

The Effects of Service-Learning on the Citizenship Attitudes of
At-Risk Students in an After-School Program

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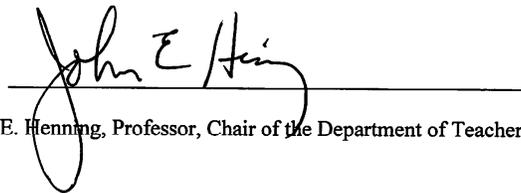
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This Master's Research Project Entitled
The Effects of Service-Learning on the Citizenship Attitudes of
At-Risk Students in an After-School Program

This Master's Research Project has been approved
for the Department of Teacher Education by



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*I dedicate this Master's Research Project to my
husband, Aaron, for his constant help and dedication,
not only with this project, but with
my journey through graduate school.*

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CHAPTER ONE

INTRODUCTION

Background

For most of the history of education, teachers and students remained inside the classroom to complete their daily learning activities. Most that was taught and learned came from books and rote memorization. Even with the seldom experiment or classroom discussion, students mainly experienced their education within the walls of the classroom. In the last few decades, teachers have begun to search for new ideas for educating that will make a lasting impression on their students. They want their students to care about- and retain- what they have learned. The solution to that problem has presented itself as service-learning. Through service-learning, students complete a classroom lesson on nearly any topic and then perform a community service interwoven with their lesson topic. Moreover, service-learning is more extensive and complicated than a mere community service project.

Service-learning is such a new technique that only a minority of schools utilize its practice (David, 2009, p. 83). And within that minority of schools experiencing service learning, even fewer of those schools are within rural or poverty-afflicted school districts. As a result, the majority of students participating in service-learning projects, and reaping any possible benefit from them, are students in wealthier school districts with a lower number of the issues associated with rural districts (David, 2009, p. 84). These issues include an increased high school dropout rate, a greater sense of student apathy toward school, lacking resources for experiential learning, and a lower political efficacy among

students. Simply put, these rural districts serve a large proportion of at-risk youth (Chiodo & Martin, 2007, p. 114).

Many researchers claim that a benefit of service-learning is citizenship education (Croddy, 2006, p. 31). They boast that a hands-on project provided by service-learning can connect students to their community and allow for their citizenship development. If true, service-learning is an answer to the prayers of political scientists concerned with the current generation's declining interest in United States democracy. Compared to previous generations, the current generation is less likely to participate in politics, vote, or participate in community activities (Kahne & Sporte, 2008, p. 739).

Statement of the Problem

A debate exists about the real benefits of service-learning. Some research suggests that students who participate in service learning projects form ties to their communities, better understand the problems in their communities, realize that they can change the lives around them, and are more likely to continue participating in community projects after the completion of their service-learning project (Bennett, 2009, p. 363; Bridgeland, Dilulio, Jr. & Wulsin, 2008, pp. 7-8; Brisbin, Jr. & Hunter, 2000, p. 624). Researchers believe that service-learning molds students into better citizens and provides them with the skills to engage in citizenship activities in the future. Service-learning is shown to positively influence previously apathetic citizenship attitudes.

While few researchers believe that service-learning can have a negative impact on student abilities and attitudes, some researchers have found that no correlation exists between the outcomes mentioned and service-learning. They simply have not discovered service-learning to be an influential practice in education.

If service-learning is found to be successful in promoting the positive citizenship attitudes and behaviors already mentioned, then rural school districts have the most to gain from the practice. Rural and low-income students have been shown to endure the many of the problematic traits, like low political efficacy and negative civic attitudes, presumably amended by service-learning projects (O'Brien, 2004, p. 76; Chiodo & Martin, 2007, p. 114) . This Master's Research Project addresses these issues with a focus on at-risk students in rural school districts.

Research Questions

This Master's Research Project seeks to answer the following two questions:

- How does service-learning in an afterschool program for at-risk students affect their citizenship attitudes?
- Do at-risk students experience service-learning in ways specific to their status?

Purpose/Significance of the Study

The purpose of this master's research project is to determine the effect of service learning in an afterschool program on citizenship attitudes among at-risk students.. The findings of this research project will further contribute to the service-learning debate. In addition, due to this study's special emphasis on the at-risk and rural student population, school administrators serving these students can better asses the need for service-learning in their classrooms. Finally, after-school program leaders may be guided by the findings of this study to provide service-learning projects for the students they serve.

Limitations

Some limitations do exist in this study. First, the sample size used in this research project is small and may not be completely representative of a larger population.

Secondly, the results of this research project may be influenced by the author's bias in favor of service-learning. Finally, due to the nature of this study the results may also be flawed by the subjective interpretations required of the author to analyze answers provided in student reflections.

Definition of Terms

The following working definitions will be assumed throughout this study:

- *Civic education*- Civic education “enables young people to learn about their rights and responsibilities, to understand how society works, and develop knowledge and understanding of social and political issues” (Learning and Skills Network, 2007, p. 3). It helps students develop such civic skills as “public problem solving, civic judgment, civic imagination and creativity, collective action, community/coalition building, and organizational analysis” (Saltmarsh, 2005, p. 55). Citizenship education is, and always has been, viewed as essential to the American education system (Chiodo & Martin, 2007, p. 55).
- *Rural school district*- A rural school district is one that is populated by less than 5,000 people and services less than 2,500 students, including 800 students in one of its high schools (Chiodo & Martin, 2007, p. 114).
- *Service-learning*- Service-learning differs from other forms of civic participation in that it “goes beyond community service by structuring volunteerism through coursework” (Van Assendelft, 2008, p. 87). Service-learning engages students in a manner that encourages them to participate in their communities for greater reasons than personal gain. Students begin to view their service as their responsibility to society (Bennett, 2009, p. 363). Service-learning is based on two

- important facets, action and reflection, where the greater goal is to build the knowledge and character of students (Berman, 2004, p. 18; David, 2009, p. 83).
- *At-risk student*- An at-risk student exhibit “low test scores, lack of work completion, social-emotional difficulties, and behavioral problems” (Burton, C., Comarata, A., Combs, C., Hamm, C., Hopkins, R., Kouche, B., et al., 2004, p. 50). At-risk student may also exhibit “low student performance or characteristics typically associated with lower student achievement and school dropout in large-scale data collections, including low socioeconomic status, racial or ethnic minority background, a single-parent family, a mother with low education, and limited proficiency in English” (Akiba, M., Apthorp, H.S., Lauer, P.A., Martin-Glenn, M.L., Snow, D., & Wilkerson, S.B., 2006, p. 281).
 - *Quilt barn*- The Ohio Arts Council (2008) defines a quilt barn as “a barn with a large quilt square painted or hung on the side so that the pattern can be viewed as people drive past” (p. 3). They serve as a representation of Appalachian culture and boost local tourism and economy.
 - *Good citizen*- A good citizen is someone who possesses the “knowledge, skills, values, and dispositions” used in our engagement in society, exhibits empathy for the needs of others, analyzes the actions of government and works to make it better, and is open-minded (Chiodo & Martin, 2007, p. 115). Good citizens “are informed and thoughtful, participate in their communities, act politically, and have moral and civic virtues (The Center for Information & Research on Civic Learning & Engagement (CIRCLE) & The Carnegie Corporation of New York, 2003, p. 10). O’Brien (2004) suggests that good citizenship is more than voting

and community service. At a deeper level, good citizenship is a mindset and a behavior (p. 75).

Methodology

The literature and recent research articles examined for this research project were obtained through several search engines, including Education Resources Information Center (ERIC), PsychINFO, Google Scholar, and Google. The specific keywords used to locate the research literature included: after-school program, at-risk student, service-learning, citizenship attitudes, citizen, community service, rural, poverty, quilt barn, Appalachia, high school, middle school, youth, culture, and behavior. The search was limited to the period between 1999-2009 because this range of years offers the most recent research on this topic.

Organization of the Study

This chapter included an introduction, statement of the problem, research questions, significance of the study, limitations of the study, definitions of terms used, methodology, and organization of the study. Chapter Two will present a review of current literature concerning research on the impact and practices of service-learning, after-school programs, special circumstances of at-risk students, and the status of citizenship commitment in the United States, and the Quilt Barn Project service-learning. Chapter Three will describe the methodology used in this Master's Research Project. Chapter Four will present the findings of this research project while Chapter Five will present the conclusions, discuss implications for practice and offer recommendations for further research.

CHAPTER TWO

LITERATURE REVIEW

The Practices and Impact of Service-Learning

Service-learning is a multi-faceted experience. It involves more than a simple act of community service. Students participate in a community project that is integrated into the curriculum and relates to lessons learned in the classroom (Bridgeland, Dilulio, Jr., & Wulsin, 2008, p. 7). The project is then followed by a student reflection exercise, considered to be one of the most essential parts of effective service-learning (Learning and Skills Network, 2007, p. 10; Van Assendelft, 2008, p. 88). For civic activities to be meaningful, though, students need to feel included in the decision-making and planning process of the project (Collins, Homer, & Nicholson, 2004, p. 67). Service-learning acts as a preparation course for citizenship in democracy, while it provides moral education along with civic lessons (Ehrlich, 1999, p. 245).

The reason for service-learning is to create strong citizens out of students as they witness democracy in real time (Carpini & Keeter, 2000, p. 635). The goals of service-learning, proposed by Florida International University, include “to increase the civic and citizenship skills of students” (Geiger, 2004, p. 166). The eight best practice principles for using service-learning effectively include: “curricular integration, meaningful service, cognitively challenging reflection, progress monitoring, youth voice, duration and intensity, diversity, and reciprocal relationships” (Bridgeland et al., 2008, p. 9). These goals are best realized within the young adult age group. Adolescence is fertile ground for sowing the seeds of interest in community service. This is a time when students are trying to understand how they fit into the larger society (Kahne & Sporte, 2008, p. 742).

While service-learning enjoys more support at this time than in previous times, only one-fourth of all U.S. schools use service-learning in their curriculum today (Saltmarsh, 2005, p. 52; David, 2009, p. 83). Service-learning projects are used mostly in schools districts serving high socioeconomic status (SES) students, while low SES school districts use service-learning far less frequently (David, 2009, p. 84). A study of the success of private schools versus public schools found that private school are more successful than public ones at creating good adult citizens because they tend to integrate service-learning and volunteerism into curriculum at a higher rate than do public schools (Dill, 2009, pp. 1282-1284). Regardless of where service-learning is practiced, one study showed that a majority of students find service-learning interesting and wish it was used more frequently in their classrooms (Bridgeland et al.,, 2008, p. 6).

Service-learning has gained much recent support in response to its impact on the comprehension of students. Service-learning not only increases student awareness of social issues, but also prompts them to consider causes of and solutions to these problems (Bennett, 2009, p. 363). This teaching tool leads students to feel a stronger sense of community ties and can lead them to feel that they can have an impact their environment (Bridgeland et al.,, 2008, pp. 7-8). Service-learning allows students a chance to decide what is truly a priority in their community and important to them (Ehrlich, 1999, p. 246). Service-learning has also been shown to help students realize “their roles in their communities” (McCartney, 2006, p. 115). Among the many benefits of service-learning, students have shown increased civic engagement and better understanding of the link between school and community (Van Assendelft, 2008, p. 88).

Some contradictory evidence, however, suggests that service-learning is not related to student benefits. One study asserts that a single, even lengthy, service-learning project may not be enough to change civic attitudes of students (Van Assendelft, 2008, p. 88). The results of another study showed that a community service project did not appear to affect the personal beliefs of students regarding democracy (Brisbin & Hunter, 2000, p. 624). As for long term benefits, other research suggests that, after students no longer participate in service-learning projects, they gradually lose sight of its benefits (David, 2009, p. 84).

On the other hand, many scholars believe civic benefits are birthed through the use of service-learning. In one study, civic learning experiences were found to be most effective in encouraging a youth's later civic engagement when compared to other predictors (Kahne & Sporte, 2008, p. 753). In a study of college students, students that completed a service project were more likely than those who did not complete a service project to continue other service projects later on (Brisbin, Jr. & Hunter, 2000, p. 624). Additionally, citizens become more aware of their communities' needs by participating in service projects. The more citizens know about the needs of their communities, the more likely they are to participate in community service projects (Atkins, Donnelly, Hart, & Youniss, 2007, p. 199). In the past, some have suggested that forced or required volunteering in schools has no effect on later civic engagement (Atkins et al., 2007, p. 200). Many researchers have proven the opposite- that forced or required volunteering, just like voluntary service, is strongly linked to later civic engagement (Atkins et al., 2007, p. 200). School achievement is also a product of service-learning. In the 1998 National Assessment of Educational Progress Report Card for the Nation reported that

students who actively participated in a community project were found to score higher on civics tests than those who did not (Carpini & Keeter, 2000, p. 636). Other research shows that schools can provide the most effective civic education through projects that link students to their communities and help them solidify their lessons through community service (Croddy, 2006, p. 31).

Special Circumstances of At-Risk Students

At-risk students, as defined in Chapter One, experience specific challenges. While various situations and reasons lead a student to be labeled “at-risk”, the link between all of them is that they are experiencing life in a way that makes their success more difficult and less predictable. One context, and the focus of this research project, that produces at-risk students at a higher rate is life in a rural community or rural school district. Rural communities tend to include people with “lower levels of education, lower employment, and greater incidents of poverty than adjacent urban areas” (Chiodo & Martin, 2007, p. 114). One study suggests that students living in households that earned more than \$75,000 annually are more likely than students from lower income homes to exhibit positive citizenship attitudes (O’Brien, 2004, p. 76). Along with these challenges, these students face higher high school dropout rates and low civic engagement.

For at-risk students, service-learning can prove to be very helpful in decreasing the negativity associated with at-risk students and their situations. A recent study showed that minority or low SES students were even more positively affected by service-learning than students with no minority or low SES status in previous studies (Kahne & Spote, 2008, p. 755). Another study of at-risk students also suggested that they are strongly and positively affected by the use of service-learning in their classrooms. In fact, service-

learning has been shown to positively reverse the reasons students cite for dropping out of school (Bridgeland et al., 2008, pp. 1-2). As a result, some claim that service-learning can serve as a safe-guard against high school dropouts (Bridgeland et al., pp. 6-7). The civic education movement, which includes the push for service-learning, has in part been motivated by the lack of civic knowledge among the poor and minorities in the United States. Without this knowledge, these groups struggle to voice their needs and concerns to the public (Boyte, 2003, p. 88).

After-School Programs

The after-school program is a fairly recent concept in the United States. In the past three decades, more women have joined the workforce, leaving some children unattended during the after-school hours. As a result, the United States has seen a rise in the use of the after-school program. These programs vary greatly from one another. Their goals range anywhere from extra education to glorified babysitting. Now, researchers are realizing that the most successful after-school programs are those that include elements of homework help and community service.

After-school time is the ideal place to teach citizenship education (Learning and Skills Network, 2007, p. 5). The after-school program setting provides the opportunity for students to take part in service-learning as a successful path to citizenship (Collins, Homer, & Nicholson, 2004, p. 65). After-school programs that include service-learning provide students with civic engagement that leads to long-lasting social identity (Collins et al., 2004, p. 65). Additionally, with regard to the current push for 21st century skills, some researchers suggest after-school programs are the ideal environment to teach students these skills, which includes “the ability to work on diverse teams” (Schwarz &

Stolow, 2006, p. 82). After-school programs are best able to teach 21st century skills because “they can offer real-world learning that is meaningful to students because it engages the broader community” (Schwarz & Stolow, 2006, p. 86). These opportunities are not as readily available during regular school hours.

The Status of Citizenship Commitment in the United States

A majority of political scientists would agree that the United States has a citizenship problem. Our nation has witnessed a major decrease in volunteering and community participation, including voting, among U.S. citizens in the last 50 years (Atkins et al., 2007, p. 197). Studies show that this problem is even more pronounced among the youth in the U.S., as this age group has the lowest level of civic participation of all age groups in the nation (Kahne & Sporte, 2008, p. 739). Political efficacy is lower among younger voters than older voters (Forrest & Weseley, 2007, p. 4). The United Kingdom and the United States are both experiencing a phase of civic “participation deficit” among young people in society (Benton, 2009, p. 2). In a study by the National Center for Education Statistics in 1998, only 9% of high school seniors in the U.S. could name two community benefits from civic participation (Boyte, 2003, p. 87). In the California Survey of Civic Education, Kahne found that less than half (47%) of high school seniors believed that “being actively involved in state and local issues is my responsibility” (Croddy, 2006, pp. 31-32). Contributing to the lack of youth interest in civic participation is the fact that not all educators believe that the creation of good citizens is included in their job descriptions (Carpini & Keeter, 2000, p. 635).

This citizenship problem in the U.S. has led many to question the true nature of citizenship. Some wonder if the definition of citizenship is changing, and along with it,

the values of our democracy. Previously, voting was considered the greatest act of citizenship. Now, volunteering and community service are considered to be as important as voting in the life of a committed citizen (Atkins et al., 2007, p. 198). Citizenship has a dual nature that consists of civic and political engagement (Chiodo & Martin, 2007, p. 116). In addition, “participation, justice, and inclusion” represent the core democratic values of the U.S. (Saltmarsh, 2005, p. 55).

Citizenship can also change according to area of residency. In a study of rural students, Chiodo & Martin (2007) found that students believe a good citizen helps others, obeys laws and rules, is loyal and patriotic, and has respect for others. Overall, community service was the most popular response among rural students as an example of good citizenship. Rural students were less likely to cite political engagement as an example of good citizenship (pp. 120-123). Based on research by Kahne and Westheimer (2004), rural students may represent participatory and personally responsible citizens. Participatory citizens are those citizens who are actively involved in their communities, understand how to make changes in their communities, and organize events that address community concerns. Personally responsible citizens are dedicated to their communities through personal acts of service outside of organizations. They are concerned with their own character and integrity as a reflection of their citizenship. They might donate blood or give a coat to the Salvation Army. (pp. 240-241).

If the U.S. continues to experience a decreasing interest in civic engagement, the very essence of its democracy will be in danger. The future of the nation rests in the hands of our young people (CIRCLE & Carnegie Corporation of New York, 2003, p. 11). John Dewey believed that “democracy is a learned activity” (Saltmarsh, 2005, p. 50).

With these beliefs in mind, researchers and educators have attempted to amend this problem. They have attempted to develop effective citizenship education for the youth of tomorrow.

Researchers first wanted to understand how to interest youth in citizenship, not only for a day but for the rest of their lives. One study revealed that the strongest predictor of a student's future political participation is his or her attitude toward the benefits of that participation (Benton, 2009, p. 9). Research has also exposed a link between females and high socioeconomic status and future political participation (Benton, 2009, pp. 14-15). Simply, students who take part in civic experiences are more likely to continue this type of participation later in life (Kahne & Sporte, 2008, p. 741). Furthermore, young people who participate in community service are more likely than those who do not participate to volunteer later in life (Atkins et al., 2007, p. 199). The following are the best predictors, according to research, of civic commitment among youth: classroom civic learning opportunities, school-based supports for students' academic and social development, extracurricular activities, demographic variables and academic capacities, and neighborhood and family civic context (Kahne & Sporte, 2008, p. 743). Schools and educational events that foster an environment of civic participation plant the seeds for future participation (Dill, 2009, p. 1282).

Based on these evidential findings, educators began building a citizenship education plan. Many educators believe that "citizenship education is a form of moral education with a particular set of aims" (Darling, 2002, p. 230). In the United Kingdom, citizenship education has three objectives: social/moral responsibility, community involvement, and political literacy (Benton, 2009, pp. 2-3). Many schools operate under

the notion that productive citizenship education occurs when teachers are enthusiastic about the subject. In addition, the most effective form of citizenship education is when students are able to apply what they have learned to some hands-on project (Learning and Skills Network, 2007, p. 9). The effectiveness of hands-on activities may be due to student willingness to participate. Kahne discovered that high school students actually want to participate in community projects (Croddy, 2006, p. 31). Currently, “civics” and “service” stand as the major avenues for civic education in the U.S. (Boyte, 2003, p. 85). Through citizenship education, students learn the knowledge, skills, and values of democracy and citizenship (Saltmarsh, 2005, p. 53). While no citizenship education method appears to be more effective than another, service-learning has been presented recently as a solution to the problem of civic disinterest among young people in the United States (Benton, 2009, p.13; Brisbin & Hunter, 2000, p. 623).

The Quilt Barn Project

This research project utilized the Quilt Barn Project to serve as a service-learning opportunity for study participants. Understanding its history and story is vital to understanding this research project.

In 2001, Donna Sue Groves developed the idea of Ohio Quilt Barns in Adams County, Ohio, as a way to honor her mother and quilter, Nina Maxine Groves (Ohio Arts Council, 2008, p. 3). She had wonderful memories of learning about different barns and quilts growing up. When she and her mother purchased a piece of land years ago, a tobacco barn was already located on the property. She considered it ugly and promised her mother she would paint a quilt block on the barn to make it more appealing (D. S. Groves, personal communication, November 5, 2009). Her ideas quickly grew into the

craze that quilt barns are today, with over 20 states in the U.S. and 19 counties in Ohio in 2008 (Ohio Arts Council, 2008, p. 4).

The Quilt Barn Project is truly community oriented. Most counties' quilt barn projects are organized by their local visitor bureaus (Ohio Arts Council, 2008, p. 14). People of the community serve their part by either sponsoring or painting the quilt barn block. Quilt barns tell the story of Appalachian history and character (Ohio Arts Council, 2008, pp. 25-26). The string of quilt barns in Ohio serves the purpose of drawing attention to the state's culture, art, and community life (Ohio Arts Council, 2008, p. 3). A study of the impact of quilt barns found they increase tourism, entrepreneurship, resources, partnerships, community pride, cultural awareness, and knowledge of Appalachian history in local communities (Ohio Arts Council, 2008, pp. 6-7). It also impacts the educational community. An after-school program in Brown County, Ohio, used the Quilt Barn Project to teach students about art, history, and math. The students then created an 8"x 8" quilt block that was displayed in the community where it was well received (Ohio Arts Council, 2008, p. 24).

Summary

A review of the research on service-learning suggests there are many benefits. The hands-on nature of service-learning allows for strong citizenship development in students. Through service-learning, students can become more cognizant of their role in government, community, and society. They can gain an understanding of the importance of volunteering and change-making in their immediate environments. In turn, politically and civically apathetic students may acquire a love of community involvement, while realizing their own responsibilities towards their government and community. In the

context of growing numbers of apathetic citizens in the United States, service-learning may be part of the solution for the next generation.

Service-learning can be easily implemented during after-school programs. This arena allows for more hands-on projects and supplemental time to explore that which is not always possible during the school day. For after-school programs that serve at-risk students, service-learning is even more vital. Students with at-risk status can benefit most from the civic-centeredness of service-learning experiences. Service-learning has been shown to reverse some of the negatives associated with at-risk students, thus decreasing their at-risk status. Service-learning in an after-school setting with at-risk students can help connect these students to a world from which they feel disconnected.

Chapter Three will describe the methodology that was used in this Master's Research Project to assess the effects of a Quilt Barn project on the citizenship attitudes of at-risk students in an after-school program.

CHAPTER THREE

METHODOLOGY

Participants

This research project was conducted in the after-school program at Southern Hills School. Southern Hills is located in a rural and impoverished area and has a strong connection with its sparsely populated community. The school serves a student population in grades 7-12. In comparison to other schools in the surrounding areas, as a member of the Coalition of Essential Schools, Southern Hills is more progressive and student-centered. The student population is 93.2% white, non-Hispanic and 44.7% economically disadvantaged. In comparison to its state graduation rate of 84.6%, Southern Hills boasts a graduation rate of 98.8%. Although the school did not meet Adequate Yearly Progress in 2008-2009, it met 10 out of 12 state standards during that year. More specifically, the economically disadvantaged students at the school have not met the Adequate Yearly Progress in mathematics and reading proficiency. Yet, the majority of the same economically disadvantaged students at the school are deemed “proficient” in mathematics, reading, writing, science, and social studies. Finally, an increasing number of students have passed state required graduation tests each year since the 2006-2007 school year.

The participants in this study were at-risk students enrolled in the after-school program at Southern Hills School. In addition to their at-risk status, the participants were members of rural households and a rural school district. In total, seven students participated in this study.

Prior to the beginning of the study, consent forms were sent home to parents of all possible participants (see Appendix A). All participants were under the age of 18. The parents received a copy of the consent form to sign and return in a prepaid envelope and a copy of the consent form to keep. The participants were also required to sign the consent form. The consent form explained the purpose and the possible risks and benefits of the study. It also explained that participation in the study was entirely voluntary.

Of 21 students, 20 returned consent forms with the intent to participate in the study, while seven students completed the study. All research was completed during regular meeting hours of the Southern Hills School after-school program. Students who did not receive consent to participate took part in the community service activity of the study, but did not take part in data collection.

Data Collection

The research design in this study included a pre-survey, post-survey, and reflection activity. This design aided in collecting open-ended and structured statements from participants. After receiving consent to participate in the study, but before participation, students completed a citizenship pre-survey (see Appendix B). In the Likert-type scale pre-survey, students were given a list of statements and asked to strongly disagree, somewhat disagree, somewhat agree, or strongly agree with the statements. The statements reflected the various definitions of a “good citizen”. Examples of these statements included: “As a citizen of my community, it is my job to make my community a better place”, “Good citizens volunteer in their community”, and “I can make a difference in my community”. Surveys were not anonymous, but students were advised that only the researcher would be viewing the survey responses.

Next, students received a lesson on quilt history, the art of quilting, Appalachian ties to quilting, and the Quilt Barn Project. After the lesson, students learned that they would be constructing their own quilt barn square, using the Schoolhouse Block and a barn close to their school. They also learned how this project might influence their community's economic, historic, and social structure. Through the use of the quilt lesson, students learned how their participation in the Quilt Barn Project might serve their community.

Following the quilt lesson, students converted the measurements of a 16" x 16" Schoolhouse quilt block to an 8' x 8' plywood square. Then, they painted the larger quilt block on the plywood square. After the 8' x 8' quilt block was completed, a frame was mounted on the back of the plywood square and hung on the side of the local barn. Students were then able to visit the barn during "Dedication Day" to celebrate their achievements in their community service project.

After completion of the Quilt Barn Project, students were given the opportunity to reflect on their experiences. First, they completed the citizenship post-survey (see Appendix C). The Likert-type scale citizenship post-survey contained the exact items as the citizenship pre-survey. Additionally, students completed a reflection activity (see Appendix D). The reflection activity provided students with an opportunity to answer open-ended questions about their experience with the Quilt Barn Project.

Data Analysis

All research data for this project was collected using surveys and reflection activities. Surveys and reflection activities were completed by seven student participants. For the citizenship pre-surveys and post-surveys, each category (strongly disagree,

somewhat disagree, somewhat agree, strongly agree) were assigned a number from 1 to 4, respectively. In both surveys, participant responses to statements were scored accordingly. After each statement response was scored, a sum of the scores was assigned to each survey. The difference of the sums of each participant's pre- and post-surveys indicated the level of change in citizenship attitude for each participant. These sums were analyzed at an individual participant and group level.

The citizenship pre- and post-surveys contained statements that reflected citizenship definitions. On a more detailed level, some statements reflected participatory citizenship definitions, while others reflected personally responsible citizenship definitions. Statements 3, 12, and 14 dealt only with the definition of participatory citizenship. Statements 1, 2, 4-11, 13, 15, 16, and 17 dealt only with the definition of personally responsible citizenship. The scores of these statements were also analyzed in their respective groups to determine attitudinal changes in certain types of citizenship.

The reflection activity, while also a necessary component of service-learning, was utilized in order to identify any additional themes. Student participants were prompted to consider what citizenship attitude changes, if any, they had witnessed in themselves during the Quilt Barn Project experience. They were also asked to re-consider their definition of a "good citizen" and what they had learned or gained from their service-learning project. The responses to these reflection questions helped to clarify changes observed in survey data.

The findings will be discussed in Chapter Four, which will contain quantitative representations, including graphs and tables, as well as qualitative descriptions of the data.

CHAPTER FOUR

FINDINGS

While 20 students agreed to participate in this study, seven students participated until its completion. The ultimate number of participants in this study was mainly a result of the beginning of spring school sports midway through the study. Sport practice session times conflicted with the after-school program schedule. Therefore, 14 student participants who initially agreed to participate in the study chose to participate in school sports rather than remain in the after-school program and in this study. Consequently, the remaining seven students participated fully participated in the study.

The Participants

Due to the small number of participants, it is important to analyze their characteristics. All seven participants were between the ages of 12 and 17. They included one female and six males. One male student was African-American while the remaining six were Caucasian. All seven students in this study resided in the school district. These students tended to be quiet and less involved than their peers who were also enrolled in the after-school program. More specifically, these students tended to require encouragement to participate in activities offered during the after-school program meetings. In addition, six of the seven participants were not involved in any extracurricular activities, other than the after-school program. Five of the seven students in this study did not easily relate to other members of the after-school program. During the designated homework period in the after-school program, these five students often could be found off by themselves, listening to their iPods. They tended to work on their homework alone, even when given the option of group work. Only when it was

absolutely required did these students interact with other members of the after-school program, including each other.

One student participant, Mark, struggled to make friends because of his religion. He and his family were Jehovah's Witnesses, which appeared to not be readily accepted by other students in the after-school program. While he had expressed an interest in participating in other school activities, his parents would only allow him to participate in the after-school program. As a result, Mark looked forward to the after-school program with excitement.

Another student, Derek, had struggled with a brain injury he received during birth. While very likable, Derek differed from his after-school peers in his ability to communicate and connect. He tended to bond with the adult teachers and aides in the after-school program, because, as he said, "they understand me."

The only African-American student who participated in this study was Jason. He had a juvenile criminal record, but appeared very subdued in the after-school program. Jason had attended another school two years before. At this school, he had "become friends with some bad kids," as he states it. He quit caring about school and became truant. As a result, his court-ordered punishment required him to complete community service hours.

The only female involved in this study, Ryanne, was being raised by her Native American grandparents. She craved attention from the adults in the after-school program, but struggled with issues related to personal hygiene.

The fifth student participant was David, a 17-year-old. He appeared rather self-conscious and reluctant to try new things out of fear of how his peers might respond. David was the oldest student in the after-school program.

Trevor, shy like David, was the newest member to the after-school program. He joined the program just as this study was beginning. Trevor's personality seemed to fluctuate. At times, he would barely talk to anyone. There were other times when he would engage in long conversations. However, he always avoided being the center of attention.

Finally, Colin displayed a cynical attitude toward most events in life. He struggled in his relationship with his parents and felt "forced" by them to attend the after-school program in order to improve his grades.

While these seven students enrolled in the after-school program were considered to be at-risk, the students involved in this study displayed the more distinct characteristics. Consequently, the findings in this study may not be representative of the general student population at Southern Hills School; however, they do offer unique insights into these seven students' ideas/concepts of citizenship. These findings may help us to understand how service-learning affects the citizenship attitudes of students in an after-school program. More specifically, these findings explain how these seven at-risk students felt about citizenship after their participation in a service-learning project.

This chapter presents the data analysis of the pre-survey, post-survey, and reflection activities completed by the students who participated in this study. The reflection activities were completed by only the seven participants that completed this survey. Each of these sets of data was analyzed and are presented next.

Citizenship Pre-Survey

The pre-survey used in this study was completed by the seven student participants before they were introduced to any of the service-learning project components. In the survey, they were presented with statements that reflect notions of good citizenship. They were instructed to indicate their level of agreement with each statement on a Likert-scale ranging from “strongly disagree” (1), to “somewhat disagree” (2), “somewhat agree” (3), and “strongly agree” (4). Fourteen statements in the pre-survey included characteristics of personally responsible citizenship (see Appendix E, item 1, 2, 4-11, 13, 15-17), while three statements included characteristics of participatory citizenship (see Appendix E, item 3, 12, 14).

Table 1 addresses the results of the survey statements pertaining to personally responsible citizenship. These statements focused on good citizenship activities such as voting in elections, taking an interest in history, keeping up with current events and news, making the community a better place, concern for others’ needs, understanding Appalachian history and culture, making informed decisions on Election Day, making unpopular choices, and obeying the law. Overall, the participants tended to agree with these notions of citizenship. They did, however, agree more with the importance of making unpopular choices and helping others and less with the importance of understanding local, state, and national history.

These seven students might have agreed most with the importance of making unpopular choices because of their personal situations. Since they were generally not included in the “popular” social groups at school, they might have better understood that the popular choice is not always the right choice.

Additionally, these students strongly agreed with the notion that as good citizens, they should help people when they can. Yet, they agreed least with the idea that good citizens should know different types of history. This discrepancy suggests that the students involved in this study viewed good citizenship as active work as opposed to a knowledge set.

Table 2 outlines the results of survey items pertaining to participatory citizenship. These statements addressed community work such as volunteerism and taking action to improve the community. Overall, the study participants tended to agree with these statements as well. More specifically, they mostly significantly agreed that community volunteerism is an important part of being a good citizen. However, as much as these students agreed that good citizens should fulfill certain duties to their community, they appeared not to believe these responsibilities applied to them individually. The other statements concerning participatory citizenship utilized words such as “me” and “I” to encourage students to take ownership of citizenship duties. In response, these seven students agreed less with these statements than ones that utilized the more anonymous “good citizens” phrase in describing the person responsible for working in their communities.

In the pre-survey, students showed no clear preference for personally responsible citizenship or participatory citizenship. They favored active roles as signs of good citizenship over personal knowledge of specific content, such as history. One possible explanation for this is that an active role might seem less like school than personal knowledge to these students.

Table 1. Personally Responsible Citizenship

	Mean	
1. I believe that good citizens are concerned about the needs of other people.	3.14	2.97
2. I believe it is important to help people when I can.	3.57	
4. I should try to understand things from other people's perspectives.	2.57	
5. I can make a difference in my community.	2.86	
6. Activities that help me learn about and support Appalachia give me a chance to be a good citizen.	3.43	
7. The popular choice is not always the right choice.	3.71	
8. Good citizens vote in U.S. elections.	2.57	
9. I plan on voting in U.S. elections as soon as I can.	2.57	
10. Good citizens know about local, state, and national history.	2.43	
11. Good citizens keep up with current events and news.	3.14	
13. As a citizen of my community, it is my job to help my neighbors when I can.	3.29	
15. Good citizens obey the law.	3.00	
16. Good citizens make informed decisions about who to vote for on Election Day.	2.57	
17. It is important to understand the history and culture of Appalachia because I live in Appalachia.	2.86	

Table 2. Participatory Citizenship

	Mean	
3. When I notice a problem in my community, it is important that I try to do something about it.	2.86	2.90
12. As a citizen of my community, it is my job to make my community a better place.	2.71	
14. Good citizens volunteer in their community.	3.14	

One trend in student answers on the pre-survey is their apparent unwillingness to assume individual responsibility for activities that they viewed to demonstrate good citizenship. Students preferred that other people in their communities take on these responsibilities, even though they believed these “other people” are good citizens.

Citizenship Post-Survey

The post-survey was identical to the pre-survey. The seven students did not complete the post-survey until all parts of the service-learning project were completed. Their responses were examined in the same manner as those in the pre-surveys. All agreement levels in the post-surveys were assigned the same numerical value as in the pre-surveys. As in the pre-survey, fourteen statements in the post-survey included characteristics of personally responsible citizenship (see Appendix E, item 1, 2, 4-11, 13, 15-17), while three statements included characteristics of participatory citizenship (see Appendix E, item 3, 12, 14).

Table 3 summarizes the results of survey items pertaining specifically with personally responsible citizenship. These statements focused on good citizenship activities such as voting in elections, taking interest in history, keeping up with current events and news, making the community a better place, concern for others’ needs,

understanding Appalachian history and culture, making informed decisions on Election Day, obeying the law, and making unpopular choices as a reflection of good citizenship. As in the pre-survey, students generally agreed with these statements, but at a lower level. The students agreed least with the notion that good citizens keep up with current events and news. The survey results suggest also that several of the students in this study do not plan on voting in elections as a reflection of good citizenship. As in the pre-survey, students agreed most with the notion that the popular choice is not always the right choice.

Overall, the results of the post-survey suggest that students in this study agreed less with commonly accepted definitions of good citizenship after taking part in a service-learning project. Yet, more specifically, this study suggests that these students agreed more with the notion that good citizens make informed decisions about whom to vote for on election day after taking part in a service-learning project. Additionally, students showed a significant change in their original agreement with the notion that good citizens keep up with current events and news. After the service-learning project, they agreed less with this notion.

Table 3. Personally Responsible Citizenship

	Mean	
1. I believe that good citizens are concerned about the needs of other people.	3.14	2.85
2. I believe it is important to help people when I can.	3.14	
4. I should try to understand things from other people's perspectives.	2.71	
5. I can make a difference in my community.	2.86	
6. Activities that help me learn about and support Appalachia give me a chance to be a good citizen.	3.14	
7. The popular choice is not always the right choice.	3.43	
8. Good citizens vote in U.S. elections.	2.57	
9. I plan on voting in U.S. elections as soon as I can.	2.29	
10. Good citizens know about local, state, and national history.	2.57	
11. Good citizens keep up with current events and news.	2.28	
13. As a citizen of my community, it is my job to help my neighbors when I can.	3.00	
15. Good citizens obey the law.	2.86	
16. Good citizens make informed decisions about who to vote for on Election Day.	3.14	
17. It is important to understand the history and culture of Appalachia because I live in Appalachia.	2.71	

Table 4 shows the results of post-survey items pertaining to participatory citizenship. As in the pre-survey, these statements addressed community work such as volunteerism and taking action to improve the community as a reflection of good

citizenship. While the seven students seemed to agree with these statements, they did so at a lower level than in the pre-survey. As in the pre-survey, students agreed most with the notion that good citizens volunteer in their communities. After participating in the service-learning project, students agreed more with the notion that as citizens, it is their job to make their communities better. Students agreed less, though, with the notion that they are personally responsible for trying to address problems in their communities.

Table 4. Participatory Citizenship

	Mean	
3. When I notice a problem in my community, it is important that I try to do something about it.	2.71	2.87
12. As a citizen of my community, it is my job to make my community a better place.	2.89	
14. Good citizens volunteer in my community.	3.00	

Compared to the pre-survey, in the post-survey, students agreed less with views of good citizenship. When broken down to individual survey items, however, these students did agree more with specific notions of good citizenship. These notions include understanding things from other peoples' perspectives and making informed decisions on Election Day. These students agreed somewhat more with the belief that good citizens understand history, which may be the result of the exposure to the quilt history lesson they completed before participating in the service-learning project.

These seven students maintained their original pre-survey positions in the post-survey that good citizens are concerned about others and that they can individually make a difference in their communities. Yet, after taking part in the service-learning project,

students agreed less with their original position that it is their personal responsibility to help others. A possible explanation for this is that through the service-learning project, students realized how much work was involved in taking individual responsibility for these types of activities. While they believed that good citizens should be active and helpful, these responsibilities did not appear to apply to them specifically. To these students, these responsibilities fell into the hands of someone else.

Participant Reflection

In addition to the pre-survey and post-survey, the seven participants completed a reflection activity in which they were asked open-ended questions with regard to their experiences with the service-learning project they had completed (See Appendix D). The qualitative data in this reflection activity offered different insights into the opinions of the students involved in this study.

When asked about the most meaningful part of the Quilt Barn Project, these students cited “painting” and “making” the quilt block. Ryanne, Derek, and Mark mentioned “having fun” as the most meaningful part of the project. Mark, Ryanne, and Trevor agreed that to them, painting was the most enjoyable part of the Quilt Barn Project. When asked why he enjoyed taking part in the project, Derek answered, “Knowing that the project was not just for an activity, but that the project would help make revenue for the community.”

When asked what they did not like about taking part in the activity, Colin, David, and Mark simply answered “nothing”. Derek answered, “At times, I felt like I was being forced to do something I wouldn’t enjoy.” Jason revealed that those around him made

the project difficult. He answered that “working with up-tight people and bossy people” were “distracting” during the project.

Despite a few negative comments, students were eager to take their turn at painting the quilt block during their participation in the project. They commented that they thought the block would be attractive to drivers in the area. All seven students worked hard to paint the quilt block in a precise manner.

The student participants were asked whether they felt they were good citizens because of their participation in the Quilt Barn Project. This question brought about mixed reviews. Ryanne, Trevor, Colin, and Mark stated that they did feel like good citizens and cited several reasons. For example, Trevor and Mark believed they were good citizens because “everyone will be able to see” the completed Quilt Barn Project on the side of a barn. Colin and Ryanne did not offer reasons for why they felt like good citizens. David, Jason, and Derek stated that they did not feel like good citizens and cited different reasons. Jason answered, “It didn’t help the public. I felt like it was important, but I didn’t feel like a good citizen.” David said he did not feel like a good citizen because the project “doesn’t help the environment.”

Five of seven students answered that they had not taken part in community service projects in the past, except for Jason who stated, “Yes, [I participated in community service projects] when I had required community service through the courts. I cleaned graffiti and cleaned up trash.” This experience was required and more forced than the Quilt Barn Project. As a result, Jason found the Quilt Barn Project to be more relaxed and enjoyable. He mentioned that, this time around, he was able to work with his girlfriend, who was also in the after-school program. When asked if they planned on

participating in community service projects, like the Quilt Barn Project, in the future, Mark, Ryanne, David, and Jason said that they would plan on participating in other projects, as long as the projects were, in the words of Jason and Mark, “important.”

When asked their opinion about what needs to be improved in their community, Derek and Trevor mentioned drug use. Jason mentioned litter at a local lake. These students cited things like “spread the word” and “pick up the trash” as actions they could take to improve their community. Only Colin said that nothing needed to be improved in the community.

Summary

This study sought to determine whether service learning in an afterschool program for at-risk students affects their citizenship attitudes and whether at-risk students experience service-learning in ways specific to their status.

The Quilt Barn service-learning project did appear to have affected the citizenship attitudes of the seven at-risk students in this after-school program. The findings in this study suggest that the service-learning project in this study somewhat increased students’ awareness of what is involved in a community service project. A service-learning project exposes them to the complicated process of completing a large-scale community service project. In turn, the students in this project maintained their beliefs that a good citizen participates in these types of projects, as long as that good citizen is not them. The work required to participate in a community project was not appealing to these students. They wanted to be excluded from this work, even though they believed it should be done.

Despite a somewhat increased awareness of what is involved in a community service project, the findings in this study suggest the Quilt Barn project had a slight

overall negative effect on the citizenship attitudes of these students (see Table 5). The findings in this study apply to its seven participants only.

Table 5. Pre-Survey & Post-Survey Mean Comparison

	Pre-Survey Mean	Post-Survey Mean	Mean Difference
Participatory Citizenship	2.90	2.87	-0.11
Personally Responsible Citizenship	2.97	2.85	-0.12

Several unanticipated issues emerged throughout this study. An after-school program leader often interfered with the study by changing its schedule. Students would come to the after-school program on days when they were expecting to take part in the Quilt Barn Project only to find that the project would not be taking place. This specific program leader made it clear that she felt the participants were not mature enough to complete the actual building of the quilt block. As a result, the seven participants were unable to take as much ownership in the project as was originally intended. This situation most likely discouraged students and influenced their citizenship attitudes during this study.

Students may have also been affected by school absences. The preparation and painting of the Quilt Barn block occurred during the winter months. Students missed several days of school due to difficult weather conditions and snow storms. As a result, regularly scheduled project days had to be postponed to later dates. Students may also have become disillusioned with the Quilt Barn Project as a result of these postponements.

This rescheduling may well have had an anti-climatic effect on the students' excitement about the project.

CHAPTER FIVE

CONCLUSIONS

The review of literature on service-learning reveals several themes about its effectiveness. This teaching tool leads students to feel a stronger sense of community ties and can lead them to believe that they can have an impact their community (Bridgeland et al., 2008, pp. 7-8). Service-learning allows students a chance to decide what is truly a priority in their community and important to them (Ehrlich, 1999, p. 246). Service-learning has been shown to help students realize “their roles in their communities” (McCartney, 2006, p. 115). Among the many benefits of service-learning are increased civic engagement and a better understanding of the link between school and community (Van Assendelft, 2008, p. 88).

Some research literature, however, suggests that service-learning may not be an effective teaching tool. For example, one study asserts that a single, even lengthy, service-learning project may not be enough to change civic attitudes of students (Van Assendelft, 2008, p. 88). The results of another study showed that a community service project did not appear to affect the personal beliefs of students regarding democracy (Brisbin & Hunter, 2000, p. 624). As for long term benefits, other research suggests that, after students no longer participate in service-learning projects, they gradually lose sight of its benefits (David, 2009, p. 84).

Findings

Seven at-risk students in an after-school program participated in this study. They completed surveys and reflection worksheets. These instruments were used to ascertain the level of effectiveness of the Quilt Barn service-learning project in which these

students took part. The findings in this study suggest that the Quilt Barn service-learning project increased these seven students' awareness of what is involved in the completion of a community service project. In addition, they persevered in their belief that a good citizen participates in community service projects. Yet, these students appeared to assume that this was the job of people other than them in their community. They took no ownership of this civic responsibility. The students believed that community service is a necessity as long as it is completed by someone else. Overall, after participating in the Quilt Barn service-learning project, these seven students' citizenship attitudes were slightly negatively affected.

These findings do not support the overwhelmingly positive literature evidence that service-learning builds citizenship attitudes among students. While students in this Master's Research Project understood the connection between good citizenship and community service, they tended to not include themselves. They remained distant and detached from their personal role in community service and citizenship.

Some of the research literature has suggested that service-learning may not be an effective tool in influencing student citizenship attitudes when it only involves one project (Van Assendelft, 2008, p. 88). This may well explain the declining citizenship attitudes among the student participants in this study. Another reason for this negative relationship between these students' citizenship attitudes and disposition towards service-learning may be the extremely small sample size in this study. Finally, the influence of one after-school program leader at the Southern Hills School greatly interfered with this success of study. This situation might also explain the negative relationship between these students' citizenship attitudes and dispositions towards service-learning.

Recommendations

Due to the small sample size in study, few generalizations about the effects of service-learning on a larger population can be made based on this study's findings. Future researchers would benefit from obtaining a larger sample size for their studies. They should secure an effective research plan to ensure the completion of their study during a time frame that suits all or most participants. When working with students, researchers should plan to avoid potential high participation drop-out rates due to sports and other extra-curricular activities.

Another problem with the completion of this study was the negative influence of school officials. One after-school program leader, in particular, had a significant negative impact on this study, and consequently, on the citizenship attitudes of the student participants. This teacher delayed the progress of this project and attempted to change the original research plan design. As a result, the student participants were unable to take as much ownership over their project as had been originally planned. Future researchers should be aware of this potential barrier to a successful study, especially when facilitating their study within the setting of a regular school. If a researcher does decide to use school grounds or school programs as the base for his or her study, it would be best to establish clear lines of communication with school officials regarding the study. Finally, this communication will allow for less interruption of the researcher's study and establish expectations of both parties.

In conclusion, the findings in this study revealed that service-learning had a slightly negative effect on the citizenship attitudes of the seven participating at-risk students. These findings, however, may not be transferable to other groups. These

findings merely apply to the seven students in this study. As a result, other opportunities exist for further research on the impact of service-learning on student citizenship attitudes. Current literature provides compelling evidence to suggest service-learning is an effective tool to positively impact the citizenship attitudes of at-risk students. Perhaps a similar study with a larger sample size might well produce such supporting evidence. Hopefully, future larger scale research on the impact of an afterschool service learning project on the citizenship attitudes of at-risk students will contribute to a deeper understanding of the relationship between the two.

APPENDIX A
Ohio University Consent Form

Title of Research: The Effects of Service-Learning on Student Citizenship Attitudes
Researcher: Megan Lawhon

You are being asked to allow your child to participate in research. For you to be able to decide whether or not you want your child to participate in this project, you should understand what the project is about, as well as the possible risks and benefits in order to make an informed decision. This process is known as informed consent. This form describes the purpose, procedures, possible benefits, and risks. It also explains how your child's personal information will be used and protected. Once you have read this form and you have no more questions about the study, please sign it. After you have signed this form, please have your child sign it also. This will allow your child's participation in this study. You should keep one copy of this form for yourself, and mail one signed copy back to the researcher in the stamped envelope provided.

Explanation of Study

Your child will be participating in this study during the regularly scheduled after-school program at Federal Hocking Middle/High School. He/She will not be meeting outside of this time. In addition, your child will be participating in this study along with other students in the after-school program. First, your child will complete a survey that asks him/her questions about his/her citizenship views. These questions will include statements about responsibility, volunteering, morals, and future political involvement. After the survey is completed, your child and other students will receive a lesson about the Quilt Barn Project and quilting history in Appalachia. Once the lesson is finished, your child and other students will create a collective quilt barn block as part of a community project. All of these activities will be completed on school grounds. After students finish the quilt barn block, it will be hung on a local barn. Once the project is over, your child will reflect on his/her experiences in this project. Then, your child will complete a survey that asks him/her about his/her citizenship views. The researcher will then study the reflections and surveys of all participants to determine whether the citizenship attitudes of the participants have changed due to their participation in the project. This entire process should take approximately no longer than eight meetings of the after-school program.

Risks and Discomforts

The project involved in this study is typical of activities in the after-school program at Federal-Hocking Middle/High School. Therefore, few risks exist that would not exist otherwise. Since your child will be using paint to create the quilt barn block, the only apparent risk to your child would be getting paint on their clothes. Protective coverings will be provided to keep clothes from being ruined.

Benefits

As a participant of this study, your child will be able to learn about local history. In addition, your child will be able to participate in a community service project. On a

larger scale, the results of this study will help your child's after-school program, and other after-school programs, to be more effective at helping students.

Confidentiality

Your child's identity protection will always be a priority in this study. Your child's name will be on their completed surveys and reflections, but any paper with your child's name will be locked in a filing cabinet at all times. The only person who will have access to your child's information in this study will be the sole researcher for the study.

Additionally, while every effort will be made to keep your child's study-related information confidential, there may be circumstances where this information must be shared with:

*Federal agencies, for example the Office of Human Research Protections, whose responsibility is to protect human subjects in research, **and**

*Representatives of Ohio University (OU), including the Institutional Review Board, a committee that oversees the research at OU.

Contact Information

If you have any questions regarding this study, please contact:

Researcher:* Megan Lawhon, (740)662-5157 or ml150508@ohio.edu **or

**Advisor:* Dr. Frans Doppen, (740)593-0254 or doppen@ohio.edu

If you have any questions regarding your child's rights as a research participant, please contact:

*Jo Ellen Sherow, Director of Research Compliance, Ohio University, (740)593-0664.

By signing below, you are agreeing that:

- you have read this consent form (or it has been read to you) and have been given the opportunity to ask questions
- known risks to your child have been explained to your satisfaction.
- you understand Ohio University has no policy or plan to pay for any injuries your child might receive as a result of participating in this research protocol
- you are 18 years of age or older
- your child's participation in this research and your permission to allow him/her to participate is given voluntarily
- you may change your mind and stop your child's participation at any time without penalty or loss of any benefits to which your child may otherwise be entitled.

Parent/Guardian Signature _____ Date _____

Printed Name _____

By signing below, you are agreeing that you would like to participate in this study.

Child's Signature _____ Date _____

Printed Name _____

Version Date: 11/18/09

APPENDIX B

Citizenship Pre-survey

Name: _____ Date: _____

How much do you agree or disagree with the following statements about citizenship? For each statement, please place an “x” in the appropriate box.

	A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
1. I believe that good citizens are concerned about the needs of other people.				
2. I believe it is important to help people when I can.				
3. When I notice a problem in my community, it is important that I try to do something about it.				
4. I should try to understand things from other people’s perspective.				
5. I can make a difference in my community.				
6. Activities that help me learn about and support Appalachia give me a chance to be a good citizen.				
7. The popular choice is not always the right choice.				
8. Good citizens vote in U.S. elections.				
9. I plan on voting in U.S. elections as soon as I can.				
10. Good citizens know about local, state, and national history.				
11. Good citizens keep up with current events and news.				
12. As a citizen of my community, it is my job to make my community a better place.				
13. As a citizen of my community, it is my job to help my neighbors when I can.				
14. Good citizens volunteer in their community.				
15. Good citizens obey the law.				
16. Good citizens make informed decisions about who to vote for on Election Day.				
17. It is important to understand the history and culture of Appalachia because I live in Appalachia.				

APPENDIX C

Citizenship Post-survey

Name: _____ Date: _____

How much do you agree or disagree with the following statements about citizenship? For each statement, please place an “x” in the appropriate box

	A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
1. I believe that good citizens are concerned about the needs of other people.				
2. I believe it is important to help people when I can.				
3. When I notice a problem in my community, it is important that I try to do something about it.				
4. I should try to understand things from other people’s perspective.				
5. I can make a difference in my community.				
6. Activities that help me learn about and support Appalachia give me a chance to be a good citizen.				
7. The popular choice is not always the right choice.				
8. Good citizens vote in U.S. elections.				
9. I plan on voting in U.S. elections as soon as I can.				
10. Good citizens know about local, state, and national history.				
11. Good citizens keep up with current events and news.				
12. As a citizen of my community, it is my job to make my community a better place.				
13. As a citizen of my community, it is my job to help my neighbors when I can.				
14. Good citizens volunteer in their community.				
15. Good citizens obey the law.				
16. Good citizens make informed decisions about who to vote for on Election Day.				
17. It is important to understand the history and culture of Appalachia because I live in Appalachia.				

5. What did you learn about the history of Appalachia and quilting by taking part in the Quilt Barn Project?

6. Have you participated in community service projects in the past? If so, please describe them.

7. Do you plan on participating in community service projects, like the Quilt Barn Project, in the future? If so, please explain why. If not, please explain why not.

8. What is something that needs to be improved in your community? What can you do to make it better?

9. What other things can you do to improve your community?

APPENDIX E
SURVEY STATEMENTS

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
1. I believe that good citizens are concerned about the needs of other people.				
2. I believe it is important to help people when I can.				
3. When I notice a problem in my community, it is important that I try to do something about it.				
4. I should try to understand things from other people's perspective.				
5. I can make a difference in my community.				
6. Activities that help me learn about and support Appalachia give me a chance to be a good citizen.				
7. The popular choice is not always the right choice.				
8. Good citizens vote in U.S. elections.				
9. I plan on voting in U.S. elections as soon as I can.				
10. Good citizens know about local, state, and national history.				
11. Good citizens keep up with current events and news.				
12. As a citizen of my community, it is my job to make my community a better place.				
13. As a citizen of my community, it is my job to help my neighbors when I can.				
14. Good citizens volunteer in their community.				
15. Good citizens obey the law.				

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