Each One, Teach One:
A methodological approach for national disaster school response

Jean Strait and Joyce Jones
Hamline University

Background

Hamline University, a medium sized college in St. Paul Minnesota, dedicated resources and time to New Orleans, Louisiana in its efforts to rebuild and reclaim the city. Days after Hurricane Katrina hit, Hamline sent students, faculty and staff to help with recovery efforts. The Education Club adopted Martin Luther King Science and Technology school (MLK) soon after to help in cleaning and rebuilding the school and sent over $20,000.00 in books, supplies, merchandise gift cards, food and water to help with this effort. Still fueled by the great need in New Orleans for assistance, the group's leader Dr. Jean Strait worked with Traveler's Insurance Company and received a grant of $30,000 to start an on-line tutoring and mentoring program that would be staffed by Hamline University and Avalon High School students in St. Paul. Students traveled to New Orleans in March of 2008 to meet their MLK student mentees, help with self-esteem programming, and create relationships of trust and respect with the mentees. The first phase of the project ended in June of 2008.

Hamline Students who were part of the initial trip accompanied Dr. Strait and Dr. Rob Shumer (University of Minnesota) to New Orleans in July of 2008, continuing to volunteer their services in the clean-up and remodeling of the Depot House, a historic landmark in the warehouse district on O'Keefe Avenue.

According to a report compiled by the Cowen Institute for Public Education Initiatives in 2008, a post-Katrina school system is vastly different from the previous public system. Changes include:

1. The expansion of the state's Recovery School District (RSD) to take control of over 100 Orleans Parish School Board (OPSB) schools performing below the state average.

2. The RSD reopened schools initially only as charter schools run by non-profit agencies that receive public money and provide free education.

3. In November 2005, the first OPSB-run school reopened. A number of OPSB charter schools opened soon after.

4. In the spring of 2006, the RSD opened its first district-run schools.

Hamline University and Avalon High School students, St Paul, Minnesota

5. In all cases, opening schools in the 2005-2006 school years after Katrina was a difficult and chaotic ordeal.

In addition, the public education landscape in New Orleans has several new and, in some cases, unique features:

1. Eighty public schools in New Orleans are run by 29 different operators, including the OPSB, the RSD, and 27 charter school operators.

2. Fifty-seven percent of public school students now attend charter schools, more than any other urban school district in the country.

3. In most cases, parents now have the choice to send their children to any public school in New Orleans where they can gain admission, regardless of where they live (The Second Annual State of Education in New Orleans Report, 2008).

It has been three years since the storm and there are several successes for the schools. Strong leadership has emerged at the state and local levels, school buildings have been brought up to basic standards and they have significantly more supplies. A sufficient number of teachers were hired for the 2007-2008 school year. The community is much more involved in schools than before Katrina. For example, the Broadmoor Community was able to save Wilson Elementary as a neighborhood school. Without their efforts, the school would have been destroyed and not rebuilt. Overall, there is a sense among students, teachers, school leaders and community members that there have been significant improvements in most schools since last year.

However, there remain significant challenges in New Orleans. Many teachers lack the skills or support they need to teach a diverse student population with very high needs. Current levels of school spending cannot be sustained. Both the RSD and the OPSB are spending more per student than they will be able to receive from regular per-pupil funding in the coming years. Special education and mental health services are severely lacking. Post traumatic stress disorder (PTSD) tops the list of mental health issues at unprecedented high levels. To further exacerbate an already difficult situation, or perhaps as a consequence of it, there is poor cooperation among schools and districts, with timely and accessible school information for parents, students and the public notably lacking. In the circumstances, it is no surprise that the current retention rate of seventh/eighth graders into ninth grade is 38% in New Orleans (The Second Annual State of Public Education in New Orleans 2008 Report p. 2-3).

Project Design

The project's long-term goal was to create a national disaster -related education response model that could be replicated in any city in the U.S. The program consisted of a joint on-line service-learning tutoring/mentoring program between Hamline University, Avalon High School and grade five through nine New Orleans students. Hamline Students serve as tutors/mentors to both the Avalon High School students and the grade five through nine students. Hamline students and Avalon students were paired together to lead pods or groups of New Orleans students as a team. Each pod had from five to six participants. Prior to the March 2008 trip, both Avalon and Hamline students took part in weekly trainings for mentoring, PTSD, the history and culture of New Orleans, working with on-line technology and building a culture of trust and respect with their pods.

Martin Luther King Science and Technology Magnet School was chosen as a partner because of its great need: located in the ninth ward, the neighborhood in which it is located was essentially wiped off the map during Hurricane Katrina. The faculty, staff and administration for MLK knew that this school was a vital link for community survival and that it had to be back up and running as soon as possible. Many children were already two years behind in academic skills and closure of the schools would have made the situation worse. The Education Club at Hamline University adopted the school and as well as sending students to help clean up, sent supplies to help with clean up. As the school began to re-emerge, Hamline sent over $12,000 in donated supplies, gift cards from Target to help students buy clothes and cash to help rebuild the structure.

In December of 2007, Dr. Strait received a $30,000 grant from Traveler's Insurance to help implement the first phase of Each One, Teach One. The training of the project required dialogue between university and high school students around the following questions:

- What constitutes citizenship skills?

- How should we teach and involve students in a community project to reinforce their learning?

- How can we measure student achievement of those skills?

The seemingly simple concept of asking the questions and engaging in dialogue and decision-making around teaching about disaster and assessing citizenship had not been done before. The action component of this work was to create a tutor/mentor system involving the high school students and the seventh and eighth graders via the internet to assist with reading and study skills. In turn, these skills should increase their success in high school classrooms.

Other goals of this program included:

1. Improving the quality of education for New Orleans students and increase their academic achievement by at least one grade level per academic year; encouraging students to finish high school; teaching students and teachers how to use technology; teaching students how to become civically engaged through service-learning projects in New Orleans with Hamline students;

2. Using technology to create a long-standing partnership with the New Orleans schools in order to help students receive the mentoring, tutoring and support they need to be successful while also creating a much-needed connection to school for parents;

3. Helping Hamline students meet a graduation requirement for community engagement, known as LEAD (Leadership Education and Development) and enabling Avalon students meet a similar graduation requirement in service-learning.

The Project Implementation Team included the Field Director and Project lead Jean Strait, who has been working with the community and schools for two years; Avalon Lead Mentor Dr. Walter Enloe, public policy and charter school expert; and two Hamline student coordinators, Tony Wilson and Joyce Jones, both of whom were trained extensively for leadership in the project. The major partners included Hamline University, Avalon High School (a St. Paul Public Charter School), MLK Science and Technology and The Depot House.

Methodology

The process for creating this program emerged by doing an informal needs assessment of MLK once the building was inhabitable. Coupled with the low academic achievement rates, the drop out rates of eighth graders in New Orleans are three times that of the rest of the United States. (Cowen Institute, 2006) The magnitude of that figure is substantial when put into perspective: the United States high school completion rate has dropped from 77.1% in 1969 to 69.9% in 2000 and 2007 reports are estimating around 63% (Azzam, 2007). It is also well documented that the retention rate varies by culture; 93% of white students finish high school while only 43% of their peers of color do; and the lower the socio-economic status, the less likely a student is to complete

Site of the Depot House project

high school. Students report that they are lacking self-esteem and skilled teachers in their subject areas. They also note that group size conducive to their learning is not available, and that the learning they are doing is neither relevant nor fun.

The service-learning approach is reciprocal in nature: the student group that provides the service and the agency that receives it gain equally from their interactions. One of its key components is critical reflection. Students must have the opportunity to mentally process the service they are providing and learn to integrate essential skills they employ into their strategy banks through practice. *Hard skills* refer to academic skills. Soft skills are more interpersonal in nature: listening and oral communication are considered soft skills (Strait, 2008). Many students access hard skills through soft skills. For example, it is much easier for a student to work on content if they can discuss it with a friend or work in a small group. The development of interpersonal skills creates cognitive pathways in the brain, which, when used on a frequent basis, make it easier for students to then access the academic skills. *Soft skills* are often referred to as civic skills or civic competencies, which are commonly developed through service-learning. The idea behind this pedagogy is to develop civic professionals through these new basic skills (Basttistoni and Longo, 2007).

High quality service-learning teaches students problem-solving, critical thinking, decision making, public speaking, teamwork and how to interact with

communities that are different from their own (Basttistoni and Longo, 2007). It also teaches moral reasoning skills. Like character education, the experiences young people go through in this process help focus their understanding of the responsibilities of the individual and the community by integrating the cognitive, affective and behavioral dimensions in moral reasoning skill development. In a recent study done by Skaggs and Bodenhorn (2006), students who were involved in a moral reasoning skill curriculum were less likely to drop out of school. *Each One, Teach One* sought to strengthen student skills through a long-term, high quality service-learning experience.

The Process Emerges

Students were involved on the ground level from the very development stage of the program. Four months before the training was to begin, the leadership team began to convene on a weekly basis constructing the process of the project. Six major stages emerged:

1. Identifying issues

2. Forming relationships with partners

3. Identifying and training mentors

4. Face to face work in New Orleans

5. Reflections, surveys and summations

6. Evaluation/feedback (to lead back into stage 1 in the second year)

Identifying issues

To prepare for the training sessions, the leadership team read *Come Hell or High Water*, by Eric Dyson and watched a documentary by Spike Lee called *When the Levees Broke*. The team also spent a great deal of time discussing issues with the Principal of MLK, Doris Hicks and the curriculum director, Steven Martin. Throughout these investigations the following pressing issues emerged:

- 80% of students in the ninth ward weren't going on to eighth grade

- Many schools were still closed

- Students were averaging four to six grade levels behind

- A teacher shortage emerged in charters that had reopened

- A resource shortage emerged in these schools and school districts

Hamline University
Each One Teach One
Joan Strait, Associate Professor, School of Education
Student Leaders: Joyce Jones, Jenna Londy, and Adam Votrick

HU

1
Identifying Issues
- 80% of students in New Orleans don't go on to eighth grade
- Many schools are closed
- Students are averaging 4 to 6 grade levels behind
- Teacher shortage
- Resource shortage

6
Evaluation
- creation of Phase II
- secure funding for revised structure

2
Forming Relationships with Partners
- Hamline University
- Avalon High School
- Traveler's Insurance
- Martin Luther King Science and Technology Magnet
- The Depot House

Hamline University   Avalon High School

Service Learning in Action

New Orleans Community

5
Reflections, Surveys, and Summaries
- reflection activities
- pre and post survey data
- (Shively, McCarthy and Tucker (2000) Community Service Attitude Scale)
- end of experience summations
- results showed growth in community service attitudes

3
Identifying and Training Mentors
- Applications
- Surveys
- Resources given to mentors
- Training topics included Post Traumatic Stress Disorder, Culture, Mentoring, When the levees broke

4
Face to Face in New Orleans
- Jefferson Parish - community service/park cleanup
- MLK - pod building and Blackboard training
- Continued cultural training - 9th ward and French Quarter
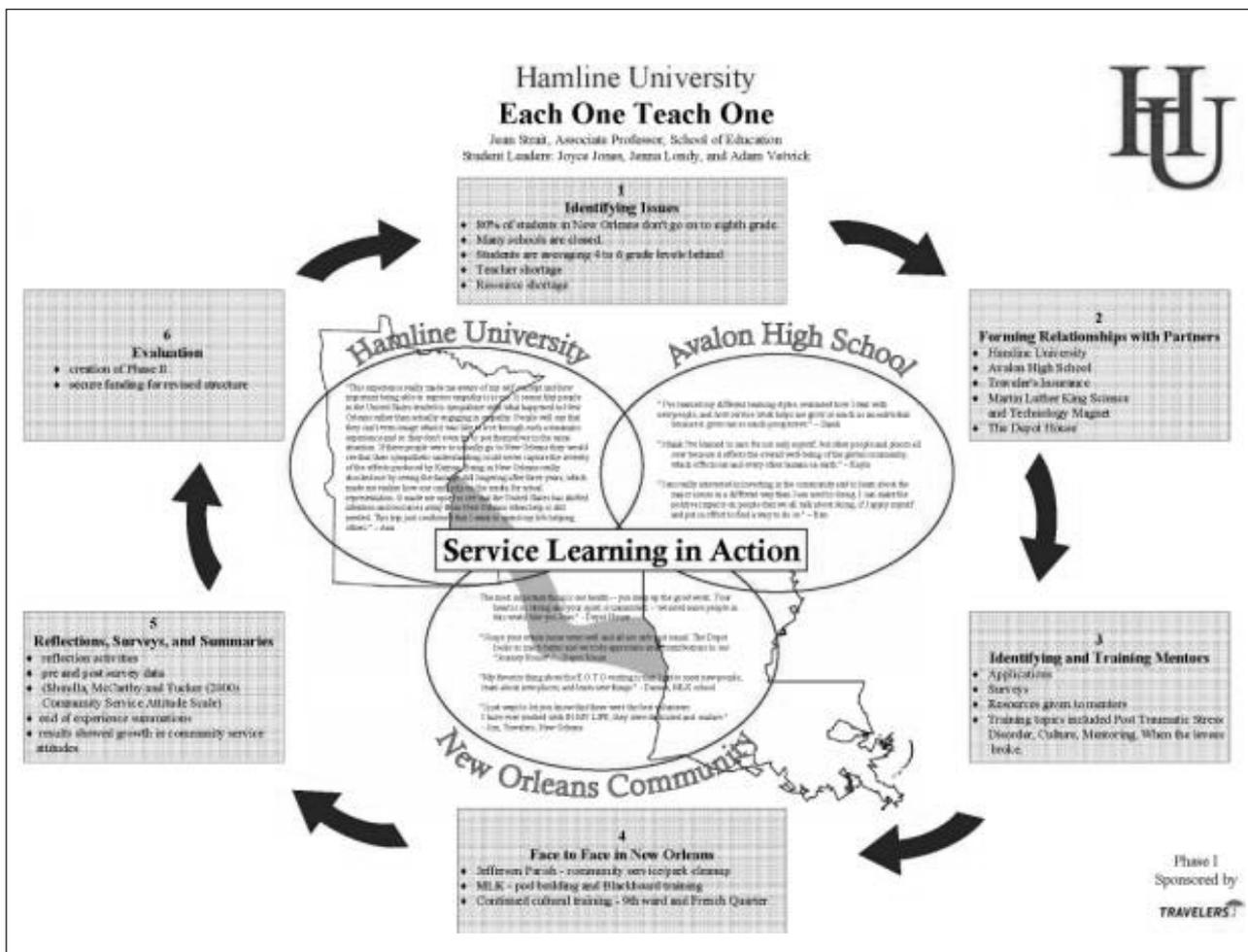
Phase I
Sponsored by
TRAVELERS

Figure 1

The team was dedicated to finding ways to begin to address these issues as a part of the project. Through continued research and discussion, we found that many students still don't go on to eighth grade because, three and a half years after Katrina, schools housing grades eight to twelve were either torn down and not rebuilt, or they were condemned for demolition, or they have not yet opened in the ninth ward. Because of the building closures and the socio-economic status of the students, who were unable to travel to other areas, the option to continue education had been essentially eliminated. Students who were averaging two years behind academically were now falling four to six grade levels behind, with no hope of ever catching up. In addition, job opportunities for students at that level were limited or non-existent.

Forming Relationships with Partners

As the lead partner in this initiative, Hamline University had in-depth discussions with MLK about what they needed and what the program could provide to help address or meet these needs. Having these dialogues helped to build relational trust with the partners and made it much easier for the participants to understand each others' culture.

Avalon High School student levels ranged from ninth to twelfth grade and these students served as role models and peers for New Orleans students, showing them what they could expect from a high school education. After joint research was compiled, the Depot House became a service partner. Owned by Denis Hilton, The Depot House is a historic landmark that was severely damaged by the hurricane and in need of renovation. A partnership was created where students would stay at The Depot while in New Orleans, working to clean and renovate the property so it could be used by other groups

This is all that remains of one of the thousands of houses destroyed in New Orleans by Katrina

for lodging and service. The other service partner in this project was Jefferson Parish, which was in desperate need of cleaning up its park and open spaces. Traveler's Insurance, the funding partner of the team, also contributed several New Orleans employees to the clean-up portion of the program while in New Orleans.

Identifying and Training Mentors

Applications were distributed during information sessions held at Hamline and Avalon. Students were required to have two letters of recommendation submitted and provide evidence of their academic standing and teamwork skills. The leadership team interviewed the applicants and accepted fifteen Avalon and ten Hamline students for participation in the pilot year. Training of the group began at the end of January 2008 and continued for eight weeks covering topics such as the culture and history of New Orleans, mentoring, tutoring, PTSD, relational trust, blackboard training (on-line format) and building community. Avalon and

Hamline students each received their own copy of *Come Hell or High Water*. The Hamline students also received *The Mentoring Guidebook: Facilitating Effective Learning Relationships* by Lois Zachary. All students were required to fill out medical forms and pre-surveys and to keep a journal throughout the process. The group traveled to New Orleans via bus and en route watched *As the Levees Broke*, which presented people who had had first- hand experience of Katrina, many of whom would be in the ninth ward.

Face to Face in New Orleans

The face to face component of the project took place over ten days, staying and working at the Depot. The first two days in New Orleans included a tour of the ninth ward given by Common Ground, a non-profit group trying to educate about and advocate for citizens of the ward. In training exercises, students were put into teams doing activities to help focus reflection on what they were learning. Starting the school week, students worked

Aerial view of the devasted 9th Ward

in Jefferson parish cleaning up various parks with Traveler's Insurance volunteers in the mornings and spending afternoons at MLK doing team building, skills building, and blackboard training in the pods. After dinner, the entire group would gather at the depot for an end of the day reflection discussion.

Reflections, Surveys, and Summaries

Both pre and post survey data was collected using the Shirella, McCarthy and Tucker (2000) Community Service Attitude Scale. Both Hamline and Avalon students were given the scale on the first day of training and again on the bus trip back to Minnesota. The team was asked not to use the surveys with MLK students as they were trying to focus students on preparation for the spring Louisiana standardized tests.

The pod groups worked on continued practice of student skills for the test instead. Students were asked to complete an end of experience questionnaire in May and blackboard interactions were collected and analyzed for comments.

Evaluation

Once all data was collected, it was analyzed by the leadership team. Results were used to revise the program, enhance learning opportunities, and investigate a larger scale version of the project by identifying future partners for further service learning work and finding ways to secure larger funding to accommodate more participants. It was hoped that the leaders could identify best practices, areas for growth and ways to strengthen areas of the program that showed limitations. This phase was carried out in June and July, which included a second trip by project lead Jean Strait and eight of the Hamline students who participated in the March project. Dr. Robert Shumer from the University of Minnesota joined this group in New Orleans in July to teach students about student-led evaluation and begin to identify ways in which next year's pods could carry out evaluation. Phase II began in January of 2009.

Minnesota students in front of a New Orleans landmark

Data Collection

Data was collected from different sources for the purpose of triangulation of themes. A mixed method approach was used, gathering pre and post survey information, end of trip questionnaires, end of trip final summative reflections, and three month post questionnaires. The initial Shirella, McCarthy and Tucker (2000) Community Service Attitude Scale was compared for quantitative data including descriptive statistics, a paired sample t-test(which compares sample means) and paired correlations for significance(which would determine if the community service impacted post survey results-See Table 1).

Qualitative data was collected from the end of trip summative reflection, three months post survey and video taped interviews of participants on the July trip. Of the 25 student participants from Avalon and Hamline, 18 completed both the pre and post surveys. One of the biggest challenges of using quantitative analysis is having a large enough sample size. Our sample was small to begin with but even smaller with survey returns. Although having pre and post data on a pilot project is recommended, using small groups for service-learning that involves travel is a limitation.

Quantitative Data Analysis

The mean response on the paired samples showed 15 of the 18 respondents increased their mean average response to Shirella, McCarthy and Tucker (2000) Community Service Attitude Scale. We can infer this increase in means indicates a growth in the students' attitudes. However, two of the 18 paired means decreased, which would indicate no growth in attitudes. When asked if they could tell why they thought their mean decreased, both students said that once the project was finished they realized how vital their answers were and so tended to be far more authentic in their answers than they were in the pre-survey. One set of pre and post pairs stayed the same. When interviewed, this student said that their experience in New Orleans only solidified their previous beliefs so they weren't surprised that they showed little change in response. It is also interesting to note that all three of the students mentioned above were Avalon high school students and all three were seniors. Again, when looking at the quantitative data, paired correlations did show significance which infers a strong positive growth in attitudes. (See Table 2) and sixty-six percent of the two-tailed t-test results reveal significant change, sig<.05 (See Table 3).

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	F2	5.4043	47	1.97440	.28800
	F3	5.7021	47	1.92145	.28027
Pair 2	F5	5.4043	47	1.83753	.26803
	F6	5.8298	47	1.57865	.23027
Pair 3	F8	5.9787	47	2.00531	.29250
	F9	6.3191	47	1.90087	.27727
Pair 4	F11	6.1489	47	2.06396	.30106
	F12	5.4043	47	2.28092	.33271
Pair 5	F14	5.7021	47	2.15603	.31449
	F15	6.1915	47	1.94085	.28310
Pair 6	F17	5.7234	47	2.09245	.30522
	F18	6.1277	47	2.16310	.31552
Pair 7	F20	5.7872	47	1.84080	.26851
	F21	5.2553	47	1.96123	.28608
Pair 8	F23	6.6596	47	1.84481	.26909
	F24	6.7021	47	1.97721	.28841
Pair 9	F26	5.4419	43	2.35334	.35888
	F27	5.3721	43	2.35051	.35845
Pair 10	F29	6.3617	47	1.59722	.23298
	F30	6.6596	47	1.52196	.22200
Pair 11	F32	6.6596	47	1.84481	.26909
	F33	6.8511	47	1.75671	.25624
Pair 12	F35	6.3191	47	2.46811	.36001
	F36	7.0213	47	2.29829	.33524
Pair 13	F38	6.8723	47	2.17313	.31698
	F39	6.8723	47	2.06015	.30050
Pair 14	F41	6.2128	47	2.77360	.40457
	F42	6.2553	47	2.50624	.36557
Pair 15	F44	6.0319	47	2.27081	.33123
	F45	6.0638	47	2.21069	.32246
Pair 16	F47	6.5000	47	2.35907	.34411
	F48	6.8298	47	2.11947	.30916
Pair 17	F50	5.7234	47	3.15334	.45996
	F51	5.8723	47	3.22097	.46983
Pair 18	F53	5.7872	47	2.96308	.43221
	F54	6.1489	47	2.93390	.42795

Table 1. Quantitative results

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	F2 & F3	47	.886	.000
Pair 2	F5 & F6	47	.684	.000
Pair 3	F8 & F9	47	.834	.000
Pair 4	F11 & F12	47	.767	.000
Pair 5	F14 & F15	47	.850	.000
Pair 6	F17 & F18	47	.863	.000
Pair 7	F20 & F21	47	.961	.000
Pair 8	F23 & F24	47	.901	.000
Pair 9	F26 & F27	43	.895	.000
Pair 10	F29 & F30	47	.830	.000
Pair 11	F32 & F33	47	.963	.000
Pair 12	F35 & F36	47	.926	.000
Pair 13	F38 & F39	47	.895	.000
Pair 14	F41 & F42	47	.874	.000
Pair 15	F44 & F45	47	.913	.000
Pair 16	F47 & F48	47	.920	.000
Pair 17	F50 & F51	47	.891	.000
Pair 18	F53 & F54	47	.936	.000

Table 2: Paired Sample Correlations

Qualitative Data Analysis: Post trip surveys and summative pieces

Unlike the pre and post surveys, we did manage to collect data from the New Orleans community: from the MLK student on-line responses; the Traveler's Insurance volunteer workers; the Jefferson Parish workers and leaders; the Depot House owner and staff. Below are some of the comments.

Hamline University student:

This experience really made me aware of my self concept and how important being able to express empathy is to me. It seems that people in the United States tended [sic] to sympathize with what happened in New Orleans rather than actually engaging in empathy. People will say that they can't even imagine what it was like to live through such a traumatic experience and so they don't even try to put themselves in the same situation. If these people were to actually go to New Orleans they would see that their sympathetic understanding could never capture the severity of the effects produced by Katrina. Being in New Orleans really shocked me by seeing the damage still lingering after three years, which made me realize how one can't rely on the media for actual

representation. It made me upset to see that the United States has shifted attention and resources away from New Orleans when help is still needed. This project just confirmed that I want to spend my life helping others – University student #1

High School Students

I've learned my different learning styles, evaluated how I deal with new people, and how service work helps me grow so much as an individual because it gives me so much perspective. – HS student #1

I think I've learned to care for not only myself [sic], but other people and places all over because it effects the overall well-being of the global community, which effects me and every other human on earth. – HS student #2

I am really interested in investing in the community and to learn about the major issues in a different way than I am used to doing. I can make the positive impacts on people that we all talk about doing, if I apply myself and put in effort to find a way to do so. — HS student #3

New Orleans Partners and Community Members

The most important thing is our health — you keep up the good work. Your heart is so strong and your spirit is unmatched — we need more people in this world like you. – Community partner #1

I hope your return home went well and all are safe and sound. The Depot looks so much better and we truly appreciate your contributions to our Journey House - Community partner #1

I just want to let you know that these were the best volunteers

I have ever worked with IN MY LIFE, they were dedicated and mature.-Community partner #2

My favorite thing about the E.O.T.O visiting is that I get to meet new people, learn about new places, and learn new things. – Middle School Student #1

Thank God people have not forgotten us like our government.-Staff member middle school

In these comments, some themes emerge. Students spoke about self-concept, a sense of empowerment and control. They realized they can make a difference and that they can enter careers that are focused on attaining such aims. There also appears to be a conscious sense of

		Paired Differences			95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	F2 - F3	-.29787	.93052	.13573	-.57108	-.02466	-2.195	46	.033
Pair 2	F5 - F6	-.42553	1.37911	.20116	-.83045	-.02061	-2.115	46	.040
Pair 3	F8 - F9	-.34043	1.12823	.16457	-.67169	-.00917	-2.069	46	.044
Pair 4	F11 - F12	.74468	1.49591	.21820	.30547	1.18390	3.413	46	.001
Pair 5	F14 - F15	-.48936	1.13965	.16623	-.82397	-.15475	-2.944	46	.005
Pair 6	F17 - F18	-.40426	1.11627	.16283	-.73201	-.07650	-2.483	46	.017
Pair 7	F20 - F21	.53191	.54578	.07961	.37167	.69216	6.682	46	.000
Pair 8	F23 - F24	-.04255	.85865	.12525	-.29466	.20956	-.340	46	.736
Pair 9	F26 - F27	.06977	1.07781	.16437	-.26193	.40147	.424	42	.673
Pair 10	F29 - F30	-.29787	.91283	.13315	-.56589	-.02986	-2.237	46	.030
Pair 11	F32 - F33	-.19149	.49512	.07222	-.33686	-.04612	-2.651	46	.011
Pair 12	F35 - F36	-.70213	.93052	.13573	-.97534	-.42892	-5.173	46	.000
Pair 13	F38 - F39	.00000	.97802	.14266	-.28716	.28716	.000	46	1.000
Pair 14	F41 - F42	-.04255	1.35064	.19701	-.43912	.35401	-.216	46	.830
Pair 15	F44 - F45	-.03191	.93486	.13636	-.30640	.24257	-.234	46	.816
Pair 16	F47 - F48	-.32979	.92828	.13540	-.60234	-.05723	-2.436	46	.019
Pair 17	F50 - F51	-.14894	1.48878	.21716	-.58606	.28819	-.686	46	.496
Pair 18	F53 - F54	-.36170	1.05141	.15336	-.67041	-.05300	-2.358	46	.023

Table 3: Paired sample two-tailed t-test results

awareness outside of their community, a sense that communities are interconnected and global. The MLK students had initially been overwhelmed after Katrina as all the strangers rushed to help with 'fly-by' service. Their trust levels were low and building a community of learners was essential to helping them feel comfortable with the Minnesota students. Once the relational trust was built, the students continued to have dialogues about many things. The New Orleans students wanted to come to Minnesota to experience snow. The community members expressed much sincere appreciation: everywhere the group went, sales clerks, waiters, staff at school would pull us aside to personally thank us for our commitment when "everyone else forgot" them. There is an overwhelming sense that the federal and state governments failed to protect the citizenry and are refusing to rebuild the community. For example, the federal government has set aside billions of dollars to help schools and communities in New Orleans. However, the process is so difficult to find and follow that many schools, agencies, and businesses can not gain access to it.

Limitations

Despite all of the preparations for our project, we still faced limitations. The age differences between the Hamline students and Avalon students sometimes created friction in the group. The developmental levels of students aged between 14 and 25 are very different and for the 2009 project we plan on narrowing the age range and providing more training about and for those differences. Contact with the community partners in New Orleans was difficult. Because so few people are

Hamline, Avalon and Martin Luther King school students

responsible for so many things, it is awkward to communicate within business hours. Leaders from MLK and Hamline held most of their communications on the weekend. Computer access was also an issue at MLK. The computer lab was small and difficult to gain access to. Internet connections were difficult to maintain and the network would crash from time to time, leaving students without access to their mentors for days on end. (Hamline was able to get MLK another computer station through the Traveler's Insurance grant to add to the lab.)

The leadership team hopes to have more corporations and foundations involved in the second year of the project to provide both technology and technicians to assist partnering schools.

Conclusion

After three years, there is still not a high school open in the ninth ward. Levee walls are still to be repaired. Stores and businesses remain closed, sitting vacant in waste ground, so citizens can't even get supplies and food they need in the area, having to travel several miles to get them. Jobs are gone. Houses sit in dilapidated states with no one to claim them and no one to clean them up. Families have been scattered over the southern states since the storm.

Still, a resilience in the community remains. It may seem like too large of a problem to solve or conversely, through media representation, that everything is back to normal. But it is not and estimates say that the area won't even *begin* to reach 2005 (pre-storm) standards for a decade. Citizens have to be creative and inventive in finding solutions for New Orleans: solutions that will be turned

to when other disasters strike in this country or elsewhere in the world. We need the next generation to be empowered and encouraged. Service-learning shows participants that they can and do make a difference, a transformative difference in themselves and in those they help. Each One, Teach One will continue to bring students and communities together, empowering them to teach each other.

References

Azzam, A. (2007). Why do Students drop out? *Educational Leadership*. v. 64, pp. 91-93.

Battistoni, R.M. and Long, N.V. (2007). *Connecting Workforce Development and Civic Engagement: Higher Education as Public Good and Private Gain*. North Shore Community College Public Policy Institute.

Shirella, A. H., McCarthy, A.M., and Tucker, M.L. (2000). *Community Service Attitude Scale*.

Skaggs, G. and Bodenhorm, N (2006). Relationships between Implementing Character Education, Student behavior and Student achievement. *Journal of Advanced Economics*. V. 18, n. 1 pp. 82-114.

Strait, J. R. (2008). Constructing Experiential Learning for On-line Courses: The Growth and Development of Service-e-Learning. In Dailey-Hebert, A.; Donnelli, E. Stocks, L. (eds.) *Service-e-Learning: Educating for Citizenship in a Technology-Rich World*. Information Age Publishing.

Strait, J.R. (2008). Deepening Community-based Learning Through Collaboration and Assessment, *The International Journal of School Disaffection*, V.6, n.1.

The Second Annual State of Public Education in New Orleans Report, 2008. Tulane University Cowen Institute for Public Initiatives, pp.2-3.