accomplishments.

Programs submitted information to the Arizona Department of Education which, in turn, provided completed forms to Morrison Institute for summary and analysis. The following section presents the results of this analysis, summarized for 15 of the 17 projects. One project did not report *any* evaluation data; one program spent the initial months of the grant planning for implementation and had not yet involved participants.

In preparing this report, Morrison Institute analysts noted inconsistencies among program staff in the use of certain terms. For example, project participants (i.e., volunteers) and project clients (i.e., recipients of services) were not always clearly distinguished. The phrase "project participants" was used in some cases to describe both volunteers and clients. In the text that follows, project participants are either student or adult volunteers recruited as part of the project, while recipients of services are discussed in terms of the impact on the community.

Furthermore, a distinction must be made between the use of the terms student volunteers and adult volunteers. In the following discussion, student volunteers are school-age youth including "in-school potential dropouts" and out-of-school dropouts who have been recruited as participants in school-based service learning and community-based service programs. Adult volunteers are comprised of *some* school-age youth, community college and university students, and other adults ages 18-60 and older. All three types of programs involve adults volunteers in varying degrees. Adult volunteers work both with elementary and secondary students (who are *not* student volunteers) and with groups of *Serve-America* student volunteers.

1993 RESULTS OF ARIZONA'S SERVE-AMERICA PROJECT

Descriptive Information¹

Arizona's *Serve-America* grants funded programs involving a wide array of student and adult volunteers. Twelve programs are located in or near the major metropolitan areas of Phoenix or Tucson. These programs tended to focus on urban and suburban volunteers, although some also included rural and tribal populations. Five programs are located in more rural areas of the state, and therefore targeted student and adult volunteers in their own communities. One of these programs targeted exclusively Native Americans; another encompassed the Arizona-Mexico border.

Of the 15 *Serve-America* programs providing information, a total of **3304 volunteers were reported**. Of these, 3003 were student volunteers and 301 were classified as adult volunteers. Student volunteers ranged in age from five through 20, and represented all grade levels (K-12). Student volunteers over age 17 were in-school potential dropouts or retrieved dropouts repeating grades and were therefore overage. Adult volunteers ranged in age from 17 to over 60. Some high school seniors participated in programs as adult volunteers. The distribution of volunteers by age is shown in Figure 2.

Of the total number of volunteers, 56 percent were female and 44 percent were male; there was one adult volunteer of the same gender for every ten students. Fifty-one percent of student volunteers were female; five percent of adult volunteers were female. Forty percent of student volunteers were male; four percent of adult volunteers were male.

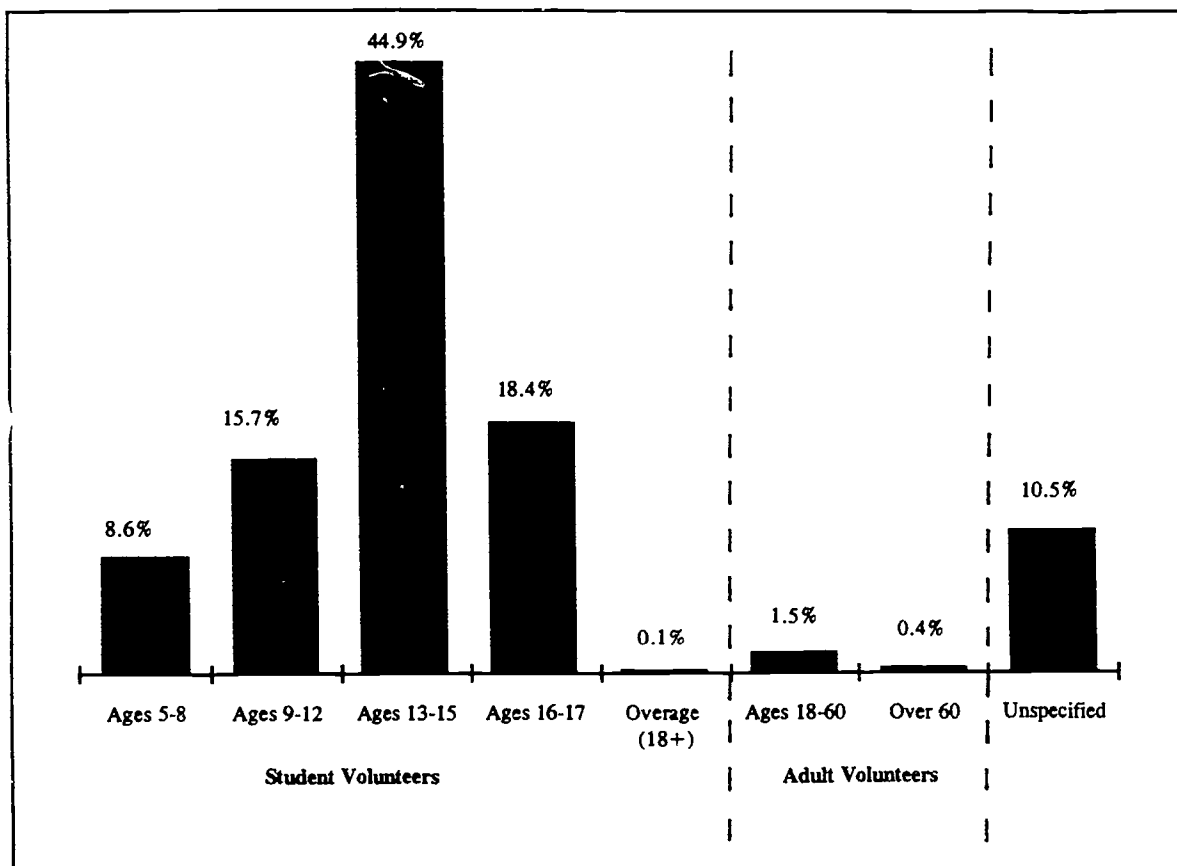
Diverse racial and ethnic groups were represented by both student and adult volunteers. The ethnicity of adult volunteers was reflected in equal proportion to the student volunteers (see Table 1).

Table 1. Distribution of Volunteers by Race/Ethnicity

	Asian	African-American	Caucasian	Hispanic	Native American	Other	Unspecified
Student Volunteers (N = 3003)	1%	6%	58%	21%	3%	2%	10%
Adult Volunteers (N = 301)	< 1%	5%	60%	21%	1%	1%	10%
TOTAL (N = 3304)	1%	6%	58%	21%	2%	2%	10%

¹ Demographic information on gender, age, ethnicity, economic and educational disadvantage is presented in greater detail in Appendix C.

Figure 2. Percentages of Volunteers by Age (N = 3304)



With exclusive reference to student volunteers, nearly one-quarter (24 percent) were reported as economically disadvantaged, while 70 percent were characterized as non-economically disadvantaged. (Six percent were not classified.) Programs ranged from ten percent to 100 percent of their total population being economically disadvantaged.

In addition, about 12 percent of the total student volunteer population was described as educationally disadvantaged. This figure is likely to underrepresent the total number of students who have academic difficulties, since over half of the students were not classified as either educationally or non-educationally disadvantaged. Those students who *were* identified as educationally disadvantaged were described as either potential or actual dropouts.

Of the 368 student volunteers noted specifically as having educational problems:

- ▶ 29 percent were deficient in basic skills
- ▶ 24 percent were limited English proficient
- ▶ 15 percent had "other" problems that interfered with their academic performance, including: speech problems and/or other physical disabilities; teen parenthood; and histories as juvenile offenders

- ▶ 6 percent had learning disabilities
- ▶ 2 percent each: 1) had histories of substance and/or alcohol abuse and 2) were in foster care
- ▶ 1 student was homeless.

Service Learning Activities

Within all three types of programs funded under Arizona's *Serve-America* grant (i.e., school-based service learning; community-based service; and adult volunteer programs), student and adult volunteers participated in varying combinations of classroom learning and community service activities. This section summarizes both the learning and service aspects of program activities.

Student Learning

Specific learning activities were incorporated into most of the *Serve-America* programs. Five of 15 programs reported a total of **2743 hours spent in classroom learning activities** (including supervised field experiences). Ten programs did not explicitly report numbers of hours even though they described classroom learning activities in program narratives. Hours reported, therefore, likely underrepresent actual hours of classroom learning. It should be noted that of the total number of programs (17), five (29 percent) offered students academic credit for their service learning experiences.

Student learning was accomplished through both short-term and long-term activities. Short-term activities included workshops on a variety of topics (e.g., characteristics of the elderly; drug and alcohol awareness; leadership training). Long-term activities involved formal classes and training. Some classes focused on specific skills and competencies such as, for example, integrating basic skills instruction in speaking, reading, and writing with occupational competencies (e.g., horticultural competencies) as they pertained to a service-learning project (e.g., creating a community garden). Other classes covered employment-related skills such as job interviewing and preparing a resume. Formal training activities involved students in recreation leadership, first aid, CPR, and water safety. In addition, supervised field experiences (e.g., refereeing a baseball game) served as part of some students' training.

Students also were exposed to a variety of learning experiences outside a structured classroom or workshop setting. For example, two programs involved students in developing surveys, while another program required students to attend monthly meetings of public policy-making entities (e.g., city council, school board) in order to learn about public policy and decision-making processes.

A majority of learning activities were designed to support and enhance community service activities undertaken by student volunteers. After gaining specific knowledge and skills, students applied their newly-acquired competencies in the community. For example, student participants in a workshop about the elderly performed volunteer service for elderly residents of their community; students completing a course of water safety skills were engaged by the city as lifeguards and recreational leaders.

Student Community Service

Community service activities reported generally fit into one of three broad categories. One category is comprised of activities in which students provided direct community service. A second category is comprised of volunteer hours spent in activities such as developing surveys and in policy and planning efforts. Thirdly, student *referrals* to community volunteer opportunities were reported.

Students contributed approximately **6500 hours of direct community service** through Arizona's *Serve-America* program. Community service activities included those benefitting younger children, such as peer tutoring and activities benefitting older adults (e.g., "friendly visitor" services and chore/home maintenance for the elderly). Direct services also were performed at students' schools and in their surrounding neighborhoods. Such services included peer tutoring, teen mentoring, and cultural programs. Finally, a number of activities were reported that benefitted the public at large (e.g., neighborhood beautification, cleanup, and environmental projects).

In addition, staff reports indicate that youth volunteers spent over **4700 hours in activities such as developing and disseminating community surveys**; lobbying efforts to garner public and political support for [national] volunteer projects; and identifying and analyzing specific community policies and problems. For example, one project involved students in developing a community survey to examine the consequences of teen pregnancy. Students in another program participated in a national campaign to have students nationwide contribute money to create a museum at the Lincoln Memorial in Washington, D.C.

The final category of student community service involved programs that promoted youth volunteer opportunities and referred students to appropriate volunteer positions in their communities. Through these volunteer job placements, students provided help to a variety of "chronically understaffed" community organizations and agencies. While the actual number of student placements is unknown, **more than 1900 referrals for volunteer positions were made**. Using a national average of four hours per week for each volunteer, these referrals had the potential to generate more than 75,000 hours of service (over a ten week time period).

Adult Learning

Two of the *Serve-America* programs involved adults for a total of **528 hours in specific classroom learning (training) activities**. One activity trained adult volunteers to deliver a program curriculum to elementary school students. The second learning activity trained staff members from 18 community agencies and schools to develop and manage volunteer programs. Workshops included training on topics such as recruiting and training volunteers.

Adult Community Service

Specific adult service activities, involving more than 300 hours, were reported for two programs. As mentioned above, one program involved adults in providing classroom activities for elementary school students. Volunteers led activities and delivered a curriculum focused on life skills and age-appropriate business and workforce information. The second set of community service activities involved adults providing mentoring and tutoring for high school students, some of whom were teen

parents. It should be noted that although several other programs recruited adults to volunteer in schools, the specific adult volunteer activities were not reported.

Summary

Arizona's *Serve-America* programs generated more than 11,500 hours of specific community service from both youth and adult volunteers, while additional volunteer referrals had the potential to generate another 75,000 hours of service. Learning activities related to the community service experiences involved more than 3,200 hours.

Impact on the Community

Detailed information on community impact is provided on a program-by-program basis in Appendix A of this report. As a whole, however, there are several kinds of "communities" that can be described as beneficiaries of community service--communities of young children, communities of older adults, students' schools and surrounding neighborhoods, and the public at-large.

Several programs involved student volunteers in working with individual or groups of preschool children or younger elementary children.

Among the services provided, student volunteers planned and implemented after-school and other recreational activities, acted as big brothers and big sisters by providing one-on-one mentoring, provided academic tutoring, conducted classroom learning activities, and worked as teacher aides. In one case, a student volunteer provided care for a terminally ill child at the Ronald McDonald House.

[I like this program because] I don't like to be yelled at at home...and plus...I thought it was fun.

Fourth grade student

I wanted somewhere to come after school. It saves me from getting into trouble. I can have fun here than running out in the streets.

Sixth grade student

While exact numbers of young students served were not reported in every case, a conservative estimate is that over 800 young children benefitted by the community service of older students and adults. Reported benefits for children focused primarily on increased self-esteem as a result of having older mentors, as well as having opportunities (e.g., recreational) that would otherwise not have been available to them.

Several other programs worked with groups of senior citizens who, according to program staff, expressed considerable gratitude for and satisfaction with student volunteer services. One program involved visiting 15 elderly pre-Alzheimer and Alzheimer patients. Other programs had volunteers working at rest home facilities (e.g., performing groundskeeping and maintenance duties), resulting in improved living conditions for the elderly. Other services also improved the quality of life for senior citizens. For example, one program paired middle school student volunteers with clients in excess of 60 years old deemed to be frail and have limited financial resources. Students cleaned yards and homes and performed other simple chores and repairs. Still another program had students leading senior citizens in aerobics classes.

A majority of benefits reported for elderly clients focused on the nature of services performed (e.g., 54 client visits to perform yard service and chores). In addition, several programs reported the gratification elderly clients expressed in having opportunities to socialize with young volunteers.

Some service activities were performed in students' schools. Several activities involved students in writing grants, or providing input into school policy that benefitted their fellow students with enhanced programming. Other projects involved campus beautification activities.

The vast majority of community service reportedly benefitted entire communities or neighborhoods. In some cases, outcomes were reported in general terms. For example, students who performed volunteer work in community agencies were reported to have helped the community by providing necessary staffing assistance for the agencies. In other cases, precise outcomes were reported in relation to specific activities. For example:

- ▶ a blood drive generated 104 units of blood estimated to save 416 human lives
- ▶ 15 fences were painted to cover up graffiti, 22 bags of garbage were collected, and one mile of trail was cleared and cleaned in two low-income neighborhoods
- ▶ students raised over \$2,000 on behalf of Florida hurricane victims and \$50,000 for the "Pennies Make a Monumental Difference" program
- ▶ one rural, low-income community of 2,525 residents now has full access to the local pool and related recreational activities due to staffing provided by student participants of the town's *Serve-America* grant.

Impact on Volunteers

Prior to examining the impact on volunteers, researchers and staff were interested in determining reasons why volunteers joined their particular programs. The following section discusses volunteers' reasons for joining, as excerpted from student and adult responses to surveys or as summarized by program staff.

Reasons Volunteers Joined

Students articulated a variety of reasons for participating in community service programs, ranging from the altruistic to the more pragmatic. For example, several students talked about wanting to help people in need and spoke of developing a sense of community. Others talked about the volunteer activities as a challenge, while some related the enjoyment they derived from working with kids. Many students were encouraged to volunteer through friends who had described positive experiences and several said they were encouraged and recruited by teachers. Many students were reported to have responded to media campaigns about student volunteer opportunities.

Some students viewed the volunteer experiences as a way to obtain training in specific areas of interest. For example, several students indicated an interest in learning lifeguarding and first aid skills; others wanted to get work experience in possible career fields.

More practical reasons for volunteering were also given. Several students said the volunteer activities were fulfilling a community service requirement, either by their school or from an organization to

which they belong. Finally, one student said performing community service was suggested by his probation officer, and two students said their parents wanted them to participate.

Adult volunteers expressed a similar array of reasons for participating in community service activities. For example, some adults wanted to "give back to the community," and others talked about being role models and helping youth. Some adults joined programs to fulfill job expectations or academic course requirements, and others wanted specific training (e.g., learning to implement a volunteer management program).

Staff noted that although some volunteers (student and adult) might have initially participated in a community service program for reasons that were more practical than altruistic, they invariably expressed positive feelings about their actual volunteer experiences. The impact on their behavior and attitudes is illustrated in the next section. The following information is based on volunteers' comments and on perceptions articulated by program staff.

Changes in Behavior and Attitudes

Reported changes in volunteers' behavior and attitudes can be characterized in four broad groupings. These include: changed perceptions, personal changes, changes resulting from "lessons learned" and, specific changes related to individual program activities.

Both student and adult volunteers viewed specific populations differently after participating in learning activities and working with the particular groups. For example, staff reported that student volunteers became more accepting of the limitations and characteristics of the elderly. Similarly, adult volunteers reported losing their initial nervousness about working with at-risk students after they developed an understanding of what the students' lives were like, and established relationships with individual students. More globally, student volunteers are reported to have more insight into the problems facing today's society.

An overall change in students' personal attitudes can be illustrated by the observation of one program director that attitudes have changed from "I'd like to help" to "I want to help" to "I can help." Students reportedly have an improved sense of self-esteem and self-worth; they are confident that they can "make their mark in society" and be helpful. These attributes are reported to contribute to students' increased levels of maturity. One student said, "I now have more patience...now that I have something to work towards, I am now more dedicated."

This sense of dedication was identified by several respondents. Student volunteers' overall demeanor was reported to have become more positive, as illustrated by more realistic goals, commitment to schooling, increased awareness of community issues, and commitment to their community. Students also were described as becoming "risk takers" and not always following the crowd.

Student volunteers' attitudes and behavior were reported to have changed as a result of some of the "lessons learned" through their community service activities. Increased understanding of the importance of teamwork, and of attributes such as dependability and responsibility, were felt to have affected the way participants approached activities. Moreover, as documented by program staff (cf. Appendix A) many students' academic performance changed as a result of both academic and occupational lessons learned.

Finally, several behavioral and attitudinal changes were attributed to elements of specific programs. For example, staff reported that as a result of their involvement in a community survey about the consequences of unplanned pregnancies, students (many of whom were teen parents) began to give more attention to this problem. In another instance, teens who were acting as mentors for younger students were reported to have fewer behavioral problems than in the past as evidenced by a marked decrease in behavioral referrals.

Additional information about program impact was obtained from participants through their answers to the following questions: "What did you most like about the program/activity? What would you change?" Some programs provided this information through participants' personal written responses; in others, participant responses were summarized by program staff.

What : lunteers Liked Most

Words commonly used to describe what volunteers most liked about their community service experience included: joy, satisfaction, fun, helping, learning, and, rewarding. Volunteers commented frequently on the personal gratification and personal growth that resulted from their service activities. Overall, volunteers liked the feeling that they were an important part of their community, "making a difference," and helping people in need. Several indicated that they most liked learning about themselves, and about their capabilities. Others felt very positive about working with younger students and the fact that the younger kids "looked up to them." One student's comment that "service to others is very fun" was also articulated by other volunteers as they talked about what they most liked. Still other volunteers talked about learning new skills.

"[We] wish to thank the dedicated educators and parents who gave us the freedom to explore and the encouragement to succeed."

High school student
volunteers

Participants also mentioned "program-specific" elements in discussing what they liked most about their community service activities. For example, one student talked about the satisfaction in knowing the blood drive they sponsored was saving lives; other teen volunteers described the joy they saw on the faces of their second-grade pen pals. Staff reported that several students liked interacting with elderly people, and particularly enjoyed completing work tasks that "made them happy." Adult volunteers liked the quality of the volunteer training they received, and enjoyed the opportunity to interact with other volunteers.

Suggested Changes

Overall, participants were very positive about their community service programs. The majority did not recommend changes. Of those who did comment, however, recommended changes were specific to individual programs. Suggested improvements focused on increasing time spent in the community service activity; providing volunteers with additional in-depth training in areas of interest to them - (e.g., CPR, first aid); and having more program equipment available to volunteers.

SUMMARY AND CONCLUSIONS

Clearly, the passage of the *National and Community Service Act of 1990* revitalized interest in community service in Arizona. Through the state's *Serve-America* grant, over \$100,000 has been distributed through mini-grants of \$7500 to 17 sites to initiate, operate, or expand programs that involve youth and adults in service to their communities.

In review, 17 Arizona *Serve-America* programs began operating in February and April of 1993. Most of these programs used the state mini-grants to build upon existing volunteer programs; some initiated new projects, using their grant as "seed money." As a whole, programs exhibited many positive outcomes. Self-reported data indicate that, even though programs have operated for short periods of time under the auspices of Arizona's *Serve-America* program, accomplishments are noteworthy.

As noted on page 11, Arizona's *Serve-America* project was designed to accomplish four broad goals. Progress toward these goals is evidenced by program accomplishments reported to date, as shown in Table 2.

Table 2. State Goals and Program Accomplishments

State Goals	Program Accomplishments
<ul style="list-style-type: none"> ▶ Encourage school-age and out-of-school youth to volunteer their services for the benefit of others in their communities. 	<ul style="list-style-type: none"> ▶ Programs involved more than 3000 student volunteers (ages 5-20) of diverse ethnic/racial backgrounds, of whom nearly one-quarter were economically disadvantaged. ▶ Thousands of Arizonans--including students in preschool through high school, community residents, and the elderly--benefitted from the services performed by these students.
<ul style="list-style-type: none"> ▶ Increase the number of adults who volunteer in Arizona's schools. 	<ul style="list-style-type: none"> ▶ More than 300 men and women (ages 17-over 60) volunteered in Arizona's schools, representing a diversity of ethnic/racial backgrounds.
<ul style="list-style-type: none"> ▶ Provide productive, meaningful educational experiences for participants. 	<ul style="list-style-type: none"> ▶ More than 3200 hours of formal learning and 11,500 hours of volunteer service occurred, resulting in notable behavioral and attitudinal changes among student and adult volunteers.
<ul style="list-style-type: none"> ▶ Emphasize coordination and linking of community agencies to avoid duplication of effort and to promote maximum utilization of local resources. 	<ul style="list-style-type: none"> ▶ Preliminary evidence of success in better linking agencies has been reported, as in the case of 20 community service agencies working together with youth volunteers on strategies to prevent unplanned teen pregnancies.

As a whole, programs exhibited many strengths as well as some areas in need of change. The following discussion highlights program strengths and weaknesses as described by program staff and includes evaluator observations. In the concluding section, directions for future action are provided.

DISCUSSION

This section presents an assessment of program strengths and weaknesses. First, strengths and weaknesses are presented according to program staff perceptions. Second, the observations of external evaluators are described.

Self-Assessment of Programs

As part of the 1993 evaluation of Arizona's *Serve-America* project, each program was asked to conduct a self-assessment of program strengths and areas for improvement. Program strengths frequently focused on specific aspects of a particular program. For example, one of the strengths of an after-school program was that it provided a solution to the "latch-key" problem faced by many of the children involved. Another project director noted the mentoring and tutoring of younger children as a major strength of the program.

Apart from program-specific strengths, several common themes emerge from an analysis of program self-assessments. Shared perceptions of program strengths center on the following elements and outcomes.

▶ **Student learning components**

Program staff most frequently noted the strengths of their program curriculum. They cited such things as the relevance of specific learning activities, the effectiveness of hands-on learning, opportunities for group learning, and integrated and applied academics.

▶ **Individualized volunteer service**

Staff from several programs cited program strengths in terms of customizing student volunteer activities and/or the flexibility of programs in meeting students' personal and scheduling needs.

▶ **Community involvement**

Program strengths were also noted in terms of community involvement in and "responsiveness" to *Serve-America* programs. The willingness of community agencies to provide placements and training, and the development of "strong alliances" were among the strengths cited.

▶ **Volunteer empowerment**

Many program directors commented on the fact that volunteer service instilled a sense among volunteers that they *can* and *do* "make a difference." Staff frequently attributed attitudinal and behavioral changes to this "new" sense of empowerment among the volunteers.

▶ **Staff commitment**

The personal commitment and involvement of adult staff were noted by several project directors as program strengths. Staff dedication was cited as a major factor contributing to program success.

▶ **Public recognition**

Lastly, program staff cited public recognition for program accomplishments as one of the greatest program strengths. They noted that such recognition increased personal pride among participants and contributed to improved public awareness of volunteer activities in the communities.

Regarding areas in need of improvement, staff most often commented on operational aspects of individual programs. For example, one program noted the need for improved communication between field supervisors and assigned student volunteers. Another noted the need for expanded facilities and more time to implement program activities. Still another identified a need to better coordinate student schedules for group activities.

Similar to the analysis of program strengths, however, certain elements were identified by staff members of several programs as areas in need of improvement. Generally, these focused on the following:

▶ **Advisory committees**

Several projects noted that short project timelines prohibited the effective use of an advisory committee. Although cited as an area in need of improvement, project staff were optimistic that timely and continued funding would eliminate this as a problem for FY 1993-94.

▶ **Volunteer recruitment**

Recruiting volunteers, or specific *kinds* of volunteers, proved problematic for several programs. In one case, the need to increase the number of Spanish-speaking adult volunteers was cited as an area for improvement. In another instance, staff wanted to target more "at-risk" youth volunteers. Still other programs stated simply that they intended to increase the total number of volunteers for their programs.

► **"Reflection"**

Service learning programs are required to incorporate time for student reflection on their volunteer activities. Several programs indicated that this was an area in need of improvement. For example, in the words of one project director:

"It was difficult getting the students to participate in the 'Discussion and Reflection' activities. Most preferred the active, physical participation. The project needs to be more creative with these activities, and will make this one of its priorities this next year."

Similarly, another project director had this to say: [We] need to train [project staff] in the use of reflection to help the participants gain greater meaning and understanding from their volunteer experience."

► **Staff/volunteer training**

Another area targeted for improvement was staff *and* volunteer (student and adult) training. Training was mentioned by several project directors in reference to specific subjects or topics needed to improve their specific program (e.g., classroom disciplinary strategies for adult volunteers; child development for both adult and student volunteers).

► **Interagency coordination**

Some program staff expressed concerns regarding coordinating their programs with those of other community agencies. Some staff want to *establish* relationships with other agencies, while others wanted to *improve* existing relationships. In the first case, staff want a better understanding of available volunteer programs and what these programs have to offer their students. In other cases, staff feel a need to improve their communication with agency personnel.

Evaluator Observations

Given that Arizona's first funding cycle supported programs for relatively short periods of time (i.e., three to five months), Morrison Institute analysts felt that programs accomplished a great deal. Program staff responded to requests for information in a timely and credible manner and, on the whole, provided critical analyses that were adequately documented and appeared reasonable.

However, it must be noted that external evaluators also had relatively short timelines in which to conduct evaluation activities. Primarily because of time constraints, information used in preparing this first annual evaluation report for Arizona's *Serve-America* program is based exclusively on self-reported data. Although program staff contribute valuable insights, evaluation nevertheless loses some of the objectivity derived from external review and more comprehensive data collection. Apart from this more general observation, researchers noted two specific areas in which reporting and project documentation need to be improved.

Reporting forms need to be clarified in order to assist program staff in accurately reporting program volunteers versus program clients. Although a training session was held by the Arizona Department of Education during which reporting forms and requirements were reviewed and explained, there were errors in reporting information appropriately.

There also appears to be a need among projects--particularly those funded under the service learning category--to elaborate on how community service activities are integrated with a curricular component. Some projects have done a good job in articulating the "fit" between the curriculum and community service; others have not. As a consequence, the service learning components of some programs are currently unclear.

DIRECTIONS FOR THE FUTURE

At the outset of the state's *Serve-America* federal grant and prior to the funding of Arizona's programs in February 1993, the Arizona Department of Education (ADE) began the process of planning refinements for its FY 1993-94 administration and evaluation of the *Serve-America* program. Plans for refining the evaluation included incorporating national requirements in addition to developing state and local strategies for program evaluation. In collaboration with Morrison Institute for Public Policy, ADE plans to work with individual programs to refine data collection and reporting.

Efforts to collect data for the purposes of this report clearly indicate two major areas in need of refinement. One is to develop better operational definitions of terms, including "volunteers" and "program clients" (recipients of services), and modify reporting forms accordingly. A second need is to work with programs more closely in refining the service learning elements of their curriculum. In relation to this latter point, ADE should consider sponsoring a workshop or seminar on service learning, with emphasis on "reflection." This aspect of service learning was identified by several projects as problematic and in need of improvement.

It should be noted that the Arizona Department of Education is currently in the process of planning an inventory of community service programs statewide and has plans to develop an information clearinghouse. This information will assist in the better dissemination of information and will foster interagency communication and cooperation--responding, in part, to concerns expressed by several program staff.

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APPENDIX A:

ARIZONA'S *SERVE-AMERICA* PROGRAM DESCRIPTIONS

This appendix profiles each of the 17 funded *Serve-America* programs. First, the ten school-based service learning programs are profiled, followed by an overview of the four community-based service programs. Finally, the three adult volunteer programs will be discussed.

Profiles are listed in alphabetical order by the sponsoring school district and/or agency. Each profile provides the name of the program and sponsor, followed by a summary of the proposed program as excerpted from initial RFPs submitted to the Arizona Department of Education. The program overview is followed by a brief status report that summarizes demographic information about student and adult volunteers, describes activities and their impact on the community, and discusses the program impact on the volunteers. Information contained in the "status report" sections is summarized from self-reported data submitted by each program in June 1993.

SCHOOL-BASED SERVICE LEARNING PROGRAMS

- ▶ **YOUTH ENGAGED IN SERVICE (YES)**
Arizona School-to-Work Partnership, Inc.

Proposed Program

Arizona School-to-Work Partnership, Inc. (ASWP) is a community-based nonprofit corporation that proposed to work with two public suburban high schools: Deer Valley Vocational/Technical Center in the Deer Valley Unified District and Tolleson High School in the Tolleson Union High School District. The Arizona *Serve-America* grant funded the *expansion* of an existing program that serves potential dropouts ages 16-17 who are economically and educationally disadvantaged, inclusive of some pregnant teens and teenage mothers.

ASWP currently offers a five day per week "school-to-work transition" class for academic credit. The curriculum addresses 37 competencies including leadership, self-development and personal skills which are geared toward teaching students job-related skills and civic responsibility. Classes are taught by Job Specialists in each participating high school. This project intended to involve 60 "at-risk" high school seniors, of whom at least 40 percent would be racial and ethnic minorities, in community service experiences coordinated with the current classroom curriculum and activities.

FY 1993 Status Report

Volunteer Characteristics

The program recruited and served 67 youth, ages 17-20, between March and June 1993. Forty-three participants were female (64 percent); 24 were male. These in-school potential dropouts--including teen parents--represented economically and educationally disadvantaged youth characterized by basic skills deficiencies, limited English proficiency, learning disabilities, and histories of substance and/or alcohol abuse. Students represented Caucasian, African American, Hispanic, and Native American racial and ethnic groups.

Service Activities and Community Impact

Five service/learning activities were reported as follows.

- ▶ Twenty-eight teens participated for 5 hours each (i.e., a total of 140 hours) in planning and implementing an **Easter Celebration** for pre-school children in their community. The students worked in teams and learned job competencies focused on leadership skills and working together in groups to accomplish goals. The outcome of the activity was not only the Easter celebration for the pre-school children, but community awareness of the teen participation and need for community volunteerism.

- ▶ Fifteen students participated for 32 hours each (i.e., a total of 480 hours) in **tutoring and mentoring** low-income, second-grade children in a community elementary school. Teens encouraged the younger students to stay in school and worked to improve the children's self-esteem.
- ▶ Thirty-four students participated for 4 hours each (i.e., a total of 136 hours) in planning and implementing a **Cultural Awareness Celebration (Cinco de Mayo)** for 50 low-income, bilingual and monolingual pre-school children in their community.
- ▶ Thirty-four students participated for 6 hours each over a two-day period (i.e., a total of 204 hours) as **Big Brothers/Big Sisters** for 50 low-income, bilingual and monolingual pre-school children in their community. As Big Brothers and Sisters, teens mentored the pre-school children, helping them learn, share ideas, build self-esteem, learn about their cultural background, and share pride in their heritage.
- ▶ Thirty-four students participated for 12 hours each (i.e., a total of 408 hours) to coordinate a **blood drive** in their local high school. Student volunteers recruited blood donors who gave 104 units of blood credited for saving 416 lives.

Impact on Volunteers

Project staff report that student volunteers' attitudes and behaviors have changed in several ways. They say that students have increased feelings of self-esteem and self-worth, and greater levels of maturity. Students are felt to have gained knowledge about responsibility and the fact that they can "make a difference" in the lives of others. In relationship to success in the workforce, students are felt to have a clearer understanding of both career and personal goals as a result of their community service. They are seen by staff as better understanding the importance of being involved as members of the community, and as more willing to learn. They are described as more open to new ideas and concepts, having become "risk takers" as opposed to "always following the crowd." Finally, according to staff, in working with younger children, students experienced first-hand that poor school habits are formed at a very early age. They saw and realized that they could be a positive (or negative) influence on these students.

Staff report that students most liked working with younger students. Specifically, students noted the joy on the faces of younger children, and having younger students "look up" to them. They also liked participating in the planning process and doing something meaningful as, for example, saving lives by donating blood. Finally, staff feel that students benefitted by learning the importance of sharing their time and talents.

Student volunteers express a desire to spend more time with younger children in future activities.

► **JUNIOR ACHIEVEMENT OF CENTRAL ARIZONA GRADES 1-3 AT-RISK INITIATIVE**
Junior Achievement of Central Arizona, Inc.

Proposed Program

Junior Achievement of Central Arizona Inc. is a community-based nonprofit agency that proposed to recruit, train, and support volunteers from local high schools and/or businesses to work with children in grades 1-3 in the Tempe School District. The Arizona *Serve-America* grant funded the *implementation* of an existing curriculum in grades 1-3. The grant was intended to allow volunteers to become involved and students to benefit immediately from the program, while giving Junior Achievement elementary program staff time to demonstrate the effectiveness of the program and develop a base of annual gifts to sustain the program in the future.

This project would target 870 low-income children of diverse racial and ethnic backgrounds. These children would be exposed to the Junior Achievement early intervention "At-Risk" program, which is intended to teach students about the importance of education; their roles within their communities; business and economics appropriate for their age; and life skills such as decision-making and working in groups.

FY 1993 Status Report

Volunteer Characteristics

The program recruited 32 high school and adult volunteer teachers ranging in age from under 18 to over sixty. Twenty women (63 percent) and 12 men (37 percent) were recruited including 14 Caucasians, 13 Hispanics, three African Americans, and two Asians. One adult volunteer was economically disadvantaged; none had any disabilities. Volunteers were older high school students, college students, and employees of local small businesses and corporations. These 32 volunteers worked with 708 public elementary students in grades 1-3 between March and June 1993. (Private elementary children receive services through Junior Achievement, but through sponsorship other the Arizona *Serve-America* mini-grant.)

Service Activities and Community Impact

Each of the 32 volunteers spent one to two hours being trained how to deliver the program. Following training, each delivered four to five classes, once each week, for approximately 45 minutes per class. Each volunteer spent one to two hours preparing for each visit. In sum, each volunteer invested approximately ten hours, for a total contribution of over 300 hours of service.

Through individual activities and cooperative learning groups, each grade's students learned approximately 15 measurable objectives and experienced a number of other, unmeasurable, benefits as a result of participating in the Junior Achievement curriculum.

Impact on Volunteers

Project staff report that after working with the young elementary school students, adult and older student volunteers have a better understanding of the "at-risk" environment in which students live. Volunteers' initial preconceptions and "nervousness" about working with these youngsters disappeared, and they enjoyed the personal relationships they developed with the students.

Volunteers are very positive about the quality of their training and the clarity of the program materials they had to work with. They indicate that this made it easy for them to present to the students, and as a result they found the interactions with students both exciting and rewarding. Suggestions for improving the program include providing materials in Spanish and recruiting bilingual volunteers, and allotting more time for the classroom activities, and more joint planning time with teachers.

► **STAY TOGETHER, PLAY TOGETHER**
Marana Unified School District

Proposed Program

Marana Unified School District proposed to train high school students to become Red Cross certified Senior Lifesavers or Water Safety Instructors. Following training, students would be employed by the city of Marana to staff the town's public pool and to give swimming lessons to community children. The Arizona *Serve-America* grant funded the *implementation* of a training program to provide economically disadvantaged at-risk students ages 13-17 with specific employment skills leading to summer (and possibly school-year) jobs.

Marana High School student council leaders were involved in writing the grant, interviewing program applicants, and organizing and managing the program. The program proposed to train and certify 20 students for employment as lifeguards and/or water safety instructors and to employ them in summer jobs with the city of Marana. It was also expected that once certified, the students would volunteer their time to supervise water activities for senior citizens.

FY 1993 Status Report

Volunteer Characteristics

The program recruited 18 youth ages 13-17; racial and ethnic groups represented included Caucasian, Hispanic, Native American, and African American. One-third of the students were characterized as in-school potential dropouts; more than 75 percent were economically disadvantaged.

Service Activities and Community Impact

Nineteen teens completed a total of 18 hours each (i.e., a total of 342 hours) of training in CPR and standard first aid. Fifteen students each completed a 25-hour lifesaving course (i.e., a total of 375 hours; and, three students each completed a 25-hour water safety instructor course (i.e., a total of 75 hours). The skills students acquired enabled them to seek employment during the summer months; they were able to serve children, families, and senior citizens, by providing staffing for the community's swimming-related activities.

As a result of the increased availability of qualified staff, the town pool was kept open all summer and swimming was offered as part of a neighborhood recreation program. In addition, swimming lessons were offered to children in the community, and senior citizens were provided with a therapeutic aerobics class.

Impact on Volunteers

The students involved in the program feel that they learned to work as a team, and that they were able to learn a lot from each other. Some focus on improved personal attributes, including becoming more patient with other people and becoming more outgoing. Other students comment that they have a new perspective on the importance of being responsible, and feel they have an increased sense of dedication.

Arizona's *Serve-America* Project

The students report that they like working with people, and they enjoy being part of and active in the community. They also feel good that as a result of their skills, water-related activities could be offered for everyone in the community. Suggested changes include a desire for improved procedures to inform students of program information and operational details.

► **PENDERGAST TRADING PLACES PROGRAM**
Pendergast School District #92

Proposed Program

Pendergast School District proposed to provide an open-entry, open-exit after-school program for students in grades K-8 in two age groups: five through eleven, and twelve through fifteen. Arizona's *Serve-America* grant was intended to *implement* the "Trading Places" program, also known as the "City Streets Teen Mentorship Program." Plans were to pair older students as mentors and role models with younger students in activities combining a recreational program with structured learning and community service. Older children would form teen councils and develop an activities calendar for the after-school program, learn basic employability skills, volunteer as activity leaders for the younger students, and perform community service projects in the neighborhood.

The community service projects would be scheduled in coordination with the age-appropriate curriculum *Lions-Quest Skills for Adolescence*. Adopted by the Pendergast Governing Board, the *Lions-Quest* curriculum includes a structure for developing and implementing community service projects (i.e., "Service Project Ideas"). Projects would be implemented in concert with the Phoenix City Parks, Recreation, and Library Department, and two neighborhood organizations: Fight-Back and Block Watch.

FY 1993 Status Report

Volunteer Characteristics

The program recruited 500 public school participants of whom 80 were older youth (ages 13-15). Of these 500 students, a majority were Caucasian (57 percent) and 43 percent represented Hispanic, African American, Asian, and Native American racial and ethnic minorities. One-third of the students were characterized as both economically and educationally disadvantaged. These included children considered to be deficient in basic skills, limited English proficient, learning disabled, and/or enrolled in speech. One student was in foster care.

Service Activities and Community Impact

This project involved several recreational activities (e.g., bowling; skating) in which older students supervised younger students during after-school hours. In addition, older teens participated in several school-based learning programs including a drug and alcohol awareness class and employment skills class. Six teens also attended district Advisory Committee meetings to provide student input into the program; eight teens presented the program to a district Governing Board meeting. Other project activities included the following:

- Several groups of participants were involved in **community beautification** projects. Nineteen teens spent a total of 95 hours removing graffiti from 15 fences in two adjoining neighborhoods. Three different groups of students (117 total) spent 74 hours collecting 22 bags of trash from two elementary schools and their bordering neighborhoods. In addition, 26 participants spent 52 hours total cleaning one mile of trail in the low-income Desert Horizon Community. Finally, 14 students spent 26 hours conducting a paper drive for recycling.

- ▶ Twenty-three students provided **services to the elderly**. Eighteen youth spent a total of 54 hours visiting with 15 elderly Alzheimer and pre-Alzheimer patients; five youth also prepared gift boxes for the elderly.
- ▶ Fifty teens provided **peer tutoring** to younger students, helping them with homework and reading to them.

Impact on Volunteers

Staff report that students learned to work together and enjoy it. Students have discovered that they can make a positive difference in the community. According to the project director, students' attitudes have changed from "I'd like to help" to "I want to help" to "I *can* help."

Staff note that students did not want to participate in the community service projects initially, but began to enjoy them once begun. As the program proceeded, students began suggesting projects such as graffiti removal and community clean-up. Staff also note that teens were hesitant about tutoring and mentoring younger children, but changed their attitudes drastically over the course of the program, ultimately requesting opportunities to work with the younger students.

Other observations are that teens began to socialize with other students for the first time and, as they worked on projects together, began to initiate "homework groups." Principals indicate that the students who participated in the teen mentorship program had fewer incidents of behavior referrals.

Older students report that they enjoyed the recreational activities and working with the younger students. They also indicate that they liked being able to see friends and make new ones. A prominent theme among all the children is that the program gave them a place to go and something to do after school. Most students express satisfaction with the program as it is currently operated. However, several students suggest offering the after-school activities on Friday in addition to Monday through Thursday and including more recreational activities.

► **PASCUA YAQUI EDUCATIONAL GROUP EFFORT (PYEdge)**
Pima County School Superintendent's Office/Pima County Adult Education

Proposed Program

Pima County Adult Education (PCAE), a division of the Pima County School Superintendent's Office, planned to use its *Serve-America* grant to *implement* and *operate* the Pascua Yaqui Educational Group Effort (PYEdge) program. This program would target a minimum of 12 high school dropouts (ages 14-17) of the Pascua Yaqui Tribe for participation in an educational program (Edge) that incorporates a model of community service advocated in the National Dropout Prevention Center report *Service Learning: A Dropout Prevention Research Report, 1992*.

The Edge program provides basic skills remediation and pre-employment skills training to economically and educationally disadvantaged youth. Community service would be added to the curriculum. Participants would receive high school credit through the Tucson Unified School District should they return to school.

FY 1993 Status Report

Volunteer Characteristics

Thirteen students were recruited for participation in the program, all of whom were Native American Pascua Yaquis who had previously dropped out of school. Two students were between the ages of 13 and 15, eight were 16 or 17, and three turned eighteen in the middle of the program. Students were equally representative of both genders. All students were characterized as educationally disadvantaged; most (10) were considered economically disadvantaged as well. Nine students were working towards a GED; four were working for high school credit to return to school. Two students were teen parents; two were youth offenders; one student had a history of substance and/or alcohol abuse.

Service Activities and Community Impact

Through course work, students identified and analyzed community problems and needs and selected and planned a community service project. They chose creating a traditional Yaqui garden as their project and participated in workshops and training by the organization Native Seed/SEARCH in preparation for their own garden. They planned their own garden project curriculum, incorporating academic skills and cultural knowledge. They also learned appropriate horticultural occupation skills including preparing beds for a dry climate, planting low water crops, irrigation and fertilization techniques, as well as proper maintenance. In reflective activities, students attended over 10 different workshops given by Native Americans learning about Yaqui culture, tradition, and belief systems, and participated in a "Meditation Hike" suggested by one of the spiritual leaders of the tribe to "listen tot he wind and Mother Earth."

Community service activities incorporated into this service learning project included the following:

- One student spent five hours **writing an article** on the garden project for publication in the *Sonoran Journal*. The student learned academic and occupational skills associated with writing and publishing, while the community benefitted from the article.

- ▶ Thirteen students spent 10 hours preparing and presenting a Yaqui storytelling session and garden tour for 20 kindergarten students from the Yaqui Head Start program. Older students adapted Yaqui legends about the plant world for little children. They observed older storytellers in preparation for conducting the storytelling themselves for the Head Start children. They prepared and served refreshments and provided the Head Start children with a tour of the garden.
- ▶ The 13 students spent 15 hours preparing for and conducting an **Open Garden** open house for the Yaqui community and other guests from Tucson. Activities included preparing and distributing invitational flyers door-to-door and by mail; preparing a detailed map of garden beds; cleaning and decorating the site; running a "coloring corner" to display and advertise a student-produced coloring book; providing information to community visitors and guests and conducting guided tours of the Native Garden.
- ▶ The 13 students spent 10+ hours each producing a coloring and activity book for Yaqui Head Start students and other community members. Older students drew vegetables from the garden for the book, researched Spanish and Yaqui words for each plant name, wrote a dedication and decided on the text for the book, and named the book. The activity benefits community children, as well as benefitting participants who conducted this as a potential entrepreneurial effort and occupational skill building activity.

Impact on Volunteers

According to the project director:

"The students in this project aren't the type that sit on student council or belong to the newspaper club. Organized high school activities are generally avoided and pressure to participate is often one of the reasons Yaqui students drop out of school....PYEdge students in an alternative setting were able to risk taking a responsible part in organized group activities and experience the recognition, approval, and pride that results from completing a successful project. The students also had an opportunity to interact in a positive way with successful and important Yaquis in the community, including members of the Tribal Council along with Yaqui Spiritual Leaders. Many of the PYEdge students come from weak and dysfunctional family units who know little about their own culture and lack the sense of belonging. Students benefitted greatly from the cultural and spiritual workshops which enabled them to learn about and feel pride in being a member of the Yaqui Tribe. Having been part of a successful community service project, PYEdge staff notice that its students seem to feel that they were given permission to consider other needs and problems in their community, and that they felt legitimized in speculating about potential solutions. As an example, some students expressed an interest in doing AIDS education in the community, using their peer-status and rapport to work with its younger members."

Students say that they most like the fact that learning was fun and gave them an opportunity to learn about themselves and their own capabilities. In working with the garden project, they enjoyed watching something grow, giving the garden tours, and talking about the garden to elders and preschoolers. They also express appreciation for working together. Regarding suggested changes, students generally concur that the project was great, but did say that more computers would help with the academic components and that greater participant commitment and cooperation could be fostered.

► **CHANCE**
Santa Cruz Valley Union High School

Proposed Program

Santa Cruz Valley Union High School proposed to work with the Pinal Hispanic Council and the Pinal County Cities-in-Schools VISTA program to *implement* and *operate* a program for approximately 30 rural economically and educationally disadvantaged youth, ages 13 through 17. The purpose of the program was to "renew the ethic of civic responsibility" by involving youth in programs that benefit the home community of Eloy. Students at risk of dropping out of school would be recruited from the school's alternative educational program; dropouts would also be recruited. Students would participate in the alternative education curriculum and be involved with community service projects.

The program included an adult volunteer component which would pair adult volunteers with alternative school students as mentors and tutors.

FY 1993 Status Report

Volunteer Characteristics

A total of 28 students, ages 13 through 17, participated in the Chance program. A majority (68 percent) were males. Twenty Hispanic students, six African American students and two Caucasian students were recruited for the program. All were considered potential dropouts with basic skills deficiencies. In addition, ten were learning disabled, eight were teen mothers, and four had histories of substance and/or alcohol abuse.

Twelve adult volunteers, both males and females, were also recruited for the program. Adult volunteers were representative of the same ethnic groups as were the students.

Service Activities and Community Impact

Most of the activities involved in this program related to the adult volunteers working with the population of identified "at-risk" youngsters. Adult volunteers provided both mentoring and tutoring. The results of these activities are reported later in this chapter under the heading **Adult Volunteer Programs**.

Eight freshmen and sophomore students with poor attendance and failing records *did* participate in **volunteer activities through placements in the community** including the Pinal Hispanic Council, Eloy Resource Center, Eloy Food Bank, Eloy Senior Center, and Migrant Head Start program. Understaffed community service agencies, and members of the community accessing these services, benefitted from the student volunteer services.

Impact on Volunteers

The impact on the student volunteers has been quite positive, according to staff. Through volunteer placements, students demonstrated an ability to keep commitments and exhibited greater self-pride and self-esteem. They learned pre-employment skills such as how to apply for a job and how to interview for a position, as well as work ethics and job-related skills. Additional benefits to students, as recipients of adult mentoring, are reported later in this chapter.

► **NATIONAL YOUTH LEADERSHIP CENTER**
Scottsdale Unified School District, Saguaro High School

Proposed Program

The National Youth Leadership Center, located at Saguaro High School in Scottsdale, proposed to work in partnership with two community-based nonprofit agencies: the Arizona Close Up Foundation and We The People. The Center also received financial support from the Scottsdale Unified School District. The Arizona *Serve-America* grant funded the *expansion* of an existing program that serves the entire range of high school students--those succeeding in school and potential dropouts; economically disadvantaged students and those who are not; and educationally disadvantaged students as well as some who are gifted.

A leadership class offered for academic credit teaches students communication skills and techniques, and helps them to plan and develop a variety of volunteer projects. Leadership training for students and oversight of all projects is provided by the director and assistant director of the Center.

The program provides leadership training to high school students through direct experiences in planning, presenting, and implementing service projects. Individual projects work with students in elementary, middle and high school to get them involved in local and national service activities.

FY 1993 Status Report

Volunteer Characteristics

The program recruited a total of 105 student volunteers ages 13-17. Student volunteers represented Caucasian, African American, Hispanic, Asian, and Native American racial and ethnic groups. One student had multiple sclerosis and was legally blind. Some student volunteers were identified as limited English proficient. Two adult volunteers were also involved in the program.

Service Activities and Community Impact

Five service/learning activities were enumerated as follows.

- Three student volunteers **developed and administered** a survey for 120 sixth grade students in the Scottsdale School District to determine their "likes and dislikes." The student volunteers and sixth grade students spent a total of 226 hours on the survey. Survey results were shared with administrators and faculty of the cooperating schools, as well as with a committee in the process of planning a new elementary school. The outcome of the activity was that some of the suggestions contained in survey responses were incorporated into the schools' curriculum.
- Five students (and three principals) spent a total of 350 hours in the process of **changing a policy/practice** at Saguaro High School. The policy was that of signaling the change of classes with bells. As a result of the student volunteers' efforts, next year Saguaro students will have music (instead of bells) to signal and accompany the change of classes during the day.

- ▶ Four students, with help from a local TV crew, spent a total of 220 hours **analyzing a program** to save the rain forest. Their critical findings regarding the program will be presented on television. It is hoped that as a result of the criticisms, viewers will not contribute money to this particular activity.

- ▶ Nineteen students and 6 adults spent a total of 1,500 hours of preparation, and 60 hours participating in a **Capitol Hill Climb**. This was a student lobbying effort to garner congressional support for a "Lincoln Legacy Week," an initiative that would focus on the legacy of freedom inspired by Abraham Lincoln. Students got enough support to have the initiative introduced on the floor of Congress.

- ▶ Sixty-three students spent more than 1,000 hours spearheading the national **Pennies Make a Monumental Difference Project**. This is a project involving students in every state in raising money to create and support a Lincoln Legacy Museum at the Lincoln Memorial. The fund raising effort involved 2,000,000 students across the country. As part of the project, student volunteers also developed curriculum packets that emphasized the importance of young people in "making a difference."

In addition to the five service learning activities described above, staff listed a number of additional projects undertaken by students in the National Youth Leadership Center, ranging from restoring a rest room at Saguaro High School, to planting trees at a homeless child care center, to creating a library of children's books at a homeless shelter.

Impact on Volunteers

Staff report that student volunteers learned to communicate effectively with a wide range of people, and in doing so, they gained confidence in their ability to make meaningful contributions to society. They indicate that students increased their level of maturity as result of their activities, and gained great satisfaction from being able to help others.

Students express very positive feelings about the fact that through the National Youth Leadership Center they were given freedom to explore their ideas and encouragement in putting their ideas into action. Students reportedly would like more teachers to participate in the program to provide them with guidance on the many individual projects. Some students also express a desire for more "how to" workshops on using the electronic communications and audio-visual equipment available to them for data-gathering and project presentations.

► **PROJECT L.E.G. (Life Education and Growth through Service)
Southwest Community Network**

Proposed Program

The Southwest Community Network, a community-based nonprofit agency, proposed to work with the Agua Fria High School District in the economically depressed community of Avondale, located near the metropolitan Phoenix area in Southwest Maricopa County. Potential dropouts and dropouts (ages 13 through 19), who are also teen parents, were targeted for inclusion in the program. The overall goal of the project would be to involve teen parents in a comprehensive community service project—a study of the antecedents and consequences of teen pregnancy in Southwest Maricopa County. The Arizona *Serve-America* grant funded the *implementation* of this survey/service learning project.

While the project would not offer academic credit, it *would be* integrated with significant academic course work. In conducting the study, students would learn about and use survey and interview methods and techniques, as well as rudimentary data analysis. Furthermore, participants would visit day care centers, pediatric wards, and hospital dietary centers to gather information regarding child care, nutrition, and the consequences of improper prenatal care and health habits. Guest trainers and educators would meet with participants both individually and in groups to help conduct the study, analyze data, and reflect on the implications of the findings. Following the study, participants would be asked to present their findings to school and community groups. Information from the study would be used by the school and community planners to help devise strategies to reduce the high rates of teen pregnancy in the area.

FY 1993 Status Report

Volunteer Characteristics

The program recruited a total of 30 student participants, of whom 15 were teen parents. Six students were between the ages of 13 and fifteen. Half of the students were female; half were male. Almost half of the participants represented racial and ethnic minorities. With few exceptions, students were both economically and educationally disadvantaged, although six students were currently succeeding in school. One student was identified as homeless.

Service Activities and Community Impact

To date, student participants had been engaged in **developing a survey** instrument in conjunction with the Southwest Community Network. Because this was a long-term project, the impact on the community was not fully evident as yet. However, project directors reported that community agency involvement in the planning of this project had stimulated cooperation and joint problem-solving among 20 organizations that deal with the issue of teenage unplanned pregnancy. These organizations function as an Advisory Committee to the project.

Impact on Volunteers

Staff report that involvement in the survey development has helped students begin to look at the consequences of teen pregnancy. Staff report that the male student volunteers have expressed a strong

desire to learn more about prevention and at least 60 percent of them have expressed a desire to participate in group learning activities dealing with prevention.

Asked what they most like about the program, students say that they like being a part of looking at a problem that affects them and their peers, and like being prompted to consider other problems faced by teens that are related to the issue of teen pregnancy such as substance abuse, family issues, and not having enough activities year-round in which to participate. Participants would like to see more such activities.

► **GENERATIONS TOGETHER CHORE SERVICE FOR THE ELDERLY**
Tucson Unified School District

Proposed Program

The Tucson Unified School District proposed to work with the Pima Council on Aging to facilitate intergenerational understanding and provide community service for the frail elderly in the Tucson metropolitan area. Student volunteers would work one weekend morning per month, providing yard and chore services and minor home repairs for elderly citizens who do not have the resources to complete these tasks. The Arizona *Serve-America* grant funded the *expansion* of an existing program to additional schools and student populations (expansion brought middle school student volunteers into the project).

A Student Service Learning Coordinator at the school district currently manages the program and coordinates with the teachers and students in participating schools. Participating teachers recruit and train students, integrate curriculum materials into the classroom, and participate in the service work days. The Pima Council on Aging screens clients and coordinates community volunteers.

FY 1993 Status Report

Volunteer Characteristics

The program recruited 184 middle and high school students (ages 13-17), including 75 Caucasians, 69 Hispanics, eight Asians, eight African Americans, five Native Americans, and 17 students in "other" racial and ethnic categories. The program served the entire range of students--those succeeding in school and potential dropouts; economically and educationally disadvantaged students and those who were not; and gifted students. Seven students had limited English proficiency, two were learning disabled, and three were in foster care.

The program recruited 17 adult volunteers, ranging from 30 years old to those over 60 years of age. Some of the volunteers were retired active senior citizens who were recruited through the Retired Senior Volunteer Program (RSVP). Some of these volunteers had age-related disabilities (e.g., hearing loss).

Service Activities and Community Impact

Three service/learning activities were reported as follows:

- Eighty-eight middle school students attended a one hour **workshop on the characteristics of the elderly**. Many students had little previous interaction with elderly people. As a result of the workshop, students were able to break down stereotypes associated with this population and gain a better understanding of the aging process.
- Each of the 184 student volunteers provided four hours (for a total of 736 hours) of **yard cleanup and chore service** for elderly citizens who were identified as very frail and as having limited financial resources. A total of 54 individual visits were made in which students cleaned yards and completed chores and simple household repairs.

- ▶ As part of a three-week **volunteer opportunities workshop**, 36 students received training in leadership and volunteerism. Students were involved in cooperative learning situations using community and government agencies and educational resources. The outcome of this activity was that students planned volunteer opportunities and service events for the upcoming academic year.

Impact on Volunteers

Project staff indicate that students' attitudes about the elderly have changed in that students have become more accepting of the characteristics and limitations of this population. As students began to see the frailties of the elderly people they served, they began to feel good about themselves and their own abilities. Students have begun to believe that they can make a difference in these people's lives.

Staff report that students liked being able to help elderly people, and that they felt good when they finished a work task and saw how happy it made their elderly clients. Students also liked interacting with older citizens, listening to their stories, and visiting their homes. Student volunteers express a desire to do the volunteer work on school days instead of on the weekend. They also express a need for more and better equipment with which to do their work.

► **TEEN VOLUNTEER PROGRAM**
Volunteer Center of Tucson

Proposed Program

The Volunteer Center of Tucson is a community-based nonprofit organization that proposed to develop a partnership with local schools, community agencies, and local businesses to create opportunities and provide support for students to engage in meaningful community service activities.

The Arizona *Serve-America* grant funded the *operation* of a teen volunteer program to serve all school-age youth in the greater Tucson area. It was anticipated that program volunteers would represent the entire range of young people, including those who were succeeding in school, potential dropouts, and out-of-school youth. Similarly, the program was proposed to include all ethnic groups, students with disabilities, and those who might be characterized by a broad range of problems (e.g., basic skills deficient, youth in foster care, limited English proficient).

The volunteer bureau intended to undertake a variety of activities to promote and strengthen the volunteer efforts of schools, agencies, businesses, and youth. Proposed activities would include: helping educators incorporate community service into their curriculum; promoting volunteerism in schools and connect schools with youth volunteer opportunities; and helping local service agencies prepare to involve youth in service opportunities. The program anticipated recruiting and referring 300 youth for volunteer opportunities.

FY 1993 Status Report

Volunteer Characteristics

The program recruited 522 students, ages 5-17. Seventy-nine percent (412) participants were female; 21 percent (110) were male. Participants represented all racial and ethnic backgrounds and came from both economically disadvantaged and non-economically disadvantaged circumstances. Participants included students who were emotionally handicapped, developmentally disabled, and learning disabled. Sixteen students were identified as limited English proficient.

Service Activities and Community Impact

Two service/learning activities were reported as follows.

- Fifty youth participated for 6 hours each (i.e., a total of 300 hours) in a **Youth Service Day**, providing services to low income, elderly, and disabled populations. Students participated in a neighborhood clean-up and planted flowers at a nursing home. Other results of their activities included a home repaired, a therapy center painted, and a Ronald McDonald house cleaned.
- Each of the 522 youth spent 25 hours (for a total of 13,050 hours) in **volunteer jobs**. These volunteer job placements provided services to children and to low income, elderly, and disabled citizens. Some examples of volunteer positions filled by youth include: animal care; arts and crafts leaders; child care; handyman aide; medical aide, office aide; and nursing home visitor.

Impact on Volunteers

Project staff report that teen volunteers displayed increased insight into the problems facing today's communities. They are reported to have increased confidence in themselves, and an improved sense of self worth.

The aspects of the volunteer activities that participants are reported to have liked the most include: helping people in need; learning new skills; and learning to prepare resumes and job applications. Student volunteers express a desire for more person-to-person contact, more in-depth training, and increased responsibility.

COMMUNITY-BASED SERVICE PROGRAMS

► RECREATION INTERNSHIP PROGRAM City of Phoenix Parks, Recreation and Library Department

Proposed Program

The City of Phoenix Parks, Recreation and Library Department proposed to provide a Recreation Internship Program (RIP) for 15 students in Alhambra High School, in cooperation with the Christown YMCA. The Arizona *Serve-America* grant funded the *expansion* of an existing program that serves teens ages 15-17 who are economically disadvantaged, educationally disadvantaged, or potential dropouts.

RIP has been established as a course within the Sports Management Magnet Program at Alhambra High School, and students receive academic credit for the class. Teens involved in the program receive 120 hours of training in employability skills, basic job skills, CPR, first aid, and recreational field experiences. Ninety hours of field experience is provided through the Christown YMCA as well as through the Parks, Recreation and Library Department. A Recreation Leader serves as the program coordinator.

FY 1993 Status Report

Volunteer Characteristics

The program served 22 students, ages 15-17. Fifteen were female; seven were male. Participants included students succeeding in school as well as some who were potential dropouts. Students were from economically disadvantaged and non-economically disadvantaged backgrounds, and also represented educationally disadvantaged and non-educationally disadvantaged youth. Four participants attended special classes for learning disabilities. Eight students had basic skills deficiencies, some were characterized as limited English proficient, and one was in foster care. Participants represented African American, Caucasian, Hispanic, Asian, and Native American racial and ethnic groups.

Service Activities and Community Impact

Eleven discrete service/learning activities were reported, and can be summarized as follows.

- Participants met for a series of classes focused on the following skills: filling out job applications; job search techniques; drafting a resume; first aid; CPR. The seven discrete activities comprising the set of classes involved a total of 549 participant hours. At the end of these classes all participants demonstrated proficiency in the specific competencies taught (e.g., drafting a personal resume and developing a list of references).
- Participants also attended three classes that contained field experience components; a total of 294 hours were spent in these activities. As a result of these sessions, students demonstrated knowledge by using the skills in actual community events. For example, after learning officiating techniques for a sport, participants officiated at a youth basketball league tournament.

- ▶ All 22 participants did three 30-hour rotations of **field experience in public and nonprofit recreation providing agencies**, for a total of 1,980 hours. Through this part of the program participants conducted various recreation activities for the communities served by the agencies. In this way the community also benefitted by having more quality activities available to them through the volunteer efforts of the students.

Impact on Volunteers

Project staff report that students internalized good work habits such as dependability and responsibility in their everyday work in the program. Participants are also felt to have come to appreciate that performing volunteer services is helpful to the person providing the service as well as the person benefiting from the service.

Staff indicate that students most liked the rotating field experiences segment of the program. Students also particularly liked the CPR and first aid training. Receipt of high school credit for the program was also ranked as a big "plus." Several participants suggest that they would like to receive more in-depth training in areas such as CPR and first aid.

► **SUMMER YOUTH SERVICE**
Pima County Community Services

Proposed Program

Pima County Community Services (PCCS) is a community-based nonprofit agency that proposed to provide low-income teens with information about volunteer service opportunities and to identify and develop a limited number of summer volunteer positions. The Arizona *Serve-America* grant funded the *implementation* and *operation* of the program, which proposed to serve economically and educationally disadvantaged teens.

The program was intended to provide 500 youth applying to a local federally funded Summer Youth Employment Program (SYEP) with information about a variety of service opportunities (e.g., Peace Corps, VISTA, Arizona Conservation Corps). The Summer Youth Service Program funded by the *Serve-America* grant was intended to provide volunteer opportunities for those youth who were not selected for employment through SYEP. A Volunteer Coordinator would help develop volunteer opportunities in the 50 agencies that contract with PCCS. In addition, a survey would be conducted that focuses on youth volunteer interests.

FY 1993 Status Report

Volunteer Characteristics

Data available at this time focus on preliminary statistics for youth who received a volunteer "information packet." A total of 93 economically disadvantaged teens ages 13-17 received information packets between April 1, 1993 and June 15, 1993. Twelve of these youth were identified as deficient in basic skills, six had limited English proficiency, and four were in foster care. More than half of the youth were Hispanic; the rest included African Americans, Caucasians, Native Americans, and one Asian.

Service Activities and Community Impact

Three service/learning activities were reported as follows.

- Several hundred youth learned about service opportunities through the **dissemination of information** during the orientation for Summer Youth Employment(SYEP).
- To date, information from 69 surveys had been gathered about the types of volunteer activities that are of interest to youth. Program staff were still in the process of collecting these data.
- Volunteer activities were in the process of being established.

The 69 youth surveys received to date indicated that 40 percent of respondents had previously volunteered; 60 percent said they would volunteer. Most youth preferred to volunteer for projects indoors. The highest ranking types of volunteer activities were those in hospitals, in day care, and working with animals.

Impact on Volunteers

Because the program is not fully operational, this information is unavailable at this time.

► **YOUTH AND STUDENT VOLUNTEER PROGRAM**
Volunteer Center of Maricopa County

Proposed Program

The Volunteer Center of Maricopa County is a community-based nonprofit agency that proposed to work with a minimum of ten urban and suburban school districts in Maricopa County. The Arizona *Serve-America* grant funded the *operation* of a program to serve junior high school and high school students from all economic and educational backgrounds. Although funded as a "community-based service program" this project would also function under the category of "adult volunteer programs." The Volunteer Center would provide the mechanism for both students and adults to efficiently locate and perform community service.

The program was intended to benefit students by assisting them in locating community service placements. The Volunteer Center would provide assistance to teachers in determining appropriate group and individual volunteer projects for students. The program also proposed to promote the utilization of student volunteers with community-based organizations. In terms of adult volunteers, the program would help schools by recruiting and referring 100 adult volunteers to work with students in schools across the valley.

FY 1993 Status Report

Volunteer Characteristics

The program referred 1,420 youth ages 9-17 to volunteer positions in the community. Of those, 966 (68 percent) were Caucasian; 227 were Hispanic; 57 were African American; 28 youth were Native American; 28 were Pacific Islanders; and 114 youth were from "other" racial and ethnic backgrounds. Fifteen percent of the youth were economically disadvantaged, and 43 students were identified as limited English proficient.

Some 205 adult volunteers were recruited and referred through the program. Of these, 68 percent (139) were Caucasian and 17 percent (34) were Hispanic; other adult volunteers represented African American, Native American, Pacific Islander/Asian, and "other" racial and ethnic groups. One of the volunteers was a quadriplegic; others had hearing and visual impairments. Adult volunteers represented a wide range of citizens including senior citizens, retirees, college students, and homemakers.

Service Activities and Community Impact

- Youth were referred to a wide variety of volunteer positions that provided a variety of learning activities (e.g., environmental awareness, intergenerational understanding). The 1,420 youth **referrals to volunteer opportunities in the community** were estimated to have resulted in approximately 56,800 hours of service (this figure was derived by multiplying the national average for volunteer hours of 4 hours/week, by 10 weeks of service, by 1,420 referrals). Hundreds of community people were served, including elderly and homeless citizens, teenagers, and children.

Three hundred youth participated for 4 hours each (i.e., a total of 1,200 hours) in a **Youth Service Day**. Activities included digging a garden at a home for emotionally disturbed children; community beautification and cleanup; housework/maintenance at the homes of elderly citizens; and building a greenhouse for a community.

Impact on Volunteers

Students report that they now have a better understanding of "what some families go through." Several express great personal satisfaction -- "feeling good" -- about helping others, and indicate that they understand that service can be rewarding both for the people who perform the service and those who receive the service. Students also feel that they learned the value of teamwork. Several see themselves as being more responsible.

Students report having had a lot of fun participating in the volunteer activities, and like seeing how pleased people were when they completed their cleanup activities. Several students like the fact that the projects were well organized.

► **I.N.V.E.S.T. (Involve Now the Volunteers, Educators and Students of Tomorrow)
Volunteer Center of the United Way of Pinal County**

Proposed Program

The Volunteer Center of Pinal County is a community-based nonprofit agency that proposed to work with Casa Grande Junior High School and Casa Grande High School to facilitate their participation in community service projects. The Arizona *Serve-America* grant funded the *implementation* of a program to serve students ages 11-17 including those who were economically and educationally disadvantaged; non-economically and non-educationally disadvantaged; and some who were gifted.

The program would recruit 25 students--ten each from junior high school and high school and five college students who would supervise the community service activities of younger group members. Students could work on projects submitted by nonprofit agencies or they could choose projects of their own. Participants would also be expected to attend meetings of public policy making groups (e.g., city council or school board) to gain an understanding of the public policy making process.

FY 1993 Status Report

Program activities had not yet begun. Staff indicated that program participants will be recruited at the beginning of the 1993-94 school year (August-September, 1993). Initial project funding was used to recruit and hire a program coordinator and to sponsor his attendance at a national training conference.

ADULT ROLE PARTNERSHIP PROGRAMS

- ▶ **PHOENIX COALITION FOR YOUTH AND FAMILIES - VOLUNTEER PROGRAM**
Maricopa County 4-H Foundation

Proposed Program

The Maricopa County 4-H Foundation is a community-based nonprofit agency that proposed to work with a coalition of public elementary schools and community agencies serving youth in central Phoenix. The Arizona *Serve-America* grant funded the *implementation* of a community-wide adult volunteer program which would ultimately impact youth ages 9-12 who were potential dropouts and economically and educationally disadvantaged.

Representatives of more than 20 community agencies and schools would be trained to develop and manage an effective adult volunteer program for their organizations. The training would include developing the skills necessary to recruit, train, and supervise community volunteers. Once trained, these individuals would implement volunteer programs in their respective organizations. In addition, a core subgroup would receive further training to assume responsibility for sustaining a community wide volunteer program (which would include activities such as assisting in future training and developing community volunteer recognition programs). All of the program activities would ultimately result in an increased pool of volunteers for agencies working with youth in the central Phoenix area.

FY 1993 Status Report

Volunteer Characteristics

The volunteer management training workshop was completed; however, the community agencies and schools participating in the project were still in the process of developing their respective volunteer programs. Therefore there were no available data about the characteristics of adult volunteers.

Thirty-four people representing 18 community agencies and schools participated in the volunteer management training workshop. These included 26 females and eight males. Fourteen participants were Hispanic, 14 were Caucasian, four were African American, and two were Pacific Islander.

Service Activities and Community Impact

The following service/learning activities were conducted as part of the volunteer management training workshop. The outcome of all three activities was that project participants are in the process of establishing and implementing [effective] volunteer programs in their respective organizations.

- ▶ Thirty-four participants participated in a 12 hour training program (for a total of 408 hours) that provided them with skills to write job descriptions, recruit, interview and train volunteers. Each of the participants will be employing the skills they learned in communities characterized by high poverty levels, high crime rates, and dysfunctional families.

- ▶ Eight participants participated in a 9-hour training program (i.e., a total of 72 hours) where they were provided with additional leadership and volunteer training. This enabled them to improve the quality of the volunteer programs for which they have responsibility.
- ▶ Four organizations received an average of 10 hours of individual consultation (i.e., a total of 40 hours) with project training staff, which enabled the organizations to further refine and customize their volunteer programs.

Impact on Volunteers

Staff report that agency representatives who attended the volunteer management workshop identified several key concepts which will impact the way they deal with volunteers. Workshop participants most liked learning specific skills (e.g., interviewing techniques); identifying the specific steps in setting up a volunteer program; and being able to meet with other volunteer coordinators in the community. Participants feel it would be helpful to meet more frequently for shorter spans of time. They also want to obtain support from their agency managers to "free up" their time to enable them to implement what they learn in the program.

NOTE: This program will not be renewing their grant for 1993-1994.

► **CHANCE**
Santa Cruz Valley Union High School

Proposed Program

As discussed earlier, Santa Cruz Valley Union High School proposed to work with the Pinal Hispanic Council and the Pinal County Cities-in-Schools VISTA program to *implement* and *operate* a program for approximately 30 rural economically and educationally disadvantaged youth, ages 13 through 17. Students at risk of dropping out of school would be recruited from the school's alternative educational program; dropouts would also be recruited. Students would participate in the alternative education curriculum and be involved with community service projects. The program's adult role volunteer component would pair adult volunteers with alternative school students as mentors and tutors.

FY 1993 Status Report

Volunteer Characteristics

A total of 28 students participated in the Chance program, including Hispanic, African American, and Caucasian students. All were considered potential dropouts with basic skills deficiencies. Twelve adult volunteers, both males and females, were also recruited for the program. Adult volunteers were representative of the same racial and ethnic groups as were the students.

Service Activities and Community Impact

Most of the activities involved in this program related to the adult volunteers working with the population of identified "at-risk" youngsters, as illustrated by the following examples.

- Eight women mentors worked with eight female single parents on value clarification, budgeting, parenting skills, and the importance of schooling. Young women have demonstrated better abilities to solve problems and talk to their children. They have also developed a strong commitment to graduate from high school.
- Four VISTA volunteers tutored ten students for four hours each week for a total of 23 group hours. Tutoring was conducted for applied math, English, spelling, reading, and writing. Through tutoring, six students passed their final math exams, and three passed English. Three students remained the same.

In addition, two adult volunteers received 30 hours of training each through the U.S. Department of Education Regional Dissemination Conference, "Educators Working to a Drug-Free Tomorrow."

Impact on Volunteers

Program staff did not report on the impact of the program on adult volunteers. However, as a result of the adult volunteer work, the impact on student participants has been significant. According to program staff, students have demonstrated a sense of commitment to their schooling, education, and community, and have the goal of graduating from high school. Students have welcomed the individual attention of the VISTA and other adult mentors, and have benefitted from the one-to-one experiences.

Arizona's *Serve-America* Project

Students say that they like being listened to and feeling that their opinions "count." Several students *do* think that they should be paid for their placement activities. Others suggest that the program should be available all year, that there should be more group activities, and include an out-of-town retreat.

► **FUTURE SUCCESS BASED ON AWARENESS AND PREPARATION**
St. Johns Unified School District #1

Proposed Program

The St. Johns Unified School District proposed to work with a behavioral health center, the police department and the juvenile probation office to serve youth in grades five through seven who attend St. Johns Middle School. The Arizona *Serve-America* grant funded the *implementation* of a program to serve potential dropouts ages 13-15 who were economically and educationally disadvantaged.

This would be a nine week summer program which would operate for nine hours per week. Students would rotate through three program areas each day. In addition, students would take field trips to local businesses to gain first-hand knowledge of the world of work. Activities would be designed to improve basic academic skills; explore career opportunities; and teach life skills and decision-making skills. Program activities would be led by a vocational teacher from the St. Johns Unified School District, a counselor from the Little Colorado Behavioral Health Center, and an officer from the St. Johns Police Department or the Juvenile Probation Office.

FY 1993 Status Report

The FY 1993 Status Report was not submitted as of July 1, 1993. **NOTE: This program will not be renewing their grant for 1993-1994.**

APPENDIX B:

ARIZONA'S *SERVE-AMERICA* EVALUATION DIRECTIONS AND FORMS

This appendix includes directions and forms used in preparing this 1993 evaluation of *Serve-America* programs. It should be noted that the Arizona Department of Education has collected additional information about each program through other reports that are not included in this document.

EVALUATION GUIDELINES FOR *SERVE AMERICA*

DIRECTIONS: Please complete forms A, B, C and D and enclose these with your year-end reports to the Arizona Department of Education. Specific guidelines for completing these forms are provided. All forms **MUST** be received no later than Friday, June 18, 1993. Thank you.

FORM A: PARTICIPANT CHARACTERISTICS

Provide demographic information about the participants in terms of age, gender, ethnic status, ability/disability status, general economic status, or any other information you feel describe your population. Specifically for student volunteers, be sure to indicate how many students were recruited who were dropouts.

FORM B: PROGRAM CHARACTERISTICS AND COMMUNITY IMPACT

I. Types of Service/Learning Activities

Describe service activities and learning activities. Be specific -- for example:

DON'T say: "leadership activities"

DO say: "A four-hour workshop providing participants with conflict resolution techniques and decision-making skills."

DON'T say: "basic skills were taught"

DO say: Participants learned addition, subtraction, multiplication, and division facts in an Applied Mathematics curriculum.

Students were instructed on business communications, and had to write business letters, mail one letter to a community organization to explain the project, and follow-up by telephone with the organization.

DON'T say: Participants were provided "real experiences."

DO say: Participants spent 3 hours cleaning graffiti and picking up trash. Participants served meals in a nursing home every Saturday for 8 weeks.

Participants planned and held a full-day "Environmental Fair."

II. Participant (Volunteer) Involvement

For each activity:

- Indicate the **number of participants** involved in *each* type of activity
- Indicate the **number of hours** engaged in *each* type of activity

III. Impact on Community

For each activity, indicate the outcomes or accomplishments of each type of activity. Specifically,

- Indicate the **number and characteristics of people served**
- Briefly describe the **outcome of the activity/accomplishments** (e.g., acres of park cleaned up; reactions of nursing home residents; pounds of cans recycled.)

FORM C: IMPACT ON PARTICIPANTS

I. Describe how the behavior and attitudes of participants have changed as a result of participation in the program.

II. Ask participants the questions that follow, and record their answers (or, if they are old enough, administer a short survey and get their written responses):

- What did you most like about the program/activity?
- What would you change about the program/activity?
- Why did you join?

NOTE: You may summarize results yourself and/or attach copies of written responses to these questions.

FORM D: SELF-ASSESSMENT OF STRENGTHS AND AREAS FOR IMPROVEMENT (To be completed by the program director/facilitator)

I. Program strengths: What program characteristics appeared most successful, and why?

II. Areas for Improvement: What program characteristics seemed least successful, and why?

OPTIONAL: You are encouraged to attach any additional information that attests to the accomplishments of your program. Examples of supporting documentation are:

- written anecdotes of individual "success" stories
- survey results; student achievement data; other statistical data on outcomes
- letters from community members expressing support or thanks

FORM A: PARTICIPANT CHARACTERISTICS

DIRECTIONS: Indicate N/A for not applicable. Use additional paper if necessary.

Name of Agency _____

Contact Person _____ Phone # _____

Type of Program (Check one)

- _____ School Based Service Learning Program (Complete Part I)
- _____ Community Based Service Program (Complete Part I and, if applicable, Part II)
- _____ Adult Volunteer and Partnership Program (Complete Part I and II)

* * * * *

PART I. YOUTH VOLUNTEERS (Fill in each blank with the number of volunteers in the category)

The program targets participants who are school-age youth ages:

_____ 5-8 _____ 9-12 _____ 13-15 _____ 16-17 _____ TOTAL

Characteristics of targeted participants:

- _____ Female _____ Male
- _____ Asian _____ Caucasian _____ Native American _____ Other
- _____ Black _____ Hispanic _____ Pacific Islander
- _____ Succeeding in school _____ In-school *potential* dropout _____ Out-of-school/Dropout
- _____ Public Elementary _____ Private Elementary
- _____ Public Secondary _____ Private Secondary
- _____ Economically Disadvantaged _____ Non-economically Disadvantaged
- _____ Educationally Disadvantaged _____ Non-educationally Disadvantaged _____ Gifted

Do any participants have disabilities? If yes, please elaborate.

Other information that describes your target population:

- _____ Basic Skills deficient _____ Illiterate _____ Limited English Proficient
- _____ Learning Disabled _____ Youth in foster care (aged 13-17) _____ Homeless
- _____ Substance/alcohol abuser _____ Other (e.g., teen parents). Please elaborate. Use additional paper if necessary.

PART II. ADULT VOLUNTEERS (Fill in each blank with the number of volunteers in the category)

The program involves adult volunteers ages:

____ 18-21 ____ 22-25 ____ 26-30 ____ 30-60 ____ Over 60 ____ TOTAL

Characteristics of adult volunteers:

____ Female ____ Male

____ Asian ____ Caucasian ____ Native American ____ Other
____ Black ____ Hispanic ____ Pacific Islander

____ Economically Disadvantaged ____ Non-economically Disadvantaged

Do any adult volunteers have disabilities? If yes, please elaborate.

Other information that describes your target population (e.g., senior citizens, retirees, etc.):

FORM B: PROGRAM CHARACTERISTICS AND COMMUNITY IMPACT (Use as many sheets as necessary to describe activities)

I. Service/Learning Activity	II. Participant Involvement		III. Impact on Community	
	# Participants	Hours of Service	# Community People Served & Relevant Characteristics	Outcome of Activity (RESULTS)
EXAMPLE #1: Neighborhood clean-up/Environmental awareness	15 participants for a total of 4 hours (i.e., 60 man-hours)	4 city blocks cleaned-up 15 lbs. of cans recycled (money from recycling donated to City Parks & Recreation)	Low-income community (Pop: 10,000); Many vacant lots and run-down properties	Through cooperative learning groups, each grade's students demonstrated mastery of over 20 separate measurable objectives (see attached)
EXAMPLE #2: Lesson on economic consequences of dropping out of school	Four classrooms (1 each in K-3) with 25 students/class; meeting 30 min/wk for 15 weeks (5 instructional units)	N/A: Program has been entirely school-based to date		

70

70

FORM C: IMPACT ON PARTICIPANTS

(Use additional paper as necessary)

I. How have the behavior and attitudes of participants changed as a result of participation in the program? Describe.

II. Provide a summary or attach participants' written responses to the following questions.

- What did participants most like about the program/activity?

- What would participants change about the program/activity?

- Why did participants join?

FORM D: SELF-ASSESSMENT OF STRENGTHS AND AREAS FOR IMPROVEMENT

(To be completed by the program director/facilitator; Use additional paper as necessary)

I. **Program strengths:** What program characteristics appeared most successful, and why?

II. **Areas for Improvement:** What program characteristics seemed least successful, and why?

**APPENDIX C:
DEMOGRAPHIC DATA**

This appendix provides raw data on key demographic variables by program type and individual programs. Tables are presented in the following order:

<u>Page</u>	<u>Chart</u>
C-3:	Distribution of Student and Adult Volunteers by Gender
C-5:	Distribution of All Volunteer Participants by Age
C-6:	Breakdown of Student and Adult Volunteers by Age
C-7:	Distribution of All Volunteers by Race/Ethnicity
C-8:	Distribution of Student Volunteers by Race/Ethnicity
C-9:	Distribution of Adult Volunteers by Race/Ethnicity
C-10:	Distribution of Student Volunteers by Economic Status
C-11:	Distribution of Student Volunteers by Educational Status

	# Student Volunteers			# Adult Volunteers			GRAND TOTALS
	Females	Males	Unspecified	Females	Males	Unspecified	
School-Based Service Learning							
AZ School-to-Work	43	24					67
Jr. Achievement			1		19	12	31
Marana Unified	10	8					18
Pendergast: Desert Horizon	127	129					256
Westwind	109	135					244
Pima CO. Schools	7	6					13
Santa Cruz Valley UHS	9	19					28
Scottsdale Unified	55	50				2	107
Southwest Community Network	15	15					30
Tucson Unified	110	74		10	7		201
Volunteer Center of Tucson	412	110					522
TOTALS	897	570	1	29	21	0	1518
	59%	38%	0%	2%	1%	3%	100%
Community-Based Learning							
Phoenix Parks & Recreation	15	7					22
Pima CO. Community Services	49	44					93
Volunteer Center-Maricopa CO.	710	710		105	100		1625
Volunteer Center-Pinal CO.	0	0					0
TOTALS	774	761	0	105	100	0	1740
	44%	44%	0%	6%	6%	12%	100%
Adult Volunteer Programs							
Maricopa CO. 4-H				26	8		34
Santa Cruz Valley UHS						12	12
St. Johns Unified	0	0	0	26	8	12	46
TOTALS	0	0	0	57%	17%	25%	100%
	0%	0%	0%	5%	4%	0%	100%
GRAND TOTALS	1671	1331	1	160	129	12	3304
	51%	40%	0%	5%	4%	0%	100%

ALL VOLUNTEERS	Age Ranges of Volunt								TOTALS				
	Five to eight	Nine to twelve	Thirteen to fifteen	Sixteen to seventeen	Eighteen to twenty one	Twenty-two to twenty six	Twenty-seven to thirty	Thirty to sixty		Over sixty	Un-specified		
School-Based Service Learning													
AZ School-to-Work													
Jr. Achievement					1								67
Marana Unified							8			2		12	32
Pendergast: Desert Honzon	136	76	44										18
Westwind	123	85	36										256
Pima CO. Schools			2		8		3						13
Santa Cruz Valley UHS			12		16								28
Scottsdale Unified			38		67						1		107
Southwest Community Network			6		24								30
Tucson Unified			86		98						7		201
Volunteer Center of Tucson	26	73	345		78						10		522
TOTALS	285 19%	234 15%	589 37%	292 19%	11	2	7	20	13	85	6	227	1518 100%
Community-Based Learning													
Phoenix Parks & Recreation												22	22
Pima CO. Community Services			62		31								93
Volunteer Center-Maricopa CO.		284	852	284						205			1625
Volunteer Center-Pinal CO.													0
TOTALS	0	284 16%	914 53%	315 18%	0	0	0	0	0	0	0	227	1740 100%
Adult Volunteer Programs													
Maricopa CO. 4-H												34	34
Santa Cruz Valley UHS						5				5	2		12
St. Johns Unified													0
TOTALS	0	0	0	0	5	0	5	2	0	5	2	34	46
GRAND TOTALS	285 9%	518 16%	1483 45%	607 18%	16	2	12	22	13	346	10	3304	3304 100%

74

70



STUDENTS		
Ages 5-8	9%	285
Ages 9-12	17%	518
Ages 13-15	49%	1483
Ages 16-17	20%	607
Overage (18+)	0%	3
Unspecified	4%	107
	100%	3003
ADULTS		
Ages 18-30	9%	27
Ages 30-60	7%	22
Over 60	4%	13
Unspecified	79%	239
	100%	301
COMBINED		
Ages 5-8	8.63%	285
Ages 9-12	15.68%	518
Ages 13-15	44.88%	1483
Ages 16-17	18.37%	607
Overage (18+)	0.09%	3
Ages 18-60	1.48%	49
Over 60	0.39%	13
Unspecified	10.47%	346
		3304

COMBINED	# Volunteers by Ethnicity							TOTALS
	Asian	Black	Caucasian	Hispanic	Native American	Other	Un-specified	
School Based Service Learning								
AZ School-to-Work							67	67
Jr. Achievement	2	3	14	13				32
Marana Unified		1	14	2	1			18
Pendergast: Desert Horizon	2	35	162	51	6			256
Westwind	7	28	125	83		1		244
Pima CO. Schools					13			13
Santa Cruz Valley UHS		6	2	20				28
Scottsdale Unifeid							107	107
Southwest Community Network		3	14	13				30
Tucson Unified	8	8	90	71	5		19	201
Volunteer Center of Tucson	22	20	355	110	15			522
TOTALS	41	104	776	353	40	1	193	1518
	3%	7%	51%	24%	3%	0%	13%	100%
Community-Based Learning								
Phoenix Parks & Recreation	3	8	6	4	1			22
Pima CO. Community Services	1	15	11	59	7			93
Volunteer Center-Maricopa CO.		65	1105	261	32	48	114	1625
Volunteer Center-Pinal CO.								0
TOTALS	4	88	1122	324	40	48	114	1740
	0%	5%	64%	19%	2%	3%	7%	100%
Adult Volunteer Programs								
Maricopa CO. 4-H	0	4	14	14		2		34
Santa Cruz Valley UHS							12	12
St. Johns Unified								0
TOTALS	0	4	14	14	0	2	12	46
	0%	9%	30%	30%	0%	4%	26%	100%
GRAND TOTALS	45	196	1912	701	80	51	319	3304
	1%	6%	58%	21%	2%	2%	10%	100%

Arizona's Serve-America Project

STUDENTS	# Volunteers by Ethnicity							TOTALS
	Asian	Black	Caucasian	Hispanic	Native American	Other	Un-specified	
School-Based Service Learning								
AZ School-to-Work							67	67
Jr. Achievement							1	1
Marana Unified		1	14	2	1			18
Pendergast: Desert Horizon	2	35	162	51	6			256
Westwind	7	28	125	83		1		244
Pima CO. Schools					13			13
Santa Cruz Valley UHS		6	2	20				28
Scottsdale Unifeid							105	105
Southwest Community Network		3	14	13				30
Tucson Unified	8	8	75	69	5	19		184
Volunteer Center of Tucson	22	20	355	110	15			522
TOTALS	39	101	747	348	40	20	173	1468
	3%	7%	51%	24%	3%	1%	12%	100%
Community-Based Learning								
Phoenix Parks & Recreation	3	8	6	4	1			22
Pima CO. Community Services	1	15	11	59	7			93
Volunteer Center-Maricopa CO.		57	966	227	28	28	114	1420
Volunteer Center-Pinal CO.								0
TOTALS	4	80	983	290	36	28	114	1535
	0%	5%	65%	19%	2%	2%	8%	101%
Adult Volunteer Programs								
Maricopa CO. 4-H								0
Santa Cruz Valley UHS								0
St. Johns Unified								0
TOTALS	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	0%	0%	0%
GRAND TOTALS	43	181	1730	638	76	48	287	3003
	1%	6%	58%	21%	3%	2%	10%	101%

ADULTS	# Volunteers by Ethnicity							TOTALS
	Asian	Black	Caucasian	Hispanic	Native American	Other	Un-specified	
School-Based Service Learning								
AZ School-to-Work								0
Jr. Achievement	2	3	13	13				31
Marana Unified								0
Pendergast: Desert Horizon								0
Westwind								0
Pima CO. Schools								0
Santa Cruz Valley UHS								0
Scottsdale Unified							2	2
Southwest Community Network								0
Tucson Unified			15	2				17
Volunteer Center of Tucson								0
TOTALS	2	3	28	15	0	0	2	50
	4%	6%	56%	30%	0%	0%	4%	100%
Community-Based Learning								
Phoenix Parks & Recreation								0
Pima CO. Community Services								0
Volunteer Center-Maricopa CO.	4	8	139	34	4		16	205
Volunteer Center-Pinal CO.								0
TOTALS	4	8	139	34	4	0	16	205
	2%	4%	68%	17%	2%	0%	8%	100%
Adult Volunteer Programs								
Maricopa CO. 4-H	0	4	14	14		2		34
Santa Cruz Valley UHS							12	12
St. Johns Unified								0
TOTALS	0	4	14	14	0	2	12	46
	0%	9%	30%	30%	0%	4%	25%	100%
GRAND TOTALS	6	15	181	63	4	2	30	301
	0%	5%	60%	21%	1%	1%	10%	100%

Arizona's Serve-America Project

STUDENT VOLUNTEERS	Economically Disadvantaged		Non-Economically Disadvantaged		TOTAL	Unknown
School-Based Service Learning						
AZ School-to-Work	x		x		67	67
Jr. Achievement			1		1	
Marana Unified	14	78%	4	22%	18	
Pendergast: Desert Horizon	84	33%	172	67%	256	
Westwind	81	33%	163	67%	244	
Pima CO. Schools	10	77%	3	23%	13	
Santa Cruz Valley UHS	28	100%		0%	28	
Scottsdale Unified	x		x		105	105
Southwest Community Network	24	80%	6	20%	30	
Tucson Unified	89	48%	95	52%	184	
Volunteer Center of Tucson	78	15%	444	85%	522	
TOTALS	408	28%	888	60%	1468	172
	28%		60%		88%	12%
Community-Based Learning			8			
Phoenix Parks & Recreation	14	64%	8	36%	22	
Pima CO. Community Services	93	100%			93	
Volunteer Center-Maricopa CO.	213	15%	1207	85%	1420	
Volunteer Center-Pinal CO.						
TOTALS	320	21%	1215	79%	1535	
	21%		79%			
GRAND TOTALS	728		2103		3003	172
	24%		70%			6%

STUDENT VOLUNTEERS	Educational Status					TOTALS	Unknown
	Potential Dropout	Dropout	% Total	Success	% Total		
School-Based Service Learning							
AZ School-to-Work	67					67	
Jr. Achievement				1		1	
Marana Unified	6		33%	12	67%	18	
Pendergast: Desert Horizon	28		11%	228	89%	256	
Westwind	35		14%	209	86%	244	
Pima CO. Schools		13	100%		0%	13	
Santa Cruz Valley UHS	28		100%		0%	28	
Scottsdale Unified	x			x		105	105
Southwest Community Network	22	2	80%	6	20%	30	
Tucson Unified	51		28%	133	72%	184	
Volunteer Center of Tucson	52	1	10%	469	90%	522	
TOTALS	289	16	21%	1058	72%	1468	105
	20%	1%		72%			
Community-Based Learning							
Phoenix Parks & Recreation	7		32%	15	68%	22	
Pima CO. Community Services	12	3	16%	78	84%	93	
Volunteer Center-Maricopa CO.	x	x		x		1420	1420
Volunteer Center-Pinal CO.						0	
TOTALS	19	3	1%	93	6%	1535	1420
	1%	0%		6%			
GRAND TOTALS	308	19	11%	1151	38%	3003	1525
	10%	1%					51%

Morrison Institute for Public Policy

Established in 1981 through a gift from the Morrison family of Gilbert, Arizona, Morrison Institute for Public Policy is an Arizona State University (ASU) resource for public policy research, expertise, and insight. The Institute conducts research on public policy matters, informs policy makers and the public about issues of importance to Arizona, and advises leaders on choices and actions. A center in the School of Public Affairs (College of Public Programs), Morrison Institute helps make ASU's resources accessible by bridging the gap between the worlds of scholarship and public policy.

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