

The Evaluation of LearnServe International

February 2015
Submitted by ICF International



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1. Introduction

LearnServe International provides leadership training to high school students with a focus on global awareness and social entrepreneurship. LearnServe's two main programs are currently the Fellows program and the Abroad Program. The Fellows program is a year-long after-school program that brings together students from across the DC metropolitan area and teaches them how to develop a business plan; identify an issue they are passionate about; and design a social project (or venture) for which they may seek to obtain seed funding. The Abroad program is an 8-month program that takes students and teachers to developing countries where they meet community leaders and have the opportunity to work on local projects and learn about issues faced by developing countries. Upon return from these international trips, students develop action plans to share their experience with their school community and raise awareness and funds for the project they visited.

The mission of LearnServe International is to spark high school students' passion to make a difference and equip them with the knowledge, tools and relationships to effectively drive local solutions to pressing global problems. In order to achieve this mission, the Abroad Program and the Fellows program were designed to increase students' global and social awareness; improve their ability to work on multicultural teams; enhance leadership and business skills; improve self-confidence; spark initiative to take social action; and enhance problem solving and critical thinking skills. As depicted in the logic model (Appendix F), it is hypothesized that these short-term outcomes will lead to more long-term outcomes whereby students will show continued civic engagement in their schools, colleges and communities and pursue studies or careers in international service, entrepreneurship, and/or social action.

In August 2014, ICF International (ICF)¹ initiated a retrospective study evaluating LearnServe International's two main programs. The purpose of the study is to understand how LearnServe experiences have influenced alumni's educational and professional choices, their level of civic engagement, as well as their propensity to take on leadership roles. The study consisted of a survey of LearnServe alumni and focus groups with alumni, advisors, and parents from both the Fellows program and the Abroad program.

Across these three stakeholder groups (alumni, advisors, and parents), the study addresses the following areas:

- The usefulness of the skills taught by the program including: leadership skills, business planning skills, global awareness, and cross-cultural competencies.
- The use of LearnServe programmatic experiences on alumni's resumes, college applications, scholarship applications, and during job interviews.
- Academic and professional choices alumni have made and to what extent these choices were shaped by their experiences with LearnServe programs.
- Alumni civic engagement outside of work and study and to what extent LearnServe shaped their participation.
- Follow-up information on the state of alumni's ventures for the Fellows program and action plans made by Abroad program alumni.

¹ Some staff from ICF International have volunteered with LearnServe International by serving on review panels for the Fellows program. In order to prevent conflicts of interest, data security permissions were set up for all project related files on ICF International's shared network drive to ensure that only three members from ICF International's research team could access project information and evaluation data.

The first section of this evaluation report describes key findings followed by an overview of data collection methods and the sample of respondents from the alumni survey and focus groups. The final section presents detailed evaluation results and concludes with suggestions and recommendations for program enhancements.

2. Key Findings

This section presents seven key findings and a summary of the evidence for each.

- 1) **Most alumni indicated that LearnServe increased their global and social awareness and their ability to work in multicultural groups.**
 - Across all respondents and for each type of program, alumni reported the highest ratings for survey items related to increased global and social awareness and the ability to work in multi-cultural groups.
 - The highest ratings for individual survey items included the following:
 - I am more conscious of my own perspectives and culture;
 - I want to continue to learn about the world's peoples, cultures, and issues;
 - I am more knowledgeable about project planning and execution;
 - I believe helping to improve the community is my responsibility;
 - I have a greater appreciation for diversity and cultural differences;
 - I have increased social awareness;
 - I believe in my ability to influence social change in my community;
 - I believe thinking critically is useful for everyday life; and,
 - I am able to work on teams with peers from different backgrounds.
 - The lowest rated outcome across all types of respondents and for each type of program included increased engagement in academics.

- 2) **LearnServe programs influence alumni in different ways. Fellows program alumni reported larger gains with their public speaking skills and alumni that participated in both programs reported stronger influences on their critical thinking skills and knowledge of project planning and management. Alumni from the Abroad program or who participated in both programs were more likely to indicate that their desire to attend college was influenced by their LearnServe experiences.**
 - The percentage of alumni indicating that LearnServe helped them “believe thinking critically is useful for everyday life” was statistically different depending on whether alumni participated with one program or both programs. A greater percentage of alumni that participated with both programs strongly agreed with this statement versus alumni that only participated with only one program.
 - The percentage of alumni indicating their public speaking skills improved was statistically different depending on which program they participated with. Larger percentages of alumni from the Fellows program agreed that their public speaking skills improved compared to Abroad program alumni and alumni that participated in both programs.
 - The percentage of alumni indicating that LearnServe helped them “know what steps and materials are needed to complete a project” was statistically different depending on which program they participated with. Alumni that participated in both programs were more likely to agree with this statement compared to alumni that participated in either only the Fellows program or only the Abroad program.

- 3) Alumni from lower socio-economic backgrounds were more likely to report that LearnServe increased their self-confidence, made them more focused on academics, and motivated them to attend college.**
- Ninety-six percent of alumni that received free or reduced cost lunch in high school (compared to seventy-eight percent of alumni who did not) agreed that LearnServe made them “more self-confident”.
 - The percentage of alumni that indicated that LearnServe made them “more focused on my academics” was statistically different for alumni that received free or reduced cost lunch in high school. Seventy-one percent of alumni that received free or reduced cost lunch in high school (compared to forty-three percent of alumni who did not) agreed that LearnServe made them more focused on their academics.
 - There was a statistically significant difference in percentage of alumni indicating their “desire to attend college” was influenced by their LearnServe experiences depending on whether or not the alumni received free or reduced cost lunch during high school. Seventy-eight percent of alumni that received a free or reduced cost lunch in high school (versus forty-two percent that did not) indicated that their desire to attend college was influenced by their LearnServe experiences either “a lot” or “somewhat”.
- 4) The high school and college completion rate among alumni survey respondents is noticeably higher than the US national average.**
- Among survey respondents not currently enrolled in high school, 99 percent had graduated from high school. Of the remaining survey respondents that were no longer in high school or enrolled in college, 95 percent had graduated from college. However, these findings should be interpreted with some degree of caution since only a small percentage of alumni (n=20) were not currently enrolled in high school or college. Future research should try to replicate these findings with a larger sample of older alumni.
- 5) LearnServe participation seems to have an influence on alumni college access and professional opportunities and interests. Alumni often referenced LearnServe on their resumes and college and scholarship applications and reported that they thought this helped them receive scholarships and be accepted into college.**
- Alumni previously or currently attend top tier schools and the majority of alumni attended private colleges and/or universities.
 - Alumni were asked what they previously, currently, or hoped to study in college. The top ten responses fall in line with LearnServe’s curricula by including topics such as international studies, business/finance, and communication.
 - Survey respondents and focus group participants often described how alumni became interested in professions that aligned and were influenced by their LearnServe experiences.
 - Survey respondents often referenced LearnServe on their resumes and college and scholarship applications. Among alumni that cited their LearnServe experiences on applications, over one-half thought it helped them get awarded a scholarship and get accepted into college while smaller percentages were not sure if it helped them or not.
- 6) Most LearnServe alumni remain engaged and/or serve as leaders on activities or projects aimed at improving schools and communities.**

- Sixty-two percent of alumni had participated with activities or projects to improve their schools, communities, or other civic organizations outside of LearnServe and over one-half described that they held a leadership role for these activities.
- Forty-two percent of alumni had started or initiated activities or projects to improve their schools, communities, or some other civic organization (outside of LearnServe).
- Fellows program alumni were significantly more likely to indicate that they had started/initiated other activities or projects to improve their school, community or some other civic organization compared Abroad program alumni.
- The majority of alumni reported that LearnServe made them “somewhat” or “a lot” more interested in participating with an international study abroad program or international volunteer organizations. Significantly more participants that participated in the Abroad program or both programs were more likely to indicate that LearnServe made them more interested in participating with an international study abroad program or international volunteer organization compared to Fellows program alumni.

7) LearnServe alumni, parents, and advisors provided suggestions for enhancements that could make LearnServe programs have a greater influence on students. Most suggestions included providing additional support to help alumni follow-through on their ventures or action plans.

- Other suggested program improvements included:
 - Increased communication between LearnServe groups within the same year;
 - Helping students more with the ongoing implementation of their ventures;
 - Requiring students to fundraise at least a portion of their trip expenses;
 - Turning LearnServe into a workable curriculum;
 - Eliminating barriers to participation for lower income students that have transportation issues; and,
 - Creating a more formalized curriculum for Abroad trip leaders.

3. Data Collection Methods and Sample

The research team used both an alumni survey and focus groups to collect information on the influence that LearnServe has had on program participants. All data collection instruments were submitted to ICF International’s Internal Review Board² and approved on November 3rd, 2014 to ensure the protection of all human subjects included in this study. The following sections provide more detail about the methodology for surveys and focus groups and the sample of respondents.

3.1 Retrospective Survey of LearnServe Alumni

Working with LearnServe International, the research team from ICF International developed a retrospective survey for alumni from both the Fellows Program and the Abroad Program. The alumni survey

“LearnServe has taught me entrepreneurial and leadership skills as well as shaped my goals for the future.”
– Fellows Program alum (2013-2014) and Abroad Program alum (2012)

² ICF International complies with the Department of Health and Human Services regulations for the protection of human research subjects (45 CFR 46). As part of this compliance, an Institutional Review Board (IRB) reviews all research involving human subjects. The IRB is required to review any research that involves human subjects, and any proposed changes to an existing project, before human subjects may be involved. As part of its activities, the IRB is required to submit documentation of its reviews and approvals to the Federal government.

was announced and marketed using social media, text messages, and weekly email announcements. An incentive was used to encourage program alumni to complete the online survey and two program alumni won \$100 gift cards to Amazon.com. ICF initially offered the alumni survey to all interested alumni, but as data collection progressed, ICF identified programmatic groups underrepresented to facilitate more targeted follow-up. This adaptive sampling technique helped ensure a more representative sample and increased response rates for outcomes of interest³.

One-hundred and forty-four alumni surveys were collected from November 25, 2014 to January 7, 2015. An additional 24 LearnServe Advisors provided their feedback through alumni surveys and their comments and suggestions are included in last section of this report. The overall response rate for the LearnServe alumni survey (27%) is within the average range for online surveys of this type which research shows is typically in the range of 25-40% (Nulty, 2008; Penwarden, 2014; Sacks, 2010). Table 1 includes the response rate summary for the alumni survey.

Original alumni contact list sample size	664
# LearnServe advisors	-24
# LearnServe staff	-5
# of duplicate contacts w/ multiple email addresses	-46
# of "undeliverables" from SurveyGizmo	-58
# "unsubscribes/removed" from SurveyGizmo	-4
# active/unique contacts	527
# of alumni responses	144
Response rate for active/unique contacts	144 / 527 = 27%

All data analyses, including descriptive and inferential statistics of alumni survey data, were performed using SPSS statistical software. Chi-square statistical tests of independence compared survey responses in three ways: responses from alumni that participated in the Fellows program versus the Abroad program; responses from alumni that participated in one program or both programs; and, the extent to which programmatic effects varied by the socioeconomic status of alumni⁴. Instances in which statistical differences were identified will be noted throughout this report.

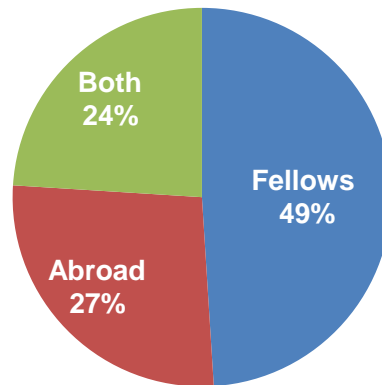
³ Survey respondents may have some degree of bias when compared to the entire population of LearnServe alumni since respondents were able to select whether they wanted to complete the alumni survey or not, which is referred to as a "self-selection bias" (i.e., respondents may have had more positive or negative experiences which made them more motivated to complete a survey). Future research should include probability-based sampling techniques to remove any self-section bias.

⁴ The alumni survey item that asked about whether an individual had received "free or reduced cost lunch in high school" was used to identify alumni from different socioeconomic backgrounds.

Alumni Survey Sample Characteristics

Of the 144 alumni that completed surveys, nearly one-half (49 percent) participated only with the Fellows Program; 27 percent participated only with the Abroad Program while the remaining 24 percent participated with both programs (Figure 1).

Figure 1. Type(s) of Program Participation by Alumni Survey Respondents (n=144)



The majority of survey respondents participated in one or both LearnServe programs since 2010 and the majority of Abroad alumni had traveled to either Paraguay or Zambia. More females (65 percent) than males (35 percent) completed the alumni survey and most survey respondents identified their racial/ethnic backgrounds as Caucasian or White (38 percent); African American or Black (34 percent); or Asian or Pacific Islander (15 percent). The gender and ethnicity makeup of survey respondents is consistent with LearnServe program participation data.

Survey respondents included mostly high school students (41 percent) or were students still enrolled in college (37 percent) with the average age being 19 years old. Among survey respondents not currently enrolled in high school, 99 percent had graduated from high school. Of the remaining survey respondents that were no longer in high school or enrolled in college (n=20), 95 percent had graduated from college and only one survey respondent indicated that they had not graduated from college or high school. The college completion rate among alumni survey respondents is noticeably higher than the US national average⁵. However, due to the small number of survey respondents that were no longer enrolled in high school or college (n=20), these findings should be interpreted with some degree of caution.

The majority of survey respondents participated with LearnServe within the past five years. Respondents most often were attending or previously attended a public high school (65 percent) and 19 percent indicated that they received a free or reduced cost lunch while in high school. This is lower than the actual percentage of program participants that received free or reduced cost lunch in more recent years based on program data tracked by LearnServe International. However, survey respondents that participated with LearnServe within the past few years were more likely to have received a free or reduced cost lunch, which is consistent with program data

⁵ The graduation rate for US students who received a full time bachelor's degree from their initial institution of attendance from 4-year postsecondary institutions after four years is 39 percent and after five years is 55 percent (NCES, 2014).

provided to the research team by LearnServe⁶. Table 2 provides detailed information about the characteristics of alumni that completed the survey.

Table 2. Descriptive Information on Alumni Survey Respondents			
LearnServe Fellows Years of Participation (n=164; some alumni participated during multiple years)	<ul style="list-style-type: none"> ▪ 2006 – 2 (1%) ▪ 2007 – 3 (2%) ▪ 2008 – 9 (5%) ▪ 2009 – 8 (4%) ▪ 2010 – 18 (13%) ▪ 2011 – 23 (19%) ▪ 2012 – 35 (29%) ▪ 2013 – 41 (23%) ▪ 2014 – 25 (14%) 		
LearnServe Abroad Years of Participation (n=96; some alumni participated during multiple years)	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▪ 2003 – 1 (1%) ▪ 2004 – 2 (2%) ▪ 2005 – 0 ▪ 2006 - 2 (2%) ▪ 2007 - 6 (6%) ▪ 2008 – 10 (10%) ▪ 2009 – 6 (6%) ▪ 2010 – 12 (13%) ▪ 2011 – 13 (14%) ▪ 2012 – 11 (11%) ▪ 2013 – 14 (15%) ▪ 2014 – 19 (20%) </td> <td style="vertical-align: top; padding-left: 20px;"> Countries traveled to: <ul style="list-style-type: none"> ▪ China – 7 (10%) ▪ Ethiopia – 0 (0%) ▪ Jamaica – 6 (9%) ▪ Paraguay – 29 (42%) ▪ Zambia – 27 (39%) </td> </tr> </table>	<ul style="list-style-type: none"> ▪ 2003 – 1 (1%) ▪ 2004 – 2 (2%) ▪ 2005 – 0 ▪ 2006 - 2 (2%) ▪ 2007 - 6 (6%) ▪ 2008 – 10 (10%) ▪ 2009 – 6 (6%) ▪ 2010 – 12 (13%) ▪ 2011 – 13 (14%) ▪ 2012 – 11 (11%) ▪ 2013 – 14 (15%) ▪ 2014 – 19 (20%) 	Countries traveled to: <ul style="list-style-type: none"> ▪ China – 7 (10%) ▪ Ethiopia – 0 (0%) ▪ Jamaica – 6 (9%) ▪ Paraguay – 29 (42%) ▪ Zambia – 27 (39%)
<ul style="list-style-type: none"> ▪ 2003 – 1 (1%) ▪ 2004 – 2 (2%) ▪ 2005 – 0 ▪ 2006 - 2 (2%) ▪ 2007 - 6 (6%) ▪ 2008 – 10 (10%) ▪ 2009 – 6 (6%) ▪ 2010 – 12 (13%) ▪ 2011 – 13 (14%) ▪ 2012 – 11 (11%) ▪ 2013 – 14 (15%) ▪ 2014 – 19 (20%) 	Countries traveled to: <ul style="list-style-type: none"> ▪ China – 7 (10%) ▪ Ethiopia – 0 (0%) ▪ Jamaica – 6 (9%) ▪ Paraguay – 29 (42%) ▪ Zambia – 27 (39%) 		
Occupation of Alumni (n=144)	<ul style="list-style-type: none"> ▪ High school student – 65 (41%) ▪ College student – 59 (37%) ▪ Paid employee – 23 (15%) ▪ Volunteer – 6 (4%) ▪ Stay-at-home parent – 1 (2%) ▪ Other - 4 (3%) 		
Highest level of education (n=79; excludes high school students)	<ul style="list-style-type: none"> ▪ High school diploma-57% ▪ General education diploma (G.E.D.)-3% ▪ Associate degree-0% ▪ Bachelor degree-30% ▪ Master degree-8% ▪ Postdoctoral degree-1% ▪ Other-1% 		
Percent of alumni that graduated from college (n= 20; excludes alumni currently enrolled in high school or college)	<ul style="list-style-type: none"> ▪ 95% - graduated college ▪ 5% - stay-at home parent (n=1) 		
Age (n=136)	<ul style="list-style-type: none"> ▪ Average age = 19 ▪ Range: min=15; max = 26 		
Gender (n=138)	<ul style="list-style-type: none"> ▪ Female: 65% ▪ Male: 35% 		
High school currently or previously attended (n=138)	<ul style="list-style-type: none"> ▪ Public – 65% ▪ Private – 24% ▪ Charter – 10% 		

⁶ According to LearnServe program data from 2012 to 2014, the percentage of program participants that received free or reduced cost lunch was the following: Fellows (2012) 33%; Abroad (2012) 36%; Fellows (2013) 26%; Abroad (2013) 28%; Fellows (2014) 23%; Abroad (2014) 46%.

Table 2. Descriptive Information on Alumni Survey Respondents	
	<ul style="list-style-type: none"> ▪ Other – 1%
Racial/ethnic background (n=139)	<ul style="list-style-type: none"> ▪ African American or Black – 34% ▪ American Indian or Alaskan Native – 0% ▪ Asian or Pacific Islander – 15% ▪ Caucasian or White – 38% ▪ Multiracial – 4% ▪ Hispanic origin – 5% ▪ Other 1% (please describe: white and Native American) ▪ I do not wish to respond – 3%
Did you receive a free or reduced cost lunch during high school? (n=139)	<ul style="list-style-type: none"> ▪ Yes – 19% ▪ No – 79% ▪ Not sure – 2%
Did one or both of your parents attend college? (n=138)	<ul style="list-style-type: none"> ▪ Yes – 84% ▪ No – 16%
Did you receive a scholarship to participate with LearnServe? (n=139)	<ul style="list-style-type: none"> ▪ Yes – 24% (average amount = \$1,558; min=\$1; max = \$7,000) ▪ No – 61% ▪ Not sure – 15%

3.2 Focus Groups with Alumni, Advisors, and Parents

In collaboration with LearnServe International, the research team from ICF developed questions and consent forms for focus groups with alumni, advisors, and parents. The primary purpose of each focus group was to explore the long-term benefits that LearnServe International has on program participants. Focus group questions asked about any skills they gained as well as the extent to which program participants' academic, volunteer, and professional choices were influenced by LearnServe. The focus groups also gathered information on the most useful aspects of programs and any suggestions for ways programs might be improved.

LearnServe International recruited focus group participants for each session with program alumni, parents, and school advisors and sought to recruit participants who have been involved with the program during different timeframes and from different participating schools to ensure a more representative perspective. Four focus groups were held in December 2014 with 22 participants in total, including 5 LearnServe advisors, 6 parents of alumni, and 11 alumni. Twenty-three percent of focus group participants had experience with only the Abroad program; 32 percent had experiences with only the Fellows program; and 45 percent had experience with both programs.

The average length of the focus group was one hour and 18 minutes and focus group participants received \$10 gift cards as a thank you for their participation. Focus groups were digitally recorded and detailed notes were taken for each focus group and thematically coded.

a five-point scale: 5-Strongly Agree; 4-Agree; 3-Neither agree nor disagree; 2-Disagree; 1-Strongly disagree. Multiple survey items formed subscales designed to assess each outcome of interest (detailed below). For each subscale, the Cronbach's alpha (α) statistic is reported in parentheses to reflect the reliability of each construct⁸. In most cases, survey items were adapted from existing inventories that measure similar outcomes of interest.

Seven survey questions assessed to what extent LearnServe increased alumni's global and social awareness and ability to work in multicultural groups ($\alpha = .86$). These survey items were adapted from the Intercultural Sensitivity Index (Olson & Kroeger, 2001).

"Through LearnServe, I became an active agent of change. I learned how to relate to people of other backgrounds with different opinions and find common ground..."
- Fellows Program alum (2012-2013)

- I am more aware of current events.
- I have increased social awareness.
- I am more interested in working on global issues.
- I have a greater appreciation for diversity and cultural differences.
- I am better able to work on teams with peers from different backgrounds.
- I am more conscious of my own perspectives and culture.
- I want to continue to learn about the world's peoples, cultures, and issues.

Three questions examined to what extent LearnServe increased alumni's innovative problem solving and critical thinking skills ($\alpha = .77$). Some of these questions were adapted from the Critical Thinking Motivational Scale (Valenzuela, Nieto & Saiz, 2011).

- I like to learn things that will improve my way of thinking
- I am a better problem solver.
- Thinking critically is useful for everyday life.

Four questions assessed to what extent LearnServe increased alumni's civic engagement and empowerment to take action in their community ($\alpha = .80$): Some of these items were adapted from the Public Affairs Scale-Short Survey (Levesque-Bristol & Richards, 2014).

"LearnServe molded me into the kind of leader I always admired, but never thought I could be. The Fellows and Abroad program allowed me to mature into a natural leader."
- Fellows Program alum (2012-2013) and Abroad Program alum (2013)

- I believe in my ability to influence social change in my community.
- I believe helping to improve the community is my responsibility.
- I am actively involved in issues that impact my community.
- I know I can make a difference in my community.

Eight questions examined to what extent LearnServe increased alumni's leadership and business skills ($\alpha = .88$): Some of these items were adapted from the Public Affairs Scale-Short Survey (Levesque-Bristol & Richards, 2014).

- I am more likely to take on leadership roles.
- I know what steps and materials are needed to complete a project.
- I can speak to persons of authority.
- I have better public speaking skills.
- I am more knowledgeable about project planning and execution.

⁸ Cronbach's alpha is used to estimate the reliability of subscales of survey items designed to measure the same construct. A reliability score of 0.7 or greater is considered "acceptable"; 0.8 or greater is considered "good"; and 0.9 or greater is "excellent".

- I am better able to build and manage a team of individuals working towards a common goal.
- I am better able to set and achieve goals.
- I have improved fundraising skills.

Two questions asked to what extent LearnServe increased alumni’s self-confidence ($\alpha = .76$). These items were adapted from the Rosenberg Self-Esteem (Rosenberg & Rosenberg, 1978).

- I am more self-confident.
- I have a stronger sense of purpose.

Two questions assessed to what extent LearnServe increased alumni’s engagement with academics ($\alpha = .80$). Some of these items were adapted from the Public Affairs Scale-Short Survey (Levesque-Bristol & Richards, 2014).

- I became more focused on academics.
- I became more excited about school.

Table 3 depicts the average percentage of alumni that indicated they strongly agreed or agreed with each set of outcomes overall and broken out separately by program type. Across all respondents and for each type of program, alumni reported the highest ratings for increased global and social awareness and increased ability to work in multi-cultural groups⁹. The lowest rated outcome across all types of respondents and for each type of program included increased engagement in academics.

Table 3. LearnServe’s influence alumni skills and personal attributes*				
ALUMNI SURVEY SUBSCALES	Average Agreement Rating**			
	Abroad (n=39)	Fellows (n=71)	Both programs (n=34)	Overall (n=144)
Increased global and social awareness and ability to work in multi-cultural groups	92%	84%	90%	86%
Increased empowerment to take action in community	80%	81%	87%	84%
Increased problem solving and critical thinking skills	78%	84%	85%	83%
Increased leadership and business skills	75%	83%	80%	80%
Increased self-confidence	81%	82%	78%	79%
Increased engagement in academics	61%	38%	54%	47%

*The top three highest ratings are shaded for each column.

** ‘Average agreement rating’ refers to the average percentage of alumni that either “strongly agreed” or “agreed” with survey items for each subscale.

Examining the survey items individually (rather than according to subscales) revealed that the highest ratings among all survey respondents included the following:

- I am more conscious of my own perspectives and culture (91% strongly agree/agree).

⁹ “Rating” refers to the percentage of alumni that either “strongly agreed” or “agreed” with a particular statement from the alumni survey.

- I want to continue to learn about the world's peoples, cultures, and issues (91% strongly agree/agree).
- I am more knowledgeable about project planning and execution (89% strongly agree/agree).
- I believe helping to improve the community is my responsibility (89% strongly agree/agree).
- I have a greater appreciation for diversity and cultural differences (89% strongly agree/agree).
- I have increased social awareness (88% strongly agree/agree).
- I believe in my ability to influence social change in my community (88% strongly agree/agree).
- I believe thinking critically is useful for everyday life (87% strongly agree/agree).
- I am able to work on teams with peers from different backgrounds (87% strongly agree/agree).

Table 4 compares responses to individual survey items provided by alumni that participated in the Fellows Program, Abroad Program, or both programs.

Table 4. Influence of LearnServe on Alumni's Skills by Program Type				
Please rate your level of agreement with each statement. As a result of my participating with LearnServe...	% Strongly Agree & Agree			
	Abroad (n=39)	Fellows (n=71)	Both programs (n=34)	Overall (n=144)
INCREASED GLOBAL AND SOCIAL AWARENESS AND ABILITY TO WORK IN MULTI-CULTURAL GROUPS				
I want to continue to learn about the world's peoples, cultures, and issues.	92%	90%	94%	91%
I am more conscious of my own perspectives and culture.	89%	90%	94%	91%
I have a greater appreciation for diversity and cultural differences.	92%	86%	91%	89%
I am able to work on teams with peers from different backgrounds.	88%	83%	94%	87%
I have increased social awareness.	89%	92%	82%	88%
I am more interested in working on global issues.	92%	80%	91%	86%
I am more aware of current events.	75%	66%	82%	72%
INCREASED EMPOWERMENT TO TAKE ACTION IN COMMUNITY				
I believe helping to improve the community is my responsibility.	85%	90%	88%	89%
I believe in my ability to influence social change in my community.	80%	90%	91%	88%
I know I can make a difference in my community.	82%	86%	88%	86%
I am actively involved in issues that impact my community.	69%	68%	79%	71%

Table 4. Influence of LearnServe on Alumni's Skills by Program Type				
Please rate your level of agreement with each statement. As a result of my participating with LearnServe...	% Strongly Agree & Agree			
	Abroad (n=39)	Fellows (n=71)	Both programs (n=34)	Overall (n=144)
INCREASED PROBLEM SOLVING AND CRITICAL THINKING SKILLS				
I believe thinking critically is useful for everyday life.*	88%	87%	85%	87%
I like to learn things that will improve my way of thinking.	86%	85%	88%	86%
I am a better problem solver.	61%	81%	82%	76%
INCREASED LEADERSHIP AND BUSINESS SKILLS				
I am more knowledgeable about project planning and execution.	83%	91%	91%	89%
I know what steps and materials are needed to complete a project.*	82%	85%	94%	86%
I am more likely to take on leadership roles.	83%	87%	79%	85%
I am better able to build and manage a team of individuals working towards a common goal.	78%	79%	85%	80%
I have better public speaking skills.*	67%	90%	76%	80%
I can speak to persons of authority.	73%	81%	85%	79%
I am better able to set and achieve goals.	72%	79%	70%	75%
I have improved fundraising skills.	61%	71%	61%	67%
INCREASED SELF-CONFIDENCE				
I am more self-confident.*	83%	83%	78%	82%*
I have a stronger sense of purpose.	78%	80%	78%	79%
INCREASED ENGAGEMENT IN SCHOOL				
I became more focused on academics.*	65%	41%	55%	50%
I became more excited about school.	56%	34%	52%	44%

*Statistically significant differences for different respondent types were identified for this survey item (described in detail below).

** The top rated survey items for subscale of questions were shaded for each column.

Beyond looking at descriptive statistics highlighted in Table 4 above, additional inferential statistics compared survey responses provided by alumni that participated in the Abroad program, the Fellows program, or both programs. Chi-square tests of independence revealed the following statistically significant differences among survey respondents:

- The percentage of alumni indicated their public speaking skills improved was statistically different depending on which program they participated in, $\chi^2(6, N = 140) = 17.74, p = .007$. Ninety percent of alumni from the Fellows program agreed that their public speaking skills improved compared to only 67 percent of Abroad program alumni and 76 percent of alumni that participated in both programs.
- The percentage of alumni indicated that LearnServe helped them “know what steps and materials are needed to complete a project” was statistically different depending on which program they participated in, $\chi^2(6, N = 137) = 13.80, p = .032$. Alumni that participated in both programs were more likely to agree with this statement (94 percent) compared to alumni that participated in either only the Fellows program (85 percent) or only the Abroad program (82 percent).

Chi-square tests of independence compared survey responses provided by different subsets of alumni including alumni that participated in one program or both programs. These analyses revealed the following statistically significant difference among survey respondents:

“LearnServe helps them put things together... how to make connections between policy and science.” – Parent

- The percentage of alumni indicated that LearnServe helped them “believe thinking critically is useful for everyday life” was statistically different depending on whether alumni participated with one program or both programs, $\chi^2(6, N = 138) = 8.36, p = .039$. Seventy-three percent of alumni that participated with both programs *strongly agreed* with this statement versus fifty percent of alumni that only participated with only one program that *strongly agreed* with this statement (Note: Table 4 combines strongly agree/agree responses; however, inferential statistics also analyzed these response options separately to identify additional trends).

Chi-square tests of independence compared survey responses provided by alumni that indicated they receive free or reduced cost lunch in high school. These analyses revealed the following statistically significant differences among survey respondents:

- Ninety-six percent of alumni that received free or reduced cost lunch in high school (compared to seventy-eight percent of alumni who did not) agreed that LearnServe made them “more self-confident”
 $\chi^2(6, N = 134) = 10.68, p = .03$.
- The percentage of alumni that indicated that LearnServe made them “more focused on my academics” was statistically different for alumni that received free or reduced cost lunch in high school $\chi^2(6, N = 134) = 15.04, p = .005$. Seventy-one percent of alumni that received free or reduced cost lunch in high school (compared to forty-three percent of alumni who did not) agreed that LearnServe made them “more focused on my academics”.

“Doing Learn Serve was the exception to the norm being from a poor immigrant family with little moral and financial support from my guardians... we can still all do something to help.”
– Fellows Program alum (2007) and Abroad Program alum (2007)

Focus group participants described ways that LearnServe programs influence specific skill sets. LearnServe advisors frequently cited that both programs influence students’ leadership skills, business skills, and problem solving skills. Alumni and parents from the Abroad program most often cited that cross-cultural awareness and global awareness were the primary ways LearnServe Abroad influence students. Fellows program alumni and parents most

“LearnServe taught me the tools I need not only to enact social change, but also to set up and follow through on self-led projects.” - Fellows Program alum (2009-2010) and Abroad Program alum (2010)

often noted that they the program helped increase their cross-cultural awareness and ability to collaborate with other students from different backgrounds. Alumni from both programs cited how their critical thinking skills were enhanced by their experiences with LearnServe. Parents frequently cited how both programs enhanced their child's self-confidence and sense of empowerment. Other benefits of LearnServe mentioned during focus groups included: public speaking skills (parents); ability to start something from scratch (parents); persistence (parents); confidence boost (advisor); creativity (parents); project planning (parents and alumni); networking skills (parents and alumni); how to take appropriate risks (parents); and learning how to connect academics to what you want to do with your life (parents).

4.2 LearnServe's influence on alumni academic and professional choices

As depicted in the logic model (Appendix F), it is hypothesized that the more immediate benefits that LearnServe programs have on students will lead to more long-term outcomes including students demonstrating continued civic engagement in their schools, colleges and communities and pursuing studies or careers in international service, entrepreneurship, and/or social action. The following sections will describe to what extent LearnServe alumni, parents of alumni, and advisors perceive LearnServe to have had an influence on the academic and professional choices of alumni.

LearnServe's influence on Alumni's Academic Choices and Interests

As previously noted, the majority of survey respondents were either high school students (41 percent) or still enrolled in college (37 percent) and among survey respondents that were no longer in high school or enrolled in college (n=20), 95 percent had graduated from college¹⁰. Among current high school students that completed the alumni survey, 100 percent indicated that they hope to attend college¹¹. Among all types of survey respondents, about one-fifth (21 percent) indicated that their LearnServe experiences influenced their desire to attend college "a lot" and twenty-eight percent indicated it influenced them "somewhat". Table 5 depicts to what extent alumni's desire to attend college were influenced by their LearnServe experiences both for all respondents and organized by program type.

	Abroad (n=31)	Fellows (n=66)	Both (n=30)	Total (n=127)
A lot	36%	9%	33%	21%
Somewhat	19%	29%	33%	28%
Only a little	13%	23%	10%	17%
Not at all	32%	39%	23%	34%
Total	100%	100%	100%	100%

¹⁰ The graduation rate for students who received a full-time bachelor's degree from their initial institution of attendance from 4-year postsecondary institutions after four years is 39 percent and after five years is 55 percent (NCES, 2014).

¹¹ The national percentage of Americans ages 16-24 who graduated from high school or completed their GED within the last 12 months and enrolled in college as of October of each year is 66% (NCES, 2014).

A chi-square test of independence identified a statistically significant difference [$\chi^2(6, N = 127) = 14.754, p = .022$] in percentage of alumni that indicated their “desire to attend college” was influenced by their LearnServe experiences for alumni that participated in different programs. Alumni from the Abroad program or who participated in both programs were more likely to indicate that their desire to attend college was influenced by their LearnServe experiences. Specifically, fifty-five percent of alumni that participated in the Abroad program and 67 percent of alumni that participated in both programs (versus thirty-eight percent of alumni from the Fellows program) indicated that their desire to attend college was influenced by their LearnServe experiences either “a lot” or “somewhat”.

Alumni from a lower socioeconomic background were also more likely to report that their LearnServe experiences influenced their desire to attend college. A chi-square test of independence identified a statistically significant difference [$\chi^2(3, N = 123) = 12.71, p = .005$] in percentage of alumni that indicated their “desire to attend college” was influenced by their LearnServe experiences for alumni that received free or reduced cost lunch in high schools compared to those that did not. Seventy-eight percent of alumni that received a free or reduced cost lunch in high school (versus forty-two percent of alumni that did not) indicated that their desire to attend college was influenced by their LearnServe experiences either “a lot” or “somewhat”.

LearnServe’s Influence on Alumni’s Academic Interests

Alumni described what college they graduated from or currently attend. Survey results showed that many alumni attend or graduated from top tier schools and the majority of alumni (64 percent) attended private colleges and/or universities (See Appendix A for a complete list of college/universities attended by alumni). Examples include:

- University of Maryland (n=7)
- College of William & Mary (n=3)
- Columbia University (n=3)
- Georgetown University (n=3)
- Tulane University (n=3)
- Boston College (n=2)
- Elon University (n=2)
- Massachusetts Institute of Technology (n=2)
- University of Virginia (n=2)
- Vassar College (n=2)
- Virginia Tech (n=2)
- Harvard University
- Princeton University
- Yale University

Alumni were also asked what they previously studied in college (for college graduates), what they currently study (for college students), or what they hoped to study in college in the future (for high school students). The top ten responses provided by all types of alumni fall in-line with LearnServe’s curricula by including topics such as international studies, business/finance, and communication. The top college majors/areas of study included (See Appendix A for a complete list):

- International business/studies/development (n=19)
- Business/Finance (n=19)
- Sociology/Anthropology (n=18)
- Biology/biotechnology/biochemistry (n=16)

- Literature/English/Creative writing (n=14)
- Political Science/government (n=10)
- Economics (n=10)
- Engineering (n=10)
- Computer science (n=8)
- Communications/Strategic Communications (n=8)

There was consensus among alumni during focus groups that LearnServe had an influence on their academic studies. One focus group participant reflected on how, “*listening to the experts that came in each week [for the Fellows program] taught me how important it is to understand money in order to make a difference*” (Fellows alumni). Another Fellows program alumni noted that the self-confidence the program instilled in them helped them become more inclined to seek out an area of study that did not know very much about.

However, LearnServe advisors and parents of alumni expressed mixed opinions during focus groups regarding the extent to which LearnServe influenced the academic choices and interests of alumni. One advisor noted that among the LearnServe alumni they have remained in contact with, most have sought degrees in international relations or other areas related to LearnServe curricula. Some parents reported that LearnServe influenced their children’s choice of academic study, which included subjects like economics, international relations, and foreign languages and two parents emphasized that their children sought to attend colleges that had social entrepreneurship programs. However, some advisors and parents during focus groups did not see a very strong connection between LearnServe experiences and its influence on alumni’s academic interests. Specifically, two parents were uncertain if LearnServe had any influence on their child’s choice of academic study and one advisor noted that when students did not end up following through with their Fellows ventures, that they saw less of a connection to the academic and professional interests of students.

“*[My daughter’s] college essay was about doing international studies and social entrepreneurship. All of the schools she is applying to have that. LearnServe absolutely played a role in that.*”
– Parent of LearnServe alum

LearnServe’s Influence on Alumni’s Professional Interests

Alumni survey respondents described their ideal careers and/or job industries (See Appendix A for a complete list of comments) and the following word cloud illustrates words commonly used in response to this question.

Word cloud: Please describe your ideal career or job industry¹²



In most but not all cases, alumni described how they became interested in professions aligned with and influenced by their LearnServe experiences.

Examples of careers and job industries frequently cited by survey and focus group respondents included

working for organizations focused on international development (e.g., Peace Corps), community organizing, social work, entrepreneurial ventures, public policy, healthcare, advocacy, and education. Some alumni cited career interests that seemed unrelated to LearnServe experiences such as engineering, the military, or the entertainment industry while others alumni and parents indicated that students still weren't sure what their ideal profession might be.

"The program definitely helped shape what kind of job I want."

– Alumni focus group participant

When asked to describe the extent to which their ideal career/job industry was influenced by their LearnServe experiences, about two-thirds of LearnServe alumni indicated either "a lot" (31 percent) or "somewhat" (37 percent) while the remaining one-third said it influenced their ideal career/job industry "only a little"

(16 percent) or "not at all" (16 percent) (Table 6). As depicted in Table 6, alumni that participated in both programs were more likely to indicate that their experiences influenced their ideal career/job industry "a lot" compared to alumni that only participated in one program, but these differences were not statistically significant. Two parents during a focus group indicated that their child was too young to know what the long-term influence of the experiences would have on their child, "I think our daughter is too young and hasn't been at that stage to see how this will work."

"LearnServe was what seeded [my son's] professional choices. We've always had social responsibility in our value system, but he took it one step further."

– Parent of LearnServe alum

¹² This word cloud, created using the application "wordle" (<http://www.wordle.net/>), highlights words or phrases that were most often used by LearnServe alumni survey respondents when asked to describe their ideal career/job industry. A complete list of comments is available in Appendix A.

Table 6. To what extent is your ideal career/job industry influenced by your LearnServe experiences?				
	Abroad (n=34)	Fellows (n=67)	Both (n=33)	Total (n=134)
A lot	29%	27%	39%	31%
Somewhat	44%	34%	36%	37%
Only a little	15%	18%	15%	16%
Not at all	12%	21%	9%	16%
Total	100%	100%	100%	100%

LearnServe's influence on scholarship, college, and job acceptance

Table 7 details the percentage of alumni that reported having cited their LearnServe experiences on their resume, job application, or on a college or scholarship application. Table 7 also highlights the extent to which alumni (who referenced their LearnServe experiences on applications) believe that it helped them help them get a job, be accepted into college, or earn a scholarship. Survey respondents were most likely to have referenced LearnServe on their resume (76 percent) or a college application (75 percent), but among those that cited their LearnServe experiences on applications, the highest percentage of respondents thought it helped them be awarded a scholarship (59 percent) and be accepted into college (56 percent).

<p>Table 7. Do alumni think that their LearnServe experiences help them get a job, accepted into college, or earn a scholarship?</p>			
<p>Have you mentioned your LearnServe experiences in any of the following ways?</p>		<p>If yes, did this help you..</p>	<p>If yes, please describe... (Selected responses from surveys and focus groups) (See Appendix A for all comments)</p>
<p>On your resume (n=139)</p>	<ul style="list-style-type: none"> ▪ Yes - 76% ▪ Not yet, but I intend to - 15% ▪ No, I do not plan to - 5% ▪ Not applicable – 4% 	<p>Get a job (n=106)</p> <ul style="list-style-type: none"> ▪ Yes - 27% ▪ No – 11% ▪ I'm not sure – 61% 	<ul style="list-style-type: none"> ▪ <i>“Having a program like LearnServe on your resume speaks to the depth of your character, which is something that every company wants in their employees.”</i> ▪ <i>“I think that LearnServe really made me stick out from other candidates. I think it offers a very unique experience and I think that it looks unique to employers.”</i>
<p>On a college application* (n=141)</p>	<ul style="list-style-type: none"> ▪ Yes - 75% ▪ Not yet, but I intend to - 18% ▪ No, I do not plan to – 5% ▪ Not applicable – 2% 	<p>Get accepted into college (n=105)</p> <ul style="list-style-type: none"> ▪ Yes -56% ▪ No-3% ▪ I'm not sure-41% 	<ul style="list-style-type: none"> ▪ <i>“I spent most of my Harvard interview talking about it, and got in.”</i> ▪ <i>“The topic of my venture personally resonated with the person who read my application.”</i> ▪ <i>“It wasn’t just saying that you went to another county that helped with college applications, it was saying that you actually did something during this program.”</i>
<p>On a scholarship application* (n=140)</p>	<ul style="list-style-type: none"> ▪ Yes - 56% ▪ Not yet, but I intend to - 24% ▪ No, I do not plan to – 12% ▪ Not applicable – 8% 	<p>Get awarded the scholarship (n=76)</p> <ul style="list-style-type: none"> ▪ Yes-59% ▪ No-41% 	<ul style="list-style-type: none"> ▪ <i>“It definitely helped me get a full-tuition scholarship!”</i> ▪ <i>“I did a video on the accomplishments of my Venture and how my venture was influenced by my study aboard trip.”</i> ▪ <i>“I talked about my LearnServe venture in a scholarship application and received a scholarship worth full tuition at my university...this scholarship has been worth almost \$200,000.”</i>
<p>During a job interview (n=134)</p>	<ul style="list-style-type: none"> ▪ Yes, I already have - 46% ▪ Not yet, but I intend to - 35% ▪ No, I do not plan to – 13% ▪ Not applicable – 6% 	<p>Get a job (n=61)</p> <ul style="list-style-type: none"> ▪ Yes – 39% ▪ No – 5% ▪ I'm not sure – 56% 	<ul style="list-style-type: none"> ▪ <i>“Being able to share your LearnServe experience with a potential employer shows to them you work toward a purpose that is greater than yourself.”</i> ▪ <i>“Yes, I got a job facilitating a student incubator program, which I was qualified for because of my experience with LearnServe.”</i>

*Statistically significant differences for different respondent types were identified for this survey item (described in detail below).

Chi-square tests of independence compared the survey responses provided by different subsets of alumni including alumni that participated in one program or both programs. These analyses revealed that alumni that participated in both programs were more likely to mention their LearnServe experiences on college and scholarship applications. Specifically, 94 percent of alumni that participated in both programs compared to 66 percent of alumni that participated with only one program (either Fellows or Abroad) mentioned their experiences on a college application [$\chi^2(3, N=141) = 11.16, p = .01$]. Similarly, 78 percent of alumni that participated in both programs versus 49 percent of alumni that participated with only one program mentioned their LearnServe experiences on a scholarship application [$\chi^2(3, N=140) = 9.69, p = .02$].

4.3 LearnServe’s Influence on Alumni Civic Engagement, Volunteerism, and International Studies/Projects

When asked if alumni had participated with any other activities or projects to improve their schools, communities, or other civic organizations outside of LearnServe, 62% of respondents answered ‘yes’. Many noted that the kinds of activities and/or programs that they participated in included school clubs, church programs, and community service opportunities. Similar percentages of alumni from the Fellows program and Abroad program indicated that they had participated in other activities or projects to improve their school, community or some other civic organization (Table 8). Among alumni that responded that they had participated with these types of activities, over one-half (54 percent) described that they held a leadership role.

Table 8.
Since participating with LearnServe, have you participated with any other activities or projects to improve your school, community, or some other civic organization?

	Abroad (n=37)	Fellows (n=70)	Both (n=33)	Total (n=140)
Yes	54%	66%	64%	62%
No	46%	34%	36%	38%
Total	100%	100%	100%	100%

Respondents were also listed other volunteer experiences they had been involved with since participating in LearnServe. Examples of such volunteer programs included drug-free coalitions, Habitat for Humanity, EMT services, and school club fundraisers (See Appendix A for a complete list of responses). In general, the percentage of LearnServe alumni that reported being actively engaged in activities to improve their community does appear to be greater compared to the average percentage of undergraduate college students and high school students that volunteer in the DC metropolitan region, which is as follows:

- Maryland – 29 percent of college students volunteer / 28 percent of high school students volunteer;
- Virginia – 31 percent of college students volunteer / 34 percent of high school students volunteer; and,
- District of Columbia – 36 percent of college students volunteer / 21 percent of high school students volunteer (Corporation for National and Community Serve, 2013).

In addition to asking about alumni's participation with civic engagement activities, alumni also indicated whether they had started or initiated any activities or projects to improve their schools, communities, or some other civic organization (outside of LearnServe) and 42 percent of alumni responded 'yes'. Examples of such activities or projects included starting or initiating mentoring programs, school clubs, and scholarship funds (See Appendix A for a complete list of responses). Fellows program alumni were significantly more likely to indicate that they had started/initiated other activities or projects to improve their school, community or some other civic organization compared Abroad program alumni [$\chi^2(2, N=140) = 8.216, p = .02$]. Specifically, just over one-half (53 percent) of Fellows program alumni responded "yes" to this question compared to 23 percent of Abroad program alumni (Table 9).

Table 9.				
Since participating with LearnServe, have you started/initiated any other activities or projects to improve your school, community, or some other civic organization?				
	Abroad (n=37)	Fellows (n=70)	Both (n=33)	Total (n=140)
Yes	24%	53%	39%	42%
No	76%	47%	61%	58%
Total	100%	100%	100%	100%

Alumni indicated whether they had participated with any international study abroad programs or international volunteer organizations since their LearnServe experience and just over one-quarter (27 percent) said they had, and there were few differences in the responses for different types of program participants (Table 10). Of those who said "yes" to this question, many alumni had participated in semesters abroad during college, while others volunteered for organizations such as Vets Without Borders, Peace Child India, and Children's International Summer Village (See Appendix A for a complete list of abroad programs or international volunteer organizations respondents participated in after completing LearnServe). The proportion of LearnServe alumni that went on to participate in other international study abroad programs is seemingly greater than the national average of US students that study abroad which is roughly only one percent of all US students currently enrolled at institutions of high education (NAFSA, 2015).

Table10.				
Have you participated with any international study abroad programs or international volunteer organizations since your LearnServe experience?				
	Abroad (n=36)	Fellows (n=71)	Both (n=33)	Total (n=140)
Yes	28%	27%	27%	27%
No	72%	73%	73%	73%
Total	100%	100%	100%	100%

The majority of alumni reported that LearnServe made them "a lot" or "somewhat" more interested in participating with an international study abroad program or international volunteer organization. A chi-square test of independence compared survey responses provided by alumni that participated in different types of programs. Significantly more participants that participated in the Abroad program or both programs were more likely to indicate that LearnServe made them more interested in participating with an international study abroad program or international

volunteer organization compared to Fellows program alumni $\chi^2(6, N = 134) = 23.51, p = .001$ (Table 11).

	Abroad (n=34)	Fellows (n=68)	Both (n=32)	Total (n=134)
A lot	71%	31%	69%	50%
Somewhat	21%	40%	28%	32%
Only a little	6%	19%	3%	12%
Not at all	3%	10%	0%	6%
Total	100%	100%	100%	100%

4.4 Follow-up information from the Fellows Program

Fellows program alumni described their ventures and provided information on how long the venture lasted or if it was still ongoing. There were 47 ventures (approximately 45 percent of the 105 Fellows program survey respondents) that were still ongoing with the largest number of ongoing ventures reported by more recent alumni (a complete summary of Fellows program ventures and their status is included in Appendix A).

There were three comments provided by Fellows program alumni (2006-2008) for ongoing or adapted ventures:

- *“I started a recycling program at my high school - it is still up and running and even expanded since it started in 2008.”*
- *“Project TOPSOIL: Defunct, somewhat absorbed into MCPS environmental curricula.”*
- *“I initiated a recycling program at my high school. It continued to grow even after my graduation in 2010. It soon triggered the entire county to adopt a recycling program.”*

There were 12 comments from Fellows program alumni (2009-2011) for ongoing or adapted ventures. A selection of comments includes the following:

- *“Rethink Your Trash was my venture and its mission was to bring about recycling to my High School and other schools. I was with my venture until my Senior year and after I left it was taken over by a member in the lower grades.”*
- *“My venture is called ScholarCHIPS (For Children of Incarcerated Parents). My venture is currently an official and full-time running 501c3. We provide college scholarships and a support network to children with incarcerated parents, who are pursuing their college degree. I launched the venture at LSI in 2010 and we gave our first four \$2,500 scholarships and first four \$250 book awards in 2012. Since then, every year we have both renewed the previous scholarships and awarded new scholarships.”*
- *“My Venture was an empowerment program for African American young girls. My venture has moved with me to my college.”*
- *“My venture is KAST, and brings science education programs to children. We are now in our 5th year of operation. Currently KAST serves 800 students weekly with its free afterschool hands on science programs. We also provide online education through the KAST Edu platform.”*

- *“My venture involved establishing and facilitating an online exchange program between students at my high school and students from a school in Zambia that I visited during my time there. It was a pretty active project while I was in high school, which I left in the hands of another student and teacher when I graduated.”*
- *“Kids Are Scientists Too is a national non-profit that goes to elementary schools after school to host hour-long fun, interactive science sessions in order to spark an early interest in STEM fields. The venture is still ongoing. I started the Virginia branch, which is currently running at 8 high schools, all with their own set of officers. Each semester, over 270 Virginia elementary school students participate in KAST lessons.”*

There were 32 comments from Fellows program alumni (2012-2014) for ongoing or adapted ventures. A selection of comments includes the following:

- *“My venture is the B.U.T.T.E.R.F.L.Y. Initiative, and somehow no one has changed its name. It is still running, thanks to the awesome work of four generations of Wilson High School students who came after me and who took over, spread the word, and recruited more leaders at the end of each year. We are still running French classes at Garrison Elementary School, which was our pilot school the year I began the initiative. This means that we have not expanded to other schools, but we have maintained a close and positive relationship with the Garrison community.”*
- *“Working with students with learning disabilities is going well! I am going to hand it off to other students next year because I am graduating.”*
- *“Venture for mental wellness - I ran an activity at school and continued generating ideas for my venture, and finally created a mental wellness app to extend the reach of the program beyond my school. The app has just been published (2 months ago), on the Android app store.”*
- *“The venture is a science fair throughout the school, and it is currently going to be started for the second year in a row.”*
- *“My venture's name is Bullied Teens Support Group and it currently is still functioning with a charter at Parkdale High School with a forum being developed online.”*
- *“My venture, The Fine Hearts, is currently being processed as a 501(c) 3 non-profit organization through the government. It aims to use arts as a means of creating social change with individuals who have silenced voices. We all have the power to make change but not many have the resources. Art is a powerful tool that serves as the microphone to raise underprivileged voices. I hope to take this program with me wherever I am headed to college next, since I think I would have an easier time recruiting enthusiastic volunteers at the college level.”*
- *“My venture was/is Tails for Change. I still oversee the program but have a regional president in the DC metro who handles most of the program. We are currently running in 3 schools and have a working website, seminars, discussions, and volunteer and learning trips.”*
- *“My venture was Team Change, which is in its second year of existing as a club at my school. So far, we have raised over \$1500 and instituted annual events that continue to raise money and awareness for our cause. We've also branched into sponsoring people going to rallies related to our cause, given our proximity to D.C.”*
- *“My venture is called PLATES. We are a food nonprofit that serves meals during the summer to children who rely on the free-or-reduced lunch program during the school year. My partner Katie and I are still in charge of the venture but we have expanded our team since we left LearnServe. Last summer (our first summer), we were able to distribute 64 meal packages.”*

4.5 Follow-up information from the Abroad Program

Abroad program alumni answered follow-up questions at the end of the alumni survey to assess whether they had previously traveled internationally prior to LearnServe and if they were able to design and implement an action plan post-trip. Sixty-seven percent of Abroad program alumni indicated that they had previously traveled internationally prior to their LearnServe Abroad trip while one-third indicated that they had not. Significantly fewer students that received free or reduced cost lunch in high school had previously traveled internationally [$\chi^2(1, N = 64) = 3.74, p = .05$]. Only one-quarter of Abroad program alumni indicated that they were able to design and implement an action plan post-trip with the remaining alumni indicating that either had not been able to (35 percent) or they could not recall (40 percent).

Among Abroad program alumni who were able to implement an action plan post-trip, they often started school clubs or made presentations about their experiences. They described these experiences as follows:

- *“I assisted students from SEED in the development of fundraising activities to help build a library at Penlyne Castle elementary school in Blue Mountain Jamaica*
- *“I started a club at my school--world bicycle relief.”*
- *“I hosted multiple speeches talking about my trip to Zambia.”*
- *“I presented a presentation to my classmate about my trip and how they can help me help with the natural disasters that occurred in Paraguay.”*
- *“I was able to take what I had learned from the trip and the meetings to create a meaningful and cohesive plan for the future.”*
- *“I raised over \$100 to be used to benefit the communities I visited in Paraguay*
- *“I started a school club.”*
- *“The group from my school fundraised money to send back to Paraguay.”*
- *“We had an awareness campaign in school.”*

4.6 LearnServe’s Influence on Advisors

In addition to the many ways that LearnServe programs reportedly influence alumni, LearnServe advisors also provided examples during focus groups and on surveys of ways in which their programmatic experiences affected them.

- *“There’s something so strong about somebody else’s vision and dream and all you are doing as the advisor is give advice and provide guidance. I think that learning as an advisor, learning the value of letting people shoulder the burden and do it themselves with a lot of support has been wonderful. That’s been really great. It’s time well spent, and I wish I had more time and now I’m retired and I think I should be mentoring the guy who took over my position for me at my school.”*
- *“I’ve formed really strong relationships from LearnServe, whether it’s with the other advisors or students. I have friends in France and Boston. To be able to be a mentor and friend to kids outside my school community was powerful. The way that LearnServe is designed creates a strong community. One of the things I find that the diversity of the community to be so ideal. I wish my kids from school could experience the diversity of the program as a part of their high school experience.”*
- *“LearnServe provides a monetary incentive to advisors was very helpful and that kept me hooked for longer. The money didn’t motivate me but it helped me to buy dinner for someone who wasn’t going to be able to before a meeting. Scott always helped me when I was too overwhelmed and helped me get through my challenges. The only times I didn’t feel supported sometimes was when I felt like I was the only one that*

kept my poorer students in mind, but I needed to give that more of a voice for my students. If I had gone to Scott more frequently that would have been on his mind too. I think I got frustrated that those things weren't accounted for beforehand. But when I did go to them for something they listened."

- *"I can't imagine a program changing the trajectory of my life -- LearnServe indeed did."*
- *"Going to Zambia with LearnServe was one of the highlights of my life. I plan to continue to give to charities in Zambia as long as I have the funds to give."*
- *"Travelling to Jamaica with LearnServe was the start of something really special in my life. What I thought would be a few weeks of fun and service has blossomed into almost 4 years of being part of a truly stellar organization."*
- *"Through LearnServe, I became confident that I could become involved successfully in overseas projects."*
- *"The greatest impact has become a greater awareness of community based organizations that work with the coining goals of creating greater access to the resources we often take for granted in the US."*
- *"My experience with LearnServe has shown me that anyone, no matter the resources at their disposal, has the potential to make a difference in their community. It takes a desire to see change and a tremendous amount of effort to organize the community, but it is indeed possible."*
- *"LearnServe made me reflect as an adult about how much I truly gave been given in life. I was always afraid to have children and start a family because I felt I didn't have a big enough home or enough money to raise them. After visiting impoverished families, I became aware that I have MORE than enough to be a good parent and provide for a family."*
- *"LearnServe Jamaica had a tremendous impact on my awareness of resources and how we use them in the United States verses Jamaica. It has changed my awareness of access in my own community and has given me a greater perspective in setting goals toward supporting change."*
- *"LearnServe has made me more aware of global issues and has motivated me to leave this Earth better than I found it."*
- *"LearnServe allowed me to experience a culture and opened my eyes to the challenges of the Zambian people."*
- *"Learn Serve gives so many students and teachers an amazing opportunity, to not only travel abroad, but to engage with residents. The insight it provides into communities, poverty and the differences in cultures is difficult to get through other forms of traveling."*

4.7 Suggestions and Comments Related to Program Improvements

Focus group participants and survey respondents cited examples of enhancements to LearnServe programs that they thought would help increase their influence on students and schools. Below is a summary of recommendations and suggested improvements organized according to major themes that emerged from focus groups.

- Increase communication between LearnServe groups within the same year: 3 focus group alumni
- Have better evaluation of advisors and more training for advisors: 2 focus group alumni, 2 parents, 1 advisor
- Improve the post planning period for the Abroad program: 3 focus group alumni

- Help students more with the ongoing implementation of their ventures: 3 parents
- Require students to fundraise at least a portion of their trip expenses: 2 advisors
- Enhance program sustainability: 2 parents
- Make meetings more organized: 2 parents
- Ask for parent volunteers to help with organization: 2 parents
- Clarify expectations for program participants: 2 advisors, 2 focus group alumni, 1 parent
- Turn LearnServe into a workable curriculum: 1 advisor
- Encourage students during the application process to apply for a passport: 1 advisor
- Eliminate barriers to participation for lower income students that have transportation issues: 1 advisor
- Create a more formalized curriculum for Abroad trip leaders: 1 advisor
- Garner more alumni involvement: 1 focus group alum
- Create a rule to prohibit cell phone usage on Abroad trips: 1 focus group alum
- Create a more even gender ratio of trip leaders: 1 focus group alum
- Improve communication with alumni about alumni reunions and have them more regularly: 1 focus group alum
- Try not to do too much all at once: 1 parent
- Engage students in their sophomore year: 1 advisor
- Put together a “lessons learned” sheet: 1 parent
- Connect kids with organizations in DC for venture projects: 1 focus group alum
- Interview students applying for the Abroad program: 1 advisor
- Have more mentors to advise students: 1 advisor
- Create a greater balance of educational professionals and advisors/alumni on the Advisory Board: 1 focus group alum
- Focus more on business planning and public speaking: 1 alum

Below are examples of concerns, recommendations and suggested improvements from alumni survey respondents.

- *“I completed the LearnServe program because I felt obligated to after agreeing to it, despite the fact that my interest quickly waned. It failed to capture my interest or engage me...” - Fellows Program alum (2013-2014)*
- *“I think the Fellows Program would do well to discuss with Fellows the very real problem of over-ambition (especially when combined with access to relatively few resources)...more emphasis should be placed on using the ventures to respond to community needs that the community itself articulates. In the brainstorming process, students should be directed to go out to preexisting organizations or community stakeholders in the issues they are passionate about and ask people what the gaps and the needs are. Then, students should be guided to work with stakeholders, always getting feedback and asking for consent.” - Fellows Program alum (2011-2012)*
- *“LearnServe was a great experience, but it was not life changing for me. In fact, because of the trip I questioned why I was helping people abroad when our country has extreme poverty, socioeconomic, and racial issues already. While I am not dedicating my time now to social action I see more of a need for it within my community and country. This is not to say that the trip was not a fun experience, but it was just that, an experience. I haven't stayed connected with the people from my trip, and most of my life skills and attributes were developed from other experiences I have had. With that said, keep doing what you do. LearnServe is a great program, especially for kids who are not as privileged to travel out of their hometown and experience a whole new culture. I just sometimes feel like my parents paid for me to experience another country, where we made only a slight impact, then disappeared. Maybe better connection between the students in the host communities*

and the LearnServe volunteers would foster a more impacting relationship, especially if that connection was promoted by the LearnServe trip leaders. Getting high school students to participate after is always difficult, but I think some follow-up is necessary in these trips." - Abroad Program alum (2010)

- *"I thought a lot of the program was boring and redundant. A lot of the things that were taught were things I already knew. The whole first semester was just plain boring. Once we started preparing for the venture fair and learning from mentors things became a lot more interesting." - Fellows Program alum 2013-2014*
- *"Be more selective when choosing LearnServe participants. While I appreciated and enjoyed being a part of the program, I honestly do not think I was the best candidate, nor was I the most engaged. I would say that I initially applied because I thought it would look good on my college applications. I suspect that other members of my cohort had the same motivations. There were so many other people who I thought could have gotten more out of the experience. LSI is such a good program, and I feel that only those who were truly interested in social entrepreneurship--should be a part of it. So in brief, be more selective." - Abroad Program alum (2010)*

5. Conclusions and Directions for Future Research

LearnServe programs positively influence alumni in various ways that continue beyond their high school career. Most alumni report that LearnServe improves their ability to work on multi-cultural teams; cross-cultural awareness; empowerment to take action; leadership, entrepreneurial, problem solving, and critical thinking skills; and overall self-confidence.

Other key takeaways and conclusions from the study include the following:

- **The largest gains for both programs included increased global and social awareness and the ability to work in multi-cultural groups.** The lowest rated program outcome was changes in students' level of academic engagement, which may be a function of program participants feeling as though they were already adequately engaged in school prior to LearnServe. Future program evaluations can further explore this outcome to see if there is any change in students' level of academic engagement or performance before and after they participate with LearnServe using pre/post-test instruments. This additional research can also help tease out whether most program participants are already high academic achievers.
- **LearnServe programs appear to influence alumni in somewhat different ways.** Fellows program alumni report larger gains with their public speaking skills and initiation of activities to improve schools and communities. Abroad program alumni report larger gains associated with their global and social awareness and ability to work in multi-cultural groups. Alumni from the Abroad program or who participated in both programs were more likely to indicate that their desire to attend college was influenced by their LearnServe experiences. These differences are not surprising given the fact that each program focuses on certain competencies more heavily than others. There also appears to be added benefits of participating in both the Fellows program and the Abroad program. Alumni that participated in both programs report stronger influences on their critical thinking skills and knowledge of project planning and management. LearnServe may consider identifying criteria that would encourage participation in both programs as a targeted intervention.

- **LearnServe programs have a greater influence on participants from lower socioeconomic backgrounds for certain outcomes.** Alumni from lower socio-economic backgrounds were more likely to report that LearnServe increased their self-confidence; made them more focused on academics; and motivated them to attend college. These findings suggest that LearnServe should continue their outreach efforts targeting high schools students from lower income families in order to maximize the benefits of their programs on participants. As noted by advisors during focus groups, LearnServe should also continue to work towards eliminating transportation or financial barriers to participation by lower income families.
- **Alumni frequently cite their programmatic experiences on college applications and their resumes and report that this helped them receive scholarships and be accepted into college.** However, many alumni that cited their LearnServe experiences on their resume or during job interviews were unsure if this helped them get a job. This finding may be a reflection of most survey respondents still being enrolled in high school or college and who may not yet know what influence it has had on their professional opportunities. Future studies can do additional targeted outreach to identify a greater number of alumni that have already graduated from college to examine their perceptions regarding how LearnServe has influenced their professional opportunities.
- **The college completion rate among all alumni survey respondents is noticeably higher than the US national average with ninety-nine percent of study participants having graduated from high school and ninety-five percent having graduated from college.** Future research can utilize an experimental research design with a control group in order to discern whether the college and high school completion rate is directly impacted by LearnServe participation. The goal of the research would be to unpack the extent to which the higher completion rate is a function of higher achieving students being more apt to participate with LearnServe versus lower achieving students.
- **LearnServe programs are inspiring alumni to take on leadership roles for activities and programs geared towards improving schools and communities.** This finding was especially apparent among alumni that participated in the Fellows program or both programs. The percentage of LearnServe alumni that report being actively engaged in activities to improve their community appears to be greater compared to the average percentage of undergraduate college students and high school students that volunteer in the DC metropolitan region.
- **The proportion of LearnServe alumni that went on to participate in other international study abroad programs is greater than the national average of US students that study abroad.** Abroad alumni show the greatest participation with international study opportunities beyond their LearnServe experiences with many alumni having participated in semesters abroad during college or volunteering for international organizations.
- **Fellows program alumni that participated with LearnServe within the past two years were most likely to identify that their ventures were still up and running.** Overall, approximately 45 percent of all Fellows program alumni indicated that their ventures were either ongoing or had been adapted in some form. Abroad program alumni were less likely to have followed through on actions plans after their trips with only one-quarter indicating that they were able to design and implement an action plan post-trip. Some focus group respondents cited that LearnServe should look into ways it can provide additional support

to alumni to help them follow through on their ventures and action plans, and LearnServe should consider ways to enhance the follow up component for both programs.

- **LearnServe should continue to make enhancements to their curricula, outreach, and training to maximize the benefits of their programs.** Program enhancements cited by study participants included creating better communication between LearnServe groups within the same year; requiring students to fundraise at least a portion of their Abroad trip expenses; improving the LearnServe curriculum for students; and, creating a more formalized curriculum for Abroad trip leaders.

This study outlines in what ways and to what extent LearnServe's programs influence alumni as well ways to maximize program benefits through continued enhancements to curricula, training, and outreach activities with alumni. This study assessed the various influences that LearnServe has on alumni using a retrospective survey with LearnServe alumni and by adding contextually rich information from focus groups. This type of evaluation design is an effective way to explore programmatic outcomes. The findings from this study regarding the effectiveness of LearnServe in influencing outcomes should be further tested and validated using more intensive types of program evaluations such as experimental designs or quasi-experimental designs where differences between treatment and control groups can be tested. Future research adopting a more rigorous experimental design will clearly illustrate programmatic effects that are generalizable and replicable.

Appendix A: Alumni Survey Comments

Open-Ended Responses from Alumni Surveys

Please share a personal quote or reflection about how your LearnServe experiences impacted you.	LearnServe Program(s) and Timeframe for Participation
ABROAD PROGRAM ALUMNI ONLY	
A couple weeks changed the rest of my life for the better.	Abroad (2006) Abroad (2008)
To grow you must change, not only yourself but your environment. To understand someone else's problems and realities you must experience them. Only then can you help to change them.	Abroad (2007)
'The harder you work towards your goal, the sweeter the payout will be.'	Abroad (2008)
My time with LearnServe Paraguay '08 opened my eyes to a world I had literally not seen before and as a result, changed the way I view my social and economic obligations as a global citizen.	Abroad (2008)
LearnServe came at an incredibly important time for me. My experience drastically contributed to my self-confidence, opened my eyes to the beauty and the challenges of the world, and allowed me to build friendships that have meaningful and long lasting. Although it has been many years since I was in Paraguay and I have traveled and done development work several times since learn serve, it was my LS experience that helped me form a foundation for the goals that I want to achieve.	Abroad (2008 – 2009)
Learn Serve has served as a lens.	Abroad (2010)
LearnServe allowed me to appreciate all the things that has been given to me and allowed me to take advantage of all opportunities.	Abroad (2010)
What an excellent program for bridging the DC divide, teaching social entrepreneurship, and providing leadership opportunities!	Abroad (2011)
Opened my eyes to a different lifestyle and culture.	Abroad (2011)
LearnServe allowed me to interact and work with a group of people to help better the living and/or learning conditions for primary students in Jamaica who come from less fortunate backgrounds. The experience was challenging, humbling, and eye-opening, being able to understand the lifestyle of Jamaicans and where they come from.	Abroad (2011)
My experience in Zambia was unbelievable, I came back home thinking differently. I'm focus on making changes in my community.	Abroad (2012)
As an avid Spanish student interested in yet as yet quite ignorant of international politics, going to Paraguay at a time when Federico Franco was stepping in to replace the (controversially) impeached Fernando Lugo as president was not only tremendously exciting, but exposed me to an incredible diversity of socio-politics around the world that I had hardly known existed at the time. But the most interesting and fulfilling part of my experience in Paraguay was probably getting to live with homestays. I don't know how, but in merely a few unforgettable weeks we happened to become very close, and I got the chance to peek into their lives and see the events of their homeland and the world from their perspective. To be honest, I think that having a strong Spanish background to begin with made the trip much more meaningful.	Abroad (2012)
Education is the key of your future.	Abroad (2013)

Please share a personal quote or reflection about how your LearnServe experiences impacted you.	LearnServe Program(s) and Timeframe for Participation
LearnServe Jamaica helped me see that even the smallest acts of kindness can help make the world a better place.	Abroad (2013)
A smile can really make a difference.	Abroad (2013) Abroad (2014)
Through LearnServe, I realized that an enthused leader is vital to the efficiency and enthusiasm of their group. Without an enthused leader, the group will not be motivated. Unfortunately, my group experienced this first-hand.	Abroad (2014)
See every person as an individual not as part of a larger group, because then you run the risk of generically defining them and that takes away from their individualism.	Abroad (2014)
Service learning is when we learn and help those who, and collaborate with them to improve their community.	Abroad (2014)
My LearnServe experience has opened my eyes to the different life styles of people living around the world and to be respectful of the way that others live while trying to assist them in improving everyday life.	Abroad (2014)
LearnServe has helped motivate myself to be more outspoken and contribute my own ideas to group projects to find multiple strategies and solutions.	Abroad (2014)
LearnServe made me more aware of my community.	Abroad (2014)
Learn serve gave me the tools I need to become a teacher.	Abroad (2014)
Don't ever think that anything is possible.	Abroad (2014)
'Service is not something you do to a community but with a community.'	Abroad (2014)
FELLOWS PROGRAM ALUMNI ONLY	
The future is in the hands of the youth.	Fellows (2008)
LearnServe provided me with tools necessary to make it not only in school but also in life afterwards.	Fellows (2008)
LearnServe is a phenomenal organization because it is one of the few instances where high school students are given true responsibility, on their own terms. It has now been five years since my time in the fellows program, and I can honestly say it made me a stronger person and a more inclusive leader, characteristics that have been crucial in my activities since. Above all, I learned the powerful influence that one person - even a kid - can have on making the world a more positive place.	Fellows (2009 – 2010)
LearnServe gave me the opportunity to meet powerful , critical, caring, curious, intelligent people.	Fellows (2009 – 2010)
LearnServe provided me the inspiration to dream big. It showed me that any goal is achievable with critical thinking and teamwork. My LearnServe experience broadened my perspective on the world and taught me much about being a good citizen, not accepting the status quo, and doing something to change the world.	Fellows (2010)

Please share a personal quote or reflection about how your LearnServe experiences impacted you.	LearnServe Program(s) and Timeframe for Participation
The LearnServe Fellows Program has given me the ability to see a problem in my community, figure out how I can confront one aspect of the problem, and then see my solution through from start to finish. My experience has taught me to hold myself accountable for achieving the goals I set up for myself, and it has taught me the importance of measuring the impact of my work.	Fellows (2010)
LearnServe catalyzed my socially conscious aspirations and gave me a vehicle for actually structuring what would ultimately be an impactful venture.	Fellows (2010 – 2011)
LearnServe accomplished more than simply addressing how to be more aware of the global social issues that surround our society; moreover, it provided me the tools and resources to be successful in making a difference.	Fellows (2010 – 2012)
My LearnServe experience impacted my life by allowing me to increase skills related to how to effectively communicate, how to delegate time and money appropriately, how to write professional emails, how to work on a team, etc. I learned about the importance of being flexible when it comes to dealing with other people. I was able to think about the social impacts of a venture and how to include every background and culture in the positive impacts.	Fellows (2011)
It really helped develop my business analysis skills and gave me a strong interest in starting a business from scratch with the amount of power I could have.	Fellows (2011)
'Thanks to LearnServe i was able to grow as an individual and believe in my potential to improve and get involved with my community. I gained the tools to create real change locally and globally.'	Fellows (2011)
LearnServe showed me just how much I can do if I put my mind to it.	Fellows (2011- 2012)
Meeting other LearnServe fellows and learning from their philosophies and projects created the most significant impact on me.	Fellows (2011- 2012)
It impressed me how engaged so many students are in improving their community. I hadn't been aware that so many people were interested in making that kind of difference.	Fellows (2011 – 2012)
Applying for the Learn Serve Fellows Program is the best decision I made in high school, period.	Fellows (2011 – 2012)
LearnServe was a life-changing and empowering experience. It exposed me to all sorts of ideas, people, and projects that I never would have come across on my own, and developed my own interests and sense of obligation to my community. I gained many transferable skills that are still relevant and useful to my life today.	Fellows (2011 – 2012)
It was a good experience with business and community.	Fellows (2012)
Learning about social entrepreneurship has been a life-changing experience.	Fellows (2012)
LearnServe has turned me into a more well-rounded person who is confident when assuming leadership roles, and who is more aware about diversity and social issues in my backyard.	Fellows (2012)
Through LearnServe, I became an active agent of change. I learned how to relate to people of other backgrounds with different opinions and find common ground. I work much better on a team; group collaboration is	Fellows (2012)

Please share a personal quote or reflection about how your LearnServe experiences impacted you.	LearnServe Program(s) and Timeframe for Participation
one of the most important skills I could have learned for college and the work world. I did not realize what a significant impact LearnServe had on me until this year. I learned how to think critically about the world and the problems around me. While I did not continue my project in its original form, I used all the skills to start other ventures and work on teams to accomplish policy change. The skills I learned are invaluable and I will always be grateful. I now have clear goals to improve the world and the skills to do it!	
LearnServe gave me the tools and confidence I needed to effect change in my community and to be an effective leader and follower wherever I have been and will go.	Fellows (2012)
LearnServe gave me the tools to make the changes I wanted to make in my community and around the world. It opened doors for innumerable opportunities, like grants, partnerships, and other fellowships like Ashoka's Catapult.	Fellows (2012)
I know what steps to use to impact social change as well as how to deal with difficult situations.	Fellows (2012)
'If there is no struggle, then there is no progress' by Frederick Douglass.	Fellows (2012 – 2013)
The LearnServe experience helped me realize that anyone, including myself, has the power to make change in a community.	Fellows (2012 – 2013)
LearnServe changed who I was. I know it sounds cliché, but I really was transformed into a more confident and powerful person. When anyone asks me what the highlight of my high school experience was I always say LearnServe. Being a LearnServe Fellow was such a unique and honorable experience that I am grateful for every day.	Fellows (2012 – 2013)
Global issues aren't so far away. We can all make a difference if we have the tools and mindset to, whether from our own homes or in a distant location.	Fellows (2012 – 2013)
I consider this program my greatest personal achievement because it allowed me to realize my potential as a leader and a social entrepreneur. When I was recruiting team members, organizing fundraisers, and discussing books with students, I learned how to present my ideas confidently and clearly. I learned how to encourage my peers to engage in public service and embrace the power I hold when speaking to a group of people. Most importantly, I learned that anyone could take action to change their communities if they have the passion for it. My dream of doing something for my community, whether it is providing medical care for the poor or teaching ten kids in a small classroom, would never die as long as I put my full effort into it. I want to complete my education and inspire young people to take action whenever they want to change something. If I perpetuate this inspiration, I can start a chain reaction that can turn ideas into actions and actions into differences in my community.	Fellows (2012 – 2013)
I feel that LearnServe has proved to be an extremely beneficial experience in that it helped me interact with people of various cultures and backgrounds to share our passion for serving our communities.	Fellows (2013)
I grew to learn that I have the capability to develop the skills needed to change my community for the better, and that even small amounts of change can have a major impact on the lives of others.	Fellows (2013)
I have learned that you should never limit yourself or listen to adults who tell you no.	Fellows (2013)

Please share a personal quote or reflection about how your LearnServe experiences impacted you.	LearnServe Program(s) and Timeframe for Participation
As a result of the LearnServe program, I have learned a lot about my leadership skills and my style of leadership. I have also learned more about what projects, personality wise, suit me the most. Thanks to this experience and these lessons, I was able to re-format my venture into one that I could manage more effectively.	Fellows (2013)
LearnServe was a great learning experience. I got to the chance to meet new people to whom I still talk to today. I also got the chance to learn good communication skills and budgeting skills.	Fellows (2013)
The program has helped me become a better me.	Fellows (2013)
The biggest inspiration I received from LearnServe was working with so many open minded peers and mentors throughout the year	Fellows (2013)
LearnServe exposed me to students from all different walks of life and taught me critical planning and speaking skills that I can employ in all my future endeavors.	Fellows (2013 – 2014)
LearnServe has helped me to broaden my horizon and try new things that would normally be outside of my comfort zone.	Fellows (2013 – 2014)
'Can't stop, won't wait!'	Fellows (2013 – 2014)
'Certainly, travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living.'	Fellows (2013 – 2014)
LearnServe has given me a greater sense of purpose and has defined what I want to do in college and in my career.	Fellows (2013 – 2014)
Can't...brain...too...overwhelmed... by... LS's...epicness.	Fellows (2013 – 2014)
I learned that there was a whole world devoted to aiding the world through nonprofit work.	Fellows (2013 – 2014)
If there is something you deeply care about, don't let any obstacles stop you from getting it done.	Fellows (2013 – 2014)
If we're upstanders, facing society's problems with all the strength within us, then there's no chance we're bystanders. The latter only obtains the ability to criticize and to complain about society's issues, while the former changes the face of them. LearnServe has turned me into an upstander.	Fellows (2013 – 2014)
It helped open my eyes that anything can be achieved. There's a world of endless possibilities and struggles to conquer so all you need is a smile and a persistent mind to take control.	Fellows (2013 – 2014)
It really prepared me for future things.	Fellows (2013 – 2014)
It taught me that I can make a difference in the world.	Fellows (2013 – 2014)
The LearnServe fellowship program provided me with the skills to lead teams, coordinate initiatives, understand issues, and solve serious problems. The knowledge gained from my priceless year as a fellow empowers me to implement initiatives in a way that none of my other peers can.	Fellows (2014)

Please share a personal quote or reflection about how your LearnServe experiences impacted you.	LearnServe Program(s) and Timeframe for Participation
LearnServe really helped me to realize my avid passion for business and entrepreneurship. Through LearnServe, I had realized that I would love to study business in college. The program really taught me how to make a proposal, and overall, make an effort to conquer any problem I may recognize in the world. I would recommend this program to everyone who is eligible to participate.	Fellows (2014)
Learn serve helped broaden my horizon on the world that surrounds me.	Fellows (2014)
'LearnServe has helped me better many skills that can help me solve every day and worldwide problems'.	Fellows (2014)
BOTH - ABROAD AND FELLOWS PROGRAM ALUMNI	
'How can I help others when I am not able to even help my family?'	Fellows (2007) Abroad (2007)
LearnServe was a unique experience that few high school students have the opportunity to have. It changed my perspective on many aspects of my life and I will never forget the experiences I had, the people I met, and the knowledge I gained.	Fellows (2007) Abroad (2008)
LearnServe was the single most important investment I made in my future as it taught me how to be an active citizen in my community and in my world.	Fellows (2008) Abroad (2008)
I met a great group of people with LearnServe and was involved in a lot of meaningful projects which I am still proud of today.	Fellows (2008 – 2009) Abroad (2008)
LearnServe helped me open my eyes to the world and be aware of my own privilege. Being a fellow taught me to adapt to different situations and make connections with people I otherwise would not have known. Going to China taught me about privilege, poverty, innovation and determination. All of this has helped me to become a more well-rounded person; I am more open-minded to change, people and issues in our community. I no longer ignore issues that I thought didn't apply to me, because all issue apply and affect everyone. The world is like a gigantic pond, where any shift or change ripples out to all edges.	Fellows (2008) Abroad (2008)
LearnServe helped me to think outside the box and to renovate ideas that can serve my community and the world.	Fellows (2008) Abroad (2009)
The LearnServe International Fellows program, and in particular my service in Zambia contributed to my awareness of poverty, gender roles and development in the world. I launched an action venture designed to serve my hometown of Silver Spring, Maryland. I founded the World Bicycle Relief (WBR) club at my high school, based on the organization I worked with while in Zambia; WBR gives bicycles to healthcare workers, young girls, and students in hopes to empower communities with educational and economic opportunities. Following that inspiring year, I joined LearnServe's summer service-learning program in Zambia. I was struck by the devastating socio-economic difficulties faced by people there. Yet, I saw their determination to build a better economic future for their community. After these global experiences, I became determined to study economics, as it provides a great base to examine complex social challenges and develop policies to assist individuals on macro and micro levels.	Fellows (2009) Abroad (2010)

Please share a personal quote or reflection about how your LearnServe experiences impacted you.	LearnServe Program(s) and Timeframe for Participation
LearnServe has given me the opportunity to meet people and improve my public speaking skills. I am very thankful of the opportunities that learn serve has given me.	Fellows (2009 – 2010) Abroad (2009 – 2010)
LearnServe taught me the tools I need not only to enact social change but to set up and follow through on any self-led project.	Fellows (2009 – 2010) Abroad (2010)
'The LearnServe International experience is a holistic learning experience that taught me how to be more self-aware, open to new people and new ideas and the world beyond my world.'	Fellows (2010) Abroad (2010)
LearnServe helped me have a global perspective about life.	Fellows (2010) Abroad (2011)
It was good and the most rewarding part was my trip to Zambia. The program wasn't supervised enough and I was able to skate by doing nothing because I didn't have supervision.	Fellows (2010) Abroad (2010)
LearnServe instilled a stronger sense of confidence in me to take purposeful action and utilize my interests and skills to affect social change in my community. I don't know if I could have been involved in another organization that recognizes young power more directly and equips us to make real our visions for social change. It was truly empowering and crucial for me.	Fellows (2010 – 2011) Abroad (2011)
Never Stop. Just keep going.	Fellows (2010 – 2011) Abroad (2011)
LearnServe has helped me realize that plastic bags can bring tears of joy to someone's face.	Fellows (2010 – 2011) Abroad (2011)
LearnServe has had such a positive impact on my life and my community. I never thought that one individual spark such a movement and involve so many people. I have LearnServe to thank for giving me the confidence to do that.	Fellows (2011) Abroad (2012)
'The worst thing you can ever do when life gives you opportunities is not take it. You never know where that experience can take you'	Fellows (2011) Abroad (2012)
It allowed me to really think and learn, in a different way than in the classroom.	Fellows (2011 – 2012) Abroad (2013 – 2014)
It showed just how much impact a person with a focused goal can have.	Fellows (2011 – 2012) Abroad (2012)
It made worldwide issues relatable; it made them real.	Fellows (2011 – 2012) Abroad (2010)
LearnServe has allowed me to intellectually engage in the social aspects of my world that I didn't realize I had access to before.	Fellows (2012 – 2013) Abroad (2013)
LearnServe opened my eyes to the world outside of my AP classes	Fellows (2012 – 2013) Abroad (2013)
LearnServe molded me into the kind of leader I always admired, but never thought I could be. The Fellows and Abroad program allowed me to mature into a natural leader.	Fellows (2012 – 2013) Abroad (2013)
You must be the change you want to see in the world.	Fellows (2013) Abroad (2013)

Please share a personal quote or reflection about how your LearnServe experiences impacted you.	LearnServe Program(s) and Timeframe for Participation
<p>The LearnServe Abroad program opened my eyes to how fortunate I am to live the life that I currently live. It also inspired my venture through the LearnServe Fellows program. As a whole, LearnServe has taught me entrepreneurial and leadership skills as well as shaped my goals for the future.</p>	<p>Fellows (2013 – 2014) Abroad (2012)</p>
<p>Put simply, LearnServe has transformed my life from being a passive, apathetic experience to an emboldened, purposeful one. LearnServe has enabled me to address other's needs with my talents to make a difference, and they've proven to me that if I can't help, I have the power to construct teams, connecting people to drive change.</p>	<p>Fellows (2013) Abroad (2014)</p>
<p>That anything you do with purpose and confidence can impact anyone up to listen</p>	<p>Fellows (2014) Abroad (2014)</p>
<p>Being able to travel with this program really made me have a different outlook on other countries and there laws and policies. This made me want to help the people speak up for their rights regardless of their situation. It also made me connect with who I am and the possibility of change I have can make by just being involved more in the community.</p>	<p>Fellows (2014) Abroad (2014)</p>
What would you like to study, are you studying, or did you study in college?	
<ul style="list-style-type: none"> ▪ International business/studies/development (n=19) ▪ Business/Finance (n=19) ▪ Sociology/Anthropology (n=18) ▪ Biology/biotechnology/biochemistry (n=16) ▪ Literature/English/Creative writing (n=14) ▪ Political Science/government (n=10) ▪ Economics (n=10) ▪ Engineering (n=10) ▪ Computer science (n=8) ▪ Communications/Strategic Comm. (n=8) ▪ Psychology (n=8) ▪ Medicine/veterinary (n=7) ▪ Chemistry (n=7) ▪ Education (n=6) ▪ Math/Statistics (n=6) 	<ul style="list-style-type: none"> ▪ Public health/policy (n=5) ▪ Foreign language/linguistics (n=5) ▪ Physics/astrophysics (n=4) ▪ Environmental science (n=4) ▪ Fine Art/photography (n=4) ▪ Film (n=3) ▪ History (n=3) ▪ Graphic design (n=3) ▪ Health sciences (n=3) ▪ Social entrepreneurship (n=3) ▪ Nursing (n=2) ▪ Philosophy (n=2) ▪ Criminal justice (n=2) ▪ Fashion ▪ Pre-Law ▪ Geological Studies ▪ Healthcare Management & Policy ▪ Media studies

What college(s) did you (or do you currently attend)?

(Includes college students and college graduates)

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ University of Maryland (n=7) ▪ College of William & Mary (n=3) ▪ Columbia University (n=3) ▪ Georgetown University (n=3) ▪ Tulane University (n=3) ▪ University of Wisconsin (n=3) ▪ Boston College (n=2) ▪ Elon University (n=2) ▪ MIT (n=2) ▪ Morehouse College (n=2) ▪ Old Dominion University (n=2) ▪ Pennsylvania State University (n=2) ▪ Pomona College (n=2) ▪ Sewanee University (n=2) ▪ University of Iowa (n=2) ▪ University of Michigan (n=2) ▪ University of Pennsylvania (n=2) ▪ University of Virginia (n=2) ▪ Vassar College (n=2) ▪ Virginia Tech (n=2) ▪ American University ▪ Brown University ▪ Claremont McKenna College ▪ Clark University ▪ Eastern Mennonite University ▪ Fayetteville State University ▪ Florida A&M University ▪ Grinnell College ▪ Harvard University | <ul style="list-style-type: none"> ▪ Kent state ▪ Lafayette College ▪ Maharishi University ▪ Middlebury College ▪ Morgan State ▪ Naval Academy ▪ New York University ▪ North Carolina A&T ▪ North Carolina State University ▪ Pitzer ▪ Princeton University ▪ Skidmore College ▪ Spelman College ▪ SUNY Binghamton ▪ The University of Chicago ▪ Towson university ▪ Trinity Washington University ▪ Tufts University ▪ UC Berkeley ▪ University District of Columbia ▪ University of California, Santa Barbara ▪ University of Chicago ▪ University of Connecticut - education ▪ University of Rhode Island ▪ University of Rochester ▪ University of South Carolina ▪ Virginia Commonwealth University ▪ Washington College ▪ Yale University |
|--|--|

Briefly describe your ideal career or job industry.

- A place where I can support people and fight for equality.
- an engineer with a social impact
- Any job that allows me the freedom to explore new perspectives while helping and/or engaging persons that seeks to establish relationships with cultures that do not regularly interact.
- Anything where i am working with people and helping society.
- As a veterinarian I plan on working on large animals.
- As of right now, I am considering becoming a Physician's Assistant.
- Astrophysicists
- Being an author or a college teacher.
- Communications preferably with a non-profit
- Community organizing/ arts activism work to promote media literacy and empowerment for young women of color
- Computer science oriented start up
- Currently a PhD candidate in the sociology department at Harvard, specializing in research on crime, youth development, social inequality
- Data science (studying politics, perhaps)
- designing and building vehicles, machines, etc.
- Diplomat, international affairs consultant
- Doctor
- Documentary filmmaker or journalist focusing on issues of indigenous rights/colonialism/representation
- Economics/finance

- Education human rights
- Epidemiology specialist or disaster relief physician with WHO or CDC
- Finance/Investment Banking
- Having your own business or being in charge of one
- Head of a computational neuroscience research lab, with a sideline of public science communication.
- Health promotion marketing. I'd like to work in marketing for health, with a company like Nike or 'truth'
- Higher education
- hospital CTO, MD/MBA, healthcare entrepreneurship
- I am currently undecided, but I hope to find something that utilizes communication in the business field.
- I am currently working in Biomedical Research however I am applying to medical school and hope to someday be a surgeon and researcher.
- I am looking to pursue some combination of media and education as a career.
- I am not sure what I would like to do yet but I am interested in becoming a social worker.
- I do not want to work behind a desk - I want to work with people and have the chance to explore and try new things.
- I don't know yet.
- I intend to be a music (band) teacher at the high school level in order to strengthen my passion for music while working with students in need of guidance and direction. I want to continue making music myself, but my career will be dedicated to inspiring students to have a higher degree of appreciation for music, and to leave the classroom with many answered questions.
- I plan to be a criminal prosecutor
- I plan to work with hotels and resorts
- I really am not quite sure yet, but I think I would like to enter politics and policy-making in order to improve the lives of all those around me.
- I think I want to work in the government or a think-tank and help write policy, or in an international financial organization; areas that interest me include biological research-related policy, public health policy, microfinance, or sustainable development.
- I want a purposeful career that allows me to live comfortably and work with a group of people I love and care about.
- I want to be a doctor who goes to undeveloped and developing countries and provide free medical care and help them create a more sustainable foundation for medical treatment.
- I want to be a marine biology researcher ideally studying marine mammals in the field anywhere I can get a job
- I want to be a NICU doctor (neonatal intensive care unit)
- I want to be a mechanical or electronic electrical engineer.
- I want to be working for a company outside of the states for sure. What I would be doing, I don't know...
- I want to become a nurse practitioner
- I want to do a lot of things honestly. I want to be an orthodontist, an athletic trainer & music production
- I want to finish my undergraduate degree in Animal Science and hopefully (as long as I am accepted) go on to veterinary school. I hope to either receive a DVM PhD or a DVM MPH as I would like to work in public health on zoonotic diseases to help animals and people.
- I want to work in sustainable development, public policy, or in the social entrepreneurship sector. I want to be a political and economic philosopher who turns ideas into actions. I want to redefine business as a tool to help people and improve society. I want to truly democratize the marketplace and show people that they can vote with their dollars to decide the future of our economy and our collective values. I want to rethink current economic models, and create models that will improve society and support people.
- I want to work with nonprofit organizations that respond to the lack of adequate and quality healthcare in underserved communities.
- I will love to be a traveling nurse. I realize my love of travel from my time with LearnServe.
- I would like to be a criminal defense lawyer to help those who have an unjust trail or wrongfully

convicted.

- I would like to be a national security analyst working for a private contracting firm.
- I would like to be both an oncologist and an architectural designer. They are two very different fields but I can see myself doing both.
- I would like to become an astrophysicist/entrepreneur
- I would like to do anything that has diverse projects and calls for creativity.
- I would like to travel across the world and help with their problems while utilizing my language and prior knowledge
- I would like to work in exhibit product for a museum.
- I would like to work in international development.
- I would like to work in marketing or advertising.
- I would love to be a foreign correspondent for an international broadcasting company like the BBC. My ideal job would allow me to travel the world and immerse myself into various cultures so that I can report on major global events.
- I would love to either teach elementary education or run the communications department of a non-profit
- I would love to travel and teach abroad
- I would love to work with disadvantaged youth and also work with National Geographic.
- I would to be an entertainer (i.e., an actor)
- I'd like to become a translator for the French president.
- I'm not really sure but I know I want to work with kids so I'm looking into child life specialists, psychiatrists, and teachers.
- I'm not really sure yet, but I'd like to make a positive impact on the world
- I'm not sure yet.
- I'm working two jobs and both jobs I with children.
- Ideally, I would like to start my own science/engineering company. However, if that does not work out, I would be happy to work for SpaceX or Google.
- In the future, I envision for myself a career at an international organization that develops policies and projects to raise the living standards of women in developing countries.
- Interpretation
- Investment firm associate
- Lawyer (n=2)
- Legal profession with a focus on human rights law
- Living in a Spanish speaking country teaching women about public health and how it can affect their daily lives.
- Making things that improve people's lives.
- Male Model or Secretary of State
- Mechanical Engineer for a few years and then go into consulting. I want to be in volunteer work for the rest of my life, mainly focusing on STEM education outreach.
- Medical
- Medical industry
- Musician and visual artist, living off the grid in nature ,
- My ideal career is an architect making blue prints of companies, houses, stores.
- My ideal career is to be a biologist
- My ideal career is to be the full time executive director of ScholarCHIPS (the organization I founded while in the LSI program) and be a national and international spokesperson for children with incarcerated parents. This would include me traveling, speaking on panels, being on radio shows and news shows when they speak on anything relation to incarceration or criminal justice.
- My ideal career is to work in a radio broadcasting station doing interviews and having my own or participating on talk show on the radio.
- My ideal career would be in the field of civil rights activism and women's rights.
- My ideal career would be one where I can help others to the best of my ability and help make the world a better place one person at a time.
- My ideal career would be to help the less fortunate.
- My ideal career would be working as a psychologist helping bully victims and other people requiring counseling as well as staying active in making social change with my venture.

- My ideal job us to work as a juvenile defense attorney. On the side I would love to continue my organization and become a motivational speaker.
- Not (n=5)
- Peace Corp (n=2)
- Politician
- Physician
- physics research of a biological nature, possibly biomedical engineering or studying the machinery of life
- pilot for a commercial airline
- Practicing archaeologist/paleoanthropologist investigating the origins of human language.
- President of the U.S. Secretary of State NGO worker Traveler Peace Corps volunteer
- Psychology teacher
- Public health field specifically epidemiology.
- Researcher at a think tank doing work in public health or environmental science.
- Researcher working in the intersection of economic policy, green technology and environmental sustainability
- Screenwriting & author
- Social entrepreneur
- Software engineering at a startup or tech firm
- something in medical field
- something related to social impact, maybe economic development, something interdisciplinary
- Teacher
- Technical consultant at a NYC/ Silicon Valley start-up
- Technology
- To be a Naval officer.
- To become an astronaut and be able to explore other planets once the right technology comes out
- To do work coding for a nonprofit/local community organization or engineering projects in third world countries.
- Traveling Physician
- Wildlife Conservationist, working with Defenders of Wildlife
- Working as a leader in business is my ideal beginning point for a career. Later in life, I would like to work in public service or politics. My interest in such has developed in part from my LearnServe experience.
- Working for a company that's helps people in the military by using engineering
- Working for NASA designing missions to Mars, Europa, and other interstellar bodies
- Working for the FBI or the DoD.
- Working in government
- Working in the financial services industry, perhaps banking.
- Working to protect or preserve the environment as a scientist
- Working with scientists to create meaningful and workable policy for the new age.
- Working with underserved health populations.
- Would love to be a freelance journalist for the New Yorker

You indicated that you mentioned LearnServe on a college application. Why do you think this helped you get accepted into college?

- A very unique and selective experience
- Bolstered my extracurricular
- By letting my colleges know that I took initiative to start my own business.
- College love to know where have you been out of the United States
- Definitely helped me get a full-tuition scholarship!
- Elon is a big supporter of cross cultural learning and understanding, studying abroad and community service. I believe that Elon admissions were highly impressed to see that I had already participate in a program in high school that focused on all three,
- Enjoyed seeing my dedication to service
- For my resume and my common app essay from my experience abroad
- For one of my personal essays I talked about the experience of starting a business, which I did

through LearnServe.

- Fundamental to my acceptance.
- I believe it showed humility and that I have been able to experience cultures and lifestyles outside my own that have shaped me into the person I am today.
- I believe it showed that I could interact in different settings and with different groups of people.
- I certainly think that my work as an LSI Fellow (and an alumna running her own social venture) set me apart from other students, who may never have had the opportunity to launch initiatives on their own and who never studied social justice in an intellect
- I spent most of my Harvard interview talking about it, and got in there
- I talked about the health inequities I observed in Paraguay.
- I think it's an amazing activity
- I wrote about my LearnServe project on my Common Application essay.
- I wrote about volunteering in Paraguay at least a little bit in all my applications, was accepted into schools including Princeton, Georgetown, Cornell, Pomona, Middlebury, Washington University, and Tufts, as well as receiving the Banneker/Key full scholarship from the
- In a way, yes. A lot of my leadership skills were realized after I went through the program. My project showed my passion for
- It demonstrated that I'm community-minded.
- It helped me describe my involvement with social entrepreneurship
- It showed a different layer of my character by having traveled abroad
- It showed I took initiative and made the effort to learn and hone proper leadership skills. It also showed that I not only wanted to better myself but I had the passion and drive to make a difference in my community through the program I created out of L
- It showed initiative on my part
- It shows my commitment to the international community
- It shows that I have greater goals
- It shows that I have other interests outside of school and helps me stand out.
- It shows that I have some diversity to my activities
- It shows the extent of my character as a human being who is involved in social change rather
- It was one of my most important extra-curricular. Plus, it was a very transformative experience.
- It'll demonstrate my leadership initiative and my ambition for change.
- learn serve gave me opportunities that I believe made me a more appealing applicant
- LearnServe is a unique program focused on social entrepreneurship. It is a unique program that helps one stand out.
- LearnServe showed that i have leadership skills and abilities.
- LSP was my first international exposure
- Many teenagers are able to come up with great, innovative ideas, but LearnServe takes this one-step further and helps you make them come true. Colleges like to see that students are taking hold of opportunities, and that they are able to actually turn them
- My experiences were beneficial to my development as a young adult and student leader, which I emphasized in the college application process
- Pitzer is very social-justice-minded so my experiences with LearnServe aligned with their values
- Showed leadership and initiative.
- social entrepreneurship is an important experience merging ideas of a business with a beneficial social impact---> an important life philosophy
- social entrepreneurship, motivation, drive, business acumen
- The college I attended wants students who are involved in their communities and embrace diversity. LearnServe is a program that embraces those ideals too
- The experience helped me learn and grow a lot.
- The experiences I had in Paraguay demonstrated that I was committed to making a change in the world and interested in bigger issues
- The topic of my project personally resonated with the person who read my application
- The unique leadership experience and volunteer opportunity associated with LearnServe demonstrates great experience and good character.
- This gave me an edge in leadership, which helped me become a posse scholar.
- Unique experience that connected with college's desire to look for community service

- was able to talk about my venture

You indicated that you mentioned LearnServe on a scholarship application and you were awarded the scholarship. Please describe the scholarship.

- Posse Scholarship (n=4)
- 2012 Senator Roger Manno Scholarship
- Achievers
- As previously mentioned, leadership and volunteer experience is an imperative part of our culture, and I believe this helped me receive several scholarships.
- Award for community service
- AXA community scholarship, Phi Beta Kappa DC Chapter scholarship
- Bonner Scholarship
- Coca Cola Scholar, Nordstrom Scholarship, Elks Most Valuable Student
- Community service
- Esperanza--scholarship for immigrants
- For some smaller ones, yes.
- Helped show I was service-oriented
- I did a video on the accomplishments of my Venture and how my venture was influenced by my study aboard trip
- I got a grant because of my venture.
- I mentioned it briefly in my application to UMD-CP (which is also read as an application for the Banneker/Key scholarship), as well as in my interview for the Banneker/Key, and ended up receiving it.
- I talked a lot about my work with LearnServe during interviews.
- I talked about my LearnServe venture in a scholarship application and received a scholarship worth full tuition at my university. Over the course of 4 years this scholarship has been worth almost \$200,000. Thank you!
- I think I mentioned LearnServe on most of them, but scholarships/awards I have received to date are: Elks MVS, Alexander Hamilton Scholar, Pamplin Leader at Virginia Tech
- I was awarded a language-study scholarship; I believe LSI helped me stand out among applicants.
- I was awarded a scholarship to study medicine for three weeks.
- I was awarded a service-based scholarship. In the essay I had to write about an experience when I gave back and the lessons I learned from it.
- I was awarded the Discus scholarship and the Buick scholarships.
- I was awarded the Park Scholarship, a full ride scholarship to NC State awarded on behalf of leadership, scholarship, service, and character. The scholarship pays for tuition, books/supplies, living expenses, travel expenses, food, abroad stipends, a lap
- I was awarded two scholarships from my high school based on community service
- I won the presidential campus enrichment grant in exchange for participating in and leading programs that promoted diversity on campus
- I've moved on to the second round, so they must have found my LearnServe essay compelling! It's too early to know if I will win it or not.
- It helped me describe my involvement with social entrepreneurship
- It showed diversity
- Local scholarship
- Northern Virginia Student Peace Award
- NYLF
- Scholarship to travel to Israel for a service trip
- Shipman Society Scholarship for outstanding Service and Academics
- small \$2500 award
- The scholarship(s) also like to see that I have been a participant in a program that focused on leadership training, social change, and community service locally and abroad, business development, etc.
- U.S. Presidential Scholarship, Federal Communications Bar Association Scholarship
- Wings over America

You indicated that you mentioned LearnServe on your resume and/or during a job interview and this helped you get a job. Please describe why.

- Community service looks good.
- Every employer I've had post LearnServe has shown interest in the experience.
- extracurricular
- Having a program like LearnServe on your resume speaks to the depth of your character, which is something that every company wants in their employees
- When I applied for a daycare job I told them what I did and they were interested and wanted to know more.
- I mention the title, ' LearnServe.'
- I talked about my venture and skills I learned in class. I believe it demonstrated follow through and willingness to go the extra mile.
- I think that my previous job experience was more of the main contributing factor as to how I got the job, but having LearnServe on my resume is always a plus!
- It has helped me to prove that I was a strong student who fight for good opportunities.
- It helped me describe my involvement with social entrepreneurship
- LearnServe is a unique program and shows a desire to learn (leadership skills tailored to a social goa)
- My employer also went to Africa So she was interested in hearing how my experience was.
- NASA Goddard Internship
- On resume for other high school and summer programs. Very helpful
- Programs and volunteer experience in LearnServe were strong resume points, especially entering college
- Showed leadership and ability to communicate!
- The company and brand itself are influential and it's a great volunteer experience and life changing opportunity that contributes to obtaining jobs that work with students.
- The entrepreneurial and business skills I learned helped me be a well-qualified candidate for business roles.
- yes, always use it as a jumping off point for my interest in business and healthcare
- Again, I think mentioning LSI was a contributing factor to me getting the job.
- as with the college application learn serve gave me opportunities that I wouldn't have had otherwise and allowed me to develop my leadership skills better
- Being able to share your LearnServe experience with a potential employer shows to them you are a complete person who works toward a purpose that is greater than yourself
- Community service looks good.
- connects with m story of how I became interested in business
- DC library job
- Definitely, because I was interviewing for One World Education. In another interview, I was asked to give an example of a time when my success depended on my cooperation with a partner, and I spoke about the process of founding a social venture.
- I always mentioned I traveled to China. It was such a unique experience
- It helped me describe my involvement with social entrepreneurship
- It was a business program
- LearnServe was a key in my understanding of organizing and harnessing my power as a young person, which benefits me still in my professional development.
- Many people are very impressed with the program and its ability to shape entrepreneurs. It looks very good on the resume :)
- Same reasons as mentioned above. It is impressive to have had started a social venture and managed it successfully. Also, it demonstrates the ability to deal with money and consider other people's time.
- shows dependability, original thinking
- Shows that I know how to work in teams
- Similar to on my college applications.
- Similarly to the resume aspect, working in KAST prepared me well for working in a professional setting.
- The job dealt with working with students/young adults and I feel that my LearnServe experience gave me the necessary experience and skills to acquire the job.
- I was able to talk about my venture
- Yes, I got a job facilitating a student incubator program, which I was qualified for because of my experience with LearnServe.

Have you participated with any international study abroad programs or international volunteer organizations since your LearnServe experience? (If yes, please describe):

- Adventures Cross Country- Gap Semester Asia
- AIDs research in South Africa
- At the University of London's School of Oriental, African, and Middle Eastern Studies (SOAS)
- Children's International Summer Villages (CISV), UN Volunteers
- EIL China environmental of international learning
- ExperiLearn --China
- Global Kids. I went to Costa Rica with the organization.
- Global medical brigades
- Guatemala medical volunteering
- I am currently participating in Princeton's Bridge Year Program, which I describe earlier in the survey and which you can also read about here: <http://www.princeton.edu/bridgeyear/I'm>
- I attended the Island School in Cape, Eleuthera Bahamas.
- I got involved with Best Buddies
- I have travelled to India once on a study abroad program, then returned to live there for a summer on my own, and I also participated in a program called Semester at Sea in which we traveled all over east Asia and Africa.
- I participated in the Tufts-in-Paris program in spring 2013.
- I studied abroad in Ghana in January 2014. My class and I gave away 15 laptops to a local grade school in Accra, donated clothing and school supplies in Kumasi and traveled throughout the country putting on free shows for the communities.
- I technically have not participated yet but I have paid for a program and booked a flight! I will be going to Costa Rica in March 2015 for a Vets Without Borders trip through Vida Volunteer
- I traveled to Japan on a student exchange program with US Japan Tomodachi youth exchange
- I was a foreign student mentor with Amideast for 4 years, an intern at the state department, and a global ambassador for foreign exchange students at my university
- I went on a trip to volunteer in a rural village and turtle conservatory in Costa Rica.
- I went on an alternative break trip to Haiti during the spring of 2013, and spent a year and a semester abroad in France.
- I went to Central America through my school
- I will be studying abroad in Venice, Italy in 2015.
- I'm continuing my LSI venture in college, and I participated in a language-focused study abroad.
- Maryland Study Abroad (Barcelona, Spain)
- National Language Initiative for Youth Scholarship to study abroad in China
- Numerous organizations in India
- Peace Child India
- Rising Minds
- School of International Training (SIT) Morocco: Multiculturalism and Human Rights
- Service trip to Costa Rica
- Studied abroad at Oxford; teaching entrepreneurship in Israel
- Studied abroad in south Africa
- Summer Study in Japan and a Summer Study in Rwanda
- Worker for Mercy Corp International at the Zaatari Refugee Camp in Jordan
- Yes I am applying for group leader learn Serve Jamaica 2015

Since participating with LearnServe, have you started/initiated any other activities or projects to improve your school, community, or some other civic organization? (If yes, please describe):

- \$300 Scholarship at school
- A mentoring program connecting University of Chicago students with local high school students
- Action Ambush
- Angel Fund for socially responsible businesses
- Blair Composting Crew
- Club
- Club Soccer

- Clubs
- Cofounded Community Service Coalition to unite student service orgs on campus to pool resources and expand volunteer recruitment and opportunities
- Dialogue on current issues
- Eating disorder awareness
- ESL Everyone Should Learn//English Second Language
- FOCUS, Figuring out College and University. It is geared towards making the college resources at my school more accessible to its students.
- Have done different programs where I have introduced the program to others
- Hoyasana (GU's first yoga club)
- I am starting a recycling program at my school
- I am still working on the craft but plan to start within the next two months
- I continued expanding the KAST program at my university. Working with the student government at MIT (as class president for 3 years), I also worked on a number of single-instance projects.
- I created an aquaponics system within my school greenhouse.
- I founded a branch of an organization (KAST) that was founded by a previous LearnServe Fellow
- I have been making a push for anti-bullying campaigns and activities at my high school.
- I have started a Breaking the Gender Barrier Campaign at my school, which requires many skills I learned from LearnServe this year.
- I helped initiate a larger role for the city-wide venture Working for Worcester at Clark
- I initiated a music mentor program between the local middle school and the high school I attended. I wanted to give students who could not afford to take private lessons that one-on-one attention to help them develop as musicians.
- I'm a number of organizations in which some way is helping the community or my campus.
- I restarted the Best Buddies chapter at my high school
- I started a bunch of clubs for my high school
- I started a recycling program at my school. I also started a club called operation smile.
- I started a soap company selling all-natural soaps in the New Orleans area and using the proceeds to fund sanitation improvement projects in India. www.sudzsoap.com
- I started an anti-bullying campaign in my office as Vice President of the student body
- I was selected to be a mediator for peer mediation at my school
- I've started a chapter of Euphony, a service/music organization at my college
- Improve the service club at my school
- MASTERS After-School Math Enrichment Program
- Medical boxes
- My venture helped my community and school by integrating multiple methods of community service.
- Once I became part of Columbia Habitat for Humanity's executive team, I started a long-term partnership between our chapter and the Habitat affiliate in Lafayette, Louisiana, which we visit annually to assist with projects. Previously, CU Habitat's spring
- Other public service activities in community
- Penny Wars to raise money at school
- PLATES! (It's a food non-profit)
- ScholarCHIPS For Children of Incarcerated Parents (www.scholarchipsfund.com)
- still working with the ward 8 drug free program
- Student discussion-based workshops focused on issues facing students of color on campus.
- Student Parent Fireside chats, GIN conference 2015
- talent show
- TED Talks club -attend local conferences to engage high school students in new topics; Student Action Research- created a research team at my school to evaluate curriculum and school initiatives
- The MedX Program, Apps by Synapps, 180 Degrees Consulting
- working with a current project in college
- Yes I am part of an organization called Golden Ambassador in which represent our university
- Yes I have become more involved in the development of more programming that students the development of global students and social entrepreneurship at SEED PCS
- yes, my social venture and another community service related program
- Young Changemakers club at RMHS

Since participating with LearnServe, have you participated with any other activities or projects to improve your school, community, or some other civic organization? (If yes, please describe):

- Columbia Alternative Break Program board member: Member of the board that selects student proposals for off-campus social justice projects (like LSI Fellows pitches) for school funding so that students can complete these projects on their breaks. The
- A Mission Trip to Woodstock VA
- All Kinds of Girls, Working for Worcester, several individual volunteer days
- America counts
- another community service related program
- By becoming a treasurer for Honors Society in order to do volunteer work and fundraise to help our community.
- Capital one
- Church programs
- Community clean ups, started a LGBT org
- Community service
- Environmental Club, Community Council
- Habitat for Humanity at the University of Michigan
- Hamilton's Award
- Hokies 4 Haiti - helped raise money for Haiti after the disaster and packaged meals for Haitian school children
- I am a member of EcoReps at Brown University, where we work on changing student's habits so they can live a more sustainable life
- I am active in multiple clubs at my school, school government being one of them.
- I attended a federal anti-bullying conference in August of 2014 as a panelist.
- I frequently participate in club activities or projects to improve my community. I did before LearnServe too.
- I have had the opportunity to be in organizations such as Iota Phi Theta
- I have joined a student-organized club called Senior Squad to help make my school community better for the students.
- I have joined many clubs and organizations with similar missions to LearnServe's
- I have participated in numerous volunteering events that aimed to help the immigrant community as well as the old and the homeless.
- I have played on the Powder Puff Flag Football team, and participated in the Greenhouse Club. I have lifeguarded with DPR.
- I helped organize a high school group at Friendship Collegiate High School and we fundraised money to help the local NGO 'Teen Moms Fresh Start.'
- I participate in our school's Student Environmental Action Committee.
- I participated in a Work Camp/ mission trip in the suburbs of the Northern VA area to help build a house. We worked directly with Habitat for Humanity.
- I participated in various cultural clubs at school in order to promote diversity.
- I ran for Mr. freshman and Mr. Junior at UMES for SGA, but I was beaten twice.
- I taught and gave tours at events that brought middle- and high-school students to MIT
- I was involved in the community service club in the 10th grade.
- I work weekly at my school's Campus Kitchen making meals for the homeless
- I worked on a school video campaign for our homecoming to bring back school spirit
- I worked within my community.
- I'm an active volunteer
- I'm on the Community Committee, which runs events for the school community, as well as working with the P.A. to run concessions at sports games.
- I've taken a more active role in my school's Changemakers club
- IBCC, teaching water sanitation kits at Annandale high school.
- Impact at CMC
- In process
- Key Club
- Local urban, rural clinics/ animal shelters etc.
- Many community service programs at Spelman.

- Many mentoring and tutoring programs at University of Chicago and Harvard
- Many student government initiatives
- Micro-loan projects in Haiti
- Miriam's Kitchen- a soup kitchen that provides healthy food to approximately 100 homeless men and women, and helps them acquire housing.
- Multicultural Student Coalition, ArtWrite Resilient
- My venture helped me be more involved in my community by helping out whenever I can.
- National Honor Society, Spanish Honor Society (Sociedad Honoraria Hispanica), Gametime Tennis (a non-profit designed to bring students in low-income areas of Montgomery County the opportunity to learn tennis), freelance tutoring
- Nationals women's studies association
- Not as often as I should or would like to, but when given the opportunity I have done community service such as cleaning up facilities or helping to organize events for young adults such as talent shows.
- Opinion writer on Diversity issues, Black Student Union
- Organizing canned food drive and making meals for the less fortunate at campus kitchens
- Plenty of programs in my school and out of school
- pro bono consulting, clinical volunteering
- Project wise I've mostly been committed to KAST. Most recently I'm teaching leadership and entrepreneurship to high school students in Israel. I am teaching with MIT and I was inspired to do so and write curriculum, by the LearnServe program. Throughout m
- Read Ahead
- Selected to be a mediator for peer mediation at school
- Service Raleigh
- Several, including the Habitat for Humanity club at Tufts.
- STAND- a club that raises awareness against genocide
- Still work with the drug free coalition and working with a project in college
- Student government, green programs, sex positive programs
- Student volunteer organization and a Latino organization, which among other things helped migrant workers in Vermont.
- Taught English for 6 weeks in Thailand
- The program state above FOCUS.
- Tutoring and mentoring
- UNICEF-USA, community immigration clinics, women help groups
- Urban Debate League
- UVA volunteering activities
- Various
- Various clubs that advocate for social issues.
- Veteran Homelessness action- working with local organizations to help end veteran homelessness in DC, produced needs assessment, attended walk to end homelessness
- Volunteer, DC Central Kitchen
- volunteered at tutoring and mentoring service for elementary students, went on a week-long service/leadership trip during freshman year
- Wheaton Volunteer Rescue Squad
- Worked for Youth Venture for a number of years
- Yes, I was in green club for a few years, and I've participated in a number of charity events/activities in New Orleans.
- Yes, I've worked with KAST for 4 years now and am now President and third in command

Please describe any other volunteer experiences you have been involved with since participating with LearnServe.

- I'm currently doing work to raise money for Kiva through my school's International Relations Club.
- -Volunteering for various veterinarians
- 180 Degrees Consulting clinical volunteering various charitable initiatives
- As previously mentioned, I have been involved in Music Mentors program at Annandale High School, as well as the 2013 Arlington Diocese Work Camp to assist those in need of house repairs.
- Assisting the drug free coalition with creating a website and clothing line so they can fund and raise for

the program and reach out to youth that visit the campus.

- Canned Food drives, mentoring and tutoring.
- Children's National Child Life Volunteer
- Conduct Advisor, SMCM + AU Volunteer, DC Central Kitchen Advisory Board Member, LearnServe International (LSI)
- Construction/cleanup projects with Habitat for Humanity, InterFaith Varsity, etc. Worked in soup kitchens such as Martha's Table in DC. I am currently volunteering as an English instructor with the group 'One Two Three Rap!' in the Paris region.
- creating a community service program for middle school girls
- EMT
- Engage a student philanthropy society and Golden Ambassador
- garden volunteer at Harlem Grown Habitat for Humanity projects in New York City and Lafayette, Louisiana
- Grassroots project to help the awareness of young adult of HIV/AIDS
- Homeless people Neighborhood Girl Scouts Church
- I am a member of alpha phi omega, the honor/service fraternity and I do community service regularly every week from picking up trash in the environment to volunteering to give students rides home during the weekends so they feel safe
- I am involved in the interact club which is a volunteering club at the university of Maryland to raise money for our school. We work at concessions during the universities football and basketball games.
- I am on the dc youth advisory council
- I am the president of my school's student government, and am the president of my school's Best Buddies chapter.
- I do a lot of community service through my sorority, Zeta Phi Beta Sorority, Inc. Every month we do community service mainly focusing around youth and the elderly. We fundraise and walk to raise awareness for March of Dimes, volunteer at the Boys and Girls Club and a local elderly home.
- I had a great experience at all the volunteer experiences we had last year like Aids walk and the veg fest.
- I have done assorted projects in DC like helping soup kitchens or painting murals at schools.
- I have organized volunteering events for my school's Key Club including sandwich making for homeless shelters and Trick or Treat for UNICEF.
- I have participated in volunteer efforts on campus as well internships in India.
- I have volunteered at numerous homeless shelters and soup kitchens throughout DC. LearnServe definitely sparked an interest in community service for me.
- I have volunteered in a soup kitchen and a public library
- I have volunteered in an urban and rural clinic in Richmond, VA, which targeted disadvantaged populations of the city. I also volunteered at a local animal shelter.
- I helped out at a church to inform the community that the church was giving food out.
- I helped the college counseling office and assisted students with their essay.
- I participated as a dancer in a 46 hour Dance Marathon called THON at PSU
- I tutor other students
- I volunteer a lot at tutoring opportunities, in libraries, and at school events.
- I volunteer a lot. I did a summer mission trip, tutor, and complete community service for other clubs. I did this before LearnServe too.
- I was a student volunteer, and I co-taught English to migrant workers in VT.
- I went on alternative break trips to New Orleans and Haiti. In New Orleans, our group helped rebuild a house damaged by hurricane Katrina as well as tutor at a local elementary school. In Haiti, my group set up a medical and dental clinic in order to provide service to people in Montrouis who could not afford or didn't have access to healthcare.
- I went on an Alternative Break trip with my school to Chicago to help inner city kids apply to college, update their resumes, and assist them in writing cover letters and personal statements.
- I went to South Africa with other members of my school over the spring break of 2014 to help work with a school for at-risk youth.
- I work with my community
- I worked with Groundwork Anacostia to improve the Anacostia River and the communities it affects. I am part of the Interfaith Youth Core and bring interfaith dialogue and cooperation to my campus.

- I've been in a lot of volunteer experiences because of learn serve
- Joined a dance company in New York dedicating it's time and show proceeds to underserved communities in New York City. Joined New York Cares, an organization that organizes city-wide volunteer events - I've helped sustain NY gardens, built bicycles for underprivileged children, and served meals to underserved retirement communities. In college, participated in various program previously mentioned. Also was an English Language Partner every year for foreign exchange students, and ended up inviting two of them to share Thanksgiving with my family. Foreign student mentor for 4 years for Amideast in partnership with the US Department of State
- Martha's Market N Street Village HSI WRCNU
- Miriam's Kitchen, Kid Power (a tutor/mentor program between high schoolers and middle school students from less developed school systems).
- My main volunteer activity has been with KAST. I've served as President of the Virginia branch. I created the KAST Virginia Advisory Board and mentor current KAST VA Presidents. I am also President of the national organization. For my living community in college, I've done several spaced out service projects usually focused on science outreach. I plan to delve into different clubs more deeply second semester.
- National Honors Society tutor, translator for MBC Medical Clinic, mentor in ESL Program
- National Zoo Summer Safari Camp volunteer with Rising Minds Leader of Blair Composting Crew
- Numerous relief drives through school organizations
- Painting schools, tutoring students in low income neighborhoods, coaching a special Olympics swim team
- Participating in plant restoration on an Indian Reservation, tutoring young kids, serving food for the homeless, translating at a clinic, collecting information about community resources for people who can't speak English
- Service Choir (11th and 12th grade)
- Spent 5 weeks in Alaska in Student Conservation Association, Vice President of school choir, and president and of tai chi club
- Susan G. Komen 3-Day walk along with volunteering at another Susan G. Komen event.
- The Bridge Year I am currently participating in as previously mentioned, serving as Vice President of the National Honor Society at my high school and President of the Spanish Honor Society, as well as President of Gametime Tennis. These all entailed a lot of management and coordination on my part, but also a lot of simple work on the ground, which included volunteering at many local service organizations and community centers but also a lot of tutoring and teaching kids how to play tennis. I love teaching! During the summer of 2013 I also volunteered to work at an organization called Frontier Investments Group, which is dedicated to investing in innovative small to medium-size firms with the potential to greatly improve access to financial services among the world's poor.
- There were several, but my main ones were working for a homeless shelter, and working on blood drives.
- tutor students at HD Cooke elementary school in reading
- Tutoring
- United Nations Volunteer in Jakarta, Indonesia
- Volunteer as a tutor at a prison near my college.
- Volunteer at Martha's Table and cadet at Wheaton Volunteer Rescue Squad.
- Volunteer with The Arch and the middle school
- Volunteering at events planned by my parents' church and participating in events planned by College Park Community Foundation.
- Volunteering through the UVA Astro club (for kids night at a cider farm), volunteering at Fan Mt and McCormick Observatories
- Volunteering with Mentoring Positives after school programs for youth of color. Student organizing against the consolidation of ethnic studies programs. Organizing Envision Madison project with to bridge campus and greater Madison communities through narrative sharing and multimedia production
- While attending the Island School, I worked with Bahamian students to create an education pamphlet about composting for their community.
- Young Changemakers Best Buddies Program National Honors Society Chapter Project: Suicide Prevention
- Youth Venture Student Government Williamsburg Community Health Foundation

Briefly describe your venture and its current status. (e.g., What was your venture? How long did your venture last? Did someone take over your venture once you left the program?)

Comments from Fellows program alumni (2006-2008):

- Started a recycling program at my high school - it is still up and running and even expanded since it started in 2008.
- Project TOPSOIL: Defunct, somewhat absorbed into MCPS environmental curricula.
- My venture was to promote environmental awareness at my school. It only lasted one semester; it was difficult to get students involved in the club.
- My venture was not big. We simply made a documentary about water and its importance, spreading awareness about the lack of clean water around the world.
- My venture was an open mic coffee house to speak about issues such as multiple sclerosis.
- Inter-school student newspaper. I didn't get it off the ground. Word on the street is some future fellow did.
- I initiated a recycling program at my high school. It continued to grow even after my graduation in 2010. It soon triggered the entire county to adopt a recycling program.
- Due to personal issues (I needed to use that time and effort to make my own money) I did not carry out our venture.
- Computer Greenhouse: Never really got off the ground sadly.

Comments from Fellows program alumni (2009-2011):

- I made a documentary film called 'Drip Away' to help raise awareness about water sanitation issues around the world. It was well received at the time, but I would like to do more to promote the film now.
- venture- STAND, it failed after I graduated
- To collect school supplies, not long at all.
- Rethink Your Trash was my venture and its mission was to bring about recycling to my High School and other schools. I was with my venture till my senior year and after i left it was taken over my member in the lower grades.
- NextGEN Policy - currently ongoing, in contact with my college venture (MedX)
- My venture was to have students be more globally aware which was going to be done by having the events that was happening in the world be announced over the intercom. I transferred schools before I could establish it in my school.
- My venture was "Bike to the Books" where I encouraged students to bike to school to promote personal and environmental health. I led bike races around the track, and held a bike to school week. My venture lasted the extent of my Sophomore year.
- My venture was and is called ScholarCHIPS (For Children of Incarcerated Parents). My venture is currently an official and full-time running 501c3. We provide college scholarships and a support network to children with incarcerated parents, who are pursuing their college degree. I launched the venture at LSI in 2010 and we gave our first four \$2,500 scholarships and first four \$250 book awards in 2012. Since then, every year we have both renewed the previous scholarships and awarded new scholarships.
- My Venture was an empowerment program for African American young girls. My venture has moved with me to my college.
- My venture started in the wake of the 2010 Haitian earthquake. Myself and two other LearnServe fellows created an organization. To harness the fundraising and awareness-raising powers of high school students. Our venture was based on the premise that high school students should be more engaged with global events. During my time with the organization, we raised money and awareness following 3 major natural disasters. When I graduated, I left the organization in the hands of two successors but unfortunately it petered out.
- My venture set up arts programs for elementary students. It never got off the ground.
- My venture is KAST, and brings science education programs to children. We are now in our 5th year of operation. Currently KAST serves 800 students weekly with its free afterschool hands on science programs. We also provide online education through the KAST Edu platform.
- My venture involved establishing and facilitating an online exchange program between students at my high school and students from a school in Zambia that I visited during my time there. It was a pretty active project while I was in high school, which I left in the hands of another student and

teacher when I graduated.

- My venture involve taking excess inventory from used book sales to public school libraries. My venture ran successfully for two years, collecting and distributing over 2000 thousand books. We went on hiatus last year, but plan to restart this year with someone else taking over local control while I'm at school.
- My venture collected books for underserved DC schools. It lasted for two years. My partners and I ran it and then it ended when my partners and I graduated
- MASTERS serves to help elementary school students appreciate math. It's ongoing at my high school and at Spelman.
- Kids Are Scientists Too is a national non-profit that goes to elementary schools after school to host hour-long fun, interactive science sessions in order to spark an early interest in STEM fields. The venture is still ongoing. I started the Virginia branch, which is currently running at 8 high schools, all with their own set of officers. Each semester, over 270 Virginia elementary school students participate in KAST lessons.
- It was a website that strove to improve language fluency by facilitating video chats between students from various parts of the world. The venture died out once I graduated from high school.
- I started a political advocacy venture. Unfortunately, after a year of running it, I got very ill and had to take a leave of absence from school. I have continued the project in other forms throughout my school and the DC community.
- I Didn't have one.
- Accelerated math education program; never really followed through
- A sophomore student took over my venture when I left, but it's not very active- it's lasted three years so far. I'm starting a similar project at my college.
- A children's library in the school library to help teen moms, still working on it.

Comments from Fellows program alumni (2012-2014):

- The Clean Care group worked to warn teens and preteens about dangerous chemicals hidden in personal care products. It was continued through the end of high school but has ceased since I left for college.
- My venture was originally inspired by StoryCorps, where I wanted to record the stories of retired seniors in retirement homes. A small group of my classmates and I attended the home every other week sometimes planning game nights or special activities. This experience was very much worthwhile to me as I met many amazing seniors, one of which I try to keep in touch with and continue visiting. Unfortunately, the StoryCorps part of the project did not work out, and the project is not continued at my high school. The venture lasted for about a year and a half.
- My venture was Book to Book. Its goal was to hold book drives to collect books from peoples' houses that were unused and donate them to a local needs-based donation center. I continued with it during my junior and senior year, but as of now, it is on hold.
- My venture was 'Uniquely Able,' designed to give the students with special needs an extra-curricular activity where they can feel included and engage in fun activities with other students from their high school. Unfortunately, the venture did not succeed at the school as planned due to timing conflicts and commitments. There was also a lacking in the pool of students with disabilities who were allowed to participate. However, LSI gave me the inspiration and motivation to start the Music Mentors program at Annandale High School. Programs similar to my concept existed in the past, but as I have been told were never quite as successful as this previous year. There was no delegation to a new leader after I left for college, but students still visit the middle schools on a regular basis to assist in tutoring as an after school volunteer opportunity.
- My venture is the B.U.T.T.E.R.F.L.Y. Initiative, and somehow no one has changed its name. It is still running, thanks to the awesome work of four generations of Wilson High School students who came after me and who took over, spread the word, and recruited more leaders at the end of each year. We are still running French classes at Garrison Elementary School, which was our pilot school the year I began the initiative. This means that we haven't expanded to other schools, but we have maintained a close and positive relationship with the Garrison community.
- My venture is now taken over and continues to run at my high school
- Working with students with learning disabilities going well! going to hand off to other students next year b/c i am graduating

- Venture for mental wellness; I ran an activity at school and continued generating ideas for my venture, and finally created a mental wellness app to extend the reach of the program beyond my school. The app has just been published (2 months ago), on the Android app store.
- To mentor middle school students that are lacking in their academic area with a single parent at home, it lasted for 4 months and no I still attend the school.
- The venture is currently not going on. We may restart it later.
- The venture is a science fair throughout the school, and it's currently going to be started for the second year in a row.
- The Blair Composting Crew. I have recruited several team members and meet on Thursdays after school. I have talked to various school administrators and gained their support with the project. We are planning to introduce indoor composting bins into a few science classes and integrate composting into the educational curriculum.
- The base of my venture is set, but there is still a ton of work to be done if i ever want to start it.
- Slowly but surely growing
- Right now my venture us at a halt. I am currently trying to combine the old students with the new students
- Project Cultural Crossroads is bridging the cultural gap between first and second-generation immigrants in the Chinese immigrant community. It lasted about a year after I graduated from LearnServe, and some of my younger team members have tried to reincarnate it in other forms - related to mental-health awareness, etc.
- PolitiYouth was a tumblr blog dedicated to informing youth around the world about political issues in a comfortable, informal manner. Unfortunately, due to lack of manpower it only lasted 1 month before I was forced to shut it down. Over the past two years, I've been gathering information and recruiting managers/members with the same goal of educating politically in order to run PolitiYouth again. I anticipate it will be accomplished sometime this June.
- My venture's name is Bullied Teens Support Group and it currently is still functioning with a charter at Parkdale High School with a forum being developed online.
- My venture, the Message Behind the Music, is a choir aimed towards unprivileged children. It utilizes pop songs with positive messages to create a positive impact on their lives. Although it did not go as far as I had hoped, I have passed it on to two other students.
- My venture, The Fine Hearts, is currently being processed as a 501(c) 3 non-profit organization through the government. It aims to use arts as a means of creating social change with individuals who have silenced voices. We all have the power to make change but not many have the resources. Art is a powerful tool that serves as the microphone to raise underprivileged voices. I hope to take this program with me wherever I'm headed to college next, since I think I would have an easier time recruiting enthusiastic volunteers at the college level.
- My venture went through all of the organizational steps, but once it was ready to be launched, the partnering organizations never followed through, even after more consultations. I could have been more aggressive, but it never took off.
- My venture was/is Tails for Change, I still oversee the program but have a regional president in the DC metro who handles most of the program. We are currently running in 3 schools and have a working website, seminars, discussions, and volunteer and learning trips.
- My venture was to lead 11th and 12th graders to help with any 9th and 10th graders on social problems after school hours in Ballou Senior High School.
- My venture was to help under privileged children focus on school and other options after high school.
- My venture was Team Change, which is in its second year of existing as a club at my school. So far we've raised over \$1500 and instituted annual events that continue to raise money and awareness for our cause. We've also branched into sponsoring people going to rallies related to our cause, given our proximity to D.C.
- My venture was teaching financial literacy to high school students so they could be prepared to hurdle over any financial obstacle that they may face.
- My venture was never implemented. It was a competition at my school to have kids respond creatively to the prompt: what do you take for granted and what would your life look like without it.
- My venture was Instruments of Change, a program that intended to bring musical entertainment to retirement homes through high school musicians. We are still in the process of finding performance

opportunities.

- My venture was Friends for Hope, and it aimed to build relationships between students with and without disabilities through various forms of community service. Friends for Hope didn't make it as its own venture, but my partner and I carried on the same ideas through the Best Buddies organizations at our schools. We both got involved in leadership positions and are hoping to work together since Best Buddies comprises many of the ideas we had for Friends for Hope.
- My venture promoted volunteering at senior housing communities and lasted while I lead it during my years in high school. I plan to start it up again in college.
- My venture is FOCUS, figuring out college and university success. It has recently started up in November and we are prepping underclassmen to take my place this year.
- My venture is called The Atomic League and it acted as an umbrella group for all the other diverse clubs for my high school. So far it is going very well and the club is working on raising awareness through multiple methods of publicity.
- My venture is called PLATES. We are a food nonprofit that serves meals during the summer to children who rely on the free-or-reduced lunch program during the school year. My partner Katie and I are still in charge of the venture but we have expanded our team since we left LearnServe. Last summer (our first summer) we were able to distribute 64 meal packages.
- My venture is called cast a shooting star. It is about collecting schools supplies to send to the students of GS Awom primary school in Cameroon Africa. I am currently still collecting the supplies and am waiting for the next shipment date, when my father will ship his container.
- my partner's and my venture was renovating run down basketball courts around the city. We had to pause it and hope to resume this spring, ourselves (we are not passing it on to anyone)
- I'm working on improving methods of water sanitation in a town in Pakistan. I am currently working on raising the funds to get my pilot program up and running. Other than that I gave everything set up.
- I worked to team homeless students with kids from my high school to work together on community service projects
- I had a mentoring program for middle school students. Tutoring sessions as well as empowerment sessions were provided.
- I am still working on my venture. It is a tutorial program for homeless youth.
- I planned to teach children in low communities to swim. I tried to put into action but it was hard to find a place that would allow me to teach for free.
- Food rescue, on hold because I have too many outside commitments, I did not continue it over the summer, no one took it over
- ESLI it is currently running and I am still the president.
- Environmental afterschool program. It died the moment that I left LearnServe because of difficulties in leadership roles.
- Currently, I am working on building and starting a recycling program at my school. Originally, my venture was meant to be a conservation education group, but I decided to start with the recycling program first. This way, I can theoretically draw attention to the rest of my venture more easily.
- Currently is a cumulative calendar built for the community to connect people to the opportunities around them. My venture is being built through the Incubator Program and I plan to implement Currently in my school.
- A club at my school to organize community service activities with other existing clubs. It is pending.
- I created a literacy program for elementary school students. This literacy program not only emphasized independent reading within my community, but it also catalyzed the exploration of my own history as I struggled to learn English. In my community, there are kids facing the same struggles I faced while learning English and I set out to share my love of reading with them. In the process, I hoped to motivate these young children to integrate reading into their daily lives. The program isn't continuing now because both my cofounder and I left for college but I'm hoping to restart it and find people to take over once I return home.

Appendix B: Focus Group Summary

Evaluation of LearnServe International Focus Group Summary

Number of Focus Group Participants:

Advisors: 5
Parents: 6
Alumni: 11

Average Length of Focus Groups: 1 hour, 18 minutes, and 30 seconds

Program Exposure and Feedback

How did you first hear about LearnServe International?

- Teacher: 4 alumni
- Colleague: 3 advisors
- School: 1 advisor, 2 alumni, 6 parents
- Friend/Sibling: 1 advisor, 3 alumni

What interested you about it/why did you stay?

- Focus on social entrepreneurship: 1 alumni
- Someone they know had a previous positive experience: 1 alumni
- Monetary opportunities (Ashoko grant): 1 alumni
- Opportunity to meet a new, diverse group of people: 2 alumni, 1 advisor
- The skill set it provided students with: 2 advisors
- The abroad trip was a service trip instead of a tourist opportunity: 1 advisor

For Abroad Participants: Had you previously traveled internationally?

- Never/Very little: 2 alumni
- Not to impoverished countries: 1 alumni
- Only to Mexico/Canada: 2 alumni, 2 parents
- Frequently: 2 parents, 1 alumni

For Fellows Participants: What was your venture?

- Team Change: school and community education on issues of malaria and clean water access
- Clean Care Group: spread awareness about harmful chemicals in personal care products
- Euphony: managed a group of student musicians to play at nursing homes every week
- ScholarCHIPS: scholarship fund for children of incarcerated parents; now 501(c)3
- Essay Contest: Artistic representation of what your life would be like without what you take for granted
- Project Topsoil: Rooftop composting
- KAST: interactive science classes
- MicroMiracles: Disaster relief efforts (Haiti, Japan, Pakistan)

What aspects of LearnServe International's programs do you find most beneficial [for students]? (Probe: What do you think are some ways that LearnServe impacts students? What about school communities?)

- Exposure to a variety of perspectives both in the US and abroad: 3 advisors, 2 alumni, 3 parents
- Increased confidence/sense of empowerment: 2 advisors, 2 alumni, 2 parents
- Enthusiasm for the program even after they finish with it: 1 advisor
- Having a mentor who follows up even after the program is over: 2 alumni
- Increased/solidified interest in community activism: 1 alumni
- Acquired skills (technical, business, leadership, etc.): 4 alumni, 2 parents
- LearnServe benefits the community as a whole: 1 advisor
- Financial and emotional support from LearnServe itself: 2 advisors

What enhancements to LearnServe programs would help increase their impact on students and schools? If you could change one thing about LearnServe programs, what would that be?

- Turning LearnServe into a workable curriculum: 1 advisor
- No application question about having a passport: 1 advisor
- Kids should be required to fundraise: 2 advisors
- Eliminate barriers to participation: 1 advisor
- Abroad curriculum for trip leaders: 1 advisor
- Garnering alumni involvement: 1 alumni
- Increased communication between LearnServe groups within the same year: 3 alumni
- Cell phone rules on abroad trips: 1 alumni
- Gender ratio of trip leaders: 1 alumni
- More obvious communication with alumni/more alumni reunions: 1 alumni
- Implementation of ventures: 3 parents
- Program sustainability: 2 parents
- LearnServe is trying to do too much all at once: 1 parent
- Meetings are very unorganized: 2 parents
- Ask for parent volunteers to help with organization: 2 parents
- Unclear expectations: 2 advisors, 2 alumni, 1 parent
- Engage students in their sophomore year: 1 advisor
- School pushback/unsupportive advisor: 1 alumni
- Putting together a "lessons learned" sheet: 1 parent
- Weak post plan period for the abroad program: 3 alumni
- Connecting kids with organizations in DC for venture projects: 1 alumni
- Interview students applying for the abroad program: 1 advisor
- More mentors to advise students: 1 advisor
- Evaluation of advisors/more training for advisors: 2 alumni, 2 parents, 1 advisor
- Greater balance of educational professionals and advisors/alumni on Advisory Board: 1 alumni
- Business planning and public speaking could be focused on more heavily: 1 alumni

How has LearnServe improved over time?

- Expansion of LearnServe into a curriculum: 1 advisor
- Program requirements: 1 advisor
- Incubator Program: 1 advisor

Would you recommend LearnServe to other schools/parents/students? Why or why not?

- Yes: 4 advisors, 4 parents
- Only to those who are willing to contribute to and support their child's effort: 1 parent

Is there any added benefit to participating in both the Fellows and the Abroad program?

- You don't get as much from the Abroad Program without the Fellows Program: 2 alumni

Academic Choices

To what extent do you think students' academic goals and interests are shaped by their LearnServe experiences? (Probe: Have you stayed in touch with any students after they went to college? Have you seen any changes in the way your students approach school as a result of their LearnServe experiences? Why or why not?)

- LearnServe students learn how to see different degrees in broader contexts and use them for personal growth, and so many of them go into international relations: 1 advisor
- When students don't finish the program it is difficult to make any connection: 1 advisor
- Their venture influenced their studies: 2 parents

Do you think LearnServe influences students' study interests and/or desired college major/minor? Please explain. (Probe: Did you/your students/your child write about LearnServe in a college applications and/or scholarship application? If so, what was the outcome of the application process?)

- Yes, International Relations/Languages: 1 advisor, 1 alumni, 1 parent
- Yes, International Health: 1 alumni
- Yes, Economics. Listening to the experts that came in each week taught me how important it is to understand money in order to make a difference: 2 alumni
- Yes, working with teens: 1 alumni
- Yes, my school focuses on cross-cultural understanding and going abroad: 1 alumni
- Yes, they taught me there are other things I can do with a science degree than work in a lab: 1 alumni
- Not sure: 2 parents
- Yes, colleges with social entrepreneurship: 2 parents
- Crafting a venture helped her to understand what she was interested in: 1 parent, 1 alumni
- I learned about my college/college program through LearnServe: 2 alumni
- I wouldn't have gone into the field I chose without the confidence LearnServe gave me to go into something I didn't know as well: 1 alumni

What skills did you/your advisees'/your children acquire through their LearnServe experiences that can help them upon entering college? (Probe: Do you think LearnServe helps improve students' chances in regards to college access/acceptance? Please explain.)

- Received scholarship as a result of my experience and skills gained from LearnServe: 1 alumni
- Resume building: 1 advisor
- Learning to fail gives them a confidence boost: 1 advisor
- Knowing they have the power to accomplish a lot: 1 advisor
- The skills I gained are transferable to my school and my internships: 2 alumni, 1 parent
- How to connect what you're learning with what you want to do: 1 parent

Did you/your child/your advisee use LearnServe on their college application?

- Absolutely: 5 parents, 4 alumni

To what extent do you think LearnServe helped you/your advisees/your child get into college?

- LearnServe helped me stick out as a candidate: 1 alumni
- It showed that I did something real, and not just for a resume: 1 alumni
- Helped in my interviews: 1 alumni
- College essay was about LearnServe: 1 parent

Career/Professional Choices

Briefly describe your ideal career. To what extent was this influenced by LearnServe?

- Communicate with young adults: 1 alumni
- Associate professor who can take students to the places we are studying: 1 alumni
- Environmental or public health advocacy group: 1 alumni
- Public health and microfinance: 1 alumni
- WHO: 1 alumni
- I want to study the connection between women/economics/households/etc.: 1 alumni
- Working abroad: 1 alumni

Do you think LearnServe helps students' achieve their professional/career goals? Please explain. (Probe: Do you think LearnServe improved you/your advisees'/your child's chances of obtaining employment? Why or why not?)

- He wouldn't be doing what he is now without LearnServe: 1 parent
- Not sure yet: 2 parents
- It has had an impact, extent unknown: 1 parent

School and Civic Engagement

Do you think LearnServe increases students' level of civic involvement or community involvement?

- Kids who go through the Abroad program first are more likely to be invested in the Fellows program: 1 advisor
- Many kids are already inclined to do this type of work: 1 advisor

Have you/your advisees/your child started, initiated, or participated with any other activities or projects to improve their school, community, or some other civic organization either while they were still in high school or since they graduated? If so, please describe.

- Yes: 7 alumni, 2 parents
- Nothing really long term: 1 alumni
- Incubator program participant: 1 alumni
- Had internships: 1 alumni
- Still involved with LearnServe: 2 parents
- Still involved in my venture: 1 alumni
- Traveled: 1 parent, 1 advisor

Did LearnServe influence you/your advisees'/your child's sense of local or global awareness?

- Hard to say: 3 parents

Leadership, Business Skills, and Problem Solving Skills

LearnServe seeks to instill certain attributes and skills with program participants such as leadership, innovation, business planning, global awareness, cross-cultural competency, public speaking, self-confidence, and critical thinking [this list will be on a flip chart for reference]. Among all the skills on this list, which ones do you think LearnServe has the greatest impact on? Please explain.

- All of the above: 4 advisors
- Global Awareness as a result of the abroad trip: 2 alumni
- Cross-cultural as a result of the group of students involved in LearnServe: 3 alumni
- Critical thinking that I didn't get from being in school: 1 alumni
- Self-confidence/empowerment: 1 alumni, 5 parents
- Public speaking: 1 parent
- Business skills and persistence: 1 parent
- Learning to take criticism: 1 parent
- Learning to start something from scratch: 1 parent
- Creativity: 1 parent
- They begin to understand what is realistic: 1 parent
- Cultural competency/global awareness not part of Fellows: 3 parents
- Collaboration: 1 parent
- Networking: 1 parent
- Risk-taking: 1 parent

Do your children see themselves as leaders?

- Yes: 2 parents
- Yes, social leader/leader from behind: 2 parents
- Yes, increased confidence: 1 parent

Effect on Advisors and Schools

What impact, if any, has serving as an advisor to LearnServe students and working with LearnServe programs had on you personally? (Probe: To what extent, if any, has your connection to LearnServe shaped your teaching, work, etc.?)

- I felt supported by Scott and Sabine: 2 advisors
- I formed really strong relationships with people I met through the program: 1 advisor
- I learned to let students take on responsibility and to act as a guide rather than the leader: 1 advisor

Buy-in

- DCPS needs to buy in to this system: 1 advisor
- School administrations need to buy in to this program: 1 advisor
- Students need to buy in to this program: 2 advisors

Additional Quotes/Information

- Positive comments about Scott and Sabine: 2 parents, 2 alumni
- She takes pride in being asked to come back and present: 1 parent

Appendix C: LearnServe Alumni Survey

LearnServe Program Alumni Survey

Which LearnServe program(s) did you participate with. (Check all that apply)*

- LearnServe Abroad
- LearnServe Fellows

Which year(s) did you participate with LearnServe Fellows. (Check all that apply)

- 2006
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014

Which year(s) did you participate with LearnServe Abroad. (Check all that apply)

- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014

What is your current occupation? (Check all that apply)

- High school student
- College student
- Paid employee
- Volunteer
- Stay-at-home parent
- Other: _____

Where do you go to college and what are you studying?

Who is your employer and what is your position/title?

What is the volunteer organization(s) and what is/are your role(s)?

Do you hope to attend college?

- Yes
- No

To what extent was your desire to attend college influenced by your LearnServe experiences?

- A lot
- Somewhat
- Only a little
- Not at all
- Not applicable

What would you like to study in college?

Please select your highest level of education. (Check one)

- High school diploma
- General education diploma (G.E.D.)
- Associate degree
- Bachelor degree
- Master degree
- Postdoctoral degree
- Other (please describe): _____

What college(s) did you (or do you currently attend) and what did you study?

Have you mentioned (or do you plan to mention) your LearnServe experiences in any of the following ways?

	Yes, I already have	Not yet, but I intend to	No, I do not plan to	Not applicable
On a college application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On a scholarship application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On your resume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During a job interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You indicated that you mentioned LearnServe on a college application. Do you think this helped you get accepted into college?

- Yes (please describe): _____
- No
- I'm not sure

You indicated that you mentioned LearnServe on a scholarship application. Were you awarded the scholarship?

- Yes (please describe): _____
- No

You indicated that you mentioned LearnServe on your resume. Do you think this helped you get a job?

- Yes (please describe): _____
- No
- I'm not sure

You indicated that you mentioned LearnServe during a job interview. Do you think this helped you get a job?

- Yes (please describe): _____
- No
- I'm not sure

Have you participated with any other continuing education coursework since LearnServe (i.e., trade schools, etc.)?

- Yes (please describe): _____
- No

Briefly describe your ideal career and/or job industry.

To what extent is your ideal career/job industry influenced by your LearnServe experiences?

- A lot
- Somewhat
- Only a little
- Not at all
- Not applicable

To what extent did your LearnServe experiences make you more interested in participating with an international study abroad program or international volunteer organization?

- A lot
- Somewhat
- Only a little
- Not at all
- Not applicable

Have you participated with any international study abroad programs or international volunteer organizations since your LearnServe experience?

Yes (please describe): _____
 No

Since participating with LearnServe, have you started/initiated any other activities or projects to improve your school, community, or some other civic organization?

Yes (please describe): _____
 No

Since participating with LearnServe, have you participated with any other activities or projects to improve your school, community, or some other civic organization?

Yes (please describe): _____
 No

What best describes your role for these activities or projects?

Leadership role
 Active participant
 Other: _____

Please describe any other volunteer experiences you have been involved with since participating with LearnServe.

Please rate your level of agreement with each statement. As a result of my participating with LearnServe...	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
I am more interested in working on global issues	()	()	()	()	()	()
I am more conscious of my own perspectives and culture	()	()	()	()	()	()
I am more self-confident	()	()	()	()	()	()
I have improved fundraising skills	()	()	()	()	()	()
I can speak to persons of	()	()	()	()	()	()

Please rate your level of agreement with each statement. As a result of my participating with LearnServe...	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
authority						
I believe in my ability to influence social change in my community	()	()	()	()	()	()
I have a greater appreciation for diversity and cultural differences	()	()	()	()	()	()
I am more likely to take on leadership roles	()	()	()	()	()	()
I am more aware of current events	()	()	()	()	()	()
I became more focused on academics	()	()	()	()	()	()
I am better able to build and manage a team of individuals working towards a common goal	()	()	()	()	()	()
I like to learn things that will improve my way of thinking	()	()	()	()	()	()
I became more excited about school	()	()	()	()	()	()
I want to continue to learn about the world's peoples, cultures, and issues	()	()	()	()	()	()
I am actively involved in issues that impact my community	()	()	()	()	()	()

Please rate your level of agreement with each statement. As a result of my participating with LearnServe...	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
I have better public speaking skills	()	()	()	()	()	()
I have a stronger sense of purpose	()	()	()	()	()	()
I am better able to set and achieve goals	()	()	()	()	()	()
I am more knowledgeable about project planning and execution	()	()	()	()	()	()
I have increased social awareness	()	()	()	()	()	()
I am a better problem solver	()	()	()	()	()	()
I know I can make a difference in my community	()	()	()	()	()	()
I am able to work on teams with peers from different backgrounds	()	()	()	()	()	()
I believe helping to improve the community is my responsibility	()	()	()	()	()	()
I know what steps and materials are needed to complete a project	()	()	()	()	()	()
I believe thinking critically is useful for everyday life	()	()	()	()	()	()

Please share a personal quote or reflection about how your LearnServe experiences impacted you.

How old are you?

What is your gender?

What type of high school do you currently or did you previously attend?

Public

Private

Charter

Other: _____

Which of the following best describes your racial or ethnic background?

African American or Black

American Indian or Alaskan Native

Asian or Pacific Islander

Caucasian or White

Multiracial

Hispanic origin

Other (please describe): _____

I do not wish to respond

Did you receive free or reduced cost lunch during high school?

Yes

No

Not sure

Did you receive a scholarship to participate with LearnServe?

Yes

No

Not sure

Please approximate the scholarship amount.

Did one or both of your parents attend college?

Yes

No

Briefly describe your venture and its current status (e.g., What was your venture? How long did your venture last? Did someone take over your venture once you left the program?, etc.).

Which country or countries did you travel to for LearnServe?

China

Ethiopia

- Jamaica
- Paraguay
- Zambia

Prior to your LearnServe Abroad trip, had you previously traveled internationally?

- Yes
- No

On approximately how many occasions had you previously traveled internationally?

Were you able to design and implement an action plan post-trip?

- Yes (please describe): _____
- No
- Don't recall

Do you have any other comments?

If you would like to have your name entered into a lottery to win a \$100 gift card to Amazon, please provide your email address in the space provided below. Two gift cards will be awarded to individuals that complete the survey by January 5, 2015 and the first 100 alumni to complete the survey will have their names entered twice into the lottery!

(NOTE: Your contact information will only be used for the purposes of the lottery and will not be associated with any of your survey responses. All of your contact information will be kept confidential.)

Thank You!

**Appendix D:
Focus Group Questions for
LearnServe Advisors, Parents, and Alumni**

Evaluation of LearnServe International Focus Group with School Advisors

Focus Group Facilitator Introductions

Introduce the leaders of the focus group and their roles during the meeting (e.g., note taker, facilitator). Remind participants that the focus group should take about 90 minutes.

Review Purpose of the Focus Group

The purpose of today's focus group will be to hear about your experiences as advisors for LearnServe International and to learn from you about the various ways you think the program impacts students and school communities. This might include any skills you feel students gain and to what extent students' academic and professional choices have been influenced by their experiences – things like that. We value all feedback and want to hear about both program successes and challenges.

Confidentiality Guidelines

Before we begin, we would like to review our confidentiality guidelines:

- *Participation in the focus group is completely voluntary, meaning that you can decline to answer any of the questions or leave the focus group at any time.*
- *Your answers during today's focus group will remain anonymous and will not affect your involvement with LearnServe International.*
- *All of the data will be maintained in secure areas and your responses during today's focus group will not be attributed to you individually and will be reported anonymously.*
- *We also want to ask your permission to digitally record today's meeting. While we will be taking notes, a recording will ensure that we don't miss any information. Only evaluation team members will have access to the tape, and the transcription will not contain any names. Is that okay with everyone?*

Finally, we want to make sure we are all respecting the privacy of everyone in this room. We ask that you please don't share any information you hear today outside of the focus group and don't say who participated in today's focus group.

Final Introductory Thoughts and Questions

In appreciation of your participation today LearnServe will be offering you all gift cards. (Pass out gift cards).

Does anyone have any questions or concerns before we begin?

[Review and ask advisors to sign the consent form]

Participant Introductions

- First we would like to go around the room and do some introductions. Please tell us the following [the following list will be written on a flip chart for reference during the focus group]:
 - Your first name

- The name of the high school you work at
- Which LearnServe program(s) you work with: Fellows and/or Abroad?
- Which year(s) you have worked with the program?

For the remainder of the focus group, I will pose questions to everyone as a group rather than having everyone take turns answering questions. So please feel free to speak up at any time if you have something to share.

Program Exposure and Feedback

1. How did you first hear about LearnServe International? (Probe: why did you originally decide to become an advisor with the program?)
2. What aspects of LearnServe International's programs do you find most beneficial for students? (Probe: What do you think are some ways that LearnServe impacts students? What about school communities?)
3. What enhancements to LearnServe programs would help increase their impact on students and schools?
4. Would you recommend LearnServe to other schools? Why or why not?

Academic Choices

5. To what extent do you think students' academic goals and interests are shaped by their LearnServe experiences? (Probe: Have you stayed in touch with any students after they went to college? Have you seen any changes in the way your students approach school as a result of their LearnServe experiences? Why or why not?)
6. Do you think LearnServe helps enhance students' academic goals and aspirations? Please explain.
7. Do you think LearnServe influences students' study interests and/or desired college major/minor? Please explain. (Probe: Do you know if any of your students wrote about LearnServe in their college applications and/or a scholarship application? If so, what was the outcome of the application process?)
8. What skills did your advisees' acquire through their LearnServe experiences that can help them upon entering college? (Probe: Do you think LearnServe helps improve students' chances in regards to college access/acceptance? Please explain.)

Career/Professional Choices

1. Do you think LearnServe helps students' achieve their professional/career goals? Please explain. (Probe: Do you think LearnServe improved your advisees' chances of obtaining employment? Why or why not?)

2. Do you think LearnServe has had any influence on your advisees' preferred careers? Please explain.
3. What skills did your advisees' learn through their LearnServe experiences that can help them upon entering the workforce?

School and Civic Engagement

4. Do you think LearnServe increases students' level of civic involvement or community involvement?
5. Are you aware of any advisees' that have started, initiated, or participated with any other activities or projects to improve their school, community, or some other civic organization either while they were still in high school or since they graduated? If so, please describe.
6. Has LearnServe affected your advisees' level of school involvement or involvement with extra-curricular activities?

Global and Social Awareness

7. Do you think your advisees' have become more interested in local issues as a result of their experiences? What about global issues? Please explain. (Probe: Do you think LearnServe had an influence on your advisees' level of social awareness? Please explain)

Leadership, Business Skills, and Problem Solving Skills

8. LearnServe seeks to instill certain attributes and skills with program participants such as leadership, innovation, business planning, global awareness, cross-cultural competency, public speaking, self-confidence, and critical thinking [*this list will be on a flip chart for reference*]. Among all the skills on this list, which ones do you think LearnServe has the greatest impact on? Please explain.
9. Do you think LearnServe helps students see themselves as leaders in their school and/or community? Please explain.

Impact on Advisors and Schools

10. What impact, if any, has serving as an advisor to LearnServe students and working with LearnServe programs had on you personally? (Probe: To what extent, if any, has your connection to LearnServe shaped your teaching, work, etc.?)
11. What impact, if any, has LearnServe International had on your school? (Probe: Has having students in your school participate with LearnServe programs had any lasting impact on the overall climate or culture at your school?)
12. If you could change one thing about LearnServe programs, what would that be?
13. Do you have any final comments that you would like to share that may help us understand how students were impacted by their LearnServe experiences?

Evaluation of LearnServe International Focus Group with Parents

Focus Group Facilitator Introductions

Introduce the leaders of the focus group and their roles during the meeting (e.g, note-taker, facilitator). Remind participants that the focus group should take about 90 minutes.

Review Purpose of the Focus Group

During today's focus group, we will ask you to reflect upon your child's experiences with LearnServe International and think about the various ways they may have benefited from the program. Today's focus group is comprised of parents whose children participated with the Fellows program, the Abroad program or both programs during different timeframes, so your experiences will likely vary. Our goal is to learn about any skills you think your child gained from the program. We also would like to understand to what extent you feel their academic and professional choices were influenced by their experiences with LearnServe International. We value all feedback and want to hear about both program successes and challenges.

Confidentiality Guidelines

Before we begin, we would like to review our confidentiality guidelines:

- *Participation in the focus group is completely voluntary, meaning that you can decline to answer any of the questions or leave the focus group at any time.*
- *Your answers during today's focus group will remain anonymous and will not affect your child's involvement with LearnServe International.*
- *All of the data will be maintained in secure areas and your responses during today's focus group will not be attributed to you individually and will be reported anonymously.*
- *We also want to ask your permission to digitally record today's meeting. While we will be taking notes, a recording will ensure that we don't miss any information. Only evaluation team members will have access to the tape, and the transcription will not contain any names. Is that okay with everyone?*

Finally, we just want to make sure we are all respecting the privacy of everyone in this room. We ask that you please don't share any information you hear today outside of the focus group and don't say who participated in today's focus group.

Final Introductory Thoughts and Questions

In appreciation of your participation today LearnServe will be offering you all gift cards. (Pass out gift cards).

Does anyone have any questions or concerns before we begin?

[Review and ask parents to sign the consent form]

Participant Introductions

- *First we would like to go around the room and do some introductions. Please tell us the following [the following list will be written on a flip chart for reference during the focus group]:*

- First Name
- Name of the high school your child attends or previously attended
- LearnServe program(s) your child participated with: Fellows and/or Abroad
 - If LearnServe Abroad: country or countries your child traveled to.
- Year(s) your child participated with the program(s)
- Your child's current occupation(s) (high school student, college student, employed, etc.) (Probes: what college did/does your child attend? where does your child work?)

For the remainder of the focus group, I will pose questions to everyone as a group rather than having everyone take turns answering questions. So please feel free to speak up at any time if you have something to share.

Program Exposure and Feedback

1. How did you and your child first learn about LearnServe International? (Probe: why did you want your child to participate with the program? why did your child want to participate with the program?)
2. What aspects of your child's LearnServe experiences did you find most beneficial?
3. Would you recommend LearnServe programs to other parents? Why or why not?
4. Parents of Fellows program alumni: For those of you whose children participated with the Fellows program, what was their venture? (Probes: did they continue with their venture after LearnServe? Why or why not?)
5. Parents of Abroad program alumni: For those of you whose children participated with the Abroad program, had they previously traveled internationally?

Academic Choices

6. What are your child's academic goals and interests?
7. To what extent do you think your child's academic goals and interests were shaped by their LearnServe experiences? (Probe: Did you see any changes in the way your child approached school after LearnServe? Why or why not?)
8. Parents of college graduates/or some college coursework: Did your child write about LearnServe in their college application and/or a scholarship application? (Probe: If so, what was the outcome of this application process?)
9. Parents of college graduates/or some college coursework: What factors influenced which college your child attended? (Probe: What factors were most important to your child when deciding which college to attend? What factors influenced your child's choice of college major/minor?)

10. What skills did your child acquire through their LearnServe experiences that will help them upon entering college? (Probe: Do you think LearnServe has improved your child's chances in regards to college access?)

Career/Professional Choices

11. What is your child's ideal career/job industry? (Probe: To what extent do you think their LearnServe experiences influenced their preferred career path?)
12. When applying for jobs, has your child ever mentioned LearnServe on their resume or on a job application? (Probe: if so, what was the outcome of the application process?)
13. What skills did your child learn through their LearnServe experiences that can help them upon entering the workforce? (Probe: Do you think your child's LearnServe experiences will help them achieve their professional goals and aspirations? Do you think LearnServe will improve your child's chances of obtaining employment? Why or why not?)

School and Civic Engagement

14. For more recent alumni: Please describe what types of school activities your child is/was involved with. (Probe: did participation with LearnServe impact the types of school activities or extra-curricular activities your child became involved with? What about their role with these activities?)
15. Describe your child's level of civic involvement or community involvement before and after they participated with LearnServe. Did it change at all? (Probe: Did/does your child participate in any activities or projects to improve your school, community, or other civic organizations? If so, what is/was their role?)
16. Since participating with LearnServe, has your child started, initiated, or participated with any other activities or projects to improve their school, community, or some other civic organization? If so, please describe. (Probe: To what extent has your child's participation with these activities been shaped by their LearnServe experience?)
17. Please describe any other volunteer experiences your child has been involved with since participating with LearnServe.

Global and Social Awareness

18. Do you think your child's LearnServe experiences made them more interested in local issues? What about global issues? Please explain. (Probe: Do you think LearnServe had an influence on your child's level of social awareness? Please explain)

Leadership, Business Skills, and Problem Solving Skills

19. LearnServe seeks to instill certain attributes and skills with its program participants such as leadership, innovation, business planning, global awareness, cross-cultural competency, public speaking, self-confidence, and critical thinking [*this list will be on a flip chart for*

reference]. Among all of the skills on this list, which ones do you think your child's LearnServe experiences had the greatest impact on? Please explain.

20. Does your child see themselves as a leader in their school and/or community? (Probe: If so, do you think this part of their self-image been influenced by their LearnServe experiences? Please explain.)
21. Reflecting upon all of your child's experiences with LearnServe, please describe any other examples of ways they were affected. (Probe: What ways, if any, have you personally been impacted by the LearnServe organization or your child's experiences with the program? Have any of you stayed involved with the program?)
22. If you could change one thing about LearnServe programs, what would that be?
23. Do you have any final comments that you would like to share that may help us understand how your child was impacted by their LearnServe experiences?

Thank you so much for your time and feedback!

Evaluation of LearnServe International Focus Group with Program Alumni

Focus Group Facilitator Introductions

Introduce the leaders of the focus group and their roles during the meeting (e.g., note-taker, facilitator). Remind participants that the focus group should take about 90 minutes.

Review Purpose of the Focus Group

The purpose of today's focus group will be to hear from you about various ways your experiences with LearnServe International have impacted you. We will be asking you questions about any skills you gained and to what extent your academic, volunteer, and professional choices have been influenced by your experiences in one or more of the LearnServe programs. We will also be asking you to reflect upon your experiences and think about the most useful aspects of the program and any suggestions you have for ways the program could be improved. We value all feedback and want to hear about both program successes and challenges. We also recognize that each of you has been impacted by the program differently depending on when you participated with the program, what activities you were involved with, and which program(s) you participated with.

Confidentiality Guidelines

Before we begin, we would like to give you a heads up on a few things:

- *Participation in this focus group is completely voluntary, meaning that you can decline to answer any of the questions or leave the focus group at any time.*
- *Your answers during today's focus group will remain anonymous and will not affect your involvement with LearnServe International.*
- *All of the data will be maintained in secure areas and your responses during today's focus group will not be attributed to you individually and will be reported anonymously.*
- *We also want to ask your permission to digitally record today's meeting. While we will be taking notes, a recording will ensure that we don't miss any information. Only evaluation team members will have access to the tape, and the transcription will not contain any names. Is that okay with everyone?*

Finally, we just want to make sure we are all respecting the privacy of everyone in this room. We ask that you please don't share any information you hear today outside of the focus group and don't say who participated in today's focus group.

Final Introductory Thoughts and Questions

In appreciation of your participation today LearnServe will be offering you all gift cards. (Pass out gift cards).

Does anyone have any questions or concerns before we begin?

[Review and ask participants to sign the consent form]

Participant Introductions

- First we would like to go around the room and do some introductions. Please tell us the following [the following list will be written on a flip chart for reference during the focus group]:
 - First name
 - Year(s) you participated with LearnServe
 - Name of the high school you attend or previously attended
 - Which LearnServe program(s) you participated with: Fellows and/or Abroad
 - Which year(s) you participated with the program(s)
 - If you participated with LearnServe Abroad, please tell us which country or countries you traveled to.
 - Your current occupation(s) (high school student, college student, employed, etc.)
 - (Probes: what high school do you attend? what college do you attend? where do you work?)

For the remainder of the focus group, I will pose questions to everyone as a group rather than having everyone take turns answering questions. So please feel free to speak up at any time if you have something to share.

Program Exposure and Feedback

- How did you first hear about LearnServe International? (Probe: why did you originally decide to participate with the program?)
- Fellows program alumni: For those of you that participated with the Fellows program, what was your venture? (Probes: did you continue with your venture after LearnServe? What was the outcome of your venture? What types of support would you have needed to continue on with the project?)
- Abroad program alumni: For those of you that participated with the Abroad program, had you previously traveled internationally? (Probe: Were you able design and implement an action plan post-trip?)
- What parts of your LearnServe experiences did you find most beneficial? (Probe: for those of you that participated with both LearnServe Fellows and LearnServe Abroad, what were the added benefits, if any, of participating with both programs instead of just one?)
- Would you recommend LearnServe programs to others? Why or why not?

Academic Choices

- What are your academic goals and interests? (Probe: To what extent were your academic goals and interests shaped by your LearnServe experiences? Did your academic goals and interests change after you participated with LearnServe? Why or why not?)

- College graduate/or some college coursework: Did you write about LearnServe in your college application and/or a scholarship application? (Probe: If so, what was the outcome of this application process?)
- College graduate/or some college coursework: What factors influenced which college you attended and your choice of major/minor? (Probe: geographical region, money, someone you know went there, etc.)
- What skills did you acquire through your LearnServe experiences that will help (or have already helped you) in college? (Probe: Do you think your LearnServe experiences improved your chances in regards to college access/acceptance? Do you think your LearnServe experiences helped you succeed more academically? Why or why not?)

Career/Professional Choices

- Describe your ideal career or job industry. (Probe: To what extent did you LearnServe experiences influence your preferred career path? Are you currently in your ideal career/industry? Why or why not?)
- If currently or previously employed: When applying for jobs, have you ever mentioned LearnServe on your resume, on a job application, or during a job interview? (Probe: if so, what was the outcome of each?)
- What skills did you learn through your LearnServe experiences that will help you in the workforce? (Probe: To what extent have your LearnServe experiences helped you achieve your professional goals and aspirations?)

School and Civic Engagement

- For more recent alumni: Please describe what types of school activities you are involved with (or were involved with if recently graduated). (Probe: did your participation with LearnServe impact the types of school activities you became involved with?)
- Describe your level of civic involvement or community involvement before and after your participation with LearnServe. Did it change at all? (Probe: Did you/do you participate in any activities or projects to improve your school, community, or other civic organizations while in high school or since you graduated? If so, what was/is your role?)
- Since participating with LearnServe, have you started, initiated, or participated with any other activities or projects to improve your school, community, or some other civic organization? If so, please describe the activity and your role (e.g., leader, participant, etc.).
- Please describe any other volunteer experiences you have been involved with since participating with LearnServe.

Global and Social Awareness

- Did your LearnServe experiences make you more interested in local issues? What about global issues? Please explain. (Probe: How did LearnServe influence your level of social awareness or the way you think about real world issues?)

Leadership, Business Skills, and Problem Solving Skills

- LearnServe seeks to instill certain attributes and skills with its program participants such as leadership, innovation, business planning, global awareness, cross-cultural competency, public speaking, self-confidence, and critical thinking [*this list will be on a flip chart for reference*]. Among all of these skills, which ones do you think your LearnServe experiences had the greatest impact on? Please explain.
- Do you see yourself as a leader in your school and/or community? (Probe: If so, has this part of your self-image been influenced by your LearnServe experiences? Please explain.)
- Reflecting upon all of your experiences with LearnServe, please describe any other examples of ways the experiences affected you.
- If you could change one thing about your LearnServe experiences, what would that be?
- Do you have any final comments that you would like to share that may help us understand how your LearnServe experiences impacted you?

Thank you so much for your time and feedback!

Appendix E: Consent Forms

**LearnServe International's Alumni Survey
Parent Notification and Permission Form**

Dear Parent or Guardian:

LearnServe International is participating in an independent evaluation designed to understand the long-term and short-term benefits of its programs on students. The independent evaluation is being conducted by an experienced research team from ICF International located in Fairfax, VA.

As part of this study, your son/daughter will be given the opportunity by ICF International to complete an anonymous online survey on which he or she can rate the extent to which their experiences with LearnServe International may have impacted them. **The survey data collected by researchers from ICF International will not include individuals' names or any other personally identifiable information about your son/daughter.**

Parents and program alumni should understand the following:

- Participation in this study is voluntary and the information collected from the online survey will be used to prepare reports that summarize findings and will not associate responses with a specific individual.
- Risks: the study presents minimal risk to your son/daughter.
- Benefits: study participation will help build knowledge about the long-term and short-term benefits that LearnServe International has on program participants.
- Two program alumni will be selected to win a \$100 gift card to Amazon.com if they participate with the online survey by a designated date.

If you do not want your son/daughter to participate in this study, please mark the box below and return this form via mail/email to Sarah Pfund (Sarah.Pfund@icfi.com) or Kathleen Wang (Kathleen.Wang@icfi.com) from ICF International (9300 Lee Hwy Fairfax, VA 22031) by November 23, 2014.

If you have any questions about the study, please contact Kathleen Wang from ICF International (703) 785-5550 or Sabine Keinath from LearnServe International (202) 370-1865.

Sincerely,
Sabine Keinath
Director and COO
LearnServe International

I do not want my son/daughter, _____, to participate in the online survey.
[Please Print Full Student Name]

Your name (print): _____

Your signature: _____

The Evaluation of LearnServe International Focus Group Consent/Assent Form - parents, advisors, and program alumni

STUDY PURPOSE AND PROCEDURES

LearnServe International is participating in an independent evaluation being conducted by ICF International to understand the long-term and short-term benefits of its programs. As part of this study, you are being asked to participate in a focus group, lasting approximately 90 minutes, to share your experiences with and perceptions about LearnServe programs.

VOLUNTARY PARTICIPATION AND WITHDRAWAL

Your participation is voluntary meaning that you do not have to participate in this focus group if you do not want to; you can stop participating at any time. We hope you will participate in the conversation but you do not have to share information that makes you feel uncomfortable.

CONFIDENTIALITY

The session will be recorded either by audiotaping and/or by taking detailed notes. The recordings of what you share today will only be accessible to the research team from ICF International. Please keep in mind that what individuals talk about during the focus group is private and you should not discuss it with anyone after the session is finished. We also ask that you not share the names of individuals who participated with today's focus group to help protect everyone's privacy. Data will be stored in a secure area accessible only to the researchers.

RISKS

If you agree to participate with the focus group, you can decline to answer any questions that you do not wish to answer and all final evaluation reports will not identify individuals by name. While we will ask all participants to not discuss any of the information shared during the focus group outside the group, we cannot guarantee that information will not be shared. If at any time you feel uncomfortable while answering questions in the group discussion or want to talk with someone after the discussion please let the discussion leader know.

BENEFITS

The insights gained from this study may help LearnServe International understand the long-term and short-term benefits that the program has on participants.

If you want to participate in the focus group, please sign your name below.

Sign your name here

Date

Clearly print your name here

The Evaluation of LearnServe International Parent/Guardian Focus Group Consent Form

Dear Parent/Guardian,

Your son/daughter has been selected as potential participants in a series of focus groups that are being conducted as part of a study examining the long-term and short-term benefits that LearnServe International's programs have on participants. This form provides you with detailed information regarding why we are conducting the focus group and potential considerations for allowing your son/daughter to participate. The focus groups are planned for December 15, 2014 from 6:30 – 8:00 pm at ICF International located at 1725 I (Eye) Street, N.W., 10th Floor Washington, DC 20006. Please complete the attached consent form if you allow your son/daughter to participate with the focus group.

STUDY PURPOSE AND PROCEDURES

LearnServe International is participating in an independent evaluation designed to understand the long-term and short-term benefits of its programs. The independent evaluation is being conducted by an experienced research team from ICF International located in Fairfax, VA. As part of this study, we plan to conduct focus groups with program alumni, parents/guardians, and school advisors to learn more about their experiences with LearnServe International. The focus group will be conducted by members of the evaluation team from ICF International.

VOLUNTARY PARTICIPATION AND WITHDRAWAL

Participation with focus groups is voluntary meaning individuals are not required to participate, can stop at any time, or can choose not to answer any questions that make them feel uncomfortable or that they do not want to answer. Your son/daughter will be notified in advance by the research team if they are selected as a participant.

CONFIDENTIALITY

The session will be recorded either by audiotaping or detailed notes. The recordings of what participants share will only be accessible to the research team. All focus group participants will be reminded that the conversation is private and the information collected will only be used for the purposes of this study and the final report will not include any identifying information.

RISKS

While we will ask all participants to not discuss any of the information shared during the focus group outside the group, we cannot guarantee that information will not be shared. Individuals will not be forced to answer any questions that they do not wish to share.

BENEFITS

The insights gained from this study will help LearnServe International understand the long-term and short-term benefits that their programs have on alumni.

COMPENSATION

Each focus group participant will receive a \$10 gift card in appreciation for their time even if they decide not to answer any questions during the focus group.

QUESTIONS

If you have any questions about the purpose of the study, please contact Kathleen Wang from ICF International (703) 785-5550 or Sabine Keinath from LearnServe International (202) 370-1865.

Sincerely,
Sabine Keinath
Director and COO
LearnServe International

Focus Group Consent Form

Please complete this form if you will allow your son/daughter to participate in this study. Your son/daughter will also be given the opportunity to decide if s/he wants to participate in the focus group.

Completed forms can be returned to [INSERT INDIVIDUAL or LOCATION] by [INSERT DATE].

Parent/Guardian Permission for the Program Alumni Focus Group

I **allow** my son/daughter, _____, to participate in the

Please Print Full Student Name

focus group as part of the LearnServe International impact study.

Parent phone number: _____

Parent e-mail address: _____

Parent name (Please Print): _____

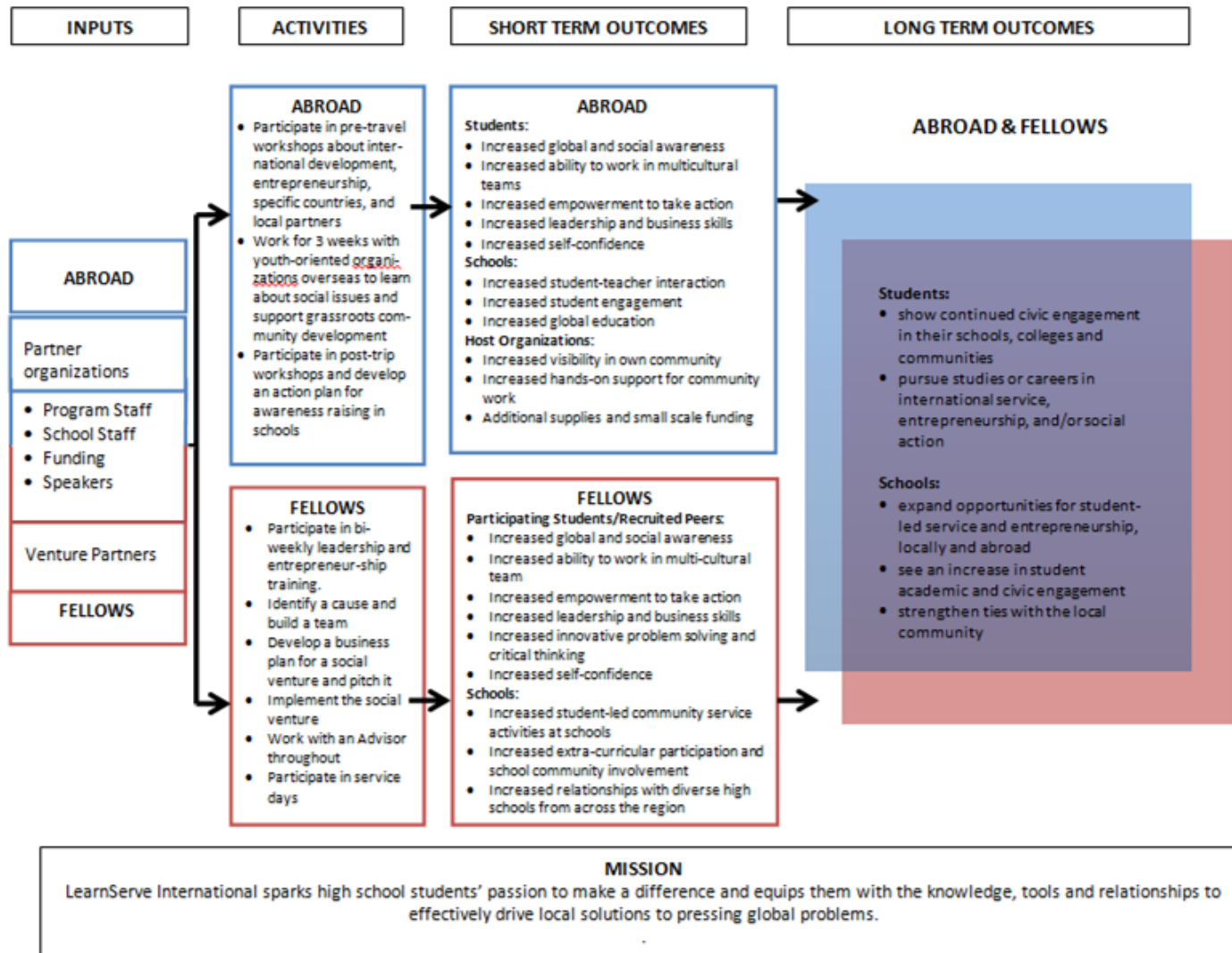
Parent signature: _____

Date: _____

We are also recruiting 8-10 parents/guardians to participate with a focus group. If you are interested in participating with a focus group or would like to learn more about this opportunity please check the box below.

Yes, please contact me about the possibility of participating in a **parent/ guardian focus group** as part of the LearnServe International impact study.

Appendix F: LearnServe Logic Model



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