

The National Survey on Service-Learning and Transitioning to Adulthood

National Youth Leadership Council

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Introduction

Harris Interactive Inc. conducted *The National Survey on Service-Learning and Transitioning to Adulthood* on behalf of the National Youth Leadership Council. This study examines the opinions of U.S. residents age 18 to 28 on a variety of topics including high school experiences and the influence of community service, service learning, and role models while growing up.

Survey Method

A U.S. representative sample of 3,123 young adults ages 18-28 currently residing in the United States was surveyed online. The sample was obtained from the Harris Poll Online (HPOL) opt-in panel. Interviews averaged 18 minutes in length and were conducted between December 2nd and December 15th, 2005.

A detailed methodology of the study follows.

Project Responsibility and Acknowledgments

The Harris team responsible for the survey included Dana Markow, Ph.D., Senior Research Director; Suzanne Martin, Ph.D., Research Manager and Emily Zwanziger, Research Assistant. Marybeth Neal, Research Director at the National Youth Leadership Council, had primary responsibility of the questionnaire design, while Harris Interactive Inc. provided support and guidance in crafting the final questionnaire and ensured that it met Harris Interactive's quality standards.

Public Release of Survey Findings

All Harris Interactive Inc. surveys are designed to comply with the code and standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPPI). Because data from the survey may be released to the public, release must stipulate that the complete report is also available.

Executive Summary

The National Survey on Service-Learning and Transitioning to Adulthood

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Keeping you informed of current topics in youth and education research.

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Service-Learning and Transitioning to Adulthood

By Suzanne Martin, Ph.D., Research Manager

Many students today participate in service activities – volunteer activities where they provide indirect or direct service to others, such as fundraising or visiting the elderly. *Service-learning* refers to service activities that are integrated into a curriculum and that require the student to reflect on the activity. Service-learning has been proven beneficial for the youths and communities who participate. However, there is still a need for additional data about the relationship between service-learning and youth-adult transitions.

To examine the hypothesis that service-learning offers the potential to ease the transition to adulthood, as well as to explore other aspects of the transition to adulthood, the St. Paul-based National Youth Leadership Council (NYLC) commissioned the Harris Interactive Youth and Education Research Group to conduct a two-part research project on how young adults are making the transition from youth to adulthood, and how service-learning impacts this transition. This project was funded by State Farm®. *The National Survey on Service-Learning and Transitioning to Adulthood*, conducted online in December 2005, is a nationally representative survey of 3,123 U.S. adults aged 18 to 28. The survey included young adults with a range of experience providing direct or indirect service: those with service-learning experience (service-learning youth), those with service experience that does not qualify as service-learning (service-only youth), and those with no service experience at all (no-service youth). To more deeply explore the service-learning experience, focus groups were conducted with 11th and 12th grade U.S. high school students currently involved in service-learning, as well as service-learning alumni ages 18 -24.

Service-Learning

In the survey, service-learning was defined as those service experiences that required reflection on the service experience. Service-learning could be part of a class or school experience, or it could happen outside of school. Online survey participants classified as

service-only youth did some sort of service, but lacked the reflection component. Participants classified as no-service youth did not take part in any form of service. Overall, the survey revealed that 28 percent of young adults (those aged 18 to 28) in the United States have had a service-learning experience before the age of 18. During the focus groups, teens and young adults describe service-learning as mutually beneficial to both the community they were helping and themselves.

Where do we find service-learning?

About one in four young adults (26%) ages 18 to 28 said they took part in service-learning as a youth in a school. The number of young adults who took part in service-learning in a community-based organization is about half that (12%). Young adults were about twice as likely to take part in service-learning as a youth for an organization if they lived in the city (41%) or suburbs (38%) compared to their rural counterparts (20%).

Why do youth take part in service?

A school requirement plays a major role in whether or not a youth will have a service experience. Among young adults who participated in service projects before age 18, 42 percent (59% of service-learning youth and 34% of service-only youth) said the reason they participated in service-learning was to fulfill either a class or graduation requirement. Interestingly, the top two motivators for service among service-learning youth are to fulfill a requirement (59%) and to help other people (57%), while the two major motivators for service-only youth are to help other people (52%) and to “feel good about myself ” (43%).

Most focus group participants noted that they were not initially enthusiastic about the idea of service-learning. They thought it was “uncool.” Once the teens, current service-learning participants and service-learning alumni, began participating in service-learning and felt the impact of helping others, their attitudes changed. Many described the feeling as “addictive” and that they had become “passionate” about their programs.

Service-Learning Experience: Just the Beginning of Being More Active in the Community

Impact on Academics and Life Satisfaction

Academics

Service-learning taught the focus group participants the value of education – that it is not just about sitting in a classroom and getting a particular grade, but rather that the information can be applied to something meaningful and larger. Many felt that they had a greater understanding of how education could help them in the future than they did prior to participating in service-learning.

“I am understanding why school is important because when I am working on service-learning projects I see where it is applied, like writing a paper or giving a presentation. I

am more inspired to continue doing school work because I see where it is coming in handy, that it has a point.”

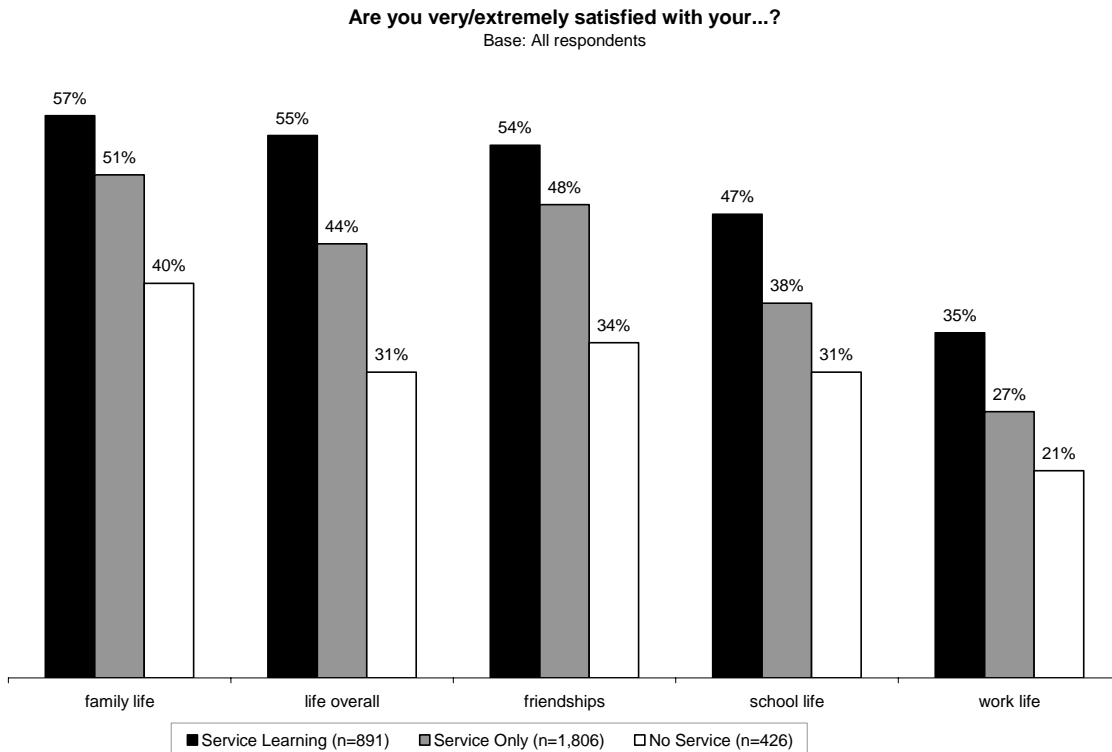
Those young adults categorized as service-learning youth are more educated than service-only youth and no-service youth. According to the online study, 63 percent of service-learning youth have completed some college, compared to 52 percent of service-only youth and 48 percent of no-service youth. Not only are service-learning youth more educated and more likely to have educational goals, those goals are higher than their service-only and no-service youth counterparts. Over half (58%) of service-learning youth hope to achieve a master's or doctorate degree.

The educational goals that past service participants aspire to are real. Service-learning (64%) and service-only youth (63%) are most likely to be enrolled in some educational system; their no-service peers (47%) have far lower enrollment. Thirty-five percent of young adults classified as service-learning youth are currently enrolled in a four-year college, compared to 20 percent of their no-service counterparts. Interestingly, if service was a requirement, young adults were more likely to be currently enrolled in an educational setting (68% vs. 55%). Those not enrolled in some education system were not only less educated, but just over half (52%) were somewhat or not at all satisfied with their life.

Life Satisfaction

Young adults who participated in service as a youth were significantly more likely to report being very or extremely satisfied with not only their school life, but expressed the same sentiments about other important aspects of their lives—family, friendships, work, and life overall.

Are you very/extremely satisfied with your...?
Base: All respondents



Source: "The National Survey on Service-Learning and Transitioning to Adulthood," National Youth Leadership Council, fielded online between December 2 and 15, 2005; n= 3,123 U.S. adults aged 18 to 28.

Young adults categorized as service-learning youth were more likely to report being more satisfied with important aspects of their lives than their service-only and no-service youth counterparts.

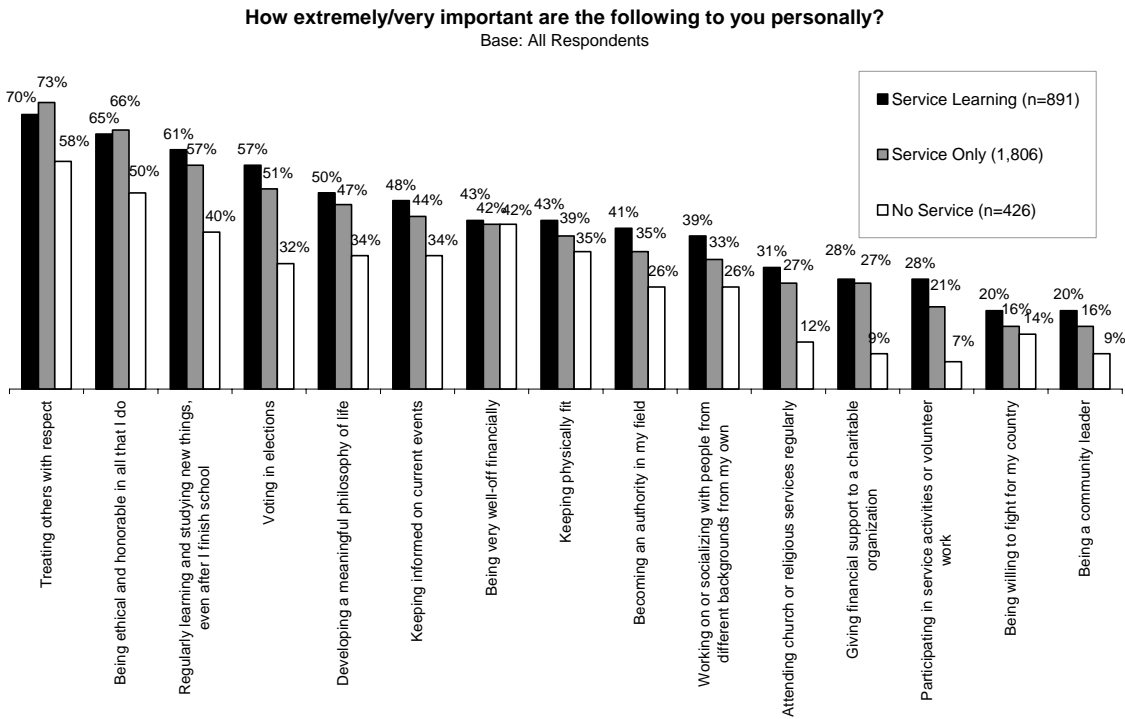
Civic Involvement, Leadership and Service

Service-learning youth (10%), especially those who have participated in service-learning within an organization (14%) rather than a school (9%), are more likely to do community or national service or to volunteer as a full-time activity for an average of 7.1 months as an adult. Service-learning youth are most likely to report that they plan to continue such involvement within the next five years (39% somewhat/very likely), followed by service-only (25% somewhat/very likely) and no-service youth (19% somewhat/very likely).

One of the overarching messages received by about four in five (78%) service-learning youth was to be a good citizen. Increased civic involvement is apparent in the actions of previous service-learning participants in the past 12 months compared to their no-service counterparts. They are more likely to report discussing politics or community issues (48% vs. 21%), voting (41% vs. 19%), expressing political issues online (22% vs. 8%), and expressing political issues by contacting a newspaper, magazine, or radio or TV talk show (11% vs. 3%).

Service involvement also has long-term effects on civic engagement. For example, service-learning youths report that they value voting and being a community leader more highly than service-only or no-service youth. A majority (70%) of service-learning youths report that service-learning positively affected their leadership ability; which is almost 20 percent higher than their service-only peers.

How extremely/very important are the following to you personally?
Base: All Respondents



Source: "The National Survey on Service-Learning and Transitioning to Adulthood," National Youth Leadership Council, fielded online between December 2 and 15, 2005; n = 3,123 U.S. adults aged 18 to 28.

Young adults who participated in service, service-learning as well as service-only report higher levels of civic engagement, being more likely than their no-service youth counterparts to value voting, keeping informed on current events, participating in service in the future, and being a community leader.

Making the transition to adulthood is a very complex time, and expectations for the acquisition of new skills and roles are high. The very characteristics reported as making service experiences positive are those that provide youth with tools for this transition.

The benefits of service-learning to youth and communities are many. Young adults categorized as service-learning youth are now more politically and socially connected to their communities than their peers, both as leaders and as role models for young adults. They understand the importance of lifelong learning and, as a whole, are more educated and have higher aspirations than their peers who did not take part in service. Not only are they more active members of society, they are more satisfied with their current status in life. Many of the important skills learned by service-learning participants are those that ease the transition into adulthood. By providing youth with the service-learning option, communities are not the only ones to benefit: service-learning assists in the building of happier, more satisfied adults.

More information on this study is available in the chapter “The Impact of Service-learning on the Transition to Adulthood,” in *Growing to Greatness 2006*, at http://www.nylc.org/rc_downloaddetail.cfm?emoid=14:632

Editorial: Our Take On It

By Suzanne Martin, Ph.D., Research Manager, Youth and Education Research, and Dana Markow, Ph.D., Vice President, Youth and Education Research

The young adults we recently surveyed on their transition to adulthood are the leading edge of the Generation Y or Millennial generation. In their book, *Millennials Rising*, Neil Howe and William Strauss argue that this is a generation of “cooperative team players” who “gravitate toward group activity.” Howe and Strauss predict that this generation “will emerge as a new powerhouse, surprising most older people with their activism and determination.”¹ In this context, service becomes a logical expression of this generation’s ethos and service-learning an important educational opportunity.

As this generation matures, attention needs to be paid to cultivating constructive contexts to help young people experience successful transitions to adult responsibilities. Three developmental outcomes that have been found to be particularly significant in the successful transition to adulthood are: (1) completion of high school and postsecondary education, (2) development of skills and abilities that are employable, and (3) development of physical and mental health.² Scholars have theorized that the multiple contexts in which an individual resides are determinants of an individual’s developmental course.³ In other words, if youth are provided with well-developed contexts, settings in which their unique skills are needed and valued, they may experience those things that will make their transition successful. The context should be enhanced to allow for increased self-esteem, greater social support, educational aspirations, employable skills, experience with a wide variety of ways of living, and increased well-being. Service-learning is an avenue to build such contexts. As Jim Kielsmeier, President & CEO, National Youth Leadership Council writes, “Emerging approaches that authentically engage young people as contributing citizens to communities – especially when linked with well-designed learning and youth development content – are a credible structural response to issues of adolescent dissonance and community decline.”⁴

Other research on service-learning also affirms that service-learning engages youth academically and civically, and encourages positive character development.⁵ Academically, service-learning students exhibit higher GPAs and enhanced writing and critical-thinking skills.⁶ The Minneapolis-based Search Institute has recorded multiple benefits of service-learning,⁷ including a reduction in the achievement gap between students of high and low socioeconomic status.⁸ In addition, youth participation in prosocial endeavors is correlated to decreased participation in risky behavior and increased education levels.⁹

Adding service-learning in the context of school or community-based organizations creates a win-win situation for all parties involved, and the Millennial generation becomes poised to fulfill the positive predictions.

Reference List

¹ Howe, Neil and Strauss, William (2000). *Millennials Rising; The Next Great Generation*. Vintage Books.

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⁴ Kielsmeier, J.C. (2005). "A time to serve, a time to learn: Theoretical framework for Growing to Greatness." *Growing to Greatness: The State of Service-Learning Project*, 8. St. Paul: National Youth Leadership Council.

⁵ Billig, S., Root, S. and Jesse, D. (2005). "Working Paper. The impact of participation in service-learning on high school students; civic engagement." The center for information and research on civic learning and engagement.

⁶ Astin, A. W., Vogelgesang, L. J., Ikeda, E. K. and Yee, J. A. (2000) "How service-learning affects students." Higher Education Research Institute, January.

⁷ Kielsmeier, J.C., Scales, P.C., Roehlkepartain, E.C., & Neal, M. (2004). "Preliminary findings: Community service and service-learning in public schools." In *Growing to Greatness: The State of Service-Learning Project*, 6-11. St. Paul: National Youth Leadership Council.

⁸ Scales, P.C. and Roehlkepartain, E.C. (2005) "Can Service-Learning Help Reduce the Achievement Gap" *Growing to Greatness: The State of Service-Learning Project*, 8. St. Paul: National Youth Leadership Council.

⁹ Eccles, J. S. and Barber, B. L. (1999). "Student council, volunteering, basketball or marching band: What kind of extracurricular involvement matters?" *Journal of Adolescent Research*, 14(1), 10-43.

Chapter 1: Defining Service-learning and Community Service

Introduction

In *Growing to Greatness: The State of Service-Learning Project 2005*, National Youth Leadership Council CEO James Kielsmeier framed youths' transition to adulthood as a time of "engaged citizenship and active learning" — if researchers take the untraditional approach of tracking youth contributions to their communities rather than the more standard deficit measurements (Kielsmeier 2005). This year's G2G research, funded by State Farm® and conducted by Harris Interactive, builds a foundation for that premise, exploring the ways in which service-learning involvement affects youths' development of attributes associated with adulthood. Young people today experience a different transitional landscape than the generations before them did. They have an increased length of transition to adulthood, as well as greater mobility, freedom, and diversity of potential paths (Schulenberg, Sameroff, and Cicchetti 2004; Shanahan 2000). Recent data indicate that the transition between youth and adulthood is becoming increasingly difficult to navigate (Smith 2004, Settersten 2004, Osgood and Eccles 2005).

Now, more than ever, attention needs to be paid to cultivating constructive contexts to help young people experience successful transitions to adult responsibilities. Fulgini and Hardway (2004) cite three developmental outcomes that are particularly significant in the successful transition to adulthood: (1) completion of high school and postsecondary education, (2) development of skills and abilities that are employable, and (3) development of physical and mental health. Scholars have theorized that the multiple contexts in which an individual resides are determinants of an individual's developmental course (Bronfenbrenner 1993).

In other words, if youths are provided with well-developed contexts, settings in which their unique skills are needed and valued, they may experience those things that will make their transition successful. The context should be enhanced to allow for increased self-esteem, greater social support, educational aspirations, employable skills, experience with a wide variety of ways of living, and increased well-being. Service-learning is an avenue to build such contexts. As Kielsmeier writes, "Emerging approaches that authentically engage young people as contributing citizens to communities — especially when linked with well-designed learning and youth development content — are a credible structural response to issues of adolescent dissonance and community decline" (Kielsmeier 2005).

Other research on service-learning also affirms that service-learning engages youths academically and civically, and encourages positive character development (Billig 2005). Academically, service-learning college students exhibit higher GPAs and enhanced writing and critical-thinking skills (Astin, Vogelgesang, Ikeda, and Yee 2000). The Minneapolis-based Search Institute has recorded multiple benefits of service-learning (Kielsmeier 2004), including a reduction in the achievement gap between students of high and low socioeconomic status (Scales and Roehlkepartain 2005). In addition, youth participation in prosocial endeavors is correlated to decreased participation in risky behavior and increased education levels (Eccles and Barber 1999).

Service-learning has been proven beneficial for the youths and communities who participate. However, there is still a need for additional data about the relationship between service-learning and youth-adult transitions.

To examine the hypothesis that service-learning offers the potential to ease the transition to adulthood, as well as to explore other aspects of the transition to adulthood, the St. Paul-based National Youth Leadership Council commissioned Harris Interactive to conduct a two-part research project on how young people are making the transition from youth to adulthood, and how service-learning impacts this transition. The project included a nationally representative survey of 3,123 U.S. residents ages 18-28. The survey included young adults with a range of experience providing direct or indirect service: those with service-learning experience (Service-learning), those with service experience that does not qualify as service-learning (Service-only), and those with no service experience at all (No-Service). To more deeply explore the service-learning experience, focus groups were conducted with high school students currently involved in service-learning, as well as with young adults who had previous service-learning experience.

Focus group participants clearly understood the difference between service-learning and community service; service-learning incorporated the analysis of the project and understanding the impact that was a part of the experience itself.

- *“Service-learning is using your knowledge and what you have learned where community service is just going out there to help the community. They are similar but service-learning is more about using what you know.”*
- *“Big thing with service-learning is we discuss what we are doing before and after. Debriefing is a big part of it. Where community service is a one time thing. Or you don’t really talk about why you are doing it, who you are going to effect and what you are trying to accomplish.”*

Teens and young adults describe service-learning as mutually beneficial to both the community they were helping and themselves. For example, in the focus groups participants described service-learning as:

“Learning more about yourself and the environment around you.”

“Learning about the issues in your community and how you can solve them.”

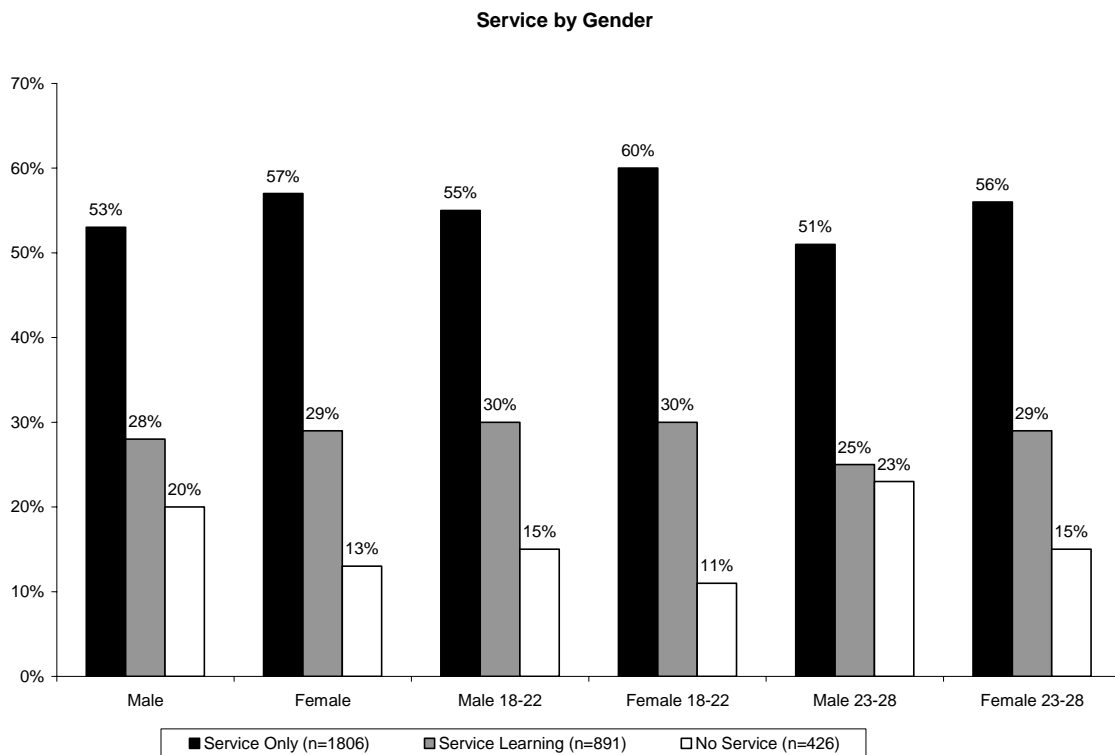
“Being aware of other people, the environment in your community, and how you can get involved.”

“Chance to learn something new, meet new people and interact with the community.”

Service-learning Participants

Overall, the survey revealed that 28 percent of young adults in the United States have had a service-learning experience before the age of 18. On the whole we found that service-only participation varies slightly according to gender with 57 percent of females and 53 percent of males taking part in service-only. A little more than one in ten (13 percent) of females have done no service compared to two in ten males not taking part in any service activities. Almost equal amounts of males and females took part in service-learning (28 percent males and 29 percent females).

Graph 1.0: Type of Service by Gender

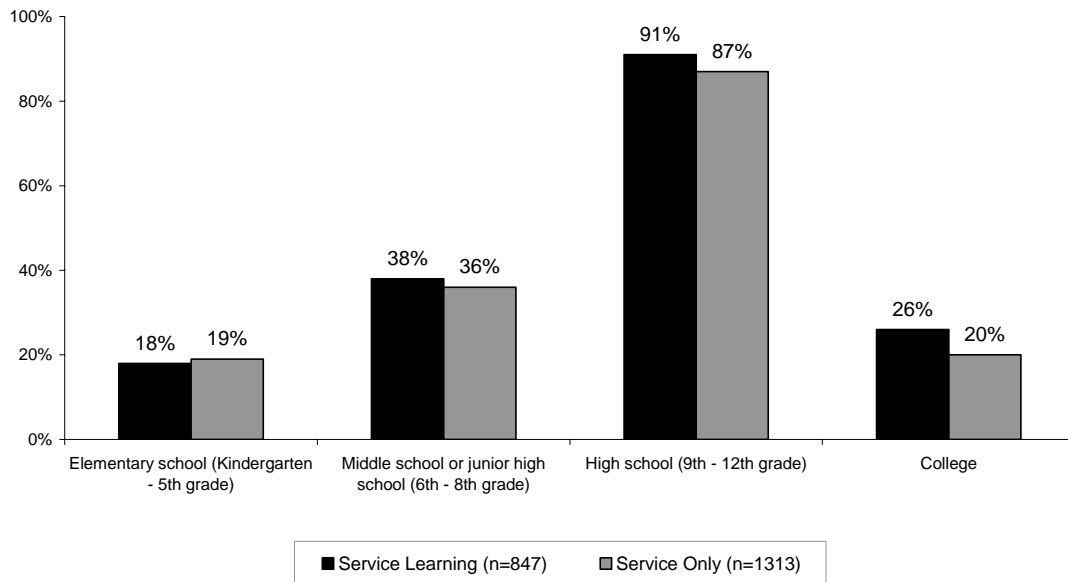


Most youth are exposed to service-learning in high school (91 percent) and middle school (38 percent) as part of a school activity, class or requirement. The least likely place to find service as part of a school activity, class or requirement is elementary school (19 percent). Over three-quarters (79 percent) of those that actually take part in service-only or service-learning in elementary school attend public schools.

Graph 1.1: Service by Grade

In what grades did you participate in a service project as part of a school activity, class or requirement?

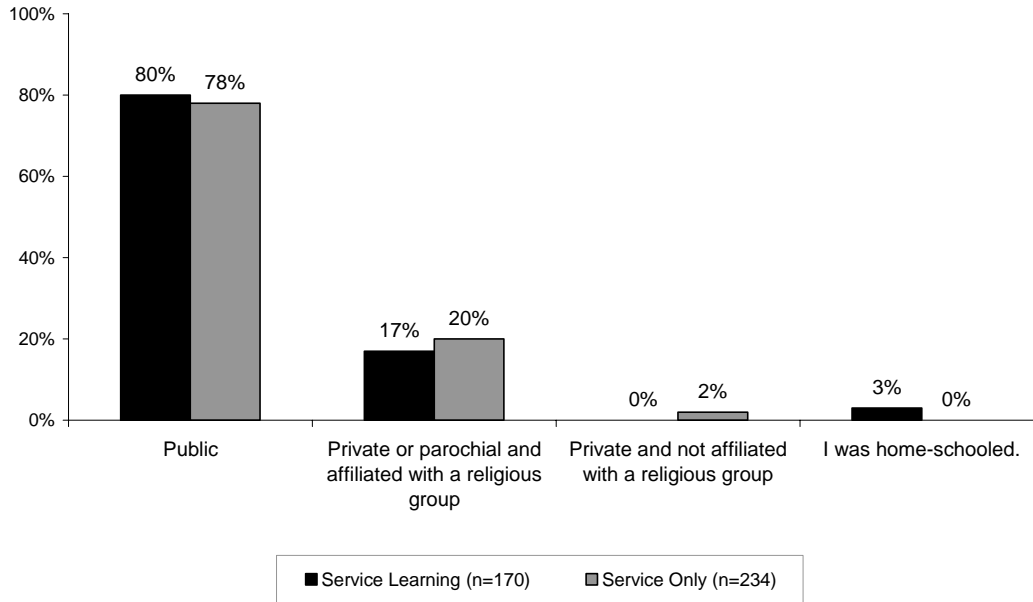
Base: Did Service In A School



Graph 1.2: Type of Elementary School Where Service was Done

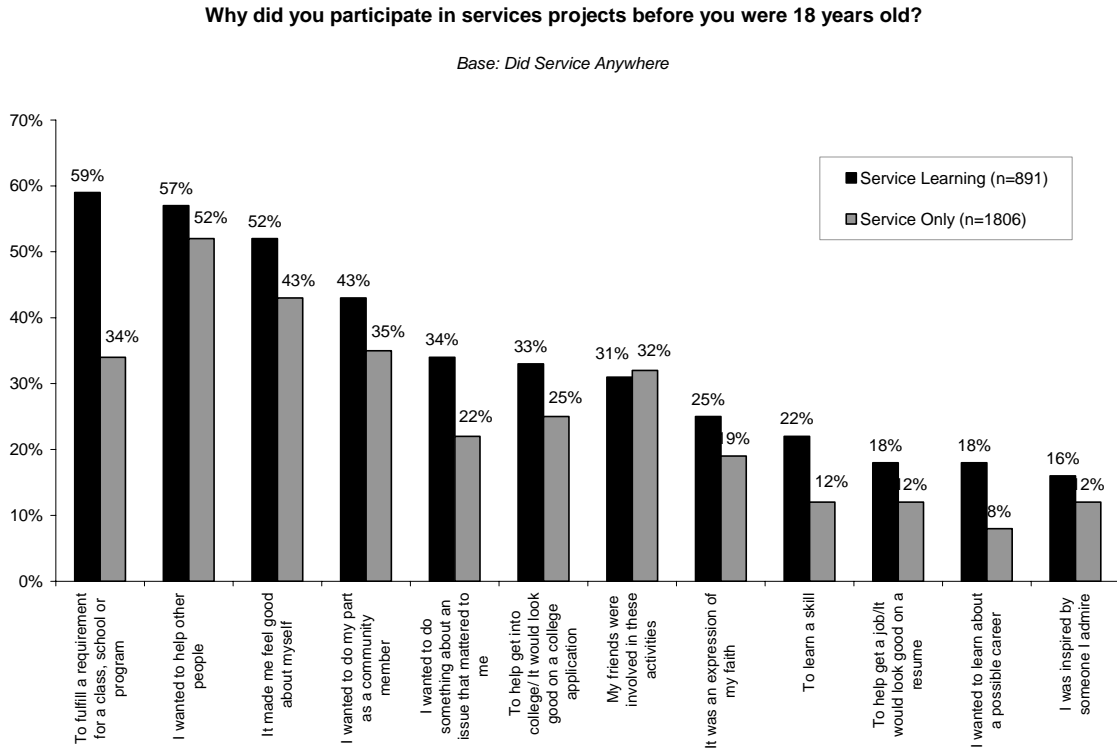
Was this school... ?

Base: Did Service In Elementary School



Reasons for this participation varied among service-learning and service-only participants. The top three reasons for service participation before 18 for previous service-learning participants is to fulfill a requirement for a class, school or program (59 percent), wanting to help other people (57 percent) and feeling good about themselves (52 percent). The top three reasons differed slightly for previous service-only participants: wanting to help other people (52 percent), feeling good about themselves (43 percent) and wanting to do their part as a community (35 percent).

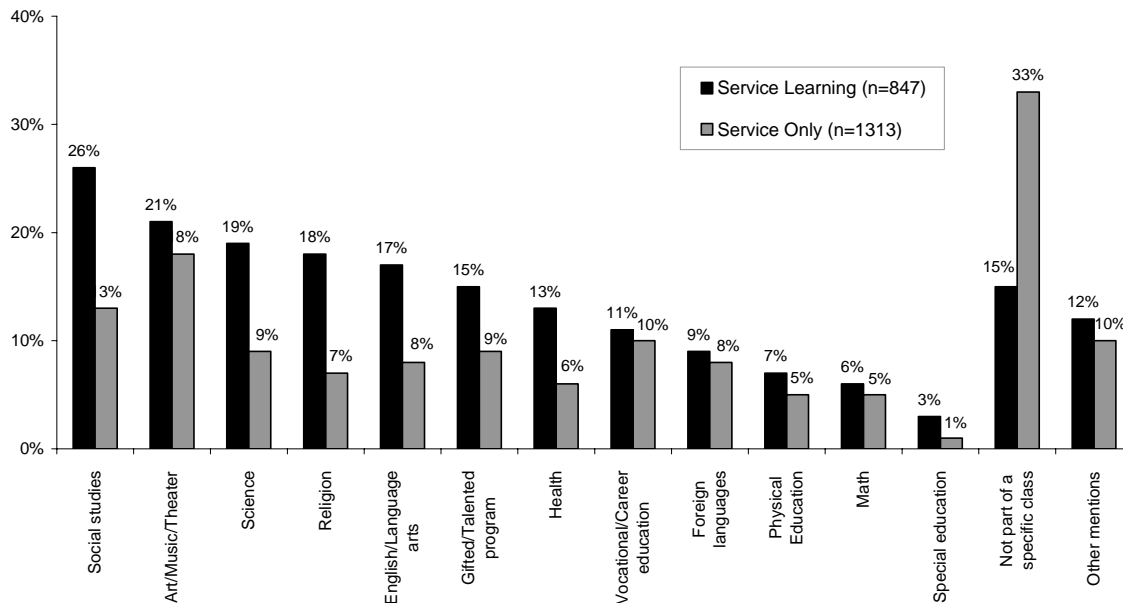
Graph 1.3: Reasons for Participation in Service Projects before 18 Years of Age



Graph 1.4: Subject Areas of Classes Service Occurred as a Requirement

Please think about the service project(s) that you did as part of a school activity, class or requirement. In what subject areas were these classes?

Base: Did Service In A School



Focus group participants who were required to take part in service-learning noted that they were not initially enthusiastic with the idea of service-learning. They thought it was “uncool.” For those who service-learning was not a requirement, there was a dilemma between giving their time to service-learning vs. getting paid for a “real” job.

- *“When I first heard of service-learning I thought no...a lot of people are like that’s lame or that’s not really cool these days. But it just took me having to go to that [NYLC] camp and seeing the impact I can make on people. I got past my first impression by doing it.”*
- *“Another thing is that you don’t get paid. Now I am trying to juggle a job and do this. That is a big factor for some people, but it wasn’t for me.”*
- *“I was very selfish when I found out I had to do service. I thought ‘I don’t have time for this.’ I dance and I’ve got school work. When I first did it, on my way home I was like, okay it wasn’t what I really thought. It actually changed me. I don’t know if it was that first time but it definitely changed me. What was that feeling? It’s not about me.. it’s about other people. How I can help.”*

However, once they began participating in service-learning and felt the impact of helping others, their attitudes immediately changed. Many described the feeling as “addictive” and that they had become “passionate” about their programs. It appears that service-learning touched the very basis of what it means to be human and how these individuals are connected to the world around them.

- *“Initially I just went in just for the credit, that is what pulled me into the program. But then when we started working with the kids, it’s the feeling you get helping somebody.”*
- *“Once you get into service it’s hard to get out of it. Once you help people you want to keep on helping. You want to make it part of your life.”*

Several reported getting pressure from their parents to get a paying job rather than volunteering their time for free. Their parents did not understand the value or benefit of participating in service-learning. However, in some cases, once participants explained and shared their experiences with service-learning, parents became involved themselves on some level.

- *“When my mom first heard I was doing community service she didn’t know what it was really. ‘She was like why don’t you just get a job or do something...why are you wasting your time doing this?’ When I told her about it she got more involved.”*
- *“My mom said the same thing... ‘why don’t you just get a job, why do you have to work for free?’ And I thought, well its just nice, giving back to the community. You don’t get to do that all the time and then when you get a job you don’t have the time to do these things. Now I don’t have to work so why not do this on my free time.”*

Positive Peer Relationships

Respondents’ involvement in service-learning had an impact on friendships and who they hung around with. Some lost friends who did not understand or share their interest in service-learning. However, they did not look at this as a loss in so much as they gained friendships with others who shared their passion and dedication to the service-learning program they participated in.

- *“The group of people that I hung out with were the kind of people who mostly tried to just have fun. But as I got involved in Fresh Force it showed me that you could have fun at the same time while doing something good.”*

On the other hand, some respondents’ friends looked up to them for their commitment and involvement in service-learning. Several noted that their friends followed them into service-learning.

- *“My friends are supportive of what I do.”*
- *“A lot of my friends followed me into Fresh Force.”*

Most youth take part in service in high school, usually for some sort of requirement in school. Service, service only and service-learning, does not vary much by gender of the youth. Whether the school is public, private or associated with a religion does not have much effect on whether a youth that attends that institution will take part in service. The most often cited reasons for participating in service learning are to fulfill a requirement, help other people and feel good about themselves. When a part of a class, most often social studies, is generally where youth are exposed to

service learning. Students tend to feel that having to do service is originally an “uncool” prospect but the more they become involved the more they enjoy the activity. Service learning can be examined in two venues, within the school or within a community based organization.

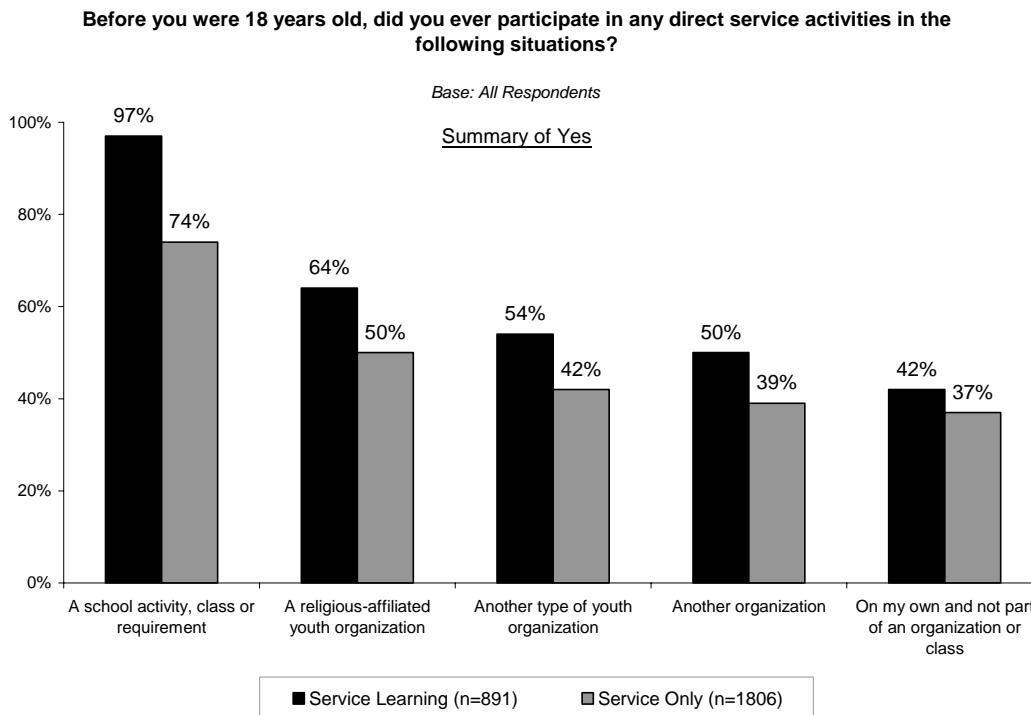
Chapter 2: Service and Service-learning Experiences in Schools and Community Based Organizations

Service in School

Requirement

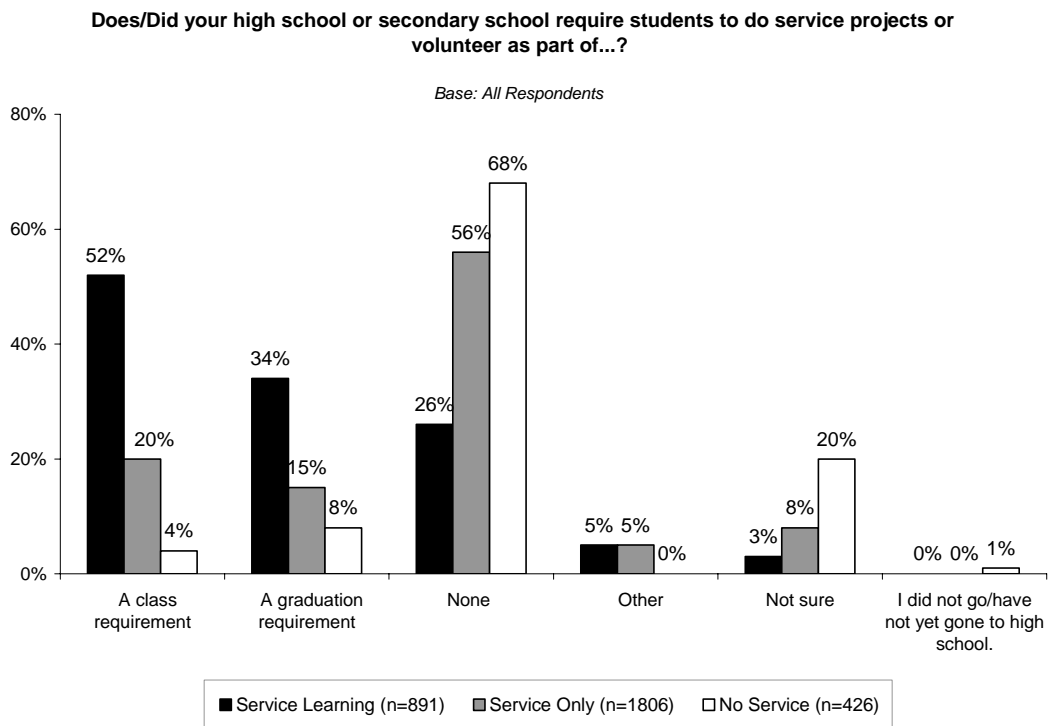
A school requirement plays a major role in whether or not a youth will have a service experience. According to our survey respondents, half of young adults had no requirement for service or service-learning. Among youth who participated in service projects before age 18, 93 percent (59 percent of Service-Learning and 34 percent of Service-only) said that they were fulfilling a requirement. Interestingly, the top motivators for service among Service-learning youth is to fulfill a requirement (59 percent). Service-learning is most often a requirement of a particular class (52 percent) rather than a graduation requirement (34 percent).

Graph 2.0: Participation in Direct Services



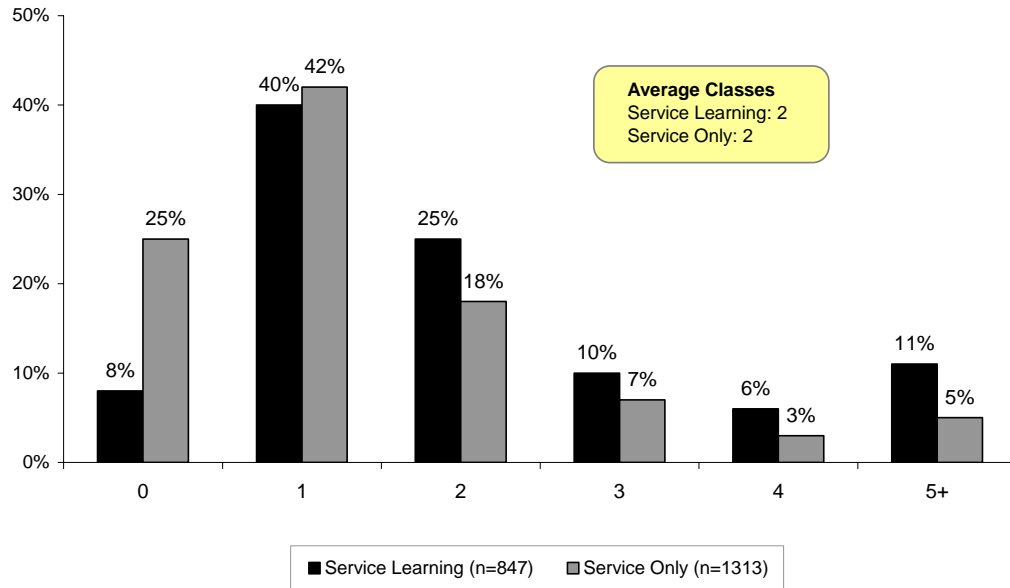
Eighty five percent of the time service-learning takes place in the context of a school activity, class or requirement compared to sixty six percent of service-only taking place in the context of a school activity, class or requirement. Service-learning most often takes place in the context of the following student courses: social studies (26 percent), art/music/theater, (21 percent), science (19 percent) and religion (18 percent). Service-only participants tend to do service in the art/music/theater (18 percent) and social studies (13 percent). Service projects in school most likely occur in an average of two classes for both service-learning and service-only participants. One in four service-learning participants(25 percent) compared to about two in five service-only participants had one class that included a service project as part of the class.

Graph 2.1: Types Secondary and High School Requirements for Service



How many different classes did you take that included a service project as part of the class?

Base: Did Service In A School

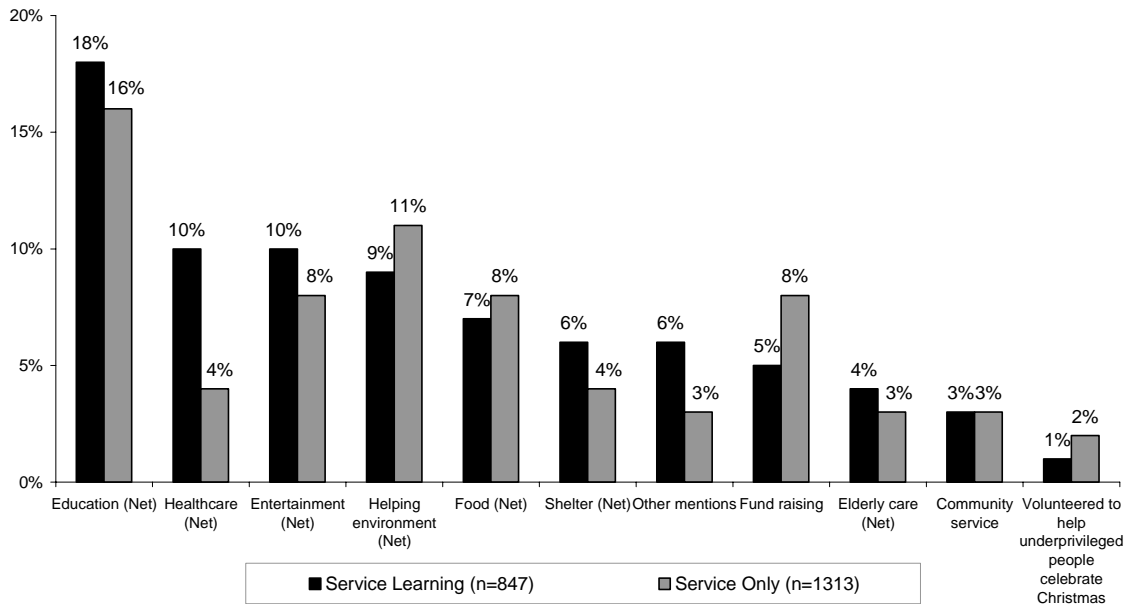


Youth service, service-learning and service-only, includes a wide variety of types of projects. Service-learning participants were more likely to participate in direct service activities as a function of a school activity, class or requirement (97 percent) followed by the direct service activities in the context of a religious affiliated youth organization (64 percent). A small portion (8 percent) of service-learning projects involved indirect services such as fundraising (5 percent). The most meaningful service-learning projects for youth took place in the area of education (18 percent), entertainment (10 percent) and health care (10 percent). Service-only participants reported education (16 percent) and helping the environment at the top of their list (11 percent) of most meaningful projects.

Graph 2.3: Type of Service Project as Part of a School Activity, Class or Requirement

What was the service project you participated in as part of a school activity, class or requirement before you were 18 years old?

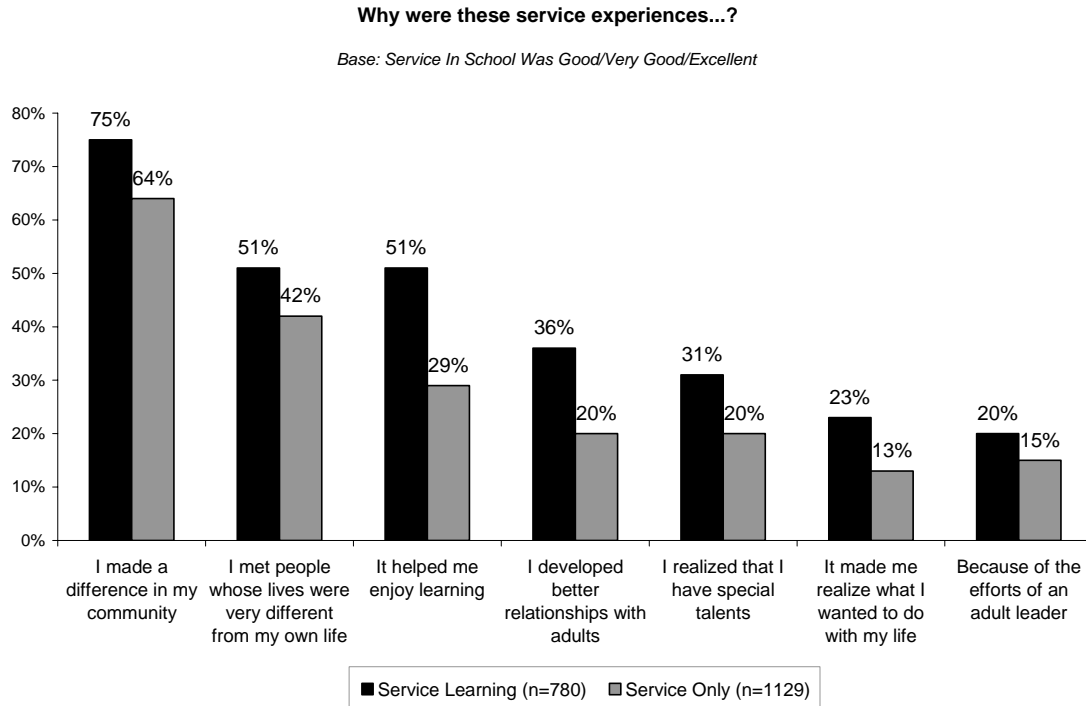
Base: Did Service In A School



Most Meaningful Project in School

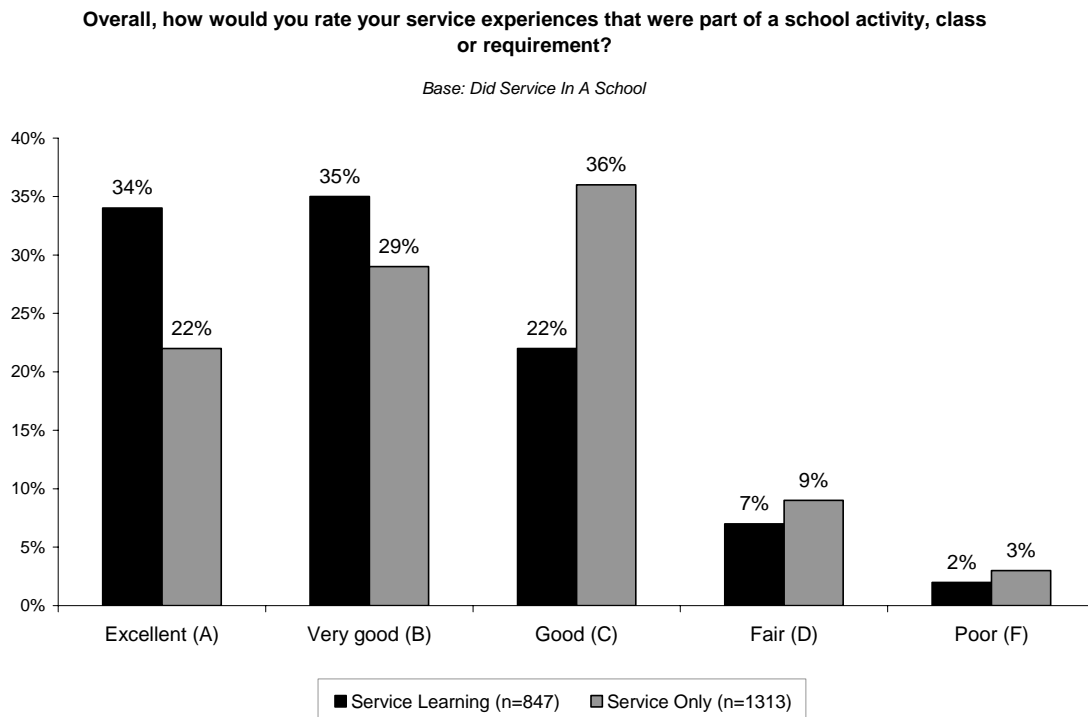
Making the transition to adulthood is a very complex time, and expectations for the acquisition of new skills and roles are high. The very characteristics reported as making service experiences positive are those that provide youth with tools for this transition. Three of four Service-learning participants reported as their top experience making a difference in their community, thereby making their community and their role in the future of their community stronger. Additionally, service learning alumni report that it helped them become lifelong learners. In the past 12 months, previous service-learning participants were more likely to show signs of life long learning. They acquired strong role models and deeper relationships with adults. Almost all service learning youth (97%) had an important positive role model in their life. They even became aware of skills they did not realize they had before engaging in service.

Graph 2.4: Reasons Service Projects were Good/Very Good/Excellent



When evaluating their service experience, about seven in 10 (69 percent) Service-learning alumni graded their experience at the A or B level while only about five in 10 (51 percent) Service-only graded their service experience at that level. The entire academic experience in which service-learning was present was more likely rated at a higher level than the academic experience without service-learning.

Graph 2.5: Ratings of School Service Experiences



Service-learning: A Rich Experience

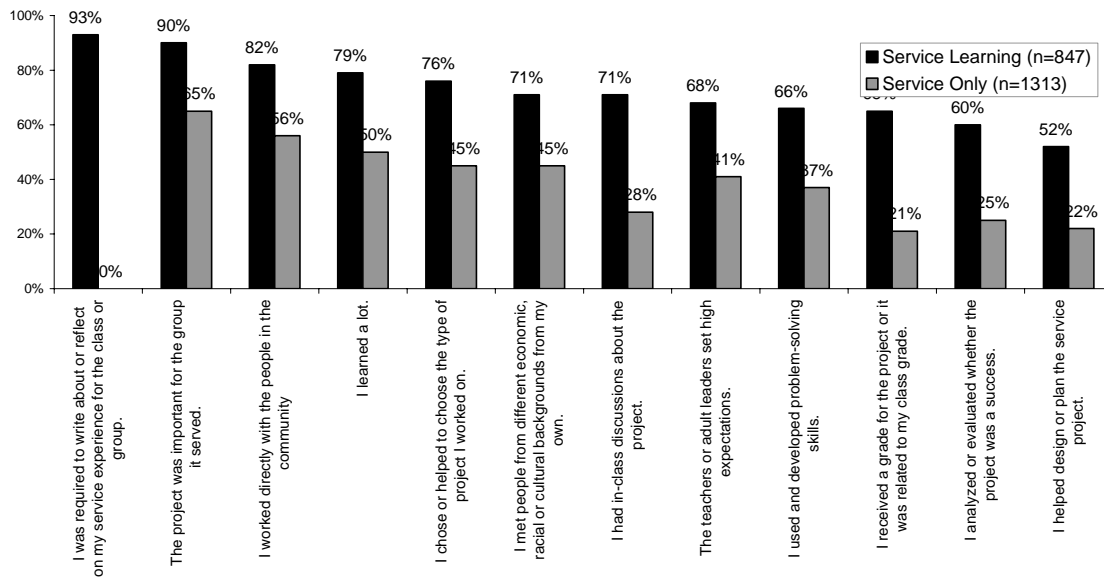
Service-Learning participants recalled their project experience at a much higher rate than their Service-only peers. On average, Service-only peers did not remember specifics about participation 20 percent of the time, compared to 5 percent of students who participated in service-learning. One of the most striking differences between past participants of Service-Learning and Service-only participants is their assessment of the importance of the project for the group it served; 90 percent of past participants in service-learning believed their work was important to the group they served, while only 65 percent of the Service-only participants expressed this. The experiences of a Service-Learning participant appear much richer than the Service-only experience. When 14 characteristics of service-learning are examined, on average, service-learning programs contained 5.5 characteristics compared to 2.3 in programs with service-only.

Graph 2.6: Qualities of School Service Project

Thinking about this service project you participated in as part of school before you were 18 years old, was each of the following part of that experience?

Base: Did Service In A School

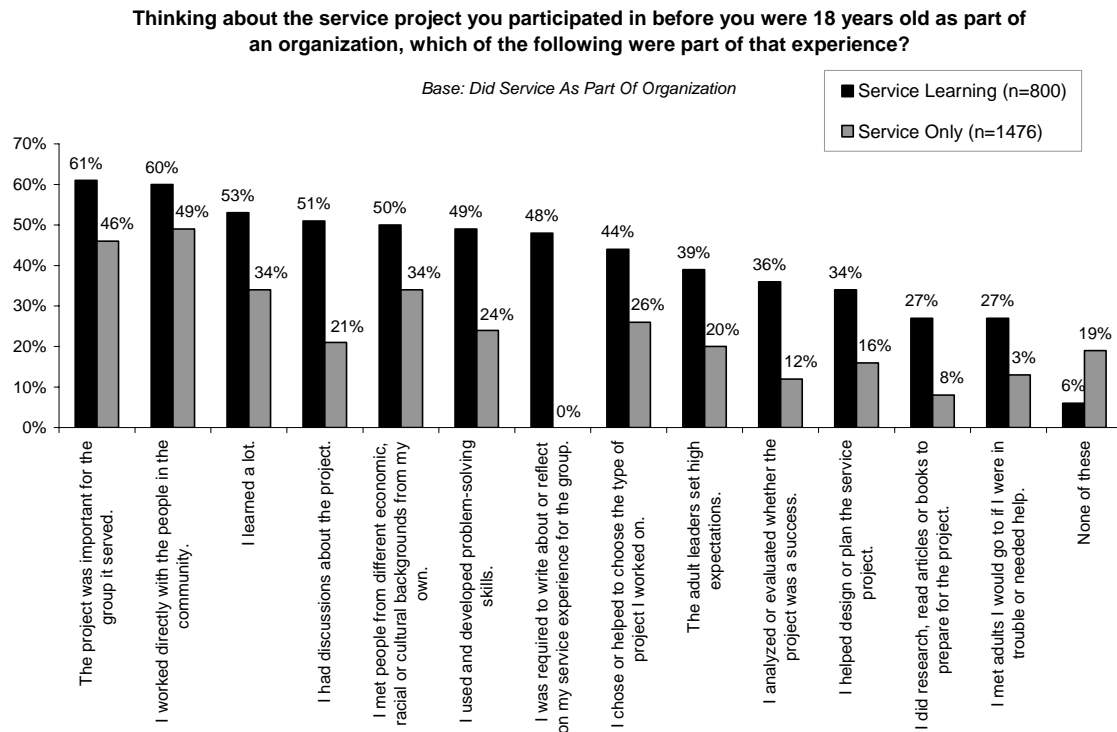
Summary of Yes



Service in Community Based Organizations

A little over one in four youth (28 percent) took part in Service-Learning in a school. The number of youth taking part in service-learning in a community-based organization is about half that (12 percent). Youth were about twice as likely to take part in service-learning for an organization if they lived in the city (41 percent) or suburbs (38 percent) compared to their rural counterparts (20 percent). Youth taking part in service-learning within a community-based organization report having higher numbers of adults they could go to if they were in trouble or needed help (7.1) compared to youth who participated in service-learning within a school (5.8 adults). It also seems as if youth participating in service-learning in community organizations were held to higher standards by the adult leaders; 73 percent report that adult leaders in organizations set high expectations compared to 69 percent of school-based service-learning participants. Those participating in service-learning in an organization were also more likely to design or plan their service project (57 percent vs. 51 percent). Youth participating in service-learning in community organizations seem to be allowed to customize their experience a little more, as well as being held to a higher standard.

Graph 2.7 Qualities of Community Based Organization Service Project



Impact of Service-learning in General

Respondents reported a range of ways that their service-learning experience has positively impacted them. In addition to helping others, they have developed a number of skills and characteristics that have helped them currently and that they believe will benefit them in the future.

Leadership

The focus group participants found themselves in leadership roles through their service-learning programs. This included leading a group of their peers in a particular activity and mentoring younger youth. The service-learning participants valued these leadership roles and felt as though they had helped them to mature and see the importance in being responsible and leading by example.

“Before I was in Fresh Force I didn’t know how to deal with kids really. The more I was used to them I can see that kids are not that hard to deal with as long as you have patience. It showed me that there is a leader in me, that I can be a role model for someone. The more they watch me, the more I try to do the right thing. That is what I learned, to watch what I do.”

This increased leadership role seems to continue beyond the service-learning experience itself. In the 12 months prior to our survey almost one in six (17 percent) past Service-Learning participants report playing a leadership role in improving their community, a level much higher than for Service-only (8 percent) and No-service (2 percent). A majority (70 percent) of previous Service-Learning participants report that service-learning positively affected their leadership ability; which is almost 20 percent higher than their Service-only peers.

Network/Sense of Community

Focus group participants were very dedicated and connected to their service-learning programs and those they served with, developing strong friendships, even familial bonds. One youth noted that he was able to go to his peers in Fresh Force, a youth-run organization, if he had any type of problem or needed help. It was apparent that this relationship was extremely important to him.

“Before I started with Fresh Force, I didn’t know a lot of people in school. When I am at school, and I see people I know from that program I feel like I can ask them for help. If I have a homework problem, or a problem with my family, I can go to them and ask them that question. I don’t have to be afraid to say something to them. Especially the leaders in Fresh Force have helped me with my family. When you talk to someone that is your age that you look up to, it helps you more than when you have someone older than you, and they give you answers that you don’t want to hear. But when you talk to a teenager who understands you, he gives you things that you do want to hear, but also things that people should know. I asked one of the leaders how to start a savings account, and he told me how his Mom told him what to do and now I actually have my own savings account. Not just in the program but outside of the program I can depend on him in some sort of way.”

Confidence/School-to-Work Preparation

Service-learning helped to build confidence in respondents. Through taking on tasks and responsibilities they were able to see themselves grow and noted their own achievements. This was apparent to them in how they dealt with other people, particularly adults. Many noted that they used to be shy, but felt that they had learned how to speak to adults and not be so afraid to do so.

- *“You see how yourself changes to, I am definitely able to do more like running the activities, so that is really cool to just see yourself get better at something.”*
- *“I was really shy when I was little. Now I have a lot more confidence when approaching adults that I don’t know and can talk to them a lot more willingly.”*
- *“Last week I went to an interview and I was so afraid and nervous, and the experience I had with service-learning gave me more confidence to talk to the person. When he asked me questions I wasn’t afraid to answer anything. I had more confidence.”*

Communication

Through working with all different types of people, respondents felt that they had learned to better communicate. This included the ability to both speak as well as to listen. In fact, many noted that they had become more “patient” and this contributed largely to their ability to better communicate with others.

They understood that some individuals may not be as open or accepting of differences. Rather than start a conflict with them, they try to use their communication skills in order to make their point and hopefully enlighten those individuals.

- *“My communication skills with younger individuals is better. Their mind isn’t as advanced as ours, they don’t comprehend things as easily. So you have to break things down to the lowest point.”*
- *“There is something you can learn with just listening to people. I like to work with inner city children and they need someone to talk to. Don’t come into the situation with preconceived notions and don’t underestimate them...find that if you just stop talking and listen you can learn a lot.”*
- *“Ignorance is worldwide. To just get mad is not the answer because they might not know your perspective, so enlighten them. A lot of times I feel if you think about what you are going to say and explain to them your point of view that will help to broaden their horizon.”*
- *“I consider an organization not only to help the community but also to get to know the people you are working with. The one thing that has really changed my first reaction to what people do and that has really changed me to get to know more people and give people a chance.”*

Patience and Sensitivity

Prior to participating in service-learning programs that exposed them to individuals different from themselves, some respondents noted that they had not been sensitive to differences such as in age, race, and economic status. Now, they often try to educate their friends and family.

- *“For me it is learning not to be so self centered. When my family came here as immigrants we received a lot of help from the community. So now to be able to give the same thing back, it teaches me to be appreciative of people and their willingness to help. To see that there are a lot of people struggling and feel very fortunate.”*
- *“I volunteered at a hospital. That experience helped me to connect with people who might be a little bit different or who might have an illness and to just be with them the same way as anyone else.”*
- *“I volunteered with old people and young people and have found that they have a lot of similarities. If you just sit down and listen to an old person you see that they just need attention and caring.”*
- *“There were a lot of kids who didn’t speak. Volunteering really helped me how to figure out their needs without them telling me. You really have to observe them Now I’m more patient because when you are dealing with people with disabilities you need a lot of patience”*

Students who took part in service-learning report more positive effects from their experience on their ability to help others, work well with other people, respect others, and see the world from another’s perspective, when compared to their Service-only counterparts. Additionally past service-learning participants had move diversity in their lives, reporting that during the past 12 months they socialized with someone of another racial or ethnic group.

Academic

Service-learning taught the focus group participants the value of education — that it is not just about sitting in a classroom and getting a particular grade, but rather that the information can be applied to something meaningful and larger. Many felt that they had a greater understanding of how education could help them in the future than they did prior to participating in service-learning. For example, they were able to make the connection between the importance of developing writing and presentation skills. One student noted that she was able to apply something from her math course to building houses in Nicaragua. These lessons were enlightening and gave them a sense of the bigger picture outside of school.

“Before I was doing volunteering, my grades weren’t so important to me. After I started [service-learning] all my teachers saw a difference in me, the way I talk, the way I act. When I was in class and we had projects, I usually worked with my friends because I thought they would let me get away with things. I found out that it is better

when you are doing something important in school to work with others that you don't know because you are more serious and you worry more about yourself than them.”

“I am understanding why school is important because when I am working on service-learning projects I see where it is applied, like writing a paper or giving a presentation. I am more inspired to continue doing school work because I see where it is coming in handy, that it has a point.”

“I became much more interested in the history of developing countries. In order to help other countries we need to understand that.”

Learning Styles

Some alumni of service-learning programs did feel as though their experiences helped them to identify how they “learned best.” They understood that they may not always absorb information simply by memorization or reading and taking notes. Rather, they need to be more hands-on, have visual aids, or work in groups to fully grasp and retain the information at hand.

Interestingly, some respondents reported that they became so engrossed in their service-learning that they began to fall behind in school and their grades slipped. But they were able to recognize this, and it helped them to establish a balance between their schoolwork and extracurricular activities.

“For me it was different, my grades started to do down because I was missing a lot of school due to all the service-learning. Learned that you have to make that balance in your own life. Yes this is my passion, but education is one of my top priorities.”

Those who took part in service reported higher high school grades than those who took part in service-only and those who did not take part in any service. Mostly A's were reported by 72 percent of the past Service-Learning participants, 68 percent of the Service-only participants, and 45 percent of No-service participants. Grade reporting is positively correlated with the perceived quality of high school education. Alumni of service-learning were more likely to rate the quality of their education higher, 66 percent As and Bs compared to non-service-learning participants 58 percent As and Bs. Youth who reported being very/extremely satisfied with life rated education quality an A or B (67 percent) versus those somewhat/not at all satisfied with life (44 percent). Young people who participated in service, either service-learning or service-only, were significantly more likely to report being very or extremely satisfied with not only their school life, but expressed the same sentiments about other important aspects of their lives — family, friendships, work, and life overall.

- *“Before I was doing volunteering, my grades weren't so important to me. After I started [service-learning] all my teachers saw a difference in me, the way I talk, the way I act. When I was in class and we had projects I usually worked with my friends because I thought they would let me get away with things. I found out that it is better when you are doing something important in school to work with others that you don't know because you are more serious and you worry more about yourself than them.”*

- *“Before I was in this program [Fresh Force], I used to think that with school you get the education and go to college -that is it. Then I thought, well if you do get certificate and you do go to college, what if you didn’t learn anything? What is the point of going to college if you don’t learn anything? The [program] helps me to understand that you should learn something while you are there, even if you didn’t get the certificate as long as you learn something in your head that you can go on in your life with. I don’t think high school is all about getting that A. Most of my teachers tell me that they don’t want me to do the work just to get the grade, want us to do the work so that it helps us with our life, not just school but our life. Whatever you do with your life is on you, but learn something while you are there. Don’t graduate from high school and go to college and learn in college what you were supposed to learn in high school. Now I try to learn more in class and listen to the teacher so I don’t forget about it and graduate and then go to college and do what I had to do in high school.”*
- *“I am understanding why school is important because when I am working on service-learning projects I see where it is applied, like writing a paper or giving a presentation. More inspiring to continue doing school work because I see where it is coming in handy, that it has a point.”*
- *“I became much more interested in the history of developing countries. In order to help other countries we need to understand that.”*

Some respondents did feel as though their experiences with service-learning had helped them to identify how they “learned best.” They understood that they may not always absorb information simply by memorization or reading and taking notes as they are programmed to do in school. Rather, they need to be more hands on, have visual aids, or work in groups to fully grasp and retain the information at hand.

- *“Not everyone can learn the same. Sometimes I work better with the visual. Sometimes with talking.”*
- *“I work best with groups. To have someone to talk to and discuss it with. Not just putting it on the board. I am more of an auditory person. This whole experience taught me that I need to purchase a recorder and then I go to the teacher and have her say things so that I can listen to it at home.”*

Interestingly, some respondents reported that they became so engrossed in their service-learning, that they began to fall behind in school and their grades had slipped. They were able to recognize this and it helped them to establish a balance between their school work and extracurricular activities.

- *“For me it was different, my grades started to do down because I was missing a lot of school due to all the service-learning. Learned that you have to make that balance in your own life. Yes this is my passion but education is one of my top priorities.”*

Service-learning alumni are more educated than Service-only and No-service youth. Sixty-three percent of past participants of service-learning have completed some college compared to 52 percent of Service-only participants and 48 percent of No-service. Not

only are Service-learning alumni more educated and more likely to have educational goals, those goals are higher than their Service-only and No-service counterparts. Almost three in five past Service-learning participants hope to achieve a master's or doctorate degree.

The educational goals that past service participants aspire to are real. Service-Learning (64 percent) and Service-only alumni (63 percent) are most likely to be enrolled in some educational system; their No-service peers (47 percent) have far lower enrollment. Thirty-five percent of Service-Learning participants are currently enrolled in a four-year college, compared with 20 percent of their No-service counterparts. Interestingly, if service was a requirement, youth were more likely to be currently enrolled in an educational setting (68 percent versus 55 percent). Those not enrolled in some education system were not only less educated but just over half (52 percent) were not at all/somewhat satisfied with their life.

In the past 12 months, previous Service-Learning participants were more likely to show signs of lifelong learning than their No-service peers by being more likely to often/very often take a class to learn a new skill or information (17 percent versus 6 percent) and participate in a hobby group or book club (15 percent versus 4 percent).

School-To-Work

Service-learning opened participants up to consider various career options for themselves. This included specific careers (e.g., doctor, teacher, etc.) or even just a general direction to pursue a profession where they would be helping others and making a difference (e.g., Peace Corps, etc.). One respondent took a job with Johnson & Johnson because the fact that it was a socially conscious organization was appealing to her.

- *"I started thinking of what I would want to do and as a job when you have less time to volunteer, when you have to work, what you would want to be doing. For me, I think I would want to be a doctor and go into medicine. You will have to work really hard in school to get there, but how many lives will you affect if you work hard to get there. I started thinking that I should get the most out of school so that I can use it to help other people too."*
- *"I want to do humanitarian work. I want to teach. I understand how important education is and I want to make sure people understand our history and other's history. People who haven't done service-learning don't really know that."*
- *"This has made me want to help other people as a career. I've decided that I would like to be a dance teacher and inspire them to express themselves and then help other people through whatever they have learned from me."*
- *"I initially thought let's get this 15 hours done and over with. Now, working with other people I was thinking I may want to continue this even after I go to college. Maybe have a career in medicine."*

Civic

Some respondents had participated in service-learning activities which included addressing the government. They attended meetings at the state capital and spoke with senators about issues such as under funding in the school system.

They felt empowered by these experiences and understood that they did in fact have a voice. They learned that if they had an issue that they felt was important, that there was in fact something they could do about it.

- *“We went to the state capital and talked with house representatives and senators. At first I was really nervous because we are teenagers and these are important politicians for our state. But once they realized we had facts, had researched what we were talking about and that we had experienced this first hand, the problems in schools and the under funding. Being listened to by people you hear about on tv and the radio was really cool. I learned that if you have an idea and you believe in something you can get it out there. That motivated me.”*
- *“Think when adults see you in service-learning projects and caring about the community they really notice that. I didn’t think if we called up senators they would want to hear about our opinions. But they were all really interested and excited and got us all these boardrooms to come to. And it was like ‘whoah, they really care.’ Think that was cool to see.”*

Service-Learning alumni (10 percent), especially those who have participated in service-learning within an organization (14 percent) rather than a school (9 percent), are more likely to do community or national service or to volunteer as a full-time activity for an average of 7.1 months. Service-Learning alumni are most likely to report that they plan to continue such involvement within the next five years (39 percent somewhat/very likely) followed by Service-only (25 percent somewhat/very likely) and No-service (19 percent somewhat/very likely).

Past Service-Learning participants report that their experience positively affected their career development or advancement (47 percent) compared to their Service-only peers (32 percent).

Chapter 3: Adult/Youth Relationships-Role Models and Connectedness to Supportive Adults

Youth relationships with adults, in quantity as well as quality, play an important role in young people's transition to adulthood. Oftentimes relationships with adults are seen as tenuous and strained, and youth feel they did not receive enough credit for their abilities. But adults also serve as tremendously valuable resources when a youth is in need of a role model for guidance and support.

Increasing the Understanding of the Youth/Adult Relationship

Positive Adult/Youth Relationships

Connecting with adults improves the quality and understanding of adult/youth relationships for both youth and adults. The focus group participants felt that through their service-learning, they were better able to understand adults' perspectives. They felt at though their experiences have matured them and provided them with some insight into adults' point of view. In several cases this was a result of working with children. Here, participants had to take the role as the adult. Their experiences impacted their relationships with adults including their parents and teachers.

- *“My mom and me don't really have a good relationship. But when I worked with the kids and I see how they look at me, that is how I look at my mom. And now I understand her better. She has a lot of things in her mind...I think I understand her better than I did before. I was a kid and I would do things that she didn't approve of, but when I was hanging out with the kids I thought that I need to start acting like a grown man.”*
- *“Working with the kids helped me to see how adults were looking at us. That helped me to mature more and I am able to connect with adults more now. I was able to see what they have to deal with a lot of immature people and I see how they can put a stereotype on teens.”*

Focus group participants had positive experiences with adults, particularly those they worked with through service-learning. They respected these adults because they were “enthusiastic” and “appreciated” what they were doing. They felt supported by these individuals and looked up to them as role models.

- *“There is one person that has motivated me. She is in charge of this program city wide...she is always happy and proud to be involved in something the students are doing. Motivates me that there is an adult that is happy for what we are doing.”*
- *“She is so proud of everyone involved and she makes you want to make a difference and help people because she is so giving. She is a really cool*

person.”

- *“We have a lot of adults who are supportive of us. Through all the negativity that we encounter as youth by adults who are not familiar with our situation it is really good to see some of the positive influences.”*
- *“I look up to some of the people who I have worked with over the years. My youth director is great, he and his wife are really special and they motivate you. They become your biggest supporters. You just make these connections with people through the different activities that you do that help your support system.”*

Giving Youth Credit for Their Achievements

Most focus group participants, both current students and alumni, felt that they were not taken seriously as teenagers. They had the impression that adults did not give them enough credit or understand what they were truly capable of.

- *“When I first started doing this I saw a lot of ageism. Adults were like ‘oh we will help you out’ or ‘do you need anything?’ After a while the adults that you work with have a new found respect for you because they don’t really expect you to be able to do some of the things you do. Feel like my relationship with adults has strengthened.”*
- *“A lot of adults just think that what we do is a little fun thing for us. I think a lot of them fail to realize how serious a lot of young people are about helping out and changing things. I think they don’t take a lot of youth seriously because of their age.”*
- *My relationship with adults is relatively negative. I don’t think that adults give teens enough credit. I’m hoping that service-learning changes their opinions of teenagers.*

Some noted that adults are “afraid” of teenagers and stereotype them as troublemakers. While they lamented this, they understood that perhaps this was based on the fact that these adults had not had any positive experiences with working with teenagers.

- *“One of the elderly people saw some kid hanging out in the parking lot and they weren’t doing anything but they called the cops. They thought, oh teens, together...it’s a gang.”*
- *“Adults in their middle age are very impressed when teenagers who take initiative to do things because a lot of times they don’t see it in their world, what they see are teenagers getting in trouble.”*

Though many adult/youth relationships may be difficult at times having adult role models creates a positive situation for many youth.

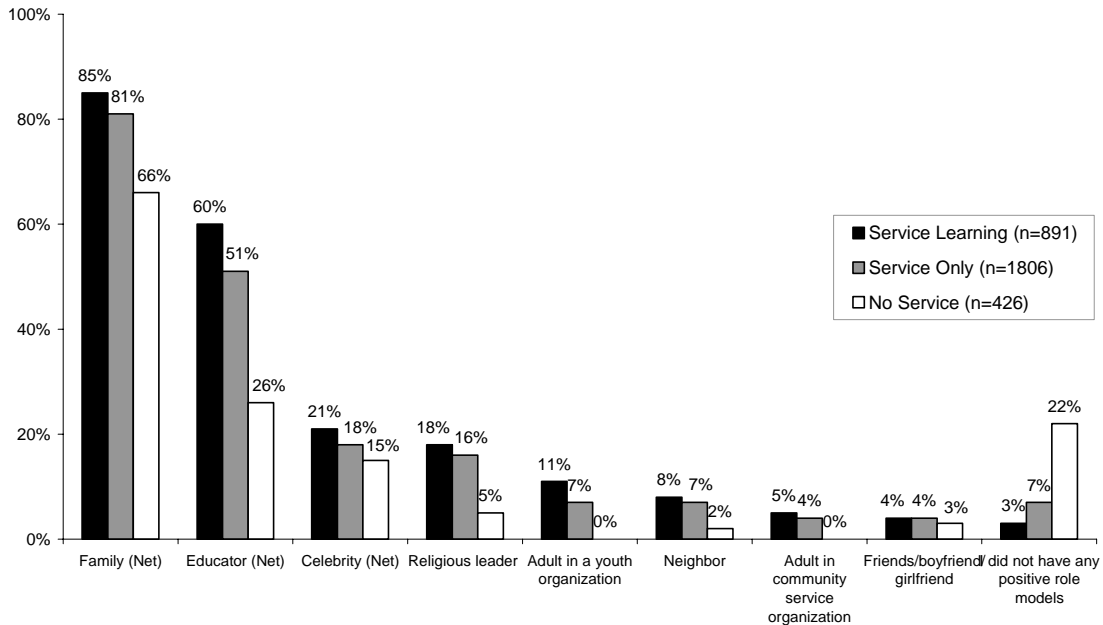
Role Models

The findings from the national survey reinforce the important contribution that service-learning makes in providing an adult support system for youth. Almost all (97 percent) Service-learning youth had an important positive role model in their life growing up; this varies dramatically from youths with No-service involvement (78 percent), but less so from those involved in Service-only (93 percent) (see Graph 3.0). Being involved in any service activity also increased the pool of adults the youths could go to if they were in trouble or needed help from an average of four adults for No-service to six adults for those participating in service. Students who participated in service-learning reported a higher number of more positive role models, and this was particularly true for educator role models (see Graph 3.1). Those who rated quality of education as excellent has 7.1 adult role models, those who rated their education as good/very good had 5.7 role models and those who rated their education as fair/poor had only 4 adult role models on average.

Graph 3.0: Most Important Positive Role Models

Who were your most important positive role models when you were growing up?

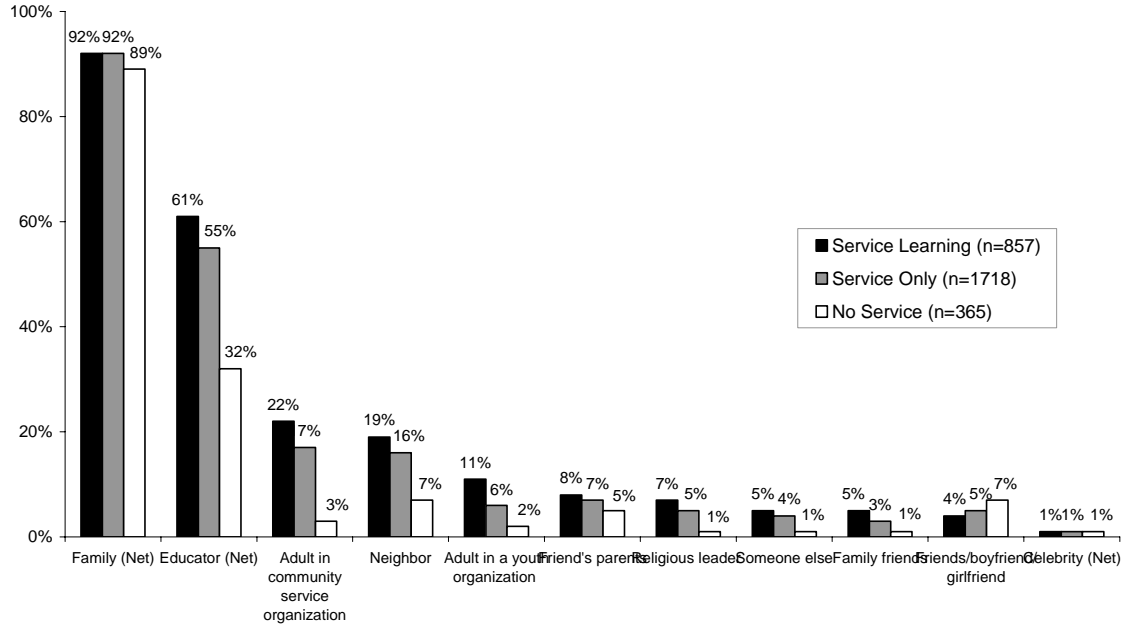
Base: All Respondents



Graph 3.1: Adults to Go to if in Trouble or Need Help

Who is/are/were the adult/the adults/these adults you can go to if you are in trouble or need help?

Base: Have/Had At Least 1 Person To Go To For Help



Youths who did not take part in service had fewer adults available to help: 72 percent who performed some service had three or more adults available, while only 46 percent of those who did not perform service had such support. Service-learning participants were more likely to meet an adult they could go to if they were in trouble or needed help (service-learning 43 percent vs. service-only 22 percent). Those youth who found the service at school good/very good/excellent reported developing better relationships with adults (service-learning 36 percent vs. service-only 20 percent). Youth with more adults availability for help are more likely to display higher grades, greater leadership and higher life satisfaction.

Graph 3.2: Number of Different Adults to Go to if in Trouble or Need Help

How many different adults can/could you go to if you are/were in trouble or need/needed help?

Base: All Respondents

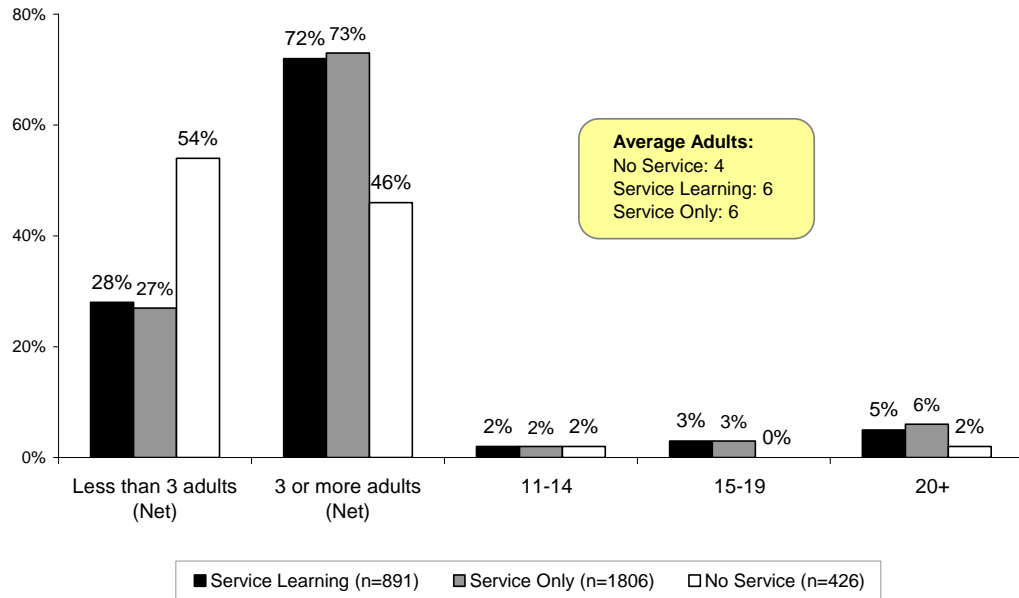


Table 3.0: Outcomes by Number of Different Adults to Go to if in Trouble or Need Help

	Number of Adults to go to for Help	
	Less than 3	More than 3
	%	%
Report Mostly A's	56	70
Very/extremely important to be a community leader	9	19
Very often/often played a leadership role in improving my community	5	12
During the next two years, very often/often plan to play a leadership role in improving my community	11	19
Desire to pursue education above a bachelors degree	41	54
Enrolled in school	29	43
Parent of a child under 18 years old	22	14
Extremely/very satisfied with life overall	31	52

As far as the ultimate role model position – that of being a parent—past service participants are less likely than others to report being a parent or guardian of any children under the age of 18 (Service-learning: 17 percent; Service-only: 14 percent; No-service 23 percent)

Service-Learning Tools to Work Better with Adults

As such, the focus group participants felt that service-learning had given them the tools to better deal with situations where there might be potential conflict with an adult. From their experience working and being around adults, they felt that they were more apt to think about what action to take, as opposed to acting first. In fact, one student reported that he felt as though an adult was taking advantage of his service-learning group. He felt his experience enabled him to take a stand and confront the issue maturely whereas previously he may have been too afraid or intimidated.

- *“Think you are less likely to go off on an adult if you have worked with them in service-learning. You have a better idea of the stereotypes you are fighting against. You learn how to act more around adults.”*
- *“The person who hasn’t had contact with adults might get mad but not fully understand the reason why they are upset or mad at the adult.”*
- *“Think service-learning is definitely a problem solving tool that really teaches you how to approach a problem differently or ways you wouldn’t think of. So when you do come into contact with these type of situations you can choose to walk away or solve it differently than the first thing that comes to you.”*

Youth who take part in service activities have more access to adult connections and therefore a better chance at increasing the number of adult role models in their lives.

Those youth with more adult role models are more likely to have greater positive outcomes as adults.

Chapter 4: Service-learning in the Lives of Minorities

Service-learning seems to result in stronger outcomes in the lives of minorities, particularly African Americans. This is apparent when examining education, social networks, religion, civic involvement, and codeswitching.

Education

Education levels vary by past service status and ethnicity. Young adult African Americans and Hispanics past service-learning participants are five times more likely to have attended graduate school than their African American or Hispanic peers with no service experience (5 percent vs. 1 percent). White young adult service-learning alumni are about two times more likely to have attended graduate school than their no-service White peers (13 percent vs. 5 percent). When rating the quality of their high school education, African American and Hispanic service-learning alumni are six times as likely to give their education an excellent rating than their no-service African-American and Hispanic peers (29 percent vs. 4 percent). The trend among White young adults is similar, but less dramatic. A little more than one in four (27 percent) white service-learning alumni rated their high school education as excellent compared to only 16 percent of their no-service peers. African American and Hispanic respondents were more likely to have taken a class or learn a new skill or new information in the past 12 months than their White peers (53 percent vs. 40 percent). Aspirations for achieving higher degrees varies by ethnicity in service-learning alumni, service-only and no-service groups. See Table 4.0

The Service Experience—Expanding Social Networks

Minorities report learning more than their White peers in the in the service-learning process, developing more problem solving skills and meeting more adults they could go to if they were in trouble or needed help. See Graph 3.1. African American and Hispanic service-learning participants were more likely to meet adults they could go to if they were in trouble if they needed help (49 percent vs. 36 percent). In the past twelve months service-learning minorities are more likely to socialize with someone of another racial or ethnic group than their no-service peers. Seventy percent of African American/Hispanic service-learning alumni report during the past twelve months they often/very often socialize with someone of another racial or ethnic group compared to just forty-eight percent of their no-service peers. During the next two years all service-learning alumni are more likely to often/very often socialize with someone of another racial or ethnic group. See Table 4.0

Table 4.0: Socialization with Different Racial Group by Ethnicity

During the next two years, how often do you think you will socialize with someone of another racial or ethnic group?

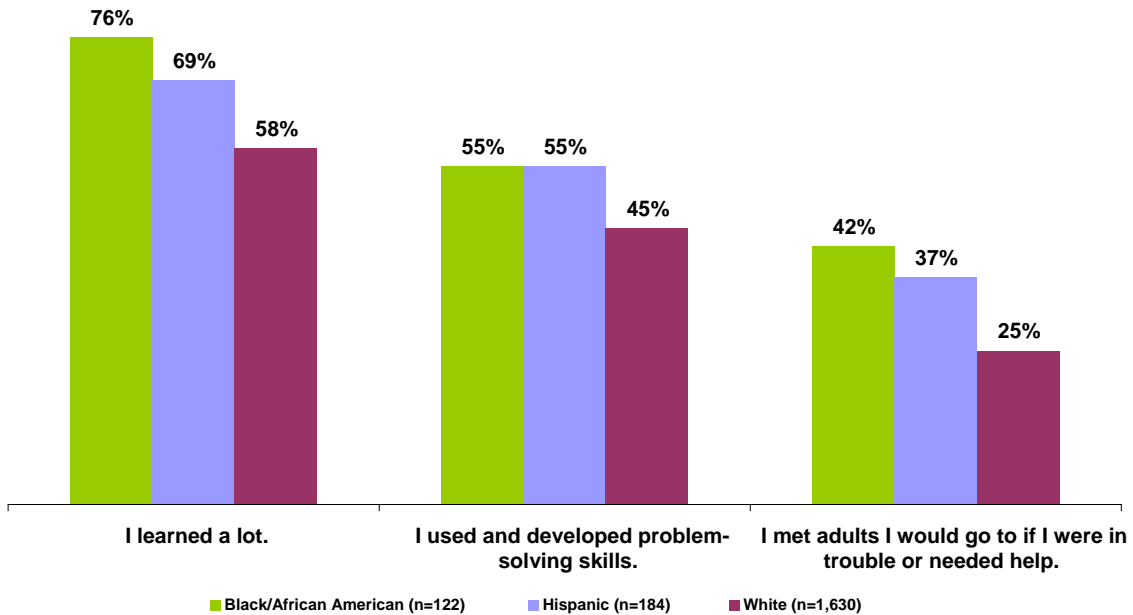
Base: All respondents

	Service-Learning Alumni	No-service
African American/Hispanic	82% (n=136)	39% (n=65)
White	69% (n=670)	44% (n=298)

Graph 4.1: Service Project Qualities by Ethnicity

Thinking about this service project you participated in as part of school, before you were 18 years old, was the following part of that experience?

Base: Did Service in School



Religion

Minority young adults report different rates of valuing religion in their lives than their non-minority peers. Sixty-three percent of African American and Hispanic service-learning alumni report that attending church or religious services regularly is extremely or very important to them, compared to forty-three percent of white service-learning alumni. A similar disparity between the no-service groups is also apparent. Thirty-nine percent of no-service African American or Hispanic young adults report attending church or religious services regularly is extremely or very important to them, compared to thirty percent of white service-learning alumni. (See Table 4.0) Though there is a difference in level of importance of attending religious services, the difference does not transfer to the actual behavior of attending religious services. About one in three minority service-

learning alumni (36 percent) and one in three non-minority service-learning alumni (33 percent) report frequently attending a religious service in the past twelve months.

Table 4.0: Variables by Ethnicity and Service

	Black/African American/Hispanic		White	
	Service-Learning	No Service	Service-Learning	No-service
Base:	n=136	n=65	n=670	n=298
	%	%	%	%
Attended graduate school	5	1	13	5
Not currently enrolled or taking any courses to earn a degree	32	30	38	61
Received mostly A's in high school	69	37	72	48
Quality of high school education rated as excellent	29	4	27	16
No role models to go to if in trouble or need help	5	14	2	14
Very/Somewhat Likely to volunteer or do community service or national service as a full-time activity for at least 3 months in the next 5 years	46	29	33	14
Extremely/Very important personally to attend church or religious services regularly	63	39	43	30
Extremely/Very important personally to work or socialize with people from different backgrounds from their own	79	61	77	62

Civic Involvement

Participation in service is related to valuing being a good citizen; seventy-eight percent of African Americans and Whites and seventy-one percent of Hispanics report service had the positive effect of making them a good citizen.

Almost half of African Americans and Hispanics (46 percent) are very/somewhat likely to volunteer or do community service or national service as a full time activity for at least three months in the next five years compared to about one-third (29 percent) of their no-service minority peers. Taking a leadership role in the community was significantly higher in those who had taken part in service-learning, regardless of ethnicity (African American/Hispanic service-learning alumni 17 percent vs. no-service 1 percent; White service-learning alumni 19 percent vs. no-service 3 percent). Voting, discussing political issues and expressing opinions on political issues are also significantly more common in the service-learning alumni group. See Table 3.2.

Table 3.2: Behaviors (Often/Very Often) in Past Twelve Months by Ethnicity

During the past 12 months, how often have you done the following very often/often?

	Black/African American/Hispanic		White	
	Service-Learning	No Service	Service-Learning	No-service
Base	x	x	x	x
	%	%	%	%
Socialized with someone of another racial or ethnic group	70	48	66	43
Felt overwhelmed by all I had to do	47	30	48	34
Discussed politics or political issues	43	20	53	22
Voted in a local, state or national election	41	16	42	20
Attended a religious service	36	8	33	11
Performed volunteer work or service	24	5	28	6
Expressed my opinion on a community or political issue online by posting on a blog or other website	21	10	21	7
Taken a class to learn a new skill or new information	20	7	16	5
Participated in a hobby or book club	13	3	17	5
Played a leadership role in improving my community	17	1	19	3
Expressed my opinion on a political issue by contacting a newspaper, magazine or a radio or television talk show	12	3	10	3

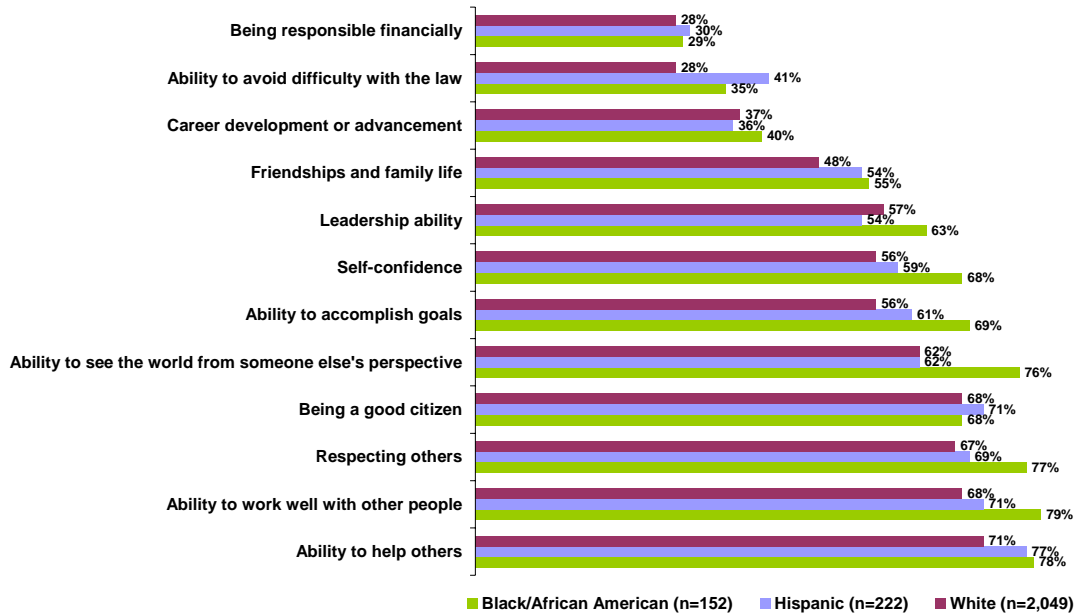
Positive Effects

Minorities with service experience (Service-Learning or Service-Only), especially African American's report high levels of positive effects. For African Americans, the most reported benefits are the ability to work well with others (79 percent), the ability to help others (78 percent), respecting others (77 percent) and the ability to see the world from someone else's perspective (76 percent). For the Hispanic respondents the top four positive effects vary slightly and include ability to help others (71 percent), ability to work well with other people (71 percent), being a good citizen (71 percent) and respecting others (69 percent). For white service alumni the top four positive effects include ability to help others (71 percent), ability to work well with other people (68 percent), being a good citizen (68 percent), and respecting others (67 percent). An interesting difference appeared in the responses to the positive effect of ability to avoid difficulty with the law; this was the one positive effect that is higher in Hispanics (41 percent) compared to African Americans (35 percent). Positive service effects appear to vary slightly by ethnicity. See Graph 4.2

Graph 4.2: Positive Effects of Service by Ethnicity

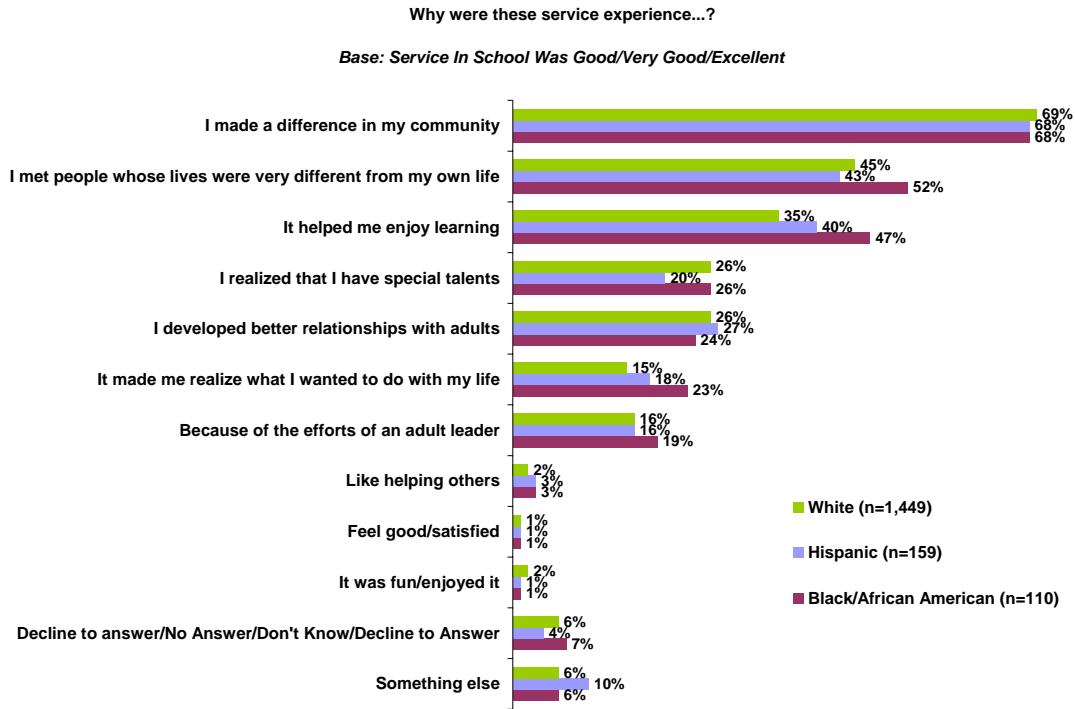
**Overall, what effects has your service experience had on your life today?
POSITIVE EFFECT SUMMARY**

Base: Did Service Anywhere



Minorities and non-minorities also report differences in the reasons behind why a service experience was rated positively (good/very good/excellent). The top reason, “making a difference in my community”, is similar across respondents; however things change when we look at those who responded that they met people whose lives were different from their own (African American -52 percent, White-45 percent and Hispanic-43 percent). Also, the third most common response, it helped me enjoy learning had clear differential responding by ethnicity (African American-57 percent, Hispanic-40 percent, White-35 percent). See Graph 4.3

Graph 4.3: Reasons Why School Service was Good/Very Good/Excellent by Ethnicity



Ethnicity and Code Switching – Focus Groups

In the focus groups, several minorities reported that they had experienced racism while participating in service-learning. They felt that they had to prove themselves even more as the people they were helping were sometimes skeptical of their dedication and commitment.

- *“It’s so hard to do something right when you are constantly portrayed as bad. You hardly ever see promotion when minorities do something good. With our group we are really diverse, when we go out people are so surprised because they are not used to see minorities doing well or even having the ambition to do something on an upper scale.”*

Some minority respondents described cases in which they have changed their dress and behavior in order to gain the respect of those they were dealing with through service-learning. They wanted to be taken seriously and did not want their outside appearance or manner to hinder the message they wanted to get across. Interestingly, two African American students reported that as a result of their change, other African American students in their school had followed their lead. They felt proud that they had taken a stand and were leading a change among their peers.

- *“When I go to a board meeting and there is not one other person who looks like*

me, I try to act more civilized, or proper. I know that if they see a little thing that is wrong with me or if I dress up all ghetto...they will say forget about him."

- *"You are opening the doors for yourself. Especially as an African American male. People have pre-conceived notions. You dress for the part you play. You want people to see you as something more."*

Non-minority respondents also noted that they change their behavior or style depending on the audience they are addressing. They felt as though this was an important factor in effectively getting their point across.

- *"For me with different people I will talk in a different way or say things in a different way but you can still portray yourself because yourself is your opinions. But how I portray them is different depending on who my audience is. I try to talk to the people who I am trying to influence."*
- *"I won't necessarily change myself, just the way I am communicating with the so they will understand where I am coming from."*

We found significant differences in the experiences of minorities compared to non-minorities. These differences are expressed in the level and type of effects of outcomes. In many cases, service-learning was particularly beneficial for African Americans compared to Hispanic and non-minorities. Young adult African Americans and Hispanics that were participants in service-learning are more likely to have graduated college, attend graduate school, rate their high school experience as excellent and have taken a class or learned a new skill in the past 12 months than their minority peers who did no service. Minority past service learners have an expanded social network, with more role models and higher levels of diversity. Past service-learning minority participants are also more involved in their communities, reporting greater leadership roles, higher levels volunteer and community service than their minority peers that did not take part in service.

Chapter 5: What It Means to Be a Grown Up

As previous literature suggests (Arnett 2001), this survey found that being an adult has more to do with subjective markers of maturity rather than external markers, like age, committed lifelong relationships, or having children of one's own.

Responsibility, independence, and maturity are the markers of adulthood. Past Service-learning participants rate adult characteristics such as being a role model and being a productive member in society higher than their Service-only peers. Students who participated in service-learning are more likely to somewhat agree/strongly agree that they are adults (Service-learning alumni, 86 percent; Service-only, 82 percent; No-service, 76 percent). Past service-learning participants are also more likely to think that others think of them as adults (Service-learning, 83 percent; Service-only, 78 percent; No-service, 67 percent).

When asked to provide an age at which different life transition points occur, young people who had participated in some service felt that at age 21 a person should be considered an adult. This differed a bit for those who had not done any service; they thought most people should be considered adults at age 22.

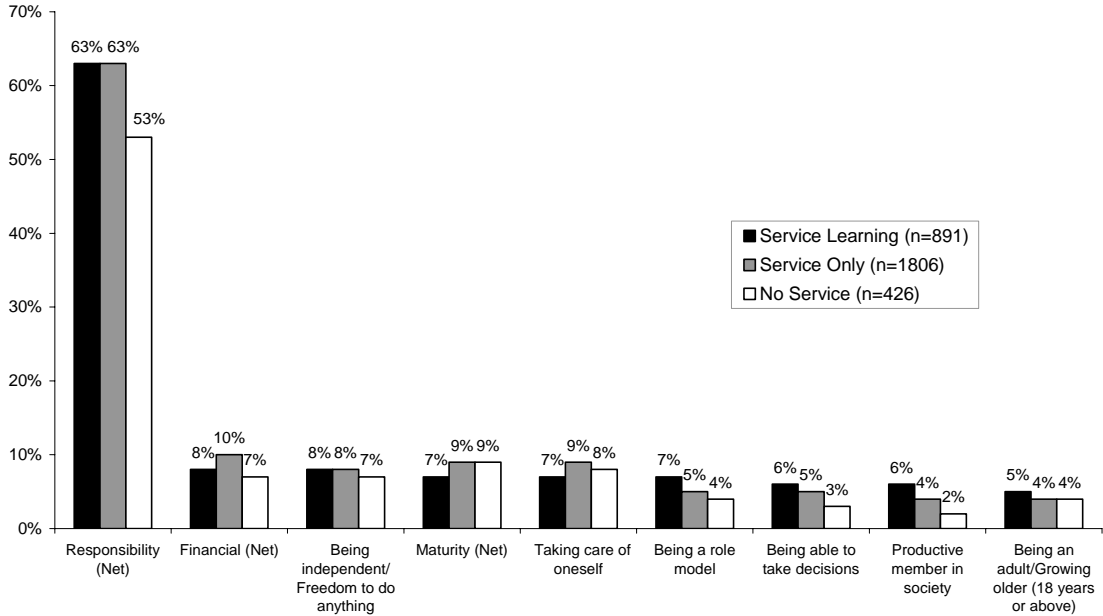
What It Means to Be an Adult

Most respondents, regardless of their past service behaviors, believe that being an adult means having more responsibility (Service-learning, 63 percent; Service-only, 63 percent; and No-service, 53 percent). Interestingly, respondents who had three or more adults to help them if they were in trouble growing up (64 percent) are more likely than their peers who did not have at least adults to help them (57 percent) to believe that more responsibility is a key part of being a grown up. This suggests that having more adults available to help at a young age influences respondents' perceptions of what being an adult means. (See Graph 5.0)

Graph 5.0 Factors in Being an Adult

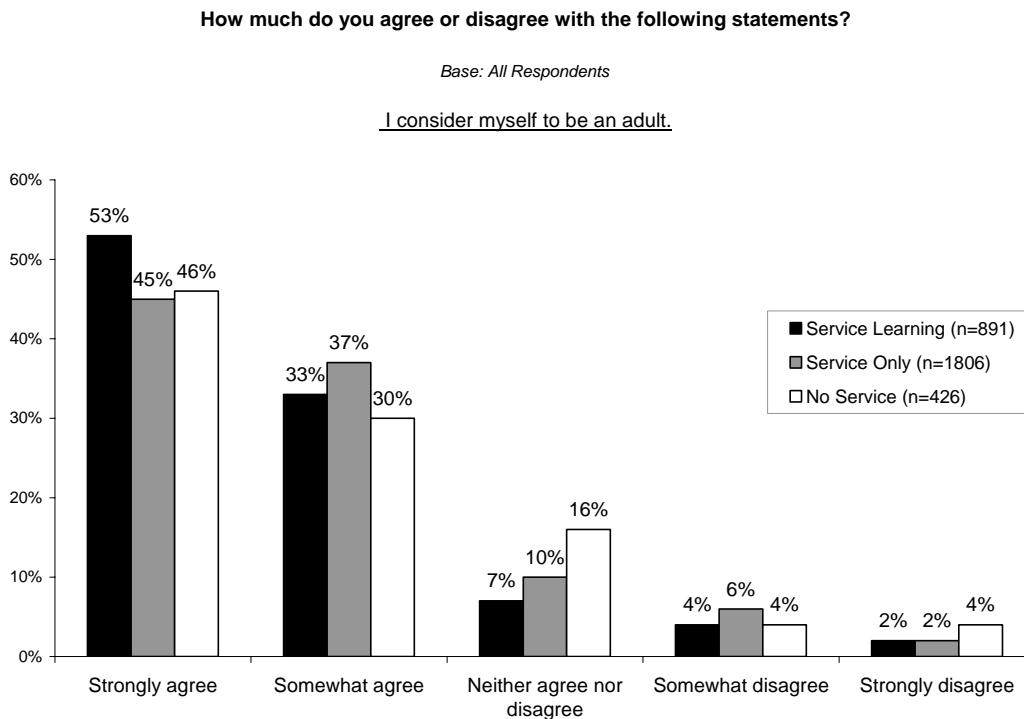
Being an adult can mean different things to different people. What do you think it means to be an adult?

Base: All Respondents



Past Service-learning participants are more likely to consider themselves adults than their service-only and no-service peers (Service-learning alumni, 86 percent; Service-only, 82 percent; No-service, 76 percent). Illustrating the contentment self-reliance can bring—respondents who view themselves as adults are more likely to be extremely/very satisfied with their lives over all (88 percent). (See Graph 5.1)

Graph 5.1: Agreement with “I consider myself to be an adult.”



Respondents who consider themselves adults (84 percent) are more likely than those who do not consider themselves to be adults (74 percent) to have had a family member as their most important role model growing up.

Being an adult is a confluence of events and learning experiences in one’s life and service-learning increases the volume of these critical experiences. Students who reported meeting people from different economic, cultural or racial backgrounds (57 percent), developing and using problem solving skills (51 percent), and designing their service projects as a part of a school activity or requirement are more likely to consider themselves adults.

Furthermore, those who consider themselves adults are more likely to place greater importance on being ethical and honorable (40 percent), regularly learning and studying new things (31 percent), and voting in elections (31 percent). Conversely, respondents who do not consider themselves adults are more likely than those who do to place more importance on being well-off financially (28 percent).

Most respondents think others consider them to be adults, especially Service-learning participants (Service-learning, 83 percent; Service-only, 78 percent; and No-service, 67

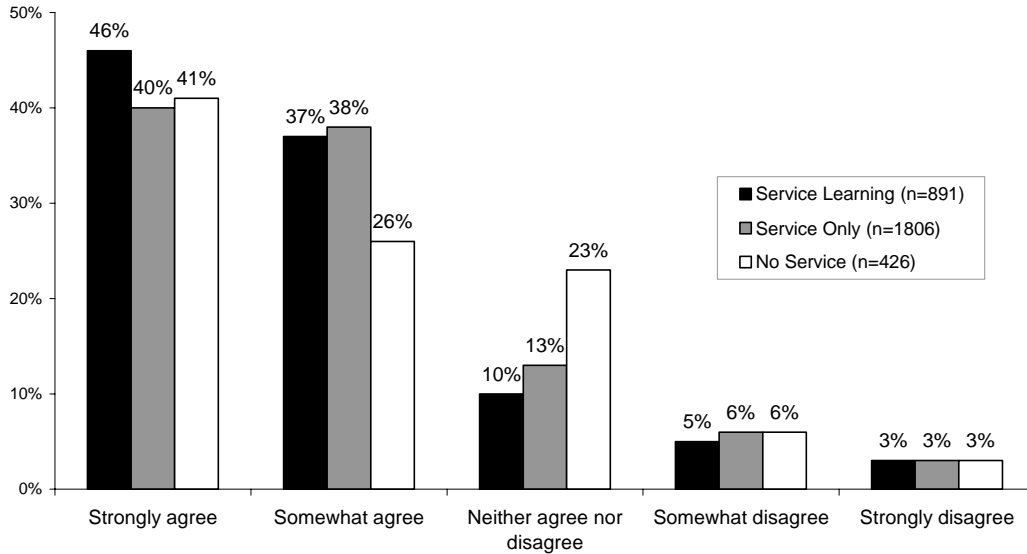
percent). As seen among respondents who considered themselves to be adults, those who believe others view them as adults are more likely to be extremely/very satisfied with their lives over all (86 percent). See Graph 5.2

Graph 5.2: Agreement with “Other people think of me as an adult.”

How much do you agree or disagree with the following statements?

Base: All Respondents

Other people think of me as an adult.

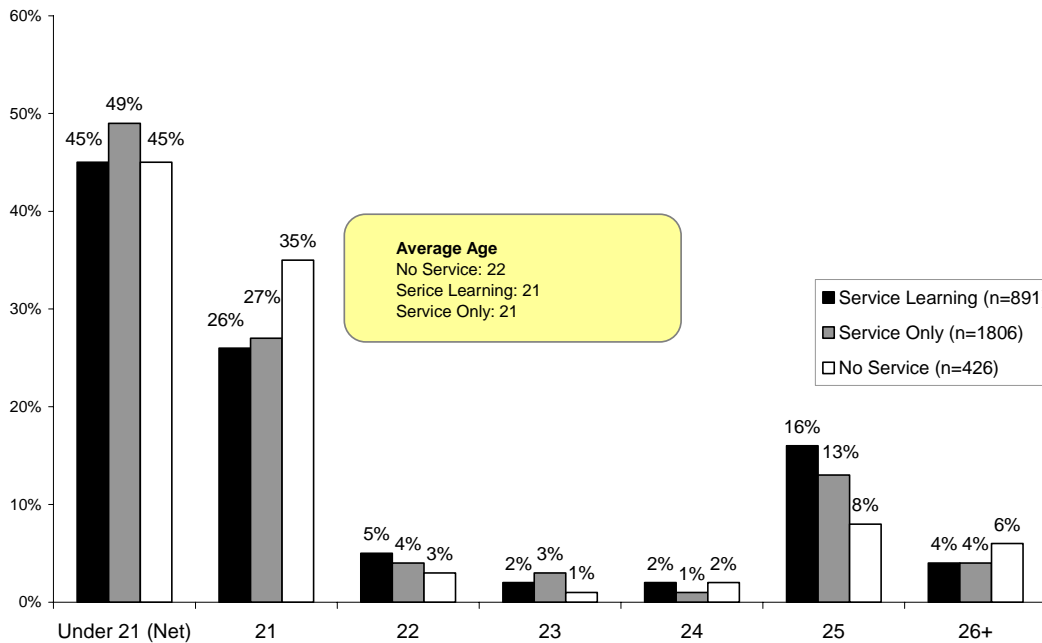


The participation in service activities as a youth may have an impact on the age at which people consider themselves and others adults. Most service-learning (30 percent) and service-only (30 percent) participants think people should be considered adults at the age of eighteen, while respondents who did not participate in any kind of service (35 percent) believe that people should be considered adults at the age of twenty-one. (See Graph 5.3)

Graph 5.3: Age People Should be Considered an Adult

At what age do you think most people should be considered adults?

Base: All Respondents



College is a milestone in an individual's life, often the first time a child is living independently of their parents. Additionally, college students' ages span the most common ages believed to represent coming into adulthood—eighteen through twenty-one. Interestingly, students who participated in a service project as a part of a college activity or requirement are twice as likely to consider themselves adults (24 percent).

Chapter 6: Snapshot of Young Adults Today

Where do they live?

Most respondents (46 percent) are living on their own—particularly females (52 percent)—though there are many that continue to live with their parents (36 percent). Past service-learning participants are less likely to live with their parents (30 percent) than those who did not participate in service-learning (38 percent). Respondents that do live with their parents are more likely to be somewhat or not at all satisfied with their life overall (45 percent). Additionally, respondents that had fewer than three adults to help them growing up (52 percent) are more likely than those who had more adults to help them (44 percent) to live on their own—suggesting that living with parents or other relatives is not an option for them.

Not surprisingly, young adults ages 18-22 years (48 percent) are more likely to with their parents, while those ages 23-28 (68 percent) are more likely to live on their own. Interestingly, respondents who live with their parents are more likely to engage in high-risk behaviors (39 percent) than those who live on their own (28 percent)—implying a general lack of maturity and responsibility that helps explain their continued dependence on their parents.

Movement in Urbanicity and Region

Most respondents attended a high school in a suburban area next to a city (38 percent) and most respondents still reside in a suburban area next to a city (39 percent); however it appears that many respondents who attended high school in a small town or rural area have moved to an urban or city area. For example, 31 percent of students attended high school in an urban or city area, while 36 percent currently reside in an urban or city area. Similarly, 31 percent of students attended high school in a small town/rural area, while only 26 percent currently reside in a small town/rural area. When examining the rate of movement across the regions about 10 percent of the respondents have moved to a different region than their high school was located. The percentage of those who have moved to a different region varies slightly by participation in service. Movement between regions was highest in the no-service group (12 percent) followed by service-learning alumni (10 percent) and service-only (9 percent). Of those who moved from regions where they went to school, 33 percent were from the Midwest, 30 percent were from the East, 20 percent were from the West and 17 percent were from the South.

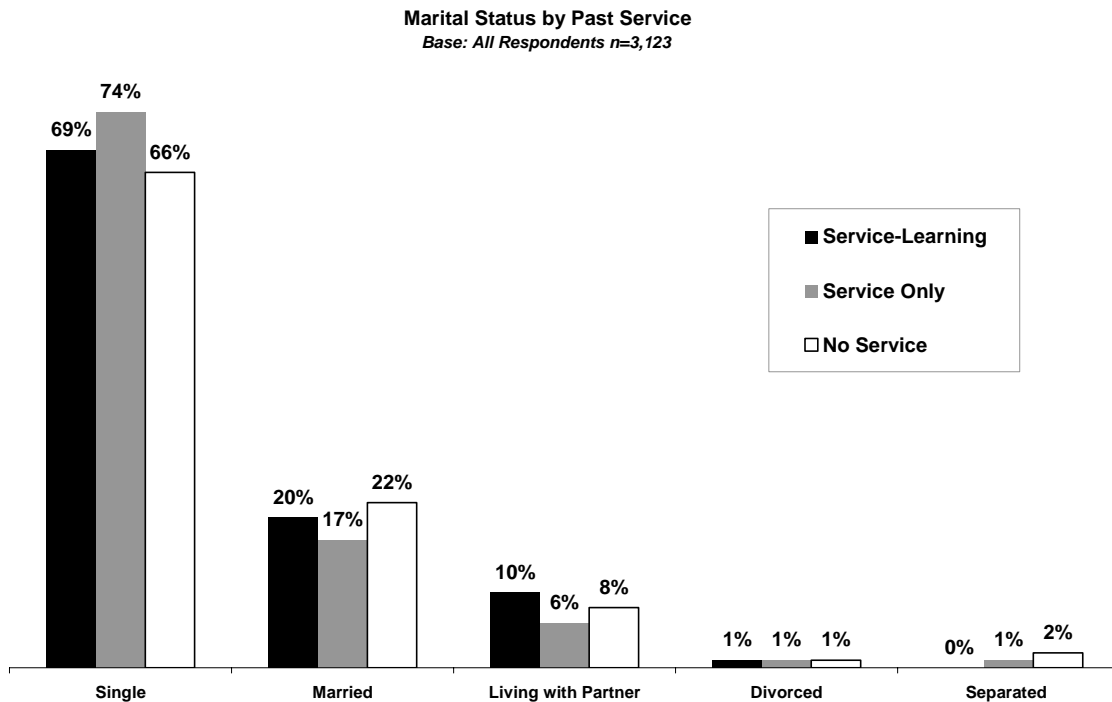
Attending school in an urban or city area is related to higher education aspirations. Respondents who attended school in a small town/rural area are less likely to want a Bachelors degree (42 percent), while those who attended school in a suburban area are more likely to want a Bachelor (40 percent) or post college graduate degree (41 percent). Unfortunately, attending school in an urban area or next to a city also appears to increase youths' engagement in high-risk behaviors.

Marital Status

Almost three quarters of young adults are singles and have never been married (71 percent). Single respondents are more likely to have higher educational aspirations (78 percent aspiring to earn post graduate degrees), which may help explain why marriage is delayed. Conversely, married respondents have lower education aspirations (29 percent planning on earning less than a bachelor degree); however, married respondents report being extremely/very satisfied with their life overall (23 percent).

Fifty percent of singles are male and fifty eight percent are 18-22 years old. However, 92% of 18-22 year olds are single (compared to 54% of 23-28 year olds) and 80% of males are single (compared to 63% of females) There is not much difference in marital status by past service participation. (See Graph 6.0)

Graph 6.0: Marital Status by Past Service



Children

Most young adults do not have children under the age of eighteen (84 percent). Twenty-three percent of those who took part in no-service report having a child under 18 compared to fourteen percent of service-only participants and seventeen percent of service-learning participants. This may be in part due to their propensity toward pursuing a post graduate degree (90 percent). Additionally, males (90 percent) those engaged in more than one high-risk behavior (86 percent), and younger respondents (94 percent of those between 18 and 22) are less likely to have children.

Interestingly, respondents that do have children under eighteen have lower education aspirations (34 percent pursuing less than a Bachelor degree) and had less than three

adults to help them when growing up (22 percent). They are also more likely to be female (23 percent), Hispanic (22 percent), not currently enrolled in school (26 percent), and engaged in one or fewer high-risk behaviors (22 percent).

Education

Half of young adults have completed some college (54 percent). Respondents who have completed some college (63 percent) and are college graduates (20 percent) are more likely to be past service-learning participants. Conversely, those who have only completed high school or less (39 percent) are more likely to have had no service-learning experience. Four-in-ten respondents are not currently enrolled in any educational institution and are more likely to be only somewhat/not at all satisfied with their lives overall (52 percent). Service-learning alumni report the highest college degree completion at 20 percent compared to service-only at 13 percent and no-service at 10 percent.

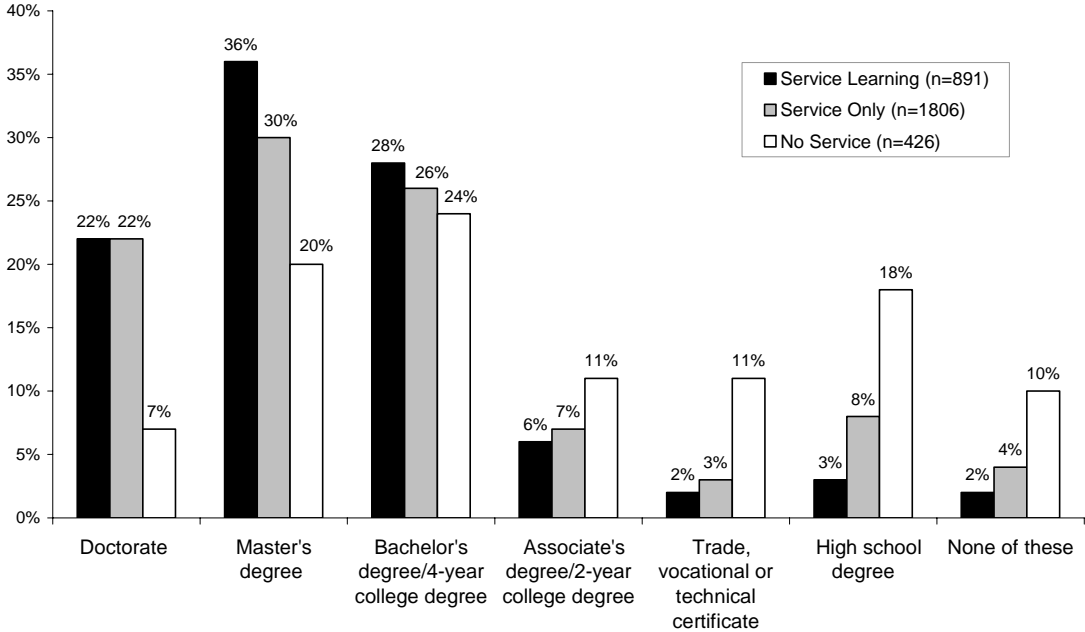
The level of students' educational aspirations is directly correlated to the past service-learning activities, the number of adults they had to help them growing up, and their current satisfaction level with their lives overall. Students that did not participate in service-learning are less likely to plan on graduating college, while past service-learning participants are more likely to aspire to achieve a Master's degree. Having more than three adults to help students while growing up creates a more encouraging and perhaps more financially supportive environment. Students with more than three adults available to help them growing up are twice as likely to plan on earning Doctorate degrees (23 percent), while those who had less than three adults to help them are more likely to earn less than a college degree (25 percent). Additionally, respondents who plan to achieve a Master's degree (33 percent) or Doctorate degree (23 percent) are more likely to be extremely/very satisfied with their lives overall, compared to those who do not plan on earning a college degree (28 percent) who report they are only somewhat/not at all satisfied with their lives overall.

Surprisingly, young adults who plan on earning less than a college degree are more likely to engage in one or fewer high-risk behaviors (26 percent), while those who plan to earn Doctorate degrees are more likely to engage in more than one high-risk behavior, such as getting a speeding ticket or smoking marijuana.

Graph 6.1: Education Desired by Past Service Level

What is the highest level of education you plan on achieving?

Base: All Respondents



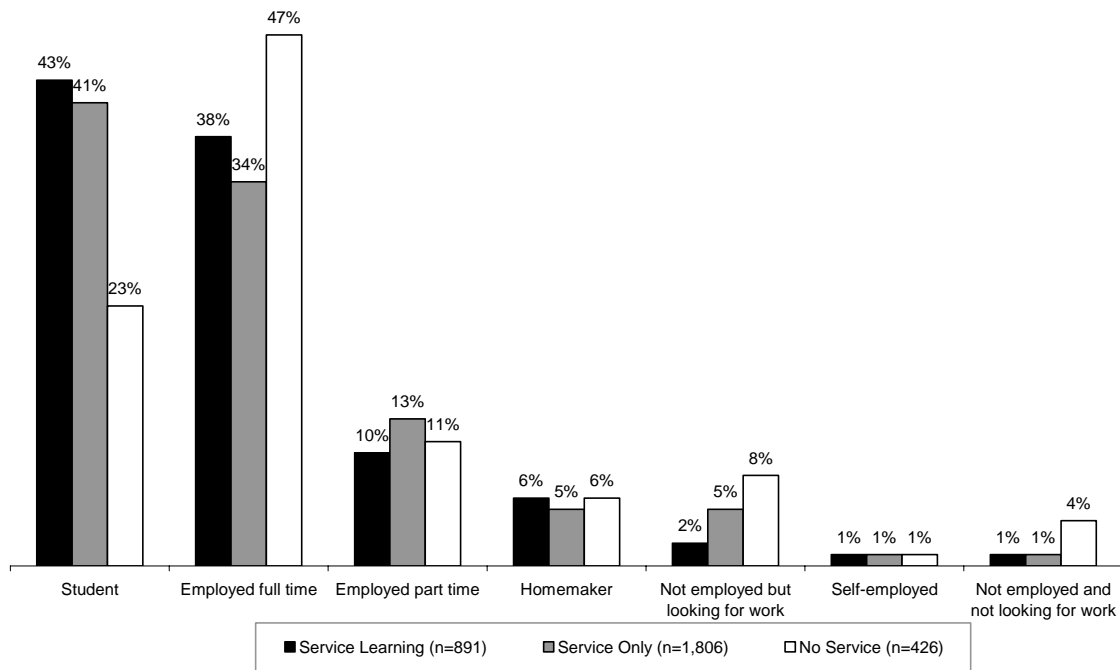
Employment

Employment varies by past service participation. Young adults who were involved in service are more likely to be a full time student than those who were not involved in service (43 percent vs. 23 percent). No-service participants are more likely to be working full time than the past service participants (47 percent vs. 38 percent). Respondents who did not take part in any service are four times as likely to be seeking full-time employment than their service-learning alumni (8 percent vs. 2 percent).

Graph 6.2: Employment Status by Service

Which of the following best describes your employment status?

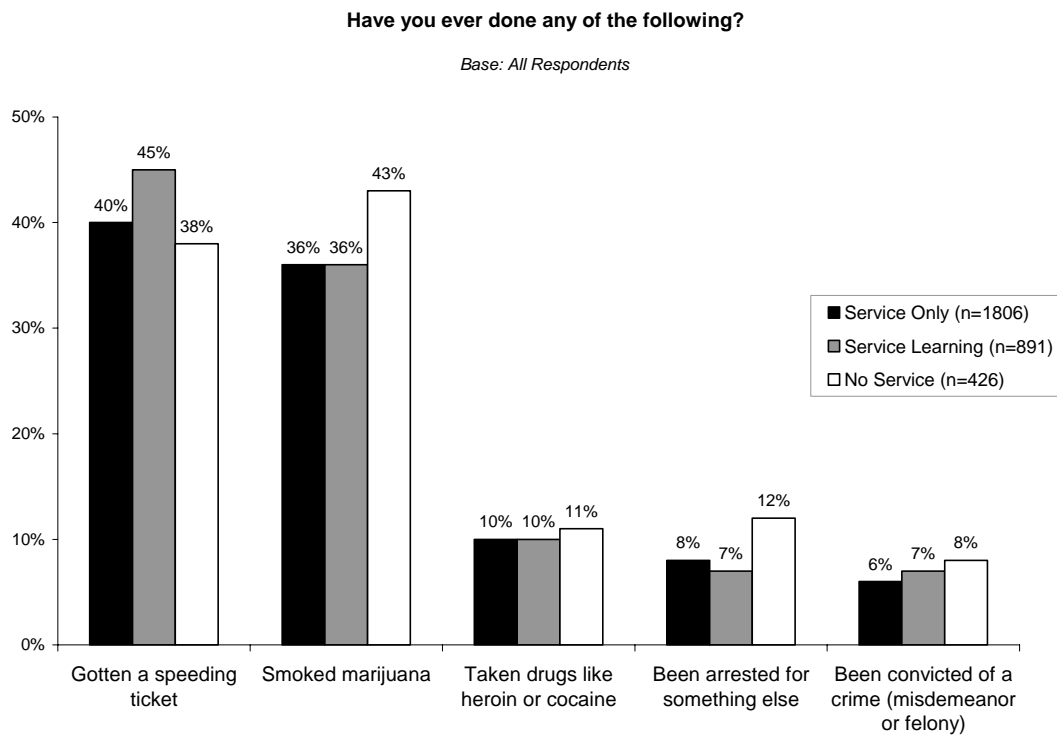
Base: All respondents



Risky Behaviors

The survey examined experience with high risk behaviors, such as getting a speeding ticket, being arrested, being convicted of a crime, smoking marijuana or taking other drugs. Overall, 41 percent of young adults have gotten a speeding ticket, 37 percent have smoked marijuana, 10 percent have taken drugs like heroin or cocaine, 9 percent have been arrested for something else, 7 percent have been convicted of a crime, and 3 percent have been arrested for vandalism or shoplifting. The survey showed slight differences in risky behaviors. No-service youth were more likely to use drugs and be arrested, but less likely to receive a speeding ticket.

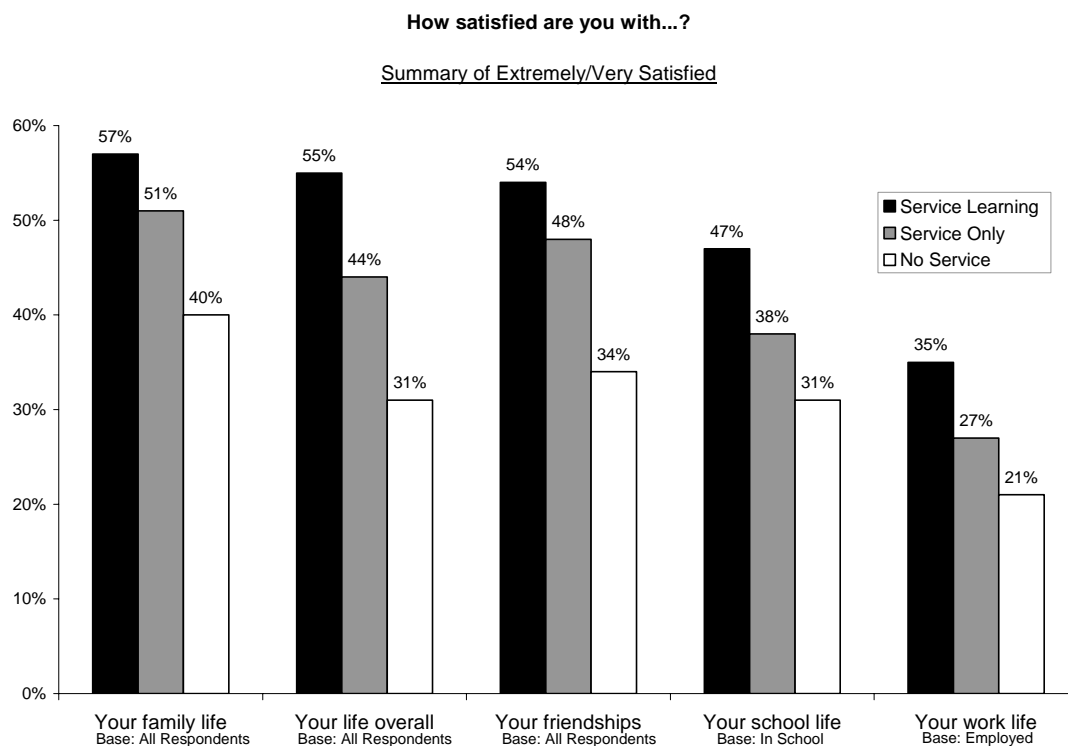
Graph 6.3: Risky Behaviors by Service



Satisfaction

Overall satisfaction levels, as well as specific satisfaction levels in family life, friendships, school and work are highest for those youth that participated in service and higher for those who took part in service-learning. The highest satisfaction levels for past service learners are in their family life (57 percent), their lives overall (55 percent), their friendships (54 percent), their school life (47 percent) and their work life (35 percent). The largest gain occurs in the area of life satisfaction where those that did not take part in any service report 31 percent satisfaction compared to 55 percent of those reporting overall life satisfaction.

Graph 6.4: Satisfaction by Service Level



Plans for the Future

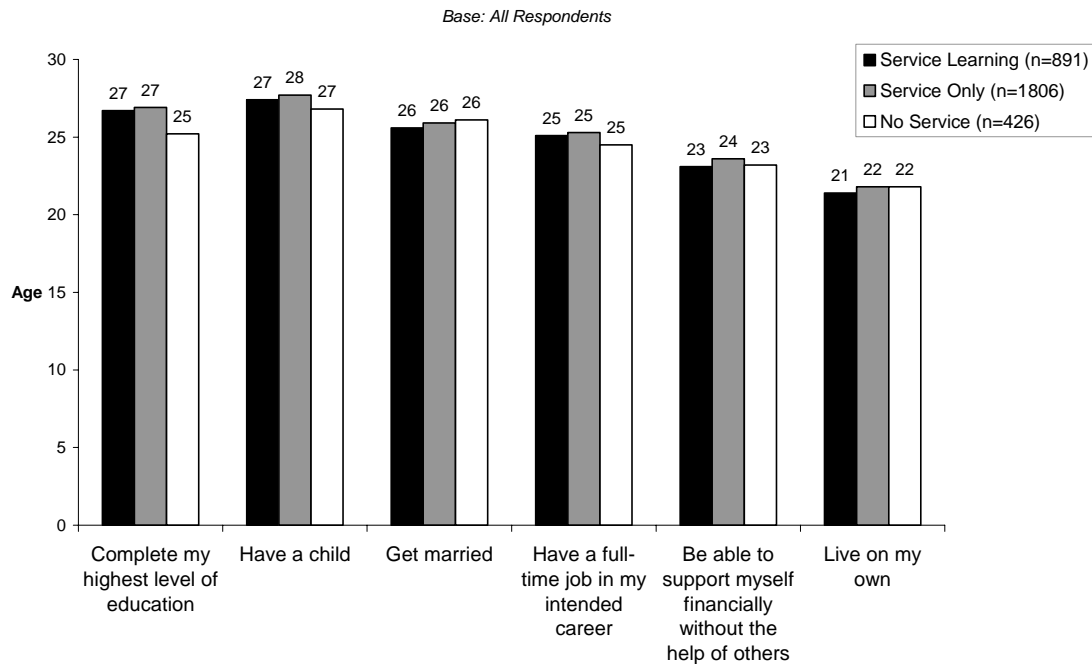
Most youths in both groups planned to marry at age 26. Interestingly, 13 percent of the no-service people did not plan on marrying compared to 9 percent of their peers who were engaged in some kind of service. The average age for having a child was 27 years for no-service participants and 28 years for service participants. Twenty percent of the No-service group reported not planning to have a child compared to 13 percent of their service peers. Almost one in four (23 percent) of those who did not take part in any service have a child whereas about one in six (17 percent) young adults with service experience have a child. While we understand that marriage and children are traditionally used as indicators of the transition to adulthood, we also recognize that

there are multiple types of relationships and family structures that may not be accounted for in this research.

Service participants plan on completing their highest level of education by age 27 and their No-service counterparts plan to finish by about age 25. Four percent of service participants said they did not plan on having a full-time job compared to 12 percent of their No-service peers.

Graph 6.5: Age of Life Events by Service Level

How old were you or how old do you plan to be when you do the following?



Overall most of the young adult respondents are living on their own with past service-learning participants less likely to live with their parents. About one in ten have moved from the region where they attended high school and that type of movement is most common in the Midwest and East. This relocation behavior was also most common in the no-service group. The closer one lives to an urban city the more likely they are to aspire to a higher education level. About 3 in 4 of the young adult respondents have never been married. Those that are married have lower educational aspirations. Most young adults do not have children under the age of 18. Those who did not take part in any service are more likely to have children than those who took part in service. Service-learning alumni report the highest college degree completion. The level of young adult educational aspirations is directly correlated to their past service-learning activities, the number of adults they had to help them growing up, and their current satisfaction with their lives overall. Those involved in service are more likely to be full time students than those not involved in service. Life satisfaction levels are higher for those who took part in service-learning.

Chapter 7: Service and Civic Engagement in the Lives of Young Adults

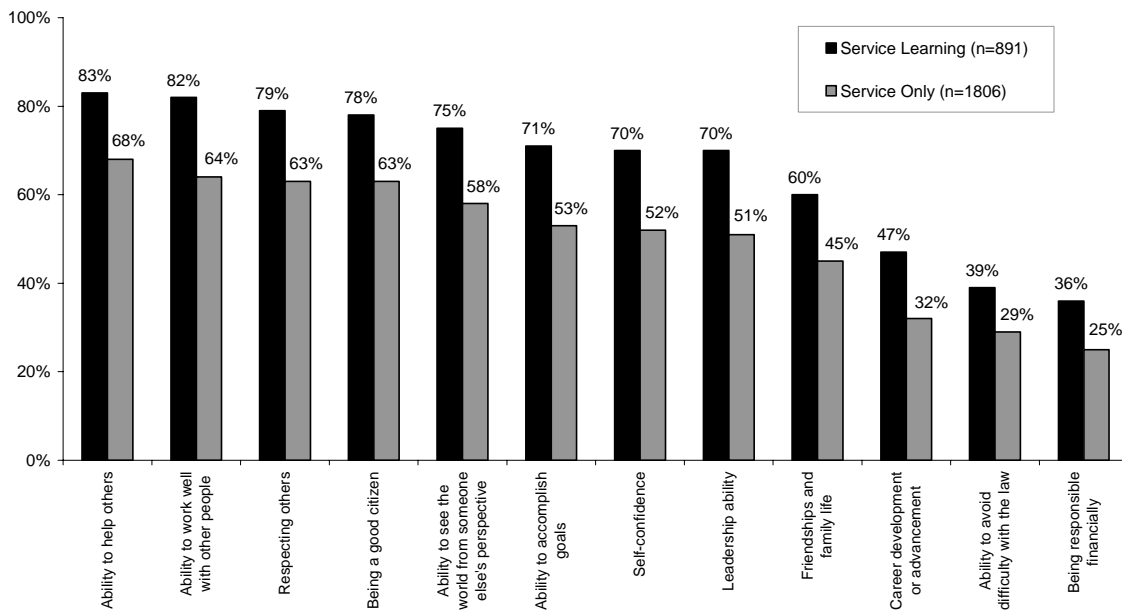
Overall, service participation in high school impacts the lives of young adults today. We see this impact in personal values, activities in college, national and community service, and future plans for community involvement. The top three overarching benefits that past service learners report are the ability to help others (83 percent), the ability to work well with other people (82 percent), and respecting others (79 percent). Service-only young adults report the same top three benefits but to a much lesser extent: the ability to help others (68 percent), the ability to work well with other people (64 percent), and respecting others (63 percent). The pattern of service learners to report much higher levels of benefits is consistent across the positive effects. (See Graph 7.0)

Graph 7.0: Positive Effects by Type of Service

Overall, what effects has your service experience had on your life today?

Base: Did Service Anywhere

Positive Effect Summary



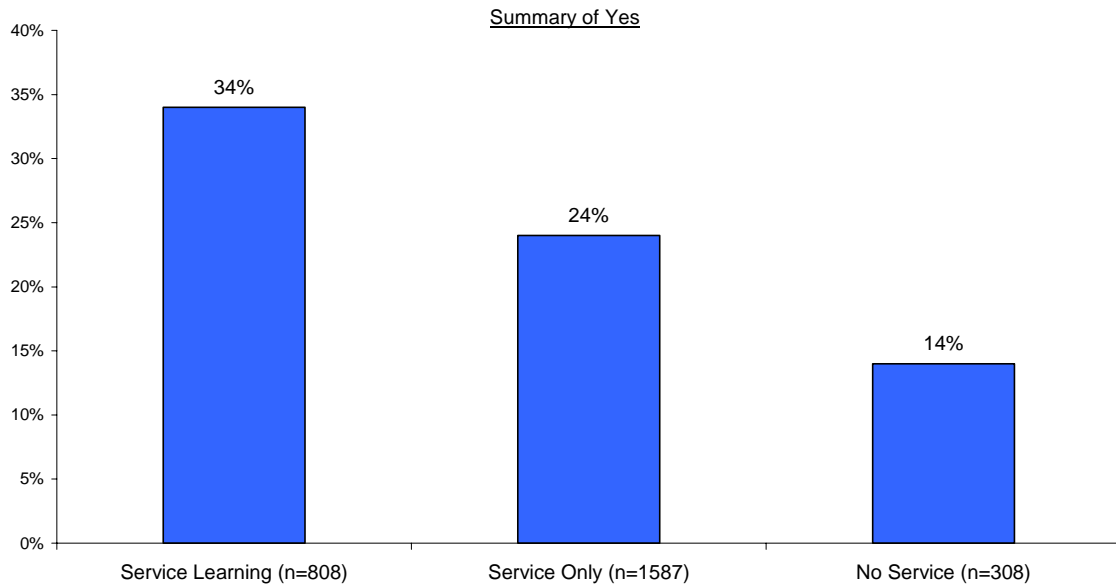
Service in College

Participation in service-learning in high school is also correlated with a greater likelihood of taking part in service in college. Young adults attending college or those who have graduated from college report higher levels of service if they took part in high school service-learning (34 percent), compared to their high school peers that did not take part in any service (14 percent). (See Graph 7.1)

Graph 7.1: Service in College

During your college experience, did you ever participate in any service activities as part of a college class or requirement?

Base: In College Or College Graduate



Community or National Service

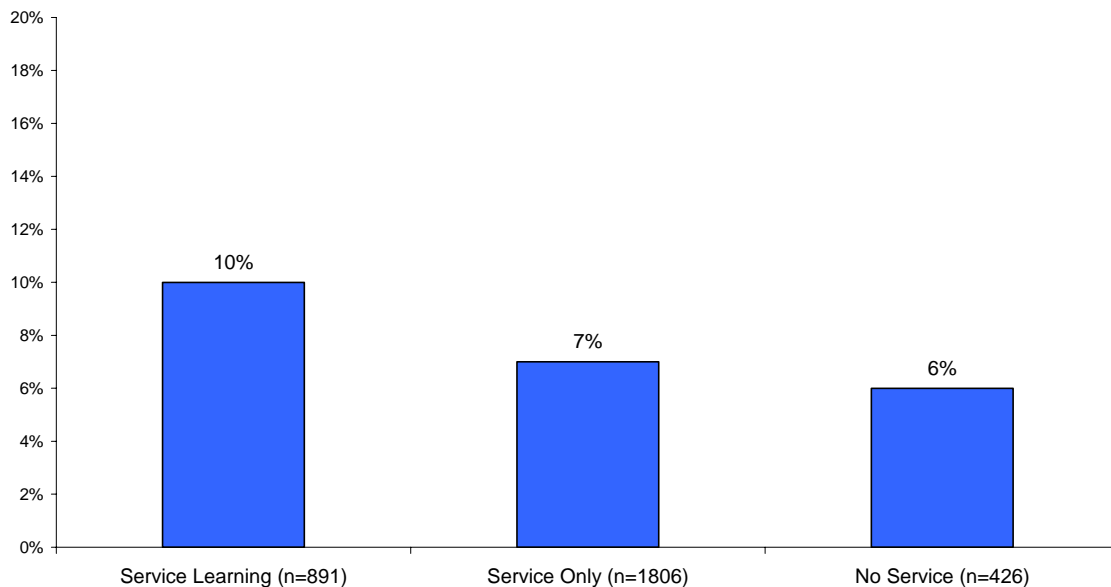
Service-learning alumni are more likely to have taken part in community or national service, as well as more likely to plan to do full time service in the next five years. One in ten past service learners (10 percent) has done community or national service or volunteered as a full-time activity. This is higher rate than their service-only (7 percent) and no-service (6 percent) peers. (See Graph 7.2) Over half of past service learners (61 percent) and service-only (60 percent) participants are likely to give full-time service for up to 6 months. Service-learning minority alumni are more likely than their white peer service-learning alumni to report very/somewhat likely to volunteer or do community or national service as a full-time activity for at least 3 months (46 percent vs. 33 percent).

Graph 7.2: Involvement in Community or National Service or Volunteering as a Full-Time Activity

Have you ever done community or national service or volunteered as a full-time activity?

Base: All Respondents

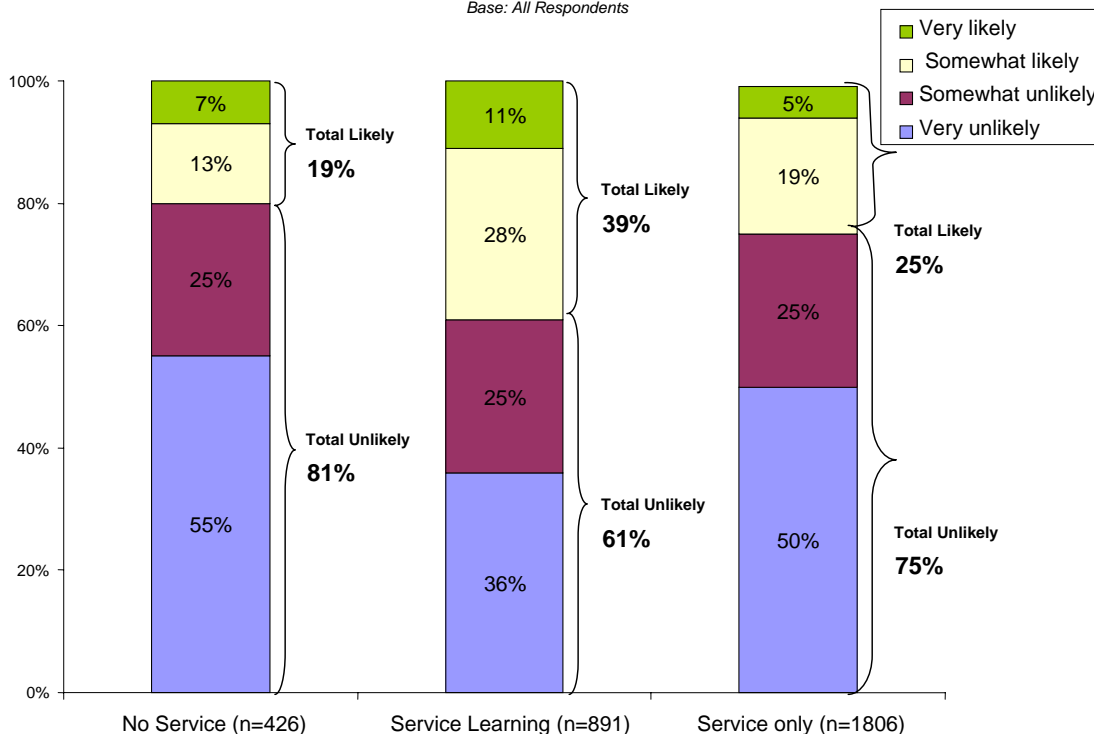
Summary of Yes



Graph 7.3: Likelihood of Community, National or Volunteer Service as Full-Time Activity in the Next Five Years

During the next five years, how likely is it that you will volunteer or do community or national service as a full-time activity for at least 3 months?

Base: All Respondents

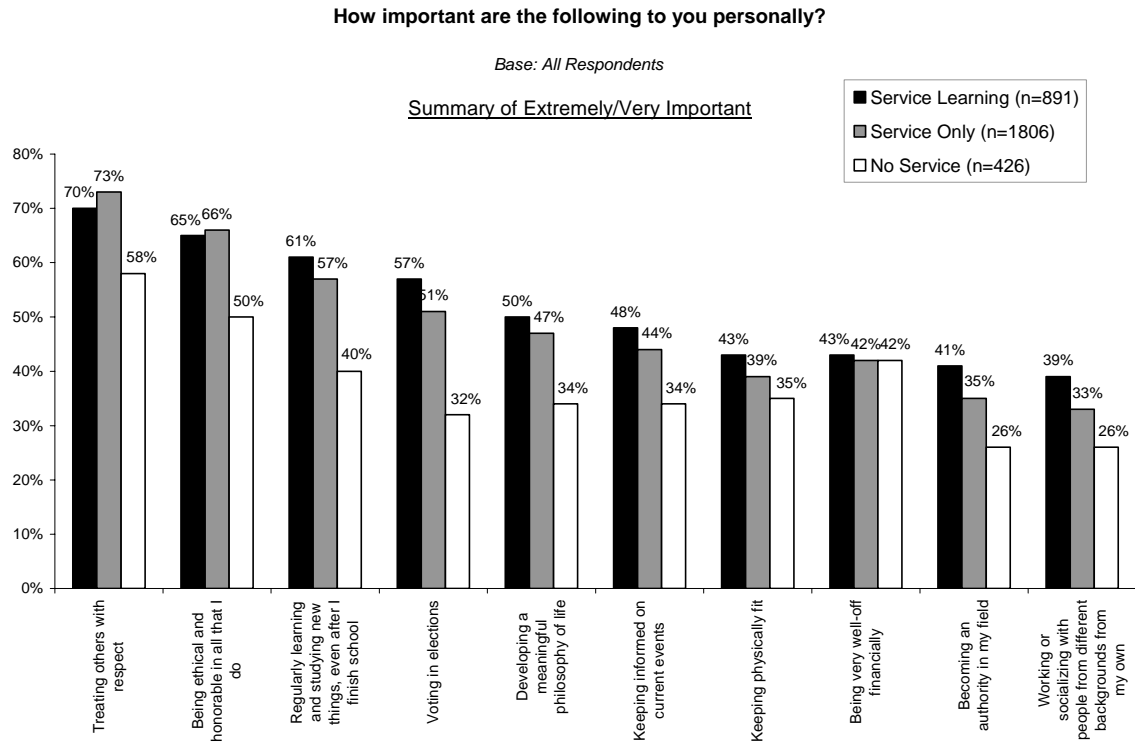


Civic Engagement in the Lives of Young Adults

The civic values of young adults who took part in service vary significantly from those who did no service. Service-learning alumni are more likely than their peers who did not take part in any form of service to find the following to be important: voting in elections (57 percent vs. 32 percent), being willing to fight for their country (20 percent vs. 14 percent), being a community leader (20 percent vs. 9 percent) and participating in service activities or volunteer work (28 percent vs. 7 percent). Young adults who took part in service not only feel higher levels of importance in civic arenas but they display civic-minded behaviors. In the past twelve months past service learners are more than twice as likely to often/very often discuss politics or community issues (48 percent vs. 21 percent), vote in a local, state or national election (41 percent vs. 19 percent) and express their opinion on a community or political issue by posting on a blog or other website (22 percent vs. 8 percent). Service-learning alumni were twice as likely to report often/very often playing a role in their communities than service-only alumni (17 percent vs. 8 percent). (See Graph 7.4) Anticipated civic engagement in the future is also much greater for past service participants, particularly past service learners. In the next two years sixty percent of service-learning alumni plan to vote compared to twenty six percent of those who did no service in their high school years. Service-learning alumni are twice as likely to discuss politics or community issues than their no-service peers (51

percent vs. 24 percent). Overall youth who took part in service-learning were previously, currently and plan to be more engaged in civic activities. (See Graph 7.5)

Graph 7.4: Important Personal Values by Service Level

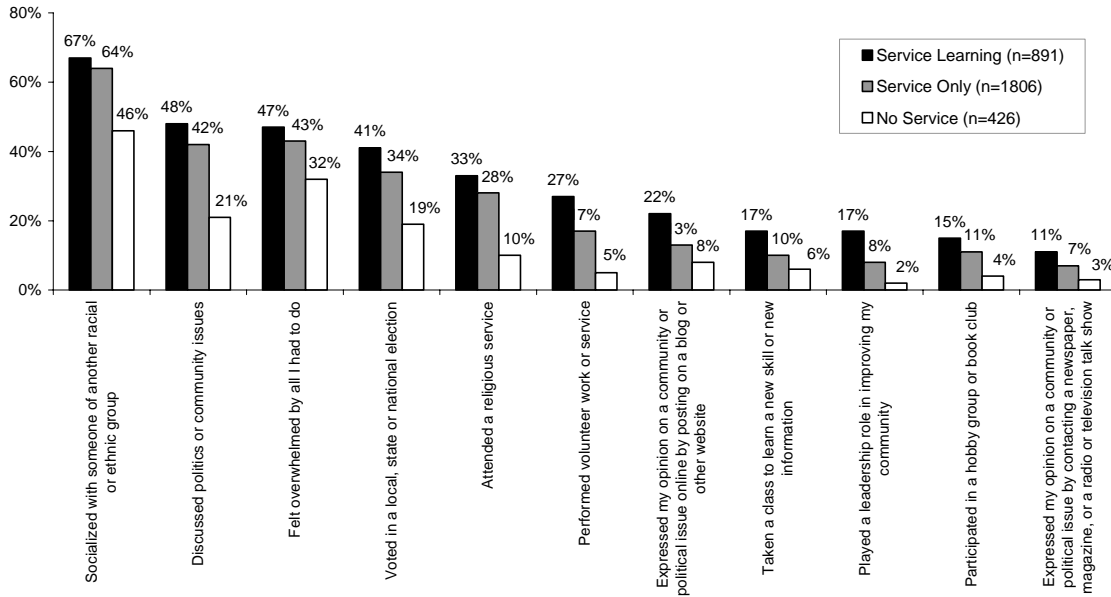


Graph 7.5: Behavior in the Past Twelve Months by Service Level

During the past twelve months, how often have you done the following?

Base: All Respondents

Summary of Very Often / Often

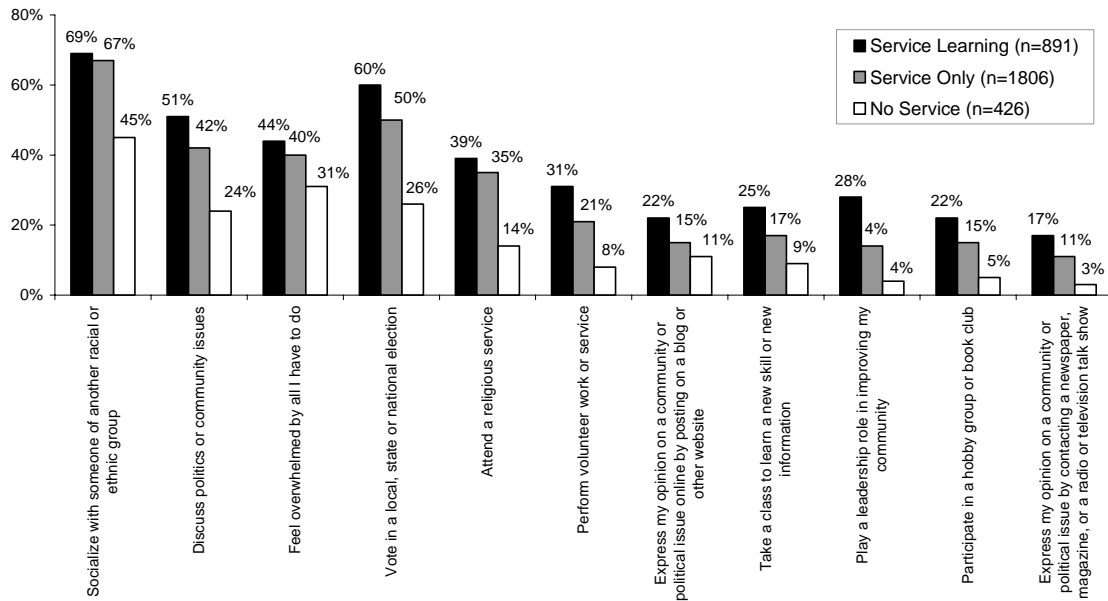


Graph 7.6: Predicted Behavior in the Next Two Years by Service Level

During the next two years, how often do you think you will do the following?

Base: All Respondents

Summary of Very Often / Often



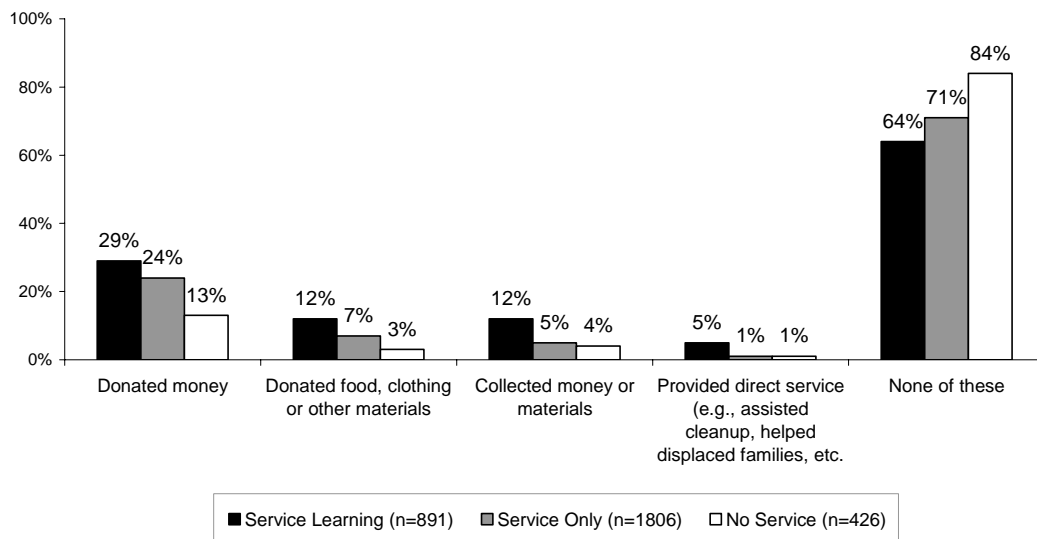
Donating and Volunteering

Past service-learning participants are more apt to continue volunteering and donating. Service-learning alumni are about six times more likely to have performed volunteer work in the past 12 months than their peers who did not do any service. When examining donating behaviors in response to two tragedies, Hurricane Katrina and the Asian Tsunami, we found significant differences among the Service-Learning, Service-only, and No-service groups. For Hurricane Katrina, 61 percent of Service-Learning, 51 percent of Service-only, and 35 percent of No-service provided aid. Overall, all groups were more likely to help for Hurricane Katrina than the Asian Tsunami. For both tragedies, most assistance came in the form of donations and collections. Direct service was most often provided by the past Service-Learning participants (8 percent) compared to Service-only (4 percent), and No-service participants (3 percent). (See Graphs 7.7 and Graph 7.8)

Graph 7.7: Response to Asian Tsunami by Service Level

Please tell us if you did any of the following in response to the Asian Tsunami.

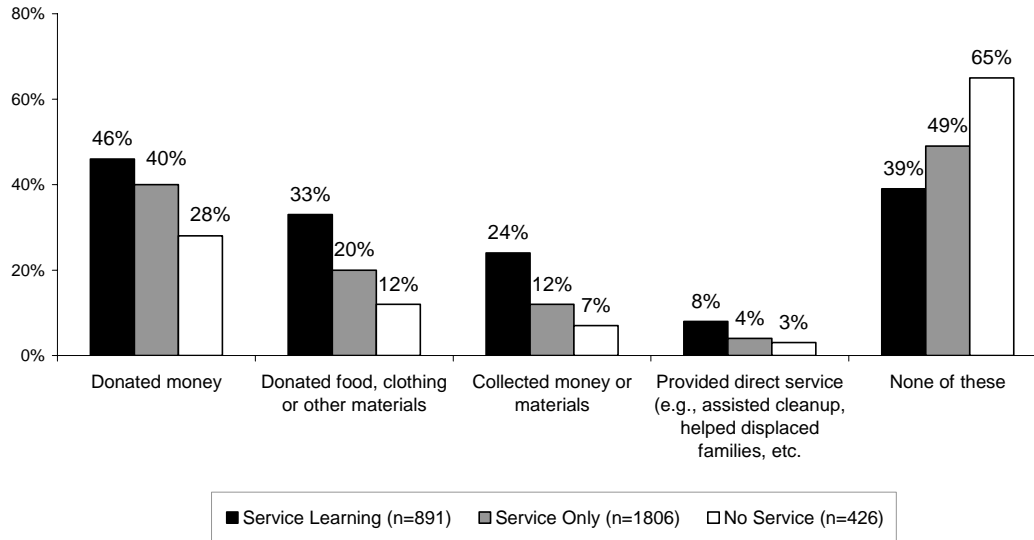
Base: All Respondents



Graph 7.8: Response to Hurricane Katrina by Service Level

Please tell us if you did any of the following in response to Hurricane Katrina.

Base: All Respondents



The benefits of service-learning to youths and communities are many. Service-learning youths are more politically and socially connected to their communities, both as leaders and as role models for young adults. They understand the importance of lifelong learning and, as a whole, are more educated and have higher aspirations than their peers who did not take part in service. Not only are they more active members of society, they are more satisfied with their current status in life. Many of the important skills learned by service-learning participants are those that ease the transition into adulthood. By providing youths with the service-learning option, communities are not the only ones to benefit: service-learning assists in the building of happier, more satisfied adults.

Chapter 8: General Summary Statistics

Youth Participation in Service-learning

- If youth took part in service, it is most likely to have occurred in high school. (91% Service-learning, 87% Service-only)
- Among youth who participated service-learning projects before 18, 54% said they were fulfilling a requirement.
- The top three reasons for service-learning students to take part in service-learning is to fulfill a requirement (59%), to help other people (57%) and to feel good about themselves (52%).
- Service-learning is most often a requirement of a particular class (52%) rather than a graduation requirement (34%).
- The top three courses students are most likely required to take part in service-learning are Social Studies (26%), Art/Music/Theater(21%) and Science(19%).
- The most meaningful service-learning projects for youth are in the area of education (18%), entertainment (10%) and healthcare (10%).
- Service-learning participants were more likely to grade their service experience at an A or B level than their service-only peers (60% vs. 51%)
- There are more positive qualities reported in a school service program for services learners than the number reported in a school service-only program.
 - I was required to write about or reflect on my service experience for the class or group (93% Service-learning vs. 0% Service-only).
 - The project was important for the group it served (90% Service-learning vs. 65% Service-only).
 - I worked directly with the people in the community (82% Service-learning vs. 56% Service-only).
 - I learned a lot (79% Service-learning vs. 50% Service-only).
 - I chose or helped to choose the type of project I worked on (76% Service-learning vs. 45% Service-only).
 - I met people from different economic, racial or cultural backgrounds from my own (71% Service-learning vs. 45% Service-only).
 - I had in-class discussions about the project (71% Service-learning vs. 28% Service-only).
 - The teachers or adult leaders set high expectations (68% Service-learning vs. 41% Service-only).
 - I used and developed problem-solving skills (66% Service-learning vs. 37% Service-only).
 - I received a grade for the project or it was related to my class grade (65% Service-learning vs. 21 % Service-only).
 - I analyzed or evaluated whether the project was a success (60% Service-learning vs. 25% Service-only).

- I helped design or plan the service project (52% Service-learning vs. 22% Service-only).
- I met adults I would go to if I were in trouble or needed help (43% Service-learning vs. 22% Service-only).
- I did research, read articles or books to prepare for the project (43% Service-learning vs. 10% Service-only).
- Fewer youth take part in service-learning in a community based organization than in a school service-learning program (12% vs. 28%).

Role Models

- Almost all service-learning youth had an important positive role model in their life growing up (97%); this varies dramatically from youth with no service involvement (78%), but less so from those involved in service only (93%).
- The most important role models for service-youth were their family (85%), educators (60%) and celebrities (21%).
- Service-learners were least likely to report not having any positive role models (3%) followed by service-only participants (7%) and youth who did not participate in any service (22%).
- Service-learning participants were more likely to meet an adult they could go to if they were in trouble or needed help (43% Service-learning vs. 22% Service-only).
- On average past service-learners and service-only participants have 6 different adults to go to if they are in trouble or need help compared to an average of 4 adults that youth who did not take part in service.

Service-learning in the Lives of Minorities

- Young adult African American and Hispanic past service-learning participants are five times more likely to have attended graduate school than their African American or Hispanic peers with non service experience (5% vs. 1%).
- White young adult service learning alumni are more likely to have attended graduate school than their no-service White peers (13% vs. 5%).
- African American and Hispanic service-learning and service only participants are more likely to report learning a lot during their service project than their White peers (76% vs. 69% vs. 58%).
- African American and Hispanic service-learning and service only participants are more likely that they used and developed problem-solving skills during their service project than their White peers (55% vs. 55% vs. 45%).
- African American and Hispanic service-learning and service only participants are more likely to report they have met adults during their service project that they could go to if they were in trouble or needed help than their White peers (42% vs. 37% vs. 25%).
- For African American past service-learners and service-only participants, the most reported benefits of service are the ability work well with others

- (79%), the ability to help others (78%), respecting others (77%), and the ability to see the world from someone else's perspective (76%).
- For Hispanic past service-learners and service-only participants, the most reported benefits of service are the ability work well with others (71%), the ability to work well with other people (71%), being a good citizen (71%) and respecting others (69%).
 - For White past service-learners and service-only participants, the most reported benefits of service are the ability to help others (71%), the ability to work well with other people (68%), being a good citizen (68%) and respecting others (67%).
 - During the past 12 months minorities who took part in service learning were more likely to have socialized with someone of another racial or ethnic group than their minority peers who did no service (70% vs. 48%).
 - During the past 12 months minorities who took part in service learning were more likely to have discussed politics or political issues than their minority peers who did no service (43% vs. 20%).
 - During the past 12 months minorities who took part in service learning were more likely to have voted in a local state or national election than their minority peers who did no service (41% vs. 16%).
 - During the past 12 months minorities who took part in service learning were more likely to performed volunteer work or service than their minority peers who did no service (24% vs. 5%).
 - During the past 12 months minorities who took part in service learning were more likely to have taken a class to learn a new skill or new information than their minority peers who did no service (20% vs. 7%).
 - During the past 12 months minorities who took part in service learning were more likely to have played a leadership role in improving their community than their minority peers who did no service (17% vs. 1%).
 - A majority (70%) of previous service-learning participants report that service-learning positively affected their leadership ability; which is almost 20% higher than their service-only peers.

What it Means to be an Adult

- Past service-learning participants are more likely to consider themselves adults than their service-only and no-service peers (86% Service-learning; 82% Service-only; 76% No-service)
- Those who took part in service-learning and service-only feel the average age someone should be considered an adult is 21, while those who did not take part in any service feel that the average age someone should be considered an adult is 22.
- Past service-learning participants are less likely to live with their parents than those who did not participate in service-learning (30% vs. 38%).
- Service-learning participants are less likely to have children under the age of 18 than their no service peers (17% vs. 23%).

Education

- Service-learning alumni report the highest college degree completion at 20%, compared to their service-only peers at 13% and no-service peers at 10%.
- Young adults who were involved in service are more likely to be a full-time student than those who were not involved in service (52% vs. 32%).
- Service-learning alumni desire higher levels of education than those who don't take part in service-BA degree 28% vs. 24%, MA degree 36% vs. 20%, PhD degree 22% vs. 7%.
- Service participants plan on completing their highest level of education by age 27 and their no-service counterparts plan to finish by about age 25.

Satisfaction

- Satisfaction levels for past service learners are higher than no service participants: family life (57% vs. 40%), their lives overall (55% vs. 31%), their friendships (54% vs. 34%), their school life (47% vs. 31%) and their work life (35% vs. 21%).

Positive Effects

- The top three overarching benefits that past service learners are the ability to help others (83%), the ability to work well with other people (82%) and respecting others (79%).
- Young adults attending college or those who have graduated from college report higher levels of service if they took part in high school service-learning (34%), compared to their high school peers that did not take part in any service (14%).
- One in ten past service learners (10%), has done community or national service or volunteered as a full-time activity.
- Over half of past service learners (61%) and service-only (60%) participants are likely to give full-time service for up to 6 months.
- Service-learning alumni are more likely than their no-service peers to find the following to be important: voting in elections (57% vs. 32%), being willing to fight for their country (20% vs. 14%), being a community leader (20% vs. 9%), and participating in service activities or volunteer work (28% vs. 7%).
- In the past 12 months past service learners are more than twice as likely to often/very often discuss politics or community issues (48% vs. 21%), vote in a local state or national election (41% vs. 19%), and express their opinion on a community or political issue by posting on a blog or other website (22% vs. 8%).
- Service learning alumni were twice as likely to report often/very often playing a role in their communities than service-only alumni (17% vs. 8%).
- In the next two years 60% of service-learning alumni plan to vote compared to 26% of those who did no service in their high school years.
- Service-learning alumni are twice as likely to discuss politics or community issues than their no-service peers (51% vs. 24%).

Chapter 9: Weighted Demographics

Urbanicity

	n	%
In an urban or city area	1115	35.7
In a suburban area next to a city	1206	38.6
In a small town or rural area	803	25.7
Total	3123	100

Region

	n	%
East	671	21.5
Midwest	709	22.7
South	1038	33.2
West	706	22.6
Total	3123	100

Gender

	n	%
Male	1568	50.2
Female	1555	49.8
Total	3123	100

Gender by Age

	n	%
Male 18-19	418	13.4
Male 20-24	577	18.5
Male 25-29	573	18.3
Female 18-19	372	11.9
Female 20-24	604	19.3
Female 25-29	579	18.6
Total	3123	100

Ethnicity

	n	%
White	1845	59.1
Black/African American	416	13.3
Asian or Pacific Islander	121	3.9
Native American or Alaskan native	13	.4
Mixed racial background	38	1.2
Other race	17	.5
Hispanic	584	18.7
Decline to answer	90	2.9
Total	3123	100

Quotas

	n	%
Male 18-22 Black	97	3.1
Male 18-22 Hispanic	131	4.2
Male 18-22 Other	487	15.6
Female 18-22 Black	103	3.3
Female 18-22 Hispanic	116	3.7
Female 18-22 Other	487	15.6
Male 23-28 Black	97	3.1
Male 23-28 Hispanic	184	5.9
Male 23-28 Other	572	18.3
Female 23-28 Black	119	3.8
Female 23-28 Hispanic	153	4.9
Female 23-28 Other	578	18.5
Total	3123	100

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Appendix 2: Methodology

This methodology describes the sampling and interviewing procedures used by Harris Interactive Inc., for The National Survey on Service-Learning and Transitioning to Adulthood.

The survey questionnaire was self-administered by means of the Internet. A stratified random sample of Harris Interactive's online panel was invited through password protected email invitations to participate in a survey about their lives and plans for the future. Qualified respondents were U.S. residents, 18-28 years old. Interviews were completed with 3,123 qualified respondents. Interviews averaged 18 minutes in length and were conducted between December 2nd and December 15th, 2005.

Sample Selection

Invitations for this study were emailed to a stratified random sample drawn from the Harris Poll Online database identified as a U.S. resident and ages 18-28. Sample was obtained from the Harris Poll Online (HPOL) opt-in panel of millions of respondents.

The HPOL panel has been recruited through hundreds of sources using diverse recruitment methods in order to minimize selection bias, including:

- Co-Registration Offers on Partner Websites
- Targeted Emails Sent by Online Partners to Their Audience
- Graphical and Text Banner Placements on Partner Websites
- Refer-a-Friend Program
- Client Supplied Sample Opt-Ins
- Trade Show Presentations
- Targeted Postal Mail Invitations
- TV Advertisements
- Telephone Recruitment of Targeted Populations

Control of the Sample

To maintain the reliability and integrity in the sample, the following procedures were used:

- Password protection. Each invitation contained a password-protected link to the survey that was uniquely assigned to that email address. Password protection ensures that a respondent completes the survey only one time.
- Reminder invitations. To increase the number of respondents in the survey and to improve overall response rates, one reminder invitation was mailed 2 days after the initial invitation to those respondents who had not yet participated in the survey.
- "Instant Results" of selected survey findings. To increase the number of respondents in the survey and to improve overall response rates, respondents

- were able to access results to pre-determined, selected questions after completing the survey.
- HIPointsSM and HistakesSM. To increase the number of respondents in the survey and to improve overall response rates, HPOL panel members (age 13 and older) were enrolled in the HIPoints rewards program in which respondents earn points for completing surveys. These points can be redeemed for a variety of merchandise and gift certificates. In addition, survey respondents were entered in the monthly Histakes sweepstakes drawing.

Online Interviewing Procedures

Interviews were conducted using a self-administered online questionnaire via Harris' proprietary, web-assisted interviewing software. The Harris Online interviewing system permits online data entry by the respondents.

Online questionnaires are programmed into the system with the following checks:

1. Question and response series
2. Skip patterns
3. Question rotation
4. Range checks
5. Mathematical checks
6. Consistency checks
7. Special edit procedures

For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has three possible answer choices ("Agree," "Disagree," "Not Sure"), the system will only accept coded responses to these choices.

Weighting the Data

Demographic Weighting

Data were weighted to reflect the population of U.S. residents ages 18-28 years old according to key demographic variables (age, gender, race/ethnicity, region, education, and income). These variables were weighted to known parameters in the United States.

Propensity Weighting

Following the demographic weighting, the data were then weighted to ensure a comparable sample to a parallel phone study. A propensity score weighting was used to adjust for respondents' propensity to be online. The propensity weighting score was derived from key questions in the survey that surveyed respondents' views on certain subjects and their likelihood to engage in certain activities. The data were then weighted based on this score, in addition to the demographic variables mentioned previously, to reflect a population similar to the phone sample.

Editing and Cleaning the Data

The data processing staff performs machine edits and additional cleaning for the entire data set. Harris edit programs act as a verification of the skip instructions and other data checks that are written into the program. The edit programs list any errors by case and

type. These are then resolved by senior EDP personnel who inspect the original file and make appropriate corrections. Complete records are kept of all such procedures.

Reliability of Survey Percentages

The results from any survey sample are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results. Exhibit A.1 shows the range of sampling variation that applies to percentage results for this type of survey. The chances are 95 in 100 that the survey results do not vary, plus or minus, by more than the indicated number of percentage points from the results that would have been obtained had interviews been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 300 is 30%, then in 95 out of 100 cases the response of the total population would be between 25% and 35%. Note that survey results based on subgroups of a small size can be subject to large sampling error.

Exhibit A.1
Approximate Sampling Tolerances (at 95% Confidence) to
Use in Evaluating Percentage Results

Number Of People Asked Question On Which Survey Result Is Based	Survey Percentage Result At 10% Or 90%	Survey Percentage Result At 20% Or 80%	Survey Percentage Result At 30% Or 70%	Survey Percentage Result At 40% Or 60%	Survey Percentage Result At 50%
3,000	1	1	2	2	2
2,000	1	2	2	2	2
1,500	2	2	2	3	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances also are involved in the comparison of results from different parts of the sample (subgroup analysis) or from different surveys. Exhibit A.2 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures too represent the 95% confidence interval.

For example, suppose one group of 1,000 has a response of 34% “yes” to a question, and an independent group of 500 has a response of 28% “yes” to the same question, for an observed difference of 6 percentage points. According to the Exhibit, this difference is subject to a potential sampling error of 5 percentage points. Since the observed difference is greater than the sampling error, the observed difference is considered statistically significant.

Exhibit A.2
 Approximate Sampling Tolerances (at 95% Confidence) to Use
 in Evaluating Differences Between Two
 Percentage Results

Approximate Sample Size of Two Groups Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	3	4	4
500	3	4	4	5	5
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	5	6	6	6
200	5	7	8	8	8
100	6	9	10	11	11
50	9	12	13	14	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

Non-Sampling Error

Sampling error is only one way in which survey findings may vary from the findings that would result from interviewing every member of the relevant population. Survey research is susceptible to human and mechanical errors as well, such as interviewer recording and data handling errors. However, the procedures used by the Harris firm, including the CAI systems described earlier, keep these types of errors to a minimum.

Appendix 3: Data Sheeted Questionnaire

The National Survey on Service-Learning and Transitioning to Adulthood (NYLC)
(Last updated on 3-13-06 by Harris Interactive Inc.)

Student Experiences Datasheeted Questionnaire

Methodology

Harris Interactive® fielded the online survey on behalf of National Youth Leadership Council between December 2 and 15, 2005 among a nationwide sample of 3,123 U.S. adults ages 18 to 28. The data were weighted to be representative of the total U.S. adult population on the basis of region, age within gender, education, household income, race/ethnicity and propensity to be online. In theory, with a probability sample of this size, one can say with 95 percent certainty that the results for the overall sample of adults have a sampling error of plus or minus 2 percentage points. Sampling error for the sub-samples of those who have taken part in service learning (891), those who have taken part in community service (1,806) and those who have not taken part in any service (426) is higher and varies. This online sample is not a probability sample.

About NYLC

For more than two decades, the National Youth Leadership Council has led a movement linking youths, educators and communities to redefine the roles of young people in society. That movement is service-learning, and it empowers youths to transform themselves from recipients of information and resources into valuable, contributing members of society. NYLC has been at the center of community service and service-learning programs and policy development since 1983. It annually convenes The National Service-Learning Conference, which included representatives from all 50 states and 41 countries in 2005. NYLC also offers adult and youth trainings, runs model programs and develops service-learning materials.

About State Farm

State Farm® insures more cars than any other insurer in North America and is the leading U.S. home insurer. State Farm's 17,000 agents and 68,000 employees serve over 74 million auto, fire, life and health policies in the United States and Canada. State Farm also offers financial services products through State Farm Bank®. State Farm Mutual Automobile Insurance Company is the parent of the State Farm family of companies. State Farm is ranked No.19 on the Fortune 500 list of largest companies. For more information, please visit statefarm.com® or in Canada statefarm.ca™.

State Farm supports service-learning programs that teach students about issues that have real-world importance and provide golden opportunities for them to have a positive, direct impact on their communities by using and increasing their academic skills.

About Harris Interactive®

Harris Interactive Inc. (www.harrisinteractive.com), based in Rochester, New York, is the 13th largest and the fastest-growing market research firm in the world, most widely

known for *The Harris Poll*[®] and for its pioneering leadership in the online market research industry. Long recognized by its clients for delivering insights that enable confident business decisions, the Company blends the science of innovative research with the art of strategic consulting to deliver knowledge that leads to measurable and enduring value.

Harris Interactive serves clients worldwide through its United States, Europe (www.harrisinteractive.com/europe) and Asia offices, its wholly-owned subsidiary Novatris in Paris, France (www.novatris.com), and through an independent global network of affiliate market research companies. EOE M/F/D/V

To become a member of the Harris Poll OnlineSM and be invited to participate in future online surveys, go to www.harrispollonline.com.

Notes on reading the results

The percentage of respondents has been included for each item. An asterisk (*) signifies a value of less than one-half percent. A dash represents a value of zero. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents answering that question.

SECTION 300: SAMPLE PRELOAD AND SCREENING QUESTIONS

BASE: ALL RESPONDENTS

Q102 Are you...? Service	Total	Service Learning	Service Only	No
Male	50	49	48	60
Female	50	51	52	40

BASE: ALL RESPONDENTS

Q104 In what year were you born? *Please enter as a four-digit number, e.g., 1963.*

[RANGE: 1890-1999]

|_|_|_|_|

BASE: ALL RESPONDENTS

Q105 Respondent Age	TOTAL	SERVICE LEARNING	SERVICE ONLY	NO SERVICE
18	17	17	18	10
19	9	8	9	7
20	8	9	7	8
21	7	8	7	5
22	5	5	5	6
23	9	9	8	12
24	9	10	8	8
25	9	9	8	9
26	9	7	10	11
27	10	9	10	14
28	9	8	9	11

BASE: ALL RESPONDENTS

Q110 In which country or region do you currently reside?

All US Residents

BASE: ALL RESPONDENTS

Q344 RACIAL BREAKDOWN

		Total	Service Learning	Service Only	No Service
01	White	59	56	60	60
02	Black	7	8	7	7
03	Asian or Pacific Islander	4	4	4	3
04	Native American or Alaskan native	*	*	*	*
05	Mixed racial background	1	2	1	1
06	Other race	1	1	*	1
07	Hispanic	19	20	17	22
08	African American	6	7	6	2
94	Decline to answer	3	2	3	4

BASE: ALL RESPONDENTS

Q310 Is the area where you live...?

		Total	Service Learning	Service Only	No Service
1	In an urban or city area	36	39	34	36
2	In a suburban area next to a city	39	37	41	33
3	In a small town or rural area	26	24	25	31

BASE: ALL RESPONDENTS

Q316 What is the highest level of education you have completed or the highest degree you have received?

		Total	Service Learning	Service Only	No Service
01	Less than high school	1	1	1	3
02	Some high school	8	7	9	5
03	High school or equivalent (e.g., GED)	26	20	26	40
04	Associate's degree	7	7	6	8
05	Some college, but no degree	33	36	33	30
06	College (e.g., B.A., B.S.)	14	20	13	10
07	Some graduate school, but no degree	5	4	6	2
08	Graduate school (e.g., M.S., M.D., Ph.D.)	5	5	6	3

SECTION 400: HIGH SCHOOL EXPERIENCE

BASE: ALL RESPONDENTS

Q405 With regard to school, are you currently enrolled or taking courses to earn a degree at any of the following? Please select **all** that apply.

[MULTIPLE RESPONSE]

	Total	Service Learning	Service Only	No Service
1 High school	11	11	11	9
2 Trade/Vocational school	3	2	3	5
3 2-year or junior college or community college	11	13	11	10
4 4-year college/university	31	35	33	20
5 Graduate school	6	7	7	3
6 Business or professional school (law, medicine, etc.)	2	2	2	1
7 Not enrolled in a college/university, but taking at least one course	1	1	1	1
8 Not currently enrolled in any of these	39	36	37	53

BASE: AT LEAST SOME HIGH SCHOOL

Q410 Next, we'd like to ask you a few questions about your experiences in grades 9 – 12 (high school or secondary school). If you have attended more than one high school, please answer the following questions about the school that you attended most recently.

[IF Q405/1] In which country is this school located?

[IFQ405/not 1 AND Q316/>=2] In which country was this school located?

[DROP DOWN LIST OF COUNTRIES]

BASE: AT LEAST SOME HIGH SCHOOL AND ATTENDED SCHOOL IN THE UNITED STATES

Q415 [IF Q405/1] In which state or territory is this school located?

[IF Q405/1 AND Q316/>=2] In which state or territory was this school located?

[INSERT DROP DOWN LIST OF STATES/TERRITORIES]

BASE: AT LEAST SOME HIGH SCHOOL (N=3,114)

Q420 [IF405/1] Is the high school that you currently attend ...?

[IF Q405/not 1 AND Q316/>=2] Was the high school that you most recently attended...?

	Total	Service Learning	Service Only	No Service
1 In an urban or city area	31	30	30	35
2 In a suburban area next to a city	38	40	38	34
3 In a small town or rural Area	31	30	32	31

BASE: AT LEAST SOME HIGH SCHOOL(N=3,114)

Q425 [IFQ405/1] Is your high school...?
 [IF Q405/not 1 AND Q316/>=2] Was your high school...?

	Total	Service Learning	Service Only	No Service
1 A private or parochial School	11	17	9	7
2 A public school	87	81	89	90
3 I was home-schooled.	2	2	2	3

BASE: AT LEAST SOME HIGH SCHOOL AND ATTENDED PRIVATE OR PAROCHIAL SCHOOL (N=346)

Q430 [IFQ405/1] Is your school affiliated with a particular religion or religious group?
 [IF Q405/not 1 AND Q316/>=2] Was your school affiliated with a particular religion or religious group?

	Total	Service Learning	Service Only	No Service
1 Yes	72	73	71	68
2 No	28	27	29	32

BASE: AT LEAST SOME HIGH SCHOOL (N=3,114)

Q435 [IFQ405/1] Have you ever taken any...?
 [IF Q405/not 1 AND Q316/>=2] When you were in high school, did you ever take any...?

SERVICE LEARNING		1 Yes	2 No	9 Decline to answer
1	Honors or advanced placement (AP) classes	76	24	*
2	Special education classes	5	95	*
SERVICE ONLY		1 Yes	2 No	9 Decline to answer
1	Honors or advanced placement (AP) classes	69	30	1
2	Special education classes	5	94	1
NO SERVICE		1 Yes	2 No	9 Decline to answer
1	Honors or advanced placement (AP) classes	40	53	7
2	Special education classes	5	88	7

TOTAL	1 Yes	2 No	9 Decline to answer
1 Honors or advanced placement (AP) classes	66	32	2
2 Special education classes	5	93	2

BASE: AT LEAST SOME HIGH SCHOOL(N=3,114)

Q440 [IFQ405/1] What grades do you get in high school?
 [IF Q405/not 1 AND Q316/>=2] What grades did you get in high school?

	Total	Service Learning	Service Only	No Service
01 Mostly A's	28	30	31	12
02 Mostly A's and B's	38	42	37	32
03 Mostly B's	9	11	8	10
04 Mostly B's and C's	17	13	17	28
05 Mostly C's	4	3	3	9
06 Mostly C's and D's	2	1	2	4
07 Mostly D's	*	-	*	2
08 Mostly D's and F's	1	1	1	2
09 My high does/did not use grades.	1	*	1	2

BASE: AT LEAST SOME HIGH SCHOOL(N=3,114)

Q445 [IF 405/1] How involved are you in the following activities? Please include non-school activities as well as school activities.
 How involved are you in...?

[IF Q405/not 1 AND Q316/>=2] During your high school years, how involved were you in the following activities? Please include non-school activities as well as school activities.
 How involved were you in...?

SERVICE LEARNING	1 Not at all involved	2 Somewhat involved	3 Involved	4 Very involved	5 Extremely involved
1 Playing sports on a team	35	17	16	13	20
2 Music or art activities (e.g., chorus, band, etc.)	33	12	18	13	25
3 Student government	56	16	13	5	9
4 Performing volunteer Work	14	24	28	20	15
4 Other clubs or organizations	12	19	28	20	21

SERVICE ONLY	1 Not at all involved	2 Somewhat involved	3 Involved	4 Very involved	5 Extremely involved
1 Playing sports on a team	49	12	13	11	16
2 Music or art activities					

	(e.g., chorus, band, etc.)	40	12	13	14	21
3	Student government	72	12	8	4	4
4	Performing volunteer Work	27	29	25	12	7
5	Other clubs or organizations	21	20	25	19	15
NO SERVICE		1	2	3	4	5
		Not at all involved	Somewhat involved	Involved	Very involved	Extremely involved
1	Playing sports on a team	65	12	12	5	7
2	Music or art activities (e.g., chorus, band, etc.)	70	9	9	5	7
3	Student government	91	4	3	*	2
4	Performing volunteer Work	82	10	5	1	2
6	Other clubs or organizations	63	19	11	2	4
TOTAL		1	2	3	4	5
		Not at all involved	Somewhat involved	Involved	Very involved	Extremely involved
1	Playing sports on a team	48	13	13	10	15
2	Music or art activities (e.g., chorus, band, etc.)	43	12	13	13	20
3	Student government	70	12	9	4	5
4	Performing volunteer work	32	25	22	13	8
5	Other clubs or organizations	25	20	24	17	15

BASE: AT LEAST SOME HIGH SCHOOL (N=3,114)

Q455 [IF Q405/1] On average, how many hours do you work at a paid job during a typical week when school is in session?

[IF Q405/not 1 AND Q316/>=2] On average during high school, how many hours did you work at a paid job during a typical week when school was in session?

/_/_/ hours [range: 0 – 40]

	Total	Service Learning	Service Only	No Service
MEAN:	11.2	12.4	10.7	11.2
MEDIAN:	10	13	10	9

BASE: AT LEAST SOME HIGH SCHOOL (N=3,114)

Q465 [IF Q405/1] Overall, how would you rate the quality of education you are receiving in high school?

[IF Q405/not 1 AND Q316/>=2] Overall, how would you rate the quality of education you received in high school?

	Total	Service Learning	Service Only	No Service
1 Poor (F)	3	1	2	6
2 Fair (D)	10	7	9	16

3	Good (C)	30	26	29	40
4	Very good (B)	37	38	39	26
5	Excellent (A)	21	28	21	12

BASE: ALL RESPONDENTS

Q470 [IF Q405/1] Who are the adults with whom you live most of the time? Please select **all** that apply.
 [IF Q405/not 1 AND Q316>=2] When you were in high school, who were the adults with whom you lived most of the time? Please select **all** that apply.
 [IF Q405/not 1 AND Q316/1] Who were the adults you lived with most of the time when you were 13-17 years old? Please select **all** that apply.

[MULTIPLE RESPONSE]

		Total	Service Learning	Service Only	No Service
1	Mother	91	92	93	85
2	Father	70	70	73	59
3	Stepmother	2	3	2	3
4	Stepfather	8	8	7	7
5	Parent's girlfriend or boyfriend	1	1	1	2
6	Sitter or nanny	*	1	*	-
7	Adult brother or sister	7	7	7	6
8	Grandparent(s)	5	7	4	6
9	Aunt or Uncle	3	4	2	3
10	Some other adult(s)	1	2	1	2
11	No adult(s)	1	1	1	4

BASE: LIVED WITH SOME OTHER ADULTS MOST OF THE TIME

Q472 [IF Q405/1] Who are the other adults with whom you live most of time?
 [IF Q405/not 1 AND Q316>=2] Who were the other adults with whom you lived most of the time when you were in high school?
 [IF Q405/not 1 AND Q316/1] Who were the other adults with whom you lived most of the time when you were 13-17 years old?

[TEXT BOX] NON-MANDATORY

BASE: ALL RESPONDENTS

Q475 [IF Q405/1] Which one of the following statements best describes your family situation?
 [IF Q405/not 1 AND Q316>=2] Which one of the following statements best described your family situation when you were in high school?
 [IF Q405/not 1 AND Q316/1] Which one of the following statements best described your family situation when you were 13-17 years old?

		Total	Service Learning	Service Only	No Service
1	My family [IF Q405/1 INSERT has; OTHERS INSERT had] a hard time buying the things we [IF Q405/1 INSERT need; OTHERS INSERT needed].	10	10	9	19
2	My family [IF Q405/1 INSERT has; OTHERS INSERT	33	32	30	40

had] just enough money for the things we[IF Q405/1 INSERT need; OTHERS INSERT needed].

3	My family [IF Q405/1 INSERT has; OTHERS INSERT had] no problem buying the thing we [IF Q405/1 INSERT need; OTHERS INSERT needed] and sometimes we [IF 405/1 can also; OTHERS INSERT could also] buy special things.	46	47	49	36
2	My family [IF Q405/1 INSERT has; OTHERS INSERT had] enough money to buy pretty much anything we [IF Q405/1 INSERT want; OTHERS INSERT wanted].	11	11	12	5

***BASE: EDUCATION LESS THAN HIGH SCHOOL ACHIEVED (N=9)**

***Q480** How many hours did you work at a paid job during a typical week when you were 14-17 years old?

[_|_|_] hours per week [Range: 0-168]

	Total	Service Learning	Service Only	No Service
Mean Hours Per Week	9.4	-	15.5	3.6
Median Hours Per Week	-	-	15	-

***NOTE: Base (Education less than HS achieved) for Q480 is too small and the results using this base should not be used/reported.**

SECTION 500: Role models and connectedness to supportive adults

BASE: ALL RESPONDENTS

Q505 Who were your most important positive role models when you were growing up? Please select **all** that apply.

[MULTIPLE RESPONSE]

	Total	Service Learning	Service Only	No Service
1 Mother	68	71	71	50
2 Father	53	58	54	39
3 Grandparent	30	34	31	21
4 Older brother or sister	17	20	18	10
5 Other family member	16	17	16	10
6 Teacher/Professor	45	53	46	24
7 Coach	13	18	12	5
8 Guidance counselor	6	8	6	1
9 Principal or assistant principal	4	5	4	1
10 Famous singer or musician	10	13	9	8
11 Famous athlete	6	6	7	4
12 Other famous person or celebrity	8	9	8	7
13 Neighbor	6	8	7	2
14 Adult in a youth organization (such as Girl Scouts, Boy Scouts, Boys and	7	11	7	*

	Girls Clubs, Junior Achievement, 4-H, etc.)				
15	Friends/boyfriend/girlfriend	4	4	4	3
16	Friend's parents	1	*	2	*
17	Family friends	1	1	1	*
18	Adult in community service organization	4	5	4	*
19	Religious leader (e.g., minister, priest, rabbi, imam, nun, etc.)	15	18	16	5
20	Someone else	2	2	3	1
21	I did not have any positive role models.	8	3	7	22
22	None/Nothing	*	*	*	1
23	Don't know	*	*	*	1
24	Decline to answer/No answer	1	1	2	1

BASE: SOMEONE ELSE WAS A ROLE MODEL AND NOT IN ORIGINAL LIST ABOVE

Q507 Who else were your most important positive role models when you were growing up?

RESPONSES WERE CODED BACK INTO QUESTION ABOVE

BASE: ALL RESPONDENTS

Q510 [IF 405/1] How many different adults can you go to if you are in trouble or need help? Adults can include relatives, such as parents or siblings, or other adults in your life at that time.

[IF 405/not 1 AND Q316>=2] When you were in high school, how many different adults could you go to if you were in trouble or needed help? Adults can include relatives, such as parents or siblings, or other adults in your life at that time.

[IF Q405/not 1 AND Q316/1] When you were 13-17 years old, how many different adults could you go to if you were in trouble or needed help? Adults can include relatives, such as parents or siblings, or other adults in your life at that time.

/_/_/ adults [range: 0 – 98]

	Total	Service Learning	Service Only	No Service
MEAN:	5.7	6	6.1	4.1
MEDIAN:	4	4	4	2

BASE: HAVE/HAD AT LEAST 1 PERSON TO GO TO FOR HELP (N=2,940)

Q515 Who [IF Q405/1 INSERT is the adult/are the adults; IF Q405/>1 INSERT was the adult/were these adults] you [IF Q405/1 INSERT can; IF Q405/>1INSERT could] go to if you [IF Q405/1 INSERT are; IF Q405/>1INSERT were] in trouble or [IF Q405/1 INSERT need; IF Q405/>1INSERT needed] help? Please select **all** that apply.

[MULTIPLE RESPONSE]
[RANDOMIZE]

	Total	Service Learning	Service Only	No Service
1 Mother	79	76	81	74
2 Father	61	64	62	53
3 Grandparent	31	35	31	20
4 Older brother or sister	23	25	22	20
5 Other family member	31	31	32	23
6 Teacher/professor	47	54	49	28
7 Coach	15	21	15	6
8 Guidance counselor	19	22	19	10
9 Principal or assistant principal	9	12	8	4
10 Famous singer or musician	1	*	1	*
11 Famous athlete	*	*	-	*
12 Other famous person or celebrity	*	*	1	*

13	Neighbor	15	19	16	7
14	Adult in a youth organization (such as Girl Scouts, Boy Scouts, Boys and Girls Clubs, Junior Achievement, 4-H, etc.)	7	11	6	2
15	Friend's parents	7	8	7	5
16	Friends/boyfriend/girlfriend	5	4	5	7
17	Family Friends	3	5	3	1
18	Religious leader (e.g., minister, priest, rabbi, imam, nun, etc.)	5	7	5	1
19	Adult in community service organization	17	22	17	3
20	Someone else	4	5	4	1
21	None/Nothing	*	*	*	1
22	Don't know	*	*	*	*
23	Decline to answer/No Answer	2	2	1	4

BASE: SOMEONE ELSE THEY COULD GO TO AND NOT IN ORIGINAL LIST ABOVE

Q520 Who else [IF Q405/1 INSERT is the adult/are the adults; IF Q405/>1 INSERT was the adult/were these adults] you [IF Q405/1 INSERT can; IF Q405/>1INSERT could] go to if you [IF Q405/1 INSERT are; IF Q405/>1INSERT were] in trouble or [IF Q405/1 INSERT need; IF Q405/>1INSERT needed] help?

[TEXT BOX] NON-MANDATORY

RECODED BACK INTO QUESTION ABOVE

SECTION 600: Service and/or Service-learning experience

BASE: ALLRESPONDENTS

Q605 Some people participate in service activities (also known as volunteering or community service). Service activities include both direct service (such as tutoring, visiting the sick or elderly, serving meals to the homeless, cleaning up litter, working in a community garden, etc.) and indirect service (such as fundraising, raising awareness, doing research, etc.).

Before you were 18 years old, did you ever participate in any direct or indirect service activities in the following situations?

Q606

SERVICE LEARNING		1	2
		Yes	No
1	A school activity, class or requirement	97	3
2	A religious-affiliated youth organization	64	36
3	Another type of youth organization (such as Girl Scouts, Boy Scouts, Kiwanis, etc.)	54	46
4	Another organization	50	50
5	On my own and not part of an organization or class	42	58
SERVICE ONLY		1	2
		Yes	No
1	A school activity, class or requirement	74	26
2	A religious-affiliated youth organization	50	50
3	Another type of youth organization (such as Girl Scouts, Boy Scouts, Kiwanis, etc.)	42	58
4	Another organization	39	61
5	On my own and not part of an organization or class	37	63
NO SERVICE		1	2

		Yes	No
1	A school activity, class or requirement	-	100
2	A religious-affiliated youth organization	-	100
3	Another type of youth organization (such as Girl Scouts, Boy Scouts, Kiwanis, etc.)	-	100
4	Another organization	-	100
5	On my own and not part of an organization or class	-	100
TOTAL		1 Yes	2 No
1	A school activity, class or requirement	68	32
2	A religious-affiliated youth organization	46	54
3	Another type of youth organization (such as Girl Scouts, Boy Scouts, Kiwanis, etc.)	39	61
4	Another organization	35	65
5	On my own and not part of an organization or class	32	68

BASE: ALL RESPONDENTS

Q607 HIDDEN QUESTION
[MULTIPLE RESPONSE]

	Total	Service Learning	Service Only	No Service	
1	Did service as part of school or organization	81	100	96	-
2	Did any service	84	100	100	-
3	Did not do service	16	-	-	100

BASE: DID SERVICE IN A SCHOOL (Q605/1 AND Q606/1) (N=2,160)

Q615 You indicated that you had participated in a service project as part of a school activity, class or requirement.

How many different classes did you take that included a service project as part of the class? Service activities that are part of a class are also known as service-learning.

/_/_/[range: 0 – 12]

	Total	Service Learning	Service Only
MEAN:	1.7	2.2	1.5
MEDIAN:	1	2	1

BASE: DID SERVICE IN A SCHOOL (N=2,160)

Q620 In what grades did you participate in a service project as part of a school activity, class or requirement? Please select **all** that apply.

[MULTIPLE RESPONSE]

	Total	Service Learning	Service Only	
1	Elementary school (Kindergarten – 5 th grade)	18	18	19
2	Middle school or junior high school (6 th – 8 th grade)	37	38	36
3	High school (9 th – 12 th grade)	88	91	87
4	College	22	26	20

BASE: DID SERVICE IN ELEMENTARY OR MIDDLE SCHOOL (N=404)

Q625 Was this school...?

SERVICE LEARNING

Q626		1 Public	2 Private or parochial and affiliated with a religious group	3 Private and <u>not</u> affiliated with a religious group	4 I was home-schooled
1	Elementary school	80	17	*	3
2	Middle school or junior high school	76	20	4	1

SERVICE ONLY

		1 Public	2 Private or parochial and affiliated with a religious group	3 Private and <u>not</u> affiliated with a religious group	4 I was home-schooled
1	Elementary school	78	20	2	*
2	Middle school or junior high school	86	11	2	1

TOTAL

		1 Public	2 Private or parochial and affiliated with a religious group	3 Private and <u>not</u> affiliated with a religious group	4 I was home-schooled
1	Elementary school	79	19	1	1
2	Middle school or junior high school	82	15	3	1

BASE: ALL RESPONDENTS

Q628 [IF Q405/1 INSERT Does; IF Q405/>1 INSERT Did] your high school or secondary school require students to do service projects or volunteer as part of...? Please select **all** that apply.
[MULTIPLE RESPONSE]

		Total	Service Learning	Service Only	No Service
1	A class requirement	27	52	20	4
2	A graduation requirement	19	34	15	8
3	None – my high school [IF Q405/1 INSERT does; I F Q405/>1 INSERT did] not require students to do any service activities.	50	26	56	68
4	Other	4	5	5	*
5	I did not go/have not yet gone to high school.	*	*	*	1

6 Not sure 9 3 8 20

BASE: DID SERVICE IN A SCHOOL (N=2,160)

Q630 Please think about the service project(s) that you did as part of a school activity, class or requirement. In what subject areas were these classes? Please select **all** that apply.

[MULTIPLE RESPONSE]

		Total	Service Learning	Service Only
1	Social studies	18	26	13
2	Math	5	6	5
3	English/Language arts	12	17	8
4	Science	13	19	9
5	Foreign languages	8	9	8
6	Art/Music/Theater	19	21	18
7	Physical Education	6	7	5
8	Health	9	13	6
9	Vocational/Career education	11	11	10
10	Gifted/Talented program	12	15	9
11	Special education	2	3	1
12	Religion	11	18	7
13	Other	11	12	10
14	Not part of a specific class	26	15	33
15	None/Nothing	*	*	1
16	Don't know	1	*	1
17	Decline to answer/No answer	1	1	2

BASE: SOME OTHER CLASS NOT ORIGINALLY LISTED ABOVE WHERE THEY DID SERVICE PROJECT(S) AS PART OF A SCHOOL ACTIVITY, CLASS OR REQUIREMENT

Q632 In what other subject areas were these classes?

THESE WERE CODED BACK INTO Q630

BASE: DID SERVICE IN A SCHOOL (N=2,160)

Q635 What was the service project you participated in as part of a school activity, class or requirement before you were 18 years old? If you participated in more than one service project, please describe your most meaningful service project that was part of school.

[TEXT BOX] NON-MANDATORY

	Total	Service Learning	Service Only
Education	16	18	16
Helping Environment	10	9	11
Entertainment	9	10	8
Food	8	7	8
Healthcare	7	10	4
Shelter	4	6	4
Elderly Care	3	4	3
Indirect Services	9	8	10
Other direct services	14	14	14
Other mentions	5	6	3
None/Nothing	5	5	6
Don't know	3	2	4
Decline to answer/No answer	11	9	12

BASE: DID SERVICE IN A SCHOOL (N=2,160)

Q640 For how long did you regularly participate in this service project? Please include any time spent in planning, providing the service and writing about or reflecting on the project. If you participated in more than one service project, please think about your most meaningful service project that was part of school.

		Total	Service Learning	Service Only
1	One month or less	45	37	51
2	More than a month but less than 3 months	21	24	19
3	3 – 5 months	12	14	11
4	Longer than 5 months	22	25	19

BASE: DID SERVICE IN A SCHOOL (N=2,160)

Q645 Thinking about this service project you participated in as part of school before you were 18 years old, was each of the following part of that experience? Again, if you participated in more than one service project, please think about your most meaningful service project that was part of school.

YES RESPONSES

		Total	Service Learning	Service Only
1	I chose or helped to choose the type of project I worked on.	58	76	45
2	I helped design or plan the service project.	34	52	22
3	I worked directly with the people in the community (a “hands-on” project).	67	82	56
4	I was required to write about or reflect on my service experience for the class or group.	38	93	-
5	I received a grade for the project or it was related to my class grade.	39	65	21
6	I met people from different economic, racial or cultural backgrounds from my own.	56	71	45
7	I used and developed problem-solving skills.	48	66	37
8	I learned a lot.	62	79	50
9	The teachers or adult leaders set high expectations.	52	68	41
10	I analyzed or evaluated whether the project was a success.	39	60	25
11	I did research, read articles or books to prepare for the project.	23	43	10
12	The project was important for the group it served.	75	90	65
13	I met adults I would go to if I were in trouble or needed help.	30	43	22
14	I had in-class discussions about the project.	45	71	28

BASE: DID SERVICE IN A SCHOOL (N=2,160)

Q650 Overall, how would you rate your service experiences that were part of a school activity, class or requirement?

		Total	Service Learning	Service Only
1	Poor (F)	3	2	3
2	Fair (D)	8	7	9
3	Good (C)	31	22	36
4	Very good (B)	31	35	29
5	Excellent (A)	27	34	22

BASE: SERVICE IN SCHOOL WAS GOOD/VERY GOOD/EXCELLENT (N=1,909)

Q655 Why were these service experiences [INSERT Q650 IN LOWER CASE]? Please select **all** that apply.

[MULTIPLE RESPONSE]

		Total	Service Learning	Service Only
1	Because of the efforts of an adult leader	17	20	15
2	I developed better relationships with adults.	27	36	20
3	I made a difference in my community.	69	75	64
4	It made me realize what I wanted to do with my life.	17	23	13
5	It helped me enjoy learning.	38	51	29
6	I met people whose lives were very different from my own life.	46	51	42
7	I realized that I have special talents.	25	31	20
8	Like helping others	2	1	3
9	It was fun/enjoyed it	1	1	2
10	Feel good/satisfied	1	1	2
11	Something else	7	7	8
12	None/Nothing	1	*	2
13	Don't know	1	1	1
14	Decline to answer/No answer	4	2	6

BASE: SOMETHING ELSE WAS A REASON SERVICE IN SCHOOL WAS GOOD/VERY GOOD/EXCELLENT

Q657 Why else were these service experiences [INSERT RESPONSE FROM Q650 IN LOWER CASE]?

RESPONSES WERE CODED BACK INTO Q655

BASE: DID SERVICE AS PART OF ORGANIZATION (Q605/2-4 AND Q606/1) (N=2,276)

Q660 You indicated that you had participated in a service project as part of an organization before you were 18 years old.

Thinking about the service project you participated in before you were 18 years old as part of an organization, which of the following were part of that experience? If you participated in more than one project, please think about the most meaningful service project you participated in as part of an organization. Please select **all** that apply.

[MULTIPLE RESPONSE]

		Total	Service Learning	Service Only
1	I chose or helped to choose the type of project I worked on.	33	44	26
2	I helped design or plan the service project.	23	34	16
3	I worked directly with the people in the community (a "hands-on" project).	53	60	49
4	I was required to write about or reflect on my service experience for the group	18	48	-
5	I met people from different economic, racial or cultural backgrounds from my own	40	50	34
6	I used and developed problem-solving skills.	33	49	24
7	I learned a lot.	41	53	34
8	The adult leaders set high expectations.	27	39	20
9	I analyzed or evaluated whether the project was a success.	21	36	12
10	I did research, read articles or books to prepare for the project.	15	27	8
11	The project was important for the group it served.	52	61	46
12	I met adults I would go to if I were in trouble or needed help.	18	27	13
13	I had discussions about the project.	32	51	21

else's perspective

SERVICE ONLY

		1 Negative effect	2 Positive effect	3 Not much effect	4 Does not apply
[RANDOMIZE]					
1	Friendships and family life	1	45	37	18
2	Ability to work well with other people	*	64	24	12
3	Ability to avoid difficulty with the law	*	29	38	33
4	Career development or advancement	*	32	45	22
5	Ability to accomplish goals	*	53	33	14
6	Ability to help others	*	68	21	10
7	Being a good citizen	*	63	25	12
8	Self-confidence	1	52	34	13
9	Being responsible financially	1	25	42	32
10	Respecting others	1	63	24	12
11	Leadership ability	*	51	35	14
12	Ability to see the world from someone else's perspective	*	58	26	16

TOTAL

		1 Negative effect	2 Positive effect	3 Not much effect	4 Does not apply
[RANDOMIZE]					
1	Friendships and family life	1	50	34	15
2	Ability to work well with other people	*	70	21	9
3	Ability to avoid difficulty with the law	*	32	36	32
4	Career development or advancement	1	37	43	20
5	Ability to accomplish goals	*	59	30	11
6	Ability to help others	*	73	19	8
7	Being a good citizen	*	68	22	10
8	Self-confidence	1	58	31	10
9	Being responsible financially	1	29	41	29
10	Respecting others	1	69	21	10
11	Leadership ability	*	58	31	11
12	Ability to see the world from someone else's perspective	*	64	24	12

BASE: IN COLLEGE OR COLLEGE GRADUATE (Q316/4-7 OR Q405/3-4) (N=2,703)

Q680 During your college experience, did you ever participate in any service activities as part of a college class or requirement?

		Total	Service Learning	Service Only	No Service
1	Yes	26	34	24	14
2	No	74	66	76	86

BASE: ALL RESPONDENTS

Q685 Have you ever done community or national service or volunteered as a full-time activity? This includes participation in programs such as AmeriCorps, Peace Corps, etc. as well as other types of volunteer activities.

		Total	Service Learning	Service Only	No Service
1	Yes	8	10	7	6

2 No 92 90 93 94

[IF QUALIFIED (Q77/2) AND DID FULL-TIME VOLUNTEERING (Q685/1), ASK Q690. ALL OTHERS SKIP TO Q695.]

BASE: DID FULL-TIME VOLUNTEERING (Q685/1) (N=211)

Q690 How long was your total experience, doing community or national service or working as a volunteer as a full-time activity?

		Total	Service Learning	Service Only	No Service
1	Less than 3 months	28	27	30	22
2	3-6 months	32	34	30	32
3	7-12 months	14	17	10	16
4	More than 12 months	27	22	30	30

BASE: ALL RESPONDENTS

Q695 During the next five years, how likely is it that you will volunteer or do community or national service as a full-time activity for at least 3 months?

		Total	Service Learning	Service Only	No Service
1	Very unlikely	47	36	50	55
2	Somewhat unlikely	25	25	25	25
3	Somewhat likely	21	28	19	13
4	Very likely	7	11	5	7

SECTION 700: Civic engagement and Values

BASE: ALL RESPONDENTS

Q715 How important are the following to you personally?

Q716

SERVICE LEARNING

		1 Not at all important	2 Somewhat important	3 Important	4 Very important	5 Extremely important
1	Keeping informed on current events	2	15	35	27	21
2	Attending church or religious services regularly	29	20	20	12	19
3	Giving financial support to a charitable organization (religious or non-religious)	11	25	36	16	12
4	Keeping physically fit	1	13	43	25	18
5	Voting in elections	4	11	28	23	33
6	Participating in service activities or volunteer work	9	26	37	18	10
7	Being willing to fight for my country	25	28	27	11	9
8	Regularly learning and studying new things, even after I finish school	1	10	28	30	31
9	Being ethical and honorable in all that I do	1	5	29	25	41

10	Treating others with respect	1	4	25	26	44
11	Being very well-off financially	5	19	32	26	18
12	Being a community leader	17	26	37	13	7
13	Becoming an authority in my field	10	16	33	24	17
14	Developing a meaningful philosophy of life	5	12	34	27	23
15	Working or socializing with people from different backgrounds from my own	7	16	38	23	16

SERVICE ONLY

		1 Not at all important	2 Somewhat important	3 Important	4 Very important	5 Extremely important
1	Keeping informed on current events	3	18	36	26	18
2	Attending church or religious services regularly	35	18	20	9	18
3	Giving financial support to a charitable organization (religious or non-religious)	12	28	32	14	13
4	Keeping physically fit	2	19	40	24	15
5	Voting in elections	9	16	25	21	30
6	Participating in service activities or volunteer work	15	31	33	13	8
7	Being willing to fight for my country	31	30	23	9	7
8	Regularly learning and studying new things, even after I finish school	2	12	28	26	31
9	Being ethical and honorable in all that I do	1	8	25	26	40
10	Treating others with respect	1	5	21	28	45
11	Being very well-off financially	7	19	32	23	18
12	Being a community leader	27	32	25	10	5
13	Becoming an authority in my field	12	22	31	22	14
14	Developing a meaningful philosophy of life	8	15	30	24	23
16	Working or socializing with people from different backgrounds from my own	8	21	38	20	12

NO SERVICE		1	2	3	4	5
		Not at all important	Somewhat important	Important	Very important	Extremely important
1	Keeping informed on current events	10	21	34	21	13
2	Attending church or religious services regularly	45	23	19	5	7
3	Giving financial support to a charitable organization (religious or non-religious)	26	36	29	5	4
4	Keeping physically fit	7	19	39	21	14
5	Voting in elections	25	19	24	14	18
6	Participating in service activities or volunteer work	35	34	24	5	2
7	Being willing to fight for my country	37	19	30	8	6
8	Regularly learning and studying new things, even after I finish school	10	18	32	18	22
9	Being ethical and honorable in all that I do	9	9	31	24	26
10	Treating others with respect	5	10	28	24	33
11	Being very well-off financially	9	18	32	19	23
12	Being a community leader	47	22	22	6	3
13	Becoming an authority in my field	22	23	29	16	10
14	Developing a meaningful philosophy of life	16	18	31	21	13
15	Working or socializing with people from different backgrounds from my own	18	20	35	18	9

TOTAL		1	2	3	4	5
		Not at all important	Somewhat important	Important	Very important	Extremely important
1	Keeping informed on current events	4	18	35	25	18
2	Attending church or religious services regularly	35	19	20	9	16
3	Giving financial support to a charitable organization (religious or non-religious)	14	29	33	13	11
4	Keeping physically fit	3	17	41	24	16
5	Voting in elections	10	15	26	20	29
6	Participating in service activities or volunteer	16	30	33	13	8

7	work Being willing to fight for my country	30	28	25	9	7
8	Regularly learning and studying new things, even after I finish school	3	12	29	26	29
9	Being ethical and honorable in all that I do	2	7	27	25	38
10	Treating others with respect	1	6	23	27	43
11	Being very well-off financially	7	19	32	23	19
12	Being a community leader	28	29	28	10	5
13	Becoming an authority in my field	13	21	31	21	14
14	Developing a meaningful philosophy of life	8	15	31	24	21
16	Working or socializing with people from different backgrounds from my own	9	20	38	21	13

BASE: ALL RESPONDENTS

Q720 Recently, there have been several large-scale disasters. Please tell us if you did any of the following in response to each of the following disasters. Please select **all** that apply.

Q721

Asian Tsunami

		Total	Service Learning	Service Only	No Service
1	Donated money	24	29	24	13
2	Donated food, clothing or other materials	8	12	7	3
3	Collected money or materials	7	12	5	4
4	Provided direct service (e.g., assisted cleanup, helped displaced families, etc.)	2	5	1	1
5	None of these	71	64	71	84

Hurricane Katrina

		Total	Service Learning	Service Only	No Service
1	Donated money	40	46	40	28
2	Donated food, clothing or other materials	22	33	20	12
3	Collected money or materials	15	24	12	7
4	Provided direct service (e.g., assisted cleanup, helped displaced families, etc.)	5	8	4	3
5	None of these	49	39	49	65

BASE: ALL RESPONDENTS

Q725 During the **past twelve months**, how often have you done the following?

Q726

SERVICE LEARNING	1 Never	2 Rarely	3 Sometimes	4 Often	5 Very often
1 Attended a religious service	22	24	21	10	24
2 Discussed politics or community issues	7	16	29	25	23
3 Felt overwhelmed by all I had to do	7	10	36	24	23
4 Voted in a local, state or national election	27	10	22	17	24
5 Expressed my opinion on a community or political issue by contacting a newspaper, magazine, or a radio or television talk show	56	17	16	6	6
6 Expressed my opinion on a community or political issue online by posting on a blog or other website	43	15	20	12	10
7 Played a leadership role in improving my community	35	25	23	9	9
8 Performed volunteer work or service	21	23	30	15	12
9 Socialized with someone of another racial or ethnic group	4	7	21	24	44
10 Taken a class (not for credit or a degree) to learn a new skill or new information	44	19	19	9	8
11 Participated in a hobby group or book club	45	20	21	8	6

SERVICE ONLY	1 Never	2 Rarely	3 Sometimes	4 Often	5 Very often
1 Attended a religious service	31	22	19	9	19
2 Discussed politics or community issues	15	14	29	25	17
3 Felt overwhelmed by all I had to do	9	14	34	22	21
4 Voted in a local, state or national election	35	10	21	17	17
5 Expressed my opinion on a community or political issue by contacting a newspaper, magazine,	68	14	11	4	3

6	or a radio or television talk show Expressed my opinion on a community or political issue online by posting on a blog or other website	58	13	16	7	5
7	Played a leadership role in improving my community	54	20	17	5	3
8	Performed volunteer work or service	33	25	25	10	7
9	Socialized with someone of another racial or ethnic group	6	9	22	24	40
10	Taken a class (not for credit or a degree) to learn a new skill or new information	57	15	17	5	5
11	Participated in a hobby group or book club	61	15	14	7	4

NO SERVICE		1 Never	2 Rarely	3 Sometimes	4 Often	5 Very often
1	Attended a religious service	48	21	21	5	5
2	Discussed politics or community issues	37	16	25	10	12
3	Felt overwhelmed by all I had to do	22	17	29	20	13
4	Voted in a local, state or national election	47	14	20	10	8
5	Expressed my opinion on a community or political issue by contacting a newspaper, magazine, or a radio or television talk show	76	11	11	2	1
6	Expressed my opinion on a community or political issue online by posting on a blog or other website	68	11	13	6	2
7	Played a leadership role in improving my community	73	14	10	1	1
8	Performed volunteer work or service	65	15	15	2	3
9	Socialized with someone of another racial or ethnic group	19	12	24	16	30
10	Taken a class (not for credit or a degree) to learn a new skill or new information	61	16	17	3	3
11	Participated in a hobby group or book club	74	9	12	2	2

TOTAL		1 Never	2 Rarely	3 Sometimes	4 Often	5 Very often
1	Attended a religious service	31	22	20	8	18
2	Discussed politics or community issues	17	15	28	22	18
3	Felt overwhelmed by all I had to do	10	14	34	22	20
4	Voted in a local, state or national election	35	11	21	16	18
5	Expressed my opinion on a community or political issue by contacting a newspaper, magazine, or a radio or television talk show	66	15	12	4	4
6	Expressed my opinion on a community or political issue online by posting on a blog or other website	55	13	17	8	6
7	Played a leadership role in improving my community	52	21	18	5	5
8	Performed volunteer work or service	35	23	25	10	8
9	Socialized with someone of another racial or ethnic group	7	9	22	23	39
10	Taken a class (not for credit or a degree) to learn a new skill or new information	54	17	18	6	6
12	Participated in a hobby group or book club	59	15	15	6	4

BASE: ALL RESPONDENTS

Q730 During the [next two years](#), how often do you think you will do the following?

Q731

SERVICE LEARNING

SERVICE LEARNING		1 Never	2 Rarely	3 Sometimes	4 Often	5 Very often
1	Attend a religious service	18	19	24	13	25
2	Discuss politics or community issues	6	12	31	21	30
3	Feel overwhelmed by all I have to do	5	12	39	22	21
4	Vote in a local, state or national election	7	9	24	23	37
5	Express my opinion on a community or	32	27	25	9	8

	political issue by contacting a newspaper, magazine, or a radio or television talk show					
6	Express my opinion on a community or political issue online by posting on a blog or other website	31	20	26	10	12
7	Play a leadership role in improving my community	21	19	32	16	12
8	Perform volunteer work or service	8	22	39	16	15
9	Socialize with someone of another racial or ethnic group	3	6	22	22	47
10	Take a class (not for credit or a degree) to learn a new skill or new information	13	28	34	15	10
11	Participate in a hobby group or book club	24	26	29	13	9

SERVICE ONLY

		1 Never	2 Rarely	3 Sometimes	4 Often	5 Very often
1	Attend a religious service	24	21	19	12	23
2	Discuss politics or community issues	14	13	31	23	19
3	Feel overwhelmed by all I have to do	7	15	37	22	18
4	Vote in a local, state or national election	12	11	26	23	27
5	Express my opinion on a community or political issue by contacting a newspaper, magazine, or a radio or television talk show	46	26	17	6	5
6	Express my opinion on a community or political issue online by posting on a blog or other website	42	22	21	8	7
7	Play a leadership role in improving my community	33	27	26	9	5
8	Perform volunteer work or service	16	25	39	12	8
9	Socialize with someone of another racial or ethnic group	5	7	22	24	43
10	Take a class (not for credit or a degree) to learn a new skill or	26	25	32	10	7

12	new information Participate in a hobby group or book club	36	27	22	9	6
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NO SERVICE

		1 Never	2 Rarely	3 Sometimes	4 Often	5 Very often
1	Attend a religious service	47	21	18	8	6
2	Discuss politics or community issues	35	18	24	12	12
3	Feel overwhelmed by all I have to do	23	18	28	19	12
4	Vote in a local, state or national election	35	14	24	13	13
5	Express my opinion on a community or political issue by contacting a newspaper, magazine, or a radio or television talk show	62	18	17	2	1
6	Express my opinion on a community or political issue online by posting on a blog or other website	58	15	15	8	4
7	Play a leadership role in improving my community	58	18	20	3	1
8	Perform volunteer work or service	46	26	20	5	3
9	Socialize with someone of another racial or ethnic group	19	12	24	19	26
10	Take a class (not for credit or a degree) to learn a new skill or new information	39	22	30	5	4
13	Participate in a hobby group or book club	61	15	19	4	1

TOTAL

		1 Never	2 Rarely	3 Sometimes	4 Often	5 Very often
1	Attend a religious service	26	21	20	12	21
2	Discuss politics or community issues	15	14	30	21	21
3	Feel overwhelmed by all I have to do	9	15	36	22	18
4	Vote in a local, state or national election	14	11	25	21	28
5	Express my opinion on a community or political issue by contacting a	44	25	19	6	5

	newspaper, magazine, or a radio or television talk show					
6	Express my opinion on a community or political issue online by posting on a blog or other website	42	20	22	9	8
7	Play a leadership role in improving my community	34	23	27	10	6
8	Perform volunteer work or service	19	24	36	12	9
9	Socialize with someone of another racial or ethnic group	7	7	22	23	41
10	Take a class (not for credit or a degree) to learn a new skill or new information	24	25	32	11	8
14	Participate in a hobby group or book club	37	25	23	9	6

SECTION 800: Perceptions and Attitudes about Adulthood and Transition to Adulthood

BASE: ALL RESPONDENTS

Q805 Being an adult can mean different things to different people. What do you think it means to be an adult?

[TEXT BOX] NON-MANDATORY

	Total	Service Learning	Service Only	No Service
1 Responsibility	61	63	63	53
2 Independence	24	21	26	22
3 Maturity	9	7	9	9
4 Being a role model	5	7	5	4
5 Being able to make decisions	5	6	5	3
6 Being an adult/Growing older	4	5	4	4
7 Productive member in society	4	6	4	2
8 Respectful	2	3	2	2
9 Taking care of others	2	2	2	2
10 Being aware of one's actions	2	3	2	1
11 Helping others	2	2	2	2
12 Always learning/gaining from experience	1	1	1	1
13 Ability to control personal life	1	1	1	2
14 Other mentions	21	21	21	17
15 None/Nothing	3	3	3	5
16 Don't know	1	*	1	2
17 Declined to answer/No answer	8	7	8	9

BASE: ALL RESPONDENTS

Q810 How much do you agree or disagree with the following statements?

Q811

SERVICE LEARNING

1 Strongly 2 Somewhat 3 Neither 4 Somewhat 5 Strongly

		disagree	disagree	agree nor nor disagree	agree	agree
1	I consider myself to be an adult.	2	4	7	33	53
2	Other people think of me as an adult.	3	5	10	37	46

SERVICE ONLY

		1 Strongly disagree	2 Somewhat disagree	3 Neither agree nor nor disagree	4 Somewhat agree	5 Strongly agree
1	I consider myself to be an adult.	2	6	10	37	45
2	Other people think of me as an adult.	3	6	13	38	40

NO SERVICE

		1 Strongly disagree	2 Somewhat disagree	3 Neither agree nor nor disagree	4 Somewhat agree	5 Strongly agree
1	I consider myself to be an adult.	4	4	16	30	46
2	Other people think of me as an adult	3	6	23	26	41

TOTAL

		1 Strongly disagree	2 Somewhat disagree	3 Neither agree nor nor disagree	4 Somewhat agree	5 Strongly agree
1	I consider myself to be an adult.	3	5	10	34	47
2	Other people think of me as an adult	3	6	14	36	42

BASE: ALL RESPONDENTS

Q812 There are many milestones for becoming an adult (e.g., getting a driver's license, voting age, legal drinking age, becoming a parent, etc.). At what age do you think most people should be considered adults?

/_/_/ years old [range: 10 – 99]

	Total	Service Learning	Service Only	No Service
MEAN:	21.1	21	20.8	21.8
MEDIAN:	21	21	21	21

BASE: ALL RESPONDENTS

Q815 What is the highest level of education you plan on achieving?

Total Service Service No

			Learning	Only	Service
1	High school degree	8	3	8	18
2	Trade, vocational or technical certificate	4	2	3	11
3	Associate's degree/2-year college degree	7	6	7	11
4	Bachelor's degree/4-year college degree	26	28	26	24
5	Master's degree (M.A., M.S. M.B.A., etc.)	30	36	30	20
6	Doctorate (Ph.D., MD, DDS, DVM, etc.)	20	22	22	7
7	None of these	5	2	4	10

BASE: ALL RESPONDENTS

Q820 Which <U>one</U> of the following best describes your employment status? Please select one response only.

		Total	Service Learning	Service Only	No Service
1	Employed full time	37	38	34	47
2	Employed part time	12	10	13	11
3	Self-employed	1	1	1	1
4	Not employed, but looking for work	5	2	5	8
5	Not employed and not looking for work	2	1	1	4
6	Retired	*	-	*	-
8	Student	39	43	41	23
9	Homemaker	5	6	5	6

BASE: ALL RESPONDENTS

Q830 Where do you currently live?

		Total	Service Learning	Service Only	No Service
01	On-campus housing [DISPLAY IF STUDENT Q405/3-6]	14	16	15	6
02	Sorority/Fraternity house [DISPLAY IF STUDENT Q405/3-6]	*	*	*	*
03	With my parents or other relatives (not including spouse/partner)	36	30	39	37
04	On my own in an apartment/townhouse/house (with or without roommates or spouse/partner)	46	49	44	52
05	Rooming/Boarding house	*	1	*	*
06	Military housing	1	1	1	*
07	Someplace else	2	2	2	5

BASE: ALL RESPONDENTS

Q835 Are you the parent or guardian of any children under the age of 18 years old?

Total Service Service No

			Learning	Only	Service
1	Yes	16	17	14	23
2	No	84	83	86	77

BASE: ALL RESPONDENTS

Q840 How old were you or how old do you plan to be when you do the following? Your best estimate is fine. If you do not plan to do this activity, please enter "99".

Q841 /_/_/ [RANGE: 5 – 80, 99]
[RANDOMIZE]

		Total	Service Learning	Service Only	No Service
1	Get married				
	MEAN:	25.9	25.6	25.9	26.1
	MEDIAN:	26	25	26	26
2	Have a child				
	MEAN:	27.5	27.4	27.7	26.8
	MEDIAN:	28	28	28	27
3	Complete my highest level of education				
	MEAN:	26.6	26.7	26.9	25.2
	MEDIAN:	26	26	26	25
4	Have a full-time job in my intended career				
	MEAN:	25.1	25.1	25.3	24.5
	MEDIAN:	25	25	25	24
5	Live on my own				
	MEAN:	21.7	21.4	21.8	21.8
	MEDIAN:	21	21	22	21
6	Be able to support myself financially without the help of others				
	MEAN:	23.4	23.1	23.6	23.2
	MEDIAN:	23	23	23	23

BASE: ALL RESPONDENTS

Q845 How satisfied are you with..?

Q846

SERVICE LEARNING

		1 Not at all satisfied	2 Somewhat satisfied	3 Satisfied	4 Very satisfied	5 Extremely satisfied
1	Your work life	13	23	29	23	13
2	Your school life	8	17	28	33	14
3	Your family life	4	13	26	30	27
4	Your friendships	5	16	25	31	22
5	Your life overall	3	17	25	35	20

SERVICE ONLY

		1 Not at all satisfied	2 Somewhat satisfied	3 Satisfied	4 Very satisfied	5 Extremely satisfied
1	Your work life	13	27	33	18	9

2	Your school life	6	17	39	27	12
3	Your family life	6	15	28	28	23
4	Your friendships	5	19	29	31	17
5	Your life overall	5	18	33	30	14

NO SERVICE

		1 Not at all satisfied	2 Somewhat satisfied	3 Satisfied	4 Very satisfied	5 Extremely satisfied
1	Your work life	15	28	36	12	9
2	Your school life	7	22	41	18	13
3	Your family life	7	21	32	22	18
4	Your friendships	13	17	36	19	15
5	Your life overall	11	24	34	16	15

TOTAL

		1 Not at all satisfied	2 Somewhat satisfied	3 Satisfied	4 Very satisfied	5 Extremely satisfied
1	Your work life	13	26	33	18	10
2	Your school life	7	18	36	27	12
3	Your family life	6	15	28	27	24
4	Your friendships	6	18	29	29	18
5	Your life overall	5	19	31	29	16

BASE: ALL RESPONDENTS

Q850 Have you ever done any of the following? Please remember that all of your answers are anonymous and strictly confidential.

Q851

SERVICE LEARNING

		Yes	No	Decline to Answer
1	Gotten a speeding ticket	45	55	*
2	Been arrested for vandalism or shoplifting	3	97	*
3	Been arrested for something else	7	92	1
4	Smoked marijuana	36	62	2
5	Taken drugs like heroin or cocaine	10	89	1
6	Been convicted of a crime (misdemeanor or felony)	7	92	1

SERVICE ONLY

		Yes	No	Decline to Answer
1	Gotten a speeding ticket	40	58	1
2	Been arrested for vandalism or shoplifting	2	96	2
3	Been arrested for something else	8	90	2
4	Smoked marijuana	36	62	3
5	Taken drugs like heroin or cocaine	10	89	2
6	Been convicted of a crime (misdemeanor or felony)	6	92	2

NO SERVICE

		Yes	No	Decline to Answer
1	Gotten a speeding ticket	38	56	6
2	Been arrested for vandalism or shoplifting	4	90	7
3	Been arrested for something else	12	81	6
4	Smoked marijuana	43	50	7
5	Taken drugs like heroin or cocaine	11	82	7
6	Been convicted of a crime (misdemeanor or felony)	8	86	6

TOTAL

		Yes	No	Decline to Answer
1	Gotten a speeding ticket	41	57	2
2	Been arrested for vandalism or shoplifting	3	95	2
3	Been arrested for something else	9	89	2
4	Smoked marijuana	37	60	3
5	Taken drugs like heroin or cocaine	10	88	2
6	Been convicted of a crime (misdemeanor or felony)	7	91	2

(Last updated on 3-9-06 by Harris Interactive Inc.)

Appendix 4: Focus Group Report

To: Marybeth Neal, NYLC
From: Erin Morris, Harris Interactive
Suzanne Martin, Harris Interactive
Dana Markow, Harris Interactive
Date: 10/6/2006
Re: Summary Report – Service-learning Focus Groups

Background and Methodology

To gather a more in depth understanding of the role service-learning plays in the lives of teens and young adults, Harris Interactive conducted four face-to-face focus groups in Philadelphia and Minneapolis on Dec. 6 & 8, 2005. The purpose of this research was to yield direct insight into the lives of transitioning adults and how service-learning impacts that process.

Two groups were conducted with students in grades 11 and 12 with service-learning experience. Two groups were conducted with service-learning alumni ages 18-24. Each group lasted approximately 2 hours.

Overall

Respondents, both students and alumni had very positive experiences with service-learning. They felt that they had benefited from the programs in which they participated in many ways.

Respondents described service-learning as a mutual benefit to both the community they were helping as well as to themselves and the learning they gained. For example, respondents described service-learning as:

“Learning more about yourself and the environment around you.”

“Learning about the issues in your community and how you can solve them.”

“Being aware of other people, the environment in your community and how you can get involved.”

“Chance to learn something new, meet new people and interact with the community.”

Respondents clearly understood the difference between service-learning and community service; service-learning incorporated the analysis of the project and understanding the impact that was a part of the experience itself.

- *“Service-learning is using your knowledge and what you have learned where community service is just going out there to help the community. They are similar but service-learning is more about using what you know.”*

- *“Big thing with service-learning is we discuss what we are doing before and after. Debriefing is a big part of it. Where community service is a one time thing. Or you don’t really talk about why you are doing it, who you are going to effect and what you are trying to accomplish.”*

Service-learning Experience

Respondents had participated in a range of service-learning projects and programs. They were able to select the types of programs that they were most interested in and this contributed to their enthusiasm and dedication. Projects included volunteering at elderly homes and hospitals, mentoring younger students, working to amend or improve legislation, building homes in Nicaragua, throwing benefits to raise money for causes, etc.

- *“Team Coalition through JCC. We get together once a month and talk about issues facing the Jewish community. In March we are going to the capital where you can have a meeting with the Senator and voice different issues.”*
- *“Fresh Force, what interested me is that it is all students run and it really gives the students a voice in what they want to do to impact the community. Usually adults are giving us all these ideas of what the community needs but in fresh force the students are making the decisions.”*
- *“My group last year for Fresh Force, our main focus was Domestic Violence. We did volunteering at Womens Advocate which is a shelter for women trying to escape domestic violence and move on from abusive relationships. We had a women speak at our school.”*
- *“Involved in Fresh Force and Impact Program. Help teenagers who have problems in school and problems with their parents and we try to help solve their problems without running away.”*

Initial Involvement

In Minneapolis/St. Paul, students participated in service-learning through various organizations including NYLC, Fresh Force and the JCC. For most, these were after school programs which were not required and they did not receive any type of academic credit. One student who attended Community HS in St. Paul did receive a credit for his service-learning program. Several noted that they learned about the programs through friends who were already participating.

In Philadelphia, service-learning was part of the curriculum for 11th and 12th graders who participated. They were required to complete 50 hours of service work as well as create a presentation at the end of their Senior year about their service-learning project and experience.

Most participants noted that they were not initially enthusiastic with the idea of service-learning. They thought it was “uncool.” For those who service-learning was not a requirement, there was a dilemma between giving their time to service-learning vs. getting paid for a “real” job.

- *“When I first heard of service-learning I thought no...a lot of people are like that’s lame or that’s not really cool these days. But it just took me having to go to that*

[NYLC] camp and seeing the impact I can make on people. I got past my first impression by doing it.”

- *“Another thing is that you don’t get paid. Now I am trying to juggle a job and do this. That is a big factor for some people, but it wasn’t for me.”*
- *“I was very selfish when I found out I had to do service. I thought ‘I don’t have time for this.’ I dance and I’ve got school work. When I first did it, on my way home I was like, okay it wasn’t what I really thought. It actually changed me. I don’t know if it was that first time but it definitely changed me. What was that feeling? It’s not about me.. it’s about other people. How I can help.”*

However, once they began participating in service-learning and felt the impact of helping others, their attitudes immediately changed. Many described the feeling as “addictive” and that they had become “passionate” about their programs.

- *“Initially I just went in just for the credit, that is what pulled me into the program. But then when we started working with the kids, it’s the feeling you get helping somebody.”*
- *“Once you get into service it’s hard to get out of it. Once you help people you want to keep on helping. You want to make it part of your life.”*

Several reported getting pressure from their parents to get a paying job rather than volunteering their time for free. Their parents did not understand the value or benefit of participating in service-learning. However, in some cases, once participants explained and shared their experiences with service-learning, parents became involved themselves on some level.

- *“When my mom first heard I was doing community service she didn’t know what it was really. ‘She was like why don’t you just get a job or do something... why are you wasting your time doing this?’ When I told her about it she got more involved.”*
- *“My mom said the same thing... ‘why don’t you just get a job, why do you have to work for free?’ And I thought, well its just nice, giving back to the community. You don’t get to do that all the time and then when you get a job you don’t have the time to do these things. Now I don’t have to work so why not do this on my free time.”*

Respondents’ involvement in service-learning had an impact on friendships and who they hung around with. Some lost friends who did not understand or share their interest in service-learning. However, they did not look at this as a loss in so much as they gained friendships with others who shared their passion and dedication to the service-learning program they participated in.

- *“The group of people that I hung out with were the kind of people who mostly tried to just have fun. But as I got involved in Fresh Force it showed me that you could have fun at the same time while doing something good.”*

On the other hand, some respondents’ friends looked up to them for their commitment and involvement in service-learning. Several noted that their friends followed them into service-learning.

- *“My friends are supportive of what I do.”*
- *“A lot of my friends followed me into Fresh Force.”*

Impact of Service-learning

Respondents reported a range of ways that their service-learning experience has positively impacted them. In addition to helping others they have developed a number of skills and characteristics that have helped them currently and that they see will benefit them in the future.

Leadership

Respondents found themselves in leadership roles through their learning service programs. This could be leading a group of their peers in a particular activity or in mentoring younger kids in elementary school. They valued these leadership roles and felt as though it had helped them to mature and see the importance in being responsible and leading by example as others would be looking up to them as role models.

- *“Before I was in Fresh Force I didn’t know how to deal with kids really. The more I was used to them I can see that kids are not that hard to deal with as long as you have patience. It showed me that there is a leader in me, that I can be a role model for someone. The more they watch me, the more I try to do the right thing. That is what I learned, to watch what I do.”*

Network/Sense of Community

Respondents were very dedicated and connected to their learning service programs. There was an obvious bond felt with their peers that they worked with in their programs. Strong friendships were formed that were almost like family for some. In Fresh Force for example, as a student run organization, individuals really valued the voice and independence that they had. One respondent noted that he was able to go to his peers in Fresh Force if he had any type of problem or needed help. It was apparent that this relationship was extremely important to him.

- *“Before I started with Fresh Force, I didn’t know a lot of people in school. When I am at school and I see people I know from that program I feel like I can ask them for help. If I have a homework problem, or a problem with my family, I can go to them and ask them that question. I don’t have to be afraid to say something to them. Especially the leaders in Fresh Force have helped me with my family. When you talk to someone that is your age that you look up to, it helps you more than when you have someone older than you and they give you answers that you don’t want to here. But when you talk to a teenager who understands you, he gives you things that you do want to hear but also things that people should know. I asked one of the leaders how to start a savings account and he told me how his Mom told him what to do and now I actually have my own savings account. Not just in the program but outside of the program I can depend on him in some sort of way.”*

Confidence

Service-learning helped to build confidence in respondents. Through taking on tasks and responsibilities they were able to see themselves grow and noted their own achievements. This was apparent to them in how they dealt with other people, particularly adults. Many noted that they used to be shy, but felt that they had learned how to speak to adults and not be so afraid to do so.

- *“You see how yourself changes to, I am definitely able to do more like running the activities, so that is really cool to just see yourself get better at something.”*
- *“I was really shy when I was little. Now I have a lot more confidence when approaching adults that I don’t know and can talk to them a lot more willingly.”*
- *“Last week I went to an interview and I was so afraid and nervous, and the experience I had with service-learning gave me more confidence to talk to the person. When he asked me questions I wasn’t afraid to answer anything. I had more confidence.”*

Communication

Through working with all different types of people, respondents felt that they had learned to better communicate. This included the ability to both speak as well as to listen. In fact, many noted that they had become more “patient” and this contributed largely to their ability to better communicate with others.

They understood that some individuals may not be as open or accepting of differences. Rather than start a conflict with them, they try to use their communication skills in order to make their point and hopefully enlighten those individuals.

- *“My communication skills with younger individuals is better. Their mind isn’t as advanced as ours, they don’t comprehend things as easily. So you have to break things down to the lowest point.”*
- *“There is something you can learn with just listening to people. I like to work with inner city children and they need someone to talk to. Don’t come into the situation with preconceived notions and don’t underestimate them...find that if you just stop talking and listen you can learn a lot.”*
- *“Ignorance is worldwide. To just get mad is not the answer because they might not know your perspective, so enlighten them. A lot of times I feel if you think about what you are going to say and explain to them your point of view that will help to broaden their horizon.”*
- *“I consider an organization not only to help the community but also to get to know the people you are working with. The one thing that has really changed my first reaction to what people do and that has really changed me to get to know more people and give people a chance.”*

Patience and Sensitivity

Prior to participating in service-learning programs, some respondents noted that they had not been sensitive to differences of age, race, economic status, etc. Now, they often tried to educate their friends and family who perhaps still maintained that lack of sensitivity or understanding.

- *“For me it is learning not to be so self centered. When my family came here as immigrants we received a lot of help from the community. So now to be able to give the same thing back, it teaches me to be appreciative of people and their willingness to help. To see that there are a lot of people struggling and feel very fortunate.”*
- *“I volunteered at a hospital. That experience helped me to connect with people who might be a little bit different or who might have an illness and to just be with them the same way as anyone else.”*
- *“I volunteered with old people and young people and have found that they have a lot of similarities. If you just sit down and listen to an old person you see that they just need attention and caring.”*
- *“There were a lot of kids who didn’t speak. Volunteering really helped me how to figure out their needs without them telling me. You really have to observe them Now I’m more patient because when you are dealing with people with disabilities you need a lot of patience”*

Academic

Service-learning has taught respondents the value of education in that it is not just about sitting in a classroom and getting a particular grade, but rather that the information can be applied to something meaningful and larger. Many felt that they had a greater understanding of how education could help them in the future than they did prior to participating in service-learning. For example, they were able to make the connection between the importance of developing writing and presentation skills. One student noted that she was able to apply something from her math course into building houses in Nicaragua. These lessons were enlightening to them and gave them a sense of the bigger picture outside of school.

- *“Before I was doing volunteering, my grades weren’t so important to me. After I started [service-learning] all my teachers saw a difference in me, the way I talk, the way I act. When I was in class and we had projects I usually worked with my friends because I thought they would let me get away with things. I found out that it is better when you are doing something important in school to work with others that you don’t know because you are more serious and you worry more about yourself than them.”*
- *“Before I was in this program [Fresh Force], I used to think that with school you get the education and go to college -that is it. Then I thought, well if you do get certificate and you do go to college, what if you didn’t learn anything? What is the point of going to college if you don’t learn anything? The [program] helps me*

to understand that you should learn something while you are there, even if you didn't get the certificate as long as you learn something in your head that you can go on in your life with. I don't think high school is all about getting that A. Most of my teachers tell me that they don't want me to do the work just to get the grade, want us to do the work so that it helps us with our life, not just school but our life. Whatever you do with your life is on you, but learn something while you are there. Don't graduate from high school and go to college and learn in college what you were supposed to learn in high school. Now I try to learn more in class and listen to the teacher so I don't forget about it and graduate and then go to college and do what I had to do in high school. ”

- *“I am understanding why school is important because when I am working on service-learning projects I see where it is applied, like writing a paper or giving a presentation. More inspiring to continue doing school work because I see where it is coming in handy, that it has a point.”*
- *“I became much more interested in the history of developing countries. In order to help other countries we need to understand that.”*

Some respondents did feel as though their experiences with service-learning had helped them to identify how they “learned best.” They understood that they may not always absorb information simply by memorization or reading and taking notes as they are programmed to do in school. Rather, they need to be more hands on, have visual aids, or work in groups to fully grasp and retain the information at hand.

- *“Not everyone can learn the same. Sometimes I work better with the visual. Sometimes with talking.”*
- *“I work best with groups. To have someone to talk to and discuss it with. Not just putting it on the board. I am more of an auditory person. This whole experience taught me that I need to purchase a recorder and then I go to the teacher and have her say things so that I can listen to it at home.”*

Interestingly, some respondents reported that they became so engrossed in their service-learning, that they began to fall behind in school and their grades had slipped. They were able to recognize this and it helped them to establish a balance between their school work and extracurricular activities.

- *“For me it was different, my grades started to do down because I was missing a lot of school due to all the service-learning. Learned that you have to make that balance in your own life. Yes this is my passion but education is one of my top priorities.”*

Career

Service-learning opened participants up to consider various career options for themselves. This included specific careers (e.g., doctor, teacher, etc.) or even just a general direction to pursue a profession where they would be helping others and making a difference (e.g., Peace Corps, etc.). One respondent took a job with Johnson & Johnson because the fact that it was a socially conscious organization was appealing to her.

- *“I started thinking of what I would want to do and as a job when you have less time to volunteer, when you have to work, what you would want to be doing. For me, I think I would want to be a doctor and go into medicine. You will have to work really hard in school to get there, but how many lives will you affect if you work hard to get there. I started thinking that I should get the most out of school so that I can use it to help other people too.”*
- *“I want to do humanitarian work. I want to teach. I understand how important education is and I want to make sure people understand our history and other’s history. People who haven’t done service-learning don’t really know that.”*
- *“This has made me want to help other people as a career. I’ve decided that I would like to be a dance teacher and inspire them to express themselves and then help other people through whatever they have learned from me.”*
- *“I initially thought let’s get this 15 hours done and over with. Now, working with other people I was thinking I may want to continue this even after I go to college. Maybe have a career in medicine.”*

Civic

Some respondents had participated in service-learning activities which included addressing the government. They attended meetings at the state capital and spoke with senators about issues such as under funding in the school system.

They felt empowered by these experiences and understood that they did in fact have a voice. They learned that if they had an issue that they felt was important, that there was in fact something they could do about it.

- *“We went to the state capital and talked with house representatives and senators. At first I was really nervous because we are teenagers and these are important politicians for our state. But once they realized we had facts, had researched what we were talking about and that we had experienced this first hand, the problems in schools and the under funding. Being listened to by people you hear about on tv and the radio was really cool. I learned that if you have an idea and you believe in something you can get it out there. That motivated me.”*
- *“Think when adults see you in service-learning projects and caring about the community they really notice that. I didn’t think if we called up senators they would want to hear about our opinions. But they were all really interested and excited and got us all these boardrooms to come to. And it was like ‘whoah, they really care.’ Think that was cool to see.”*

Impact on Relationships with Adults

Most respondents, both current students and alumni, felt that they were not taken seriously as teenagers. They had the impression that adults did not give them enough credit or understand what they were truly capable of.

- *“When I first started doing this I saw a lot of ageism. Adults were like ‘oh we will help you out’ or ‘do you need anything?’ After a while the adults that you work with have a new found respect for you because they don’t really expect you to be able to do some of the things you do. Feel like my relationship with adults has strengthened.”*
- *“A lot of adults just think that what we do is a little fun thing for us. I think a lot of them fail to realize how serious a lot of young people are about helping out and changing things. I think they don’t take a lot of youth seriously because of their age.”*
- *My relationship with adults relatively negative. I don’t think that adults give teens enough credit. I’m hoping that service-learning changes their opinions of teenagers.*

Some noted that adults are “afraid” of teenagers and stereotype them as troublemakers. While they lamented this, they understood that perhaps this was based on the fact that these adults had not had any positive experiences with working with teenagers.

- *“One of the elderly people saw some kid hanging out in the parking lot and they weren’t doing anything but they called the cops. They thought, oh teens, together...it’s a gang.”*
- *“Adults in their middle age are very impressed when teenagers who take initiative to do things because a lot of times they don’t see it in their world, what they see are teenagers getting in trouble.”*

Importantly, respondents felt that through their service-learning, they are better able to understand where adults are coming from. They felt at though their experiences have matured them and provided them with some insight into adults’ point of view. In several cases this was a result of working with children. Here, participants had to take the role as the adult. Their experiences impacted their relationships with adults including their parents and teachers.

- *“My mom and me don’t really have a good relationship. But when I worked with the kids and I see how they look at me, that is how I look at my mom. And now I understand her better. She has a lot of things in her mind...I think I understand her better than I did before. I was a kid and I would do things that she didn’t approve of, but when I was hanging out with the kids I thought that I need to start acting like a grown man.”*
- *“Working with the kids helped me to see how adults were looking at us. That helped me to mature more and I am able to connect with adults more now. I was able to see what they have to deal with a lot of immature people and I see how they can put a stereotype on teens.”*

As such, respondents felt that service-learning had given them the tools to better deal with situations where there might be potential conflict with an adult. From their experience working and being around adults, they felt that they were more apt to think

about what action to take, as opposed to acting first. In fact, one student reported that he felt as though an adult was taking advantage of his service-learning group. He felt his experience enabled him to take a stand and confront the issue maturely whereas previously he may have been too afraid or intimidated.

- *“Think you are less likely to go off on an adult if you have worked with them in service-learning. You have a better idea of the stereotypes you are fighting against. You learn how to act more around adults.”*
- *“The person who hasn’t had contact with adults might get mad but not fully understand the reason why they are upset or mad at the adult.”*
- *“Think service-learning is definitely a problem solving tool that really teaches you how to approach a problem differently or ways you wouldn’t think of. So when you do come into contact with these type of situations you can choose to walk away or solve it differently than the first thing that comes to you.”*

Respondents also had positive experiences with adults. Particularly those they worked with through service-learning. They respected these adults because they were “enthusiastic” and “appreciated” what they were doing. They felt supported by these individuals and looked up to them as role models.

- *“There is one person that has motivated me. She is in charge of this program city wide...she is always happy and proud to be involved in something the students are doing. Motivates me that there is an adult that is happy for what we are doing.”*
- *“She is so proud of everyone involved and she makes you want to make a difference and help people because she is so giving. She is a really cool person.”*
- *“We have a lot of adults who are supportive of us. Through all the negativity that we encounter as youth by adults who are not familiar with our situation it is really good to see some of the positive influences.”*
- *“I look up to some of the people who I have worked with over the years. My youth director is great, he and his wife are really special and they motivate you. They become your biggest supporters. You just make these connections with people though the different activities that you do that help your support system.”*

Ethnicity and Code Switching

Several minorities reported that they had experienced racism while participating in service-learning. They felt that they had to prove themselves even more as the people they were helping were sometimes skeptical of their dedication and commitment.

- *“It’s so hard to do something right when you are constantly portrayed as bad. You hardly ever see promotion when minorities do something good. With our group we are really diverse, when we go out people are so surprised because they are not used to see minorities doing well or even having the ambition to do something on an upper scale.”*

Some minority respondents described cases in which they have changed their dress and behavior in order to gain the respect of those they were dealing with through service-learning. They wanted to be taken seriously and did not want their outside appearance or manner to hinder the message they wanted to get across. Interestingly, two African American students reported that as a result of their change, other African American students in their school had followed their lead. They felt proud that they had taken a stand and were leading a change among their peers.

- *“When I go to a board meeting and there is not one other person who looks like me, I try to act more civilized, or proper. I know that if they see a little thing that is wrong with me or if I dress up all ghetto...they will say forget about him.”*
- *“You are opening the doors for yourself. Especially as an African American male. People have pre-conceived notions. You dress for the part you play. You want people to see you as something more.”*

Non minority respondents also noted that they change their behavior or style depending on the audience they are addressing. They felt as though this was an important factor in effectively getting their point across.

- *“For me with different people I will talk in a different way or say things in a different way but you can still portray yourself because yourself is your opinions. But how I portray them is different depending on who my audience is. I try to talk to the people who I am trying to influence.”*
- *“I won’t necessarily change myself, just the way I am communicating with the so they will understand where I am coming from.”*