

Learning to Give

FINAL EVALUATION REPORT
2004-2005



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Learning to Give

Final Evaluation Report 2004-2005

Jean A. Baker
Associate Professor, Counseling, Educational Psychology, and
Special Education

Robert L. Church
Vice Provost Emeritus, University Outreach and Engagement;
Professor Emeritus, Educational Administration

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

Leah R. Kirell
Research Assistant, Teacher Education

Sonia A. Patil
Research Assistant, Educational Psychology

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

Mark I. Wilson
Associate Professor, School of Planning, Design, and Construction

Edward W. Wolfe
Associate Professor, School of Education, Virginia Polytechnic
Institute and State University

Diane L. Zimmerman
Director, Administration, University Outreach and Engagement

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University Outreach
and Engagement
Michigan State University
East Lansing

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Copies of this report are available from

University Outreach and 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 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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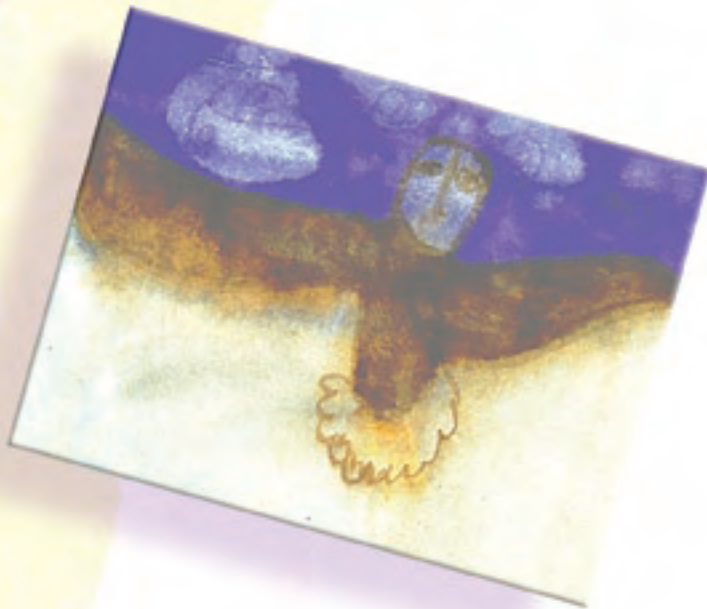
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Learning to Give

OVERVIEW AND
RECOMMENDATIONS



Overview and Recommendations

Robert L. Church

with Robert E. Floden and Diane L. Zimmerman

The Learning to Give project has evolved considerably from its inception nearly a decade ago. From an almost exclusive concern with helping children understand philanthropy and their potential role in it, the project has broadened its focus to include helping children learn how to contribute positively across all aspects of civil society. The earlier years were necessarily focused on creating and testing curricular lessons; more recently the emphasis has fallen on disseminating those tested materials and encouraging their adoption in more schools. In the last two years the project has begun to expand beyond Michigan and currently is establishing itself as a national resource for promoting learning in philanthropy and civic participation.

The Michigan State University evaluation team's focus has changed over the decade along with the changed focus of the LTG project. Initially the team was involved in formative monitoring of the stakeholders' satisfaction with the project and with the attitudes toward teaching philanthropy and toward the project of those teachers who volunteered to create lessons. Since teachers were seen as the vehicle for taking the lessons into classrooms, the evaluation team sought to assess their motivations for joining in the effort as an indication of their likely perseverance in the project, their assessment of the appropriateness and value of the lessons, their facility with E-mail and the Internet as a means of communication among project participants and dissemination of information beyond the initial group of teachers, and the kind and amount of support they felt they needed. The evaluators have continued to assess teachers who use the curricular materials as the project has diversified its methods of recruiting and supporting teachers. While assessment of Internet skills has become a moot issue, use of the LTG Web site and other Internet resources has implications for ongoing use and classroom implementation of the lessons. The team continues to ask teachers about the value and appropriateness of the lessons and has in the last two iterations asked teachers whether they believe that the lessons positively affect students' school behavior. As the project has matured, the evaluation team has focused more on assessing the degree to which participating in the Learning to Give lessons has affected student learning, behavior, and attitudes.

The long-term goal of the project, of course, is to affect the school children's patterns of behavior as adults—to help them become future contributors to maintaining our civil society. It was not feasible to undertake a ten- to twenty-year longitudinal study following LTG students into their adulthood; nor is it likely that research could successfully tease out the influence of a relatively modest intervention such as LTG relative to all the other school work and life experiences in a young adult's youth. The evaluation team developed several alternate strategies for determining the effects of participation in the LTG lessons. The team surveyed middle and high school students to compare their participation in community- or school-based service to a national sample of

school children. It reviewed actual work that students performed in conjunction with the lessons to get a sense of students' level of understanding of the material and, more important, their ability to apply those concepts to situations beyond the classroom. The team surveyed students, teachers, and administrators in schools new to the LTG program on issues related to school climate and will resurvey those same schools next year to see if any changes in perceptions of climate occurred after the LTG material was adopted. Finally the team developed a set of standardized tests relating to the important concepts that the LTG curriculum wanted students to master. The LTG team conducted the first large scale administration of these tests during the 2004-2005 school year; since the MSU evaluation team handled the scoring of those tests, we report the findings here.

The outcomes of these assessments have been uniformly positive. Although the researchers would have liked to have had more responses to the student surveys, more opportunities for classroom observation, and more data from high schools during the earlier years of the evaluation, it is clear from the data collected that teachers remain enthusiastic about using the LTG lessons and believe that they do affect student behavior positively. Their responses indicate their deep commitment to having their students learn about how to contribute to community and their belief that the LTG materials offer an effective way of fostering that learning. High proportions of students display mastery of the LTG concepts; students in classrooms using those lessons tend to be more involved in service to their school or community and in giving of their time, talent, and treasures to others than is true of students in the national sample. They also appear more committed to continuing those patterns into adulthood.

We discuss in detail first, student learning—findings derived from assessment of class work, student surveys, and standardized tests; second, findings at the classroom and school levels; and third, conclusions from the two teacher surveys. This overview ends with overall comments and recommendations as well as a brief review of the strategies that will be employed in the final year of the evaluation team's work.

Student Learning

Assessment of LTG Student Classwork

As in the three prior years, the evaluation team, with Leah Kirell and Professor Robert E. Floden taking the lead, examined students' written and sometimes artistic work generated during LTG lessons. The reviewers assessed files of student work, mostly writing and worksheet answers, produced in 141 LTG lessons (a lesson is a component of an LTG "unit"). Nine files came from grades K-2, 74 from grades 3-5, 22 from grades 6-8, and 36 from grades 9-12.¹ This represents the largest number of files from high school students ever collected for the LTG evaluation. Files were classified according to whether the students (1) applied LTG concepts appropriately beyond the classroom context, (2) applied them appropriately within the classroom context, (3) had limited understanding of the concepts, or (4) did not understand them.

The proportion of files that fell into each category did not differ substantially from the distribution in prior years. What was different in this year's assessment was the increased sophistication of the lesson assignments and the students' responses to those assignments.

¹ Forty-one other files were received but not scored because they were unreadable, were focused on content outside the LTG areas, or contained only pictures that could not be interpreted precisely.

Where in prior years heavy emphasis fell on teaching the basic definition of philanthropy as the giving of time, talent, and treasure, in the 2005 lessons students were being asked to explicate more complex issues. The LTG concepts were more closely interwoven with content from history, government, and literature than in prior years, suggesting that the teachers were more comfortable with the LTG material, seeing it less as an “add on” and more as an integral part of their curricular goals. This in part reflects the fact that many of the teachers submitting files had worked with LTG for several years, as had their students. In many cases teachers submitted student work from a sequence of lessons within a single unit, providing the reviewers an opportunity to “read across” a set of files and watch students move from some confusion about concepts to a more complete and fairly sophisticated view. Although there were too few of those cases to provide for a systematic study of student growth across a unit, there were enough to demonstrate the effectiveness of the unit and the teacher in developing deeper understanding in the students.

Instead of the focus on defining philanthropy which had been such an important aspect of the student work from prior years, this year’s files demonstrated instructional concentration on defining differences between selfishness and selflessness, on community and the individual’s responsibilities toward it, on the lives and accomplishments of philanthropists and civic leaders, on tolerance and prejudice and race. Running through all the students’ writing on these subjects was the importance of giving, of taking responsibility for the well-being of others, and of accepting others.

I feel like I care more and I want to share more. I want to help my family more now. I feel like I am acting more like a philanthropist. Now that I know more about this kind of stuff.

- LTG student

One lesson asked students to compose a letter to the philanthropist or civic leader whom they had researched as part of their assignment. These letters typically included comments indicating the students’ admiration of and respect for the person’s work and their own desire to help others as well:

Your life has been a model of self-sacrifice and generosity, and your leadership has set an example for all to follow.

One student’s letter to Bill Gates asked for advice about how the student could act philanthropically even though he would never be a millionaire. Thus, although the lessons did not specifically target the concepts of sacrifice and leadership and contributing to the community, the students made the connection between their research on a specific individual and the broader LTG topics and goals.

Community and the role of individuals in strengthening it received a great deal of attention. An eighth grader defined community as

A town or city where people live and help each other and love each other. It is a fun place where kids can play and grown ups know their kids are safe. There are businesses where people work and there are many places people can volunteer to make the town a better place.

This typical definition is one of many that make it clear that the students understand the meaning of philanthropy, community, and responsibility and are making direct, clear connections between these terms and their own daily actions.

Many students were able to explain how community involvement and activity could create more tolerant people. As one student, upon studying Jane Addams and Hull House, wrote:

One problem in [our town] that we face today is extreme social conservatism. People are not accepting of others' beliefs or feelings. I believe that maybe volunteerism would help these people to sympathize with the people who have opposing beliefs.

Student Survey of Philanthropic and Civic Activities and Attitudes

In the spring of 2005 middle and high school students who had studied LTG materials during the 2004-2005 academic year were surveyed to get a sense of their participation in and attitude toward philanthropic and civic activities. The survey, developed and administered under Professor Robert Floden's leadership, was quite similar to those administered in the spring of 2002 and the spring of 2003. In line with the LTG project's growing interest in directing more effort toward increasing young people's commitment to maintaining a "civil" society, the 2005 survey added a few questions on civic participation. In order to establish a basis for comparison between LTG students and others, most of the questions on the survey were drawn from earlier, national surveys about service learning and volunteerism—the U.S. Department of Education's National Household Education Survey (1999), Independent Sector's "Measuring Volunteering Toolkit (2000)," and (added to this administration of the survey) the National Civic and Political Engagement Survey that has been conducted by the Center for Information and Research on Civil Learning and Engagement (CIRCLE, 2002). It should be noted that although this survey has been administered three times, it is not strictly longitudinal; because of changes in the list of schools participating in the project, not all the schools surveyed in 2005 were part of the survey in prior years. Furthermore, even in schools that had participated in the project over all the years of the survey, students responding to the 2005 survey may not have had experience with the LTG curriculum before 2005 while others will have experienced it over several years. Three hundred seventy students responded to the survey, representing 11 schools and 25 different teachers. High school and middle school students were represented about equally; high schools students have much better represented this year than in prior administrations of the survey.

Civic Participation

The three CIRCLE questions that were asked for the first time this year elicited very encouraging responses. The responses indicated that LTG students were more likely than the national sample to have "ever written a letter to a newspaper or government official," to have "worked together informally with some one or group to solve a problem in the community where they live," and almost as likely to believe that they "would be comfortable making a comment or statement in a meeting where people were standing up to make comments and statements."

Respondents' Participation In Letter Writing²

<i>Have you ever written a letter to a newspaper or government official?</i>	<i>Percentage of Students Selecting each Option</i>		
	<i>LTG HS</i>	<i>LTG MS</i>	<i>CIRCLE</i>
Yes, within the past 12 months	9%	18%	6%
Yes, but not within past 12 months	20%	17%	16%
No, haven't done	57%	47%	72%
I don't know or can't remember	14%	18%	5%

**Respondents' Participation in Working Informally
with an Individual/Group to Solve a Local Problem²**

Have you ever worked together informally with someone or group to solve a problem in the community where you live?

	<i>Percentage of Students Selecting Each Option</i>	
	<i>LTG</i>	<i>CIRCLE</i>
Yes, within the past 12 months	26%	7%
Yes, but not within past 12 months	21%	14%
No, haven't done	34%	71%
I don't know or can't remember	18%	7%

Respondents' Comfort Level in Making a Statement at a Public Meeting²

Imagine you went to a community meeting and people were standing up to make comments and statements. Do you think you could make a comment or a statement at a public meeting?

	<i>Percentage of Students Selecting Each Option</i>	
	<i>LTG</i>	<i>CIRCLE</i>
Yes—would be comfortable	29%	41%
Yes—but would be uncomfortable	30%	28%
No—would not want to make a statement	19%	17%
I don't know	21%	14%

That the LTG students exhibited such a strong commitment to civic participation on these three indicators compared to the older group (aged 15-25) responding to the CIRCLE survey is very encouraging and surely in part relates to the students' LTG participation.

Giving

Among all the respondents to the LTG 2005 survey, 53% indicated that they had given money or objects to a charity within the month preceding the survey. This was down from 66% in 2003 and 64% in 2002. Only 9% of the total LTG 2005 sample said they had not given in the past year. The survey asked students whether they thought they would like to volunteer or donate money to a charity in the future; 87% indicated they would (94% in 2003; 89% in 2002). When asked to indicate who they would most like to help, this year's survey respondents showed less interest in animals and the environment than in prior years and substantially more in people and organizations.

Motivation

The 2005 survey modified a question about motivation for engaging in school and community service activities so that it was directly comparable to a question on the CIRCLE survey: "Why did you first start to work with the volunteer activity that you have been involved in this year?" While respondents to the CIRCLE survey emphasized the role of family (36%), friends (42%), and their own deep concern about an issue (24%) as the primary motivators,³ 60% of the LTG sample of those participating in service indicated "it was required in school." The effect of the LTG service learning expectation is clear. Only 9% of the LTG students marked "I was deeply concerned about the issue" as a motivator. It should be noted that the CIRCLE survey was administered to those

² Tables reprinted from R. E. Floden, *Student Survey of Philanthropic and Civic Activities and Attitudes*, this report.

³ Percentages sum to greater than 100% because respondents were asked to indicate all the choices that applied.

aged 15 to 25, a substantially older group than the LTG sample and one far less likely to be responding to school requirements.

Community Service

The survey asked respondents to indicate whether they had participated in any community service or volunteer work in their school or community in the past twelve months. Eighty one percent indicated that they had (down somewhat from 87% and 89% in 2003 and 2002). This is a much higher percentage than the NHES and CIRCLE figures (52% and 44%), probably reflecting the project's expectation that teachers using the LTG materials engage their students in a service-learning activity. Seeking to understand why the figure in the LTG sample was not 100%, given the expectation, we found that most of the students who indicated that they had not engaged in any community service or volunteer work were in classes with three of the 22 teachers. Since at least half of those students did report engaging in service activities, it is likely that these teachers made the service experience optional. LTG students were more likely to have their participation in service activities count in course grades than were those in the national sample. About half of LTG middle school students and one-third of high school students reported that their service contributed to a course grade; only 24% of the national sample did so.

Regularity of Service

The survey also probed the amount or intensity of the students' participation, in terms of the length in weeks of their activity and in terms of the number of hours per week spent on it. More than two-thirds of those respondents who said they had participated in service or volunteer work (68% of the 81%) indicated that they did so on a regular basis rather than once or twice. This figure represents a dramatic rise from prior administrations of the survey (35% in 2003, 47% in 2002) and a similarly dramatic difference from the national NHES which found that only 44% of those participating in service activities (that is, 44% of 52%) did so on a regular basis. As Professor Floden writes: "Thus the proportion of students in the pilot school sample who participated in service or volunteer activities on a regular basis is much higher in the LTG pilot schools than in schools nationwide."

Length of Service

In comparison to the national sample of those participating in service activities, LTG students engaged in service activities tended to spend fewer weeks in service but a slightly greater number of hours per week on those activities. Given the higher proportion of students in the LTG sample who did participate in service, it is to be expected that more would be engaged in short term, probably school-related projects than would be the case with the smaller proportion of those engaged from the national sample. In the 2005 survey, 11% of the LTG respondents who had participated in service activities had done so for more than 12 weeks, indicating service participation well beyond school-related projects. This figure represents a substantial increase from the 5% and 6% so reporting in 2002 and 2003 and a figure approaching the 16% of participants in service reporting more than 12 weeks of activity in the NHES survey. Five per cent of the LTG sample who had participated in service activities had done so for the whole year.

Hours per Week

The figures related to intensity measured in terms of hours per week spent in service activities indicate both that a somewhat higher proportion of the LTG sample from 2005

is engaged more intensely than prior LTG samples and that the LTG 2005 sample is engaged even more intensely than the national NHES sample. In 2005, for instance, 28% of those reporting that they participated in service activities indicated that they did so for more than five hours a week (the figures were 22% in the 2003 survey, 12% in 2002) while only 19% of the national sample reporting participation indicated that they spent more than five hours per week doing so.

Understanding the Impact of Service

As Professor Floden suggests, service and volunteer activities are more likely to have a long-term effect on students if they are connected to other activities that give the student a chance to reflect and thus provide incentives for learning. Therefore, the survey asked students about opportunities to discuss their participation with others and to learn about the impact of their service. As in prior years, over two thirds of the respondents who took part in service activities discussed that participation with family, with friends, and/or in class. The percentage indicating classroom discussion increased somewhat over the prior years' figures (from 54% and 57% to 64%). Answers to an open-ended question regarding respondents' learning about effects of their service elicited few indications of contact with any systematic attempts to gauge the impact of the work, even though attention to the results of philanthropic activity is one objective of the LTG curriculum.

Standardized Tests of Philanthropic Knowledge

The 2004-2005 school year saw the evaluation team, under the leadership of Associate Professor Edward Wolfe (now at the School of Education at Virginia Tech), complete the development and validation of the standardized measures to be used in assessing student progress in mastering the concepts of the LTG curriculum. At the beginning of the school year field test forms were administered and at the end of the year operational test forms were administered to students at the Michigan Community – Higher Education – School Partnership (CHESP) schools, i.e., schools that had received federal money through the state to initiate or expand their service learning programs and that had agreed to implement the LTG curriculum in coordination with that effort. In most of the schools the project was able to administer the test twice, thus providing some pre-test/post-test data on student gains in understanding during a year in which they studied the LTG materials for the first time.

Test Development

Professor Wolfe's report describes in detail the several steps that went into the development of the tests and the technical findings regarding the quality of the individual questions and of the different versions of the test as a whole. Professor Wolfe created six operational versions of the test, two each for elementary, middle, and high school classrooms. Each version contains between 25 and 30 questions, two or three of which are open-ended. The LTG team, project staff, and volunteer teachers spent considerable effort: first, to develop an array of questions that probed the most important teaching objectives of the LTG curriculum; and second, to insure that those questions used appropriate vocabulary, were worded clearly, and were sensitive to cultural differences. As questions and versions of the instrument were field tested in classrooms, additional adjustments were made in language, in degree of difficulty, and in the overall difficulty and length of the forms. At that time Professor Wolfe began to apply the psychometrician's tools to assess the quality (that is, do students' scores on a particular item generally follow their pattern of achievement on other items and will students

generally answer the same question the same way each time they encounter it), reliability, and precision of the measures and to group them into test forms. This statistical analysis indicates that the test, in its various versions, is a high quality one—not in all aspects as reliable as those used in “high stakes” testing, such as those used to determine who qualifies for a high school diploma, but a strong instrument for evaluating the curriculum, measuring student progress, and comparing groups.

Pre- and Post-test Results

Comparison of student scores on the tests given at the beginning of the year with those coming from the tests given at the end of the school year show a large gain among elementary students and no gain among middle and high school students. Elementary students gained about seven raw score points, meaning that their percentage-correct scores increased from about 23% to about 73% on the end-of-year test. That gain represents a one standard deviation increase. No such differences appeared at the higher grade levels. In very preliminary pre- and post-testing during the 2003-04 school year, elementary and high school students showed statistically significant gains while middle school students did not.

Gain Score Summary⁴

<i>Level</i>	<i>Statistic</i>	<i>Pretest</i>	<i>Posttest</i>	<i>Gains</i>
Elementary	Mean Scaled Score	42.94	52.09	9.15
	SD Scaled Score	8.86	11.46	9.18
	Form A Score Equivalent	14	21	7
	Form B Score Equivalent	16	23	7
	N	71	71	71
	T Statistic d effect size			8.40* 1.00
Middle	Mean Scaled Score	52.68	53.61	0.78
	SD Scaled Score	10.06	10.54	13.11
	Form A Score Equivalent	17	17	0
	Form B Score Equivalent	17	18	1
	N	172	172	172
	T Statistic d effect size			0.57 0.06
Secondary	Mean Scaled Score	53.58	51.63	-1.94
	SD Scaled Score	10.04	10.90	9.97
	Form A Score Equivalent	18	17	-1
	Form B Score Equivalent	19	18	-1
	N	101	101	101
	T Statistic d effect size			2.02* 0.19

*This difference is statistically significant.

It is far too soon to draw many conclusions from these data. Additional administrations of the tests need to be targeted at different groups of students with varied experience with the LTG materials and other school-based service and engagement activities to provide a sufficient base for interpretation. A number of issues might explain this year’s pattern of large gains for elementary students and essentially no gains for middle school and high school students. There were far more problems in the reporting of data from the middle and high schools, to the point that some post-test data may have been mislabeled as pre-test and vice versa. Perhaps the fact that the schools were chosen for inclusion in the CHESP program indicates that they had already involved their students in activities associated with service learning and civic responsibility and thus the students we tested

⁴ Table reprinted from E. W. Wolfe, *Standardized Tests of Philanthropic Knowledge*, this report.

were not a valid *pre-test* cohort. Experience in other testing situations suggests that older students familiar with standardized testing tend not to invest much effort into completing “low stakes” tests; perhaps that was the case with the older students at the CHESP schools. Perhaps the lessons taught at the higher grades do not target the learning objectives associated with the test questions as directly as do those taught at the lower grades; or the questions do not parallel the learning objectives closely enough; or each version of the test covers more and more diverse learning objectives than it is possible to meet in the teaching of two LTG units. More data are needed to identify the most likely explanations.

School and Classroom Instruction

Classroom Observations

One of the queries from the project’s Steering Committee has been how effectively teachers have been using the LTG materials. Besides directly asking the teachers through a survey, the evaluation team observed, under the leadership of Professor Jean Baker and with the assistance of Sonia Patil, 20 LTG lessons being taught during the 2004-05 school year. Three observations occurred in high school classes, the others in K-5 classrooms. The observers were particularly concerned with the students’ level of engagement with the lessons. They concluded that teachers were enthusiastic about the curriculum and the lessons were lively and infused with energy. “The typical LTG lesson was an active, meaningful, vibrant experience in which learning could occur.” Professor Baker’s report details the various methods that the teachers used to bring about these results. What is evident from her report is that the LTG material was especially conducive to the use of some of those strategies. For example, helping students make connections with their own experiences is one very effective strategy for eliciting active engagement from students. Because the topics and concepts upon which LTG focuses—giving, sharing, personal responsibility to the group, tolerance, etc.—apply to so many of the situations that regularly occur in a child’s life, teachers had many opportunities to tie the larger concepts to the children’s everyday experience. Similarly, the curriculum’s emphasis on sharing and giving presented many chances for teachers to help children enact those traits with their classmates as the lesson progressed. To reinforce the curriculum’s emphasis on sharing, democratic decision making, and respectfulness toward others, teachers modeled those behaviors during the LTG lessons, for example, by having the students vote on whether they wished to pursue one or another activity or by being careful to use respectful language when talking with their students.

After the South Asian tsunamis in December 2004, a 3rd grade class collected money for the Red Cross. Ms. M had the class write letters to send with their donation. Ideas for the letters included “how they raised their money” and “how the Red Cross might use their money.”

School Climate Survey

This report, under the leadership of Professor Jean Baker and with the assistance of Sonia Patil, details the results of the school climate surveys administered to students in CHESP schools that started their three-year relationship with the LTG project in the fall of 2004. School climate refers to the structural, interpersonal, and instructional variables that affect the mores and norms in a school building’s social atmosphere and learning

environment. Items were taken from publicly available measures, including the Opinion Survey for Students and the Vessels' School Climate Scale for Children. In addition to school climate, items from an existing School Satisfaction subscale (Huebner, 1994) were incorporated into the survey. School satisfaction refers to students' cognitive appraisal of the quality of their school experiences.

The items for the survey were selected to parallel ideas espoused by the LTG curriculum, with specific coverage of interpersonal respect, commitment to the common good, giving, and service to others. Five factors were identified for analysis: adult-student relationships, peer relationships, commitment to the common good and helping, rules and expectations, and safety and belonging.

A total of 11 schools participated (four high schools, four middle schools, and three elementary schools). The schools had just started their LTG curriculum when the surveys were completed by the students. The report provides the pre-test data. The post-test survey will be administered in spring 2006. At that time the evaluation team expects to be able to use the pre- and post-data to examine whether school climate changes as students experience increased exposure to LTG ideas.

Kids are more caring to each other. They are thinking of others outside of the school setting. We seem to have less problems with discipline. I've been in this building for some time now [and] have seen a definite change in school climate.

- LTG teacher

Teacher Experiences

Current LTG Teacher Perspectives Survey

At the end of the 2004-05 school year, the evaluation team, under the leadership of Professor Brian Silver, mailed surveys to teachers who had used the LTG curriculum materials during that year in three active groups of schools affiliated with the project. The survey solicited each respondent's understanding of and commitment to philanthropy education, their confidence that they were adequately prepared to teach the LTG materials, the utility of various teacher resources available to them, the amount of support and recognition they received from different people in their schools and from the LTG staff, and their overall assessment of the LTG material and its impact on students in their classrooms. In general the questions in this survey resembled those in the previous four versions that have been administered during the eight years the evaluation team has been involved with the project. However, as the LTG staff has reduced its face-to-face support for various groups of teachers using the materials and relied on less personal dissemination techniques, this survey, like its immediate predecessor, sought to find out more about how teachers were learning to use and expand upon the lessons.

The 2004-05 survey was sent to teachers in three different groups of schools, each with different support from the LTG staff. Pilot schools have for the past three years committed themselves to teaching LTG materials in at least one classroom at every grade level; these schools have been the main focus of the evaluation team's work recently. Learning to Give schools (LTG schools) have a less formal and often less sustained relationship to the LTG project and generally have fewer than half their teachers involved in offering LTG lessons. The CHESP schools, recipients of Michigan Community – Higher Education – School Partnership grants for 2004-05, started to use LTG materials this year as part of their grant activities (although a few of the CHESP schools had used LTG materials before receiving the state grants).

The evaluation team received 126 responses, representing 27% of the pilot school teachers, 14% of the CHESP teachers, and only 9% of the LTG school teachers. The evaluators intended to treat each group as having received a different form of introduction to the LTG materials and hoped to compare the responses from the three groups as a way of assessing the effectiveness of each treatment. However, response rates were too low, especially in the non-pilot schools, to justify drawing firm conclusions about the different methods of introducing LTG to teachers. The results did allow for useful comparisons between 25% of the respondents who were new to LTG in 2004-05 and the remainder who had used the material for more than one year. Although 75% of the responses came from elementary teachers, this year's survey elicited more and a higher percentage of responses from high school teachers than any previous survey. Although the absolute number is small (12) and thus conclusions at best tentative, the high school results are quite suggestive.

Student and Teacher Learning

Respondents gave high marks to the curriculum and its individual components. As in the 2002 and 2003 surveys, virtually all the teachers (98% this year) felt that the lessons enhanced the students' understanding of philanthropy, 62% marking a great deal and 37% somewhat. One teacher described how the students

...realized they could make a difference in the community as adults acknowledged & agreed to help (not do) in their efforts. This was evident in the confidence they gain in reaching out to others in the community.

Another testified that students had become

...kinder and more aware of their actions towards others.

Another commented that

Conversations between students in which they discuss the topics studied, parental feedback and...student actions all demonstrate a change in student attitudes.

One of the findings from this year's survey is the degree to which teachers using the LTG materials enhanced their own understanding of philanthropy. When asked how well they understood the concept of philanthropy when they first started working with LTG, 12% of the respondents indicated that they understood "very well," 58% "fairly well," 22% "not very well," and 8% "not at all." When asked, "Since you became involved in the project, to what extent has your understanding of philanthropy changed?" 57% stated that it had been enhanced a "great deal" and 41% "somewhat." No one indicated that his or her understanding had not been enhanced. As would be expected, those who began their work with LTG with little understanding of the concepts of philanthropy indicated that their understanding was enhanced the most, and conversely those with early understanding found their understanding generally enhanced "somewhat" rather than a "great deal." For example, 92% of high school teachers indicated that they had understood the concepts of philanthropy very or fairly well and, not surprisingly, were less likely than elementary and middle school teachers to feel that their understanding was enhanced significantly.

I have discovered that if you are a selfish person, you cannot teach about selflessness. Teachers, too, need to be taught about learning to give.
- LTG teacher

When the teachers were asked whether participating in the project changed their view of their “role as a teacher,” half said yes. One wrote:

I found how important my role is in helping students to become responsible, active citizens.

Another said:

I instill more than facts and figures. I instill feelings and a desire to improve the future.

One wrote that

I've learned that when given the opportunity, elementary students are very capable of helping others. Not only are they capable but they get really excited about it. Their self-esteem skyrockets.

Preparation

The evaluation team has been concerned to monitor the feelings of successive cohorts of teachers regarding their confidence in their readiness to teach the project’s materials. In each successive survey, the evaluation team has found that new groups of teachers felt that they understood what was expected of them better than earlier groups. The responses from this survey generally supported that trend. Most pilot school and LTG school teachers indicated that they understood what was expected of them either “very well” (34%, 43%) or “fairly well” (61%, 48%). However, only 16% of the CHESP school teachers indicated “very well” and 26% responded “not very well.” Moreover, while approximately half of the pilot school and LTG school teachers felt that the project’s *background* materials prepared them “very well” to teach the LTG curriculum this year, only one third of the CHESP teachers gave that response. In commenting on the quality and quantity of the background materials provided by the project, only 40% rated them “excellent” and most of the remainder chose “good.” Among high school teachers, however, only 17% chose “excellent.” There was no difference among the groups of teachers in their rankings of the quality and quantity of the project’s *training* materials.

The CHESP teachers also stood out in expressing less confidence in their readiness to teach the LTG curriculum. It must be stressed that most of the teachers in all cohorts expressed confidence in their preparation and the adequacy of the supporting materials, with nearly half indicating that they were “completely” confident. However, in answer to the question “When teaching the LTG lessons, to what extent did you feel confident that you had the resources to acquire needed knowledge?”, 21% of the CHESP teachers responded that they were “not very much” or “not at all” confident. Only 6% of the pilot school teachers and 5% of the LTG school teachers gave similar responses. Nearly one-third (32%) of the CHESP teachers lacked confidence that the lesson assessments would provide them with meaningful information; 14% of the pilot school and 20% of the LTG school teachers responded similarly. The lesson assessments engendered the lowest confidence rating among all the areas probed, with only 34% of all respondents expressing complete confidence. To the question about whether they were confident that they had adequate training for the task of teaching LTG materials, LTG school and CHESP teachers were more than twice as likely to express doubts than the pilot school teachers (20%, 21%, and 8%, respectively).

The evaluation team has explored teacher use of computers throughout the project because E-mail and the Internet have been crucial components in plans for disseminating the curriculum and maintaining supportive contacts with its users. Successive surveys

have shown a continued increase in competence in and use of computers to access information at remote locations. In this year's survey, 58% said they were very competent in using computers; 37%, somewhat; and only 5%, not very. Seventy-one percent used the Internet at least once a day; 17% use it several times each week; 6%, once a week; and 6%, less frequently. Despite that facility with the Internet, teachers in the survey have not used the project's Web site as intensively as might be expected. Although it contains an extensive collection of background materials, only 42% of the teachers had logged on five or more times; 7% had logged on just once; 14% had never done so. Those who had logged on gave it high marks: 45% said it was "very useful" and the same percentage "somewhat useful." Those using LTG materials for the first time in 2004-5 found the Web site more useful than did those who have been using the materials for two or more years.

Support

This year's survey confirmed findings of earlier iterations that teachers communicated about the LTG materials most frequently with their colleagues rather than with building or curriculum administrators. Communication was most frequent with fellow teachers in their school and then with LTG teachers based elsewhere. Forty-one percent indicated that they "rarely" or "never" communicated with their principal about their project activities; 54% said the same about interactions with LTG project staff. However, the respondents indicated a somewhat different pattern when assessing "how satisfied are you with the amount of support, advice, or feedback that you have received concerning your teaching of LTG lessons from each of the groups." Although only 9% of the teachers reported frequent communication with project staff, 47% reported that they were "very" satisfied with their interactions with project staff. The same percentage of teachers expressed that they were "very" satisfied with their communication with their principal and with their fellow teachers, although there was much more interaction reported with the latter. Thus it appears that teachers are about as satisfied with the support they receive from superiors as they are with that from their peers. Teachers were most satisfied with the support, advice, and feedback they receive from their students. The survey also asked teachers how satisfied they were with the amount of recognition they receive from others for their work on the LTG project. About a third indicated that they were "very satisfied" with the recognition received from their principal, their colleagues at school, the teaching profession, friends and family, and parents and the community; 54% were very satisfied with the recognition from the project leaders; and 57% with that they received from their students. Over 90% were "very" or "somewhat" satisfied with the recognition from those groups.

Service-Learning

Teachers are expected to incorporate a service-learning component into one of the LTG units they teach each year. Seventy percent of the respondents to this year's survey were able to do so: 79% from CHESP schools, 71% from the pilot schools, and 60% from LTG

Learning Beyond the Classroom

- Students made connections with community members and in many cases these connections will continue.
- Our unit last year involved gardening & I have had students now grow their own gardens.
- Parents are more aware. Families have returned to help some of the organizations we helped.
- Our community has really opened up and embraced the projects the kids have been involved in.

- LTG teachers

schools. Teachers new to the program incorporated service-learning at a 66% rate while those who had previously used the materials did so at a 72% rate. Difficulty in implementing service-learning does not appear to be a matter of experience but rather one of lack of time, priority given to preparation for the MEAP, and sometimes funding for transportation and the like. Teachers were supportive of including a service-learning component but not enthusiastically so. Among those who did incorporate service-learning in their lessons, only 46% said that the component contributed a lot to the students' interest and 50% that it contributed a lot to the students' understanding of philanthropy. When asked "how useful . . . is it to include service-learning in the LTG curriculum," 35% called it essential, 51% said that it was very useful, and 14% said that it was somewhat useful.

Teachers' Overall Assessment of the LTG Project

Respondents were asked to rate the LTG project as a whole; this year's results are consistent with those recorded in previous surveys. Seventy-six percent of this year's respondents chose "very good" as their overall rating; 99% chose either "very good" or "good." About 60% gave a "very good" rating to the LTG project directors, the resources available for the project, and the LTG lessons they used. (Only 36%, however, rated the level of support for LTG at their school as "very good," with 22% calling it "fair," and 4% "poor.") Those new to the project were somewhat more reserved, with 60% of those who taught LTG materials for the first time in 2004-05 ranking the project as "very good" as opposed to 82% of the more experienced group. Similarly, 45% of the "new" teachers rated the lessons as "very good" compared to 69% of the "veteran" users of LTG materials.

They have learned to respect the rights and feeling of others. They have also come together as a group to meet community needs. They have realized that they have the power to make a difference.

- LTG teacher

The project draws consistently high marks from the teachers who use it in their classroom and thus know it intimately. Within the overall positive assessment, the evaluation team found four issues that deserve further attention:

1. Although in most areas teachers new to LTG in 2004-05 respond similarly to those with one or more years of experience with the curriculum, the "new" teachers indicate that they want more training.
2. With 30% of the respondents indicating that they were unable to implement the service-learning component of the curriculum, more attention to facilitating their efforts appears to be in order.
3. Given the richness of the project's Web site, the project should consider expending more effort on getting more teachers to use it, and to use it more intensively.
4. The responses to the survey from high school teachers indicate considerably less enthusiasm for and confidence in the LTG materials. The most obvious example is that while 68% of elementary teachers and 50% of middle school teachers thought that the LTG curriculum enhanced their students' understanding of philanthropy, only 33% of the high school teachers did so. The survey's sample of high school teachers was very small and thus the evaluation team does not want to make too much of results such as these. But these results when combined with the standardized test results of no pre-/post-test gain for older students suggest that further exploration of how the LTG curriculum works at the high school level is appropriate.

Long-Term Impact Survey of Former LTG Teachers

Professor Mark Wilson sought to survey teachers who had at one time or another been connected to the Learning to Give project to learn (1) if and how they remained connected to the project, (2) if the teachers continued to include philanthropy content in their classes after they ended their relationship to the project, and (3) how they thought teaching about philanthropy affected classroom behavior and atmosphere. Surveys were sent to 538 people via E-mail; only 48 usable responses were received. The low response rate is explained, Professor Wilson believes, more by the fact that many of the E-mail addresses were out of date and that spam filters blocked many of the surveys rather than by a lack of interest among those formerly associated with the project. The low response rate prevents the evaluation team from drawing any quantitative conclusions.

All the responses received were positive about the project and about teaching philanthropy, as those dissatisfied or no longer interested in the subject would be least likely to respond. Almost all of the teachers responding indicated that they were still using LTG material either in the original form or in a form they had revised; about half also indicated that they used new content that they or others had created.

Those responding generally reported that they did see changes in their students and their classrooms that they attributed, at least in part, to the introduction of instruction in philanthropy and service-learning projects. They reported that their students were growing adept at using the language of philanthropy to explain their actions and those of others. One teacher commented:

I teach 2nd grade, and am amazed to hear 2nd grade students using philanthropic vocabulary that they learn in the units. I truly believe that I have a very caring class as a result of the thread of philanthropy that I intertwine throughout every aspect of my academic curriculum.

They also saw improved behavior in the classroom as well as greater participation in community and philanthropic projects.

I saw that my students were finally able to make a connection to what we were doing in the classroom and their local community. Many of them for the first time in their lives had the feeling that they were a valued member of the community.

Respondents expressed continued interest in maintaining contact with the project (two-thirds use the LTG Web site) and indicated appreciation and enthusiasm for their experience with the Learning to Give materials and staff.

I was a second year teacher and asked to participate in the pilot program. Now I don't understand how I could have *not* taught these concepts in my classroom. They are at the very heart of what we are trying to create: responsible, active citizens!

- LTG teacher

Concluding Remarks

Project Success

In summarizing the results from the last several years of assessment of the LTG project, the evaluation team concludes that incorporation of the LTG materials in classrooms has been successful along the following dimensions:

- Students demonstrate in their work samples that they understand the concepts of philanthropy, individual responsibility to the community, tolerance, and so on.
- Elementary students showed large gains in understanding of LTG concepts on the standardized achievement tests developed for the project. Older students did not show such gains.
- Students in LTG classes indicate in their responses to surveys that they are more involved in service learning, are more committed to giving and serving in the future, and are more willing to speak up in public forums than students responding to various national surveys.
- Teachers report that their students respond positively to the LTG lessons, applying the concepts in their interactions with each other and taking responsibility for maintaining a clean and happy classroom community.

Recommendations

- Work to understand differences across grade levels in learning gains
- Balance service learning and content
- Consider training and support strategies for future teacher and school adoptions
- Promote the Web site as major resource

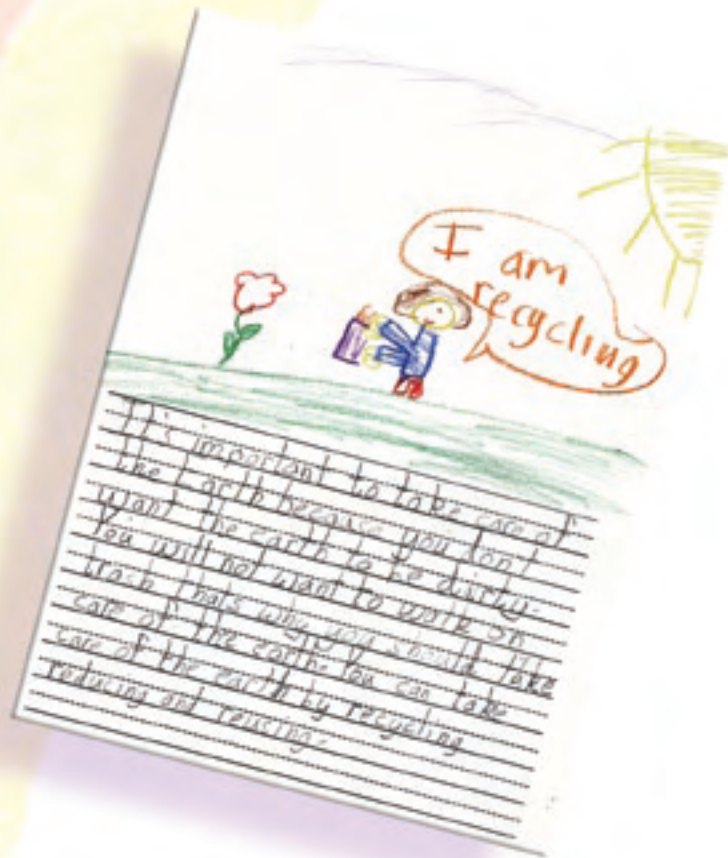
Evaluation Strategies for 2005-2006

For the final year of the nine-year evaluation commitment, the evaluation team recommends the following strategies.

1. Broaden the base for collecting data for analyzing standardized test results. Continue the testing in the CHESP schools, but add students in the pilot schools and the LTG schools. A broader base will give more data for analysis among the several varying groups of schools in Michigan. The tests are now completed and can be used at beginning and end of semesters in order to provide pre- and post-test data for analysis. Analysis would look specifically at learning gains among elementary, middle, and high school students.
2. Conduct the follow-up (post-test) school climate survey in the CHESP schools.
3. Consider benefits of possibly conducting one conversation group among supportive principals or administrators to learn what factors in the LTG project most influenced their thinking and building results. Jointly scripted by the MSU evaluation team and the LTG project staff, it would replace the three focus groups and interviews described in the earlier work plan.
4. Convert all final versions of the evaluation tools for dissemination through the LTG Web site for use by schools or other universities as the project moves to national venues.

Learning to Give

STUDENT LEARNING



Assessment of LTG Student Classwork

Leah R. Kirell and Robert E. Floden

The following report describes student mastery of philanthropy content during the 2004-2005 school year. As in past years, all student work was completed in conjunction with Learning to Give (LTG) lesson plans. Teachers were free to alter specific lessons or assignments to meet the needs of their student populations and their curricular objectives. Teachers who submitted student work for this year's evaluation had used LTG materials in the past. Several teachers had participated in the program for several consecutive years and were, therefore, familiar with the lesson plans and had a working knowledge of how best to align these with grade-level standards and learning objectives. Student work was collected from all grade levels, sorted into files and scored. Each file contains work related to only one LTG lesson, but the number of students represented in each file is variable.

A total of 182 files were scored this year—fewer than last year, but more than the 2002-2003 school year. For the first time, there was more work collected from high school students than from middle school students: 40 files from grades 9 to 12 and only 27 files from grades 6 to 8. Once again, the majority of the student work was from students in grades 3 to 5; a total of 101 files from this group were collected. The remaining 14 were from K-2. Table 1 gives a count of materials received and scored.

Table 1
Count of Materials Received and Scored

<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	14 lessons	101 lessons	27 lessons	40 lessons	182 lessons

This year's work centered around several commonly used LTG units; thus there is a great deal of overlap or repetition in the kinds of work submitted and in the content of that work. It seems that teachers, after several years' experience with the content, have found that certain units are more easily adapted to their curricula or that they achieve success with these units. Frequently, teachers used many lessons from the same unit and the students showed growth as they completed multiple lessons (though this growth was not immediately apparent, since the scored files addressed only discrete lessons).

Once more this year, many of the work samples were worksheets and student artwork. However, a quantity of student writing was submitted by teachers from all grade levels this year. Again, though, much of the writing represented students' early attempts at LTG content: introductory lessons, free-writing, or creative writing. Teachers used writing throughout the unit, not only as cumulative activities. Therefore, students' writing often reflected their early efforts to master new concepts.

Taken as a whole, the scored files represented a variety of types of responses to the LTG curriculum. As was the case previously, the scored work indicated that students were mastering LTG goals and often applying the content to their own lives or making connections between LTG content and disciplinary subject matter (history, civics, or science). Appendix A gives a summary of the scoring rubric and results.

This chapter provides a sketch of the review process methodology, a fuller description of the findings of this analysis of student learning, and conclusions drawn.

Methodology

We used the analysis method and scoring rubric developed in 2001 (and used for the past three years) to review this year's data. Student work was separated into files, with each file representing one LTG lesson. Work was then reviewed to determine student mastery of LTG content. We did not consider student understanding of subject matter unless that knowledge was intricately bound up with the LTG content. Knowledge of history or government, for example, is sometimes needed if students are to understand core democratic values. Occasionally, understanding of some literature is also required if students are to make connections between fictional characters and LTG concepts such as racism, prejudice, or bias.

Of the 14 files collected and scored from grades K-2, five were not scored. The sparse number of scored files for this age group combined with these students' limited ability to write makes drawing conclusions about their learning difficult. However, the nine files that were scored included age-appropriate work—drawings and short sentences—and clearly targeted philanthropy content, so tentative conclusions were drawn.

When a reviewer was unable to read submitted materials or found that the materials did not relate to philanthropy content, the file was not scored. This year, 41 files out of 182 were not scored. These files generally included work that did not relate to LTG content, e.g., history reports, interview notes, creative writing, or work that was a preliminary activity for a longer lesson/unit that would eventually target LTG content. Looking across files (i.e., lessons) from the same classroom, it is often possible to see students' progression through the unit and with the content. However, viewed in isolation these files do not permit analysis of student learning and were, therefore, not scored.

Findings

This year's submitted work contained significantly fewer lessons or tasks that required students to define philanthropy. Much of the work, however, asked students to draw implicitly on an understanding of philanthropy. For example, students were often asked to list ways they could help others in their families, schools, or communities. Students of all ages were able to provide reasonable answers to these questions and listed actions that they could perform. These lessons were frequently paired with work related to defining community. Students seemed able to provide concrete definitions for community, explain their responsibility to various communities, and identify needs they could meet in those communities. So, while work did not often require students to write a definition of philanthropy (the giving of time, treasure, or talents, for example), the assigned tasks did require students to draw on their knowledge of the term and of community in order to

respond. One 8th grade class offered the following definition of community, a definition that incorporates a variety of philanthropy concepts:

A town or city where people live and help each other and love each other. It is a fun place where kids can play and grown-ups know their kids are safe. There are businesses where people work and there are many places people can volunteer to make the town a better place.

It seems clear that students understood the meaning of philanthropy, community, and responsibility and were making direct, clear connections between these terms and their own daily actions.

Assignments Related to Environmental Protection

Once again, units on protecting the environment were popular with teachers at all grade levels. A broad understanding of community, responsibility to others, and volunteerism was apparent in students' work on this topic, although some specific assignments gave students difficulty. A common assignment in these units required students to engage in a short experiment tracking the amount of pollution in their environments. They regularly did poorly on this task. Answers to the accompanying worksheet were often incomplete, incorrect, or provided in rote language. The consistently poor performance on this task suggests confusion about the requirements of the assignment. Other files of work that focused on conservation or environmental protection show that students did understand the material and were making connections between this content and other philanthropy goals, literary texts, and local community needs.

Students learned about protecting the environment in a variety of ways, and lessons on this topic were usually linked with other subject matter. For example, young students learned about protecting the earth as they read stories by Dr. Seuss; middle school students learned about the history of local rivers; and some students participated in beach clean-up days. Impressively, 2nd graders learned about caring for the earth through work centered on Native American culture and history. One young student wrote

It's important to take care of the Earth so people can stay healthy. And Chief Seattle told us to take care of the Earth. Don't make pollution.

It seems clear that students understood the need to care for the earth and knew ways they could act as good stewards in their own lives. Some older students seemed aware of different organizations that work toward this end, and several referred to the "common good" when advocating for cleaner environments.

Assignments About Famous Philanthropists

Middle and high school students were frequently asked to research the contributions of famous philanthropists. Work in this unit followed a common pattern: students "looked up" biographical information about a selected philanthropist (often utilizing Web-based resources), completed informational charts or Webs based on their research, wrote biopoems about the philanthropists (students often wrote one about themselves as well), and composed letters to the philanthropists as a cumulative exercise. These letters showed that students had learned about the philanthropists' actions, personal characteristics, motives for the work, and how the work benefited others. The letters often included comments indicating the students' admiration and respect for the person's work

and, on occasion, the students wrote that they hoped to help others as well. A typical letter included statements such as this:

Your life has been a model of self-sacrifice and generosity, and your leadership has set an example for all to follow.

While the lessons in the unit did not specifically target the concepts of sacrifice and leadership, it is clear that this student was making connections between his research on a specific philanthropist and broader LTG principles and goals. One student made an even greater leap in his letter to Bill Gates. The student asked Gates for advice about how he could act philanthropically even though he would never be a millionaire. Thus, it seems that the student understood that all people can contribute to the community, even if they are not wealthy or famous.

Assignments Focused on Selfless Behavior

Younger students completed work that more directly taught the difference between selfish and selfless behavior and covered the importance of self-sacrifice. Elementary students, for example, were able to draw pictures or write short sentences explaining the difference between acting selfishly or selflessly. A 3rd grader explained:

Selfless behavior includes sharing toys, helping others and cleaning up the environment. Selfish behavior is not sharing, littering and being mean to others—particularly to littler kids.

Once again, students were making connections across key philanthropy concepts. This student linked care for the environment with selfless behavior. It was also common for elementary school students to connect “mean” behavior, which includes teasing, hitting and cutting in line, with selfishness, thereby working with philanthropy content to make sense of and explain their daily experiences.

Assignments About Tolerance, Racism, and Prejudice

Teachers at all grade levels used lessons and units that focused on these issues. The youngest students, K to 2, generally engaged in this work by drawing pictures or writing sentences about ways to be kind to others: e.g., not hitting, kicking, or taking toys, and helping “little” kids or family members. Middle schoolers often read the Dr. Seuss story about the Sneetches, and high school students completed work on different cultures and religions.

All of the students showed an understanding of the terms, although the level of sophistication understandably increased with age. Middle schoolers, for example, often were not asked for, or could not provide, clearly worded, original definitions of terms like bias, prejudice, or racism (or they were unable to discern the subtle differences among the terms), but could articulate a need for increased tolerance and respect for all people. At times their writing showed a remarkably strong grasp of the origins of ill will and bad behavior. One student wrote:

Don't Hate on Race.

A 7th grader explained her class’s efforts to teach younger students about discrimination:

We were trying to teach them about discrimination not being good and neither is racism. You should like other people for what's on the inside, not what's on the outside.

So it would seem that 6th to 8th graders understood the general concepts, but had not yet learned to articulate these concepts fully. Nevertheless, the work suggested that these students could enact the principles.

High school students who worked on these concepts often did so in the context of historical or political contexts. They researched different cultures or world religions and then tried to explain how multicultural awareness could lead to improved interpersonal relations. Again, most students struggled to articulate the connections. Many of the completed worksheets that required students to list information about the differences among world religions were incomplete or incorrect. However, when students wrote in their own language about the concepts, the work showed a fuller understanding. Some students were even able to make connections between tolerance and volunteering:

One problem in Holland that we face today is extreme social conservatism. People are not accepting of others' beliefs or feelings. I believe that maybe volunteerism would help these people to sympathize with the people who have opposing beliefs.

While this student's clear articulation of the connection was unusual, many students were able to explain how community involvement and activity could create more tolerant people. Students who made this connection had completed a LTG unit on Jane Addams and her work in Hull House. It seems that most students understood the concepts of racism and tolerance and some, when the assignment permitted, were able to trace the actions of philanthropists to improving community relations.

One group of high school students who completed a unit on the music of the civil rights era demonstrated a capacity to link history, politics, music, and LTG concepts. Students were asked to write a paper explaining the significance of three popular songs from the time. One student offered this commentary about Neil Young's song, *Ohio*:

[Ohio] became an anthem to a generation. This song demands the government and people in charge get to the bottom of the problems in Vietnam and...let people protest and voice their opinions.

Another student explained how the song, *Keep Your Eyes on the Prize*, expresses the actions and feeling of Malcolm X, Medgar Evers, and Martin Luther King, Jr.:

They needed to keep their eyes on the prize to keep themselves determined and motivated in their fight for the freedom of African Americans and their rights as human beings.

It would seem that these students were learning, though perhaps implicitly, about the importance of civic engagement, tolerance, and core democratic values (CDVs).

Core Democratic Values

As noted above, some groups of students seemed to have learned both implicitly and explicitly about CDVs. Understanding the meaning and application of "common good" was present in many files from all grade levels. Students also seemed to have learned about "equality" and "diversity," but many students were still struggling to understand "popular sovereignty" and "individual rights." Interestingly, when students were asked to write essays or short paragraphs about the CDVs, they showed a firmer understanding of the concepts than when they were asked to complete worksheets on this topic. For example, when students were asked to write letters to their parents asking for a privilege at home and invoking their individual rights as warrants for their claim, students wrote

clearly and argued persuasively on the topic. Parents who wrote responses to their children's request were equally clear about individual rights not being a "right" in their homes or to children who were under 18. One parent remarked, "Our house is not a democracy." Students who were asked to explain how the CDVs were upheld or ignored during WWII also showed an understanding of the CDVs, and often their work reflected the tensions that can develop when trying to honor two different, sometimes competing, sets of values. Thus, it seems students showed greater learning of CDVs when the content was tied to a specific personal or historical context. By comparison, students who only completed worksheets, where the content was dealt with in isolation, showed confusion about the subtle meanings and differences among some of the CDVs.

While these comments and this work reflected the efforts of only one group of students, and while this was perhaps stronger than most of the work submitted this year, it did, nevertheless, demonstrate a common pattern in the materials. That is, students were generally able to make connections across subject matter content and LTG content and demonstrate their knowledge and understanding most persuasively in work completed at the end of multi-day units.

Conclusions

Patterns and Trends

The patterns and trends in this year's work differed from those in years past in important ways; students completed more lessons in the same units and, therefore, the scored work covered fewer LTG goals and concepts but did so in more complete and comprehensive ways. It is possible that this new trend was the result of teachers' growing familiarity with the LTG curriculum or their increased willingness to submit work from each of the lessons in the unit, not simply from the final cumulative or introductory lessons. Also important was the departure from lessons that simply targeted definitions of terms—philanthropy, community, or volunteering—and a greater use of lessons that instead asked students to integrate their understanding of these terms with subject matter content or across LTG lessons. Again, this was perhaps a reflection of both teachers' and students' past use of the LTG lessons. Teachers may have known that their students could already define philanthropy and so chose to use lessons that built onto this knowledge.

Since teachers did submit work from many individual lessons within longer units, many of the discrete files were not scored. Student work from anticipatory sets or free writes on topics may not have related directly to LTG concepts, but did set the stage for later work that developed student knowledge of philanthropy. It was necessary to "read across" individual files to discern student growth. Often, for example, students' work on the first lesson in the unit showed confusion or misunderstanding of philanthropy content, but work in a different file, completed later in the unit, showed better mastery of the content.

Student writing demonstrated a stronger, more fully integrated understanding of the philanthropy content and connections to daily life or subject matter content than did worksheets. Since many teachers submitted work from multiple lessons, it was possible to see, from the worksheets to the writing assignments completed later in the unit, how students applied the information learned.

Integrating LTG Concepts into Existing Studies

In summary, this year's work showed that students had learned key philanthropy concepts and that they were learning LTG principles alongside other concepts and skills: e.g., Web-based research, computer applications, history, politics, language arts, and community service activities.

It seems, then, that after several years of working with the LTG curricula, teachers and schools have begun to more seamlessly integrate the philanthropy content into their existing programs and courses of study. This year's work suggests that the LTG units may no longer be "add-ons" to the school curricula, but rather that they have become part of the curricula at all grade levels. This conclusion, however, must be tempered by an understanding that the scored work was submitted by teachers who had been using the materials for several years and that they were working with students who may have been exposed to the philanthropy content in earlier classes. Perhaps it should be expected that teachers and students who choose to use LTG lessons will need several years' experience before this integration can be achieved. Nevertheless, it seems clear that during 2004-2005, students were moving on to more sophisticated philanthropic content and concepts and were building on their knowledge from previous years.

Summary of Student Understanding

Students understand the role of philanthropy in their lives and in their communities, appreciate the importance of volunteering, and are aware of ways they can volunteer in their schools and communities. Students understand that they must be responsible citizens and serve as stewards of the environment. Students are beginning to develop a more sophisticated understanding of racism and prejudice and to argue for increased tolerance of differences. They make connections between these concepts and the literature they study in class, as well as specific contexts they confront in their schools. Older students (middle and high school) are able to make connections between philanthropy and American history and social development—linking philanthropy content to people's actions during the Civil War, World War II, and the civil rights era. Many high school students are beginning to engage in the interconnections among philanthropic principles, democratic ideals, world politics, and personal action. They show a willingness and an ability to struggle with the tensions and ambiguities that result when trying to integrate these different concepts. They know, for example, that the core democratic values of individual rights and diversity do not always merge smoothly in practice, and some have been able to argue that increased philanthropy, in the form of volunteering and working for the common good, may help to resolve this conflict.

While the nuances of student development may be difficult to trace and describe, it seems clear that students have, both this year and in the past several years, increased their understanding of philanthropy and its role in citizens' lives. One elementary student clearly articulated this learning. Writing a reflection about her work and learning throughout the philanthropy unit, she reported:

I feel like I care more and I want to share more. I want to help my family more now. I feel like I am acting more like a philanthopist. Now that I know more about this cind of stuff.

Students clearly "know more about this cind of stuff" as a result of their exposure to LTG curricula, and they are enacting this knowledge in their own homes, schools, and

communities. So, it would seem that students, this year and in years past, have mastered key philanthropy lessons and continue to learn as their exposure to the lessons increases.

Student Survey of Philanthropic and Civic Activities and Attitudes

Robert E. Floden

One of the objectives of Learning to Give is to affect students' current and future participation in philanthropic activities. To assess effects on what students are currently doing and what they anticipate doing in the future, our evaluation design included a survey of students in the Learning to Give pilot schools included in the research sample. Because our written survey might not be appropriate for young children, we used it only in grades 6 to 12.

For the 2004-2005 evaluation, we used a survey for 6th through 12th grade students in Learning to Give research schools (see Appendix B for a list of schools affiliated with the LTG program evaluation). The number of surveys returned this year was up from the prior year, with a better balance between middle school and high school. This is the third time we have administered this survey. The two prior occasions were in spring 2002 and spring 2003. The majority of the questions have been used on all three surveys, so we have maintained much the same report format, indicating how results have changed from previous years. As noted below, we have added a few questions about civic participation, which we will discuss in a separate section near the end of the report. See Appendix C for the survey instrument.

Survey Administration

Near the end of the 2004-2005 school year, Learning to Give staff distributed copies of the surveys to grades 6 to 12 teachers in the pilot school research sample. Completed surveys were returned from 25 teachers across 11 schools, for a total of 370 usable surveys. This number is considerably higher than the 220 surveys returned in 2003, but less than the 550 completed in 2002. We received approximately equal numbers of middle school and high school surveys, an improvement over previous administrations, when we received few surveys from high school classes. For most questions, the results differed little between middle and high school students, so we generally report results for the entire sample. Where there were statistically significant differences (at the .05 level) between the two groups, we report the results separately for middle and high school.

Sources of Items

Below, we reiterate the sources and rationale for most of the survey items. Before doing that, we note changes in the survey, especially drawing on the National Civic and Political Engagement Survey conducted by the Center for Information and Research on Civil Learning and Engagement (CIRCLE). This national survey, funded by the Pew Charitable Trusts and other foundations, assessed the civic and political behavior of the American public, with a special focus on young adults, aged 15 to 25.

In consultation with the LTG staff, we added three items from this survey, asking whether the respondents: (1) had ever written a letter to a newspaper or government official; (2) had ever worked informally with a group to solve a problem in their community; and (3) thought they would feel comfortable making a statement or comment in a public meeting. All three questions are intended to give a sense of civic participation or readiness for such participation. These questions replaced an open-ended question—“If you could work with others to solve a problem in your school or community, what would that problem be?”—a question that had not yielded results that were easy to classify and report.

Two existing questions, about number of hours per week in service or volunteer work and about the reason for starting volunteer work, were reworded to be more consistent with parallel questions on the CIRCLE survey. In our description of survey results, we make comparisons to data from the 2002 administration of the CIRCLE survey, comparing the LTG responses to the CIRCLE responses for the 15 to 25 year old sample.

As indicated in earlier reports, to create the other questions for this survey we drew from two earlier surveys about service-learning and volunteerism. Doing so allowed us to use items that had already been pilot tested and gave us a chance to compare the patterns of response on some items to a nationally representative sample.

One earlier survey, the National Household Education Survey (NHES), was administered in 1996 and 1999 by the U.S. Department of Education’s National Center for Education Statistics (NCES). The national survey was done via extensive phone interviews with a nationally representative sample. Part of the interview focused on participants’ views of volunteerism and community service. The NHES was designed to collect information that would assist policy makers and school districts in fighting community apathy toward volunteerism and in developing school programs to build civic responsibility. Because the cost of phone interviews with students was prohibitive, we adapted the items for the students’ written responses.

The other earlier survey from which we drew items was developed by Independent Sector. In collaboration with United Nations volunteers, Independent Sector devised a “Measuring Volunteering Toolkit” to be used by countries worldwide that wished to measure national, regional, and local volunteering. The Toolkit was based on volunteerism studies conducted in numerous countries. It was made available in 2000 with the stated purpose of helping nations “produce their own empirical data to underpin policy measures related to volunteering.” Independent Sector’s Web site contains the entire Toolkit and further explanation of both the work’s development and potential use (<http://www.independentsector.org/programs/research/toolkit/default.html>).

In making up the original survey, we created additional items so that the survey as a whole would address a broader range of Learning to Give goals. For example, to get an indication of students’ future plans for philanthropic activity, we added an item asking whether the student would like to volunteer or donate money to a charity in the future.

Context of Survey Responses

The results from this survey give a snapshot of student activities and philanthropic plans from the end of this school year (spring 2005). Where possible, we compare that snapshot to results from the previous surveys administered in spring 2002 and spring 2003. It is important to note, however, that changes in the schools participating in Learning to Give also required us to change the set of schools in which this survey was administered (see

Appendix B for a list of current LTG research schools). Hence, changes in the administration of the survey may be due to differences across schools, as well as to changes within schools over time. In addition to serving as a way to track student responses over time, the survey results can be taken into account by teachers as they continue to work with LTG materials and by LTG staff.

Because the NHES and CIRCLE surveys were administered to national samples, we are also able to report how responses from students in the LTG evaluation research sample compare to responses from a nationally representative sample. In this report, we use the results from the 1999 administration of the NHES survey and the 2002 administration of the CIRCLE survey. For the CIRCLE survey, we use the results for the 15 to 25 year old group because this is the closest match to our sample of middle school and high school pupils. We emphasize, however, that we have no way of telling whether differences between our sample and these national samples are the result of participation in Learning to Give or are instead an indication of differences between schools that volunteer to participate and schools in the country as a whole. The comparisons can, nevertheless, give the LTG staff and pilot school teachers some perspective on how the students in these schools compare to schools in the country as a whole.

Survey Results

Repeating patterns from previous years, overall the survey results indicated that students participating in Learning to Give are typically participating in philanthropic activities and intend to do so again in the future. Responses to the questions about civic engagement added this year also indicate high levels of participation and capacity for participating in settings outside school.

More specifically:

- Large majorities of students participated in service activities and gave to charity in the past year.
- A large majority plans to volunteer or donate money in the future.
- The proportion of students who participated in service or volunteer activities on a regular basis increased substantially from previous surveys, though the total amount of time involved remained moderate.
- As in earlier years, for three-quarters of the students, service activities involved five or fewer hours per week during the weeks they participated.
- Most students first started to participate in their service activity because it was required for school.
- The service activity was typically not done in isolation. Most students discussed the service activity with members of their class, friends, and family.
- The service activity was often connected to a course grade, more so for middle school students than for high school students.
- Most students could describe some effect of their service activity, though few reported any systematic efforts to assess impact.
- About one-third of the students had written a letter to a newspaper or government official, a larger proportion than in a national sample of 15 to 25 year olds.

- Almost half the students had participated in an informal group working to solve a community problem, again a larger proportion than in the national sample of 15 to 25 year olds.

Overall, the patterns of student response have remained fairly stable across administrations of the survey to the LTG pilot schools. The schools in the initial sample had begun participating in LTG before the survey was administered. The schools in the sample have changed somewhat as local circumstances have led to school closings and district restructuring. The stability in patterns may indicate levels of student activity and attitude that are attained after a year of work with the LTG curriculum.

In comparison to national samples, the LTG results have consistently shown high levels of participation in service activities, which seem to be linked to LTG participation. Student responses indicating high levels in selected civic engagement activities (e.g., letters, work with groups on community problems, willingness to speak at community meetings) suggest that LTG participation is linked to civic engagement as well as philanthropy.

Below we give more detail on the survey results, with questions grouped by general topic. The results generally show a pattern similar to previous years' results. Those earlier results are included for comparison.

Amount of Participation

We asked students whether they had participated in any community service work or volunteer work in their school or community in the past school year or summer. In keeping with the LTG expectation that students in pilot school classrooms would be engaged in service projects, 81% of the students said that they had participated (compared to 87% in 2003 and 89% in 2002). Comparison with the national average is dramatic. The national average is only 52% for the NHES sample and 44% for the CIRCLE sample. Table 1 compares overall LTG participation 2002-2005 with national samples. Despite our general caution about interpreting differences from the national average as an effect of LTG, this large difference would be difficult to explain in the absence of the pilot schools' LTG participation.

Table 1
Middle- and High-School Students in LTG Pilot Research Schools
Overall Participation in Community Service, Volunteering, and Donating to Charity

	<i>LTG Pilot Research Schools</i>			<i>National Samples</i>	
	<i>2005</i>	<i>2003</i>	<i>2002</i>	<i>NHES (1999)</i>	<i>CIRCLE (2002)</i>
Total usable surveys returned	370	220	550	NA	NA
Participated during past school year or summer*	81%	87%	89%	52%	44%

*Percents refer to all survey respondents.

As with the previous administrations of the survey, the fact that any students said they did not participate in service-learning projects is puzzling, since teachers working with LTG are expected to include service-learning in their curriculum. By looking at student responses by teachers, we are able to get some sense of whether teachers did engage their students in service-learning during the year, whether they made it an optional activity, and whether students remembered the activity and thought of it as "community service activity or volunteer work." Every teacher had at least one student who reported doing

service-learning. Three teachers had one-third to one-half of their class who reported not doing service-learning, suggesting that those three teachers made participation optional, or perhaps did a project with one class but not another. It is important to remember that these are all middle or high school teachers, who typically have multiple classes of students during one day. For almost all of the remaining teachers, no more than two or three students reported not doing service-learning, suggesting that most teachers did require or strongly encourage participation.

For the remainder of the questions about extent of participation, the percentages we report are percentages of the 300 students who indicated that they did participate during the summer or school year. Table 2 compares degree of LTG involvement with the national NHES sample.

Table 2
Middle- and High-School Students in LTG Pilot Research Schools
Degree of Involvement in Community Service, Volunteering, and Donating to Charity

	<i>LTG Pilot Research Schools</i>			<i>National Sample (NHES, 1999)</i>
	<i>2005</i>	<i>2003</i>	<i>2002</i>	
Currently participating*	37%	42%	53%	
Participated on regular basis over the year*	68%	35%	47%	44%
Number of weeks participating*				
1 week	43%	33%	25%	9%
2 weeks	8%	33%	25%	9%
3-4 weeks	17%	20%	25%	23%
5-8 weeks	11%	6%	7%	26%
9-12 weeks	9%	1%	7%	16%
More than 12 weeks	6%	12%	5%	16%
52 weeks (i.e., all year)	5%			
Number of hours per week participating*				
Less than 3 hours/week	35%	38%	63%	48%
3-5 hours/week	35%	40%	25%	33%
More than 5 hours/week	28%	22%	12%	19%
Donated to a charity**				
Gave during the last month	53%	66%	64%	
Have not given in the past year	9%	3%	7%	

*Percents refer to those respondents who said they had participated in a volunteer or service activity.

**Percents refer to all survey respondents.

More than one-third (37%) of these respondents (compared to 42% for 2003 and 53% for 2002) said that they were currently participating in the service or volunteer activity. Note that responses on this item may be sensitive to the date on which the survey is administered by teachers. The item refers to what is happening on the date the survey is completed, rather than to a characteristic of the year as a whole.

The proportion who said that over the course of the year they participated in the activity on a regular basis (rather than just once or twice) was about two-thirds (68%, compared to 35% for 2003 and 47% for 2002). That figure represents a dramatic increase from the previous LTG surveys and is substantially larger than the percentage reported by students in the national NHES survey, where 44% reported participating on a regular basis. As is the case with our survey, this percentage refers to the respondents who said that they had participated during the previous year, rather than to the entire sample of students. Thus, the proportion of students who participated in service or volunteer activities on a regular basis is much higher in the LTG pilot research schools than in schools nationwide.

When asked about the number of weeks students had participated, over two-fifths (43%) (up from one-third in 2003 and one-quarter in 2002) of the respondents indicated they had participated for one week. Another 8% (compared to 33% in 2003 and 25% in 2002) said they had participated for two weeks. About 17% (compared to 20% in 2003 and 25% in 2002) said they had participated for three or four weeks. About 11% (compared to 6% in 2003 and 7% in 2002) indicated participation of five to eight weeks; 9% (1% in 2003, 7% in 2002) participated from nine to twelve weeks; and 6% (12% in 2003) participated for more than twelve weeks. For the national sample the corresponding percentages were 9% indicating one week of participation, 9% for two weeks, 23% for three or four weeks, 26% for five to eight weeks, 16% for nine to twelve weeks, and 16% indicating more than 12 weeks. Again, note that these national figures are also for those who participated, a smaller fraction of the school population nationally than in our Learning to Give research pilot schools.

It seems reasonable that the increase in the overall proportion of students who participate is greatest for the shorter durations, probably reflecting participation that is tied to class or school projects. The overall proportions at the higher number of weeks, which reflect service that goes well beyond school projects, are slightly smaller for the Learning to Give schools than for the national sample, but have increased from the proportion indicating a high number of weeks in 2002. This year, 11% of respondents (compared to 5% in 2002) indicated participation for more than 12 weeks, with 5% indicating that they participated 52 weeks of the year (i.e., all year). The national figure for more than 12 weeks is 16%.

When asked how many hours per week they were involved, 35% of the respondents (compared to 38% in 2003 and 63% in 2002) said fewer than three hours per week; 37% (compared to 40% and 25%, respectively) said three to five hours; and 28% (compared to 22% and 12% respectively) indicated a larger hourly commitment per week. The figures for this year are close to last year's. For the national sample, the corresponding percentages were 48% for fewer than three hours per week; 33% for three to five hours; and 19% for more than five hours per week.

Because philanthropy may involve giving "treasures" (i.e., donating to a charity) as well as giving "time" and "talents" (i.e., participating in a volunteer or service activity), we also asked students when they last gave money or objects (e.g., clothes, toys, food, or books) to a charity. About half (53%) of the respondents (compared to 66% in 2003 and 64% in 2002) said that they had given in the last month. Only 9% (compared to 3% and 7% respectively) said that they had never given. Note: these percentages refer to the entire set of respondents, not just the ones who had participated in a volunteer or service activity. Despite the small decrease in charitable giving, this result still indicates that a substantial majority (more than 90%) of the respondents made charitable contributions in the past year.

Reasons for Participating in Service or Volunteer Activity

In previous administrations of the survey, we had asked students how they first learned about the volunteer activity they participated in. To make the question comparable to the CIRCLE survey, we changed this question to ask: "Why did you first start to work with the volunteer activity that you have been involved in this year?" We also changed the response options to match those on the CIRCLE survey. As a result, we can compare the results to the national CIRCLE sample of 15 to 25 year olds, but we cannot make a comparison to past administrations of the LTG sample.

The responses and comparisons to the CIRCLE sample are given in Table 3.

Table 3
Reasons for Getting Involved with a Volunteer Activity

<i>Reason</i>	<i>Percentage of Students who Gave this Reason</i>	
	<i>LTG</i>	<i>CIRCLE</i>
A family member (other than myself) was already involved	14%	30%
Someone in my household was (or I was) getting services from this group	4%	6%
I was asked to help by a friend	24%	42%
I was deeply concerned about the issue	9%	24%
It was required for school	60%	13%
I was made to do it (by parents, law, someone else)	10%	13%
Just fell into it—no real reason	34%	33%

The striking differences between the LTG sample and CIRCLE sample are the large percentage of LTG students who first got involved because it was required for school and the lower percentages of LTG participation for reasons involving family or friends. The school requirement shows the effect of LTG involvement. The lower figures for family and friends may represent school displacing those personal contacts as the reason for first getting involved.

To get a sense of what motivated students to be philanthropic, we used one of the questions from the Independent Sector Toolkit. The question asked students to choose reasons from a list of why people should help others in the community. As was the case in the previous administrations of the survey, the results in Table 4 show that most students mentioned reasons related to the needs of others.

Table 4
Reasons for Helping Others in the Community

<i>Reason</i>	<i>Percentage of Students who Chose this Reason</i>		
	<i>2005</i>	<i>2003</i>	<i>2002</i>
It is important to help others in need	81%	88%	87%
Those who have more should help those with less	59%	76%	69%
It is a good use of my free time	37%	66%	53%
Giving to others helps me too	40%	58%	52%
A friend asks you to help	32%	39%	40%

Activities Connected to Service or Learning Activity

Service-learning or volunteer activities are more likely to have a long-term effect on students if they are connected to other activities that give the student a chance to reflect and provide incentives for learning. To assess the extent of such connections, we asked students about their opportunities to discuss their participation with others, the ways in which they learned about effects of their projects, and their teachers' use of their participation as a basis for a course grade.

As Table 5 shows, the majority of students reported talking about their service or volunteer work with each of the three groups listed in the survey: family, class, and friends. Compared to previous years, a somewhat larger proportion of students had a chance to talk about their service work with their class, with the proportion talking to their family returning to the 2002 level.

Table 5
Groups Respondents Talked with About Volunteer Work

<i>Group</i>	<i>Percentage Indicating this Group</i>		
	<i>2005</i>	<i>2003</i>	<i>2002</i>
Members of your family	63%	81%	62%
Members of your class	64%	54%	57%
Your friends	73%	77%	57%

A small percentage of the respondents (less than 4% in 2005, 1% in 2003, and 3% in 2002) indicated that they did not talk about their work with any of these three groups.

Since 2003, the survey has had an open response item that asks what effects the service project has had and how the respondent found out what the effects were. About 75% (compared to 80% in 2003) of the respondents listed some effect, such as “buy animals for people” or “outside of school is clean.” As was the case in 2003, the majority of the respondents did not add any comments about how they learned of the effects. Once again, we see this as evidence that students are probably getting some direct sense of the immediate effects of their work, but are not engaged in any systematic attempts to assess its impact. Attention to the results of philanthropic activity is one of the objectives of the LTG curriculum, but apparently not one to which teachers are currently giving much attention.

In 2002 and 2003, slightly less than half of the students said that their participation in the service or volunteer activity counted toward their course grade. In those two years, the overwhelming majority of surveys were from middle school students. About half (54%) of this year’s middle school respondents said that participation counted toward their course grade. The response for high school students, however, was significantly lower at 33%. This figure, though lower than for middle school respondents, is still higher than the percentage reported by the national NHES sample, where only 24% said that the service activity counted toward a course grade.

Plans for Future Philanthropic Activity

The Learning to Give curriculum is intended to bring about changes in students’ lifelong philanthropic activity. Though direct measurement of success on that goal would be difficult and certainly would require waiting for students to become adults, we attempted to get some indication by asking students about their plans for future activities. On the survey we asked both whether students thought they would like to volunteer or donate money to a charity in the future and whom they would most like to help. A large majority of students—87% (compared to 94% in 2003 and 89% in 2002)—said they would like to volunteer or donate in the future.

As shown in Table 6, students would most like to help people, with almost half of the respondents choosing that option. The proportion of students choosing this option increased, compared to 2003 and 2002. Helping animals was the second most popular choice. These selections may indicate that students feel a stronger need to help that which is the concrete and specific, i.e., people and animals, than abstract entities like organizations or the environment.

The pattern of responses for high school students was significantly different from the pattern for middle school students. High school students were more likely to pick people and organizations and less likely to pick animals or the environment. These percentages are indicated (High School = HS; Middle School = MS) in Table 6.

Table 6
Respondents' Preferences for Helping

<i>Helping Preference</i>	<i>Percentage of Students Selecting this Option</i>			
	<i>2005</i>		<i>2003</i>	
	<i>HS</i>	<i>MS</i>	<i>HS and MS</i>	<i>HS and MS</i>
People, such as other students, disabled children, homeless people, or the elderly	62%	53%	45%	47%
Animals	10%	22%	21%	19%
The environment or nature	5%	7%	16%	9%
An organization such as a school, church, community, or political organization	19%	14%	12%	13%
Other	3%	4%	5%	11%

Civic Engagement

This year (2005) we added three questions from the CIRCLE survey, all designed to assess civic engagement or readiness for civic engagement. The first two questions asked whether the respondent had ever written a letter to a newspaper or government official and whether the respondent had ever worked together informally with someone or a group to solve a problem in the community. For both of these items, students indicated whether they had done this within the past 12 months, had done it but not within the past 12 months, had not done it, or couldn't remember.

The question about having written a letter to a newspaper or government official was one on which our high school respondents differed significantly from the middle school respondents. As shown in Table 7, the LTG respondents at both grade levels were more likely to report having written a letter in the past 12 months than were the CIRCLE respondents, perhaps as part of their involvement with LTG curriculum units.

Table 7
Respondents' Participation In Letter Writing

<i>Have you ever written a letter to a newspaper or government official?</i>	<i>Percentage of Students Selecting each Option</i>		
	<i>LTG HS</i>	<i>LTG MS</i>	<i>CIRCLE</i>
Yes, within the past 12 months	9%	18%	6%
Yes, but not within the past 12 months	20%	17%	16%
No, haven't done	57%	47%	72%
I don't know or can't remember	14%	18%	5%

Responses to the question about working informally with a group to solve a local problem did not differ significantly between high school and middle school students (see Table 8, next page). Again, the LTG sample was much higher than the national sample on participation in this area, especially over the past 12 months, which includes the time during which respondents were using the LTG materials.

The third question that was added, drawing from the CIRCLE survey, asked students how they imagined they would act and feel during a setting for civic participation. The question asked respondents to imagine being in a meeting where people were getting up to speak, then whether they thought they also would be able to get up and make a comment or statement. Phrasing the question in this way made it an indication of their readiness for civic participation rather than an indication of their participation to date.

Table 8
Respondents' Participation in Working Informally
with an Individual/Group to Solve a Local Problem

<i>Have you ever worked together informally with someone or group to solve a problem in the community where you live?</i>	<i>Percentage of Students Selecting Each Option</i>	
	<i>LTG</i>	<i>CIRCLE</i>
Yes, within the past 12 months	26%	7%
Yes, but not within the past 12 months	21%	14%
No, haven't done	34%	71%
I don't know or can't remember	18%	7%

The responses from our LTG sample of middle school and high school students were similar to the CIRCLE sample of 15 to 25 year olds, where about two-thirds said they could stand up and make a comment in the meeting (though some thought they would feel uncomfortable doing so—see Table 9). The sense from most students that they could participate is an encouraging indication, especially given that the LTG sample is considerably younger than the CIRCLE sample.

Table 9
Respondents' Comfort Level in Making a Statement at a Public Meeting

<i>Imagine you went to a community meeting and people were standing up to make comments and statements. Do you think you could make a comment or a statement at a public meeting?</i>	<i>Percentage of Students Selecting Each Option</i>	
	<i>LTG</i>	<i>CIRCLE</i>
Yes—would be comfortable	29%	41%
Yes—but would be uncomfortable	30%	28%
No—would not want to make a statement	19%	17%
I don't know	21%	14%

Conclusion

The survey results for spring 2005 show a pattern of responses generally similar to those for spring 2002 and 2003. They show a high level of participation in service and volunteer activity, with some indication of connection to school assignments. This high level of participation is to be expected, since service-learning is a part of what pilot schools have agreed to include in their school work.

The high proportion of students who report an intent to volunteer and give in the future is encouraging, as is the high proportion of students who say they would be able to stand up in a community meeting and make a statement or comment. Whether or not those high levels are due to participation in Learning to Give, it nonetheless gives reason for optimism about the results that the program hopes schools will achieve.

Overall, the results indicate reasonably steady levels of student service activity and attitudes, consistently high in philanthropic and civic engagement in comparison to national samples. Students in these LTG schools compare favorably to national comparison groups, indicating some combination of the effects of LTG and the characteristics of schools that choose to participate in LTG.

Standardized Tests of Philanthropic Knowledge

Edward W. Wolfe

Test Development

Initial item pools for each grade level had been developed under a previous contract. The MSU evaluators further developed and evaluated those item pools through a series of activities designed to ensure that the items were fair and of high quality. Specifically, a professional item writer reviewed initial drafts of the items and edited them for age-appropriate vocabulary and clarity, classifying them according to which Learning to Give theme, standard, and objective they addressed. Those pools contained 82 elementary items, 50 middle school items, and 47 secondary items. Of these, only 30, 24, and 20 items, respectively, were clearly targeted to the key objectives at the elementary, middle, and secondary levels. The remaining items either targeted a secondary objective or were not clearly linked to a single objective.

Once those reviews and classifications were complete, teachers who had experience with the Learning to Give curriculum reviewed the edited items for content accuracy and for the appropriateness of the content classifications. In addition, the teachers developed new items to fill in gaps between the Learning to Give content standards and the content classifications of the items in the existing item pools. This was done because the initial item classification task revealed that 10, 22, and 22, respectively, of the key objectives were addressed by no items in the existing elementary, middle, and secondary item banks. These newly developed items were again reviewed by the professional item writer and by a member of the Learning to Give staff for age-appropriate vocabulary, clarity, and content accuracy. The completed item pools were then reviewed by members of the Learning to Give advisory committee of experts, who made recommendations for item deletions and/or edits.

These pools of items were used to create five, four, and three field test forms, respectively, for elementary, middle, and secondary schools. The test forms contained approximately 20 items each, with up to three open-ended items per form. All forms were linked via common items. The field tests were distributed to the 20 Michigan Community – Higher Education – School Partnership (CHESP) classrooms affiliated with LTG (see Appendix B for a list of LTG CHESP schools), and a subset of these schools administered two forms—one as a pretest and one as a posttest during a single semester of the academic year. Data from returned test booklets were scored, and these data served as the basis for determining the quality of the field test pools of items. Specifically, the following statistics were computed for each item within the test pool: (a) proportion of correct answers, (b) point biserial (i.e., item and total score) correlation, (c) Rasch model fit statistics, (d) and factor loadings from an exploratory factor analysis. All items, but particularly those that were flagged for being potentially problematic based on these

indices, were subjected to a final round of content and clarity review, resulting in the identification of items that may have been miskeyed, unclearly written, or incorrect in terms of content. In addition, final content classifications were made for all items. As a final step, notes from teachers concerning the appropriateness of the field test time limits were examined, and projected reliability coefficients were computed as well as the required number of items per form to determine whether the predicted reliability of operational forms would be adequate, given the timing constraints that would likely be faced in a school setting.

The edited pools of field test items were then culled to identify the best items within each content standard, and these items were utilized to create operational test forms that were balanced with respect to item content classifications, overall difficulty level, and projected score reliability level. At each grade level, two test forms were created (see Appendix D). Elementary forms contained 28 items (25 and 26 four-option multiple choice items with an additional two or three open-ended items). Similarly, the middle school and secondary forms contained 29 and 25 items, respectively, with all being four-option multiple choice items with the exception of three open-ended items on each of the middle school forms and two or three open-ended items on the two secondary forms.

Because of the timing of the analysis of the results of the field test items, the operational forms were not ready for distribution to schools at the beginning of the school year, even though we desired to measure pretest levels in Learning to Give classrooms at that time. As a result, field test forms were distributed to schools in the fall of the year with the expectation that operational forms would be distributed to a larger number of schools in the spring of the school year for the purpose of collecting data for a validation study of these operational test forms. The remainder of this document summarizes the results of that validation study.

Item Quality

Descriptive statistics for the point biserial correlations ($r_{\text{point biserial}}$ —the correlation between the item score and the total test score) are shown in Table 1. This index indicates the degree to which the pool of items at a particular grade level functions cohesively.

Table 1
Item Quality Index Summary

<i>Level</i>	<i>Statistic</i>	<i>r_{point biserial}</i>
Elementary	Mean	.34
	SD	.10
	Minimum	.13
	Maximum	.53
	N	43
Middle	Mean	.26
	SD	.14
	Minimum	-.03
	Maximum	.60
	N	43
Secondary	Mean	.28
	SD	.15
	Minimum	-.09
	Maximum	.49
	N	32

Ideally, all items in a particular item pool will have values of the point biserial correlation that are substantially greater than zero (e.g., greater than .20). However, because the magnitude of the point biserial correlation is biased toward zero when the item's difficulty does not equal .50, values of the point biserial correlation that are closer to zero may be acceptable for some items.

As shown in Table 1, the items in the elementary level item pool all exhibit very good cohesiveness. The items in the middle and secondary pools also exhibit good cohesiveness, although a few of the items show less than ideal levels of the point-biserial correlation.

Reliability & Precision

Reliability and precision indices are shown in Table 2. The reliability index is taken from separate calibrations of the two forms at each grade level and indicates the proportion of observed variance that constitutes individual differences in student levels of philanthropy knowledge. Another common interpretation of this index is that it is the expected correlation between two sets of measures that would be obtained by students if they were to respond to the instrument twice. Typically, reliability indices greater than .80 are required for high-stakes, large-scale measurement. The levels of reliability obtained for the Learning to Give achievement instruments are very good when considering the potential uses of the instrument (e.g., group comparisons, individual gains, program evaluation), although higher levels would be required for making consequential decisions about individual students based on the test scores (e.g., granting a high school diploma).

Table 2
Reliability and Precision Summary

<i>Level</i>	<i>Form</i>	<i>Reliability</i>	<i>Standard Error of Measurement</i>
Elementary	A	.78	2.41
	B	.83	2.44
Middle	A	.80	3.03
	B	.68	2.96
Secondary	A	.77	2.95
	B	.78	2.81

Also shown in Table 2 is the standard error of measurement for each form at each grade level. The standard error of measurement depicts the variability of observed scores that a particular student might obtain if he or she responded to the instrument a very large number of times. Under the assumptions that the variability of observed scores will be homogenous across the range of possible scores and that the observed scores will be normally distributed for a particular student, one can expect approximately 68% of those scores to be within one standard error of measurement from the student's true score (the mean of all observed scores) and about 95% of those scores to be within two standard errors of measurement from the student's true score. For practical purposes, it is reasonable to interpret the standard error of measurement as a predicted variability of repeated measures for a particular student (e.g., that a retest would result in a score that is within one standard error of measurement of the original score 68% of the time), although scores from a second testing would be more likely to regress toward the mean of

the score distribution as the score on the first testing becomes more extreme. For the Learning to Give measures, it is reasonable to state that a student with a test score close to the mean for a particular grade level would be expected to have a retest score within about 2.5 score points 68% of the time at the elementary level and within about 3 score points 68% of the time at the middle and secondary levels.

Norms

Descriptive statistics for the observed scores for each form at each grade level are shown in Table 3. These values are equated measures obtained by simultaneously scaling both forms to a Rasch measurement model and then transforming the scaled measures to have the same mean and standard deviation as the observed score distribution. It is noteworthy that the mean scores and sample sizes are only slightly different between forms at each grade level, meaning that the validation samples were fairly comparable. It is also noteworthy that there is a slight ceiling effect (i.e., some students received perfect scores) on the two elementary forms and one of the secondary forms.

Table 3
Observed Score Summary

<i>Level</i>	<i>Statistic</i>	<i>Form A</i>	<i>Form B</i>
Elementary	Mean	19.16	20.72
	SD	5.14	5.92
	Maximum	30	30
	Maximum Possible	30	30
	N	306	341
Middle	Mean	17.44	15.36
	SD	5.05	4.04
	Maximum	27	23
	Maximum Possible	30	27
	N	194	219
Secondary	Mean	16.67	16.93
	SD	4.62	4.49
	Maximum	25	25
	Maximum Possible	26	25
	N	278	348

Table 4 gives norming information for the three grade levels. The following information is shown for each grade level: (a) Form A and Form B total scores, shown in the left- and right-most subcolumns of the grade level, respectively; (b) the percentile rank associated with each possible score, shown in the left-middle subcolumn; and (c) a scaled score that has a mean of approximately 50 and standard deviation of approximately 10. Percentile ranks and scaled scores were interpolated (linearly) for unobserved total score values. Also, the scaled scores are useful for comparing the scores of students who might have taken different test forms of the instrument, within a grade level.

Table 4
Norming Information by Grade Level

Elementary Norms			
Form A Score	Percentile Rank	Scaled Score	Form B Score
0	0.00*	20*	0
1	0.08*	21*	1
2	0.15*	22*	2
3	0.23*	23*	3
4	0.31*	24*	4
	0.38*	25*	5
5	0.46	26	
	1.08	27	6
6	1.24	28	
	1.85	29	7
7	2.47	31	
	2.47	31	8
	2.94	32	9
8	3.55	32	
	4.79	34	10
9	5.26	34	
	6.65	35	11
10	7.42	36	
	8.5	37	12
11	9.89	37	
	11.44	38	13
12	12.21	39	
	14.37	39	14
13	16.07	40	
	17.47	41	15
14	19.78	41	
	21.33	42	16
15	23.18	43	
	26.58	43	17
16	29.37	44	
	32.3	45	18
17	36.32	45	
	38.18	46	19
18	40.65	47	
	43.89	48	20
19	46.68	48	
	49.46	49	21
20	53.32	50	
	55.18	51	22
21	58.42	51	
	62.13	52	23
22	66.15	53	
	69.4	54	24
23	72.8	55	
24	76.04	56	
	78.67	57	25
25	79.91	59	
	83.77	59	26
26	86.24	61	
	90.57	62	27
27	92.12	64	
	96.29	66	28
28	97.22	68	
	98.92	72	29
29	99.07	74	
	99.69	83	30
30	100	85	

Middle School Norms			
Form A Score	Percentile Rank	Scaled Score	Form B Score
0	0.00*	0*	0
	0.16*	1*	1
	0.32*	3*	2
1	0.48	4	
2	0.73	13	
	0.97	16	3
3	1.21*	17*	4
	1.45	20	4
4	1.69	22	
	1.94	24	5
5	2.18	26	
	2.66	27	6
6	3.39	29	
	4.84	30	7
7	5.33	31	
8	6.05	34	
	7.26	35	9
9	7.75	36	
	9.93	37	10
10	11.14	38	
	13.80	39	11
11	15.01	40	
	18.40	41	12
12	19.61	42	
	23.00	43	13
13	24.70	44	
	29.30	45	14
14	30.99	46	
	37.29	47	15
15	39.47	48	
	44.55	49	16
16	47.70	50	
	53.03	51	17
17	55.45	52	
	59.32	53	18
18	62.95	54	
	67.07	55	19
19	71.67	55	
	74.82	57	20
20	80.63	57	
21	85.71	59	
	88.62	60	21
22	91.53	61	
	93.46	62	22
23	97.09	64	
	97.58	65	23
24	98.79	66	
25	99.52	69	
26	99.76	72	
27	100.00	76	
28	100.00*	80*	24
29	100.00*	84*	25
30	100.00*	88*	26
	100.00*	92*	27

Secondary Norms			
Form A Score	Percentile Rank	Scaled Score	Form B Score
0	0.00*	0*	0
1	0.32*	4*	1
2	0.06*	8*	2
3	0.10*	12*	3
4	0.13*	16*	
	0.16	20	4
	0.32	24	5
5	0.48	25	
	1.12	26	6
6	2.24	27	
	2.88	29	7
7	3.99	30	
	4.95	31	8
8	5.43	32	
	6.71	33	9
9	7.67	35	
	8.95	36	10
10	10.54	37	
	12.94	38	11
11	14.86	39	
	17.57	40	12
12	19.49	41	
	22.20	42	13
	27.16	44	14
13	27.32	44	
14	28.75	45	
	32.59	45	15
15	34.19	46	
	38.02	47	16
16	41.37	48	
	46.49	49	17
17	50.00	50	
	54.15	51	18
18	58.63	52	
	62.62	53	19
19	67.41	54	
	73.32	55	20
20	76.52	57	
	80.83	58	21
21	85.78	59	
	89.46	60	22
22	91.69	62	
	93.93	64	23
23	96.01	66	
	98.24	68	24
24	98.88	71	
	99.52	76	25
25	100.00	78	
26	100.00*	80*	

*These values were interpolated because the associated scores were not observed in the validation study.

Gains

Descriptive statistics and statistical comparisons for the pretest-posttest gains at each grade level are shown in Table 5. The values of the mean and standard deviation of the scaled scores represent performance of students on the scaled score metric shown in the norming tables (mean of 50 and standard deviation of 10). The Form A and Form B Score Equivalents show the expected raw score associated with the mean scaled score, obtained from the norming tables. At the elementary level, the gain of 9.15 scaled score points (about 7 raw score points) is statistically significant, and the effect size index indicates that the observed gain is approximately a full population standard deviation in size. At the middle school level, the gain of 0.78 scaled score points (about half of a raw score point) is not statistically significant, and the associated effect size is small. At the secondary level, there was a loss on the posttest of 1.94 scaled score points. This difference was statistically significant, but the associated effect size was small.

Table 5
Gain Score Summary

<i>Level</i>	<i>Statistic</i>	<i>Pretest</i>	<i>Posttest</i>	<i>Gains</i>
Elementary	Mean Scaled Score	42.94	52.09	9.15
	SD Scaled Score	8.86	11.46	9.18
	Form A Score Equivalent	14	21	7
	Form B Score Equivalent	16	23	7
	N	71	71	71
	T Statistic d effect size			8.40* 1.00
Middle	Mean Scaled Score	52.68	53.61	0.78
	SD Scaled Score	10.06	10.54	13.11
	Form A Score Equivalent	17	17	0
	Form B Score Equivalent	17	18	1
	N	172	172	172
	T Statistic d effect size			0.57 0.06
Secondary	Mean Scaled Score	53.58	51.63	-1.94
	SD Scaled Score	10.04	10.90	9.97
	Form A Score Equivalent	18	17	-1
	Form B Score Equivalent	19	18	-1
	N	101	101	101
	T Statistic d effect size			2.02* 0.19

*This difference is statistically significant.

There are several possible explanations for the unexpected results for the middle school and secondary samples: (a) as students increase in grade level, they become accustomed to standardized tests, and, as a result, may exert less effort when responding to a low-stakes test; (b) the middle school and secondary instruments underwent more extensive changes between the field test and the validation study, so the fact that many of the pretests contained field test items that may have been of questionable quality may have caused problems concerning the equating and comparability of pretest and posttest scores; and (c) it is possible that there are differential effects of the curriculum or curriculum exposure at the various grade levels due to external influences on the classroom (such as standardized testing, state curriculum standards, and graduation

requirements), levels of adoption of the Learning to Give curriculum by teachers, and levels of motivation for the topic on the part of students.

Item Difficulties

Descriptive statistics of item difficulties for the item pools at each grade level are shown in Table 6. The proportion correct and the associated descriptive statistics for the item pool are shown. These values show that each pool is composed of items of a wide range of difficulties, from very easy items (a value of 1.00) to fairly difficult items (values less than about .30).

Table 6
Item Difficulty Summary

<i>Level</i>	<i>Statistic</i>	<i>Proportion Correct</i>
Elementary	Mean	.65
	SD	.19
	Minimum	.30
	Maximum	1.00
	N	43
Middle	Mean	.58
	SD	.22
	Minimum	.10
	Maximum	.90
	N	43
Secondary	Mean	.64
	SD	.19
	Minimum	.20
	Maximum	1.00
	N	32

Learning to Give

SCHOOL AND CLASSROOM
INSTRUCTION



MICHIGAN STATE
UNIVERSITY

Classroom Observations

Jean A. Baker and Sonia A. Patil

During the 2004-2005 school year, MSU evaluators conducted classroom observations as part of the Learning to Give yearly assessment. The purpose of the observations was to capture and document the processes related to student learning and teaching during LTG lessons. It was not our intention to provide an evaluation of the LTG curriculum or teachers' practices. The observations took place in Michigan Community – Higher Education – School Partnership (CHESP) schools; see Appendix B for a list of LTG CHESP schools.

Method

Twenty classroom observations of LTG lessons were conducted over the course of the 2004-2005 school year. Three of the observations took place in high school classrooms while the remainder of the observations were in elementary (K-5) classrooms. The length of the observations varied from 30 to 60 minutes.

An informal, narrative observation method and qualitative analysis strategy were utilized to best capture the diversity in instructional approaches and activities. This approach also allows for flexibility in capturing themes that might not have been apparent to the researchers initially. The decision to use an informal, narrative observation method and qualitative analysis strategy was made after the pilot testing phase during winter 2004.

To conduct the narrative observations, the researchers observed the lesson as unobtrusively as possible and attempted to capture student and teacher comments, interactions, and activities in a running written record. Following the observation, the written record was reviewed, corrected, or elaborated on as necessary, to aid in its interpretation at a later time. Two researchers co-observed three elementary classroom lessons early in the fall and compared narratives to ensure that they had captured the classroom processes completely. They then observed the remaining 17 classrooms—3 high school and 14 elementary—across the 2004-2005 school year.

After the observations had been completed, the narratives were analyzed using a qualitative cross-case comparison in which we identified common themes across teachers.

Findings

The LTG teachers used a variety of effective teaching strategies to promote meaningful change in students' knowledge, behavior, and attitudes with regard to philanthropy. These teaching practices can be categorized into teacher-directed and student-centered, both of which are important to long-term and lasting learning.

In addition, the observations highlighted how teachers used practices and activities reflecting civic-minded, democratic ideals. These practices and activities were not necessarily part of the formal lesson, but included informal and spontaneous acts reflecting democratic ideas within the context of classroom life (e.g., voting on activities). These authentic experiences enabled students to see how ideas discussed in lessons were not context-bound but were integrated into real life. Additionally, the observations often captured instances in which teachers spontaneously and informally modeled civic dispositions (e.g., use of respectful language) that are likely important in facilitating civic-oriented behaviors. Cutting across these two themes was a sense of community and of belonging. We elaborate on each of these themes below.

Teacher-Directed Methods

Teachers often used effective teacher-directed teaching methods that have been associated, according to the educational research literature, with increased retention and learning. A variety of good teaching practices were observed across the classrooms that included scaffolding the students' use of various cognitive strategies (e.g., previewing, brainstorming), use of repetition, modeling and demonstrations, and teachable moments.

Previewing

In many lessons teachers read books to the class. Prior to reading the story aloud, some teachers directed the students to use previewing strategies, which help to activate students' prior knowledge and their anticipation of story themes and ideas (Graves, Juel, & Graves, 2001). For example, one 1st grade teacher told students, "We'll take a picture walk." She proceeded to describe aloud what she saw in the pictures, modeling to students the use of this strategy. Given that this was a 1st grade classroom, the teacher's use of talking aloud may have been developmentally appropriate. Another example is illustrated by a 2nd grade teacher who directed students to "Look at the cover... What is in the picture?" A student answers, "Statue of Liberty." The teacher responds, "What does it stand for?" One student answers, "America." The teacher elaborates, "It's an American symbol...we'll learn what it stands for, think about freedom."

Providing Background Information

In addition to prompting students to use previewing strategies during whole class reading activities, teachers provided relevant background information to students that may have helped them become familiar with the content and thus facilitated meaningful connections to the story. For example, prior to reading a book about the Native American, Chief Suquamish, a 4th grade teacher provided the students with some background knowledge by reading the jacket summary. She also drew their attention to the cover, explained how the book had received a literary award, and reminded students to pay attention to the pictures in the book.

Brainstorming

Brainstorming is an example of divergent thinking in which multiple possibilities or answers are generated. Teacher-led brainstorming serves to model as well as scaffold the process of higher-level thinking for students. In addition, brainstorming often aids students' fluency and output during writing tasks (Bos & Vaughn, 2002). Many of the

lessons incorporated activities for which students were to generate an idea to write about and/or draw. Some examples of effective use of this brainstorming technique included:

- Ms. D led her 2nd grade class in brainstorming ideas of “ways to be a good friend.” The students had to write about one way in which they could be a good friend and illustrate their idea. Students were able to generate a variety of ideas such as “play with them at recess,” “help them make other friends,” and “use nice words.”
- After the South Asian tsunamis in December 2004, a 3rd grade class collected money to donate to the Red Cross. The students had completed their collection efforts and were starting the task of writing letters to the Red Cross. Ms. M had the class generate a list of ideas to incorporate into their letters. Their list included “how they raised their money” and “how the Red Cross might use their money.”

Repetition and Memory Enhancement

Repetition and memory enhancing strategies are important in promoting retention of ideas (Ormrod, 2003). One vivid example came from a 1st grade classroom. The teacher taught the students a song to remember the definition of “philanthropist.” Students repeated the words, “What is a philanthropist? Do you want to know? Yes, I want to know. It’s the giving of your time, your talent, and treasures for the common good.” This was sung several times with the teacher and students taking turns leading. This example also illustrates how such memory techniques can actively engage students and provide a fun way to incorporate repetition of content.

Teacher-Directed Modeling

Teacher-directed modeling was used as a means to teach students how to work cooperatively and prosocially with one another. For example, Ms. W provided one student with words for how he could ask another student to share scissors. In a 1st grade classroom, the teacher modeled, with another student, the process of working cooperatively with others. “You all have ideas but you’ll have to discuss and agree and put one on the paper.” She proceeded to role-play with another student the steps of cooperative work—sharing both ideas, discussing the ideas, and deciding on an idea.

Demonstrations

Demonstrations are used to explain more abstract ideas and concepts. They also serve to provide students with the opportunity to encode information visually, as well as orally. For example, Ms. D crumpled a piece of paper and asked, “Can the paper ever be the same again?” Students answered together, “No.” Ms. D explained how hurt feelings can leave an everlasting print on a person.

Another example of how a concept was made more concrete through a demonstration activity was in Ms. H’s 2nd grade classroom. She likened the process of making Rice Krispie treats to the concept of a melting pot. “When I stir it up [marshmallows and margarine], what will happen?” The students answered, “They mix together.” Ms. H said, “Let’s think of each scoop [Rice Krispies] as a group of people. Who might they be and where did they come from?” One student answered, “Pilgrims, Europeans.” Ms. H responded, “They aren’t talked about in the book but can you think about those who

didn't want to come here?" One student answered, "Slaves." Ms. H probed further, "Where did they come from?" The student replied, "Africa." Ms. H asked, "Do we know which people are from Europe and Africa? The students answered, "No." Ms. H asked, "What happened to them?" One student answered, "They got all mixed up." Ms. H responded, "Why do you think they call America a melting pot?" A student answered, "People got here and there and got all mixed up and called it a melting pot." In addition to making the concept of melting pot more concrete for the students, this activity also served to engage students in an active question and answer session, leading students to articulate the phenomenon of "melting pot" in their own words.

Self-Disclosure

Instructor self-disclosure can serve as a means to pique students' interest in the content and also facilitate relationships between the instructor and students. For example, while teaching about altruism as a motivation for why people give, Ms. C shared with her 10th grade class that when her husband lost his job, someone anonymously gave them groceries. A student asked whether Ms. C knew the donor, and disclosed that his family gave another family aid but that he knew them. Ms. C followed up by explaining the concept of anonymity. Ms. C's self-disclosure engaged students and encouraged them to think about how the ideas might apply in their own lives, as was illustrated by the above student's response.

In another example, while talking about the definitions of stewardship, environment, environmentalist, and common good, Ms. R made this self-disclosure to her 4th grade class: "I hope to be known as an environmentalist after I'm gone. It's nice to feel strongly about something and take action to make changes." The ideas that the class had been discussing may have had more meaning when someone relevant and present in their lives, their teacher, expressed a strong connection to the ideas.

Capitalizing on Teachable Moments

There were many instances of teachers providing students with definitions of unfamiliar or unknown words while reading stories or discussing LTG ideas. For example, Ms. H asked her 2nd grade students, "What is a nation?" Seeing that her students were struggling with providing an answer she provided a prompt, "Think of the 50 states." A student then responded, "freedom." Ms. H then provided corrective feedback and said, "America is a nation."

During LTG activities teachers were also able to review and teach literacy-related content areas. This included integrating and reviewing writing conventions, poetry, and word structures (i.e., syllables). For example, as part of an LTG activity a 3rd grade class was writing letters to the American Red Cross. Prior to the students' writing, Ms. M reviewed the five parts of writing a letter. In addition, she had a Power Point presentation with the steps to writing a letter flashing on the board to remind and cue students. In one 4th grade classroom the students had finished learning about Native Americans' ideas about the environment. Ms. H incorporated an activity in which the students had to write two haiku poems about nature. During this activity she was able to spend time reviewing word structures and syllables.

Teachers also were able to spontaneously incorporate teachable moments to encourage prosocial behaviors. For example, during a discussion about "ways to be a good friend," Ms. D asked the 2nd grade students, "What kind of words can I use with my friend?" A

student answered, “Nice words.” Ms. D then asked the students what they should do if they don’t have nice words. The students responded in unison, “Don’t say anything at all.” A 3rd grade teacher, Ms. F, explained to students that when helping another person it is a good idea to ask if that person needs help. “Yes, you should always ask, ‘May I help you?’” She explained to students that this can prevent those they are helping from feeling “badly.” While reading *Aunt Harriet’s Underground Railroad in the Sky*, a 2nd grade student asked the teachers if the bounty hunter tried to whip the slave. Ms. A responded, “That may have happened. Is that good?” The students replied, “No.” Ms. A asked, “Do you think the bounty hunter has made good choices?” “No,” replied the students in unison.

In sum, we observed LTG teachers using a variety of effective teaching practices that are associated with increased learning and retention in students. The teachers we observed used these practices spontaneously to reinforce learning during LTG lessons and applied the strategies suggested by the curricula easily during the lessons. The teachers had a masterful grasp of the LTG content and were observed to use it in reference to other content areas, children’s prosocial development, and real-life experiences in the classroom. We also witnessed tremendous enthusiasm from teachers about the curriculum; the lessons seemed lively and infused with energy.

Student-Centered Strategies

Active engagement of students is considered to be important in promoting mastery of information. Teachers could be seen doing this via active questioning, connecting content to students’ experiences, and hands-on activities.

Questioning

Perhaps the most commonly used teaching practice for engaging students across grade levels, questioning serves many purposes including monitoring comprehension of information, promoting higher-level thinking, pushing students to make connections to their own experiences, elaborating on content, and challenging students’ ideas (Ormrod, 2003). Mr. D’s use of “if, then” questions pushed his high school students to make inferences based on prior knowledge acquired through class readings and discussions. For example, during a discussion on whether one can be truly selfless he asked students, “What would society look like if the media messages were ‘share and be more involved?’” A student answered, “If no one bought televisions then those people would lose their jobs. Don’t we have to be in the middle somewhere?” This example illustrates how teachers use questions to actively engage students to go beyond the text and information that was provided to them. Prior to the question posed by Mr. D, the class had discussed the self-interests of corporations versus the benefits they provide society in terms of creating jobs. His question allowed students to engage in higher-level thinking by integrating prior knowledge with a new idea.

In a 4th grade classroom the students were learning about how one Native American tribe feels about nature. While reading a book, Ms. R directed the students to look at the picture of the cut down forests. She asked, “How are they feeling?” A student answered, “Sad.” Ms. R responded, “Yes, devastated because their religion is saying that the earth is important to them and affects them.”

In a kindergarten classroom, Ms. E had to use much questioning to discuss prosocial behavior while reading a book about a hen who baked a cake and received little help from her friends. She asked her students, “Should the hen have shared the cake? She made it all by herself.” A student replied, “Yes.” Ms. E calls on another student who answered, “The others weren’t helping.” Ms. E asked, “How do you think the hen was feeling when she had to do the work by herself?” A student answered, “The chicken should.” Ms. E replied, “But what was the hen feeling when she did the work by herself?” Some students answered, “Sad.” Ms. E then asked, “How do you think the hen is feeling now that the cat and dog are going to be helpers?” The students replied, “Happy.”

Mr. D was also able to use questioning to challenge his students to think more about their ideas. When a student expressed doubt that Martin Luther King, Jr. had been concerned about including white people, Mr. D asked, “How do you say that when you have an ‘I have a dream’ speech?” The student replied that Martin Luther King, Jr. wanted the white and black people integrated with one another but was more connected to black people.

Connecting Content to Student Experience

One way to actively engage students with the content is to make connections with their own experiences, allowing them to integrate the new ideas and concepts with knowledge they have already. This facilitates stronger encoding of information (Ormrod, 2003). In a discussion of the music of the civil rights movement, Mr. D asked his students, “What music really effectively tells us about our time?” A student replied, “Black Eyed Peas,” and recited lines from a song, “Where is the love? People killing, people dying.” “They’re trying too hard about saying something about modern day,” the student criticized. Mr. D asked, “Is there a group that you think has it right on?” “U2.” “How so?” asked Mr. D. “Didn’t they talk about someone being locked up?” Mr. D was trying to make the ideas of the discussion more understandable and relevant to the students’ lives by eliciting student experiences that could help them talk about the topics at hand. In so doing, he was also encouraging student participation.

In a kindergarten classroom, during the “Helping Hands” unit, Ms. W said to her students, “We have helpers in school. Your hands help you sweep the floor and feed the fish.” Later in the discussion she asked, “How do you share using your hands in the classroom? I see you do this everyday.” A student answered, “Give us snacks.” Ms. W replied, “You can share snacks by giving someone your snack.” While discussing being a good friend and helper, Ms. E asked her kindergarten students, “Remember yesterday how we talked about how we didn’t clean up during free time? While I was here last night, I had to work hard to put the puzzles away. If I had had some help from you yesterday do you think it would have taken me so long?” For these younger students, using the immediate classroom context provided the authentic experiences that Mr. D was able to discuss more abstractly with his high schoolers.

Making Links to Current Events

This strategy serves to help students connect the new idea to something already known as well as provide an opportunity to teach about events that are happening in the world today. As Ms. H was reading *Coming to America* to her 2nd grade students, she stopped to connect the plight of those who came to America to their class discussion about Iraq from the previous week. The students had discussed how many people in Iraq were not able to practice their religion and didn’t have food or money. Another teacher provided an authentic learning activity after the tsunamis in South Asia by having her class raise

money to donate to the American Red Cross. According to Ms. M, the students had researched possible organizations and saved their money as well as asked others to donate.

Role-Plays and Student Demonstrations

These types of activities piqued students' interests and were always met with enthusiasm. Further, the students were able to directly interact with ideas, thus enhancing their understanding and processing of the information (Ormrod, 2003). For example, Ms. E had three students role-play a situation to introduce the theme of their lesson. The role-play consisted of a boy with "Skittles" asking two friends to help pass out the candy but the "friends" say no. Ms. E explained to the class, "We're going to talk about what Ben's problem is. He can't find friends to help him. What can he do?" During a discussion on the definition of philanthropy, Ms. F asked, "When you're on the playground does that take time?" She had two students stand up and pretend that they were playing on the playground. One student was instructed to ask the other student for help on the swing. "Could you take time to help me swing?" Ms. F provided students with the words for the role-play.

Teachers often had students role-play or act out feelings. During a lesson on senior citizens, Ms. F had her 4th grade students simulate the various physical difficulties an older person might have, such as difficulty with using one's hands, walking, or vision loss. The students rotated through demonstrations in which they were able to stuff cotton balls in gloves to experience having trouble with fine motor skills, put Vaseline on glasses to experience difficulty with vision, and put beans in their shoes to simulate pain while walking.

In sum, the teachers' use of strategies to engage students actively in the lesson contributed to the lively, enthusiastic reception we witnessed from most students during LTG lessons. These strategies captured student interest, and thus permitted more meaningful interaction with concepts.

Informal Use of Civic-Minded Practices

Effective teaching strategies, both teacher-directed and student-centered, are important in facilitating students' understanding of the ideas of philanthropy, common good, and other related ideas. However, if these ideas are taught within settings whose structures and practices do not reflect these democratic ideals, students will be less likely to walk away with a true understanding of, appreciation for, and commitment to them. In many instances teachers informally and spontaneously demonstrated democracy-in-action in their classrooms. These actions took the form of class votes, allowing students to make choices about activities, and sharing work and ideas.

Voting

The students in Mr. S's 3rd grade class shared their homework assignments with one another. The assignment entailed interviewing their parents about "how they [had] made the world a better place" when they were children. After some time sharing, Mr. S had his students vote on whether they should continue to share or move to another activity and resume sharing work at another time. "We'll use popular sovereignty. Close your eyes." The students voted to start another activity. Mr. S thanked them for their "honesty

and having a voice. That’s what we do in America.” In a kindergarten classroom, Ms. W had her students vote on whether they wanted her to place their helping hands cutouts in the shape of a heart.

Not only do these examples model the use of popular sovereignty in their classes; they may have fostered students’ sense of self-determination by allowing students to have a voice in the class activities. This is important in establishing and building a sense of community and belonging as the students and teacher make decisions together.

Sharing Work and Ideas

Students were also given autonomy in sharing their work. Most teachers asked for student volunteers. Further, some even told students that they could “pass” during their circle-sharing time. For example, Ms. H asked her 4th grade students to share their poems if they would like but reminded them that they could “pass.” She did encourage students to share with warm, positive language, e.g., “I loved this one, why don’t you share it?” Another teacher also gave his students the choice to share their work and reminded them they could pass. He reassured his students by saying, “This is a safe place to share.” Both of these examples served to foster the students’ sense of autonomy as well as promote their psychological safety within the classroom. When given choices, students feel that they have more control over their situations, thus facilitating a sense of security (Ormrod, 2003).

On a few occasions, teachers also gave students an opportunity to ask the observer questions. The students appeared to enjoy asking about why we were visiting their class. They were also encouraged by their teachers to share their knowledge of civic ideas and service-learning experiences with us. For example, Ms. H’s students explained their understanding of “philanthropy” and “common good.” They also told us about how they were sending banners to the troops in Iraq as part of their “Smiles Change the World” lesson. Students appeared to have had a real voice in these classrooms, one that was valued by their teachers. Members being encouraged to take part in the community and voice their ideas and opinions are integral aspects of a democracy.

Dispositions that Promote Philanthropy and Democratic Ideals

The observations also highlighted the teachers’ use of language that reflected the civic dispositions that LTG aims to promote through its curriculum—kindness, respect, openness, tolerance, and inclusiveness. This type of language may also serve to build a sense of community among the students and with the teacher.

Modeling Respectful and Inclusive Language

In many instances teachers modeled respectful language when talking to students, such as thanking students for their efforts and good behavior and using “Excuse me” and “I’m sorry” when appropriate. When one 4th grade class was asked, “Who is a light to the world?” a student replied that the teacher, Mr. S, was a “light.” Mr. S responded by thanking the student for the “compliment.”

Respectful language was also used sometimes to cue students' inappropriate behavior. These teachers modeled the use of language when someone was behaving in an undesirable way. Examples included: "Please don't interrupt other students," "Sit down please," and "I'm sorry, Carrie is trying to say something."

Even more prevalent in the classrooms was the teachers' use of inclusive language. Throughout discussions teachers would use "us," "let's," and "we" to suggest that the class was a group of individuals with shared endeavors and goals. For example, Ms. M, responding to a student's question, said, "Maybe you and I can investigate that. We need to find out more about that." Mr. S referred to his class as a "team" to which everyone belonged, including visitors. Some teachers also used the term "friends" to refer to their students, thus creating a warm and friendly atmosphere. "Friends, let's move to the floor."

Conclusions

The observations provided us with a glimpse into the processes involved in teaching and learning during LTG lessons. We noted several consistent themes across the observations we conducted. We saw teachers employ a range of strategies to effectively teach and reinforce concepts, such as modeling, brainstorming, and the use of cognitive strategies. They employed these spontaneously and readily, suggesting the ease of use of the LTG materials and their skills as teachers. It was also evident that the typical LTG lesson was an active, meaningful, vibrant experience in which learning could occur. Teachers used a variety of strategies to capture student interests and engage them in meaningful ways to enhance learning. Teachers made their classrooms "LTG-friendly" by modeling philanthropic ideas in their classrooms, building an inclusive, warm community, and helping students connect their ideas to real-world contexts. Their respectful, inclusive stances toward their students demonstrated philanthropy-in-action for many of the students. Although sometimes challenged by disruptive behavior in the classroom, most teachers brought their students through an LTG lesson with skill, creativity, energy, and enthusiasm that was a pleasure to observe.

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School Climate Survey

Jean A. Baker and Sonia A. Patil

Purpose and Methodology

The purpose of this report is to detail the results of the school climate survey administered to students in CHESP grant schools that started their three-year relationship in fall 2004. School climate refers to the structural, interpersonal, and instructional variables that affect the mores and norms in a school building's social atmosphere of the learning environment. The schools' partnership with Learning to Give (LTG) is part of a Michigan Community – Higher Education – School Partnership Grant. A total of eleven schools participated (four high schools, four middle schools, and three elementary schools). The schools had just started their LTG curriculum when the surveys were completed by the students. This first survey administration is a pre-test and will be followed by a post-test in spring 2006.

Items for the school climate student survey were taken from publicly available measures, including the Opinion Survey for Students (<http://bdsphd.tripod.com/srv/oss-form.htm>) and the Vessels' School Climate Scale for Children (Vessels, 1998). The items were selected to parallel ideas espoused by LTG curriculum. They reflect general interpersonal and instructional variables related to school climate with specific coverage of interpersonal respect, commitment to the common good, giving, and service to others. All items had been used in previous research. In addition to the school climate items, an existing School Satisfaction subscale (Huebner, 1994) was incorporated into the survey. School satisfaction refers to students' cognitive appraisal of the quality of their school experiences. All items were rated on a 4-point Likert type scale. Participants rated items by indicating how often they thought the statement was true of themselves and their school (i.e., Never, Sometimes, Often, and Almost Always). See Appendix E for the survey instruments.

In order to evaluate the adequacy of the school climate measure, the items were subjected to a factor analysis, using the principal components procedure. This procedure permitted us to identify subscales or sub-themes within the school climate survey. The analysis identified six factors with eigenvalues over one. Eigenvalues indicate the proportion of variance in the scale accounted for by each identified factor. Factors with eigenvalues greater than one are considered significant. While six factors with eigenvalues over one were identified, the sixth identified factor consisted of only a few items and lacked theoretical evidence to represent a distinct construct. The factor analysis yielded five interpretable factors that together accounted for 53% of the variance in the scale.

The following six factors were identified: Adult-Student Relationships, Commitment to the Common Good and Helping, Peer Relationships, Rules and Expectations, Safety and Belonging, and School Satisfaction. Table 1 on the next page lists the subscale items.

The *Adult-Student Relationships* subscale measures students' perceptions of the adults in their school in terms of their supportiveness and warmth. Sample items include: "The

adults at my school give me individual help when I need it” and “The adults at my school respect me and care about me.” The eight items were significantly and moderately correlated. The factor analysis yielded an eigenvalue of 15.9, which accounted for 39% of the variance. The internal consistency reliability (Cronbach’s alpha) for the subscale was .87, indicating that the items on this subscale measure this construct well.

Table 1
School Climate Survey Subscale Items

Adult-Student Relationships

- The adults at my school really listen to what I have to say.
- The adults at my school want me to do my best.
- The adults at my school give me individual help when I need it.
- The adults at my school make learning fun and interesting.
- The adults at my school believe that I can learn.
- I can talk to the adults at my school about private things.
- The adults at my school respect me and care about me.
- Good behavior and good choices are rewarded at this school.

Common Good, Giving, Helping

- It is good to hear the ideas other people have, even if you disagree with them.
- Giving to others is important at this school.
- At this school, we help our community.
- It is important for me to make the community a better place to live in.
- I have a responsibility to help others.
- I try to help people who are going through a rough time.
- I can make a difference in my community.
- I have a lot to contribute to my community.

Peer Relationships

- Students in my classes help each other.
- Students in my classes like each other.
- Students at this school show respect for each other.
- Respecting other people is important at this school.
- People should try to get to know all different types of people.
- Other students and teachers like my ideas.
- I get along well with other students in this school.

Rules and Expectations

- This school is a good place for me to learn.
- I know how I should act at school.
- I think it is important to obey class and school rules.
- The adults at my school treat me fairly.
- I try to do my best work in school.
- Students know what the rules are at this school.
- Students who break the school rules get in trouble.
- I am able to study and work in my classrooms.
- I know I can ask the adults at my school for help if I need it.

Safety and Belonging

- This school is a friendly place.
- I feel safe at this school.
- The adults at my school make me feel good about myself.
- I feel that I belong at this school.
- I am an important part of the school community.
- I get along with the adults at this school.
- I am an important person at this school.

School Satisfaction

- I like being in school.
- I learn a lot at school.
- There are many things about school I don't like.
- I enjoy school activities.
- School is interesting.
- I look forward to going to school.
- I wish I didn't have to go to school.

The *Commitment to Common Good and Helping* subscale measures students' beliefs and behaviors about helping others in their community as well as their perceptions of their school as valuing helping. Sample items include: "At this school, we help our community" and "I have a responsibility to help others." The eight items were significantly and moderately correlated. The factor analysis yielded an eigenvalue of 1.9, which accounted for 4.6% of the variance. The internal consistency reliability (Cronbach's alpha = .88) for the subscale was also high.

The *Peer Relationships* subscale measures students' perceptions of their peers as supportive and respectful. Sample items include: "Students in my classes help each other" and "Students at this school show respect for each other." The seven items were significantly and moderately correlated. The factor analysis yielded an eigenvalue of 1.6, which accounted for 4% of the variance. The internal consistency reliability (Cronbach's alpha = .83) for the subscale was good.

The *Rules and Expectations* subscale measures students' perceptions that rules and expectations are known and valued and that consequences are consistently applied. Sample items include: "The adults at this school treat me fairly" and "I know how I should act at school." The nine items were significantly and moderately correlated. The factor analysis yielded an eigenvalue of 1.3, which accounted for 3.2% of the variance. The internal consistency reliability (Cronbach's alpha = .86) for the subscale was strong.

The *Safety and Belonging* subscale measures students' psychological safety and their sense of belonging at school. Sample items include: "I feel safe at this school," "I feel that I belong at this school," and "The adults at my school make me feel good about myself." The seven items were significantly and moderately correlated. The factor analysis yielded an eigenvalue of 1.1, which accounted for 2.8% of the variance. The internal consistency reliability (Cronbach's alpha = .84) for the subscale was good.

The seven-item *School Satisfaction* subscale measures students' appraisal of the quality of their school life. Sample items include: "I like being in school" and "School is interesting." For our current sample, the internal consistency reliability (Cronbach's alpha = .85) for the subscale was good.

Results

Table 2 provides descriptive information about the participants. Individual school results are found in Appendix F.

Table 2
LTG School Climate Survey Participants, 2004-2005

	Total Sample N = 739		Elementary School N = 148		Middle School N = 226		High School N = 365	
Gender	Male	48%	Male	49%	Male	54%	Male	44%
	Female	52%	Female	51%	Female	46%	Female	56%
Race	White	78%	White	68%	White	78%	White	82%
	Other	22%	Other	32%	Other	22%	Other	18%

One-way analyses of variance were conducted to examine whether differences existed on school climate across elementary school, middle school, and high school students. Six

one-way analyses of variance were conducted to examine group differences across the six subscales. Prior to running the one-way ANOVAs, preliminary analyses were conducted to make certain that assumptions of ANOVA were met, ensuring valid results. All descriptive data used in these analyses are presented in Table 3. In addition, Table 3 provides a summary of the comparisons conducted.

Table 3
Means, Standard Deviations of School Climate Subscales Across School Level

	<i>Total Sample</i>			<i>Elementary School Sample</i>			<i>Middle School Sample</i>			<i>High School Sample</i>		
	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>
Adult-student relationships (E > M & H; M > H)*	22.8	5.3	739	25.5	4.6	148	22.9	5.2	226	21.6	5.2	365
Commitment to common good, helping (E > M & H)*	22.3	5.5	739	25.0	5.1	148	21.8	5.4	226	21.6	5.3	365
Peer relationships (E > M & H)*	18.6	4.2	739	21.2	3.6	148	18.4	4.3	226	17.7	3.9	365
Rules and expectations (E > M & H)*	28.4	5.3	739	30.7	4.9	148	28.4	5.2	226	27.4	5.2	365
Safety and belonging (E > M & H)*	19.5	4.7	739	21.4	4.7	148	19.2	4.6	226	18.8	4.4	365
School satisfaction (E > M & H)*	18.5	4.6	739	21.3	4.9	148	18.3	4.2	226	17.6	4.3	365

*Note: E = elementary school students; M = middle school students; H = high school students. The Tukey post hoc comparison was used.

Adult-Student Relationships

A statistically significant difference was found between school level and adult-student relationships, $F(2,736) = 30.2$, $p < .001$. The Tukey's post hoc comparison test indicated that elementary school students rated more positive relationships with the adults in their school than middle school and high school students, $p < .001$, and middle school students more positive adult-student relationships than high school students, $p = .01$.

Commitment to Common Good and Helping

Students' ratings on their commitment to service and helping others were significantly different across school level, $F(2,736) = 23.9$, $p < .001$. Post hoc comparisons indicated that elementary school students rated a higher commitment to the common good and giving than middle school and high school students, $p < .001$. However, no difference was found between middle and high school students.

Peer Relationships

Significant differences were found among the three school levels and student relationships, $F(2,736) = 39.7$, $p < .001$, with post hoc comparisons indicating that elementary school students reported more supportive and respectful peer relationships than middle school and high school students, $p < .001$. However, no difference was found between middle and high school students.

Rules and Expectations

Student ratings on the rules and expectations subscale were found to be different across school level, $F(2,736) = 22.1$, $p < .001$, with post hoc comparisons finding elementary students having higher ratings of rules and expectations than middle and high school students, $p < .001$. Once again, no differences were found between middle and high school students.

Safety and Belonging

A significant difference was found between school level and safety and belonging, $F(2,736) = 17.5$, $p < .001$, with post hoc comparisons finding that elementary school students rating higher levels of safety and belonging than middle and high school students, $p < .001$. Again, no difference was found between middle and high school students.

School Satisfaction

Students' school satisfaction was found to be different across school level, $F(2,736) = 38.6$, $p < .001$, with post hoc comparisons indicating that elementary school students had higher levels of school satisfaction than middle and high school students, $p < .001$. Differences did not exist between middle school and high school students. These findings are consistent with prior studies indicating that elementary school students tend to rate the quality of their school life more favorably than older students.

Conclusions

Elementary school students indicated significantly more positive perceptions of school climate than their older counterparts in middle and high school. The elementary school students were found to have more positive reports across the six subscales. The school experiences of elementary school students appear to be qualitatively different from those of their older counterparts. Reasons for this may stem from the vastly different ways that elementary schools are structured compared to middle and high schools. Elementary schools tend to be smaller, students are assigned primarily to one academic teacher per year, and activities often tend to be more social and interactive.

These factors may affect the opportunities students have to foster meaningful relationships with their peers and teachers. Middle and high school students in large schools with multiple teachers may not be afforded sufficient opportunities to establish strong and meaningful relationships with adults and peers (Ormrod, 2003). Interestingly, middle school students were found to have significantly more positive adult relationships than high school students. This may be due to the higher likelihood that middle schools use approaches like teaming that provide a "school within a school." This affords

students more interaction with a smaller number of teachers, facilitating adult relationships.

Stronger relationships with peers and teachers may also facilitate students' sense of safety and belonging within the school environment. When students feel well-connected to and supported by those around them, they are also more likely to experience a stronger sense of membership and belonging to their classroom and school (Osterman, 2000).

More positive relationships also likely affect students' quality of school life. In addition, being able to meaningfully interact with ideas in the classrooms through social activities may lead students to rate their school experiences more positively as they are more likely to be engaged and interested in their learning.

Elementary school students may also find the rules and expectations easier to understand than their older counterparts do because of the higher likelihood that rules will be consistently applied in smaller settings. Further, with fewer teachers there are fewer chances of conflicting messages being sent to students about their school-related behavior.

Finally, elementary school students also rated their commitment to LTG ideas, such as the common good, helping, and giving, significantly higher than middle and high school students. One reason for this difference may again stem from the fact that elementary students are typically based in one classroom, instead of five to seven. As a result, their exposure to LTG ideas may be more intensive. An elementary school teacher using LTG curriculum may be extending the ideas outside of the lessons, thus providing students with more exposure throughout the day. However, middle and high school students may have only one teacher integrating LTG ideas, therefore providing them with less exposure to both formal and informal LTG ideas.

In conclusion, the findings of this report indicate that elementary students had more positive perceptions of school climate than middle and high school students. These findings may suggest that attention should be paid to facilitating older students' school experiences by utilizing practices that allow students to establish meaningful relationships and experience consistent messages regarding rules, expectations, and values espoused by LTG.

Given that the LTG curriculum was only beginning to be integrated into the classrooms, our findings cannot speak to how LTG has affected the climate of the school and classrooms. However, in the post-test administration we plan to use these data to examine whether school climate changes as students experience increased exposure to LTG ideas.

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Learning to Give

TEACHER EXPERIENCES



Current LTG Teacher Perspectives Survey

Brian D. Silver

Introduction

This report uses surveys of teachers to evaluate the teachers' experience with the Learning to Give (LTG) curriculum in the 2004-2005 school year. In the early years of the LTG project, teachers were heavily involved in developing the initial lessons as part of the effort to build a curriculum from the ground up. The teachers interacted directly and in electronic communications with the LTG project directors. The missionary zeal of the early cohorts has been noted in our earlier evaluations. The role of those "founding teachers" and subsequent early teacher-participants in LTG is acknowledged on the LTG Web site (<http://learningtogive.org/teachers/teacher.asp?inst=1>).

While curriculum development has remained a central role of LTG teachers, later teacher cohorts became engaged after much of the groundwork of the LTG curriculum had been done. Their interaction with the project directors has been more limited or at some distance. They have often had less primary training or involvement in creating new materials. They have also had many more already-formed lessons and supporting materials from which to draw. Much of that material is available on the LTG Web site or in other background documents. Now one of the major questions for LTG is its portability and the ease with which teachers can get up to speed in understanding the basic principles and logic behind the LTG curriculum and help their students learn the importance of giving and civic involvement.

The questionnaire was adapted from instruments used in previous Learning to Give teacher surveys. Some issues that were especially important in the early years of the program were given less attention in this year's survey. A prime example is the collection of detailed information about knowledge and use of computers, E-mail, and applications software. In the late 1990s, many teachers still had little or no experience or confidence in the use of such tools. Less than ten years later, most teachers have had extensive experience with these tools, and the younger teacher cohort, in particular, have quickly adapted to their use. However, we have maintained a few questions on overall frequency of use of computers and specifically on the use of the LTG Web site because the Web site is being developed as an increasingly valuable resource. See Appendix G for the instrument.

Our primary concern in this survey is with the motivations and sources of satisfaction of the teachers with the LTG curriculum, their training and experience in acquiring and teaching the lessons in their classrooms, and their overall assessment of LTG.

Data Collection

This year's teacher survey was distributed to Michigan K-12 teachers who were engaged in the LTG curriculum in three groups of schools: (1) pilot schools, (2) LTG schools, and (3) CHESP schools.⁵ The surveys were mailed to teachers in early June 2005 by the MSU Office of University Outreach and Engagement. A follow-up mailing and E-mail reminder were sent to those who had not responded after two weeks. Approximately 85% of the returned questionnaires were completed in June; the remainder, later in the summer.

Completed surveys were returned by 126 individuals, including 82 from pilot schools, 23 from LTG schools, and 21 from CHESP schools.⁶ All but a few of these were from individuals who had actually taught lessons from the LTG curriculum during the 2004-2005 school year.⁷

Three-quarters of the teachers in the three groups had at least one year's prior experience teaching the LTG curriculum. All but a handful had several years of overall teaching experience; the survey respondents averaged 13 years of teaching experience. We were interested in whether those who had more overall teaching experience and more experience with the LTG curriculum viewed LTG and its lessons differently than relative neophytes.

As in past surveys, the overwhelming majority of teacher-respondents—75%—worked in elementary grades (K to 5), 15% in middle-school grades (6 to 8), and 10% in high-school grades (9 to 12). Although this provided responses from a large number of elementary school teachers (92), we had fewer from middle schools (19) and high schools (12). However, we had a larger number and percentage of respondents from the high-school level this year than in previous teacher surveys. Although we were interested in characterizing the experiences by teachers separately for the pilot, LTG, and CHESP schools, because of the small number of middle- and high-school teachers in the sample we could not reliably break down responses by grade level within each group. Therefore, although we sometimes summarize results for the three groups of schools (but not separately by level), we focus more often on comparing results for the three school levels (but not simultaneously by group of schools). Nonetheless, it is important to bear in mind that the results for the high-school level are based on the experiences reported by only 12 teachers.

⁵ **Pilot schools** are in a three-year evaluative relationship with *Learning to Give* where LTG lessons are being taught at every grade level in a school building. The 2004-2005 school year was the third year of this relationship. **LTG schools** involve approximately one-third of the school building's classroom teachers at the elementary level and/or involve a significant number of teachers in social studies, English language arts, or other appropriate curriculum areas at the middle-school or high-school level. **CHESP schools** are involved in a three-year relationship with Learning to Give as a part of a Michigan Community – Higher Education – School Partnership grant. See Appendix B for schools affiliated with the LTG evaluation.

⁶ The overall response rates were lower than in past surveys: 27% of pilot school teachers, 9% of LTG teachers, and 14% of CHESP teachers. We can surmise that these rates are partly due to the method of distribution of the surveys (mailing directly from MSU rather than distribution by the LTG staff at group meetings).

⁷ A few of these surveys were not tabulated in the results here, including school administrators who did not directly offer the curriculum, and a few teachers who did not offer the LTG curriculum during the 2004-2005 school year.

Understanding of and Commitment to Philanthropy Education

The first question in the survey asked: “When you first learned about Learning to Give, how well did you understand the meaning of philanthropy?” (Question A1). Overall, only about 12% of the teachers thought they had understood the meaning of philanthropy “very well” when they first learned about LTG (see Table 1). There was little difference across the three groups of teachers, ranging from 14% among LTG teachers to 11% among CHESP and pilot school teachers. However, overall, 70% of the teachers thought they understood the concept either “very well” or “fairly well.” Again the three teacher groups differed little on this indicator, ranging from 62% of LTG teachers to 74% for CHESP teachers.

Table 1
Initial Understanding of Concept of Philanthropy (A1)

<i>Level of Understanding</i>	<i>Pilot Schools</i>	<i>LTG Schools</i>	<i>CHESP Schools</i>	<i>All Schools</i>
Very Well	11%	14%	10%	12%
Fairly Well	60%	48%	63%	58%
Not Very Well	20%	33%	21%	22%
Not At All	10%	5%	5%	8%
Total Percent*	101%	100%	99%	100%

*Totals may be greater or less than 100% due to rounding.

We next asked: “Since you became involved in the project, to what extent has your understanding of philanthropy changed?” (A2). Not one teacher stated that his or her understanding had not been enhanced at all. Rather, 57% said that it had been enhanced “a great deal,” 41% said “somewhat,” and 2% said “very little.” Thus, involvement in the LTG program increased the teachers’ own understanding of philanthropy. Furthermore, it had the greatest impact among teachers whose initial understanding had been weakest. Among those who stated that they had initially understood the concept “hardly at all,” 90% said that their understanding had been enhanced “a great deal.” Among those who stated that they had initially understood the concept “very well,” 21% said that their understanding had been enhanced a great deal (see Table 2).

Table 2
Change from Initial Understanding of Philanthropy (from Table 1) Since Involvement in LTG Program (A2)

<i>Change in Understanding</i>	<i>Very Well</i>	<i>Fairly Well</i>	<i>Not Very Well</i>	<i>Not at All</i>	<i>Total</i>
Enhanced a great deal	21%	51%	82%	90%	57%
Enhanced somewhat	71%	48%	18%	10%	41%
Enhanced very little	7%	1%	0%	0%	2%
Not enhanced at all	0%	0%	0%	0%	0%
Total Percent*	99%	100%	100%	100%	100%

*Totals may be greater or less than 100% due to rounding.

Neither the teachers’ initial levels of understanding of philanthropy nor their reported gain in understanding were related to their overall teaching experience. Nevertheless, teachers who had had more experience teaching the LTG curriculum were more likely to

report that their understanding of philanthropy had increased. The group of schools involved (i.e., Pilot, LTG, CHESP) did not affect the level of improvement in understanding of philanthropy.⁸ However, high-school teachers were less likely to say that their understanding of philanthropy had been enhanced than were either elementary or middle-school teachers. This may have been a result of the specializations or subject matter that they studied or taught. Sixty-six percent of elementary and middle-school teachers stated that they had initially understood philanthropy “fairly well” or “very well,” compared to 92% of the high-school teachers.⁹

This pattern of teacher learning about philanthropy shows the value of experience with the LTG curriculum specifically, as opposed to greater general experience as a teacher. Moreover, the improvement with increased experience shows the strong ability of LTG to convey its goals and mission to new teacher cohorts, especially to elementary and middle-school teachers.

When asked, “How valuable is it to make education in philanthropy a part of the standard curriculum in your school?” (A4), 93% of the teachers said it was either “very important” or “vitaly important.” The three groups of teachers scarcely differed from one another: 91% of pilot school teachers, 95% of LTG teachers, and 94% of CHESP teachers held this view. This commitment to the LTG curriculum did not vary significantly either by level of school or years of experience with the curriculum. Thus, not only were the teachers strongly committed to the Learning to Give mission but this commitment was realized quickly, even by teachers who were new to the program.

Preparation

In our previous teacher survey, we found that even though the pilot school teachers had been given substantially less training than the earlier cohorts of teachers, they were much more likely to feel that they understood what was expected of them. We attributed this to the greater clarity of the Learning to Give goals, compared to the formative years of the project. When we asked this year’s teachers: “When you first began to work on the project, how well did you understand what was expected of you?” (B5), we found that while 96% of the pilot school teachers and 91% of the LTG teachers reported that they understood the expectations fairly well or very well, only 73% of the CHESP teachers held this view (see Table 3).

Table 3
Understanding of Expectations on Teachers at Beginning of Project (B5)

<i>Understanding of Expectations</i>	<i>Pilot Schools</i>	<i>LTG Schools</i>	<i>CHESP Schools</i>	<i>All Schools</i>
Very Well	35%	43%	16%	34%
Fairly Well	61%	48%	58%	58%
Not Very Well	4%	9%	26%	8%
Total Percent	100%	100%	100%	100%

⁸ These results are based on a multiple regression analysis, controlled for the teacher’s initial understanding of philanthropy. The equations are not shown here.

⁹ Because the number of high-school teachers in the analysis is small, these comparisons by school level should be regarded as tentative and suggestive.

We would conjecture that many CHESP teachers had less preliminary socialization to the project, although 80% of the CHESP teachers reported that they had been involved in Learning to Give for more than one year, compared to 71% of the pilot school teachers and 83% of the LTG teachers.

We examined responses to questions about training and background materials and found that only 33% of the CHESP school teachers reported that the background materials on the project had prepared them “very well” to teach the LTG curriculum this year (B9), compared to 50% of the LTG school teachers and 46% of the pilot school teachers. Given that just 33% of the CHESP teachers had attended a training session in the curriculum this year—a higher proportion than among the pilot (22%) and LTG teachers (14%)—the CHESP teachers felt less prepared than the pilot and LTG teachers to teach the LTG lessons, despite their greater participation in training and despite the fact that the CHESP teachers were not particularly less experienced in teaching the curriculum or less committed to the Learning to Give mission.

This difference between the CHESP teachers and the other teachers in their sense of preparation cannot be accounted for by differences in the evaluations of the quality or quantity of the training materials, nor in the use of the LTG Web site. The evaluations of those materials differ little across the three groups. For this reason, we might be inclined to discount the finding reported in the previous paragraph. However, the CHESP teachers were also less positively disposed toward the project as a whole (D3a) than were either the pilot or LTG teachers, though 68% of the CHESP teachers rated the project overall as very good (compared to 77% of the pilot teachers and 80% of the LTG teachers). We would not overemphasize these differences in light of the small number of CHESP respondents to the survey, but the results are consistent across related questions and are suggestive of the usefulness of greater socialization or training time to assist some teachers to access and understand the background materials.

We examined the verbatim responses to the questions, “How could these background materials be improved?” (B10) and “How could the training be improved?” (B12) for the CHESP teachers and found only a few remarks, which is not surprising because of the overall positive evaluation of the materials and the training. Moreover, the remarks were not different in substance from those offered by teachers in the other schools, such as the LTG schools, which we also list here.

How could these background materials be improved? (B10) (CHESP teachers)

Overheads and Powerpoint presentations could be developed.

More readily available.

Don't remember getting.

I didn't see much background info/materials.

Everything helps, but once you begin a project/unit more things fall into place. Nothing can be improved; we just need the opportunity to try things out to see how we “fit” with each project.

I found it difficult to find curriculum to use in my “tech” class that fit our project.

Some instructions need to be more clear.

How could the training be improved? (B12) (CHESP teachers)

Actually walking through a lesson or two would be helpful.

Should have had an update/review this year. New staff (3 out of 9) didn't know what to do.

The lessons that we had to pick from need to be better.

More time.

How could these background materials be improved? (B10) (LTG School teachers)

The school should have more frequent LTG training to update us on new materials, inform new teachers and plan.

Local organizations (nonprofit) displayed.

Send them to me.

Integrate more to science curriculum.

I need to find units that complement the curriculum we are already teaching.

I thought they were pretty good. I think whatever isn't written or supplied by LTG you can research on your own if necessary.

How could the training be improved? (B12) (LTG School teachers)

An annual ½ to 1-day in-service as a refresher, to compare notes, etc.

More organized—expectations clearer.

Needed more time.

Offer some—We had none available to us, no opportunity.

Less rush—Let us understand information instead of fitting speakers in to fill time. Quality not quantity.

Maybe longer. Our training was very fast paced and we had to do a lot of investigating about the LTG program and its units on our own.

Offer training more often for upgrades.

Wasn't required to be there—Sent my intern.

At the same time, the teachers did not give an enthusiastic endorsement of either the quality or quantity of the background materials or information. When asked: "How would you evaluate the *quality* of background information provided to you?" (B7), 40% of the teachers said "excellent," 59% said "good," 1% said "fair," and 0% said "poor." There was no significant difference between CHESP, pilot, and LTG teachers in this evaluation. However, high-school teachers offered a less favorable opinion than either elementary or middle-school teachers: 17% of the high-school teachers judged the materials to be "excellent," compared to 42% of the middle-school and elementary school teachers.

Similarly, when asked: "How would you evaluate the *quantity* of the background information provided to you?" (B8), 17% of the high-school teachers judged the quantity to be "excellent," compared to 37% of the middle-school teachers and 43% of the elementary school teachers.

These differences by school level may reflect the fact, noted in our earlier evaluations, that the LTG curriculum has been developed and piloted far more in the lower grades than in the high schools. Because only about one-quarter of the teachers who responded reported that they had attended an in-service training session this year (we do not know the extent to which it was made available), most teachers could not readily make up for any perceived limitations in the background materials by attending a training session.

Support

Introducing and testing new lessons takes time to learn the objectives and to plan the lessons and in-service arrangements. Most of this year's teachers were experienced in the program. Still, we were concerned about the amount of advice and support that they had received from colleagues and administrators. One question that addresses this issue asked: "How often do you communicate or discuss your activities on this project with the following people?" (B1).

When we considered the teachers as a whole, we found that communication about the project was much more often horizontal or collegial than it was vertical or administrative (see Table 4). This has been a consistent finding across several teacher evaluation surveys. Fellow teachers at the same school, or other teachers using the LTG curriculum (not necessarily at the same school) have been much more likely to be communication links than the principal, the director of instruction, the department chair or lead teacher, or the Learning to Give project directors. Whereas 94% of the teachers communicated about the project frequently or sometimes with other teachers at their school, and 74% with other teachers using the curriculum, only 50% communicated with the school principal and 45% with the project directors. Other school administrators who, in principle, should have been involved in curriculum planning or review are consulted even less often: the department chair or lead teacher (44%), the director of curriculum/instruction (28%).

Table 4
Frequency of Communication About Project Activities (B1)

<i>Communicate With</i>	<i>Frequently</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>Total*</i>
School principal	12%	48%	30%	11%	101%
Director of curriculum	6%	22%	32%	40%	100%
Department chair/lead teacher	14%	31%	18%	38%	101%
Fellow teachers at my school	34%	60%	4%	2%	100%
Other LTG teachers	28%	46%	17%	9%	100%
The LTG project directors	9%	36%	35%	19%	99%

*Totals may be greater or less than 100% due to rounding.

The last result is partly due to the fact that many teachers did not readily identify a chair or a director, and in many cases the respondents just marked the questionnaire "NA" (not applicable) in such instances, sometimes with a note of explanation. However, our observation that horizontal or peer communication was more important than supervisor-teacher communication remains apt. Moreover, this observation applies to teachers in all three groups of schools (figures not shown here). Fellow teachers shared ideas, experiences, lessons, and other resources with one another. More experienced teachers helped neophytes learn about the curriculum. Nonetheless, it is interesting to note that

substantial minorities of the teachers reported frequent or occasional contact with the LTG project directors.

A related series of questions asked about the levels of satisfaction with the amount of support that teachers received: “How satisfied are you with the amount of support, advice, or feedback that you have received concerning your teaching of LTG lessons from the following?” (B29; see Table 5).

Table 5
Satisfaction with Amount of Support, Advice, or Feedback Received
Concerning Teaching of LTG Lessons (B29)

<i>Support, Advice, Feedback Received from</i>	<i>Very</i>	<i>Somewhat</i>	<i>Not Very</i>	<i>Not At All</i>	<i>Total*</i>
School principal	32%	36%	24%	8%	100%
Department chair/lead teacher	38%	29%	22%	11%	100%
Other LTG teachers	39%	50%	9%	2%	100%
Fellow teachers at my school	32%	48%	18%	3%	101%
LTG project staff	47%	42%	8%	4%	101%
My students	47%	47%	6%	0%	100%

*Totals may be greater or less than 100% due to rounding.

In general, we found a high or moderate level of satisfaction with the support or feedback received from administrators or fellow teachers, even if the reported frequency of communications was not always high. For example, while just 12% of teachers reported frequent communication with the school principal concerning the LTG project, 32% reported that they were very satisfied with the support received from the principal concerning the LTG curriculum. Also, while only 9% reported having frequent contact with LTG project directors, 47% were very satisfied with the support that they received from LTG staff. The level of satisfaction was exceeded only by the support that the teachers received from their students.

Furthermore, while the teachers reported much more frequent communication concerning LTG with their fellow teachers (horizontal contact) than with administrators (vertical communication), they were about as satisfied with the support from above as they were from peer support. Additionally, they drew the greatest support from their students.

The survey also inquired about a related issue: “How satisfied are you with the amount of recognition that you are getting from your work on the LTG curriculum project from the following persons?” (B13). As a preface to this analysis, we should note that several teachers declined to respond to this series of questions, and some of those penned in the margins: “I’m not seeking recognition for this.” We posed this question in our early teacher surveys to capture whether the very substantial investment of time and energy that the pioneer teacher cohort put into creating the LTG curriculum brought special recognition in the teaching profession and the community at large, since the rewards from the project or the school were unlikely to compensate for the extra effort.

We did not ask what kind of recognition the teachers expected for their participation in LTG. Nonetheless, on the whole they appeared to be satisfied with what they were getting (see Table 6). Particular satisfaction appeared to have come from their recognition by the LTG project leaders, but this was not matched by the satisfaction that they drew from fellow teachers, the teaching profession, parents and the community, or their family and friends. The teachers drew the greatest satisfaction from the recognition of their own students: 95% were satisfied with the recognition they received from their students.

Table 6
Satisfaction with Amount of Recognition Obtained for Work on LTG Curriculum (B13)

<i>Recognition Received from</i>	<i>Very</i>	<i>Somewhat</i>	<i>Not Very</i>	<i>Not at All</i>	<i>Total*</i>
My principal	34%	43%	15%	8%	100%
My department chair/lead teacher	40%	34%	10%	15%	99%
My colleagues at school	36%	47%	14%	3%	100%
The teaching profession	28%	55%	13%	4%	100%
The LTG project leaders	54%	38%	6%	3%	101%
Friends and family	32%	44%	16%	7%	99%
Parents and the community	35%	41%	17%	8%	101%
My students	57%	39%	4%	1%	101%

*Totals may be greater or less than 100% due to rounding.

Resources and Competencies

We have already described the teachers' evaluation of their training and the project background materials. We also inquired about how prepared the teachers felt they were to carry out their work on the LTG project in the past year: "When teaching the LTG lessons, to what extent did you feel confident that. . .?" (B22a; see Table 7).

Table 7
Confidence in Teaching LTG Lessons (B22a)

<i>Aspects of Teaching LTG Lessons</i>	<i>Completely</i>	<i>Mostly</i>	<i>Not Very Much</i>	<i>Not At All</i>	<i>Total*</i>
Topics used were grade appropriate	58%	40%	2%	0%	100%
Instructional procedures would accomplish desired student learning	44%	54%	2%	0%	100%
Assessments would provide teachers with meaningful information	34%	48%	16%	2%	100%
You had adequate training for the task	46%	42%	9%	3%	100%
You had the resources to acquire needed knowledge	58%	33%	7%	2%	100%
Lessons were of suitable quality and appropriate for the students	52%	42%	3%	2%	99%

*Totals may be greater or less than 100% due to rounding.

These teachers showed a high degree of confidence in their preparation and resources. The only matter on which even 15% expressed doubt concerned whether the assessments would provide meaningful information about the students' progress.

Although the teacher corps as a whole appeared confident in their ability to carry out their tasks, we found, when we examined the teachers in the three groups of schools separately, that the CHESP teachers felt much less confident than the pilot and LTG teachers. Specifically, while 14% of the pilot teachers were not confident that the assessments would provide meaningful information, compared with 20% of the LTG teachers, 32% of the CHESP teachers expressed such doubt. Similarly, while just 6% of the pilot teachers and 5% of the LTG teachers expressed doubt that they had the resources needed to acquire the knowledge to teach the curriculum, 21% of the CHESP teachers expressed such doubt. Also, 8% of the pilot teachers, 20% of the LTG teachers,

and 21% of the CHESP teachers expressed doubt that they had adequate training for their assignments. However, we do not wish to reach any hasty conclusions about the reasons for these differences, given the small number of respondents involved. Furthermore, a larger majority of all three groups of teachers did feel confident in their ability to carry out the assigned tasks. Nevertheless, the CHESP teachers' doubts after teaching the LTG lessons for a year—especially concerning the assessments—suggest the need to explore the reasons for these doubts.

One aspect of teacher skills that has been of special concern to this project is the teachers' ability to use computers. The pioneer teachers were provided with training and computers to help in their seminal work on the project. This year's survey asked: "Overall, how would you assess your competency in the use of computers in your work (not including setting up or installing software or hardware)?" (C9). In all, 58% of the teachers said they were "very competent," 37% said "somewhat competent," and 5% said "not very competent." The percentages differed little across the three groups of schools and school levels. This evidence largely confirms our finding of a sharp improvement in computer skills among the teachers over the years. Not surprisingly, within the current set of teachers younger teachers have stronger computer skills than older ones.

The ability to use computers is instrumental to accessing lessons and auxiliary instructional materials from the Learning to Give Web site. Seventy-one percent of the teachers used the Internet at least once a day, another 17% used it several times a week, 6% used it once a week, and the remaining 6% used it less than once a week (C8).

Given that a larger majority of the teachers claimed to be competent in the use of computers and used the Internet frequently, we can assume that very few of the teachers would have difficulty accessing the LTG Web site. When asked: "How often have you logged on to the Learning to Give Web page?" (C2a), 14% reported that they had never logged on, 7% said that they had logged on just once before the day of the survey (presumably upon reading the questionnaire, which also listed the URL), 37% had logged on fewer than five times, and 42% had logged on five or more times. Given the extensive course-related content of the Web site, this is, in our judgment, a surprisingly low intensity of use by the teachers. Just two out of five (40%) were frequent users of the Web site (if we interpret five or more logons as frequent).

Further, as in the past, we found that those teachers who had actually accessed the project Web site gave it fairly high marks: 45% said it was "very useful," 45% said "somewhat useful," and just 10% said "only a little useful" (C3). The most frequently cited materials on the Web site that teachers found useful were the lessons plans and teacher resources.

There was no correlation between the teachers' age and either the teachers' frequency of use of the LTG Web site or their assessment of how useful it was. Nor was the use or evaluation of the Web site related to the type of school group, or level of school, where the teacher was employed. However, teachers for whom 2004-2005 was their first year teaching the Learning to Give curriculum were more likely to rate the Web site highly than teachers who had been teaching the curriculum for two or more years.

These findings are consistent with the results of our previous teacher surveys, which showed underutilization of the Learning to Give Web resources. They suggest that time be allocated to promote the use of the site and perhaps for practical training sessions exploring the available resources, especially for teachers who are new to the program.

We asked about other sources of information that the teachers might use in their work on the Learning to Give project: "How helpful are the following sources of information to

your work for the LTG project?" (B2). When placed in the context of other tools and resources, the LTG Web site turns out to have been useful to 80% of the teachers, on par in helpfulness with other project teachers and colleagues at the given school (see Table 8). Thus, we should probably not judge the teachers' apparently infrequent accessing of the LTG Web site as an indication of a negative judgment on its utility. Furthermore, these results make clear not only that the teachers were making frequent use of the Internet in general (as we discussed previously), but also that they found it helpful to their work on LTG: 88% of the teachers said the Internet has been very useful or somewhat useful to their work for LTG.

Table 8
Usefulness of Selected Sources of Information (B2)

<i>Information Source</i>	<i>Very Useful</i>	<i>Somewhat Useful</i>	<i>Not Useful</i>	<i>Have Not Used it</i>	<i>Total*</i>
School library	19%	59%	11%	11%	100%
Other library	13%	41%	15%	31%	100%
Newspapers/magazines	8%	55%	14%	23%	100%
Other project teachers	30%	52%	5%	13%	100%
Other teachers at school	30%	51%	9%	9%	99%
LTG Web site	34%	46%	2%	17%	99%
Internet generally	33%	55%	2%	11%	101%
LTG project info session	13%	7%	54%	25%	99%
LTG project in-service	15%	5%	52%	29%	101%
Communications with LTG project staff	19%	5%	50%	25%	99%

*Totals may be greater or less than 100% due to rounding.

Experience with the Lessons

Every teacher was expected not only to teach units from the curriculum during the 2004-2005 year; they were also expected to incorporate service-learning into their plans. We did not collect feedback about the teachers' experiences with specific lessons. We did, however, ask about their use of service-learning and about their overall assessment of how well the students learned the material.

Only 70% of the teachers reported that they were able to implement the service-learning component in the class in which they used LTG materials this year (B25). This was not, however, the result of many teachers being new to the program. Among those who were new to the program, 66% implemented a service-learning component; among those who had previously taught in the program for at least one year, 72% implemented a service-learning component. CHESP teachers were more likely (79%) to implement this component than either pilot (71%) or LTG teachers (60%). Also, whether teachers implemented service-learning was not related to the level of the school in which they taught.

Those who incorporated a service-learning component in 2004-2005 were asked how much that component contributed to the students' interest in and understanding of philanthropy, as well as the teacher's interest in and understanding of philanthropy (B27). Although very few teachers said the service-learning component contributed little to the students' or their own interest and understanding of philanthropy, their assessment was not overwhelmingly positive. Forty-six percent said the component contributed a lot to

the students' interest, and 50% that it contributed a lot to the students' understanding of philanthropy. Similar percentages of teachers said the component contributed a lot to their own interest (52%) and understanding (48%).

Here is a listing of typical explanations that the respondents gave as the "main reason" why they did not include the service-learning component this year (B25a):

Time—\$—administrative support. Pressure for MEAP performance is paramount.

No time; MEAP Scores & District curriculum had to be met.

Not enough time.

Our garden is in; now we just maintain.

No time; other things in curriculum were similar.

Time.

Can't remember but probably lack of time.

Our post office does not collect food in May.

Not enough time.

As LTG facilitator, I helped with three other projects.

Too busy (not a good excuse).

There was no service-learning portion within the units.

District policies.

I did not choose a unit with a service-learning component, but I chose four for next year.

Due to time constraints in the fall before MEAP.

I didn't feel I had enough support.

Time constraints.

We did other activities this year that were of service to our community.

Transportation of students.

We did do a beach cleanup as well as sell items for Relay for Life.

There was not enough time to travel to the elementary schools. Also busing can be a problem.

Time.

Time, ideas (?).

Ability of students [K teacher].

No time—MEAP.

As we also indicated in our last report, the main obstacle to the use of a service-learning component was the time demand. However, the teachers mentioned other factors as well, including district priorities such as the MEAP exam, transportation and other costs, and engagement in other service-learning activities. It should be mentioned as well that not all teachers believed that service-learning was essential to the Learning to Give curriculum,

even though the overwhelming majority saw it as at least very useful. When asked: “How useful do you think it is to include service-learning in the LTG curriculum?” (B28), 35% of the teachers said it was “essential,” 51% said it was “very useful,” and 14% said it was “somewhat useful.”

The teachers were also asked to make an assessment of student learning: “Overall, how well did the lessons you used enhance the students’ understanding of philanthropy?” (B23). Sixty-two percent said “a great deal,” 37% said “somewhat,” and 2% said “very little.” Thus, there was consensus among the teachers that the lessons were achieving their goals. However, opinions varied by school level. While 68% of elementary-school teachers said “a great deal,” only 50% of middle-school and 33% of high-school teachers gave that response.

When asked to supply evidence, if any, of changes in student attitudes as a result of the philanthropy elements of the curriculum (B24), many teachers testified to such change. Here is a summary of representative remarks.

Students were very engaged in the activities. Reflection done after the lessons reinforced the positive aspects of the lessons.

Students became familiar with individuals who they studied in one way as also being philanthropists; seeing these people in a different way was enhancing.

Last year (in 4th grade) we did a different unit. Students had very positive attitudes and were extremely excited to perform community service tasks.

Willing to be involved with those less fortunate—understanding we are all different.

My K-1 class is more aware of what is happening when helping out. They understand the need for “The Common Good.”

Better appreciation for differences.

The kids became aware of some philanthropic organizations.

They recognize philanthropy and acts of philanthropy in their everyday lives.

More aware of community around them.

Students learned the importance of universal philanthropy by changing their attitude toward people from other countries. They began to feel real satisfaction in their efforts to aid people in real trouble.

They are kinder and more aware of their actions towards others.

Students expressed amazement that non-Jews such as Miep Giess helped the Frank family at great risk to themselves. This is a whole new concept to them!

Cookie Crumbles—kindergartners asked a lot of questions about why the girls in the story would not play. I think they really thought about people’s behavior.

We collected clothing and the children remembered this the rest of the year.

*They realized **they** could make a difference in the community as adults acknowledged and agreed to **help** (not **do**) in their efforts. This was evident in the confidence they gained in reaching out to others in the community.*

My students have become much more accepting of diverse groups. They are ready and willing to share their time and talents for the common good.

Our school uses a lot of service projects as part of our religion curriculum, so the students already knew about giving back to others. The LTG units were another way to reinforce this.

Conversations between students in which they discuss the topics studied, parental feedback and observing student actions all demonstrate a change in student attitudes.

Their language and understanding of selfless acts. It is AMAZING!!

Comments from other staff in regard to how much better behaved some problem children are this year (more caring).

Students brought an enormous amount of food for the Carnival Food Drive.

Another teacher was teaching another unit lesson at the same time I was teaching mine this fall. The students were amazed that the concepts related to different disciplines. I think this affirmed some of the concepts.

The teachers were also asked to supply evidence, if any, of school-related or extracurricular activities stimulated by LTG, beyond the assigned service-learning component in the curriculum (B24a). Most notable among the illustrations were references to the impact of the LTG experience on families and the community at large.

Students made connections with community members and in many cases these connections will continue.

The students suggest philanthropic activities for our student council to sponsor, and all participate.

Students became more aware of what they can do and had a pride in things they were already doing that were service based.

None school-related. Our unit last year involved gardening & I have had students now grow their own gardens.

Wanting to help victims of tsunami.

The students get excited about projects that help others.

My school has adopted many service-learning activities as a result of our involvement in LTG.

Parents more aware. Families have returned to help some of the organizations we helped.

Our school is a model example of what students do beyond projects in class. Many do things on their own with families.

Students willing to voice their opinions and seek ways to make improvements and for ways for their views to be heard.

Some wanted to do more activities with the elementary students.

Increase in devotion to community project. One student rode his bike a ½-hour this summer to participate in the project.

Two students still involved with the organization they went to. Now, they volunteer.

Some students have gone out on their own to give of their time, talents, and treasure without expectations of return.

Our community has really opened up and embraced the projects the kids have been involved in.

We also have further evidence of the impact of the LTG curriculum on the teachers themselves. They were asked: “Has your participation in the project changed the way you view your role as a teacher?” (B33). A remarkable 49% responded: “Yes.” Here are some representative verbatim explanations and illustrations.

My role is to encourage philanthropy—be a role model—talk about ways to engage positively with society.

It reinforced my belief that my role of a teacher is to catalyze a positive change in the world.

My role as a teacher must include social learning as well as simply academic.

There is a huge need to teach students to care for others and property.

Makes me have a more positive attitude.

I instill more than facts and figures. I instill feelings and a desire to improve the future.

The teacher can sometimes take a supporting role instead of a lead role. As a result students gain a sense of ownership.

I found out how important my role is in helping students to become responsible, active citizens.

The teachers were also asked about how satisfied they were overall with the LTG curriculum (B31b). Sixty-four percent said they were “very satisfied” and 34% said “somewhat satisfied.” Only 2% said they were “not very satisfied,” and none said they were “not at all satisfied.” This is a strong endorsement of the curriculum.

Teachers’ Overall Assessments of the LTG Project

As in previous surveys of teacher experiences with the Learning to Give project, this one closed by asking the teachers to rate several aspects of the project overall (D3; see Table 9). The high marks earned by the project this year were consistent with the high marks earned in previous evaluations. The project as a whole was rated as “very good” by 76% of the teachers, and as either “very good” or “good” by 99% of the teachers.

Table 9
Overall Rating of LTG Program (D3)

Aspect Rated	Very				Total*
	Good	Good	Fair	Poor	
LTG project as a whole	76%	23%	1%	0%	100%
Your teaching of LTG lessons	52%	41%	7%	0%	100%
Your competency in computers	54%	38%	7%	1%	100%
LTG project directors	59%	36%	4%	1%	100%
Resources available for the LTG project	60%	36%	3%	1%	100%
Level of support for LTG at my school	36%	39%	22%	4%	101%
The LTG lessons I've used	62%	34%	3%	0%	99%

*Totals may be greater or less than 100% due to rounding.

As in the past, the teachers rated their satisfaction with their own teaching of the LTG lessons less enthusiastically but nonetheless as positive, with 93% rating their teaching as “very good” or “good.” The LTG project directors received a “very good” or “good” from 95% of the teachers. The lessons used also received rather high marks, with 96% rating the lessons as “very good” or “good.” The resources available for the project were similarly rated, with 96% of the teachers rating them as “very good” or “good.”

Support from the teachers’ own schools, on the other hand, received a less positive though still favorable endorsement, with 75% of the teachers rating the level of support as either “very good” or “good.”

In sum, for the 2004-2005 school year, the teachers gave the LTG project, the leadership, the lessons, and the resources stellar marks. They also thought highly of their own teaching of the lessons. One caution that we would place on these results is that the new cohort of teachers, i.e., those teaching the lessons for the first time in 2004-2005, were somewhat more reserved about the project than the experienced hands. For example, 60% of the new cohort rated the LTG project as a whole as “very good,” compared to 82% of those who first joined the program in earlier years; and 45% of the new cohort rated the lessons as “very good,” compared to 69% of the veteran teachers. The latter result, in particular, suggests the possible value of additional training or orientation for new entrants so that they might more quickly realize the same value in the program and the lessons as the veterans.

The teachers’ experience with Learning to Give remains much more than a job or an assignment for them to perform. It is more than a teaching experience. As discussed earlier, it also a learning experience that sometimes leads to revelations about their own roles as teachers. Another question we asked the teachers was: “What is the most important thing you have learned from the piloting of the units this year?” (B32). Here are some representative answers.

Other cultures (African American, Chinese) can teach valuable lessons.

My students and I learned how rewarding it can be to get out of the classroom, and learn in different ways.

The service-learning component or “doing” brings philanthropy to life.

That there is a service-learning element in almost everything.

Historical significance of philanthropy to the development of our societies.

The integrating of the unit into our Black History Month curriculum—very important as my class is over 90% African American.

How it can cover several disciplines, cross over into many curriculum areas.

That the teaching of philanthropy can be easily woven throughout all curriculum, throughout every day, throughout the year.

That adding LTG to the curriculum is not difficult. It is easy to integrate.

There are multiple approaches to the same topic, so curriculum need not be repetitive.

How truly inspiring the lessons are!

I learned my students are capable of learning more (terminology & concepts) than I thought they could learn. Many of them were eager to help others in a selfless way more than I expected.

Students are capable of much more than we sometimes give them credit for. When putting a service project together it is important for students to actively plan & organize in order for them to learn. Let them problem-solve when problems arise.

I've learned that when given the opportunity, elementary students are very capable of helping others. Not only are they capable but they get really excited about it. Their self-esteem skyrockets.

As in previous years, the children are very caring.

That the children never stop amazing me with their interest!

There are many different ways to help.

It is important to teach the need for giving; otherwise there will not be adults who are willing to give and serve.

Life and lessons are changing simultaneously – lessons are updated to meet these changes.

Children can be led to believe in philanthropy, tolerance, environment, etc. Great! But they can just as easily be led to hate. Yikes!

They bring out the best in children. They go and help others on their own.

It is necessary to teach children the joy of random acts of kindness in an age of selfishness.

That it would be difficult to try to implement the projects on your own. It is nice to have lessons made up already.

As teachers share experiences, others want to become involved.

That I love the program and units and it has such a great purpose. I can't wait to do more next year!

Concluding Remarks

The Learning to Give program not only continues to expand and enrich its content and resources for teachers to use; it has also expanded the number and variety of schools and teachers engaged to test and improve the content. One-quarter of the teachers who responded to this survey first taught LTG units in the 2004-2005 school year. In lieu of a summary of our analysis, we offer just a few concluding comments drawn from our survey this year.

- Although we found little difference on the whole between the view of “new” and “veteran” teachers, we did find that the new teachers want more training than they received this past year, and judging by their overall evaluations of the project and lessons, there is definitely a learning curve for the teachers as well as the students.
- The LTG Web site is held in high regard and is one of the most important resources for the teachers. However, it is not actively used, that is with high frequency, by most of the teachers. Perhaps they download curricular and other materials a few times, and then do not return to the site. Encouraging teachers to share ideas and experiences with their peers on the Web site, perhaps with commentary on the units, might be one way to increase the use of the site while also helping the teachers to solve problems that may arise.
- Most of the teacher feedback from surveys came from elementary-school teachers. Because of the small number of respondents from the secondary-school level, especially from high school, it is difficult to draw firm conclusions about how well the LTG curriculum is working at different school levels. The tentative results reported here suggest, however, that high-school teachers are rather less confident in the assessments and program overall than are the elementary teachers, with the middle-school teachers falling somewhere in between.
- The teachers acknowledged and applauded the service-learning component of the curriculum. However, to implement it and to take children away from the school requires added effort and resources from the schools as well as from the teachers. The main reason some teachers did not implement service-learning was the “time” required to organize the effort. Several teachers also mentioned the competition with preparing students for the MEAP. In the past, we found that first-year teachers in the program were less likely to implement service-learning than were veteran teachers. This was not the case this year, perhaps because of the commitment of the schools themselves to this activity. However, 30% of the teachers reported that they did not incorporate service-learning into their LTG units this year. Some schools had a commitment to service-learning before they brought the LTG curriculum in. Nevertheless, it appears that some additional focus on providing the service-learning component of LTG is warranted.

LTG continues to receive very high marks from those who are most directly engaged in its implementation. The written comments on many of the questionnaires amplified the “grades” that the teachers gave. The survey responses suggest that teachers appreciated the choices that they have among lessons, and among different ways to implement the core concepts of philanthropy across the curriculum. Many teachers also remarked on the impact of service-learning on their community. As well, many teachers gained the same enthusiasm for philanthropy that they discovered in their students.

Long-Term Impact Survey of Former LTG Teachers

Mark I. Wilson

Background

The long-term impact survey is one instrument of many used in the ongoing evaluation of the Learning to Give (LTG) project. In particular, the long-term impact survey was directed to all teachers who have been associated with Learning to Give since its start, in order to learn more about how the project affects teachers, students, and schools over many years. The survey had a number of goals:

- 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 learn how teaching philanthropy affects classroom behavior and atmosphere

The survey was conducted in spring 2005 using a Web-based instrument (see Appendix H for the instrument). It was directed to all teachers who have been associated with LTG through a summer institute, as a pilot teacher, field-testing of lessons, etc. Teachers were contacted by E-mail and asked to complete an online survey that included both multiple-choice and open-ended questions about experiences with Learning to Give. In total, requests to complete the survey were sent to 538 E-mail addresses provided by LTG. Of these, 67 replied with error messages, although it is expected that many more messages were not read as E-mail accounts increasingly filter incoming mail. The survey ended with 48 usable responses (8.9%), or 10.2% of the 471 non-error responses.

The Learning to Give project has now been running since 1997, with the teachers surveyed having participated in at least one year of the program since its inception. Those responding to the survey tended to be more recent participants, especially those who joined in 2000 or later. The period of engagement with the project averaged almost three years, with over one-third participating for at least four years and two teachers involved in all eight years covered by the survey. Results show that teachers participating in Learning to Give do stay with the project for many years, and that the three-year pilot school commitment also serves to keep teachers engaged.

Reasons for Participating in Learning to Give

The survey asked what had led respondents to be involved in Learning to Give. The most common reasons were a belief in the subject matter, being teachers in a pilot school or being asked to participate by colleagues or administrators, experience with a summer institute, or seeing presentations by LTG staff. The survey results underscore the importance of colleagues and administrators in bringing attention to LTG, and the role of word-of-mouth in developing support for LTG's mission. Also important is the role of principals in involving teachers. Specific comments from the survey for each major reason for participation are detailed below.

Comments about interest in the subject matter included:

I liked what I believed the program stood for.

...interest in philanthropy.

My interest in service-learning.

I wanted to involve the students more within the community so they could identify themselves as givers.

My involvement with service-learning and my connections with youth philanthropy and service at the Mandel Center for Nonprofit Organizations.

Looking for real world connections to math.

Initially I joined the program because I was an active supporter of service-learning, and used it in my teaching. I saw that what I was doing in the classroom could also be applied to the goals of the philanthropy project. Originally I was also interested in how the grant monies could support these goals in the classroom. Of course the offer of the computer didn't hurt either.

I love the concept of doing for others. I heard about the program and then saw some of the lesson plans and thought that they were incredible and easy to integrate into my classroom.

The importance of teaching philanthropy due to such a lack of it being taught at home.

I wanted my students to learn about giving to others.

Many teachers became involved when they were student teachers or teachers in a pilot school or informed by administrators about the program:

I was a second year teacher and asked to participate in the pilot program. I originally didn't know much about how it could relate to my classroom but thought I would give it a try. Now I don't understand how I could have not taught these concepts in my classroom. They are at the very heart of what we are trying to create: responsible, active citizens!

Our school is a pilot school and we were given time to hear about and learn about what LTG is and how it is used.

I was asked by another teacher to try it.

Our former curriculum director brought it to [our] attention.

*I saw the great projects/lessons that others were teaching in the building.
I decided to get involved.*

The building principal offered it to the faculty. We were all interested.

Opportunity was presented and encouraged by principal.

*I was asked to participate by my principal so that our school would have
representation from each grade level and be considered a pilot school.*

Some became involved through experience with the summer institutes or LTG staff:

I was sent to a summer institute.

*Kathy Agard did a presentation at our school. I was impressed and
wanted to use the lessons in my classroom.*

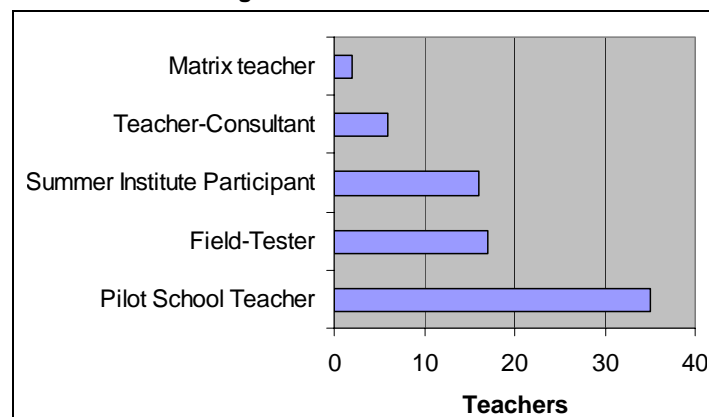
Barbara Dilbeck.

Current Teaching

When the teachers were asked to select the single best expression of their current role in the program, 46 responded. The most common response, by 23 teachers, was that they were teaching in a pilot school and actively involved in teaching the LTG units and lessons. This was followed by 10 teachers who used LTG materials in their classrooms and had no other relationship with LTG. Five teachers in pilot schools incorporated philanthropy concepts/content in the classroom, as appropriate, while two teachers were developing new content for LTG. Six teachers were continuing to teach but no longer used philanthropy content in their classes.

Teachers were involved in the program in many ways, with 18 of the 48 teachers participating in two or more capacities. The forms of involvement with LTG are presented in Figure 1.

Figure 1. LTG Involvement

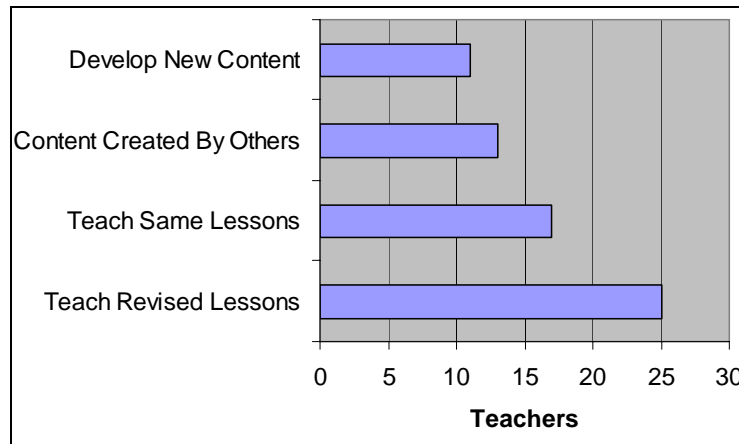


Most common was participation as a pilot school teacher (35 teachers of 48 surveyed), that is, teachers at a pilot school that had a three-year relationship with Learning to Give. (At pilot schools each teacher presents and evaluates at least two LTG units per year.) The second most common form of involvement (17 of 48 teachers) was through the field-

testing of lessons and review of units, where teachers independently taught a LTG unit, although their school was not involved in any relationship with Learning to Give. The summer institutes were a popular form of engagement with the project, with 16 of 48 teachers participating. Lesser levels of involvement were as teacher-consultants (six teachers) and as matrix teachers (two respondents), who were the initial participants in LTG in 1997-2000.

Of the 48 teachers responding, only four no longer taught philanthropy. Of those still teaching the subject, many had developed new content or revised their lessons. Details of the content source of lessons are presented in Figure 2.

Figure 2. Source of Content on Philanthropy



Teachers continued to be engaged with the subject of philanthropy, using multiple sources for lesson and unit content. Most commonly noted, by 25 teachers (52%), was the teaching of revised lessons. Seventeen teachers (48%) continued to teach the same lessons. Thirteen respondents (27%) were teaching new content on philanthropy created by others; eleven teachers (23%) had developed new content on philanthropy for their classes.

Value of Philanthropy Curriculum

Teachers were asked the value of making education in philanthropy a part of the standard curriculum for students in their schools. Responses were very strongly in support of philanthropy education, with 26% saying it was vitally important, 54% very important and 20% somewhat important. None of the teachers responding indicated that the subject had no importance in K-12 education. Half of the teachers replied that philanthropy had been incorporated into their school's curriculum on a regular basis, supporting one of the goals of LTG, i.e., that the subject of philanthropy become a regular element in school curricula.

When asked about the response of their school to teaching philanthropy, the teachers responded across a range of experiences, from very positive to mixed, but only four of the 42 responses were not positive about the experience. Among the comments:

[Our school] is so impressed with the LTG units that we are in the process of including it in our next social studies adoption.

It is seen by the teachers, students, and parents as very positive.

Mixed! First of all, I believe that our world is full of givers and takers. That includes those in the education field. As a pilot school we require teachers to be involved in teaching the concept, but I have discovered that if you are a selfish person, you cannot teach about selflessness. Teachers, too, need to be taught about learning to give.

The school has been actively involved in many service-learning activities.

Pretty good. Many feel they don't have time to teach it even though it can be incorporated in their regular lessons.

Not much participation.

Very positive—many teachers are involved.

Those teachers who teach it are encouraged to do so.

Very positive, everyone does it!

Our school and my classes have become much more involved in giving in a number of philanthropy projects.

Very positive from administrators and parents. Some positive response from staff.

For the most part it has been accepted by the entire staff. With changes in leadership and staff it makes it more challenging to keep the interest at a high level.

About 50% of our school actively teaches philanthropy units.

Our focus is more directly on service-learning and the school is highly supportive of that.

Slow. But lesson plans and eval[uations were] very cumbersome. Too much paper!

My previous school was excited about the opportunities that were created as well as the great representation of the school in the community. My present school is not interested because right now it is going for accreditation, and I believe that they are not quite ready for the process yet.

Parents think it is a neat addition to the regular curriculum. Other teachers who see things from our units hanging in the hallway comment on how neat it is.

Many teachers enjoy incorporating the lesson into their curriculum. Many life lessons are learned in the units.

I think everyone is very excited and thinks it is an excellent experience for all.

All teachers are using the program.

Amazing support from principal and community.

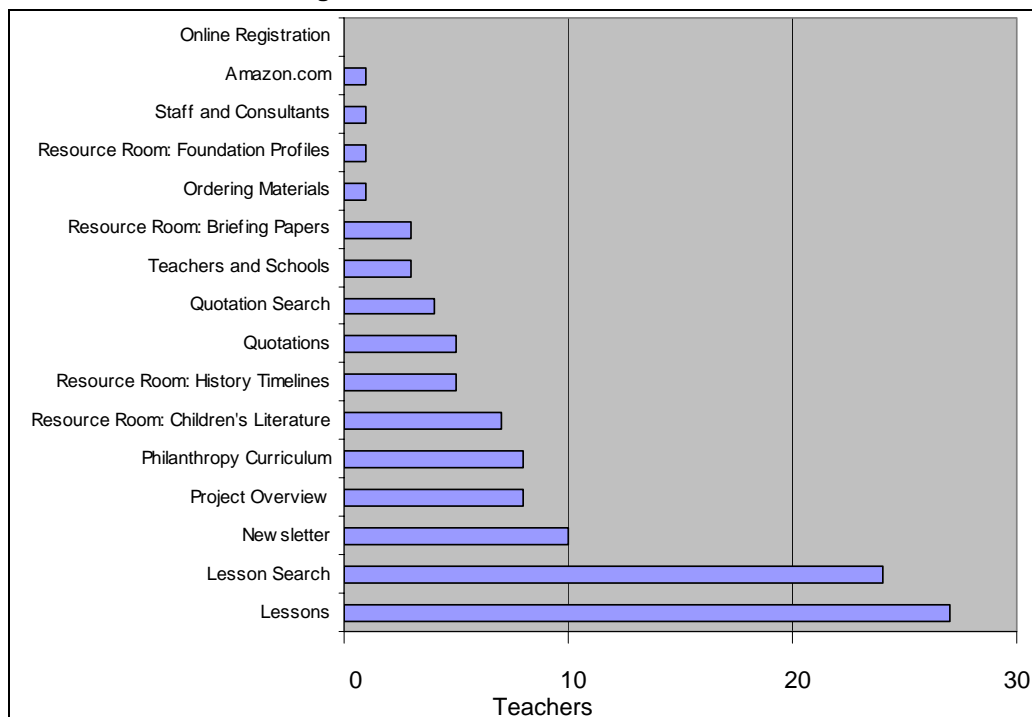
Few teachers use the units, but many have never been given time to learn about what LTG has to offer.

Great!!!!

Use of Learning to Give Web Site

Almost two-thirds of the teachers were currently using the LTG Web site, with the most popular functions being accessing and searching for lessons, the LTG newsletter, the project overview, and information on the philanthropy curriculum. Functions with low rates of use, such as online registration for summer institutes or field testing, may not be as relevant to past participants as to those currently involved. More detail on Web site function use is presented in Figure 3.

Figure 3. Use of LTG Web Site Functions



Student Responses

To learn more about the impact of philanthropy education, teachers were asked how the lessons affected their students. Most teachers saw changes in their students, in particular in their understanding of philanthropy and improved behavior with one another. Three teachers reported no change in students due to philanthropy education. Comments by respondents to this section of the survey tended to fall into three categories: understanding philanthropy, improved behavior, and community participation. Specific comments for each group are provided in the following.

Understanding Philanthropy

The lessons and units taught on philanthropy were seen as increasing awareness about the acts and terms used to describe philanthropic acts. Often noted by teachers was the ability of students to use the language of philanthropy to explain their actions and those of others. Among the comments on this theme were:

I teach 2nd grade, and am amazed to hear 2nd grade students using philanthropic vocabulary that they learn in the units. I truly believe that I have a very caring class as a result of the thread of philanthropy that I intertwine throughout every aspect of my academic curriculum.

They seem to understand more and more what philanthropy is and how to use it in their personal lives.

Students mention that they are philanthropists and that they are giving of their time, talents, and/or treasures when we do service projects. They understand the term very well. I wish more students would incorporate the concept into their daily lives.

Students are much more aware of the world community and know the philanthropy vocabulary.

My students are very observant and relate words such as “selfish, selfless” into their reading and daily lives.

Students are very enthusiastic about service-learning and the philanthropy curriculum is embedded with that.

We are a Catholic school so the students had a very good idea of what philanthropy was, due to the religion curriculum. These lessons were a good way to add to our current curriculum.

They are using terms from lessons and units that I have covered. This is fantastic because they are so young!

Improved Behavior

Associated with the subject matter of philanthropy seemed to be an awareness of personal actions by students, with teachers reporting improved behavior from those they taught. Comments on this theme included:

They have learned to respect the rights and feeling of others. They have also come together as a group to meet community needs. They have realized that they have the power to make a difference.

Students have a better sense of purpose and belonging. Students feel drawn to the creation of a better learning climate for all.

Kids are more caring to each other. They are thinking of others outside of the school setting. We seem to have less problems with discipline. I've been in this building for some time now [and] have seen a definite change in school climate.

Overall, they seem to be kinder.

My students really think more about others. They are more caring and giving.

More respectful of each other and their surroundings [for example] school property.

I find that more than anything, my students are more aware and appreciative of all of the people and systems that are set up to help them succeed. Additionally, students begin to act as a part of a whole rather than as individuals separated from the whole.

They are nice to each other and use the vocabulary.

Students are more aware of others' feelings and of people in the community.

A better understanding as to the needs of others.

My children are giving compliments everyday and have learned that sharing is caring.

They are more aware of taking care of each other and that they can make a difference.

They can identify positive behavior more readily.

They are nicer.

Community Participation

Many teachers included community engagement as a direct or indirect element in their units and lessons. Responses suggest that the LTG content of philanthropy has had community impacts beyond the individuals involved. Teacher comments included:

Students seem more willing to get involved in philanthropy activities. They are better able to identify community needs and how they can become involved citizens.

I saw that my students were finally able to make a connection to what we were doing in the classroom and their local community. Many of them for the first time in their lives had the feeling that they were a valued member of the community.

Their use of terminology used in the lessons. Willingness to participate in projects.

We have a Volunteer club that was started and run totally by the students.

Students have been more aware of giving of their time and talents for the good of others.

The vocabulary from these lessons has helped my 2nd graders talk about and come up with independent projects to help others here at school and around the world.

They realize that they can make a difference. When they get responses they are excited and happy that they helped out.

More aware of opportunities for philanthropy that are in their lives.

Willingness to participate in service projects.

My students are more excited about giving and seem to be looking for ways to give.

Future Engagement

Teachers were asked if they wished to be more engaged with Learning to Give. The most common form of engagement, noted by 14 teachers (29%) was to attend occasional LTG-sponsored professional development workshops on such topics as civic engagement, academic service-learning, school climate, character education, etc. Thirteen (27%) were interested in field testing new units, with seven (15%) serving as teacher-consultants, four (8%) on the advanced teacher track, and two (4%) willing to prepare units on specialized content such as the environment, Hispanic philanthropy, or Native American philanthropy.

Suggestions and Comments

When asked for feedback for the development of the project, the respondents provided comments ranging from specific ideas to statements of support and appreciation for the work of Learning to Give. Comments received included:

I would like to receive online highlights (10-20 ideas in bullet format) from the summer institutes.

After I retire from teaching I would like to continue encouraging teachers to use LTG units.

When I originally began with the project the goal was to go internationally with the project as well. I see a place for the program outside of the U.S. as well.

I am thankful for the opportunities that I have had with the Learning to Give organization. Unfortunately, my time is very limited these days personally and professionally.

When I have had questions about the LTG lesson, Dennis has been very helpful.

Keep up the great work. I am currently teaching full time with two small children and am taking graduate courses. I do not have extra time now, but I will continue to teach Learning to Give lessons in my classroom.

Some of the units are too long. Many times I have to shorten them so I can teach the rest of my curriculum.

At this time, I enjoy doing the units with my class. I'm not able to be more involved at this time because of health issues and other commitments.

Conclusion

The survey of teachers with early and continuing participation in Learning to Give was designed to understand the long-term effects of the project. The survey identified a number of goals that would be informed by this research. In terms of those initial interests, LTG has been shown to have a lasting impact on participants. The original goals of the survey and its current findings are summarized in Table 1.

Table 1. Long Term Impact Survey Goals and Findings, Spring 2005

<i>Survey Goal</i>	<i>Finding</i>
To learn if, and how, teachers remain connected to Learning to Give	The survey showed that teachers participate in LTG because of their interest in, and commitment to, the subject matter of philanthropy. Teachers participated for an average of three years, but also continued to use the units and lessons after their direct engagement ended. In addition, teachers often continued to develop new material on philanthropy for their classrooms.
To determine how association with LTG changes over time, and if early experiences with the project remain with teachers	Many teachers showed an interest in continuing to teach the subject matter of philanthropy and to use resources, such as the LTG Web site, for classroom application. In addition, the commitment to the subject by many teachers suggests that they became involved in LTG for more than pedagogical reasons.
To determine if teachers continue to include philanthropy content in their lessons after their initial contact period with LTG	Teachers did continue to use LTG units and lessons as well as new content in their classes, and many wished to continue their engagement with LTG in the future.
To learn how teaching philanthropy affects classroom behavior and atmosphere	Responses show that for most teachers there was a positive impact associated with the teaching of philanthropy in three ways: <ol style="list-style-type: none"> 1. The ability of students to understand the processes and language of philanthropy 2. Improved behavior in the classroom and with each other 3. Participation on community and philanthropic projects

Learning to Give

APPENDICES



MICHIGAN STATE
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APPENDICES

- A. Student Classwork Scoring Rubric
- B. Schools Affiliated with the Learning to Give Evaluation
- C. Student Survey Instrument
- D. Assessment of Student Philanthropic Knowledge
- E. School Climate Survey Instruments
- F. Individual School Results of School Climate Surveys
- G. Current LTG Teacher Survey Instrument
- H. Online Survey of Former LTG Teachers Instrument

Appendix A

Student Classwork Scoring Rubric

Student Classwork Scoring Rubric

<i>Grade Level</i>	<i>Breakdown of Scores</i>		<i>Patterns of Student Learning</i>
K-2 nd	Applies appropriately beyond the classroom context	6	<ul style="list-style-type: none"> • Students are able to list ways they can help others in their families, schools, and communities. • Students understand that they are responsible for caring for the earth and are able to list ways they can be good stewards of the planet. Some students are able to make connections between their actions and the concept of the common good. • Students can list ways they can be kind to others.
	Applies appropriately within the classroom context	2	
	Limited understanding	1	
	Did not understand	0	
	Not scored	5	
3 rd -5 th	Applies appropriately beyond the classroom context	22	<ul style="list-style-type: none"> • Students can define philanthropy and list ways they can act philanthropically at home, at school, and in the community. • Students understand the concepts of community, stewardship, and common good. They are able to make connections between these concepts and their own actions—particularly in relation to caring for the earth. • Students can distinguish between selfish and selfless behavior and give examples of each. • Students have learned about famous historical philanthropists and philanthropists in their local community; students can explain what motivates these people to help and identify the beneficiaries of their efforts. • Students understand volunteerism and can list ways they can volunteer in their communities. • Students have an emerging understanding of ethical decision making.
	Applies appropriately within the classroom context	45	
	Limited understanding	5	
	Did not understand	2	
	Not scored	27	
6 th -8 th	Applies appropriately beyond the classroom context	4	<ul style="list-style-type: none"> • Students can often, though not always, define racism, prejudice, and bias in their own words, apply these concepts to the actions of fictional characters, and explain the importance of and need for enacting these concepts in their own lives. • Students understand the meaning of tolerance and appreciate that people are deserving of both tolerance and respect. • Students can define community and list ways they can help improve their own communities. • Students understand the Bill of Rights and are able to apply the principles of this document to their own lives. • Students can identify the core democratic values and explain how these values were either upheld or ignored in American history. Students are able to apply the CDVs of common good, diversity, and equality to their own lives, but struggle to make similar connections with popular sovereignty, patriotism, and individual rights. • Students understand their role in caring for the environment and, at times, link this responsibility with the notion of common good. • Though students seem to understand and support religious tolerance, many were not able to distinguish among the history and beliefs of the world's major religions.
	Applies appropriately within the classroom context	14	
	Limited understanding	2	
	Did not understand	2	
	Not scored	5	
9 th -12 th	Applies appropriately beyond the classroom context	11	<ul style="list-style-type: none"> • Students are able to define prejudice and culture and several are able to explain the connection between increased cultural awareness and greater tolerance. • Students understand the meaning of civic/community engagement and can explain how they can be active, participatory citizens. • Students are able to research the lives and contributions of philanthropists, explain what motivated these philanthropists and whom they helped, and express gratitude and appreciation for their efforts. • Students know how to volunteer in their communities and understand how volunteerism has helped shape American history. • Students are aware of the historical, political, and social contexts of the civil rights era and make connections between this history and the concepts of respect, tolerance, and community engagement.
	Applies appropriately within the classroom context	17	
	Limited understanding	8	
	Did not understand	0	
	Not scored	4	

Appendix B

Schools Affiliated with the Learning to Give Evaluation

Schools Affiliated with the Learning to Give Evaluation^{*}

Pilot Schools (Including MSU Research Schools)

<i>School District</i>	<i>City</i>	<i>State</i>	<i>School</i>
Albion Public Schools	Albion	MI	Harrington Elementary School Washington Gardner Elementary School
Black River Public School [†]	Holland	MI	
Detroit Public Schools	Detroit	MI	Van Zile Elementary School [†]
Jackson Public Schools	Jackson	MI	Amy Firth Middle School [†] Cascades Elementary Jackson High School [†] Wilson Elementary School
Mona Shores Public Schools	Muskegon	MI	Campbell Elementary Churchill Elementary [†] Lincoln Park Elementary Ross Park Elementary
Muskegon Catholic Schools	Muskegon	MI	St. Francis de Sales Elementary [†] St. Michael's Elementary
Onkama Consolidated Schools	Onkama	MI	Onkama Elementary Onkama Middle School
Reeths-Puffer Schools	Twin Lake	MI	Twin Lake Elementary School
Romulus Community Schools	Romulus	MI	Barth Elementary Cory Elementary Hale Creek Elementary Merriman Elementary School Romulus Elementary Romulus Middle School Romulus Senior High School [†] Wick Elementary Schools
Saginaw City School District	Saginaw	MI	Kempton Elementary
Saugatuck Public Schools	Douglas	MI	Douglas Elementary [†]
St. Charles Community Schools	St. Charles	MI	Anna M. Thurston Middle School [†]

[†]MSU research school

***Pilot schools** are in a three-year evaluative relationship with Learning to Give where LTG lessons are being taught at every grade level in a school building. The 2004-2005 school year was the third year of this relationship. Learning to Give (LTG) schools involve approximately one-third of the school building's classroom teachers at the elementary level and/or involve a significant number of teachers in social studies, English language arts, or other appropriate curriculum areas at the middle-school or high-school level.

Research schools, a subset of 12 pilot schools, are those where the Michigan State University evaluation team has focused its activities.

LTG schools, which receive less inservice training than the pilot schools, involve approximately one-third of the school building's classroom teachers at the elementary level and/or involve a significant number of teachers in social studies, English language arts, or other appropriate curriculum areas at the middle-school or high-school level.

CHESP schools, relatively new to LTG, are involved in a three-year relationship with Learning to Give as a part of a Michigan Community – Higher Education – School Partnership grant.

LTG Schools

<i>School District</i>	<i>City</i>	<i>State</i>	<i>School</i>
Appleton Public Schools	Appleton	WI	Foster Elementary School
Battle Creek School District	Battle Creek	MI	Battle Creek Central
Buchanan Community Schools	Buchanan	MI	Ottawa Elementary School
Calhoun Christian School	Battle Creek	MI	
Comstock Public Schools	Kalamazoo	MI	East Elementary
Dowagiac Union Schools	Dowagiac	MI	Justus Gage Elementary McKinley School
Fremont Public Schools	Fremont	MI	Pathfinder Elementary School
Godwin Heights Schools	Wyoming	MI	North Godwin Elementary School
Hannahville Indian Community Schools	Wilson	MI	Nah Tah Wahsh PSA N14911
Holton Public Schools	Holton	MI	Holton Elementary
Kalamazoo Public Schools	Kalamazoo	MI	Spring Valley Elementary School
Montague Public Schools	Montague	MI	R.R. Oehrli Elementary
North Muskegon Public Schools	Muskegon	MI	North Muskegon Elementary North Muskegon High School North Muskegon Middle School
Orchard View Public Schools	Muskegon	MI	Orchard View Elementary School
Ravenna Public Schools	Ravenna	MI	Beechnau Elementary
Reeths-Puffer Schools	Muskegon	MI	Central Elementary School McMillan Elementary School
Saranac Schools	Saranac	MI	Jean K. Harker Middle School
South Haven Public Schools	South Haven	MI	Hartman Elementary School Indiana Elementary Lincoln Elementary School Maple Grove Elementary
South Lyon Community Schools	New Hudson	MI	Dolsen Elementary
Utica Community Schools	Shelby Twnshp	MI	Eisenhower High School
Whitehall District Schools	Whitehall	MI	Ealy Elementary School Shoreline Elementary School

LTG CHESP Schools

<i>School District</i>	<i>City</i>	<i>State</i>	<i>School</i>
Bath Community Schools	Bath	MI	Bath Elementary School Bath High School Bath Middle School
Battle Creek School District	Battle Creek	MI	Battle Creek Central
Bedford Public Schools	Temperance	MI	Community Education Dept.
	Lambertville	MI	Monroe Road Elementary
	Temperance	MI	Temperance Road Elementary
Carson City-Crystal Area Schools	Carson City	MI	Carson City Elementary School Carson City High School Carson City Middle School
Clarkston Community Schools	Clarkston	MI	Clarkston Elementary
Diocese of Kalamazoo	Coldwater	MI	St. Charles Borromeo Elementary School
Dowagiac Union Schools	Dowagiac	MI	McKinley School
Honey Creek Community School	Ann Arbor	MI	High Point School
Jackson Public Schools	Jackson	MI	Amy Firth Middle School Cascades Elementary Jackson High School Wilson Elementary School
Manistee ISD	Manistee	MI	Casman Alternative Academy
Onkama Consolidated Schools	Onkama	MI	Onkama Middle School
Palo Community School	Palo	MI	Palo Elementary/Middle School
Shelby Public Schools	Shelby	MI	Shelby High School Thomas Read
Wayne-Westland Community Schools	Westland	MI	John Glenn High School
	Wayne	MI	Wayne Memorial High School
Williamston Community Schools	Williamston	MI	Williamston High School

Appendix C

Student Survey Instrument

School _____

Teacher _____

Grade _____

**Student Survey
K-12 Philanthropy Program**

1. During this school year, have you participated in any community service activity or volunteer work at your school or in your community?

YES { }
NO { }

If you answered 'NO' on this question, please skip to question #11.

2. Please give me one example of your service activity or volunteer work:

3. Are you participating in this service activity or volunteer work now?

YES { } NO { }

4. Do you/did you participate in this activity on a regular basis, or only once or twice?

Regular Basis { } Once or Twice { }

5. During this school year, how many weeks did you participate in this activity? _____

6. During the weeks you were participating, how many hours per week did you spend doing this activity? _____

7. Why did you first start to work with the volunteer activity that you have been involved in this year? Circle the letters for all that apply:

- a. A family member (other than myself) was already involved
- b. Someone in my household was (or I was) getting services from this group
- c. I was asked to help by a friend
- d. I was deeply concerned about the issue
- e. It was required for school
- f. I was made to do it (by parents, law, someone else)
- g. Just fell into it—no real reason

8. Did you have a chance to talk about your work with (circle the letters for all that apply):

- a. Members of your family
- b. Members of your class
- c. Your friends

9. Did your service activity count toward your grade in any class?

YES { } NO { }

10. What were the effects of your service project? How did you find out what the effects were?

11. Have you ever written a letter to a newspaper or government official? (Circle one letter.)
- Yes, within last 12 months
 - Yes, but not within last 12 months
 - No, haven't done it
 - I don't know or can't remember
12. Have you ever worked together informally with some one or some group to solve a problem in the community where you live? (Circle one letter.)
- Yes, within last 12 months
 - Yes, but not within last 12 months
 - No, haven't done it
 - I don't know or can't remember
13. Imagine you went to a community meeting and people were standing up to make comments and statements. Do you think you could make a comment or a statement at a public meeting? (Circle one letter.)
- Yes--would be comfortable
 - Yes--but would be uncomfortable
 - No--would not want to make a statement
 - I Don't Know
14. Why do you think people should help others in their community? Circle the letters for all that apply:
- It is important to help others in need
 - A friend asks you to help
 - Giving to others helps me too
 - Because those who have more should help those with less
 - It is a good use of my free time
15. When was the last time you gave money or objects (clothes, toys, food, or books) to a charity?
- This week { }
 - Last month { }
 - Least year { }
 - Never { }
16. Would you like to volunteer or donate money to a charity in the future?
- YES { } NO { }
17. Whom would you most like to help by volunteering or donating money? (Choose one)
- People: such as other students, disabled children, homeless people, or the elderly
 - An organization such a s a school, church, community or political organization
 - The environment or nature
 - Animals
 - Others Please specify _____

Appendix D

Assessment of Student Philanthropic Knowledge

Learning To Give
Elementary School Level Assessment
Form A

(April 2005)

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 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

2. 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

3. 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

4. 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.

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

Continue

6. 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.
7. Susan B. Anthony fought for women's voting rights. Why would her actions be called 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.
8. 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
9. 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
10. Mr. Chen's class worked on many projects last year. Which one shows **philanthropy**?
- A. They built a model of a Native American village.
 - 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.

Continue

11. 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
12. Philanthropy has been defined as the giving or sharing of *time*, *talent*, or *treasure*.

Give one example of sharing *time*:

Give one example of sharing *talent*:

Give one example of sharing *treasure*:

Continue

13. The term **common resource** refers to property that belongs to whom?
- A. All citizens
 - B. An individual or family
 - C. A corporation
 - D. Teachers
14. 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.
15. 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
16. 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.
17. 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 decorated and donated holiday cards to the Children's hospital.
 - D. Marta won the school spelling bee.

Continue

18. 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 the students should 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
19. 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.
20. 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 obey laws
21. 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

Continue

22. 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.
23. 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
24. 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.
25. Name one nonprofit charitable organization.

Continue

26. 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.
27. 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
28. 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

Stop

Learning To Give
Elementary School Level Assessment
Form B

(April 2005)

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.
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- 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 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

2. 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.

3. 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.

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

Continue

5. Which student gave her **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.
6. 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.
7. Susan B. Anthony fought for women's voting rights. Why would her actions be called 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.
8. 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
9. Mr. Chen's class worked on many projects last year. Which one shows **philanthropy**?
- A. They built a model of a Native American village.
 - 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.

Continue

10. Philanthropy has been defined as the giving or sharing of *time*, *talent*, or *treasure*.

Give one example of sharing *time*:

Give one example of sharing *talent*:

Give one example of sharing *treasure*:

11. 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

12. 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.
13. 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 part of the service project would be most helpful 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 can be used by everyone.
14. 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
15. Which of these jobs is most likely to be a **volunteer** position?
- A. Nurse
 - B. Waiter
 - C. Scout leader
 - D. Police officer

Continue

16. 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
17. 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.
18. 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 decorated and donated holiday cards to the Children's hospital.
 - D. Marta won the school spelling bee.
19. 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

20. 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.
21. 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
22. 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
23. 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

24. 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 served.
 - C. To learn the names of the cooks
 - D. To fill out paper work so that everyone could get paid
25. Name one nonprofit charitable organization.
- _____
- _____
26. 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. Takes care of the needs of people in the community
 - D. Advertises for financial support.
27. 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
28. 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

Stop

Learning To Give
Middle School Level Assessment
Form A

(April 2005)

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

Wait

1. Sandra and her family serve meals at the local homeless shelter. What aspect of **philanthropy** does this show?
 - A. Self discipline
 - B. Giving of one's time
 - C. Proper manners
 - D. Family togetherness

2. 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

3. Giving one's time, treasure, and talents for the common good is a definition of which of these?
 - A. Philanthropy
 - B. Ecology
 - C. Hypocrisy
 - D. Anthropology

4. 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

5. When a person volunteers philanthropically, what should that person expect in return?
 - A. New career opportunities
 - B. Money
 - C. Public recognition
 - D. Nothing

Continue

6. Which of the following philanthropic acts best describes the Core Democratic Value of **common good**?
- A. Feeding the neighbor's dogs
 - B. Reading the newspaper
 - C. Cleaning the neighborhood park
 - D. Storing old newspapers in the garage
7. Which 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
8. 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
9. 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

Continue

10. 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
11. 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
12. 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.
13. 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
14. Clara Barton founded which organization?
- A. The Salvation Army
 - B. The Red Cross
 - C. The Sierra Club
 - D. The Peace Corps

Continue

15. 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.
16. 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)
17. 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
18. 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

19. Success in which sector depends on providing order and stability in society?
- A. Business Sector
 - B. Government Sector
 - C. Nonprofit Sector
 - D. Philanthropic Sector
20. 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
21. Identify one philanthropic act that Horace Mann did.

22. 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

Continue

23. 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.
24. 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
25. 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.
26. In the 1800s several religious groups helped enslaved people escape into Canada. Which philanthropic principle does this illustrate?
- A. Enlightened self-interest
 - B. Altruism
 - C. Stewardship
 - D. Egoism

Continue

27. Identify one philanthropic act that Benjamin Franklin did.

28. 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

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

Grant making Foundation: _____

Purpose: _____



Learning To Give
Middle School Level Assessment
Form B

(April 2005)

Directions to the Student

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

Wait

1. 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

2. 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

3. Which sector is usually responsible for selling goods to the community for a **profit**?
 - A. Business
 - B. Tax-exempt
 - C. Government
 - D. Non-profit

4. Giving one's time, treasure, and talents for the common good is a definition of which of these?
 - A. Philanthropy
 - B. Ecology
 - C. Hypocrisy
 - D. Anthropology

5. When a person volunteers philanthropically, what should that person expect in return?
 - A. New career opportunities
 - B. Money
 - C. Public recognition
 - D. Nothing

Continue

6. 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
7. Which 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
8. 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
9. Identify one philanthropic act that Molly Pitcher did.

Continue

10. 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
11. 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
12. 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.
13. 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
14. 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

15. 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
16. Clara Barton founded which organization?
- A. The Salvation Army
 - B. The Red Cross
 - C. The Sierra Club
 - D. The Peace Corps
17. 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.
18. 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)
19. 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

Continue

20. 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
21. 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
22. Identify one philanthropic act that Horace Mann did.

23. 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 voluntary donation of money at this concert be classified?
- A. Profit
 - B. Community capital
 - C. Mutual funds
 - D. Gross earnings

Continue

24. 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
25. Which sector depends on **voluntary** actions to meet the needs of society for the common good?
- A. Business Sector
 - B. Government Sector
 - C. Nonprofit Sector
 - D. Environmental Sector
26. 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.
27. What act by Chief Seattle led others to call him a philanthropist?
- A. He was a courageous warrior.
 - B. He was a famous Native American.
 - C. He asked the government to take care of the land for future generations.
 - D. His family members and tribe respected him.

Continue

28. 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.

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

29. 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

Stop

Learning To Give
High School Level Assessment
Form A

(April 2005)

Directions to the Student

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Wait

This article appeared in a local paper. *Answer Question 1 based on this information.*

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. Identify the specific philanthropic action taken by students at Washington High School.

2. 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

3. 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

Continue

4. Which of these is the best illustration of an individual's **gift-giving** behavior?
- A. Jesse donated money to the United Way.
 - A. 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.

This article appeared in a local paper. *Answer Questions 5 and 6 based on this information.*

A track team is organizing a fund-raiser. 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 and 2) to hold a banquet upon completion of the fund-raiser.

5. What was the primary need identified by the track team?
- A. A need to have fun
 - B. A need to celebrate the year's successes
 - C. A need for new track equipment
 - D. A need to teach people how to exercise safely
6. 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

7. 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 American Dental Association
8. What should a person expect to receive in exchange for a **philanthropic** activity or service?
- A. Payment
 - B. Nothing
 - C. Fame
 - D. Professional advancement
9. 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
10. 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

Continue

This article appeared in a local paper. *Answer Questions 11-13 using this information.*

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.

11. 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
12. 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.
13. 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

Continue

14. 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
15. 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.
-
-
16. 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
17. **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

18. 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
19. A foundation serves the **common good** through which of these practices?
- A. Legislation
 - B. Grant making
 - C. Taxation
 - D. The lottery
20. 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
21. List one career opportunity in the non-profit sector. Indicate how this work would benefit the common good.

Opportunity: _____

Benefit: _____

Continue

22. Which is the best definition of an individual's **reserved powers**?
- A. Powers guaranteed to individuals by law
 - B. Powers not delegated by the Constitution to the federal government
 - C. Powers granted to the individual by the Judicial Branch
 - D. Powers legislated by the President
23. 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
24. 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
25. 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

Stop

Learning To Give
High School Level Assessment
Form B

(April 2005)

Directions to the Student

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Wait

1. 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

2. 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

3. Which of these best illustrates **stewardship**?
 - A. Recycling newspapers to raise money
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 - D. Leaving work early when the boss is out of town

4. Which of these is the best illustration of an individual's **gift-giving** behavior?
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 - A. Kira was elected president of the chess club at school.
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 - D. A need to teach people how to exercise safely
6. Which of the following would be a violation of acceptable safety procedures when conducting this event?
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 - D. Holding the race in the rain
7. 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 American Dental Association

Continue

8. 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
9. 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
10. Which of these is the best description of the **nonprofit** sector?
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 - B. Patriarchic, commercial organizations that benefit sports teams
 - C. Autocratic, civic organizations that benefit state and local government
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11. Of the following, which is the most important skill for the students participating in this service project?
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 - B. Using slang terms not understood by the elderly
 - C. Walking slowly when escorting the residents
 - D. Leaving their backpacks on the floor

Continue

14. 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
15. Which of these is the best example of a positive outcome resulting from a foundation grant intended for the **common good** of a community?
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Continue

18. **Altruism** can best be defined as which of these?
- A. Acting to benefit others
 - B. Supporting a Constitutional amendment
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 - D. Working hard to earn a day's wage
19. Which of these historical events best illustrates a **citizen action** that affected the **common good**?
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 - D. Jane Addams being an advocate for the poor
20. A foundation serves the **common good** through which of these practices?
- A. Legislation
 - B. Grant making
 - C. Taxation
 - D. The lottery
21. List one career opportunity in the non-profit sector. Indicate how this work would benefit the common good.

Opportunity: _____

Benefit: _____

Continue

22. 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
23. 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
24. 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
25. 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.

Stop

Appendix E

School Climate Survey Instruments:

**Elementary Schools
Middle and High Schools**

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:
I like going on field trips.

A	B	C	D
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

"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 _____

Appendix F

Individual School Results of School Climate Surveys

Individual School Results of School Climate Surveys

School Climate Survey Results for Bath High School

		<i>Overall CHESP High School Sample N = 365</i>		<i>Bath High School N = 137</i>	
<i>Gender</i>	Male	44%		38%	
	Female	56%		62%	
<i>Race</i>	White	82%		89%	
	Other	18%		11%	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Adult-student relationships		21.6	5.2	22.3	4.6
Commitment to common good, helping		21.6	5.3	21.5	5.0
Peer relationships		17.7	3.9	17.8	3.8
Rules and expectations		27.4	5.2	27.9	4.6
Safety and belonging		18.8	4.4	19.2	3.9
School satisfaction		17.6	4.3	17.7	4.0

The School Climate Survey consisted of the six subscales indicated. The students surveyed at Bath High School indicated similar perceptions in the quality of support, care, and respect from their peers and adults, their understanding of school rules and expectations and the consistency with which rules are applied to students, their commitment as well as their school's commitment to the common good and helping, their sense of safety and belonging, and their satisfaction with school compared to students in other CHESP high schools that were part of this LTG evaluation report. In other words, students' School Climate Survey responses at Bath High School did not differ significantly from the responses of the overall high school sample.

School Climate Results for Bath Middle School

		<i>Overall CHESP Middle School Sample N = 226</i>		<i>Bath Middle School N = 97</i>	
<i>Gender</i>	Male	54%		50%	
	Female	46%		50%	
<i>Race</i>	White	78%		74%	
	Other	22%		26%	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Adult-student relationships		22.9	5.2	23.0	5.1
Commitment to common good, helping		21.8	5.4	20.9	5.4
Peer relationships		18.4	4.3	17.7	4.0
Rules and expectations		28.4	5.2	28.2	5.2
Safety and belonging		19.2	4.6	19.2	4.6
School satisfaction		18.3	4.2	17.8	4.5

The students surveyed at Bath Middle School indicated similar perceptions in the quality of support, care, and respect from their peers and adults, their understanding of school rules and expectations and the consistency with which rules are applied to students, their commitment as well as their school's commitment to the common good and helping, their sense of safety and belonging, and their satisfaction with school compared to students in other CHESP middle schools that were part of this LTG evaluation report.

School Climate Results for Carson City Elementary School

	Overall CHESP Elementary Sample N = 148		Carson City Elementary N = 47	
Gender	Male	49%	Male	36%
	Female	51%	Female	64%
Race	White	68%	White	79%
	Other	32%	Other	21%
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Adult-student relationships	25.5	4.6	26.2	3.5
Commitment to common good, helping	25.0	5.1	25.9	4.4
Peer relationships	21.2	3.6	21.8	3.2
Rules and expectations	30.7	4.9	31.1	4.3
Safety and belonging	21.4	4.7	22.4	4.3
School satisfaction	21.3	4.9	22.2	4.1

The students surveyed at Carson City Elementary School indicated similar perceptions in the quality of support, care, and respect from their peers and adults, their understanding of school rules and expectations and the consistency with which rules are applied to students, their commitment as well as their school's commitment to the common good and helping, their sense of safety and belonging, and their satisfaction with school compared to students in other CHESP elementary schools that were part of this LTG evaluation report.

School Climate Survey Results for Carson City High School

	Overall CHESP High School Sample N = 365		Carson City High School N = 49	
Gender	Male	44%	Male	33%
	Female	56%	Female	67%
Race	White	82%	White	80%
	Other	18%	Other	20%
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Adult-student relationships	21.6	5.2	19.8*	5.3
Commitment to common good, helping	21.6	5.3	21.9	5.5
Peer relationships	17.7	3.9	17.6	3.7
Rules and expectations	27.4	5.2	26.7	5.1
Safety and belonging	18.8	4.4	17.9	4.7
School satisfaction	17.6	4.3	18.1	3.8

*Difference at $p < .05$ level

The students surveyed at Carson City High School indicated similar perceptions in the quality of support, care, and respect from their peers, their understanding of school rules and expectations and the consistency with which rules are applied to students, their commitment as well as their school's commitment to the common good and helping, their sense of safety and belonging, and their satisfaction with school compared to students in other CHESP high schools that were part of the LTG evaluation report. However, students at Carson City High School indicated lower scores on the adult-student relationship scale, $t(48) = -2.3$, $p < .05$. Students appear to feel less supported and cared for by the adults in their school compared to the overall high school sample.

School Climate Results for Carson City Middle School

		<i>Overall CHESP Middle School Sample N = 226</i>		<i>Carson City Middle School N = 84</i>	
<i>Gender</i>	Male		54%	Male	54%
	Female		46%	Female	46%
<i>Race</i>	White		78%	White	86%
	Other		22%	Other	14%
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Adult-student relationships		22.9	5.2	22.0	5.4
Commitment to common good, helping		21.8	5.4	21.5	5.3
Peer relationships		18.4	4.3	17.8	4.3
Rules and expectations		28.4	5.2	27.9	5.4
Safety and belonging		19.2	4.6	18.8	4.8
School satisfaction		18.3	4.2	18.6	3.7

The students surveyed at Carson City Middle School indicated similar perceptions in the quality of support, care, and respect from their peers and adults, their understanding of school rules and expectations and the consistency with which rules are applied to students, their commitment as well as their school's commitment to the common good and helping, their sense of safety and belonging, and their satisfaction with school compared to students in other CHESP middle schools that were part of this LTG evaluation report.

School Climate Survey Results for Honey Creek Community School

		<i>Overall CHESP Elementary School Sample N = 148</i>		<i>Honey Creek Elementary School-Aged Students N = 26</i>		<i>Overall CHESP Middle School Sample N = 226</i>		<i>Honey Creek Middle School Aged-Students N = 17</i>	
<i>Gender</i>	Male	49%		Male	50%	Male	54%	Male	59%
	Female	51%		Female	50%	Female	46%	Female	41%
<i>Race</i>	White	68%		White	58%	White	78%	White	59%
	Other	32%		Other	42%	Other	22%	Other	41%
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Adult-student relationships		25.5	4.6	25	5.1	22.9	5.2	26.2*	5.3
Commitment to common good, helping		25.0	5.1	25.6	4.8	21.8	5.4	23.6	5.3
Peer relationships		21.2	3.6	21.6	4.3	18.4	4.3	23.1**	3.7
Rules and expectations		30.7	4.9	30.2	6.2	28.4	5.2	30.1	5
Safety and belonging		21.4	4.7	20.8	5.4	19.2	4.6	22.3*	4.6
School satisfaction		21.3	4.9	20.8	5.7	18.3	4.2	20.8*	4.7

*Difference at p < .05 level

**Difference at p < .001 level

The students surveyed at Honey Creek Community School were split into an elementary (K-5) and middle school (6-8) samples so that comparisons could be made to same-aged peers. The K-5th grade students surveyed at Honey Creek Community School indicated similar perceptions in the quality of support, care, and respect from their peers and adults, their understanding of school rules and expectations and the consistency with which rules are applied to students, their commitment as well as their school's commitment to the common good and helping, their sense of safety and belonging, and their satisfaction with school compared to students in other CHESP elementary schools that were part of this LTG evaluation report. Students in grades 6 through 8 indicated similar perceptions in their commitment and their school's commitment to the common good and helping and in their understanding of school rules and expectations and the consistency with which rules are applied compared to students in other middle

schools. However, the middle school-aged students at Honey Creek Community School reported more positive perceptions of their relationships with the adults and peers in their school, $t(16) = 2.6, p = .02$ and $t(16) = 5.2, p < .001$, respectively, than students from other middle schools. In addition, these students reported more positive perceptions of their safety and belonging and quality of school life, $t(16) = 2.8, p = .01$ and $t(16) = 2.2, p = .04$, respectively. These comparisons should be interpreted with caution given the small number of students who were surveyed at Honey Creek Community School.

School Climate Results for Onekama Middle School

		<i>Overall CHESP Middle School Sample N = 226</i>		<i>Onekama Middle School N = 20</i>	
<i>Gender</i>	Male	54%		Male	80%
	Female	46%		Female	20%
<i>Race</i>	White	78%		White	70%
	Other	22%		Other	30%
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Adult-student relationships		22.9	5.2	22.3	4.4
Commitment to common good, helping		21.8	5.4	23.2	5.0
Peer relationships		18.4	4.3	19.1	2.9
Rules and expectations		28.4	5.2	28.9	4.0
Safety and belonging		19.2	4.6	18.5	2.9
School satisfaction		18.3	4.2	16.4*	4.0

*Difference at $p < .05$

The students surveyed at Onekama Middle School indicated similar perceptions in the quality of support, care, and respect from their peers and adults, their understanding of school rules and expectations and the consistency with which rules are applied to students, their commitment as well as their school's commitment to the common good and helping, and their sense of safety and belonging compared to students in other CHESP middle schools that were part of this LTG evaluation report. However, Onekama Middle School students did differ significantly from the overall middle school sample in their school satisfaction, $t(19) = -2.2, p = .04$, indicating less positive ratings of their quality of school life. These comparisons should be interpreted with caution given the small number of students surveyed at Onekama Middle School.

School Climate Results for Palo Community School

		<i>Overall CHESP Elementary Sample N = 148</i>		<i>Palo Community School N = 37</i>	
<i>Gender</i>	Male	49%		Male	51%
	Female	51%		Female	49%
<i>Race</i>	White	68%		White	81%
	Other	32%		Other	19%
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Adult-student relationships		25.5	4.6	24.9	6.0
Commitment to common good, helping		25.0	5.1	25.6	5.8
Peer relationships		21.2	3.6	20.8	4.2
Rules and expectations		30.7	4.9	29.9	5.6
Safety and belonging		21.4	4.7	19.7	5.5
School satisfaction		21.3	4.9	19.9	5.4

The students surveyed at Palo Community School indicated similar perceptions in the quality of support, care, and respect from their peers and adults, their understanding of school rules and expectations and the consistency with which rules are applied to students, their commitment as well as their school's commitment to the common good and helping, their sense of safety and belonging, and their satisfaction with school compared to students in other CHESP elementary schools that were part of this LTG evaluation report.

School Climate Results for Thomas Reed Elementary School

		<i>Overall CHESP Elementary Sample N = 148</i>		<i>Thomas Reed Elementary N = 46</i>	
<i>Gender</i>	Male	49%		Male	56%
	Female	51%		Female	44%
<i>Race</i>	White	68%		White	57%
	Other	32%		Other	43%
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Adult-student relationships		25.5	4.6	25.3	3.7
Commitment to common good, helping		25.0	5.1	23.8	5.1
Peer relationships		21.2	3.6	20.6	3.0
Rules and expectations		30.7	4.9	31.2	4.0
Safety and belonging		21.4	4.7	21.9	3.9
School satisfaction		21.3	4.9	21.6	4.2

The students surveyed at Thomas Reed Elementary School indicated similar perceptions in the quality of support, care, and respect from their peers and adults, their understanding of school rules and expectations and the consistency with which rules are applied to students, their commitment as well as their school's commitment to the common good and helping, their sense of safety and belonging, and their satisfaction with school compared to students in other CHESP elementary schools that were part of this LTG evaluation report.

School Climate Survey Results for Shelby High School

		Overall CHESP High School Sample N = 365		Shelby High School N = 106	
Gender	Male	44%		Male	50%
	Female	56%		Female	50%
Race	White	82%		White	72%
	Other	18%		Other	28%
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Adult-student relationships		21.6	5.2	22.5	5.0
Commitment to common good, helping		21.6	5.3	22.5	5.2
Peer relationships		17.7	3.9	18.3	3.6
Rules and expectations		27.4	5.2	28.2	4.6
Safety and belonging		18.8	4.4	19.3	4.5
School satisfaction		17.6	4.3	18.1	4.0

The students surveyed at Shelby High School indicated similar perceptions in the quality of support, care, and respect from their peers and adults, their understanding of school rules and expectations and the consistency with which rules are applied to students, their commitment as well as their school's commitment to the common good and helping, their sense of safety and belonging, and their satisfaction with school compared to students in other CHESP high schools that were part of this LTG evaluation report.

School Climate Survey Results for Williamston High School

		Overall CHESP High School Sample N = 365		Williamston High School N = 73	
Gender	Male	44%		Male	52%
	Female	56%		Female	48%
Race	White	82%		White	85%
	Other	18%		Other	15%
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Adult-student relationships		21.6	5.2	20.3	5.8
Commitment to common good, helping		21.6	5.3	20.0*	5.8
Peer relationships		17.7	3.9	17.0	4.6
Rules and expectations		27.4	5.2	25.8*	6.4
Safety and belonging		18.8	4.4	18.2	4.9
School satisfaction		17.6	4.3	16.2*	5.2

*Difference at $p < .05$ level

The students surveyed at Williamston High School indicated similar perceptions in the quality of support, care, and respect from their peers and adults at their school compared to students in other CHESP high schools that were part of this LTG evaluation report. However, significant differences were found in Williamston High School students' perceptions of their commitment to the common good and helping, school rules and expectations, and their satisfaction with school compared to the overall high school sample. Students were found to report lower levels in their commitment to helping others, providing service to their community as well as perceptions that their school ascribed to these ideas, $t(72) = -2.3$, $p = .025$. In addition, Williamston High School students also indicated less positive perceptions of their school rules and expectations and in the consistency with which rules are applied to students, $t(72) = -2.1$, $p = .04$. Students also reported less positive satisfaction with the quality of their school experiences, $t(72) = -2.3$, $p = .025$.

Appendix G

Current LTG Teacher Survey Instrument

5/23/05

Learning to Give – Giving to Learn **Survey Teachers**

This questionnaire is designed to gather information about the operation and success of the *Learning to Give (LTG)* project. Periodic surveys have proved to be a valuable way to identify areas that are strong as well as areas in need of improvement.

Please take some time now to complete this questionnaire and return it to us in the enclosed envelope. Your participation in this survey is voluntary. You also have the right not to answer any question that makes you feel uncomfortable. However, every teacher's opinion is important to the overall evaluation of the project, so we hope you will participate and will answer as many questions as you can. We ask you for about 30 minutes of your time.

All of the information that you provide is confidential. However, to help us during the analysis of the information from this survey, it is important for us to have your name and school on this questionnaire. So we urge you to begin this survey by entering your name and school name below. We will use the questionnaires and the data to prepare a report that will be made available to participants, school administrators, and the project sponsors. The report will present data only in aggregated and statistical form. In describing the results, we will not associate your name or school with any of your answers.

WE APPRECIATE YOUR HELP

Your Name | _____|

School Name | _____|

Grade for which you are
teaching LTG lessons: |_____|

Month and year you first became involved in LTG: Month: |_____| Year: |_____|

Today's Date: Month: |_____| Day: |_____|

How to Mark Your Answers: For fixed-response questions, please mark with an X or circle the number that most closely corresponds to your experience or opinion

A1. When you first learned about *Learning to Give*, how well did you understand the meaning of philanthropy?
 [4] Very well
 [3] Fairly well
 [2] Not very well
 [1] Hardly at all

A2. Since you became involved in the project, to what extent has your understanding of philanthropy changed? Has your understanding been . . .
 [4] Enhanced a great deal
 [3] Enhanced somewhat
 [2] Enhanced very little
 [1] Not enhanced at all

A3. Overall, how clear are the objectives of *Learning to Give*?
 [4] Very clear
 [3] Somewhat clear
 [2] Not very clear
 [1] Not clear at all

A4. How valuable is it to make education in philanthropy a part of the standard curriculum for students in your school?
 [5] Vitally important
 [4] Very important
 [3] Somewhat important
 [2] Not very important
 [1] Not important at all

A5. How important is each of the following as reasons for *your* participation in *Learning to Give*? (Please mark an answer to each item.)

		Very Important	Fairly Important	Not Very Important	Not at All Important
A5a.	Opportunity to use new curriculum	[4]	[3]	[2]	[1]
A5b.	To improve society	[4]	[3]	[2]	[1]
A5c.	Chance to meet new people	[4]	[3]	[2]	[1]
A5d.	Change of pace from routine	[4]	[3]	[2]	[1]
A5e.	Career advancement	[4]	[3]	[2]	[1]
A5f.	Opportunity to learn something new	[4]	[3]	[2]	[1]
A5g.	To help students become better citizens	[4]	[3]	[2]	[1]
A5j.	I was required to do it	[4]	[3]	[2]	[1]
A5k.	I get extra compensation for doing this	[4]	[3]	[2]	[1]
A5l.	Any other reason? (specify below)	[4]	[3]	[2]	[1]

B1. How often do you communicate with or discuss your activities in this project with the following people? (*Please mark an answer to each.*)

		Frequently	Sometimes	Rarely	Never
B1a.	My principal	[4]	[3]	[2]	[1]
B1b.	My director of instruction or curriculum	[4]	[3]	[2]	[1]
B1c.	My department chair/lead teacher	[4]	[3]	[2]	[1]
B1d.	Fellow teachers at my school	[4]	[3]	[2]	[1]
B1e.	Other <i>LTG</i> teachers	[4]	[3]	[2]	[1]
B1f.	The <i>LTG</i> project directors	[4]	[3]	[2]	[1]

B2. How helpful are the following sources of information to your work for the *LTG* curriculum project? (*Please mark an answer for each source.*)

		Very Useful	Somewhat Useful	Not Useful	Have Not Used It	Not Applicable
B2a.	School library	[4]	[3]	[2]	[1]	[9]
B2b.	Public library/other library	[4]	[3]	[2]	[1]	[9]
B2c.	Newspapers/magazines	[4]	[3]	[2]	[1]	[9]
B2d.	Other project teachers	[4]	[3]	[2]	[1]	[9]
B2e.	Other teachers at my school	[4]	[3]	[2]	[1]	[9]
B2f.	The <i>LTG</i> web page	[4]	[3]	[2]	[1]	[9]
B2g.	The Internet generally	[4]	[3]	[2]	[1]	[9]
B2h.	The <i>LTG</i> project information session	[4]	[3]	[2]	[1]	[9]
B2i.	The <i>LTG</i> project in-service training	[4]	[3]	[2]	[1]	[9]
B2j.	Communications with <i>LTG</i> project staff	[4]	[3]	[2]	[1]	[9]

B5. When you first began to work on the project, how well did you understand what was expected of you?

- [3] I understood the expectations very well
- [2] I understood them fairly well
- [1] I did not understand them very well

B6. What is the most important thing that could have been done to make these expectations clearer to you?

- B7. How would you evaluate the quality of background information provided to you?
- [4] Excellent
 - [3] Good
 - [2] Fair
 - [1] Poor
- B8. How would you evaluate the quantity of background information provided to you?
- [4] Excellent
 - [3] Good
 - [2] Fair
 - [1] Poor
- B9. Overall, how well did the background materials prepare you to teach *LTG* curriculum units this year?
- [4] Very well
 - [3] Pretty well
 - [2] Not very well
 - [1] Not at all
- B10. How could these background materials be improved?
- B10a. Did you receive or attend training for the *LTG* curriculum project this academic year?
- [1] Yes
 - [0] No
- B11. How helpful was the in-service training in preparing you to pilot lessons this year?
- [9] Does not apply/no in-service training this year
 - [4] Very helpful
 - [3] Somewhat helpful
 - [2] Not very helpful
 - [1] Not at all helpful
- B12. How could the training be improved?

B13. How satisfied are you with the amount of recognition that you are getting for your work on the *LTG* curriculum project from the following persons:

		Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied
B13a.	My principal	[4]	[3]	[2]	[1]
B13b.	My department chair/lead teacher	[4]	[3]	[2]	[1]
B13c.	My colleagues at school	[4]	[3]	[2]	[1]
B13d.	The teaching profession	[4]	[3]	[2]	[1]
B13e.	The <i>LTG</i> project leaders	[4]	[3]	[2]	[1]
B13f.	Friends and family	[4]	[3]	[2]	[1]
B13g.	Parents and community	[4]	[3]	[2]	[1]
B13h.	My students	[4]	[3]	[2]	[1]

B16. How many class periods or weeks of class did you devote to teaching of *LTG* this school year?

Fall Semester |____| weeks (elementary) OR |____| class hours (middle/high school)

Spring Semester |____| weeks [elementary] OR |____| class hours [middle/high school]

B22. When teaching the *LTG* lessons, to what extent did you feel confident that . . .

		Completely	Mostly	Not Very Much	Not At All
B22a.	The topics you used were grade appropriate?	[4]	[3]	[2]	[1]
B22b.	The instructional procedures would accomplish the desired student learning?	[4]	[3]	[2]	[1]
B22c.	The assessments would provide teachers with meaningful information on student progress?	[4]	[3]	[2]	[1]
B22d.	You had adequate training for the task you had to do?	[4]	[3]	[2]	[1]
B22e.	You had the resources to acquire the knowledge needed to teach the content?	[4]	[3]	[2]	[1]
B22f.	The lessons were of suitable quality and appropriate for the students?	[4]	[3]	[2]	[1]

B23. Overall, how well did the lessons you used enhance the students' understanding of philanthropy?

- [1] Very little
- [2] Somewhat
- [3] A great deal

B24. In your students what evidence, if any, do you see of changes in student attitudes from the philanthropy elements in the curriculum?

B24a. What evidence, if any, do you see of increased school-related or extracurricular activities by your students stimulated by LTG, beyond the assigned service-learning component in the LTG curriculum?

B25. Were you able to implement the service-learning component in the class in which you used LTG materials this year?

- [0] No
- [1] Yes

B25a. If you did not include the service-learning component this year, what was the main reason?

B27. How much did that service-learning experience contribute to . . . ?

	A lot	Some	Very little
B27a. Student interest in philanthropy	[3]	[2]	[1]
B27b. Student understanding of philanthropy	[3]	[2]	[1]
B27c. Your interest in philanthropy	[3]	[2]	[1]
B27d. Your understanding of philanthropy	[3]	[2]	[1]

B28. Overall, how useful do you think it is to include service-learning in the *LTG* curriculum?

- [4] Essential
- [3] Very useful
- [2] Somewhat useful
- [1] Not useful

B29. How satisfied are you with the amount of support, advice, or feedback that you have received concerning your teaching of *LTG* lessons from the following people?

		Very Satisfied	Somewhat Satisfied	Not very Satisfied	Not at all Satisfied
B29a.	My principal	[4]	[3]	[2]	[1]
B29b.	My department chair/lead teacher	[4]	[3]	[2]	[1]
B29c.	Other <i>LTG</i> teachers	[4]	[3]	[2]	[1]
B29d.	Other teachers in my school	[4]	[3]	[2]	[1]
B29e.	The <i>LTG</i> project staff	[4]	[3]	[2]	[1]
B29f.	My students	[4]	[3]	[2]	[1]

B30b. How much has the experience of teaching the *LTG* curriculum helped you to revise or improve your lesson plans?

- [4] A great deal
- [3] Somewhat
- [2] Not much
- [1] Not at all

B31b. Overall, how satisfied are you with your experience using the *LTG* curriculum?

- [4] Very satisfied
- [3] Somewhat satisfied
- [2] Not very satisfied
- [1] Not at all satisfied

B32. What is the most important thing you have learned from the piloting of the units this year?

B33. Has your participation in the project changed the way you view your role as a teacher?

- [0] No
- [1] Yes -- **If your answer is yes, please explain or illustrate.**

- C2a. How often have you logged onto the *Learning to Give* Web page? (<http://www.learningtogive.org>)?
- [1] Never
 - [2] Just logged into it for the first time today
 - [3] Once before today
 - [4] Fewer than 5 times
 - [5] 5 or more times
- C3. If you have logged onto the *Learning to Give* Web page before today, how useful has it been to you?
- [4] Very useful
 - [3] Somewhat useful
 - [2] Only a little useful
 - [1] Not useful at all
- C4. What materials on the *Learning to Give* Web page have you found to be most useful?
- C5. How could the *Learning to Give* Web page be improved?
- C8. On average, how often do you now use the Internet, whether for the *LTG* project or for other purposes (including personal use)?
- [1] At least once per day
 - [2] A few times per week
 - [3] Once per week
 - [4] 2-3 times per month
 - [5] Once a month or less
 - [6] Have never used the Internet
- C9. Overall, how would you assess your competency in the use of computers in your work (*not* including setting up or installing software or hardware)?
- [4] Very competent
 - [3] Somewhat competent
 - [2] Not very competent
 - [1] Not at all competent

D. Background and Overall Evaluation

D1. What is your highest degree? _____

D2. For how many years have you been a K-12 teacher? [____] years

D3. How would you rate each of the following overall?

		Very good	Good	Fair	Poor
D3a.	The <i>LTG</i> project as a whole	[4]	[3]	[2]	[1]
D3c.	Satisfaction with your teaching of the <i>LTG</i> lessons	[4]	[3]	[2]	[1]
D3d.	Your competency in computers	[4]	[3]	[2]	[1]
D3e.	The <i>LTG</i> project directors	[4]	[3]	[2]	[1]
D3f.	Resources available for the <i>LTG</i> project	[4]	[3]	[2]	[1]
D3g.	Level of support for <i>LTG</i> at my school	[4]	[3]	[2]	[1]
D3h.	The <i>LTG</i> lessons I've used	[4]	[3]	[2]	[1]

D4. Do you have any other advice at this time about how to improve *Learning to Give*?

THANK YOU!

Appendix H

Online Survey of Former LTG Teachers Instrument

Learning to Give
Long Term Impact Survey Spring 2005

In what year(s) have you been involved with Learning to Give (K-12 Education in Philanthropy Project)? (Choose all that apply)

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

In what capacities have you been involved? (Choose all that apply)

- Summer Institute Participant (attended and completed a Learning to Give Summer Institute for Teachers)
- Teacher-Consultant (served as a teacher-consultant trainer/facilitator leading other teachers at a Learning to Give Summer Institute)
- Pilot School Teacher (teacher at a pilot school that is in a three-year relationship with Learning to Give where I teach and evaluate at least two Learning to Give units per year in my classroom)
- Matrix teacher (Original “founding” group of teachers 1997-2000)
- Field-Test Lesson / unit review (have independently taught a Learning to Give unit although my school is not involved in any relationship with Learning to Give)

Current Relationship to the Project

What is your current relationship to the project? (Choose ONE that most accurately describes your affiliation with Learning to Give)

- No longer participating: I am no longer teaching (retired or have changed careers)
- No longer participating: I am teaching, but no longer use the philanthropy lesson plans or resources
- No longer participating: 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
- Teaching in a pilot school: Incorporating philanthropy concepts/content in the classroom as appropriate
- Teacher-Consultant
- Developing/reviewing new LTG materials
- I use LTG materials in my classroom but have no other relationship to the LTG project

What prompted you to participate in the program initially?

Teaching Philanthropy

Do you continue to teach the subject matter of philanthropy?

- Yes
- No

If you developed lessons and units, do you continue to teach or use?
(Choose 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

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

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

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

- Yes
- No

If Yes, what parts of the site do you use? (Choose all that apply)

- Project overview
- Newsletter
- Resource room: Briefing papers
- Resource room: Annotated bibliography of children's literature
- Resource room: History timelines
- Resource room: Foundation profiles
- Lesson search engine
- Lessons
- 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

What, if any, changes have you observed in your students' attitudes relating to their classroom or school behavior or their

extracurricular activities as a result of participating in the philanthropy curriculum?

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

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

- Yes
 No

Future Plans

Will you teach philanthropy in your classroom in the future?

- Yes
 No

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

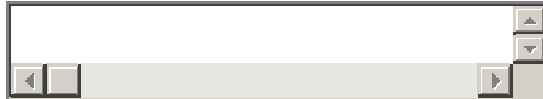
- Yes
 No

If YES, in what capacity would you wish to be involved? (Choose all that apply)

- Attend the Advanced Teacher track at this year's June 27-30, 2005 Michigan Summer Institute in Grand Rapids
- Apply for consideration as a Teacher-Consultant trainer when Learning to Give expands into new states beyond Michigan and Indiana
- Field Test and evaluate other teachers' new Learning to Give units in my classroom (click on the "School Bus Icon" on the Teacher's Page of www.learningtogive.org)
- Apply for consideration as a Learning to Give unit writer for specialized content areas such the environment, Hispanic Philanthropy, Native American philanthropy, etc.

- Attend occasional LTG-sponsored professional development workshops on such topics as civic engagement, academic service-learning, school climate, character education, etc.

Please make additional suggestions for ways you would like to be engaged with Learning to Give

A rectangular text input field with a light gray border. On the right side, there are two small vertical scroll arrows. On the bottom left and right sides, there are small square buttons with left and right arrow symbols, respectively, indicating a scrollable area.

"I care more and I want to share more."

—Learning to Give Student



"After the South Asian tsunamis this past winter, a 3rd grade class collected money to donate to the Red Cross. The class wrote letters to the Red Cross with ideas on how they raised their money and how the Red Cross might use their money."

—Learning to Give Teacher

"I feel like I am acting more like a philanthropist."

—Learning to Give Student

"I saw that my students were finally able to make a connection to what we were doing in the classroom and their local community. Many of them for the first time in their lives had the feeling that they were a valued member of the community."

—Learning to Give Teacher

MICHIGAN STATE
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