



**National School and Community Corps 2005:  
Members' Perspectives on Service and its Impact  
An Evaluation Report for EducationWorks**

**Prepared by  
Research for Action**

**Rebecca Reumann-Moore, Ph.D.  
Gretchen Suess, M.A.**

**January 2006**



## RESEARCH for *ACTION*

Research for Action (RFA) is a Philadelphia-based, non-profit organization engaged in education research and evaluation. Founded in 1992, RFA works with public school districts, educational institutions, and community organizations to improve the educational opportunities for those traditionally disadvantaged by race/ethnicity, class, gender, language/cultural difference, and ability/disability.

Research for Action is funded through grants from foundations and contracts for services from a range of organizations, including the School District of Philadelphia. For more information about RFA please go to our website, [www.researchforaction.org](http://www.researchforaction.org).

### **Mission Statement**

Through research and action, Research for Action seeks to improve the education opportunities and outcomes of urban youth by strengthening public schools and enriching the civic and community dialogue about public education. We share our research with educators, parent and community leaders, students, and policy makers with the goals of building a shared critique of educational inequality and strategizing about school reform that is socially just.

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## Executive Summary

EW/NSCC aims to affect many different stakeholders and participants in its school-based programming. It has the goal of both providing valuable services to schools to support children's education and development and supporting corpsmember growth, learning and development as they provide these services. The data reported here speak most strongly to the impact of service on corpsmembers themselves. Their perceptions provide valuable data to understand their experience and its effect on them.

Corpsmember and Team Leader assessments of their NSCC experience and the impact their service experience had on their beliefs, attitudes, and futures were obtained through an end-of-service survey administered to 75 members between January and August 2005. Members' sense of civic responsibility and self were obtained through two post-only, end-of-service attitude inventories administered to 61 members. Response rates were approximately 86% for the survey and approximately 70% for the inventories, based on the number of corpsmembers who completed a full year of service.

### Findings

Overall, corpsmembers strongly affirmed that their service as part of an NSCC team is a powerful and positive experience in their lives. They indicated that their service has supported significant personal growth and learning and has also provided them with a strong sense of contributing to youth and to society. The areas of impact identified by the survey correspond with EW's goals for corpsmembers, providing evidence that they are meeting their goals in this area.

In addition, the research instruments sought corpsmembers' perceptions of their service's impact on the children they work with. Corpsmembers clearly indicated that they believe their work provides important benefits for students, educators, and schools as a whole. Although these findings are important for EW to assess the success of their programs, the data represent only one perspective (of corpsmembers) and need to be triangulated with other data about programmatic impact on children.

### *Satisfaction with service experience*

Most corpsmembers report high levels of satisfaction with their service experience. Ninety-one percent of members (68 individuals) reported that they were either "fully" or "generally" satisfied with their service experience

### *Corpsmember development*

Corpsmember reports of development in a range of areas all exceed EducationWorks' Americorps Development objectives that 80% of members will report positive outcomes. More than 80% of corpsmembers reported that their experience:

- Left them with a stronger sense of civic responsibility (89%)
- Had a strong positive effect on their self-concept (92%)
- Had a positive impact on their learning (91%), e.g. growing as a professional and acquiring new skills or knowledge, and
- Had a positive impact on their career plans (92%), including leading some to change their career goal to encompass an education focus or work with children

### *Service Impact on Students*

The majority of corpsmembers believed that their work contributed to the educational (76%) and/or social (67%) growth and development of children. For example, corpsmembers noted that they supported children's academic growth through reading and math tutoring and homework help; they also helped children improve their ability to get along with others and to resolve conflict. Corpsmembers reported developing mentoring relationships with students; these relationships often provided the context for supporting children both academically and socially.

### *NSCC Training*

A majority of corpsmembers (64-76%) reported that NSCC had effectively prepared them for their work in schools. The most frequently cited needs for additional training included dealing with angry children (55%), conflict resolution (35%), and anger management (35%).



## Introduction

This report focuses on EducationWorks' progress toward meeting its objectives for its National School and Community Corps (NSCC) members' development and learning. There are two primary goals for these corpsmembers teams: (1) to provide services to children and their schools; and (2) to have a positive impact on corpsmembers' own learning and development through this intensive year-long service experience. This report focuses primarily on the 2nd goal and explores the following research questions:<sup>1</sup>

- What does the data show in relation to the NSCC AmeriCorps corpsmember development objectives, i.e., that 80% of corpsmembers will indicate that their NSCC experience led to personal growth and development, as well as increased citizenship skills, knowledge, and commitment to continued service?
- What are corpsmembers' perspectives of how NSCC service has affected their sense of self-worth and citizenship, their career goals, and what skills and knowledge they have gained?
- How do corpsmembers assess the training and supports NSCC provided?
- What are corpsmembers' perceptions about how their work benefits students and schools?

Corpsmembers themselves are the best informants of how service affected them, therefore, all of the data reported here comes directly from them. Corpsmember and Team Leader assessments of their NSCC experience and the impact their service experience had on their beliefs, attitudes, and futures were obtained through an end-of-service survey administered to 75 members between January and August 2005. Members' sense of civic responsibility and self were obtained through two post-only, end-of-service attitude inventories administered to 61 members. Response rates were approximately 86% for the survey and approximately 70% for the inventories, based on the number of corpsmembers who completed a full year of service.

The three research instruments provide insight into how service affected corpsmembers in a number of areas including:

- education and career goals
- sense of self and self-worth
- attitudes about civic and personal responsibility
- acquisition of skills and knowledge.

They also enable RFA to report on corpsmembers' perceptions about the value of their service and about its impact on children and schools and their assessment of the training they received.

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<sup>1</sup>Research for Action conducted three strands of evaluation research for EducationWorks about the National School and Community Corps for the 2004-2005 school year. The other two components were (1) qualitative and quantitative research about EW/NSCC socialized recess programs, and (2) analysis of attendance data for students participating in NSCC programs.

The corpsmembers who completed these research instruments played a range of roles in their schools/districts. The majority of survey respondents (83%) worked as part of school-based teams;<sup>2</sup> these teams were assigned to a particular school for the entire school year. Teams' responsibilities vary from school to school but the most common include conducting socialized recess, providing in-class assistance, service learning or after-school programming, and running an accommodation room.

## Overview of Findings

Report highlights include:

- Most corpsmembers report high levels of satisfaction with their service experience.
- The majority of corpsmembers report that, after their year of service, they have an increased sense of civic and personal responsibility and an increased sense of self-worth.
- Almost all corpsmembers report that significant learning resulted from their service, i.e., they acquired new knowledge or skills or grew as professionals.
- Almost all members indicate that service had a positive impact on their career plans.
- Corpsmembers cite specific examples of how their work contributed to the educational and social growth and development of youth; these include academic growth, new social skills, and mentoring relationships.

This report continues with the following four sections: (1) Corpsmembers' overall assessment of their service experience; (2) Service impact on NSCC members; (3) Assessment of training; and (4) Corpsmembers' perceptions of their team's impact on youth. The final section summarizes key themes and findings and concludes with members' own words about their service.

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<sup>2</sup>Nine corpsmembers were either part of EW/NSCC's Digital Service Fellows, which provide technology support to schools and teachers and run after-school technology clubs for students, or of Regional Climate Teams, which respond to emergency situations and implement violence reduction activities and programs. All of these programs take place within the School District of Philadelphia. Lastly, four corpsmembers worked as part of a substitute teacher corps in Trenton, NJ.

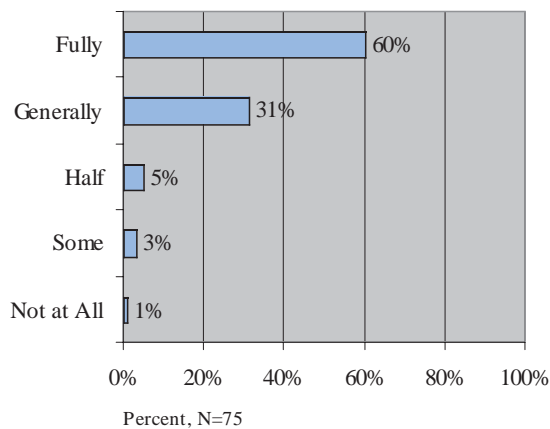


## Corpsmembers' Assessment of Service Experience

NSCC members were asked to rate their overall satisfaction with their service experience. **Overall, members rated their service experience very positively, with 91% of members (68 individuals) reporting that they were either "fully" or "generally" satisfied with their service experience** (See Chart 1 below).

**Chart 1**

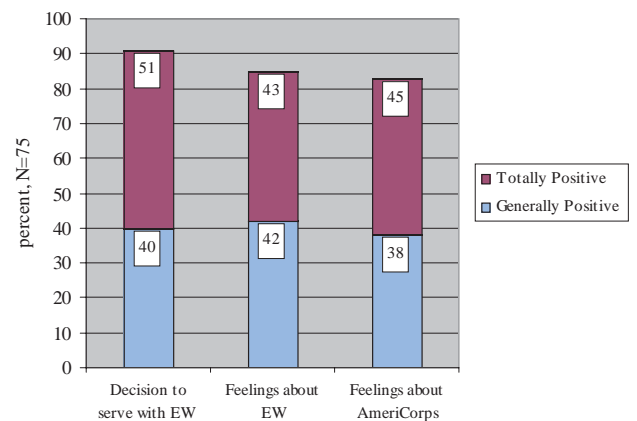
Corpsmember Satisfaction with NSCC Experience this Term of Service



**At the end of a year of AmeriCorps service, members reported that their service experience led them to make a positive assessment of their decision to serve with EducationWorks. Their service experience also favorably affected their feelings about EducationWorks, and AmeriCorps.** Members were asked to rate the impact of their service experience on twelve different dimensions regarding their feelings and beliefs. Chart 2 below presents these survey results for three dimensions that were about EducationWorks, AmeriCorps, and the member's decision to enter service. Just over half of the members surveyed reported that their service had a 'totally positive' impact on their decision to serve with EducationWorks, with 51% giving that highest rating. With regard to general feelings about EducationWorks and AmeriCorps 43% and 45%, respectively, responded 'totally positive.'

**Chart 2**

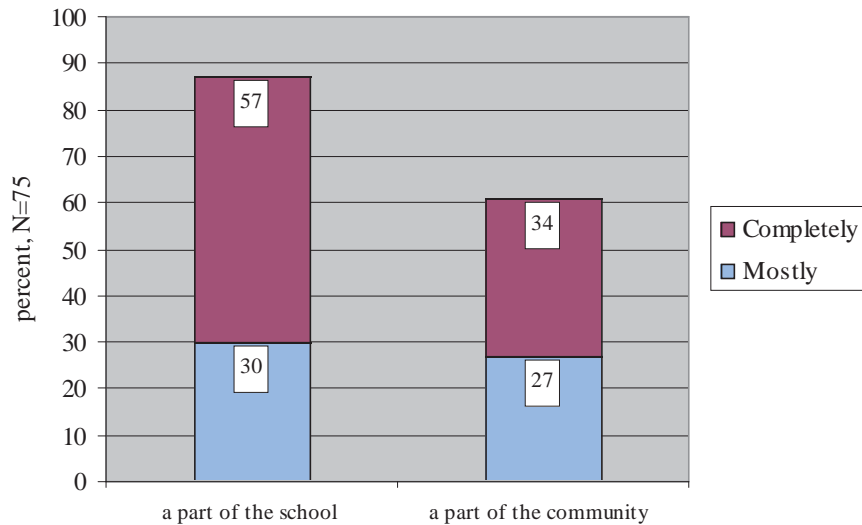
Impact of Service Experience on Members':



**Eighty-seven percent of members reported feeling a real part of the schools in which they worked, while only 61% felt a real part of the schools' local communities** (see Chart 3 below). Although EW/NSCC has expressed organizational interest in parent and community outreach, this has traditionally not been a strong area of implementation. We hypothesize that this survey result reflects the fact that corpsmembers' work is rooted in the schools and little of it takes place in the wider community.<sup>3</sup>

### Chart 3

Degree to which Members Felt:



<sup>3</sup> See RFA's 2002-2003 Evaluation Report to EducationWorks.

## Impact On NSCC Members

This section details corpsmembers' perceptions of their NSCC service and the impact that it had on three areas: (1) Civic and Personal Responsibility; (2) Sense of Self and Self-Worth; and (3) Skills and Knowledge.

### Civic and Personal Responsibility

This section combines relevant data from both the survey and inventories. The 8-item, post-only attitude inventory generated data

on how members rated the impact of the past year of service on their attitudes toward civic and personal responsibility. (See Table 1 below.) The table below provides an overview of inventory data, followed by text highlighting key inventory findings.

<sup>4</sup>Half the items are negative statements about civic duty and half are positive so higher rates of disagreement and agreement respectively reflect heightened feelings of civic/personal responsibility.

**Table 1<sup>4</sup>**

## Corpsmember Perceptions of Service Impact on their Civic and Personal Responsibility

Dimension	N	Agree Much More	Agree Somewhat More	No Change	Disagree Somewhat More	Disagree Much More
It is no use worrying about current events or public affairs. I can't do anything about them anyway.	56	7%	14%	18%	<b>32%</b>	<b>29%</b>
Every person should give some of his time for the good of his town or country.	57	<b>56%</b>	<b>26%</b>	11%	7%	0%
Our country would be better off if we didn't have so many elections and people didn't have to vote so often.	56	5%	5%	36%	<b>20%</b>	<b>34%</b>
Letting your friends down is not so bad because you can't do good all the time for everybody.	56	11%	7%	21%	27%	34%
It is the duty of each person to do his job the very best he or she can.	58	<b>74%</b>	<b>7%</b>	14%	3%	2%
People would be a lot better off if they could live far away from other people and never have to do anything for them.	56	5%	5%	16%	<b>21%</b>	<b>52%</b>
At school I usually volunteered for special projects.	57	<b>40%</b>	<b>25%</b>	23%	11%	2%
I feel very bad when I have failed to finish a job I promised I would do.	57	<b>46%</b>	<b>26%</b>	19%	7%	2%

\*N (administered) = 61, percentages in bold indicate an increased sense of responsibility.

Overall, members' responses on the attitude inventory indicated that the year of service left them with a stronger sense of civic and personal responsibility. For every item, more than half of respondents indicated that the year of service had made them feel "much" or "somewhat" more aware of their civic and personal responsibilities. The items rated highest in terms of overall positive impact were:

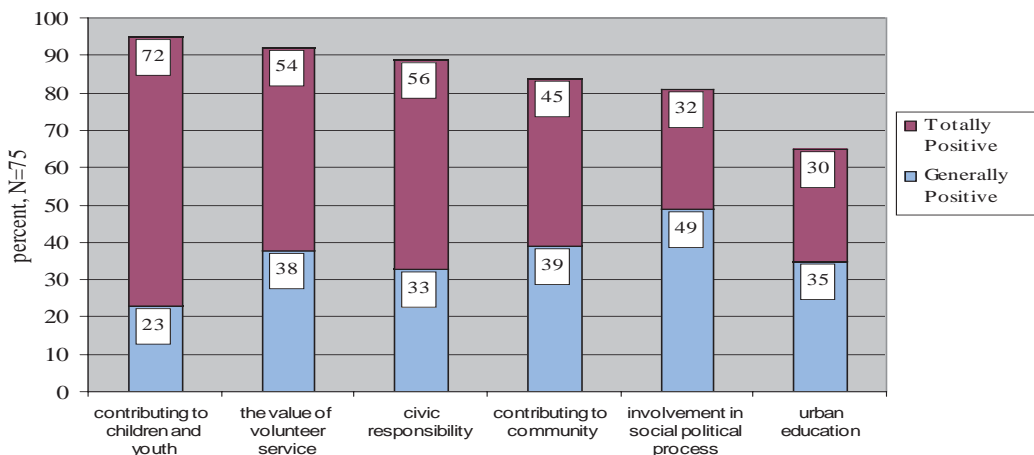
- "Every person should give some time for the good of their town/country" - a total of 83% agreed somewhat or much more (56% agreed much more).
- "It is the duty of each person to do his job the very best he or she can" - a total of 81% agreed somewhat or much more (74% agreed much more).
- "It would be better if people could live far away from each other" - a total of 73% disagreed somewhat or much more (52% disagreed much more).

The survey asked corpmembers to rate how their service had affected beliefs related to civic responsibility and service. Members surveyed reported the NSCC service experience had:

- a totally positive (72%) or generally positive (23%) impact on their feeling of making a contribution to children and youth, a total of 95% positive;
- a totally positive (54%) or generally positive (38%) impact on their feelings about the value of volunteer service, a total of 92% positive;
- a totally positive (56%) or generally positive (33%) impact on their sense of civic responsibility, a total of 89% positive;
- a totally positive (45%) or generally positive (39%) impact on their feelings of making a contribution to community, a total of 84% positive; and,
- a totally positive (32%) or generally positive (49%) impact on their feelings about being involved in American social-political processes, a total of 81% positive.

Chart 4 below illustrates survey results related to members' perceptions of the impact service had on their beliefs and feelings regarding service and civic involvement. **"Feeling of making a contribution to children and youth" was rated the highest, with 72% of the members responding that their service had a 'totally positive' impact.**

**Chart 4** Impact of NSCC Service Experience on Members' Beliefs About:



### Sense of Self and Self-worth

This section also draws on both inventory and survey data. Members were given a post-only, 11-item inventory of self-worth, shown in Table 2. This provided insight into how the members felt this past year of service impacted their beliefs about self/self-worth.

**Table 2**

### Corpsmember Perceptions of Service Impact on their Self-worth

Dimension	N	Positive Impact		No Change	Negative Impact	
		A lot better	Some better		Some worse	A lot worse
I feel that I am a person of worth, at least equal with others.	57	56%	23%	21%	0%	0%
I feel that I have a number of good qualities.	56	63%	23%	14%	0%	0%
All in all, I am inclined to feel that I am a failure.	45	51%	9%	27%	4%	9%
I am able to do things as well as most other people.	55	56%	20%	24%	0%	0%
I feel I do not have much to be proud of.	48	48%	15%	29%	0%	8%
I take a positive attitude toward myself.	56	57%	18%	25%	0%	0%
On the whole, I am satisfied with myself.	56	59%	18%	23%	0%	0%
I certainly feel useless at times.	48	50%	13%	31%	4%	2%
I wish I could have more respect for myself.	48	50%	17%	29%	0%	4%
At times, I think I am no good at all.	47	47%	13%	30%	2%	9%
There is really no way I can solve some of my problems.	48	58%	15%	23%	2%	2%

\*N (administered) = 61<sup>5</sup>, percentages in bold indicate an increased sense of responsibility.

<sup>5</sup>Approximately 20% of the members surveyed consistently skipped each of the negative statements, perhaps because there is no option to indicate that the negative dimension simply does not apply. Some members may have perceived that indicating a change, or 'no change', would imply that the negative dimension existed prior to entering service.

**Overall, NSCC members reported that the year of service had a strong positive effect on their sense of self-worth.** At least two-thirds or more of the members reported that the year made them feel "some" or "a lot" better about each of the 11 dimensions regarding self-worth. In addition, nearly half of the members reported that they felt "a lot" better about each dimension.

The strongest areas of reported impact (with 75% or more of the members indicating a positive impact) were:

- "I feel that I have a number of good qualities" - a total of 86% felt some or a lot better (63% felt a lot better)
- "I feel that I am a person of worth" - a total of 79% felt some or a lot better (56% felt a lot better)
- "I am satisfied with myself" - a total of 77% felt some or a lot better (59% felt a lot better)
- "I am able to do things as well as most other people" - a total of 76% felt some or a lot better (56% felt a lot better)
- "I take a positive attitude toward myself" - a total of 75% felt some or a lot better (57% felt a lot better)

Survey responses support the inventory data about improved self-concept among members and provide more information about the specific ways (positively or negatively) NSCC service influenced members' attitudes about themselves.

As part of the end-of-service survey, members were asked to rate the impact their NSCC service experience had on their self-concept, scaled from 'totally positive' to 'totally negative'. **Nearly all of the members surveyed reported that their self-concept had improved during their term of service with NSCC.** A total of 92% of the

members said that their term of service had either a totally (57%) or generally (35%) positive impact on their self-concept.

In addition, as part of the survey, sixty-eight percent of members elaborated on this positive impact when they responded to an open-ended question asking for a specific example of an improved self-concept and description of how it improved. This data can help EducationWorks to better understand the precise ways in which the NSCC service experience is positively impacting corpsmembers. Responses were grouped according to categories that emerged from the data. Members reported the following kinds of impact on self-concept; each category is followed by written survey responses which illustrate that area of change. Categories reflect percentages of members who answered the questions. The most frequently noted areas of change were:

- **Greater patience and tolerance for oneself and/or for others, including improved ability to listen to and relate to others,** mentioned by 25% of members.

*I've learned to value others' input.*

*I have learned that everyone learns differently and also that each member offers a different strength.*

- **An increased sense of self-confidence, self-esteem or a 'can do' attitude about oneself,** mentioned by 18% of the members.

*I've recognized my ability to manage tasks, achieve, speak up for myself.*

*I am very much more confident in myself and my abilities. I feel that this experience has strengthened me*

*as a person all around and has enabled me to see into other people and work with them better.*

- **An improved ability to do work, be a leader, and/or be professional**, mentioned by 14% of the members.

*I learned that I have the ability to lead adults as well as youth.*

*My ability to address and direct an unorganized group of people has improved dramatically.*

### Skills and Knowledge

In the survey, members reported that their NSCC service had a significant positive impact on their own learning and named specific areas of skill and knowledge development. **Ninety-one percent of members said that their term of service had a totaly (63%) or generally (29%) positive impact on their learning.**

**Eighty-one percent of survey respondents reported growing as a professional and acquiring new important skills or knowledge during their term of service with NSCC.** As above, responses to this open-ended question were grouped according to categories that emerged from the data. Members reported acquiring skills and knowledge in the following areas:

- **Children** **17%**  
Learning about child development, how to motivate children, mentoring, learning about children's needs

*How to start safe and fun activities with children. How to approach bullying children.*

*I learned to understand where the child is coming from.*

*I learned how to adapt to various urban school issues like family problems that affect students.*

- **Education/Teaching** **13%**  
Learning about the school system and educational processes, pedagogy, classroom management

*Classroom management - all classrooms/students are not the same. One must be innovative in ways to maintain control.*

*I learned how to handle children in a large classroom environment effectively with positive results.*

- **Computers** **12%**  
Learning about software, hardware and repairs, trouble-shooting

*I have become a better problem-solver. I fixed computers that had problems. I never thought I would learn that concept.*

*I learned a lot about computers, inside and out.*

- **Communication** **12%**  
Listening, communicating with diverse people, public speaking

*My presentation skills have improved greatly since training.*

*Having the necessary compassion and listening is a special skill I learned.*

*Handling crisis situations. Being in a leadership position and having to deal with parents and/or children that are difficult.*

- **Leadership & interpersonal skills 11%**  
Supervisory skills, critical thinking, building relationships with others, adapting to changing conditions

*How to work well on a team.*

*How to properly deal with people in the community and the workplace.*

*Management and development of a team. Through working with children and the team together.*

- **Patience/Tolerance 7%**  
Learning to see issues from both sides, patience with children and their needs, interacting without judging

*My level of patience has grown to a level I never thought possible.*

*I've learned not to take all issues so personal.*

*Learning patience with younger students and how to deal with them socially and academically.*

## Education and Career Goals

In the end of term survey, members were asked what their career and education goals were before entering service, whether those goals had changed and, if so, what the new goal was and to what extent this term of service contributed to the changes.

**Twenty-four percent of members reported a change in their educational plans following their term of service. Twenty-one percent of the members indicated that their career goal had changed.** In addition, members were asked to rate the nature of their service's impact on their career goals. **Ninety-two percent of members indicated that their service had had a totally (65%) or generally (27%) positive impact on their career plans.**

**Fifteen percent of members reported changing their career goal to encompass an education focus or work with children.** For most members, goals changed from undecided or from other fields (lawyer, pharmaceutical sales) to goals such as teaching, secondary education, mentoring. In a few cases, members selected a different or more specific goal within education or child-related work. For example, one member's goal changed from "to work and understand children better" to "to become a counselor for children," while another changed from "to teach pre-school" to "teach elementary-middle school."



## Assessment Of Training

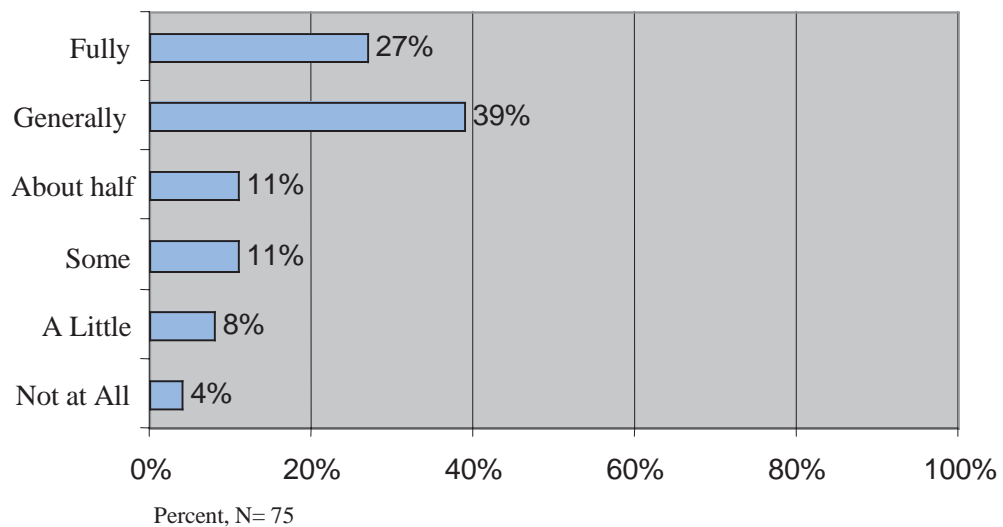
Members were asked to report on how NSCC training had been most helpful to them and to identify areas where more training would have been helpful.

### Pre-Service and School-Year Training

A majority of members reported that NSCC trainings had prepared them fully or generally to begin service, for the reality of their experiences as members, and to be effective members (66%, 64%, and 76% respectively). Charts 6 and 7 illustrate members' responses to two questions about how well the pre-service training (PST) prepared them for beginning their work in schools and their service. Chart 8 presents members' responses about their ongoing trainings throughout the school-year.

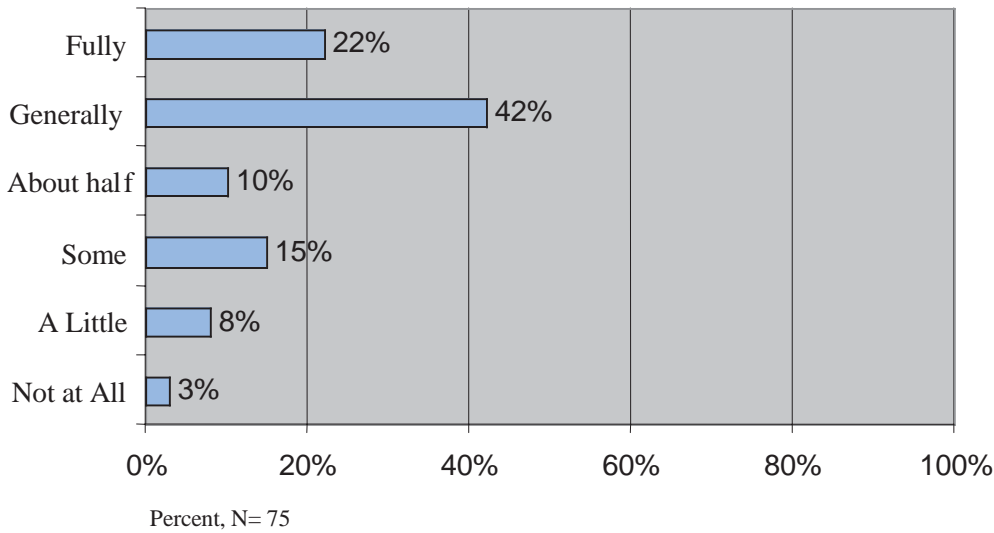
**Chart 6**

Extent corpsmembers believed the PST made them *ready to begin service*



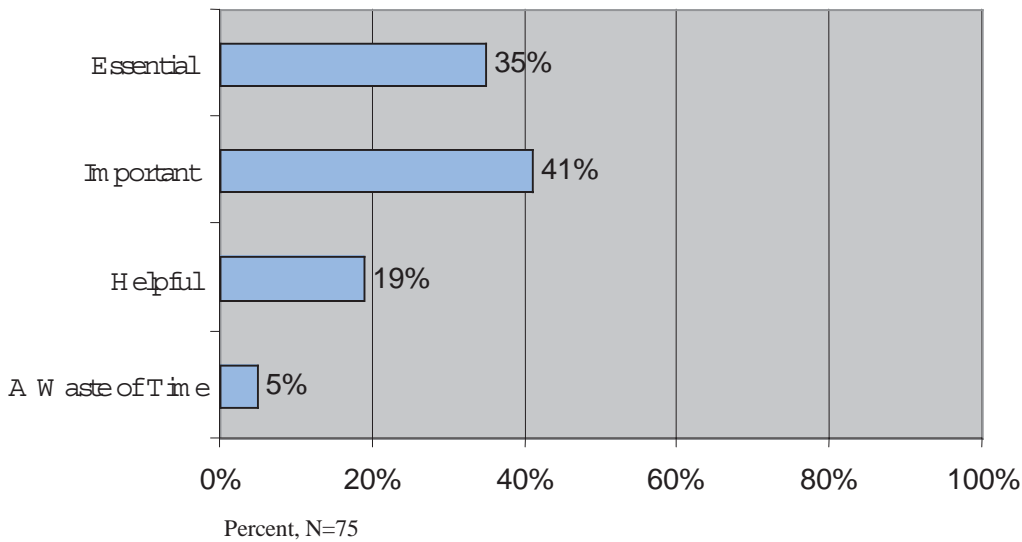
**Chart 7**

Extent corpsmembers believed the PST provided them with a *realistic sense of the service experience*



**Chart 8**

Extent corpsmembers believed the ongoing training days were helpful in their *effective functioning as a member*

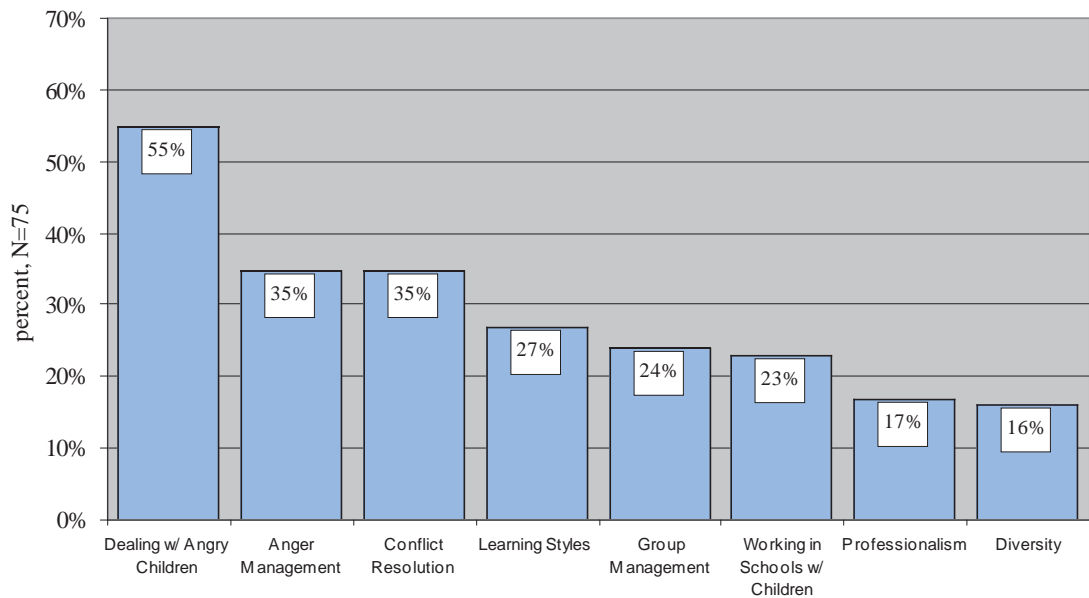


### Additional Training Needs

Corpsmembers were also given a list of potential areas for training and asked to indicate areas where they would have liked more training (see Chart 9 below).<sup>6</sup> The three most requested areas for additional training were Dealing with angry children (55%), Conflict resolution (35%) and Anger management (35%).

### CHART 9

Usefulness of Additional Training Areas



<sup>6</sup> Other training topic areas included Socialized Recess, Girl Scouts, Core Standards, Crafty Readers, 100 Book Challenge, and Math. However, only 9% or less of the members reported that additional training in any of these areas would have been useful.

## Impact on Youth

**Seventy-six percent of corpsmembers provided an example of how they contributed to children's educational growth and development, while 67% percent offered an example of how they had contributed to children's social growth and development.** Mentoring, a strong facet of NSCC work over time, came up in both areas. Responses to each of these questions were grouped into categories.

### Children's Educational Growth and Development

- Mentoring 32%**  
 Corpsmembers built relationships with children and motivated them to stay in school, emphasized the importance of education, and helped children believe they could achieve.

*I was part of providing the students with resources, a safe haven and a positive outlet. A very troubled student graduated 8th grade as most improved and received an award.*

*I have helped several students through my term become more dedicated students and care about their classwork.*

*I have helped children gain confidence in anything they do. I feel as though I motivated some children to stay in school.*

- Specific forms of academic assistance 32%**  
 Another third of corpsmembers felt that their biggest contributions to students' educational development came through work in specific academic support programs including tutoring (11%), reading assistance (9%), and homework help (7%). Some described corpsmember

assistance which helped teachers better meet students' needs. Others described changes they saw in individual students or a kind of environment for learning that was created in a program such as after-school.

*I have helped the students with homework and school work. As a result, some of my students improved in reading and math levels.*

*I spent much of my time tutoring children and through this time I was able to observe their educational development vastly improve.*

*I taught some children how to read.*

*The afterschool program adds a level of tutoring and homework help that more kids should be exposed to.*

### Children's Social Growth and Development

Corpsmembers identified three broad areas of contribution to children's social growth and development.

- Social skills & conflict resolution 26%**

Corpsmembers felt they had improved students' ability to get along and play with others and to deal with conflict.

*Helping a young boy learn to handle his anger in a constructive way.*

*Recess is a good time for social growth because they learn to play without fighting, to play as a group and to take turns more.*

*Several of the children I worked with seem to have become more open and aware of one another.*

*A very troubled student learned to communicate better and build healthy relationships.*

*Socially I have contributed by helping to reduce fighting at my school site and physically see the difference between some of the children from their behaviors at the beginning to...the end (of the year).*

- **Building positive, caring relationships with students, mentoring 20%**

Through ongoing, consistent and caring interaction with children, corpsmembers felt they had created a more nurturing environment for children, provided a safe space for children to share concerns and generally served as mentors for some children.

*By listening to them if they have a problem that they needed to talk about.*

*Giving children hugs and praise that they are not getting at home.*

*Having discussions with kids during their recess.*

*There are some children that rely on me and come to my section at basketball faithfully. I feel they see me as a caring, nurturing adult, who's there to help and care for them. As a result of my service, some children are seriously thinking about college.*

- **Providing a broader perspective and advice 20%**

Corpsmembers talked about providing particular life lessons to children and about trying to share a broader perspective so that children can see beyond their current situation and challenges.

*Sharing different aspects about things outside their closed environment. Opening their eyes to other social resources in their community.*

*By telling them that the way they look at things now...it will look different to them as they grow older.*

*Consistency and follow-through with the decisions you make.*

*How to be more respectful of parents and teachers and all adults.*

*The importance of contributing to society.*

*I believe I was able to increase the awareness of how the environment affects youth's concept of what life is about and that just because life might not be going right now, if you work really hard now, you can make it better later.*

## Conclusion

EW/NSCC aims to affect many different stakeholders and participants in its school-based programming. It has the goal of both providing valuable services to schools to support children's learning and development and supporting corps-member growth, learning and development as they provide these services. The data reported here speaks most strongly to the impact of service on corpsmembers themselves. Their perceptions provide valuable data to understand their experience and its effect on them.

Overall, corpsmembers strongly affirmed that their service as part of an NSCC team is a powerful and positive experience in their lives. They indicate that their service has supported significant personal growth and learning and has also provided them with a strong sense of contributing to youth and to society. The areas of impact identified by the survey correspond with EW's goals for corpsmembers, providing evidence that they are meeting their goals in this area.

In addition, the research instruments sought corpsmembers' perceptions of their service's impact on the children they work with. Corpsmembers clearly indicated that they believe their work provides important benefits for students, educators, and schools as a whole. Although these findings are important for EW to assess the success of their programs, the data represent only one perspective (of corpsmembers) and need to be triangulated with other data about programmatic impact on children.

### Corpsmember Development

Corpsmembers are highly satisfied with their service. Corpsmember reports of development in a range of areas exceed EducationWorks' AmeriCorps Development objectives that 80% of members will report positive outcomes. More than 80% of corpsmembers reported that their experience:

- Left them with a stronger sense of civic responsibility (89%)
- Had a strong positive effect on their self-concept (92%)

- Had a positive impact on their learning (91%), e.g. growing as a professional and acquiring new skills or knowledge
- Had a positive impact on their career plans (92%), including leading some to change their career goal to encompass an education focus or work with children

### Service Impact on Students

The majority of corpsmembers believed that their work contributed to the educational (76%) and/or social (67%) growth and development of children.

### NSCC Training

A majority of corpsmembers (64-76%) reported that NSCC had effectively prepared them for their work in schools. The most frequently cited needs for additional training included conflict resolution and how to work with angry children.

### Concluding Words from NSCC Members

The following quotes reflect some of the NSCC team members final comments on the survey and provide a conclusion to this report in the members' own words:

*The time I spent with the NSCC ... has made me a better and stronger person. While it was difficult at times, I feel as though I've made a positive difference.*

*Working with NSCC/EW has been a wonderful experience.*

*I really appreciated NSCC for giving me the opportunity to work with you, I learned a lot, and I really enjoyed working with kids.*

*EducationWorks is an essential component to the success and strength of urban communities and schools. I only wish we could be at every one!*

*Being an AmeriCorps member is a blessing. So far it has given me insight and encouragement in dealing with others.*

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