

Zeitliche Dimension: [Langfristig \(> 5 Jahre\)](#)

Strukturelle Dimension: [Mikro \(Individuum\)](#)

Inhaltliche Dimension: [Sozial](#)

boost of attitudinal commitment to civic engagement for program graduates

gesellschaftliche Partizipation

Beschreibung der Aktivität

Kontext / Setting der Aktivität: [Ausbildungsprogramme für JugendarbeiterInnen bzw. für Jugendliche und ihre Familien](#)

Aktivität (Projekt, Organisation u.ä.): [Ausbildungsprogramm "Teach for America" für PraktikerInnen/ JugendarbeiterInnen](#)

Thematik der Aktivität: [Ausbildung der PraktikerInnen/ JugendarbeiterInnen](#)

Region(en) der Aktivität: [USA](#)

Dauer der Aktivität: [2 years \(for completing the program\)](#)

Größe der Interventionsgruppe: [2,771 individuals](#)

Stakeholder: [PraktikerInnen/ JugendarbeiterInnen/ MentorInnen](#)

Hauptzielgruppe der Aktivität: [PraktikerInnen/ JugendarbeiterInnen](#)

Evaluierung der Aktivität

Erhebungsinstrument (kategorisiert): [Quantitative Fragebogenerhebung \(schriftlich/offline\)](#)

Beschreibung des Erhebungsinstruments: The study includes every individual who applied to and was accepted by TFA in the years 1993-1998. This population includes "graduates," "dropouts" and "non-matriculants." Graduates are those who completed the two year teaching commitment, dropouts are those who began the program but left sometime before completing the two years, and non-matriculants are those who were accepted by TFA but declined the offer. Whenever available, the survey was mailed to the applicant's last known address as provided by TFA.

Indikator: Within the survey, the subjects were asked to provide detailed information on their extra-curricular and volunteer service activities during college. The study authors thus have a behavioral measure of prior service commitment on which to compare the subjects.

Items: Much of what I do is for a cause larger than myself; I support a policy that encourages all young people to perform at least one year of local or national public service after high school or college; I support a policy that requires all young people to spend one year performing some local or national public service; I am willing to go to great lengths to fulfill my obligations to my country; To me, the phrase "duty, honor, and country" stirs deeply felt emotions; I believe that citizens have an obligation to vote in elections.

Skala: All items are coded on a scale of 1 = strongly disagree, 2 = disagree, 3 = neither, 4 = agree, and 5 = strongly agree. Scale for obligation to vote is: 1 = not an obligation, 2 = a somewhat important obligation, 3 = a very important obligation.

Größe der Untersuchungsgruppe: Of the 2,771 individuals whom TFA told us they had accepted from 1993 through 1998, we were able to locate all but 230 using our various tracking procedures. These "missing" individuals were

removed from our sample. We then mailed surveys to the remaining 2,541 accepted applicants. In response to our efforts, we received a total of 1,124 completed surveys for an overall response rate of 44.2 percent

Erhebungsjahr/e: The surveys were completed and returned from May of 2001 through April of 2002

Publikationsland/ -länder: USA

Art der Quelle: Journal-Artikel

Quelle: [McAdam, Dough/Brandt, Cynthia \(2009\): Assessing the Effects of Voluntary Youth Service: The Case of Teach for America. Social Forces 88\(2\), 945-970](#)

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