

Learning to Give

Year-End Evaluation Report

2003-04

Jean Baker
Robert L. Church
Robert E. Floden
Leah R. Kirell
Brian D. Silver
Mark I. Wilson
Edward W. Wolfe
Diane L. Zimmerman

MICHIGAN STATE
UNIVERSITY

Advancing Knowledge.
Transforming Lives.

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Jean Baker
Associate Professor, Counseling, Educational Psychology, &
Special Education

Robert L. Church
Vice Provost Emeritus, University Outreach & Engagement

Robert E. Floden
Professor, Teacher Education; Director, Institute for
Research on Teaching and Learning

Leah R. Kirell
Research Assistant, Teacher Education

Brian D. Silver
Professor, Political Science; Institute for Public Policy &
Social Research

Mark I. Wilson
Associate Professor, Geography; Institute for Public Policy
& Social Research

Edward W. Wolfe
Assistant Professor, Counseling, Educational Psychology,
and Special Education

Diane L. Zimmerman
Director, Advancement: Communication and Information
Strategies, University Outreach & Engagement

MICHIGAN STATE
UNIVERSITY



University Outreach
& Engagement
Michigan State University
East Lansing

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Copies of this report are available from

University Outreach & Engagement
Michigan State University
Kellogg Center, Garden Level
East Lansing, MI 48824
Voice: (517) 353-8977
Fax: (517) 432-9541
E-mail: outreach@msu.edu
Web: <http://outreach.msu.edu>

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For more information about this report, contact Diane L. Zimmerman, Ph.D., at the above address or phone number, or e-mail: zimmerdl@msu.edu

Senior Editor

Diane L. Zimmerman

Production Editor

Linda Chapel Jackson

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Overview and Recommendations

Robert L. Church

As the MSU evaluation team completes its seventh year of formal evaluation of the Learning to Give (LTG) Project, we will use the opportunity of this year-end report to integrate the various components of the evaluation, completed over these past seven years and planned for the next two years, into an overall assessment strategy of the Project's successes in heightening K-12 student knowledge of and commitment to philanthropy and civic engagement among young people. We will explore the most productive way to combine the results gathered in the early years of the Project, when the evaluation goal was to provide formative information, and the most recent years, when the focus has incrementally moved toward outcome evaluation.

This plan for 2003-04's year-end report is appropriate for two reasons. First, as planned, relatively few evaluation tasks were completed this year. Most of the team's energy focused on preparing and testing instruments for measuring student learning and classroom climate. Second, the LTG Project team is considering a change in the evaluation schedule of activities for 2004-05 and 2005-06 so that it has in hand a major evaluation report of the Project's accomplishments by Fall 2005 in order to help secure long-term support for sustaining and expanding Learning to Give as a national curriculum initiative.

The evaluation plan for LTG has sought to determine the Project's accomplishments in several areas.

Student learning, attitudes, and behavior

- The degree to which students at various grade levels acquire knowledge of the concepts contained in the LTG lesson plans and an ability to apply that knowledge appropriately.
- The degree to which exposure to the LTG lessons encourages students to value and participate in contributing to the communities in which they live.

Teacher valuation of the LTG materials

- The degree to which teachers choosing to use the LTG lessons find them relevant, age appropriate, and inclusive of sufficient enrichment materials to stimulate and challenge the students.
- The degree to which teachers value the lessons and believe they are positively affecting student learning, attitudes, and behavior.
- The degree to which teachers believe the lessons and the overall LTG Project fulfill a need in their classrooms and schools.

- The degree to which teachers persist in using LTG materials and lessons.

School climate

- The degree to which the use of the LTG lessons in a school building stimulates responsibility and cooperation, that is, the “climate,” of the school.
- The degree to which school leaders—principals, curriculum specialists, etc.—believe that using the LTG lessons in their schools encourages a more cooperative, responsible, and giving school climate.

This report very briefly reviews the work that has been done in each of these areas, the evidence of accomplishment accumulated to this point, and the scheduled evaluation tasks remaining, and gives a preview of the likely conclusions that the evaluation team will be able to draw at the end of the process.

Student Learning

The evaluation team has sought to assess student achievement in learning the concepts embedded in the LTG lessons in two ways.

First, Professor Robert Floden and his team read work that students at the twelve “research” schools generated during their LTG lessons and rated them according to their demonstration of each student’s ability to understand the various aspects of philanthropy and identify their manifestation in the work of philanthropists and leaders they studied in class as well as to describe how the concepts apply to new scenarios. The evidence indicates that more than three-quarters of the students (73% in two prior years; 80% in 2003-04) have grasped the concepts and can “apply them appropriately within the classroom context.” Fewer than half of those students who grasped the concepts displayed the ability to “apply them appropriately beyond the classroom context,” that is, the ability to understand how those concepts apply beyond the materials given in the lessons. Over the three years of reading student work, the team has recorded a steady rise in the complexity of the concepts that the students employ in their written work and growing sophistication in the ways that they employ them. Because not all classrooms in a school used the LTG materials and because of student transfers, it has not been possible to determine how many students whose work was analyzed this year had participated in LTG lessons in prior years. Nonetheless, the fact that the students’ work evidences increased understanding of more complex concepts than had been true of work analyzed in earlier years suggests both persistence and accumulation of learning as students experience the LTG curriculum repeatedly. The detailed report of the 2003-04 examination of student work is contained in Appendix A.

Second, Professor Edward Wolfe of the MSU evaluation team has developed a series of normed and standardized tests designed to measure student mastery of the concepts that the LTG lessons seek to teach (Appendix B). Twelve different field test forms (5 elementary, 4 middle school, and 3 high school) were administered in spring 2004. A few schools were able to administer two forms, one as a pre-test and one as a post-test. Each form contained approximately 20 multiple choice and open-ended items. Results of the field testing will guide the final choice of 35 high quality items for each school level, from which will be constructed initial operational test forms to be administered as pre- and post-tests in 2004-05.

Table 1. Preliminary Pre-Test/Post-Test Comparison

	<i>Elementary Students</i>	<i>Middle School Students</i>	<i>High School Students</i>
Students tested	176	139	389
Average pre-test score	13.47	9.45	6.89
Average post-test score	14.74	9.42	7.73
Average raw score gain	1.25	-0.03	0.84
Percentage change	5%	0%	3%

Although the field test process was designed to test the validity and reliability of the items in the test banks, the team was able to compare the results from those schools that were able to conduct pre- and post-testing (Table 1). At each grade level, students (176 at the elementary level, 139 at the middle school level, and 389 at the high school level) took a pre-test and a post-test and were exposed to an undocumented number of lessons based on the Learning to Give program between these test administrations. At the elementary and high school levels, students exhibited modest gains in raw scores and percentage of correct answers—an increase of 1.25 raw score points or 5 percentage points at the elementary level and an increase of 0.84 raw score points or 3 percentage points at the high school level. There was no change at the middle school level. The increases at the elementary and high school levels were statistically significant. It should be noted that the forms administered as the pre-test and post-test were still being piloted; the final, fully-validated test forms will likely differ from them to some degree. Also, it is not clear how many of the students taking the pre- and post-test battery had had prior experience with LTG lessons; this round may not, therefore, have been testing a true before and after (LTG lessons) situation.

Student Attitudes and Behavior

Student Survey

In 2002 and 2003 Professor Floden and his team developed and administered a survey that sought to elicit information about student philanthropic activity and attitudes. This student survey will be administered again during fall 2005 to a wider spectrum of schools. The exact number is pending consideration of whether the CHESP, Grand Valley, and Indiana cohorts are to be included. The survey included questions based on those found in two national surveys—the 1996 and 1999 telephone National Household Education Survey (NHES) and Independent Sector’s “Measuring Volunteering Toolkit” published in 2000—to provide a means of comparing LTG student responses to a representative sample of students across the nation. It also included some questions targeted at unique LTG goals such as students’ future plans for philanthropic activity. In order to facilitate further comparisons between LTG students and a large national sample, the survey will be augmented for the 2005 administration with items from the 2002 survey conducted by the Center for Information & Research on Civic Learning & Engagement (CIRCLE) regarding student participation in civic and democratic activities.

Responses to the first two administrations of the survey revealed that two-thirds of respondents reported giving money or objects to a charity within the past month; only about 5% indicated that they had never given. Furthermore, about 90% of the students

indicated that they would like to volunteer or donate in the future. These survey questions were among those unique to this survey and thus we have no national comparison; however, the current and future commitment to philanthropic activity is quite high among LTG students.

Survey responses also indicated that those who had experienced LTG lessons during the year of the survey were almost twice as likely to report participating in community service activities that year as were those in the national sample. Those who participated did so at a somewhat less intense pace (in terms of hours per week and/or number of weeks of participation) than those in the national sample who participated in community service, as would be expected given the much higher participation rate among LTG students. The evaluation team notes that the very high rate of participation in community service among LTG students relative to the national sample probably reflects, in large part, the fact that LTG students usually participate in a service-learning project each year. It is also probable that the lower intensity rates (that is, fewer hours or weeks of participation among LTG students responding to the survey) stem from the fact that far more LTG middle school students responded to the survey than did older high school students, who would be more likely to have taken part in longer and more complex community projects. The evaluation team has not been able to measure whether students who had experienced the LTG lessons for more than one year responded in the 2002-03 survey differently from those who were new to the LTG experience. The team will analyze the data from the 2005-06 survey with an eye to distinguishing responses from those with multi-year experience with LTG lessons; however, the data as collected may not sustain such an analysis.

Classroom Observation

This year the evaluation included a new component—observation of the LTG lessons as they were used in classrooms. The observations had two goals: first, to ascertain some of the effects of participation in the lessons on students—particularly through observing their behaviors during the lessons; and second, to document effective teaching methods and authentic learning during the lessons, particularly focused on instances of teachers extending lessons to reinforce and enhance student learning. Professor Jean Baker and her team reviewed LTG objectives, selected observational methodologies that seemed most likely to elicit evidence pertaining to those objectives, and conducted a series of pilot tests. (The series was truncated because of scheduling difficulties.) Those tests established that the diversity of LTG lessons and teacher approaches to them required the use of an informal, qualitative, narrative methodology rather than a formal one based principally on counting occurrences of predetermined student and teacher behaviors. Therefore, Professor Baker's team intends to proceed during the fall of 2004 with a program of classroom observation that will produce narrative evidence of the degree to which students become engaged in the lesson's learning activities, their spontaneous observations about philanthropy and civic responsibility, and the different instructional strategies adopted by teachers and their effects on student participation. The team expects that these observations will produce a good sense of the classroom context and student reaction to the LTG lessons. A fuller report of this aspect of the 2003-04 evaluation is found in Appendix C.

Teacher Valuation of the LTG Materials

There are two initiatives that the evaluation team is pursuing in order to document teacher reaction to the Project's materials. Neither was administered during 2003-04.

Past Teachers

The first initiative is an online survey, developed by Professor Mark Wilson, of all teachers who have written and/or used LTG materials since the inception of the Project, except those currently using the lessons in schools that have "adopted" the curriculum who will be included in the written survey (described below). It was originally hoped that this survey would be completed in the spring of 2004 and administered a second time in the spring of 2006. It is now scheduled for administration early in the fall of 2004. This survey is designed to assess the LTG Project's long-term use by teachers by asking those who have previously participated in the Project's development or training (but who no longer have direct contact with the Project) questions about: (1) whether and how they are using LTG lessons and materials in their classrooms, (2) whether they are continuing to teach about philanthropy and civic engagement but using different materials and/or strategies, and (3) how they assess the impact of their work with LTG and its materials on themselves and their students. The survey will tell us more about the persistence of LTG initiatives among teachers for whom the Project has ended its training and incentive support. See Appendix D for a draft copy of the survey that will be used.

Current Teachers

The second aspect of the team's work in depicting teachers' attitudes toward the LTG Project and its materials involves the administration of a written survey, comprising multiple choice and open-ended questions, to teachers who are currently using the LTG lessons in schools that have committed to using LTG lessons in at least one classroom at each grade level. The survey, designed by Professor Brian Silver and administered four times (to somewhat different groups of teachers each time) during the Project's first six years, has formed a key component of the formative evaluation process. It has focused primarily on teacher perceptions of the quality of LTG materials and the training that accompanied their introduction. The pattern of responses over those four administrations has been almost uniformly positive, with each successive group indicating that they found the Project's goals clearer, its expectations of teachers more explicit, and its support and training of teachers more adequate. The survey has found a consistently high valuation of the LTG lessons' age appropriateness and assessment strategies. In response to a question added to the survey for the 2002 and 2003 administrations, all of the teachers indicated that they felt that the LTG lessons they used enhanced and enriched their students' "understanding" of philanthropy—two-thirds said "a great deal," and one-third said "some." The evaluation team intends to continue probing teachers' valuations of the LTG Project through a modified version of this survey. The schedule calls for the team to survey teachers in the three new cohorts of schools (CHESP, Grand Valley, and Indiana) during the spring of 2005, with a focus on determining whether, as the Project devolves responsibility for introducing teachers to LTG onto others, those teachers agree with previous respondents that the Project's goals and expectations are clear, its supportive materials are useful, and its lessons are successful in increasing student understanding. Finally in the spring of 2006 the team will survey all teachers in the five

cohorts of schools that have agreed to use those materials in at least one classroom at each grade level.

School Climate

The evaluation team began to work on gathering information about “school climate” in some of the schools that use the LTG curriculum in some or all of their classrooms. The team sought to develop measures that would provide a basis for comparing climate in LTG schools with that in other schools. Professor Jean Baker and her team constructed two student surveys, one for high school students and one for elementary children, that combine items from, among others, the National Education Longitudinal Survey, the Vessels’ Schools Climate Scale for Children,¹ and the Opinion Survey for Students. The team also developed a survey for school teachers and administrators based on the Vessels’ School Climate Questionnaire. The team selected those items that were most relevant to assessing LTG objectives—safety, respect, and belonging to a community at school; commitment to the common good and helping others; and tolerance and giving. The team also analyzed several Michigan surveys that speak to school climate, but found that their items’ emphasis on character education did not provide the necessary focus on the LTG objectives and none had been applied statewide. Because all items selected for the surveys have been used in previous research, the responses to the surveys to be administered next year in the LTG schools can be compared to a large pool of responses from other schools. It must be pointed out that although different patterns of response in the LTG schools will indicate differences between those schools and those in the national samples, variables other than the LTG curriculum may have affected those differences.

The surveys will be tested for psychometric adequacy in early fall 2004 and administered in eight schools during late fall 2004. Professor Baker’s report and copies of the three surveys are available in Appendix C.

Recommendations

1. In light of the Project team’s desire to have as much data as possible analyzed and reported by early fall 2005, we recommend three alterations in schedule: (a) that the online survey of teachers be administered only once—in fall 2004—foregoing the spring 2006 administration; (b) that the two administrations of the written teacher survey be combined into a single administration during the spring of 2005 directed at all teachers in Michigan and Indiana who are using the LTG materials in schools that have agreed to include LTG lessons in at least one classroom at each grade level; and (c) that the school administrator debriefing focus groups be scheduled during the fall semester of 2005 rather than in spring of 2006.
2. The written survey of teachers has focused primarily on issues involving the introduction of LTG materials to schools and teachers; the adequacy of the support teachers using the material receive from the Project personnel, Web site, and distributed materials and from their colleagues and supervisors; and the

¹ Vessels, G. G. (1998). *Character and community development: A school planning and teacher training handbook*. Westport, CT: Praeger.

quality of the lessons themselves. In the next administration the survey should be modified to include more probing of teachers' evaluation of how their use of the LTG lessons has affected student learning, behavior, and attitudes.

3. The evaluation team is concerned that the evaluation plan has not paid sufficient attention to assessing the Project's strategies for generalizing the LTG curriculum materials to a national audience of K-12 teachers and their students. The Project has invested a great deal of time and care in establishing its lessons in perhaps a hundred schools in Michigan. Responses to the teacher surveys indicate that the Project has become extremely proficient in introducing the materials in these chosen schools and supporting the teachers in their use of them. All the indicators are that the teachers who use them like the materials and feel they have a beneficial effect on the students. Next year's persistence study will tell us more about the materials' staying power among teachers who no longer receive support from LTG.

It is clear that a far less labor intensive method of expanding the reach of the LTG materials must be put in place. The Project has used various forms of publicity, developed a Web site containing lessons and supporting materials, held summer workshops for teachers, and started to involve local universities to recruit and support schools in their area to use the LTG lessons. But at the end of the seventh year of the Project, no measures yet exist as to the effectiveness of any of these methods, singly or in combination. Getting the Project's lessons widely adopted in schools already burdened with numerous requirements is an immensely difficult problem, but its difficulty is the very reason that more attention must be focused on the issue of efficient and effective dissemination. The evaluation team recommends that the Project consider what data it will need, if any, to answer potential funders' questions about how the Project intends to disseminate its lessons and materials widely across the country.

Appendices

Appendix A

Student Outcomes Report

Robert E. Floden and Leah Kirell

What follows is an analysis of student mastery of philanthropy content during the 2003-04 school year. All student work was completed in conjunction with Learning to Give (LTG) lesson plans, though teachers altered those lesson plans to meet the needs of their students and to further their learning objectives for these students. Teachers familiar with LTG content submitted student work; all teachers had utilized the curriculum for at least one previous year. The work was then sorted into files and scored. The amount of student work in each file is variable, though each file contains work connected with only one lesson or activity. Student work was collected from all grade levels and across all instructional areas (Table A-1).

Table A-1. Count of Scored Materials

<i>Grade level</i>	<i>K-2</i>	<i>3-5</i>	<i>6-8</i>	<i>9-12</i>	<i>Total</i>
Student work	3 lessons	91 lessons	34 lessons	24 lessons	152 lessons

This year's data includes significantly more work collected from high school students—12 teachers from 7 high schools submitted student work—resulting in 21 scored files from this grade level. Only 6 files were available last year. The middle school grades, 6-8, are also now more fully represented. Thirty lessons were scored for this age group; only 18 were available last year.

This increase in available data allowed for a more complete analysis of student learning in grades 6-12. As a result of the increase in work from the higher grades, this year's work samples included more written essays and short answers than in years past, when the bulk of the material included student drawings or completed worksheets.

This increase in written work, in turn, allowed for more nuanced analysis of student learning. Written work, as compared to worksheets, charts or pictures, provides greater insight into student thinking and ability to apply philanthropic concepts. Analysis indicates that students have mastered many of the goals and are able to apply many of the core principles and concepts to actions in their own lives. A brief methodology of the review process is provided, followed by a more detailed description of student learning.

Methodology

We used the analysis method developed in 2001 and applied in 2002-03 to review the data collected during the 2003-04 school year. The scoring rubric, developed and refined through several cycles of analysis, is attached at the end of this Appendix.

When reviewing student work, emphasis is placed on mastery of philanthropy content and goals, not on discipline-specific knowledge. Occasionally, however, two bodies of

knowledge do overlap. For example, student knowledge of history or civics is occasionally required if students are to demonstrate mastery of philanthropic content. Generally, though, it is possible for students to show mastery of LTG goals without reference to history, civics or literature. Overlap is more apparent at the higher grade levels.

During the 2002-03 school year, 15 files of student work from grades K-2 were collected and scored, although it was determined that work from students this age was very difficult to assess since young children do not yet possess the writing skills needed to communicate understanding of the content. This year only three files of student work from this age group were submitted, and there was an insufficient amount in each of these files to allow for meaningful analysis. For this reason, no findings for this age group are included in this report.

When an evaluator was unable to determine student learning, either because the work was illegible or because the content of the assignment was unknown or unrelated to LTG goals, the file was labeled “Not Scored.”

Note: This year a total of 30 files were not rated. A review of these files indicates that the most common reason for the rating was that student work was not clearly related to philanthropy goals. Often these files included poems (haikus about nature or bio poems), notes from interviews with community members or biographical sketches. The writing was often part of a larger unit or lesson on philanthropy and was frequently intended to be a precursor to other activities that focused more directly on philanthropic principles. However, taken in isolation from these other tasks the writing assignments could not demonstrate student knowledge of the targeted skills.

Findings

Once again this year’s work shows that students, at all grade levels, understood the definition of philanthropy and could clearly identify philanthropic acts. The sophistication of both the definition and suggested actions was proportional to the students’ ages (Table A-2). Third through 5th graders defined philanthropy as the giving of time, treasures or talents (usually with clear distinctions among the three) and nominated helping friends with homework, parents with chores or the elderly with yard work as ways to give time. Commonly donated treasures included toys, food, clothes and money. Elementary school students viewed singing, dancing, reading or coaching as talents they had to share. Fourth grader Joyce’s ideas, while unique in content, represented the spirit of most of her peers’ thoughts on philanthropy. She wrote:

When you help someone that doesn’t know how to do rounding to the nearest thousand or hundreds that helps them a lot because then they would know how to do it and they would understand it a lot better. If I helped someone do that then I would feel good that I’m doing something to help others. Also they would feel good that someone else is giving there time to help people and them.

Review of middle schoolers’ work shows that they too understood the definition of philanthropy, though at this level they are also learning the meaning of related terms such as altruism, racism, bias and prejudice. Teachers at this level frequently utilized unit and lesson plans that focused on issues of racial discrimination, and drew heavily on literature and activities that engaged students with these themes. Students were often asked to explain the meaning of these terms as they related to pieces of literature studied in class.

Most students were able to explain how characters in these stories embodied the terms. Even when students struggled to distinguish between cases of bias or discrimination, they could communicate the negative connotations of each and argue for equal treatment of all people. As a result, many students in this group were able to express empathy for those they sought to help. One sixth grade student wrote,

Helping out people and doing good things for them makes me feel the same ... The homeless are good people. So please do whats right and do something good for someone or lots of people. When you do it shows the person you are and you should be proud!

Many middle school teachers also encouraged their students to engage in service-learning projects; therefore, students were able to volunteer time to local organizations and enact the philanthropy definition they studied during class.

Table A-2. Summary of Scoring Results

<i>Grade Level</i>	<i>Breakdown of Scores</i>	<i>Patterns of Student Learning</i>
3rd through 5th	Applies appropriately beyond the classroom context: 22 Applies appropriately within the classroom context: 33 Limited understanding: 15 Did not understand: 2 Not scored: 19	Students understand the definition of philanthropy—giving of time, talents or treasures—and can correctly identify ways that they can engage in philanthropic activity at home and in school. Students understand the causes and effects of pollution, and can identify ways they can help prevent pollution. Student can define and explain the concept: common good, and they are able to identify and often times have enacted behaviors that further the common good. Students can research and report information about non profit organizations. Students do not yet demonstrate that they understand the definition/purpose of corporate philanthropy or volunteerism. Students show mixed understanding of the importance of voting as it is connected to civic responsibility.
6th through 8th	Applies appropriately beyond the classroom context: 10 Applies appropriately within the classroom context: 14 Limited understanding: 1 Did not understand: 2 Not scored: 7	Students understand the definition of philanthropy terms (e.g., altruism, ethical decision making, racism, bias, prejudice and discrimination) and can provide examples of the applicable terms in relation to literature studied, historical events and personal experiences. Students are able to plan, implement and assess the effects of a service-learning project with the help of fellow students and/or faculty and staff. Students understand the purpose and function of nonprofit organizations and individual philanthropists, particularly after engaging in service-learning projects. Students who did not engage in such projects could still locate and explain information about nonprofit organizations and famous philanthropists. Students could list ways that they could assist others in their schools and communities.
9th through 12th	Applies appropriately beyond the classroom context: 4 Applies appropriately within the classroom context: 11 Limited understanding: 3 Did not understand: 0 Not scored: 6	Students could define and name nonprofit organizations. Students could explain the purpose of each of the three sectors. Students could correctly define philanthropy, research famous philanthropists and explain how and why these people helped others in the community. Students were able, when asked, to articulate how famous philanthropists had inspired them to give to others and identify age-appropriate ways they could contribute to their communities.

High school students also demonstrated that they were cognizant of the definition of philanthropy, aware of high profile philanthropists and appreciative of the wide-reaching effects of philanthropic behavior. Units on famous athletes and historical figures of prominent philanthropists were popular among the high school teachers—perhaps because these units required students to engage in independent research and link the actions of the philanthropists to historical events and civic action. After researching and discussing the lives and actions of sports figures who engaged in philanthropy, many of the high school students noted that they were inspired by their heroes' commitment to others and hoped to emulate their behavior. Furthermore, these students frequently wrote about the interconnectedness of communities and the need for people to work together to improve one another's lives. Josh, a 12th grader, reached this conclusion:

Philanthropy is only [a] word, but the meaning behind it can honestly save a life. If we would take time out of our busy schedule and help someone, we will in turn make our living environment a more habitable one by giving to others and making their day ... We should have a sense of urgency when it comes to giving of ourselves, because if we all do, everyone is affected through your patronage [and] your inner gratification.

Overall, the work shows that students understood the definition of philanthropy, could identify age appropriate ways of acting philanthropically, could connect the content to historical and literary themes, and could express their understanding in original, often moving, language.

In each grade level students also showed that they were able to access and report information about nonprofit organizations. Students could correctly identify nonprofit groups and explain who these groups helped. Work on this topic was almost uniformly presented in completed worksheets, with students filling in the blanks after looking up the information on the Web.

Students at the elementary school level were often exposed to the LTG unit on water conservation. Their work showed that they understood the causes and effects of pollution, and they were able to list many ways that they could help protect the environment and conserve natural resources. These students were also able to express that protecting the environment was an important step in furthering the common good. Students generally understood that natural resources belong to everyone and that individuals should be responsible for caring for these resources.

Students at the middle school level often engaged in service-learning projects. These students were able to identify a need in the school or community, work to mitigate this need, and reflect on the effects of their actions. Students were generally assisted by teachers, staff or parents in these projects, but volunteered their time to local organizations and wrote about their experiences independently. There seemed to be a correlation between engagement in the service-learning projects and students' abilities to apply the philanthropy content to their own lives. It is not clear whether students who actually volunteered were better able to make these connections or if the work submitted just more clearly demonstrated this application as compared to the work of students who did not participate in the service-learning components. What was clear, however, was that students described the service-learning projects as "fun."

Though not many in number, all of the files related to the three sectors included student work that demonstrated an understanding of this topic. Most frequently students were

asked to list businesses or organizations from all three of the sectors and explain the purpose and function of each sector. Occasionally students completed maps of a local street, marking each building with the appropriate sector designator. Students generally completed all of these tasks correctly.

Students did struggle with some of the content, however. They did not seem to understand the concepts of corporate philanthropy and volunteerism. It is possible, though, that the structure of the assignment was, in part, responsible for their confusion. All of the collected work on this topic was from the same assignment—a worksheet on corporate philanthropy. In all cases, across all the files, when students were asked to complete this worksheet they failed to discern the difference between the charitable organization that the corporation supported and the people the charitable organization helped. Students simply wrote the same answer for both questions on the worksheet. Arguably, the worksheet was unclear to students; however, in the absence of other work on this topic it seems that students did not understand this content.

Young students also struggled with the distinction between personal rights and personal responsibilities, often confounding the two. Many students in this age group had difficulty providing an example of ethical decision making, although students in one class, when asked to find examples of the concept in the story *Friends*, could explain that helping fugitive slaves was an ethical decision. This same group of students also noted that civil disobedience was an action for the common good. This capacity to link the concepts to the literature was not widespread, however.

Conclusion

There appears to be both a repetition of trends from previous years' analysis and the development of a new pattern. As in years past, all students mastered the definition of philanthropy, could identify ways to act philanthropically and, when given the opportunity, engaged in philanthropy in their own communities. This year's work also shows that students were able to complete research about nonprofit organizations and that they understood the materials related to environmental protection/pollution.

A new trend also emerged this year. Most of the work in each of the three grade categories fell into distinct areas of emphasis: Elementary school students were most often exposed to the unit on the water cycle and environmental protection and to lessons that focused on the definition of philanthropy. The middle school teachers who submitted work often sent materials related to service-learning projects and the theme of racial discrimination. High school students were most commonly asked to complete work from the unit on athletic heroes and famous philanthropists. There were noticeably fewer files that contained student artwork and worksheets this year than in the last two years, and a much greater amount of student writing was submitted.

This new trend in student work allowed for a more complete picture of students' understanding of some of the philanthropy content—providing glimpses into students' understanding and application of the material. However, since much of the scored work focused on the same types of activities or lessons, fewer of the philanthropy topics were covered. Therefore, while it is possible to get a more detailed picture of student knowledge of a small sub-set of skills, less is known about student mastery of the other content.

This pattern could be attributable to teachers' growing familiarity with the LTG curriculum and with increased confidence in their ability to merge the philanthropy

materials with other learning objectives. Furthermore, teachers may, after practice and experience with the lessons, have determined that some are more beneficial and engaging for their students than others. This new distribution permits a more confident reporting of student mastery of the highlighted skills, but simultaneously limits what can be reported about student knowledge of the broader curriculum.

Attachment A-1
Student Work Scoring Rubric

Applies Appropriately Beyond Classroom Context

- Demonstrates that students have understood and applied the content to their daily lives
- Students move beyond the immediate content/context of the lesson to apply, infer or expand philanthropy concepts

Applies Appropriately Within the Classroom Context

- Demonstrates that students understand the content of the philanthropy themes and express this understanding in original and appropriate ways
- Students express mastery of the philanthropy content within the confines of the lesson plan

Limited Understanding

- Demonstrates that students understand the content of the philanthropy themes, but use the language/knowledge in restricted ways
- Students' use of content/language is limited to repetition or rote

Did Not Understand

- Demonstrates that students do not understand the philanthropy content/language
- Students fail to meet the philanthropy objectives—either in knowledge or spirit

Not Scored

- The materials do not address philanthropy content/goals/themes
- The materials can not be read or understood

Appendix B

Test Development

Edward W. Wolfe

Activities relating to the development of the operational test forms focused on five tasks.

Task 1. Taking Stock of the Item Bank

During August of 2003, all items in the original test bank were classified according to which theme, standard, and objective that they addressed. That bank contained 82 elementary items, 50 middle school items, and 47 high school items. Of these, only 30, 24, and 20 items were clearly targeted to the key objectives at the elementary, middle, and high school levels. The remaining items either targeted a secondary objective or were not clearly linked to a single objective. During August of 2003, a panel of content experts reviewed the item classifications and assigned every item to an appropriate category. These experts also conducted content reviews of all items in the item bank, suggesting changes to the wording, response options, and focus of various items in the existing item bank.

Task 2. Development of Additional Items

During the fall of 2003, we sought to further develop the item bank. After taking stock of the existing item bank, we determined that 10, 22, and 22 of the key objectives were addressed by no items in the existing elementary, middle, and high school item banks. Items were written by a subset of the content experts who participated in Task 1, and the items were reviewed and edited by a test development expert before these new items were included in the existing item bank.

Task 3. Fairness Review

All items in the expanded item bank were subjected to a fairness review conducted during October of 2003. Experts examined each item for clarity, fairness, and sensitivity issues and made recommendations for item deletions and/or edits.

Task 4. Construction of Field Tests

The edited item banks were used to create 5, 4, and 3 elementary, middle, and high school field test forms. These forms contained approximately 20 items each with up to 3 open-ended items per form. All forms were linked via common items. The field test forms are attached at the end of this Appendix.

Task 5. Administration of Field Tests

The field tests were distributed to schools in January of 2004. A subset of these schools administered two forms—one as a pretest and one as a posttest. A majority of the student

responses have been returned with the remaining responses expected by early July. As of June 30th, 2004, all multiple-choice responses have been entered into a database for the student responses that have been received. Open-ended items will be scored, and those scores will be entered into the database once the final set of student responses is received. Data will be scaled, and item analyses will be utilized to identify a subset of 35 high-quality items per grade level that address a range of the key objectives. These 35 items will be used to construct initial operational test forms which will be administered to schools in the fall of 2004. In addition, pretest-posttest data from the field test will be compared for the sake of determining the extent of any gains students exhibited during the spring of 2003.



Learning To Give
Elementary School Level Field Test Assessment
Form A



Directions to the Student

There are several different types of questions on this test:

- Some questions will ask you to choose the best answer from among four answer choices.
- Some questions will ask you to write your answer in the space provided.
 - Some of these questions are short. They ask you to write an answer and to explain your thinking.
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- Read each question carefully and think about your answer.
- If answer choices are given, choose the best answer by circling the letter in front of your answer.
- Write your answers directly in your test booklet. Cross out or erase any work you do not want as part of your answer.
- You should have plenty of time to finish every question on the test. If you do not know the answer to a question, go on to the next question. You can come back to that question later.
- If you finish early, you may check your work.

Wait

1. Which act best shows **philanthropy**?
 - A. Kara raked leaves to earn an allowance.
 - B. Jaunita paid a store clerk for an apple.
 - C. Ralph played fetch with a neighbor's dog.
 - D. Martin gave food to a homeless shelter.

2. Kailey and Isaac picked up trash in the school hallway. Which **Core Democratic Value** does this show?
 - A. Telling the truth
 - B. Taking care of the common good
 - C. Supporting equal opportunity
 - D. Supporting individual rights

3. After a snowstorm, many people helped others. Which example best shows someone acting for the **common good**?
 - A. Ariel built a snowman in her front yard.
 - B. Jason helped push a car that got stuck in the snow.
 - C. Linda shoveled snow on the sidewalks in the city park.
 - D. Marcus went to the store to buy food for an elderly neighbor.

4. Margery does many things in her neighborhood. In which case is she considered a **volunteer**?
 - A. When she reads a book for a school project
 - B. When she baby-sits after school to earn extra money
 - C. When she collects cans of food to give to the homeless shelter
 - D. When she goes to the store with her mother to buy milk

Continue

5. Which of the following best describes a Native American act of philanthropy?
- A. Holding a yearly Potlatch for the tribe
 - B. Accumulating wealth for personal needs
 - C. Trading with the settlers
 - D. Taking only what they need from the land
6. In a Native American story the people of a tribe were suffering from drought and famine. The medicine man suggested that the only way to end this problem would be for the tribe to give up its most valuable possession. Only one little girl was willing to help. She selflessly gave up her only doll. Why would the girl's action be considered an act for the **common good**?
- A. She gave up her doll to help the tribe.
 - B. She doesn't like her doll anymore.
 - C. She's too old to play with dolls.
 - D. She is afraid of the medicine man.
7. Why would the girl's action be considered an act for the **common good**?
- A. She gave up her doll to help the tribe.
 - B. She doesn't like her doll anymore.
 - C. She's too old to play with dolls.
 - D. She is afraid of the medicine man.
8. Which of these shows a **democratic** way for Karl's class to decide what game to play during recess?
- A. Voting
 - B. Letting Karl
 - C. Asking the teacher to decide
 - D. Tossing a coin

Continue

9. A community got together to support the local basketball team. Which action would be considered **philanthropic**?
- A. Students got to see games for free when they sold tickets at the door.
 - B. The team members voted to chose a new player.
 - C. The audience cheered when the home team scored points.
 - D. Neighborhood children picked up trash after the game.
10. Which of these is the best example of **private** property?
- A. A friend's bicycle
 - B. A desk at school
 - C. A library book
 - D. A slide at the park
11. Of these philanthropic acts, which has the greatest **opportunity cost**?
- A. A corporation giving \$10 to a local charity
 - B. A child giving their \$10 allowance to a homeless shelter
 - C. A wealthy person giving \$10 to the church
 - D. An elderly lady giving \$10 to the child who mowed her lawn
12. Which activity demonstrates the influence of philanthropy in American history?
- A. Community members attended town meetings to solve problems.
 - B. Wealthy families owned and managed plantations.
 - C. Pilgrims built homes and started farms to survive.
 - D. Lawyers helped settle disputes over property and wages.

Continue

13. Which of these areas in a school is the best example of the **commons**?
- A. Cafeteria
 - B. A student's desk
 - C. The principal's office
 - D. The teacher's lounge
14. Which of these is an example of students working to make their community better?
- A. Going to a ballgame
 - B. Helping at a playground cleanup
 - C. Cleaning up toys at home
 - D. Playing with friends
15. During her free time, Melinda wanted to do something that would improve the **common good** in her classroom. Which of these actions would be the best choice?
- A. Organize the reading corner
 - B. Draw a picture
 - C. Take a nap
 - D. Play a game with friends
16. Which of these is an example of **community capital** that might be kept in a 3rd grade classroom?
- A. A lunch box
 - B. A coat
 - C. A backpack
 - D. A set of encyclopedias

Continue

17. Which of these would be the **first** step in creating a **non-profit organization** to help the community?
- A. Provide a service
 - B. Organize a committee
 - C. Raise money
 - D. Identify a need
18. Mr. and Mrs. Thomas want to show their children the importance of giving and sharing in the community. Which example best shows their desire to act for the **common good**?
- A. Buying food to bring to the local homeless shelter
 - B. Cheering at a school football game
 - C. Organizing a neighborhood garage sale
 - D. Giving candy to the neighbors on Halloween
19. Why is it important for children to learn about the right to vote?
- A. It teaches the voting process.
 - B. It shows love.
 - C. It encourages civic duty.
 - D. It is required by law.
20. Identify one of the three criteria that define **community**.

Stop



Learning To Give
Elementary School Level Field Test Assessment
Form B



Directions to the Student

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- If you finish early, you may check your work.

Wait

1. Which act best shows **philanthropy**?
 - A. Kara raked leaves to earn an allowance.
 - B. Jaunita paid a store clerk for an apple.
 - C. Ralph played fetch with a neighbor's dog.
 - D. Martin gave food to a homeless shelter.

2. Mr. Chen's class worked on many projects last year. Which one shows **philanthropy**?
 - A. They raised money for a class trip to the capitol.
 - B. They had a party to celebrate Thanksgiving.
 - C. They stayed after school to pick up trash on the playground.
 - D. They performed a play in front of the whole school.

3. Which of these is probably a **non-profit** organization?
 - A. A nursing home
 - B. A blood bank
 - C. A daycare center
 - D. A towing service

4. A non-profit organization acts **philanthropically** when it does which of these?
 - A. Mails copies of its mission statement to members of the community
 - B. Hires a bookkeeper to keep track of income and expenses
 - C. Addresses needs of people in the community
 - D. Advertises for financial support.

Continue

5. Which of these is a **common resource**?
- A. Grocery store
 - B. Backyard pool
 - C. Medical school
 - D. National park
6. In a Native American story the people of a tribe were suffering from drought and famine. The medicine man suggested that the only way to end this problem would be for the tribe to give up its most valuable possession. Only one little girl was willing to help. She selflessly gave up her only doll. Why would the girl's action be considered an act for the **common good**?
- A. She gave up her doll to help the tribe.
 - B. She doesn't like her doll anymore.
 - C. She's too old to play with dolls.
 - D. She is afraid of the medicine man.
7. Which of these shows a **democratic** way for Karl's class to decide what game to play during recess?
- A. Voting
 - B. Letting Karl
 - C. Asking the teacher to decide
 - D. Tossing a coin
8. Which of these is considered **private** property?
- A. A city park
 - B. A national forest
 - C. A military base
 - D. A farm

Continue

9. In a democratic society, how are decisions supposed to be made?
- A. The leader tells everyone else what to do.
 - B. The people with the most money have the most influence.
 - C. Religious groups have the most influence.
 - D. All citizens play a role.
10. Of these philanthropic acts, which has the greatest **opportunity cost**?
- A. A corporation giving \$10 to a local charity
 - B. A child giving their \$10 allowance to a homeless shelter
 - C. A wealthy person giving \$10 to the church
 - D. An elderly lady giving \$10 to the child who mowed her lawn
11. Susan B. Anthony fought for women's voting rights. Why would her actions be considered philanthropic?
- A. Women paid her to speak for them.
 - B. She enjoyed the publicity.
 - C. She tried to help all women.
 - D. Women agreed with her ideas.
12. Which of the following is a philanthropic act practiced by colonial men?
- A. They held meetings to discuss problems in the community.
 - B. They worked together to build each other's homes.
 - C. They hired farm hands to help during the harvest.
 - D. They rode horses and wore boots.

Continue

13. Which of these best shows an individual doing something for the **common good**?
- A. Kathy carried books to the teacher's car.
 - B. Harold helped his friend with homework.
 - C. Marissa shoveled a neighbor's driveway at no charge.
 - D. Anthony cleaned up broken glass at a public beach.
14. When the Pilgrims came to the New World, which Native American helped them learn to grow corn?
- A. Geronimo
 - B. Pocahontas
 - C. Squanto
 - D. Sequoia
15. Which of these is an example of **community capital** that might be kept in a 3rd grade classroom?
- A. A lunch box
 - B. A coat
 - C. A backpack
 - D. A set of encyclopedias
16. Which of these jobs is most likely to be a **volunteer** position?
- A. Nurse
 - B. Waiter
 - C. Scout leader
 - D. Police officer

Continue

17. Mr. Santiago's 4th grade class wants to hold a bake sale to raise money for a school butterfly garden. Mr. Santiago asked his students to write a letter to the principal to explain the goals of the service project. What is the most important information should the students include in their letter to the principal?
- A. Benefits of having a butterfly garden at school
 - B. Recipes for the foods that the students plan to sell
 - C. A list of baked goods that people like the most
 - D. All the names of students who plan to help
18. Teresa canceled her plan to go to the movies with her friends so that she could hand out mittens at a homeless shelter. Which example best describes the **consequences** of her choice?
- A. Opportunity cost
 - B. Philanthropy
 - C. Common good
 - D. Saving money
19. Identify one of the three criteria that define **community**.

Continue

20. Name one **nonprofit charitable organization**.

Stop



Learning To Give
Elementary School Level Field Test Assessment
Form C



(January 2004)

Directions to the Student

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- Some questions will ask you to choose the best answer from among four answer choices.
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- You should have plenty of time to finish every question on the test. If you do not know the answer to a question, go on to the next question. You can come back to that question later.
- If you finish early, you may check your work.

Wait

1. Which act best shows **philanthropy**?
 - A. Kara raked leaves to earn an allowance.
 - B. Jaunita paid a store clerk for an apple.
 - C. Ralph played fetch with a neighbor's dog.
 - D. Martin gave food to a homeless shelter.

2. Which student gave his **time** in a philanthropic way?
 - A. Jamal earned \$2 for babysitting on Saturday afternoon.
 - B. Tomas shoveled snow to help earn a merit badge for Boy Scouts.
 - C. Sam spent Wednesday afternoon helping a classmate learn to read.
 - D. Malcolm earned his weekly allowance by cleaning up his room.

3. Which of these is a **Core Democratic Value** that shows philanthropy?
 - A. The right to vote
 - B. The commitment to contribute to the common good
 - C. The opportunity to be happy
 - D. The responsibility to take care of property and family

4. Of the organizations listed, which one is most likely non-profit?
 - A. Soccer Zone Sports Camp
 - B. Main Street Homeless Shelter
 - C. All Pets Veterinary Clinic
 - D. Northwest Bank

Continue

5. In a Native American story the people of a tribe were suffering from drought and famine. The medicine man suggested that the only way to end this problem would be for the tribe to give up its most valuable possession. Only one little girl was willing to help. She selflessly gave up her only doll. Why would the girl's action be considered an act for the **common good**?
- A. She gave up her doll to help the tribe.
 - B. She doesn't like her doll anymore.
 - C. She's too old to play with dolls.
 - D. She is afraid of the medicine man.
6. People from all cultures practice philanthropy. Why is this practice so common?
- A. People want to help others.
 - B. People like to be happy.
 - C. People want to earn money.
 - D. People obey laws.
7. Which of these shows a **democratic** way for Karl's class to decide what game to play during recess?
- A. Voting
 - B. Letting Karl
 - C. Asking the teacher to decide
 - D. Tossing a coin
8. Which of these best describes **private** property?
- A. Land owned by an individual, but not for public use
 - B. A military base operated by the government, but not for public use
 - C. An historical landmark managed by the state government for public use
 - D. A river that provides drinking water for people in a community

Continue

9. Jane Addams was the first American woman to win the Nobel Peace Prize. She started community centers in Chicago. What **Core Democratic Value** best describes her civic achievements?
- A. Freedom of speech
 - B. Freedom of religion
 - C. Common good
 - D. Representative democracy
10. Of these philanthropic acts, which has the greatest **opportunity cost**?
- A. A corporation giving \$10 to a local charity
 - B. A child giving their \$10 allowance to a homeless shelter
 - C. A wealthy person giving \$10 to the church
 - D. An elderly lady giving \$10 to the child who mowed her lawn
11. In a democratic society, why is it important for people to follow the rules?
- A. To reduce crowding in jails
 - B. So that lawyers have more work
 - C. To protect the rights of citizens
 - D. So that politicians can get elected
12. Which of the following is a philanthropic act practiced by colonial women?
- A. They made quilts to keep themselves warm in the winter.
 - B. They got up early to start the fire in their stoves.
 - C. They made sure that their children went to school.
 - D. They worked together to clean houses in the community.

Continue

13. In a classroom, why is it important for students to follow rules?
- A. Following the rules makes the teacher happy.
 - B. Following the rules protects the rights of all students.
 - C. Following the rules prevents students from getting into trouble.
 - D. Following the rules is necessary to earn good grades.
14. Which one of these activities is the best example of **corporate philanthropy**?
- A. Advertising to sell hamburgers
 - B. Giving out toys in a kid's meal
 - C. Running special sales on meals
 - D. Sponsoring the Special Olympics
15. Which of these is an example of **community capital** that might be kept in a 3rd grade classroom?
- A. A lunch box
 - B. A coat
 - C. A backpack
 - D. A set of encyclopedias
16. Which of these is a **philanthropic** reason for volunteering at a hospital?
- A. To earn money
 - B. To help others
 - C. To stay healthy
 - D. To learn about medical careers

Continue

17. Mrs. Kosov's 4th graders want to hold a community auction in the park to raise money for new playground equipment. The students made a list of goals for their service project and possible effects on the community. Which aspect of the service project would be most beneficial for the community?
- A. Some of the old equipment will be sold at an auction.
 - B. The new equipment will be expensive.
 - C. Some of the old equipment needs to be repaired.
 - D. The new equipment will be safe and accessible to everyone.
18. Jenny arrived at school one morning before her teacher. The classroom was a mess from a meeting that had been held there the day before. Jenny picked up scraps of paper and straightened out the desks before the teacher arrived. Which of these is a **philanthropic** reason for Jenny cleaning the classroom instead of doing something else that was more fun?
- A. She wants Ms. Li to thank her.
 - B. She would like the teacher to like her.
 - C. She wanted to avoid getting in trouble.
 - D. She acted for the common good.
19. Identify one of the three criteria that define **community**.

Continue

20. Native Americans believed that it was important to share and do things for the good of the community. When the European settlers came Native Americans helped them. Describe one of the ways in which Native Americans helped the settlers.

Stop



Learning To Give
Elementary School Level Field Test Assessment
Form D



(January 2004)

Directions to the Student

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- If you finish early, you may check your work.

Wait

1. Which act best shows **philanthropy**?
 - A. Kara raked leaves to earn an allowance.
 - B. Jaunita paid a store clerk for an apple.
 - C. Ralph played fetch with a neighbor's dog.
 - D. Martin gave food to a homeless shelter.

2. Which student gave her **talent** in a philanthropic way?
 - A. Jessica played piano in the school talent show.
 - B. Selena showed her friend a new yo-yo trick.
 - C. Marisa designed holiday cards for the Children's hospital.
 - D. Marta won the school spelling bee.

3. Which of these is a likely **first step** when forming a nonprofit organization?
 - A. Advertising for new members
 - B. Selling tickets to a fundraising event
 - C. Noticing a need in the community
 - D. Writing a letter

4. Why is the American Red Cross considered a **philanthropic** organization?
 - A. It is owned and operated by the U.S. government.
 - B. It provides free health care to people throughout the world.
 - C. It employs doctors, nurses, and other health care workers.
 - D. It requires its employees to become American citizens.

Continue

5. In a Native American story the people of a tribe were suffering from drought and famine. The medicine man suggested that the only way to end this problem would be for the tribe to give up its most valuable possession. Only one little girl was willing to help. She selflessly gave up her only doll. Why would the girl's action be considered an act for the **common good**?
- A. She gave up her doll to help the tribe.
 - B. She doesn't like her doll anymore.
 - C. She's too old to play with dolls.
 - D. She is afraid of the medicine man.
6. Which of these shows a **democratic** way for Karl's class to decide what game to play during recess?
- A. Voting
 - B. Letting Karl
 - C. Asking the teacher to decide
 - D. Tossing a coin
7. The term **common resource** refers to property that belongs to whom?
- A. All citizens
 - B. An individual or family
 - C. A corporation
 - D. Teachers
8. Which of these activities shows **personal virtue, good character and ethical behavior**?
- A. Volunteering at a nursing home
 - B. Eating lunch with a friend
 - C. Doing homework
 - D. Buying a new skateboard

Continue

9. Of these philanthropic acts, which has the greatest **opportunity cost**?
- A. A corporation giving \$10 to a local charity
 - B. A child giving their \$10 allowance to a homeless shelter
 - C. A wealthy person giving \$10 to the church
 - D. An elderly lady giving \$10 to the child who mowed her lawn
10. A **non-profit** organization can best help citizens in the community by supporting which activity?
- A. Selling cars
 - B. Delivering the mail
 - C. Organizing a food drive
 - D. Calling people on the phone
11. Which of these actions illustrates both the **rights** and **responsibilities** of citizens?
- A. Going to the library
 - B. Paying taxes
 - C. Voting for the city mayor
 - D. Working for the fire department
12. In a classroom, which behavior best helps all students learn?
- A. When everyone works alone
 - B. When everyone follows the rules
 - C. When two students talk loudly to each other
 - D. When one student interrupts the teacher frequently

Continue

13. Four students stayed after school to help in the library. Which one volunteered for **philanthropic** reasons?
- A. John wanted to get extra credit from his teacher.
 - B. Julie wanted to impress her friends.
 - C. Suzanne wanted to help keep the library clean.
 - D. Mario wanted to read some books.
14. Which of these is an example of **community capital** that might be kept in a 3rd grade classroom?
- A. A lunch box
 - B. A coat
 - C. A backpack
 - D. A set of encyclopedias
15. Which of these jobs would most likely only be found in the **for-profit** sector?
- A. Doctor
 - B. Teacher
 - C. Bank teller
 - D. Crossing guard
16. A new neighborhood park was built two blocks from the Chen family's house. How could they help the park in a **philanthropic** way?
- A. Having a picnic
 - B. Walking their dog
 - C. Donating a bench
 - D. Playing on the playground

Continue

17. Prior to helping at the First Street Soup Kitchen, Latisha had to attend a volunteers' meeting. What is the most likely reason for requiring new volunteers to attend the meeting?
- A. To taste test the meals before serving them
 - B. To learn how to be sensitive to the people
 - C. To learn the names of the cooks
 - D. To fill out paper work so that everyone could get paid

18. Identify one of the three criteria that define **community**.

19. Read this list of words.

backyard pool	city park	garden center
private beach	hospital	state forest

Identify one item that is an example of a **common resource**, and explain why it is considered a **common resource**.

Common Resource: _____

Why: _____

Continue

20. Describe the main difference between a **non-profit organization** and a **for-profit organization**.

Stop



Learning To Give
Elementary School Level Field Test Assessment
Form E



(January 2004)

Directions to the Student

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- If you finish early, you may check your work.

Wait

1. Which act best shows **philanthropy**?
 - A. Kara raked leaves to earn an allowance.
 - B. Jaunita paid a store clerk for an apple.
 - C. Ralph played fetch with a neighbor's dog.
 - D. Martin gave food to a homeless shelter.

2. Which student gave his **treasure** in a philanthropic way?
 - A. Larry gave \$1 from her piggy bank to give to the children's hospital.
 - B. Fernando saved part of his allowance to buy cupcakes at the school bake sale.
 - C. Kyle sold the most gift-wrap when raising money for the third grade class trip.
 - D. Marcus loaned Katie \$1 to buy popcorn at the neighborhood fair.

3. The Salvation Army and the American Cancer Society are examples of which type of organization?
 - A. Business
 - B. Non-Profit
 - C. Community Foundation
 - D. Government

4. Which of the following is a nationally recognized **non-profit** organization that serves **local** community needs?
 - A. The United Way
 - B. United States Post Office
 - C. Kmart
 - D. World Bank

Continue

5. In a Native American story the people of a tribe were suffering from drought and famine. The medicine man suggested that the only way to end this problem would be for the tribe to give up its most valuable possession. Only one little girl was willing to help. She selflessly gave up her only doll. Why would the girl's action be considered an act for the **common good**?
- A. She gave up her doll to help the tribe.
 - B. She doesn't like her doll anymore.
 - C. She's too old to play with dolls.
 - D. She is afraid of the medicine man.
6. Which of these shows a **democratic** way for Karl's class to decide what game to play during recess?
- A. Voting
 - B. Letting Karl
 - C. Asking the teacher to decide
 - D. Tossing a coin
7. The Underground Railroad helped many slaves escape slavery. Who is well known for helping this effort?
- A. Martin Luther King Jr.
 - B. George Washington Carver
 - C. Harriet Tubman
 - D. Rosa Parks
8. Which of these is the best example of a **common resource**?
- A. A city park
 - B. The food in somebody's refrigerator
 - C. A neighbor's garden
 - D. A friend's swimming pool

Continue

9. Which of these is the best example of a **community**?
- A. Everyone visiting a public museum on a certain day
 - B. People working together for a common goal
 - C. Everyone shopping in a shopping mall at any time
 - D. All passengers riding on a bus
10. Of these philanthropic acts, which has the greatest **opportunity cost**?
- A. A corporation giving \$10 to a local charity
 - B. A child giving their \$10 allowance to a homeless shelter
 - C. A wealthy person giving \$10 to the church
 - D. An elderly lady giving \$10 to the child who mowed her lawn
11. Which of the following historical activities is an example of **philanthropy**?
- A. Native American Indians showed the pilgrims how to plant crops.
 - B. The Virginia Company sent colonists to start English settlements.
 - C. Samuel de Champlain claimed land for France in the North.
 - D. The Dutch set up trading posts on the Hudson River.
12. Which is an example of **trust** in a school community?
- A. Joining the after school soccer club
 - B. Cleaning up litter in a city park
 - C. Following the school rules
 - D. Collecting old magazines for a recycling center

Continue

13. Which of these activities is the best example of **corporate philanthropy**?
- A. Moving a company's headquarters to a beautiful new building in the city
 - B. Relocating production to a poor underdeveloped country
 - C. Importing raw materials and exporting finished products
 - D. Providing time off for employees to volunteer in the community
14. Sam got some money for his birthday. Which of these shows the best example of him using his money as a **good steward**?
- A. He gave it to a friend.
 - B. He dropped it and it blew away.
 - C. He bought tickets for rides at a carnival.
 - D. He donated it to the library.
15. Which of these is an example of **community capital** that might be kept in a 3rd grade classroom?
- A. A lunch box
 - B. A coat
 - C. A backpack
 - D. A set of encyclopedias
16. Which of these jobs would most likely only be found in the **nonprofit** sector?
- A. Insurance salesman
 - B. Real estate agent
 - C. Accountant
 - D. Scout leader

Continue

17. As part of Mrs. Trenton's 4th grade class service learning project with Oak Park Retirement Home, students learn about the needs of the people. Why would Mrs. Trenton think this is important?
- A. Students need directions to find their way to the facility.
 - B. Students need to memorize the names of all the patients.
 - C. Students need to write reports about the retirement home.
 - D. Students need to be sensitive to the people with whom they work.
18. Identify one of the three criteria that define **community**.

Continue

19. Philanthropy has been defined as the giving or sharing of **time**, **talent**, or **treasure**. Give one example of something you can in each area.

Example of sharing **time**:

Example of sharing **talent**:

Example of sharing **treasure**:

Continue

20. The Johnson family's house burned down. The neighbors want to help the family but don't know where to start. Fill in the chart showing two needs this family might have and how the community might help.

	Johnson Family Need:	Community Action:
1)		
2)		

Stop

Learning To Give
Middle School Level Field Test Assessment
Form A

(January 2004)

Directions to the Student

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Wait

1. Which of these is the best example of a **philanthropic** act?
 - A. Collecting cans for the food bank
 - B. Selling cookies to attend camp
 - C. Raising money for a class trip
 - D. Babysitting for spending money

2. Which of the following is the best example of a **philanthropic** act?
 - A. Wrapping a present for a friend
 - B. Donating clothes to a needy family
 - C. Buying lunch at a local restaurant
 - D. Taking pictures during a nature walk

3. What is the primary purpose of a **non-profit** organization?
 - A. To provide service to the community
 - B. To invest money in the stock market
 - C. To support a political party
 - D. To pay for public services such as fire and police departments

4. What does a **non-profit** organization do with its profits?
 - A. It reinvests it into the organization
 - B. It uses it to build new roads
 - C. It purchases stock options for its employees
 - D. It awards scholarships for underprivileged students

Continue

5. Which of these is a role of the **governmental** sector?
- A. Providing mail delivery
 - B. Setting up churches
 - C. Granting wishes for dying children
 - D. Establishing humane societies for pets
6. Which sector depends on **voluntary** actions to meet the needs of society for the common good?
- A. Business Sector
 - B. Government Sector
 - C. Independent Sector
 - D. Environmental Sector
7. A hospital would be considered a **non-profit** organization if which of these conditions are met?
- A. Patients are treated with courteous service.
 - B. Any form of insurance is accepted at no cost to the patient.
 - C. Profits are put back into hospital operations.
 - D. Workers are required to volunteer 2 hours per week.
8. Which is an act of **corporate** philanthropy?
- A. Creating a foundation
 - B. Employing a local workforce
 - C. Meeting clean air standards
 - D. Producing a high quality product

Continue

9. What is the primary purpose of a mission statement for a non-profit organization?
- A. Specify how the organization will help meet needs in the community, country or world.
 - B. Outline how the organization will spend the donations it receives.
 - C. Report how the organization has spent the donations it received during a fiscal year.
 - D. Propose how it plans to expand its services in the future.
10. Which of the following activities in U.S. history is an example of **philanthropic** action impacting history?
- A. The underground railroad
 - B. The American Revolution
 - C. The annexation of Texas
 - D. The migration west
11. Which of these is the best example of **stewardship**?
- A. Leaving the car running while waiting for a friend
 - B. Recycling aluminum cans
 - C. Throwing away broken toys
 - D. Leaving a generous tip for the waiter or waitress
12. Which of the following philanthropic acts best describes the Core Democratic Value of **common good**?
- A. Feeding the neighbor's dogs
 - B. Returning empty bottles for the deposit
 - C. Cleaning the neighborhood park
 - D. Storing old newspapers in the garage

Continue

13. Of these motivations, which provides the best example of a **philanthropic** reason for a student to volunteer?
- A. To fulfill a graduation requirement
 - B. To impress classmates
 - C. To help other citizens
 - D. To boost one's self esteem
14. Of the following examples of philanthropic acts, which contributes most to **community capital**?
- A. Participating in a neighborhood garage sale
 - B. Cutting the neighbor's grass
 - C. Donating money to a local homeless shelter
 - D. Picking up trash in the neighborhood park
15. The southeastern United States experienced a huge loss of property due to flooding and wind damage. Local entertainers held a free concert to support the cleanup effort. How would the **proceeds** of this concert be classified?
- A. Profit
 - B. Community capital
 - C. Mutual funds
 - D. Gross earnings
16. Philanthropic behavior is most often associated with which of the following **Core Democratic Values**?
- A. Individual freedom
 - B. Pursuit of happiness
 - C. Common good
 - D. Popular Sovereignty

Continue

17. A person who contributes **resources** to the community is displaying which of these traits?
- A. Civic virtue
 - B. Public charity
 - C. Universal values
 - C. Perseverance
18. Which **Core Democratic Value** demonstrates a philanthropic concept with its roots in the Bill of Rights?
- A. Popular Sovereignty
 - B Trust
 - C. Life
 - D. Freedom of Assembly

Use the following text to answer item 19.

Ted learned that many elementary students in his school district went home to empty homes after school because their parents worked. Ted discussed the issue with his teacher and classmates at his middle school. They decided to start an after-school tutoring program to assist and supervise the younger children. Ted and his classmates volunteered to tutor the elementary students for two hours every day after school.

19. Identify one skill a volunteer needs to be successful as a tutor.

Continue

20. Identify one grant making foundation and describe its purpose.

Grant making Foundation: _____

Purpose: _____

Stop

Learning To Give
Middle School Level Field Test Assessment
Form B

(January 2004)

Directions to the Student

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Wait

1. What accomplishment by Chief Seattle led others to call him a philanthropist?
 - A. He was a good leader and courageous warrior.
 - B. He signed an important treaty with the government in Washington, D.C.
 - C. He petitioned the government to take care of the land for future generations.
 - D. His family members and tribe respected him.

2. Clara Barton founded which organization?
 - A. The Salvation Army
 - B. The Red Cross
 - C. The Underground Railroad
 - D. The Peace Corps

3. What is the primary purpose of a **non-profit** organization?
 - A. To provide service to the community
 - B. To invest money in the stock market
 - C. To support a political party
 - D. To pay for public services such as fire and police departments

4. What does a **non-profit** organization do with its profits?
 - A. It reinvests it into the organization
 - B. It uses it to build new roads
 - C. It purchases stock options for its employees
 - D. It awards scholarships for underprivileged students

Continue

5. Which of these is a role of the **governmental** sector?
- A. Providing mail delivery
 - B. Setting up churches
 - C. Granting wishes for dying children
 - D. Establishing humane societies for pets
6. Success in which sector depends on delivering goods and services for a profit?
- A. Business Sector
 - B. Government Sector
 - C. Independent Sector
 - D. Philanthropic Sector
7. Which of these organizations is a **third sector** organization?
- A. The Marine Corps
 - B. The National Rifle Association
 - C. The United Way
 - D. The House of Representatives
8. What is the primary purpose of a **mission statement**?
- A. Identify goals and functions
 - B. Specify how earnings will be invested
 - C. Report progress toward a goal
 - D. Honor the founding individual(s)

Continue

9. Which of the following activities in U.S. history is an example of **philanthropic** action impacting history?
- A. The underground railroad
 - B. The American Revolution
 - C. The annexation of Texas
 - D. The migration west
10. What is **civic virtue**?
- A. Placing the common good above individual wants and needs
 - B. The right to a fair trial
 - C. Freedom to practice religion as described in the Bill of Rights
 - D. The responsibility of the government to maintain public parks.
11. Which of these identifies a **Core Democratic Value** that encourages philanthropy?
- A. Common Good
 - B. Checks and balances
 - C. Civilian control of the military
 - D. Separation of powers
12. Of the seven motivations for philanthropic behavior, which one is described as, “Doing good is God’s will?”
- A. Altruist
 - B. Dynast
 - C. Devout
 - D. Investor

Continue

13. Which of the following actions best serves the **common good**?
- A. Offering to shovel a neighbor's driveway
 - B. Giving blood to the blood bank
 - C. Donating old clothes to a neighbor
 - D. Sharing potato chips with a friend
14. Of the following examples of philanthropic acts, which contributes most to **community capital**?
- A. Participating in a neighborhood garage sale
 - B. Cutting the neighbor's grass
 - C. Donating money to a local homeless shelter
 - D. Picking up trash in the neighborhood park
15. In the 1800s several religious groups helped enslaved people escape into Canada. This activity best illustrates which **philanthropic** principle?
- A. Pro-social behavior
 - B. Altruism
 - C. Common good
 - D. Egoism
16. A community that includes several voluntary organizations such as Red Cross and Boys and Girls Club is generally referred to as which type of society?
- A. Organized
 - B. Civil
 - C. Controlled
 - D. Mutual

Continue

17. Which of these is the primary outcome or goal associated with **Service Learning** experience?
- A. Understanding of what it means to be philanthropic
 - B. Awareness of how much time it takes to help other people
 - C. Realization that many problems are too big to solve
 - D. Commitment to volunteer for a specific period of time
18. Sandra and her family serve meals at the local homeless shelter. What aspect of **philanthropy** does this show?
- A. Self discipline
 - B. Concern for others
 - C. Proper manners
 - D. Family togetherness

Use the following text to answer item 19.

Ted learned that many elementary students in his school district went home to empty homes after school because their parents worked. Ted discussed the issue with his teacher and classmates at his middle school. They decided to start an after-school tutoring program to assist and supervise the younger children. Ted and his classmates volunteered to tutor the elementary students for two hours every day after school.

19. Identify one skill a volunteer needs to be successful as a tutor.

Continue

20. Identify one philanthropic act that Benjamin Franklin did.

Stop

Learning To Give
Middle School Level Field Test Assessment
Form C

(January 2004)

Directions to the Student

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Wait

1. When a person volunteers philanthropically, what should that person expect in return?
 - A. New career opportunities
 - B. Money
 - C. Public recognition
 - D. Personal satisfaction

2. Who started public libraries in the United States?
 - A. Betsy Ross
 - B. Benjamin Franklin
 - C. Marie Curie
 - D. Andrew Carnegie

3. What is the primary purpose of a **non-profit** organization?
 - A. To provide service to the community
 - B. To invest money in the stock market
 - C. To support a political party
 - D. To pay for public services such as fire and police departments

4. Which of these is a characteristic of **non-profit** organizations?
 - A. They include private citizen action and giving.
 - B. They manage the formal operations of a political body.
 - C. They sell shares in their organization on the stock market.
 - D. They are managed by elected officials.

Continue

5. Which of these is a role of the **governmental** sector?
- A. Providing mail delivery
 - B. Setting up churches
 - C. Granting wishes for dying children
 - D. Establishing humane societies for pets
6. Success in which sector depends on providing order and stability in society?
- A. Business Sector
 - B. Government Sector
 - C. Independent Sector
 - D. Philanthropic Sector
7. What is the best example of a **non-profit** organization?
- A. The Internal Revenue Service
 - B. A bagel business
 - C. A bank
 - D. A local shelter for the homeless
8. What is a primary purpose of a **mission statement**?
- A. To state the organization's goals and reason for existing
 - B. To give the stockholders information about investments
 - C. To honor those who founded the organization
 - D. To show the community where the organization is located

Continue

9. Which of the following activities in U.S. history is an example of **philanthropic** action impacting history?
- A. The underground railroad
 - B. The American Revolution
 - C. The annexation of Texas
 - D. The migration west
10. What of these is an example of **philanthropic** reallocation of capital?
- A. Purchasing a house
 - B. Paying income taxes
 - C. Creating a foundation
 - D. Winning the state lottery
11. Which action best enables a private citizen to reform his or her government?
- A. Disrupting a court proceeding
 - B. Seeking signatures on a petition
 - C. Complaining about a politician
 - D. Breaking a law intentionally
12. The Tarik family experienced a financial setback due to medical expenses related to an illness. A local religious organization came to their rescue and paid the bills. Two years later, the family donated a large sum of money to the local religious organization that helped them through their time of need. Which motivation would best describe the philanthropic motivation of the Tarik family?
- A. The Repayer
 - B. The Devout
 - C. The Investor
 - D. The Communitarian

Continue

13. Of the following examples of philanthropic acts, which contributes most to **community capital**?
- A. Participating in a neighborhood garage sale
 - B. Cutting the neighbor's grass
 - C. Donating money to a local homeless shelter
 - D. Picking up trash in the neighborhood park
14. Without being asked, many neighbors worked together to put out a local house fire. During this situation, the neighbors displayed which **philanthropic** characteristic?
- A. Curiosity
 - B. Bravery
 - C. Reserved power to act
 - D. Fear of strangers
15. What is the purpose of a **case statement**?
- A. To explain why an organization deserves financial support
 - B. To inform the community of a local need
 - C. To illustrate how other communities have addressed similar needs
 - D. To identify a defendant's rights in a court of law
16. McDonalds restaurants contribute money toward the Ronald McDonald house, which helps the families of sick children. What term would best describe the action of McDonalds restaurants?
- A. Community stewardship
 - B. Private action
 - C. Non-profit giving
 - D. Civic duty

Continue

17. What purpose does the Skillman Foundation serve?

- A. It forms social clubs for the community.
- B. It funds links to public issues and policies.
- C. It forms group events for citizen political actions.
- D. It funds programs to aid people.

Use the following text to answer item 18.

Ted learned that many elementary students in his school district went home to empty homes after school because their parents worked. Ted discussed the issue with his teacher and classmates at his middle school. They decided to start an after-school tutoring program to assist and supervise the younger children. Ted and his classmates volunteered to tutor the elementary students for two hours every day after school.

18. Identify one skill a volunteer needs to be successful as a tutor.

Continue

19. Identify one philanthropic act that Molly Pitcher did.

20. Write a definition for philanthropy. Include in the definition who does philanthropy, how it is done, why it is done and where it is done.

Stop

Learning To Give
Middle School Level Field Test Assessment
Form D

(January 2004)

Directions to the Student

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Wait

21. The act of giving one's time, treasure, and talents for the common good is best defined as which of these?
- A. Philanthropy
 - B. Ecology
 - C. Hypocrisy
 - D. Anthropology
22. What is the primary purpose of a **non-profit** organization?
- A. To provide service to the community
 - B. To invest money in the stock market
 - C. To support a political party
 - D. To pay for public services such as fire and police departments
23. In what way are **for-profit** and **non-profit** organizations different?
- A. How they reinvest their money
 - B. How they decide who to hire
 - C. Whether or not they have salaried employees
 - D. Whether or not they have a mission statement
24. Which sector is usually responsible for selling goods to the community for a **profit**?
- A. Business
 - B. Tax-exempt
 - C. Government
 - D. Non-profit

Continue

25. Which of these is a role of the **governmental** sector?
- A. Providing mail delivery
 - B. Setting up churches
 - C. Granting wishes for dying children
 - D. Establishing humane societies for pets
26. Which of these events provides an important contribution to society and is usually funded by the **nonprofit** sector?
- A. A carnival
 - B. A strike
 - C. A fire drill
 - D. A blood drive
27. A primary purpose of **foundations** is to do which of these?
- A. Give grants to individuals and groups in a community.
 - B. Provide volunteer experiences for children.
 - C. Help the elderly with medical expenses.
 - D. Inform citizens about governmental agencies.
28. Which of these best describes the **mission** of Habitat for Humanity?
- A. Building homes for families who need shelter
 - B. Offering recreational activities for juveniles to keep them off the streets
 - C. Distributing money to individuals who are unemployed
 - D. Collecting and distributing food to help those in need

Continue

29. Which of the following activities in U.S. history is an example of **philanthropic** action impacting history?
- A. The underground railroad
 - B. The American Revolution
 - C. The annexation of Texas
 - D. The migration west
30. Which of these provides an example of a for-profit corporation demonstrating **community stewardship** through philanthropy?
- A. A land development company building a shopping mall
 - B. A waste company paying fines for improper disposal of garbage
 - C. A furniture company granting scholarships to college students
 - D. A manufacturing company selling finished products for a profit
31. Which of these historic events encouraged the development of Philanthropy in the 1700's?
- A. The great awakening
 - B. The stamp act
 - C. The Boston tea party
 - D. The industrial revolution
32. Juan collected canned goods for a school philanthropy project. To demonstrate **true altruism** which of these actions would he need to take next?
- A. Give the food to his teacher.
 - B. Anonymously put the food in the collection box.
 - C. Tell the class that he collected the most food.
 - D. Bring the cans to a need family.

Continue

33. Of the following examples of philanthropic acts, which contributes most to **community capital**?
- A. Participating in a neighborhood garage sale
 - B. Cutting the neighbor's grass
 - C. Donating money to a local homeless shelter
 - D. Picking up trash in the neighborhood park
34. Which of the following voluntary actions best portrays acting for the **common good**?
- A. John picked up his clothes in his bedroom.
 - B. Tiffany cut her neighbor's grass.
 - C. Saliom baked cookies for his grandmother.
 - D. Steven passed out juice and cookies at the blood bank.
35. Which of these is the best example of **private funds**?
- A. Profits earned by a local grocery store
 - B. Money given for an education scholarship
 - C. Taxes voted by city council
 - D. Dues collected by a professional organization
36. Elizabeth was planning to buy a candy bar. On her way to the store, someone asked her to contribute to UNICEF, an organization that helps feed children around the world. She donated all her candy money and went home. In this situation, her decision to give up the candy represents which of these ideas?
- A. In-kind contribution
 - B. Common property
 - C. Matching gift
 - D. Opportunity cost

Continue

37. The National Endowment for the Humanities funds grants for which of these areas?

- A. Individuals and states hit by disasters
- B. Arts and technology
- C. Homeless and poor
- D. Research into renewable energy

Use the following text to answer item 18.

Ted learned that many elementary students in his school district went home to empty homes after school because their parents worked. Ted discussed the issue with his teacher and classmates at his middle school. They decided to start an after-school tutoring program to assist and supervise the younger children. Ted and his classmates volunteered to tutor the elementary students for two hours every day after school.

38. Identify one skill a volunteer needs to be successful as a tutor.

Continue

39. Identify one philanthropic act that Horace Mann did.

40. Write a definition for philanthropy. Include in the definition who does philanthropy, how it is done, why it is done and where it is done.

Stop



Learning To Give
High School Level Field Test Assessment
Form A



(January 2004)

Directions to the Student

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Wait

1. What should a person expect to receive in exchange for a **philanthropic** activity or service?
 - A. Payment
 - B. Personal satisfaction
 - C. Fame
 - D. Professional advancement

2. Which of these companies provides the best example of encouraging **philanthropic** action by their employees?
 - A. Company A has a profit sharing program for its employees.
 - B. Company B gives company profits directly to charity.
 - C. Company C releases its employees to mentor students in reading.
 - D. Company D passes out health care literature at work.

3. Which of these is the best description of the **nonprofit** sector?
 - A. Self-governing, private, voluntary organizations that benefit the public
 - B. Patriarchic, commercial organizations that benefit sports teams
 - C. Autocratic, civic organizations that benefit state and local government
 - D. Democratic, public organizations that benefit private industry

4. Of these organizations which was created to be philanthropic?
 - A. The National Basketball Association
 - B. The United Auto Workers
 - C. The Red Cross
 - D. The College Board

Continue

5. A foundation serves the **common good** through which of these practices?
- A. Legislation
 - B. Grant making
 - C. Taxation
 - D. The lottery
6. Which of these documents reflected the idea of **popular sovereignty** in post-Civil War America?
- A. 19th Amendment
 - B. Payne-Aldrich Tariff
 - C. 5th Amendment
 - D. Gulf of Tonkin Resolution
7. Which of these actions best exemplifies **popular sovereignty**?
- A. Jaun voted on a millage for his school
 - B. Martha participated in a door to door fund raiser for her band
 - C. Horace donated one of his kidneys to science.
 - D. Akiko wrote a letter to her Senator.
8. Which of the following individuals was responsible for initiating bus integration in the south?
- A. Medgar Evers
 - B. Bull Cohnors
 - C. Rosa Parks
 - D. George Wallace

Continue

9. Which of the following is the best example of **egoism**?
- A. The feeling that one individual is better than another
 - B. The concern for the interest of others
 - C. The voluntary participation in a certain action
 - D. The attitude that one's personal interests are more important than that of others
10. Which of these historical events best illustrates a **citizen action** that affected the **common good**?
- A. Andrew Carnegie building a steel empire
 - B. Bill Gates establishing a software company
 - C. Thomas Edison inventing the light bulb
 - D. Jane Addams being an advocate for the poor
11. Which of the following examples best illustrates that an **individual's reserved power to act** has been instrumental to the growth of the non-profit sector in America?
- A. President Roosevelt steering the country out of the Great Depression
 - B. Henry Ford building affordable cars for the American family
 - C. Susan B. Anthony leading the suffrage movement
 - D. Ted Turner founding the Cable News Network
12. Which of these is the best illustration of an individual's **gift-giving** behavior?
- A. Jesse donated money to the United Way.
 - B. Kira was elected president of the chess club at school.
 - C. Mario bought an alarm clock to make sure he got to school on time.
 - D. Samantha stayed after school to clean her desk.

Continue

Use the following text to answer items 13 through 15.

This article appeared in a local paper.

Service Project

The Key Club has decided to begin a service project. This project will involve working with the elderly after school for three afternoons a week. The members of the club will be asked to visit with the residents of a nearby retirement home and spend quality time with them. As part of their responsibilities they will be asked to provide companionship, play various board games, and keep them informed on current events in their neighborhood.

13. Of the following, which is the most important skill for the students participating in this service project?
- A. Keeping up with current events
 - B. Connecting with and enjoying the company of diverse people
 - C. Arriving on time
 - D. Making sure that the other volunteers are enjoying themselves
14. Because of the special safety precautions often required in retirement homes, students participating in this project should be especially careful to AVOID doing which of the following?
- A. Making eye contact during conversations
 - B. Using slang terms not understood by the elderly
 - C. Walking slowly when escorting the residents
 - D. Leaving their backpacks on the floor
15. Which of these is a **philanthropic** outcome of this Key Club project?
- A. Members of the Key Club stay out of trouble three afternoons each week.
 - B. Key Club members increase their chances of getting into college.
 - C. The elderly have an opportunity to connect with young people.
 - D. The students have an opportunity to refine their board game playing skills.

Continue

Use the following text to answer item 16.

While reading the newspaper, Ben came across an article about a fire that took place at his school over the weekend. The fire had inflicted very little damage to the structure of the building, but most of the theater scenery used by the drama club had been ruined by the smoke. Ben wants to help raise money so that the drama club can buy replacement scenery. Ben will enlist the help of his friends.

16. Describe two responsible ways that Ben and his friends could raise money for this cause.

Plan 1: _____

Plan 2: _____

Continue

17. Identify one example of how Dr. Martin Luther King used the democratic process to respond to the negative forces in segregation in the South during the 1950s.

18. List one national career opportunities in the non-profit sector. Indicate how this work would benefit individuals in the community.

Opportunity:

Benefit:

Stop



Learning To Give
High School Level Field Test Assessment
Form B



(January 2004)

Directions to the Student

There are several different types of questions on this test:

- Some questions will ask you to choose the best answer from among four answer choices.
- Some questions will ask you to write your answer in the space provided.
 - Some of these questions are short. They ask you to write an answer and to explain your thinking.
 - Others ask for more detail or more thinking. These questions also provide you with more room for your answer.

Here are some important things to remember as you take this test:

- Read each question carefully and think about your answer.
- If answer choices are given, choose the best answer by circling the letter in front of your answer.
- Write your answers directly in your test booklet. Cross out or erase any work you do not want as part of your answer.
- You should have plenty of time to finish every question on the test. If you do not know the answer to a question, go on to the next question. You can come back to that question later.
- If you finish early, you may check your work.

Wait

Use the following text to answer items 1 and 2.

This article appeared in a local paper.

Kids Help Kids

Students at Washington High School have formed a Translators Club. Students in the club help other students learn to speak and understand English through conversation. They translate written information for students and parents.

1. Students in the Translators Club demonstrate philanthropy by giving which of these?
 - A. Time
 - B. Money
 - C. Clothes
 - D. Food

2. In the space below, identify the specific philanthropic action taken by students at Washington High School.

3. The survival of **philanthropy** depends most strongly on which of these economic incentives?
 - A. Revenue sharing
 - B. Intergenerational transfer of wealth
 - C. Free market
 - D. Tax policy

Continue

4. Which of the following organizations was an outgrowth of a partnership between government and the nonprofit sector?
- A. General Motors
 - B. New York Metropolitan Museum of Art
 - C. Wayne State University
 - D. The Special Olympics
5. A **foundation** can best be defined as an organization created from which of these sources of funding?
- A. Designated funds from which the income is distributed as grants
 - B. Corporate funds from which the income is distributed as grants
 - C. Trust funds from which the income is distributed as grants
 - D. Public funds from which the income is distributed as grants
6. A foundation serves the **common good** through which of these practices?
- A. Legislation
 - B. Grant making
 - C. Taxation
 - D. The lottery
7. Which individual raised most of the money needed to found and sustain the Tuskegee Institute?
- A. Booker T. Washington
 - B. W.E.B. DuBois
 - C. Marcus Garvey
 - D. Harriet Tubman

Continue

8. Which piece of evidence best illustrates the impact of the **nonprofit sector** on the economy of a local community?
- A. Total number of hours residents volunteer
 - B. Total number of families in the neighborhood
 - C. Average household income
 - D. Average size of household
9. Which of the following individuals was responsible for establishing the Pure Food and Drug Act?
- A. Ida B. Wells
 - B. Margaret Sanger
 - C. Ida Tarbell
 - D. Upton Sinclair
10. Which activity is an example of **civil disobedience** used during the Civil Rights Movement to create a more civil society?
- A. Voter registration drives
 - B. Writing letters to the local newspaper
 - C. Sit-ins
 - D. Freedom Rides
11. **Altruism** can best be defined as which of these?
- A. Acting to benefit others
 - B. Supporting a Constitutional amendment
 - C. Behaving selfishly
 - D. Working hard to earn a day's wage

Continue

12. Which of these is a **philanthropic** reason that would motivate a high school student in the United States to volunteer?
- A. To help to improve the common good
 - B. To win a scholarship for college
 - C. To gain parental approval
 - D. To meet the requirements for graduation
13. Which is the best definition of an individual's **reserved powers**?
- A. Powers guaranteed to individuals by law
 - B. Powers not specifically prescribed by the Constitution
 - C. Powers granted to the individual by the Judicial Branch
 - D. Powers legislated by the President
14. Which of these examples best illustrates the idea of **philanthropic** gift giving?
- A. Giving a birthday present to a good friend
 - B. Donating money to the local public library
 - C. Organizing a bowling tournament for the bowling club
 - D. Babysitting for a neighbor after school
15. Which of these provides the best example of a person participating in the **non-profit** sector?
- A. A member of the State Legislature
 - B. A judge presiding in a court of law
 - C. A police officer working for the county
 - D. A volunteer for the Red Cross

Continue

Use the following text to answer items 16 through 18.

This article appeared in a local paper.

Service Project

The Key Club has decided to begin a service project. This project will involve working with the elderly after school for three afternoons a week. The members of the club will be asked to visit with the residents of a nearby retirement home and spend quality time with them. As part of their responsibilities they will be asked to provide companionship, play various board games, and keep them informed on current events in their neighborhood.

16. Of the following, which is the most important skill for the students participating in this service project?
- A. Keeping up with current events
 - B. Connecting with and enjoying the company of diverse people
 - C. Arriving on time
 - D. Making sure that the other volunteers are enjoying themselves
17. Because of the special safety precautions often required in retirement homes, students participating in this project should be especially careful to AVOID doing which of the following?
- A. Making eye contact during conversations
 - B. Using slang terms not understood by the elderly
 - C. Walking slowly when escorting the residents
 - D. Leaving their backpacks on the floor
18. Which of these is a **philanthropic** outcome of this Key Club project?
- A. Members of the Key Club stay out of trouble three afternoons each week.
 - B. Key Club members increase their chances of getting into college.
 - C. The elderly have an opportunity to connect with young people.
 - D. The students have an opportunity to refine their board game playing skills.

Continue

Use the following text to answer item 19.

While reading the newspaper, Ben came across an article about a fire that took place at his school over the weekend. The fire had inflicted very little damage to the structure of the building, but most of the theater scenery used by the drama club had been ruined by the smoke. Ben wants to help raise money so that the drama club can buy replacement scenery. Ben will enlist the help of his friends.

19. Describe two responsible ways that Ben and his friends could raise money for this cause.

Plan 1: _____

Plan 2: _____

Stop



Learning To Give
High School Level Field Test Assessment
Form C



(January 2004)

Directions to the Student

There are several different types of questions on this test:

- Some questions will ask you to choose the best answer from among four answer choices.
- Some questions will ask you to write your answer in the space provided.
 - Some of these questions are short. They ask you to write an answer and to explain your thinking.
 - Others ask for more detail or more thinking. These questions also provide you with more room for your answer.

Here are some important things to remember as you take this test:

- Read each question carefully and think about your answer.
- If answer choices are given, choose the best answer by circling the letter in front of your answer.
- Write your answers directly in your test booklet. Cross out or erase any work you do not want as part of your answer.
- You should have plenty of time to finish every question on the test. If you do not know the answer to a question, go on to the next question. You can come back to that question later.
- If you finish early, you may check your work.

Wait

1. Which of these activities best illustrates **philanthropic** service to the community?
 - A. Rezoning land from residential to commercial
 - B. Helping to build houses for Habitat for Humanity
 - C. Purchasing health insurance from a telemarketer
 - D. Selling clothes at a neighborhood yard sale

2. Which of these is the most appropriate categorization of Non Governmental Organizations (NGOs)?
 - A. Voluntary and tax-exempt
 - B. Mandatory and third sector
 - C. Service oriented and independent sector
 - D. Investment and almsgiving

3. Of the following, which is a characteristic of a **private** foundation?
 - A. Distributes a percent of its assets
 - B. Is funded by the local government
 - C. Has stockholders that vote on important issues
 - D. Pays taxes to the Federal Government

4. Which of these is the best example of a positive outcome resulting from a foundation grant intended for the **common good** of a community?
 - A. Remodeling of a local restaurant
 - B. Funding of a literacy program
 - C. Expansion of a private school
 - D. Annexation of township property for industry

Continue

5. A foundation serves the **common good** through which of these practices?
- A. Legislation
 - B. Grant making
 - C. Taxation
 - D. The lottery
6. U.S. tax law provides which of these **tax incentives** for individuals that donate money to charity?
- A. Deduction
 - B. Exemption
 - C. Penalty
 - D. Refund
7. Which of these documents reflected the idea of **popular sovereignty** in pre-Civil War America?
- A. Missouri Compromise
 - B. Kansas-Nebraska Act
 - C. Fugitive Slave Law
 - D. Wade-Douglas Bill
8. Which of the following individuals was responsible for establishing the anti-lynch laws?
- A. Ida B. Wells
 - B. Margaret Sanger
 - C. Theodore Roosevelt
 - D. Upton Sinclair

Continue

9. Which of these is the best example of **stewardship**?
- A. Buying lunch for a friend
 - B. Recycling cans and bottles from the lunchroom at school
 - C. Throwing away broken toys
 - D. Watching television instead of studying for an exam
10. Which of these best illustrates **stewardship**?
- A. Recycling newspapers to raise money
 - B. Throwing away old clothes
 - C. Forgetting to pay taxes when they are due
 - D. Leaving work early when the boss is out of town
11. Which of the examples is the best illustration of an individual's **pro-social** behavior?
- A. John and his family donated money to the high school drama club.
 - B. Mary founded an organization of students to keep the school grounds clean.
 - C. Pete finished his homework and studied for an exam.
 - D. Sue worked hard during her summer job at the grocery store.

Continue

Use the following text to answer items 12 and 13.

This article appeared in a local paper.

Fun Run

A track team is organizing a fund-raiser for the public. It will be a road race called "Fun Run." The team will use the proceeds for two purposes:

- 1) to purchase new track equipment for the school to be used by all of the members of the team and
- 2) to hold a banquet upon completion of the fund-raiser.

12. What was the primary need identified by the track team?
- A. A fun event for the community
 - B. A celebration of the current year's success
 - C. A fund-raising event to purchase new equipment
 - D. An educational program to teach people how to exercise safely
13. Which of the following would be a violation of acceptable safety procedures when conducting this event?
- A. Forgetting to provide participants with water or other fluids
 - B. Providing first-aid to anyone who gets injured
 - C. Encouraging people to run as fast and as far as they can
 - D. Holding the race in the rain

Continue

Use the following text to answer items 14 through 16.

This article appeared in a local paper.

Service Project

The Key Club has decided to begin a service project. This project will involve working with the elderly after school for three afternoons a week. The members of the club will be asked to visit with the residents of a nearby retirement home and spend quality time with them. As part of their responsibilities they will be asked to provide companionship, play various board games, and keep them informed on current events in their neighborhood.

14. Of the following, which is the most important skill for the students participating in this service project?
- A. Keeping up with current events
 - B. Connecting with and enjoying the company of diverse people
 - C. Arriving on time
 - D. Making sure that the other volunteers are enjoying themselves
15. Because of the special safety precautions often required in retirement homes, students participating in this project should be especially careful to AVOID doing which of the following?
- A. Making eye contact during conversations
 - B. Using slang terms not understood by the elderly
 - C. Walking slowly when escorting the residents
 - D. Leaving their backpacks on the floor

Item 16 is on the next page.

Continue

16. Which of these is a **philanthropic** outcome of this Key Club project?
- A. Members of the Key Club stay out of trouble three afternoons each week.
 - B. Key Club members increase their chances of getting into college.
 - C. The elderly have an opportunity to connect with young people.
 - D. The students have an opportunity to refine their board game playing skills.

Continue

Use the following text to answer item 17.

While reading the newspaper, Ben came across an article about a fire that took place at his school over the weekend. The fire had inflicted very little damage to the structure of the building, but most of the theater scenery used by the drama club had been ruined by the smoke. Ben wants to help raise money so that the drama club can buy replacement scenery. Ben will enlist the help of his friends.

17. Describe two responsible ways that Ben and his friends could raise money for this cause.

Plan 1: _____

Plan 2: _____

Continue

18. List one national career opportunities in the non-profit sector. Indicate how this work would benefit individuals in the community.

Opportunity:

Benefit:

Stop

Appendix C

Classroom Observation and School Climate Components

Jean Baker

Classroom Observations

During winter 2004, a classroom observation component was added to the Learning to Give Project. This assessment strategy's goal was to describe the richness and context of teaching and learning during LTG lessons. Rather than focusing on student outcomes, the observations were intended to capture the processes related to student learning and teaching during lessons.

Development Activities

Our objectives during this period were to design an observational system and pilot test it in several classrooms. We conducted a thorough analysis of LTG's written and Web-based materials to ascertain objectives that were amenable to observational assessment. These tend to be behavioral rather than attitudinal in nature. For example, observational assessment can capture students' facial affect or spontaneous speech about philanthropic activity, not students' attitudes about it.

Because LTG's goal is to promote lasting change in students' knowledge in knowledge, behavior, and attitudes, we also believed we would be able to document effective teaching methods and authentic learning during lessons. Our intent was *not* to evaluate the curriculum's design or the degree to which teachers adhered to lesson plans. Rather, we hoped to capture instances in which teachers extended the lessons to enhance student learning, or used strategies to reinforce learning spontaneously during the course of a lesson. We also intended to capture the quality and degree of student engagement and participation in learning activities.

As part of our planning, we reviewed observational systems typically employed in classroom-based research. These are of two types: (1) formal systems that codify behavior and count its occurrence, and (2) informal systems that provide a narrative account of events. Our plan was to rely on the former, using behavior codes reflective of LTG's mission, and use the latter to more fully describe the context of each lesson. Our plan was to use Noldus Observer, a laptop-based software system, which permits flexible coding and empirical analysis of the frequency, duration, or intensity of behavior.

Pilot Testing

Prior to finalizing an observational scheme, we conducted two visits to elementary classrooms during LTG lessons. Our goal was to get a sense for the degree to which a formal observational scheme could capture the learning during an actual lesson. After

these visits, we concluded that an informal, narrative observation and a qualitative analysis strategy would better suit the goals of this component of the Project than a more formal, empirical approach. This decision was based on (1) the diversity of the lessons, (2) the types of practice activities during lessons, and (3) the flexibility with which the lessons are taught.

First, the LTG lessons provide students with a great deal of variety in terms of instructional approaches and activities. For example, one lesson we observed consisted of a teacher-directed whole group didactic component involving question-and-answer participation, followed by independent seatwork. The second was a highly experiential one using peer learning groups. This diversity provides powerful learning opportunities for students, but may not be well suited for empirical observational analysis. A formal observational system tends to report behavior more accurately when contexts are similar between classrooms. Reliable reporting is optimized when behavior codes are precisely defined; differing contexts requires loosening the specificity of codes to the degree that they not accurately distinguish behavior. A narrative approach would more adequately capture the degree of enthusiasm and student investment in learning that we saw in both classrooms.

Related to the first issue, the types of student activities included in the lessons creates challenges for formal observational methods. Whereas student engagement is relatively easy to capture during seatwork, it is more challenging to observe during small group activities unless students wear microphones. Our plans did not call for this degree of intrusiveness into the classrooms.

Finally, we were concerned that an empirical, formal approach might impose a sense of teaching evaluation into this component of the Project. We wanted to avoid any sense of measuring teacher behavior against the lesson plans which could be construed as evaluative. What we observed in both classrooms, however, were wonderful examples of teachers using “teachable moments” to extend and enrich lessons for students. The richness of that type of spontaneity is undervalued in formal observational systems. As a result, we decided that an informal, narrative approach would best capture the richness of the experience of teaching and learning during LTG lessons.

We had planned to conduct several observations using this methodology and had four teachers willing to welcome classroom visits. However, we were unable to schedule these visits due to conflicts with MEAP testing, spring break at schools, and end of the year activities. All of the LTG teachers were contacted about their willingness to participate in classroom observations, and we expect a greater number of participants during fall 2004. Also, the narrative methodology does not require the same type of pilot testing as does a more empirical approach, so we expect that the goals of obtaining a good sense of the classroom context of LTG lessons can be met with our fall observations.

School Climate Surveys

Another addition to the LTG evaluation during winter 2004 was designed to evaluate teachers' reports that their schools' climates were affected by LTG participation. School climate refers to the structural, interpersonal, and instructional variables that affect the mores and norms in a school building. Our objective in this area was to develop student and adult surveys that would capture possible school climate affects of LTG participation.

We conducted a thorough analysis of LTG Project materials to ascertain aspects of LTG's mission that were consistent with school climate concepts. We identified issues of (1) safety, respect, and belonging to a community at school; (2) commitment to the common good and helping others; and (3) tolerance and giving, as especially pertinent to the LTG mission. We also reviewed student surveys currently used by the Project to eliminate redundancy in student assessments.

We reviewed school climate measures published within the public domain, with an interest in measures that had been administered nationally or by the state of Michigan, in order to provide some comparisons for LTG schools. The school climate measures from national surveys (e.g., the National Education Longitudinal Study) are brief and don't provide adequate coverage of specific LTG concepts. However, we did incorporate this item content into our longer surveys. We will be able to describe our samples relative to national reports for these items, however, we will not be able to draw conclusions about LTG causing any differences because of the design of this evaluation. The measures identified in Michigan relate specifically to character education and have not been employed statewide. After reviewing the potential item pool, compiled from several public domain sources, with Project staff, we eliminated items referring to structural components (such as cleanliness of the building) because they might disadvantage some urban schools.

We developed two surveys for students, an elementary and a secondary form, relying heavily on the Opinion Survey for Students (<http://bdsphd.tripod.com/srv/oss-form.htm>) and the Vessels' School Climate Scale for Children.² The form for adults is modified from the Vessels' School Climate Questionnaire.³

The item content reflects general interpersonal and instructional aspects related to school climate with specific coverage of interpersonal respect, commitment to the common good, giving, and service to others. All of the items have been used in previous research. We obtained human subjects approval to administer the measures in April. We had hoped to pilot test the surveys in May with several classrooms, however, we were unable to schedule this with participating schools. We will evaluate them for psychometric adequacy with several classrooms early in the fall, and administer the revised surveys on a wider scale in mid-fall.

All three instruments—the two student surveys and the faculty climate survey—may be found at the end of this Appendix.

² Vessels, G. G. (1998). *Character and community development: A school planning and teacher training handbook*. Westport, CT: Praeger.

³ Ibid.

About my school

Directions. Here are some things that students have said about school. We are interested in how **you** think about **your** school. Use the answer sheet to tell us how often you think each statement is true for you or your school. On the answer sheet, **A** means it is never true for you or your school, **B** means it is sometimes true, **C** means it is often true, and **D** means it is almost always true.

For example, if you thought going on field trips was really fun, you would "bubble in" **D** on the answer sheet for the following question, like this:

"Bubble" on the answer sheet:	A	B	C	D
I like going on field trips.	Never	Sometimes	Often	Almost always
Answer form:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

It is important for us to know what you really think, so please answer the way you really feel, not how you think you should. This is **NOT** a test. There are **NO right or wrong** answers. Your answers will not affect your grade, and no one will be told your answers. Please use the answer sheet and "bubble in" only 1 answer per question. Please mark your answer clearly.

"Bubble" on the answer sheet:	A	B	C	D
1. I like being in school.	Never	Sometimes	Often	Almost always
2. This school is a friendly place.	Never	Sometimes	Often	Almost always
3. I feel safe at this school.	Never	Sometimes	Often	Almost always
4. The work in my classes really makes me think. I feel challenged.	Never	Sometimes	Often	Almost always
5. I learn a lot at school.	Never	Sometimes	Often	Almost always
6. There are many things about school I don't like.	Never	Sometimes	Often	Almost always
7. I enjoy school activities.	Never	Sometimes	Often	Almost always
8. School is interesting.	Never	Sometimes	Often	Almost always
9. This school is a good place for me to learn.	Never	Sometimes	Often	Almost always
10. I look forward to going to school.	Never	Sometimes	Often	Almost always
11. I feel bad at school.	Never	Sometimes	Often	Almost always
12. The adults at my school want me to do my best.	Never	Sometimes	Often	Almost always
13. The adults at my school really listen to what I have to say.	Never	Sometimes	Often	Almost always

"Bubble" on the answer sheet:	A	B	C	D
14. The adults at my school make me feel good about myself.	Never	Sometimes	Often	Almost always
15. I feel that I belong at this school.	Never	Sometimes	Often	Almost always
16. I am an important part of the school community.	Never	Sometimes	Often	Almost always
17. I wish I didn't have to go to school.	Never	Sometimes	Often	Almost always
18. Students in my classes help each other.	Never	Sometimes	Often	Almost always
19. Students in my classes like each other.	Never	Sometimes	Often	Almost always
20. Students at this school show respect for each other.	Never	Sometimes	Often	Almost always
21. Respect for people is important at this school.	Never	Sometimes	Often	Almost always
22. It is good to hear the ideas other people have, even if you disagree with them.	Never	Sometimes	Often	Almost always
23. Students at this school respect those who are different than they are.	Never	Sometimes	Often	Almost always
24. I know how I should act at school.	Never	Sometimes	Often	Almost always
25. I think it is important to obey class and school rules.	Never	Sometimes	Often	Almost always
26. The adults at my school give me individual help when I need it.	Never	Sometimes	Often	Almost always
27. The adults at my school make learning fun and interesting.	Never	Sometimes	Often	Almost always
28. The adults at my school believe that I can learn.	Never	Sometimes	Often	Almost always
29. I can talk to the adults at my school about private things.	Never	Sometimes	Often	Almost always
30. The adults at my school treat me fairly.	Never	Sometimes	Often	Almost always
31. The adults at my school respect me and care about me.	Never	Sometimes	Often	Almost always
32. Other students and teachers like my ideas.	Never	Sometimes	Often	Almost always
33. I try to do my best work in school.	Never	Sometimes	Often	Almost always
34. Students know what the rules are at this school.	Never	Sometimes	Often	Almost always
35. Students who break the school rules face consequences.	Never	Sometimes	Often	Almost always
36. Good behavior and good choices are rewarded at this school.	Never	Sometimes	Often	Almost always
37. All students who break school rules are treated the same.	Never	Sometimes	Often	Almost always

"Bubble" on the answer sheet:	A	B	C	D
38. I am able to study and work in my classrooms.	Never	Sometimes	Often	Almost always
39. I get along with the adults at this school.	Never	Sometimes	Often	Almost always
40. I know I can ask the adults at my school for help if I need it.	Never	Sometimes	Often	Almost always
41. I get along well with other students in this school.	Never	Sometimes	Often	Almost always
42. I am an important person at this school.	Never	Sometimes	Often	Almost always
43. Giving to others is important at this school.	Never	Sometimes	Often	Almost always
44. At this school, we help our community.	Never	Sometimes	Often	Almost always
45. It is important for me to make the community a better place to live.	Never	Sometimes	Often	Almost always
46. I have a responsibility to help others.	Never	Sometimes	Often	Almost always
47. I try to help people who are going through a rough time.	Never	Sometimes	Often	Almost always
48. I can make a difference in my community.	Never	Sometimes	Often	Almost always
49. I have a lot to contribute to my community.	Never	Sometimes	Often	Almost always

THANK YOU!!!

Now, please tell us a little about yourself (remember your answers will be private):

1. Are you: _____ Male _____ Female

2. What grade are you in? _____ grade

3. What race/ethnicity are you?

_____ African American	_____ Native American
_____ Asian American	_____ White (European American)
_____ Hispanic American	_____ Other: _____

4. What kinds of grades do you usually get in school?

_____ Mostly A's	_____ B's and C's	_____ Mostly D's	
_____ A's and B's	_____ Mostly C's	_____ D's and F's	
_____ Mostly B's	_____ C's and D's	_____ Mostly F's	

5. How often do you get in trouble at school?

_____ Almost never	_____ About once a week
_____ Every once in awhile	_____ A couple of times in a week
_____ About once in a month	_____ About every day
_____ A couple of times in a month	

Name of your school _____
 Name of your teacher _____

About my school

Directions. This survey asks about your thoughts and feelings about your school. Use the answer sheet to tell us how often you think each statement is true for you or your school. On the answer sheet, **A** means it is "never" true for you or your school, **B** means it is sometimes true, **C** means it is often true, and **D** means it is almost always true. For example, if you were very opposed to extending the school day, you would "bubble in" **A** on the answer form, like this:

"Bubble" on the answer sheet: A B C D
 I think school should be 30 minutes longer each day Never Sometimes Often Almost always

Answer form:

It is important for us to know what you really think, so please answer the way you really feel, not how you think you should. This is **NOT** a test. There are **NO right or wrong answers**. Your answers will not affect your grade, and no one will be told your answers. Please use the answer sheet and "bubble in" only 1 answer per question. Please mark your answer clearly.

"Bubble" on the answer sheet:	A	B	C	D
1. I like being in school.	Never	Sometimes	Often	Almost always
2. This school is a friendly place.	Never	Sometimes	Often	Almost always
3. I feel safe at this school.	Never	Sometimes	Often	Almost always
4. The work in my classes really makes me think. I feel challenged.	Never	Sometimes	Often	Almost always
5. I learn a lot at school.	Never	Sometimes	Often	Almost always
6. There are many things about school I don't like.	Never	Sometimes	Often	Almost always
7. I enjoy school activities.	Never	Sometimes	Often	Almost always
8. School is interesting.	Never	Sometimes	Often	Almost always
9. This school is a good place for me to learn.	Never	Sometimes	Often	Almost always
10. I look forward to going to school.	Never	Sometimes	Often	Almost always
11. I feel bad at school.	Never	Sometimes	Often	Almost always
12. The adults at my school want me to do my best.	Never	Sometimes	Often	Almost always
13. The adults at my school really listen to what I have to say.	Never	Sometimes	Often	Almost always
14. The adults at my school make me feel good about myself.	Never	Sometimes	Often	Almost always
15. I feel that I belong at this school.	Never	Sometimes	Often	Almost always

"Bubble" on the answer sheet:

	A	B	C	D
16. I am an important part of the school community.	Never	Sometimes	Often	Almost always
17. I wish I didn't have to go to school.	Never	Sometimes	Often	Almost always
18. Students in my classes help each other.	Never	Sometimes	Often	Almost always
19. Students in my classes like each other.	Never	Sometimes	Often	Almost always
20. Students at this school show respect for each other.	Never	Sometimes	Often	Almost always
21. Respect for other people is important at this school.	Never	Sometimes	Often	Almost always
22. It is good to hear the ideas other people have, even if you disagree with them.	Never	Sometimes	Often	Almost always
23. Students at this school respect those who are different than they are.	Never	Sometimes	Often	Almost always
24. I know how I should act at school.	Never	Sometimes	Often	Almost always
25. I think it is important to obey class and school rules.	Never	Sometimes	Often	Almost always
26. The adults at my school give me individual help when I need it.	Never	Sometimes	Often	Almost always
27. The adults at my school make learning fun and interesting.	Never	Sometimes	Often	Almost always
28. The adults at my school believe that I can learn.	Never	Sometimes	Often	Almost always
29. I can talk to the adults at my school about private things.	Never	Sometimes	Often	Almost always
30. The adults at my school treat me fairly.	Never	Sometimes	Often	Almost always
31. The adults at my school respect me and care about me.	Never	Sometimes	Often	Almost always
32. Other students and teachers like my ideas.	Never	Sometimes	Often	Almost always
33. I try to do my best work in school.	Never	Sometimes	Often	Almost always
34. Students know what the rules are at this school.	Never	Sometimes	Often	Almost always
35. Students who break the school rules face consequences.	Never	Sometimes	Often	Almost always
36. Good behavior and good choices are rewarded at this school.	Never	Sometimes	Often	Almost always
37. All students who break school rules are treated the same.	Never	Sometimes	Often	Almost always
38. I am able to study and work in my classrooms.	Never	Sometimes	Often	Almost always
39. I get along with the adults at this school.	Never	Sometimes	Often	Almost always

"Bubble" on the answer sheet:	A	B	C	D
40. I know I can ask the adults at my school for help if I need it.	Never	Sometimes	Often	Almost always
41. I get along well with other students in this school.	Never	Sometimes	Often	Almost always
42. I am an important person at this school.	Never	Sometimes	Often	Almost always
43. Giving to others is important at this school.	Never	Sometimes	Often	Almost always
44. At this school, we help our community.	Never	Sometimes	Often	Almost always
45. It is important for me to make the community a better place to live.	Never	Sometimes	Often	Almost always
46. I have a responsibility to help others.	Never	Sometimes	Often	Almost always
47. I try to help people who are going through a rough time.	Never	Sometimes	Often	Almost always
48. I can make a difference in my community.	Never	Sometimes	Often	Almost always
49. I have a lot to contribute to my community.	Never	Sometimes	Often	Almost always

THANK YOU!!!

Now, please tell us a little about yourself (again, all your answers will be private):

1. Are you: _____ Male _____ Female

2. What grade are you in? _____ grade

3. What race/ethnicity are you?

_____ African American

_____ Native American

_____ Asian American

_____ White (European American)

_____ Hispanic American

_____ Other: _____

4. What kinds of grades do you usually get in school?

_____ Mostly A's

_____ B's and C's

_____ Mostly D's

_____ A's and B's

_____ Mostly C's

_____ D's and F's

_____ Mostly B's

_____ C's and D's

_____ Mostly F's

5. How often do you get in trouble at school?

_____ Almost never

_____ About once a week

_____ Every once in awhile

_____ A couple of times in a week

_____ About once in a month

_____ About every day

_____ A couple of times in a month

To help us keep track of which classes completed the form, please tell us:

Name of your school _____

Name of your teacher for this period _____

School_____

FACULTY/STAFF SCHOOL CLIMATE QUESTIONNAIRE

Please circle the answer that best describes your objective description of what is occurring in the school. You have four response choices: strongly disagree (1), disagree (2), agree (3), strongly agree (4). Before selecting a response for each item, consider your own perceptions and experiences and those of others who have spent an extensive amount of time in the school. To the extent possible, make your response an objective description of what is actually occurring and not an expression of your personal satisfaction or dissatisfaction. Your level of satisfaction or agreement with what is going on is a legitimate consideration but should not cause you to over-report or under-report the strengths and weaknesses of the school. **Your responses will be kept confidential.**

Please Circle One: Teacher Administrator Support Staff Other _____

	<u>strongly disagree</u>	<u>disagree</u>	<u>agree</u>	<u>strongly agree</u>
1. Our school is characterized by an atmosphere of constant change and improvement.	1	2	3	4
2. Faculty/staff are encouraged to experiment and innovate and to share successes.	1	2	3	4
3. The skills, knowledge, and abilities of all staff members are well utilized.	1	2	3	4
4. Committees and staff meetings are useful and productive due to input from all.	1	2	3	4
5. It is common to see students praising students and faculty/staff praising each other.	1	2	3	4
6. Special recognition for good citizenship and prosocial behavior is commonplace.	1	2	3	4
7. Students rarely have to be removed from class or placed in timeout.	1	2	3	4
8. Rules and consequences are made with student input and are seen as fair.	1	2	3	4
9. Faculty/staff spend more time teaching than disciplining and doing paperwork.	1	2	3	4
10. Faculty/staff do not shout at students or display hostility toward them in any way.	1	2	3	4
11. Students maintain self-control when the teacher leaves the room.	1	2	3	4
12. Few students break rules intentionally to provoke the faculty/staff.	1	2	3	4
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13. You see few students in the halls and in the office.	1	2	3	4
14. The building is always clean, and recent student work is always on display.	1	2	3	4
15. The school grounds are attractive thanks to school service projects.	1	2	3	4
16. Everyone in this school community seems to be pulling together.	1	2	3	4
17. Faculty/staff frequently call parents to report student accomplishments.	1	2	3	4
18. Our school plan takes into account student backgrounds and needs and adapts well.	1	2	3	4
19. Our school makes a difference in our neighborhood or community	1	2	3	4
20. Faculty/staff are enthusiastically supportive of one another.	1	2	3	4
21. Faculty/staff have friends, but cliques do not exist.	1	2	3	4
22. Faculty/staff in this school reach out rather than keeping to themselves.	1	2	3	4
23. Faculty/staff visit one another's classrooms and learn from one another.	1	2	3	4
24. Faculty/staff frequently consult with and help each other.	1	2	3	4

	<u>strongly disagree</u>	<u>disagree</u>	<u>agree</u>	<u>strongly agree</u>
25. There is much cooperation and sharing of ideas, skills, and materials among staff.	1	2	3	4
26. Our staff reaches out to new faculty/staff irrespective of their cultural background.	1	2	3	4
27. Faculty/staff from different races and cultures work well together.	1	2	3	4
28. There is a free exchange of ideas and opinions among faculty/staff.	1	2	3	4
29. Faculty/staff are ready to help out whenever they are needed.	1	2	3	4
30. Faculty/staff are continually learning and trying new ideas.	1	2	3	4
31. Faculty/staff seem to compete to see who can be the most innovative.	1	2	3	4
32. The teaching staff in this school is very talented.	1	2	3	4
33. Faculty/staff are encouraged by peers to develop their knowledge and skills.	1	2	3	4
34. Faculty/staff look forward to coming to work each day.	1	2	3	4
35. Faculty/staff are enthusiastic about making changes that will help the school improve.	1	2	3	4
36. The attendance rate for faculty/staff is high.	1	2	3	4
37. Faculty/staff volunteer for special committees and assignments.	1	2	3	4
38. Faculty/staff work with students to make the school a better place	1	2	3	4
39. Students are kind and supportive of one another and show concern for one another.	1	2	3	4
40. Teasing, "put downs," and fun making are uncommon.	1	2	3	4
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41. Students reach out to new students who enroll.	1	2	3	4
42. Students get along without major conflict most of the time.	1	2	3	4
43. Students from different social classes, races, and ethnic groups to get along well.	1	2	3	4
44. It is not uncommon for students to comfort and console one another.	1	2	3	4
45. Good sportsmanship is the norm because it is encouraged and expected.	1	2	3	4
46. It is easy for students to make friends, and few are left without friends.	1	2	3	4
47. Students respectfully listen to each other during discussions.	1	2	3	4
48. Students are not ashamed to say they are sorry.	1	2	3	4
49. Students take pride in doing their part during cooperative learning projects.	1	2	3	4
50. Students correct each other when they are unfair, impatient, selfish, or disruptive.	1	2	3	4
51. Students enjoy being at school and take pride in doing their best.	1	2	3	4
52. Students befriend and help students with disabilities.	1	2	3	4
53. Faculty/staff encourage students to think about their future.	1	2	3	4
54. Students respect and admire the faculty/staff and want to be like them.	1	2	3	4
55. Faculty/staff like their students and treat them with respect.	1	2	3	4
56. Faculty/staff help students with personal problems.	1	2	3	4
57. Students enjoy a lot of independence and autonomy.	1	2	3	4
58. Helping others is valued at the school	1	2	3	4

	<u>strongly</u> <u>disagree</u>	<u>disagree</u>	<u>agree</u>	<u>strongly</u> <u>agree</u>
59. Faculty/staff are patient with students.	1	2	3	4
60. Faculty/staff praise students more often than they reprimand them.	1	2	3	4
61. Students participate in service learning projects that contribute to the community.	1	2	3	4
62. Faculty/staff take the time to help students work out their differences peacefully.	1	2	3	4
63. Faculty/staff take time to re-explain and re-teach when students have trouble.	1	2	3	4
64. Faculty/staff talk to students respectfully and avoid making demeaning comments.	1	2	3	4
65. Faculty/staff help students develop skills to be lifelong contributors to their communities.	1	2	3	4
66. Private rather than public reprimands are the norm.	1	2	3	4
67. Faculty/staff are friendly toward students.	1	2	3	4
68. Most students are eager to do what their teacher wants them to do.	1	2	3	4
69. Faculty/staff are interested in what students do outside of school.	1	2	3	4
70. Students seem to enjoy helping the faculty/staff with classroom chores.	1	2	3	4
71. Students often bring the faculty/staff small gifts.	1	2	3	4
72. Faculty/staff encourage students to help others.	1	2	3	4
73. Students and faculty/staff take pride in helping their community.	1	2	3	4
74. Faculty/staff encourage students to become good citizens of the community.	1	2	3	4

THANK YOU!!

Appendix D

Long Term Impact Survey

Mark Wilson

The long-term impact survey is one instrument of many used in the ongoing evaluation of Learning to Give. The survey of long-term effects is designed to assess the likely impact of the LTG Project by surveying teachers who were involved with the Project at the start but who are not directly involved now. There are several goals of the long-term survey:

- To learn if, and how, teachers remain connected to Learning to Give.
- To determine how association with LTG changes over time, and if early experiences with the Project remain with teachers.
- To determine if teachers continue to include philanthropy content in their lessons after their initial contact period with LTG.
- To identify the philanthropy content that teachers continue to use.
- To learn how teaching philanthropy affects students over time.
- To learn how teaching philanthropy affects classroom behavior and atmosphere.
- To understand the personal impact on teachers of being associated with LTG.

The survey will be directed to all teachers who have been associated with LTG through a Summer Institute, as a pilot teacher, field-testing of lessons etc. Teachers will be contacted by e-mail and asked to complete an online survey that asks both multiple-choice and open-ended questions about experiences with Learning to Give.

Learning to Give Evaluation Long Term Impacts 2004

Since 1997, Learning to Give has engaged teachers from across the state and country in the development of educational programs and materials. With this survey we are contacting teachers who have been participants in Learning to Give in the past, and asking for feedback about the long term impact of the Project. This survey asks several questions about your relationship with Learning to Give, and your experience teaching about philanthropy.

We would appreciate it if you might take some time now to complete this questionnaire. Your participation in this survey is voluntary. Your opinion is important to the overall evaluation of the project and will help Learning to Give in the future. We hope you will agree to participate. The survey should take not more than 20 minutes of your time.

*All of the information that you provide is confidential. The report will present data in aggregated and statistical form, and will anonymously quote some responses; **at no time will your name or school be associated with any of your answers.***

RELATIONSHIP WITH LEARNING TO GIVE

Q1. In what years have you been involved with Learning to Give (K-12 Education in Philanthropy Project)? Select all that apply:

-1997	-2000	-2003
-1998	-2001	-2004
-1999	-2002	

Q2. In what capacities have you been involved? (Select all that apply)

- Summer Institute Participant
- Teacher-Consultant
- Pilot school teacher
- Matrix teacher (Original group of teachers 1997-200)
- Field-test Lesson/unit review

Q3. What is your current relationship to the Project:

- No longer participating
 - I am no longer teaching (retired or have changed careers)
 - I am teaching, but no longer use the philanthropy lesson plans or resources
 - I am teaching, but no longer include philanthropy concepts in my classroom
- Teaching in a pilot school
 - Actively involved in teaching the LTG units and lessons
 - Incorporating philanthropy concepts/content in the classroom as appropriate but not using specific LTG units and lessons

- Teacher-Consultant
- Developing/reviewing new LTG materials

Q4. What prompted you to participate in the program initially?

TEACHING PHILANTHROPY

Q5. Do you continue to teach the subject matter of philanthropy?

- Yes
- No

Q6. Do you teach the lessons and units you developed? (check all that apply)

- Continue to teach the same lessons and units
- Teach revised lessons and units
- Have developed new content on philanthropy for my classes
- Teach new content on philanthropy created by others
- No longer teach about philanthropy

Q7. How valuable is it to make education in philanthropy a part of the standard curriculum for students in your school?

- Vitaly important
- Very important
- Somewhat important
- Not very important
- Not important at all

Q8a. Currently, do you use the Learning to Give website (www.learningtogive.org)?

- Yes
- No

Q8b. If Yes, what parts of the site do you use? Select all that apply:

- Project overview
- Teacher orientation
- Newsletter
- Resource room
 - Briefing papers
 - Annotated bibliography of children's literature
 - History timelines
 - Foundation Profiles

- Lesson search engine
- Lesson plans
- Quotation search engine
- Quotations
- Philanthropy curriculum (the themes, strands and benchmarks)
- Teachers and schools
- Staff and consultants
- Ordering materials
 - Amazon.com ordering option
- Online registration for summer institute
- Online registration for field-testing lessons

Q9. In your students what evidence, if any, have you seen of changes in their attitudes or their school related or extracurricular activities resulting from the philanthropy element of the curriculum?

Q10. What has been the response of your school to the teaching of philanthropy?

Q11. Has philanthropy been incorporated into your school's curriculum on a regular basis?

- Yes
- No

FUTURE PLANS

Q12. Will you teach philanthropy in your classroom in the future?

- Yes
- No

Q13a. Would you like to be more formally involved with Learning to Give?

- Yes
- No

Q13b. If YES, in what capacity would you wish to serve?

Q14. How might LTG assist in any way to further enhance your teaching of philanthropy?

Thank You for your time!