

EVALUATION
of the
Delta Volunteers
Environmental Stewardship Project

Midterm Report
covering the activities during
Fall, 2003

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January, 2004

A Program Evaluation Report from the
Delta Center for Culture and Learning

Funding for the Delta Volunteers Environmental Stewardship Project is provided by:



The Entergy Corporation

The Delta Volunteers Environmental Stewardship Project is a Collaboration Between:



Delta Volunteers
Delta Center for Culture & Learning
Delta State University



Cypress Park Elementary School
Cleveland School District



Dahomey National Wildlife Refuge
U.S. Fish and Wildlife Service
Department of the Interior

EXECUTIVE SUMMARY

The Environmental Stewardship Project, a collaboration between the Delta Center for Culture and Learning's Delta Volunteers, Delta State University, Cypress Park Elementary School, and Dahomey National Wildlife Refuge, programmed several activities for the 2003-04 school year that engage elementary, secondary and college students from the Cleveland, MS, area in a variety of environmental education and community service activities. During the Fall semester, 2003, freshmen taking a General Studies (GST-100) course at Delta State University (DSU) joined students at Cypress Park Elementary School in wildlife enhancement and anti-littering projects, while Cypress Park fourth graders visited the Dahomey refuge for an environmental education field day.

During the week of 9/11/2003, the Delta Volunteers coordinated the "9/11 Week of Service," which linked DSU's GST-100 course, teachers and students at Cypress Park, and administrators from Dahomey NWR. A participatory evaluation of the "9/11 Week of Service" activities incorporated the perspectives of DSU students and mentors, and teachers and students at Cypress Park Elementary School, through a series of surveys. Results suggest participants both enjoyed and benefited from these activities. GST-100 mentors established community service, community engagement and leadership as important objectives, while Cypress Park teachers emphasized protecting the environment. Both indicated they believed the activities successfully achieved these goals. Supporting these assessments, DSU students listed learning about community service and learning educational skills/interacting with children as the most important lessons they learned from "9/11 Week of Service" activities, while Cypress Park students listed specific skills (e.g. painting bird houses, planting crops) and learning about nature and the environment as the most important lessons. Responses from DSU and Cypress Park students also suggest they benefited from participating in the activities, and DSU students reported somewhat more concern about protecting the environment and more propensity to engage in community service as a result of the "9/11 Week of Service" activities. Areas targeted for improvement include providing more information to instructors beforehand so they can prepare adequately, and establishing a clearer connection to 9/11/2001, the basis for initiating the "9/11 Week of Service."

On October 15, 2003, fourth graders from Cypress Park visited Dahomey National Wildlife Refuge and engaged in a series of environmental education activities led by representatives from the Mississippi Department of Wildlife, Fisheries, and Parks, the Mississippi Museum of Natural Science, Keep Mississippi Beautiful, and the U.S. Fish and Wildlife Service. An evaluation of this activity used a participant-observer approach. The environmental education activities were well-designed, hands-on, and held the students' interest. The activities deviated from the Environmental Stewardship project's initial intent to engage in environmentally oriented service-learning activities.

The Environmental Stewardship project will continue through Spring semester, 2004, and will combine service-learning and straightforward environmental education activities. An evaluation of these activities will be prepared and submitted in June, 2004.

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EVALUATION OF THE DELTA VOLUNTEERS ENVIRONMENTAL STEWARDSHIP PROJECT

Midterm Report

PART I: INTRODUCTION

This report presents results of an evaluation of the Delta Volunteers Environmental Stewardship Project, focusing on the activities during the fall semester, 2003. Most important among these are the service-learning activities carried out during the “9/11 Week of Service” and an environmental education field day during the “National Wildlife Refuge System Week.” During the week of September 11, 2003, students and teachers at Delta State University (DSU) and Cypress Park Elementary School (CPES), both located in Cleveland, MS, collaborated on various projects at CPES. Their opinions of these experiences, based on surveys with each group, are presented in this report. On October 15, 2003, students from Cypress Park visited Dahomey National Wildlife Refuge to learn about recycling, endangered species, refuge management, and other topics. Observations of this activity are also presented in this report.

I.1 The Environmental Stewardship Project

The Environmental Stewardship Project began with a grant awarded to the Delta Center for Culture and Learning at DSU by the Entergy Corporation. The Delta Center organized a collaborative environmental education project that linked several groups: students and mentors in a freshman orientation course at DSU, students and teachers at CPES, and managers of the Dahomey National Wildlife Refuge (DNWR) near Cleveland. The goals of this project were to raise awareness of wildlife and environmental issues among college and elementary school students, to introduce students to community service, and to provide material benefits for DNWR, including a series of interpretive kiosks for the refuge and environmental education kits for visitors and school groups to use.

I.2 The “9/11 Week of Service”

The first major activity undertaken as part of the Environmental Stewardship Project was a service-learning-based environmental education program during the “9/11 Week of Service.” The “9/11 Week of Service” was initiated in 2002 as a way of commemorating those that lost their lives, and those that served others, during the tragic events of 9/11/2001, by encouraging local students to engage in public service activities. For 2003, it was determined that service activities would focus on environmental conservation, building on an established relationship with Dahomey National Wildlife Refuge.

I.2.i Participating Groups

Groups that participated in the “9/11 Week of Service” activities included mentors and students from the General Studies 100 (GST-100) course at DSU, teachers and students at CPES, project administrators at the Delta Center for Culture and Learning at DSU, and administrators and staff at DNWR.

(a) Delta Center for Culture and Learning This educational institute is a center for excellence on the DSU campus. The Delta Center’s mission is to further understanding of the Mississippi Delta’s history and culture from the perspectives of the humanities and environmental sciences. Delta Center personnel collaborate with local community development organizations and schools, and host visiting groups from colleges around the country.

(b) Delta State University GST-100 This course is designed to orient DSU freshmen and first-semester students to the campus, college life, and the Cleveland community. In the Fall of 2003,

there were 24 sections of GST-100, each with a maximum of 15 students and 2 mentors. Mentors were drawn from faculty, staff and administrators at DSU, and included individuals in a diverse range of positions, ranging from the acting president of the university to faculty and administrators to clerical staff. Mentors were hand selected as individuals that could present a positive image and provide students with a positive orientation program. Each GST-100 section met weekly, and the mentors are given substantial freedom to select appropriate activities for their students; however, all GST-100 sections participated in the "9/11 Week of Service."

(c) *Cypress Park Elementary School* This school offers pre-K–6th grade education to residents living on the east side of Cleveland, MS. Almost all (99%) of the students at Cypress Park are of African-American ethnicity, and 71% are eligible for reduced or free lunches, indicating that their families' incomes are near the poverty level. Classes at Cypress Park use an "open classroom" approach, where individual classes are sectioned off in one large room, providing students with a more communal educational experience. Many of the activities planned for the Environmental Stewardship Project will focus on the fourth grade students at CPES; however, all classes participated in the "9/11 Week of Service."

(d) *Dahomey National Wildlife Refuge* This federal protected area is located on 9,691 acres of land located 15 miles southwest of Cleveland. Over 80% of the land is covered with bottomland hardwood forested wetlands, providing habitat for various native animals and migratory bird species, and a remnant of the forest type that once covered most of northwest Mississippi. Each year, the refuge receives about 10,000 visitors, who engage in a variety of recreational activities such as hunting, fishing and photography. Dahomey NWR employs a refuge manager and one maintenance worker, and personnel from the North Mississippi Refuges Complex in Grenada, MS, 75 miles to the east, assist in management of the refuge.

1.2.ii Activities

This year, students and teachers at Delta State University and Cypress Park Elementary School collaborated with administrators at Dahomey National Wildlife Refuge on various environmental stewardship activities undertaken at CPES during the "9/11 Week of Service". For example, students and instructors built and painted bird and bat houses, to be placed around the campus at CPES and in some locations at DNWR. In addition, many of the bird and bat houses were sold at community functions to raise money for later Environmental Stewardship Project activities. Participants also decorated grocery bags with anti-littering messages. These were later distributed to local supermarkets to use in bagging groceries. Students and teachers also collaborated to construct a butterfly garden at CPES, as part of a larger project to increase wildlife around the school. Students painted old tires to use as planters, and stacked old railroad ties to provide places for butterflies to light. Finally, participants worked in the school garden.

1.2.iii Role of Project Participants

Many individuals participated in the "9/11 Week of Service," working together in groups that combined to carry out the numerous activities planned by the Delta Center. This section highlights the roles and activities of each group.

(a) *Delta Center for Culture and Learning* The Delta Center initiated and coordinated the activities associated with the "9/11 Week of Service." The primary representative of the Delta Center was the environmental educator employed to guide the Environmental Stewardship Project. The environmental educator was hired in late August and the "9/11 Week of Service" was the first activity she organized for this project. In collaboration with other Delta Center staff and project participants, the environmental educator prepared the various activities undertaken at CPES during the "9/11 Week of Service," arranged for the purchase or donation of all materials necessary, recruited volunteers from a local group to oversee the activities, and coordinated all of the activities on-site during the week. She also prepared a report detailing her activities.

(b) *Delta State University GST-100* During the week of September 11, 2003, all of the GST-100 sections participated in the "9/11 Week of Service" environmental stewardship activities at CPES. GST-100 mentors and students met at CPES during their regular weekly meeting time, and collaborated with CPES teachers and students on the various activities ranging from painting bird houses to decorating grocery bags. Each student and mentor's contribution was small – approximately one hour of labor – but combined, their contribution to the overall project was great. In addition, for many students, this was their first exposure to projects of this nature, so the project had the potential to make a tremendous impact on their education.

(c) *Cypress Park Elementary School* All of the classes at all grade levels participated in the "9/11 Week of Service" activities, as did all of the teachers at CPES. Students and teachers worked on the bird and bat houses, grocery bags, and butterfly garden along with the DSU GST-100 students and mentors. Most of the students worked on these projects several times during the week, and collaborated with several GST-100 classes and numerous DSU students.

(d) *Dahomey National Wildlife Refuge* Under the project's original plan, a part of the "9/11 Week of Service" activities were meant to be service-learning projects undertaken at DNWR. These plans changed for reasons detailed below. During the "9/11 Week of Service," the refuge manager and maintenance worker at DNWR assisted with logistics and with some of the activities on-site at CPES. For example, they provided transportation for some of the materials and were present to help students and instructors in painting tires and constructing the butterfly garden.

I.3 The Dahomey NWR Environmental Education Field Day

On October 15, 2003, fourth graders from Cypress Park Elementary School spent the day at Dahomey National Wildlife Refuge engaging in a variety of environmental education activities organized by the Environmental Stewardship Project's environmental educator.

I.3.i Participating Groups

In addition to CPES and DNWR, the following groups assisted in the field day activities.

(a) *Keep Mississippi Beautiful* Keep Mississippi Beautiful is a statewide private organization affiliated with the national Keep America Beautiful campaign. Keep Mississippi Beautiful sponsors anti-littering publicity and educational campaigns, and promotes recycling and litter reduction programs in communities around the state.

(b) *Mississippi Museum of Natural Science* The state museum, located in Jackson, aims to educate residents about biological diversity conservation, and sponsors research, collections, exhibits, and educational programs to promote this purpose. The museum's grounds include a 300-acre natural area and 2.5 miles of trails, as well as numerous exhibits.

(c) *Mississippi Department of Wildlife, Fisheries and Parks* The state administrative agency responsible for conservation and management of Mississippi's wildlife and fish, and administration of the 28 state parks as well as various state lakes and wildlife management areas in Mississippi. The Dept. of Wildlife, Fisheries and Parks also issues state hunting licenses and enforces conservation laws on state lands.

(d) *U.S. Fish and Wildlife Service* The FWS district office in Grenada provides support for Dahomey and other national wildlife refuges in the Mississippi Delta. The purpose of all wildlife refuges is to conserve and enhance wildlife and fish, protect their habitat, and enforce endangered species and other wildlife-related legislation.

1.3.ii Activities

Students from CPES's three fourth grade classes arrived to Dahomey NWR by bus at 9:00 am. They unloaded and broke into four groups. Each group visited one of four stations set up in the area around the wildlife refuge headquarters. Representatives from the participating organizations taught the children about different aspects of wildlife in the Mississippi Delta. The students spent approximately one hour at each station, then their group rotated to the next station. After visiting three stations in the morning, the students returned to the headquarters to eat the sack lunches they had brought. Following lunch, the groups visited the remaining station, then boarded the bus and returned to CPES.

1.3.iii Role of Project Participants

A representative from each of the participating organizations manned one of the stations set up near the main office at DNWR. The kids divided into four groups and rotated between the four stations. This section details the lessons and activities at each station.

(a) Keep Mississippi Beautiful A representative from Keep Mississippi Beautiful operated station one. She informed the kids about the importance of preventing litter, and had the children decorate paper grocery bags with anti-littering messages. These bags will be distributed to local supermarkets for use.

(b) Mississippi Museum of Natural Science An environmental educator from the Mississippi Museum of Natural Science gave a presentation on endangered species at station two. She talked about the importance of habitat, the process of listing endangered species, and spoke about some endangered species in the Delta region. She used many props, games, and hands-on activities to hold the kids' attention. She also had a live baby alligator and a snapping turtle for the children to view.

(c) Mississippi Department of Wildlife, Fisheries and Parks A ranger from the Mississippi Department of Wildlife, Fisheries and Parks established station three. She gave a presentation on insects in the Mississippi Delta region. She had posters and insect displays for the children to view, and she spoke about characteristics of different families of insects.

(d) U.S. Fish and Wildlife Service A biologist from the Fish and Wildlife Service's regional office staffed station four. She spoke to the children about reptiles and amphibians in the wildlife refuge. She had frogs, salamanders, lizards, and snakes to show the children, and spoke to the children about poisonous snakes. She also took the children to a wetlands area and showed them some frogs and insects in their natural habitat.

1.4 Other Activities

While the "9/11 Week of Service" and the Dahomey NWR Field Day were the most important activities that the Environmental Stewardship Project sponsored during Fall, 2003, the environmental educator engaged Cleveland students in other projects as well. She raised over \$300 to go towards a spring visit to the Earth Lab (see below) by selling bird and bat houses constructed during the "9/11 Week of Service" at Cleveland's annual Oktoberfest festival. She contacted various community organizations to raise additional funds for the Earth Lab visit. She expanded the butterfly garden project initiated during the "9/11 Week of Service" by creating butterfly boxes for each fourth grade classroom. The fourth graders will use these to raise butterflies that will be released in the butterfly garden and in a natural wetlands area near the school. The environmental educator also coordinated acquiring materials for kiosks to be built by local high school students and placed at DNWR. This activity will be carried out during the spring semester, 2004, and will be detailed in the final report for this project.

PART II: EVALUATION OF THE “9/11 WEEK OF SERVICE” ACTIVITIES

The purpose of the “9/11 Week of Service” evaluation is to gather data reflecting the perspectives of project participants, and provide a summary and analysis of those data to project coordinators and other interested parties. Thus, the results of this evaluation can assist coordinators in planning future activities and future projects of this nature. The evaluation is participatory in nature, as it provides participants an opportunity to share their ideas and opinions, and have those incorporated into project plans.

II.1 Planning Issues

The Environmental Stewardship Project was beset by several issues from the start. At the time the project was planned, the activities at CPES were to be coordinated by an existing after-school program at the school called the SALLY program. SALLY had been involved in the “9/11 Week of Service” in 2002, and had coordinated a variety of after-school activities for CPES students. The SALLY coordinator had worked closely with CPES and the Delta Center, and provided a liaison to coordinate the 2003 activities. Unfortunately, shortly before the school year began, the SALLY program’s funding was unexpectedly terminated, and the coordinator left to take on other activities.

The Delta Volunteers had intended to hire an environmental educator as part of the larger year-long project, but after the SALLY program was cancelled and the coordinator left, the environmental educator took on additional responsibilities as coordinator of the entire Environmental Stewardship Project. This had two significant impacts: first, the environmental educator had little time to plan and coordinate the “9/11 Week of Service” activities, and second, the project changed its focus to reflect the personal preferences and strengths of the environmental educator. In particular, some of the service-learning aspects were abandoned and a more straightforward environmental education approach was adopted.

II.2 Participants

The evaluation of the “9/11 Week of Service” focused primarily on instructors and students at DSU and CPES. Data were systematically collected and analyzed from each of these groups. In addition, informal conversations with the Delta Center’s Environmental Educator and with staff at Dahomey National Wildlife Refuge provided some of the information used in this evaluation.

(a) *Delta State University GST-100* All GST-100 mentors and a sample of GST-100 students were asked to participate in the evaluation. Details on the response rates to survey questionnaires are included in the Methods section below.

Table 1 summarizes information on the GST-100 mentors that participated in the evaluation. Roughly two-fifths were DSU faculty, while about three-fifths were staff, administrators, or others. Nearly two-thirds have been at DSU less than ten years, and over one-third have been at DSU less than five years.

Table 2 summarizes characteristics of DSU GST-100 students that participated in the evaluation.¹ The students ranged in age from 17 to 20, although over three-fourths of the students were 18 years old. Nearly three-fifths were female, while two-fifths were male.

¹ This represents only a sample of all GST-100 students that participated in the “9/11 Week of Service” activities.

Table 1:
Characteristics of Delta State University GST-100 Mentors
Participating in the "9/11 Week of Service" Evaluation Survey;
Job and No. of Years at DSU
(Percent)

Faculty/Staff or Other			
	Faculty	Staff or Other	
	38.7	61.3	

n = 31, Missing = 1

Years at DSU					
0-4	5-9	10-14	15-19	20-24	25+
36.0	28.0	20.0	4.0	4.0	8.0

n = 25, Missing = 7

Table 2:
Characteristics of Delta State University GST-100 Students
Participating in the "9/11 Week of Service" Evaluation Survey;
Age and Sex
(Percent of Total)

		Age				
		17	18	19	20	Total
Sex	Female	4.0	44.0	10.0	0.0	58.0
	Male	0.0	32.0	8.0	2.0	42.0
	Total	4.0	76.0	18.0	2.0	100.0

n = 50, Missing = 0

Table 3:
Characteristics of Cypress Park Elementary School Teachers
Participating in the "9/11 Week of Service" Evaluation Survey;
Grade Taught and No. of Years Teaching at Cypress Park
(Percent)

Grade					
1	2	3	4	5	6
23.5	17.6	11.8	17.6	23.5	5.9

n = 17, Missing = 0

Years Teaching at Cypress Park					
0-4	5-9	10-14	15-19	20-24	25+
30.8	23.1	7.7	7.7	15.4	15.4

n = 13, Missing = 4

Table 4:
Characteristics of Cypress Park Elementary School Fourth Graders
Participating in the "9/11 Week of Service" Evaluation Survey;
Age and Sex
(Percent of Total)

		Age			
		9	10	11	Total
Sex	Female	39.1	17.4	4.3	60.9
	Male	15.2	19.6	4.3	39.1
	Total	54.3	37.0	8.7	100.0

n = 46, Missing = 4

(b) *Cypress Park Elementary School* All CPES teachers and all fourth grade students were asked to participate in the evaluation. Fourth graders were selected as they will be followed throughout the school year as they participate in other activities in the Environmental Stewardship Project.

Table 3 summarizes characteristics of Cypress Park Elementary School teachers that participated in the evaluation. The first, second, fourth and fifth grade instructors are well represented in the survey, while third and sixth grade teachers are underrepresented. Over half of the respondents have taught at CPES for less than ten years, with nearly a third of the teachers participating having taught less than five years.

Table 4 summarizes characteristics of CPES fourth grade students that participated in the evaluation. Students ranged in age from 9 to 11, although over half were 9 years old and less than one-tenth were 11 years old. The proportion of males and females was similar to the DSU students, with roughly three-fifths females and two-fifth males. The disparity between males and females was particularly high with 9 year olds.

II.3 Methods

This section summarizes the methods used to collect and analyze the data.

II.3.i Study Design

This evaluation employed two research designs. For the teachers at CPES and the mentors in GST-100, a one-group, pretest-posttest survey design was used. The attitudes of these subjects were measured with questionnaires before and after the "9/11 Week of Service" intervention. Questionnaires were sent to the entire population (that is, all teachers and all mentors) in both cases. For students at DSU and in GST-100, a one-group, posttest-only design was used. Student attitudes were measured with a questionnaire administered after the intervention. Because these were much larger populations, questionnaires were given to a sample of all participants.

The study also included an informal element, in the form of observations by the researcher and informal conversations with participants during the activities.

II.3.ii Role of the Researcher

To many people, an evaluator is someone who comes in at the end of a project and forms a judgment of the value or success of the project. In this project, the concept of evaluation is more participatory.

Rather than a judge, the researcher is a conduit through which participants can express their opinions and suggestions regarding the project. To evaluate the "9/11 Week of Service," participants were given opportunities to voice their opinions through surveys and open-ended questions. This report provides results to project administrators while the project is still in progress, so that adjustments can be made in accordance with opinions expressed by participants, if necessary. This provides participants a voice in the on-going project design and implementation.

II.3.iii Data Collection

Data were collected from three sources. The most extensive data collection effort involved surveys of various project participants, providing them with an opportunity to evaluate their experience. Informal interviews and conversations with various participants provided background information, insights and a more qualitative assessment of how the project was functioning. Finally, observations of various activities provided a third source of data.

Survey data were collected from four groups: (1) Mentors in the GST-100 course; (2) CPES teachers; (3) GST-100 students; and (4) CPES students. In addition, other project participants (e.g. administrators of the various institutions involved in the project) were asked for their perceptions as the project progressed.

II.3.iv Instruments and Procedures

Questionnaires were administered to the four groups as detailed in this section. Copies of the questionnaires are in Appendix A.

(a) *DSU Mentors* The mentors in the GST-100 course were given a brief 12 question survey to complete before participating in the "9/11 Week of Service" activities, and a similar survey to complete after participating in the activities.

The pre-participation survey was delivered to 34 of the mentors at the two introductory meetings for GST-100 mentors held on August 14 and 18, along with a brief introduction to the "9/11 Week of Service" project, an explanation of human subjects requirements, and an appeal to fill out the evaluation survey and return it through campus mail. Mentors were provided with a letter that introduced the project, the questionnaire, and an addressed envelope to return the survey through campus mail. An additional 11 pre-participation surveys, along with the letters and return envelopes, were sent to mentors that did not attend either introductory meeting.

Reminder e-mails were sent to those that had not yet returned their completed surveys on August 27 and 28, and a second set of reminder e-mails was sent on September 5. Two replacement survey sheets were supplied to mentors that had lost their original survey forms.

A total of 25 mentors returned their pre-participation questionnaires, out of 45 mentors, representing a 55.5% response rate.

Post-participation questionnaires were distributed to GST-100 mentors either in person or through campus mail during the week following the "9/11 Week of Service" activities. Mentors were given a letter with instructions, the questionnaire, and an addressed envelope to return the survey through campus mail. Reminder e-mails were sent to those that had not yet returned their completed surveys on October 5.

A total of 29 mentors returned their post-participation questionnaires, representing a 64.4% response rate. One of these was dropped as the respondent had not participated in the activity and did not answer any questions.

A total of 21 pre- and post-participation questionnaires were matched (i.e. returned by the same respondent). These form the basis of most of the analysis on GST-100 mentors.

(b) *Cypress Park Elementary Teachers* Pre- and post-participation surveys were given to instructors at Cypress Park Elementary School as well. Administration of these was organized by the principal at CPES.

The pre-participation survey consisted of 11 questions, similar to those asked of DSU mentors. The questionnaires were delivered to the principal on August 29, distributed to the teachers on September 5, and completed surveys were returned on September 8 and collected on September 10. A total of 14 teachers returned the pre-participation questionnaire.

The post-participation questionnaire was delivered to the principal at Cypress Park Elementary, distributed to the teachers, completed, and returned during the two weeks following the activities.

A total of 12 teachers returned the post-participation questionnaire. Nine of the questionnaires were matched (same respondent) for pre-post participation.

(c) *DSU Students* Post-participation questionnaires were prepared for the DSU students in GST-100 that participated in the "9/11 Week of Service." Six of the GST-100 sections were randomly selected, and the mentors were contacted to ensure they would be willing to administer the survey to their classes. All agreed, and the questionnaires were distributed and administered by the mentors in the two weeks following the week of the activities. The questionnaire asked students twelve questions about their participation in the "9/11 Week of Service" activities, designed to assess prior experience with similar activities, opinions about the "9/11 Week of Service" service-learning project, and a self-assessment of how much they learned from participating in these activities.

Four of the GST-100 sections completed and returned these questionnaires, providing a reasonable sample of 50 respondents. Because the sampling was done in a "cluster" format – that is, the class was sampled, not the respondents, all respondents still had an equal chance of being included, so there is no reason to believe that a bias was introduced by the two classes that failed to return their questionnaires.

(d) *Cypress Park Elementary Students* Post-participation questionnaires were prepared for the students in the three fourth grade classes at Cypress Park Elementary School. The questionnaires were administered by their teachers. The fourth grade classes were selected because they will be the focus of continuing environmental education activities throughout the school year. The questionnaire asked students nine simple questions about their participation in the activities during the "9/11 Week of Service." The questions asked them to rate their opinion about the activities on a three point scale, and asked them to identify the most important thing they learned during the week.

At the time the questionnaire was administered, there were 50 fourth graders in the three classes. DSU Institutional Review Board requirements specify that minors must acquire parental permission prior to participating in research of this nature, and two students were eliminated from the sample due to parental refusal. In addition, the students themselves must consent to participate voluntarily in the survey, and a third student was eliminated for failure to indicate voluntary participation. One additional student was eliminated because he did not participate in the activities during the "9/11 Week of Service."

Therefore, 46 valid questionnaires were returned and tabulated from students at CPES. These formed the basis of the analysis.

II.3.v Data Analysis

Data collected in the questionnaires were operationalized into variables and analyzed using standard statistical procedures for categorical data. The primary objective was to develop descriptive measures that represent the perspective of project participants. Data summaries and graphs were prepared to present important findings, available in Appendices B, C, D, and E. Salient themes were identified and

crosstabs were developed to represent findings pertinent to these themes. These are presented and discussed in the next section.

II.4 Results and Discussion

The results for all responses to the surveys of DSU mentors and students, and CPES teachers and students, can be found in frequency tables presented in Appendices B, C, D, and E. This section presents the results of selected, salient issues raised in the overall evaluation. The implications of these results within the context of the Environmental Stewardship Project are discussed, and recommendations are presented.

Issues covered in this section include the objectives of the "9/11 Week of Service" activities, the extent to which instructors were adequately prepared prior to the "9/11 Week of Service," and the improvement in students and lessons learned as a result of the "9/11 Week of Service" activities.

II.4.i Objectives of the "9/11 Week of Service"

To assess the success of the "9/11 Week of Service" activities, it is first necessary to understand how the instructors in GST-100 and at CPES conceived of the project. One way to understand this is to assess the objectives that instructors had for the activities during the week. Once the objectives are clear, we can then assess whether these objectives were met and whether the instructors believe the project was successful.

(a) *Pre-Participation Objectives* Prior to the "9/11 Week of Service" activities, Delta State University GST-100 mentors and Cypress Park Elementary School teachers were asked to identify their three most important learning objectives for the project. The question was asked in an open-ended format, so respondents were not limited to pre-determined objectives. The 21 DSU mentors that answered this question provided a total of 58 objectives. The 11 CPES teachers that answered this question provided a total of 27 objectives.

The responses were grouped into categories by theme. Table 5 summarizes the number of responses by theme. The DSU mentors emphasized themes pertaining to community service, volunteering, and working together. The CPES teachers, on the other hand, saw the exercise as teaching the importance of protecting the environment. Table 6 presents the objectives cited from both groups, arranged by theme.

Table 5:
Number of Pre-Participation Learning Objectives Delta State University GST-100 Mentors and Cypress Park Elementary School Teachers Had for Their Students, by Category

Category	No. of Times Objective Was Given			
	DSU Mentors		CPES Teachers	
	No.	% of Total	No.	% of Total
Importance of Volunteering & Helping Others/ Anyone Can Make a Difference	17	29.3	2	7.4
Importance of Protecting the Environment	3	5.2	19	70.4
Importance of Being a Good Citizen/ Engaging in the Community	16	27.6	1	3.7
Importance of Collaborating & Working Together/ Developing Leadership Skills	12	20.7	5	18.5
Importance of Service-Learning/ DSU Provides a Broad-based Education	10	17.2	0	0.0

Table 6:
Pre-Participation Learning Objectives Delta State University GST-100 Mentors
and Cypress Park Elementary School Teachers Had for Their Students

Importance of Volunteering and Helping Others/Anyone Can Make a Difference
<p><u>DSU MENTORS</u></p> <ul style="list-style-type: none"> •They can make a difference •Anyone can be a hero •That no matter how small of a contribution, we can all help •Small efforts of one can have a major impact on many •Helping is a great thing •Learn something about rendering service to others •That helping others is worthwhile and valuable in their lives and <u>they</u> will benefit more than these children •To help others in need •That their efforts and time are much appreciated by the children and the teachers •I want them to see that they can give of themselves to others •Satisfaction of helping others •Their importance and value to others •To expand their awareness of importance of volunteering •One is never too young to volunteer •Importance of/need for volunteerism •Appreciation of importance of volunteering/community service •How to become involved in volunteering organizations <p><u>CPES TEACHERS</u></p> <ul style="list-style-type: none"> •Sharing their knowledge with others •Even though they are young, they can do their part
Importance of Protecting the Environment
<p><u>DSU MENTORS</u></p> <ul style="list-style-type: none"> •Wildlife preservation •Appreciate surrounding environment •Environmental consciousness <p><u>CPES TEACHERS</u></p> <ul style="list-style-type: none"> •Our environment is everyone's responsibility •We need to work to improve our environment •To learn about the environment and how to take care of it •Importance of the environment •Ways to make it [environment] better •How to protect their environment •Environmentalize •To identify the importance of our environment •To learn not to litter •To learn the meaning of recycling •To learn how to keep their yards, parks and city beautiful by not littering and by planting flowers and trees •How to care for our environment •Various resources found in our environment •Caring for the environment, plants and animals •Gaining knowledge about their environment •I want my students to learn that they can make a difference in the health of our environment •The significance of the environmental education project •The importance of national wildlife refuges •Learn how to construct a personal conservation plan

Importance of Being a Good Citizen/Engaging in the Community
<p><u>DSU MENTORS</u></p> <ul style="list-style-type: none"> •Being good citizens •Witness firsthand the benefits (for both sides) of community service •To expand awareness of lifelong service and increased role of good citizenship •Interaction with the local community •Importance of community engagement •Community service is rewarding •To be interested in problems in the community •Importance of community/civic involvement •Community involvement •Community involvement •Individual roles in community •Spark interest in future community service •That as persons of privilege (college students) they have a responsibility to give back to the community •Enriching the community enriches the lives of everyone in the community •Opportunities out there for their involvement •Community service requires commitment <p><u>CPES TEACHERS</u></p> <ul style="list-style-type: none"> •I want the students to learn that although September 11 was a tragedy for our country, we are producing some positive results
Importance of Collaborating and Working Together/Developing Leadership Skills
<p><u>DSU MENTORS</u></p> <ul style="list-style-type: none"> •Importance of cooperation/collaboration •Team work •It's not all about ME! •Teamwork •Taking direction •Shared success •To work with diverse groups •Respect for all individuals •Exposure to different individuals of different socioeconomic class •Class participation •Connection to others – we are part of whole – “no man is an island” •Mentoring of the young students <p><u>CPES TEACHERS</u></p> <ul style="list-style-type: none"> •Cooperation among students •Learning to cooperate in group related activities •Students working together and sharing •Cooperation •Self-discipline
Importance of Service-Learning/DSU Provides a Broad-based Education
<p><u>DSU MENTORS</u></p> <ul style="list-style-type: none"> •They have opportunities to participate in projects like this throughout their career at DSU •That DSU is committed to promoting service-learning in the community •DSU's commitment to their overall educational experience •Learn something about being an ambassador for DSU •Understand what service-learning is •That learning does not only occur in the classroom •DSU students need to understand what service-learning is •What service learning is and its rewarding aspect •Education is more than just sitting in a classroom and taking tests •Connecting academic work with the world around them

The variety of responses to the question of project objectives raises an important question: how did the teachers come to understand what the project objectives were? In particular, why did instructors at DSU and CPES conceive of different project objectives? One possibility is that the project planners from the Delta Center described the objectives and programmed activities differently to the two groups; however, a common complaint (discussed below) in both groups was lack of adequate preparation. A second possibility is that the project provides instructors at the elementary and college levels different opportunities to fit the activities into their curriculum. A third possibility is that the staff at DSU and the teachers at CPES share different value systems that influence their teaching preferences. There is no *a priori* reason why the project participants have to share the same goals; however, if Delta Center staff wants to standardize project objectives, then they must make a greater effort to orient instructors prior to carrying out activities such as those during the "9/11 Week of Service."

(b) *Success of Project* Given the variety of goals that instructors had for this project, an attempt was made to assess their opinion on the success of the project. In assessing these results, the reader should bear in mind that CPES students and teachers were involved in these projects for four days, while DSU mentors and students were involved for approximately one hour.

Prior to participation, CPES instructors were asked how confident they were the project would be successful (response frequencies are shown in Appendix B, Table B8), and after participation, they were asked if they believed the project was valuable and appropriate (response frequencies are shown in Appendix B, Table B9). DSU mentors were quizzed specifically about the service-learning aspects of the project; prior to participation they were asked if they thought service-learning was a valuable educational tool (response frequencies are shown in Appendix D, Table D7), and after participation they were asked if they thought the service-learning projects were valuable and appropriate (response frequencies are shown in Appendix D, Table D8). Responses to these questions were overwhelmingly positive, both before and after participation.

Table 7 presents a comparison of responses before and after participation for CPES teachers. Respondents were given a statement suggesting a successful project (see Appendix B for the exact wording), then given the options "Strongly Agree," "Agree," "Neutral," "Disagree," or "Strongly Disagree." Of the nine respondents that answered both the pre- and post-participation questions, three improved their opinion of the project (e.g. from "Agree" to "Strongly Agree"), five offered the same opinion before and after, and one lowered their opinion (from "Strongly Agree" to "Neutral").

Table 7:
Pre- and Post-Participation Changes in the Opinions of CPES Teachers
as to the Success of the "9/11 Week of Service" Activities
(Counts)

		Project Was Successful (Post-Participation)			
		Neutral	Agree	Strongly Agree	Total
Project Will Be Successful (Pre-Participation)	Neutral	0	1	0	1
	Agree	0	3	2	5
	Strongly Agree	1	0	2	3
	Total	1	4	4	9

$\chi^2 = 5.100$, 4 d.f., $p = 0.277$

N = 9, Missing = 8

Table 8:
Pre- and Post-Participation Changes in the Opinions of DSU Mentors as to the Effectiveness
of the Service-Learning Exercises Carried Out During the "9/11 Week of Service"
(Counts)

		Service Learning Project Was Valuable (Post-Participation)					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Service Learning is Valuable (Pre-Participation)	Strongly Disagree	0	0	0	0	0	0
	Disagree	0	0	0	0	0	0
	Neutral	0	1	0	0	0	1
	Agree	0	0	2	3	2	7
	Strongly Agree	0	0	1	4	8	13
	Total	0	1	3	7	10	21

$\chi^2 = 23.626$, 6 d.f., $p = 0.001$

N = 21, Missing = 11

Table 8 presents a comparison of responses for DSU mentors as to the effectiveness of service-learning, before and after participation. Respondents were read a statement and given the same options as the CPES teachers (see Appendix B for the exact wording). Of the 21 respondents that answered both questions, eleven maintained the same opinion before and after the survey, two raised their opinion (from "Agree" to "Strongly Agree") and eight lowered their opinion. Only one expressed a negative opinion of the success of service learning, however, moving from "Neutral" prior to participation to "Disagree" after participation. Four went from "Strongly Agree" to "Agree", one from "Strongly Agree" to "Neutral," and two from "Agree" to "Neutral." A χ^2 test of significance shows the difference to be highly statistically significant.

A related question asked respondents about the benefit to students from participating in these projects. The question was asked of instructors pre- and post-participation. The response frequencies for CPES teachers are summarized in Appendix B, Table B10 (Pre-Participation) and Table B11 (Post-Participation). The response frequencies for DSU mentors are shown in Appendix D, Table D9 (Pre-Participation) and Table D10 (Post-Participation). Again, the responses are overwhelmingly positive for both groups, both before and after participating in the project.

Table 9 compares the pre- and post-participation responses for CPES teachers. All nine respondents expressed neutral or positive opinions. Three maintained the same assessment before and after participation, three improved their assessment (one from "Neutral" to "Agree," two from "Agree" to "Strongly Agree"), and three lowered their assessment post-participation (one from "Strongly Agree" to "Neutral," two from "Strongly Agree" to "Agree").

Table 10 compares the pre- and post-participation responses for DSU mentors. Of the 21 respondents, ten maintained the same opinion of the project's benefit before and after participation (six "Strongly Agree" and four "Agree"). One had a higher opinion after participation, from "Neutral" to "Agree," and for ten respondents, the actual benefits they perceived did not match their pre-participation expectations. Of these, eight changed their opinion from "Strongly Agree" to "Agree," one from "Agree" to "Neutral," and one from "Neutral" to "Disagree." The difference between pre- and post-participation responses is statistically significant.

Table 9:
Pre- and Post-Participation Changes in the Opinions of CPES Teachers
as to the Benefit the "9/11 Week of Service" Activities Had on Their Students
(Counts)

		Project Benefited Students (Post-Participation)			
		Neutral	Agree	Strongly Agree	Total
Project Will Benefit Students (Pre-Participation)	Neutral	0	1	0	1
	Agree	0	1	2	3
	Strongly Agree	1	2	2	5
	Total	1	4	4	9

$X^2 = 2.400$, 4 d.f., $p = 0.663$

N = 9, Missing = 8

Interpreting these results is tricky. Perhaps the most salient result to note is that virtually all the responses show participants had high expectations for the project's success and educational value prior to participation, and overwhelmingly rated the project's success and educational value positively after participation. Of some concern is the significant downward trend among DSU mentors; however, of most concern is a drop of two response categories (e.g. from "Strongly Agree" to "Neutral"), or a negative response (e.g. "Disagree"). It is difficult to assess how much weight respondents assign to the difference between "Strongly Agree" and "Agree." Apparently, the actual project did not live up to the expectations of a number of DSU mentors; however, their assessment of the project's value overall was still largely positive.

Table 10:
Pre- and Post-Participation Changes in the Opinions of DSU Mentors
as to the Benefit the "9/11 Week of Service" Activities Had on Their Students
(Counts)

		Project Benefited Students (Post-Participation)					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Project Will Benefit Students (Pre-Participation)	Strongly Disagree	0	0	0	0	0	0
	Disagree	0	0	0	0	0	0
	Neutral	0	1	0	1	0	2
	Agree	0	0	1	4	0	5
	Strongly Agree	0	0	0	8	6	14
	Total	0	1	1	13	6	21

$X^2 = 16.062$, 6 d.f., $p = 0.013$

N = 21, Missing = 11

From my observations, I believe some of the instructors found that the projects did not live up to their expectations because they were not given a complete orientation to the project's purpose and objectives prior to participation. This was lacking this year in part due to the changes in the Delta Volunteers staffing just prior to these activities, but in the future it would be worthwhile to make a stronger effort to orient the instructors as to the purposes of these activities. If instructors have a clearer idea of the project's goals, they can build their own learning objectives onto the project more effectively, and they will have a better basis for assessing the success or failure of the project. I believe the instructors at CPES would be very willing to spend time in advance to learn about the project. I believe most of the DSU mentors would appreciate more orientation in advance as well, although I found the GST-100 coordinator somewhat reticent to include outside perspectives (he raised significant concerns about the value of this evaluation, for example), and it might take significant effort to convince him to provide opportunities for the mentors to receive an orientation to this project.

II.4.ii Instructor Preparation

To further assess the issue of instructor preparation, CPES teachers and DSU mentors were asked prior to participation to assess their confidence they were prepared to carry out the "9/11 Week of Service" activities, and after participation they were asked if they had received adequate preparation to fulfill their roles. Exact wording and response frequencies are in Appendix B, Tables B6 and B7, and in Appendix D, Tables D11 and D12.

The pre- and post-participation responses for CPES teachers are compared in Table 11. The "Strongly Agree" and "Agree" categories have been collapsed for this analysis. The results show respondents lacked confidence in their preparation prior to participation; of the nine that responded to both questions, four disagreed with the statement that they were adequately prepared, and four others were neutral. Only one respondent responded positively to the question. After participation, however, the results were virtually reversed; four remained neutral, but four agreed they had received adequate preparation and only one disagreed.

Responses from DSU mentors showed a contrary trend. As shown in Table 12, prior to participation, all respondents agreed they were adequately prepared, with 15 of the 21 respondents strongly agreeing. After participation, however, only one strongly agreed with the statement that he/she had been adequately prepared, while seven disagreed and four were neutral. Nine respondents agreed they had been adequately prepared.

Table 11:
Pre- and Post-Participation Changes in the Opinions of CPES Teachers
as to Their Preparation to Carry Out the "9/11 Week of Service" Activities
(Counts)

		Received Adequate Preparation (Post-Participation)			
		Disagree	Neutral	Agree	Total
Received Adequate Preparation (Pre-Participation)	Disagree	0	1	3	4
	Neutral	1	3	0	4
	Agree	0	0	1	1
	Total	1	4	4	9

$\chi^2 = 6.188$, 2 d.f., $p = 0.186$

N = 9, Missing = 8

Table 12:
Pre- and Post-Participation Changes in the Opinions of DSU Mentors
as to Their Preparation to Carry Out the "9/11 Week of Service" Activities
(Counts)

		Prepared to Mentor GST-100 (Post-Participation)					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Prepared to Mentor GST-100 (Pre-Participation)	Strongly Disagree	0	0	0	0	0	0
	Disagree	0	0	0	0	0	0
	Neutral	0	0	0	0	0	0
	Agree	0	3	2	1	0	6
	Strongly Agree	0	4	2	8	1	15
	Total	0	7	4	9	1	21

$\chi^2 = 3.344$, 3 d.f., $p = 0.342$

N = 21, Missing = 11

These responses certainly call into question the issue of instructor preparation. It is pretty clear that many DSU mentors felt much less confident that their preparation was adequate after participation than beforehand. It is also clear that CPES teachers lacked confidence in their preparation before participation. While this is only speculation, it is possible that their post-participation responses reflect a sort of "on-the-job training" rather than their pre-participation preparation, as they spent most of the week engaged in the environmental stewardship activities.

The lack of adequate preparation was echoed in some of the comments instructors made in response to open-ended survey questions. For example, one CPES teacher noted:

The cover letter to the questionnaire did not give enough information about the project. It did not list specific things the students will be involved in learning. This made it difficult for me to answer questions 9-11. Therefore, I did not answer them. I do feel this project will benefit all students. I just need more information on it!

Comments from DSU mentors included:

Activities were not very well organized – nor were there enough projects for everyone to participate in. There was no guidance from the administrators of this project, and a lot of GST students were left just standing around with a student from Cypress Park Elementary.

Just need someone (like Anna) to coordinate it; We could have had more info ahead of time or what students would do and the purpose – with this goal in mind, it would be more focused. Lots of students asked how it would be used, but I did not know and no one else seemed to.

We had received very little input as to what we'd be doing, who to report to, and what to do when we showed up. I think we just had more helpers than we had things to do. This can easily improve as we go forward.

For a complete list of comments, see Appendices B and D.

Table 13:
CPES Students' Self-Evaluation of the Improvement in Their Knowledge
about the Environment from Participation in the "9/11 Week of Service" Activities
(Percent of Total)

		Amount of Knowledge About Environment After Activities			
		A Lot	Some	Not Much	Total
Amount of Knowledge About Environment Before Activities	A Lot	45.7	6.5	0.0	52.2
	Some	32.6	4.3	2.2	39.1
	Not Much	6.5	0.0	2.2	8.7
	Total	84.8	10.9	4.3	100.0

n = 46, Missing = 4

Note: Both represent questions asked AFTER participation.

Based on the various data presented, I would recommend that the Delta Volunteers coordinators pay more attention to instructor preparation in future activities of this nature. At least one meeting with each group of instructors (DSU mentors and CPES teachers) to explain the purpose of the activities and clarify logistical arrangements would most likely be welcomed and worthwhile.

II.4.iii Improvement in Students

(a) *CPES Students* As another way of assessing the success of the "9/11 Week of Service" activities, CPES students were asked to self-evaluate their knowledge about the environment before and after participation. Both questions were asked post-participation. In both cases, the response categories were "A Lot," "Some," and "Not Very Much." Exact questions and response frequencies are shown in Appendix C, Tables C5 and C6.

A comparison of CPES students' self-reported knowledge about the environment is shown in Table 13. Over half the students (52.2%) believed they knew a lot about the environment before participation, and this total jumped to 84.8% after participation. Those that said they knew some things about the environment went from 39.1% before participation to 10.9% after participation, and those reporting knowing "not much" went from 8.7% before participation to 4.3% after participation.

These results suggest CPES students, like their teachers, believe the "9/11 Week of Service" was a valuable educational experience. These are supported by two other results. When asked directly how much they learned from the "9/11 Week of Service" activities, 87% of CPES students reported learning "a lot," while the remaining 13% reported learning "some things" (results shown in Appendix C, Table C4). Furthermore, almost 90% of the students responded they would change their actions "a lot" based on what they learned from the activities, and fully 100% said they would like to do more of the same type of activities the following year (results shown in Appendix C, Tables C7 and C8).

On top of all this, over 90% of CPES students responded that the activities were "a lot of fun," and the remainder rated the activities "some fun" (results shown in Appendix C, Table C3).

CPES students were asked the most important lesson they learned from the "9/11 Week of Service" activities. Responses are categorized and summarized in Table 14. Twenty-six students said they learned specific skills such as painting, building bird and bat houses, planting and harvesting crops, and building a butterfly habitat. Twenty-two respondents said they learned a lesson about nature or the environment, such as not littering and caring for animals. Thirteen students said they learned to

Table 14:
Most Important Lesson CPES Students Learned from
Participation in the "9/11 Week of Service" Activities, by Category

Most Important Lesson	No. of Responses
Learned Specific Skills (e.g. Painting, Planting)	26
Learned About Nature & the Environment	22
Learned to Work Together	13
Learned Educational Skills (e.g. Listening, Teaching others)	3

work together as a team, and three students mentioned educational skills, such as listening or teaching others a particular lesson.

Examples of comments indicating students learned specific skills include:

I learned how to plant flowers and how to pick corn.

I learned how to make bird houses and how to dig up corn and help them make the butterfly house.

I learned how to build a birdhouse. I learned how to build a bat house. I learned how to paint. I learned how to water the plants.

Examples of comments about nature and the environment include:

I learned that if you plant flowers a lot of butterflies will come there for the flowers.

I learned about how bats hibernate and butterflies hibernate.

I learned to keep our community clean and neat and I learned to keep birds safe.

Examples of comments about working together include:

I learned that you had to work together if you wanted to build something.

I learned how to work together as a team.

An example of a comment that shows students developed educational skills is:

I learned to tell people not to litter in Mississippi.

All of the comments are listed in Appendix C, Table C9.

(b) *DSU Students* The students in the GST-100 class at DSU that participated in this evaluation were also asked to self-evaluate their experiences after participation. Results are in Table 15. Over two-thirds of the respondents agreed that they were adequately prepared to participate in the project, while only 8% disagreed with this statement; nearly one-quarter were neutral. Over four-fifths believed they made a positive contribution to the environmental education project, while only 4% responded that they disagreed with this statement. Two-thirds indicated that they benefited from participating in the project, while only 6% disagreed.

Table 15:
DSU GST-100 Students' Level of Agreement with Various Statements About the
"9/11 Week of Service" Environmental Education and Service-Learning Activities
(Percent of Total)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(1) "I was adequately prepared to participate in the environmental education project"	2.0	6.0	24.0	46.0	22.0
(2) "I believe I have made a positive contribution to this environmental education project"	0.0	4.0	14.0	54.0	28.0
(3) "I believe I have benefited from participating in this environmental education project"	2.0	4.0	28.0	44.0	22.0
(4) "After participating in this project, I am more concerned about protecting the environment"	0.0	12.0	48.0	34.0	6.0
(5) "After participating in this project, I am more likely to engage in community service activities"	2.0	12.2	36.7	40.8	8.2

N = 50, Missing = 0 for (1)–(4); N = 49, Missing = 1 for (5)

When asked if participation in this project increased their concern about protecting the environment, two-fifths agreed, while nearly half were neutral, and 12% disagreed. Asked if the project increased the likelihood that they would engage in community service activities in the future, nearly half agreed, 36% were neutral, and 14% disagreed. Table 16 assesses the effect that previous experience might have had on students' receptivity to participation in the "9/11 Week of Service" activities, in terms of their concern about the environment and propensity to engage in future community service. The results suggest that previous environmental education experience increased the probability that participation raised the students' concern for the environment, a result that is statistically significant. Previous environmental education experience slightly raised the probability that participation would encourage students to engage in future community service activities as well. Previous community service experience appears to have had little effect on whether participation in the "9/11 Week of Service" would increase concern about the environment or raise the chances of future community service activities.

Tests of the effects of gender on concern for the environment and propensity to engage in community service did not show significant differences.

The most important lessons learned by DSU students from participating in the "9/11 Week of Service" activities are categorized and summarized in Table 17. In line with the project's service-learning mission, 16 respondents indicated that the most important lesson came from helping others and learning about community service. Fourteen of the students gave responses that suggested they found interacting and teaching the students very educational. Learning about nature and the environment and learning specific skills such as painting and building, which the CPES students listed as the most important lessons, were less important to DSU students, as six and five students gave these responses, respectively. A small number of students mentioned personal growth skills, working together, and learning about others as important lessons from this project.

Comments from DSU students that indicated they learned about community service from the "9/11 Week of Service" activities include:

Giving your time can help others in ways that aren't noticed before volunteering.

It is alright to give back to the community.

Table 16:
The Effect of Participating in the "9/11 Week of Service" Activities on
Concern About the Environment and Probability of Engaging in Community Service
Among DSU GST-100 Students With Previous
Environmental Education and Community Service Experience
(Percent)

		More Concerned About the Environment					More Likely To Engage in Community Service Activities				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
(1) Previous Environmental Education Experience	Yes	0.0	3.0	48.5	39.4	9.1	3.0	6.1	36.4	45.5	9.1
	No	0.0	29.4	47.1	23.5	0.0	0.0	25.0	37.5	31.3	6.3
(2) Previous Community Service Experience	Yes	0.0	9.4	46.9	34.4	9.4	0.0	12.5	34.4	43.8	9.4
	No	0.0	16.7	50.0	33.3	0.0	5.9	11.8	41.2	35.3	5.9

(1) $\chi^2 = 8.888$, 3 d.f., $p = 0.031$
 (2) $\chi^2 = 2.225$, 3 d.f., $p = 0.527$
 N = 50, Missing = 0

(1) $\chi^2 = 4.284$, 4 d.f., $p = 0.369$
 (2) $\chi^2 = 2.387$, 4 d.f., $p = 0.665$
 N = 49, Missing = 1

Table 17:
Most Important Lesson DSU GST-100 Students Learned from
Participation in the "9/11 Week of Service" Activities, by Category

Most Important Lesson	No. of Responses
Learned About Community Service/Helping Others	16
Learned Educational Skills/Interacting with Children	14
Learned About Nature & the Environment	6
Learned Specific Skills (e.g. Painting, Planting)	5
Learned Personal Growth Skills (e.g. Patience, Preparation)	3
Learned to Work Together	2
Learned About Social Conditions of Others	2

Helping other people is more important to do than spending your time doing nothing.

Even though we are college students some of us are just big kids and helping younger kids is a good way to contribute to the community.

It's important to do service with young kids.

Comments that suggested DSU students learned educational skills include:

I learned how to teach kids how to do different things.

Smaller children need mentors.

How much it means to children for older people to take time to come teach them and play with them. I learned the importance of teaching children early on to be aware of how they affect the environment

Little kids will listen to older guys and probably listen more than to the teacher.

Comments that suggest DSU students learned about nature and the environment include:

I learned about the life of butterflies.

[I learned] how many ways we can help the environment.

You should recycle more.

[I learned] facts about the birds and bats we were making houses for.

Some DSU students indicated that they learned specific skills from these activities, and provided comments indicating they learned to build bird houses, for example. A few students made comments that suggest they learned personal growth skills, they learned to work together, and they learned about the social conditions of others. Examples of these include:

Kids are not good at building bird houses. You have to be patient with them

Learning how to work with others gets the job done easier and faster.

A lot of children in public schools today are underprivileged.

See Appendix E, Table E11 for a complete list of responses.

The fact that so many of the DSU students listed community service and educational skills as the most important lesson suggests this project was successful in its service-learning mission. It also appears the project made an important contribution to environmental stewardship, as many of the CPES students took away important lessons about nature and the environment.

II.4.v Evaluator Observations

From my observations of the events during the "9/11 Week of Service," I believe the activities provided students from both DSU and CPES with opportunities to learn about environmental issues and community service through practical experience. Considering the number of people involved, I anticipated logistical and organizational problems, but the activities appeared to run more smoothly than I expected. A small number of adults ran the activities, and gave clear and simple instructions, which everyone else carried out. Despite a very limited time for each class, the DSU mentors and students were able to join in, work with the CPES students, and complete many of the projects.

One point raised by a couple of DSU faculty deserves mention; the connection between the "9/11 Week of Service" and the actual events of 9/11/2001 were not highlighted and were not clear. If the "9/11 Week of Service" continues in the future, the Delta Volunteers staff should make this connection explicit, and perhaps provide some orientation to instructors as to how they can establish connections between the activities and the events on and after 9/11/2001. This will become increasingly important in the coming years as those events fade into history, especially for the elementary school children who will not remember those events.

The true educational value of a project like this comes after the activities, when participants can reflect on their experiences and put them into a meaningful context. The activities themselves certainly conveyed messages about environmental conservation and community service, but the extent to which DSU mentors and CPES teachers were able to build the experiences into a more meaningful message that will stay with the students for a longer period is less certain. Instructors could have benefited from a clearer orientation to the project, so that they could create connections in their students' minds between the activities and the mission of Dahomey NWR, for example, or between community service and the events of 9/11. Spending a little time with DSU mentors and CPES teachers before the "9/11 Week of Service" may have motivated them to incorporate more lengthy discussions in their sections before and after the activities, which would have increased the educational value of this project.

PART III: EVALUATION OF THE DAHOMY NWR FIELD DAY ACTIVITIES

This section presents a brief evaluation of the activities carried out at Dahomey National Wildlife Refuge on October 15, 2003, during the National Wildlife Refuge System week. Because this activity followed so closely after the “9/11 Week of Service,” a formal evaluation was not carried out. Such an evaluation imposes many costs on participants, and placing such demands on people’s time too frequently runs the risk of devaluing the process and creating animosities that are counterproductive to the purpose of the evaluation. The “9/11 Week of Service” activities merited a more thorough evaluation because they (1) involved more groups of participants, and (2) incorporated multiple objectives – service-learning/community service as well as environmental education and stewardship. The Dahomey NWR field day was initially conceptualized as a service-learning activity, but in part due to the change in the administration of the Delta Volunteers, became a more straightforward environmental educational project.

III.1 Methods

The evaluation of the activities during the field day at Dahomey National Wildlife Refuge was carried out as a participant-observer. The evaluator attended the field day activities, observed groups at each station, and spoke informally with various adults present about the day’s activities. The evaluator took field notes during these activities, and these form the data from which the observations presented below derive.

III.2 Results and Discussion

The fourth graders appeared to enjoy and benefit from these activities. The representative from the Museum of Natural Science and the biologist from the Fish and Wildlife Service had hands-on activities that used many props, including live animals, and these held the children’s attention and exposed them to animals they had not seen before. At the Keep Mississippi Beautiful table, the children spent most of the time decorating grocery bags, an activity they had done previously during the “9/11 Week of Service.” The children enjoyed this and the bags carried a message to local shoppers, extending the benefits of this activity.

Logistically, the day ran smoothly as well. The stations were set up far enough from each other so that the students could not see the other stations, and therefore they did not interfere with each other, yet close enough that the students could move quickly between stations. The adults came prepared for potential problems, for example, the environmental educator brought mosquito repellent and sprayed the students when mosquitoes became a problem at one station. There were enough adults to keep the students well-supervised, and I did not observe or hear of any serious logistical problems such as students wandering off the trails or getting lost.

From conversations with the adults, they were pleased with the response from the children. The students were able to absorb the messages presented at the different stations, and left with a positive attitude about the refuge and its mission to protect wildlife.

While this activity provided CPES fourth graders with many opportunities to learn about wildlife conservation in Mississippi, the scope of the project was limited strictly to environmental education. The project was originally conceived to incorporate a service-learning component, which was sacrificed in part due to the issues surrounding SALLY funding and the change in the project’s administration. The managers at DNWR certainly could have found service projects for the children that would have been educational, and would have helped the wildlife refuge as well.

PART IV: CONCLUSION

This report documents the activities of the Environmental Stewardship Project, a collaborative effort between the Delta Center for Culture and Learning, the GST-100 course at Delta State University, Cypress Park Elementary School, and the Dahomey National Wildlife Refuge. This report also presents the results of an evaluation of this project for Fall semester, 2003.

Overall, the activities of the Environmental Stewardship Project during the Fall semester, 2003, were largely successful, in the eyes of participants, administrators, and the evaluator. Students were given opportunities to learn about wildlife and the environment and to engage in hands-on community service while working with peers and adults. They emerged from these activities with many valuable lessons and skills.

The project experienced some setbacks shortly after its initiation due to an unforeseen change in its administration, and some participants in the "9/11 Week of Service" expressed concern about participant preparation and program coordination. Also, some participants expressed concern that the project had moved away from its original focus on service-learning after the "9/11 Week of Service" activities. Nevertheless, most participants rated the activities as positive and educational. The students and teachers at Cypress Park Elementary expressed gratitude for the educational and material benefits that they received from participation in the activities. The DSU students and mentors rated the activities favorably as well. Fish and Wildlife Service administrators at Dahomey NWR were generally positive about the outcome of the "9/11 Week of Service" and the Environmental Education Field Day. Overall, Delta Volunteers administrators should be pleased with the progress of this project so far.

IV.1 Future Activities

The Environmental Stewardship Project will continue through the Spring semester, 2004. High school students taking vocational and technical courses will be engaged in a project to build kiosks for Dahomey NWR and Cypress Park Elementary, a project with service-learning potential. In addition, the fourth graders at CPES will spend three days and two nights at the Earth Lab environmental education camp at the Gray Center in Canton, MS. This should build on their experiences at the Dahomey NWR Field Day and increase their exposure to and understanding of important environmental and wildlife issues. The environmental education coordinator has additional projects scheduled during the Spring semester. Fourth graders will have life boxes in their classrooms. The Environmental Stewardship Project and Dahomey NWR will collaborate on a poster to educate the community about wildlife, and this poster will be distributed to superintendents in three county school districts to use in Delta classrooms. The project will also sponsor five educational boxes to be used for environmental education projects at Dahomey NWR. The boxes will contain various educational tools that teachers and students can use to create lessons with wildlife themes. The final evaluation report, to be completed in June, 2004, will summarize and assess the Spring activities.

APPENDIX A: QUESTIONNAIRES

Cypress Park Elementary School Teacher Pre-Survey

Name _____ Grade _____

The following survey pertains to the environmental education project that is scheduled for the week of September 11, in collaboration with Delta State University and Dahomey National Wildlife Refuge. This survey is part of an evaluation of this project. Participation in this evaluation is voluntary, and responses to this survey will be kept strictly confidential.

When you have completed the questionnaire, please place it in the attached envelope and return it to your principal.

If you have any questions or comments, please contact:

Dr. Alan Barton, Division of Social Sciences, Kethley Hall 201A, 846-4097, abarton@deltastate.edu

Please answer all of these questions with the information you have available at the time you take the survey.

(1) How long have you been an instructor at Cypress Park? _____ years

(2) Have you ever included environmental education in your teaching before participating in this environmental education project? ☐ Yes ☐ No

(3) Have you had any previous training in environmental education before participating in this environmental education project? ☐ Yes ☐ No

Please read each statement carefully and mark an "X" in the box that best represents your opinion:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(4) I have received adequate preparation to teach and participate in the environmental education project scheduled for the week of Sept. 11					
(5) I am confident that the environmental education project scheduled for the week of Sept. 11 will be successful					
(6) I am confident that the students will benefit from participating in the environmental education project during the week of Sept. 11					

(7) Do you intend to do any preparation in your classroom prior to the week of September 11 to prepare students to participate in the environmental education project? ☐ Yes ☐ No

(8) Do you intend to do any follow-up activities in your classroom regarding the environmental education project after it is carried out? ☐ Yes ☐ No

(9) What are the three most important things you want your students to learn from their participation in the environmental education project scheduled for the week of September 11?

(10) What do you think will be the biggest challenge or problem in carrying out the environmental education project scheduled for the week of September 11?

(11) Please use the space below to provide suggestions on what aspects of student participation in the environmental education project should be evaluated or any other information that you believe would be helpful.

Cypress Park Elementary School Teacher Post-Survey

Name _____ Grade _____

Thank you very much for your responses to the evaluation survey two weeks ago! This follow-up survey compares your opinions following the activities to your plans before the activities. Please answer all of these questions with the information you have available at the time you take the survey. When you have completed the questionnaire, please place it in the attached envelope and return it to your principal.

Participation in this evaluation is voluntary, and responses to this survey will be kept strictly confidential. If you have any questions or comments, please contact: Dr. Alan Barton, Division of Social Sciences, Kethley Hall 201A, 846-4097, abarton@deltastate.edu

These questions pertain to the environmental education project that took place as part of the "9/11 Week of Service," in collaboration with Delta State University and Dahomey National Wildlife Refuge.

Please read each statement carefully and mark an "X" in the box that best represents your opinion:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(1) I believe I received adequate preparation to teach and participate in the environmental education projects during the week of 9/11					
(2) I believe that the environmental education projects during the week of 9/11 were valuable and appropriate					
(3) I believe that in the environmental education projects during the week of 9/11 benefited my students					
(4) I believe my students found the environmental education projects enjoyable					
(5) I believe my students found the environmental education projects educational					
(6) I would like to see the "9/11 Week of Service" continue in future years					

(7) What do you think was the most important thing your students learned from their participation in the environmental education projects during the week of September 11? (continue on back if necessary)

(8) What was the biggest challenge or problem in carrying out the environmental education projects during the week of September 11? (continue on back if necessary)

(9) Please use the space below for any further comments on the "9/11 Week of Service" activities, the environmental education projects, or this evaluation.

Cypress Park Elementary 4th Grade Student Post-Survey

Student's Name _____
 Student's ID Number _____
 Teacher _____

I am completing this survey voluntarily: ☐ YES ☐ NO

I am a: ☐ Boy ☐ Girl I am _____ years old

The following questions are about the activities and lessons you participated in during the 9/11 Week of Service, such as building and painting bird houses, drawing on grocery bags, and planting a butterfly garden.

Please mark an "X" next to the answer that is closest to your opinion:

(1) How much fun were the activities and lessons during the 9/11 Week of Service?

☐ A Lot of Fun ☐ Some Fun ☐ Not Very Much Fun

(2) How much did you learn from the activities and lessons during the 9/11 Week of Service?

☐ I Learned A Lot ☐ I Learned Some Things ☐ I Didn't Learn Very Much

(3) How much did you know about the environment BEFORE the activities and lessons of the 9/11 Week of Service?

☐ I Knew A Lot ☐ I Knew Some Some Things ☐ I Didn't Know Very Much

(4) How much do you know about the environment AFTER the activities and lessons of the 9/11 Week of Service?

☐ I Know A Lot ☐ I Know Some Things ☐ I Don't Know Very Much

(5) Do you think you will change your actions based on what you learned from these activities and lessons of the 9/11 Week of Service?

☐ Yes, I'll Make A Lot of Changes ☐ Yes, I'll Change Some Things ☐ No, I Won't Change Much

(6) Would you like to do more activities and lessons next year like the ones you did during the 9/11 Week of Service?

☐ Yes, I would ☐ No, I would not

(7) Briefly describe the most important thing you learned from the 9/11 Week of Service activities and lessons:

Delta State University Mentor Pre-Survey

Name _____
 Department/Division/Office _____

The following survey pertains to the service-learning (outreach) component of the GST-100 course that is scheduled for the week of September 11. This project aims to expose DSU freshmen to service-learning opportunities by involving them in an on-going environmental education project with Cypress Park Elementary School and the Dahomey National Wildlife Refuge. This survey is part of an evaluation of this project. Participation in this evaluation is voluntary, and responses to this survey will be kept strictly confidential.

When you have completed the questionnaire, please use the attached envelope to return it through campus mail. Please return it no later than FRIDAY, AUGUST 22.

If you have any questions or comments, please contact:
 Dr. Alan Barton, Division of Social Sciences, Kethley Hall 201A, 846-4097, abarton@deltastate.edu

- (1) How long have you worked at DSU? _____ years
- (2) What is your university rank or job title? _____
- (3) Have you ever instructed or mentored a course with a service-learning component? ____Yes ____No
- (4) Have you ever had any experience or training as an environmental educator? ____Yes ____No

Please read each statement carefully and mark an "X" in the box that best represents your opinion:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(5) I believe service-learning is a valuable teaching tool that enhances a college student's overall educational experience					
(6) I am confident that the students will benefit from participating in the service-learning project during the week of September 11					
(7) I am ready and able to mentor the GST-100 students through the service-learning project scheduled for the week of September 11					

(8) Do you intend to do any preparation with your GST-100 class prior to the service-learning project during the week of September 11? ____Yes ____No

(9) Do you intend to do any follow-up with your GST-100 class regarding the service-learning project after it is carried out? ____Yes ____No

(10) What are the three most important things you want the DSU freshman emerging scholars to learn from their participation in the service-learning project scheduled for the week of September 11?

(11) What do you think will be the biggest challenge or problem in carrying out the service-learning project scheduled for the week of September 11?

(12) Please use the space below to provide suggestions on what aspects of student participation in the service-learning project should be evaluated or any other information that you believe would be helpful.

Delta State University GST-100 Mentor Post-Survey

Name _____

Thank you very much for your responses to the evaluation survey two weeks ago! This follow-up survey compares your opinions following the activities to your plans before the activities. Please answer all of these questions with the information you have available at the time you take the survey. When you have completed the questionnaire, please place it in the attached envelope and return it through campus mail.

Participation in this evaluation is voluntary, and responses to this survey will be kept strictly confidential. It should take approximately 5 minutes to complete this questionnaire. If you have any questions or comments, please contact: Dr. Alan Barton, Division of Social Sciences, Kethley Hall 201A, 846-4097, abarton@deltastate.edu

These questions pertain to the environmental education project that took place as part of the "9/11 Week of Service," in collaboration with Cypress Park Elementary School and Dahomey National Wildlife Refuge.

Please read each statement carefully and mark an "X" in the box that best represents your opinion:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(1) I was adequately prepared to teach the environmental education service-learning aspects of my course					
(2) I believe that the environmental education service-learning projects were valuable and appropriate					
(3) I believe that the environmental education service learning projects benefited the students in my GST-100 section					
(3) I believe that the students in my GST-100 section found the environmental education service-learning projects educational					
(5) I believe that the students in my GST-100 section found the environmental education service learning projects enjoyable					
(6) I would like to see service learning projects such as the "9/11 Week of Service" incorporated into GST-100 in future years					

(7) What do you think was the most important thing your students learned from their participation in the environmental education projects during the week of September 11? (continue on back if necessary)

(8) What was the biggest challenge or problem in carrying out the environmental education projects during the week of September 11? (continue on back if necessary)

continued on reverse

(9) Briefly describe any preparatory or follow-up activities you did with your students pertaining to the service-learning activities of the week of 9/11.

Please use the space below for any further comments on the "9/11 Week of Service" activities, the environmental education projects, or this evaluation.

Delta State University GST-100 Student Post-Survey

Name _____

The following survey pertains to the environmental education service project that you participated in during the week of September 11, in collaboration with Cypress Park Elementary School and Dahomey National Wildlife Refuge. This survey is part of an evaluation of this project, coordinated by Dr. Alan Barton in the Division of Social Sciences. When you have completed the questionnaire, please place it in the attached envelope and return it to one of your GST mentors.

Participation in this evaluation is voluntary, and responses to this survey will be kept strictly confidential.

Please answer all of these questions with the information you have available at the time you take the survey.

(1) Sex: Male Female
Circle One

(2) Age: _____ years old

(3) Have you ever been involved in a community service project prior to this environmental education project at Cypress Park Elementary School? Yes No

(4) Have you ever been involved in an environmental education project (as teacher or participant) before participating in this environmental education project? Yes No

Please read each statement carefully and mark an "X" in the box that best represents your opinion:

Please read each statement carefully and mark an "X" in the box that best represents your opinion.					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(5) I was adequately prepared to participate in the environmental education project					
(6) I believe I have made a positive contribution to this environmental education project					
(7) I believe I have benefited from participating in this environmental education project					
(8) After participating in this project, I am more likely to engage in community service activities					
(9) After participating in this project, I am more concerned about protecting the environment					
(10) I think future GST-100 classes would benefit from doing community service activities like this project					

(11) What was the most important thing you have learned from participating in this environmental education service-learning project?

(12) What was the biggest challenge or problem that you faced in this environmental education project?

Please use this space for additional comments on your experiences with the environmental education service-learning project and on this evaluation.

Thank you for participating in this survey! If you have any questions or comments on this survey, please contact: Dr. Alan Barton, Division of Social Sciences, Kethley Hall 201A, 846-4097, abarton@deltastate.edu. If you have questions about your rights as a respondent, please contact anyone on the DSU Institutional Review Board. The chair is Dr. Reid Jones in the Dept. of Psychology, 846-4168 or rjones@deltastate.edu.

APPENDIX B: DATA, CYPRESS PARK ELEMENTARY SCHOOL TEACHERS

Question: "How long have you been an instructor at Cypress Park?: ____ years"

Table B1: Years Teaching at Cypress Park

Value	Years	Frequency	Percent
.1	<1	3	23.1
3	3	1	7.7
5	5	1	7.7
6	6	1	7.7
8	8	1	7.7
14	14	1	7.7
19	19	1	7.7
22	22	1	7.7
24	24	1	7.7
27	27	2	15.4
Total		13	100.0

Missing = 4

Figure B1: Years Teaching at CPES

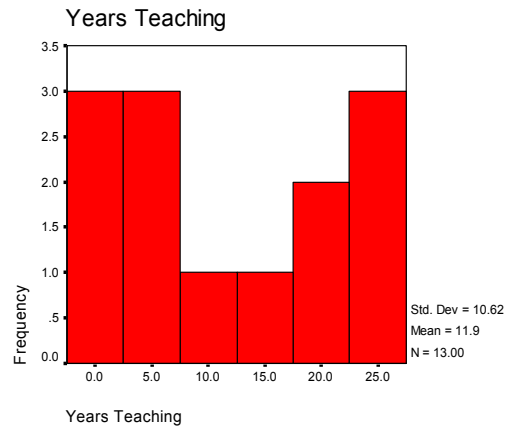
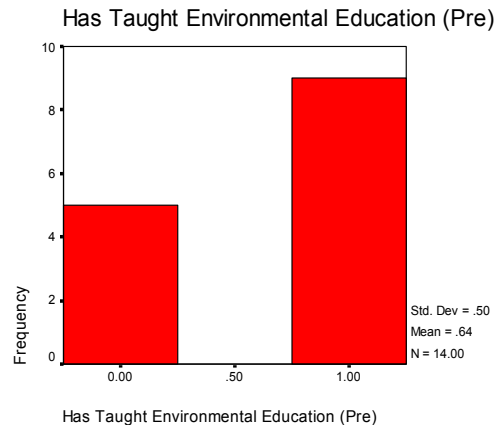


Figure B2: Has Taught Environmental Education (Pre-Participation)



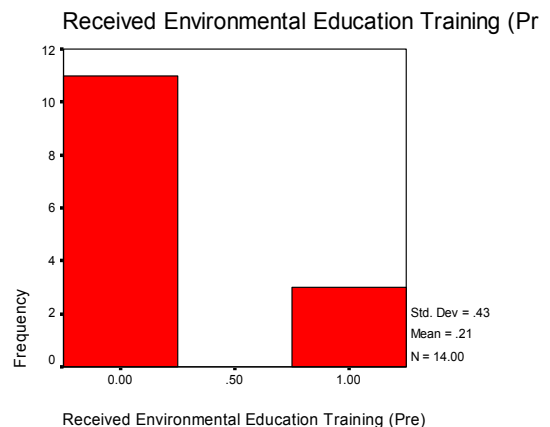
Question: "Have you ever included environmental education in your teaching before participating in this environmental education project? ____ Yes ____ No"

Table B2: Has Taught Environmental Education (Pre-Participation)

Value	Degree of Fun	Frequency	Percent
0	No	5	35.7
1	Yes	9	64.3
Total		14	100.0

Missing = 3

Figure B3: Prior Environmental Education Training (Pre-Participation)



Question: "Have you has any previous training in environmental education before participating in this environmental education project? ____ Yes ____ No"

Table B3: Prior Environmental Education Training (Pre-Participation)

Value	Degree of Fun	Frequency	Percent
0	No	11	78.6
1	Yes	3	21.4
Total		14	100.0

Missing = 3

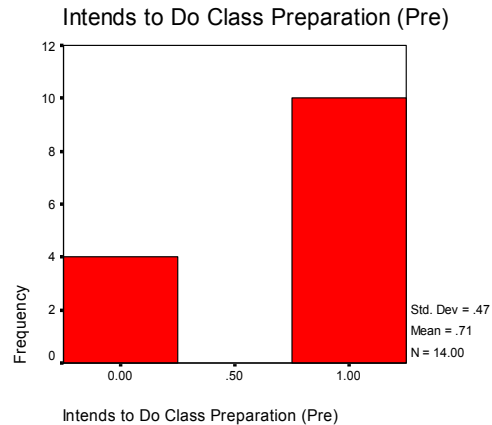
Question: "Do you intend to do any preparation in your classroom prior to the week of September 11 to prepare students to participate in the environmental education project? ___ Yes ___ No"

Table B4: Prepare Class Prior to Participation (Pre-Participation)

Value	Amount Learned	Frequency	Percent
0	No	4	28.6
1	Yes	10	71.4
Total		14	100.0

Missing = 3

Figure B4: Prepare Class Prior to Participation (Pre-Participation)



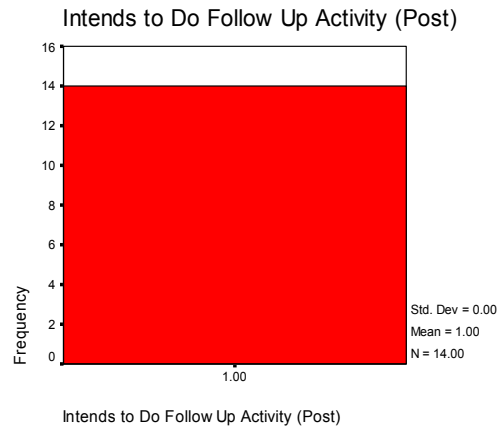
Question: "Do you intend to do any follow-up activities in your classroom regarding the environmental education project after it is carried out? ___ Yes ___ No"

Table B5: Follow-up Activities After Participation (Pre-Participation)

Value	Amount Learned	Frequency	Percent
0	No	0	0.0
1	Yes	14	100.0
Total		14	100.0

Missing = 3

Figure B5: Follow-up Activities After Participation (Pre-Participation)



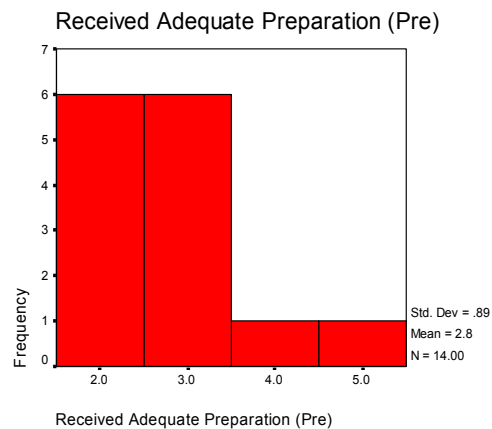
Question: "I have received adequate preparation to teach and participate in the environmental education project scheduled for the week of Sept. 11 ___ Strongly Agree, ___ Agree, ___ Neutral, ___ Disagree, ___ Strongly Disagree"

Table B6: Prepared to Teach Environmental Education Project (Pre-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	6	42.9
3	Neutral	6	42.9
4	Agree	1	7.1
5	Strongly Agree	1	7.1
Total		14	100.0

Missing = 3

Figure B6: Prepared to Teach Environmental Education Project (Pre-Participation)



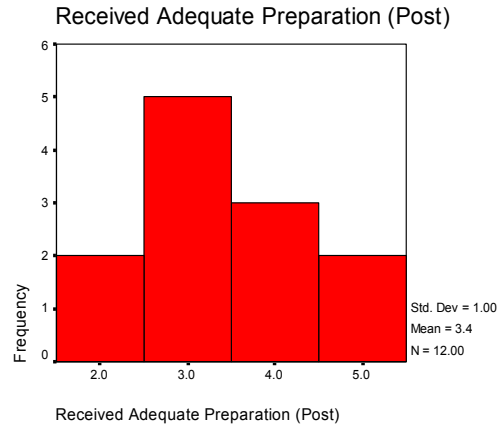
Question: "I believe I received adequate preparation to teach and participate in the environmental education projects during the week of 9/11 ___ Strongly Agree, ___ Agree, ___ Neutral, ___ Disagree, ___ Strongly Disagree"

Table B7: Believed Service-Learning is Valuable (Post-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	2	16.7
3	Neutral	5	41.7
4	Agree	3	25.0
5	Strongly Agree	2	16.7
Total		12	100.0

Missing = 5

Figure B7: Believed Service Learning is Valuable (Post-Participation)



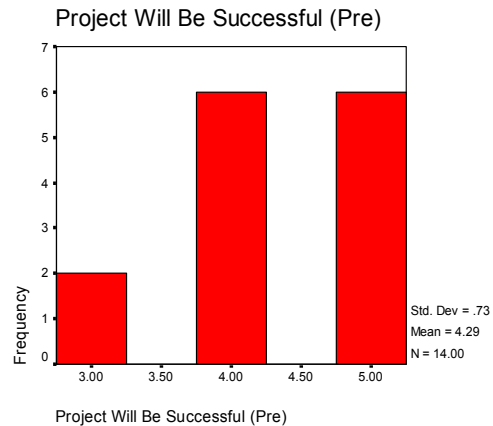
Question: "I am confident that the environmental education project scheduled for the week of Sept. 11 will be successful ___ Strongly Agree, ___ Agree, ___ Neutral, ___ Disagree, ___ Strongly Disagree"

Table B8: Confident Project Will Be Successful (Pre-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	0	0.0
3	Neutral	2	14.3
4	Agree	6	42.9
5	Strongly Agree	6	42.9
Total		14	100.0

Missing = 3

Figure B8: Confident Project Will Be Successful (Pre-Participation)



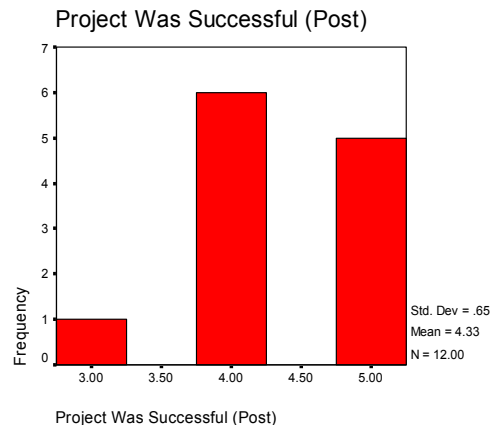
Question: "I believe that the environmental education projects during the week of 9/11 were valuable and appropriate ___ Strongly Agree, ___ Agree, ___ Neutral, ___ Disagree, ___ Strongly Disagree"

Table B9: Believes Project Was Valuable and Appropriate (Post-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	0	0.0
3	Neutral	1	8.3
4	Agree	6	50.0
5	Strongly Agree	5	41.7
Total		12	100.0

Missing = 5

Figure B9: Believes Project Was Valuable and Appropriate (Post-Participation)



Question: "I am confident that the students will benefit from participating in the environmental education project during the week of Sept. 11 ___ Strongly Agree, ___ Agree, ___ Neutral, ___ Disagree, ___ Strongly Disagree"

Table B10: Students Will Benefit from the Environmental Education Project (Pre-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	0	0.0
3	Neutral	1	7.1
4	Agree	5	35.7
5	Strongly Agree	8	57.1
Total		14	100.0

Missing = 3

Question: "I believe that the environmental education projects during the week of 9/11 benefited my students ___ Strongly Agree, ___ Agree, ___ Neutral, ___ Disagree, ___ Strongly Disagree"

Table B11: Students Benefited from the Environmental Education Project (Post-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	0	0.0
3	Neutral	1	8.3
4	Agree	6	50.0
5	Strongly Agree	5	41.7
Total		12	100.0

Missing = 5

Question: "I believe my students found the environmental education projects enjoyable ___ Strongly Agree, ___ Agree, ___ Neutral, ___ Disagree, ___ Strongly Disagree"

Table B12: Prepared to Teach Service-Learning Project (Post-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	0	0.0
3	Neutral	1	8.3
4	Agree	6	50.0
5	Strongly Agree	5	41.7
Total		12	100.0

Missing = 5

Figure B10: Students Will Benefit from the Environmental Education Project (Pre-Participation)

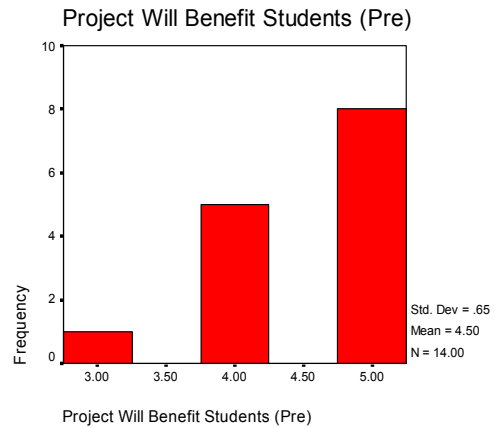


Figure B11: Students Benefited from the Environmental Education Project (Post-Participation)

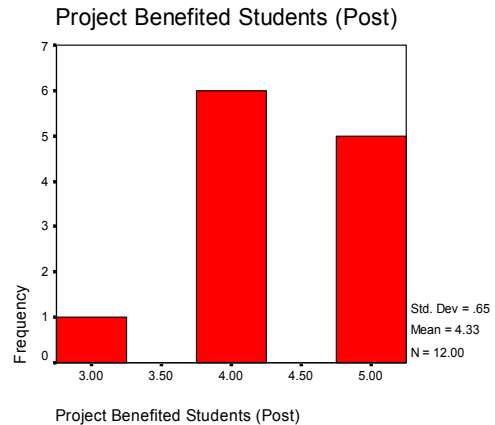
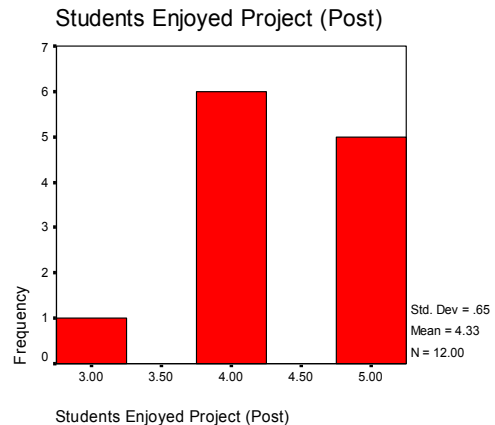


Figure B12: Prepared to Teach Service-Learning Project (Post-Participation)



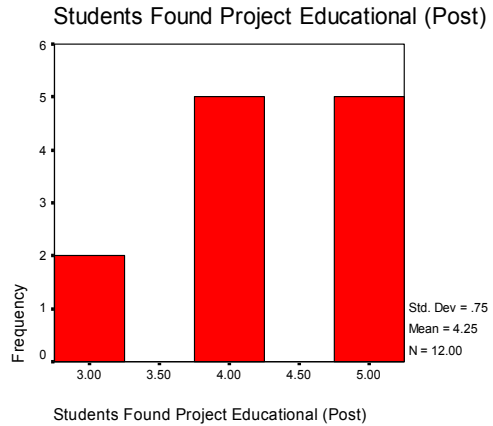
Question: "I believe my students found the environmental education projects educational ___ Strongly Agree, ___ Agree, ___ Neutral, ___ Disagree, ___ Strongly Disagree"

Table B13: Students Found Service-Learning Projects Educational (Post-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	0	0.0
3	Neutral	2	16.7
4	Agree	5	41.7
5	Strongly Agree	5	41.7
Total		12	100.0

Missing = 5

Figure B13: Students Found Service-Learning Projects Educational (Post-Participation)



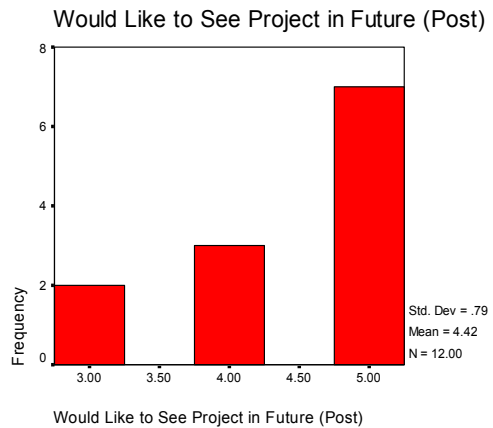
Question: "I would like to see the "9/11 Week of Service" continue in future years ___ Strongly Agree, ___ Agree, ___ Neutral, ___ Disagree, ___ Strongly Disagree"

Table B:14 Continue "9/11 Week of Service" in Future (Post-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	0	0.0
3	Neutral	2	16.7
4	Agree	3	25.0
5	Strongly Agree	7	58.3
Total		12	100.0

Missing = 5

B14: Continue "9/11 Week of Service" in Future (Post-Participation)



Question: "What are the three most important things you want your students to learn from their participation in the environmental education project scheduled for the week of September 11?" (Pre-Participation)

Table B15: Three Most Important Learning Objectives (Pre-Participation)

(1) Our environment is everyone's responsibility, (2) We need to work to improve our environment, (3) Even though they are young, they can do their part.
(1) Students working together and sharing, (2) To learn about the environment and how to take care of it, (3) Sharing their knowledge with others.
(1) Importance of the environment, (2) Ways to make it better, (3) How to protect their environment.
(1) Environmentalize, (2) Cooperation, (3) Self-discipline.
(1) To learn not to litter, (2) To learn the meaning of recycling, (3) To learn how to keep their yards, parks and city beautiful by not littering and by planting flowers and trees.
(1) To identify the importance of our environment, (2) How to care for our environment, (3) Various resources found in our environment.
(1) The significance of the environmental education project, (2) The importance of national wildlife refuges, (3) Learning to cooperate in group related activities.

(1) Cooperation among students, (2) Caring for the environment, plants and animals, (3) Gaining knowledge about their environment.
(1) I want my students to learn that they can make a difference in the health of our environment, (2) Learn how to construct a personal conservation plan.
(1) I want the students to learn that although September 11 was a tragedy for our country, we are producing some positive results.

Question: "What do you think was the most important thing your students learned from their participation in the environmental education projects during the week of September 11?" (Post-Participation)

Table B16: Most Important Lesson Students Learned (Post-Participation)

How we should value and care for our surroundings.
I think my students really enjoyed working with the DSU students – as they were great role models!
It takes everyone working together to keep our environment litter free. We need to preserve our surroundings (plants, animals, air).
Not to litter.
The most important thing my students learned was to sympathize with others. They also learned how important nature was to them and to protect their environment.
Students were given an opportunity to learn how to protect, treat, and preserve their environment.
This was a good starting point and these projects will continue throughout the year.
They were reminded to keep America beautiful and not litter.

Question: "What do you think will be the biggest challenge or problem in carrying out the environmental education project scheduled for the week of September 11?" (Pre-Participation)

Table B17: Biggest Challenge or Problem (Pre-Participation)

Relating to curriculum.
Not enough time allowed for the student to complete all the activities.
Students understanding what they are doing and why they are doing it.
Awareness.
Not enough time allowed for each grade level to complete their activities.
Participation and knowledge about the program in order for it to have significance to my students.
Heat and keeping students' attention.
Enforcing them to use what they have learned and not litter.

Question: "What was the biggest challenge or problem in carrying out the environmental education projects during the week of September 11?" (Post-Participation)

Table B18: Biggest Challenge or Problem (Post-Participation)

My group did not get to paint on the last day. They did, however, get to paint on birdhouses the first day.
The students worked as a whole group and they enjoyed it.
Having enough time to successfully complete each project.
Making sure students continue to carry out their responsibilities at home, school and their neighborhood. Observation will be a continuous process!
Lack of supplies for projects (crayons, markers).
The biggest problem was not having enough time to complete the activity. They came close to lunch. We had planned to finish decorating the bags after lunch, however, when we returned the bags had been picked up.

Question: "Please use the space below to provide suggestions on what aspects of student participation in the environmental education project should be evaluated or any other information that you believe would be helpful." (Pre-Participation)

Table B19: Evaluation Suggestions (Pre-Participation)

The cover letter to the questionnaire did not give enough information about the project. It did not list specific things the students will be involved in learning. This made it difficult for me to answer questions 9-11. Therefore, I did not answer them. I do feel this project will benefit all students. I just need more information on it!
Better organization, better prepared.
An activity can be considered successful when all students are involved and using a "hands on" approach.
A written evaluation should be done by each student on the activity they did. My grade decorated a grocery bag → evaluation: 1. why did you decorate the bag? List three things you want the customer to know about litter, etc.

Question: "Please use the space below for any further comments on the "9/11 Week of Service" activities, the environmental education projects, or this evaluation." (Post-Participation)

Table B20: Additional Comments (Post-Participation)

I feel that the activity of decorating a grocery bag was good and the children enjoyed it. However, I feel that that activity should have been explained in relation to what happened on 9-11.
The students enjoyed the activities. We are still enjoying the "butterfly habitat" constructed on our playground.
I think this is a very informative project. It teaches students how to be sympathetic to others and the importance of the animals in our environment.
Great job! Enjoyed having all of you working with our students here at Cypress Park. We really appreciate it. Again, job well done.

APPENDIX C: DATA, CYPRESS PARK ELEMENTARY SCHOOL STUDENTS

Figure C1: Age of Respondent

Question: "I am ____ years old"

Table C1: Age of Respondent

Value	Age	Frequency	Percent
9	9	25	54.3
10	10	17	37.0
11	11	4	8.7
Total		46	100.0

Missing = 4

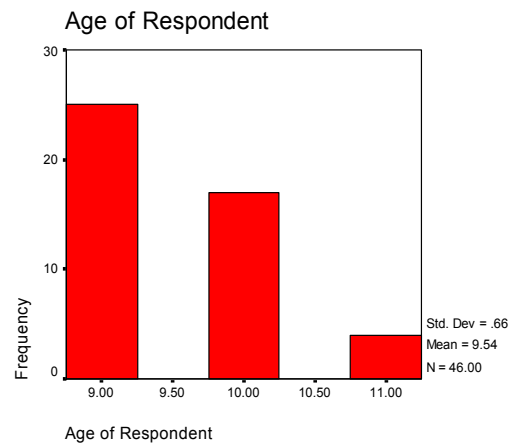


Figure C2: Sex of Respondent

Question: "I am a ____ Boy, ____ Girl"

Table C2: Sex of Respondent

Value	Sex	Frequency	Percent
0	Female	28	60.9
1	Male	18	39.1
Total		46	100.0

Missing = 4

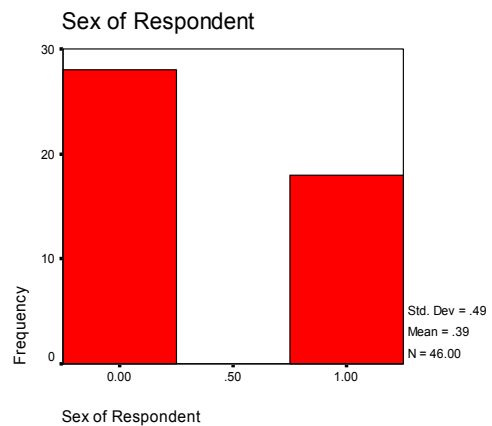


Figure C3: Activities and Lessons During the "9/11 Week of Service" Were Fun

Question: "How much fun were the activities and lessons during the 9/11 Week of Service? ____ A Lot of Fun, ____ Some Fun, ____ Not Very Much Fun"

Table C3: Activities and Lessons During the "9/11 Week of Service" Were Fun

Value	Degree of Fun	Frequency	Percent
1	Not Much Fun	0	0.0
2	Some Fun	4	8.7
3	A Lot of Fun	42	91.3
Total		46	100.0

Missing = 4



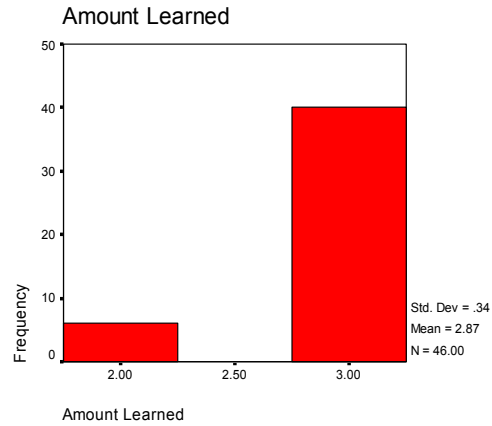
Question: "How much did you learn from the activities and lessons during the 9/11 Week of Service? ___ I Learned A Lot, ___ I Learned Some Things, ___ I Didn't Learn Very Much"

Table C4: Amount Learned from the Activities and Lessons During the "9/11 Week of Service"

Value	Amount Learned	Frequency	Percent
1	Not Very Much	0	0.0
2	Some Things	6	13.0
3	A Lot	40	87.0
Total		46	100.0

Missing = 4

Figure C4: Amount Learned from the Activities and Lessons During the "9/11 Week of Service"



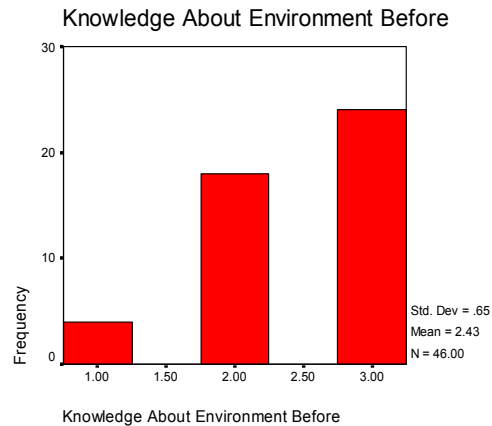
Question: "How much did you know about the environment BEFORE the activities and lessons of the 9/11 Week of Service? ___ I Knew A Lot, ___ I Knew Some Things, ___ I Didn't Know Very Much"

Table C5: Knowledge About the Environment Before the "9/11 Week of Service" Activities and Lessons

Value	Knowledge	Frequency	Percent
1	Not Very Much	4	8.7
2	Some Things	18	39.1
3	A Lot	24	52.2
Total		46	100.0

Missing = 4

Figure C5: Knowledge About the Environment Before the "9/11 Week of Service" Activities and Lessons



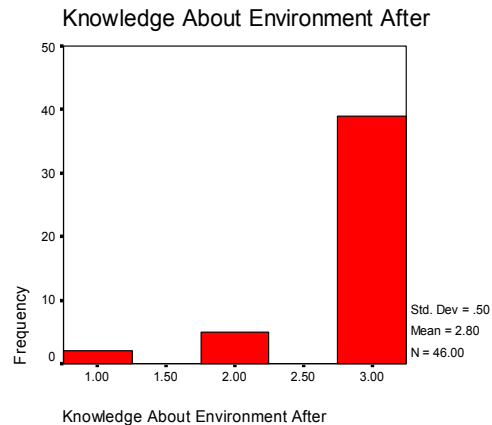
Question: "How much do you know about the environment AFTER the activities and lessons of the 9/11 Week of Service? ___ I Know A Lot, ___ I Know Some Things, ___ I Don't Know Very Much"

Table C6: Knowledge About the Environment After the "9/11 Week of Service" Activities and Lessons

Value	Knowledge	Frequency	Percent
1	Not Very Much	2	4.3
2	Some Things	5	10.9
3	A Lot	39	84.8
Total		46	100.0

Missing = 4

Figure C6: Knowledge About the Environment After the "9/11 Week of Service" Activities and Lessons



Question: "Do you think you will change your actions based on what you learned from these activities and lessons of the 9/11 Week of Service? ___ Yes, I'll Make A Lot of Changes, ___ Yes, I'll Change Some Things, ___ No, I Won't Change Much"

Table C7: Will Change Actions Based on the Activities and Lessons from the "9/11 Week of Service"

Value	Changes	Frequency	Percent
1	Not Much	0	0.0
2	Some Things	5	10.9
3	A Lot	41	89.1
Total		46	100.0

Missing = 4

Figure C7: Will Change Actions Based on the Activities and Lessons from the "9/11 Week of Service"



Question: "Would you like to do more activities and lessons next year like the ones you did during the 9/11 Week of Service? ___ Yes, I would, ___ No, I would not"

Table C8: Would Like to Do More Activities Next Year

Value	Repeat Next Yr.	Frequency	Percent
0	No	0	0.0
1	Yes	46	100.0
Total		46	100.0

Missing = 4

Std. Dev. = 0.00
Mean = 1.00
N = 46.00

Question: "Briefly describe the most important thing you learned from the "9/11 Week of Service" activities and lessons."

Table C9: Most Important Lesson

I learned that you had to work together if you wanted to build something.
I learned about painting and making the wood smooth. I learned about making friendship and being a team.
I learned a lot about butterfly habitat.
I learned how to plant flowers and how to pick corn.
I learned to tell people not to litter in Mississippi. I saw how to make a butterfly home.
I learned how to pull weed. My favorite thing is digging weeds and watering the plants. Please come next year, please.
I learned about how to take care for the animal don't harm them.
I learned how to plant a flowers, drill and paint. We picked up paper. We built bat cages. Thank you for helping me.
I learned to work together.
I learned how to build bird houses and paint. I learned how to work together.
The most important thing I learned was you can change the world by picking up paper.
I learned about painting things carefully so you would not mess up. I learned how to work together to paint.
I learned that litter is a \$100.00 fine. I learned birds eat in bird feeders when they're hungry. I learned how to work and share.

Appendix C: Data, Cypress Park Elementary School Students

I learned how to sand a bird house and paint it too.
I learned more about painting and more about butterfly homes and feeders and most of all I learned how to work as a team.
I learned how to build a bird house and I learned how to build a bat house. The next thing I learned how to do is show USA respect by keeping this place clean.
I learned that if you plant flowers a lot of butterflies will come there for the flowers. I also learned how they put the top with the chain on the bird houses. Thanks for everything and I hope you all can be able to come back.
I learned how to paint bird houses. I had fun looking at the butterfly's home. All of you were very nice to us. We had fun there. Thank you for coming to Cypress Park.
I learned how to make a bird house. I learned what a butterfly habitat looked like. I pulled up weeds and I liked it. Thanks for helping me understand how important the environment is.
I have learned how to build a bird house. So can you come back? So I learned to make a bird house.
I learned not to litter and that it is a five thousand dollar. I learned how to work together as a team.
I learned that animals also have homes. I also learned not to litter and to paint and to work together as a team.
I learned how to make bird houses and how to dig up corn and help them make the butterfly house.
I learned to do not litter and I learned how to work together and listen.
I learned how to build bird houses, how to plant a flower, and painting the bird houses. It was very fun having you at our school. And thank you.
The most important thing is about the habitat.
I learned you have to take care of butterflies and the world. You shouldn't always litter and by the way you shouldn't litter at all.
The most important thing I learned that bats live in a small house, and 1,000 bats live in one little house.
I learned about painting a bird house and we learned how to work together.
I learned that the butterflies in their home, they don't get wet, they stay dry.
I learned a lot about the environment. I learned about the butterfly habitat. I loved the flowers, they are so cute. They make our school beautiful. Thanks for coming.
I learned that the butterfly eats logs.
I learned how to build a birdhouse. I learned how to build a bat house. I learned how to paint. I learned how to water the plants. I learned how that when we did the butterfly habitat that butterflies live there. Thank you for coming, come again.
I learned how to build a bird house. I learned how to color on a bag. I like what we did. It was the best thing we ever did before. I want you to come back over here. You are a nice person.
I learned how bats hibernate and butterflies hibernate. I will love if you came back to teach all of us more. It was very fun.
I am glad that you came to this school. I had fun. I really hope that you come back to this school next year. I learned how to plant a garden. I learned how to do many things.
I learned how to build a bird house. The painting was fun. I hope you come back again. I had a good time with you.
The lesson how to make a bat house. I like painting the bird house. I like put hole in the bird house for air. I had fun building with my friend. Thank you for coming. Come next year. Your friend.
I learned how to build a birdhouse. I liked when we pull the wheat. I loved when I planted the flowers and watered and painted the birdhouse. I liked everything that I did. I wish you'll all come back.
I learned that to keep our community clean and neat and I learned to keep birds safe.
I learned about don't harm animals. You should care about animals and get along with people.
I learned how to carp a bird house and I even learned to write on the ties in the center.
I learned that 500 bats can fit into a house and not to kill butterflies.
I learned about they said that we are going on a field trip and we are going to sell the bird houses to go on the trip. They said if we act good we will go on the trip. We had to paint together and went to pick up the corn in the field together.
The most important thing I learned is when the lady showed us the butterflies. She showed us about the habitats and the way the butterflies warm habitat.
I learned how to clean a garden. I learned how play together.

APPENDIX D: DATA, DELTA STATE UNIVERSITY MENTORS

Question: "How long have you worked at DSU?: ____ years"

Table D1: Years Worked at DSU

Value	Years	Frequency	Percent
2	2	2	8.0
3	3	3	12.0
4	4	4	16.0
5	5	3	12.0
6	6	1	4.0
7	7	2	8.0
9	9	1	4.0
11	11	1	4.0
12	12	1	4.0
14	13	3	12.0
15	14	1	4.0
22	22	1	4.0
25	25	1	4.0
29	29	1	4.0
Total		25	100.0

Missing = 7

Question: "What is your university rank or job title?"

Table D2: University Rank or Job Title

Value	Sex	Frequency	Percent
0	Staff or Other	19	61.3
1	Faculty	12	38.7
Total		31	100.0

Missing = 1

Question: "Have you ever instructed or mentored a course with a service-learning component? ____ Yes ____ No"

Table D3: Prior Service-Learning Teaching Experience

Value	Degree of Fun	Frequency	Percent
0	No	13	52.0
1	Yes	12	48.0
Total		25	100.0

Missing = 7

Figure D1: Years Worked at DSU

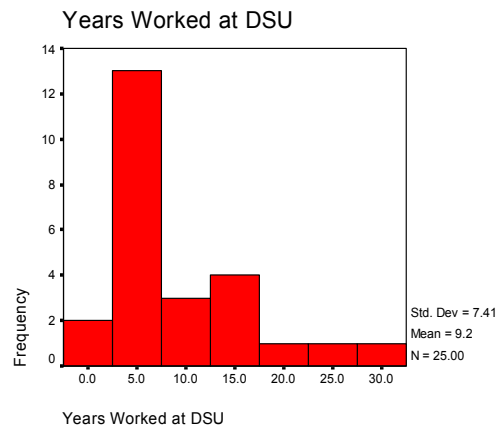


Figure D2: University Rank or Job Title

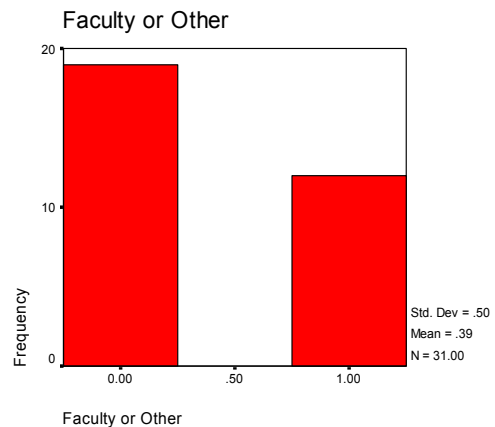
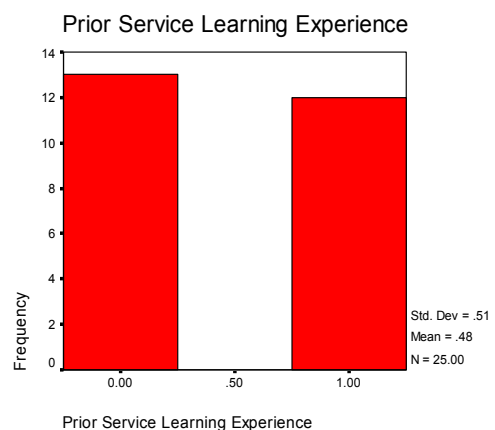


Figure D3: Prior Service-Learning Teaching Experience



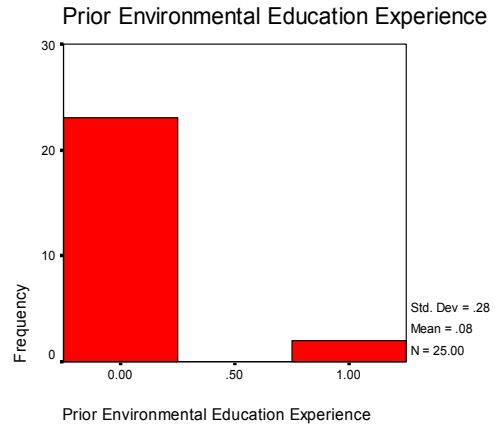
Question: "Have you ever had experience or training as an environmental educator? ___Yes ___No"

Table D4: Prior Environmental Education Experience

Value	Amount Learned	Frequency	Percent
0	No	23	92.0
1	Yes	2	8.0
Total		25	100.0

Missing = 7

Figure D4: Prior Environmental Education Experience



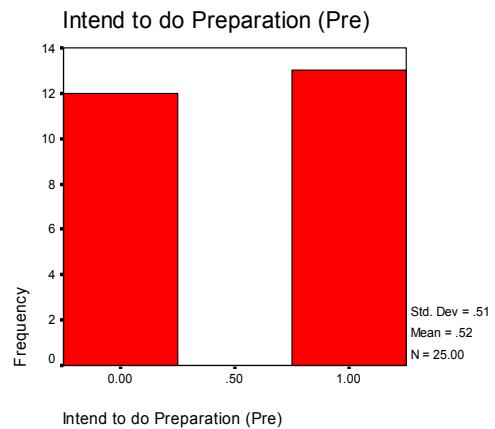
Question: "Do you intend to do any preparation with your GST-100 class prior to the service-learning project during the week of September 11? ___Yes ___No"

Table D5: Prepare Class Prior to Participation (Pre-Participation)

Value	Amount Learned	Frequency	Percent
0	No	12	48.0
1	Yes	13	52.0
Total		25	100.0

Missing = 7

Figure D5: Prepare Class Prior to Participation (Pre-Participation)



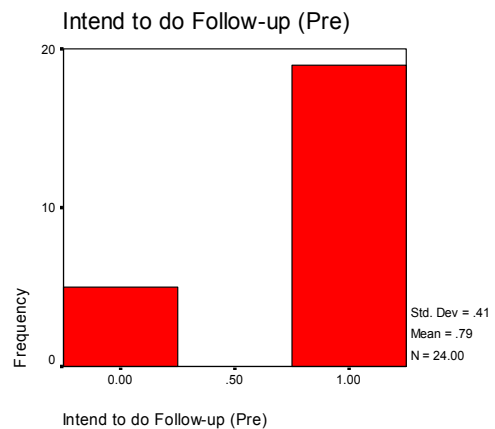
Question: "Do you intend to do any follow-up with your GST-100 class regarding the service-learning project after it is carried out? ___Yes ___No"

Table D6: Follow-up Activities After Participation (Pre-Participation)

Value	Amount Learned	Frequency	Percent
0	No	5	20.8
1	Yes	19	79.2
Total		24	100.0

Missing = 8

Figure D6: Follow-up Activities After Participation (Pre-Participation)



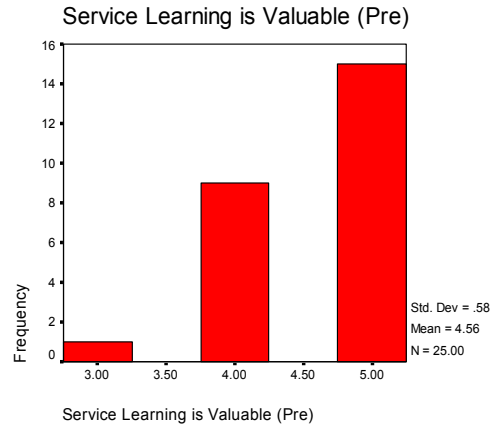
Question: "I believe service-learning is a valuable teaching tool that enhances a college student's overall educational experience ___ Strongly Agree, ___ Agree, ___ Neutral, ___ Disagree, ___ Strongly Disagree"

Table D7: Believed Service-Learning is Valuable (Pre-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	0	0.0
3	Neutral	1	4.0
4	Agree	9	36.0
5	Strongly Agree	15	60.0
Total		25	100.0

Missing = 7

Figure D7: Believed Service-Learning is Valuable (Pre-Participation)



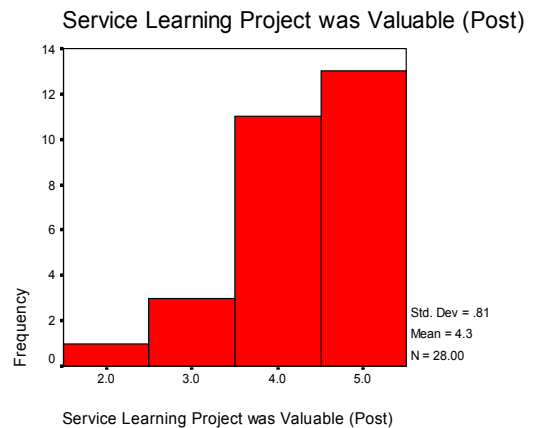
Question: "I believe that the environmental education service-learning projects were valuable and appropriate ___ Strongly Agree, ___ Agree, ___ Neutral, ___ Disagree, ___ Strongly Disagree"

Table D8: Believed Service-Learning Project was Valuable (Post-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	1	3.6
3	Neutral	3	10.7
4	Agree	11	39.3
5	Strongly Agree	13	46.4
Total		28	100.0

Missing = 4

Figure D8: Believed Service-Learning Project was Valuable (Post-Participation)



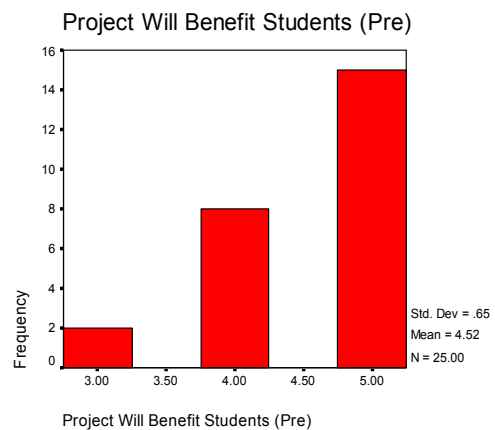
Question: "I am confident that the students will benefit from participating in the service-learning project during the week of September 11 ___ Strongly Agree, ___ Agree, ___ Neutral, ___ Disagree, ___ Strongly Disagree"

Table D9: Students Will Benefit from Participating in the Service-Learning Project (Pre-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	0	0.0
3	Neutral	2	8.0
4	Agree	8	32.0
5	Strongly Agree	15	60.0
Total		25	100.0

Missing = 7

Figure D9: Students Will Benefit from Participating in the Service-Learning Project (Pre-Participation)



Question: "I believe that the environmental education service-learning projects benefited the students in my GST-100 section ___ Strongly Agree, ___ Agree, ___ Neutral, ___ Disagree, ___ Strongly Disagree"

Table D10: Students Benefited from Participating in the Service-Learning Project (Post-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	2	7.1
3	Neutral	3	10.7
4	Agree	13	46.4
5	Strongly Agree	10	35.7
Total		28	100.0

Missing = 4

Question: "I am ready and able to mentor the GST-100 students through the service-learning project scheduled for the week of September 11 ___ Strongly Agree, ___ Agree, ___ Neutral, ___ Disagree, ___ Strongly Disagree"

Table D11: Prepared to Teach Service-Learning Project (Pre-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	0	0.0
3	Neutral	1	4.0
4	Agree	9	36.0
5	Strongly Agree	15	60.0
Total		25	100.0

Missing = 7

Question: "I was adequately prepared to teach the environmental education service-learning aspects of my course ___ Strongly Agree, ___ Agree, ___ Neutral, ___ Disagree, ___ Strongly Disagree"

Table D12: Prepared to Teach Service-Learning Project (Post-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	9	32.1
3	Neutral	5	17.9
4	Agree	13	46.4
5	Strongly Agree	1	3.6
Total		28	100.0

Missing = 4

Figure D10: Students Benefited from Participating in the Service Learning Project (Post-Participation)

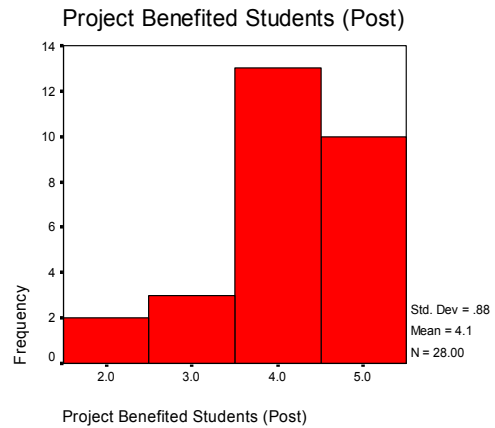


Figure D11: Prepared to Teach Service-Learning Project (Pre-Participation)

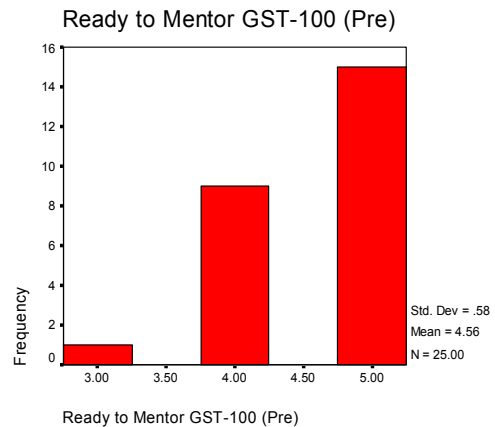
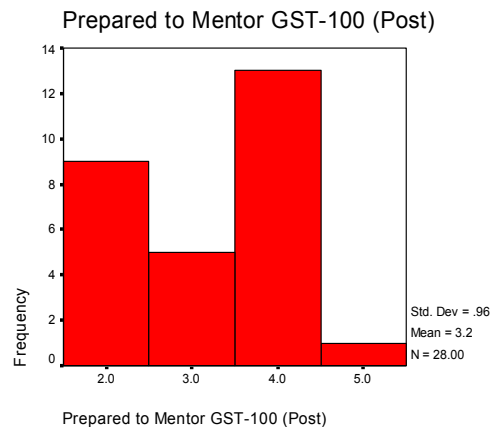


Figure D12: Prepared to Teach Service-Learning Project (Post-Participation)



Question: "I believe that the students in my GST-100 section found the environmental education service-learning projects educational ___Strongly Agree, ___Agree, ___Neutral, ___Disagree, ___Strongly Disagree"

Table D13: Students Found Service-Learning Projects Educational (Post-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	3	10.7
3	Neutral	7	25.0
4	Agree	11	39.3
5	Strongly Agree	7	25.0
Total		28	100.0

Missing = 4

Question: "I believe that the students in my GST-100 section found the environmental education service-learning projects enjoyable ___Strongly Agree, ___Agree, ___Neutral, ___Disagree, ___Strongly Disagree"

Table D14: Students Found Service-Learning Projects Enjoyable (Post-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	1	3.6
3	Neutral	3	10.7
4	Agree	14	50.0
5	Strongly Agree	10	35.7
Total		28	100.0

Missing = 4

Question: "I would like to see service-learning projects such as the "9/11 Week of Service" incorporated into GST-100 in future years ___Strongly Agree, ___Agree, ___Neutral, ___Disagree, ___Strongly Disagree"

Table D15: Include Service-Learning in Future GST-100 Courses (Post-Participation)

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	0	0.0
3	Neutral	0	0.0
4	Agree	11	38.3
5	Strongly Agree	17	60.7
Total		28	100.0

Missing = 4

Figure D13: Students Found Service-Learning Projects Educational (Post-Participation)

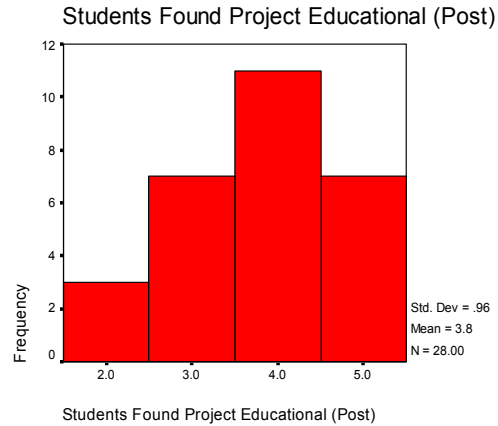


Figure D14: Students Found Service-Learning Projects Enjoyable (Post-Participation)

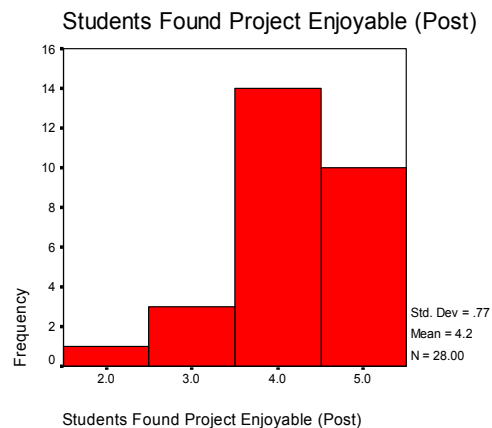
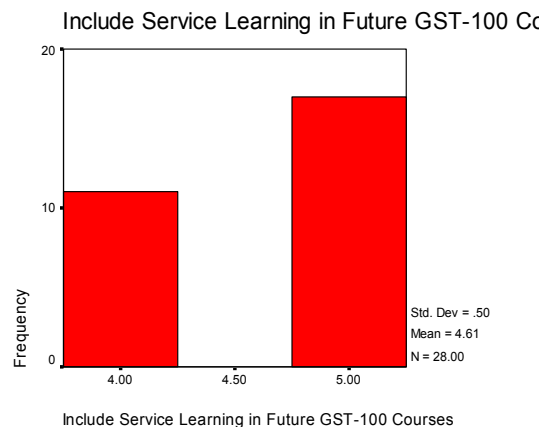


Figure D15: Include Service-Learning in Future GST-100 Courses (Post-Participation)



Question: "What are the three most important things you want the DSU freshmen emerging scholars to learn from their participation in the service-learning project scheduled for the week of September 11?" (Pre-Participation)

Table D16: Three Most Important Learning Objectives (Pre-Participation)

(1) That DSU is committed to promoting service-learning in the community, (2) That helping others is worthwhile and valuable in their lives and <u>they</u> will benefit more than these children, (3) That their efforts and time are much appreciated by the children and the teachers.
(1) They can make a difference, (2) It's not all about ME!, (3) Anyone can be a hero.
(1) Importance of community engagement, (2) Being good citizens, (3) Connecting academic work with the world around them.
(1) To be interested in problems in the community, (2) To expand their awareness of importance of volunteering, (3) To expand awareness of lifelong service and increased role of good citizenship.
(1) To work with diverse groups, (2) To help others in need.
(1) Community involvement, (2) Wildlife preservation, (3) Class participation.
(1) Helping is a great thing, (2) Appreciate surrounding environment, (3) Respect for all individuals.
(1) Teamwork, (2) Individual roles in community, (3) Shared success.
(1) Connection to others – we are part of whole – “no man is an island,” (2) Taking direction, (3) Team work.
(1) Importance of community/civic involvement, (2) Importance of cooperation/collaboration, (3) DSU's commitment to their overall educational experience.
(1) I hope that they'll see they have opportunities to participate in projects like this throughout their career at DSU, (2) I want them to see that they can give of themselves to others.
(1) Understand what service-learning is, (2) Learn something about rendering service to others, (3) Learn something about being an ambassador for DSU.
(1) Community service is rewarding, (2) Community service requires commitment, (3) One is never too young to volunteer.
(1) Importance of/need for volunteerism, (2) Education is more than just sitting in a classroom and taking tests, (3) Small efforts of one can have a major impact on many.
(1) Community involvement, (2) Exposure to different individuals of different socioeconomic class, (3) Mentoring of the young students.
(1) Opportunities out there for their involvement, (2) Satisfaction of helping others, (3) Their importance and value to others.
(1) Appreciation of importance of volunteering/community service.
(1) Interaction with the local community, (2) Witness firsthand the benefits (for both sides) of community service, (3) Spark interest in future community service.
(1) What service learning is and its rewarding aspect, (2) That as persons of privilege (college students) they have a responsibility to give back to the community, (3) Environmental consciousness.
(1) That learning does not only occur in the classroom, (2) Enriching the community enriches the lives of everyone in the community.
(1) How to become involved in volunteering organizations, (2) That no matter how small of a contribution, we can all help, (3) DSU students need to understand what service-learning is.

Question: "What do you think was the most important thing your students learned from their participation in the environmental education projects during the week of September 11?" (Post-Participation)

Table D17: Most Important Lesson Students Learned (Post-Participation)

The most important thing was the students going into a different environment other than the DSU campus and helping other students in their environment.
They can make a difference – even as an individual.
The most important thing my students learned was the importance of teamwork and pulling together to complete a task.
That they can influence a child.
The fact that it was a volunteer activity and connected to 9/11.
Serving others.
The concept of service-learning.
Many had never volunteered before; got them into a volunteer setting (that was diverse).
Flexibility.
Class participation.
I really feel that my students did not learn anything from this project.
They learned that they enjoyed working with the elementary kids – surprise to some of them, who were prepared to dislike their experience.
That no matter how small the task, they all contributed and played an important role in the project.
Not to give little kids hammers.
That they were appreciated. When we left that day the on-site personnel said that our group of college helpers were the best they had seen and got more work finished than all the other teams.
This is the first time I have taught a GST. Because of the way my GST partner and I have arranged the semester's activities, I have found that we have not gotten to know our students well. As a result, I cannot answer the question.
That volunteerism can begin at any age.
Involvement of helping your community, no matter what age you are.
I think being involved in the community and stopping outside of the classroom. "Real life" experience is invaluable.
A sense of voluntarism.
I do not feel that the environmental learning objectives were necessarily met. However, the college students learned about the open classroom environment by experiencing it and were able to discuss this as a barrier to education of the children. Is that not learning?
I am not sure I can say it was educational for the kids.
I believe it helped the students to see a school that is deprived and the type of learning environment that a child has to attend everyday.
For some it was a culturally diverse experience. For all it was an experience of sharing themselves with others.
Contact with elementary students in a joint lesson.

Question: "What do you think will be the biggest challenge or problem in carrying out the service-learning project scheduled for the week of September 11?" (Pre-Participation)

Table D18: Biggest Challenge or Problem (Pre-Participation)

Not enough time, perhaps (50 minute class period).
The small amount of time allotted for the classes. The groups arrive, sign in, receive instructions and barely have time to get into the project and it is time to leave.
Time – I am not sure if a class period is enough, the students may feel rushed.
Enthusiasm.
Weather, if outdoors.
Coordinating schedules.

Transportation of students.
Getting the GST class there.
The organization of the project and adding the reflection part and students taking it seriously.
Logistics/organization.
I am scheduled to be at the state dept. that day. I have found another class for my class to join with that day.
"Herding cats," getting the students to quit thinking about themselves and focusing on others.
Getting everybody to the site.
Finishing in 50 minutes. Too many children to help; hard to help them individually.
Planning so that all students can find a way to be engaged.
Organization of the many individuals and making sure everyone has something to do.
The time factor. Also, a certain ennui among the students. These will be the biggest challenges that we face.
Time we have to participate in the project with time schedule we are on.
The logistics of getting the students to the location and the lack of time working on the project.
Limited amount of time.
Locating the school.

Question: "What was the biggest challenge or problem in carrying out the environmental education projects during the week of September 11?" (Post-Participation)

Table D19: Biggest Challenge or Problem (Post-Participation)

It seemed smoother than last year, and not as hot.
Activities were not very well organized – nor were there enough projects for everyone to participate in. There was no guidance from the administrators of this project, and a lot of GST students were left just standing around with a student from Cypress Park Elementary.
The heat – working outside – most of the students wanted to work inside instead of outside. They did not want to work in the garden.
There were too many students trying to work in a limited amount of space. It was unorganized.
Getting the entire class to the school and still having plenty of time to complete the projects.
The biggest challenge was to find a project that fit the students' interest.
It rained the day we went and that made it harder to move around and interact with the children outside.
Students not oriented to the purpose of the activity or what they would be doing.
Everyone was eager to do their part. I don't recall any challenge we face in participating.
Just need someone (like Anna) to coordinate it; We could have had more info ahead of time or what students would do and the purpose – with this goal in mind, it would be more focused. Lots of students asked how it would be used, but I did not know and no one else seemed to.
We had received very little input as to what we'd be doing, who to report to, and what to do when we showed up. I think we just had more helpers than we had things to do. This can easily improve as we go forward.
The biggest problem was that my section met on a 60% school day. Thus, my students were not engaged by any elementary students.
Time element – in a 50 minute class period – 15 minutes to round students up and drive them to Cypress Park, a few minutes there (25-30) then back to DSU.
Noisy with 30 hammering at the same time.
Organization was a challenge, but I thought those in charge handled it well.
The school system was having a "short day" on our meeting date. Traffic was unorganized with carpooling and no place to park.
Too little time.
Transportation.
The biggest challenge was getting the students together and to Cypress Park.
Just after Labor Day holiday week with only one class period prior to day of service – little time for

orientation.
As a GST teacher, I didn't have any prior knowledge of the projects we were going to participate in – and thus couldn't prepare the students or let them know about any of the activities beforehand.
Getting students to the site.
I think the biggest problem was not being sure as to what they were supposed to be doing – no one really guided or explained to the students <u>why</u> or <u>what</u> this project was intended to be.

Question: "Please use the space below to provide suggestions on what aspects of student participation in the service-learning project should be evaluated or any other information that you believe would be helpful." (Pre-Participation)

Table D20: Evaluation Suggestions (Pre-Participation)

Should it be longer, more than one session. Got feedback from students as to their impression on multiple opportunities.
I would like to see a project that brings all the classes to work on a common project at the same time. This of course is not logistically possible. Maybe we should have some projects here on campus that benefit the college community.
With the bird house project last year, the supplies were ready, but some prep work with the pre-cut boards would have been helpful. Example – the Cypress Park students were getting frustrated with bending nails when they were trying to start the nails in the boards.
It would help to encourage all GST instructors to do a reflective part and send 1 or 2 reflection exercises to GST instructors so they can easily implement.
Attendance, learner awareness, attitudes about...
Give every GST mentor info or handouts on reflection exercises.
Make sure the student's time is well spent and meaningful. I think it would be a disaster if all of these students show up and don't know where to go or what to do.
Willingness to participate, cooperation, student's feedback (thoughts before, during, and after through a post-project evaluation), willingness to participate again, the students' suggestions for other projects.
Be good if we could track a group of students with early service-learning experience through their college career.
I would evaluate how the students felt working with the young students at Cypress Park. I would also evaluate whether they thought that this was a good use of time and effort.
Students might be called for feedback after the Sept. 11 experience.
What aspects should be evaluated? Willingness to participate, how they treat the children, patience in dealing with multiple age groups.
Just an idea – Dahomey may not have people from other countries visiting, but perhaps the information kiosks could have info in other languages. This may be a way to have service-learning projects in language classes at DSU.

Question: "Briefly describe any preparatory or follow-up activities you did with your students pertaining to the service-learning activities of the week of 9/11." (Post-Participation)

Table D21: Preparatory or Follow-Up Activities (Post-Participation)

(1) We explained what we were expected to do at the school; (2) Asked students what they learned.
Discussed what we experienced.
The only preparations we made were on how to get everyone to the school on time. We had no follow-up activity.
None – I think it would have been helpful to receive more information and guidance regarding pre/post activities.
None other than to say we would help students and be there – we needed more info of what to expect.
We had a post discussion.
We told them they'd be helping to contrast kiosks for Dahomey project (this turned out not to be what they did when they got there).
Discussion.

Our class time was told by supervisors they had been the “best.” We made sure this was talked about in our next meeting.
I wasn’t sure what the activity was going to be; therefore, it was difficult to prepare the students.
I did little, since I was not sure exactly what would be asked of me or my students.
Unfortunately, I was unable to do any preparatory work. We did briefly discuss what the students did d at lunch the week after.
We did not do any preparatory work simply because the information was not communicated in advance. Since our class meets on Monday, we only received the info that was presented at the GST instructor meeting, and that information was communicated to the students.
Debriefing the session with discussion (student) and FLASH – a reflective exercise – students quickly say whatever comes to their minds about the day. Students were concerned about the learning environment of the children – open classes and “chaos.”
There was no preparation on our part because we were not told or given any material as to prepare ourselves or our students.

Question: “Please use the space below for any further comments on the ‘9/11 Week of Service’ activities, the environmental education project, or this evaluation.” (Post-Participation)

Table D22: Additional Comments (Post-Participation)

Our students enjoyed helping with this project. I just feel that more preparation should have been done before. I do feel that the service-learning projects are beneficial and educational, but I also believe that more explanation or maybe reading material should be given prior to these projects.
There was a lot of confusion between the service projects administrators, GST instructors and GST students on what was really supposed to happen on Monday.
Let’s do this again. Let’s support the “faculty” with a greater awareness of what we’re to be doing so we don’t look like we have no clue when we all get there. <u>Very worthwhile project!!</u>
There wasn’t enough preparation in anticipation of the number of GST participants. Students were not prepared to pick up trash, work in a garden, etc.
I wish there had been more guidance for GST mentors. I also wish I had been directed to an area where I could have actually done something useful and more involved.
Anna did a great job organizing.
Good introduction into volunteerism concept.
They didn’t see how this tied in to 9/11. I even wondered myself the significance of it.
The students who worked outside had a good experience. The ones who were bored were the ones inside listening to a JA member lecture the children.
I think it was a great idea – it seemed like the college students enjoyed spending time with elementary kids. Even my quietest student talked favorably about spending time with a child.
Unsure what GST instructors role is in prepping for this experience. Need to have a sign up sheet for GST students to fill out so that we can keep track of attendance – wasn’t sure who showed up – was a hassle trying to take attendance.
While I think this project has merit, the project needs to be changed so that the DSU kids <u>REALLY</u> want to volunteer in the community. Perhaps a better explanation of why we were going to Cypress Park from Anna Long would have been beneficial. Also, there were no students for my GST people to mentor. Thus, my GST class became work grunts on a project that they <u>cared</u> little about. Unless the project is handled differently, I <u>will not</u> involve my GST class in these projects in the future!
Personally, I’m not sure what the service project had to do with the Dahomey National Wildlife Refuge. Granted, they did paint birdhouses that could be for the refuge – but pulling weeds and corn? I guess the corn could feed the wildlife, but no reason – as far as I know – was given for what we were doing. Maybe it is my fault too, for not being familiar with the refuge. However, I am not complaining about the project. I would like to see other schools participate/involved. Also, what did it have to do with 9/11?

APPENDIX E: DATA, DELTA STATE UNIVERSITY STUDENTS

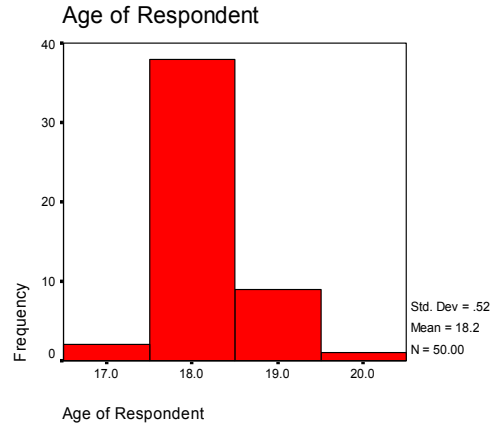
Question: "Age: ____ years old"

Table E1: Age of Respondent

Value	Age	Frequency	Percent
17	17	2	4.0
18	18	38	76.0
19	19	9	18.0
20	20	1	2.0
Total		50	100.0

Missing = 0

Figure E1: Age of Respondent



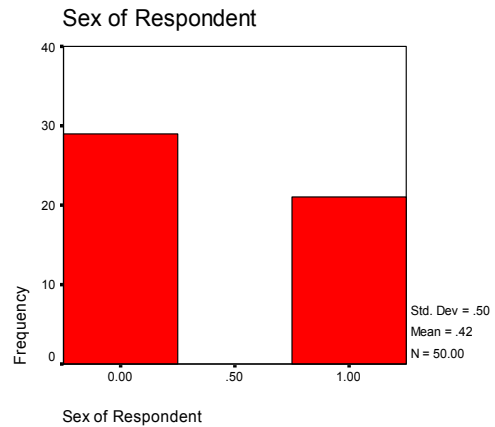
Question: "Sex: ____Male ____Female"

Table E2: Sex of Respondent

Value	Sex	Frequency	Percent
0	Female	29	58.0
1	Male	21	42.0
Total		50	100.0

Missing = 0

Figure E2: Sex of Respondent



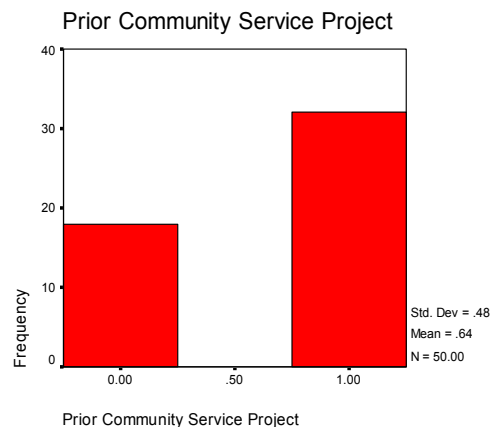
Question: "Have you ever been involved in a community service project prior to this environmental education project at Cypress Park Elementary School?
____ Yes ____ No"

Table E3: Participated in a Prior Community Service Project

Value	Degree of Fun	Frequency	Percent
0	No	18	36.0
1	Yes	32	64.0
Total		50	100.0

Missing = 0

Figure E3: Participated in a Prior Community Service Project



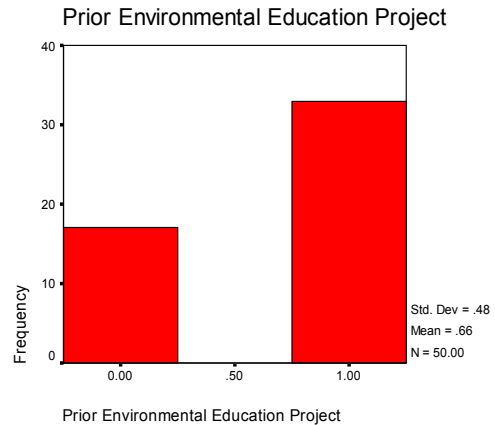
Question: "Have you ever been involved in an environmental education project (as teacher or participant) before participating in this environmental education project? ___ Yes ___ No"

Table E4: Prior Environmental Education Project

Value	Amount Learned	Frequency	Percent
0	No	17	34.0
1	Yes	33	66.0
Total		50	100.0

Missing = 0

Figure E4: Prior Environmental Education Project



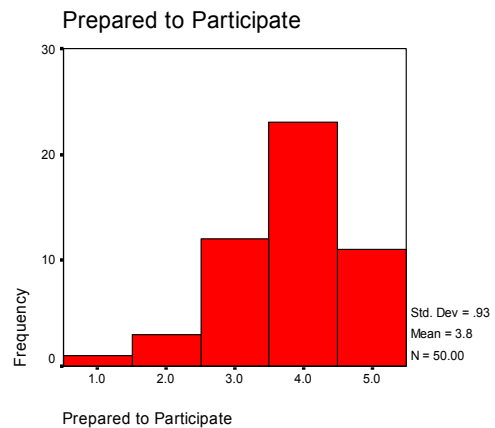
Question: "I was adequately prepared to participate in the environmental education project ___Strongly Agree, ___Agree, ___Neutral, ___Disagree, ___Strongly Disagree"

Table E5: Adequately Prepared to Participate in the Environmental Education Project

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	1	2.0
2	Disagree	3	6.0
3	Neutral	12	24.0
4	Agree	23	46.0
5	Strongly Agree	11	22.0
Total		50	100.0

Missing = 0

Figure E5: Adequately Prepared to Participate in the Environmental Education Project



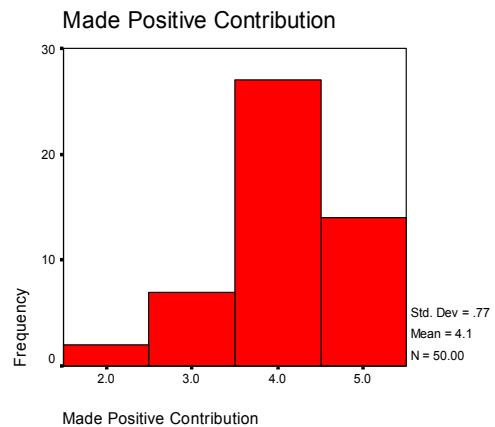
Question: "I believe I have made a positive contribution to this environmental education project ___Strongly Agree, ___Agree, ___Neutral, ___Disagree, ___Strongly Disagree"

Table E6: Made a Positive Contribution to the Environmental Education Project

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	2	4.0
3	Neutral	7	14.0
4	Agree	27	54.0
5	Strongly Agree	14	28.0
Total		50	100.0

Missing = 0

Figure E6: Made a Positive Contribution to the Environmental Education Project



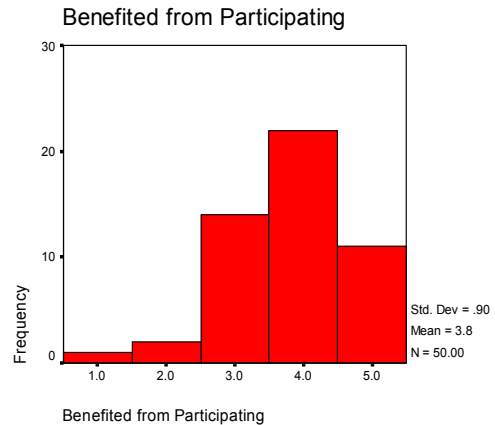
Question: "I believe I have benefited from participating in this environmental education project ___Strongly Agree, ___Agree, ___Neutral, ___Disagree, ___Strongly Disagree"

Table E7: Benefited from Participating in the Environmental Education Project

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	1	2.0
2	Disagree	2	4.0
3	Neutral	14	28.0
4	Agree	22	44.0
5	Strongly Agree	11	22.0
Total		50	100.0

Missing = 0

Figure E7: Benefited from Participating in the Environmental Education Project



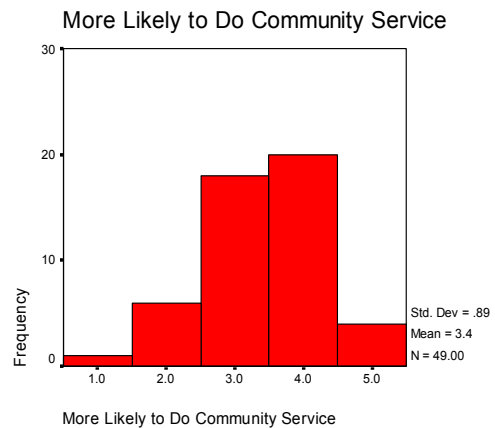
Question: "After participating in this project, I am more likely to engage in community service activities ___Strongly Agree, ___Agree, ___Neutral, ___Disagree, ___Strongly Disagree"

Table E8: More Likely to Engage in Community Service Activities

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	1	2.0
2	Disagree	6	12.2
3	Neutral	18	36.7
4	Agree	20	40.8
5	Strongly Agree	4	8.2
Total		49	100.0

Missing = 1

Figure E8: More Likely to Engage in Community Service Activities



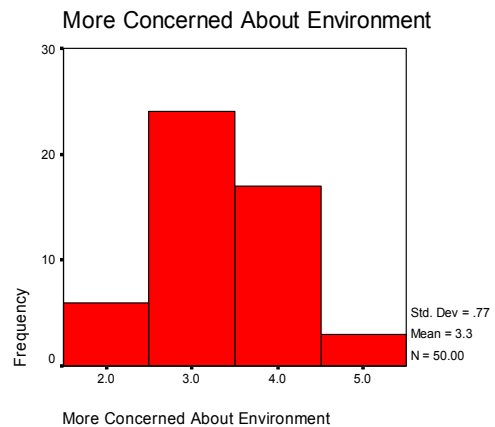
Question: "After participating in this project, I am more concerned about protecting the environment ___Strongly Agree, ___Agree, ___Neutral, ___Disagree, ___Strongly Disagree"

Table E9: More Concerned About Protecting the Environment

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	6	12.0
3	Neutral	24	48.0
4	Agree	17	34.0
5	Strongly Agree	3	6.0
Total		50	100.0

Missing = 0

Figure E9: More Concerned About Protecting the Environment



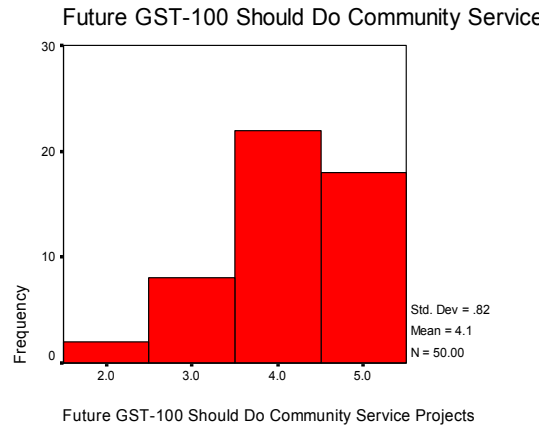
Question: "I think future GST-100 classes would benefit from doing community service activities like this project ___ Strongly Agree, ___ Agree, ___ Neutral, ___ Disagree, ___ Strongly Disagree"

Table E10: Future GST-100 Should Do Community Service Projects

Value	Knowledge	Frequency	Percent
1	Strongly Disagree	0	0.0
2	Disagree	2	4.0
3	Neutral	8	16.0
4	Agree	22	44.0
5	Strongly Agree	18	36.0
Total		50	100.0

Missing = 0

Figure E10: Future GST-100 Should Do Community Service Projects



Question: "What was the most important thing you have learned from participating in this environmental education service-learning project?"

Table E11: Most Important Lesson

That helping the environment is important to our health.
How to put plastic cups together.
How to put water bottles together.
Facts about the birds and bats we were making houses for.
That it's important to help the environment and young ones as well.
That it is alright to give back to the community.
I built a bird house.
Just being able to be around other people was a learning experience. Communication played a major role.
I love to help people and helping others can make a positive impact on that person or group of people.
Learning how to work with others gets the job done easier and faster.
That giving your time can help others in ways that aren't noticed before volunteering.
How much of a difference small things can make in a community.
I learned how to make a bird house and interacting with little kids was fun.
Kids enjoy working with older students rather than adults. They become more comfortable with older students.
I learned it is fun to help kids have fun in the environment.
The part I helped with was pretty basic. It was telling kids not to litter. So I guess it was the most important thing I learned.
I learned how to get along with kids.
How to bond with kids.
Helping other people is more important to do than spending your time doing nothing.
How to relate better with children.
That even though we are college students some of us are just big kids and helping younger kids is a good way to contribute to the community.
Helping others.
It's important to do service with young kids.
Kids are not good at building bird houses. You have to be patient with them.
I learned how to teach kids how to do different things.
How much it means to children for older people to take time to come teach them and play with them. I learned the importance of teaching children early on to be aware of how they affect the environment.
How many ways we can help the environment.

To have patience.
Things are not always going to be what you expect. You need to be prepared for any or all possibilities. Especially if anything involves a child, you need to be willing to step out of your comfort zone to get down on their level.
Smaller children need mentors.
Little kids will listen to older guys and probably listen more than to the teacher.
Helping others can be fun.
I learned that it is important to set examples for younger children.
That two hands are better than one.
How to build bird houses.
I learned that low-income areas are less aware of the condition of the Earth.
That you should recycle more.
I learned how not to make a bat house, and that children like to do the work, so their teacher should have let them.
That there are many ways to protect the earth and people of all ages can do it.
A lot of children in public schools today are underprivileged.
I learned that a little effort can go a long way. Even the smallest thing can benefit many people.
I learned about the life of butterflies.
That anyone can make a difference.
That you should always love and appreciate what you have.
A little bit of effort can make a lot of difference.
That it is important to give a little bit of your time to those who are less fortunate.
Helping other people and your environment is important and makes you feel good.

Question: "What was the biggest challenge or problem that you faced in this environmental education project?"

Table E12: Biggest Challenge or Problem

I did not really face any challenges, but I was surprised to see that the school did not have any walls.
There wasn't one.
Helping the little girl build the bat house, because I did not know what I was doing.
Keeping the kids in control.
Getting the children to understand what they were doing.
I did not really face a challenge or a problem. I just got to work.
I didn't get to work with the kids.
We didn't even get to work with the kids.
There was not challenge.
Getting the kids to answer the questions. They were so happy we were there, they couldn't pay attention.
I do not get along with kids very well.
Finding all the water bottle pieces.
There were no problems. It was very simple.
Cutting the tires.
It was hot and the tires were hard to turn inside out.
Getting the kids to pay attention. There were too many distractions.
It was extremely hot.
The biggest challenge for me was the weather.
Turning the cut tires inside out.
Some of the kids didn't listen to me.
Talking to the kids and getting them involved.
Concentrating.
The biggest challenge for me was the gardening part. I'm scared of frogs and insects. I can't weed or anything of that nature.

Letting the kids hammer the nails in.
Trying to get the child I worked with to understand pollution.
Pulling corn!
Making sure the birdhouses were built correctly.
I had never done something like this before. I didn't feel very prepared for it either.
All the people in the tent hammering on boards at the same time, combined with the heat and humidity, gave me a splitting headache.
Getting the children to follow instructions.
This hasn't been a big challenge so far.
Getting all the pieces to the water bottles together.
I stepped in an ant hill.
Nailing the wood together.
Getting the kids to hammer in the nail.
Not knowing what to expect.
It was no problem.
Showing the kids how to use hammers without smashing my fingers.
I had lost my voice that week.
There was no challenge or problem.
I had allergies. The heat was hard too.
The heat outside.
I didn't have a problem.
Getting them to draw correct pictures of trash.

Question: "Please use this space for additional comments on your experiences with the environmental education service-learning project and on this evaluation."

Table E13: Additional Comments

I feel good after helping and working with kids in America!
Everyone was very interested in the project. I was fun and helpful.
Do not give little kids hammers and nails when they don't know how to use them!
I believe the school should be better organized than it is. Add walls.
It would have been more fun if we were better prepared. The kids did not really get to participate as much as they wanted to and did not like some of the activities.
It was a great experience.
I loved playing with the kids on the playground and I think it meant a lot to them, too.
I enjoyed going to the school. But I love working with kids.
It was fun.
I'm totally against the open concept of Cypress Park School.
It was fun for me and I think the kids enjoyed it also.
There really was not enough time doing services to assess the project as a whole.
The school needs to be improved in many ways.
I had a good time and enjoyed everything about the project.
The project was a good learning experience and should be continued over the years.
The kids were very well behaved. It was good to just be able to spend time with younger kids.
I had a lot of fun! I loved working with the children!
I think that everyone benefits from helping with community work or in this case, environmental education service-learning projects. It's fun!
It was overall a great experience.
I really liked it.

**APPENDIX F:
PHOTOS OF “9/11 WEEK OF SERVICE” ACTIVITIES**



DSU students arrive at Cypress Park Elementary School for the “9/11 Week of Service” activities.



Cypress Park students escort DSU students to the back of the school.



DSU and Cypress Park students construct bird and bat houses.



Instructions for building bird houses.



DSU and Cypress Park students and teachers paint bird and bat houses.



Students painting bird and bat houses.



DSU and Cypress Park students and teachers paint bird houses and old tires for planters.



Students paint tires for planters in the butterfly garden.



Dahomey National Wildlife Refuge personnel help DSU and Cypress Park students and teachers paint tires.



Dahomey NWR personnel help DSU and Cypress Park students and teachers build a butterfly garden behind the school.



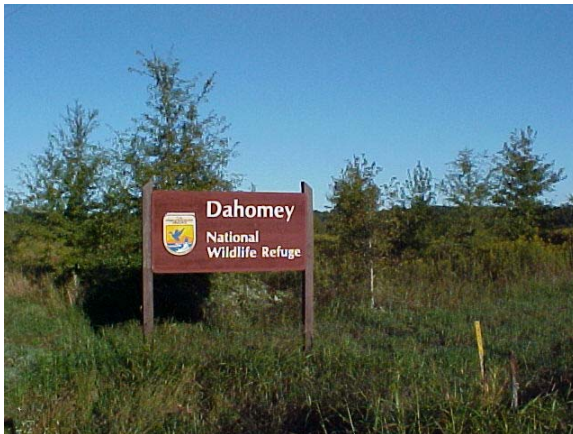
A DSU professor helps Cypress Park students color paper bags with anti-littering messages.



Bags with anti-littering messages drawn by Cypress Park students will be used for groceries in local supermarkets.

All photos by Alan Barton.

APPENDIX G:
PHOTOS OF DAHOMEY NWR ENVIRONMENTAL EDUCATION FIELD DAY ACTIVITIES



Entrance to Dahomey National Wildlife Refuge.



Station 1: Students decorate grocery bags with anti-littering messages.



Cypress Park Elementary School fourth graders arrive at Dahomey for the field day.



Station 2: Educator from the Mississippi Museum of Natural History instructs kids.



Station 1: Students learn about littering and decorate grocery bags.



Station 2: Students learn about endangered species in Mississippi.

Appendix G: Photos of Dahomey NWR Environmental Education Field Day Activities



Station 3: Ranger from Mississippi State Parks teaches about insects.



Station 4: Biologist from USFWS shows students some reptiles and amphibians.



Station 3: Students learn about insects in Mississippi.



Station 4: USFWS biologist shows students a frog close-up.



Station 4: USFWS biologist takes kids to a wetland area to observe wildlife.



Station 3: Environmental Educator Bootsie Lyon joins students for a talk on insects.

All Photos by Alan Barton

RESOURCES

Cleveland, MS, School District
305 Merritt Drive
Cleveland, MS 38732
(662) 843-3529
http://www2.mde.k12.ms.us/csd/index_hm.html

Cypress Park Elementary School
725 S. Martin Luther King Drive
Cleveland, MS 38732
(662) 846-6152
http://www.greatschools.net/modperl/browse_school/ms/70

Dahomey National Wildlife Refuge
831 Highway 446
Boyle, MS 38730
(662) 742-9331
<http://refuges.fws.gov/profiles/index.cfm?id=43635>
<http://dahomey.fws.gov/index.html>

Delta Center for Culture and Learning
Box 3152, Delta State University
Cleveland, MS 38733
(662) 846-4312
<http://www.blueshighway.org>

Delta State University
1003 W. Sunflower
Cleveland, MS 38733
(662) 846-3000
<http://www.deltastate.edu>

Keep Mississippi Beautiful
4785 I-55 North, Suite 102
Jackson, MS 39206
(601) 362-9099 or (800) 545-3764
<http://www.kmbpal.com>

Mississippi Department of Wildlife, Fisheries, and Parks
1505 Eastover Drive
Jackson, MS 39211
(601) 432-2400
<http://www.mdwfp.com>

Mississippi Museum of Natural Science
2148 Riverside Drive
Jackson, MS 39202
(601) 354-7303
<http://www.mdwfp.com/museum>

U.S. Fish and Wildlife Service
North Mississippi Refuges
2776 Sunset Drive
Grenada, MS 38902
(662) 226-8286

Questions or comments about this evaluation can be directed to the principal investigator:

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