



STATE FARM® GOOD NEIGHBOR STUDENT ACHIEVEMENT AND YOUTH IN THE DRIVER SEAT PROGRAMS HAVE POSITIVE IMPACTS ON STUDENTS AND COMMUNITIES PUBLIC INFORMATION BRIEF, SUMMER 2013

This public information brief presents selected findings from the RMC Research Evaluation Report, based on data collected during the 2012-2013 school year.

The State Farm® Good Neighbor Student Achievement and YOUTH in the Driver Seat grant programs, administered by YSA (Youth Service America), provided funding to 75 grantees located in communities across the United States and one site in Canada.

State Farm® Good Neighbor Student Achievement and YOUTH in the Driver Seat grant programs engaged teachers and their students in a semester-long or lengthier opportunity to address issues in their communities while having connections to academic content areas. Service-learning programs promoted student learning, academic achievement, acquisition of workforce readiness skills, and healthy communities. Competitive grants of \$1,000 were awarded to teachers and service-learning coordinators for engaging students in projects extending from Martin Luther King, Jr. Day of Service in January to Global Youth Service Day in April, although many projects were conducted throughout the academic year. YSA provided a variety of planning tools, training, and technical assistance to help grantees plan, lead, and implement effective service-learning programs.

RMC Research Corporation conducted an evaluation of the State Farm® Good Neighbor Student Achievement and YOUTH in the Driver Seat programs utilizing a post-only retrospective design for students who participated in service-learning programs, classroom teachers who implemented service-learning, and representatives of community partner organizations. Survey data were collected in May and June of 2013 from 237 students in Grades 3-5, 1,758 students in Grades 6-12, 80 teachers, and 34 community partners. Data were analyzed using quantitative methods

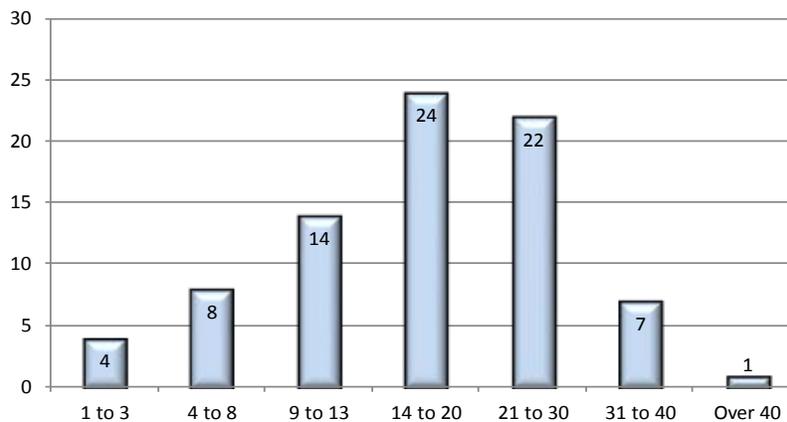
SELECTED FINDINGS

- **Teachers reported that project practices were aligned with all standards of quality for K-12 service-learning programs.** Highest teacher ratings were reported for fostering youth voice and meaningful service activities for students, while lowest ratings were assigned to the item on progress monitoring.
- **Students in all surveyed grade levels generally perceived that their service-learning programs were of good quality.** Students agreed with teachers that service-learning projects were meaningful. Students in Grades 3-5 had the highest rates of agreement with statements that their service-learning activities were important and that the class talked about what happened as a result of service-learning activities. In Grades 6-12, students had

the highest rate of agreement with statements describing expectations to show respect for other people’s opinions and use skills learned during service-learning activities.

- **A majority of grantees reported high levels of program duration and intensity.** More than two thirds of teacher respondents reported service-learning implementation that equaled or exceeded 14 weeks, the approximate length of one semester, as shown in the chart below. A majority of teachers (61%) said that their students spent an average of 3 or more hours per week engaged in service-learning activities.

TOTAL NUMBER OF WEEKS STUDENTS WERE ENGAGED IN SERVICE-LEARNING PROJECTS, AS REPORTED BY TEACHERS (N = 79)



- **Both Grades 3-5 and Grades 6-12 students in the State Farm® Good Neighbor Student Achievement program had statistically significant increases on all outcome measures.** Grades 3-5 students rated themselves higher over time on academic engagement, school attachment, workforce readiness, civic dispositions, and civic knowledge. Grades 6-12 students rated themselves higher over time in academic engagement, academic competence, school attachment, educational aspirations, workforce readiness, civic dispositions, and civic knowledge. Results for Grades 6-12 students are shown in the Exhibit below.

STUDENT DIFFERENCES OVER TIME ON SURVEY OUTCOME MEASURES FOR GRADES 6-12

Measure	N	Pre-Measure		Post-Measure		Mean Difference	Effect Size Cohen's d
		Mean	SD	Mean	SD		
Academic Engagement	1,588	2.76	.55	2.84	.58	0.08***	.14
Academic Competence	1,585	3.28	.50	3.34	.49	0.06***	.12
School Attachment	1,531	2.78	.64	2.91	.66	0.13***	.20
Aspirations	1,496	3.33	.60	3.39	.58	0.06***	.10
Workforce Readiness	1,442	2.94	.46	3.10	.47	0.16***	.34
Civic Dispositions	1,556	2.92	.58	3.10	.58	0.18***	.31
Civic Knowledge	1,523	2.56	.64	2.73	.66	0.17***	.26

Note. Responses were rated on a 4-point scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.
*** $p < .001$.

- **YOUth in the Driver Seat grantees had high ratings on all outcome measures and had high effect sizes.** Grades 6-12 YOUth in the Driver Seat students, drawn from five different sites, showed large and statistically significant increases in all three areas measured for this subgroup: workforce readiness, civic dispositions, and civic knowledge.
- **Students in the State Farm® Good Neighbor Student Achievement grant were more excited or motivated to come to school or class on days when they had service-learning.** The Exhibit below shows that a large majority of students at all grade levels were more motivated or excited to attend school or class on service-learning days. In Grades 3-5, 85% of students agreed or strongly agreed with that statement, while in Grades 6-12, 81% of students agreed or strongly agreed with this statement.

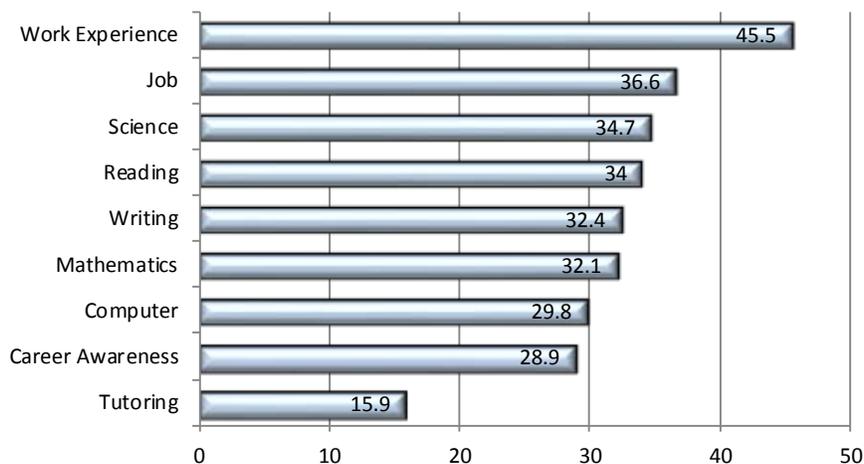
EXCITEMENT/MOTIVATION TO ATTEND SCHOOL/CLASS ON SERVICE-LEARNING DAYS

Response Choices	Grades 3-5		Grades 6-12	
	N	Percent	N	Percent
Strongly Disagree	11	5.9	104	8.4
Disagree	17	9.1	137	11.0
Agree	68	36.4	653	52.7
Strongly Agree	91	48.7	346	27.9

- **Teachers agreed or strongly agreed that service-learning had a positive impact across all areas.** Perceived impacts on students were greatest in the areas of increased belief that they could make a difference, improved ability to express ideas, increased empathy and desire to help, and increased awareness of community issues. Teachers also believed that service-learning activities benefited individuals and organizations in the community and positively changed the way that community members viewed young people.
- **Community partners reported beneficial impacts on their organizations as a result of working with schools that implemented service-learning projects.** The largest impacts that were perceived to have resulted from an association with service-learning projects included a continued or sustained relationship with the school/after-school program, an improvement in the agency’s capacity to carry out its work, and help in mobilizing the community to act on community issues. The smallest impact was seen on increased financial or material resources for the agency.
- **Community partners assigned positive ratings to all indicators of service-learning partnership quality.** Community partners strongly agreed with all items contained within the scale on partnership quality, providing highest scores on items which stated that members of the partnership shared a common mission and goals and the roles and responsibilities of each member of the partnership were clearly defined.

- **Service-learning students in Grades 6-12 identified several areas of skill acquisition.** Students were most likely to identify skills in work experience (46%), job skills (37%), science (35%), and reading (34%) as primary areas of impact from association with service-learning.

STUDENT PERCEPTIONS OF SKILLS ACQUIRED THROUGH PARTICIPATION IN SERVICE-LEARNING, GRADES 6-12 (N = 1,758)



Note. Respondents could select more than one category.

- **During the 2012-2013 academic year, students of State Farm® grantees contributed a combined total of 37,933 hours of service.** According to the Independent Sector, an organization that establishes the value of volunteer time for nonprofit and governmental organizations, the current national average rate of value is \$22.14 an hour. By this measure, State Farm® Good Neighbor Student Achievement and YOUth in the Driver Seat students contributed \$839,837 worth of time to their respective communities.
- **Grantees generally agreed or strongly agreed that the YSA training sessions helped them to implement service-learning programs.** Highest agreement was with items pertaining to allowing students to have a larger role in selecting, planning, implementing, and/or evaluating the service-learning project and in feeling more confident in coordinating the service-learning project. There was slightly less agreement on implementing career readiness standards into the service-learning activities.

NEXT STEPS

The State Farm® Good Neighbor Student Achievement and YOUth in the Driver Seat grant programs will continue to be implemented during the 2013-2014 school year and overseen by YSA. This year's program strongly encourages alignment with Common Core State Standards for grantees in states where applicable. RMC Research will administer student, teacher, and community partner surveys to monitor implementation fidelity and project outcomes.